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<td>Speech (SPCH)</td>
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<td>Sport &amp; Entertainmnt Mgmt (SPTE)</td>
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<td>Statistics (STAT)</td>
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<td>Theatre (THEA)</td>
<td>1937</td>
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<td>University Experience (UNIV)</td>
<td>1937</td>
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<td>1940</td>
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UNIVERSITY OF SOUTH CAROLINA BULLETIN

The Academic Bulletins are the official documents of record concerning academic programs and regulations. Each calendar year has a unique bulletin and there are different bulletins based on your particular course of study.
Welcome to the Undergraduate Studies Bulletin

The Undergraduate Studies Bulletin is the official document of record concerning undergraduate academic programs and regulations.

This bulletin is for information purposes only and does not constitute any contractual agreement between a student and the University of South Carolina. The University reserves the right to make changes in curricula, degree requirements, course offerings, or academic regulations at any time when, in the judgment of the faculty, the president, or the Board of Trustees, such changes are in the best interest of the students and the University.

Academic Bulletin Information

Administrative Copies

Printed administrative copies of the academic bulletins through the 2008-2009 academic year are available for reference in Thomas Cooper Library, the School of Medicine Library, Coleman Karesh Law Library, the Office of Undergraduate Admissions, The Graduate School, the Office of the Provost, and each college, school, and department office. Complimentary administrative copies are no longer produced.

Bulletin Updates and Corrections

Non-curricular information (i.e., faculty listings, contact information, college or departmental descriptive text) can be updated by contacting the Office of the University Registrar (bulletin@mailbox.sc.edu). Any material pertaining to course descriptions or curriculum changes must have the approval of the Faculty Senate, Graduate Council, Board of Trustees, and/or S.C. Commission on Higher Education before it can be published in the bulletins.

Printing Portions of the Online Bulletins

Except for a limited run of administrative copies up to the 2008-2009 academic year (copies of which are available for reference in the UofSC libraries), the academic bulletins are available online only. However, you may produce hard copy of any portion or all of an online bulletin using your local printer.

Other Printed Academic Documents

Supplementary materials are available on request as follows: the School of Medicine bulletin may be obtained by writing to the medical school; the School of Law bulletin may be obtained by writing to the School of Law. These offices are at the University of South Carolina, Columbia, SC 29208.

Final authority for all aspects of content rests with the Office of the Provost. All material submitted for publication in the undergraduate bulletin must be cleared through the academic editor, Sandra Kelly, vice provost and dean of undergraduate studies. For the graduate bulletin, clearance must be obtained through Cheryl Addy, vice provost and dean of the Graduate School.

Registration at the University of South Carolina assumes the students' acceptance of all published regulations, including both those which appear in this document and all others as applicable in any official announcement such as Carolina Community: Student Handbook and Policy Guide.

Official policies of the University listed below are published annually in Carolina Community.

1. Student Rights and Freedoms within the Academic Community
2. Code of Student Academic Responsibility and Procedures for Implementation of this Code
3. Grievance Policy and Procedures for Non-Academic Areas
4. University Policy on Use of Alcohol
5. University Policy on Campus Solicitation
6. University Policy on Student Patent and Copyright Matters

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

The University of South Carolina provides equal opportunity in education and employment for all qualified persons regardless of race, color, religion, sex, national origin, age, disability, or veteran status. The University of South Carolina has designated as the ADA Title II, Section 504 and Title IX coordinator the Executive Assistant to the President for Equal Opportunity Programs. The Office of the Executive Assistant to the President for Equal Opportunity Programs is located in:

1600 Hampton St.
Suite 805
Columbia, South Carolina
Telephone: 803-777-3854

Academic Programs

Academic Programs

Undergraduate degree programs on the Columbia campus are offered through the Colleges of Arts and Sciences (p. 22); Hospitality, Retail, and Sport Management (p. 430); Education (p. 340); Engineering and Computing (p. 372); College of Information and Communications (p. 470); Nursing (p. 510); Pharmacy (p. 517); and Social Work (p. 519) and through the School of Music (p. 498), the Arnold School of Public Health (p. 452), and the Darla Moore School of Business (p. 312).

For a list of undergraduate programs offered on the Columbia Campus visit the following link:

• Programs A-Z (p. 20)

Carolina Core Requirements

The Carolina Core curriculum provides the common core of knowledge, skill, and academic experience for all Carolina undergraduates. It has 10 Core components, each with learning outcomes and credit hour requirements. The Core begins with foundational courses early in the undergraduate experience, followed by one or more integrative courses near the end in which selected Core learning outcomes are integrated into the chosen major.

Each of the ten Core components must be met with a Core-approved course. While most Core-approved courses fulfill a single Core component, a few courses, called overlay-eligible courses, have been approved to fulfill two Core components. Every student is
required to complete a minimum of 31 credit hours of Core-approved courses.

Transfer students who enter UofSC Columbia, Lancaster, Salkehatchie, Sumter, or Union are subject to the Carolina Core requirements. Any transfer courses that equate to Carolina Core courses will equate to both content and all outcomes associated with the UofSC Course.

Visit the Carolina Core website for more information.

<table>
<thead>
<tr>
<th>Code</th>
<th>Carolina Core Components</th>
<th>Carolina Core Learning Outcomes</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Lower Division: Core Courses</td>
<td>Learning Outcomes</td>
<td>28-34 hours</td>
<td></td>
</tr>
<tr>
<td>CMW</td>
<td>Effective, Engaged, and Persuasive Communication: Written Component</td>
<td>Identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes through writing and speaking.</td>
<td>6 Written component</td>
</tr>
<tr>
<td>ARP</td>
<td>Analytical Reasoning and Problem-Solving</td>
<td>Apply the methods of mathematical, statistical, or analytical reasoning to critically evaluate data, solve problems, and effectively communicate findings verbally and graphically.</td>
<td>6</td>
</tr>
<tr>
<td>SCI</td>
<td>Scientific Literacy</td>
<td>Apply the principles and language of the natural sciences and associated technologies to historical and contemporary issues.</td>
<td>7</td>
</tr>
<tr>
<td>GFL</td>
<td>Global Citizenship and Multicultural Understanding: Foreign Language</td>
<td>Communicate effectively in more than one language.</td>
<td>0-6 (depending on placement test)</td>
</tr>
<tr>
<td>GHS</td>
<td>Global Citizenship and Multicultural Understanding: Historical Thinking</td>
<td>Use the principles of historical thinking to understand past human societies.</td>
<td>3</td>
</tr>
<tr>
<td>GSS</td>
<td>Global Citizenship and Multicultural Understanding: Social Sciences</td>
<td>Use the principles of the social sciences to explore diverse cultural identities and to analyze political and environmental issues.</td>
<td>3</td>
</tr>
<tr>
<td>AIU</td>
<td>Aesthetic and Interpretive Understanding</td>
<td>Create or interpret literary, visual or performing arts</td>
<td>3</td>
</tr>
<tr>
<td>CMS</td>
<td>Effective, Engaged, and Persuasive Communication: Spoken Component</td>
<td>Identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes through writing and speaking.</td>
<td>0-3 Spoken component</td>
</tr>
<tr>
<td>INF</td>
<td>Information Literacy</td>
<td>Collect, manage and evaluate information using technology, and communicate findings.</td>
<td>0-3</td>
</tr>
<tr>
<td>VSR</td>
<td>Values, Ethics, and Social Responsibility</td>
<td>Examine different kinds of social and personal values, analyzing the ways in which these are manifested in communities as well as individual lives.</td>
<td>0-3</td>
</tr>
</tbody>
</table>
The disciplinary field of any specific college, school, or department are

Special academic and cultural programs whose scope extends beyond

Special Academic Opportunities

Carolina Core Courses
- Foundational Courses (p. 742)
- Integrative Courses (p. 742)

<table>
<thead>
<tr>
<th>Total Hours in Carolina Core</th>
<th>31-43 hours (depending on language placement tests and use of at most two overlay courses)</th>
</tr>
</thead>
</table>

Study Abroad

Each year hundreds of students participate in study abroad programs in many locations around the world. The Study Abroad Office (http://sc.edu/about/offices_and_divisions/global_carolina/?option=com_content&view=article&id=207&Itemid=1/) is available to guide students through the study abroad process, providing information about study abroad options, scholarship opportunities and diverse academic, cultural, and linguistic experiences available to them. By developing and implementing quality programming, the Study Abroad staff helps prepare students interested in experiencing a culture other than their own prior to departure and facilitate their return to UofSC after their study abroad experience has ended.

In addition, the Study Abroad Office assists faculty in developing short-term international programs, provides support services for exchange students who attend UofSC, and administers exchange programs with international universities. The Study Abroad Office is continually developing new program options for the benefit of interested students.

For more information contact the Study Abroad Office (https://sc.edu/about/offices_and_divisions/study_abroad/) at 803-777-7557.

University 101

University 101 is a 3-credit-hour seminar course provided for and offered to freshmen and to other undergraduate students (i.e., transfer students) in their first semester at UofSC Columbia. This course provides an introduction to the nature and importance of university education and a general orientation to the functions and resources of the University. Many sections are offered for students enrolled in a specific UofSC college or academic major.

The course helps new students adjust to the University, develop a better understanding of the learning process, and acquire essential academic success skills. It also provides students a support group in a critical year by examining problems common to the new-student experience.

Offered in small classes of 19 students, University 101 is taught by faculty members and administrative personnel who have a special interest in working with new students. The course may be taken as part of a student’s regular load or as an overload. Course credit is awarded on a letter-grade basis. Credit is applicable as either elective or required credit toward most baccalaureate degrees offered by the University.

Undergraduate Research

Many students enrich the academic experience through research opportunities in all disciplines. Students work one-on-one with a faculty mentor, receive funding for their projects, and gain professional research experiences. The Office of Undergraduate Research (http://sc.edu/about/offices_and_divisions/undergraduate_research/) assists students in making connections with faculty and facilitating projects.

Discovery Day (https://sc.edu/about/signature_events/discover_usc/) showcases students’ scholarly pursuits in and out of the classroom. Students present their research discoveries through poster discussions, oral presentations, artistic presentations & visual art displays. Some students elect to live together in a unique community on campus. Students will benefit from field trips, the Discover Seminar Series, networking events with faculty and other
researchers, and access to service learning opportunities study abroad programs and internships.

**Service Learning**

Service-learning offers students an opportunity for hand-on involvement with real world concerns as a venue for educational growth. Combining the academic experience with community service provides a context for testing, observing, or trying out discipline-based theories, concepts, or skills. The Service Learning website (https://sc.edu/about/offices_and_divisions/leadership_and_service_center/service_opportunities/service_learning/) offers information on service learning courses available for students.

**Leadership Learning**

Many programs and activities are available at UofSC to develop leadership talent in students across disciplines, across colleges, across campus, and throughout the community. Several well known programs include the annual Student Leadership and Diversity Conference, the Emerging Leaders Program (https://sc.edu/about/offices_and_divisions/leadership_and_service_center/leadership_development/carolinalead/cfelp_peer_leader.php) (ELP), and the leader mentor network. The ELP assists students in learning about basic leadership theory. Students assess and explore their own leadership style and capacities, develop skills relevant to leadership work, and develop a personal development and leadership plan. Emerging Leader Mentors (ELMs) are students who have been at the university for more than 4 semesters who provide mentoring for first year students and transfer students in the Emerging Leaders Program.

**Career and Pre-Professional Counseling**

Students interested in careers requiring postgraduate professional training should plan their undergraduate curricula to meet the entrance requirements of the professional schools involved. Special advisors are available to offer assistance in career and curriculum planning in the following fields of postgraduate specialization:

**Law** (Eileen Korpita, pre-law advisor). Most law schools require for admission a B.S. or B.A. degree and an acceptable score on the Law School Admission Test. A solid liberal arts education is the best academic background for the study of law. Hence, no particular major or specific courses are required for successful performance in law school.

**Medicine, Dentistry, Veterinary Medicine, Optometry, Podiatry** (Eileen Korpita, health careers advisor). Students may obtain general advice concerning health related careers from the health careers advisor in Rooms 127-129, Sumwalt. Medical schools urge undergraduate students to obtain a broad liberal arts education but also require certain specific courses for admission. These include courses in the areas of biology, chemistry, English, mathematics, and physics. A very high scholastic average and a good score on the appropriate national admission examination (MCAT, DAT, etc.) are also essential for admission. Premedical, predental, preveterinary medicine, preoptometry, and prepodiatry students should have their course programs approved by the faculty advisor beginning with their freshman year in order to increase their chance for admission to a professional school.

**Religious Vocations** (Carl D. Evans, advisor). The professional schools of theology and religious education usually require a B.A. degree for admission. In regard to the undergraduate program, a broad liberal arts education with emphasis in religious studies, philosophy, English literature, history, and languages is recommended. Students planning professional religious vocations should work with the advisor in planning their academic program to be sure that they are adequately prepared for graduate professional study.

**Education** (Office of Student Affairs). Students may obtain general advice concerning teacher preparation from the Office of Student Affairs in the College of Education, Room 113, Wardlaw College.

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College of Arts and Sciences

Dr. Joel Samuels, Interim Dean
Dr. Claudia Benitez-Nelson, Associate Dean for Instruction, Community
Engagement, and Research
Dr. Cynthia J. Davis, Associate Dean for Arts, Humanities, and Academic
Initiatives
Dr. Christy Friend, Interim Associate Dean for Enrollment Management,
Advising, and Retention
Dr. Todd Shaw, Interim Associate Dean for Diversity, Equity, and Inclusion and
for Social Sciences
Dr. Jeff Twiss, Interim Associate Dean for Research and Graduate Education
Dr. Qiana Whitted, Interim Associate Dean for College Initiatives and
Interdisciplinary Programs

Overview of the College

The College of Arts and Sciences is the oldest, largest and most
academically diverse college at the University of South Carolina. Its
disciplines in the arts, humanities and sciences have formed the
university’s intellectual core since its founding in 1805. By providing most
courses in the Carolina Core, the college provides a foundation for every
University of South Carolina undergraduate student. Today, the college is
also a vibrant community of learning on the forefront of advances in
teaching, learning and research.

The college offers over 40 majors and minors and more than 70 graduate
programs, giving students a broad selection of study areas. Rooted in
the liberal arts tradition, the college provides a broad education that
champions critical thinking, creativity, communication skills, resilience,
teamwork and other skills and attributes that form the foundation of
success in graduates’ lives and careers.

The college enriches student learning through active teaching, academic
advising, career development and learning beyond the classroom.
The Student Excellence Collaborative provides student services and
facilitates advising, study abroad, internships and career development
with staff dedicated to the needs of arts and sciences students. The
Incubator for Teaching Innovation assists faculty with enhancing
classroom learning through a variety of teaching methods.

As the heart of a major research university, the college is a hub of
research excellence and creative activity. Its faculty-led research
programs advance knowledge and produce new work with impact in
literature, medicine, education, climate science, public policy, and more.
Its arts programs also make a cultural contribution to South Carolina and
beyond. These programs provide hands-on, engaged learning for both
undergraduate and graduate students, but they also serve as a catalyst
for positive change in the local community, the state, the nation and
the world. The College of Arts and Sciences transforms the lives of our
students and improves the world they will inhabit by creating and sharing
knowledge at the frontiers of inquiry.

Academic Departments

The College of Arts and Sciences consists of the Departments of
Anthropology; Biological Sciences; Chemistry and Biochemistry;
Criminology and Criminal Justice; English Language and Literature; Geography; History; Languages, Literatures, and Cultures; Mathematics; Philosophy; Physics and Astronomy; Political Science; Psychology; Religious Studies; Sociology; Statistics; and Theatre and Dance, as well as the School of the Earth, Ocean and Environment and the School of Visual Art and Design. Interdisciplinary Programs include African American Studies, Film and Media Studies, Global Studies, Jewish Studies, Linguistics, and Women's and Gender Studies. Through departmental and interdepartmental programs in these areas, the college offers the undergraduate degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, and Bachelor of Arts in Interdisciplinary Studies. The college also offers both a Bachelor of Arts and a Bachelor of Science degree program in Economics as well as a Bachelor of Science in Cardiovascular Technology that combines 100 semester hours of academic work with a clinical program at an accredited hospital.

Additional programs that offer undergraduate courses and opportunities include African Studies, Asian Studies, Islamic World Studies, Linguistics, Russian and Eurasian Studies, Southern Studies, and Speech Communication and Rhetoric. Aerospace Studies, Military Science, and Naval Science administer the University's ROTC programs. In addition to serving students majoring in any of the established arts and sciences disciplines, the constituent departments and programs of the College of Arts and Sciences offer courses included in the general degree requirements and elective options for all baccalaureate students at the University. Academic units in the college also participate actively in the South Carolina Honors College.

Centers and Institutes

Centers and institutes within the college include the Belle W. Baruch Institute for Marine and Coastal Sciences, Center for Civil Rights History and Research, Center for Digital Humanities, Center for Geographic Education, Center for Science Education, Electron Microscopy Center, GiSciences Research Laboratory, Hazards and Vulnerability Research Institute, Interdisciplinary Mathematics Institute, Institute for African American Research, Institute for Mind and Brain, Institute for Southern Studies, McCausland Center for Brain Imaging, Parenting and Family Research Center, Psychological Services Center, S.C. Institute of Archaeology and Anthropology, and the Walker Institute of International and Area Studies.

The college also is home to the McKissick Museum, which fosters awareness and appreciation for the history of the university and the community, culture and environment of the American South.

Accreditations

The School of Visual Art and Design is accredited by the National Association of Schools of Art and Design (NASAD.) The Department of Chemistry and Biochemistry has been approved by the American Chemical Society’s (ACS) Committee on Professional Training, and the curriculum for the Bachelor of Science in Chemistry meets ACS requirements. In the Department of Psychology, the graduate degrees in Clinical/Community Psychology are accredited by the American Psychological Association (APA); graduate degrees in School Psychology are accredited by the American Psychological Association (APA) and the National Association of School Psychologists (NASP) through a partnership with the National Council on Accreditation of Teacher Education (NCATE.) The Master of Public Administration degree offered by the Department of Political Science is accredited by the National Association of Schools of Public Affairs and Administration (NASPAAA.) The Department of Theatre and Dance is accredited by the National Association of Schools of Theatre (NAST) and the University/Resident Theatre Association (URTA.) Through selected degree programs, the College of Arts and Sciences participates in the teacher education programs of the University that are accredited by the National Council for Accreditation of Teacher Education.

College Academic Policies

Progression Requirements

To remain in a degree program offered by the College of Arts and Sciences, a student must make satisfactory academic progress toward the degree. Some of our majors have progression requirements that each student must meet to remain in the major. When a student fails to meet these progression requirements, students must choose another major. A student who fails to make satisfactory progress may be placed on academic probation or removed from the college. In addition, all students in the college are subject to the regulations on probation, suspension, and readmission in the section of this bulletin titled “Academic Regulations.”

Additional progression and retention requirements for specific majors are specified in the appropriate section of the bulletin.

The faculty of the College of Arts and Sciences recognizes the importance of clear, precise, and correct writing as part of a liberal education. Therefore, the faculty encourages the assignment of written work and fully supports professors who require written assignments to conform to reasonable standards of organization, development, coherence, and acceptable English usage.

Attendance Requirements

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

Graduation

In order to be eligible for graduation, students in the College of Arts and Sciences must meet all course requirements for the degree program, have a minimum of 120 applicable credit hours, be in good standing, meet any departmental or program requirements, and have a cumulative GPA of at least 2.00 on all work attempted at the university.

Department and program requirements appear under the appropriate departmental listing.

Advising

Students who wish to pursue a degree program in the College of Arts and Sciences must be admitted to the college and advised within the college. Each of the degree programs of the college has a director of undergraduate studies who supervises the academic advising of the students majoring in that program. Although it is the responsibility of students in the college to ensure that they complete all graduation requirements, the faculty and administration of the college make every effort possible to see that students are provided with accurate and timely academic advising. Students must see their academic advisors at least once each semester for assistance in planning their academic program. No student will be allowed to complete the registration process without an advising form approved by an assigned advisor.

Freshmen planning to major in one of the college's degree programs in the humanities, social sciences, or arts are advised by the college's freshman Dean's advisors. Assignment of students to specific Dean's advisors is handled by the Student Excellence Collaborative (SEC) at Flinn
Hall; upon the completion of the first 30 hours, students transition to the major department or program, where they are assigned a major advisor who is responsible for planning and approving the program of study. Freshmen planning to major in the sciences, mathematics, statistics, or cardiovascular technology are assigned a major advisor within the Department or Program upon entry to the college.

During the next-to-last semester before graduation, students must arrange for their academic advisor to complete a major program card; students must then schedule an appointment for a senior records check in the Student Excellence Collaborative in Flinn Hall. Any deficiencies in general education, major, minor, cognate, or special departmental requirements will be noted. This information should form the basis for the student’s final academic advising.

All advising, senior records checks, graduation, and related processes for students majoring in one of the college's degree programs are supervised by the Student Excellence Collaborative, Flinn Hall.

It is the responsibility of each student to understand and complete all requirements for the degree. Each student should obtain a copy of the Guidelines for Advising from their advisor or from the Student Excellence Collaborative at Flinn Hall.

The student’s major department and major advisor should be consulted for interpreting and applying major, minor, and cognate requirements. The college’s Student Excellence Collaborative at Flinn Hall is the final authority on all degree requirements. Students should consult this office with all concerns on the applicability of curricular requirements.

Students seeking further information should contact the Associate Dean for Enrollment Management, Advising, and Retention, Dr. Loren Knapp, LWKNAPP@mailbox.sc.edu or call 803-777-2993.

Right of Petition
A student may seek relief from academic standards and regulations by appealing to the Scholastic Standards and Petitions Committee of the College of Arts and Sciences. Information on procedures may be obtained from the Offices of Undergraduate Academic Affairs and Advising in Flinn Hall.

Career Development
Career development initiatives in the College of Arts and Sciences aim to complement academic advising by assisting students in clarifying career directions. Students are encouraged to begin the process of career planning as early as possible, normally in the freshman year. Career coaches are available in the Career Center to assist students in gaining an understanding of the student's own interests, values, abilities, and personality; the nature of a liberal education and the related marketable skills; and the numerous career opportunities available for arts and sciences students. The Career Center provides individual career counseling, testing, workshops, networking and job shadowing opportunities, job search seminars, resources for graduate school planning, and an online career learning dashboard. In addition, students are encouraged to complement their academic studies with career-related work experience such as internships, cooperative education, part-time work experience, or volunteer work. The Career Center provides advisors with career resource listings to assist them in referring students to the center.

The Student Excellence Collaborative at Flinn Hall as well as individual departments can assist students with identifying internship experiences appropriate for their academic and career interests.

Beyond the Classroom
The College of Arts and Sciences encourages students to seek learning opportunities beyond the classroom. This may include study abroad, internships, service learning, research, independent study courses and other activities.

The Student Excellence Collaborative facilitates study abroad and internships in the college.

The college endorses the use of departmental independent study courses to further students’ intellectual pursuits in alternative ways. Before students may register for an independent study course, they must present a completed independent study contract that has been approved by the instructor overseeing independent study project, the major advisor, and the Associate Dean for Enrollment Management, Advising, and Retention in the college. No student may apply more than 15 hours of independent study credits toward the degree. Unless approved as a part of the major, minor, or cognate, independent study courses will be graded only on a Pass-Fail basis. A grade point average of 2.50 or greater is required to enroll in independent study courses.

Teacher Preparation Programs
The College of Arts and Sciences participates in teacher preparation programs for undergraduate students who wish to pursue teacher certification. Several options are available within the College of Arts and Sciences and in collaboration with the College of Education.

5-year Bachelor's and Master's Degree Program
The University of South Carolina (Columbia campus)’s innovative, five-year program is closely coupled with a student's undergraduate major. After earning a bachelor’s degree in the appropriate discipline in the College of Arts and Sciences, a student may earn a master’s degree in the College of Education, leading to teacher certification. Students must apply and be admitted to the master’s year of this program, and must complete all prerequisites for the master's degree program as specified by the College of Education.

Students who plan to pursue the Master of Teaching degree may pursue a bachelor's degree in the College of Arts and Sciences in the appropriate discipline.

Teaching Area (Bachelor's Degree)

- English (Bachelor of Arts in English)
- Secondary social studies (BA or BS (as applicable) in history, economics, geography, political science, international studies, psychology, or sociology)
- Secondary science or mathematics (Bachelor of Science in biology, chemistry, physics, or mathematics)

The Master of Arts in Teaching (MAT) degree is also available at the University of South Carolina in selected disciplines, including art, foreign languages and theatre.

Bachelor's Degree Teacher Preparation Options
The College of Arts and Sciences also offers a Bachelor of Fine Arts with a major in art education that prepares students for K-12 certification in art. Students majoring in dance with a concentration in dance education K-12 are prepared for certification in K-12 dance.
Students majoring in Classics, French, German, or Spanish may seek K-12 teacher certification in Latin, French, German, or Spanish through a teacher preparation option at the undergraduate level.

The Center for Science Education assists individual departments in offering content-specific courses in their disciplines designed for in-service and pre-service teachers. For details on available courses, students can contact the Center for Science Education or communicate with their advisors.

College Curricula
Degree requirements vary among the undergraduate degree programs in the College of Arts and Sciences. The curricula established for all baccalaureate degrees awarded by the college include a set of courses that fulfill general education requirements, a set of courses that comprise a departmental major, a set of courses that comprise a cognate or minor, and several hours of free elective courses. A course may be used to fulfill only one requirement. Students who choose to complete one of the college’s degree programs are advised to read carefully the statement of the major department or program and to consult frequently with the major advisor. Students who wish to change a major field of study during the final 30 hours of academic work can only do so after consultation with staff members of the Student Excellence Collaborative at Flinn Hall.

General Education Requirements
Degree candidates in the College of Arts and Sciences must satisfy the general education requirements prescribed for the specific degree program. These requirements are designed to provide students with a broad experience in the liberal arts and sciences and opportunities to develop intellectual skills in analysis, synthesis, and evaluation, as well as competence in written and oral communication. General education is not defined by subject matter alone, but rather by an attitude toward the world that emphasizes intelligent functioning as a human being.

The General Education requirements of the College of Arts and Sciences are derived from the learning outcomes on which the Carolina Core, the University’s general education curriculum for all baccalaureate degrees, is based. The college’s General Education requirements include all requirements in the Carolina Core, also, the college’s requirements include specified or additional requirements that must be met for baccalaureate degrees offered by the college.

Each student must complete the specified number of hours or attain the desired level of achievement in the groups of courses outlined below. Note that the credit hours required in some of these groups vary somewhat between the B.A. and B.S. degrees. In planning the course of study during the first two years, a student should give precedence to courses that satisfy the general education requirements. Students must complete ENGL 101 (https://academicbulletins.sc.edu/search/?P=ENGL%20101) and ENGL 102 (https://academicbulletins.sc.edu/search/?P=ENGL%20102) within the first 60 semester hours of work in order for these courses to be credited toward graduation.

Majors and Degrees
- African American Studies (Bachelor of Arts)
- Anthropology (Bachelor of Arts)
- Art Education (Bachelor of Fine Arts)
- Art History (Bachelor of Arts)
- Art Studio (Bachelor of Arts, Bachelor of Fine Arts)
- Biochemistry and Molecular Biology (Bachelor of Science)
- Biological Sciences (Bachelor of Science)
- Cardiovascular Technology (Bachelor of Science)
- Chemistry (Bachelor of Science, Bachelor of Science in Chemistry)
- Chinese Studies (Bachelor of Arts)
- Classics (Bachelor of Arts)
- Comparative Literature (Bachelor of Arts)
- Criminology and Criminal Justice (Bachelor of Arts)
- Dance (Bachelor of Arts)
- Economics (Bachelor of Arts, Bachelor of Science)
- English (Bachelor of Arts)
- Environmental Science (Bachelor of Science)
- Environmental Studies (Bachelor of Arts)
- Experiential Psychology (Bachelor of Arts, Bachelor of Science)
- Film and Media Studies (Bachelor of Arts)
- French (Bachelor of Arts)
- Geography (Bachelor of Arts, Bachelor of Science)
- Geological Sciences (Bachelor of Science)
- Geophysics (Bachelor of Science)
- German (Bachelor of Arts)
- History (Bachelor of Arts)
- Interdisciplinary Studies (Bachelor of Arts in Interdisciplinary Studies)
- International Studies (Bachelor of Arts)
- Marine Science (Bachelor of Science)
- Mathematics (Bachelor of Science)
- Media Arts (Bachelor of Arts)
- Philosophy (Bachelor of Arts)
- Physics (Bachelor of Science)
- Political Science (Bachelor of Arts)
- Religious Studies (Bachelor of Arts)
- Russian (Bachelor of Arts)
- Sociology (Bachelor of Arts, Bachelor of Science)
- Spanish (Bachelor of Arts)
- Statistics (Bachelor of Science)
- Theatre (Bachelor of Arts)
- Women's and Gender Studies (Bachelor of Arts)

Basic Degree Requirements for Bachelor of Arts Degrees (120 Hours)

Basic Degree Requirements for Bachelor of Science Degrees (120 Hours)

Note: The following Bachelor of Science degrees require 128 hours instead of 120 hours: Biochemistry and Molecular Biology, Environmental Science, Geophysics, and Marine Science.

Arts and Sciences students may choose to earn multiple degrees, including a Bachelor of Science in one major and a Bachelor of Arts in another.

Majors
Every degree candidate in the college must successfully complete a major program of study, approved by a major advisor, that meets the major requirements of the department or program. A general major consists of at least 24 hours of approved advanced study in the student’s field of interest. An intensive major requires 36 to 48 hours of approved advanced study; no special notation will appear on the student’s transcript or diploma. The intensive major is often conceived specifically
as preparation for professional or graduate study. A minimum grade of C is required for any course submitted for fulfillment of general or intensive major requirements. At least half of the major courses must be taken in residence in the College of Arts and Sciences in order to apply to the degree.

Several majors in the College of Arts and Sciences offer a Graduation with Distinction option that does appear on transcripts and diploma if students complete the additional credit hours and other requirements. These majors include:

- Anthropology
- English
- Geography
- Geology
- Geophysics
- History
- International Studies
- Mathematics
- Philosophy
- Political Science
- Religious Studies
- Sociology

For details about the Graduation with Distinction requirements, see the academic bulletin page for each program.

**Interdisciplinary Studies**

The College of Arts and Sciences offers the Bachelor of Arts in Interdisciplinary Studies for students who want a program of interdisciplinary studies without a major in a single department or in a structured interdepartmental degree program. For details see the bulletin for "Interdisciplinary Studies."

**Second Major**

In some degree programs of the College of Arts and Sciences, a student may elect a second major. Normally, second majors are possible only in degree programs with similar general requirements and are thus not available from other schools and colleges. In those cases students may apply for two separate degrees. The second major option is not available in all colleges.

The following specifications for a second major apply:

1. The student must meet admission and progression requirements for the second major.
2. In those cases where second majors in two separate colleges are possible, the student must have received approval from both deans for a second major.
3. All requirements for the second major must be fulfilled.
4. All general education and special departmental requirements normally associated with the second major must be fulfilled.
5. In cases where the first major and the second major lead to different degrees, the student must designate one as the official degree of record.

A second major eliminates the cognate requirement; however, special departmental requirements normally completed as part of the cognate are not waived. Fulfillment of the requirements for a second major are indicated on the student's official transcript upon graduation. The requirements for the second major must be completed prior to graduation in order for the second major to be noted on the transcript.

**Second Baccalaureate Degree**

For information on second degrees, see “Graduation” in the academic regulations chapter of this bulletin.

**Cognates**

The cognate is intended to support the course work in the major or compliment itself. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor.

Courses offered by departments and programs in the College of Arts and Sciences that are acceptable for cognate credit are outlined in the section titled Courses Acceptable for Cognate Credit in Degree Programs in the College of Arts and Sciences.

For cognate course offerings in other colleges, consult the appropriate sections of this bulletin. Some major programs have specific cognate requirements.

It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the major advisor as being related to the major field of study. Students are urged to consult their major advisors for specific requirements in their major.

Courses applied toward general education requirements cannot be counted toward the cognate.

For Bachelor of Arts degrees, all cognate courses must be passed with a grade of C or higher.

For Bachelor of Science degrees, grades of D are acceptable for completion of the cognate requirement, except where restricted by the major program.

**Courses Acceptable for Cognate Credit in Degree Programs in the College of Arts and Sciences**

- Accounting (ACCT): all numbered 300 and above
- Aerospace Studies (AERO): all numbered 300 and above
- African American Studies (AFAM): all numbered 300 and above
- Anthropology (ANTH): all numbered 200 and above
- Arabic (ARAB): all numbered 300 and above
- Army/Military Science (ARMY): all numbered 300 and above
- Art Education (ARTE): all numbered 300 and above
- Art History (ARTH): all numbered 300 and above
- Art Studio (ARTS): all numbered 200 and above
- Astronomy (ASTR): all numbered 300 and above
- Biological Sciences (BIOL): all numbered 300 and above
- Chemistry (CHEM): all numbered 321 and above
- Chinese (CHIN): all numbered 300 and above
Classics (CLAS): all
Communication Sciences and Disorders: all numbered 300 and above
Comparative Literature (CPLT): all numbered 300 and above
Computer Science (CSCE): all numbered 145 and above
Criminology and Criminal Justice (CRJU): all numbered 311 and above
Dance (DANC): all numbered 300 and above
Economics (ECON): all numbered 300 and above
Education (EDCE, EDEC, EDEL, EDET, EDEN, EDLP, EDML, EDPY, EDRD, EDRM, EDSE, EDTE, PEDU): all numbered 300 and above except directed teaching courses and seminars
Engineering (BMEN, ECHE, ECIV, ELCT, EMCH, ENCP): all numbered 200 and above
English (ENGL): all numbered 300 and above
Environment and Sustainability (ENVR): all numbered 231 and above
European Studies (EURO): all numbered 300 and above
Exercise Science (EXSC): all numbered 300 and above
Film and Media Studies (FAMS): all numbered 200 and above
Finance (FINA): all numbered 300 and above
Foreign Language (FORL): all numbered 300 and above except directed teaching courses and seminars
French (FREN): all numbered 300 and above
Geography (GEOG): all numbered 200 and above
Geology (GEOL): all numbered 202 and above
German (GERM): all numbered 300 and above
Global Studies (GLST): all
Greek (GREK): all numbered 300 and above
Health Promotion, Education and Behavior (HPEB): all numbered 300 and above except HPEB 335 (https://academicbulletins.sc.edu/search/?P=HPEB%20335)
History (HIST): all numbered 300 and above
Hotel, Restaurant, and Tourism Management (HRTM): all numbered 300 and above
Integrated Information Technology (ITEC): all numbered 300 and above
International Business (IBUS): all numbered 300 and above
Italian (ITAL): all numbered 300 and above
Japanese (JAPA): all numbered 300 and above
Jewish Studies (JSTU): all numbered 300 and above
Journalism (JOUR): all numbered 300 and above
Latin (LATN): all numbered 300 and above
Latin American Studies (LASP): all
Library and Information Science (SLIS): all numbered 300 and above
Linguistics (LING): all numbered 300 and above
Management (MGMT): all numbered 371 and above except MGMT (https://academicbulletins.sc.edu/search/?P=MGMT%20499) 498 and 499
Management Science (MGSC): all numbered 300 and above except MGSC 498 (https://academicbulletins.sc.edu/search/?P=MGSC%20498), MGSC 499
Marine Science (MSCI): all numbered 215 and above
Marketing (MKTG): all numbered 300 and above
Mathematics (MATH): all numbered 241 and above except MATH 401 (https://academicbulletins.sc.edu/search/?P=MATH%20401)
Media Arts (MART): all numbered 200 and above
Music (MUSC): MUSC 115 (https://academicbulletins.sc.edu/search/?P=MUSC%20115), MUSC 116 (https://academicbulletins.sc.edu/search/?P=MUSC%20116), MUSC 145 (https://academicbulletins.sc.edu/search/?P=MUSC%20145) and all numbered 200 and above
Naval Science (NAVY): all numbered 300 and above
Nursing (NURS): all numbered 300 and above
Pharmacy: all numbered 300 and above
Philosophy (PHIL): all numbered 200 and above
Physics (PHYS): all numbered 212 and above
Political Science (POLI): all numbered 300 and above
Portuguese (PORT): all numbered 300 and above
Psychology (PSYC): all numbered 300 and above
Religious Studies (RELG): all numbered 300 and above
Retailing (RELT): all numbered 300 and above
Russian (RUSS): all numbered 300 and above
SC Honors College (SCHC): pending advisor approval
Social Work (SOWK): all numbered 300 and above
Sociology (SOCY): all numbered 300 and above
Southern Studies (SOST): all numbered 300 and above
Spanish (SPAN): all numbered 300 and above
Speech (SPCH): all numbered 200 and above
Sport and Entertainment Management (SPTE): all numbered 300 and above
Statistics (STAT): all numbered 300 and above
Women's and Gender Studies (WGST): all numbered 300 and above

Minors
In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major.

Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.

Minors are available in participating departments of the College of Arts and Sciences and in other colleges. For descriptions of specific minors, students should see the appropriate sections of the bulletin.

A list of minor programs of study can be found at Programs A-Z (https://academicbulletins.sc.edu/undergraduate/programs-az/)

Electives
Each degree in the College of Arts and Science requires a minimum number of credit hours in academic subjects.

No courses of a physical education (1 credit), first aid, remedial, developmental, skill-acquiring, or vocational nature may be applied as credit toward a degree in the College of Arts and Sciences. To encourage the student to challenge themselves by taking electives that will broaden their educational background, the College of Arts and Sciences permits the use of the Pass-Fail option on true elective courses that are not being used to satisfy major, minor, cognate or core requirements. This option is not available on all courses, so students should check course descriptions and consult with their advisors while choosing electives.

Other Regulations
In addition to the University academic regulations, students pursuing baccalaureate degrees in the College of Arts and Sciences are subject to the following:

1. A student shall not be permitted to enroll for more than 18 credit hours without the approval of the assistant dean of the college.
2. The assistant dean of the college, with the recommendation of the appropriate faculty, may authorize a student to repeat a course.

College Department and Program Areas
Click the links below to view programs and courses administered by each unit.

- Aerospace Studies (p. 28)
- African American Studies (p. 30)
- Anthropology (p. 33)
- Biological Sciences (p. 42)
- Cardiovascular Technology (p. 63)
- Cardiovascular Technology (p. 63)
- Chemistry and Biochemistry (p. 52)
- Criminology and Criminal Justice (p. 65)
- Economics (College of Arts and Sciences) (p. 70)
- English Language and Literature (p. 77)
- European Studies (p. 90)
- Film and Media Studies (p. 90)
- Geography (p. 91)
- Global Studies (p. 101)
- History (p. 102)
- Interdisciplinary Studies (College of Arts and Sciences) (p. 111)
- Jewish Studies (p. 133)
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- Latin American Studies (p. 170)
- Linguistics (p. 172)
- Mathematics (p. 175)
- Philosophy (p. 186)
- Physics and Astronomy (p. 193)
- Political Science (p. 199)
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- ROTC (p. 227)
- School of the Earth, Ocean and Environment (p. 232)
- School of Visual Art and Design (p. 261)
- Sociology (p. 283)
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- Theatre and Dance (p. 296)
- Women's and Gender Studies (p. 309)

Aerospace Studies
Department Website (http://artsandsciences.sc.edu/aero/)

Stewart Newton, Chair

The Air Force Reserve Officer Training Corps (AFROTC) Program offered by the Department of Aerospace Studies is conducted pursuant to provisions of the ROTC Vitalization Act of 1964. AFROTC is a leadership program for college students interested in earning a commission and entering the active duty Air Force as an officer, after completing a bachelor’s degree. AFROTC instructs students in military heritage, the development of air and space power, military ethics, drill and ceremonies, communication, human relations, and leadership theory and techniques. Teaching methods include instructor presentations, student discussions and team projects, and hands-on leadership exercises. All books and uniforms associated with AFROTC are provided at no cost to the student. Additionally, students may enroll for academic credit only. The AFROTC program is optimized to cover eight semesters of a typical student career. However, the program can be tailored to accommodate as few as the final
six semesters prior to degree completion. Contact the Department of Aerospace Studies for details.

**General Military Course (GMC)**
Qualified freshman and sophomore students may enroll as Air Force ROTC cadets in the general military course. This program allows students to “try out” Air Force ROTC for up to two years without incurring any obligation unless on an Air Force ROTC scholarship. Students will learn about Air Force history, the historical development of airpower, and basic officer skills. Testing and screening are accomplished during the sophomore year to determine those cadets qualified for enrollment in the professional officer course. Enrollment in AERO 101/AERO 102 or AERO 201/AERO 202, plus the corequisite lab, is required to maintain good standing in the GMC.

**Professional Officer Course (POC)**
Upon successful completion of a four-week field-training course at an Air Force base, qualified cadets may enroll in the professional officer course during their last two years of college. POC courses offered by the Department of Aerospace Studies are designed to prepare selected juniors and seniors for their responsibilities as Air Force officers. A subsistence stipend is paid during the last two years of college to cadets maintaining the minimum grade point average for advancement. Enrollment in AERO 301/AERO 302 and AERO 401/AERO 402, plus the corequisite lab, is required to maintain good standing in the POC. Successful completion of the POC results in receiving a commission as a second lieutenant in the United States Air Force.

**Program Qualification Requirements**
- Be a full-time undergraduate student
- Be a U.S. citizen
- Meet AFROTC height and weight standards
- Have good moral character and no history of illegal drug use or serious civil involvements
- Be medically qualified
- Pass the Air Force Officer Qualifying Test
- Pass an AFROTC Physical Fitness Assessment Test
- Successfully complete field training requirements
- Be in good academic standing
- Be between 17 and 30 years old
- Not be a single parent

**Scholarship Opportunities**
College Students: Air Force ROTC offers two, three, and four-year scholarships to college students in many majors. These scholarships include partial to full tuition and fees, a book allowance, and a monthly nontaxable stipend. Selection is based on student scores on the Air Force Officer Qualifying Test, cumulative grade point average, a physical fitness assessment, SAT (or equivalent) score and a rating from the cadre. To apply for any scholarship, contact the Department of Aerospace Studies.

High-School Seniors and Graduates: There are also scholarships available, on a competitive basis, to high-school seniors or graduates who have not enrolled as full-time college students. For up to four years, these scholarships pay partial to full tuition and fees, a textbook allowance, plus a monthly nontaxable stipend. Students should apply at afrotc.com (http://www.afrotc.com) prior to December 1 of the year preceding the fall term they would enter the University full-time.

**Physical Conditioning**
Mandatory physical conditioning is an integral part of the Department of Aerospace Studies curriculum and is required for all Leadership Lab courses including:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AERO 101L</td>
<td>Initial Military Training Cadet Leadership Laboratory I</td>
<td>0</td>
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<tr>
<td>AERO 102L</td>
<td>Initial Military Training Cadet Leadership Laboratory II</td>
<td>0</td>
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<tr>
<td>AERO 201L</td>
<td>Field Training Preparation Cadet Leadership Laboratory I</td>
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<tr>
<td>AERO 202L</td>
<td>Initial Field Training Preparation Cadet Leadership Laboratory II</td>
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<td>AERO 301L</td>
<td>Intermediate Cadet Leader Leadership Laboratory I</td>
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<td>AERO 302L</td>
<td>Intermediate Cadet Leader Leadership Laboratory II</td>
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<td>AERO 401L</td>
<td>Senior Cadet Leader Leadership Laboratory I</td>
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<td>AERO 402L</td>
<td>Senior Cadet Leader Leadership Laboratory II</td>
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<tr>
<td>AERO 499L</td>
<td>Extended Cadet Leader Leadership Laboratory</td>
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**Courses**

**AERO 101 - The Foundation of the U.S. Air Force I (1 Credit)**
Survey course introducing students to the U.S. Air Force and AFROTC. Topics include mission and organization of the Air Force, officer skills, professionalism, military customs and courtesies, and officer career opportunities.

**AERO 101L - Initial Military Training Cadet Leadership Laboratory I (0 Credits)**
Provides cadets the basic skills/knowledge to be functional members of the cadet corps, and activities to build camaraderie and esprit-de-corps. Includes mandatory physical fitness program.

**AERO 102 - The Foundation of the U.S. Air Force II (1 Credit)**
Continuation of AERO 101. Additional topics include Air Force core values, leadership principles, group leadership dynamics, and an introduction to verbal and written communications skills.

**AERO 102L - Initial Military Training Cadet Leadership Laboratory II (0 Credits)**
Continuation of AERO 101L. Exposure to additional information on an Air Force career. Scenarios and problems teach followership and leadership skills. Includes mandatory physical fitness program.

**AERO 201 - The Evolution of the U.S. Air Force I (1 Credit)**
Examines USAF air and space power from a historical perspective. Covers the earliest aircraft, both World Wars, the Korean and Vietnam conflicts, and air and space employment during the Cold War.

**AERO 201L - Field Training Preparation Cadet Leadership Laboratory I (0 Credits)**
Preparation of students for summer training at an Air Force base; teaching drill and other leadership experiences. Includes mandatory physical fitness program.

**AERO 202 - The Evolution of the U.S. Air Force II (1 Credit)**
Continuation of AERO 201. This course continues to explore Air Force history, beginning with the Vietnam era and culminating with the application of air and space power in recent conflicts.
AERO 202L - Initial Field Training Preparation Cadet Leadership Laboratory II (0 Credits)
Continuation of AERO 201L. Focuses on AFROTC Honor Code, Field Training Manual/procedures, and expeditionary skills required at field training. Includes mandatory physical fitness program.

AERO 301 - Air Force Leadership Studies I (4 Credits)
Study of leadership, management fundamentals, the profession of arms, personnel evaluation systems, ethics, motivation, team building, change management, and communication skills. Analyses of leadership and management case studies.
Corequisite: AERO 301L.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

AERO 301L - Intermediate Cadet Leader Leadership Laboratory I (0 Credits)
Provides cadets opportunities to develop leadership and followership skills, as well as sharpen their planning, organization, and communication ability. Includes mandatory physical fitness program.
Corequisite: AERO 301.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

AERO 302 - Air Force Leadership Studies II (4 Credits)
Continuation of AERO 301. Topics include developing subordinates, conflict management, counseling, influence, authority and responsibility, accountability, and moral leadership. Includes case studies on effective supervision and accountability.
Prerequisites: AERO 301.
Corequisite: AERO 302L.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

AERO 302L - Intermediate Cadet Leader Leadership Laboratory II (0 Credits)
Continuation of AERO 301L. Allows intermediate cadet leaders to further develop leadership and management skills essential in Air Force officers. Includes mandatory physical fitness program.
Prerequisites: AERO 301L.
Corequisite: AERO 302.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

AERO 401 - National Security/Leadership Responsibilities/Commissioning Preparation (4 Credits)
Study of U.S. Constitution, the Armed Forces, civilian control of the military, elements of national security, USAF doctrine, Total Force, the Joint environment, terrorism, and regional and cultural studies.
Prerequisites: AERO 302.
Corequisite: AERO 401L.

AERO 401L - Senior Cadet Leader Leadership Laboratory I (0 Credits)
Provides senior cadet leaders opportunities to develop leadership and supervisory skills, and to effectively manage resources toward mission accomplishment. Includes mandatory physical fitness program.
Prerequisites: AERO 302L.
Corequisite: AERO 401.

AERO 402 - Preparation for Active Duty (4 Credits)
Continuation of AERO 401. Topics include additional regional studies, military justice, personnel feedback, evaluation and promotion systems, the military profession, current issues affecting the military, and preparation for active duty.
Prerequisites: AERO 401.
Corequisite: AERO 402L.

AERO 402L - Senior Cadet Leader Leadership Laboratory II (0 Credits)
Continuation of AERO 401L. Allows senior cadet leaders advanced opportunities to hone their leadership in preparation for entering active duty. Includes mandatory physical fitness program.
Prerequisites: AERO 401L.
Corequisite: AERO 402.

AERO 499L - Extended Cadet Leader Leadership Laboratory (0 Credits)
Provides extended cadet leaders opportunities to continue developing leadership, managerial, and communication skills, and to mentor junior cadet corps members. Includes mandatory physical fitness program.
Prerequisites: 402L.

African American Studies

Department Website (http://www.cas.sc.edu/afra/)
Qiana Whitted, Director

The African American Studies Program provides undergraduate majors and minors with the interdisciplinary tools to study the experiences of people of African descent and the resources to evaluate black historical, cultural, social, economic and political developments in South Carolina, the United States, and beyond. With courses organized around the two broad subject areas of “Society and History” and “Arts and Culture,” students will have the opportunity to explore the breadth of the discipline before focusing on an individual plan of study. The program’s principal strengths include black political and social movements, African-American literature, and comparative cultural anthropology.

Courses

AFAM 200 - Freedom Papers: Narratives of Race and Nation (3 Credits)
A study of the United States founding documents that emphasizes how the experiences of African American citizens throughout history and culture shape the country’s values, norms, and ideals.

AFAM 201 - Introduction to African American Studies: Social and Historical Foundations (3 Credits)
Introduction to the key debates, figures, and concepts that are fundamental to the interdisciplinary study of the historical, political, and social development of black life in America.
Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 202 - Introduction to African-American Studies (3 Credits)
Introduction to the analysis and discussion of creative works and traditions by and about African Americans through folklore, music, art, dance, and literature.
Carolina Core: AIU
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences
AFAM 207 - Introduction to African American Religions (3 Credits)
The variety of religious traditions of African Americans, with emphasis on the contexts in which they developed.
Cross-listed course: RELG 207
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 218 - Convergence and Divergence in African American and Jewish Relations: Historical and Contemporary (3 Credits)
An examination of African American and Jewish American inter-ethnic, historical and contemporary connections and disconnections. Implications for educational, social, and social settings are considered.
Cross-listed course: EDTE 218, JSTU 218
Carolina Core: GSS, VSR

AFAM 303 - African-American Cultures (3 Credits)
An examination of African-American cultures in the New World. 03: 07/05/2019.
Cross-listed course: ANTH 231
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 308 - African-American Feminist Theory (3 Credits)
An interdisciplinary survey of the contributions of African-American women to feminist theory.
Cross-listed course: WGST 308
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 330 - Psychology and the African-American Experience (3 Credits)
Psychological theory and research as it applies to African Americans. Explores Africentric and other perspectives and roles of culture, racism, and historical phenomena.
Cross-listed course: PSYC 330
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 331 - Black Experience in the United States to 1865 (3 Credits)
The social, cultural, economic, and political life of black people in the United States to 1865.
Cross-listed course: HIST 211
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 332 - Black Experience in the United States since 1865 (3 Credits)
The social, cultural, economic, and political life of black people in the United States since 1865.
Cross-listed course: HIST 212
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 335 - The American Civil Rights Movement (3 Credits)
Examination of the origins of Jim Crow and the multi-faceted struggle against it, and other forms of racial inequality, in the American South and the rest of the US since the early 20th century.
Cross-listed course: HIST 455
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 343 - Religions of the African Diaspora (3 Credits)
Explore development/theologies of African/African Diaspora religions; examine misunderstandings; arrive at a more sophisticated and nuanced vision of these religions and the people who hold them.
Cross-listed course: RELG 343
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 348 - Environmental Racism and Justice (3 Credits)
History of the environmental justice movement and the unequal distribution of environmental harms on low income, minority, and historically marginalized groups.
Cross-listed course: ENVR 348

AFAM 350 - Antiracist Education (3 Credits)
Basic concepts, issues, and practices of antiracist education. Topics include individual and institutional racism, overt and covert racism, curriculum, textbooks, power relationships, teacher-student relationships, and privacy.
Cross-listed course: EDFI 350
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

AFAM 353 - Introduction to U.S. Racial and Ethnic Politics (3 Credits)
Survey of theories of the impact of race, ethnicity, and racism on American politics, and analysis of major policies and racial group experience regarding American citizenship.
Cross-listed course: POLI 353
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 355 - Race and Ethnic Relations (3 Credits)
Theoretical and empirical approaches related to race/ethnicity and the current state of race relations in American, with some attention to global issues.
Cross-listed course: SOCY 355
Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 364 - African-American Politics (3 Credits)
African-American politics from the colonial period to the present. Emphasis on voting rights and strategies to advance black representation.
Cross-listed course: POLI 364
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences
AFAM 365 - Medical Experimentation and the Black Body (3 Credits)
A cross-disciplinary study of how the bodies of Africans and African Americans were used in medical experimentation, starting in the late 18th century and continuing to the present. 03: 07/05/2019.
Cross-listed course: ANTH 263
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 366 - Medicine, Disease, and Slavery (3 Credits)
An interdisciplinary study of the health of enslaved African Americans during the nineteenth century by focusing on the conceptions, experiences, and dynamics of the relationship between slaves, medicine, healing, and their masters in the Antebellum American South.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

AFAM 380 - Cultural History of Hip Hop Music (3 Credits)
Roots of rap/hip hop music from African bardic tradition to African American vernacular traditions and development as a musical genre; rap's musical and verbal traits and political ideologies; hip hop's influence on mainstream American society and global youth.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

AFAM 393 - Race and Science Fiction (3 Credits)
Draws on science fiction to understand the contemporary history of American racial and ethnic politics and to speculate about the significance of race in America's political future.
Cross-listed course: POLI 393
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 397 - Special Topics in African-American Society and History (3 Credits)
Reading and research on selected social and historical topics in African American studies. May be repeated as content varies by title.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 398 - Special Topics in African-American Arts and Cultures (3 Credits)
Reading and research on selected arts and cultural topics in African-American studies. May be repeated as content varies by title.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences, GLD: Research

AFAM 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences, GLD: Research

AFAM 402 - African American Political Thought (3 Credits)
Survey of many of the major schools of historic and contemporary African American political thought.
Cross-listed course: POLI 402
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 420 - Slavery, Literature & Culture (3 Credits)
Interdisciplinary analysis of how the experiences of enslaved people are represented through fiction, autobiography, film, art, and new media.

AFAM 428A - African-American Literature I: to 1903 (3 Credits)
Representative works of African-American writers to 1903.
Prerequisites: ENGL 101, ENGL 102, and one course between ENGL 270 - ENGL 292.
Cross-listed course: ENGL 428A
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 428B - African-American Literature II: 1903 – Present (3 Credits)
Representative works of African-American writers from 1903 to the present.
Prerequisites: ENGL 101, ENGL 102, and one course between ENGL 270 - ENGL 292.
Cross-listed course: ENGL 428B
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 438B - African Literature (3 Credits)
Authors and literary forms representative of Africa.
Prerequisites: ENGL 101, ENGL 102, and one course between ENGL 270 - ENGL 292.
Cross-listed course: ENGL 438B
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

AFAM 442 - African-American English (3 Credits)
Linguistic examination of the structure, history, and use of African-American English, as well as literary presentations, language attitudes, and issues relating to education and the acquisition of Standard English.
Cross-listed course: ANTH 442, ENGL 457, LING 442
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 463 - Jim Crow: Histories & Revivals (3 Credits)
This course critically examines the continuities and discontinuities between Jim Crow and our current historical and political moment.
Cross-listed course: HIST 463

AFAM 476 - Black Activism (3 Credits)
Critical review of theories of community organizing, grassroots activism, and social movements, and examination of contemporary forms of black activism.
Cross-listed course: POLI 476
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences
AFAM 486 - African-American Rhetoric (3 Credits)
African-American rhetoric as manifested in speeches, essays, and other rhetorical artifacts.
Prerequisites: WGST 111 or WGST 112 or ANTH 102.
Cross-listed course: ENGL 486, SPCH 486
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 487 - Black Women Writers (3 Credits)
An examination of literature by and about black women, including fiction, poetry, drama, and autobiography. This study will focus on issues that emerge from the creative representations of black women and the intersections of race, gender, sexuality, and class that interrogate what is both particular and universal experiences.
Prerequisites: ENGL 101, ENGL 102.
Cross-listed course: ENGL 487, WGST 487
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

AFAM 498 - Seminar in African-American Studies (3 Credits)
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

AFAM 499 - Seminar in African-American Studies (3 Credits)
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

AFAM 515 - Race, Gender, and Graphic Novels (3 Credits)
Representations of race and gender in comics with a special emphasis on the experiences of African Americans.
Cross-listed course: WGST 515
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

AFAM 517 - An Anthropological View of Blacks in Film (3 Credits)
Cultural representations, constructions, production, and consumption of African-American identity in the popular culture medium of feature films.
Cross-listed course: ANTH 517
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 565 - African American Theatre (3 Credits)
The major movements, figures, plays, and critical strategies that have marked the development of African American theatre in the 19th, 20th, and 21st centuries.
Prerequisites: ENGL 101, ENGL 102, and one course between ENGL 270 - ENGL 292.
Cross-listed course: ENGL 565, THEA 565
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 580 - Culture and Identity in the African Diaspora (3 Credits)
Students will explore the African Diaspora as a social, cultural, and historical formation with Africa at its center, focusing on US, Latin American, and Caribbean African-descended communities.
Cross-listed course: ANTH 580
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

Anthropology

Department Website (http://www.cas.sc.edu/anth/)

Jennifer Reynolds, Chair

The department offers an undergraduate major in anthropology leading to the Bachelor of Arts degree.

Programs

- Anthropology Minor (p. 38)
- Anthropology, B.A. (p. 39)
- Medical Anthropology Minor (p. 42)

Courses

ANTH 101 - Primates, People, and Prehistory (3 Credits)
An exploration of human origins, human evolution, human prehistory, and cultural existence from its less complex forms to early civilizations. An introduction to the concepts, methods, and data of physical, biological, and archaeological anthropology.
Carolina Core: GSS

ANTH 102 - Understanding Other Cultures (3 Credits)
An exploration and comparison of selected contemporary cultures, including their languages. An introduction to the concepts, methods, and data of socio-cultural anthropology and anthropological linguistics.
Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

ANTH 161 - Human Origins: An Introduction to Biological Anthropology (4 Credits)
An introduction to the science of biological anthropology, a sub-field of anthropological that emphasizes a focus on humanity and its origin from a biological perspective, employing laboratory components to complement and reinforce lecture materials.
Carolina Core: SCI

ANTH 201 - Anthropological Inquiry in Undergraduate Research (3 Credits)
Introduces research-based learning in anthropology from a four-field perspective. To encourage self-reflective, professional thinking and provide experience and practice in professional skills and applications in anthropology.
Graduation with Leadership Distinction: GLD: Research

ANTH 203 - Comparing Cultures Through Film (3 Credits)
Human behavior in differing cultural contexts through ethnographic films of social relations in selected societies.

ANTH 204 - Plagues Past and Present (3 Credits)
An overview of how plagues and epidemics have shaped human prehistory and history. How large-scale social transformations have produced forms of human/disease interactions. How infectious disease has been conceptualized at different times and by different cultural groups and treated as a threat to the social order.
Carolina Core: GSS

ANTH 206 - Anthropology of Magic and Religion (3 Credits)
A comparative examination of such topics as ritual, cosmology, revitalization movements, magic, witchcraft, myth, and possession.
Cross-listed course: RELG 260
ANTH 207 - Gender and Culture (3 Credits)
Anthropological study of gender, with emphasis on cross-cultural investigation of the interaction of biological, cultural, and environmental factors including intersections of race, social class, and sexuality as influences gender behavior. 03/07/2019.

Cross-listed course: WGST 207

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ANTH 208 - Anthropology of Globalization and Development (3 Credits)
Examine cross-cultural definitions and experiences of globalization and development, through topics including colonial legacies of inequality, migration, land use, economic restructuring, media, consumption, tourism, health, and participatory development.

Graduation with Leadership Distinction: GLD: Global Learning

ANTH 209 - Introduction to Folklore (3 Credits)
Folk expression as shaped by various cultures; fieldwork methodology and anthropological theory.

ANTH 210 - Human Life Cycles in Different Cultures (3 Credits)
Childhood, maturity, old age, and gender socialization within the family.

Cross-listed course: WGST 210

Carolina Core: GSS

Graduation with Leadership Distinction: GLD: Community Service, GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

ANTH 211 - Learning Across Cultures (3 Credits)
Classroom ethnography, bilingualism, cultural minorities, communication across cultural boundaries. Films, videotapes, and fieldwork in classroom settings.

Carolina Core: GSS

Graduation with Leadership Distinction: GLD: Global Learning

ANTH 212 - Food and Culture (3 Credits)
Biological and cultural interactions affecting foodways around the world, and associated ethical issues.

Carolina Core: GSS, VSR

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ANTH 213 - Ethnobotany: Plants and Peoples (3 Credits)
Anthropological overview of the interactions between cultures around the world and the plants that affect them, from cultural, biological, archaeological, and linguistic points of view.

Carolina Core: GSS

ANTH 214 - Drinking in Culture: Anthropology of Alcohol (3 Credits)
Cultures of alcohol production and consumption from ancient times to the present, including relationships among social roles of alcohol, technological innovations, agriculture, and economy in an anthropological perspective.

ANTH 216 - Violence and Peace: Anthropological Perspectives (3 Credits)
Violence and peace in current events, cultural practices, historical periods, and everyday experiences. The ethics shaping violence and peace-making strategies. Classroom discussions and lectures analyzing harm and wellbeing. Themes addressing the Values, Ethics, and Social Responsibility (VSR) Carolina Core component, including colonialism, environmental exploitation, bondage, mass extinctions, and racism.

Carolina Core: VSR

ANTH 219 - Great Discoveries in Archaeology (3 Credits)
Survey of key archaeological discoveries from around the world.

ANTH 221 - Forensics of Sherlock Holmes (3 Credits)
Forensic methods of Sherlock Holmes within the context of modern forensic science. Aspects of forensic science including history of the discipline, forensic pathology, entomology, print analyses, crime scene analysis, forensic anthropology, early scientific theory, and anthropological theory of Holmes.

ANTH 222 - Modernity Archaeology and the Recent Past (3 Credits)
Explores the last five centuries of world history, using artifacts and archival sources. Evidence such as probate records, bottles, and geophysical maps are analyzed to discover the age of sites and answers to questions about topics such as colonialism, race, technology, piracy, class, Native Americans, industrialization, slavery, inequality, capitalism, and gender.

ANTH 224 - Indigenous Caribbean Archaeology (3 Credits)
Historical archaeology and ethnography of the Casimiroid, Ortoiroid, Saladoiid, Ostionoid, Taino and Carib indigenous culture of the Caribbean from 4,000 BC to 1524 AD. Emphasis on social complexity, religion, art and political organization to illustrate the diversity and richness of Amerindian Caribbean life until their rapid decline after European contact.

ANTH 225 - Archaeology in Film and Popular Culture (3 Credits)
Archaeological images and ideas in modern popular culture, including film and fiction.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ANTH 226 - Biblical Archaeology (3 Credits)
The fundamental elements of human culture as it relates to biblical archaeology. The defining characteristics of different kinds of society through interdependency of language and culture. The affects of modern world interests in defining / redefining this area

Cross-listed course: RELG 208

ANTH 227 - Forbidden Archaeology: Fantasies, Frauds, and Mysteries of the Human Past (3 Credits)
History and basis of several popular “fringe” ideas about the human past that utilize archaeological information: giants, Ice Age civilizations, and pre-Columbian transoceanic contact.

ANTH 229 - Southeastern Archaeology (3 Credits)
Major cultural milestones and lifeways experienced by Indians in the archeological record of the southeastern U.S., including colonization, religion, trade, invention of pottery, and place-making.

ANTH 230 - Diversity in the United States (3 Credits)
Application of techniques and insights of social and cultural anthropology to selected cultural settings in contemporary USA.

ANTH 231 - African-American Cultures (3 Credits)
An examination of African-American cultures in the New World.

Cross-listed course: AFAM 303

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

ANTH 232 - Contemp Cultures of South Carolina (3 Credits)
Application of the methods & techniques of socio-cultural anthropology to the contemporary cultures of SC. Examination of contrasts such as low country and up country, black and white, and rich and poor as they are manifested in cultural patterns.

ANTH 234 - Caribbean Cultures (3 Credits)
Ethnographic approach to Caribbean cultures and societies. Topics include colonial histories and experience, gender and race relations, beliefs and religious life, verbal arts, literature, and Creole language.
ANTH 236 - Cultures of Africa (3 Credits)
A comparative study of ethnographic data on African cultures with emphasis upon its significance for broader anthropological theory.

ANTH 237 - Cultures of Islam (3 Credits)
Diversity of lifestyles and institutions of Islam from Morocco to Indonesia, with attention to everyday life in small communities.

ANTH 238 - Middle Eastern Cultures (3 Credits)
A consideration of selected problems in the social and cultural life of peoples in the Middle East with emphasis on non-Arab populations.

ANTH 240 - South Asian Cultures (3 Credits)
Society and culture in South Asia; economic and political institutions, kinship, and religion as they pertain to the daily lives of people in the Subcontinent. Emphasis on India. Bangladesh, Nepal, Pakistan, and Sri Lanka also included.

ANTH 241 - Southeast Asian Cultures (3 Credits)
Social and cultural patterns of the region and how they influence current developments, especially Indonesia, Thailand, Vietnam, and the Philippines.

ANTH 242 - Chinese Popular Culture (3 Credits)
An overview of Chinese popular culture with an introduction to broad anthropological frameworks concerning popular culture.

Graduation with Leadership Distinction: GLD: Global Learning

ANTH 243 - Japanese Cultures (3 Credits)
An exploration of Japanese values and the institutions that shape Japanese behavior through analysis of rural and urban community studies and how Japanese people present themselves.

Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Internships

ANTH 244 - American Indian Nations Today: From Hard Times to Hard Rock (3 Credits)
Contemporary Indian Country in anthropological, historical, cultural, economic, and political contexts.

Carolina Core: GSS, VSR

ANTH 260 - Planet of the Apes: Behavior and Biology (3 Credits)
A survey of field and laboratory investigations of the comparative anatomy and behavior of nonhuman primates.

ANTH 261 - Human Variation (3 Credits)
The biocultural processes of human variation.

ANTH 262 - Basic Forensic Anthropology (3 Credits)
Survey of the basic scientific methods and applications of forensic anthropology.

ANTH 263 - Medical Experimentation and the Black Body (3 Credits)
A cross-disciplinary study of how the bodies of Africans and African Americans were used in medical experimentation, starting in the late 18th century and continuing to the present.

Cross-listed course: AFAM 365

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

ANTH 270 - Anthropology of Nonverbal Communication (3 Credits)
Body language, facial expressions, gestures, use of interpersonal space, and other nonverbal systems of communication and behavior in terms of pertinent theories, research methodology, findings, and cross-cultural implications.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

ANTH 271 - Language and Popular Culture (3 Credits)
Linguistic anthropological study of forms of language through the lens of popular culture. Explore the ethnography of communication through play and performance, discursive and semiotic practices, and varieties of language invoked in popular cultural forms that provide resources for cultural reproduction and contestation.

Cross-listed course: LING 241

ANTH 273 - Cross-Cultural Communication (3 Credits)
This course introduces students to the fields of interactional sociolinguistics and linguistic anthropology. Students will learn how they approach the study of cross-cultural and intercultural forms of (mis)communication within the context of globally interconnected people, places, and systems of communication.

Cross-listed course: LING 273

Carolina Core: GSS

ANTH 280 - Humans Going Nuclear: Atomic Bombs, Cold War, and the Fallout (3 Credits)
Ethnographic study of the Cold War, nuclear culture, and its aftermath.

Carolina Core: GSS, VSR

ANTH 291 - Selected Topics in Anthropology (1-3 Credits)
Topics of special interest. May be taken more than once as topics change.

ANTH 292 - Disease, Health, and Social Inequities (3 Credits)
Course focuses on political and economic processes contributing to the unequal access to health and social inequalities.

ANTH 301 - Latin American Cultures (3 Credits)
Comparative study of selected Latin American cultures with emphasis on their significance for a broader anthropological theory.

Cross-listed course: LASP 311

Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

ANTH 313 - Ethical Dilemmas in Anthropology (1 Credit)
An examination of ethical decision-making encountered in the practice of anthropology.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ANTH 318 - Material Culture (3 Credits)
Material aspects of cultures from artifact production in historical societies to contemporary industrial crafts; the cultural context of artifacts; fieldwork; relevant anthropological theories.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ANTH 319 - Principles of Archaeology (3 Credits)
Introduction to principles, methods, and theory of archaeology, including prehistoric and historic case studies.

ANTH 320 - Archaeology Theory (3 Credits)
This course charts the history of ideas in archaeology, over the past century, as a means of understanding current directions in archaeological thinking and current applications in archaeological practice.

Prerequisites: ANTH 319.

ANTH 321 - South Carolina Archaeology (3 Credits)
Prehistoric and historic archaeology of South Carolina.

ANTH 322 - Field School in Archaeology (3-6 Credits)
Archaeological field techniques, laboratory analysis and data interpretation.

Prerequisites: ANTH 319.
ANTH 323 - Field School in Ethnography (3-6 Credits)
Designing and carrying out ethnographic research including project design, data collection, analysis and description.

ANTH 324 - Ethnoarchaeology (3 Credits)
Current research on use of modern material culture in archaeological analysis.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ANTH 327 - Prehistoric Civilizations of the New World (3 Credits)
Study of Mesoamerican and South American civilizations, particularly the Mayan, Aztec, and Inca states. Processes of state formation as reflected in archaeological data.

Cross-listed course: LASP 325

ANTH 328 - Ancient Civilizations (3 Credits)
Causes for the rise and fall of several civilizations; ideological and ecological factors, unique events, and personalities versus general processes.

ANTH 331 - Mesoamerican Prehistory (3 Credits)
Cultural development and variation in Mesoamerica from the first arrival of man to the arrival of Europeans. Particular attention to cultural continuities from prehistoric times.

Cross-listed course: LASP 322

ANTH 333 - North American Prehistory (3 Credits)
Prehistoric anthropology in North America from the first arrival of man through the beginning of European acculturation.

ANTH 342 - Environmental Anthropology: Cross-cultural Perspectives on Environmental Change (3 Credits)
Cross-cultural perspectives on environmental issues.

Cross-listed course: ENV 342

ANTH 349 - Anthropology of Work (3 Credits)
Techniques, customs, verbal expressions, and expressive styles of workers in a variety of occupational cultures.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ANTH 350 - Anthropology & Development (3 Credits)
An examination of political and economic change in contemporary peasant communities.

Graduation with Leadership Distinction: GLD: Global Learning

ANTH 351 - The Family in Cross-Cultural Perspective (3 Credits)
Kinship, systems of descent, marriage, and domestic organization in different cultures. Variations in childrearing practices, gender, and other aspects of social relations in kin groups.

Cross-listed course: WGST 351

Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

ANTH 353 - Anthropology of Law and Conflict (3 Credits)
Understanding human behavior through the examination of cultural norms, mechanisms of social control, and social conflict.

Graduation with Leadership Distinction: GLD: Global Learning

ANTH 355 - Language, Culture, and Society (3 Credits)
Language in its social setting. The relationship between linguistic categories and culture categories. Language and cognition.

Cross-listed course: LING 340

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

ANTH 356 - Anthropology of Art (3 Credits)
Sculpture, drama, ceramics, weaving, music, and other arts from tribal societies will be discussed in terms of the religious, social, and aesthetic principles that underlie their production, use, and interpretation.

ANTH 357 - Psychological Anthropology (3 Credits)
Cultural differences and pan-cultural similarities in such psychological features as personality and cognition.

ANTH 359 - Theories of Culture (3 Credits)
Theory and practice of ethnology/sociocultural anthropology, based on a wide range of simple and complex societies.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ANTH 360 - Anthropology of Sex (3 Credits)
An overview of human sexuality in different cultures in regions across the globe; an examination of anthropological frameworks for sexuality that draw on historical and modern cultural conceptions.

Graduation with Leadership Distinction: GLD: Global Learning

ANTH 361 - Becoming Human (3 Credits)
The processes of hominoid development with a review of the basic principles of physical and behavioral evolution using the fossil record and the evolving ecological and psychosocial contexts.

ANTH 366 - Medicine, Disease and Slavery (3 Credits)
An interdisciplinary study of the health of enslaved African Americans during the nineteenth century by focusing on the conceptions, experiences, and dynamics of the relationship between slaves, medicine, healing, and their masters in the Antebellum American South.

Carolina Core: GSS

ANTH 371 - Ethnography of Communication (3 Credits)
Ethnographic analysis of communication in human groups and institutions.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ANTH 373 - Introduction to Language Sciences (3 Credits)
Introduction to the linguistic component of human cognition. Properties of speech, the organization of language in the mind/brain, cross-linguistic universals, child language acquisition, and aspects of adult language processing.

Cross-listed course: LING 300, PSYC 470

ANTH 374 - Cognitive and Social Aspects of Bilingualism (3 Credits)
Bilingual language development, social and cultural aspects of bilingualism, the bilingual brain, bilingualism throughout the lifespan.

ANTH 381 - Gender and Globalization (3 Credits)
Examines the dialectic between globalization and the social construction of gender. Topics include the global assembly line, transnational markets for domestic labor and sex workers, and global feminist alliances.

Prerequisites: WGST 111 or WGST 112 or ANTH 102.

Cross-listed course: WGST 381

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences
ANTH 388 - Cultures, Pregnancy, and Birth (3 Credits)
Anthropological study of pregnancy and birth with a cross-cultural focus comparing the United States to other nations. Examination of cultural factors such as prenatal care, dietary practices, taboos, birth location, practitioners, and birthing styles.
Cross-listed course: WGST 388
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ANTH 391 - Selected Topics in Anthropology (1-3 Credits)
Topics of special interest. May be taken more than once as topics change.

ANTH 392 - Global Women's Health (3 Credits)
This course examines health concerns important to the lives of women around the world through an overview of contemporary issues and challenges in the field of global health, broadly construed.
Cross-listed course: WGST 392
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ANTH 399 - Independent Study (3-6 Credits)
Graduation with Leadership Distinction: GLD: Research

ANTH 442 - African-American English (3 Credits)
Linguistic examination of the structure, history, and use of African-American English, as well as literary presentations, language attitudes, and issues relating to education and the acquisition of Standard English.
Cross-listed course: AFAM 442, ENGL 457, LING 442
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

ANTH 498 - Senior Thesis (3 Credits)
Directed research resulting in a written report. 00.
Prerequisites: GPA of 3.
Graduation with Leadership Distinction: GLD: Research

ANTH 499 - In the Tradition of Anthropology (3 Credits)
A seminar synthesizing the major with an examination of anthropology as a field of inquiry.

ANTH 512 - Gender Issues in China (3 Credits)

ANTH 513 - Anthropological Ethnobotany (3 Credits)
Survey of how each anthropological subfield studies the interrelationships between plants and peoples. Application of methods, including interviewing and data analysis.

ANTH 515 - Tradition and Transformations in Islamic Cultures (3 Credits)
Islam as a dynamic cultural tradition: emphasis on the tension between Islamization and the larger Islamic tradition.
Cross-listed course: RELG 551
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning

ANTH 517 - An Anthropological View of Blacks in Film (3 Credits)
Cultural representations, constructions, production, and consumption of African-American identity in the popular culture medium of feature films.
Cross-listed course: AFAM 517
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

ANTH 518 - Visual Cultures (3 Credits)
Survey of visual anthropology including theoretical frameworks of ways of seeing, ethnographic photography and filmmaking, contemporary technologies, and their effects on culture.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ANTH 520 - Field Problems in Ethnology (6 Credits)
A two-semester class and field session. Research design, field methods, interpretation of data, and the development of theory from the data.

ANTH 525 - Ethnoecology (3 Credits)
Seminar exploring human-plant-animal-natural interactions within an anthropological framework.

ANTH 533 - North American Archaeology (3 Credits)
Prehistoric and historic archaeology.

ANTH 534 - Prehistoric Archaeology of South America (3 Credits)
Prehistoric archaeology of the South American continent.
Cross-listed course: LASP 425

ANTH 535 - Conflict Archaeology (3 Credits)
Anthropological and archaeological theories and methods in the study of conflict, war, and warfare. Causes, effects, outcomes of sustained social acts of violence of groups, tribes, states, and nations. Evolutionary, biological, social origins of warfare. History, strategy, and tactics, battlefield archaeology.

ANTH 536 - Public Archaeology (3 Credits)
Philosophy and mechanics of modern archaeological Cultural Resource Management (CRM). CRM legislation, regulation, and process. Contemporary issues and problems in Public Archaeology including Native American reburial negotiations, conflict resolution, ethics, looting, business practices, standards, contexts and protection.

ANTH 541 - Field Problems in Archaeology (3 Credits)
Archaeological field methods and techniques such as excavation, flotation, sampling, surveying, photography, and remote sensing.
Prerequisites: ANTH 320.

ANTH 546 - Forensic Archaeological Recovery (FAR) (3 Credits)

ANTH 550 - Archaeological Laboratory Methods (3 Credits)
Laboratory on basic prehistoric and historic artifact analysis, including analytical methods, laboratory equipment, and data interpretation. May be repeated.
Prerequisites: ANTH 319 or ANTH 322.

ANTH 551 - Medical Anthropology: Fieldwork (3 Credits)
Application of observation techniques, field notes, informant interviewing, and secondary data analysis to interpreting differential perceptions of health problem solving in the community and clinic.

ANTH 552 - Medical Anthropology (3 Credits)
Socio-cultural factors in health, illness, healing, and in medical systems. Cross-cultural and ethnographic evidence for public health research and program applications.
Cross-listed course: HPEB 552
Graduation with Leadership Distinction: GLD: Research
ANTH 553 - Anthropological Approaches to Narrative and Performance (3 Credits)
The ways people from various cultures reflect on, reinforce, and construct their social realities through narrating, which will be considered as both artistic expression and social action.
Cross-listed course: LING 545

ANTH 555 - Language and Gender (3 Credits)
Approaches to gender and language emphasizing the social grounding of both; how language reflects sociocultural values and is a tool for constructing different types of social organization.
Cross-listed course: LING 541, WGST 555
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

ANTH 556 - Language and Globalization (3 Credits)
Anthropological approach to issues of language and globalization. Linguistic consequences of globalization under consideration include communicative patterns, linguistic change, and language and political economy.
Cross-listed course: LING 556
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

ANTH 557 - Psychological Anthropology (3 Credits)
Psychological aspects of behavior from a cross-cultural perspective.

ANTH 561 - Human Osteology (4 Credits)
An intensive examination of the human skeleton and techniques for anthropological interpretation.

ANTH 565 - Health and Disease in the Past (3 Credits)
Varieties and effects of disease patterns among past populations illustrating biological, environmental, and cultural interrelationships.

ANTH 567 - Human Identification in Forensic Anthropology (3 Credits)
Theories and methodologies necessary for the identification of human skeletal remains in a forensic setting.

ANTH 568 - Nutritional Anthropology (3 Credits)

ANTH 569 - International Development and the Environment (3 Credits)
Intersections of international development and environmental change; study of general theoretical perspectives balanced with case studies from the Global South.
Cross-listed course: GEOG 569
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning

ANTH 570 - Ethnographic Film (3 Credits)
Problems in conveying and interpreting ethnographic information on film or tape. Includes syntax, suitability of subject matter to the medium, irrelevant or distracting information, and observer bias.

ANTH 572 - Temporal Processes in Culture (3 Credits)
Clocks, cycles, and contingencies as they affect human societies now and have done so in the past. Theories and models from biology and the other natural sciences will be used to interpret the history of culture.

ANTH 575 - Economic Anthropology (3 Credits)
A cross-cultural study of the economic behavior of pre-literate and literate societies.

ANTH 576 - Archaeology of the African Diaspora (3 Credits)
Foodways, architecture, crafts, and narrative of African-American cultures.

ANTH 577 - Advanced Topics in the Anthropological Study of Social Organization (3 Credits)
Selected recent theoretical and methodological developments in the study of social organization.

ANTH 579 - Cultural Ecology (3 Credits)
An interdisciplinary approach to prehistoric, historic, and contemporary relationships between the development of socio-cultural configurations and ecosystems.

ANTH 580 - Culture and Identity in the African Diaspora (3 Credits)
Students will explore the African Diaspora as a social, cultural, and historical formation with Africa at its center, focusing on US, Latin American, and Caribbean African-descended communities.
Cross-listed course: AFAM 580
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

ANTH 581 - Globalization and Cultural Questions (3 Credits)
This course examines cultural understandings of and responses to globalization, examining topics such as its history and theories, migration, economic integration and inequality, identity, social movements, and the environment.
Cross-listed course: GEOG 581
Graduation with Leadership Distinction: GLD: Global Learning

ANTH 586 - Discourse, Gender and Politics of Emotion (3 Credits)
Anthropological approach to issues of discourse, gender and emotion. Issues under consideration include the social control, force, and forms of emotional discourse and the relationship between emotion and culture from gender-oriented perspectives.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ANTH 591 - Selected Topics (1-3 Credits)
Topics of special interest. May be taken more than once as topics change.

ANTH 600 - Survey of Linguistics (3 Credits)
Survey of core areas of linguistics and extensions to closely related disciplines. Introduction to the linguistic component of human cognition. Formal description and analysis of the general properties of speech and language, the organization of language in the mind/brain, and cross-linguistic typology and universals.
Cross-listed course: ENGL 680, LING 600

ANTH 699 - Reading and Research (3-6 Credits)

Anthropology Minor

Minor Requirements (18 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 101 or ANTH 161</td>
<td>Primates, People, and Prehistory</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 102</td>
<td>Understanding Other Cultures</td>
<td>3</td>
</tr>
</tbody>
</table>
Select four courses at the 200-level or above 12

Total Credit Hours 18

Note: In certain cases ANTH 101/ANTH 161 or ANTH 102 can be exempted by permission of the Undergraduate Director in the Department and replaced with two other anthropology courses.

Anthropology, B.A.

Learning Outcomes

- Students will demonstrate their knowledge of the four sub-fields of anthropology, and central themes in the sub-fields. These themes include: 1) the biological and cultural changes that occurred in human prehistory and history 2) cultural diversity worldwide and throughout time 3) relationships between aspects of human life, such as biology, cultural beliefs, material culture, and language and 4) the dynamics at work in different components of cultural systems (e.g. kinship).
- Students will communicate in written form about anthropological themes and topics in a variety of different and appropriate writing styles including research papers, projects, reaction papers, and essay exams. In their writing, students will analyze human situations from an anthropological perspective, and will recognize and evaluate different theories and methods in anthropology.
- Students will demonstrate general techniques of anthropological research and recognize the importance of the principles of anthropological ethics in conducting research. This research will include basic library and internet research, and in some cases, will include data collection and analysis through “hands on” training.

Admissions

Entrance Requirements

New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

Degree Requirements (120 hours)

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
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<tr>
<td>2. College Requirements</td>
<td>15-18</td>
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<tr>
<td>3. Program Requirements</td>
<td>31-46</td>
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<tr>
<td>4. Major Requirements</td>
<td>27</td>
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</tbody>
</table>

1. Carolina Core Requirements (32-44 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

*must be passed with a grade of C or higher*

- any CC-CMW courses (p. 742)

ARP – Analytical Reasoning and Problem Solving (6-8 hours)

- any CC-ARP courses (p. 742)

SCI – Scientific Literacy (8 hours)

- Two 4-credit hour CC-SCI (p. 742) laboratory science courses

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

- CC-GFL courses (p. 742)

It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

- any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

- any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)

- any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component (0-3 hours)

- any overlay or stand-alone CC-CMS course (p. 742)
INF – Information Literacy (0-3 hours)
- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility (0-3 hours)
- any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

Choose 1 of the following to fulfill a Carolina Core requirement:
- ANTH 101
- ANTH 161

2. College Requirements (15-18 hours)

Foreign Language (0-3 hours)
- only if needed to meet 122-level proficiency

History (3 hours)
The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:
- One Carolina Core GHS-approved course (p. 742) primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.
  OR
- One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300 or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

Social Science and Fine Arts or Humanities (12 hours)
- ANTH 102
- Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/) (9 hours of Fine Arts or Humanities)

3. Program Requirements (31-46 hours)

Cognate or Minor (12-18 hours)

Cognate
The cognate is intended to support the course work in the major. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor.

Courses offered by departments and programs that are acceptable for cognate credit are outlined in the section titled Courses Acceptable for Cognate Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-cognate/).

For cognate course offerings in other colleges, consult the appropriate sections of this bulletin. Some major programs have specific cognate requirements.

It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the major advisor as being related to the major field of study. Students are urged to consult their major advisors for specific requirements in their major.

Courses applied toward general education requirements cannot be counted toward the cognate. For Bachelor of Arts degrees, all cognate courses must be passed with a grade of C or higher.

Minor
In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.

A list of minor programs of study can be found at Programs A-Z (p. 20).

Electives (13-34 hours)

No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

Note: 7-28 hours of electives will be needed to reach hours to graduate if completing the B.A. with Distinction.

4. Major Requirements (27 hours)

A minimum grade of C is required in all major courses.

Major Courses (12 hours)

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>ANTH 204</td>
<td>Plagues Past and Present</td>
<td>3</td>
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<tr>
<td>ANTH 221</td>
<td>Forensics of Sherlock Holmes</td>
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<tr>
<td>Course</td>
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<td>ANTH 260</td>
<td>Planet of the Apes: Behavior and Biology</td>
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<td>Human Variation</td>
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<td>Basic Forensic Anthropology</td>
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<td>Health and Disease in the Past</td>
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<td>Human Identification in Forensic Anthropology</td>
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<tr>
<td>ANTH 568</td>
<td>Nutritional Anthropology</td>
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**Select one course from Archaeology:** 3

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<th>Course</th>
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<tbody>
<tr>
<td>ANTH 219</td>
<td>Great Discoveries in Archaeology</td>
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<tr>
<td>ANTH 223</td>
<td>Modernity Archaeology and the Recent Past</td>
</tr>
<tr>
<td>ANTH 224</td>
<td>Indigenous Caribbean Archaeology</td>
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<tr>
<td>ANTH 225</td>
<td>Archaeology in Film and Popular Culture</td>
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<tr>
<td>ANTH 226</td>
<td>Biblical Archaeology</td>
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<tr>
<td>ANTH 227</td>
<td>Forbidden Archaeology: Fantasies, Frauds, and Mysteries of the Human Past</td>
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<tr>
<td>ANTH 229</td>
<td>Southeastern Archaeology</td>
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<tr>
<td>ANTH 318</td>
<td>Material Culture</td>
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<tr>
<td>ANTH 319</td>
<td>Principles of Archaeology</td>
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<td>ANTH 320</td>
<td>Archaeology Theory</td>
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<td>ANTH 321</td>
<td>South Carolina Archaeology</td>
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<tr>
<td>ANTH 322</td>
<td>Field School in Archaeology</td>
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<tr>
<td>ANTH 324</td>
<td>Ethnoarchaeology</td>
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<tr>
<td>ANTH 327</td>
<td>Prehistoric Civilizations of the New World</td>
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<tr>
<td>ANTH 331</td>
<td>Mesoamerican Prehistory</td>
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<td>ANTH 328</td>
<td>Ancient Civilizations</td>
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<tr>
<td>ANTH 333</td>
<td>North American Prehistory</td>
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<tr>
<td>ANTH 533</td>
<td>North American Archaeology</td>
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<tr>
<td>ANTH 534</td>
<td>Prehistoric Archaeology of South America</td>
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<td>ANTH 535</td>
<td>Conflict Archaeology</td>
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<td>ANTH 536</td>
<td>Public Archaeology</td>
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<td>ANTH 541</td>
<td>Field Problems in Archaeology</td>
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<td>ANTH 542</td>
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<td>ANTH 546</td>
<td>Forensic Archaeological Recovery (FAR)</td>
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<tr>
<td>ANTH 550</td>
<td>Archaeological Laboratory Methods</td>
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<tr>
<td>ANTH 576</td>
<td>Archaeology of the African Diaspora</td>
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</tbody>
</table>

**Select one course from Linguistic Anthropology:** 3

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ANTH 270</td>
<td>Anthropology of Nonverbal Communication</td>
</tr>
<tr>
<td>ANTH 271</td>
<td>Language and Popular Culture</td>
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<tr>
<td>ANTH 355</td>
<td>Language, Culture, and Society</td>
</tr>
<tr>
<td>ANTH 371</td>
<td>Ethnography of Communication</td>
</tr>
<tr>
<td>ANTH 373</td>
<td>Introduction to Language Sciences</td>
</tr>
<tr>
<td>ANTH 442</td>
<td>African-American English</td>
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<tr>
<td>ANTH 553</td>
<td>Anthropological Approaches to Narrative and Performance</td>
</tr>
<tr>
<td>ANTH 555</td>
<td>Language and Gender</td>
</tr>
<tr>
<td>ANTH 556</td>
<td>Language and Globalization</td>
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<tr>
<td>ANTH 586</td>
<td>Discourse, Gender and Politics of Emotion</td>
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</table>

**Select one course from Sociocultural Anthropology:** 3

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ANTH 203</td>
<td>Comparing Cultures Through Film</td>
</tr>
<tr>
<td>ANTH 206</td>
<td>Anthropology of Magic and Religion</td>
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<tr>
<td>ANTH 207</td>
<td>Gender and Culture</td>
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<tr>
<td>ANTH 209</td>
<td>Introduction to Folklore</td>
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<tr>
<td>ANTH 212</td>
<td>Food and Culture</td>
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<tr>
<td>ANTH 213</td>
<td>Ethnobotany: Plants and Peoples</td>
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<tr>
<td>ANTH 216</td>
<td>Violence and Peace: Anthropological Perspectives</td>
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<tr>
<td>ANTH 230</td>
<td>Diversity in the United States</td>
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<tr>
<td>ANTH 231</td>
<td>African-American Cultures</td>
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<td>ANTH 232</td>
<td>Contemp Cultures of South Carolina</td>
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<tr>
<td>ANTH 234</td>
<td>Caribbean Cultures</td>
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<td>ANTH 236</td>
<td>Cultures of Africa</td>
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<td>ANTH 237</td>
<td>Cultures of Islam</td>
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<td>ANTH 238</td>
<td>Middle Eastern Cultures</td>
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<td>ANTH 240</td>
<td>South Asian Cultures</td>
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<td>ANTH 241</td>
<td>Southeast Asian Cultures</td>
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<td>ANTH 242</td>
<td>Chinese Popular Culture</td>
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<td>ANTH 243</td>
<td>Japanese Cultures</td>
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<td>ANTH 301</td>
<td>Latin American Cultures</td>
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<td>ANTH 318</td>
<td>Material Culture</td>
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<td>ANTH 349</td>
<td>Anthropology of Work</td>
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<td>ANTH 353</td>
<td>Anthropology of Law and Conflict</td>
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<td>ANTH 356</td>
<td>Anthropology of Art</td>
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<td>ANTH 360</td>
<td>Anthropology of Sex</td>
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<td>ANTH 381</td>
<td>Gender and Globalization</td>
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<tr>
<td>ANTH 388</td>
<td>Cultures, Pregnancy, and Birth</td>
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<tr>
<td>ANTH 512</td>
<td>Gender Issues in China</td>
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<td>ANTH 515</td>
<td>Tradition and Transformations in Islamic Cultures</td>
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<td>ANTH 517</td>
<td>An Anthropological View of Blacks in Film</td>
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<td>ANTH 518</td>
<td>Visual Cultures</td>
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<td>ANTH 552</td>
<td>Medical Anthropology</td>
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<tr>
<td>ANTH 572</td>
<td>Temporal Processes in Culture</td>
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<td>ANTH 579</td>
<td>Cultural Ecology</td>
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<td>ANTH 580</td>
<td>Culture and Identity in the African Diaspora</td>
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<tr>
<td>ANTH 581</td>
<td>Globalization and Cultural Questions</td>
</tr>
<tr>
<td>ANTH 586</td>
<td>Discourse, Gender and Politics of Emotion</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 12

**Major Electives (15 hours)**

- Select **one** course from the ANTH 500-level
- Select an additional **12 hours** from ANTH 200-level or above

Note: Selection of major courses must include at least one of the following courses: ANTH 261, ANTH 319, ANTH 320, ANTH 355, ANTH 366, ANTH 371, ANTH 381, ANTH 518 or ANTH 581.

**B.A. with Distinction (33 hours)**

Departmental Undergraduate Research Track/Intensive Major is available to students majoring in Anthropology who wish to participate in significant research activities in collaboration with, or under the supervision of, a faculty mentor.
Major Courses (21 hours)
- Select one course from Biological Anthropology (3 hours)
- Select one course from Archaeology (3 hours)
- Select one course from Linguistic Anthropology (3 hours)
- Select one course from Sociocultural Anthropology (3 hours)
- Select one Fieldschool, Laboratory, Practicum, Qualitative Methodology or Quantitative Methodology course (3 hours)
- ANTH 201 OR an additional 500-level course (3 hours)
- ANTH 498 (3 hours)

Major Electives (12 hours)
- Select two courses from the ANTH 500-level (6 hours)
- Select an additional 6 hours from ANTH 200-level or above

Note: Selection of major courses must include at least one of the following courses: ANTH 261, ANTH 319, ANTH 320, ANTH 355, ANTH 366, ANTH 371, ANTH 381, ANTH 518 or ANTH 581.

Additional Requirements
- A minimum major GPA of 3.30.
- A minimum cumulative GPA of 3.30.
- Public presentation of the Senior Thesis in a venue approved by the faculty mentor, such as:
  - Annual meeting of the Southern Anthropological Society (or another annual meeting of the appropriate professional organization)
  - A regular or special session of the Department of Anthropology Colloquium Series
  - USC Discovery Day
  - Submission to a professional journal
- A written sponsorship agreement from the faculty mentor to be placed on file in the Department of Anthropology office.

Major Map
A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Anthropology, B.A. (https://sc.edu/about/offices_and_divisions/advising/documents/major_maps/2020-2021/2020_anth_map.pdf)

Medical Anthropology Minor
The Medical Anthropology minor develops students’ understanding of health from the perspective of human cultural and biological diversity, preparing them for careers in global health.

Admission Requirements
- The minor is not open to Anthropology majors
- At least 15 hours used in the minor must be earned at UofSC within the Department of Anthropology

Requirements
The minor in Medical Anthropology consists of 18 credit hours or 6 classes.

Departmental or Honors College special topics courses or field schools related to medical anthropology may fulfill the restricted electives requirement, provided that the course substitutions are pre-approved by the office of the Dean of Undergraduate Student Affairs and Advising in Flinn Hall in consultation with faculty content experts in the Department of Anthropology; bring a syllabus to Flinn Hall for the course you want pre-approved. Appeals to register in pre-approved honors college courses should be directed to the Honors College.

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ANTH 102</td>
<td>Understanding Other Cultures</td>
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<tr>
<td>ANTH 292</td>
<td>Disease, Health, and Social Inequities</td>
<td>3</td>
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<tr>
<td>ANTH 392</td>
<td>Global Women's Health</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 551</td>
<td>Medical Anthropology Fieldwork</td>
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<tr>
<td>ANTH 552</td>
<td>Medical Anthropology</td>
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Restricted Electives
Select one of the following: 3

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<th>Title</th>
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<td>ANTH 210</td>
<td>Human Life Cycles in Different Cultures</td>
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<tr>
<td>ANTH 212</td>
<td>Food and Culture</td>
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<tr>
<td>ANTH 262</td>
<td>Basic Forensic Anthropology</td>
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<tr>
<td>ANTH 263</td>
<td>Medical Experimentation and the Black Body</td>
<td></td>
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<tr>
<td>ANTH 280</td>
<td>Humans Going Nuclear: Atomic Bombs, Cold War, and the Fallout</td>
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<tr>
<td>ANTH 561</td>
<td>Human Osteology</td>
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</tbody>
</table>

Total Credit Hours 18

1 ANTH 102 may not also fulfill the Carolina Core GSS component

Biological Sciences
Department Website (http://www.biol.sc.edu/)

Jeff Twiss, Interim Chair

The Department of Biological Sciences offers a Bachelor of Science degree with a major in biological sciences.

Programs
- Biological Sciences, B.S. (p. 48)
- Biology Minor (p. 51)
- Neuroscience Minor (p. 51)

Courses
BIOL 101 - Biological Principles I (3 Credits)
Introductory survey of macromolecules, cell structure and function, genetics, and molecular biology.
Carolina Core: SCI

BIOL 101A - Biological Principles I (3 Credits)
Introductory survey of macromolecules, cell structure and function, genetics, and molecular biology. Three lecture hours per week. Restricted to students who have credit for BIOL 101L but lack the lecture.
Prerequisites: BIOL 101L.
BIOL 101L - Biological Principles I Laboratory (1 Credit)
(Recommended concurrent with BIOL 101). Experimental examination of basic principles of cell biology, genetics and metabolism. Three hours per week.
Carolina Core: SCI
BIOL 102 - Biological Principles II (3 Credits)
Introductory survey of plant and animal development, physiology, ecology, and evolution. Three lecture hours per week.
Prerequisites: C or better in BIOL 101.
Corequisite: BIOL 102L.
Carolina Core: SCI
BIOL 102A - Biological Principles II (3 Credits)
Introductory survey of plant and animal development, physiology, ecology, and evolution. Three lecture hours per week. Restricted to students who have credit for BIOL 102L but lack the lecture.
Prerequisites: BIOL 102L.
BIOL 102L - Biological Principles II Laboratory (1 Credit)
Experimental examination of structure and function of plant and animal systems, biodiversity, ecology. BIOL 101, 102, 101L and 102L must be completed prior to enrolling in 300-level or above Biology courses.
Prerequisites: C or better in BIOL 101 and BIOL 101L; recommended concurrent with BIOL 102.
Carolina Core: SCI
BIOL 110 - General Biology (4 Credits)
Basic biological concepts and issues for non-biology majors. Credit may not be given for both this course and BIOL 120. Three lecture, two laboratory hours per week.
Carolina Core: SCI
BIOL 110A - General Biology (Audio-Tutorial) (1 Credit)
Addendum to BIOL 110.
BIOL 120 - Human Biology (3 Credits)
Fundamental principles of human biology. Credit may not be given for both BIOL 110 and BIOL 120. Three lecture hours per week. Not for major credit.
Carolina Core: SCI
BIOL 120L - Laboratory in Human Biology (1 Credit)
Exercises dealing with basic concepts of human biology. Not for major credit.
Prerequisite or Corequisite: BIOL 120.
Carolina Core: SCI
BIOL 200 - Plant Science (3 Credits)
An introduction to plant science for the non-major. This course does not carry major credit, and is not designed as a Plant development, physiology, genetics, evolution, and ecology will be considered. Three lecture hours per week.
Prerequisites: for other biology courses.
BIOL 200L - Plant Science Laboratory (1 Credit)
Laboratory exercises, demonstrations, and audio-visual supplements to BIOL 200. Not for major credit. Two hours per week.
Prerequisite or Corequisite: BIOL 200.
BIOL 206 - Genetics and Society (3 Credits)
(Designed for non-major students.) Genetic principles, emphasizing human heredity. Relevance of recent advances in genetics. Three lecture hours per week.
Carolina Core: SCI
BIOL 208 - Our Hungry World from Malthus to McDonalds (3 Credits)
Scientific and social issues concerning the interrelationship of culture and agricultural biotic diversity and technology, climate change, resources management, food security, and human health.
Carolina Core: SCI, VSR
BIOL 220 - Elementary Life Science (4 Credits)
This course will ensure that elementary education majors will understand the fundamental concepts of Biology. Cannot be used for biology major credit.
BIOL 232 - Anatomy (3 Credits)
BIOL 232L - Anatomy Laboratory (1 Credit)
The principles of anatomy as demonstrated by microscopic studies and animal dissection. Three hours per week.
Corequisite: BIOL 232.
BIOL 240 - Applied Human Physiology (3 Credits)
BIOL 242 - Human Physiology (4 Credits)
Functional biology of organ systems in the maintenance of the whole organism; homeostatic relationships. Not available for biology major credit. Three lecture and three laboratory hours per week.
Prerequisites: BIOL 232.
BIOL 243 - Human Anatomy and Physiology I (3 Credits)
Functional anatomy and physiology of the human body, including the integumentary, skeletal, muscular, and nervous systems. Not available for biology major credit. Three lecture hours per week.
Carolina Core: SCI
BIOL 243L - Human Anatomy and Physiology Laboratory (1 Credit)
The principles of anatomy and physiology as demonstrated by microscopic studies, animal dissection, and physiological experiments. One three-hour laboratory per week.
Prerequisite or Corequisite: BIOL 243.
Carolina Core: SCI
BIOL 244 - Human Anatomy and Physiology II (3 Credits)
Functional anatomy and physiology of the human body, including the cardiovascular, endocrine, excretory, reproductive, digestive, and respiratory systems. Not available for biology major credit. Three lecture hours per week.
Prerequisites: BIOL 243.
Carolina Core: SCI
BIOL 244L - Human Anatomy and Physiology Laboratory (1 Credit)
A continuation of BIOL 243L. One three-hour laboratory per week.
Corequisite: BIOL 244
Carolina Core: SCI
BIOL 250 - Microbiology (3 Credits)
An introduction to bacteria and viruses, emphasizing structure, metabolism, and pathogenesis. Discussion of infectious diseases, antigen-antibody relationships, and anti-microbial agents in chemotherapy. Not available for biology major credit. Three lecture hours per week.
Prerequisites: College-level Biology and Chemistry.
Corequisite: BIOL 250L.

BIOL 250L - Microbiology Laboratory (1 Credit)
Not available for biology major credit. Three hours per week.
Prerequisite or Corequisite: BIOL 250.

BIOL 260 - Physiology (3 Credits)
Physiology of human systems especially susceptible to disturbance: immunobiology, circulation, excretion, metabolism, endocrinology, and muscle physiology. Not for biology major credit. Intended for pharmacy students.
Prerequisites: BIOL 102.

BIOL 270 - Introduction to Environmental Biology (3 Credits)
Basic ecological principles and the impacts of human population growth and technology. Not for major credit.
Carolina Core: SCI

BIOL 270L - Introduction to Environmental Biology Laboratory (1 Credit)
Demonstrations, data analyses, discussions, and films relating to human ecology, resource use, and environmental impact. Not for major credit. Two hours per week.
Prerequisite or Corequisite: BIOL 270.

Carolina Core: SCI

BIOL 301 - Ecology and Evolution (3 Credits)
Concepts of evolution, populations, and population interactions; communities and ecosystems. Three lecture hours per week.
Prerequisites: BIOL 102 or MSCI 311.

Graduation with Leadership Distinction: GLD: Research
BIOL 301L - Ecology and Evolution Laboratory (1 Credit)
Experiments, exercises, and demonstrations. Three hours per week.
Prerequisite or Corequisite: BIOL 301.

BIOL 302 - Cell and Molecular Biology (3 Credits)
Principles of eukaryotic cell structure, molecular organization, and physiology. Genome organization and expression. Cell growth, division, and cell-cell interactions. Three lecture hours per week.
Prerequisites: BIOL 102 or MSCI 311.
Prerequisite or Corequisite: CHEM 333.

Graduation with Leadership Distinction: GLD: Research
BIOL 302L - Cell and Molecular Biology Laboratory (1 Credit)
Experiments, exercises, and demonstrations. Three hours per week.
Prerequisite or Corequisite: BIOL 302.

BIOL 303 - Fundamental Genetics (3 Credits)
Basic principles of transmission and molecular genetics; quantitative inheritance; recombination; biochemical aspects of gene function and regulation; developmental genetics and population genetics. Three lecture hours per week.
Prerequisites: BIOL 102 or MSCI 311.

BIOL 351 - Introduction to Animal Science (3 Credits)
Exploration of current careers in the animal industry including a brief overview of the sciences involved in animal production such as genetics and selection, behavior, physiology, reproduction, and nutrition of cattle (beef and dairy), horses, swine, sheep, poultry, and others.
Prerequisites: C or better in BIOL 102.

BIOL 398 - Laboratory Teaching Experience (1 Credit)
Participation in preparation and teaching of undergraduate biological sciences laboratories.
Experiential Learning: Experiential Learning Opportunity
BIOL 399 - Independent Study (1-6 Credits)
Contract approved by instructor, advisor, and department head is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research
BIOL 405 - Cellular and Molecular Neurobiology (3 Credits)
Cellular and molecular mechanisms underlying the development and functions of the nervous system, such as nervous system patterning, neuronal differentiation/migration, formation of neuronal projections, development of synapses, apoptosis, refinement of neuronal circuits, and how cells and neurons respond to signals from the environment.
Prerequisites: BIOL 302.

BIOL 415 - Comparative Vertebrate Anatomy (4 Credits)
Phylogenetic and comparative aspects of anatomy, reproduction, and embryology of the vertebrates. Three lecture hours and one three-hour laboratory period per week.
Prerequisites: BIOL 102 or MSCI 311.

BIOL 420 - Survey of the Plant Kingdom (3 Credits)
Phylogenetic survey of the major plant divisions; consideration of the structure and development of flowering plants.
Prerequisites: BIOL 301.

BIOL 420L - Survey of the Plant Kingdom Laboratory (1 Credit)
Three hours per week.
Prerequisite or Corequisite: BIOL 420.

BIOL 423 - Medicinal Botany (3 Credits)
A survey of plants affecting human health and how they are used historically and in modern times, with emphasis on the biologically active constituents.
Prerequisites: C or better in BIOL 301 and BIOL 302.

BIOL 425 - Plant Form and Function (3 Credits)
Basic introduction to plants, including cellular biology, energetics, structure-function relationships, development, nutrition, and diversity.
Prerequisites: BIOL 302.

BIOL 425L - Plant Form and Function Laboratory (1 Credit)
Illustration of principles of introductory botany and plant physiology using experiments, exercises, and demonstrations. Three laboratory hours per week.
Prerequisite or Corequisite: BIOL 425.

BIOL 450 - Principles of Biological Oceanography (3 Credits)
Principles and methods of measuring production in the sea. Emphasis on the ocean's role in the global carbon budget. Three lecture hours per week. Scheduled field trips are required.
Prerequisites: MSCI 311, BIOL 301.

Cross-listed course: MSCI 450
BIOL 460 - Advanced Human Physiology (3 Credits)
Functional physiology of human organ systems.
Prerequisites: BIOL 302 or MSCI 311 with a grade of C or better.

BIOL 460L - Advanced Human Physiology Laboratory (1 Credit)
Experiments on organ system functions using different animal models.
Prerequisites: .
Prerequisite or Corequisite: BIOL 460 (with a grade of D or better if used as a
BIOL 461 - Advanced Human Anatomy (3 Credits)
Structure, function, and development of human anatomy.
Prerequisites: Any two of BIOL 301, BIOL 302, or BIOL 303 with a grade of C or better.

BIOL 461L - Advanced Human Anatomy Laboratory (1 Credit)
Practical exercises in structure, function, and development of anatomy
Prerequisites: .
Prerequisite or Corequisite: BIOL 461 (with a grade of D or better if used as a

BIOL 462 - Advanced Microbiology (3 Credits)
The taxonomy, morphology, metabolism, genetics, and ecology of microorganisms.
Prerequisites: C or better in BIOL 302.

BIOL 462L - Advanced Microbiology Laboratory (1 Credit)
Practical exercises with the taxonomy, morphology, metabolism, genetics, and ecology of microorganisms.
Prerequisite or Corequisite: D or better in BIOL 462.

BIOL 465 - Domestic Animal Nutrition (3 Credits)
Elements of nutrition and animal feeding in veterinary practice. Three
lecture hours per week.
Prerequisites: BIOL 302.

BIOL 497 - Undergraduate Seminar in Biological Sciences (1 Credit)
Student seminars and a survey of research in the fields of Biological Sciences.
Prerequisites: BIOL 301, BIOL 302, and BIOL 303, or Instructor's Permission

BIOL 498 - Biological Research: An Introduction (4 Credits)
Methodologies of biological research with emphasis on hypothesis formation, research design, and data collection, and current issues in biology. Two lecture and six laboratory hours per week.
Prerequisites: one 300-level or higher biological laboratory.
Graduation with Leadership Distinction: GLD: Research

BIOL 502 - Environmental Microbiology (3 Credits)
An overview of the microbial world including a survey of the distribution, functioning, and diversity of microorganisms in natural systems.
Discusses the crucial roles that microorganisms play in ecosystem function, biogeochemical cycles, and environmental quality.
Prerequisites: MSCI 102 or BIOL 102, CHEM 112.

Cross-listed course: MSCI 503

BIOL 505 - Developmental Biology (3 Credits)
An introduction to the descriptive and experimental embryology of animals. Living and preserved specimens will be used to demonstrate the basic processes of embryogenesis. Three lecture hours per week.
Prerequisites: or Corequisite: BIOL 302.

BIOL 505L - Developmental Biology Laboratory I (1 Credit)
Descriptive and experimental exercises related to embryology. One three-hour laboratory per week.
Corequisite: BIOL 505.

BIOL 506 - Developmental Biology II (3 Credits)
Molecular aspects of development from gamete formation through tissue and organ differentiation in plants and animals. Three lecture hours per week.
Prerequisites: BIOL 505.

BIOL 506L - Developmental Biology Laboratory II (1 Credit)
A series of experimentally oriented laboratory exercises will be performed. One three-hour laboratory per week.
Prerequisite or Corequisite: BIOL 506.

BIOL 510 - Invertebrate Zoology (4 Credits)
Phylogenetic and comparative aspects of anatomy, physiology, reproduction, and embryology of the invertebrates.
Prerequisites: BIOL 301 or MSCI 311.

Cross-listed course: MSCI 510
Graduation with Leadership Distinction: GLD: Research

BIOL 523 - Plant Development (3 Credits)
Descriptive and molecular examination of the processes and mechanisms used by plants in organogenesis, differentiation, and morphogenesis. Three lecture hours per week.
Prerequisites: BIOL 302 and BIOL 303.

BIOL 523L - Plant Developmental Laboratory (1 Credit)
Experiments utilizing a genetic approach to the study of plant development. Three laboratory hours per week.
Corequisite: BIOL 523.

BIOL 524 - Mycology (4 Credits)
Taxonomy and morphology of fungi; cultivation, life histories, and economic importance; all classes and major orders considered. Three lecture hours per week.
Prerequisites: BIOL 301.

BIOL 525 - Marine Plants (4 Credits)
Diversity, distribution, physiology, ecology, evolution, and economic importance of marine algal, seagrass, and mangrove communities. Three lecture and three laboratory hours per week. Scheduled field trips are required.
Prerequisites: BIOL 301 or MSCI 311.

Cross-listed course: MSCI 525

BIOL 526 - The Fall Flora (4 Credits)
Two lecture and four laboratory hours per week.
Prerequisites: BIOL 301.

BIOL 527 - The Spring Flora (4 Credits)
Two lecture and four laboratory hours per week.
Prerequisites: BIOL 301.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites/Notes</th>
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<tr>
<td>BIOL 528</td>
<td>The Summer Flora</td>
<td>4</td>
<td>Two lecture and four laboratory hours per week.</td>
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<td><strong>Prerequisites:</strong> BIOL 301.</td>
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<tr>
<td>BIOL 530</td>
<td>Histology</td>
<td>4</td>
<td>An introduction to the tissues that make up the human body. The microscopic anatomy</td>
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<td></td>
<td></td>
<td>of tissues is examined and discussed in terms of function and physiology. Three</td>
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<td></td>
<td></td>
<td>lecture hours and four laboratory hours per week.</td>
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<tr>
<td>BIOL 531</td>
<td>Parasitology</td>
<td>4</td>
<td>Parasites of biological, economic, and public health importance. Three lecture</td>
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<td></td>
<td></td>
<td></td>
<td>and three laboratory hours per week.</td>
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<td></td>
<td><strong>Prerequisites:</strong> 300 level Biology course or equivalent.</td>
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<td><strong>Cross-listed course:</strong> ENHS 661, EPID 661</td>
</tr>
<tr>
<td>BIOL 534</td>
<td>Animal Behavior</td>
<td>3</td>
<td>A comparative survey of behavior patterns of animals from protists to humans and</td>
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<td></td>
<td>the physiological mechanisms underlying behavior.</td>
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<td><strong>Prerequisites:</strong> BIOL 301 or MSCI 311.</td>
</tr>
<tr>
<td>BIOL 534L</td>
<td>Animal Behavior Laboratory</td>
<td>1</td>
<td>Observational and experimental methods used in classifying animal behavior patterns</td>
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<td></td>
<td></td>
<td></td>
<td>and in determining underlying control mechanisms. One three-hour laboratory per</td>
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<td></td>
<td>week.</td>
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<td></td>
<td><strong>Prerequisite or Corequisite:</strong> BIOL 534.</td>
</tr>
<tr>
<td>BIOL 535</td>
<td>Fishery Management</td>
<td>3</td>
<td>Management and conservation of aquatic and marine resources, with emphasis on</td>
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<td></td>
<td>fisheries. Data procurement and analysis; commercial and recreational fisheries;</td>
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<td></td>
<td>sociological, political, legal, and environmental factors that affect fishery</td>
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<td>management; and fish biodiversity.</td>
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<td></td>
<td><strong>Prerequisites:</strong> BIOL 301.</td>
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<td></td>
<td><strong>Cross-listed course:</strong> MSCI 535</td>
</tr>
<tr>
<td>BIOL 536</td>
<td>Ichthyology</td>
<td>4</td>
<td>Phylogeny, morphology, behavior, and ecology of fishes. Three lecture and 3</td>
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<td></td>
<td></td>
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<td>laboratory hours plus three field trips to be arranged.</td>
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<td></td>
<td><strong>Prerequisites:</strong> BIOL 301 or MSCI 311.</td>
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<td></td>
<td><strong>Cross-listed course:</strong> MSCI 536</td>
</tr>
<tr>
<td>BIOL 537</td>
<td>Aquaculture</td>
<td>3</td>
<td>Introduction to the practical and scientific aspects of the commercial culture of</td>
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<td></td>
<td>freshwater and marine organisms. Three lecture hours per week. One all-day field</td>
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<tr>
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<td></td>
<td></td>
<td>trip required.</td>
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<td></td>
<td><strong>Prerequisites:</strong> BIOL 301 or MSCI 311.</td>
</tr>
<tr>
<td>BIOL 538</td>
<td>Behavior of Marine Organisms</td>
<td>4</td>
<td>The identification of behavioral adaptations of estuarine and marine organisms:</td>
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<td></td>
<td>their ecology, physiology, development, and evolutionary history; field</td>
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<td>observations.</td>
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<td></td>
<td><strong>Prerequisites:</strong> BIOL 101 and BIOL 102 or MSCI 311.</td>
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<td></td>
<td><strong>Cross-listed course:</strong> MSCI 538</td>
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<td></td>
<td><strong>Graduation with Leadership Distinction:</strong> GLD: Research</td>
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<tr>
<td>BIOL 541</td>
<td>Biochemistry</td>
<td>3</td>
<td>Description of biological macromolecules and major metabolic pathways.</td>
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<td></td>
<td><strong>Prerequisites:</strong> C or higher in CHEM 334.</td>
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<td><strong>Cross-listed course:</strong> CHEM 550</td>
</tr>
<tr>
<td>BIOL 541L</td>
<td>Biochemistry Laboratory</td>
<td>1</td>
<td>Experiments and demonstrations illustrating the principles of biochemistry. Three</td>
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<td></td>
<td></td>
<td>laboratory hours per week.</td>
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<td></td>
<td><strong>Prerequisite or Corequisite:</strong> C or higher in CHEM 550 or BIOL 541 or CHEM 555</td>
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<td></td>
<td></td>
<td></td>
<td>or BIOL 545.</td>
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<td></td>
<td><strong>Cross-listed course:</strong> CHEM 550L</td>
</tr>
<tr>
<td>BIOL 543</td>
<td>Comparative Physiology</td>
<td>3</td>
<td>An integrative and comparative study of the structure, function, and evolution of</td>
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<td>the physiological systems of animals. Three lecture hours per week.</td>
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<td><strong>Prerequisites:</strong> BIOL 302 or MSCI 311.</td>
</tr>
<tr>
<td>BIOL 543L</td>
<td>Comparative Physiology Laboratory</td>
<td>1</td>
<td>Laboratory exercises to illustrate principles from BIOL 543. Three hours per week.</td>
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<td><strong>Corequisite:</strong> BIOL 543.</td>
</tr>
<tr>
<td>BIOL 545</td>
<td>Biochemistry/Molecular Biology I</td>
<td>3</td>
<td>Essentials of modern biochemistry. First semester of a two-semester course. Three</td>
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<td></td>
<td></td>
<td></td>
<td>lecture hours per week.</td>
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<td><strong>Prerequisites:</strong> C or higher in BIOL 302.</td>
</tr>
<tr>
<td>BIOL 546</td>
<td>Biochemistry/Molecular Biology II</td>
<td>3</td>
<td>Essentials of modern biochemistry and molecular biology. Three lecture hours per</td>
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<td></td>
<td></td>
<td></td>
<td>week.</td>
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<td><strong>Prerequisites:</strong> C or higher in BIOL 302.</td>
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<tr>
<td>BIOL 549</td>
<td>Plant Physiology</td>
<td>4</td>
<td>A general survey of the major physiological processes in plants. Two lecture and</td>
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<td></td>
<td>four laboratory hours per week.</td>
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<td><strong>Prerequisites:</strong> BIOL 302 and BIOL 425.</td>
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<tr>
<td>BIOL 550</td>
<td>Bacteriology</td>
<td>3</td>
<td>Introduction to bacteria and viruses emphasizing ultrastructure, physiology,</td>
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<td>genetics, and growth. Discussion of public health, industrial, and environmental</td>
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<td>microbiology. Three lecture hours per week.</td>
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<td><strong>Prerequisites:</strong> BIOL 302 or MSCI 311.</td>
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<td></td>
<td><strong>Corequisite:</strong> BIOL 550L.</td>
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<tr>
<td>BIOL 552</td>
<td>Population Genetics</td>
<td>3</td>
<td>An introduction to the principles of population genetics, with emphasis on the</td>
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<td>origin, maintenance, and significance of genetic variation in natural populations.</td>
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<td><strong>Prerequisites:</strong> BIOL 301, MSCI 302, and BIOL 303.</td>
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<td><strong>Cross-listed course:</strong> MSCI 552</td>
</tr>
<tr>
<td>BIOL 553</td>
<td>Genomics</td>
<td>3</td>
<td>Current concepts and applications of genomics, addressing questions from</td>
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<td>throughout biological inquiry.</td>
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<td><strong>Prerequisites:</strong> BIOL 301, BIOL 303.</td>
</tr>
</tbody>
</table>
BIOL 558 - Stem Cells and The Physiological Environment (3 Credits)
Discussion of how physiological factors, like nutritional status, influence systemic signals to alter stem cell activity, and the physiological stimuli that impact stem cell activity in a variety of organisms (from worms to humans).
Prerequisites: C of higher in BIOL 302.

BIOL 570 - Principles of Ecology (3 Credits)
Interactions of organisms and the environment; ecosystem structure and functions. Three lecture hours per week.
Prerequisites: BIOL 301 or MSCI 311.

BIOL 570L - Principles of Ecology Laboratory (1 Credit)
Three hours per week.
Prerequisite or Corequisite: BIOL 570.

BIOL 571 - Conservation Biology (3 Credits)
Principles of conservation biology. Importance of biodiversity, causes of decline and extinction, and restoration and conversation policy in terrestrial and aquatic ecosystems. 03: 07/05/2019.
Prerequisites: BIOL 301.

Cross-listed course: ENVR 571

BIOL 572 - Freshwater Ecology (3 Credits)
Quantitative study of the population, community and evolutionary ecology of freshwater habitats (lakes, ponds, rivers, streams, wetlands). Includes mandatory field trips.
Prerequisites: BIOL 301.

Cross-listed course: ENVR 572

BIOL 574 - Marine Conservation Biology (3 Credits)
Exploration of how human activities affect marine natural populations, species, communities and ecosystems, including threats to biodiversity; approaches to marine conservation; and ecological and evolutionary responses to anthropogenic disturbance. 03: 07/05/2019.
Prerequisites: BIOL 301.

Cross-listed course: MSCI 574

BIOL 575 - Marine Ecology (3 Credits)
Structure, dynamics, and interactions between populations and communities in marine ecosystems. Attendance at designated departmental seminars is required. Three lecture hours per week.
Prerequisites: CHEM 111 and BIOL 301 or MSCI 311.

Cross-listed course: MSCI 575

BIOL 575L - Marine Ecology Laboratory (1 Credit)
Laboratory and field exercises in coastal environments.
Prerequisite or Corequisite: BIOL 575.

Cross-listed course: MSCI 575L

BIOL 576 - Marine Fisheries Ecology (3 Credits)
Interdisciplinary examination of the distribution, reproduction, survival, and historical variation of the principal commercial marine fisheries. 03: 07/05/2019.
Prerequisites: BIOL 301.

Cross-listed course: MSCI 576

BIOL 577 - Ecology of Coral Reefs (4 Credits)
Structure, productivity, and biodiversity of coral reefs, emphasizing their sensitivity, stability, and sustainability. Taught as an extended field experience with daily lectures and guided research activities.
Prerequisites: BIOL 301 or MSCI 311.

Cross-listed course: MSCI 577

BIOL 588 - Genomic Data Science (3 Credits)
This course focuses on quantitative knowledge for interdisciplinary applications in genetics as well as hands-on experience in analyzing genetic data. In this course, students will have programming exercises in using analysis tools to conduct genome-wide analysis, annotation, and interpretation of genetic data using R/Bioconductor packages.
Prerequisites: C or better in STAT 201 or higher.

Cross-listed course: STAT 588

BIOL 599 - Topics in Biology (1-3 Credits)
Current developments in biological sciences. Readings and research on selected topics. Course content varies and will be announced in the schedule of classes by title.

BIOL 610 - Hallmarks of Cancer (3 Credits)
Survey of current concepts regarding the molecular and genetic factors that regulate the origin and progression of cancer. Readings based on current primary literature.
Prerequisites: BIOL 302 and BIOL 303.

BIOL 612 - Virology - Classical and Emerging Concepts (3 Credits)
Advanced study of viruses with regard to biochemical, molecular, pathological, epidemiological, and biotechnological aspects. Focus on animal viruses with particular emphasis on human pathogens.
Prerequisites: BIOL 302.

BIOL 614 - Stem Cell Biology (3 Credits)
Focuses on the understanding of how stem cells can be used to make fundamental biological discoveries with a special focus in neuroscience.
Prerequisites: C or better in BIOL 302.

BIOL 620 - Immunobiology (3 Credits)
Basic immunological concepts including antibody structure, function, and genetics; cellular immunology; transplantation; hypersensitivity; autoimmunity; and immunity to infectious diseases.
Prerequisites: BIOL 302.

BIOL 625 - Medical Mycology (3 Credits)
Advanced study of infectious diseases caused by fungi. Etiology, symptoms, and treatment of fungi related illnesses.
Cross-listed course: ENHS 625

BIOL 627 - Marine Phytoplankton (3 Credits)
Examines the physiology and ecology of phytoplankton, including environmental controls on community composition, primary productivity, and detection and characterization of water quality (eutrophication) and harmful algal blooms.
Prerequisites: MSCI 102 or MSCI 450 or BIOL 450.

Cross-listed course: MSCI 627

BIOL 630 - Biology of Birds (3 Credits)
Biology of birds at molecular, organisal, and population levels, emphasizing unique adaptations of the class of Aves.
Prerequisites: BIOL 301, BIOL 302, and BIOL 303.
BIOL 654 - Biology of Neurological Diseases (3 Credits)
Advances in molecular and cellular neurobiology that bring new understanding for human neurological disease.
Prerequisites: BIOL 302 and SCHC 330 or BIOL 405.

BIOL 635 - Neurophysiology (4 Credits)
Descriptive and experimental aspects of the neural basis of behavior, emphasizing cellular and molecular mechanisms. Two lecture and six laboratory hours per week. Three lecture hours per week.
Prerequisites: BIOL 302.

BIOL 640 - Microbial Ecology (3 Credits)
Interactions of microorganisms with each other, with more complex organisms, and with their environments. Three lecture hours per week.
Prerequisites: BIOL 550 and either BIOL 301 or MSCI 311.

BIOL 641 - Biophysical Ecology (3 Credits)
This course examines how the mechanisms by which animals and plants interact with their physical environments influence organismal physiology.
Prerequisites: BIOL 301, MATH 141 or MATH 122.

BIOL 650 - Biochemical Evolution (3 Credits)
Advanced study of related aspects of biological evolution. Rose of life from physical and chemical precursors, biochemical basis of adaptation to ecological pressures, and biochemical aspects of the origins and maintenance of biodiversity.
Prerequisites: BIOL 301, BIOL 302, BIOL 303.

BIOL 651 - Limnology (4 Credits)
A study of the aquatic environment and its biota. Three lecture and four laboratory hours per week.
Prerequisites: BIOL 301.

BIOL 652 - Evolutionary Biology (3 Credits)
An advanced course in evolutionary biology, including natural selection, neutral evolution, molecular evolution population genetics, quantitative genetics, sexual selection, speciation, human evolution, and the evolution of disease.
Prerequisites: BIOL 301 and BIOL 303.

BIOL 653 - Bioinformatics (3 Credits)
Studies of the principles of genetics and molecular biology as applied to adaptive evolution of genes and genomes.
Prerequisites: BIOL 302, BIOL 303.

BIOL 654 - Speciation (3 Credits)
Speciation as the source of biological diversity. Historical and biological viewpoints. Analysis of concepts of species and models of speciation. Two lectures and one recitation per week.
Prerequisites: BIOL 301 or BIOL 652.

BIOL 655 - Biotechnology (3 Credits)
Studies in molecular biology and genetics with emphasis on the use of newly developed techniques in biotechnology. Three lecture hours per week.
Prerequisites: BIOL 302 and BIOL 303.

BIOL 656 - Experimental Biotechnology (4 Credits)
Techniques used in biotechnology will be employed in the context of an experimental project. Twelve laboratory hours per week.
Prerequisites: BIOL 302, BIOL 302L.

BIOL 660 - Biology of Mammals (4 Credits)
Evolution, systematics, genetics, ecology, and adaptation of mammals. Emphasis on native South Carolina species. Two lectures and one two-hour laboratory per week, plus five field trips to be arranged.
Prerequisites: BIOL 301 or MSCI 311.

BIOL 662 - Signal Transduction and Pathogenesis (3 Credits)
Signaling pathways involved in human diseases, such as cancer, AIDS, autoimmune diseases and diabetes, and cellular processes involving apoptosis, cell cycle, cell-cell adhesion, growth factors, hormones, G protein-couples receptors, cytokines and immune response.
Prerequisites: BIOL 302 and BIOL 303.

BIOL 665 - Human Molecular Genetics (3 Credits)
Molecular mechanisms underlying gene action and differentiation in man; the genetic bases for human variability and inborn metabolic errors leading to inherited diseases.
Prerequisites: BIOL 302 and BIOL 303.

BIOL 667 - Molecular and Genetic Mechanisms of Disease Pathogenesis (3 Credits)
An advanced examination of the molecular mechanisms underlying gene action in humans. Current literature illustrating the genotype-phenotype relationship in human disease pathogenesis will be discussed.
Prerequisites: BIOL 302 and BIOL 303.

BIOL 668 - Metabolic Biochemistry of Human Disease (3 Credits)
Core concepts of biochemistry as applied to human health and disease.
Prerequisites: C or higher in CHEM 555/BIOL 545 or CHEM 550/BIOL 541.

Cross-listed course: CHEM 655

BIOL 670 - Plant Ecology (3 Credits)
Structure and dynamics of plant populations and communities, including life histories, adaptations, and plant interactions. Three lecture hours per week.
Prerequisites: BIOL 301.

BIOL 670L - Plant Ecology (1 Credit)
Laboratory and field exercises in plant ecology. Four hours per week.
Prerequisite or Corequisite: BIOL 670.

BIOL 671 - Plant Responses to the Environment (3 Credits)
Physiological, molecular, and genetic examination of induced plant responses to various biotic and abiotic environmental stresses.
Prerequisites: BIOL 302.

BIOL 690 - Ultramicroscopy (3 Credits)
Theoretical and practical aspects of scanning and transmission electron microscopy, digital image acquisition and energy dispersive x-ray spectroscopy. Two lecture and one laboratory hour per week, plus a research project to be arranged.
Prerequisites: BIOL 302 or MSCI 311.

Biological Sciences, B.S.

Learning Outcomes
- Students will demonstrate a solid base of knowledge in Biology.
  Subjects such as cell and molecular biology, genetics, ecology and evolution, plant biology, and physiology are all crucial subject areas that will be mastered.
• Students will analyze qualitative and quantitative data, assess validity of work and identify gaps in knowledge, and evaluate the results of analyses and experiments and decide on next steps.
• Students will identify assumptions, create and evaluate hypotheses, and design relevant experiments.
• Students will be trained to locate sources of information and to evaluate the quality of the information needed to make decisions. Students will be trained to critically read and discuss primary literature and evaluate its validity (on an appropriate level).
• Students will demonstrate the ability to learn independently and then share that knowledge with others as well as to work collaboratively.

Progression Requirement
Biological sciences majors may enroll in a biological sciences major course a maximum of twice to earn the required grade of C or higher. For the purposes of this standard of progression, withdrawal with a W does not constitute enrollment.

Transfer Requirement
Any student applying for transfer to the biological sciences major from other programs within the University, or from other accredited colleges and universities, is required to have a minimum overall grade point average of 2.50 on a 4.00 scale.

Admissions

Entrance Requirements
New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

Degree Requirements (120 hours)

1. Carolina Core Requirements (32-44 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)
Must be passed with a grade of C or higher.

• any CC-CMW courses (p. 742)

ARP – Analytical Reasoning and Problem Solving (A Minimum of 12 hours)

• MATH 122 or MATH 141
• MATH 142 or MATH 170 or MATH 172

Note: MATH 141 & MATH 142 are recommended. However, successful completion of MATH 122 and MATH 170, or MATH 172 may be substituted.

SCI – Scientific Literacy (8 hours)

• BIOL 101
• BIOL 102

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

• any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

• any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)

• any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component

• any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy (0-3 hours)

• any overlay or stand-alone CC-INF course (p. 742)
VSR – Values, Ethics, and Social Responsibility (3 hours)
- any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (15-18 hours)

Foreign Language (0-3 hours)
- only if needed to meet 122-level proficiency

Analytical Reasoning (6 hours)
- STAT 205
- CSCE 102

History (3 hours)
The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:

- One Carolina Core GHS-approved course (p. 742) primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.
- OR
- One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

Social Science and Fine Arts or Humanities (6 hours)
- Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/)
  - Three hours of Social Science
  - Three hours of Fine Arts or Humanities

3. Program Requirements (30-45 hours)

Supporting Courses (8-16 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHEM 111</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 111L</td>
<td>General Chemistry I Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 112</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 112L</td>
<td>General Chemistry II Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 333</td>
<td>Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 331L</td>
<td>Essentials of Organic Chemistry Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 334</td>
<td>Organic Chemistry II</td>
<td>3</td>
</tr>
</tbody>
</table>

CHEM 332L Essentials of Organic Chemistry Laboratory II 1

Total Credit Hours 16

Note: PHYS 201 and PHYS 202 are recommended in addition to the above required courses. CHEM 333, CHEM 331L, CHEM 334, and CHEM 332L may be used to fulfill 8 hours of the cognate. However, additional elective hours may be required to reach minimum hours to graduate.

Cognate or Minor (12-18 hours)

Cognate
The cognate is intended to support the course work in the major. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor.

Courses offered by departments and programs that are acceptable for cognate credit are outlined in the section titled Courses Acceptable for Cognate Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-cognate/).

For cognate course offerings in other colleges, consult the appropriate sections of this bulletin. Some major programs have specific cognate requirements.

It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the major advisor as being related to the major field of study. Students are urged to consult their major advisors for specific requirements in their major.

Courses applied toward general education requirements cannot be counted toward the cognate.

For Bachelor of Science degrees, grades of D are acceptable for completion of the cognate requirement, except where restricted by the major program.

Minor
In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.

Minors are available in participating departments of the College of Arts and Sciences and in other colleges. For descriptions of specific minors, students should see the appropriate sections of the bulletin.
A list of minor programs of study can be found at Programs A-Z (p. 20).

**Electives (0-25 hours)**

No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

**4. Major Requirements (28 hours)**

*A minimum grade of C is required in all major courses.*

**Major Courses (9 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 301</td>
<td>Ecology and Evolution</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 302</td>
<td>Cell and Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 303</td>
<td>Fundamental Genetics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

**Major Electives (19 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one Physiology course from the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BIOL 425</td>
<td>Plant Form and Function (optional lab available)</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 460</td>
<td>Advanced Human Physiology (optional lab available)</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 465</td>
<td>Domestic Animal Nutrition</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 543</td>
<td>Comparative Physiology (optional lab available)</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 549</td>
<td>Plant Physiology 1</td>
<td>1</td>
</tr>
<tr>
<td>Select one Plant Biology course from the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BIOL 420</td>
<td>Survey of the Plant Kingdom (optional lab available)</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 425</td>
<td>Plant Form and Function (optional lab available) 1</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 523</td>
<td>Plant Development (optional lab available)</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 524</td>
<td>Mycology</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 525</td>
<td>Marine Plants</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 526</td>
<td>The Fall Flora</td>
<td>1</td>
</tr>
<tr>
<td>or BIOL 527</td>
<td>The Spring Flora</td>
<td>1</td>
</tr>
<tr>
<td>or BIOL 528</td>
<td>The Summer Flora</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 549</td>
<td>Plant Physiology 1</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 670</td>
<td>Plant Ecology (optional lab available)</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 671</td>
<td>Plant Responses to the Environment</td>
<td>1</td>
</tr>
</tbody>
</table>

13 hours of biological sciences majors courses 300 or higher

**Total Credit Hours**

1  BIOL 425 and BIOL 549 may only be used for either the Physiology or Plant credit, not both.

Note: At least three courses applied toward the major must have an associated laboratory. No more than three credits of 398/399 may be applied toward the major. Two of 301, 301, or 303 must be completed to advance to 400-600 level courses. **At least two courses must be at the 500-level or above.**

**Major Map**

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

[Biological Sciences, B.S.](https://sc.edu/about/offices_and_divisions/advising/documents/major_maps/2020-2021/2020_bio-sciences_map.pdf)

**Biology Minor**

**Minor Requirements**

**Prerequisites (8 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 101</td>
<td>Biological Principles I</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 101L</td>
<td>Biological Principles I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 102</td>
<td>Biological Principles II</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 102L</td>
<td>Biological Principles II Laboratory</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

**Required Biology Courses (9 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 301</td>
<td>Ecology and Evolution</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 302</td>
<td>Cell and Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 303</td>
<td>Fundamental Genetics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

**Note:** At least two of these must be completed before progressing to a higher level.

**Biology Electives (8 Hours)**

- Eight additional credits selected from 400 through 600 levels. At least two (2) courses must have accompanying laboratories.

**Required Chemistry Courses (11 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 111</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 111L</td>
<td>General Chemistry I Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 112</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 112L</td>
<td>General Chemistry II Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 333</td>
<td>Organic Chemistry I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

**Neuroscience Minor**

The minor is designed for students going into graduate studies in neuroscience, animal behavior, psychology or medicine and for students simply interested in gaining a better understanding of their own interactions with the world. The minor will provide opportunities to develop a strong background of how the nervous system works from the social and behavioral to the cellular and molecular levels. Beyond core requirements, students may focus on topics of specific interest in the
very broad field of neuroscience. Research experience in neuroscience is required.

**Application**

Students must complete an application and qualify for the neuroscience minor. Applications can be submitted any time after their first year of college (30 credit hours must be completed in residency at the University of South Carolina, Columbia Campus). Normally, students will be expected to have at least a 3.00 UofSC system grade point average. Applications will be evaluated by the co-directors of the Neuroscience Minor and they will be judged on overall academic merit. Application forms can be obtained from the Departments of Psychology and Biological Sciences and from the neuroscience minor web page.

**Degree Requirements (18 Hours)**

Eighteen credit hours are required to satisfy the minor. Students must complete the required three credit Introduction to Neuroscience course and 2-3 credit hours of neuroscience research experience under an independent study number. Additional honors courses or other specialized courses in the neurosciences may also satisfy the minor requirements provided the course substitutions are approved by the co-directors of the neuroscience minor. No more than a total of six credits of independent study credits may count towards the minor.

**Required Prerequisites**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 101</td>
<td>Biological Principles I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours 6**

**Required for the Minor (3 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 455</td>
<td>Introduction to Neuroscience</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours 3**

**Research Requirement (2-3 Hours)**

The independent research can be done under any major independent research codes as long as the research is in the field of neuroscience, and is approved by the co-directors of the neuroscience minor. Examples include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 399</td>
<td>Independent Study</td>
<td>1-6</td>
</tr>
<tr>
<td>PSYC 498</td>
<td>Advanced Independent Study</td>
<td>1-6</td>
</tr>
<tr>
<td>PSYC 598</td>
<td>Individual Research</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 599</td>
<td>Individual Research</td>
<td>3</td>
</tr>
<tr>
<td>SCHC 399</td>
<td>HNRS: Individual Study</td>
<td>3-15</td>
</tr>
<tr>
<td>BMEN 499</td>
<td>Independent Research</td>
<td>1-3</td>
</tr>
</tbody>
</table>

**Electives**

Select courses from the following list. In addition, one three credit independent study in neuroscience may count in the Elective group. Sometimes Honors courses and special topics courses in neuroscience are offered and these are approved on a semester by semester basis by the co-directors of the neuroscience minor.

Note that many of the courses below have prerequisites and/or co-requisites. Course instructors can always give permission to take the course without the listed prerequisites and/or co-requisites and you should consult with individual instructors if you think that you have an adequate background and would like to take the course.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 361</td>
<td>Becoming Human</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 302</td>
<td>Cell and Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 302L</td>
<td>Cell and Molecular Biology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 405</td>
<td>Cellular and Molecular Neurobiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 460</td>
<td>Advanced Human Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 534</td>
<td>Animal Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 534L</td>
<td>Animal Behavior Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 614</td>
<td>Stem Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 634</td>
<td>Biology of Neurological Diseases</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 635</td>
<td>Neurophysiology</td>
<td>4</td>
</tr>
<tr>
<td>BMEN 321</td>
<td>Biomonitoring and Electrophysiology</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 555</td>
<td>Algorithms in Bioinformatics</td>
<td>3</td>
</tr>
<tr>
<td>ELCT 220</td>
<td>Electrical Engineering for Non-Majors</td>
<td>3</td>
</tr>
<tr>
<td>EXSC 351</td>
<td>Acquisition of Motor Skills</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 351</td>
<td>Mind and Nature</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 370</td>
<td>Psychology of Consciousness</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 400</td>
<td>Survey of Learning and Memory</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 405</td>
<td>Cognitive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 450</td>
<td>Sensation and Perception</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 503</td>
<td>Psychology of Drug Use and Effects</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 507</td>
<td>Cognitive Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 560</td>
<td>Advanced Topics in Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 570</td>
<td>Neuroscience Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 571</td>
<td>Cognitive Neuroscience Laboratory</td>
<td>3</td>
</tr>
</tbody>
</table>

**Chemistry and Biochemistry**

**Department Website** ([http://www.chem.sc.edu/](http://www.chem.sc.edu/))

Ken Shimizu, Chair

The Department of Chemistry and Biochemistry offers three undergraduate degrees. A general major leads to the Bachelor of Science with a major in chemistry; the intensive major, suggested for those intending to enter the chemical profession, leads to the degree of Bachelor of Science in Chemistry. The department also offers a Bachelor of Science degree with a major in biochemistry and molecular biology. For all majors a minimum grade of C in CHEM 111 and CHEM 112 is required. The Department of Chemistry and Biochemistry has been approved by the American Chemical Society’s (ACS) Committee on Professional Training, and the curriculum for the Bachelor of Science in Chemistry meets ACS requirements.

**Retention, Progression, and Transfer Standards**

1. Chemistry majors may enroll in a chemistry course a maximum of twice to earn the required grade of C or higher. Biochemistry and molecular biology majors may enroll in a biology or chemistry course a maximum of twice to earn the required grade of C or higher.
2. A chemistry major must receive a grade of C or higher in any chemistry course in order for it to be used to satisfy a major requirement. A biochemistry and molecular biology major must receive a grade of C or higher in any chemistry or biology course in order for it to be used to satisfy a major requirement.

3. Any student applying for transfer to the chemistry major from other programs within the University, or from other accredited colleges and universities, is required to have a minimum overall grade point average of 2.50 on a 4.00 scale.

4. To be admitted to the biochemistry and molecular biology major, a student must have earned at least 30 semester hours with a minimum 3.25 grade point average on a 4.00 scale. The 30 semester hours must include CHEM 111, CHEM 112, BIOL 101, BIOL 102, and MATH 141, each passed with a grade of C or higher.

Note: All four standards apply for the Biochemistry and Molecular Biology, B.S. degree. The first three standards apply for the Chemistry, B.S. and the Chemistry, B.S. Chem degrees.

Programs
- Biochemistry and Molecular Biology, B.S. (p. 56)
- Chemistry Minor (p. 58)
- Chemistry, B.S. (p. 58)
- Chemistry, B.S. Chem (p. 61)

Courses

**CHEM 101 - Fundamental Chemistry I (4 Credits)**
A science elective surveying inorganic and solution chemistry. First of a terminal two-semester sequence. Three lecture, one recitation, and two laboratory hours per week.
*Carolina Core: SCI*

**CHEM 102 - Fundamental Chemistry II (4 Credits)**
An introductory survey of organic and biochemistry. Three lecture, one recitation, and two laboratory hours per week.
*Prerequisites: 1 year high-school chemistry, CHEM 101, CHEM 111, or equivalent.
*Carolina Core: SCI*

**CHEM 105 - Chemistry and Modern Society I (4 Credits)**
A conceptual and qualitative approach to chemistry, its evolution, achievements, and goals and its impact on technology, the environment, and modern life and thought. (Specifically designed for non-science majors.) Three lecture and three laboratory hours per week.
*Carolina Core: SCI*

**CHEM 106 - Chemistry and Modern Society II (3 Credits)**
A continuation of Chemistry 105. Three lecture hours per week.
*Prerequisites: C or higher in CHEM 105.

**CHEM 106L - Chemistry and Modern Society II Laboratory (1 Credit)**
Laboratory associated with CHEM 106. Three hours of laboratory per week.
*Prerequisites: CHEM 105.
*Corequisite: CHEM 106.*

**CHEM 107 - Forensic Chemistry (4 Credits)**
Surveys chemical aspects of criminal investigation and adjudication including drug, arson, DNA, paint, and fiber identification. Three lecture and three laboratory hours per week.
*Carolina Core: SCI*

**CHEM 111 - General Chemistry I (3 Credits)**
Survey of the principles that underlie all chemistry with applications illustrating these principles. Three lecture and one recitation hours per week.
*Prerequisites: C or higher in MATH 111, MATH 115, MATH 122, MATH 141 or higher math (or by placement score into MATH 122, MATH 141 or higher math).
*Corequisite: CHEM 111L (unless grade of C or higher in CHEM 111L earned previously).*
*Carolina Core: SCI*

**CHEM 111L - General Chemistry I Lab (1 Credit)**
Introduction to the principles and techniques of experimental chemistry with emphasis on formula investigations, equations, elementary statistics, and chemical reactivity.
*Prerequisites: MATH 111 or MATH 115 or higher.
*Prerequisite or Corequisite: CHEM 111.*

**CHEM 112 - General Chemistry II (3 Credits)**
Continuation of CHEM 111. Special emphasis on chemical equilibrium. Three lecture and one recitation hours per week.
*Prerequisites: C or higher in CHEM 111 and C or higher in MATH 111, MATH 115, MATH 122, MATH 141 or higher math.
*Corequisite: CHEM 112L.*

**CHEM 112L - General Chemistry II Lab (1 Credit)**
Continuation of CHEM 111L with emphasis on solution properties, kinetics, equilibrium, acids and bases, and qualitative analysis.
*Prerequisites: C or higher in CHEM 111 and CHEM 111L or CHEM 141.
*Prerequisite or Corequisite: CHEM 112.*

**CHEM 118 - Computational Chemistry I (1 Credit)**
Introduction to the use of computers in solving chemical problems. One discussion and two laboratory hours per week.
*Corequisite: CHEM 111 and CHEM 111L or CHEM 141 (unless grade of C or higher earned previously).*

**CHEM 141 - Principles of Chemistry I (4 Credits)**
Advanced general chemistry I. Atoms and chemical bonds. Three lecture hours, one recitation hour, and three laboratory hours per week. Credit cannot be received for both CHEM 111 and CHEM 141.
*Prerequisites: high-school chemistry; C or higher in MATH 141 or higher math (or by placement score into MATH 142 or higher math).
*Carolina Core: SCI*

**CHEM 142 - Principles of Chemistry II (4 Credits)**
Advanced general chemistry II. Chemical kinetics, equilibria, and thermodynamics. Three lecture hours, one recitation hour, and three laboratory hours per week. Credit cannot be received for both CHEM 112 and CHEM 142.
*Prerequisites: C or higher in CHEM 141.

**CHEM 318 - Computational Chemistry II (1 Credit)**
A continuation of CHEM 118, with applications to more advanced chemical problems. One discussion and two laboratory hours per week.
*Prerequisites: C or higher in CSCE 145 or CSCE 206 and in CHEM 118.*

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**CHEM 111 - General Chemistry I (3 Credits)**
Survey of the principles that underlie all chemistry with applications illustrating these principles. Three lecture and one recitation hours per week.
*Prerequisites: C or higher in MATH 111, MATH 115, MATH 122, MATH 141 or higher math (or by placement score into MATH 122, MATH 141 or higher math).
*Corequisite: CHEM 111L (unless grade of C or higher in CHEM 111L earned previously).*
*Carolina Core: SCI*

**CHEM 111L - General Chemistry I Lab (1 Credit)**
Introduction to the principles and techniques of experimental chemistry with emphasis on formula investigations, equations, elementary statistics, and chemical reactivity.
*Prerequisites: MATH 111 or MATH 115 or higher.
*Prerequisite or Corequisite: CHEM 111.*

**CHEM 112 - General Chemistry II (3 Credits)**
Continuation of CHEM 111. Special emphasis on chemical equilibrium. Three lecture and one recitation hours per week.
*Prerequisites: C or higher in CHEM 111 and C or higher in MATH 111, MATH 115, MATH 122, MATH 141 or higher math.
*Corequisite: CHEM 112L.*

**CHEM 112L - General Chemistry II Lab (1 Credit)**
Continuation of CHEM 111L with emphasis on solution properties, kinetics, equilibrium, acids and bases, and qualitative analysis.
*Prerequisites: C or higher in CHEM 111 and CHEM 111L or CHEM 141.
*Prerequisite or Corequisite: CHEM 112.*

**CHEM 118 - Computational Chemistry I (1 Credit)**
Introduction to the use of computers in solving chemical problems. One discussion and two laboratory hours per week.
*Corequisite: CHEM 111 and CHEM 111L or CHEM 141 (unless grade of C or higher earned previously).*

**CHEM 141 - Principles of Chemistry I (4 Credits)**
Advanced general chemistry I. Atoms and chemical bonds. Three lecture hours, one recitation hour, and three laboratory hours per week. Credit cannot be received for both CHEM 111 and CHEM 141.
*Prerequisites: high-school chemistry; C or higher in MATH 141 or higher math (or by placement score into MATH 142 or higher math).
*Carolina Core: SCI*

**CHEM 142 - Principles of Chemistry II (4 Credits)**
Advanced general chemistry II. Chemical kinetics, equilibria, and thermodynamics. Three lecture hours, one recitation hour, and three laboratory hours per week. Credit cannot be received for both CHEM 112 and CHEM 142.
*Prerequisites: C or higher in CHEM 141.

**CHEM 318 - Computational Chemistry II (1 Credit)**
A continuation of CHEM 118, with applications to more advanced chemical problems. One discussion and two laboratory hours per week.
*Prerequisites: C or higher in CSCE 145 or CSCE 206 and in CHEM 118.
CHEM 321 - Quantitative Analysis (3 Credits)
Gravimetric, volumetric, and introductory instrumental analysis. Three lecture and one recitation hours per week.
**Prerequisites:** C or higher in CHEM 112 and CHEM 112L or in CHEM 142.

**Corequisite:** CHEM 321L.

CHEM 321L - Quantitative Analysis Laboratory (1 Credit)
Three laboratory hours per week. Credit cannot be received for both CHEM 321L and CHEM 322L.
**Corequisite:** CHEM 321.

CHEM 322 - Analytical Chemistry (3 Credits)
Qualitative analysis, quantitative analysis, fundamental or method analysis, and molecular characterization.
**Prerequisites:** C or higher in CHEM 112 and CHEM 112L (or in CHEM 142) and in MATH 141 or higher MATH.

**Corequisite:** CHEM 322L.

CHEM 322L - Analytical Chemistry Laboratory (1 Credit)
Laboratory skill building in analytical techniques. Applications of stoichiometry, spectroscopy, phase transfer, electrochemistry and kinetics. Credit cannot be received for both CHEM 321L and CHEM 322L.
**Prerequisites:** C or better in CHEM 112 and CHEM 112L or CHEM 142.

**Corequisite:** CHEM 322.

CHEM 331L - Essentials of Organic Chemistry Laboratory I (1 Credit)
Laboratory safety, syntheses, separation, and purification of carbon compounds. For non-majors.
**Corequisite:** CHEM 333 (unless grade of C or higher in CHEM 333 earned previously).

CHEM 332L - Essentials of Organic Chemistry Laboratory II (1 Credit)
Continuation of CHEM 331L. Spectroscopic identification of carbon compounds. For non-majors. Three lab hours per week.
**Prerequisites:** C or higher in CHEM 331L.

**Corequisite:** CHEM 334 (unless grade of C or higher in CHEM 334 earned previously).

CHEM 333 - Organic Chemistry I (3 Credits)
Contemporary theories, nomenclature, reactions, mechanisms, and syntheses of carbon compounds. Three lecture and one recitation hours per week.
**Prerequisites:** C or higher in CHEM 112 or in CHEM 142.

CHEM 333L - Comprehensive Organic Chemistry Laboratory I (2 Credits)
Laboratory safety, synthesis, separation, and purification of carbon compounds. Required for chemistry majors. Six laboratory hours per week.
**Corequisite:** CHEM 333 (unless grade of C or higher in CHEM 333 earned previously).

CHEM 334 - Organic Chemistry II (3 Credits)
Continuation of CHEM 333. Three lecture and one recitation hours per week.
**Prerequisites:** C or higher in CHEM 333.

CHEM 334L - Comprehensive Organic Chemistry Laboratory II (2 Credits)
Continuation of CHEM 333L. Spectroscopic identification of carbon compounds. Required for chemistry majors. Six laboratory hours per week.
**Prerequisites:** C or higher in CHEM 333L.

**Corequisite:** CHEM 334 (unless grade of C or higher in CHEM 334 earned previously).

CHEM 340 - Elementary Biophysical Chemistry (3 Credits)
A non-calculus approach to the study of the principles of physical chemistry emphasizing their application to significant biochemical and biological systems. Chemical thermodynamics, kinetics, equilibrium, solution chemistry, the structure of macromolecules, and acid-base properties of biomolecules. Credit for a degree will not be given for both CHEM 340 and CHEM 541.

**Prerequisites:** C or higher in CHEM 112 and CHEM 112L or in CHEM 142.

CHEM 360 - Undergraduate Seminar (1 Credit)
Student seminars and a survey of biochemical and molecular biology research at the University of South Carolina. Required of all biochemistry majors.

CHEM 399 - Independent Study (1-3 Credits)
Contract Required.

**Graduation with Leadership Distinction:** GLD: Research

CHEM 401 - Industrial Chemistry Capstone Experience (3 Credits)
Prepares students for future roles in chemical industry or graduate school and provides career-enhancing interpersonal skills, including team-building, public speaking, resume preparation, and interviewing.

CHEM 496 - Undergraduate Research (3 Credits)
Introduction to the methods of chemical research. A written report on work accomplished is required at the end of each semester. Nine hours of library and laboratory per week. Contract Required.

**Graduation with Leadership Distinction:** GLD: Research

CHEM 497 - Undergraduate Research (3 Credits)
Introduction to the methods of chemical research. A written report on work accomplished is required at the end of each semester. Nine hours of library and laboratory per week. Contract Required.

**Graduation with Leadership Distinction:** GLD: Research

CHEM 498 - Undergraduate Research (3 Credits)
Introduction to the methods of chemical research. A written report on work accomplished is required at the end of each semester. Nine hours of library and laboratory per week. Contract Required.

**Graduation with Leadership Distinction:** GLD: Research

CHEM 499 - Undergraduate Research (3 Credits)
Introduction to the methods of chemical research. A written report on work accomplished is required at the end of each semester. Nine hours of library and laboratory per week. Contract Required.

**Graduation with Leadership Distinction:** GLD: Research

CHEM 511 - Inorganic Chemistry (3 Credits)
Consideration of atomic structure, valence, complex compounds, and systematic study of the periodic table.
**Prerequisites:** C or higher in CHEM 334, PHYS 212, and MATH 241.

CHEM 533 - Comprehensive Organic Chemistry III (3 Credits)
Selected organic reactions from synthetic and mechanistic viewpoints. For Undergraduate Credit Only.
**Prerequisites:** C or higher in CHEM 334.
CHEM 541 - Physical Chemistry (3 Credits)
Chemical thermodynamics and kinetics. For Undergraduate Credit Only. 
**Prerequisites:** C or higher in CHEM 112 (or CHEM 142) and in MATH 241 or higher MATH.

**Corequisite:** PHYS 212; unless a grade of C or higher in PHYS 212 earned previously.

CHEM 541L - Physical Chemistry Laboratory (2 Credits)
Applications of physical chemical techniques. Five laboratory hours and one recitation hour per week.
**Prerequisites:** C or higher in CHEM 321L or in CHEM 322L or in CHEM 142.

**Corequisite:** CHEM 541 (unless grade of C or higher in CHEM 541 earned previously).

CHEM 542 - Physical Chemistry (3 Credits)
Spectroscopy, statistical mechanics, and chemical applications of quantum mechanics.
**Prerequisites:** C or higher in CHEM 112 or in CHEM 142, MATH 241 and PHYS 212.

CHEM 542L - Physical Chemistry Laboratory (2 Credits)
Applications of physical chemical techniques. Five laboratory hours and one recitation hour per week.
**Prerequisites:** C or higher in CHEM 321L or in CHEM 142.

**Corequisite:** CHEM 542 (unless grade of C or higher in CHEM 542 earned previously).

CHEM 545 - Physical Biochemistry (3 Credits)
A survey of physical methods essential for studies of biomacromolecules. Three lecture hours per week.
**Prerequisites:** C or higher in CHEM 541 and in CHEM 550 or CHEM 555.

CHEM 550 - Biochemistry (3 Credits)
Description of biological macromolecules and major metabolic pathways. Three lecture hours per week.
**Prerequisites:** C or higher in CHEM 334.

**Cross-listed course:** BIOL 541

CHEM 550L - Biochemistry Laboratory (1 Credit)
Experiments and demonstrations illustrating the principles of biochemistry. Three laboratory hours per week.
**Prerequisite or Corequisite:** C or higher in CHEM 550 or BIOL 541 or CHEM 555 or BIOL 545.

**Cross-listed course:** BIOL 541L

CHEM 555 - Biochemistry/Molecular Biology I (3 Credits)
Essentials of modern biochemistry. First semester of a two-semester course. Three lecture hours per week.
**Prerequisites:** C or higher in CHEM 334.

**Cross-listed course:** BIOL 545

CHEM 556 - Biochemistry/Molecular Biology II (3 Credits)
Essentials of modern biochemistry and molecular biology. Three lecture hours per week.
**Prerequisites:** C or higher in BIOL 302.

**Cross-listed course:** BIOL 546

CHEM 619 - Special Topics in Inorganic Chemistry (1-3 Credits)
Current developments in inorganic chemistry. Readings and research on selected topics. Course content varies by title and will be announced in the schedule of classes. May be repeated for credit.

CHEM 621 - Instrumental Analysis (3 Credits)
Chemical instrumentation including electronics, signal processing, statistical analysis, molecular/atomic spectroscopy, electrochemical methods, chromatography, and mass spectrometry. Three lecture hours per week.
**Prerequisites:** C or higher in CHEM 321 or CHEM 322.

CHEM 621L - Instrumental Analysis Lab (1 Credit)
Methods, principles and strategies for chemical instrumentation in analysis. Chemical instrumentation laboratory with environmental, forensic, and biotechnology applications. Three laboratory hours per week.
**Corequisite:** CHEM 621.

CHEM 622 - Forensic Analytical Chemistry (3 Credits)
Analytical chemical methods in forensic science, including gathering of evidence, toxicology, drug identification, analysis of trace evidence, arson analysis, and DNA/serology.
**Prerequisites:** C or higher in CHEM 321, CHEM 321L and in CHEM 334, CHEM 332L or CHEM 334L.

CHEM 623 - Introductory Environmental Chemistry (3 Credits)
Study of the chemical reactions and processes that affect the fate and transport of organic chemicals in the environment. Three lecture hours per week.
**Prerequisites:** C or higher in CHEM 321, in CHEM 333, and in MATH 142.

CHEM 624 - Aquatic Chemistry (3 Credits)
Study of the chemical reactions and processes affecting the distribution of chemical species in natural systems. Three lecture hours per week.
**Prerequisite or Corequisite:** CHEM 321, MATH 142.

**Cross-listed course:** MSCI 624

CHEM 629 - Special Topics in Analytical Chemistry (1-3 Credits)
Current developments in inorganic chemistry. Readings and research on selected topics. Course content varies by title and will be announced in the schedule of classes. May be repeated for credit.

CHEM 633 - Introduction to Polymer Synthesis (3 Credits)
Special emphasis on the modern synthesis of polymeric materials. Definitions, characterization, and applications of polymers will be briefly presented.
**Prerequisites:** C or higher in CHEM 334.

CHEM 639 - Special Topics in Organic Chemistry (3 Credits)
Current developments in organic chemistry. Readings and research on selected topics. May be repeated as content varies by title.

CHEM 643 - Computational Chemistry (3 Credits)
This course is designed to familiarize students with theory and use of modern electronic structure codes, as well as to develop critical thinking and problem-solving skills and to improve computer literacy.
**Prerequisites:** C or higher in CHEM 541 or CHEM 542.
CHEM 644 - Materials Chemistry (3 Credits)
Introduction to materials science; structural and electronic description of inorganic-based solids; experimental techniques in materials chemistry; interfacial energetics and optoelectronic processes at metal and semiconductor surfaces.
Corequisite: CHEM 542 (unless a grade of C or higher earned previously).

CHEM 649 - Special Topics in Physical Chemistry (1-3 Credits)
Current developments in physical chemistry. Readings and research on selected topics. Course content varies by title and will be announced in the schedule of classes. May be repeated for credit.

CHEM 655 - Metabolic Biochemistry of Human Disease (3 Credits)
Core concepts of biochemistry as applied to human health and disease.
Prerequisites: C or higher in CHEM 555/BIOL 545 or CHEM 550/BIOL 541.

Cross-listed course: BIOL 668

CHEM 659 - Special Topics in Biochemistry (3 Credits)
Selected topics in the field of biochemistry. May be repeated as content varies by title.
Prerequisites: C or higher in CHEM 555/BIOL 545 or CHEM 550/BIOL 541.

Biochemistry and Molecular Biology, B.S.

Learning Outcomes

• Students will explain basic and advanced concepts in biology, chemistry, and biochemistry and apply them in problem solving.
• Students will apply computer applications and information retrieval skills to experiments and data analysis. These skills are taught in CHEM 541L and CSCE 102.
• Students will communicate effectively orally and in writing about biochemical concepts, problems, and solutions.

Admissions

Entrance Requirements

New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another college on the UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

Degree Requirements (128 hours)

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core Requirements</td>
<td>34-46</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>15-18</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>3-16</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>63</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (34-46 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 Hours)

must be passed with a grade of C or higher.

• any CC-CMW courses (p. 742)

ARP – Analytical Reasoning and Problem Solving (8 hours)

must be passed with a grade of C or higher

• MATH 141
• MATH 142

SCI – Scientific Literacy (8 hours)

must be passed with a grade of C or higher

• PHYS 211 & PHYS 211L
• PHYS 212 & PHYS 212L

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course. It is recommended that students complete the foreign language requirement with French, German, Japanese, Russian, or Spanish.

• CC-GFL courses (p. 742)

It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

• any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

• any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)

• any CC-AIU course (p. 742)
CMS – Effective, Engaged, and Persuasive Communication: Spoken Component (0-3 hours)
• any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy (0-3 hours)
• any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility (0-3 hours)
• any overlay or stand-alone CC-VSR course (p. 742)

Carolina Core Stand Alone or Overlay Eligible Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (15-18 hours)
Foreign Language (0-3 hours)
• only if needed to meet 122-level proficiency

Analytical Reasoning (6 hours)
Course Title Credits
CSCE 102 General Applications Programming 3
STAT 201 Elementary Statistics 3
Total Credit Hours 6

History (3 hours)
The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:

• One Carolina Core GHS-approved course primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.

or

• One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

Social Science and Fine Arts or Humanities (6 hours)
• Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/)

• Three hours of Social Science
• Three hours of Fine Arts or Humanities

3. Program Requirements (3-16 hours)
Supporting Courses (3 hours)
must be passed with a grade of C or higher
• MATH 241

Cognate (12 hours) optional
The Biochemistry and Molecular Biology Major does not require a Cognate or a Minor. If either is selected, it must meet the College of Arts and Sciences requirements as listed below.

The cognate is intended to support the course work in the major. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor.

Courses offered by departments and programs that are acceptable for cognate credit are outlined in the section titled Courses Acceptable for Cognate Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-cognate/).

For cognate course offerings in other colleges, consult the appropriate sections of this bulletin. Some major programs have specific cognate requirements.

It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the major advisor as being related to the major field of study. Students are urged to consult their major advisors for specific requirements in their major.

Courses applied toward general education requirements cannot be counted toward the cognate.

For Bachelor of Science degrees, grades of D are acceptable for completion of the cognate requirement, except where restricted by the major program.

Minor (18 hours) optional
In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major.

Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.
Minors are available in participating departments of the College of Arts and Sciences and in other colleges. For descriptions of specific minors, students should see the appropriate sections of the bulletin.

A list of minor programs of study can be found at Programs A-Z (p. 20).

**Electives (0-13 hours)**

No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

4. **Major Requirements (63 hours)**

_a minimum grade of C is required in all major courses_

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 101</td>
<td>Biological Principles I</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 101L</td>
<td>Biological Principles I Laboratory</td>
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</tr>
<tr>
<td>BIOL 102</td>
<td>Biological Principles II</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 102L</td>
<td>Biological Principles II Laboratory</td>
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</tr>
<tr>
<td>BIOL 302</td>
<td>Cell and Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 302L</td>
<td>Cell and Molecular Biology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 303</td>
<td>Fundamental Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 550</td>
<td>Bacteriology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 550L</td>
<td>Bacteriology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 111</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 111L</td>
<td>General Chemistry I Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 112</td>
<td>General Chemistry II</td>
<td>3</td>
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<tr>
<td>CHEM 112L</td>
<td>General Chemistry II Lab</td>
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<tr>
<td>CHEM 322</td>
<td>Analytical Chemistry</td>
<td>3</td>
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<td>CHEM 322L</td>
<td>Analytical Chemistry Laboratory</td>
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<tr>
<td>CHEM 333</td>
<td>Organic Chemistry I</td>
<td>3</td>
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<tr>
<td>CHEM 331L</td>
<td>Essentials of Organic Chemistry I</td>
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<td>CHEM 334</td>
<td>Organic Chemistry II</td>
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<td>CHEM 332L</td>
<td>Essentials of Organic Chemistry II</td>
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<td>CHEM 541</td>
<td>Physical Chemistry</td>
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<td>CHEM 541L</td>
<td>Physical Chemistry Laboratory</td>
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<tr>
<td>CHEM 545</td>
<td>Physical Biochemistry</td>
<td>3</td>
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<tr>
<td>CHEM 555</td>
<td>Biochemistry/Molecular Biology I</td>
<td>3</td>
</tr>
<tr>
<td>or BIOL 545</td>
<td>Biochemistry/Molecular Biology I</td>
<td></td>
</tr>
<tr>
<td>CHEM 556</td>
<td>Biochemistry/Molecular Biology II</td>
<td>3</td>
</tr>
<tr>
<td>or BIOL 546</td>
<td>Biochemistry/Molecular Biology II</td>
<td></td>
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<tr>
<td>CHEM 550L</td>
<td>Biochemistry Laboratory</td>
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<td>or BIOL 541L</td>
<td>Biochemistry Laboratory</td>
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**Total Credit Hours**: 54

**Major Electives (9 hours)**

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<th>Title</th>
<th>Credits</th>
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<tr>
<td>Select one of the following courses:</td>
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<td></td>
</tr>
<tr>
<td>BIOL 425</td>
<td>Plant Form and Function</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 460</td>
<td>Advanced Human Physiology</td>
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</tr>
<tr>
<td>BIOL 543</td>
<td>Comparative Physiology</td>
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</tr>
</tbody>
</table>

**Total Credit Hours**: 9


**Chemistry Minor**

**Minor Requirements**

**Prerequisites (9-10 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 111</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 112</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 111</td>
<td>Basic College Mathematics</td>
<td>3-4</td>
</tr>
<tr>
<td>or MATH 115</td>
<td>Precalculus Mathematics</td>
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</table>

**Total Credit Hours**: 9-10

**Required Courses (12 Hours)**

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<thead>
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</thead>
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<tr>
<td>CHEM 321</td>
<td>Quantitative Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 321L</td>
<td>Quantitative Analysis Laboratory</td>
<td>1</td>
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<tr>
<td>CHEM 333</td>
<td>Organic Chemistry I</td>
<td>3</td>
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<tr>
<td>CHEM 331L</td>
<td>Essentials of Organic Chemistry I</td>
<td>1</td>
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<tr>
<td>CHEM 334</td>
<td>Organic Chemistry II</td>
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<tr>
<td>CHEM 332L</td>
<td>Essentials of Organic Chemistry II</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 541</td>
<td>Physical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 541L</td>
<td>Physical Chemistry Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 545</td>
<td>Physical Biochemistry</td>
<td>3</td>
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<tr>
<td>CHEM 555</td>
<td>Biochemistry/Molecular Biology I</td>
<td>3</td>
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<tr>
<td>or BIOL 545</td>
<td>Biochemistry/Molecular Biology I</td>
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<tr>
<td>CHEM 556</td>
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</tr>
<tr>
<td>or BIOL 546</td>
<td>Biochemistry/Molecular Biology II</td>
<td></td>
</tr>
<tr>
<td>CHEM 550L</td>
<td>Biochemistry Laboratory</td>
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<tr>
<td>or BIOL 541L</td>
<td>Biochemistry Laboratory</td>
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**Total Credit Hours**: 12

**Chemistry Electives (6 Hours)**

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<tbody>
<tr>
<td>6 additional hours selected from CHEM 300 or above.</td>
<td>6</td>
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</tbody>
</table>

**Total Credit Hours**: 6

**Chemistry, B.S.**

**Learning Outcomes**

- Students will explain basic and advanced chemistry concepts and apply them in problem-solving.
- Students will write effectively about chemistry concepts, principles, and processes.
• Students will apply basic computer programming and information retrieval skills to questions and problems in chemistry.
• Students will explain advanced chemistry topics and apply them in the chemical research process.

Admissions

Entrance Requirements
New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

Degree Requirements (120 hours)

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>34-46</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>12-19</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>28-47</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>27</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (34-46 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)
must be passed with a grade of C or higher

• any CC-CMW courses (p. 742)

ARP – Analytical Reasoning and Problem Solving (8 hours)

• MATH 141
• MATH 142

SCI – Scientific Literacy (8 hours)
must be passed with a grade of C or higher

• PHYS 211 & PHYS 211L
• PHYS 212 & PHYS 212L

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)
Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

• CC-GFL courses (p. 742)

It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

• any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

• any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)

• any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component (0-3 hours)

• any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy (0-3 hours)

• any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility (0-3 hours)

• any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (12-19 hours)

Foreign Language (0-3 hours)

• only if needed to meet 122-level proficiency

Analytical Reasoning (3-7 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 145</td>
<td>Algorithmic Design I</td>
<td>4</td>
</tr>
<tr>
<td>or CSCE 206</td>
<td>Scientific Applications Programming</td>
<td></td>
</tr>
<tr>
<td>STAT 509</td>
<td>Statistics for Engineers</td>
<td>3</td>
</tr>
</tbody>
</table>
Courses offered by departments and programs that are acceptable for cognate credit are outlined in the section titled Courses Acceptable for Cognate Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-cognate/).

For cognate course offerings in other colleges, consult the appropriate sections of this bulletin. Some major programs have specific cognate requirements.

It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the major advisor as being related to the major field of study. Students are urged to consult their major advisors for specific requirements in their major.

Courses applied toward general education requirements cannot be counted toward the cognate.

For Bachelor of Science degrees, grades of D are acceptable for completion of the cognate requirement, except where restricted by the major program.

Minor (18 hours) optional

In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major.

Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.

Minors are available in participating departments of the College of Arts and Sciences and in other colleges. For descriptions of specific minors, students should see the appropriate sections of the bulletin.

A list of minor programs of study can be found at Programs A-Z (p. 20).

Electives (0-24 hours)

No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

4. Major Requirements (27 hours)

a minimum grade of C is required in all major courses
Major Courses (24 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 322</td>
<td>Analytical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 322L</td>
<td>Analytical Chemistry Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 333</td>
<td>Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 333L</td>
<td>Comprehensive Organic Chemistry Laboratory I</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 334</td>
<td>Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 334L</td>
<td>Comprehensive Organic Chemistry Laboratory II</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 541</td>
<td>Physical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 541L</td>
<td>Physical Chemistry Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 542</td>
<td>Physical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 542L</td>
<td>Physical Chemistry Laboratory</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credit Hours 24

Major Electives (3 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 511</td>
<td>Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 533</td>
<td>Comprehensive Organic Chemistry III</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 545</td>
<td>Physical Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 550</td>
<td>Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 555</td>
<td>Biochemistry/Molecular Biology I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 621</td>
<td>Instrumental Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 623</td>
<td>Introductory Environmental Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 624</td>
<td>Aquatic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 633</td>
<td>Introduction to Polymer Synthesis</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 644</td>
<td>Materials Chemistry</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: Students who transfer into the program after completion of CHEM 331L and CHEM 332L may meet the organic chemistry requirements by completing CHEM 334L.

Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.


Admissions

Entrance Requirements

New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

Degree Requirements (120 hours)

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>34-46</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>15-19</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>26-34</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>37-38</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (34-46 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

*must be passed with a grade of C or higher*

• any CC-CMW courses (p. 742)

ARP – Analytical Reasoning and Problem Solving (8 hours)

• MATH 141
• MATH 142

SCI – Scientific Literacy (8 hours)

*must be passed with a grade of C or higher*

• PHYS 211 & PHYS 211L
• PHYS 212 & PHYS 212L

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully
completing Phase II of the Proficiency Test or by successfully completing
the 122 course, including the exit exam administered as part of that
course.

- CC-GFL courses (p. 742)

It is strongly recommended that students continuing the study of a foreign
language begin college-level study of that language in their first semester and
continue in that language until their particular foreign language requirement
is completed.

GHS – Global Citizenship and Multicultural
Understanding: Historical Thinking (3 hours)
any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural
Understanding: Social Sciences (3 hours)
any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3
hours)
any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive
Communication: Spoken Component 1 (0-3 hours)
any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy 1 (0-3 hours)
any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility 1 (0-3
hours)
any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible
Requirements — Overlay-approved courses offer students the option of
meeting two Carolina Core components in a single course. A
maximum of two overlays is allowed. The total Carolina Core credit
hours must add up to a minimum of 31 hours. Some programs
may have a higher number of minimum Carolina Core hours due to
specified requirements.

2. College Requirements (12-19 hours)

Foreign Language (0-3 hours)
- only if needed to meet 122-level proficiency

Analytical Reasoning (3-7 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 145</td>
<td>Algorithmic Design I</td>
<td>4</td>
</tr>
<tr>
<td>or CSCE 206</td>
<td>Scientific Applications Programming</td>
<td></td>
</tr>
<tr>
<td>STAT 509</td>
<td>Statistics for Engineers</td>
<td>3</td>
</tr>
<tr>
<td>or STAT 515</td>
<td>Statistical Methods I</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 7

Note: If CHEM 111, CHEM 112, CHEM 322, and CHEM 322L (or CHEM 141,
CHEM 142, CHEM 322 and CHEM 322L) are all completed at USC,
STAT 509 or STAT 515 is not required. Also, if CHEM 621 and CHEM 621L
are completed, STAT 509 or STAT 515 is not required. Students who
exempt STAT 509 or STAT 515 through this process will be required to
take an approved elective to reach minimum hours for graduation.

History (3 hours)
The College of Arts and Sciences requires one U.S. History and one non-
U.S. History course. Whichever is not fulfilled through the Carolina Core
GHS requirement must be fulfilled through this college requirement.
Accordingly, please select one of the following:

- One Carolina Core GHS-approved course (p. 742) primarily focused
  on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-
  approved course determined by the College of Arts and Science to fit
  this geographic category.
  or
- One Carolina Core GHS-approved course primarily focused on non-
  U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106,
  HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved
  course determined by the College of Arts and Sciences to fit this
  geographic category.

Social Science and Fine Arts or Humanities (6 hours)

- Courses Acceptable for Social Science and Fine Arts or Humanities
  Credit in Degree Programs in the College of Arts and Sciences
  (https://academicbulletins.sc.edu/undergraduate/arts-sciences/
courses-acceptable-social-science-fine-arts-humanities/)
  - Three hours of Social Science
  - Three hours of Fine Arts or Humanities

3. Program Requirements (26-37 hours)
Supporting Courses (14 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 241</td>
<td>Vector Calculus</td>
<td>3</td>
</tr>
<tr>
<td>One MATH course beyond MATH 241</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Select one of the following options:</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>CHEM 141</td>
<td>Principles of Chemistry I</td>
<td></td>
</tr>
<tr>
<td>&amp; 142</td>
<td>and Principles of Chemistry II</td>
<td></td>
</tr>
<tr>
<td>CHEM 111</td>
<td>General Chemistry I</td>
<td></td>
</tr>
<tr>
<td>&amp; 111L</td>
<td>and General Chemistry I Lab</td>
<td></td>
</tr>
<tr>
<td>&amp; 112</td>
<td>and General Chemistry II</td>
<td></td>
</tr>
<tr>
<td>&amp; 112L</td>
<td>and General Chemistry II Lab</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 14

Cognate (12 hours)
The cognate is intended to support the course work in the major. The
cognate must consist of twelve (12) hours of courses at the advanced
level, outside of but related to the major. The cognate may be taken in
one or more departments or programs, depending on the interests of the
student and the judgment of the advisor.

Courses offered by departments and programs that are acceptable for
cognate credit are outlined in the section titled Courses Acceptable for
Cognate Credit in Degree Programs in the College of Arts and Sciences
(https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-
acceptable-cognate/).

For cognate course offerings in other colleges, consult the appropriate
sections of this bulletin. Some major programs have specific cognate
requirements.
It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the major advisor as being related to the major field of study. Students are urged to consult their major advisors for specific requirements in their major.

Courses applied toward general education requirements cannot be counted toward the cognate.

For Bachelor of Science degrees, grades of D are acceptable for completion of the cognate requirement, except where restricted by the major program.

**Minor (18 hours) optional**

In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major.

Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.

Minors are available in participating departments of the College of Arts and Sciences and in other colleges. For descriptions of specific minors, students should see the appropriate sections of the bulletin.

A list of minor programs of study can be found at Programs A-Z (p. 20).

**Electives (0-11 hours)**

No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

**4. Major Requirements (37-38 hours)**

*a minimum grade of C is required in all major courses*

<table>
<thead>
<tr>
<th>Major Courses (37-38 hours)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 322</td>
<td>Analytical Chemistry</td>
</tr>
<tr>
<td>CHEM 322L</td>
<td>Analytical Chemistry Laboratory</td>
</tr>
<tr>
<td>CHEM 333</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>CHEM 333L</td>
<td>Comprehensive Organic Chemistry Laboratory I</td>
</tr>
<tr>
<td>CHEM 334</td>
<td>Organic Chemistry II</td>
</tr>
<tr>
<td>CHEM 334L</td>
<td>Comprehensive Organic Chemistry Laboratory II</td>
</tr>
</tbody>
</table>

CHEM 511 | Inorganic Chemistry | 3 |
| CHEM 541 | Physical Chemistry | 3 |
| CHEM 541L | Physical Chemistry Laboratory | 2 |
| CHEM 542 | Physical Chemistry | 3 |
| CHEM 542L | Physical Chemistry Laboratory | 2 |
| CHEM 550 | Biochemistry | 3 |
| CHEM 555 | Biochemistry/Molecular Biology I | 3 |
| CHEM 621 | Instrumental Analysis | 3 |
| CHEM 621L | Instrumental Analysis Lab | 1 |

3 credit of undergraduate research (in an approved area of biochemistry or inorganic chemistry) | 3 |

**Total Credit Hours**

37

If the undergraduate research is not in an approved area of biochemistry or inorganic chemistry, CHEM 550L must be taken.

Note: Students who transfer into the program after completion of CHEM 331L and CHEM 332L, may meet the organic chemistry requirements by completing CHEM 334L.

**Major Map**

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.


**Cardiovascular Technology, B.S.**

The Bachelor of Science degree with a major in cardiovascular technology is awarded upon the following:

1. satisfactory completion of at least 100 semester hours of academic work, including all courses prescribed in the curriculum below;
2. satisfactory completion of an intensive CVT training program, accredited by the Joint Review Committee on Education in Cardiovascular Technology.

**Admission and Retention Standards for Cardiovascular Technology**

Admission to CVT training programs is very competitive, and only a limited number of candidates can be admitted in each class. For this reason the following retention standards are applied during the academic portion of this program at USC:

- Retention. Progressive GPA standards are enforced for continuation in the program. Upon completion of 30 credit hours a minimum GPA of 2.50 is required; at 60 credit hours a minimum GPA of 2.75 is required. Upon completion of the specified academic requirements, only students who have gained admission into an approved CVT training facility will be retained in the program.
- Transfer students admitted to this degree program must complete the last 30 credit hours of academic work in residence at the
Cardiovascular Technology, B.S.

University of South Carolina prior to entering the intensive CVT training program.

- Students who have already completed a CVT training program or CVT internship will not be eligible for acceptance into this major.

Learning Outcomes

- Student demonstrates oral skills and knowledge by communicating effectively in spoken English.
- Student will be evaluated after completion of the academic portion of the Internship.
- Student will be evaluated monthly during the clinical portion of the internship.
- At the completion of the program of study, the student will be eligible to sit for the national registry exam. From the lecture, laboratory and clinical rotations, the student will demonstrate competency in one of more areas of Cardiovascular Technology.

Admissions

Admission to CVT training programs is very competitive, and only a limited number of candidates can be admitted in each class. For this reason the following retention standards are applied during the academic portion of this program at USC:

- Retention. Progressive GPA standards are enforced for continuation in the program. Upon completion of 30 credit hours a minimum GPA of 2.50 is required; at 60 credit hours a minimum GPA of 2.75 is required. Upon completion of the specified academic requirements, only students who have gained admission into an approved CVT training facility will be retained in the program.
- Transfer students admitted to this degree program must complete the last 30 credit hours of academic work in residence at the University of South Carolina prior to entering the intensive CVT training program.
- Students who have already completed a CVT training program or CVT internship will not be eligible for acceptance into this major.

Degree Requirements (128 hours)

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>32-44</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>12-15</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>16-26</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>58</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (32-44 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

must be passed with a grade of C or higher

any CC-CMW courses (p. 742)

ARP – Analytical Reasoning and Problem Solving (6-8 hours)

- MATH 122 or MATH 141
- STAT 201 (or equivalent) or higher

SCI – Scientific Literacy (8 hours)

must be passed with a grade of C or higher

- PHYS 201 & PHYS 201L
- PHYS 202 & PHYS 202L

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

CC-GFL courses (p. 742)

It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)

any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component (0-3 hours)

any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy (0-3 hours)

any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility (0-3 hours)

any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible

Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (12-15 hours)

Foreign Language (0-3 hours)

only if needed to meet 122-level proficiency
Analytical Reasoning (3 hours)

Course Title Credits
CSCE 102 General Applications Programming 3

Total Credit Hours 3

History (3 hours)
The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whenever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:

• One Carolina Core GHS-approved course (p. 742) primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.

• One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

Social Science and Fine Arts or Humanities (6 hours)

• CLAS 230

• Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/) (3 hours of Social Science)

3. Program Requirements (16-26 hours)

Supporting Courses (16 hours)

Must be passed with a grade of C or higher.

Course Title Credits
BIOL 101 Biological Principles I 3
BIOL 101L Biological Principles I Laboratory 1
BIOL 102 Biological Principles II 3
BIOL 102L Biological Principles II Laboratory 1
CHEM 111 General Chemistry I 3
CHEM 111L General Chemistry I Lab 1
CHEM 112 General Chemistry II 3
CHEM 112L General Chemistry II Lab 1

Total Credit Hours 16

Cognate (0 hours)

Intensive Clinical Training Program: The 18-month intensive clinical training program replaces the cognate.

Electives (0-10 hours)

No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

4. Major Requirements (58 hours)

A minimum grade of C is required in all major courses.

Major Courses (26 hours)

Course Title Credits
BIOL 302 Cell and Molecular Biology 3
BIOL 303 Fundamental Genetics 3
BIOL 415 Comparative Vertebrate Anatomy 4
BIOL 460 Advanced Human Physiology 3
BIOL 460L Advanced Human Physiology Laboratory 1
BIOL 541 Biochemistry 3
BIOL 541L Biochemistry Laboratory 1
CHEM 333 Organic Chemistry I 3
CHEM 333L Essentials of Organic Chemistry Laboratory I 1
CHEM 334 Organic Chemistry II 3
CHEM 334L Essentials of Organic Chemistry Laboratory II 1

Total Credit Hours 26

Major Electives (4 hours)

Select four hours from the following:

Course Title Credits
BIOL 302L Cell and Molecular Biology Laboratory 1
BIOL 505 Developmental Biology 3
BIOL 530 Histology 3
CHEM 321 Quantitative Analysis 3
BIOL 620 Immunobiology 3
CHEM 321L Quantitative Analysis Laboratory 1

Total Credit Hours 4

CVT Training (28 hours)

Following the academic portion of the Cardiovascular Technology Program, an 18 months clinical training program in an approved facility will be the final stage of the degree program. Students will be awarded 28 credit hours upon completion of the clinical portion of the training. Students who have already completed a CVT training program or CVT internship will not be eligible for acceptance into this major.

1 In an approved facility

Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Cardiovascular Technology, B.S.

Criminology and Criminal Justice

Department Website (http://www.cas.sc.edu/crju/)

Brandon K. Applegate, Chair
Patricia Armstrong, Director of Academic Programs

The Department of Criminology and Criminal Justice offers a program of study leading to a Bachelor of Arts degree. This degree program provides students with a strong foundation in the liberal arts and the social sciences. The department fosters a program of study that has a strong research emphasis and encourages public service. Courses offered through the department focus on problem-solving and critical thinking, which provide students with the skills necessary to understand and interpret the scientific literature, access emerging technologies in the field, and understand emerging issues in criminology and criminal justice. For additional information, visit our website (https://sc.edu/study/colleges_schools/artsandsciences/criminology_and_criminal_justice/index.php/).

Degree Offered

The Department of Criminology and Criminal Justice offers a four-year program of study leading to the Bachelor of Arts degree with a major in criminology and criminal justice. The degree requirements are based upon a strong foundation in the liberal arts and the social sciences. An array of professional criminal justice courses is offered to support the particular interests of various students. Students also are encouraged to participate in community service activities. Pursuant to this, the department provides information on opportunities for volunteer work and involvement in the criminal justice field through internships.

Entrance Requirements

The Department of Criminology and Criminal Justice follows the general admission policies of the University. Should there be more applicants for the degree program than the number of spaces available, admission decisions will be competitive and may take into account the applicant’s grade point average as well as other factors deemed indicative of the student’s potential for success in the program.

Transfer Students

Transfer students from other institutions, other USC campuses, or other degree programs must have a cumulative GPA of 2.25 and a semester GPA of 2.00 in the last semester enrolled. Official transcripts of all academic work must be sent to the admissions office. These transcripts will be evaluated by the Department of Criminology and Criminal Justice for possible transfer credits. Only collegiate courses completed at accredited institutions will be considered, and transfer credit will be approved only where an analysis of the course level and content indicates that the work is appropriate for inclusion in a program of study offered by the department.

Progression Requirements

Admission to the upper division is based upon a minimum 2.00 cumulative UofSC GPA.

Programs

- Criminal Justice Minor (p. 67)
- Criminology and Criminal Justice, B.A. (p. 68)

Courses

CRJU 101 - The American Criminal Justice System (3 Credits)
Survey of crime and societal responses to crime, including law enforcement, courts, corrections, and the juvenile justice system.
Carolina Core: GSS

CRJU 202 - Research Methods in Criminology and Criminal Justice (3 Credits)
Introduction to the practice of social research in criminology and criminal justice settings.
Graduation with Leadership Distinction: GLD: Research

CRJU 203 - Criminal Procedure (3 Credits)
Overview of the constitutional restraints on the investigation, detention, prosecution and adjudication of criminal defendants. Coverage of Supreme Court decisions involving the 4th, 5th, and 6th Amendments to the U.S. Constitution.

CRJU 311 - Policing (3 Credits)
Current and historical perspectives on American policing.

CRJU 312 - Corrections (3 Credits)
Current and historical perspectives on incarceration and its alternatives.

CRJU 313 - Criminal Courts (3 Credits)
Structure and organization of the federal and state criminal court systems and personnel.

CRJU 314 - Criminal Law (3 Credits)
Origin and development of criminal law in America. Basic elements of crimes and defenses.

CRJU 322 - Drugs and Crime (3 Credits)
Overview of criminal justice system responses to illegal substances. Relationship between substance abuse and crime.

CRJU 323 - Violence in America (3 Credits)
Historical overview of violence in American society, including theoretical perspectives on the causes and prevention of violence.

CRJU 341 - Sociology of Crime (3 Credits)
Social factors in the development, identification, and treatment of criminals.

Cross-listed course: SOCY 353

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

CRJU 351 - Juvenile Delinquency (3 Credits)
Social factors in the development, identification, and treatment of delinquents.

Prerequisites: CRJU 101 OR SOCY 101.

Cross-listed course: SOCY 350

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

CRJU 399 - Independent Study (1-6 Credits)
Contract approved by instructor, advisor, and Office of Academic Programs is required for undergraduate students.

Graduation with Leadership Distinction: GLD: Research

CRJU 420 - Analyzing Homicide (3 Credits)
Relationships between patterns and trends in homicide, and theoretical explanations for why offenders engage in homicide.

CRJU 421 - Victimization (3 Credits)
Causes and consequences of criminal victimization and public policy responses to victimization issues.
CRJU 422 - Alternatives to Incarceration (3 Credits)
Correctional alternatives to imprisonment including probation, parole, and various community correctional programs.

CRJU 423 - Street Gangs: Structure, Activity, and Response (3 Credits)
Course covers the theoretical and empirical work on gangs, gang members, and gang activity along with insight on these issues from a practitioner perspective. It then examines the variety of policy responses from government and community organizations.

CRJU 424 - Criminal Justice Intelligence (3 Credits)
An investigation of the motivations to commit crime. The course presents profiles of the targets of crimes and provides strategic and tactical assessments of police investigations and intelligence.

CRJU 425 - Hate Crimes (3 Credits)
An examination of the causes and responses to hate crimes. The course also provide a foundation for understanding crimes motivated by racial, gender, religious, disability, and sexual orientation biases.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

CRJU 426 - Criminal Justice and Mental Health (3 Credits)
Interface between the mental health sciences and the criminal justice system.

CRJU 430 - Communities and Crime (3 Credits)
Relationship between criminality and community characteristics, with particular attention to how variation in community structure, organization, and culture impacts crime.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

CRJU 440 - Homeland Security and Terrorism (3 Credits)
The nature of terrorism; its history; its methodology; and its application to criminological theory.

CRJU 485 - Selected Topics in Criminal Justice Policy (3 Credits)
Public policy responses to crime, its formation, and its impact on society. Individual topics to be announced by title. May be repeated with consent of advisor.

CRJU 491 - Special Topics (3 Credits)
Topics in criminology and criminal justice. Individual topics to be announced by title. May be repeated with consent of advisor.

CRJU 494 - Internship (3 Credits)
A supervised experiential course in a criminal justice agency. Contract approved by instructor, advisor, and Office of Academic Programs is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships
Experiential Learning: Experiential Learning Opportunity

CRJU 510 - Critical Incident Management for Criminal Justice (3 Credits)
Leadership and management strategies for criminal justice agencies during critical incidents and disasters including multi-agency and multi-jurisdictional response.

CRJU 512 - Information-Based Management in Criminal Justice (3 Credits)
The collection and use of information and data-driven analysis in criminal justice organizations.

CRJU 535 - Inmates and Prisons (3 Credits)
Examination of issues affecting prisons and the inmates confined within them. Specific topics of study will include the philosophy and goals of imprisonment, institutional crowding, inmate rights, inmate adaptation, and individual and collective misconduct.

CRJU 551 - Adolescent Mentoring (3 Credits)
Application of skills and theories of adolescent mentoring taught in the classroom to a supervised, structured mentoring field experience.
Cross-listed course: WGST 551

CRJU 554 - Women and Crime (3 Credits)
Impact of gender-based relations on crime and the criminal justice system.
Cross-listed course: WGST 554

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

CRJU 558 - Crime Over the Life Course (3 Credits)
Development of criminal and delinquent behavior over time.

CRJU 563 - Race, Crime, and Criminal Justice (3 Credits)
An historical overview of the intersection between issues of race, crime, and justice. The impact of the criminal justice system on minority groups.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

CRJU 565 - Organized Crime (3 Credits)
Origins and modern day activity of organized crime in the United States and internationally will be investigated. Attention is given to problems of criminal activity and the present day transnational character of criminal organizations.

CRJU 575 - The Death Penalty (3 Credits)
Overview of the history and evolution of the death penalty. Identification of key legal developments in death penalty jurisprudence.

CRJU 577 - Law and Criminal Justice Policy (3 Credits)
Legal and policy responses to crime and criminal justice issues.
Prerequisites: CRJU 313 or CRJU 314.

CRJU 582 - Computer Applications in Criminal Justice (3 Credits)
Computing, database systems, and software applications in research and professional practice.

CRJU 591 - Selected Topics in Criminal Justice (3 Credits)
A seminar for advanced students. Individual topics to be announced by title. May be repeated once with the consent of the advisor.

**Criminal Justice Minor**

**Minor Requirements (18 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJU 101</td>
<td>The American Criminal Justice System</td>
<td>3</td>
</tr>
<tr>
<td>Select two of the following:</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>CRJU 311</td>
<td>Policing</td>
<td></td>
</tr>
<tr>
<td>CRJU 312</td>
<td>Corrections</td>
<td></td>
</tr>
<tr>
<td>CRJU 313</td>
<td>Criminal Courts</td>
<td></td>
</tr>
<tr>
<td>CRJU 314</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>or CRJU 341</td>
<td>Sociology of Crime</td>
<td></td>
</tr>
</tbody>
</table>
Criminology and Criminal Justice, B.A.

Learning Outcomes

- Students will be able to identify the core components of the American criminal justice system: police, corrections, and courts.
- Students will demonstrate an understanding of the relationships between the components of the criminal justice system.
- Students will demonstrate an understanding of how criminological theories are developed.
- Students will demonstrate an understanding of how criminological theories are used to explain individual and collective deviant behavior.
- Students will demonstrate an understanding of the scientific method.
- Students will demonstrate an understanding of social research design and measurement.
- Students will demonstrate the ability to effectively communicate ideas and issues involving criminology and criminal justice in writing.
- Students will be able to identify the constitutional provisions that govern the treatment of persons suspected of committing a crime.
- Students will demonstrate an understanding of the limits of governmental authority over the criminally accused.

Admissions

Entrance Requirements

New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

Degree Requirements (120 hours)

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>32-44</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>15-18</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (32-44 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

- any CC-CMW courses (p. 742)

ARP – Analytical Reasoning and Problem Solving (6-8 hours)

- any CC-ARP courses (p. 742)

SCI – Scientific Literacy (8 hours)

- Two 4-credit hour CC-SCI courses (p. 742)

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

- CC-GFL courses (p. 742)

It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

- any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

- CRJU 101

AIU – Aesthetic and Interpretive Understanding (3 hours)

- any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component (0-3 hours)

- any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy (0-3 hours)

- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility (0-3 hours)

- any overlay or stand-alone CC-VSR course (p. 742)
Cognate or Minor (12-18 hours)
Cognate
The cognate is intended to support the course work in the major. The
cognate must consist of twelve (12) hours of courses at the advanced
level, outside of but related to the major. The cognate may be taken in
one or more departments or programs, depending on the interests of the
student and the judgment of the advisor.

Courses offered by departments and programs that are acceptable for
cognate credit are outlined in the section titled Courses Acceptable for
Cognate Credit in Degree Programs in the College of Arts and Sciences
(https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-
acceptable-social-science-fine-arts-humanities/).

For cognate course offerings in other colleges, consult the appropriate
sections of this bulletin. Some major programs have specific cognate
requirements.

It should be emphasized that the cognate is not a second set of elective
courses to be chosen at random by the student. The cognate must be
approved by the major advisor as being related to the major field of
study. Students are urged to consult their major advisors for specific
requirements in their major.

Courses applied toward general education requirements cannot be
counted toward the cognate.

For Bachelor of Arts degrees, all cognate courses must be passed with a
grade of C or higher.

Minor
In place of the cognate a student in the College of Arts and Sciences
may choose a minor consisting of at least 18 credit hours of prescribed
courses. (Some minors in the sciences require a minimum of 16 hours.)
The subject area of the minor may be related to the major. Students
pursuing interdisciplinary minors who wish to use courses in their major
department for minor credit must petition the College Committee on
Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a
second area of study. It differs from the cognate inasmuch as the
courses must be concentrated in one area and must follow a structured
sequence. Interdisciplinary minors can be designed with the approval of
the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be
counted toward the minor. No course may satisfy both major and minor
requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in
residence at the University.

A list of minor programs of study can be found at Programs A-Z
(p. 20).

Electives (7-28 hours)
No courses of a remedial, developmental, skill-acquiring, or vocational
nature may apply as credit toward degrees in the College of Arts and
Sciences. The College of Arts and Sciences allows the use of the Pass-
Fail option on elective courses. Further clarification on inapplicable
courses can be obtained from the College of Arts and Sciences.

4. Major Requirements (33 hours)
A minimum grade of C is required in all major courses.

Major Courses (9 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJU 202</td>
<td>Research Methods in Criminology and Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJU 203</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CRJU 341</td>
<td>Sociology of Crime</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Major Electives (24 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select three of the following:</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>CRJU 311</td>
<td>Policing</td>
<td></td>
</tr>
<tr>
<td>CRJU 312</td>
<td>Corrections</td>
<td></td>
</tr>
<tr>
<td>CRJU 313</td>
<td>Criminal Courts</td>
<td></td>
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<tr>
<td>CRJU 314</td>
<td>Criminal Law</td>
<td></td>
</tr>
<tr>
<td>CRJU 351</td>
<td>Juvenile Delinquency</td>
<td></td>
</tr>
</tbody>
</table>

Select three courses from CRJU 300 or above 1 9
Select two writing-intensive courses from the following:  
CRJU 426 Criminal Justice and Mental Health  
CRJU 430 Communities and Crime  
CRJU 554 Women and Crime  
CRJU 563 Race, Crime, and Criminal Justice  
CRJU 591 Selected Topics in Criminal Justice

Total Credit Hours 24

1 Courses must be approved by the Department of Criminology and Criminal Justice Office of Academic Programs.

Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Criminology and Criminal Justice, B.A.

Economics (College of Arts and Sciences)

McKinley Blackburn, Chair

The Department of Economics offers majors in both the College of Arts and Sciences and Sciences (p. 22) and in the Darla Moore School of Business (p. 312).

Economics majors in the College of Arts and Sciences may earn the B.A. or B.S. degree by completing the 24-hour major requirement along with the college core, distribution requirements, and cultural-awareness and writing-emphasis requirements as described in the basic degree requirements in liberal arts.

Business economics majors in the Moore School of Business may opt for a 12-hour major or a 24-hour intensive major as described in the degree requirements for the Bachelor of Science in Business Administration. This major combines course work in economics with the business course work in management science, accounting, management, marketing, and finance, along with a general education core.

Students are encouraged to talk with an advisor in the economics department to gain further information about the differences between the B.A. and B.S. in economics in the College of Arts and Sciences and the business economics major in the Moore School of Business.

Entrance Requirements

Lower division. Freshmen and transfer students must meet all University and college admission requirements. Students transferring from other institutions or from other majors on the Columbia campus must meet all such requirements, have a GPA of 2.50 or better and have completed either MATH 122 or MATH 141 with a C or better. All students enter the lower division when the economics major is declared.

Progression Requirements

Lower division. Students in the lower division may not enroll in ECON 321/ECON 322 or in courses for which these courses are prerequisite.

Upper division. Progression into the upper division requires the completion of ECON 221 and ECON 222 (or ECON 224) and MATH 122 or MATH 141 with a grade of C or better in each of these courses.

Programs

- Economics, B.A. (p. 73)
- Economics, B.S. (p. 75)

Courses

ECON 123 - The American Economy (3 Credits)  
Basic concepts, institutional foundations, structure of the private and public sector, labor markets; major economic problems.

ECON 221 - Principles of Microeconomics (3 Credits)  
The study of supply and demand, pricing and cost concepts, firm and consumer decision-making, market structure, and government policies.

ECON 222 - Principles of Macroeconomics (3 Credits)  
The study of gross domestic product, business cycles, economic growth, inflation, unemployment, and monetary and fiscal policy.

ECON 223 - Introduction to Economics (3 Credits)  
Introduction to economics principles for non-majors. Basics of supply and demand and government and monetary policy are covered in a non-technical manner. Not open to business or economics students. Credit not granted for both ECON 223 and ECON 221 or ECON 222.

ECON 224 - Introduction to Economics (3 Credits)  
The study of supply and demand, markets, household and firm decision-making, gross domestic product, inflation, unemployment, and government policies. Open to all students except business administration and economics majors.

ECON 301 - Money and Banking (3 Credits)  
The role of money in the market economy. Commercial banks, the Federal Reserve System, and monetary policy. Cannot be used to satisfy major requirements. 03: 07/05/2019.

Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 303 - The International Economy (3 Credits)  
Survey of international economic issues and institutions, including trade and protectionism, global and regional trade agreements, trade balances and exchange rates, Japan, NAFTA, and the European Union.

Prerequisites: ECON 224.

Graduation with Leadership Distinction: GLD: Global Learning

ECON 311 - Issues in Economics (3 Credits)  
The nature and causes of major economic problems facing the nation and its communities, and policy alternatives designed to solve them. The philosophy and methodology of economics in social problem solving.

Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 321 - Intermediate Microeconomic Theory (3 Credits)  
Analysis of the economic behavior of households and firms. Production, consumption, price determination, and the degree of competition in markets.

Prerequisites: ECON 221 and ECON 222, or ECON 224, MATH 122 or MATH 141.
ECON 322 - Intermediate Macroeconomic Theory (3 Credits)
Analysis of the national economy as a whole. Money, output, employment, inflation, and international economic linkages.
Prerequisites: ECON 221 and ECON 222, or ECON 224, MATH 122 or MATH 141.

ECON 329 - American Economic History (3 Credits)
Growth and development of the American economy; applications of economic theory to economic history.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 363 - Business Finance (3 Credits)
The procurement and management of wealth by privately owned profit-seeking enterprises. 03: 07/05/2019.
Prerequisites: ECON 221, ACCT 225, and 3 hours of statistics at the 200-level.

ECON 364 - Financial Institutions (3 Credits)
A study of the functions and operations of financial institutions and their relationships to the commercial banking system and the general economy. Attention is devoted to savings institutions, insurance companies, rural and urban real estate credit, consumer credit, and associated topics. 03: 07/05/2019.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 379 - Government Policy Toward Business (3 Credits)
An analysis of public policy toward business in the United States. Emphasis is on the desirability of various policies in light of their consequences for the general welfare.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 399 - Independent Study (1-15 Credits)
Contract approved by instructor, advisor, and undergraduate division head is required.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

Graduation with Leadership Distinction: GLD: Research

ECON 402 - Money, Income, and Prices (3 Credits)
A study of monetary standards, monetary theory, monetary policy, and the mechanism of international payments. Attention is devoted to questions of monetary problems, employment, and fiscal policy.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 406 - Labor Economics (3 Credits)
A study of labor market institutions, trends in labor market activity, and the effects of government policy on the labor market. (Not open to majors in economics.)
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 408 - History of Economic Thought (3 Credits)
A survey of economics from the ancient philosophers to the present; with emphasis on the mercantilist, physiocratic, classical, Marxist, Austrian, neo-classical, and institutional schools of economics.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 415 - Economics of American Industry (3 Credits)
A study of the structure of selected American industries, of the development and concentration of economic power in the American economy, and of public policy toward industry.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 420 - Business Applications of Economic Forecasting (3 Credits)
Analysis of business cycles and applications of forecasting techniques to project and interpret economic trends.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 421 - Engineering Economics (3 Credits)
Decision making with respect to capital goods, with emphasis on such decision making in governmental activities and public utilities. Intended primarily for engineering students, the course emphasizes the types of investment decisions that engineers are often called upon to make.

ECON 436 - Introductory Econometrics (3 Credits)
The use of statistical techniques to analyze economic relationships. The emphasis is on the application of linear regression to real-world economic data.
Prerequisites: ECON 224, or ECON 221 and ECON 222; MGSC 291 or STAT 201; and MATH 122 or MATH 141.

Carolina Core: ARP

ECON 476 - Foundations of Capitalism (3 Credits)
Examines the foundations of capitalism and why it has prevailed over alternative systems. Topics include the justification of private property, distribution of wealth, profit motive, source of wealth creation, and others.
Prerequisites: ECON 221 and ECON 222.

ECON 499 - Internship in Economics (1-6 Credits)
Supervised work experience of at least nine hours per week, to include one class meeting a month and individual consultation. Contract approval by instructor, advisor, and department chair is required. Cannot be used to satisfy major requirement.
Prerequisites: C or better in both ECON 321 and ECON 322, and cumulative GPA of 2.75.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

ECON 500 - Urban Economics (3 Credits)
An analysis of economic forces affecting urbanization and the economic processes influencing urban form and structure. Spatial concepts are considered in addition to traditional micro-economic and macro-economic concepts. Topic coverage includes: the economic origin of cities; urban functions and the urban economic base, land-use structure and urban form, and urban efficiency.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 503 - International Trade Economics (3 Credits)
Theory of international specialization, commercial policy, customs unions, and the effects of trade liberalization and protectionism; economic growth and multinational enterprises.
Prerequisites: ECON 321.

Graduation with Leadership Distinction: GLD: Global Learning

ECON 504 - International Monetary Economics (3 Credits)
Exchange rate and balance of payments determination; purchasing-power parity; optimum currency areas, absorption, elasticity, monetary approaches, spot- and forward-exchange markets.
Prerequisites: ECON 322.
ECON 505 - International Development Economics (3 Credits)
Economic theories of growth in developing countries. Use of factor resources; role of social and economic institutions; use of financial trade policies for growth.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

Graduation with Leadership Distinction: GLD: Global Learning
ECON 506 - Labor Economics and Labor Markets (3 Credits)
Economics of labor demand, labor supply, wage determination in competitive markets, migration, discrimination, unemployment, and labor unions. Theoretical models and empirical knowledge will be considered.
Prerequisites: ECON 221 and ECON 222, or ECON 224; ECON 321.

ECON 507 - Comparative Economic Systems (3 Credits)
An analysis of the organization and operation of the world's major economic systems.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

Graduation with Leadership Distinction: GLD: Global Learning
ECON 508 - Law and Economics (3 Credits)
Economic analysis and interpretation of the law. The economic effect of current law and optimal design of law to meet social objectives.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 509 - Economics of Sustainable Development (3 Credits)
Exploration of the basic theory and practice of sustainable economic development. Topics include: environmental legislation, global agreements, sustainable development indicators, and economic strategies and methods to promote environmentally sound development.
Prerequisites: C or better in the following ECON 221 and ECON 222; or ECON 224; MATH 122.

Graduation with Leadership Distinction: GLD: Community Service
ECON 510 - Experimental Economics (3 Credits)
Exploration of the basic theory and techniques of experimental economics. Topics include: basic game theory, experimental design, and elements of behavioral economic thought.
Prerequisites: C or higher in ECON 321.

ECON 511 - Senior Seminar in Economics (3 Credits)
Philosophy and methodology of economics, perspectives on theory and empiricism, economic policy; individualized guided research.
Prerequisites: ECON 321, ECON 322, and ECON 436 with grade of C or higher.

ECON 514 - The Economics of Terrorism (3 Credits)
Focuses on the following aspects of terrorism: (1) its causes/determinants (historical, social, cultural, economic, political, and religious determinants); (2) the organizational and funding structure of terrorist groups; (3) the tactics and weapons of terrorist groups; (4) mobilization and recruitment within terror networks; and (5) counterrorism methods. Restricted to: Business Majors and Economics Arts and Sciences Majors.
Prerequisites: C or better in ECON 321.

ECON 515 - Industrial Organization (3 Credits)
This course uses the tools of microeconomics and game theory to examine how firms compete and competition's impact on industry performance. Topics include: price discrimination, product differentiation, and oligopoly behavior.
Prerequisites: ECON 321.

ECON 516 - Political Economy (3 Credits)
This course covers fundamental models of collective decision making, studies their empirical relevance, and considers interactions between the economy and politics.
Prerequisites: C or better in ECON 221 and ECON 222 or C or better in ECON 224.

ECON 523 - Introduction to Mathematical Economics (3 Credits)
Mathematical formulation of economic theories; the use of mathematics in the development and demonstration of economic relationships.
Prerequisites: ECON 221 and ECON 222, or ECON 224; MATH 122, MATH 141, or the equivalent.

ECON 524 - Essentials of Economics (3 Credits)
A course designed to acquaint the student with the principles of operation of the American economic system. A survey course for social studies teachers in secondary schools.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 526 - Managerial Economics (3 Credits)
A study of the application of the economic theory of profits, competition, demand, and costs to analysis of problems arising in the firm and in decision making. Price policies, forecasting, and investment decisions are among the topics considered.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 530 - The Economics of Education (3 Credits)
Investment in human capital; the economic value of schooling; internal efficiency of schools; faculty compensation; equity and efficiency of school finance systems; financing higher education.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 531 - Health Economics (3 Credits)
Applications of economic analysis to health care. Structure and behavior of health-care markets. Description of health care policy issues.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 548 - Environmental Economics (3 Credits)
An analysis of the economic aspects of environmental decay, pollution control, and natural resource use. Analysis of the ability of the market system to allocate resources efficiently when economic activity is accompanied by environmental damage. Discussion of alternative public policy approaches to pollution control and natural resource conservation.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

Cross-listed course: ENVR 548
ECON 555 - Game Theory in Economics (3 Credits)
Game theory as used to understand decision making in business, economics, politics and other real-world environments. Topics covered include: basic terminology; strategic, extensive, and combinatorial models; and equilibrium strategy.
Prerequisites: ECON 321 or MATH 141 and STAT 201 or C or higher in STAT 206.

ECON 562 - Public Finance (3 Credits)
Theory and practice of taxation: public revenue, expenditure, and debt.
Prerequisites: C or higher in ECON 321.

ECON 589 - Topics in Economics (1-3 Credits)
Individual topics to be announced with title.
Prerequisites: ECON 221 and ECON 222, or ECON 224.
ECON 594 - Introduction to Econometrics (3 Credits)
Statistical and economic tools applied to analysis of business and economic problems with the aid of computers.
Prerequisites: ECON 221 and ECON 222, or ECON 224; MGSC 291 or STAT 201, MATH 122 or MATH 141.

ECON 621 - Survey of Contemporary Economic Theory (3 Credits)
Neo-classical value and distribution theory combined with income and employment theory.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 690 - Quantitative Foundations for Business and Economics I (3 Credits)
Calculus and classical optimization methods applied to problems in business and economic analysis; matrices, derivatives, and integrals in the analysis of both univariate and multivariate business and economic models. 03: 07/05/2019.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 691 - Quantitative Foundations for Business and Economics II (3 Credits)
Statistics and probability theory applied to problems of business and economic analysis. 03: 07/05/2019.
Prerequisites: ECON 221 and ECON 222, or ECON 224; MGSC 690 or ECON 690.

ECON 692 - Quantitative Methods I (3 Credits)
Probability and statistics necessary for graduate study in economics and business administration; estimation, hypothesis testing, regression, analysis of variance, and nonparametric methods. 03: 07/05/2019.
Prerequisites: ECON 221 and ECON 222, or ECON 224; ECON 692.

ECON 694 - Quantitative Methods II (3 Credits)
A study of decision models useful in business administration. Topics covered include linear programming, sensitivity analysis and duality, network models, integer programming, deterministic and stochastic dynamic programming, inventory, and queues. 03: 07/05/2019.
Prerequisites: ECON 221 and ECON 222, or ECON 224; MGSC 291 or ECON 690.

Our graduates will be able to demonstrate their understanding of economic concepts and quantitative knowledge and use these concepts and knowledge to analyze real-world problems.

Economics, B.A.

Learning Outcomes
- Our graduates will understand core microeconomic theories and concepts.
- Our graduates will understand core macroeconomic theories and concepts.
- Our graduates will be able to solve basic equations to find equilibrium outcomes and use graphs to understand and interpret economic relationships.
- Our graduates will be able to demonstrate their understanding of economic concepts and quantitative knowledge and use these concepts and knowledge to analyze real-world problems.

Admissions

Entrance Requirements
New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.50 and completion of MATH 122 or MATH 141 with a C or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.50 and completion of MATH 122 or MATH 141 with a C or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.50 and completion of MATH 122 or MATH 141 with a C or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, cardiovascular technology, biological sciences, chemistry, biochemistry and molecular biology, economics, environmental science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed below in the sections of this bulletin that describe department and special degree programs.

Degree Requirements (120 hours)

Program of Study

1. Carolina Core Requirements (32-44 hours)

CMW - Effective, Engaged, and Persuasive Communication: Written (6 hours)
must be passed with a grade of C or higher
- any CC-CMW courses (p. 742)

ARP - Analytical Reasoning and Problem Solving (6-7 hours)
must be passed with a grade of C or higher
- MATH 122 or MATH 141
- STAT 201

SCI - Scientific Literacy (8 hours)
- two 4-credit hour CC-SCI laboratory science courses (p. 742)

GFL - Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)
Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.
- CC-GFL courses (p. 742)
It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)
- any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)
- any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)
- any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component ¹ (0-3 hours)
- any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy ¹ (0-3 hours)
- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility ¹ (0-3 hours)
- any overlay or stand-alone CC-VSR course (p. 742)

¹ Carolina Core Stand Alone or Overlay Eligible

Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (15-18 hours)
Foreign Language (0-3 hours)
- only if needed to meet 122-level proficiency

History (3 hours)
The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:

- One Carolina Core GHS-approved course (p. 742) primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.
- One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

Social Science and Fine Arts or Humanities (12 hours)
Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/)
- Three hours of Social Science
- Nine hours of Fine Arts or Humanities

3. Program Requirements (31-49 hours)
Supporting Courses (6 hours)

must be passed with a grade of C or higher

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ECON 221</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 222</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 6

Note: Students who took ECON 224 must take either ECON 221 or ECON 222. A student who earned an A in ECON 224 may be exempted.

Cognate or Minor (12-18 hours)

Cognate
The cognate is intended to support the course work in the major. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor.

Courses offered by departments and programs that are acceptable for cognate credit are outlined in the section titled Courses Acceptable for Cognate Credit in Degree Programs in the College of Arts and Sciences. (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-cognate/)

For cognate course offerings in other colleges, consult the appropriate sections of this bulletin. Some major programs have specific cognate requirements.

It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the major advisor as being related to the major field of study. Students are urged to consult their major advisors for specific requirements in their major.

Courses applied toward general education requirements cannot be counted toward the cognate. For Bachelor of Arts degrees, all cognate courses must be passed with a grade of C or higher.

Minor
In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.)

The subject area of the minor may be related to the major. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured
sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.

A list of minor programs of study can be found at Programs A-Z (p. 20).

Electives (10-31 hours)
No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

4. Major Requirements (24-27 hours)
Must be passed with a grade of C or higher.

Economics majors may enroll in ECON 221, ECON 222, ECON 321, ECON 322 and ECON 436 a maximum of twice to earn the required grade of C or higher. For the purposes of this standard progression, withdrawal with a W does not constitute enrollment. Students who plan to major in economics are advised to consult the director of undergraduate studies with a W does not constitute enrollment. Students who plan to major in economics are advised to consult the director of undergraduate studies in economics during the freshman year.

Major Courses (9 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ECON 321</td>
<td>Intermediate Microeconomic Theory</td>
<td>3</td>
</tr>
<tr>
<td>ECON 322</td>
<td>Intermediate Macroeconomic Theory</td>
<td>3</td>
</tr>
<tr>
<td>ECON 436</td>
<td>Introductory Econometrics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 9

Major Electives (15-18 hours)
- Five ECON electives, 400-level or higher, excluding ECON 421, ECON 476, ECON 499 and ECON 524.

Note: If a student earned an A in ECON 224 and is exempted from taking ECON 221 and ECON 222, one additional ECON elective must be taken.

Major Map
A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Economics, B.A.

Economics, B.S.

Learning Outcomes
- Our graduates will understand core microeconomic theories and concepts.
- Our graduates will be able to solve basic equations to find equilibrium outcomes and use graphs to understand and interpret economic relationships.
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Entrance Requirements
New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.50 and completion of MATH 122 or MATH 141 with a C or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.50 and completion of MATH 122 or MATH 141 with a C or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.50 and completion of MATH 122 or MATH 141 with a C or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, cardiovascular technology, biological sciences, chemistry, biochemistry and molecular biology, economics, environmental science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed below in the sections of this bulletin that describe department and special degree programs.

Degree Requirements (120 hours)
Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>34-46</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>15-18</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>29-47</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>24-27</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (34-46 hours)
CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)
must be passed with a grade of C or higher
- any CC-CMW courses (p. 742)

ARP – Analytical Reasoning and Problem Solving (6-7 hours)
must be passed with a grade of C or higher
• MATH 141
• MATH 142

SCI – Scientific Literacy (8 hours)
• two 4-credit hour CC-SCI (p. 742) laboratory science courses

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)
Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.
• CC-GFL courses (p. 742)

It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)
• any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)
• any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)
• any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)
• any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy 1 (0-3 hours)
• any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)
• any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (15-18 hours)
Foreign Language (0-3 hours)
• only if needed to meet 122-level proficiency

Analytical Reasoning (6 hours)
must be passed with a grade of C or higher
• STAT 201
• CSCE 102

History (3 hours)
The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:
• One Carolina Core GHS-approved course (p. 742) primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.
• One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

Social Science and Fine Arts or Humanities (6 hours)
Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/)
• Three hours of Social Science
• Three hours of Fine Arts or Humanities

3. Program Requirements (29-47 hours)
Supporting Courses (6 hours)

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Note: Students who took ECON 224 must take either ECON 221 or ECON 222. A student who earned an A in ECON 224 may be exempted.

Cognate or Minor (12-18 hours)
Cognate
The cognate is intended to support the course work in the major. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor.

Courses offered by departments and programs that are acceptable for cognate credit are outlined in the section titled Courses Acceptable for Cognate Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-cognate/).

For cognate course offerings in other colleges, consult the appropriate sections of this bulletin. Some major programs have specific cognate requirements.
It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the major advisor as being related to the major field of study. Students are urged to consult their major advisors for specific requirements in their major.

For Bachelor of Science degrees, grades of D are acceptable for completion of the cognate requirement, except where restricted by the major program.

Minor
In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.

A list of minor programs of study can be found at Programs A-Z (p. 20).

Electives (8-29 hours)
No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

4. Major Requirements (24-27 hours)
Must be passed with a grade of C or higher.

Economics majors may enroll in ECON 221, ECON 222, ECON 321, ECON 322, and ECON 436 a maximum of twice to earn the required grade of C or higher. For the purposes of this standard progression, withdrawal with a W does not constitute enrollment. Students who plan to major in economics are advised to consult the director of undergraduate studies in economics during the freshman year.

Major Courses (9 hours)

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<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Major Electives (15-18 hours)
- Five ECON electives, 400-level or higher, excluding ECON 421, ECON 476, ECON 499 and ECON 524.

Note: If a student earned an A in ECON 224 and is exempted from taking ECON 221 and ECON 222, one additional ECON elective must be taken.

Major Map
A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Economics, B.S.

English Language and Literature
Department Website (http://www.cas.sc.edu/engl/)

Nina Levine, Chair
The Department of English offers the Bachelor of Arts degree with a major in English. The general major assures a broad knowledge of literature and composition. The intensive major is tailored for those students planning to pursue graduate study in English and/or American literature. The writing concentration is a version of the major placing special emphasis on advanced composition. The department also offers a minor in speech, with courses in public speaking, business and professional communication, speech criticism, performance studies, and small group communication.

Programs
- Creative Writing Minor (p. 85)
- English Minor (p. 86)
- English, B.A. (p. 86)
- Professional Writing and Communication Minor (p. 89)
- Speech Communication Minor (p. 89)

Courses
ENGL 101 - Critical Reading and Composition (3 Credits)
Instruction in strategies for critically reading and analyzing literature and non-literary texts; structured, sustained practice in composing expository and analytical essays.

Carolina Core: CMW

ENGL 102 - Rhetoric and Composition (3 Credits)
Instruction and intensive practice in researching, analyzing, and composing written arguments about academic and public issues.
Prerequisites: C or better in ENGL 101 or equivalent credit.

Carolina Core: CMW, INF

ENGL 200 - Creative Writing, Voice, and Community (3 Credits)
Workshop course on creative writing with a focus on values, ethics, and social responsibility.
Prerequisites: ENGL 101 and ENGL 102.

Carolina Core: AIU, VSR
ENGL 270 - World Literature (3 Credits)
Selected masterpieces of world literature from antiquity to present.
Prerequisites: ENGL 101 and ENGL 102 or equivalent.

Cross-listed course: CPLT 270
Carolina Core: AIU
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

ENGL 280 - Literature and Society (3 Credits)
Fiction, poetry, drama and other cultural texts engaged with questions of values, ethics and social responsibility.
Prerequisites: ENGL 101 and ENGL 102.

Carolina Core: AIU, VSR

ENGL 282 - Special Topics in Fiction (3 Credits)
Special topics in fiction from several countries and historical periods, illustrating the nature of the genre. May be repeated for credit. Content varies by title and semester.
Prerequisites: ENGL 101 and ENGL 102 or equivalent.

Carolina Core: AIU
Graduation with Leadership Distinction: GLD: Global Learning

ENGL 284 - Drama (3 Credits)
Drama from several countries and historical periods, illustrating the nature of the genre.
Prerequisites: ENGL 101 and ENGL 102 or equivalent.

Carolina Core: AIU
Graduation with Leadership Distinction: GLD: Global Learning

ENGL 285 - Special Topics in American Literature (3 Credits)
Special topics in American literature exemplifying persistent themes of American culture. May be repeated for credit. Content varies by title and semester.
Prerequisites: ENGL 101 and ENGL 102 or equivalent.

Carolina Core: AIU

ENGL 286 - Poetry (3 Credits)
Poetry from several countries and historical periods, illustrating the nature of the genre.
Prerequisites: ENGL 101 and ENGL 102 or equivalent.

Carolina Core: AIU

ENGL 287 - American Literature (3 Credits)
An introduction to American literary history, emphasizing the analysis of literary texts, the development of literary traditions over time, the emergence of new genres and forms, and the writing of successful essays about literature. Designed for English majors.
Prerequisites: ENGL 101 and ENGL 102 or equivalent.

Carolina Core: AIU

ENGL 288 - English Literature (3 Credits)
An introduction to English literary history, emphasizing the analysis of literary texts, the development of literary traditions over time, the emergence of new genres and forms, and the writing of successful essays about literature. Designed for English majors.
Prerequisites: ENGL 101 and ENGL 102 or equivalent.

Carolina Core: AIU
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

ENGL 289 - Teaching Writing in One-to-One Sessions (3 Credits)
The study of theories and pedagogy of individualized writing instruction with intensive writing practice including hands-on one-on-one sessions. Recommended for prospective writing teachers.
Prerequisites: ENGL 101 and ENGL 102 or equivalent.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ENGL 340 - Literature and Law (3 Credits)
Introduction to the interdisciplinary study of literature and law.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 341 - Literature and Medicine (3 Credits)
Introduction to the interdisciplinary study of literature and medicine.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 350 - Introduction to Comics Studies (3 Credits)
Scholarly study of the formal and aesthetic evolutions of graphic novels, comic books, and other related forms.
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: FAMS 350

ENGL 355 - Introduction to Professional Writing (3 Credits)
Overview of concepts, contexts, and genres used in professional communication. Intensive practice in analyzing, emulating, and creating textual and multimedia documents for a variety of professional, non-academic purposes (including commercial, informative, persuasive, and technical).
Prerequisite or Corequisite: C or higher in both ENGL 101 and ENGL 102.

ENGL 363 - Language in the USA (3 Credits)
Linguistic examination of the structure, history, and use of language varieties in the U.S., with a particular focus on regional and sociocultural variation and relevant sociolinguistic issues.
Prerequisites: ENGL 101; ENGL 102.

Cross-listed course: LING 345
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ENGL 380 - Epic to Romance (3 Credits)
Comprehensive exploration of medieval and other pre-Renaissance literature using texts representative of the evolution of dominant literary forms.
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: CPLT 380
ENGL 381 - The Renaissance (3 Credits)
Literature of the Renaissance, in its cultural contexts, explored through representative works.
Prerequisites: ENGL 101 and ENGL 102.
Cross-listed course: CPLT 381

ENGL 382 - The Enlightenment (3 Credits)
Literature of the Enlightenment in its cultural contexts, explored through representative works.
Prerequisites: ENGL 101 and ENGL 102.
Cross-listed course: CPLT 382

ENGL 383 - Romanticism (3 Credits)
Literature of Romanticism, in its cultural contexts, explored through representative works.
Prerequisites: ENGL 101 and ENGL 102.
Cross-listed course: CPLT 383

ENGL 384 - Realism (3 Credits)
Literature of Realism in its cultural contexts, explored through representative works.
Prerequisites: ENGL 101 and ENGL 102.
Cross-listed course: CPLT 384

ENGL 385 - Modernism (3 Credits)
Literature of Modernism in its cultural contexts, explored through representative works.
Prerequisites: ENGL 101 and ENGL 102.
Cross-listed course: CPLT 385

ENGL 386 - Postmodernism (3 Credits)
Literature of Postmodernism in its cultural contexts, explored through representative works.
Prerequisites: ENGL 101 and ENGL 102.
Cross-listed course: CPLT 386

ENGL 387 - Introduction to Rhetoric (3 Credits)
Theories of human communication useful for understanding and informing the everyday work of writers. Emphasis on intensive analysis and writing.
Prerequisites: ENGL 101 and ENGL 102.
Cross-listed course: SPCH 387
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ENGL 388 - History of Literary Criticism and Theory (3 Credits)
Representative theories of literature from Plato through the 20th century.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 389 - The English Language (3 Credits)
Introduction to the field of linguistics with an emphasis on English. Covers the English sound system, word structure, and grammar. Explores history of English, American dialects, social registers, and style.
Prerequisites: ENGL 101 and ENGL 102.
Cross-listed course: LING 301

ENGL 390 - Great Books of the Western World I (3 Credits)
European masterpieces from antiquity to the beginning of the Renaissance.
Prerequisites: ENGL 101, ENGL 102, and one course between ENGL 270-292.
Cross-listed course: CPLT 301
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

ENGL 391 - Great Books of the Western World II (3 Credits)
European masterpieces from the Renaissance to the present.
Prerequisites: ENGL 101, ENGL 102, and one course between ENGL 270-292.
Cross-listed course: CPLT 302
Graduation with Leadership Distinction: GLD: Global Learning

ENGL 392 - Great Books of the Eastern World (3 Credits)
Classical and contemporary poetry and prose of the Middle and Far East.
Prerequisites: ENGL 101, ENGL 102, and one course between ENGL 270-292.
Cross-listed course: CPLT 303
Graduation with Leadership Distinction: GLD: Global Learning

ENGL 393 - Postcolonialism (3 Credits)
Literature of Postcolonialism in its cultural contexts, explored through representative works.
Prerequisites: ENGL 101 and ENGL 102, and one course between ENGL 270-292.

ENGL 395 - Classical Drama (3 Credits)
Representative plays by Greek and Roman dramatists. 03: 07/05/2019.
Prerequisites: ENGL 101 and ENGL 102.
Graduation with Leadership Distinction: GLD: Research

ENGL 399 - Independent Study (3-9 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 400 - Early English Literature (3 Credits)
Major works of Old and Middle English literature (excluding Chaucer).
Prerequisites: ENGL 101 and ENGL 102.

ENGL 401 - Chaucer (3 Credits)
Chaucer’s works, with special attention to The Canterbury Tales.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 402 - Tudor Literature (3 Credits)
English non-dramatic poetry and prose of the 16th century.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 403 - The 17th Century (3 Credits)
Poetry and prose of major 17th-century writers (excluding Milton).
Prerequisites: ENGL 101 and ENGL 102.

ENGL 404 - English Drama to 1660 (3 Credits)
Drama in England, from the Middle Ages to the Restoration (excluding Shakespeare).
Prerequisites: ENGL 101, ENGL 102, and one course between ENGL 270-292.
ENGL 405 - Shakespeare's Tragedies (3 Credits)
Prerequisite: ENGL 101, ENGL 102, and one course between ENGL 270-ENGL 292.

ENGL 406 - Shakespeare's Comedies and Histories (3 Credits)
Note: All Literature Courses 300 and above require ENGL 101, ENGL 102, and one course between ENGL 270-ENGL 292.

ENGL 407 - Milton (3 Credits)
Milton's works, with special attention to Paradise Lost.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 410 - The Restoration and 18th Century (3 Credits)
Poetry and prose from 1660 to the later 18th century.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 411 - British Romantic Literature (3 Credits)
Poetry and prose of the English Romantic period.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 412 - Victorian Literature (3 Credits)
Poetry and prose from the 1830s to the end of the century.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 413 - Modern English Literature (3 Credits)
Poetry and prose of the 20th century.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 414 - English Drama Since 1660 (3 Credits)
Major dramatists from the Restoration to the present.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 415 - The English Novel I (3 Credits)
A study of the novel from the beginnings through Walter Scott.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 416 - The English Novel II (3 Credits)
A study of the novel from Walter Scott into the 20th century.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 419 - Topics in English Literature (3 Credits)
Intensive study of selected topics. May be repeated for credit under a different title. Course can be taken 2 times for credit. 6 is the maximum number of credit hours if course can be taken multiple times.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 420 - American Literature to 1830 (3 Credits)
Colonial, Revolutionary, and early Romantic poetry and prose.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 421 - American Literature 1830-1860 (3 Credits)
Poetry and prose of the American Romantic period.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 422 - American Literature 1860-1910 (3 Credits)
Poetry and prose from the Civil War to the early modern era.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 423 - Modern American Literature (3 Credits)
Poetry and prose of the 20th century.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 424 - American Drama (3 Credits)
Representative plays from the 18th century to the present.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 425A - The American Novel to 1914 (3 Credits)
Representative novels from the 18th century to World War I.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 425B - The American Novel Since 1914 (3 Credits)
Representative novels from 1914 to the present.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 426 - American Poetry (3 Credits)
Representative works from the 17th century to the present.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 427 - Southern Literature (3 Credits)
Representative works of Southern writers.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 428A - African-American Literature I: to 1903 (3 Credits)
Representative of African-American writers to 1903.
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: AFAM 428A
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

ENGL 428B - African-American Literature II: 1903 – Present (3 Credits)
Representative works of African-American writers from 1903 to the present.
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: AFAM 428B
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

ENGL 429 - Topics in American Literature (3 Credits)
Intensive study of selected topics. May be repeated for credit under a different title.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 430 - Topics in African American Literature (3 Credits)
Intensive study of selected topics. May be repeated for credit under a different title.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 431A - Children's Literature (3 Credits)
Literature written for children in a variety of historical periods and geographical regions, illustrating the nature of the genre.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 431B - Picture Books (3 Credits)
Literature written for children and young adults that communicates through interdependent visual and verbal modes.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 432 - Young Adult Literature (3 Credits)
Post-World War II literature in a variety of genres whose primary audience is young adults.
Prerequisites: ENGL 101 and ENGL 102.
ENGL 433 - Special Topics in Children’s and Young Adult Literature (3 Credits)
Intensive study of a genre, historical period, geographical regions, author, or theme in Children's or Young Adult Literature. May be repeated as content varies by title.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 434 - Environmental Literature (3 Credits)
Literature of the natural environment and of human interactions with nature, along with critical theories about human/nature interactions.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 435 - The Short Story (3 Credits)
The characteristics of the short story and its historical development in America and Europe.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 436 - Science Fiction Literature (3 Credits)
Representative masterworks of science fiction from the beginnings of the genre to the present.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 437 - Women Writers (3 Credits)
Representative works written by women.
Prerequisites: C or higher in both ENGL 101 and ENGL 102.

ENGL 438A - South Carolina Writers (3 Credits)
Authors and literary forms representative of South Carolina.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 438B - Scottish Literature (3 Credits)
Authors and literary forms representative of Scotland.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 438C - Irish Literature (3 Credits)
Authors and literary forms representative of Ireland.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 438D - African Literature (3 Credits)
Authors and literary forms representative of Africa.
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: AFAM 438D

ENGL 438E - Caribbean Literature (3 Credits)
Authors and literary forms representative of the Caribbean.
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: AFAM 438E

ENGL 439 - Selected Topics (3 Credits)
Intensive study of selected themes, topics, currents of thought, or interdisciplinary concerns. May be repeated for credit under a different course title.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 440 - Principles of Modern Literary Theory (3 Credits)
Major 20th-century approaches to texts, from New Criticism to the present.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 441 - Global Contemporary Literature (3 Credits)
Prerequisites: ENGL 101, ENGL 102, and one course between ENGL 270-ENGL 292.

ENGL 445 - LGBTQ+ Literature (3 Credits)
This course will examine LGBTQ+ (lesbian, gay, bisexual, trans, queer, and other nonnormative sexual identities) literatures and cultures.
Prerequisites: C or better in ENGL 101 and ENGL 102.

Cross-listed course: WGST 445

ENGL 449 - Special Topics in Theory (3 Credits)
Approaches to criticism, such as feminism, Marxism, semiology, deconstruction, New Historicism, cultural materialism, and others; or genre, such as narrative, poetry, drama, and others.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 450 - English Grammar (3 Credits)
Major structures of English morphology and syntax; role of language history and social and regional variation in understanding contemporary English.
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: LING 421

ENGL 453 - Development of the English Language (3 Credits)
History of English from the earliest Old English texts through Middle English to Contemporary English. No previous knowledge of Old or Middle English is required.
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: LING 431

ENGL 455 - Language in Society (3 Credits)
Patterns in language use as a reflection of social group memberships or the negotiation of interpersonal relationships; special attention to social dialects and stylistic differences in American English.
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: LING 440

ENGL 457 - African-American English (3 Credits)
Linguistic examination of the structure, history, and use of African-American English, as well as literary presentations, language attitudes, and issues relating to education and the acquisition of Standard English.
Prerequisites: ENGL 101 and ENGL 102, and one course between ENGL 270-ENGL 292.

Cross-listed course: AFAM 442, ANTH 442, LING 442

ENGL 460 - Advanced Writing (3 Credits)
Extensive practice in different types of nonfiction writing.
Prerequisites: ENGL 101 and ENGL 102.
ENGL 461 - The Teaching of Writing (3 Credits)
Theory and methods of teaching composition and extensive practice in various kinds of writing. Recommended for prospective writing teachers.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 462 - Technical Writing (3 Credits)
Preparation for and practice in types of writing important to scientists, engineers, and computer scientists, from brief technical letters to formal articles and reports.
Prerequisites: ENGL 101 and ENGL 102.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ENGL 463 - Business Writing (3 Credits)
Extensive practice in different types of business writing, from brief letters to formal articles and reports.
Prerequisites: ENGL 101 and ENGL 102.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ENGL 464 - Poetry Workshop (3 Credits)
Workshop in writing poetry.
Prerequisites: C or better in ENGL 101 and ENGL 102 or equivalent.

ENGL 465 - Fiction Workshop (3 Credits)
Workshop in writing fiction.
Prerequisites: C or higher in both ENGL 101 and ENGL 102.

ENGL 466 - Internship (1-3 Credits)
Supervised professional experience writing in a workplace or community agency, including analysis and production of documents. Internship contract and department permission required. 6 is the maximum number of credit hours if course can be taken multiple times. Internship contract and department permission required.
Prerequisites: ENGL 101 and ENGL 102.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

ENGL 467 - Topics in Rhetoric (3 Credits)
Intensive study of selected topics. May be repeated for credit under a different title.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 468 - Digital Writing (3 Credits)
Emphasis on writing in digital environments, exploring critically and creatively what it means to compose in emerging genres and media. Students will create multimedia texts that may include digital video, audio podcasts, social networks, and/or blogs and wikis, among other digital modes of expression.

ENGL 469 - Creative Nonfiction (3 Credits)
Explores the various subgenres and techniques of creative nonfiction, such as collage, memoir and literary journalism by reading polished examples and by responding to writing exercises designed to prompt ideas and hone skills.
Prerequisites: C or higher in both ENGL 101 and ENGL 102.

ENGL 470 - Rhetoric of Science and Technology (3 Credits)
Rhetorical study of science and technology in contemporary culture, emphasizing the ways scientific texts and technologies make their persuasive appeals.
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: SPCH 470

ENGL 471 - Rhetoric and the Ancient Roots of Modern Life (3 Credits)
Classical rhetoric and its ongoing influence in the modern world, emphasizing how the study and use of language in ancient Greece and Rome continue to shape modern communication.
Cross-listed course: CLAS 471, SPCH 471

ENGL 472 - Rhetoric and Popular Culture (3 Credits)
Rhetorical study of popular culture, using the methods and theories of cultural analysis to examine how various popular cultural forms work as persuasion.
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: SPCH 472

ENGL 473 - Film and Media Theory and Criticism (3 Credits)
Theory and criticism of film and media from the 1910s to the present. Considers a range of critical approaches to analyzing what different forms of audio-visual media do to and for the audiences they address and the worlds they depict. 03: 07/05/2019.
Prerequisites: FAMS 240.

ENGL 474 - History of Cinema I (3 Credits)
Survey of the international cinema from its inception until 1945. 03: 07/05/2019.
Prerequisites: ENGL 101, ENGL 102, and one course between ENGL 270 - ENGL 292.

ENGL 475 - History of Cinema II (3 Credits)
Survey of the international cinema from 1945 to the present.
Prerequisites: ENGL 101 and 102 or equivalent; ARTH 366.

ENGL 476 - Women's Rhetoric (3 Credits)
Study of rhetoric by and about women as manifested in speeches, essays, and other rhetorical artifacts.
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: SPCH 485, WGST 485

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

ENGL 477 - African-American Rhetoric (3 Credits)
African-American rhetoric as manifested in speeches, essays, and other rhetorical artifacts.
Prerequisites: ENGL 101 and ENGL 102, and one course between ENGL 270-ENGL 292.

Cross-listed course: AFAM 486, SPCH 486

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences
ENGL 487 - Black Women Writers (3 Credits)
An examination of literature by and about black women, including fiction, poetry, drama, and autobiography. This study will focus on issues that emerge from the creative representations of black women and the intersections of race, gender, sexuality, and class that interrogate what is both particular and universal experiences.
Prerequisites: ENGL 101 and ENGL 102.
Cross-listed course: AFAM 487, WGST 487
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences
ENGL 490 - Topics in Advanced Study (3 Credits)
Course content varies and will be announced in the schedule of classes by title. May be repeated as topics vary.
Prerequisites: ENGL 101 and ENGL 102; English major, junior or senior standing, or consent of instructor.
ENGL 491 - Advanced Poetry Workshop (3 Credits)
Students will study poetry writing at an advanced undergraduate level through close readings of professional poetry, composition of original work, and regular practice in the evaluation of peer work.
Prerequisites: C or higher in both ENGL 101 and ENGL 102.
ENGL 492 - Advanced Fiction Workshop (3 Credits)
Students will study the art and craft of writing literary fiction at an advanced level through close readings and the composition of original short stories.
Prerequisites: C or higher in both ENGL 101 and ENGL 102.
ENGL 493 - Advanced Creative Non-Fiction (3 Credits)
The art and craft of writing creative nonfiction at the advanced level.
Prerequisites: C or higher in both ENGL 101 and ENGL 102.
ENGL 494 - Advanced Professional Writing Workshop (3 Credits)
An advanced workshop on the genres, practices, and contexts of professional writing for experienced writers.
Prerequisites: C or higher in both ENGL 101 and ENGL 102.
ENGL 499 - Thesis (3 Credits)
Directed research resulting in a project of substantial length. Upper-level English majors; permission of undergraduate director and supervising faculty member.
ENGL 550 - Language of the Professions (3 Credits)
Practical survey of the syntactic structures of English; usage, social and regional variation emphasis on data.
Prerequisites: ENGL 450, LING 421 or ENGL 680, LING 600.
ENGL 565 - African American Theatre (3 Credits)
The major movements, figures, plays, and critical strategies that have marked the development of African American theatre in the 19th, 20th, and 21st centuries.
Prerequisites: ENGL 101 and ENGL 102, and one course between ENGL 270- ENGL 292.
Cross-listed course: AFAM 565, THEA 565
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences
ENGL 566 - Special Topics in U.S. Film and Media (3 Credits)
Intensive study of a specific topic in U.S. film and media studies. May be repeated as content varies by title.
Prerequisites: FAMS 240.
Cross-listed course: MART 593
ENGL 600 - Seminar in Verse Composition (3 Credits)
First half of a year-long course in the writing of poetry taught by a contemporary poet. Limited to 15 students.
Prerequisites: ENGL 101 and ENGL 102, and one course between ENGL 270- ENGL 292.
ENGL 601 - Seminar in Verse Composition (3 Credits)
Second half of a year-long course in the writing of poetry taught by a contemporary poet. Limited to 15 students.
Prerequisites: ENGL 101 and ENGL 102, and one course between ENGL 270-ENGL 292.
ENGL 602 - Fiction Workshop: Short Story (3 Credits)
Instruction in the writing of short fiction taught by a contemporary prose writer. May be repeated once for credit.
Prerequisites: ENGL 101 and ENGL 102, and one course between ENGL 270-ENG 292.
ENGL 603 - Non-Fiction Prose Workshop (3 Credits)
Instruction in the writing of the nonfiction essay taught by a contemporary prose writer. May be repeated once for credit.
Prerequisites: graduate status in the English department, or permission of instructor for undergraduates.
ENGL 604 - Seminar in Composition for the Visual Media (3 Credits)
Writing for the visual arts, the student will write a treatment (prospectus) and one or more multimedia scripts; or one or more teleplays; or a feature-length screenplay. Limited to 15 students.
Prerequisites: ENGL 101 and ENGL 102 or equivalent; ENGL 565 or equivalent experience in film as determined by the instructor.
ENGL 605 - Seminar in Composition for the Visual Media (3 Credits)
Writing for the visual arts, the student will write a treatment (prospectus) and one or more multimedia scripts; or one or more teleplays; or a feature-length screenplay. Limited to 15 students.
Prerequisites: ENGL 101 and ENGL 102 or equivalent; ENGL 565 or equivalent experience in film as determined by the instructor.
ENGL 606 - Playwriting Workshop (3 Credits)
Instruction in playwriting taught by a contemporary playwright. May be repeated once for credit.
Prerequisites: graduate status in the English department, or permission of instructor for undergraduates.
ENGL 610 - Fiction Workshop: Book-Length Manuscript (3 Credits)
Instruction in the writing of book-length manuscripts taught by a contemporary prose writer. May be repeated once for credit.
Prerequisites: ENGL 101 and ENGL 102, and one course between ENGL 270- ENGL 292.
ENGL 611 - Writing the Longer Nonfiction Project (3 Credits)
Instruction in the writing of a book-length nonfiction memoir or literary journalism project taught by a contemporary prose writer. May be repeated once for credit.
Prerequisites: graduate status in the English department, or permission of instructor for undergraduates.
ENGL 612 - Writing Poetry: Traditional and Modern Forms (3 Credits)
The writing of traditional and modern poetic forms. Exercises will give practice in composing metered and free verse. Representative masterpieces of traditional and modern poetry will also be studied. **Prerequisites:** ENGL 101 and ENGL 102, and one course between ENGL 270- ENGL 292.

ENGL 613 - Writing the Full-Length Play (3 Credits)
Instruction in the writing of a full-length, two-act play for publication or production. May be repeated once for credit. **Prerequisites:** graduate status in the English department, or permission of instructor for undergraduates.

ENGL 615 - Academic and Professional Writing (3 Credits)
A workshop course in the development and revision of writing for academic and professional audiences. **Prerequisites:** ENGL 101 and ENGL 102, and one course between ENGL 270- ENGL 292.

ENGL 616 - Writing Children's and Young Adult Literature (3 Credits)
Critical study and practical crafting of literature for children and/or young adults, exploring the demands of these genres both through the reading of representative works and relevant secondary sources and through the writing of creative works. Undergraduate students must receive permission of instructor.

ENGL 620 - Computer Methods for Humanistic Problems (3 Credits)
Introduction to data processing concepts suitable for research interests in non-numerical areas such as the humanities. **Corequisite:** ENGL 620.

ENGL 650 - Special Topics in Literature (1-3 Credits)
Course content varies and will be announced in the schedule of classes by title. May be repeated for credit as topics vary. **Prerequisites:** ENGL 101 and ENGL 102.

ENGL 680 - Survey of Linguistics (3 Credits)
Survey of core areas of linguistics and extensions to closely related disciplines. Introduction to the linguistic component of human cognition. Formal description and analysis of the general properties of speech and language, the organization of language in the mind/brain, and cross-linguistic typology and universals. **Cross-listed course:** ANTH 600, LING 600

ENGL 690 - Special Topics in Composition (3 Credits)
Course content varies and will be announced in the schedule of classes by title. **Prerequisites:** ENGL 101 and ENGL 102.

ENGL 691 - Teaching of Literature in College (2 Credits)
Introduction to the methods of teaching literature, with emphasis on current pedagogical practice and theory and applications of electronic media. The course meets during the first seven weeks of the term and provides supervision of graduate students teaching English 101.

ENGL 692 - Teaching of Composition in College (1 Credit)
Introduction to the methods of teaching composition, with emphasis on current pedagogical practice and theory and applications of electronic media. The course meets during the first seven weeks of the term and provides supervision of graduate students teaching English 102.

SPCH 140 - Public Communication (3 Credits)
Introduction to theory and practice of oral communication in public, social, and institutional contexts. Includes foundational and cumulative training in the invention, performance, and critical analysis of oral communication, with emphasis on argumentation, persuasion, audience analysis, delivery, and ethical forms of engagement. **Carolina Core:** CMS, VSR

SPCH 145 - Online Public Communication (3 Credits)
Introduction to theory and practice of live and recorded online spoken communication in public, social, and institutional contexts. Training in invention, performance, and critical analysis of online spoken communication, including audience analysis, persuasion, delivery, and ethical engagement. Includes significant practice in preparing and presenting live online public communication. **Carolina Core:** CMS, INF

SPCH 150 - Speaking Anxiety Reduction Laboratory (1 Credit)
Exercises, techniques, and demonstrations aimed toward reducing public speaking anxiety. Not for major credit. **Corequisite:** THEA 140 or THEA 230.

SPCH 201 - Popular Communication and Public Culture (3 Credits)
Examination of historical and popular communication conflicts, texts, and events. Offers an introduction to critical concepts and analysis of public speech, rhetoric, and cultural discourse. **Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Leadership Experiences

SPCH 213 - Communicating Moral Issues (3 Credits)
Moral issues confronting men and women in contemporary society and the challenges of communicating effectively about them. Topics will vary but may include access to health care, euthanasia, abortion, same sex marriage and the moral and environmental consequences of eating animals. **Cross-listed course:** PHIL 213 **Carolina Core:** CMS, VSR

SPCH 230 - Business and Professional Speaking (3 Credits)
Fundamentals of oral communication within business and professional settings. Includes performance. **Carolina Core:** CMS

SPCH 260 - Argumentation and Debate (3 Credits)
Preparing and delivering the debate. Academic debate serves as a model. **Carolina Core:** CMS

SPCH 330 - Small Group Communication (3 Credits)
The development of the skills and methods of effective participation in teams, committees, and other small groups. **Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Leadership Experiences
SCH 331 - Organizational Communication (3 Credits)
Examines communication behavior and networks within organizations through the study of major theories of organizational communication, identifies and defines primary concepts, and applies them to organizational scenarios and case studies.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

SCH 340 - Literature and Performance (3 Credits)
Introduction to the study of literature through performance; reading, analysis, and performance of prose, poetry, nonfiction, and drama.

Cross-listed course: THEA 340

SCH 380 - Persuasive Communication (3 Credits)
Analysis of the process and functions of persuasive communication.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

SCH 387 - Introduction to Rhetoric (3 Credits)
Theories of human communication useful for understanding and informing the everyday work of writers. Emphasis on intensive analysis and writing.

Prerequisites: ENGL 101; ENGL 102.

Cross-listed course: ENGL 387

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

SCH 399 - Independent Study and Research (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.

Graduation with Leadership Distinction: GLD: Research

SCH 411 - Arguments in Cultural Studies (3 Credits)
The study of texts and discourse from contemporary culture drawing from concepts such as politics, television, music, and other popular culture and entertainment.

SCH 441 - Rhetorical Criticism (3 Credits)
Interpretation and evaluation of communication texts and events such as speeches, media, and social movements. Employs a variety of critical methods and approaches.

SCH 448 - Contemporary Political Rhetoric (3 Credits)
Analysis and evaluation of speeches, political campaigns and controversies over political representation and recognition. Focus on case studies that illustrate the role of speech-making in political campaigns. Offered only in fall semesters in which national elections are held.

SCH 463 - Great Debates (3 Credits)
A study of debates at the Constitutional Convention, Lincoln-Douglas debates (1858), vice presidential and presidential debates, and other national debates.

SCH 464 - Speechwriting (3 Credits)
An exploration of the process of advanced policy advocacy emphasizing speechwriting strategies, issues management, and systematic advocacy campaigns.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

SCH 470 - Rhetoric of Science and Technology (3 Credits)
Rhetorical study of science and technology in contemporary culture, emphasizing the ways scientific texts and technologies make their persuasive appeals.

Prerequisites: ENGL 101, ENGL 102.

Cross-listed course: ENGL 470

SCH 471 - Rhetoric and the Ancient Roots of Modern Life (3 Credits)
Classical rhetoric and its ongoing influence in the modern world, emphasizing how the study and use of language in ancient Greece and Rome continue to shape modern communication.

Cross-listed course: CLAS 471, ENGL 471

SCH 472 - Rhetoric and Popular Culture (3 Credits)
Rhetorical study of popular culture, using the methods and theories of cultural analysis to examine how various popular cultural forms work as persuasion.

Prerequisites: ENGL 101; ENGL 102.

Cross-listed course: ENGL 472

SCH 485 - Women's Rhetoric (3 Credits)
Study of rhetoric by and about women as manifested in speeches, essays, and other rhetorical artifacts.

Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: ENGL 485, WGST 485

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

SCH 486 - African-American Rhetoric (3 Credits)
African-American rhetoric as manifested in speeches, essays, and other rhetorical artifacts.

Cross-listed course: AFAM 486, ENGL 486

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

SCH 499 - Special Topics in Speech (3 Credits)
Reading and research on selected topics. Course content varies and will be announced in the schedule of classes by title. May be repeated once as topics vary.

Graduation with Leadership Distinction: GLD: Research

SCH 543 - Communication, Law, and Society (3 Credits)
Examines the role of communication in legal and judicial contexts. Focus on case studies that illustrate the theoretical and practical significance of rhetoric in the work of the courts, lawyers, and public advocacy groups.

Creative Writing Minor

Minor Requirements (18 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 360</td>
<td>Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>Select two of the following 400-level regular or advanced creative writing courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 460</td>
<td>Advanced Writing</td>
<td></td>
</tr>
<tr>
<td>ENGL 464</td>
<td>Poetry Workshop</td>
<td></td>
</tr>
<tr>
<td>ENGL 465</td>
<td>Fiction Workshop</td>
<td></td>
</tr>
<tr>
<td>ENGL 469</td>
<td>Creative Nonfiction</td>
<td></td>
</tr>
</tbody>
</table>
ENGL 491  Advanced Poetry Workshop
ENGL 492  Advanced Fiction Workshop
ENGL 493  Advanced Creative Non-Fiction

Select one of the following advanced creative writing courses: 3

ENGL 491  Advanced Poetry Workshop
ENGL 492  Advanced Fiction Workshop
ENGL 493  Advanced Creative Non-Fiction

One elective (one 300-500 level ENGL course) 3

Total Credit Hours 18

English Minor

Minor Requirements

Prerequisites (6 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>Critical Reading and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>Rhetoric and Composition</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 6

Note: Prerequisites will also satisfy basic degree requirements in the College of Arts and Sciences, Liberal Arts division.

Required Courses (18 Hours)

• One 200-level ENGL course (3 Hours)
• 300-500 level ENGL courses (15 Hours)

English, B.A.

Learning Outcomes

• Students will demonstrate knowledge of canonical and non-canonical texts, covering a range of periods, using current theoretical and critical approaches to literary and cultural studies.
• Students will demonstrate competence in critical thinking by learning how to acquire and evaluate information in order to form compelling analyses and reach well-justified conclusions.
• Students will demonstrate competence in written expression by learning the principles of grammar and composition and argument.
• Students will demonstrate basic linguistic knowledge (such as knowledge of the nature of human language, dialects, the development of grammar of the English language, and issues involving usage and standard English.)

Admissions

Entrance Requirements

New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.

2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

Degree Requirements (120 hours)

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carolina Core</td>
<td>32-44</td>
</tr>
<tr>
<td>College Requirements</td>
<td>15-18</td>
</tr>
<tr>
<td>Program Requirements</td>
<td>28-43</td>
</tr>
<tr>
<td>Major Requirements</td>
<td>30</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (32-44 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

must be passed with a grade of C or higher

• any CC-CMW courses (p. 742)

ARP – Analytical Reasoning and Problem Solving (6-8 hours)

• any CC-ARP courses (p. 742)

SCI – Scientific Literacy (8 hours)

• Two 4-credit hour CC-SCI courses (p. 742)

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

• CC-GFL courses (p. 742)

It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

• any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

• any CC-GSS course (p. 742)
AIU – Aesthetic and Interpretive Understanding (3 hours)
  • any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)
  • any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy 1 (0-3 hours)
  • any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)
  • any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specific requirements.

2. College Requirements (15-18 hours)

Foreign Language (0-3 hours)
  • only if needed to meet 122-level proficiency

History (3 hours)
The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:

  • One Carolina Core GHS-approved course (p. 742) primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.
    or
  • One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105 HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

Social Science and Fine Arts or Humanities (12 hours)
Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/)

  • Three hours of Social Science
  • Nine hours of Fine Arts or Humanities

3. Program Requirements (19-43 hours)

Supporting Courses (6 hours)
  must be passed with a grade of C or higher

Course Title Credits
ENGL 287 American Literature 3
ENGL 288 English Literature 3

Total Credit Hours 6

Cognate or Minor (12-18 hours)

Cognate
The cognate is intended to support the course work in the major. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor.

Courses offered by departments and programs that are acceptable for cognate credit are outlined in the section titled Courses Acceptable for Cognate Credit in Degree Programs in the College of Arts and Sciences. (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-cognate/)

For cognate course offerings in other colleges, consult the appropriate sections of this bulletin. Some major programs have specific cognate requirements.

It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the major advisor as being related to the major field of study. Students are urged to consult their major advisors for specific requirements in their major.

Courses applied toward general education requirements cannot be counted toward the cognate.

For Bachelor of Arts degrees, all cognate courses must be passed with a grade of C or higher.

Minor
In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.

A list of minor programs of study can be found at Programs A-Z (p. 20).

Electives (0-25 hours)
No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-
Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

4. Major Requirements (30-39 hours)

Students may choose to complete the General Major, the Writing Concentration Major, or an Intensive Major.

A minimum grade of C is required in all major courses.

General Major (30 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Pre-1800 Literature courses</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Three Post-1800 Literature courses</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Five courses numbered ENGL 300 or higher</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

1 At least one course must be selected from ENGL 370, ENGL 389 or ENGL 450-ENGL 455, unless a Linguistics course is applied elsewhere in the student's curriculum.

Writing Concentration (30 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two Pre-1800 Literature courses</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Two Post-1800 Literature courses</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Introductory Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 360</td>
<td>Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 387</td>
<td>Introduction to Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>One course numbered ENGL 300 or higher</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Writing and Rhetoric and/or Creative Writing</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Select 9 hours from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing and Rhetoric:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 460</td>
<td>Advanced Writing</td>
<td></td>
</tr>
<tr>
<td>ENGL 461</td>
<td>The Teaching of Writing</td>
<td></td>
</tr>
<tr>
<td>ENGL 462</td>
<td>Technical Writing</td>
<td></td>
</tr>
<tr>
<td>ENGL 463</td>
<td>Business Writing</td>
<td></td>
</tr>
<tr>
<td>ENGL 466</td>
<td>Internship</td>
<td></td>
</tr>
<tr>
<td>ENGL 467</td>
<td>Topics in Rhetoric</td>
<td></td>
</tr>
<tr>
<td>ENGL 468</td>
<td>Digital Writing</td>
<td></td>
</tr>
<tr>
<td>ENGL 470</td>
<td>Rhetoric of Science and Technology</td>
<td></td>
</tr>
<tr>
<td>ENGL 471</td>
<td>Rhetoric and the Ancient Roots of Modern Life</td>
<td></td>
</tr>
<tr>
<td>ENGL 472</td>
<td>Rhetoric and Popular Culture</td>
<td></td>
</tr>
<tr>
<td>ENGL 485</td>
<td>Women's Rhetoric</td>
<td></td>
</tr>
<tr>
<td>ENGL 486</td>
<td>African-American Rhetoric</td>
<td></td>
</tr>
<tr>
<td>ENGL 494</td>
<td>Advanced Professional Writing Workshop</td>
<td></td>
</tr>
<tr>
<td>Creative Writing:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 460</td>
<td>Advanced Writing</td>
<td></td>
</tr>
<tr>
<td>ENGL 464</td>
<td>Poetry Workshop</td>
<td></td>
</tr>
<tr>
<td>ENGL 465</td>
<td>Fiction Workshop</td>
<td></td>
</tr>
<tr>
<td>ENGL 469</td>
<td>Creative Nonfiction</td>
<td></td>
</tr>
<tr>
<td>ENGL 491</td>
<td>Advanced Poetry Workshop</td>
<td></td>
</tr>
<tr>
<td>ENGL 492</td>
<td>Advanced Fiction Workshop</td>
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</tbody>
</table>

Intensive Major (39 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three Pre-1800 Literature courses</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Four Post-1800 Literature courses</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>ENGL 388</td>
<td>History of Literary Criticism and Theory</td>
<td>3</td>
</tr>
<tr>
<td>or ENGL 440</td>
<td>Principles of Modern Literary Theory</td>
<td></td>
</tr>
<tr>
<td>ENGL 490</td>
<td>Topics in Advanced Study (or Senior Thesis)</td>
<td>3</td>
</tr>
<tr>
<td>Four courses numbered ENGL 300 or higher</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>39</td>
</tr>
</tbody>
</table>

1 At least one course must be selected from ENGL 370, ENGL 389 or ENGL 450-ENGL 455, unless a Linguistics course is applied elsewhere in the student's curriculum.

Pre-1800 Literature Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 380</td>
<td>Epic to Romance</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 381</td>
<td>The Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 382</td>
<td>The Enlightenment</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 390</td>
<td>Great Books of the Western World I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 395</td>
<td>Classical Drama</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 400</td>
<td>Early English Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 401</td>
<td>Chaucer</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 402</td>
<td>Tudor Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 403</td>
<td>The 17th Century</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 404</td>
<td>English Drama to 1660</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 405</td>
<td>Shakespeare's Tragedies</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 406</td>
<td>Shakespeare's Comedies and Histories</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 407</td>
<td>Milton</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 410</td>
<td>The Restoration and 18th Century</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 414</td>
<td>English Drama Since 1660</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 415</td>
<td>The English Novel I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 419</td>
<td>Topics in English Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 420</td>
<td>American Literature to 1830</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 429</td>
<td>Topics in American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 430</td>
<td>Topics in African American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 437</td>
<td>Women Writers</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 438A</td>
<td>South Carolina Writers</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 438B</td>
<td>Scottish Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 438C</td>
<td>Irish Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 438D</td>
<td>African Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 438E</td>
<td>Caribbean Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 439</td>
<td>Selected Topics</td>
<td>3</td>
</tr>
</tbody>
</table>

Post-1800 Literature Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 383</td>
<td>Romanticism</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 384</td>
<td>Realism</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 385</td>
<td>Modernism</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 386</td>
<td>Postmodernism</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 391</td>
<td>Great Books of the Western World II</td>
<td>3</td>
</tr>
</tbody>
</table>
ENGL 411 British Romantic Literature 3
ENGL 412 Victorian Literature 3
ENGL 413 Modern English Literature 3
ENGL 414 English Drama Since 1660 3
ENGL 416 The English Novel II 3
ENGL 419 Topics in English Literature 3
ENGL 421 American Literature 1830-1860 3
ENGL 422 American Literature 1860-1910 3
ENGL 423 Modern American Literature 3
ENGL 424 American Drama 3
ENGL 425A The American Novel to 1914 3
ENGL 425B The American Novel Since 1914 3
ENGL 426 American Poetry 3
ENGL 427 Southern Literature 3
ENGL 428A African-American Literature I: to 1903 3
ENGL 428B African-American Literature II: 1903 – Present 3
ENGL 429 Topics in American Literature 3
ENGL 430 Topics in African American Literature 3
ENGL 431A Children's Literature 3
ENGL 431B Picture Books 3
ENGL 434 Environmental Literature 3
ENGL 435 The Short Story 3
ENGL 436 Science Fiction Literature 3
ENGL 437 Women Writers 3
ENGL 438A South Carolina Writers 3
ENGL 438B Scottish Literature 3
ENGL 438C Irish Literature 3
ENGL 438D African Literature 3
ENGL 438E Caribbean Literature 3
ENGL 439 Selected Topics 3
ENGL 565 African American Theatre 3

B.A. with Distinction (Open to all English Majors)

The Departmental Undergraduate Research Track (B.A. with Distinction) is available to students majoring in English who maintain a minimum GPA of 3.50 in the major and 3.30 overall and who wish to participate in a substantial research or creative project in collaboration with, or under the supervision of, a faculty mentor. Ideally, students who pursue this option would complete their theses by December of their final year of coursework.

Requirements
- Overall GPA of 3.30 or higher and a GPA of at least 3.50 in the major;
- Senior Thesis: General, Writing, and Secondary Education track majors who wish to graduate with distinction must complete a thesis in addition to the courses required for their chosen track within the English major. For Intensive majors, the thesis is part of the required coursework. The thesis may be completed either by enrolling in ENGL 499 or by taking ENGL 490, provided that the latter course includes a thesis requirement;
- Submission of the distinction intent form (available in the undergraduate English office) to the undergraduate English office at the beginning of the semester in which you write your thesis;
- Public presentation of the thesis in an approved venue including:
  - English Department Colloquium Series
  - USC Discovery Day
  - Professional Conference or Journal publication.

Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

English, B.A. No Concentration

English, B.A. Writing Concentration

Professional Writing and Communication Minor

Minor Requirements

The minor in Professional Writing and Communication consists of 18 credit hours or 6 classes.

All classes in the minor must be passed with a grade of C or higher.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one 200-level ENGL class</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ENGL 363</td>
<td>Introduction to Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>Select four courses of the following:</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>ENGL/SPCH 387</td>
<td>Introduction to Rhetoric</td>
<td></td>
</tr>
<tr>
<td>ENGL 460</td>
<td>Advanced Writing</td>
<td></td>
</tr>
<tr>
<td>ENGL 462</td>
<td>Technical Writing</td>
<td></td>
</tr>
<tr>
<td>ENGL 463</td>
<td>Business Writing</td>
<td></td>
</tr>
<tr>
<td>ENGL 468</td>
<td>Digital Writing</td>
<td></td>
</tr>
<tr>
<td>ENGL 469</td>
<td>Creative Nonfiction</td>
<td></td>
</tr>
<tr>
<td>ENGL 494</td>
<td>Advanced Professional Writing Workshop</td>
<td></td>
</tr>
<tr>
<td>ENGL 466</td>
<td>Internship</td>
<td></td>
</tr>
<tr>
<td>SPCH 330</td>
<td>Small Group Communication</td>
<td></td>
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<tr>
<td>SPCH 331</td>
<td>Organizational Communication</td>
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<td>SPCH 380</td>
<td>Persuasive Communication</td>
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<td>SPCH 441</td>
<td>Rhetorical Criticism</td>
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<td>SPCH 464</td>
<td>Speechwriting</td>
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Total Credit Hours 18

Speech Communication Minor

The minor in Speech Communication provides students with the skills, knowledge, and experiences vital to being effective producers and consumers of communication in business, organizational, political, and cultural settings. The diversity of courses offered in the program span from training in public speaking, to studies of political arguments and debates, to analysis of how we communicate through our visual representations, behaviors, and cultural practices.
Minor Requirements (18 Hours)

Required Courses
- 18 credit hours in Speech Communication (SPCH). 9 of those 18 credit hours must be in courses numbered 300 or higher.

European Studies

Department Website (http://www.cas.sc.edu/euro/)

Jeff Persels, Director

European Studies is a program within the Richard L. Walker Institute of International and Area Studies offering an undergraduate minor. The minor is designed to provide a foundation for undergraduates in the College of Arts and Sciences who are interested in European history, cultures, geography, politics, and economics. Each student develops a program of study that combines work from two or more academic departments. Academic advisement is done by the program director in consultation with faculty from the participating departments.

Courses

EURO 300 - Introduction to European Studies (3 Credits)
Team-taught interdisciplinary seminars, lectures, and readings with guest lecturers.
Graduation with Leadership Distinction: GLD: Global Learning

EURO 490 - Senior Seminar (3 Credits)
Topics in contemporary European studies. Applicable to EURO major only.
Graduation with Leadership Distinction: GLD: Research

EURO 499 - Senior Thesis (3 Credits)
Approval of topic by EURO advisor(s).
Graduation with Leadership Distinction: GLD: Research

Film and Media Studies

Department Website (http://www.sc.edu/study/colleges_schools/artsandsciences/film_media_studies/)

Lauren Steimer, Director

Film and Media Studies majors study the media—it's many forms, industries, aesthetics, audiences and impacts on global culture. Students gain the knowledge and skills necessary to critically engage with a wide array of media forms and practices as citizens, creators, and scholars. Major and minor programs of study cultivate increasingly important skills for the 21st century: analytic and interpretive skills, knowledge of diverse and global media histories, writing and research, and communication and collaboration. Students apply these skills to investigations of past, present, and future media artworks, industries and audiences. Students who earn a degree in Film and Media Studies enter diverse career paths within the entertainment and media industries, professional fields such as law and education, work for NGO and nonprofit organizations, and more.

Students who might want to major or minor in film and media studies should begin with either FAMS 240 (CC-AIU) or FAMS 300 (CC-GHS). FAMS 110 (CC-AUI) is designed for non-majors who seek a broad introduction to foundational concepts in the analysis and production of media arts.

Programs

- Film and Media Studies Minor (https://academicbulletins.sc.edu/undergraduate/arts-sciences/visual-art-design/film-media-studies-minor/)
- Film and Media Studies, B.A. (https://academicbulletins.sc.edu/undergraduate/arts-sciences/visual-art-design/film-media-studies-ba/)

Courses

FAMS 110 - Media Culture (3 Credits)
Introduction to the critical study of film, video, photography, audio, and new media.
Cross-listed course: MART 110
Carolina Core: AIU

FAMS 180 - Film Culture (3 Credits)
How the film industry developed and the impact the movies have had on global popular culture. Does not count toward the film studies major.
Carolina Core: AIU

FAMS 240 - Film and Media Analysis (3 Credits)
Introduction to the critical study of film and media. Students will closely analyze moving images and develop written arguments about film and media.
Carolina Core: AIU

FAMS 300 - Film and Media History (3 Credits)
Surveys the development of cinema and related media from the 1820s to the present. Attention to the relations among key technological, cultural, and industrial changes, their causes, and consequences.
Carolina Core: GHS

FAMS 301 - Media, Power & Everyday Life (3 Credits)
Foundational approaches to media as a means of defining and distributing social power in everyday life.
Prerequisite or Corequisite: C or better in FAMS 240 or FAMS 300.

FAMS 308 - Global Media Industries (3 Credits)
Provides the foundation for the study of globalized film and media industries.
Cross-listed course: GLST 308

FAMS 310 - Special Topics In Popular Media (3 Credits)
Intensive study of a specific topic in popular film and media. May be repeated up to three times for a total of nine credit hours as content varies by title.
Prerequisite or Corequisite: C or better in FAMS 240 or FAMS 300.

FAMS 311 - Classical Hollywood Cinema (3 Credits)
Survey of Classical Hollywood Cinema in aesthetic, cultural, political, and economic contexts.
Prerequisite or Corequisite: C or better in FAMS 240 or FAMS 300.

FAMS 316 - Music and the Hollywood Film (3 Credits)
Examination of how music guides audience interpretation and shapes Hollywood film style.
Prerequisite or Corequisite: C or better in FAMS 240 or FAMS 300.

FAMS 325 - Superheroes across Media (3 Credits)
Examination of the superhero within and across media, industries, and eras addressing topics such as genre, style, seriality, remediation, franchising, and fandom.
Prerequisite or Corequisite: C or better in FAMS 240 or FAMS 350, or ENGL 350.
FAMS 328 - The Blockbuster (3 Credits)
Examination of the post-1975 blockbuster film phenomenon with an emphasis on marketing, finance, and reception.
Prerequisite or Corequisite: C or better in FAMS 308.

FAMS 330 - Special Topics in Non-Film Media (3 Credits)
Intensive study of a specific topic concerning a medium or mediums other than film. May be repeated up to three times for a total of nine credit hours as content varies by title.
Prerequisites: C or better in FAMS 240 or FAMS 300.

FAMS 332 - American Television (3 Credits)
Examination of American television as an industry, art form, medium of social representation, and set of viewer practices.
Prerequisite or Corequisite: C or better in FAMS 240 or FAMS 300.

FAMS 338 - Contemporary British Television Industry (3 Credits)
Examination of industrial structures, network histories, production cultures, and regulation contexts of contemporary British television.
Prerequisite or Corequisite: C or better in FAMS 308.

FAMS 350 - Introduction to Comics Studies (3 Credits)
Scholarly study of the formal and aesthetic evolutions of graphic novels, comic books, and other related forms.
Cross-listed course: ENGL 350

FAMS 360 - Special Topics in Global Media (3 Credits)
Intensive study of a specific topic in film and media centered outside the U.S. May be repeated up to three times for a total of nine credit hours as content varies by title.
Prerequisite or Corequisite: C or better in FAMS 240 or FAMS 300.

FAMS 361 - Middle East on Screen (3 Credits)
Examines representations of the Middle East on screen within multiple media-making traditions and considers their aesthetic, political, and ethical dimensions.
Prerequisite or Corequisite: C or better in FAMS 240 or FAMS 300.

FAMS 363 - Hong Kong Action Cinema (3 Credits)
Survey of the transnational history of Hong Kong action cinema and introduction to critical approaches through which it has been studied.
Prerequisite or Corequisite: C or better in FAMS 240 or FAMS 300.

FAMS 365 - Screening China (3 Credits)
Survey of Chinese language cinema. Chinese film history and vocabulary with which to discuss film texts. Covers classic leftwing cinema, Hong Kong martial arts films, as well as the Hong Kong, Taiwan, and PRC New Waves. Taught in English. Films subtitled.
Cross-listed course: CHIN 365

FAMS 380 - Special Topics in Alternative Media (3 Credits)
Intensive study of a specific topic concerning film and media forms and/or practices outside the commercial mainstream. May be repeated as many as three times for a total of nine credit hours as content varies by title.
Prerequisite or Corequisite: C or better in FAMS 240 or FAMS 300.

FAMS 381 - History of Experimental Film (3 Credits)
Survey of key examples and tendencies in the history of experimental film.
Prerequisite or Corequisite: C or better in FAMS 240 or FAMS 300.

FAMS 383 - Documentary Studies (3 Credits)
History, theory, and practices of documentary film and media.
Prerequisite or Corequisite: C or better in FAMS 240 or FAMS 300.

FAMS 399 - Independent Study (3-9 Credits)
Contract approved by instructor, advisor, and program director is required. Graduation with Leadership Distinction: GLD: Research

FAMS 470 - Genre Studies Film & Media (3 Credits)
Critical study of a popular genre (e.g., horror, science fiction, melodrama), or set of genres, in film and media. Course content varies and will be announced in the schedule of courses by title. May be repeated as topics vary.

FAMS 499 - Internship in Film and Media Studies (3 Credits)
Internship in Film and Media Studies. (Variable) Supervised professional experience working with media production, distribution, exhibition, archiving, and/or education.
Prerequisite or Corequisite: C or better in FAMS 308.

FAMS 510 - Topics in Film Media Histories (3 Credits)
Intensive study of a specific topic in U.S. film and media studies. May be repeated as content varies by title.
Prerequisites: FAMS 240.

FAMS 511 - Special Topics in Film and Media Studies (3 Credits)
Intensive study of a specific topic in film and media studies. May be repeated as content varies by title.
Prerequisites: FAMS 240.

FAMS 581 - Critical Interactives (3 Credits)
Foundational techniques in multidisciplinary software development, specifically of applications designed to present sensitive, sometimes controversial, materials in ways to engender empathic awareness of the interactor.
Cross-listed course: CSCE 571

FAMS 598 - Special Topics in Global Film and Media (3 Credits)
Intensive study of a specific topic concerning films produced in a country other than the United States. May be repeated as content varies by title.
Prerequisites: FAMS 240.

Geography

Department Website (http://www.cas.sc.edu/geog/)

Jerry Mitchell, Chair

The Department of Geography offers both the Bachelor of Arts degree and the Bachelor of Science degree, each with a major in geography. The BA degree is in general geography; the BS degree offers concentrations in physical/environmental geography, geographic information sciences, and general geography.

Minors

The Department of Geography offers a flexible general geography minor that requires 18 credit hours in geography courses. Students may not apply more than 3 credit hours from the 100 level and not more than 9 credit hours from the 200 level.
Besides the general geography minor, students may instead choose a specialized minor in the following areas: environmental geography, geographic information science, meteorology and climatology, physical geography, and regional geography. Please see a faculty advisor in the Department of Geography for more details on the requirements for specialized minors.

**Programs**

- Geography Minor (p. 95)
- Geography, B.A. (p. 95)
- Geography, B.S. (p. 98)

**Courses**

GEOG 103 - Introduction to Geography (3 Credits)
Carolina Core: GSS

GEOG 104 - Introduction to Physical Geography (3 Credits)
Basic concepts of landform geography, climatology and meteorology, and biogeography.
Carolina Core: SCI

GEOG 105 - The Digital Earth (3 Credits)
Introduction to geographic data; use of digital maps and aerial/satellite images as means of Earth observation; basics of spatial data analysis; location-based Web APPs; digital map services.
Carolina Core: ARP

GEOG 121 - Globalization and World Regions (3 Credits)
Introduction to political, economic, social, and environmental processes of global integration and regional differentiation.
Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

GEOG 201 - Landform Geography (4 Credits)
Hydrology, soil science, and interpretation of physical features formed by water, wind, and ice, with emphasis on environmental change. Three hours of lecture and one two-hour laboratory per week.
Carolina Core: SCI

GEOG 202 - Weather and Climate (4 Credits)
Processes that influence weather and climate patterns on the earth. Three lectures and one two-hour laboratory per week.
Carolina Core: SCI

GEOG 210 - Peoples, Places, and Environments (3 Credits)
Basic principles of human geography.
Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Community Service, GLD: Professional and Civic Engagement Leadership Experiences

GEOG 221 - Geography of South Carolina (3 Credits)
An intensive regional analysis of South Carolina. Selected phenomena such as urbanization, industrialization, land use, the physical environment, and their interrelationships.
Carolina Core: GSS

GEOG 224 - Geography of North America (3 Credits)
Physical and human geography of North America with emphasis on the United States.
Carolina Core: GSS

GEOG 225 - Geography of Europe (3 Credits)
Physical and human geography of Europe.
Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Global Learning

GEOG 226 - Geography of the Middle East (3 Credits)
A regional geographic approach to the environmental, social, economic, and political aspects of the Middle East (Southwest Asia and north Africa) with emphasis on contemporary problems.
Carolina Core: GSS

GEOG 228 - Geography of Sub-Saharan Africa (3 Credits)
A regional approach to the physical, social, economic, and political aspects of Sub-Saharan Africa with emphasis on contemporary problems.
Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Global Learning

GEOG 285 - Introduction to Drones for Airborne Spatial Data (3 Credits)
This course is an introduction to the use of small unmanned aerial systems (UAS) in collecting/processing imagery for mapping/information analysis. Course content includes UAS characteristics, small camera considerations, project planning and processing, and legal requirements in the United States and selected European countries.

GEOG 310 - Topics in Geography (3 Credits)
Selected topics of special interest in geography. May be repeated as content varies by title.

GEOG 311 - Cultural Geography (3 Credits)
The temporal-spatial relationship between humans and the natural environment with emphasis on the role through time of human activity in changing the face of the earth.

GEOG 312 - Geography and Global Geopolitics (3 Credits)
Geographic perspectives on problems in international relations. Political geographic analysis of contemporary world problems.
Graduation with Leadership Distinction: GLD: Global Learning

GEOG 313 - Economic Geography (3 Credits)
Spatial interrelation and linking of economic activities and how location affects the nature of economic systems.

GEOG 321 - Sustainable Cities (3 Credits)
Overview of the relationships between urbanization and environmental processes and an exploration of pathways to greater sustainability.

GEOG 324 - Landscapes of the United States (3 Credits)
Geographic change through time in the United States, with emphasis on evolution of the American landscape. Physical environment as modified by human intervention over time within a regional framework.

GEOG 330 - The Geography of Disasters (3 Credits)
The study of disasters, their triggering mechanisms (natural, human, technological), their spatial distributions from local to global scales, and associated human responses.

GEOG 341 - Cartography (3 Credits)
Introduction to the theory and principles of map construction including discussions of equipment and materials, lettering and symbolization, scale and generalization, data manipulation and representation. Presentation of geographic information on maps.
GEOG 343 - Environment and Society (3 Credits)
A geographic consideration of the interactions between environment and society. The ways in which social, economic, and cultural processes interact across local to global scales and influence environmental practices, policies, and patterns of change will be emphasized.

GEOG 344 - Geographies of American Cities (3 Credits)
Overview of the development of American cities from industrial period to the present. Special attention given to the political, economic, social processes that shape urban space and urban ways of life.

GEOG 345 - Interpretation of Aerial Photographs (3 Credits)
Theory and use of basic photo interpretation instruments and methods. Practice in acquiring and interpreting data from aerial photography for use in the physical and social sciences.

GEOG 346 - Climate and Society (3 Credits)
Major theories and methodologies for studying the relationship between climate and society.

GEOG 347 - Water as a Resource (3 Credits)
Introduction to spatial and institutional aspects of water availability, demand, and quality. Water storage/conveyance strategies and facilities. Real and perceived flood, drought hazards.

GEOG 348 - Biogeography (3 Credits)
Spatial distributions of plants and animals as they relate to historical biogeographic patterns and human impact on the biosphere.

GEOG 349 - Cartographic Animation (3 Credits)
Introduction to theories and principles of cartographic animation.
Prerequisites: GEOG 341 or GEOG 363.

GEOG 360 - Geography of Wind (3 Credits)
Fundamental principles of wind formation, measurement, and its impacts on the natural and human environment – landscape, human settlement and health, transportation, and energy.

GEOG 363 - Geographic Information Systems (3 Credits)
Introduction to principles and methods of geographic information systems including discussion of computers, spatial data, analysis, and display. Includes discussion of applications and hands-on experience.

GEOG 365 - Hurricanes and Tropical Climatology (3 Credits)

GEOG 370 - America's National Parks (3 Credits)
Resource, managerial, and recreational-use components of the national park system; contemporary issues, problems, and managerial alternatives.

GEOG 371 - Air Pollution Climatology (3 Credits)
Fundamentals, processes, and issues associated with air pollution. Emphasis is on the role of the atmosphere, how air pollution affects surface climate, and how climate and meteorology influence air quality.

GEOG 378 - World Tourism Geography (3 Credits)
Geographic analysis of tourism in America and selected world regions; demand, supply, transportation, and cultural/environmental impact of tourism and travel.

GEOG 380 - Global Geography of Human Rights (3 Credits)
Geopolitical, historical, cultural, and economic geographies of human rights around the world; issues of development, environment, health, inequality, violence.

GEOG 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.

Graduation with Leadership Distinction: GLD: Research

GEOG 495 - Seminar in Geography (3 Credits)
Research methods and projects; restricted to students with at least 15 hours of credit in geography. Restricted to students with at least 15 hours of credit in geography.

Graduation with Leadership Distinction: GLD: Research
Experiential Learning: Experiential Learning Opportunity

GEOG 497 - Special Topics: Service Learning in Geography (1 Credit)
Service learning experience in conjunction with designated Geography courses. Direct, hands-on service experience with an agency, voluntary organization, or community-based project. May be repeated, as content varies by title. Students enrolled in designated Geography courses by Instructor permission.
Corequisite: Must be taken simultaneously with designated Geography courses, levels 200 and above.

Experiential Learning: Experiential Learning Opportunity

GEOG 498 - Undergraduate Research (3 Credits)
Research on a significant geography problem in the local environment. Emphasis will be on the development of relatively individualized experiences in scientific investigation.

Graduation with Leadership Distinction: GLD: Research

GEOG 499 - Senior Thesis (3 Credits)
Senior research thesis on a problem of fundamental geographic significance, supervised by faculty member; must include a written final project report.

Graduation with Leadership Distinction: GLD: Research

GEOG 510 - Special Topics in Geographic Research (3 Credits)
Selected topics of special interest in geography. May be repeated as content varies by title.

GEOG 511 - Planning and Locational Analysis (3 Credits)
Scientific approaches to locational problems in urban and regional planning, including regional growth and decline, land use control, public facility location and provision, and locational efficiency.

GEOG 512 - Migration and Globalization (3 Credits)
A survey of the political, economic, and social causes and consequences of migration. Topics include immigration policy, border control, settlement patterns, transnationalism, multiculturalism, and integration. Selected contemporary and historical cases.
Prerequisites: GEOG 210.

GEOG 515 - Political Geography (3 Credits)
Concepts of space and power and their relationship to politics, elections, geopolitics, identities, law, economics, populations, and civil society.

GEOG 516 - Coastal Zone Management (3 Credits)
Analysis of the competing demands for limited resources in the coastal zone with emphasis on the role of management in the resolution of conflicts over resource use.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

GEOG 521 - Landscapes of South Carolina (3 Credits)
An examination of the factors responsible for creating the contemporary South Carolina cultural landscape.
GEOG 525 - Geographical Analysis of Transportation (3 Credits)
Analysis of transportation systems and the application of geographic tools to transportation planning.

GEOG 530 - Environmental Hazards (3 Credits)
Human and environmental contributions to the generation and management of hazards originating from extreme natural events to technological failures. Contemporary public policy issues at the national and international level.

GEOG 531 - Quantitative Methods in Geographic Research (3 Credits)
A survey of basic quantitative approaches for handling and interpreting geographically related data; univariate and bivariate procedures applicable to a variety of problems.

GEOG 535 - Hazards Analysis and Planning (3 Credits)
Examination of the geospatial aspects of hazards analysis and planning with specific reference to disaster preparedness, recovery, mitigation, and resilience.
Prerequisites: GEOG 363 and GEOG 530, or equivalents.

GEOG 538 - Global Food Politics (3 Credits)
Political, social, and cultural landscapes of food and farming around the world; issues of agricultural production, trade, consumption, and food security.

Cross-listed course: ENVR 538

GEOG 541 - Advanced Cartography (3 Credits)
Planning, compiling, constructing, and evaluating thematic maps. Theory and practice in scribining, separation and screening, color proofing, and map reproduction. Discussions of the process of map communication and the ways the cartographer can improve that communication.
Prerequisites: GEOG 341.

GEOG 542 - Dynamic Cartography (3 Credits)
Theories and principles of interactive and animated cartographic design.
Prerequisites: GEOG 341.

GEOG 544 - Geography of the City (3 Credits)
The influence of political boundaries, historical forces, settlement patterns, and transportation processes on urban life.

GEOG 545 - Synoptic Meteorology (4 Credits)
Analysis of synoptic-scale circulation using weather maps, soundings, cross sections, thermodynamic diagrams, numerical models, and imagery.
Prerequisites: GEOG 202 or equivalent.

GEOG 546 - Applied Climatology (4 Credits)
Analysis of climate applications in natural and human-modified environments. Content may include water resources, solar energy, urban planning, air quality, agriculture, and tourism. Course work includes lab and field experimentation.

GEOG 547 - Fluvial Geomorphology (3 Credits)
Introduction to landforms and processes associated with flowing water at the earth's surface. Hydrology, sedimentology, and theories of channel formation and drainage basin evolution.

GEOG 549 - Water and Watersheds (3 Credits)
Spatial variation of hydrology, water quality, and water-related hazards, including runoff generation, soil erosion, sedimentation, and flood hazards. Emphasizes a watershed perspective using geographic data and methods.
Prerequisites: GEOG 347, GEOL 371, or ECIV 360.

GEOG 551 - Principles of Remote Sensing (3 Credits)
Introduction to remote sensing. A variety of imaging systems including black and white, color, and high altitude color infrared photographs, LANDSAT, thermal infrared, and active microwave. Use of remote sensing for studying the extra-terrestrial environment and earth weather systems.

GEOG 552 - LiDARgrammetric and Photogrammetric Digital Surface Mapping (3 Credits)
Introduction to fundamental concepts used to map topographic and planimetric Earth surface features using digital LiDAR (LiDARgrammetric) and digital soft-copy photogrammetry (Photogrammetric).
Prerequisites: GEOG 363 or GEOG 341 or GEOG 345 or GEOG 551 or GEOG 563.

GEOG 554 - Spatial Programming (3 Credits)
Computer programming of spatial problems; spatial statistical analysis, interactive graphics, and computer maps.

GEOG 556 - WebGIS (3 Credits)
Web-based Geographic Information Systems (WebGIS), including concepts and principles of WebGIS, web programming fundamentals, web-based mapping techniques, and developing WebGIS applications.
Prerequisites: GEOG 363.

GEOG 560 - Source Materials for Geographic Instruction (3 Credits)
Introduction to selected materials available for all levels of instruction in geography. Emphasis on the substantive nature of the materials.
Cross-listed course: EDSE 505

GEOG 561 - Contemporary Issues in Geography Education (3 Credits)
Key concepts of geography and current approaches to teaching geography with specific attention to classroom materials, curriculum reform, cross-curricular integration, learning theory, and the use of geospatial/instructional technology.

GEOG 562 - Satellite Mapping and the Global Positioning System (3 Credits)
Technology and use of Global Positioning Systems (GPS). GPS space segment, receiver technologies, range observables, and positioning accuracy. Applications to large/medium scale mapping, remote sensing, and aerial photography.
Prerequisites: GEOG 345 or GEOG 363 or GEOG 551.

GEOG 563 - Advanced Geographic Information Systems (3 Credits)
Theory and application of geographic information systems including discussions of automated input, storage, analysis, integration, and display of spatial data. Use of an operational geographic information system.

GEOG 564 - GIS-Based Modeling (3 Credits)
Geographical information systems for modeling physical/human processes in space and time using raster and vector data. Cartographic modeling concepts, embedded models, and GIS-model coupling.

GEOG 565 - Geographic Information System (GIS) Databases and Their Use (3 Credits)
Representation, construction, maintenance, and analysis of spatial data in a geographic information system (GIS) database.
Prerequisites: GEOG 363 or GEOG 341 or GEOG 551 or GEOG 563.

GEOG 566 - Social Aspects of Environmental Planning and Management (3 Credits)
Geographical approach to environmental problems.
Prerequisites: GEOG 343.
GEOG 567 - Long-Term Environmental Change (3 Credits)
Climatic changes of the past and their impact on the physical landscape, with an emphasis on the Quaternary period.
Prerequisites: A 200-level course in physical geography or geology or equivalent.
Cross-listed course: GEOL 567

GEOG 568 - Human Dimensions of Global Environmental Change (3 Credits)
Consequences of increasing anthropogenic changes on environmental systems including the sources of change, regional impacts, and social and policy responses.
Prerequisites: GEOG 343.

GEOG 569 - International Development and the Environment (3 Credits)
Intersections of international development and environmental change; study of general theoretical perspectives balanced with case studies from the Global South.
Cross-listed course: ANTH 569
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning

GEOG 570 - Geography of Public Land and Water Policy (3 Credits)
Geography of public land, water, and related public trust resources (wildlife, timber, minerals, fuels, recreation, wetlands, coastal zones, wilderness); historical geography of policy; spatial aspects of current research and management.

GEOG 571 - Microclimatology (4 Credits)
Field techniques and processes in the atmospheric boundary layer including radiation, soil heat fluxes, turbulence, momentum, latent and sensible heat fluxes, moisture, and evaporation.
Prerequisites: GEOG 202.

GEOG 572 - Climatic Change and Variability (3 Credits)
Observations and theories of climatic change and variability as they occur at different space and time scales. Projections of future climates. Techniques used in climatic change research and impact analysis.
Prerequisites: GEOG 202 or equivalent.

GEOG 575 - Digital Techniques and Applications in Remote Sensing (3 Credits)
Introduction to digital image processing techniques and applications. Image correction, enhancement, spatial and spectral transformation. Land use/land cover classification, and change detection.
Prerequisites: GEOG 551 or equivalent.

GEOG 581 - Globalization and Cultural Questions (3 Credits)
This course examines cultural understandings of and responses to globalization, examining topics such as its history and theories, migration, economic integration and inequality, identity, social movements, and the environment.
Cross-listed course: ANTH 581
Graduation with Leadership Distinction: GLD: Global Learning

GEOG 590 - Beach-Dune Interactions (3 Credits)
Influence of wind on coastal systems, with emphasis on nearshore currents, sediment transport and bedforms, aeolian transport, and dunes. Minimum Junior standing required.
Cross-listed course: MSCI 590

GEOG 595 - Internship in Geography (1-6 Credits)
Internship in government agencies, private-sector businesses, and non-profit organizations under the joint supervision of sponsor and departmental. A maximum of three credits may be applied to undergraduate Geography major or to Geography master’s degree. May be repeated to a maximum of six credits.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships
Experiential Learning: Experiential Learning Opportunity

**Geography Minor**

**Minor Requirements (18 Hours)**
The Department of Geography offers a flexible General Geography minor that requires 18 credit hours in geography courses. Students may not apply more than 3 credit hours from the 100-level and not more than 9 credit hours from the 200-level.

**Geography, B.A.**

**Learning Outcomes**
- Students will demonstrate the ability to communicate in written and oral forms. These outcomes are evaluated together because they are connected for our students who often are in careers where their written work is the substance of their oral presentations. We see the linkage of the two to be the most important aspect.
- Students will demonstrate understanding of and the use of one geographical technique such as GIS, remote sensing, cartography, or spatial statistics.
- Students will demonstrate their knowledge of the central themes within the discipline.
- Students will be prepared for careers in the field or for graduate study in geography.

**Admissions**

**Entrance Requirements**
New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.
Degree Requirements (120 hours)
Program of Study

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1. Carolina Core Requirements (32-44 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

- any CC-CMW courses (p. 742)

ARP – Analytical Reasoning and Problem Solving (6-8 hours)

- any CC-ARP courses (p. 742)

SCI – Scientific Literacy (8 hours)

- Two 4-credit hour CC-SCI courses (p. 742)

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

- CC-GFL courses (p. 742)

It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

- any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

- any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)

- any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component (0-3 hours)

- any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy (0-3 hours)

- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility (0-3 hours)

- any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

Choose at least 1 of the following to fulfill a Carolina Core requirement

must be passed with a grade of C or higher

Course | Title | Credits |
--------|-------|---------|
GEOG 103 | Introduction to Geography | 3 |
GEOG 104 | Introduction to Physical Geography | 3 |
GEOG 105 | The Digital Earth | 3 |
GEOG 121 | Globalization and World Regions | 3 |
GEOG 201 | Landform Geography | 4 |
GEOG 202 | Weather and Climate | 4 |
GEOG 210 | Peoples, Places, and Environments | 3 |

2. College Requirements (15-18 hours)

Foreign Language (0-3 hours)

- only if needed to meet 122-level proficiency

History (3 hours)

The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:

- One Carolina Core GHS-approved course (p. 742) primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.
- or
- One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

Social Science and Fine Arts or Humanities (12 hours)

Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/)

- Three hours of Social Science
- Nine hours of Fine Arts or Humanities
3. Program Requirements (34-49 hours)
Cognate or Minor (12-18 hours)

Cognate
The cognate is intended to support the course work in the major. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor.

Courses offered by departments and programs that are acceptable for cognate credit are outlined in the section titled Courses Acceptable for Cognate Credit in Degree Programs in the College of Arts and Sciences. (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-cognate/)

For cognate course offerings in other colleges, consult the appropriate sections of this bulletin. Some major programs have specific cognate requirements.

It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the major advisor as being related to the major field of study. Students are urged to consult their major advisors for specific requirements in their major.

Courses applied toward general education requirements cannot be counted toward the cognate.

For Bachelor of Arts degrees, all cognate courses must be passed with a grade of C or higher.

Minor
In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.

A list of minor programs of study can be found at Programs A-Z (p. 20).

Electives (16-37 hours)
No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

Note: 4-25 hours of electives will be needed to reach hours to graduate, if completing the B.A. with Distinction.

4. Major Requirements (24 hours)
a minimum grade of C is required in all major courses

Major Courses (6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 495</td>
<td>Seminar in Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 341</td>
<td>Cartography</td>
<td></td>
</tr>
<tr>
<td>GEOG 345</td>
<td>Interpretation of Aerial Photographs</td>
<td></td>
</tr>
<tr>
<td>GEOG 363</td>
<td>Geographic Information Systems</td>
<td></td>
</tr>
<tr>
<td>GEOG 551</td>
<td>Principles of Remote Sensing</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 6

Major Electives (18 hours)

- Select 5-6 GEOG courses with advisor's approval that are tailored towards a topical, methodological, or geographical focus.

Note: Majors may take up to 9 hours of GEOG courses at the 200-level to fulfill major requirements; 6 hours must be at the 500-level. GEOG 595 can be used to fulfill up to 3 hours of geography elective credit, but not the 500-level requirement. Courses used to fulfill Carolina Core or College Requirements may not be used again to fulfill these requirements.

B.A. with Distinction in Geography (36 hours)
Available to students majoring in Geography who wish to participate in significant research activities in their major field under the supervision of a faculty mentor.

Prerequisite
A minimum GPA of 3.50 in the major, and 3.30 cumulative, is required to apply for a BA with Distinction in Geography.

Requirements
- Students must submit a written application for the BA with Distinction in Geography at least eight months before completion of the degree.
- Written sponsorship agreement from a Geography faculty mentor on file in the department.
- An established thesis committee consisting of a tenure-track faculty member in Geography and at least one other tenure-track or research faculty member at the University of South Carolina.
- A written thesis demonstrating significant original work and approved by the thesis committee.
- A public presentation of the Senior Thesis research.
- Successful fulfillment of all requirements below with a minimum GPA of 3.50 in the major and 3.30 cumulative.
- General major requirements, plus 12 additional credit hours including:
  - A minimum of nine credit hours in GEOG 498, or any GEOG 500-level courses (9 hours)
  - GEOG 499

Note: South Carolina Honors College students satisfying the above requirements will graduate with "Honors from the South Carolina Honors College" and with "Distinction in Geography."
Major Map
A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Geography, B.A.

Geography, B.S.

Learning Outcomes
- Students will demonstrate the ability to communicate in written and oral forms. These outcomes are evaluated together because they are connected for our students who often are in careers where their written work is the substance of their oral presentations. We see the linkage of the two to be the most important aspect.
- Students will demonstrate understanding of and the use of one geographical technique such as GIS, remote sensing, cartography, or spatial statistics.
- Students will demonstrate their knowledge of the central themes within the discipline.
- Students will be prepared for careers in the field or for graduate study in geography.

Admissions

Entrance Requirements
New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

Degree Requirements (120 hours)

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>32-44</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>15-18</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (32-44 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)
must be passed with a grade of C or higher
- any CC-CMW courses (p. 742)

ARP – Analytical Reasoning and Problem Solving (6-8 hours)
- MATH 122 or MATH 141
- MATH 142 or MATH 170 or MATH 172

SCI – Scientific Literacy (8 hours)
- Two 4-credit hour CC-SCI courses (p. 742)

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)
Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.
- CC-GFL courses (p. 742)

It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)
- any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)
- any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)
- any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component (0-3 hours)
- any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy (0-3 hours)
- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility (0-3 hours)
- any overlay or stand-alone CC-VSR course (p. 742)
Courses Acceptable for Social Science and Fine Arts or Humanities (6 hours)

Accordingly, please select one of the following:

- GHS requirement must be fulfilled through this college requirement.

History (3 hours)

- One Carolina Core GHS-approved course (p. 742) primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.
- One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.

Social Science and Fine Arts or Humanities (6 hours)

Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/)

- Three hours of Social Science
- Three hours of Fine Arts or Humanities

2. College Requirements (15-18 hours)

Foreign Language (0-3 hours)

- only if needed to meet 122-level proficiency

Analytical Reasoning (6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 201</td>
<td>Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 102</td>
<td>General Applications Programming</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>6</td>
</tr>
</tbody>
</table>

History (3 hours)

The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:

- One Carolina Core GHS-approved course (p. 742) primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.
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3. Program Requirements (33-49 hours)

Cognate or Minor (12-18 hours)

Cognate

The cognate is intended to support the course work in the major. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor.

Courses offered by departments and programs that are acceptable for cognate credit are outlined in the section titled Courses Acceptable for Cognate Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-cognate/)

For cognate course offerings in other colleges, consult the appropriate sections of this bulletin. Some major programs have specific cognate requirements.

It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the major advisor as being related to the major field of study. Students are urged to consult their major advisors for specific requirements in their major.

Courses applied toward general education requirements cannot be counted toward the cognate.

For Bachelor of Science degrees, grades of D are acceptable for cognate credit. Courses applied toward general education requirements cannot be counted toward the cognate, except where restricted by the major program.

Minor

In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

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Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.

A list of minor programs of study can be found at Programs A-Z (p. 20).

Electives (15-37 hours)

No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.
Note: 4-25 hours of electives will be needed to reach hours to graduate, if completing the B.S. with Distinction.

4. Major Requirements (24-25 hours)

A minimum grade of C is required in all major courses.

Concentrations (24-25 hours)
Students must choose one of the following three concentrations:

General Geography (24 hours)
At least two courses for the major must be from the 500-level. GEOG 595 can be used to fulfill up to 3 hours of geography elective credit, but not the 500-level requirement.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 495</td>
<td>Seminar in Geography</td>
<td>3</td>
</tr>
</tbody>
</table>

Geography Elective: Select two courses at the 200-level or above with advisor's approval.

1
Select 15 hours from the following: 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 285</td>
<td>Introduction to Drones for Airborne Spatial Data</td>
</tr>
<tr>
<td>GEOG 310</td>
<td>Topics in Geography</td>
</tr>
<tr>
<td>GEOG 311</td>
<td>Cultural Geography</td>
</tr>
<tr>
<td>GEOG 312</td>
<td>Geography and Global Geopolitics</td>
</tr>
<tr>
<td>GEOG 313</td>
<td>Economic Geography</td>
</tr>
<tr>
<td>GEOG 321</td>
<td>Sustainable Cities</td>
</tr>
<tr>
<td>GEOG 324</td>
<td>Landscapes of the United States</td>
</tr>
<tr>
<td>GEOG 330</td>
<td>The Geography of Disasters</td>
</tr>
<tr>
<td>GEOG 341</td>
<td>Cartography</td>
</tr>
<tr>
<td>GEOG 343</td>
<td>Environment and Society</td>
</tr>
<tr>
<td>GEOG 344</td>
<td>Geographies of American Cities</td>
</tr>
<tr>
<td>GEOG 345</td>
<td>Interpretation of Aerial Photographs</td>
</tr>
<tr>
<td>GEOG 346</td>
<td>Climate and Society</td>
</tr>
<tr>
<td>GEOG 347</td>
<td>Water as a Resource</td>
</tr>
<tr>
<td>GEOG 348</td>
<td>Biogeography</td>
</tr>
<tr>
<td>GEOG 349</td>
<td>Cartographic Animation</td>
</tr>
<tr>
<td>GEOG 360</td>
<td>Geography of Wind</td>
</tr>
<tr>
<td>GEOG 363</td>
<td>Geographic Information Systems</td>
</tr>
<tr>
<td>GEOG 365</td>
<td>Hurricanes and Tropical Climatology</td>
</tr>
<tr>
<td>GEOG 370</td>
<td>America’s National Parks</td>
</tr>
<tr>
<td>GEOG 371</td>
<td>Air Pollution Climatology</td>
</tr>
<tr>
<td>GEOG 378</td>
<td>World Tourism Geography</td>
</tr>
<tr>
<td>GEOG 510</td>
<td>Special Topics in Geographic Research</td>
</tr>
<tr>
<td>GEOG 511</td>
<td>Planning and Localational Analysis</td>
</tr>
<tr>
<td>GEOG 512</td>
<td>Migration and Globalization</td>
</tr>
<tr>
<td>GEOG 515</td>
<td>Political Geography</td>
</tr>
<tr>
<td>GEOG 516</td>
<td>Coastal Zone Management</td>
</tr>
<tr>
<td>GEOG 521</td>
<td>Landscapes of South Carolina</td>
</tr>
<tr>
<td>GEOG 525</td>
<td>Geographical Analysis of Transportation</td>
</tr>
<tr>
<td>GEOG 530</td>
<td>Environmental Hazards</td>
</tr>
<tr>
<td>GEOG 531</td>
<td>Quantitative Methods in Geographic Research</td>
</tr>
<tr>
<td>GEOG 535</td>
<td>Hazards Analysis and Planning</td>
</tr>
<tr>
<td>GEOG 541</td>
<td>Advanced Cartography</td>
</tr>
<tr>
<td>GEOG 542</td>
<td>Dynamic Cartography</td>
</tr>
<tr>
<td>GEOG 544</td>
<td>Geography of the City</td>
</tr>
</tbody>
</table>

Total Credit Hours 24

Geographic Information Science (24-25 hours)
At least two courses for the major must be from the 500-level. GEOG 595 can be used to fulfill up to 3 hours of geography elective credit, but not the 500-level requirement.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 363</td>
<td>Geographic Information Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 341</td>
<td>Cartography</td>
</tr>
<tr>
<td>GEOG 345</td>
<td>Interpretation of Aerial Photographs</td>
</tr>
<tr>
<td>GEOG 531</td>
<td>Quantitative Methods in Geographic Research</td>
</tr>
</tbody>
</table>

Select three of the following: 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>GEOG 285</td>
<td>Introduction to Drones for Airborne Spatial Data</td>
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<tr>
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<td>Cartographic Animation</td>
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<tr>
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<td>Advanced Cartography</td>
</tr>
<tr>
<td>GEOG 542</td>
<td>Dynamic Cartography</td>
</tr>
<tr>
<td>GEOG 551</td>
<td>Principles of Remote Sensing</td>
</tr>
<tr>
<td>GEOG 552</td>
<td>LiDARgrammetric and Photogrammetric Digital Surface Mapping</td>
</tr>
</tbody>
</table>
GEOG 554  Spatial Programming
GEOG 556  WebGIS
GEOG 562  Satellite Mapping and the Global Positioning System
GEOG 563  Advanced Geographic Information Systems
GEOG 564  GIS-Based Modeling
GEOG 565  Geographic Information System (GIS) Databases and Their Use
GEOG 575  Digital Techniques and Applications in Remote Sensing
GEOG 495  Seminar in Geography 3

Geography Elective: Select one non-GIScience course at the 200-level or above with advisor’s approval.
3-4

Total Credit Hours 24-25

1  GEOG 341, GEOG 345 or GEOG 531 may be used if not used above.

Physical/Environmental Geography (24 hours)
At least two courses for the major must be from the 500-level. GEOG 595 can be used to fulfill up to 3 hours of geography elective credit, but not the 500-level requirement.

Course  Title  Credits
Select one of the following: 3
GEOG 341  Cartography
GEOG 345  Interpretation of Aerial Photographs
GEOG 363  Geographic Information Systems
GEOG 551  Principles of Remote Sensing
GEOG 495  Seminar in Geography 3
Select 5-6 courses from the following: 1 18
GEOG 330  The Geography of Disasters
GEOG 343  Environment and Society
GEOG 346  Climate and Society
GEOG 347  Water as a Resource
GEOG 348  Biogeography
GEOG 360  Geography of Wind
GEOG 365  Hurricanes and Tropical Climatology
GEOG 370  America’s National Parks
GEOG 371  Air Pollution Climatology
GEOG 516  Coastal Zone Management
GEOG 530  Environmental Hazards
GEOG 535  Hazards Analysis and Planning
GEOG 545  Synoptic Meteorology
GEOG 546  Applied Climatology
GEOG 547  Fluvial Geomorphology
GEOG 549  Water and Watersheds
GEOG 566  Social Aspects of Environmental Planning and Management
GEOG 567  Long-Term Environmental Change
GEOG 568  Human Dimensions of Global Environmental Change
GEOG 569  International Development and the Environment
GEOG 570  Geography of Public Land and Water Policy
GEOG 571  Microclimatology
GEOG 573  Climatic Change and Variability

GEOG 590  Beach-Dune Interactions
Total Credit Hours 24

1  GEOG 201 or GEOG 202 may be used if not used to satisfy Carolina Core or College Requirements.

B.S. with Distinction in Geography (36 hours)
Available to students majoring in Geography who wish to participate in significant research activities in their major field under the supervision of a faculty mentor.

Prerequisite
A minimum GPA of 3.50 in the major, and 3.30 cumulative, is required to apply for a BA or BS with Distinction in Geography.

Requirements
• Students must submit a written application for the BS with Distinction in Geography at least eight months before completion of the degree.
• Written sponsorship agreement from a Geography faculty mentor on file in the department.
• An established thesis committee consisting of a tenure-track faculty member in Geography and at least one other tenure-track or research faculty member at the University of South Carolina.
• A written thesis demonstrating significant original work and approved by the thesis committee.
• A public presentation of the Senior Thesis research.
• Successful fulfillment of all requirements below with a minimum GPA of 3.50 in the major and 3.30 cumulative.
• General major requirements, plus 12 additional credit hours including:
  • A minimum of nine credit hours in GEOG 498, or any GEOG 500-level courses (9 hours)
  • GEOG 499

Note: South Carolina Honors College students satisfying the above requirements will graduate with “Honors from the South Carolina Honors College” and with “Distinction in Geography.”

Major Map
A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Geography, B.S. General Geography Concentration
Geography, B.S. Geographic Information Science Concentration
Geography, B.S. Physical/Environmental Geography Concentration

Global Studies
Department Website (https://www.sc.edu/study/colleges_schoo ls/artsandsciences/global_studies/)
The Global Studies Program is housed in the College of Arts and Sciences and features the Bachelor of Arts in Global Studies, established in 2016.
This degree program encourages interdisciplinary study of global issues while promoting cross-cultural perspectives.

Students in the Global Studies Degree program will focus on one of four themes: Global Health, Global Conflict and Security, Global Sustainability and Development, and Global Cultures. These themes are then applied to one of six world regions: Africa, Asia, Europe, Latin America, Middle East and North Africa, and Russia & Eurasia. The major also features a Leadership in the Global Economy concentration.

Courses

GLST 220 - Introduction to Global Studies Through Literature (3 Credits)
Given that literature represents real policies and practices in the contemporary world and our ethical responsibility as global citizens, the course will focus on literature from different periods, nations, and regions across the world in order to better understand the way human experiences and different cultures relate. All literature will be read and taught in English.

GLST 300 - Introduction to International Development (3 Credits)
Critical, historical, and theoretical introduction to modern development practice. Includes extended discussions of contemporary best practices in the field.

GLST 308 - Global Media Industries (3 Credits)
Provides the foundation for the study of globalized film and media industries.
Cross-listed course: FAMS 308

GLST 369 - History of Capitalism 1: Ancient and Medieval World (3 Credits)
History of “capitalist” economic behavior and culture in various premodern societies: the Ancient Middle East, Classical Greece, the Roman Empire, early Islamic society, medieval Christian and Islamic states, the Mongol period and the era of global expansionism; evaluation of competing theories about premodern economic life and the meaning of “capitalism”

GLST 370 - History of Capitalism From the Industrial Revolution to the Global Economy (3 Credits)
A history of capitalism and its evolving definitions in Europe from the Middle Ages to the 20th Century, including its role in agriculture, mechanical industry, international trade, and colonialism and domination.

GLST 391 - Topics in Global Studies (3 Credits)
Selected topics in Global Studies. May be repeated with a change in topic. May be taken three times for credit.

GLST 490 - Global Studies Internship (1-3 Credits)
Academic counterpart to a professional work experience in which global or international affairs play a central role. Provides an introduction to foreign affairs and intercultural interactions in a working environment. Introduction to career possibilities for a student trained in global studies. Global Studies major with 3.0 or better GPA and completion of at least 45 credits.
Prerequisites: Two courses from the following: ANTH 102; GEOG 121; GEOG 210; LING 101; POLI 101; RELG 101.

Programs

- History Minor (p. 109)
- History, B.A. (p. 109)

Courses

HIST 101 - European Civilization from Ancient Times to the Mid-17th Century (3 Credits)
The rise and development of European civilization from its Mediterranean origins through the Renaissance and Reformation.
Carolina Core: GHS

HIST 102 - European Civilization from the Mid-17th Century (3 Credits)
European development and expansion from the mid-17th century to the present.
Carolina Core: GHS
Graduation with Leadership Distinction: GLD: Global Learning

HIST 103 - Introduction to South Asian History (3 Credits)
Political, cultural, and economic forces that have conditioned the development of institutions and ideas in South Asia.
Carolina Core: GHS

HIST 104 - Introduction to the Civilization of the Islamic Middle East (3 Credits)
An analysis which treats the major cultural elements of traditional Islamic civilization and then concentrates upon the reactions of the Arabs, Turks, and Iranians to the problems of adjusting to the modern world.
Carolina Core: GHS
Graduation with Leadership Distinction: GLD: Global Learning

History

Department Website (https://sc.edu/study/colleges_schools/artsandsciences/history/index.php/front-page/)

Jessica Elfenbein, Chair
HIST 105 - Introduction to East Asian Civilization (3 Credits)
The evolution of social, political, and cultural patterns in East Asia, with emphasis on the development of philosophical, religious, and political institutions and their relationship to literary and artistic forms in China and Japan.
Carolina Core: GHS
Graduation with Leadership Distinction: GLD: Global Learning

HIST 106 - Introduction to African History (3 Credits)
An examination of several traditional sub-Saharan African societies and of their political and economic transformation in the modern, colonial, and post-independence periods.
Carolina Core: GHS
Graduation with Leadership Distinction: GLD: Global Learning

HIST 107 - Introduction to Ancient Near Eastern Civilization (3 Credits)
The political, social, religious, economic, military, and intellectual development of Ancient Egypt, Mesopotamia, and adjoining areas from the origins of civilization until the seventh century A.D.

HIST 108 - Science and Technology in World History (3 Credits)
The development of science and technology and their roles in world civilizations from antiquity to the present.
Carolina Core: GHS, VSR

HIST 109 - Introduction to Latin American Civilization (3 Credits)
A discussion of the political, cultural, and economic forces which have conditioned the development of institutions and ideas in Spanish and Portuguese America.
Carolina Core: GHS
Graduation with Leadership Distinction: GLD: Global Learning

HIST 110 - Conquest, Colonization, and Captivity: A Cultural History of the Americas from 1441 to 1888 (3 Credits)
Comparative examination of conquest, colonization, and human captivity in the history, cultural values, and social ethics of European, African, and Indigenous civilizations in the Americas, 1441-1888.
Carolina Core: GHS, VSR

HIST 111 - United States History to 1865 (3 Credits)
A general survey of the United States from the era of discovery to 1865, emphasizing major political, economic, social, and intellectual developments.
Carolina Core: GHS

HIST 112 - United States History since 1865 (3 Credits)
A general survey of the United States from 1865 to the present, emphasizing major political, economic, social, and intellectual developments. Honors sections are available for students in the honors program.
Carolina Core: GHS

HIST 201 - American Founding Documents (3 Credits)
Introduction to Declaration of independence, Constitution, Federalist Papers, Bill of Rights, landmark Supreme Court cases and constitutional amendments; exploration of these texts' historical context and debates about their meaning.

HIST 211 - Black Experience in the United States to 1865 (3 Credits)
The social, cultural, economic, and political life of black people in the United States to 1865.
Cross-listed course: AFAM 331
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

HIST 212 - Black Experience in the United States since 1865 (3 Credits)
The social, cultural, economic, and political life of black people in the United States since 1865.
Cross-listed course: AFAM 332
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

HIST 213 - History of the American West (3 Credits)
The history and development of an American region, "the West," through the narratives of its diverse people and the effects of its complex geography.

HIST 214 - The Practice of Public History (3 Credits)
Introduction to the field of public history. Explores the challenges of portraying history in museums, parks, and other public history venues.
Carolina Core: GHS

HIST 215 - History of the Devil (3 Credits)
A survey of the beliefs and practices associated with the demonic and the Devil from c. 500 B.C.E. to the 20th century.
Cross-listed course: RELG 206

HIST 300 - Introduction to the History Major: The Historian's Craft (3 Credits)
The nature of historical evidence, the formulation of historical questions, the process of historical research, and the construction of historical arguments using primary sources and secondary materials.
Graduation with Leadership Distinction: GLD: Research

HIST 301 - The Ancient Near East to 323 B.C. (3 Credits)
The formation of ancient Near Eastern cultures, the ultimate synthesis of these cultures and the resulting establishment of the Near East as an historical entity.

HIST 302 - Greek History and Civilization to 146 B.C. (3 Credits)
The origins and development of Greek civilization in its political, economic, social, and cultural aspects with special attention being given to the early and late classical periods and the Hellenistic Age.

HIST 303 - Roman Republic and Early Empire (3 Credits)
The origins of Rome and shaping of its republican government, the spread of Roman rule in Italy and across the Mediterranean, the establishment of the principate and formation of one diverse imperial society and culture.

HIST 304 - Late Antiquity: Imperial Rome to Islam (3 Credits)
Political, social and religious transformation of the Mediterranean world, 2nd to the 8th century, including the rise of Christianity, the decline of Roman power, and the rise of Islam.

HIST 305 - Greece and Rome in Film and Popular Culture (3 Credits)
Representations of antiquity in cinema, television, and other contemporary media, with emphasis on Hollywood's reception of Greek and Roman history.
Cross-listed course: CLAS 305

HIST 306 - Medieval Europe, ca. 300-1492 (3 Credits)
Topics include the formation of monarchies, the rise of Christianity, learning and universities, knighthood and social orders, and heresy and crusades.

HIST 307 - Family and Society in Europe, c. 1200-1700 (3 Credits)
Explores the concerns and importance of families in pre-modern Europe. Topics include household furnishings and management, social classes, gender roles, family law, marriages, business, children, feuds, and sexuality.
Graduation with Leadership Distinction: GLD: Global Learning
HIST 308 - Magic and Witchcraft in Europe, c. 1200-1700 (3 Credits)
Practices of, reactions against, and ideas surrounding magic and witchcraft during the late Middle Ages and the time of Europe's "Great Witch Craze".

HIST 309 - Age of Renaissance (3 Credits)
Social, cultural, and artistic movements in Italy and northern Europe from the Black Death (c. 1350) to religious reforms and revolutions (c. 1520).

HIST 310 - Age of the Reformation (3 Credits)
Religious, social, and political reforms from the rise of local religious protests (c. 1450) to the crisis of the 17th century. The rise of Protestantism and reactions in Catholicism.
Graduation with Leadership Distinction: GLD: Research

HIST 311 - The Age of Absolutism, 1648-1789 (3 Credits)
A survey of European political, economic, and intellectual development from the age of Louis XIV to the eve of the French Revolution.

HIST 312 - French Revolution and Napoleon (3 Credits)
The changes in France and Europe during the revolutionary decade, the rise of Napoleon, and the establishment of French hegemony over the Continent.

HIST 313 - The Enlightenment (3 Credits)
Intellectual and cultural history of the Enlightenment with particular attention to its relationship with the colonial world and its challenges to eighteenth-century states. Readings focused on primary sources.

HIST 314 - Video Games and History (3 Credits)
History in video games; comparison of selected games with historical scholarship, to assess the validity of the games' presentations of historical developments and the value of games to the understanding of history.

HIST 316 - Nineteenth-Century Europe (3 Credits)
Political, social, economic, and intellectual developments from 1815-1900, which brought European culture to its zenith and contributed to Europe's global domination.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 317 - Contemporary Europe from World War I to World War II (3 Credits)
The Great War, revolution, and reconstruction; the rise of authoritarian and totalitarian regimes and the coming of World War II.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 318 - Europe from World War II to the Present (3 Credits)
The Second World War and its origins; the Cold War; European recovery; a divided continent and Europe in the Global Era.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 320 - The History of Great Britain (3 Credits)
A survey of the political, social, economic, and cultural development of the British Isles from Anglo-Saxon times to the present. First semester: to the Restoration of 1660; second semester: since 1660.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 321 - The History of Great Britain (3 Credits)
A survey of the political, social, economic, and cultural development of the British Isles from Anglo-Saxon times to the present. First semester: to the Restoration of 1660; second semester: since 1660.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 323 - The British Empire (3 Credits)
Examination of the British Empire, tracing various historical themes as regions of world fell under British control, with particular attention to Ireland, India, and sub-Saharan Africa (especially South Africa) in the 17th Century-20th Century.

HIST 324 - Slavery and Freedom in the Ancient and Medieval World (3 Credits)
Exploration of varied forms of servitude in the ancient and medieval Mediterranean; examination of human bondage in the Hebrew Bible, ancient Greece, Roman society, late antique religious teachings, and medieval Christian and Islamic societies; study of ancient slavery in modern political debates, historians' writings, and television and film.

HIST 325 - Byzantine History: 4th to 11th Centuries (3 Credits)
The political, religious, and military developments within the Eastern Empire including its influence on Western and Slavonic Europe and Islam.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 326 - Byzantine History: 11th to 15th Centuries (3 Credits)
The political and military developments within the Eastern Empire from the invasion of the Seljuk Turks to its final destruction by the Ottoman Turks.

HIST 327 - The Crusades (3 Credits)
Holy war and realpolitik in Mediterranean East-West relations from the 10th through the 15th centuries with emphasis on the role of the crusades in the cultural formation, development, and international relations of East and West.

HIST 328 - Nineteenth-Century Britain (3 Credits)
The political, economic, and social developments in Great Britain and Ireland during the Victorian Age.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 329 - Modern and Contemporary Britain (3 Credits)
The political, economic, and social developments in Great Britain and Ireland during the 20th century.
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

HIST 333 - France Since 1815 (3 Credits)
A political and social history from the Bourbon Restoration to the present.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 334 - The History of Russia from the Earliest Times to the Mid-19th Century (3 Credits)
The earliest life on the steppe, the Kievan State, the foundations of Moscow, and the Russian empire to the reign of Nicholas I.

HIST 335 - The History of Modern Russia and the Soviet Union (3 Credits)
The decline of Imperial Russia, the Revolution of 1917, Lenin, Stalin, and the Soviet Union since Stalin.

HIST 336 - Russian and Soviet Diplomatic History (3 Credits)
Imperial and Soviet foreign and military policies in the 19th and 20th centuries.

HIST 338 - Modern Germany (3 Credits)
A survey of German history including political, cultural, social, and economic developments from unification in 1871 to the present.
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

HIST 342 - The Slavs in History (3 Credits)
An introductory survey of the civilization of the Slavic peoples. The historical traditions and culture of the peoples that occupy much of the Eurasian continent.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 343 - The Fall of the Eastern European Empires (3 Credits)
Nineteenth-century eastern European states and peoples; the political and social forces leading to World War I.
Graduation with Leadership Distinction: GLD: Global Learning
HIST 344 - Eastern Europe Since WWI (3 Credits)
Survey of states in East-central and Southeastern Europe. Problems of national identity, modernization, and small state politics. Impact of WWII, the Cold War, the fall of communism, and the return to pluralism.
**Graduation with Leadership Distinction:** GLD: Global Learning

HIST 347 - The Middle East in Modern Times (3 Credits)
The impact of modern civilization upon the Middle East, including the history of the Arab, Turkish, Iranian, and Israeli segments of the Middle East during the 19th and 20th centuries.
**Graduation with Leadership Distinction:** GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

HIST 348 - North Africa from Colonialism to Revolution: 1830-1962 (3 Credits)
A survey of French North Africa (Morocco, Algeria, and Tunisia) and Libya under colonial rule. The creation, development, and triumph of the nationalist movements, with particular attention to Algeria and its revolution.
**Graduation with Leadership Distinction:** GLD: Global Learning

HIST 349 - The Contemporary Middle East and North Africa (3 Credits)
Political, social, and economic history of the Middle East and North Africa in the years since World War II.
**Graduation with Leadership Distinction:** GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

HIST 350 - Saving Africa: Development and Humanitarianism in Historical Perspective (3 Credits)
Exploration of how and why Africa is often represented as helpless, the colonial origins of common patterns of development and humanitarianism, and other possible models for these processes.

HIST 351 - Africa to 1800 (3 Credits)
Social, cultural, economic, and political developments, focusing on internally and externally generated changes.
**Graduation with Leadership Distinction:** GLD: Global Learning

HIST 352 - Africa since 1800 (3 Credits)
Commercial and religious revolutions of the 19th century, imposition and ending of formal colonial rule, and post-colonial issues.
**Graduation with Leadership Distinction:** GLD: Global Learning

HIST 353 - Problems in the History of Africa South of the Sahara (3 Credits)
Independent readings and written papers on appropriate topics.

HIST 354 - Modern East Asia (3 Credits)
Surveys modern development of East Asia from 1800 to the present.
**Graduation with Leadership Distinction:** GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

HIST 355 - Late Imperial China (3 Credits)
Political, economic, social, and intellectual transformations of late imperial China from the Ming dynasty (1368-1644) through the last empire of China, the Qing dynasty (1644-1911).

HIST 356 - China Since 1949 (3 Credits)
Introduction to the major social, economic, and political changes in China from the Communist Revolution in 1949 to the present.

HIST 357 - Japan to 1800: Aristocrats and Warriors (3 Credits)
The growth of the ancient state and the evolution of the samurai class and its political authority.
**Graduation with Leadership Distinction:** GLD: Global Learning

HIST 358 - Japan since 1800 (3 Credits)
The development of modern Japan: political evolution, industrial growth, social change, war, defeat, and occupation.
**Graduation with Leadership Distinction:** GLD: Global Learning

HIST 360 - Into the Wild: Global Conservation since 1800 (3 Credits)
Global and comparative environmental-historical investigation of the ecological, socioeconomic, and cultural significance of wilderness protection, nature conservation, national parks, and nature tourism; field excursions required.

HIST 365 - East Africa and the Indian Ocean World (3 Credits)
East Africans’ contributions to an Indian ocean World that transcends single nation-states (stretching from Mozambique and Somalia to the Middle East, India and China) from the deep past to the present, including sections on “piracy,” Islam, slavery, race, and gender.

HIST 367 - Gandhi and the Nationalist Movement in India (3 Credits)
Development of anticolonial thought and political movements in British India from the early nineteenth century onwards. Focuses on Mohandas K. Gandhi, his critics, and Gandhi’s continuing global legacy.

HIST 369 - History of Capitalism 1: Ancient and Medieval Worlds (3 Credits)
History of “capitalist” economic behavior and culture in various premodern societies: the Ancient Middle East, Classical Greece, the Roman Empire, early Islamic society, medieval Christian and Islamic states, the Mongol period and the era of global expansionism; evaluation of competing theories about premodern economic life and the meaning of "capitalism"

HIST 370 - History of Capitalism 2: From the Industrial Revolution to the Global Economy (3 Credits)
A history of capitalism and its evolving definitions in Europe from the Middle Ages to the 20th Century, including its role in agriculture, mechanical industry, international trade, and colonialism and domination.

HIST 371 - History of Aipower (3 Credits)
The evolution of airpower from the early 20th Century through the early 21st Century. The emphasis is on the development of various theories about the application of aerial force, and how operations in time of war have confirmed or challenged these theories from a multinational perspective.

HIST 372 - History of Modern Sea Power (3 Credits)
The evolution of sea power through the development of steam navies around the globe, 1860 CE - 2020 CE.

HIST 374 - Nationalism: Myth and Reality (3 Credits)
A comparative examination of the origins and development of nationalism and its impact on the modern world.
**Graduation with Leadership Distinction:** GLD: Global Learning

HIST 375 - Nazis and Fascists in European History, 1919-1945 (3 Credits)
German and Italian political movements; emphasis on the role of leadership, propaganda, and ideology. Fascist movements in France, Rumania, Hungary, and Great Britain.
**Graduation with Leadership Distinction:** GLD: Global Learning

HIST 376 - War and European Society, 1914-1945 (3 Credits)
Thematic examination of the nature and impact of total war on European society; emphasis on socio-economic, cultural, and military aspects.
**Graduation with Leadership Distinction:** GLD: Global Learning
HIST 377 - Business in Historical Perspective (3 Credits)
Capitalism in the Western world; the rise of modern corporate enterprise in Europe and America since 1850.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 378 - Urban Experience in Modern Europe (3 Credits)
Social and cultural impact of urbanization in Europe since 1789 through a comparison of major cities such as London, Paris, Vienna, and Berlin.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 379 - Women in Modern Europe (3 Credits)
Survey of women in European history from the eighteenth to the twenty-first century. Focus on women's citizenship beginning with Enlightenment idea of rights through developments in modern feminism. Cross-listed course: WGST 379
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

HIST 380 - History of the Holocaust (3 Credits)
Introduction to Nazi Germany's systematic mass-murder of Europe's Jews and other minorities during World War II. Examination of forces that led to the Holocaust, including scientific racism, Nazi policy implementation, and dynamics of annihilation during war. Cross-listed course: JSTU 492

HIST 381 - The Nobel Peace Prize: Peace, War, and Politics (3 Credits)
Modern history through the lens of the Nobel Peace Prize. Limitations of the Nobel as encouragement to peace. Cross-listed course: JSTU 381, RELG 381

HIST 382 - History of Medicine: Antiquity to the Scientific Revolution (3 Credits)
A survey of the history of premodern medicine. How Western cultures of the past approached health and illness; anatomy; nutrition; sexuality; disease and plague; mental and emotional health; and more. From ancient Greece, through medieval and early modern Islamic, Jewish, and Christian approaches to medicine and the body. Cross-listed course: JSTU 382, RELG 382

HIST 383 - Jewish History I: Late Antiquity to 1500 (3 Credits)
The religious, cultural, social, and political conditions that shaped the Jewish experience in the Near East and Europe from late antiquity to 1500. Cross-listed course: JSTU 381, RELG 381

HIST 384 - Jewish History II: 1500 to the Present (3 Credits)
Case studies of Jewish history in Europe, America, and the land of Israel, 1500 to the present. Cross-listed course: JSTU 382, RELG 382

HIST 385 - The Expansion of Christianity (3 Credits)
Critical epochs in the spread of Christianity. Consideration of the great crises that shaped the structure and form of Christianity during the last 20 centuries: the Hellenistic world; the medieval syntheses; the breakup of Western Christian unity; the transition to worldwide mission activity in the industrial age. Graduation with Leadership Distinction: GLD: Global Learning

HIST 386 - Islamic Institutions and Traditions (3 Credits)
The religious, political, social and economic institutions and intellectual and scholarly traditions developed by Muslim societies throughout Afro-Eurasia from late antiquity to the present. Cross-listed course: RELG 354
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

HIST 387 - Messiahs, Mystics and Rebels in the Islamic World (3 Credits)
Representative messianic movements, millenarian visionaries and apocalyptic imaginings in the Islamic world from the 7th century to the present, with attention to related developments in the Jewish and Christian traditions over the last two millennia. Cross-listed course: RELG 368

HIST 388 - Kabbalah: Science, Religion and Nature in Western History (3 Credits)
Historical investigation of kabbalah, a philosophical system and mystical current common to Judaism, Islam and Christianity, from the medieval period to the present; focus on its formative role in early modern Western cosmology and science, and its ecological implications today. Cross-listed course: JSTU 388, RELG 388

HIST 389 - Science, Magic and Religion (3 Credits)
Occultism as a link between science and religion and its central role in Western intellectual and cultural history; the historical development of the science-magic-religion continuum in the Islamo-Christian world from late antiquity to present. Cross-listed course: RELG 362

HIST 390 - Engineering in History (3 Credits)
History of engineering practices, professions, and sciences, as well as development of engineered artifacts from the Middle Ages to the present. Cross-listed course: JSTU 390

HIST 391 - Information Technology: Past and Present (3 Credits)
The history of the computer; how it acquired various forms through the 20th century; how information, as defined by computers, had shaped the world over the past century. Cross-listed course: JSTU 391

HIST 392 - Making Modern Science: The Physical Sciences (3 Credits)
The history of physics, chemistry, geology, and related sciences since the Scientific Revolution. Cross-listed course: JSTU 392

HIST 393 - Making Modern Science: The Life Sciences (3 Credits)
The study of the life from antiquity to the present. Investigates the origins of modern biology and medicine and how life has shaped scientific, political, and economic thought. Cross-listed course: JSTU 393

HIST 394 - History of the Automobile (3 Credits)
Evolution of the automobile from a conceptual idea through the present-day. Emphasis on analysis of the automobile's impact on culture, economics, the environment, politics, science and technology, and society. Cross-listed course: JSTU 394

HIST 395 - Plagues and Societies in World History (3 Credits)
A survey of biopolitical, social, economic, and cultural aspects of epidemic diseases throughout world history. Cross-listed course: JSTU 395

HIST 396 - Evolution of Warfare I (3 Credits)
A history of tactics, strategy, weapons, and logistics from 500 B.C. to A.D. 1400. Cross-listed course: JSTU 396

HIST 397 - Evolution of Warfare II (3 Credits)
A history of tactics, strategy, weapons, and logistics from A.D. 1400 to the present. 03: 07/05/2019. Cross-listed course: JSTU 397

HIST 398 - Sustainability in World History from Early Times to the Anthropocene (3 Credits)
An interdisciplinary examination of sustainability around the world from social, environmental, technological, and economic perspectives from early times to the present. Cross-listed course: JSTU 398

HIST 399 - Independent Study (1-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students. Graduation with Leadership Distinction: GLD: Research
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 400</td>
<td>Urban America in the Modern Age, 19th Century-present</td>
<td>3</td>
<td>Survey of the urban history of the United States from the 19th Century through today.</td>
</tr>
<tr>
<td>HIST 401</td>
<td>The Development of the American People to 1789</td>
<td>3</td>
<td>The founding of the English colonies, their developing maturity, the events leading to the Revolution, and the creation of a new nation.</td>
</tr>
<tr>
<td>HIST 402</td>
<td>The New Nation, 1789-1828</td>
<td>3</td>
<td>The new republic and the developing democratic spirit in politics and culture.</td>
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<tr>
<td>HIST 403</td>
<td>The Sections and the Nation, 1828-1860</td>
<td>3</td>
<td>The three cultures of East, South, and West; their interactions and the events leading to the Civil War.</td>
</tr>
<tr>
<td>HIST 404</td>
<td>Civil War and Reconstruction, 1860-1877</td>
<td>3</td>
<td>The political, military, and social history of the War and the reorganization which followed.</td>
</tr>
<tr>
<td>HIST 405</td>
<td>The Rise of Industrial America, 1877-1917</td>
<td>3</td>
<td>A survey of recent United States history with emphasis on the economic, social, and literary developments from 1877 to 1917.</td>
</tr>
<tr>
<td>HIST 406</td>
<td>The United States and a World at War, 1917-1945</td>
<td>3</td>
<td>The United States and a World at War, 1917-1945.</td>
</tr>
<tr>
<td>HIST 407</td>
<td>United States History Since 1945</td>
<td>3</td>
<td>A survey of the political, economic, social, and cultural developments in the period after World War II.</td>
</tr>
<tr>
<td>HIST 409</td>
<td>The History of South Carolina, 1670-1865</td>
<td>3</td>
<td>A study of South Carolina origins and developments.</td>
</tr>
<tr>
<td>HIST 410</td>
<td>History of South Carolina Since 1865</td>
<td>3</td>
<td>A survey of recent South Carolina history with emphasis on social and institutional development.</td>
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<tr>
<td>HIST 413</td>
<td>History of Canada</td>
<td>3</td>
<td>A survey of Canadian development from colony to modern nation.</td>
</tr>
<tr>
<td>HIST 415</td>
<td>Voices of America: U.S. History Through Biography</td>
<td>3</td>
<td>Historical exploration of the daily lives and personal stories of Americans through biographies and ethnographies.</td>
</tr>
<tr>
<td>HIST 416</td>
<td>Histories of Native America</td>
<td>3</td>
<td>Experiences of Native people in North America from the period before European colonization through the 21st Century.</td>
</tr>
<tr>
<td>HIST 420</td>
<td>Colonial Latin America</td>
<td>3</td>
<td>The establishment and consolidation of the Spanish and Portuguese empires in the Western hemisphere; interaction of Indians, Africans, and Iberians, and the formation of social, economic, and political traditions in Latin America; political independence.</td>
</tr>
<tr>
<td>HIST 421</td>
<td>Modern Latin America</td>
<td>3</td>
<td>Traditional society in the area and problems arising from social, economic, and political changes since independence; comparative studies of national responses to these problems.</td>
</tr>
<tr>
<td>HIST 422</td>
<td>Social and Economic History of Latin America</td>
<td>3</td>
<td>The evolution of social groups and changes in economic patterns in Latin America from pre-Columbian times to the present.</td>
</tr>
<tr>
<td>HIST 423</td>
<td>History of Mexico</td>
<td>3</td>
<td>Mexico from the pre-conquest period to the present, with an emphasis on modern Mexico.</td>
</tr>
<tr>
<td>HIST 425</td>
<td>Caribbean Race and Slavery, 1500-1900</td>
<td>3</td>
<td>The roles race and slavery played in shaping Colonial Caribbean History from the pre-Columbian Civilizations to the end of the 19th century.</td>
</tr>
<tr>
<td>HIST 434</td>
<td>Everyday Life in Colonial America</td>
<td>3</td>
<td>The customs, mores, attitudes, and living conditions of men and women of the 17th and 18th centuries. Emphasis on the common people of the American colonies.</td>
</tr>
<tr>
<td>HIST 435</td>
<td>The American Revolution</td>
<td>3</td>
<td>The causes of the Revolution; the events of the period and their implications.</td>
</tr>
<tr>
<td>HIST 442</td>
<td>The Old South</td>
<td>3</td>
<td>Development of Southern society and of the forces that made the South a distinctive section of the United States.</td>
</tr>
<tr>
<td>HIST 443</td>
<td>The New South</td>
<td>3</td>
<td>Reconstruction, the Bourbon era, agrarian revolt, industrial revolution, racial problems, and the changes resulting from the impact of two world wars and the New Deal (1865-1946).</td>
</tr>
<tr>
<td>HIST 444</td>
<td>The Civil War in American History</td>
<td>3</td>
<td>The causes, events, and results of the Civil War.</td>
</tr>
<tr>
<td>HIST 445</td>
<td>The Reconstruction of the Nation</td>
<td>3</td>
<td>The events and results of the attempt to reorder the American nation after the Civil War.</td>
</tr>
<tr>
<td>HIST 446</td>
<td>Immigration and Ethnicity in America</td>
<td>3</td>
<td>Issues of immigration, assimilation and nativism in the United States, 1840 to 1930.</td>
</tr>
<tr>
<td>HIST 447</td>
<td>American Empire: Policy, Society, and Culture</td>
<td>3</td>
<td>HIST 447 examines the full sweep of American history through the lens of empire, covering especially the linkages between U.S. foreign policy and American domestic culture.</td>
</tr>
<tr>
<td>HIST 448</td>
<td>American Environmental History</td>
<td>3</td>
<td>Interaction of cultural values, economic interests, public policy, and technology with the physical environment over time.</td>
</tr>
<tr>
<td>HIST 449</td>
<td>American Popular Culture Since 1890</td>
<td>3</td>
<td>A history of the contributions of the popular aspects of American culture and their interactions with American institutions.</td>
</tr>
<tr>
<td>HIST 451</td>
<td>The History of American Medicine</td>
<td>3</td>
<td>The development of the art and science of medicine as practiced in the United States from colonial times to Medicare. Emphasis on the social history of American medicine.</td>
</tr>
<tr>
<td>HIST 452</td>
<td>The History of Science in America</td>
<td>3</td>
<td>The development of science in America from colonial times to the present. Special attention will be given to defining those factors, scientific, economic, and social, which have raised American science to its commanding position in the 20th century.</td>
</tr>
</tbody>
</table>
HIST 453 - Technology and American Society (3 Credits)
The historical development of technologies and technological systems in the American context.

HIST 455 - The American Civil Rights Movement (3 Credits)
Examination of the origins of Jim Crow and the multi-faceted struggle against it, and other forms of racial inequality, in the American South and the rest of the US since the early 20th century.

Cross-listed course: AFAM 335
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

HIST 460 - American Thought to 1865 (3 Credits)
The transfer and adaptation of European ideas to a new environment and the development of new patterns.

HIST 461 - American Thought since 1865 (3 Credits)
The maturation and extension of a national culture.

HIST 462 - Southern Intellectual and Cultural History (3 Credits)
Intellectual and cultural developments characteristic of the Southern region from colonial times to the recent past.

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

HIST 463 - Jim Crow: Histories & Revivals (3 Credits)
This course critically examines the continuities and discontinuities between Jim Crow and our current historical and political moment.

Cross-listed course: AFAM 463

HIST 464 - History of American Women (3 Credits)
The social, political, and economic roles and changing status of women in America.

Cross-listed course: WGST 464
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

HIST 465 - American Diplomatic History (3 Credits)

HIST 466 - American Diplomatic History (3 Credits)

HIST 468 - American Military Experience (3 Credits)
Transformation of war and of the institutions for waging war from the American Revolution to the present.

Cross-listed course: ARMY 406

HIST 469 - Constitutional History of the United States (3 Credits)
A study of the constitutional development of the United States from the creation of the Articles of Confederation to the Civil War. It deals primarily with problems of governmental organization, judicial interpretation, and sectional politics.

HIST 470 - Constitutional History of the United States (3 Credits)
An analysis of the growth of constitutional power from 1860 to the present, giving special attention to the constitutional problems of the Civil War period, the increasing role of the judiciary in national affairs, and the general extension of constitutional authority in the 20th century.

HIST 471 - American Jewish History (3 Credits)
Examination of experiences of Jews in the United States from Colonial Period to late 20th century, especially Jewish immigration, political behavior, social mobility, religious affiliation, group identity formation, and meaning of Anti-Semitism in American and global contexts.

Cross-listed course: JSTU 471

HIST 475 - Historic Preservation (3 Credits)
Overview of historic preservation as the practice of protecting and conserving places that tell stories about the past.

HIST 476 - Digital History (3 Credits)
Introduction to Digital History that examines ways to engage and adapt the discipline of history to technological trends and explores new approaches and interpretive techniques.

HIST 478 - Material Culture in the Digital Age (3 Credits)
Examination of material culture (objects and artifacts a society produces) as primary sources for historical research, how these sources are transformed when digitized, and the nature of born-digital resources.

HIST 479 - Oral History (3 Credits)
Methodology, application and usage, historic and current literature, identification and examination of available resources.

Graduation with Leadership Distinction: GLD: Research

HIST 480 - Internship in Public History (3 Credits)
Professional practice in museums, archives, preservation organizations, and other agencies involved in historical research, advocacy, and preservation of historical resources and history programming for public audiences.

Experiential Learning: Experiential Learning Opportunity

HIST 492 - Topics in History (3 Credits)
Reading and research on selected historical subjects. Open only to juniors and seniors with permission of the instructor.

Graduation with Leadership Distinction: GLD: Community Service, GLD: Research

HIST 493 - Topics in History (3 Credits)
Reading and research on selected historical subjects. Open only to juniors and seniors with permission of the instructor.

Graduation with Leadership Distinction: GLD: Research

HIST 494 - Topics in History (3 Credits)
Reading and research on selected historical subjects. Open only to juniors and seniors with permission of the instructor.

Graduation with Leadership Distinction: GLD: Research

HIST 497 - Senior Seminar (3 Credits)
Principles of historical research and writing as applied to the seminar topic. Open to history majors or by special permission of instructor.

Prerequisites: HIST 300.

Graduation with Leadership Distinction: GLD: Research

HIST 498 - Senior Seminar (3 Credits)
Principles of historical research and writing as applied to the seminar topic. Open to history majors or by special permission of instructor.

Prerequisites: HIST 300.

Graduation with Leadership Distinction: GLD: Research

HIST 499 - Senior Thesis (3 Credits)
Principles of historical research and writing. A senior year thesis related to one of the advanced courses in the major program.

Prerequisites: HIST 300.

Graduation with Leadership Distinction: GLD: Research

HIST 562 - The Middle East and the United States: 1800 to the Present (3 Credits)
Political, cultural, and economic ties which have linked the Middle East to the United States. Middle Eastern views of these relationships and their impact on modern Middle Eastern history.

Graduation with Leadership Distinction: GLD: Global Learning
Wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.

2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

### Degree Requirements (120 hours)

#### Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
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<td>1. Carolina Core</td>
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</tr>
<tr>
<td>2. College Requirements</td>
<td>15-18</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>28-43</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>27</td>
</tr>
</tbody>
</table>

#### 1. Carolina Core Requirements (32-44 hours)

**CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)**

*must be passed with a grade of C or higher*

- any CC-CMW courses (p. 742)

**ARP – Analytical Reasoning and Problem Solving (6-8 hours)**

- any CC-ARP courses (p. 742)

**SCI – Scientific Literacy (8 hours)**

- Two 4-credit hour CC-SCI (p. 742) laboratory science courses

**GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)**

Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required for all baccalaureate degrees. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

- CC-GFL courses (p. 742)

*It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.*
GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)
  • any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)
  • any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)
  • any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)
  • any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy 1 (0-3 hours)
  • any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)
  • any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (15-18 hours)
Foreign Language (0-3 hours)
  • only if needed to meet 122-level proficiency

History (3 hours)
The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:
  • One Carolina Core GHS-approved course (p. 742) primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.
  • One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

Social Science and Fine Arts or Humanities (12 hours)
Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/)

3. Program Requirements (28-43 hours)
Cognate or Minor (12-18 hours)
Cognate
The cognate is intended to support the course work in the major. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor.

Courses offered by departments and programs that are acceptable for cognate credit are outlined in the section titled Courses Acceptable for Cognate Credit in Degree Programs in the College of Arts and Sciences. (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-cognate/)

For cognate course offerings in other colleges, consult the appropriate sections of this bulletin. Some major programs have specific cognate requirements.

It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the major advisor as being related to the major field of study. Students are urged to consult their major advisors for specific requirements in their major.

Courses applied toward general education requirements cannot be counted toward the cognate. For Bachelor of Arts degrees, all cognate courses must be passed with a grade of C or higher.

Minor
In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholaristic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.

A list of minor programs of study can be found at Programs A-Z (p. 20).

Electives (10-31 hours)
No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.
4. Major Requirements (27 hours)

A minimum grade of C is required in all major courses.

Students may take up to 6 hours of History courses at the 200 level to fulfill major requirements; all the rest of their course hours in History must be taken at the 300 level or higher.

Major Courses (15 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 300</td>
<td>Introduction to the History Major: The Historian's Craft 1</td>
<td>3</td>
</tr>
</tbody>
</table>

U.S. History

Select 1 course from U.S. History 300 or above

European History

Select 1 course from European History 300 or above

World History

Select 1 course from African, Middle Eastern, Asian, or Latin American History 300 or above

Chronological Breadth 2,3

Select 1 course (200-level or above) that substantially covers pre-modern societies

Select 1 course (200-level or above) that substantially covers modern societies

Senior Seminar or Thesis

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 497</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HIST 498</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HIST 499</td>
<td>Senior Thesis</td>
<td>3</td>
</tr>
<tr>
<td>SCHC 499</td>
<td>HNRS: Senior Thesis/Project 4</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 15

1 Students should take HIST 300 as soon as possible after declaring their history major.
2 Overlay: the same courses that fulfill these requirements may also fulfill other major requirements
3 Students may not use the same course to count for both of these chronological categories.
4 Honors Thesis may substitute if this thesis is directed by a member of the history faculty.

Major Electives (12 hours)

Select 4 additional history courses, 200-level or above. The Assistant Chair and Undergraduate Director will determine into which groups specific History courses fall in consultation with the faculty member teaching the class. The Undergraduate Committee of the History Department must approve exceptions to the distribution requirements.

B.A. with Distinction (36 hours)

Students who fulfill the requirements for the general major may earn a B.A. with Distinction upon the completion of the following additional requirements:

- Declare their intention to pursue a degree with distinction before the beginning of their senior year, that is, before they have begun the last 30 units of their undergraduate degree.
- Have a minimum 3.60 GPA in the major and 3.50 overall GPA at the time of declaration of intent and maintain these GPA requirements.
- Complete an additional 9 hours of History courses at the 200-level or higher (only 6 hours of 200-level History courses may count towards the requirements for the major and graduation with distinction).
- Notify the professor of their Senior Seminar or Thesis course in writing by the end of the first week of class that they intend to pursue a degree “with distinction” and complete to the professor’s satisfaction the additional research necessary for work “with distinction.”
- Public presentation of their research at Discovery Day.

Note: Students who want a degree “with distinction” from the History Department and a degree “with honors from the South Carolina Honors College” must complete two separate research projects.

The Warwick Exchange Program

Selected history majors spend the junior year at the University of Warwick, Coventry, England, and maintain normal progress toward graduation.

Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

History, B.A.

Interdisciplinary Studies (College of Arts and Sciences)

The College of Arts and Sciences offers two interdisciplinary studies degrees, the Bachelor of Arts in Interdisciplinary Studies (BAIS) and the Bachelor of Science in Interdisciplinary Studies (BSIS), for students who want to pursue interdisciplinary studies without a major in a single department or in one of the structured interdepartmental degree programs (African American studies, classics, European studies, film studies, Latin American studies, marine science, and women's studies). The Bachelor of Arts in Interdisciplinary Studies and the Bachelor of Science in Interdisciplinary Studies are not intended to be substitutes for approved major and minor programs. The degree programs are under the general supervision of the college Interdisciplinary Studies Committee, and individual programs are administered by special interdisciplinary program committees.

Bachelor of Arts in Interdisciplinary Studies programs in the College of Arts and Sciences must focus primarily on disciplines in the humanities, social sciences, and fine arts. Bachelor of Science in Interdisciplinary Studies programs in the College of Arts and Sciences must focus primarily on disciplines in the sciences, mathematics, and statistics; they may be particularly useful for students who plan to seek teacher certification in more than one science area.

A student who wishes to undertake a Bachelor of Arts in Interdisciplinary Studies shall apply to the Assistant Dean of the College of Arts and Sciences, Undergraduate Academic Affairs and Advising, Flinn Hall.

A student who wishes to undertake a Bachelor of Science in Interdisciplinary Studies shall apply to the Assistant Dean of the
College of Arts and Sciences, Undergraduate Academic Affairs and Advising, Flinn Hall.

Programs
- African American Studies Minor (p. 112)
- African American Studies, B.A. (p. 112)
- African Studies Minor (p. 114)
- Asian Studies Minor (p. 115)
- European Studies Minor (p. 115)
- Global Studies, B.A. (p. 116)
- Interdisciplinary Studies, B.A.I.S. (College of Arts and Sciences) (p. 121)
- Interdisciplinary Studies, B.S.I.S. (College of Arts and Sciences) (p. 123)
- Islamic World Studies Minor (p. 126)
- Jewish Studies Minor (p. 126)
- Latin American Studies Minor (p. 127)
- Law and Society Interdisciplinary Minor (p. 127)
- Linguistics Minor (p. 128)
- Medical Humanities and Culture Minor (p. 128)
- Medical Humanities Minor (p. 129)
- Renaissance Studies Minor (p. 130)
- Russian and Eurasian Studies Minor (p. 131)
- Southern Studies Minor (p. 131)
- Women’s and Gender Studies Minor (p. 131)
- Women’s and Gender Studies, B.A. (p. 131)

Courses
IDST 390 - Introduction to Interdisciplinary Inquiry (3 Credits)
A study of the history, philosophy, and theory of and modes of inquiry in interdisciplinary studies.

STEM 101 - Concepts and Connections: An Introduction to Science, Technology, Engineering and Mathematics (3 Credits)
This course introduces concepts, connections, and evolving relationships among the sciences engineering and mathematics to strengthen understanding of current ideas and applications of advancing technologies.

African American Studies Minor
A minor in the African American Studies Program strengthens an undergraduate degree in the College of Arts and Sciences by providing students with the interdisciplinary tools and resources to study the experiences of people of African descent and to evaluate black historical, cultural, social, economic and political developments in South Carolina, the South, the United States, and beyond. Our principal specializations include black political and social movements, African-American literature, comparative cultural anthropology, and health disparities. In addition, students will have the opportunity to select related courses in other disciplines (as approved by the program director and faculty advisors) in order to develop a more competitive and focused schedule that will prepare students for advanced graduate or professional study, and careers in education, politics, management, tourism, the arts, and more.

Minor Requirements (18 Hours)
Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 201</td>
<td>Introduction to African Studies: Social and Historical Foundations</td>
<td>3</td>
</tr>
<tr>
<td>AFAM 202</td>
<td>Introduction to African-American Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 6

Additional Courses (12 Hours)
- 3 hours of an AFAM course or other course pertinent to African American Studies numbered 200 and above as approved by program.
- 9 hours of AFAM courses or other courses pertinent to African American Studies numbered 300 and above as approved by program.

Note: No more than one Independent Study course (3 hours) may be applied to the minor. Independent Study requires the approval of the Director of African American Studies.

African American Studies, B.A.

Learning Outcomes
- Majors will learn the importance of the principal movements, pivotal figures, and conceptual ideas that shape the academic study of African American experiences. Students will acquire the tools for contextualizing the dynamic realities of race in America and for analyzing their social, political, and cultural implications.
- Majors will work across academic disciplines in the humanities and social sciences to synthesize the multiple roots and routes of intellectual inquiry within African American Studies. Students will interpret primary and secondary source material using both individual and collaborative methods of study.
- Students will develop as scholars and researchers in African American Studies through effective oral, written, and aesthetic forms of communication. Assignments will emphasize the tasks of rigorous scholarship, including: critical thinking, creative expression, precise writing, constructive discussions, and standards of professional engagement.

Admissions

Entrance Requirements
New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:
1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary...
Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

**Degree Requirements (120 hours)**

**Program of Study**

<table>
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<tr>
<th>Requirements</th>
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<tr>
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<tr>
<td>3. Program Requirements</td>
<td>28-43</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>30</td>
</tr>
</tbody>
</table>

**1. Carolina Core Requirements (32-44 hours)**

**CMW** – Effective, Engaged, and Persuasive Communication: Written (6 hours)  
*must be passed with a grade of C or higher*

- any CC-CMW courses (p. 742)

**ARP** – Analytical Reasoning and Problem Solving (6-8 hours)

- any CC-ARP courses (p. 742)

**SCI** – Scientific Literacy (8 hours)

- Two 4-credit hour CC-SCI (p. 742) laboratory science courses

**GFL** – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

- CC-GFL courses (p. 742)

*It is strongly recommended that students continue the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.*

**GHS** – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

- any CC-GHS course (p. 742)

**GSS** – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

- any CC-GSS course (p. 742)

**AIU** – Aesthetic and Interpretive Understanding (3 hours)

- any CC-AIU course (p. 742)

**CMS** – Effective, Engaged, and Persuasive Communication: Spoken Component ¹ (0-3 hours)

- any overlay or stand-alone CC-CMS course (p. 742)

**2. College Requirements (15-18 hours)**

**Foreign Language (0-3 hours)**

- only if needed to meet 122-level proficiency

**History (3 hours)**

The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:

- One Carolina Core GHS-approved course (p. 742) primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.
  or
- One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

**Social Science and Fine Arts or Humanities (12 hours)**

Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/)

- Three hours of Social Science
- Nine hours of Fine Arts or Humanities

**3. Program Requirements (28-43 hours)**

**Cognate or Minor (12-18 hours)**

**Cognate**

The cognate is intended to support the course work in the major. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor.

Courses offered by departments and programs that are acceptable for cognate credit are outlined in the section titled Courses Acceptable for Cognate Credit in Degree Programs in the College of Arts and Sciences. (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-cognate/)
**Minor**

In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the cognate. For Bachelor of Arts degrees, all cognate courses must be passed with a grade of C or higher. No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses may apply toward general education requirements in their major.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.

A list of minor programs of study can be found at Programs A-Z (p. 20).

**Electives (10-31 hours)**

No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

**4. Major Requirements (30 hours)**

*A minimum grade of C is required in all major courses*

**Major Courses (9 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 201</td>
<td>Introduction to African American Studies: Social and Historical Foundations</td>
<td>3</td>
</tr>
<tr>
<td>AFAM 202</td>
<td>Introduction to African-American Studies</td>
<td>3</td>
</tr>
<tr>
<td>AFAM 498</td>
<td>Seminar in African-American Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 9

**Major Electives (21 hours)**

- **Society and History** (6 hours)
  - Select two AFAM or discipline-based courses in social and historical topics (e.g., POLI, SOCY, PSYC, WGST, HIST, ANTH, RELG)

- **Arts and Culture** (6 hours)
  - Select two AFAM or discipline-based courses in arts and cultural topics (e.g., ENGL, CPLT, ANTH, FILM, THEA, DANC, LING)

- **Three Additional Courses** (9 hours)
  - Select three AFAM or discipline-based courses (300-level or above) organized around 1-2 subjects in consultation with advisor.

**Major Map**

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

---

### African American Studies, B.A.

**African Studies Minor**

**Minor Requirements (18 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select two courses from the following:</td>
<td>Credits</td>
</tr>
<tr>
<td>ECON 505</td>
<td>International Development Economics</td>
</tr>
<tr>
<td>FREN 453</td>
<td>Francophone Literatures and Cultures</td>
</tr>
<tr>
<td>GEOG 560</td>
<td>Source Materials for Geographic Instruction</td>
</tr>
<tr>
<td>HIST 351</td>
<td>Africa to 1800</td>
</tr>
<tr>
<td>HIST 352</td>
<td>Africa since 1800</td>
</tr>
<tr>
<td>POLI 380</td>
<td>Comparative Politics of Developing Countries</td>
</tr>
<tr>
<td>POLI 432</td>
<td>Nationalism and Ethnicity in World Politics</td>
</tr>
<tr>
<td>SWAH 121</td>
<td>Elementary Swahili</td>
</tr>
<tr>
<td>SWAH 122</td>
<td>Basic Proficiency in Swahili</td>
</tr>
</tbody>
</table>

Select one course from the following: 3 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARAB 121</td>
<td>Elementary Arabic</td>
</tr>
<tr>
<td>ARAB 122</td>
<td>Basic Proficiency in Arabic</td>
</tr>
<tr>
<td>ARAB 201</td>
<td>Intermediate Arabic</td>
</tr>
<tr>
<td>ARAB 202</td>
<td>Intermediate Arabic</td>
</tr>
<tr>
<td>ARAB 398</td>
<td>Selected Topics</td>
</tr>
<tr>
<td>ECON 505</td>
<td>International Development Economics</td>
</tr>
<tr>
<td>FREN 453</td>
<td>Francophone Literatures and Cultures</td>
</tr>
<tr>
<td>GEOG 560</td>
<td>International Development and the Environment</td>
</tr>
<tr>
<td>HIST 104</td>
<td>Introduction to the Civilization of the Islamic Middle East</td>
</tr>
<tr>
<td>HIST 348</td>
<td>North Africa from Colonialism to Revolution: 1830-1962</td>
</tr>
<tr>
<td>HIST 349</td>
<td>The Contemporary Middle East and North Africa</td>
</tr>
<tr>
<td>HIST 104</td>
<td>Introduction to the Civilization of the Islamic Middle East</td>
</tr>
</tbody>
</table>
Asian Studies Minor

Minor Requirements (18 Hours)

The minor in Asian Studies requires a minimum of 18 credit hours from the courses listed below or other related courses pre-approved by the director of the program. It must include courses from at least three groups listed below. Of the 18 hours, at least 12 must be 300-level or above. In addition, the student is encouraged to take courses in Chinese or Japanese. One 3-hour 200-level course in Chinese or Japanese can be counted towards the minor.
Global Studies, B.A.

Students at the University of South Carolina are living in an increasingly globalized context in which economic, social, environmental, and cultural transformations in one part of the world can affect all others. The Global Studies major is a flexible, interdisciplinary degree program that familiarizes students with the complex historical and contemporary relationships and processes that link together people and places. By focusing on themes relating to globalization, the major also encourages students to recognize and to appreciate the world’s diversity. To achieve this end, the major requires students to focus on a particular world region and to attain proficiency in a modern foreign language. The overall aim of the program is to foster in students a critical, global outlook that will allow them to engage with pressing global questions and to thrive in an interconnected world.

### Learning Outcomes

- Global Studies majors will employ a variety of disciplinary perspectives to demonstrate a critical understanding of global processes and the theories and concepts used to explain and interpret these processes.
- Global Studies majors will evaluate the interactions between global and local processes by selecting a world region for intensive study.
- Global Studies majors will demonstrate expertise in key global issues through courses in one of four thematic areas: Global Development and Sustainability; Global Health; Global Conflict and Security Studies; and Global Cultural Studies.
- Global Studies majors will demonstrate proficiency in a foreign language, allowing them to study, work, travel, and/or conduct research outside of the United States.
- Students will demonstrate their preparation for appropriate careers or graduate studies.

### Admissions

**Entrance Requirements**

New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on
the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

Degree Requirements (120 hours)

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>32-44</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>15-18</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>25-49</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>24-33</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (32-44 hours)

**CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)**

*must be passed with a grade of C or higher*

- any CC-CMW courses (p. 742)

**ARP – Analytical Reasoning and Problem Solving (6-8 hours)**

- any CC-ARP courses (p. 742)

Note: Global Studies students pursuing the Leadership in the Global Economy concentration must select either MATH 122 or MATH 141 as one of their ARP-approved courses. Prerequisites may be applied to degree requirements, where appropriate.

**SCI – Scientific Literacy (8 hours)**

Two 4-credit hour CC-SCI courses (p. 742)

**GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)**

- Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

CC-GFL courses (p. 742)

- It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

Note: Global Studies students must demonstrate proficiency in one modern foreign language, approved by the advisor, at the advanced level by completing 6 hours in language courses numbered 300 and above or the equivalent. Courses in that foreign language at the beginning or intermediate levels (100 or 200-levels), if needed as prerequisites, may be applied to Carolina Core or College requirements, where appropriate.

**GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)**

- any CC-GHS course (p. 742)

**GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)**

Select one from:

- ANTH 102
- GEOG 121
- GEOG 210
- LING 101
- POLI 101
- RELG 101

**AIU – Aesthetic and Interpretive Understanding (3 hours)**

- any CC-AIU course (p. 742)

**CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)**

- any overlay or stand-alone CC-CMS course (p. 742)

**INF – Information Literacy 1 (0-3 hours)**

- any overlay or stand-alone CC-INF course (p. 742)

**VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)**

- any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (15-18 hours)

**Foreign Language (0-3 hours)**

- only if needed to meet 122-level proficiency

Note: Global Studies students must demonstrate proficiency in one modern foreign language, approved by the advisor, at the advanced level by completing 6 hours in language courses numbered 300 and above or the equivalent. Courses in that foreign language at the beginning or
intermediate levels (100 or 200-levels), if needed as prerequisites, may be applied to Carolina Core or College requirements, where appropriate.

History (3 hours)
The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:

- One Carolina Core GHS-approved course (p. 742) primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.

or

- One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

Social Science and Fine Arts or Humanities (12 hours)
Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/) (9 hours of Fine Arts or Humanities)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 102</td>
<td>Understanding Other Cultures</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 121</td>
<td>Globalization and World Regions</td>
<td></td>
</tr>
<tr>
<td>GEOG 210</td>
<td>Peoples, Places, and Environments</td>
<td></td>
</tr>
<tr>
<td>LING 101</td>
<td>Linguistics 1: Introduction to Language</td>
<td></td>
</tr>
<tr>
<td>POLI 101</td>
<td>Introduction to Global Politics</td>
<td></td>
</tr>
<tr>
<td>RELG 101</td>
<td>Exploring Religion</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 3

Recommended Cognates:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 580</td>
<td>Culture and Identity in the African Diaspora</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 487</td>
<td>Community Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 308</td>
<td>Community Organization</td>
<td>3</td>
</tr>
<tr>
<td>WGST 381</td>
<td>Gender and Globalization</td>
<td>3</td>
</tr>
</tbody>
</table>

Sustainability

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 321</td>
<td>Sustainable Cities</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 331</td>
<td>Integrating Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 531</td>
<td>Sustainability Management and Leadership Strategies</td>
<td>3-4</td>
</tr>
<tr>
<td>PHIL 322</td>
<td>Environmental Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

Tourism and Management

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRTM 483</td>
<td>Tourism Economics</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 537</td>
<td>Multi-Cultural Dimensions of the Hospitality Industry</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 565</td>
<td>International Lodging Management</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 597</td>
<td>Global Travel and Tourism</td>
<td>3</td>
</tr>
</tbody>
</table>

1 Prerequisite: HRTM 280

Minor

In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.

A list of minor programs of study can be found at Programs A-Z (p. 20).
Electives (7-37 hours)
No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

4. Major Requirements (24-33 hours)
Selection of major courses must include at least one Carolina Core Integrative course: ANTH 355, ANTH 581, ENGL 437, ENGL 455, HRTM 482, LING 440, POLI 315, POLI 370, POLI 374, or a World Region course that is designated as Integrative.

Foreign Language (modern) (6 hours)
Two 300 or above level language courses

Global Theme or Concentration (6-19 hours)
Students must complete one theme or one concentration from the following lists. Special topics courses with appropriate content may be applied to the global theme or concentration requirement with approval of the advisor.

Global Themes (6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 208</td>
<td>Anthropology of Globalization and Development</td>
<td></td>
</tr>
<tr>
<td>ANTH 381</td>
<td>Gender and Globalization</td>
<td></td>
</tr>
<tr>
<td>ANTH 556</td>
<td>Language and Globalization</td>
<td></td>
</tr>
<tr>
<td>ANTH 569</td>
<td>International Development and the Environment</td>
<td></td>
</tr>
<tr>
<td>ANTH 581</td>
<td>Globalization and Cultural Questions</td>
<td></td>
</tr>
<tr>
<td>ECON 224</td>
<td>Introduction to Economics</td>
<td></td>
</tr>
<tr>
<td>ECON 548</td>
<td>Environmental Economics</td>
<td></td>
</tr>
<tr>
<td>ENVR 231</td>
<td>Introduction to Sustainability Management and Leadership</td>
<td></td>
</tr>
<tr>
<td>ENVR 295</td>
<td>Green Technology in Germany</td>
<td></td>
</tr>
<tr>
<td>ENVR 322</td>
<td>Environmental Ethics</td>
<td></td>
</tr>
<tr>
<td>ENVR 331</td>
<td>Integrating Sustainability</td>
<td></td>
</tr>
<tr>
<td>ENVR 548</td>
<td>Environmental Economics</td>
<td></td>
</tr>
<tr>
<td>GEOG 311</td>
<td>Cultural Geography</td>
<td></td>
</tr>
<tr>
<td>GEOG 313</td>
<td>Economic Geography</td>
<td></td>
</tr>
<tr>
<td>GEOG 347</td>
<td>Water as a Resource</td>
<td></td>
</tr>
<tr>
<td>GEOG 348</td>
<td>Biogeography</td>
<td></td>
</tr>
<tr>
<td>GEOG 512</td>
<td>Migration and Globalization</td>
<td></td>
</tr>
<tr>
<td>GEOG 568</td>
<td>Human Dimensions of Global Environmental Change</td>
<td></td>
</tr>
<tr>
<td>GEOG 569</td>
<td>International Development and the Environment</td>
<td></td>
</tr>
<tr>
<td>GEOG 581</td>
<td>Globalization and Cultural Questions</td>
<td></td>
</tr>
<tr>
<td>GERM 295</td>
<td>Green Technology in Germany</td>
<td></td>
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<tr>
<td>HIST 360</td>
<td>Into the Wild: Global Conservation since 1800</td>
<td></td>
</tr>
<tr>
<td>HIST 448</td>
<td>American Environmental History</td>
<td></td>
</tr>
<tr>
<td>HRTM 280</td>
<td>Foundations of Tourism</td>
<td></td>
</tr>
<tr>
<td>HRTM 383</td>
<td>Ecotourism</td>
<td></td>
</tr>
<tr>
<td>HRTM 482</td>
<td>Sustainable Tourism Planning and Policy</td>
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<tr>
<td>HRTM 597</td>
<td>Global Travel and Tourism</td>
<td></td>
</tr>
<tr>
<td>LING 556</td>
<td>Language and Globalization</td>
<td></td>
</tr>
<tr>
<td>PHIL 322</td>
<td>Environmental Ethics</td>
<td></td>
</tr>
<tr>
<td>POLI 380</td>
<td>Comparative Politics of Developing Countries</td>
<td></td>
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<tr>
<td>POLI 433</td>
<td>Economic Aspects of International Politics</td>
<td></td>
</tr>
<tr>
<td>RETL 485</td>
<td>Multi-National Retailing</td>
<td></td>
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<tr>
<td>RETL 592</td>
<td>Retailing/Fashion Merchandising Field Study</td>
<td></td>
</tr>
<tr>
<td>SOCY 315</td>
<td>Global Population Issues</td>
<td></td>
</tr>
<tr>
<td>WGST 381</td>
<td>Gender and Globalization</td>
<td></td>
</tr>
<tr>
<td>WGST 388</td>
<td>Gender and Globalization</td>
<td></td>
</tr>
</tbody>
</table>

Global Health Studies:
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 365</td>
<td>Medical Experimentation and the Black Body</td>
</tr>
<tr>
<td>ANTH 204</td>
<td>Plagues Past and Present</td>
</tr>
<tr>
<td>ANTH 263</td>
<td>Medical Experimentation and the Black Body</td>
</tr>
<tr>
<td>ANTH 388</td>
<td>Cultures, Pregnancy, and Birth</td>
</tr>
<tr>
<td>ANTH 551</td>
<td>Medical Anthropology: Fieldwork</td>
</tr>
<tr>
<td>ANTH 552</td>
<td>Medical Anthropology</td>
</tr>
<tr>
<td>ANTH 565</td>
<td>Health and Disease in the Past</td>
</tr>
<tr>
<td>ENHS 321</td>
<td>Environmental Pollution and Health</td>
</tr>
<tr>
<td>ENHS 323</td>
<td>Global Environmental Health</td>
</tr>
<tr>
<td>ENVR 321</td>
<td>Environmental Pollution and Health</td>
</tr>
<tr>
<td>ENVR 323</td>
<td>Global Environmental Health</td>
</tr>
<tr>
<td>EPID 410</td>
<td>Principles of Epidemiology</td>
</tr>
<tr>
<td>HPEB 470</td>
<td>Principles of Global Health</td>
</tr>
<tr>
<td>HPEB 551</td>
<td>Medical Anthropology: Field Work</td>
</tr>
<tr>
<td>HPEB 552</td>
<td>Medical Anthropology</td>
</tr>
<tr>
<td>HPEB 621</td>
<td>Maternal and Child Health</td>
</tr>
<tr>
<td>HPEB 684</td>
<td>HIV/STI Prevention</td>
</tr>
<tr>
<td>RELG 473</td>
<td>Religions, Medicines, and Healing</td>
</tr>
<tr>
<td>SOCY 360</td>
<td>Sociology of Medicine and Health</td>
</tr>
<tr>
<td>SOWK 307</td>
<td>International Social Work and Social Justice</td>
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<tr>
<td>WGST 113</td>
<td>Women’s Health</td>
</tr>
<tr>
<td>WGST 388</td>
<td>Cultures, Pregnancy, and Birth</td>
</tr>
<tr>
<td>WGST 621</td>
<td>Maternal and Child Health</td>
</tr>
</tbody>
</table>

Global Conflict and Security Studies:
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 353</td>
<td>Anthropology of Law and Conflict</td>
</tr>
<tr>
<td>ANTH 535</td>
<td>Conflict Archaeology</td>
</tr>
<tr>
<td>ARMY 406</td>
<td>American Military Experience</td>
</tr>
<tr>
<td>GEOG 330</td>
<td>The Geography of Disasters</td>
</tr>
<tr>
<td>GEOG 530</td>
<td>Environmental Hazards</td>
</tr>
<tr>
<td>HIST 335</td>
<td>The History of Modern Russia and the Soviet Union</td>
</tr>
<tr>
<td>HIST 338</td>
<td>Modern Germany</td>
</tr>
<tr>
<td>HIST 347</td>
<td>The Middle East in Modern Times</td>
</tr>
<tr>
<td>HIST 352</td>
<td>Africa since 1800</td>
</tr>
<tr>
<td>HIST 354</td>
<td>Modern East Asia</td>
</tr>
<tr>
<td>HIST 356</td>
<td>China Since 1949</td>
</tr>
<tr>
<td>HIST 358</td>
<td>Japan since 1800</td>
</tr>
<tr>
<td>HIST 374</td>
<td>Nationalism: Myth and Reality</td>
</tr>
<tr>
<td>HIST 376</td>
<td>War and European Society, 1914-1945</td>
</tr>
<tr>
<td>HIST 396</td>
<td>Evolution of Warfare I</td>
</tr>
<tr>
<td>HIST 397</td>
<td>Evolution of Warfare II</td>
</tr>
<tr>
<td>HIST 406</td>
<td>The United States and a World at War, 1917-1945</td>
</tr>
</tbody>
</table>
HIST 407 United States History Since 1945
HIST 421 Modern Latin America
HIST 465 American Diplomatic History
HIST 466 American Diplomatic History
HIST 468 American Military Experience
LASP 342 Modern Latin America
LING 240 Language Conflict and Language Rights
POLI 330 International Organization
POLI 340 The Conduct and Formulation of United States Foreign Policy
POLI 341 Contemporary United States Foreign Policy
POLI 342 National Security Policies of the United States
POLI 383 Genocide: A Comparative Perspective
POLI 416 Revolution and Political Violence
POLI 417 Theories of War in International Relations
POLI 420 International Law
POLI 421 Law and Contemporary International Problems
POLI 432 Nationalism and Ethnicity in World Politics
POLI 442 Globalization and Security

Global Cultural Studies:
AFAM 202 Introduction to African-American Studies
ANTH 355 Language, Culture, and Society
ANTH 381 Gender and Globalization
ANTH 553 Anthropological Approaches to Narrative and Performance
ANTH 556 Language and Globalization
ANTH 581 Globalization and Cultural Questions
ARTH 335 History of 20th Century Art
CHIN 335 Women in China
CPLT 270 World Literature
CPLT 301 Great Books of the Western World I
CPLT 302 Great Books of the Western World II
CPLT 303 Great Books of the Eastern World
EDUC 360 Global and Multicultural Perspectives on Education in International Settings
ENGL 270 World Literature
ENGL 390 Great Books of the Western World I
ENGL 391 Great Books of the Western World II
ENGL 392 Great Books of the Eastern World
ENGL 437 Women Writers
ENGL 455 Language in Society
FAMS 240 Film and Media Analysis
FAMS 300 Film and Media History
FREN 397 The French Film Experience
GEOG 311 Cultural Geography
GEOG 581 Globalization and Cultural Questions
GERM 280 German Culture and Civilization
GERM 518 German Sociolinguistics
LING 340 Language, Culture, and Society
LING 440 Language in Society
LING 545 Anthropological Approaches to Narrative and Performance
LING 548 German Sociolinguistics

HIST 465 American Diplomatic History
HIST 466 American Diplomatic History
HIST 468 American Military Experience
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POLI 330 International Organization
POLI 340 The Conduct and Formulation of United States Foreign Policy
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CPLT 302 Great Books of the Western World II
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ENGL 391 Great Books of the Western World II
ENGL 392 Great Books of the Eastern World
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GEOG 581 Globalization and Cultural Questions
GERM 280 German Culture and Civilization
GERM 518 German Sociolinguistics
LING 340 Language, Culture, and Society
LING 440 Language in Society
LING 545 Anthropological Approaches to Narrative and Performance
LING 548 German Sociolinguistics

REL 333 Sex, Gender, and Religion
REL 471 Interfaith Dialogues in the 21st Century
WGST 381 Gender and Globalization
WGST 437 Women Writers

Total Credit Hours 6

Global Concentrations (12-19 hours)
Courses selected to fulfill one of the following concentrations:

Leadership in the Global Economy (15-19 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 222</td>
<td>Survey of Accounting</td>
<td>3-6</td>
</tr>
<tr>
<td>RETL 261 &amp; 262</td>
<td>Principles of Accounting I and Principles of Accounting II</td>
<td></td>
</tr>
</tbody>
</table>

Required Courses
Select one course from four of the following categories: 12-13

Environmental Studies:
ENVR 322 Environmental Ethics
ENVR 531 Sustainability Management and Leadership Strategies
ENVR 548 Environmental Economics

Geography:
GEOG 311 Cultural Geography
GEOG 312 Geography and Global Geopolitics
GEOG 313 Economic Geography
GEOG 569 International Development and the Environment
GEOG 581 Globalization and Cultural Questions

Management:
MGMT 403 Leadership in Organizations

Music:
MUSC 403 Music & Arts Entrepreneurship
MUSC 582 Music and Money

Philosophy:
PHIL 320 Ethics
PHIL 322 Environmental Ethics
PHIL 323 Ethics of Science and Technology
PHIL 324 Business Ethics

Political Science:
POLI 315 International Relations
POLI 330 International Organization
POLI 370 Introduction to Public Administration
POLI 371 Politics of Taxing and Spending
POLI 373 Regulatory Policies
POLI 374 Public Policy
POLI 433 Economic Aspects of International Politics

Library and Information Science:
SLIS 315 Information Policy
SLIS 410 Knowledge Management
SLIS 440 Competitive Intelligence
World Region (9 hours)

Three courses selected from one of the following area studies groups. See entries for minors in these areas in the undergraduate Bulletin for lists of approved courses. Special topics courses with appropriate content may be applied to the world region requirements with approval of the advisor.

- African Studies
- Asian Studies
- European Studies
- Middle East and North Africa (Islamic World Studies)
- Latin American Studies
- Russian and Eurasian Studies

Major Electives (0-3 hours)

One course from any of the approved global theme, global concentration, or world region courses. Students completing a concentration are exempt from this requirement.

Note: Students are strongly encouraged to spend a period of time overseas, preferably in a country where they can develop their language skills. Participating in a study abroad program or an overseas work experience are two ways to gain an international experience. A period of a semester or full year is most beneficial. Approved study abroad courses may apply to some Global Studies major requirements, with permission of the advisor and the College.

Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Degree Requirements (120 hours)

1. Carolina Core Requirements (32-44 hours)

   CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)
   must be passed with a grade of C or higher
   - any CC-CMW courses (http://www.sc.edu/about/offices_/undergraduate/carolina-core-courses/and_divisions/provost/academicpriorities/undergradstudies/carolinacore/courses/foundational-courses.php?search=CMW)

   ARP – Analytical Reasoning and Problem Solving (6-8 hours)
   - any CC-ARP courses (p. 742)

   SCI – Scientific Literacy (8 hours)
   - Two 4-credit hour CC-SCI courses (p. 742)
GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)
Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.
• CC-GFL courses (p. 742)

It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)
• any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)
• any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)
• any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)
• any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy 1 (0-3 hours)
• any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)
• any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements — Overlay-approvable courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (15-18 hours)
Foreign Language (0-3 hours)
• only if needed to meet 122-level proficiency

History (3 hours)
The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:
• One Carolina Core GHS-approved course (p. 742) primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.

Social Science and Fine Arts or Humanities (12 hours)
Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/)
• Three hours of Social Science
• Nine hours of Fine Arts or Humanities

3. Program Requirements (22-37 hours)
Cognate or Minor (12-18 hours)
Cognate
The cognate is intended to support the course work in the major. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor.

Courses offered by departments and programs that are acceptable for cognate credit are outlined in the section titled Courses Acceptable for Cognate Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-cognate/).

For cognate course offerings in other colleges, consult the appropriate sections of this bulletin. Some major programs have specific cognate requirements.

It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the major advisor as being related to the major field of study. Students are urged to consult their major advisors for specific requirements in their major.

Courses applied toward general education requirements cannot be counted toward the cognate.

For Bachelor of Arts degrees, all cognate courses must be passed with a grade of C or higher.

Minor
In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured
The following procedures shall be followed in designing a program of interdisciplinary studies program requirement. A minimum grade of C is required in all major courses.

Each student must complete a program of studies designed by an interdisciplinary program committee appointed by the College Academic Affairs and Advising Office. The program shall include a minimum of 36 semester hours of credit in major eligible courses in two or more fields. No course submitted in fulfillment of the general education requirements may be included in the program requirements. A maximum of 15 semester hours of independent study courses may be applied to the interdisciplinary studies program requirement.

Procedure

The following procedures shall be followed in designing a program of interdisciplinary studies:

- The candidate shall apply to the College Academic Affairs and Advising Office for declaration of an interdisciplinary studies program.
- The candidate must submit to the College Academic Affairs and Advising Office a written statement of goals concerning a potential interdisciplinary studies program.
- The College Academic Affairs and Advising Office will help the candidate formulate an interdisciplinary program committee, which shall consist of faculty members from the student’s areas of interdisciplinary interest. The members of the interdisciplinary program committee shall be appointed by the College Academic Affairs and Advising Office, who will designate one member as chair and as the student’s academic advisor.
- The interdisciplinary program committee shall meet with the student and prepare a program of studies leading to the Bachelor of Arts in Interdisciplinary Studies. This program shall include a written justification for the specific program of studies designed with the student. The program of study must be approved by the committee prior to the completion of 75 hours. The committee and College Academic Affairs and Advising Office must approve any subsequent changes in the student’s program.
- The candidate’s academic advisor shall advise the student each semester and shall sign the necessary registration and other advisor’s forms. Advising shall adhere to the student’s approved program of studies. The academic advisor shall consult with the interdisciplinary program committee for approval should deviation from the original program become necessary or advisable. All changes shall be registered with the College Academic Affairs and Advising Office.

Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Interdisciplinary Studies, B.A.I.S.

Interdisciplinary Studies, B.S.I.S. (College of Arts and Sciences)

Learning Outcomes

• Students will identify interdisciplinary approaches to scholarship through thematic or problem-focused study. They will demonstrate the ability to use information, concepts, analytical approaches, and methods involved in at least two related fields.

• Students in the BAIS and BSIS programs will synthesize a personalized set of outcomes and independently work towards achieving them.

• Students in the BAIS or BSIS program will be admitted to graduate/professional school or will be hired in entry-level positions in their fields within three (3) years of graduation.

Admissions

Entrance Requirements

New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.
Degree Requirements (120 hours)

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>34-46</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>15-18</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>20-35</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>36</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (34-46 hours)

**CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)**

*must be passed with a grade of C or higher*

- any CC-CMW courses (p. 742)

**ARP – Analytical Reasoning and Problem Solving (6-8 hours)**

- MATH 141 or MATH 122
- MATH 142 or MATH 170 or MATH 172

**SCI – Scientific Literacy (8 hours)**

- Two 4-credit hour CC-SCI courses (p. 742)

**GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)**

Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

- CC-GFL courses (p. 742)

It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

**GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)**

- any CC-GHS course (p. 742)

**GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)**

- any CC-GSS course (p. 742)

**AIU – Aesthetic and Interpretive Understanding (3 hours)**

- any CC-AIU course (p. 742)

**CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)**

- any overlay or stand-alone CC-CMS course (p. 742)

**INF – Information Literacy 1 (0-3 hours)**

- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)

- any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements

Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (15-18 hours)

**Foreign Language (0-3 hours)**

- only if needed to meet 122-level proficiency

Analytical Reasoning (6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>STAT 201</td>
<td>Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 102</td>
<td>General Applications Programming</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 6

History (3 hours)

The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:

- One Carolina Core GHS-approved course (p. 742) primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.
- One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

Social Science and Fine Arts or Humanities (6 hours)

Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/)

- Three hours of Social Science
- Three hours of Fine Arts or Humanities

3. Program Requirements (20-35 hours)

Cognate or Minor (12-18 hours)

Cognate

The cognate is intended to support the course work in the major. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor.

Courses offered by departments and programs that are acceptable for cognate credit are outlined in the section titled Courses Acceptable for
Cognate Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-cognate/).

For cognate course offerings in other colleges, consult the appropriate sections of this bulletin. Some major programs have specific cognate requirements.

It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the major advisor as being related to the major field of study. Students are urged to consult their major advisors for specific requirements in their major.

Courses applied toward general education requirements cannot be counted toward the cognate.

For Bachelor of Science degrees, grades of D are acceptable for completion of the cognate requirement, except where restricted by the major program.

**Minor**
In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.

A list of minor programs of study can be found at Programs A-Z (p. 20).

**Electives (2-23 hours)**
No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

4. **Major Requirements (36 hours)**

A minimum grade of C is required in all major courses.

Each student must complete a program of studies designed by an interdisciplinary program committee appointed by the College Academic Affairs and Advising Office. The program shall include a minimum of 36 semester hours of credit in major eligible courses in two or more fields. No course submitted in fulfillment of the general education requirements may be included in the program requirements. A maximum of 15 semester hours of independent study courses may be applied to the interdisciplinary studies program requirement.

**Procedure**
The following procedures shall be followed in designing a program of interdisciplinary studies:

- The candidate shall apply to the College Academic Affairs and Advising Office for declaration of an interdisciplinary studies program.
- The candidate must submit to the College Academic Affairs and Advising Office a written statement of goals concerning a potential interdisciplinary studies program.
- The College Academic Affairs and Advising Office will help the candidate formulate an interdisciplinary program committee, which shall consist of faculty members from the student’s areas of interdisciplinary interest. The members of the interdisciplinary program committee shall be appointed by the College Academic Affairs and Advising Office, who will designate one member as chair and as the student’s academic advisor.
- The interdisciplinary program committee shall meet with the student and prepare a program of studies leading to the Bachelor of Arts in Interdisciplinary Studies. This program shall include a written justification for the specific program of studies designed with the student. The program of study must be approved by the committee prior to the completion of 75 hours. The committee and College Academic Affairs and Advising Office must approve any subsequent changes in the student’s program.
- The candidate's academic advisor shall advise the student each semester and shall sign the necessary registration and other advisor’s forms. Advising shall adhere to the student’s approved program of studies. The academic advisor shall consult with the interdisciplinary program committee for approval should deviation from the original program become necessary or advisable. All changes shall be registered with the College Academic Affairs and Advising Office.

**Bachelor of Science in Interdisciplinary Studies Degree After Completion of One Year of Medical or Dental School**
Upon application to the College Academic Affairs and Advising Office, a student who has completed 90 hours or more of degree-applicable undergraduate work at the University of South Carolina (with the last 30 hours in residence at the University) with a grade point average of 2.00 or higher, will be granted the BSIS degree provided the following:

- The applicant has satisfied all graduation requirements for the BSIS degree in the College of Arts and Sciences, except for the final 30 hours.
- The applicant has not applied these University of South Carolina credits to obtaining a baccalaureate degree from any institution.
- The applicant submits documents from an accredited medical or dental school demonstrating satisfactory completion of the first year of study leading to a post-baccalaureate degree.
- The applicant has the program of study approved by the College Academic Affairs and Advising Office.
- The College Academic Affairs and Advising Office certifies that the requirements prescribed for the degree have been met.

Interested students enrolled at the University should consult the College Academic Affairs and Advising Office for details concerning this option.
### Islamic World Studies Minor

**Minor Requirements (18 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 237</td>
<td>Cultures of Islam</td>
<td></td>
</tr>
<tr>
<td>ANTH 238</td>
<td>Middle Eastern Cultures</td>
<td></td>
</tr>
<tr>
<td>ANTH 240</td>
<td>Southeast Asian Cultures</td>
<td></td>
</tr>
<tr>
<td>ANTH 241</td>
<td>History and Transformations in Islamic Cultures</td>
<td></td>
</tr>
<tr>
<td>ARAB 201</td>
<td>Intermediate Arabic</td>
<td></td>
</tr>
<tr>
<td>ARAB 202</td>
<td>Intermediate Arabic</td>
<td></td>
</tr>
<tr>
<td>ARAB 280</td>
<td>Introduction to Modern Arab Culture</td>
<td></td>
</tr>
<tr>
<td>ARAB 301</td>
<td>Advanced Arabic Language I</td>
<td></td>
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<tr>
<td>ARAB 302</td>
<td>Advanced Arabic Language II</td>
<td></td>
</tr>
<tr>
<td>ARAB 310</td>
<td>Conversational Arabic</td>
<td></td>
</tr>
<tr>
<td>ARAB 320</td>
<td>Introduction to Modern Arab Literature in Translation</td>
<td></td>
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<tr>
<td>ARAB 398</td>
<td>Selected Topics</td>
<td></td>
</tr>
<tr>
<td>FREN 453</td>
<td>Francophone Literatures and Cultures</td>
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<tr>
<td>GEOG 226</td>
<td>Geography of the Middle East</td>
<td></td>
</tr>
<tr>
<td>HIST 104</td>
<td>Introduction to the Civilization of the Islamic Middle East</td>
<td></td>
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<tr>
<td>HIST 327</td>
<td>The Crusades</td>
<td></td>
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<tr>
<td>HIST 347</td>
<td>The Middle East in Modern Times</td>
<td></td>
</tr>
<tr>
<td>HIST 348</td>
<td>North Africa from Colonialism to Revolution: 1830-1962</td>
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<tr>
<td>HIST 349</td>
<td>The Contemporary Middle East and North Africa</td>
<td></td>
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<tr>
<td>HIST 365</td>
<td>East Africa and the Indian Ocean World</td>
<td></td>
</tr>
<tr>
<td>RELG 369</td>
<td>Islamic Law</td>
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</tbody>
</table>

**Total Credit Hours**: 6

Select two of the following:

- ANTH 237 Cultures of Islam
- ANTH 238 Middle Eastern Cultures
- GEOG 226 Geography of the Middle East
- HIST 104 Introduction to the Civilization of the Islamic Middle East
- RELG 250 Introduction to Islam

**Total Credit Hours**: 12

### Electives (12 Hours)

Select four of the following:

- HIST 386 Islamic Institutions and Traditions
- HIST 562 The Middle East and the United States: 1800 to the Present
- HIST 389 Science, Magic and Religion
- IBUS 428 Islamic Economics and Finance
- JSTU 387 Jews and Muslims
- POLI 103
- POLI 449 International Relations of the Middle East
- RELG 250 Introduction to Islam
- RELG 358 The Qur’an and Hadith
- RELG 359 Islamic Theology and Philosophical Thought
- RELG 367 Sufism
- RELG 387 Jews and Muslims

**Total Credit Hours**: 12

1. Course choices must include at least one of the listed courses in Religious Studies unless taken to fulfill other degree requirements.

Note: ARAB 121 and ARAB 122 are recommended as choices for the foreign language requirement. Students may apply credits from special topics courses offered by any Arts and Sciences department toward the Islamic World Studies minor. To count toward the minor, the majority of material covered in a special topics course must relate to Islam, Muslim populations, and/or Islamic World contexts. Approval of special topics courses is at the discretion of the Program Director.

### Jewish Studies Minor

**Minor Requirements**

A total of 18 credit hours in Jewish Studies courses is required in the following categories for a Jewish Studies Minor degree.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JSTU 381</td>
<td>Jewish History I: Late Antiquity to 1500</td>
<td>3</td>
</tr>
<tr>
<td>or JSTU 382</td>
<td>Jewish History II: 1500 to the Present</td>
<td></td>
</tr>
</tbody>
</table>

Select five courses selected from the following list of program electives:

- HEBR 121 Elementary Hebrew
- HEBR 122 Basic Proficiency in Hebrew
- HEBR 201 Intermediate Hebrew
- JSTU 230 Introduction to Judaism
- JSTU 301 Hebrew Bible (Old Testament)
- JSTU 373 Literature and Film of the Holocaust
- JSTU 381 Jewish History I: Late Antiquity to 1500
- JSTU 382 Jewish History II: 1500 to the Present
- JSTU 387 Jews and Muslims
- JSTU 475 Visions of Apocalypse
- JSTU 491 Special Topics in Jewish Studies

**Total Credit Hours**: 18
Latin American Studies Minor

Minor Requirements (18 Hours)

The interdisciplinary minor in Latin American Studies requires a minimum of 18 credit hours. Because LASP is an interdisciplinary program, we encourage students to take LASP courses offered in the academic disciplines of history, political science, anthropology, geography, literature and languages, and additional areas as they are offered. Coursework in at least two disciplines is required for the minor. Students pursuing the minor in Latin American Studies are required to select Spanish or Portuguese as their language of study, and they must complete at least one 3-hour course at the 200-level in that language. The 200-level course (or equivalent demonstration of language proficiency) is considered a prerequisite for the minor and will not count as part of the 18 hours. Examples of courses offered regularly that could be taken by students minoring in LASP are listed below. In addition to these, there are often Special Topics courses appearing on the course schedule as sections of LASP 398.

Suggested Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LASP 311</td>
<td>Latin American Cultures</td>
<td>3</td>
</tr>
<tr>
<td>LASP 322</td>
<td>Mesoamerican Prehistory</td>
<td>3</td>
</tr>
<tr>
<td>LASP 331</td>
<td>Geography of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>LASP 342</td>
<td>Modern Latin America</td>
<td>3</td>
</tr>
<tr>
<td>LASP 351</td>
<td>Politics and Governments of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>LASP 361</td>
<td>Spanish American Civilization</td>
<td>3</td>
</tr>
<tr>
<td>LASP 371</td>
<td>Literary Tendencies and Masterpieces of Spanish America</td>
<td>3</td>
</tr>
<tr>
<td>LASP 451</td>
<td>International Relations of Latin America</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: Courses pertinent to Latin American Studies but not listed as LASP courses may be approved for credit in the minor, if appropriate, by the LASP Director.

Law and Society Interdisciplinary Minor

Minor Requirements (18 hours)

The Law and Society minor consists of 18 credit hours or 6 courses.

- Two courses (6 hours) must be chosen from offerings listed under “Foundational Courses” (Group A).
- Four Courses (12 hours) must be chosen from offerings listed under “Specialized Courses” (Group B)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 102</td>
<td>Understanding Other Cultures</td>
<td>6</td>
</tr>
<tr>
<td>ANTH 230</td>
<td>Diversity in the United States</td>
<td></td>
</tr>
<tr>
<td>ECON 224</td>
<td>Introduction to Economics</td>
<td></td>
</tr>
<tr>
<td>HIST 201</td>
<td>American Founding Documents</td>
<td></td>
</tr>
<tr>
<td>PHIL 101</td>
<td>Special Topics in Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHIL 102</td>
<td>Introduction to Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHIL 103</td>
<td>Special Topics in Ethics and Values</td>
<td></td>
</tr>
</tbody>
</table>

Group A: Foundational

Select two of the following: 12

PHIL 114  Introduction to Formal Logic I
PHIL 115  Introduction to Formal Logic II
PHIL 211  Contemporary Moral Issues
PHIL 212  Images of the Human Person
PHIL 213  Communicating Moral Issues
POLI 109  Controversies in Public Policy
POLI 201  American National Government
POLI 202  Policies and Functions of American Government
SPCH 140  Public Communication
SPCH 213  Communicating Moral Issues
SPCH 260  Argumentation and Debate

Group B: Specialized

Select four of the following:

ACCT 324  Survey of Commercial Law
ANTH 353  Anthropology of Law and Conflict
ECON 508  Law and Economics
ENGL 340  Literature and Law
ENGL 387  Introduction to Rhetoric
ENGL 462  Technical Writing
ENGL 463  Business Writing
FAMS 308  Global Media Industries
GEOG 515  Political Geography
GLST 308  Global Media Industries
HIST 469  Constitutional History of the United States
HIST 470  Constitutional History of the United States
HRTM 357  Hotel and Restaurant Law
HRTM 382  Travel and Tourism Law
JOUR 303  Law and Ethics of Mass Communications
MGMT 407  Corporate Social Responsibility and Stakeholder Management
PHIL 320  Ethics
PHIL 330  Social and Political Philosophy
PHIL 331  Crime and Justice
PHIL 329  Law and Religion
PHIL 352  Freedom and Human Action
POLI 300  Social and Political Philosophy
POLI 302  Classical and Medieval Political Theory
POLI 303  Modern Political Theory
POLI 304  Contemporary Political Theory
POLI 352  Gender and Politics
POLI 420  International Law
POLI 421  Law and Contemporary International Problems
POLI 450  Constitutional Law
POLI 451  Constitutional Law
POLI 452  The Judicial Process
POLI 453  Moot Court and Legal Research
POLI 454  Women and the Law
POLI 554  Law and Society
RELG 339  Law and Religious Traditions
RETL 525  Legal Aspects of Entrepreneurship and E-Commerce
RETL 530  Fashion and the Law
SLIS 315 | Information Policy
SLIS 415 | Social Informatics
SOCY 309 | An Introduction to Social Inequality
SOCY 340 | Introduction to Social Problems
SOCY 507 | Sociology of Social Control
SOCY 540 | Sociology of Law
SPCH 331 | Organizational Communication
SPCH 380 | Persuasive Communication
SPCH 387 | Introduction to Rhetoric
SPCH 448 | Contemporary Political Rhetoric
SPCH 543 | Communication, Law, and Society
SPTE 240 | Business Law
SPTE 320 | Sport and the Law
SPTE 342 | Sport and Entertainment Contracts and Negotiations
SPTE 402 | Entertainment and the Law
WGST 352 | Gender and Politics
WGST 454 | Women and the Law

Total Credit Hours | 18

Note: Departmental or Honors College special topics courses focused on law and society may satisfy minor requirements in either Group A or B, provided that the course substitutions are pre-approved by the office of the Dean of Undergraduate Student Affairs and Advising in Flinn Hall in consultation with faculty content experts; bring a syllabus for the course you want pre-approved. Appeals to register in pre-approved honors college courses should be directed to the Honors College.

Linguistics Minor

Minor Requirements (18 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LING 300</td>
<td>Introduction to Language Sciences</td>
<td></td>
</tr>
<tr>
<td>LING 301</td>
<td>The English Language</td>
<td></td>
</tr>
</tbody>
</table>

Electives

Complete 5 additional LING courses | 15

Total Credit Hours | 18

Medical Humanities and Culture Minor

Minor Requirements

The minor in Medical Humanities and Culture consists of 18 credit hours or 6 classes.

- **Two-four courses (6-12 credit hours)** must be chosen from offerings in the humanities (Group A); if two humanities courses (6 hours) are chosen, then 12 hours must be chosen from the social sciences, so that the student takes the requisite 18 hours total.
- **Two-four courses (6-12 credit hours)** must be chosen from offerings in the social sciences (Group B); if two social sciences courses (6 hours) are chosen, then four courses (12 hours) must be chosen in the humanities, so that the student takes the requisite 18 hours total.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group A: Humanities</strong></td>
<td></td>
<td>6-12</td>
</tr>
<tr>
<td>ARTH 333</td>
<td>Art, Anatomy, and Medicine, 1700-Present</td>
<td></td>
</tr>
<tr>
<td>CLAS 230</td>
<td>Medical and Scientific Terminology</td>
<td></td>
</tr>
<tr>
<td>CLAS 360</td>
<td>Classical Origins of Western Medical Ethics</td>
<td></td>
</tr>
<tr>
<td>ENGL 341</td>
<td>Literature and Medicine</td>
<td></td>
</tr>
<tr>
<td>HIST 393</td>
<td>Making Modern Science: The Life Sciences</td>
<td></td>
</tr>
<tr>
<td>HIST 451</td>
<td>The History of American Medicine</td>
<td></td>
</tr>
<tr>
<td>HIST 452</td>
<td>The History of Science in America</td>
<td></td>
</tr>
<tr>
<td>JOUR 507</td>
<td>Communicating Science, Health and the Environment</td>
<td></td>
</tr>
<tr>
<td>PHIL 312</td>
<td>Classical Origins of Western Medical Ethics</td>
<td></td>
</tr>
<tr>
<td>PHIL 321</td>
<td>Medical Ethics</td>
<td></td>
</tr>
<tr>
<td>PHIL 323</td>
<td>Ethics of Science and Technology</td>
<td></td>
</tr>
<tr>
<td>PHIL 360</td>
<td>History and Philosophy of Science</td>
<td></td>
</tr>
<tr>
<td>PHIL 362</td>
<td>Philosophy of Research Design in Science and Medicine</td>
<td></td>
</tr>
<tr>
<td>PHIL 512</td>
<td>Philosophy of Science</td>
<td></td>
</tr>
<tr>
<td>PHIL 550</td>
<td>Health Care Ethics</td>
<td></td>
</tr>
<tr>
<td>PHIL 598</td>
<td>Readings in Philosophy</td>
<td></td>
</tr>
<tr>
<td>RELG 473</td>
<td>Religions, Medicines, and Healing</td>
<td></td>
</tr>
<tr>
<td>SPAN 360</td>
<td>Spanish for Healthcare Professionals</td>
<td></td>
</tr>
<tr>
<td>THEA 554</td>
<td>Performing Arts Safety</td>
<td></td>
</tr>
</tbody>
</table>

**Group B: Social Sciences**

Select two-four of the following: 6-12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 204</td>
<td>Plagues Past and Present</td>
</tr>
<tr>
<td>ANTH 208</td>
<td>Anthropology of Globalization and Development</td>
</tr>
<tr>
<td>ANTH 212</td>
<td>Food and Culture</td>
</tr>
<tr>
<td>ANTH 221</td>
<td>Forensics of Sherlock Holmes</td>
</tr>
<tr>
<td>ANTH 262</td>
<td>Basic Forensic Anthropology</td>
</tr>
<tr>
<td>ANTH 263</td>
<td>Medical Experimentation and the Black Body</td>
</tr>
<tr>
<td>ANTH 366</td>
<td>Medicine, Disease and Slavery</td>
</tr>
<tr>
<td>ANTH 388</td>
<td>Cultures, Pregnancy, and Birth</td>
</tr>
<tr>
<td>ANTH 551</td>
<td>Medical Anthropology: Fieldwork</td>
</tr>
<tr>
<td>ANTH 552</td>
<td>Medical Anthropology</td>
</tr>
<tr>
<td>ANTH 557</td>
<td>Psychological Anthropology</td>
</tr>
<tr>
<td>ANTH 565</td>
<td>Health and Disease in the Past</td>
</tr>
<tr>
<td>ECON 531</td>
<td>Health Economics</td>
</tr>
<tr>
<td>ENHS 323</td>
<td>Global Environmental Health</td>
</tr>
<tr>
<td>ENHS 324</td>
<td>Environment and Obesity</td>
</tr>
<tr>
<td>ENHS 660</td>
<td>Concepts of Environmental Health Science</td>
</tr>
<tr>
<td>ENVR 323</td>
<td>Global Environmental Health</td>
</tr>
<tr>
<td>HPEB 511</td>
<td>Health Problems in a Changing Society</td>
</tr>
<tr>
<td>HPEB 512</td>
<td>Southern Discomfort: Public Health in the American South</td>
</tr>
<tr>
<td>HPEB 513</td>
<td>Race, Ethnicity, and Health: Examining Health Inequalities</td>
</tr>
<tr>
<td>HPEB 547</td>
<td>Consumer Health in Contemporary Society</td>
</tr>
<tr>
<td>HPEB 551</td>
<td>Medical Anthropology: Field Work</td>
</tr>
</tbody>
</table>
Minor Requirements (18 Hours)

18 credit hours are required to satisfy the minor. There is one required course (3 credit hours). Three additional courses (9 credit hours) must be chosen from offerings in Group A. Remaining courses (6 credit hours) can be chosen from either Group A or Group B. Additional Honors proseminars in the medical humanities may satisfy minor requirements in either Group A or B, provided the course substitutions are approved by the Medical Humanities Education Committee.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 321</td>
<td>Medical Ethics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Group A</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH 551</td>
<td>Medical Anthropology: Fieldwork</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 552</td>
<td>Medical Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 555</td>
<td>Health and Disease in the Past</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 556</td>
<td>Nutritional Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ECON 531</td>
<td>Health Economics</td>
<td>3</td>
</tr>
<tr>
<td>HIST 451</td>
<td>The History of American Medicine</td>
<td>3</td>
</tr>
<tr>
<td>HIST 452</td>
<td>The History of Science in America</td>
<td>3</td>
</tr>
<tr>
<td>HPEB 551</td>
<td>Medical Anthropology: Field Work</td>
<td>3</td>
</tr>
<tr>
<td>HPEB 552</td>
<td>Medical Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 211</td>
<td>Contemporary Moral Issues</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 323</td>
<td>Ethics of Science and Technology</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 360</td>
<td>History and Philosophy of Science</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 512</td>
<td>Philosophy of Science</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 514</td>
<td>Ethical Theory</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 550</td>
<td>Health Care Ethics</td>
<td>3</td>
</tr>
<tr>
<td>POLI 374</td>
<td>Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 410</td>
<td>Behavioral and Mental Disorders</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 465</td>
<td>Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 313</td>
<td>Sociology of Aging</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 322</td>
<td>Sociology of Suicide</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 360</td>
<td>Sociology of Medicine and Health</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 460</td>
<td>Sociology of Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>WGST 113</td>
<td>Women's Health</td>
<td>3</td>
</tr>
<tr>
<td>WGST 541</td>
<td>Issues in Women's Health</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 18

Note: Departmental or Honors College special topics courses related to medicine may satisfy the minor requirements in either the humanities (Group A) or social sciences (Group B), provided that the course substitutions are pre-approved by the office of the Dean of Undergraduate Student Affairs and Advising in Flinn Hall in consultation with faculty content experts; bring a syllabus to Flinn Hall for the course you want pre-approved. Appeals to register in pre-approved honors college courses should be directed to the Honors College.

Medical Humanities Minor

George Khushf, Director

This minor is designed primarily for students intending to go into medicine. It will provide an understanding of the ethical issues as well as a selective examination of sociocultural, legal, economic, and political factors that condition medical knowledge and practice. The minor will also be valuable for students interested in health law or other areas directly related to the health professions.

Application

Students must complete an application, and qualify for the medical humanities minor. Applications can be submitted any time after the freshman year (30 credit hours completed). Normally, students will be expected to have at least a 3.3 grade point ratio. Applications will be evaluated by a Medical Humanities Education Committee, and they will be judged on overall academic merit. Application forms can be obtained from the Department of Philosophy, College of Arts and Sciences (Flinn 101), and the Honors College.

Opportunity to Participate in Honors College Courses

Several courses in the medical humanities minor will be offered as honors courses. Students minoring in medical humanities will be able to take these courses, and they will have priority in registration, even over Honors College students who are not minoring in medical humanities. This will provide students outside of the Honors College with the opportunity to do extensive course work in the Honors College.
### Courses Approved for Previous Terms & Special Topics Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHC 365</td>
<td>History of Italian Renaissance Art</td>
<td>3</td>
</tr>
<tr>
<td>POLI 300</td>
<td>History of Northern Renaissance Art</td>
<td>3</td>
</tr>
<tr>
<td>POLI 302</td>
<td>History of Renaissance Painting</td>
<td>3</td>
</tr>
<tr>
<td>POLI 303</td>
<td>History of Renaissance Architecture</td>
<td>3</td>
</tr>
<tr>
<td>RELG 301</td>
<td>Hebrew Bible (Old Testament)</td>
<td>3</td>
</tr>
<tr>
<td>RELG 302</td>
<td>New Testament</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 524</td>
<td>Renaissance and Golden Age Literature</td>
<td>3</td>
</tr>
<tr>
<td>THEA 550</td>
<td>History of Costume</td>
<td>3</td>
</tr>
<tr>
<td>THEA 561</td>
<td>History of the Theatre I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 567</td>
<td>Dramatic Theory I</td>
<td>3</td>
</tr>
</tbody>
</table>

### Renaissance Studies Minor

**Minor Requirements (18 Hours)**

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 320</td>
<td>History of Italian Renaissance Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 321</td>
<td>History of Northern Renaissance Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 520</td>
<td>History of Renaissance Painting</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 521</td>
<td>History of Renaissance Sculpture</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 522</td>
<td>History of Renaissance Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 523</td>
<td>Florentine Art</td>
<td>3</td>
</tr>
<tr>
<td>CLAS 220</td>
<td>Introduction to Classical Mythology</td>
<td>3</td>
</tr>
<tr>
<td>CLAS 586</td>
<td>Classical Mythology</td>
<td>3</td>
</tr>
<tr>
<td>DANC 377</td>
<td>Historic Dance</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 381</td>
<td>The Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 402</td>
<td>Tudor Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 404</td>
<td>English Drama to 1660</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 405</td>
<td>Shakespeare's Tragedies</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 406</td>
<td>Shakespeare's Comedies and Histories</td>
<td>3</td>
</tr>
<tr>
<td>FREN 451</td>
<td>French Literature and Culture Before 1800</td>
<td>3</td>
</tr>
<tr>
<td>GERM 420</td>
<td>Medieval German Literature and Culture</td>
<td>3</td>
</tr>
<tr>
<td>HIST 307</td>
<td>Family and Society in Europe, c. 1200-1700</td>
<td>3</td>
</tr>
<tr>
<td>HIST 308</td>
<td>Magic and Witchcraft in Europe, c. 1200-1700</td>
<td>3</td>
</tr>
<tr>
<td>ITAL 411</td>
<td>Italian Literature in Translation</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 353</td>
<td>History of Western Music I</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 540</td>
<td>Renaissance Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>POLI 302</td>
<td>Classical and Medieval Political Theory</td>
<td>3</td>
</tr>
<tr>
<td>POLI 303</td>
<td>Modern Political Theory</td>
<td>3</td>
</tr>
<tr>
<td>RELG 301</td>
<td>Hebrew Bible (Old Testament)</td>
<td>3</td>
</tr>
<tr>
<td>RELG 302</td>
<td>New Testament</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 524</td>
<td>Renaissance and Golden Age Literature</td>
<td>3</td>
</tr>
<tr>
<td>THEA 550</td>
<td>History of Costume</td>
<td>3</td>
</tr>
<tr>
<td>THEA 561</td>
<td>History of the Theatre I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 567</td>
<td>Dramatic Theory I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours:** 18

**Select 18 hours from the following:**

- ARTH 320
- ARTH 321
- ARTH 520
- ARTH 521
- ARTH 522
- ARTH 523
- CLAS 220
- CLAS 586
- DANC 377
- ENGL 381
- ENGL 402
- ENGL 404
- ENGL 405
- ENGL 406
- FREN 451
- GERM 420
- HIST 307
- HIST 308
- ITAL 411
- MUSC 353
- PHIL 540
- POLI 302
- POLI 303
- RELG 301
- RELG 302
- SPAN 524
- THEA 550
- THEA 561
- THEA 567

**Total Credit Hours:** 146-166

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<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHC 366</td>
<td>HNRS: Proseminar in Art</td>
<td>3</td>
</tr>
<tr>
<td>SCHC 380</td>
<td>HNRS: Interdisciplinary Proseminars</td>
<td>3-4</td>
</tr>
<tr>
<td>SCHC 386</td>
<td>HNRS: Interdisciplinary Proseminars</td>
<td>3-4</td>
</tr>
<tr>
<td>SCHC 389</td>
<td>HNRS: Interdisciplinary Proseminars</td>
<td>3-4</td>
</tr>
<tr>
<td>SCHC 394</td>
<td>HNRS: Proseminar</td>
<td>1-3</td>
</tr>
<tr>
<td>SCHC 397</td>
<td>HNRS: Proseminar</td>
<td>1-3</td>
</tr>
<tr>
<td>SCHC 430</td>
<td>HNRS: Proseminar in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SCHC 431</td>
<td>HNRS: Proseminar in Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SCHC 432</td>
<td>HNRS: Proseminar in Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>SCHC 457</td>
<td>HNRS: Interdisciplinary Proseminar</td>
<td>3-4</td>
</tr>
<tr>
<td>SCHC 458</td>
<td>HNRS: Interdisciplinary Proseminar</td>
<td>3-4</td>
</tr>
<tr>
<td>SCHC 484</td>
<td>HNRS: Interdisciplinary Proseminar</td>
<td>3-4</td>
</tr>
<tr>
<td>SCHC 490</td>
<td>HNRS: Senior Capstone Experience</td>
<td>1-3</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 391</td>
<td>Selected Topics in Anthropology</td>
<td>1-3</td>
</tr>
<tr>
<td>PHIL 330/</td>
<td>Social and Political Philosophy (approved for Fall 2006)</td>
<td>3</td>
</tr>
<tr>
<td>POLI 300</td>
<td>Social and Political Philosophy (approved for Fall 2006)</td>
<td>3</td>
</tr>
<tr>
<td>SCHC 281</td>
<td>HNRS: Interdisciplinary Proseminar in the Liberal Arts</td>
<td>3</td>
</tr>
<tr>
<td>SCHC 332</td>
<td>HNRS: Proseminar in Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>SCHC 359</td>
<td>HNRS: Proseminar in Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>SCHC 360</td>
<td>HNRS: Proseminar in Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>SCHC 365</td>
<td>HNRS: Proseminar: German</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours:** 18
Note: Topics courses with appropriate content may be used as part of the minor.

**Russian and Eurasian Studies Minor**

**Minor Requirements**

**Prerequisites**

Two years of college-level study (or equivalent level of mastery) of Russian or one of the other languages of the region. The prerequisite may be satisfied by successful completion of RUSS 202 or a placement examination arranged with the RES Director.

**Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Course 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RUSS 280</td>
<td>Introduction to Russian Civilization</td>
<td>3</td>
</tr>
<tr>
<td>History or Political Science Elective 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POLI 480</td>
<td>Politics and Government of Russia</td>
<td>3</td>
</tr>
<tr>
<td>Electives 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select four of the following:</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>FORL 398</td>
<td>Selected Topics</td>
<td></td>
</tr>
<tr>
<td>HIST 342</td>
<td>The Slavs in History</td>
<td></td>
</tr>
<tr>
<td>HIST 343</td>
<td>The Fall of the Eastern European Empires</td>
<td></td>
</tr>
<tr>
<td>HIST 344</td>
<td>Eastern Europe Since WWI</td>
<td></td>
</tr>
<tr>
<td>POLI 440</td>
<td>Russian Foreign Policy</td>
<td></td>
</tr>
<tr>
<td>POLI 480</td>
<td>Politics and Government of Russia</td>
<td></td>
</tr>
<tr>
<td>RUSS 319</td>
<td>Nineteenth-Century Russian Literature in Translation</td>
<td></td>
</tr>
<tr>
<td>RUSS 320</td>
<td>Twentieth-Century Russian Literature in Translation</td>
<td></td>
</tr>
<tr>
<td>RUSS 398</td>
<td>Selected Topics</td>
<td></td>
</tr>
<tr>
<td>RUSS 598</td>
<td>Selected Topics in Russian</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours** 18

1. Students whose primary focus is a country other than Russian may petition the Director of Russian and Eurasian Studies to substitute a similar survey course on another region for RUSS 280 or the History or Political Science Elective.

2. Students may substitute another course with substantial Russian or Eurasian studies content with the approval of the Director of Russian and Eurasian Studies.

**Southern Studies Minor**

**Minor Requirements (18 Hours)**

The minor requires a minimum of 18 credit hours, including:

**Program Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOST 301</td>
<td>Introduction to Southern Studies 1580-1900</td>
<td>3</td>
</tr>
<tr>
<td>SOST 302</td>
<td>Introduction to Southern Studies: The Twentieth Century</td>
<td>3</td>
</tr>
</tbody>
</table>

Four additional courses drawn from at least two different disciplines 12

**Total Credit Hours** 18

Note: Undergraduates may also pursue a cognate in Southern Studies by taking four SOST courses or concentrate in the field through the Bachelor of Arts in Interdisciplinary Studies (B.A.I.S.) degree program.

**Women's and Gender Studies Minor**

**Minor Requirements (18 Hours)**

**Core Courses (6 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGST 112</td>
<td>Introduction to Women's and Gender Studies</td>
<td>3</td>
</tr>
<tr>
<td>WGST 113</td>
<td>Women's Health</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 6

**Additional Courses (12 Hours)**

Select twelve hours from the following:

- 3 hours of WGST courses or cross-listed courses numbered 200 and above as approved by the program.
- 9 hours of WGST courses or cross-listed courses numbered 300 and above, or courses relevant to WGST numbered 300 and above, as approved by the program.

**Notes**

Occasionally, special topics courses offered by various academic departments and approved by Women's and Gender Studies may also be applied to the minor.

No more than one Independent Study course (3 hours) may be applied to the minor. Independent Study requires the approval of the Director of Women's and Gender Studies.

**Women's and Gender Studies, B.A.**

**Learning Outcomes**

- Students will demonstrate a basic understanding of feminist concepts and analysis.
- Students will demonstrate understanding of diversity by gender, race, ethnicity, social class, sexuality, and nationality.
- The students will demonstrate civic engagement through their community placements and other curricular activities.

**Admissions**

**Entrance Requirements**

New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee.
that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

Degree Requirements (120 hours)
Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>32-44</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>15-18</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>34-49</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>24</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (32-44 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

must be passed with a grade of C or higher

• any CC-CMW course (p. 742)

ARP – Analytical Reasoning and Problem Solving (6-8 hours)

• any CC-ARP course (p. 742)

SCI – Scientific Literacy (8 hours)

two 4-credit hour CC-SCI laboratory science courses (p. 742)

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

• CC-GFL courses (p. 742)

It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

• any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

• WGST 112 — should be taken in the first 45 hours

AIU – Aesthetic and Interpretive Understanding (3 hours)

• any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)

• any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy 1 (0-3 hours)

• any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)

• any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible

Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (15-18 hours)

Foreign Language (0-3 hours)

• only if needed to meet 122-level proficiency

History (3 hours)

The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:

• One Carolina Core GHS-approved course primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.

or

• One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

Social Science and Fine Arts or Humanities (12 hours)

Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences

https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/

• Three hours of Social Science

• Nine hours of Fine Arts or Humanities

3. Program Requirements (34-49 hours)

Cognate or Minor (12-18 hours)

Cognate

The cognate is intended to support the course work in the major. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor.
Courses offered by departments and programs that are acceptable for cognate credit are outlined in the section titled Courses Acceptable for Cognate Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-cognate/).

For cognate course offerings in other colleges, consult the appropriate sections of this bulletin. Some major programs have specific cognate requirements.

It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the major advisor as being related to the major field of study. Students are urged to consult their major advisors for specific requirements in their major.

Courses applied toward general education requirements cannot be counted toward the cognate. For Bachelor of Arts degrees, all cognate courses must be passed with a grade of C or higher.

Minor
In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.

A list of minor programs of study can be found at Programs A-Z (p. 20).

Electives (16-37 hours)
No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

4. Major Requirements (24 hours)
A minimum grade of C is required in all major courses.

Major Courses (15 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGST 113</td>
<td>Women's Health</td>
<td>3</td>
</tr>
<tr>
<td>WGST 304</td>
<td>Race, Class, Gender, and Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>WGST 307</td>
<td>Feminist Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

or WGST 308 African-American Feminist Theory

Cross-cultural Issues: non-U.S. or Comparative
For example:
- WGST 320 Sexuality and Gender in Ancient Greece
- WGST 352 Gender and Politics
- WGST 381 Gender and Globalization
- WGST 555 Language and Gender

Practicum
- WGST 499 Community Service Internship (or a Research Project coordinated by WGST advisor) 3

Total Credit Hours 15

Major Electives (9 hours)
- WGST or approved discipline-based courses (9 hours)

Major Map
A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Women's and Gender Studies, B.A.

Jewish Studies

Department Website (http://artsandsciences.sc.edu/jstp/)

F.K. Schoeman, Director

Judaism has been central to Western culture from antiquity to the present. Its contributions to Western civilization are deeply interwoven into both Jewish and non-Jewish Western cultural history, contributing significantly to art, language, law, literature, medicine, philosophy and political thought. Jewish Studies is thus an important component of the larger liberal arts curriculum. Its focus on important issues of group and national identity, Diaspora, genocide and cultural survival gives Jewish Studies particular relevance not merely to those who seek a richer understanding of the Jewish experience but also to scholars of other dispossessed or minority groups. Fundamentally interdisciplinary in its approach and international in its focus, the University of South Carolina's Jewish Studies Program adds an important dimension to the scholarly work being done in Jewish Studies in South Carolina. The courses and activities of the program are designed to enhance our knowledge of Judaism's role on the world stage and help students and scholars forge connections between Judaism in South Carolina and this larger context.

Courses

JSTU 218 - Convergence and Divergence in African American and Jewish Relations: Historical and Contemporary (3 Credits)
An examination of African American and Jewish American inter-ethnic, historical and contemporary connections and disconnections. Implications for educational, social, and social settings are considered.
Cross-listed course: AFAM 218, EDTE 218
Carolina Core: GSS, VSR
JSTU 230 - Introduction to Judaism (3 Credits)
Overview of Jewish experiences, beliefs, practices from a contextual point of view.
Cross-listed course: RELG 230

JSTU 301 - Hebrew Bible (Old Testament) (3 Credits)
Modern study of the Hebrew Bible from historical, literary, and archeological points of view. Reading and analysis of texts in translation.
Cross-listed course: RELG 301

JSTU 373 - Literature and Film of the Holocaust (3 Credits)
Film, poetry and literature created in response to the Holocaust as the means for a decades long cultural discussion, in European and American societies, of the moral and religious implications of the Holocaust on our self-understandings as religious and moral beings.
Cross-listed course: RELG 373
Graduation with Leadership Distinction: GLD: Global Learning

JSTU 381 - Jewish History I: Late Antiquity to 1500 (3 Credits)
The religious, cultural, social, and political conditions that shaped the Jewish experience in the Near East and Europe from Late Antiquity to 1500.
Cross-listed course: HIST 383, RELG 381

JSTU 382 - Jewish History II: 1500 to the Present (3 Credits)
Case studies of Jewish history in Europe, America, and the land of Israel, 1500 to the present.
Cross-listed course: HIST 384, RELG 382

JSTU 387 - Jews and Muslims (3 Credits)
Jewish-Muslim relations in the Near East and the US; an exploration of Jewish-Muslim encounters, issues of religious law, politics, radical religious ideologies, and their repercussions for today.
Cross-listed course: RELG 387
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

JSTU 388 - Kabbalah: Science, Religion and Nature in Western History (3 Credits)
Historical investigation of kabbalah, a philosophical system and mystical current common to Judaism, Islam, and Christianity, from the medieval period to the present; focus on its formative role in early modern Western cosmology and science, and its ecological implications today.
Cross-listed course: HIST 388, RELG 388

JSTU 471 - American Jewish History (3 Credits)
Examination of experiences of Jews in the United States from Colonial Period to late 20th century, especially Jewish immigration, political behavior, social mobility, religious affiliation, group identity formation, and meaning of Anti-Semitism in American and global contexts.
Cross-listed course: HIST 471

JSTU 475 - Visions of Apocalypse (3 Credits)
Symbolic visions, tours of heaven and hell, cosmic battles, divine judgment, messianic figures, prophecy, or other forms of revelation as found in literature, art, or social movements from diverse geographical and historical locations.
Cross-listed course: RELG 475

JSTU 491 - Special Topics in Jewish Studies (3 Credits)
Intensive study of special topics in Jewish Studies; may emphasize interdisciplinary themes. Maybe be repeated as content varies by title.
Cross-listed course: RELG 491

JSTU 492 - History of the Holocaust (3 Credits)
Introduction to Nazi Germany's systematic mass-murder of Europe's Jews and other minorities during war. Examination of forces that led to the Holocaust, including scientific racism, Nazi policy implementation, and dynamics of annihilation during war.
Cross-listed course: HIST 380

Language, Literatures, and Cultures

Department Website (http://www.cas.sc.edu/dllc/)
Francisco J. Sanchez, Interim Chair

The department offers undergraduate majors in Chinese studies, classics, comparative literature, French, German, Russian, and Spanish, all leading to the bachelor of arts degree. The department offers minors in ancient Greek, Chinese studies, classical studies, comparative literature, French, German, Italian, Japanese, Latin, Portuguese, Russian, and Spanish. Minors in foreign languages generally require 18 hours of course work at the 200 level or above.

Advanced Standing
Students who have studied a foreign language during the five years preceding their enrollment at UofSC must take the placement test in that language. A maximum of 7 or 8 semester hours of advanced standing credit for 121-122 courses in one foreign language may be earned on the basis of completion (with a grade of B or better) of the first 200-level or above 3-credit course in that foreign language; 4 hours credit for 121 may be awarded for a grade of B or better in a 122 course. Courses that may not be offered for advanced standing credit are all CLAS courses, FREN 290, FREN 295, FREN 397, FREN 399, GERM 398, and GERM 399, LATN 399, SPAN 350, SPAN 398, and SPAN 399.

Exemptions
Students will not normally be permitted to repeat for credit foreign language units previously earned in high school or college. Freshmen achieving advanced standing at the University may be permitted to validate certain omitted courses, according to current regulations, and should consult the department for further information. Students who have learned English as a foreign language may, with the concurrence of the dean of their college and that of the chair of the department, be exempted from the language requirement without credit. Such students will, at the discretion of the department, be excluded from courses in their native language.

Programs
- Ancient Greek Literature Minor (p. 149)
- Chinese Studies Minor (p. 149)
- Chinese Studies, B.A. (p. 150)
- Classical Studies Minor (p. 152)
- Classics, B.A. (p. 152)
- Comparative Literature Minor (p. 155)
- Comparative Literature, B.A. (p. 156)
- Foreign Language Education Minor (p. 158)
- French Minor (p. 158)
- French, B.A. (p. 158)
- German Minor (p. 161)
- German, B.A. (p. 161)
- Italian Minor (p. 164)
Courses

ARAB 121 - Elementary Arabic (4 Credits)
Grammar and practical vocabulary necessary for fundamental communication skills. Assumes no prior experience in the language. Offered only in fall.
Carolina Core: GFL

ARAB 122 - Basic Proficiency in Arabic (4 Credits)
Practice and further development of essential listening, reading, speaking, and writing skills. Admission only by successful completion of ARAB 121. Offered only in spring.
Carolina Core: GFL

ARAB 201 - Intermediate Arabic (3 Credits)
Continuation of reading, writing, and speaking Arabic.
Prerequisites: ARAB 201.

ARAB 202 - Intermediate Arabic (3 Credits)
Increased emphasis on reading and writing skills in Arabic.
Prerequisites: ARAB 202.

ARAB 280 - Introduction to Modern Arab Culture (3 Credits)
Introduction to Arab culture (literature, music, film, and art) from the 19th century to the present.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

ARAB 301 - Advanced Arabic Language I (3 Credits)
This course builds on grammar and vocabulary by reading and listening to authentic Arabic materials. By semester's end, the student will be able to write in detail and comprehend and use advanced vocabulary grammar and syntax in all forms of expression.
Prerequisites: Arabic 202 or equivalent.

ARAB 302 - Advanced Arabic Language II (3 Credits)
This course is a continuation of ARAB 301 and builds on grammar and vocabulary by reading and listening to authentic Arabic materials. By semester's end, the student will be able to write in detail and comprehend and use advanced vocabulary grammar and syntax.
Prerequisites: ARAB 301 or equivalent.

ARAB 310 - Conversational Arabic (3 Credits)
Practical drills in aural-oral skills to develop facility in the spoken language.
Prerequisites: ARAB 202.

ARAB 311 - Colloquial Arabic II (3 Credits)
Continued instruction in colloquial (spoken) Arabic with a focus on oral and aural competencies, discussing aspects of the local culture, and working with media produced in the local variety of Arabic. Course may be repeated as the variety of Arabic may change.
Prerequisites: ARAB 310 or equivalent.

ARAB 320 - Introduction to Modern Arab Literature in Translation (3 Credits)
Introduction to dominant trends and genres in nineteenth and twentieth century Arabic literature.

ARAB 398 - Selected Topics (3 Credits)
Selected literary topics of the Arab world. May be repeated for credit under different titles. Taught in English.

ARAB 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

ARAB 401 - Advanced Arabic I (3 Credits)
Acquisition of advanced grammar and vocabulary. Increased focus on reading, writing, and discussion in Modern Standard Arabic.
Prerequisites: C or better in ARAB 302 or equivalent.

ARAB 402 - Advanced Arabic II (3 Credits)
Continued acquisition of advanced grammar and vocabulary. Increased focus on reading, writing, and discussion in Modern Standard Arabic.
Prerequisites: ARAB 401 or equivalent.

ARAB 615 - Intensive Readings in Arabic (3 Credits)
Intensive reading for non-majors. Graduate students fulfill their foreign-language requirement with successful completion of the course. Undergraduates may take the course as an elective only. Grades S/U for graduates and undergraduates.

ASLG 121 - Elementary American Sign Language (4 Credits)
Introduction to basic vocabulary and common grammar structures of ASL. Focus on communication and familiarization with aspects of deaf culture. This course does not satisfy the foreign language requirements of any college.

ASLG 122 - Basic Proficiency in American Sign Language (4 Credits)
Practice and further development in the language and culture of the American deaf community. This course does not satisfy the foreign language requirement of any college.
Prerequisites: ASLG 121.

CHIN 103 - Introduction to Chinese Calligraphy (2 Credits)
Five hundred of the most commonly used Chinese characters. Emphasis is on the phonetic and significant elements common to large groups of ideograms.

CHIN 121 - Elementary Chinese Mandarin (4 Credits)
Grammar and practical vocabulary necessary for fundamental communication skills. Assumes no prior experience in the language.
Carolina Core: GFL

CHIN 122 - Basic Proficiency in Mandarin Chinese (4 Credits)
Practice and further development of essential listening, reading, speaking, and writing skills. Admission only by successful completion of Chinese 121.
Prerequisites: CHIN 121.
Carolina Core: GFL

CHIN 221 - Intermediate Mandarin Chinese (3 Credits)
Continued practice of basic sentence patterns used in modern speech with increased emphasis on reading and acquisition of additional characters.
CHIN 222 - Intermediate Mandarin Chinese II (3 Credits)
Continued practice of basic sentence patterns used in modern speech with increased emphasis on reading and acquisition of additional characters.

CHIN 240 - Chinese Culture, Tradition, and Modern Societies (3 Credits)
Introduction to Chinese culture, heritage, and modern societies. Readings selected from printed and online sources. Taught in English.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

CHIN 311 - Advanced intermediate Mandarin Chinese I (3 Credits)
Provides advanced intermediate training in spoken and written Chinese. By increasing students' vocabulary and knowledge of sentence patterns, the course focuses on speaking and writing in coherent, well-formed paragraphs.
Prerequisites: CHIN 222.

CHIN 321 - Advanced Intermediate Mandarin Chinese II (3 Credits)
Continues advanced intermediate training in spoken and written Chinese. Attention is given to complex grammatical patterns, discourse characteristics, and discussions of cultural topics.
Prerequisites: CHIN 321.

CHIN 322 - Advanced Intermediate Mandarin Chinese II (3 Credits)
Continues advanced intermediate training in spoken and written Chinese. Attention is given to complex grammatical patterns, discourse characteristics, and discussions of cultural topics.
Prerequisites: CHIN 321.

CHIN 325 - Women in China (3 Credits)
Introduces the connection between gender and the Chinese national imagination. Readings include cultural and historical documents that purport to explain the experience of women in China. Readings in English. Taught in English.
Cross-listed course: WGST 335
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

CHIN 340 - Introduction to Premodern Chinese Literature (3 Credits)
An introduction to the most important works, authors, genres, and themes of Chinese literature from the first millennium B.C.E. to 1911.

CHIN 341 - Modern Chinese Literature (3 Credits)
Readings of canonical texts from modern Chinese literature. A focus is on the role of literature and other cultural documents in the imagination of China as a modern nation. Readings and discussion in English.

CHIN 365 - Screening China (3 Credits)
Survey of Chinese language cinema. Chinese film history and vocabulary with which to discuss film texts. Covers classic leftwing cinema, Hong Kong martial arts films, as well as the Hong Kong, Taiwan, and PRC New Waves. Taught in English. Films subtitled.
Cross-listed course: FAMS 365

CHIN 398 - Selected Topics (3 Credits)
Intensive study in selected authors or literary movements of China, including cultural aspects. May be repeated for credit under different titles. Taught in English.

CHIN 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

CHIN 421 - Advanced Chinese I (3 Credits)
Acquisition of advanced grammar and vocabulary. Emphasis on building oral proficiency in professional settings.
Prerequisites: CHIN 322.

CHIN 422 - Advanced Chinese II (3 Credits)
Continued acquisition of advanced grammar and vocabulary. Emphasis on expanding communicative abilities in a wider variety of interpersonal situations.
Prerequisites: CHIN 421.

CHIN 550 - Advanced Special Topics in Chinese Studies (3 Credits)
Advanced special topics in Chinese studies. May be repeated as content varies by title.

CLAS 220 - Introduction to Classical Mythology (3 Credits)
Major gods, goddesses, heroes, and heroines of classical mythology as portrayed in major literary works; the function of myth in society and its relevance to modern life.
Carolina Core: AIU

CLAS 230 - Medical and Scientific Terminology (3 Credits)
Greek and Latin elements in the formation of medical and scientific vocabulary; designed for students intending to enter the scientific and health professions. No previous knowledge of Greek or Latin required.

CLAS 240 - Sport and Combat in the Ancient World (3 Credits)
This course is designed to introduce students to the importance of competition in the military and private spheres of the Greco-Roman world, a dominant legacy of antiquity.

CLAS 301 - Ancient Philosophy (3 Credits)
An introduction to the work of ancient philosophers, with special emphasis on Plato and Aristotle.
Cross-listed course: PHIL 301

CLAS 302 - Greek and Roman Philosophy after Aristotle (3 Credits)
Problems such as hedonism, providence, belief and evidence, and mysticism, as they appear in the writings of the Epicureans, Stoics, Skeptics, and Plotinus.
Cross-listed course: PHIL 302

CLAS 305 - Greece and Rome in Film and Popular Culture (3 Credits)
Representations of antiquity in cinema, television, and other contemporary media, with emphasis on Hollywood's reception of Greek and Roman history.
Cross-listed course: HIST 305

CLAS 320 - Sexuality and Gender in Ancient Greece (3 Credits)
Gender roles, standards of sexual behavior, evidence for women's lives, as manifested in ancient Greek literary and archaeological evidence; attitudes toward homosexuality; the modern media's representation of famous Greeks.
Cross-listed course: WGST 320

CLAS 321 - Sexuality, Gender, and Power in Ancient Rome (3 Credits)
Sexuality as a social construct exemplified in standards of sexual behavior in ancient Rome and their reinforcement of the ruling ideology; feminine virtue, definitions of manliness, attitudes toward homosexuality.
Cross-listed course: WGST 321

CLAS 323 - Greek Civilization on Site (3 Credits)
Introduction to the history and culture of ancient Greece, combined with an excursion of Greece. Topics include: Mycenaean Greece and the world of Homer, Archaic Greece, oikos and polis, interaction with the Near East, Athens in the 5th and 4th century BCE, Greek religion, ancient Greek society.
CLAS 324 - Special Topics in Classical Humanities (3 Credits)
Intensive study of one topic per semester dealing with ancient contributions to Western civilization. Not for Greek or Latin major credit. In English. May be repeated as content varies by title.

CLAS 340 - Greek Art and Archaeology (3 Credits)
A survey of ancient architecture, painting, and sculpture 2000-160 B.C.

CLAS 360 - Classical Origins of Western Medical Ethics (3 Credits)
Examination of ancient Greek and Roman philosophical, medical, and literary works (in English) as sources for the origins of medical ethics. Priority enrollment for Medical Humanities students.
Cross-listed course: PHIL 312

CLAS 361 - Between Magic and Method: Ancient Medicine (3 Credits)
Introduction to ancient medicine: science and art, theory and practice, healing and predicting. Topics include Medicine before Hippocrates, Hippocratic medicine, holism, naturalism, medicine, religion and magic, medicine and scientific explanation, Hellenistic medicine and methodology, Galenic medicine.
Cross-listed course: PHIL 313

CLAS 401 - Greek and Latin Literature in Translation (3 Credits)
A comparative survey of Greek and Latin masters.

CLAS 469 - Classical Drama (3 Credits)
Representative plays by Greek and Roman dramatists. 03: 07/05/2019.

CLAS 471 - Rhetoric and the Ancient Roots of Modern Life (3 Credits)
Classical rhetoric and its ongoing influence in the modern world, emphasizing how the study and use of language in ancient Greece and Rome continue to shape modern communication.
Cross-listed course: ENGL 471, SPCH 471

CLAS 586 - Classical Mythology (3 Credits)
The major Greek and Roman myths, with emphasis on their meaning, functions, and influence on ancient and later Western culture.

CLAS 598 - Classics of Western Literary Theory (3 Credits)
Problems of literary theory in texts from the ancients to the 17th century, with an emphasis on the classical tradition.
Cross-listed course: CPLT 701, ENGL 733

CPLT 150 - Values and Ethics in Literature (3 Credits)
Analysis of major works of world literature focusing on values, ethics, and social responsibility.
Carolina Core: AIU, VSR

CPLT 270 - World Literature (3 Credits)
Selected masterpieces of world literature from antiquity to the present.
Cross-listed course: ENGL 270
Carolina Core: AIU
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

CPLT 300 - What is Comparative Literature (3 Credits)
Introduction to ways of reading and comparing literatures drawn from diverse languages and cultures.
Prerequisites: any 200-level literature course.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

CPLT 301 - Great Books of the Western World I (3 Credits)
European masterpieces from antiquity to the beginning of the Renaissance.
Cross-listed course: ENGL 390
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

CPLT 302 - Great Books of the Western World II (3 Credits)
European masterpieces from the Renaissance to the present.
Cross-listed course: ENGL 391
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

CPLT 303 - Great Books of the Eastern World (3 Credits)
Classical and contemporary poetry and prose of the Middle and Far East.
Cross-listed course: ENGL 392
Graduation with Leadership Distinction: GLD: Global Learning

CPLT 380 - Epic to Romance (3 Credits)
Comprehensive exploration of medieval and other pre-Renaissance literature using texts representative of the evolution of dominant literary forms.
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: ENGL 380

CPLT 381 - The Renaissance (3 Credits)
Literature of the Renaissance, in its cultural contexts, explored through representative works.
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: ENGL 381

CPLT 382 - The Enlightenment (3 Credits)
Literature of the Enlightenment in its cultural contexts, explored through representative works.
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: ENGL 382

CPLT 383 - Romanticism (3 Credits)
Literature of Romanticism, in its cultural contexts, explored through representative works.
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: ENGL 383

CPLT 384 - Realism (3 Credits)
Literature of Realism in its cultural contexts, explored through representative works.
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: ENGL 384

CPLT 385 - Modernism (3 Credits)
Literature of Modernism in its cultural contexts, explored through representative works.
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: ENGL 385

CPLT 386 - Postmodernism (3 Credits)
Literature of Postmodernism in its cultural contexts, explored through representative works.
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: ENGL 386

CPLT 415 - Topics in Comparative Literary Relations (3 Credits)
Topics involving two or more national literatures. Topics to be announced in master schedule by title.

Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

CPLT 499 - Senior Thesis (3 Credits)
Graduation with Leadership Distinction: GLD: Research
CPLT 597 - Special Topics in Comparative Studies in Film and Media (3 Credits)
Topics in film and media from an international perspective. National cinematic traditions are compared and contrasted. May be repeated as content varies by title. 03: 07/05/2019.
Graduation with Leadership Distinction: GLD: Global Learning

FORL 472 - Introduction to Technology in Language Education (3 Credits)
Acquaints students with principles and practices concerning the use of technology in foreign language teaching. Explores connection between second language acquisition and the implementation of Internet and multimedia technologies.
Cross-listed course: LING 472

FORL 474 - Directed Teaching in Foreign Languages (15 Credits)
Students apply methods of curriculum and assessment, professionalism, effective teaching, and organization of instructional settings during internship in foreign language classroom.
Prerequisites: admission to the professional program in education.
Cross-listed course: EDTE 474
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships
Experiential Learning: Experiential Learning Opportunity

FORL 501 - Spanish for Medical Personnel (3 Credits)
Basic course in health professions. Functional language and lexicon as well as cultural practices for interaction with Hispanic clients.
Prerequisites: 2 semesters of college-level Spanish or equivalent.

FORL 510 - Teaching Second Languages to Young Children (3 Credits)
To assist prospective teachers of young children in the development of a second language and multicultural learning activities. Practicum sessions are an integral part.
Prerequisites: 210 level of a foreign language or its equivalent.
Cross-listed course: EDEL 510
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

FORL 511 - Teaching Foreign Languages in Secondary Schools (3 Credits)
Current methods, techniques, and materials of instruction appropriate for secondary schools.
Prerequisites: 210 level of a foreign language or its equivalent.
Cross-listed course: EDSE 575

FORL 598 - Special Topics in Global Film and Media (3 Credits)
Intensive study of a specific topic concerning films produced in a country other than the United States. May be repeated as content varies by title.
Prerequisites: FAMS 240.
Cross-listed course: FAMS 598, MART 594

FREN 109 - Beginning French I (3 Credits)
Introduction to grammar and practical vocabulary necessary for fundamental communication skills. Admission to FREN 109 restricted to those who have never studied French, who have not studied French in the previous five years, or who have a score of F-1 on the placement test.
Carolina Core: GFL

FREN 110 - Beginning French II (3 Credits)
Introduction to grammar and practical vocabulary necessary for fundamental communication skills. Admission to 110 restricted to those who have completed FREN 109. Credit may be received only for one of the following: FREN 109/FREN 110 or FREN 121.
Prerequisites: FREN 109.
Carolina Core: GFL

FREN 121 - Elementary French (3 Credits)
Grammar and vocabulary necessary for fundamental communication skills. Assumes prior experience in French. Admission to FREN 121 restricted to those who have a score of F-2 on the placement test. Credit may be received for only one of the following: FREN 109/FREN 110 or FREN 121.
Carolina Core: GFL

FREN 122 - Basic Proficiency in French (3 Credits)
Practice and further development of essential listening, reading, speaking, and writing skills.
Prerequisites: FREN 110, FREN 121 or placement score of F-3.
Carolina Core: GFL

FREN 209 - Reading and Written Expression (3 Credits)
Readings in French; grammar, basic writing, and composition.
Prerequisites: FREN 122 or score of F-5 on placement exam.

FREN 210 - Oral Communication (3 Credits)
Practice in conversation involving authentic listening materials; vocabulary building.
Prerequisites: FREN 122 or score of F-5 on placement exam.

FREN 290 - French Literature in Translation (3 Credits)
Readings and discussion in English, with consideration of the cultural context.
Carolina Core: AIU

FREN 295 - Topics in French Culture (3 Credits)
Intensive one-term study of a particular topic identified by title. Taught in English.
Prerequisites: FREN 110, FREN 121, or equivalent.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

FREN 300 - French Phonetics (3 Credits)
Analysis of and practice in pronunciation and listening comprehension.
Prerequisites: C or better in both FREN 209 and FREN 210, or equivalents, or a score of F-6 on the French language placement exam.

Cross-listed course: LING 316
FREN 307 - Advanced Oral Practice (1 Credit)
Development and maintenance of speaking and listening skills at the advanced level. Offered Pass-Fail only. May be repeated.
Prerequisites: C or better in both FREN 209 and FREN 210, or equivalents, or a score of F-6 on the French language placement exam.

FREN 309 - Reading French Texts (3 Credits)
Reading, discussion, and written analysis of French texts, both literary and nonliterary. Not open to students with a score of F-7.
Prerequisites: C or better in both FREN 209 and FREN 210, or equivalents, or a score of F-6 on the French language placement exam.

FREN 310 - Advanced Oral Communication (3 Credits)
Current issues and events presented in French-language media. Discussion and presentations in French provide practice with advanced structures and idiomatic speech. Not open to students with score of F-7.
Prerequisites: C or better in both FREN 209 and FREN 210, or equivalents, or a score of F-6 on the French language placement exam.

FREN 311 - French Composition (3 Credits)
Practice in French composition; intensive review of French grammar. FREN 309 strongly recommended. Not open to students with score of F-7.
Prerequisites: Grades of C or better in both FREN 209 and FREN 210, or equivalents, or a score of F-6 on the French language placement exam.

FREN 316 - Introduction to Business French (3 Credits)
Practical oral and written communication in a commercial context; introduction to business terminology and correspondence.
Prerequisites: C or better in both FREN 309 and FREN 310, or equivalents.

FREN 330 - The French Theatre Experience (3 Credits)
Project work in the production of plays in French. Includes readings in and public performance of French theatre and related materials.
Prerequisites: C or better in both FREN 309 and FREN 310, or equivalents.

FREN 350 - French Language Study Abroad (1-6 Credits)
Intensive language practice with special attention to oral skills. Classroom instruction by native speakers.

FREN 351 - Service Learning in the French-Speaking World (3 Credits)
Cultural and linguistic service-learning experience in a French-speaking environment. Course may be repeated once in a different location.
Prerequisites: FREN 209 or 210.

FREN 397 - The French Film Experience (3 Credits)
An introduction to the history of the French film, with special emphasis on the aesthetic appreciation of the films in their artistic and cultural context. Films in French, with English subtitles. Taught in English. To be counted towards FREN major or minor.
Prerequisites: C or better in both FREN 209 and FREN 210, or equivalents, and FREN 309 is strongly recommended.

FREN 398 - Selected Topics in French & Francophone Culture (3 Credits)
Intensive study of selected topics of the French-speaking world. May be repeated for credit under a different title. May not be counted for major or minor credit. Note: Taught in English. To be counted towards FREN major or minor.
Prerequisites: C or better in both FREN 209 and FREN 210 are required, and FREN 309 is strongly recommended.

FREN 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Prerequisites: C or better in both FREN 309 and FREN 310, or equivalents, or a score of F-6 on the French language placement exam.

Graduation with Leadership Distinction: GLD: Research

FREN 400 - French Cultural History (3 Credits)
French history and the arts from early times through the Napoleonic era. FREN 311 strongly recommended.
Prerequisites: C or better in both FREN 309 and FREN 310, or equivalents, or a score of F-7 on the French language placement exam.

FREN 416 - Advanced Business French (3 Credits)
Commercial organizations and businesses in France. Practical business correspondence. Terminology and techniques in commercial transactions with the Certificat Pratique of the Paris Chamber of Commerce in view. Taught in French.
Prerequisites: FREN 316.

FREN 450 - Topics in Literature (3 Credits)
May be repeated for credit. FREN 311 strongly recommended.
Prerequisites: C or better in both FREN 309 and FREN 310, or equivalents, or a score of F-7 on the French language placement exam.

FREN 451 - French Literature and Culture Before 1800 (3 Credits)
Study and discussion of French works written before 1800 within their cultural and historical contexts. FREN 311 strongly recommended.
Prerequisites: C or better in both FREN 309 and FREN 310, or equivalents, or a score of F-7 on the French language placement exam.

FREN 452 - French Literature and Culture After 1800 (3 Credits)
Study and discussion of French works written after 1800 within their cultural and historical contexts. FREN 311 strongly recommended.
Prerequisites: C or better in both FREN 309 and FREN 310, or equivalents, or a score of F-7 on the French language placement exam.

FREN 453 - Francophone Literatures and Cultures (3 Credits)
Study and discussion of works from French-speaking societies outside France, with attention to their cultural contexts and historical contexts. FREN 311 strongly recommended.
Prerequisites: C or better in both FREN 309 and FREN 310, or equivalents, or a score of F-7 on the French language placement exam.

Graduation with Leadership Distinction: GLD: Global Learning

FREN 499 - Senior Thesis (3 Credits)
Graduation with Leadership Distinction: GLD: Research

FREN 501 - Contemporary France (3 Credits)
Readings in and discussion of the culture of contemporary France. FREN 311 strongly recommended.
Prerequisites: C or better in both FREN 309 and FREN 310, or equivalents, or a score of F-7 on the French language placement exam.

FREN 510 - Current Events in the France and the Francophone World (3 Credits)
Development of advanced oral skills in French. Study of linguistic and cultural aspects of French language media. FREN 311 strongly recommended.
Prerequisites: C or better in both FREN 309 and FREN 310, or equivalents, or a score of F-7 on the French language placement exam.
Carolina Core:

GERM 110, GERM 111, or GERM 121.

GERM 122

Carolina Core:

GERM 109, GERM 110, GERM 111, GERM 121.

Prerequisites: C or better in each of GERM 109, GERM 110, and GERM 111, or equivalents, or a score of F-7 on the French language placement exam.

FREN 517 - French Linguistics (3 Credits)
The structure, morphology, and syntax of modern French.

Cross-listed course: LING 502

FREN 595 - Special Topics in French (3 Credits)
Poetry, prose, theatre, cinema, civilization, language, linguistics. Unique opportunities will be announced by title. May be repeated. FREN 311 strongly recommended.

Prerequisites: C or better in both FREN 309 and FREN 310, or equivalents, or a score of F-7 on the French language placement exam.

FREN 615 - Intensive Readings in French (3 Credits)
Graduate students fulfill their foreign-language reading requirement with successful completion of the course. Undergraduates may take the course as an elective only. Grades S/U for graduates and undergraduates.

GERM 109 - Beginning German I (3 Credits)
Introduction to grammar and practical vocabulary necessary for fundamental communication skills. Restricted to those who have never studied German or who have placed by examination into GERM 109. Credit may be received only for one of the following GERM 109; GERM110; GERM 111; GERM 121.

Carolina Core: GFL

GERM 110 - Beginning German II (3 Credits)
Introduction to grammar and practical vocabulary necessary for fundamental communication skills. Credit may be received only for one of the following: GERM 109; GERM 110; GERM 111; GERM 121.

Carolina Core: GFL

GERM 111 - Intensive Beginning German (6 Credits)
Intensive introduction to grammar and practical vocabulary necessary for fundamental communication skills. Admission only to highly motivated beginning students who obtain permission of the department. Credit may be received only for one of the following: GERM 109 and GERM 110; GERM 111; GERM 121.

GERM 121 - Elementary German (4 Credits)
Grammar and vocabulary necessary for fundamental communication skills. Assumes prior experience in German. Admission only by proficiency examination. Credit may be received for only one of the following: GERM 109; GERM 110; GERM 111; GERM 121.

Carolina Core: GFL

GERM 122 - Basic Proficiency in German (3 Credits)
Practice and further development of essential listening, reading, speaking, and writing skills.

Prerequisites: Admission either by placement examination or successful completion of GERM 110, GERM 111, or GERM 121.

Carolina Core: GFL

GERM 210 - Intermediate German (3 Credits)
Further development of listening, reading, speaking, and writing skills; discussion of selected literary texts, and current issues; intensive review of basic grammar structures.

Prerequisites: GERM 122, or satisfactory score on Basic Proficiency Phase II placement test.

GERM 211 - Intermediate German (3 Credits)
Reading strategies, a review, and expansion of grammar structures, supplemented with materials concerning current issues.

Prerequisites: GERM 122, or satisfactory score on Basic Proficiency Phase II placement test.

Prerequisite or Corequisite: GERM 210.

GERM 230 - The Idea of Nature in Germany (3 Credits)
The idea of nature in Germany from the 18th century to today. Focus on scientific, philosophical, social and political entanglements that prompt radical shifts in how German thinkers view nature.

GERM 270 - Knights and Ladies (3 Credits)
Survey of medieval romances and love lyrics of Germany. History and culture of the High Middle Ages in Germany, especially courtly society. The function of chivalry and courtly literature in society.

Carolina Core: AIU

GERM 280 - German Culture and Civilization (3 Credits)
Survey of German cultural history from the Middle Ages to the present. Taught in English.

Carolina Core: GHS

Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

GERM 290 - Viking Mythology (3 Credits)
Survey of Germanic mythological and heroic texts of the Viking Age. History and culture of Germanic tribes, especially the Vikings. The function of myth in society.

Carolina Core: AIU

GERM 295 - Green Technology in Germany (3 Credits)
Examination of roots and culture of environmentalism and related technological innovation in Germany. Comparison of green practices around the world to practices within Europe and U.S.

Cross-listed course: ENVR 295

Graduation with Leadership Distinction: GLD: Community Service

GERM 310 - German Conversation (3 Credits)
Continued practice in the four skills with focus on a selected aspect of German culture and society.

Prerequisites: GERM 210 and GERM 211.

GERM 311 - German Conversation and Composition (3 Credits)
Continued practice in the four skills with emphasis on developing writing skills and with focus on a specific aspect of German culture.

Prerequisites: GERM 210 and GERM 211.

GERM 316 - Advanced German for Business and Other Professions I (3 Credits)
Development of advanced language and cultural skills necessary for functioning in the professional world of German-speaking countries.

Prerequisites: C or higher in GERM 210 and GERM 211.
GERM 320 - German Kabarett Production (3 Credits)
Literary-historical analysis and discussion of texts from German Kabarett, including comedic skits, political and social satire, parody, humorous poetry. Semester ends with a public performance in German.
Prerequisites: GERM 310.

GERM 333 - Study of German Abroad (3-6 Credits)
Intensive language practice and cultural studies. May be repeated for credit by permission.

GERM 340 - Readings in German Literature (3 Credits)
An introduction to the literary genres illustrated by masterpieces in German poetry, drama, and prose.
Prerequisites: GERM 310 and GERM 311.

GERM 398 - Selected Topics (3 Credits)
Taught in English. Intensive study of cultural and/or literary movements in German-speaking countries. Course content varies by title.

GERM 399 - Independent Study (1-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.

Graduation with Leadership Distinction: GLD: Research

GERM 401P - Practicum in Teaching German to Young Children (3 Credits)
Introduction to principles of foreign language instruction and field experience planning instruction and teaching German to children in local elementary schools.
Corequisite: GERM 210 or higher.

Graduation with Leadership Distinction: GLD: Community Service Experiential Learning: Experiential Learning Opportunity

GERM 410 - Advanced German Grammar (3 Credits)
Emphasis on advanced grammar structures, with continued development of all four skills (reading, writing, listening, speaking).
Prerequisites: GERM 310 and GERM 311.

GERM 411 - Advanced German Conversation (3 Credits)
Advanced practice in correct spoken idiomatic German with special focus on issues of the 20th century and contemporary culture.
Prerequisites: GERM 310 and GERM 311.

GERM 416 - Advanced German for Business and Other Professions II (3 Credits)
Development of advanced language and cultural skills necessary for functioning in the professional world of German-speaking countries. Preparation for standardized exams.
Prerequisites: C or higher in GERM 310 and GERM 311.

GERM 420 - Medieval German Literature and Culture (3 Credits)
Survey of German literature and culture from the beginnings to 1350, including Germanic mythology and heroic poetry, conversion to Christianity, courtly romance and love lyric, mystical writings, art and architecture.
Prerequisites: GERM 340.

GERM 430 - The German Enlightenment and its Countercurrents (3 Credits)
German literature and culture of the 18th century with emphasis on the period between 1750 and Weimar Classicism. May include major works by Lessing, Goethe, and Schiller.
Prerequisites: GERM 340.

GERM 440 - German Literature and Culture from 1800-1871 (3 Credits)
German literary, cultural, and intellectual developments from Unification to the end of WWII, including Naturalism, Expressionism, the Weimar Republic, the Third Reich, and the exile period.
Prerequisites: GERM 340.

GERM 450 - German Literature from 1890-1945 (3 Credits)
German literary, cultural, and intellectual developments from 1890 to 1945, including Expressionism, Weimar Republic, the Third Reich, and exile period.
Prerequisites: GERM 340.

GERM 460 - Post-War and Contemporary German Literature (3 Credits)
German literary, cultural and political developments from Post-War destruction and reconstruction, through the Cold War period of division, with examination of the reunification process.
Prerequisites: GERM 340.

GERM 500 - Survey of German Culture (3 Credits)
Historical survey of the German contribution to the intellectual and cultural life of Europe. Texts and films in German.
Prerequisites: advanced reading ability in German.

GERM 515 - Introduction to German Linguistics (3 Credits)
Structural and descriptive linguistics applied to the German language.
Cross-listed course: LING 503

GERM 516 - History of the German Language (3 Credits)
Development of German in the Germanic, Old High German, Middle High German, and New High German periods. Phonology, morphology, syntax, semantics, and the relationship between dialects and the standard language.
Cross-listed course: LING 733

GERM 517 - Introduction to the Germanic Languages (3 Credits)
Introduction to historical Germanic linguistics including a survey of the Old Germanic languages (Old English, Old Frisian, Old Saxon, Old High German, Old Norse, Gothic); comparative phonology, morphology, and syntax, typology of modern Germanic languages and dialects; and common Germanic in its Indo-European context.
Cross-listed course: LING 533

GERM 518 - German Sociolinguistics (3 Credits)
Introduction to the study of variation in Modern German. Traditional German dialectology and dialect geography, language and society, multilingualism in the German-speaking countries, German in contact with other languages.
Cross-listed course: LING 548

GERM 580 - Topics in German Film (3 Credits)
Examination of recurring themes and issues or of significant periods and influential styles in German film. Course content varies and individual topics will be announced with course title.

GERM 598 - Selected Topics in German (3 Credits)

GERM 615 - Intensive Readings in German (3 Credits)
Intensive reading for non-majors. Graduate students fulfill their foreign-language requirement with successful completion of the course. Undergraduates may take the course as an elective only by permission of instructor. Grades S/U for graduates and undergraduates.

GREK 121 - Elementary Ancient Greek I (4 Credits)
Basic grammar and vocabulary necessary for reading Classical and Koine Greek. Assumes no prior experience in the language.
Carolina Core: GFL
GREK 122 - Elementary Ancient Greek II (4 Credits)
Additional grammar and vocabulary necessary for reading Classical and Koine Greek.
Prerequisites: GREK 121.
Carolina Core: GFL
GREK 305 - The Greek New Testament (3 Credits)
Readings in the Gospels and Epistles.
Prerequisites: GREK 121 and GREK 122.
Cross-listed course: RELG 320
GREK 321 - Plato (3 Credits)
The life of Socrates based on the reading of Plato’s Apology and Crito in Greek. Supplementary reading in English from Xenophon’s Memorabilia and Aristophanes’ Clouds.
Prerequisites: GREK 121 and GREK 122.
GREK 322 - Homer (3 Credits)
Readings from the Iliad and the Odyssey in Greek. Discussion of the language, background, and composition of the poems.
Prerequisites: GREK 121 and GREK 122.
GREK 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research
GREK 501 - Herodotus (3 Credits)
Readings from the Histories.
GREK 502 - Thucydides (3 Credits)
Readings from the History of the Peloponnesian War.
GREK 533 - Sophocles (3 Credits)
Selected plays.
GREK 534 - Euripides (3 Credits)
Selected plays.
GREK 543 - Hesiod and the Homeric Hymns (3 Credits)
Readings from the Works and Days, the Theogony, and the Homeric Hymns.
GREK 550 - Greek Seminar (3 Credits)
Authors and topics not covered in other Greek language courses, chosen to meet the needs of individual students. May be repeated with the approval of the department.
GREK 560 - Independent Study (1-3 Credits)
Special projects for independent study and research.
GREK 561 - Independent Study (1-3 Credits)
Special projects for independent study and research.
GREK 614 - Intensive Grammar Review of Ancient Attic Greek (3 Credits)
Intensive review for nonmajors designed to prepare them for GREK 615.
GREK 615 - Intensive Readings in Ancient Attic Greek (3 Credits)
Intensive reading for nonmajors. A review of grammar and syntax with reading of passages from Plato’s Apology. Primarily for graduate students to fulfill the foreign-language reading requirement.
Prerequisites: GREK 614.
HEBR 121 - Elementary Hebrew (4 Credits)
Grammar and practical vocabulary for fundamental communication skills. Assumes no prior experience in the language. Offered only in fall.
HEBR 122 - Basic Proficiency in Hebrew (4 Credits)
Practice and further development of essential listening, reading, speaking, and writing skills. Offered only in spring.
Prerequisites: HEBR 121.
HEBR 201 - Intermediate Hebrew (3 Credits)
Review of the basic principles of grammar, with emphasis on reading, oral skills, and writing.
HEBR 202 - Intermediate Hebrew (3 Credits)
Review of the basic principles of grammar, with emphasis on reading, oral skills, and writing.
HEBR 310 - Conversation and Composition (3 Credits)
Practical training in the spoken and written language.
Prerequisites: HEBR 202 or equivalent.
HEBR 398 - Selected Topics (3 Credits)
Intensive study in selected and cultural topics related to Judaism. May be repeated for credit under different titles. Taught in English.
HEBR 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research
ITAL 121 - Elementary Italian (4 Credits)
Grammar and practical vocabulary necessary for fundamental communication skills.
Carolina Core: GFL
ITAL 122 - Basic Proficiency in Italian (3 Credits)
Practice and further development of essential listening, reading, speaking, and writing skills.
Prerequisites: ITAL 121.
Carolina Core: GFL
ITAL 130 - Accelerated Basic Proficiency in Italian (6 Credits)
Accelerated development of essential listening, reading, speaking, and writing skills to obtain the Basic Proficiency Level in Italian. Credit may be received only for one of the following: ITAL 121 and ITAL 122, or ITAL 130.
ITAL 221 - Intermediate Proficiency in Italian I (3 Credits)
Practice and rapid development of accurate skills in speaking, listening, and writing. Features BBC television course.
Prerequisites: ITAL 121.
ITAL 222 - Intermediate Proficiency in Italian II (3 Credits)
Practice and further rapid development of accurate skills in speaking, listening, and writing. Features BBC television course.
Prerequisites: ITAL 221.
ITAL 230 - Accelerated Intermediate Italian (6 Credits)
Accelerated development of intermediate level listening, reading, speaking, and writing skills in Italian. Credit may be received only for one of the following: ITAL 221 and ITAL 222, or ITAL 230.
Prerequisites: ITAL 122 or ITAL 130.
ITAL 310 - Italian Conversation (3 Credits)
Oral practice with advanced protocols of Italian conversation, focusing on perfecting rhythms and tonalities, and on a clear presentation of meaning.
ITAL 311 - Writing in Italian (3 Credits)
Introduction to letter, short essay, and creative writing, and to newspaper reports and selected essays as models of self-expression.
Prerequisites: ITAL 222.
ITAL 350 - Advanced Italian Study Abroad (3-6 Credits)
Intensive language practice, emphasizing oral proficiency skills and advanced conversational protocols. Classroom instruction by native speakers, extensive contact with native environment, field trips. May be repeated for credit by permission.
Prerequisites: ITAL 122.

ITAL 398 - Selected Topics (3 Credits)
Intensive study of selected literary and cinematic topics of the Italian world. May be repeated for credit as topic varies by title. Taught in English.

ITAL 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

ITAL 400 - Contemporary Italian Civilization (3 Credits)
Significant values in the Italian cultural heritage, as presented in native print and visual media.
Prerequisites: ITAL 310 and ITAL 311, or ITAL 350.

Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

ITAL 404 - Twentieth Century Italian Literature (3 Credits)
Selected plays, short stories, novels and poems which characterize quality achievements by Italians, and which promote a better understanding of Italian life.
Prerequisites: ITAL 310 and ITAL 311, or ITAL 350.

ITAL 405 - The Italian Love Lyric (3 Credits)
Italian love poetry, beginning with the "Dolce Stil Nuovo" of the late Middle Ages and ending with post-WWII avant-garde poetry.
Prerequisites: ITAL 310 and ITAL 311, or ITAL 350.

ITAL 406 - Business Readings in Italian (3 Credits)
Selected literature from the Italian business world, such as correspondence, brochures, specialized newspapers and magazines, biographies of businessmen, prospectuses, and annual reports.
Prerequisites: ITAL 310, ITAL 311 and ITAL 312, or ITAL 350.

ITAL 407 - Advanced Conversation and Composition (3 Credits)
Prepares students for making lengthy formal reports in Italian, both written and oral, on topics of importance for success within an Italian environment.
Prerequisites: ITAL 310 and ITAL 311, or ITAL 350.

ITAL 411 - Italian Literature in Translation (3 Credits)
Italian writers, focusing on the works of Dante, Petrarch, and Boccaccio, with additional selections from later authors.

ITAL 412 - Post-World War II Italian Cinema (3 Credits)
Italian films of high esthetic value that present major cultural concerns of post-WWII Italians. Skills in film criticism and analysis. Films are subtitled. Taught in English.

ITAL 499 - Senior Project (3-6 Credits)
Directed independent research project, with a formal presentation and public discussion.
Graduation with Leadership Distinction: GLD: Research

ITAL 560 - Independent Studies in Italian Literature (1-3 Credits)
Special topics in Italian literature.

ITAL 561 - Independent Studies in Italian Literature (1-3 Credits)
Special topics in Italian literature.
JAPA 340 - Introduction to Japanese Culture and Literature (3 Credits)
Introduction to Japanese literature and its cultural background. Conducted in English, but some background of Japanese is recommended.
**Prerequisites:** JAPA 340.

JAPA 350 - Japanese Culture and Society through Film (3 Credits)
Examination of Japanese culture and contemporary society through selected films. Taught in English.

JAPA 351 - Japanese Culture and Society through Theatre (3 Credits)
Introduction to Japanese traditional theater and its influences on Japanese culture and society. Taught in English.
**Cross-listed course:** THEA 369

JAPA 353 - Japanese Culture and Society through Animation (3 Credits)
Examination of Japanese culture and contemporary society through studying of popular animations. Taught in English.

JAPA 398 - Selected Topics (3 Credits)
Intensive study of selected topics in Japanese literature and culture. May be repeated for credit as topic varies by title. Taught in English.

JAPA 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
**Graduation with Leadership Distinction:** GLD: Research

JAPA 421 - Advanced Japanese III (3 Credits)
Development of proficiency in speaking, reading, and writing through advanced studies of authentic Japanese materials.
**Prerequisites:** JAPA 322, JAPA 323.

JAPA 422 - Advanced Japanese IV (3 Credits)
Strengthening proficiency in writing and reading.
**Prerequisites:** JAPA 421.

JAPA 500 - Japanese Language in Society (3 Credits)
Japanese language and communication in its sociocultural context; emphasis on comparison with American English. Taught in English.
**Cross-listed course:** LING 546

LATN 109 - Beginning Latin I (3 Credits)
Introduction to grammar and practical vocabulary necessary for fundamental reading skills. Admission to 109 restricted to those who have never studied Latin, who have not studied Latin in the previous five years, or who have a score of L-1 on the placement test.
**Carolina Core:** GFL

LATN 110 - Beginning Latin II (3 Credits)
Introduction to grammar and practical vocabulary necessary for fundamental reading skills. Credit may not be received for both LATN 109/LATN 110 and LATN 121.
**Prerequisites:** LATN 109.

LATN 121 - Elementary Latin (4 Credits)
Grammar and vocabulary necessary for fundamental reading skills. Assumes prior experience in Latin. Admission only by proficiency examination. Credit may be received for only one of the following: LATN 109/LATN 110 or LATN 121.
**Carolina Core:** GFL

LATN 111 - Latin Literature (3 Credits)
Reading from the Aeneid.

LATN 122 - Basic Proficiency in Latin (3 Credits)
Practice and further development of essential reading skills.
**Prerequisites:** LATN 110 or LATN 121.

LATN 301 - Advanced Readings in Latin Literature (3 Credits)
Selected readings in prose and poetry of representative authors.

LATN 302 - Latin Literature of the Golden Age (3 Credits)
A study of Latin syntax in order to translate English prose into Latin. Instruction is individualized.

LATN 303 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
**Graduation with Leadership Distinction:** GLD: Research

LATN 305 - Latin Drama (3 Credits)
Selected plays of Plautus and Terence.

LATN 306 - Latin Erotic Poetry (3 Credits)
Readings from the elegies of Catullus, Tibullus, Propertius, and Ovid.

LATN 315 - Latin Drama (3 Credits)
Selected readings from the Metamorphoses.

LATN 316 - Latin Satire (3 Credits)
Agricola or selections from the Annales.

LATN 317 - Livy (3 Credits)
Readings from Ab Urbe Condita.

LATN 319 - Roman Satire (3 Credits)
Readings in Horace, Juvenal, and Petronius.

LATN 320 - Latin Erotic Poetry (3 Credits)
Readings from the elegies of Catullus, Tibullus, Propertius, and Ovid.
LATN 537 - Lucretius (3 Credits)
Readings from the De Rerum Natura.

LATN 540 - Renaissance Latin (3 Credits)
An examination of several genres of Latin writing from Europe during the period 1400-1600, emphasizing, but not limited to, Italian writers.

LATN 551 - History of Latin Literature from the Origins to the Golden Age (3 Credits)
Readings from the Twelve Tables to Virgil, supplemented by readings in history and scholarship. Designed to prepare majors and honors students for further study.

LATN 552 - History of Latin Literature in the Silver Age (3 Credits)
Readings from Ovid to Ammianus, supplemented by readings in history and scholarship. Designed to prepare majors and honors students for further study.

LATN 560 - Independent Study (1-3 Credits)
Special projects for independent study and research.

LATN 561 - Independent Study (1-3 Credits)
Special projects for independent study and research.

LATN 580 - Teaching Advanced Latin in Secondary School (3 Credits)
Methods and materials for teaching the Latin Advanced Placement courses in secondary school.

LATN 614 - Intensive Grammar Review in Latin (3 Credits)
Intensive grammar review for non-majors; designed as preparation for LATN 615.

LATN 615 - Intensive Readings in Latin (3 Credits)
Intensive reading for non-majors. Graduate students fulfill their foreign-language reading requirement with successful completion of the course. Undergraduates may take the course as an elective only.

PORT 121 - Elementary Portuguese (3 Credits)
Grammar and practical vocabulary necessary for fundamental communication skills. Assumes no prior experience in the language.
Carolina Core: GFL

PORT 122 - Basic Proficiency in Portuguese (3 Credits)
Practice and further development of essential listening, reading, speaking, and writing skills.
Prerequisites: PORT 121.

Carolina Core: GFL

PORT 201 - Intermediate Portuguese I (3 Credits)
Review of the basic principles of grammar with additional emphasis on reading and oral skills.
Prerequisites: PORT 122, PORT 130.

PORT 202 - Intermediate Portuguese II (3 Credits)
Continued review of the basic principles of grammar with additional emphasis on reading, writing, and oral skills.
Prerequisites: PORT 201.

PORT 299 - Accelerated Portuguese for Speakers of Spanish (3 Credits)
Accelerated Portuguese for speakers of Spanish, taught through a communicative approach. Students will develop intermediate-level oral and written communication skills in Portuguese and increase knowledge about multiple aspects of Luso-Brazilian cultures.
Prerequisites: SPAN 302, advanced proficiency or equivalent in Spanish.

PORT 309 - Advanced Conversation and Composition I (3 Credits)
Development of advanced conversational and compositional skills through systematic grammar study and review, reading, oral activities, and film discussion.
Prerequisites: Any 200-level PORT course.

PORT 310 - Advanced Conversation and Composition II (3 Credits)
Development of advanced conversational and compositional skills through systematic grammar study and review, reading, and the analysis of texts through both writing and oral discussion.
Prerequisites: Any 200-level PORT course.

PORT 312 - Introduction to Luso-Brazilian Literature (3 Credits)
Introduction to reading literary texts in Portuguese through carefully selected readings from different genres/periods.
Prerequisites: PORT 309 and PORT 310.

PORT 325 - The Brazilian Modern Short Story (3 Credits)
Examination of Brazilian short fiction and cronicas (literary journalistic pieces).
Prerequisites: PORT 309 and PORT 310.

PORT 375 - Special Topics in Luso-Brazilian Cultural Production (3 Credits)
Intensive study of special topics in Luso-Brazilian cultural production. May be repeated once as content varies by title. Taught in Portuguese.
Prerequisites: PORT 309 and PORT 310.

PORT 398 - Selected Portuguese Topics (1-3 Credits)
Intensive study of selected topics. May be repeated for credit under different title. Taught in English. Individual topics to be announced by title.

PORT 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

PORT 615 - Intensive Readings in Portuguese (3 Credits)
Intensive reading for non-majors. Graduate students fulfill their foreign-language reading requirements with successful completion of the course. Undergraduates may take the course as an elective only.

RUSS 121 - Elementary Russian (4 Credits)
Grammar and practical vocabulary necessary for fundamental communication skills. Assumes no prior experience in the language.
Carolina Core: GFL

RUSS 122 - Basic Proficiency in Russian (4 Credits)
Practice and further development of essential listening, reading, speaking, and writing skills.
Prerequisites: RUSS 121.

Carolina Core: GFL

RUSS 201 - Intermediate Russian I (3 Credits)
Continued exposure to the fundamentals of Russian grammar, along with increased focus on reading and speaking skills.
Prerequisites: RUSS 122 or satisfactory score on language placement test.

RUSS 202 - Intermediate Russian II (3 Credits)
Completion of exposure to the fundamentals of Russian grammar, with emphasis on writing, reading, and conversation.
Prerequisites: RUSS 201 or satisfactory score on language placement test.
RUSS 280 - Introduction to Russian Civilization (3 Credits)
A multimedia introduction to Russian culture from its beginnings to the present. No knowledge of Russian required.
Carolina Core: AIU
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

RUSS 298 - Selected Topics (1-3 Credits)
Introductory-level study of selected topics in Russian culture. Does not apply toward the Russian major. May be repeated for credit under a different title.

RUSS 301 - Russian Conversation and Composition I (3 Credits)
Conversation, reading, composition, comprehensive review of grammar.
Prerequisites: RUSS 202 or satisfactory score on language placement test.

RUSS 302 - Russian Conversation and Composition II (3 Credits)
Emphasis on oral proficiency, using contemporary authentic materials from Russian newspapers, textbooks, and television newscasts.
Prerequisites: RUSS 301 or satisfactory score on language placement test.

RUSS 319 - Nineteenth-Century Russian Literature in Translation (3 Credits)
Masterworks of Russian literature by Tolstoy, Dostoevsky, Turgenev, Pushkin, Chekov, and others.
Graduation with Leadership Distinction: GLD: Global Learning

RUSS 319L - Nineteenth-Century Russian Literature in Russian (1 Credit)
A Russian-language course designed to supplement 319. Reading and discussion in Russian of 19th-century poetry and prose.
Prerequisites: RUSS 302.

RUSS 320 - Twentieth-Century Russian Literature in Translation (3 Credits)
Masterworks of Russian literature by Bely, Pasternak, Bulgakov, Nabokov, Solzhenitsyn, and others.
Graduation with Leadership Distinction: GLD: Global Learning

RUSS 320L - Twentieth-Century Russian Literature in Russian (1 Credit)
A Russian-language course designed to supplement RUSS 320.

RUSS 340 - Russian Shorts: Stories and Essays (3 Credits)
An examination of Russian short stories and essays by Russian writers from the nineteenth century to the twenty-first century.

RUSS 350 - Russian Folklore and Fairy Tales (3 Credits)
An introduction to Russian fairy tales and other genres of folklore, both in their original form within an oral tradition and as reworked in Russian art and literature.

RUSS 398 - Selected Topics (3 Credits)
Intensive study of selected topics in Russian cultural and/or literary movements. Taught in English. May be repeated for credit under a different title.

RUSS 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

RUSS 401 - Advanced Russian I (3 Credits)
Acquisition of subtleties of Russian grammar. Increased focus on reading, writing, and discussion.
Prerequisites: RUSS 302 or satisfactory score on language placement test.

RUSS 402 - Advanced Russian II (3 Credits)
Exposure to prose and poetry from a wide variety of sources and periods. Focus on oral proficiency, reading, comprehension, and writing.
Prerequisites: RUSS 401 or satisfactory score on language placement test.

RUSS 518 - Medieval Russian Culture (3 Credits)
An introduction to the culture of medieval Russia through its written records, folklore, icons, and ancient religious chant.

RUSS 520 - Russian Modernism: Love, Sex and Politics in Revolutionary Russia (3 Credits)
An exploration of Russian modernist culture, with particular attention to the themes of social and political change. Authors under discussion include Kuzmin, Bely, and Zamyatin.

RUSS 530 - Homer in Russia (3 Credits)
An examination of the influence of Homer’s epic poems The Iliad and The Odyssey on Russian culture, as seen in works by Russian writers including Tolstoy, Pasternak, and Brodsky.

RUSS 540 - Writing Russian National Identity (3 Credits)
An examination of Russian writers reflecting on Russian national identity, including Solzhenitsyn, Dostoevsky, and Grossman.

RUSS 598 - Selected Topics in Russian (3 Credits)
Reading and research on selected topics in Russian. Course content varies and will be announced in the schedule of courses by title.

RUSS 615 - Intensive Readings in Russian (3 Credits)
Intensive reading course for non-majors. Primarily for graduate students to fulfill the foreign-language reading requirement. It will not be applied toward the degree language requirements nor will it be accepted as a substitute in the course sequence leading to the various degree requirements.

RUSS 616 - Intensive Readings in Russian (3 Credits)
Intensive reading course for non-majors. Primarily for graduate students to fulfill the foreign-language reading requirement. It will not be applied toward the degree language requirements nor will it be accepted as a substitute in the course sequence leading to the various degree requirements.

SPAN 109 - Beginning Spanish I (3 Credits)
Introduction to grammar and practical vocabulary necessary for fundamental communication skills. Restricted to those who have never studied Spanish or placed by examination into SPAN 109. Credit may be received only for one of the following: SPAN 109, SPAN 110; SPAN 111; or SPAN 121.
Carolina Core: GFL

SPAN 110 - Beginning Spanish II (3 Credits)
Introduction to grammar and practical vocabulary necessary for fundamental communication skills. Restricted to those who have completed SPAN 109. Credit may be received only for one of the following: SPAN 109, SPAN 110; SPAN 111; or SPAN 121.
Carolina Core: GFL
SPAN 111 - Intensive Beginning Spanish (6 Credits)
Intensive introduction to grammar and practical vocabulary necessary for fundamental communication skills. Admission only to highly motivated beginning students who obtain the permission of the department. Credit may be received only for one of the following: SPAN 109, SPAN 110, SPAN 111, or SPAN 121.
Carolina Core: GFL

SPAN 121 - Elementary Spanish (3 Credits)
Grammar and vocabulary necessary for fundamental communication skills. Assumes prior experience in Spanish. Admission only by proficiency examination. Credit may be received for only one of the following: SPAN 109, SPAN 110, SPAN 111, or SPAN 121.
Carolina Core: GFL

SPAN 122 - Basic Proficiency in Spanish (3 Credits)
Practice and further development of essential listening, reading, speaking, and writing skills.
Prerequisites: SPAN 109, SPAN 110, SPAN 111, or SPAN 121 or by placement examination.
Carolina Core: GFL

SPAN 209 - Intermediate Spanish I (3 Credits)
Further development of listening, speaking, reading, and writing skills. Use of authentic cultural materials.
Prerequisites: C or better in SPAN 122 or by Placement Exam.

SPAN 210 - Intermediate Spanish II (3 Credits)
Continued development of the four skills practiced in SPAN 209.
Prerequisites: C or better in SPAN 209 or by Placement Exam.

SPAN 211 - Intensive Intermediate Spanish (6 Credits)
Further development of listening, speaking, reading, and writing skills. Designed for highly motivated students. Credit not awarded for both SPAN 209-SPAN 210 and SPAN 211.
Prerequisites: SPAN 122 or placement at 209 level on Phase II placement exam.

SPAN 220 - Selected Works of Hispanic Literature in English Translation (3 Credits)
Selected major works, especially contemporary works, in all genres of Hispanic literature in English translation.
Carolina Core: AIU

SPAN 301 - Service Learning in Spanish (1-3 Credits)
Contract approved by instructor, director, and department chair required. May be repeated. Maximum of 3 hours may apply towards major or minor.
Prerequisites: SPAN 210.

SPAN 302 - Advanced Spanish (3 Credits)
In-depth study of advanced grammatical structures of Spanish to develop proficiency in all 4 skills and cultural competency. Gateway course for Spanish majors.
Prerequisites: B or better in SPAN 210, SPAN 211 or SPAN 230 or by placement.

SPAN 303 - Cultural Readings and Advanced Composition (3 Credits)
Development of advanced composition skills in Spanish on a variety of topics related to cultural production of the Spanish-speaking world.
Prerequisites: SPAN 302 or by placement on Phase II placement exam.

SPAN 304 - Cultural Readings and Advanced Conversation (3 Credits)
Cultural readings about the Spanish-speaking world, and advanced speaking skills practice through various strategies such as group discussions, debates, presentations.

SPAN 305 - Working with Hispanic Clients (3 Credits)
Crosstural approaches to interactions with persons of Hispanic origin in a variety of professional settings. Readings, speakers, media. Taught in Spanish. Departmental permission required for transfer students.
Prerequisites: B or better in SPAN 210 or SPAN 211; placement at 300 level on Phase II placement exam.
Cross-listed course: LASP 305
Graduation with Leadership Distinction: GLD: Community Service, GLD: Global Learning

SPAN 311 - Spanish for Heritage Speakers (3 Credits)
Intensive grammar practice, enhancement of reading and writing skills for individuals raised in a Spanish-speaking household but with little or no formal Spanish instruction. Restricted to heritage speakers, as defined in Bulletin description.
Prerequisites: Placement by Phase II Exam.

SPAN 312 - Introduction to Reading Hispanic Literary Texts (3 Credits)
Approaches to reading literary texts through carefully selected readings from different genres. D or better for non-Spanish majors. C or better for Spanish majors and minors.
Prerequisites: SPAN 303 or by placement.

SPAN 316 - Business Spanish (3 Credits)
Commercial organizations and business in Spanish-speaking countries, business correspondence, terminology, and techniques in commercial transactions. Standardized examinations available such as the Certificado de la Camara de Comercio de Madrid.
Prerequisites: C or better in SPAN 302 or by placement.

SPAN 317 - Spanish Phonetics and Pronunciation (3 Credits)
Analysis of and practice in pronunciation, listening comprehension, and dialect recognition based on study of the speech sounds, combinations, patterns, and processes of Spanish phonetics and phonology. Department permission required for transfer students.
Prerequisites: C+ or better in SPAN 302; placement at 300 level of Phase II placement exam.
Cross-listed course: LING 314

SPAN 350 - Spanish Language Study Abroad (3 Credits)
Intensive language practice in native environment with emphasis on oral skills. Instruction by native speakers; community contact and home stay. Prior placement test required. May be repeated once for credit.
Prerequisites: B or better in SPAN 210 or SPAN 211 or by placement at 300 level on Phase II placement exam.

SPAN 360 - Spanish for Healthcare Professionals (3 Credits)
Health professionals’ functional and lexical language ability, cultural information, etiquette and protocol necessary to interact with Spanish speakers.
Prerequisites: SPAN 309.

SPAN 375 - Special Topics in Hispanic Literature (3 Credits)
Course content varies and will be announced in the schedule of classes by title. May be repeated as content varies by title.
Prerequisites: SPAN 303 or placement above the SPAN 303 level on Phase II placement exam.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences
SPAN 376 - Special Topics in Hispanic Language and Culture (3 Credits)
Course content varies and will be announced in the schedule of classes by title. May be repeated as content varies by title.
Prerequisites: C or higher in SPAN 302; Placement Exam score of SD or S7.

SPAN 380 - The Cinema of Spain (3 Credits)
Investigation of Spanish cultures through the study of its films and the cinematic medium.
Prerequisites: SPAN 303 or by placement.

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning

SPAN 381 - The Cinema of Latin America (3 Credits)
Investigation of Latin American cultures through the study of films and the cinematic medium. Department permission required for transfer students.
Prerequisites: Placement at 300 level on Phase II placement exam, grade of C+ or better in SPAN 303, or consent of instructor.

SPAN 398 - Special Topics in Hispanic Studies (3 Credits)
Intensive study of selected topics of the Hispanic world. Course content varies and will be announced in the schedule of classes by title. May be repeated as content varies by title. Taught in English.

SPAN 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students. Department permission required for transfer students.
Prerequisites: B or better in SPAN 210 or SPAN 211; Placement at 300 level on Phase II placement exam.

Graduation with Leadership Distinction: GLD: Research

SPAN 400 - Spanish Civilization (3 Credits)
Lectures, readings, and visuals on selected topics of Spanish civilization and its cultural heritage.
Prerequisites: C+ or better in SPAN 303 or placement at 300 level on Phase II placement exam.

Graduation with Leadership Distinction: GLD: Global Learning

SPAN 401 - Latin American Culture (3 Credits)
Lectures, visuals, and readings on selected topics of Spanish American civilization and its cultural heritage.
Prerequisites: SPAN 312.

SPAN 404 - Literary Tendencies and Masterpieces of Spain (3 Credits)
A survey of the masterworks and literary tendencies of Spain.
Prerequisites: SPAN 312.

SPAN 405 - Literary Tendencies and Masterpieces of Spanish America (3 Credits)
A survey of the masterworks and literary tendencies of Spanish America.
Prerequisites: SPAN 312.

Cross-listed course: LASP 371

SPAN 410 - Advanced Oral Communication for the Professions (3 Credits)
Designed to develop linguistic functions such as supporting opinions and hypothesizing, as well as communicative strategies and vocabulary that are essential to effective communication in Spanish in the workplace.
Prerequisites: SPAN 309, SPAN 310.

SPAN 417 - Advanced Spanish for Business and the Professions (3 Credits)
Vocabulary, concepts, and oral/written skills necessary to communicate effectively in the social, cultural, or economic infrastructure of Hispanic countries. Introduction to the use of technology for the acquisition and processing of materials relevant to students’ professional goals.
Prerequisites: SPAN 316.

SPAN 475 - Advanced Special Topics in Hispanic Literature (3 Credits)
Course content varies and will be announced in the schedule of classes by title. May be repeated as content varies by title.
Prerequisites: D or better in SPAN 312 or by placement.

SPAN 476 - Advanced Special Topics in Hispanic Language and Culture (3 Credits)
Course content varies and will be announced in the schedule of classes by title. May be repeated as content varies by title. This course will be taught in Spanish.
Prerequisites: D or better in SPAN 303 or by placement.

SPAN 498 - Advanced Special Topics in Hispanic Studies (3 Credits)
Course content varies and will be announced in the schedule of classes by title. May be repeated as content varies by title. Taught in English.

SPAN 499 - Senior Seminar (3 Credits)
A special seminar devoted to the in-depth study of selected subjects in Hispanic literature, culture, or language. Required for the intensive major in Spanish.
Prerequisites: 3.00 GPA; 18 hours of 300-level Spanish.

Graduation with Leadership Distinction: GLD: Research

SPAN 500 - Contemporary Spain (3 Credits)
Analysis and discussion of 20th-century Spanish history and the sociocultural forces that have contributed to define this country’s national identity. Taught in Spanish.
Prerequisites: SPAN 303 for Undergraduates, Phase II placement exam above SPAN 303.

Graduation with Leadership Distinction: GLD: Global Learning

SPAN 501 - Contemporary Spanish America (3 Credits)
Analysis and discussion of 20th-century Spanish American history and the sociocultural forces that have contributed to define this area’s national identities. Taught in Spanish.
Cross-listed course: LASP 501

SPAN 513 - Introduction to Professional and Technical Translation (3 Credits)
Introduction to translation and practice of skills required for professional and technical Spanish/English translation.
Prerequisites: SPAN 409.

SPAN 515 - Introduction to Spanish Linguistics (3 Credits)
Phonology, morphology, and syntax of modern Spanish.
Prerequisites: SPAN 303, Phase II placement exam above SPAN 303.

SPAN 516 - The Structure of Modern Spanish (3 Credits)
Description of the grammatical structures of Modern Spanish. Intensive study of the theory and practice of word formation and sentence structure of Spanish.
Cross-listed course: LING 554
SPAN 517 - Contrastive English-Spanish Phonetics and Phonology (3 Credits)
Introduction to the study of phonetics and phonology and their application to the sounds and sound systems of English and Spanish. Includes transcription practice and discussion of relevance to teaching.
Cross-listed course: LING 514

SPAN 518 - Introduction to Spanish Medieval Literature (3 Credits)
Survey of Spanish literature from its first manifestations to La Celestina. Introduction; early works; the epic; 13th- through 15th-century prose and verse; Beceo, Alfonso X, Juan Ruiz, Marques de Santillana; others.
Prerequisites: SPAN 312 for undergraduates.

SPAN 524 - Renaissance and Golden Age Literature (3 Credits)
Survey of the works of Garcilaso, the Spanish mystics, Lope, Quevedo, Tirso, Calderon, Gongora and others.
Prerequisites: SPAN 312 for undergraduates.

SPAN 534 - Nineteenth-Century Spanish Literature (3 Credits)
Survey of the works of the major literary figures of the period.
Prerequisites: SPAN 312 for undergraduates.

SPAN 538 - Twentieth-Century Spanish Literature (3 Credits)
Survey of major peninsular writers from the Generation of ‘98 to the present.
Prerequisites: SPAN 312 for Undergraduates.

SPAN 541 - Colonial Spanish-American Literature to Neoclassicism (3 Credits)
Survey of pre-Columbian poetry and of texts dating from the time of Columbus to the end of the Colonial period.
Cross-listed course: LASP 541

SPAN 543 - Spanish-American Literature from the Independence Through Modernism (3 Credits)
Survey of the most significant works of the Independence through Modernism.
Prerequisites: SPAN 312 for Undergraduates.

SPAN 550 - Advanced Language Study Abroad (3 Credits)
Intensive language practice in native environment with special emphasis on oral skills. Instruction by native speakers; extensive community contact and home stay. Prior placement test required.

SPAN 555 - Spanish-American Literature from Modernism Through 1960 (3 Credits)
Survey of the most significant works of this period.
Prerequisites: SPAN 312 for undergraduates.

SPAN 557 - Contemporary Spanish-American Literature (3 Credits)
Survey of the most significant works from 1960 to the present.
Cross-listed course: LASP 471

SPAN 575 - Special Topics in Spanish (3 Credits)
Course content varies and will be announced in the schedule of classes by title. May be repeated as content varies by title.
Prerequisites: D or better in SPAN 312 or graduate standing.

SPAN 615 - Intensive Readings in Spanish (3 Credits)
Intensive reading for non-majors. Graduate students fulfill their foreign-language requirement with successful completion of the course. Undergraduates may take the course as an elective only by permission.

SPAN 121 - Elementary Swahili (4 Credits)
Grammar and practical vocabulary necessary for fundamental communication skills. Assumes no prior experience in the language. Offered only in fall.

SPAN 122 - Basic Proficiency in Swahili (3 Credits)
Practice and further development of essential listening, reading, speaking, and writing skills. Offered in spring and summer II semesters.
Prerequisites: SWAH 121.

SPAN 201 - Intermediate Swahili (3 Credits)
Development of reading, speaking, listening, and writing skills; introduction of East African culture. SWAH 201 offered in fall, SWAH 202 offered in spring.

SPAN 202 - Intermediate Swahili (3 Credits)
Development of reading, speaking, listening, and writing skills; introduction of East African culture. SWAH 201 offered in fall, SWAH 202 offered in spring.

SPAN 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

Ancient Greek Literature Minor

Minor Requirements

Course Prerequisite Courses (8 Hours)
Course Title Credits
GREL 121 Elementary Ancient Greek I 4
GREL 122 Elementary Ancient Greek II 4
Total Credit Hours 8

Required Courses (18 Hours)
Course Title Credits
Select six of the following: 18
GREL 305 The Greek New Testament
GREL 321 Plato
GREL 322 Homer
GREL 501 Herodotus
GREL 502 Thucydides
GREL 533 Sophocles
GREL 534 Euripides
GREL 543 Hesiod and the Homeric Hymns
GREL 550 Greek Seminar

Total Credit Hours 18

Chinese Studies Minor

Minor Requirements (18 Hours)

Hours Required for the Minor: 18

Required Courses

CHIN 240 and Chinese language through CHIN 322. Students who place out of some or all of the core language courses will take the 18 hours in literature, civilization and advanced language courses (as appropriate).
The following courses may be applied to the minor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHIN 222</td>
<td>Intermediate Mandarin Chinese II</td>
<td>3</td>
</tr>
<tr>
<td>CHIN 321</td>
<td>Advanced intermediate Mandarin Chinese I</td>
<td>3</td>
</tr>
<tr>
<td>CHIN 322</td>
<td>Advanced Intermediate Mandarin Chinese II</td>
<td>3</td>
</tr>
<tr>
<td>CHIN 240</td>
<td>Chinese Culture, Tradition, and Modern Societies</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives
At least six hours from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHIN 335</td>
<td>Women in China</td>
<td>3</td>
</tr>
<tr>
<td>CHIN 341</td>
<td>Modern Chinese Literature</td>
<td>3</td>
</tr>
<tr>
<td>CHIN 365</td>
<td>Screening China</td>
<td>3</td>
</tr>
<tr>
<td>CHIN 398</td>
<td>Selected Topics</td>
<td>3</td>
</tr>
<tr>
<td>CPLT 303</td>
<td>Great Books of the Eastern World</td>
<td>3</td>
</tr>
<tr>
<td>CPLT 415</td>
<td>Topics in Comparative Literary Relations</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 242</td>
<td>Chinese Popular Culture</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 345</td>
<td>History of Asian Art</td>
<td>3</td>
</tr>
<tr>
<td>HIST 355</td>
<td>Late Imperial China</td>
<td>3</td>
</tr>
<tr>
<td>HIST 356</td>
<td>China Since 1949</td>
<td>3</td>
</tr>
<tr>
<td>POLI 443</td>
<td>International Relations of East Asia and the Pacific</td>
<td>3</td>
</tr>
<tr>
<td>POLI 448</td>
<td>Politics and Government of China</td>
<td>3</td>
</tr>
<tr>
<td>RELG 220</td>
<td>Introduction to Buddhism</td>
<td>3</td>
</tr>
<tr>
<td>RELG 352</td>
<td>Religions of East Asia</td>
<td>3</td>
</tr>
</tbody>
</table>

Chinese Studies, B.A.

Learning Outcomes
- Students will demonstrate a level of comprehension of spoken, standard Mandarin Chinese that will facilitate interactive communication in the language.
- Students will demonstrate advanced proficiency in understanding written Chinese, including familiarity with simplified and traditional character sets and regional variations across the Chinese-speaking world.
- Students will demonstrate the ability to speak Mandarin Chinese at an intermediate to advanced level of proficiency, i.e. to express a wide range of needs, experiences, and ideas in Chinese.
- Students will demonstrate the ability to write in Chinese at an intermediate to advanced level of proficiency, i.e. to express a wide range of needs, experiences, and ideas in Chinese.
- Students will recognize and be able to discuss the significance of primary periods and major writers in Chinese literature, as well as the major historical, cultural, and social trends of Chinese civilization from ancient times to the present day.
- Students will evaluate and discuss knowledgeably cultural texts or linguistic documents, including major texts of Chinese literature, and advance arguments effectively through strong writing and reasoning.
- Students will demonstrate their preparation for appropriate careers or graduate studies.

Admissions

Entrance Requirements
New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

Degree Requirements (120 hours)

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>32-44</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>15</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>37-49</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>24</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (32-44 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

must be passed with a grade of C or higher

- any CC-CMW courses (p. 742)

ARP – Analytical Reasoning and Problem Solving (6-8 hours)

- any CC-ARP courses (p. 742)

SCI – Scientific Literacy (8 hours)

- Two 4-credit hour CC-SCI courses (p. 742)

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.
Accordingly, please select one of the following:

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)
- any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)
- any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)
- any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)
- any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy 1 (0-3 hours)
- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)
- any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (15 hours)

History (3 hours)
The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:

- One Carolina Core GHS-approved course primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.
  or
- One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

Social Science and Fine Arts or Humanities (12 hours)
- Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/) (3 hours of Social Science)
  - CHIN 221
  - CHIN 222
  - CHIN 240

Note: If a student places out of CHIN 221 and CHIN 222, a Humanities or Fine Arts course would be required in place of each as part of the College of Arts and Sciences curriculum.

3. Program Requirements (37-49 hours)

Cognate or Minor (12-18 hours)

Cognate
The cognate is intended to support the course work in the major. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor.

Courses offered by departments and programs that are acceptable for cognate credit are outlined in the section titled Courses Acceptable for Cognate Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-cognate/).

For cognate course offerings in other colleges, consult the appropriate sections of this bulletin. Some major programs have specific cognate requirements.

It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the major advisor as being related to the major field of study. Students are urged to consult their major advisors for specific requirements in their major.

Courses applied toward general education requirements cannot be counted toward the cognate.

For Bachelor of Arts degrees, all cognate courses must be passed with a grade of C or higher.

Minor
In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 12 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.
A list of minor programs of study can be found at Programs A-Z (p. 20).

Electives (19-37 hours)

No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

4. Major Requirements (24 hours)

_a minimum grade of C is required in all major courses_

Major Courses (18 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHIN 321</td>
<td>Advanced intermediate Mandarin Chinese I</td>
<td>3</td>
</tr>
<tr>
<td>CHIN 322</td>
<td>Advanced Intermediate Mandarin Chinese II</td>
<td>3</td>
</tr>
<tr>
<td>CHIN 421</td>
<td>Advanced Chinese I</td>
<td>3</td>
</tr>
<tr>
<td>CHIN 422</td>
<td>Advanced Chinese II</td>
<td>3</td>
</tr>
<tr>
<td>Select two of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHIN 335</td>
<td>Women in China</td>
<td></td>
</tr>
<tr>
<td>CHIN 341</td>
<td>Modern Chinese Literature</td>
<td></td>
</tr>
<tr>
<td>CHIN 365</td>
<td>Screening China</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 18

Major Electives (6 hours)

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 345</td>
<td>History of Asian Art</td>
<td>6</td>
</tr>
<tr>
<td>CHIN 398</td>
<td>Selected Topics</td>
<td></td>
</tr>
<tr>
<td>CHIN 399</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>HIST 355</td>
<td>Late Imperial China</td>
<td></td>
</tr>
<tr>
<td>HIST 356</td>
<td>China Since 1949</td>
<td></td>
</tr>
<tr>
<td>POLI 443</td>
<td>International Relations of East Asia and the Pacific</td>
<td></td>
</tr>
<tr>
<td>POLI 448</td>
<td>Politics and Government of China</td>
<td></td>
</tr>
<tr>
<td>RELG 220</td>
<td>Introduction to Buddhism</td>
<td></td>
</tr>
<tr>
<td>RELG 352</td>
<td>Religions of East Asia</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 6

 Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Chinese Studies, B.A.

Classical Studies Minor

Minor Requirements (18 Hours)

Required Courses (9 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAS 586</td>
<td>Classical Mythology</td>
<td>3</td>
</tr>
<tr>
<td>Select six hours from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLAS 305</td>
<td>Greece and Rome in Film and Popular Culture</td>
<td></td>
</tr>
<tr>
<td>CLAS 320</td>
<td>Sexuality and Gender in Ancient Greece</td>
<td></td>
</tr>
<tr>
<td>CLAS 321</td>
<td>Sexuality, Gender, and Power in Ancient Rome</td>
<td></td>
</tr>
<tr>
<td>Greek or Latin at the 300-level or above</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Electives (9 Hours)

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPLT 301</td>
<td>Great Books of the Western World I</td>
<td>3</td>
</tr>
<tr>
<td>CLAS 301</td>
<td>Ancient Philosophy</td>
<td></td>
</tr>
<tr>
<td>CLAS 320</td>
<td>Sexuality and Gender in Ancient Greece</td>
<td></td>
</tr>
<tr>
<td>CLAS 321</td>
<td>Sexuality, Gender, and Power in Ancient Rome</td>
<td></td>
</tr>
<tr>
<td>CLAS 401</td>
<td>Greek and Latin Literature in Translation</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 302</td>
<td>Greek History and Civilization to 146 B.C.</td>
<td></td>
</tr>
<tr>
<td>HIST 303</td>
<td>Roman Republic and Early Empire</td>
<td></td>
</tr>
<tr>
<td>HIST 304</td>
<td>Late Antiquity: Imperial Rome to Islam</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAS 302</td>
<td>Greek and Roman Philosophy after Aristotle</td>
<td></td>
</tr>
<tr>
<td>CLAS 323</td>
<td>Greek Civilization on Site</td>
<td></td>
</tr>
<tr>
<td>CLAS 360</td>
<td>Classical Origins of Western Medical Ethics</td>
<td></td>
</tr>
<tr>
<td>CLAS 361</td>
<td>Between Magic and Method: Ancient Medicine</td>
<td></td>
</tr>
<tr>
<td>PHIL 505</td>
<td>Plato</td>
<td></td>
</tr>
<tr>
<td>PHIL 506</td>
<td>Aristotle</td>
<td></td>
</tr>
<tr>
<td>PHIL 526</td>
<td>Hellenistic Philosophy</td>
<td></td>
</tr>
<tr>
<td>RELG 310</td>
<td>Paul and the Philosophers</td>
<td></td>
</tr>
<tr>
<td>RELG 313</td>
<td>The Writings of John the Apostle</td>
<td></td>
</tr>
<tr>
<td>RELG 410</td>
<td>Origins of Western Morality</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Note: Other courses, with appropriate content, such as special topics, may be applied with permission of the advisor.

Classics, B.A.

Learning Outcomes

• Students will comprehend and translate into English a wide variety of Latin and Greek texts.
• Students will demonstrate the ability to differentiate between the primary periods and significant writers of Latin and Greek literatures.
• Students will demonstrate the ability to think critically and analyze texts.
• Students will recognize the major historical, cultural, and social trends of Greco-Roman civilization.
Admissions

Entrance Requirements

New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

Degree Requirements (120 hours)

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carolina Core</td>
<td>32-44</td>
</tr>
<tr>
<td>College Requirements</td>
<td>15-18</td>
</tr>
<tr>
<td>Program Requirements</td>
<td>20-49</td>
</tr>
<tr>
<td>Major Requirements</td>
<td>24-45</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (32-46 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

- any CC-CMW courses (p. 742)

ARP – Analytical Reasoning and Problem Solving (6-8 hours)

- any CC-ARP courses (p. 742)

SCI – Scientific Literacy (8 hours)

- Two 4-credit hour CC-SCI courses (p. 742)

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-8 hours)

Students in the Classics major must demonstrate proficiency in both the Greek and Latin languages equivalent to the minimal passing grade on the exit examination in the 122 course. Latin courses fulfill the CC-GFL requirement for the Latin PK-12 Teacher Certification Concentration, as GREK 121 and GREK 122 are included in the major hours for that concentration. For any of the other concentrations, either Latin or Greek may meet the CC-GFL requirement. Students can demonstrate proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

- CC-GFL courses (p. 742)

It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

- any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

- any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)

- any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)

- any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy 1 (0-3 hours)

- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)

- any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible

Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (15-18 hours)

Foreign Language (0-3 hours)

only if needed to meet 122-level proficiency for Latin

- Students in the Classics major must demonstrate proficiency in both the Greek and Latin languages equivalent to the minimal passing grade on the exit examination in the 122 course. Students who choose Latin to fulfill the CC-GFL requirement and test into LATN 109 will need an additional semester of the language to reach the 122 level.

History (3 hours)

The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:
• One Carolina Core GHS-approved course primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

or

• One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

Social Science and Fine Arts or Humanities (12 hours)
Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/)

• Three hours of Social Science
• Nine hours of Fine Arts or Humanities

3. Program Requirements (20-49 hours)
Supporting Courses (0-9 hours)

Students in the Classics major must demonstrate proficiency in both the Greek and Latin languages equivalent to the minimal passing grade on the exit examination in the 122 course. Latin courses fulfill the CC-GFL requirement for the Latin PK-12 Teacher Certification Concentration, and GREK 121 and GREK 122 are included in the major hours for that concentration, so no Supporting Courses are needed. For any of the other concentrations, whichever language (Greek or Latin) was not met through the Carolina Core GFL requirement will be met through these Supporting Courses. Students can demonstrate proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

Cognate or Minor (12-20 hours)

Students completing the Latin PK-12 Teacher Certification Concentration must complete a Foreign Language Education Minor (p. 158) (20 hours) and the two (2) required internships.

Cognate

The cognate is intended to support the course work in the major. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor.

Courses offered by departments and programs that are acceptable for cognate credit are outlined in the section titled Courses Acceptable for Cognate Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-cognate/).

For cognate course offerings in other colleges, consult the appropriate sections of this bulletin. Some major programs have specific cognate requirements.

It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the major advisor as being related to the major field of study. Students are urged to consult their major advisors for specific requirements in their major.

Courses applied toward general education requirements cannot be counted toward the cognate.

For Bachelor of Arts degrees, all cognate courses must be passed with a grade of C or higher.

Minor

In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.

A list of minor programs of study can be found at Programs A-Z (p. 20).

Electives (0-37 hours)

No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

4. Major Requirements (24-45 hours)

a minimum grade of C is required in all major courses

Students must choose a concentration from the options below.

Concentrations (24-45 hours)

Classical Studies Concentration (24 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAS 586</td>
<td>Classical Mythology</td>
<td>3</td>
</tr>
<tr>
<td>CLAS 401</td>
<td>Greek and Latin Literature in Translation or CPLT 301</td>
<td>3</td>
</tr>
<tr>
<td>Select six hours from the following:</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>GREK or LATN 300 or above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLAS 305</td>
<td>Greece and Rome in Film and Popular Culture</td>
<td></td>
</tr>
<tr>
<td>CLAS 320</td>
<td>Sexuality and Gender in Ancient Greece</td>
<td></td>
</tr>
<tr>
<td>CLAS 321</td>
<td>Sexuality, Gender, and Power in Ancient Rome</td>
<td></td>
</tr>
<tr>
<td>Select three hours from the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HIST 302</td>
<td>Greek History and Civilization to 146 B.C.</td>
<td></td>
</tr>
<tr>
<td>HIST 303</td>
<td>Roman Republic and Early Empire</td>
<td></td>
</tr>
<tr>
<td>HIST 304</td>
<td>Late Antiquity: Imperial Rome to Islam</td>
<td></td>
</tr>
</tbody>
</table>
Select nine hours of Major Electives from the following:  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 313</td>
<td>History of Roman Art</td>
<td>9</td>
</tr>
<tr>
<td>ARTH 320</td>
<td>History of Italian Renaissance Art</td>
<td></td>
</tr>
<tr>
<td>ARTH 514</td>
<td>Topics in Ancient Art</td>
<td></td>
</tr>
<tr>
<td>ARTH 520</td>
<td>History of Renaissance Painting</td>
<td></td>
</tr>
<tr>
<td>ARTH 524</td>
<td>Topics in Renaissance Art</td>
<td></td>
</tr>
<tr>
<td>CPLT 301</td>
<td>Great Books of the Western World I</td>
<td></td>
</tr>
<tr>
<td>CLAS 240</td>
<td>Sport and Combat in the Ancient World</td>
<td></td>
</tr>
<tr>
<td>CLAS 301</td>
<td>Ancient Philosophy</td>
<td></td>
</tr>
<tr>
<td>CLAS 302</td>
<td>Greek and Roman Philosophy after Aristotle</td>
<td></td>
</tr>
<tr>
<td>CLAS 360</td>
<td>Classical Origins of Western Medical Ethics</td>
<td></td>
</tr>
<tr>
<td>CLAS 361</td>
<td>Between Magic and Method: Ancient Medicine</td>
<td></td>
</tr>
<tr>
<td>CLAS 401</td>
<td>Greek and Latin Literature in Translation</td>
<td></td>
</tr>
<tr>
<td>CLAS 469</td>
<td>Classical Drama</td>
<td></td>
</tr>
<tr>
<td>HIST 302</td>
<td>Greek History and Civilization to 146 B.C.</td>
<td></td>
</tr>
<tr>
<td>HIST 303</td>
<td>Roman Republic and Early Empire</td>
<td></td>
</tr>
<tr>
<td>HIST 304</td>
<td>Late Antiquity: Imperial Rome to Islam</td>
<td></td>
</tr>
<tr>
<td>HIST 325</td>
<td>Byzantine History: 4th to 11th Centuries</td>
<td></td>
</tr>
<tr>
<td>PHIL 505</td>
<td>Plato</td>
<td></td>
</tr>
<tr>
<td>PHIL 506</td>
<td>Aristotle</td>
<td></td>
</tr>
<tr>
<td>PHIL 526</td>
<td>Hellenistic Philosophy</td>
<td></td>
</tr>
<tr>
<td>RELG 302</td>
<td>New Testament</td>
<td></td>
</tr>
<tr>
<td>RELG 310</td>
<td>Paul and the Philosophers</td>
<td></td>
</tr>
<tr>
<td>RELG 311</td>
<td>Gospel Literature and the Formation of Christianity</td>
<td></td>
</tr>
<tr>
<td>RELG 312</td>
<td>The Life and Letters of Paul</td>
<td></td>
</tr>
<tr>
<td>RELG 315</td>
<td>Early Christianity</td>
<td></td>
</tr>
<tr>
<td>RELG 316</td>
<td>Imagining Jesus: Antiquity to Present</td>
<td></td>
</tr>
<tr>
<td>RELG 410</td>
<td>Origins of Western Morality</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 24

1 Courses with appropriate content, such as Special Topics courses, may be applied with permission of the advisor.

### Greek Concentration (24 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPLT 270</td>
<td>World Literature</td>
<td>3</td>
</tr>
<tr>
<td>CPLT 300</td>
<td>What is Comparative Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

### Latin Concentration (24 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPLT 301</td>
<td>Great Books of the Western World I</td>
<td>3</td>
</tr>
<tr>
<td>CPLT 302</td>
<td>Great Books of the Western World II</td>
<td>3</td>
</tr>
<tr>
<td>CPLT 303</td>
<td>Great Books of the Eastern World</td>
<td></td>
</tr>
</tbody>
</table>

### PK-12 Teacher Certification Concentration (45 hours) optional

Students in the PK-12 Teacher Certification Concentration must complete the Foreign Language Education Minor (p. 158) and the two (2) required internships as part of the program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORL 448</td>
<td>Teaching Internship in Foreign Languages</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 48

### Comparative Literature Electives

Select 27 hours from LATN 300 or above

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAS 586</td>
<td>Classical Mythology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 18

1 Courses with appropriate content, such as Special Topics courses, may be applied with permission of the advisor.

### Application and Admission

Application and admission to the professional program in education/ internship are required for all majors seeking teacher certification. All teacher education candidates must adhere to all education policies and procedures related to clinical experiences and meet University and S.C. Board of Education requirements in order to be recommended for certification. Information is available from academic advisors or the College of Education, Advising and Student Services office, at 803-777-6732.

### Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

### Classics, B.A. Classical Studies Concentration

[https://sc.edu/about/offices_and_divisions/advising/documents/major_maps/2020-2021/2020_classics-classical-studies_map.pdf](https://sc.edu/about/offices_and_divisions/advising/documents/major_maps/2020-2021/2020_classics-classical-studies_map.pdf)

### Classics, B.A. Greek Concentration

[https://sc.edu/about/offices_and_divisions/advising/documents/major_maps/2020-2021/2020_classics-greek_map.pdf](https://sc.edu/about/offices_and_divisions/advising/documents/major_maps/2020-2021/2020_classics-greek_map.pdf)

### Classics, B.A. Latin Concentration

[https://sc.edu/about/offices_and_divisions/advising/documents/major_maps/2020-2021/2020_classics-latin_map.pdf](https://sc.edu/about/offices_and_divisions/advising/documents/major_maps/2020-2021/2020_classics-latin_map.pdf)

### Classics, B.A. Latin PK-12 Teacher Certification Concentration

[https://sc.edu/about/offices_and_divisions/advising/documents/major_maps/2020-2021/2020_classics-latin-teaching_map.pdf](https://sc.edu/about/offices_and_divisions/advising/documents/major_maps/2020-2021/2020_classics-latin-teaching_map.pdf)
Comparative Literature, B.A.

Learning Outcomes

• Students will demonstrate skill in and knowledge of a broad range of diverse literary traditions.
• Students will demonstrate skill in at least two literatures, one in a foreign language.
• Students will demonstrate knowledge of the history of literary theory and adequate ability to apply literary theory to literary texts; they will also acquire a good understanding of the history and development of the field of comparative literature.
• Students will demonstrate skill in linguistic competence in a second foreign language.
• Students will demonstrate skills in basic research methods.
• Students will demonstrate skills in written communication.

Admissions

Entrance Requirements

New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

Degree Requirements (120 hours)

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>32-44</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>15-18</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>31-46</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>27</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (32-44 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

*must be passed with a grade of C or higher*

- any CC-CMW courses (p. 742)

ARP – Analytical Reasoning and Problem Solving (6-8 hours)

- any CC-ARP courses (p. 742)

SCI – Scientific Literacy (8 hours)

- Two 4-credit hour CC-SCI courses (p. 742)

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

- CC-GFL courses (p. 742)

It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

- any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

- any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)

- CPLT 270

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)

- any overlay or stand-alone CC-CMS (p. 742) course

INF – Information Literacy 1 (0-3 hours)

- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)

- any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (15-18 hours)

Foreign Language (0-3 hours)

- only if needed to meet 122-level proficiency
History (3 hours)
The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:

- One Carolina Core GHS-approved course primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.
or
- One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

Social Science and Fine Arts or Humanities (12 hours)
Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/)

- Three hours of Social Science
- Nine hours of Fine Arts or Humanities

3. Program Requirements (31-46 hours)
Supporting Courses (3-9 hours)
Students in the Comparative Literature major are required to demonstrate proficiency in a second foreign language. Students must reach proficiency equivalent to the 122 course in the second language, through course credit or the corresponding foreign language placement score. Students who test out of the 122-level of the second foreign language will be required to take a higher-level course in the language for a minimum of 3 credit hours.

Cognate or Minor (12-18 hours)
Cognate
The cognate is intended to support the course work in the major. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor.

Courses offered by departments and programs that are acceptable for cognate credit are outlined in the section titled Courses Acceptable for Cognate Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-cognate/).

For cognate course offerings in other colleges, consult the appropriate sections of this bulletin. Some major programs have specific cognate requirements.

It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the major advisor as being related to the major field of study. Students are urged to consult their major advisors for specific requirements in their major.

Courses applied toward general education requirements cannot be counted toward the cognate.

For Bachelor of Arts degrees, all cognate courses must be passed with a grade of C or higher.

Minor
In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.)

The subject area of the minor may be related to the major. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.

A list of minor programs of study can be found at Programs A-Z (p. 20).

Electives (4-31 hours)
No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

4. Major Requirements (27 hours)
A minimum grade of C is required in all major courses.

Major Courses (15 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPLT 300</td>
<td>What is Comparative Literature</td>
<td>3</td>
</tr>
<tr>
<td>CPLT 415</td>
<td>Topics in Comparative Literary Relations</td>
<td>3</td>
</tr>
<tr>
<td>Select two of the following:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>CPLT 301</td>
<td>Great Books of the Western World I</td>
<td></td>
</tr>
<tr>
<td>CPLT 302</td>
<td>Great Books of the Western World II</td>
<td></td>
</tr>
<tr>
<td>CPLT 303</td>
<td>Great Books of the Eastern World</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CPLT 499</td>
<td>Senior Thesis 1</td>
<td></td>
</tr>
</tbody>
</table>

Any literature course from a foreign language 200-level or above may be in translation

Total Credit Hours 15

1 Thesis prepared for CPLT 499 can be combined with another research project (such as Honor’s thesis or Magellan Scholar project), if approved by the CPLT undergraduate advisor. While CPLT 499 is optional, students should be aware that it also counts towards Graduation with Leadership Distinction in Research.
Major Electives (12 hours)
- Select 1 course from CPLT 300 or above (3 hours)
- Select 2 literature courses from a foreign language 300-level or above (6 hours)
- Select 1 literature course from a second foreign language 300-level or above (3 hours) may be in translation

Major Map
A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Comparative Literature, B.A.

Foreign Language Education Minor

Minor Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDRD 500</td>
<td>Content Area Literacy PK12</td>
<td>3</td>
</tr>
<tr>
<td>EDPY 401</td>
<td>Learners and the Diversity of Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 491</td>
<td>Introduction to Inclusion of Students with Mild Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>EDTE 201</td>
<td>Issues and Trends in Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>FORL 472</td>
<td>Introduction to Technology in Language Education</td>
<td>3</td>
</tr>
<tr>
<td>FORL 510</td>
<td>Teaching Second Languages to Young Children</td>
<td>3</td>
</tr>
<tr>
<td>FORL 511</td>
<td>Teaching Foreign Languages in Secondary Schools</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

20

Notes:
- The Minor in Foreign Language Education is available only to students majoring in French, German, Spanish, or Classics.
- Minors in Education or Foreign Language Education do not qualify candidates for a recommendation for teacher certification. See the College of Education Office of Student Affairs (http://www.sc.edu/study/colleges_schools/education/my_coe/) for information on teacher certification programs.

French, B.A.

Learning Outcomes
- Students will demonstrate the ability to understand and interpret French as spoken by a proficient speaker at normal tempo on non-technical general topics.
- Students will demonstrate the ability to speak French in interpersonal interactive and presentational modes.
- Students will comprehend and interpret texts written in French on non-technical topics.
- Students will write French with grammatical accuracy and clarity.
- Students will demonstrate the required knowledge of the geography, history, socio-political structure, and artistic and intellectual contributions of the societies in which French is a native language or official language.

Admissions

Entrance Requirements
New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

Degree Requirements (120 hours)

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core Requirements</td>
<td>32-44</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>15-18</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>20-46</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>27-45</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (32-44 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

*must be passed with a grade of C or higher*

- any CC-CMW courses (p. 742)

ARP – Analytical Reasoning and Problem Solving (6-8 hours)

- any CC-ARP courses (p. 742)

SCI – Scientific Literacy (8 hours)

- Two 4-credit hour CC-SCI courses (p. 742)

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

- CC-GFL courses (p. 742)

*It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.*

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

- any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

- any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)

- any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component ¹ (0-3 hours)

- any overlay or stand-alone CC-CMS (p. 742) course

INFO – Information Literacy ¹ (0-3 hours)

- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility ¹ (0-3 hours)

- any overlay or stand-alone CC-VSR course (p. 742)

¹ Carolina Core Stand Alone or Overlay Eligible Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (15-18 hours)

Foreign Language (0-3 hours)

- only if needed to meet 122-level proficiency

History (3 hours)

The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:

- One Carolina Core GHS-approved course primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.

or

- One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

Social Science and Fine Arts or Humanities (12 hours)

Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/)

- Three hours of Social Science
- Nine hours of Fine Arts or Humanities

Note: Students may use FREN 209 and FREN 210, if needed, to fulfill 6 hours of the Humanities or Fine Arts requirement.
3. Program Requirements (20-46 hours)

Cognate or Minor (12-20 hours)

Students completing the French PK-12 Teacher Certification Concentration must complete a Foreign Language Education Minor (p. 158) (20 hours) and the two (2) required internships.

Cognate

The cognate is intended to support the course work in the major. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor.

Courses offered by departments and programs that are acceptable for cognate credit are outlined in the section titled Courses Acceptable for Cognate Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-cognate/).

For cognate course offerings in other colleges, consult the appropriate sections of this bulletin. Some major programs have specific cognate requirements.

It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the major advisor as being related to the major field of study. Students are urged to consult their major advisors for specific requirements in their major.

Courses applied toward general education requirements cannot be counted toward the cognate.

For Bachelor of Arts degrees, all cognate courses must be passed with a grade of C or higher.

Minor

In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.

A list of minor programs of study can be found at Programs A-Z (p. 20).

Electives (0-34 hours)

No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

4. Major Requirements (27-45 hours)

a minimum grade of C is required in all major courses

Major Courses (9 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 309</td>
<td>Reading French Texts</td>
<td>3</td>
</tr>
<tr>
<td>FREN 310</td>
<td>Advanced Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>FREN 311</td>
<td>French Composition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>9</td>
</tr>
</tbody>
</table>

Major Electives (18 hours)

Select an additional 18 hours from FREN 300-500 with approval of the Undergraduate Advisor

PK-12 Teacher Certification Concentration (45 hours) optional

Students in the French PK-12 Teacher Certification Concentration must complete the Foreign Language Education Minor (p. 158) and the two (2) required internships as part of the program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 309</td>
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<td>3</td>
</tr>
<tr>
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<td>Advanced Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>FREN 311</td>
<td>French Composition</td>
<td>3</td>
</tr>
<tr>
<td>FREN 517</td>
<td>French Linguistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select an additional 15 hours from FREN 300-FREN 500 with approval of the Undergraduate Advisor</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>45</td>
</tr>
</tbody>
</table>

Note: Students must score at least advanced-low on the Oral Proficiency Interview before their student teaching internship.

Application and Admission

Application and admission to the professional program in education/internship are required for all majors seeking teacher certification. All teacher education candidates must adhere to all education policies and procedures related to clinical experiences and meet University and S.C. Board of Education requirements in order to be recommended for certification. Information is available from academic advisors or the College of Education, Advising and Student Services office, at 803-777-6732.

Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.
German Minor

Minor Requirements

A minor in German requires eighteen hours of course work on the 200-level and above.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERM 210</td>
<td>Intermediate German</td>
<td>6</td>
</tr>
<tr>
<td>GERM 211</td>
<td>Intermediate German</td>
<td></td>
</tr>
<tr>
<td>GERM 280</td>
<td>German Culture and Civilization</td>
<td></td>
</tr>
<tr>
<td>GERM 290</td>
<td>Viking Mythology</td>
<td></td>
</tr>
<tr>
<td>GERM 310</td>
<td>German Conversation</td>
<td></td>
</tr>
<tr>
<td>GERM 311</td>
<td>German Conversation and Composition</td>
<td></td>
</tr>
<tr>
<td>GERM 316</td>
<td>Advanced German for Business and Other Professions</td>
<td>12</td>
</tr>
<tr>
<td>GERM 320</td>
<td>German Kabarett Production</td>
<td></td>
</tr>
<tr>
<td>GERM 333</td>
<td>Study of German Abroad</td>
<td></td>
</tr>
<tr>
<td>GERM 340</td>
<td>Readings in German Literature</td>
<td></td>
</tr>
<tr>
<td>GERM 398</td>
<td>Selected Topics</td>
<td></td>
</tr>
<tr>
<td>GERM 401P</td>
<td>Practicum in Teaching German to Young Children</td>
<td></td>
</tr>
<tr>
<td>GERM 411</td>
<td>Advanced German Conversation</td>
<td></td>
</tr>
<tr>
<td>GERM 416</td>
<td>Advanced German for Business and Other Professions</td>
<td></td>
</tr>
<tr>
<td>GERM 420</td>
<td>Medieval German Literature and Culture</td>
<td></td>
</tr>
<tr>
<td>GERM 430</td>
<td>The German Enlightenment and its Countercurrents</td>
<td></td>
</tr>
<tr>
<td>GERM 440</td>
<td>German Literature and Culture from 1800-1871</td>
<td></td>
</tr>
<tr>
<td>GERM 450</td>
<td>German Literature from 1890-1945</td>
<td></td>
</tr>
<tr>
<td>GERM 460</td>
<td>Post-War and Contemporary German Literature</td>
<td></td>
</tr>
<tr>
<td>GERM 500</td>
<td>Survey of German Culture</td>
<td></td>
</tr>
<tr>
<td>GERM 410</td>
<td>Advanced German Grammar</td>
<td></td>
</tr>
<tr>
<td>GERM 515</td>
<td>Introduction to German Linguistics</td>
<td></td>
</tr>
<tr>
<td>GERM 580</td>
<td>Topics in German Film</td>
<td></td>
</tr>
<tr>
<td>GERM 598</td>
<td>Selected Topics in German</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours: 18

Notes

1. All six courses may be taken above the 200-level. Only one German course taught in English (GERM 280, GERM 290, GERM 398, or GERM 580) may count towards the minor.
2. Students majoring in Business are encouraged to enroll in GERM 316 and GERM 416.
3. A maximum of six hours of GERM 333, Summer Study Abroad, may apply to the German minor.
4. Transfer credit from study in the exchange programs with Bamberg and Wittenberg may be included in the German minor.
5. Students who begin their German minor with knowledge of German and who are placed in the 300-level or higher may petition for credit-by-examination (for a maximum of 6 credits). The student who wants to become proficient in communication skills would, most likely, take the GERM 310, GERM 311, GERM 411 sequence.

German, B.A.

Learning Outcomes

- Students will demonstrate a level of comprehension of spoken standard German that will facilitate interactive communication in German.
- Students will demonstrate advanced proficiency in understanding the written word.
- Students will demonstrate intermediate to advanced level of proficiency in writing German, i.e. express a wide range of needs, experiences, and ideas in German.
- Students will demonstrate intermediate to advanced level of proficiency in speaking German, i.e. express a wide range of needs, experiences, and ideas in German.
- Students will demonstrate basic skills as well as cultural competency in analyzing German literary texts from a variety of historical periods and literary genres and communicate their insights, both orally and in writing.

Admissions

Entrance Requirements

New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

Degree Requirements (120 hours)

Program of Study

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carolina Core</td>
<td>32-44</td>
</tr>
<tr>
<td>College Requirements</td>
<td>15-18</td>
</tr>
</tbody>
</table>

Notes

1. All six courses may be taken above the 200-level. Only one German course taught in English (GERM 280, GERM 290, GERM 398, or GERM 580) may count towards the minor.
2. Students majoring in Business are encouraged to enroll in GERM 316 and GERM 416.
3. A maximum of six hours of GERM 333, Summer Study Abroad, may apply to the German minor.
3. Program Requirements 20-46

4. Major Requirements 27-45

1. Carolina Core Requirements (32-44 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

any CC-CMW courses (p. 742)

ARP – Analytical Reasoning and Problem Solving (6-8 hours)

any CC-ARP courses (p. 742)

SCI – Scientific Literacy (8 hours)

Two 4-credit hour CC-SCI courses (p. 742)

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

CC-GFL courses (p. 742)

It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)

any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)

any overlay or stand-alone CC-CMS (p. 742) course

INF – Information Literacy 1 (0-3 hours)

any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)

any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (15-18 hours)

Foreign Language (0-3 hours)

only if needed to meet 122-level proficiency

History (3 hours)

The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:

• One Carolina Core GHS-approved course primarily focused on U.S. History:
  HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.

or

• One Carolina Core GHS-approved course primarily focused on non-U.S. History:
  HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

Social Science and Fine Arts or Humanities (12 hours)

Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/)

• Three hours of Social Science

• Nine hours of Fine Arts or Humanities

Note: Students may use GERM 210 and GERM 211, if needed, to fulfill 6 hours of the Humanities or Fine Arts requirement.

3. Program Requirements (20-46 hours)

Cognate or Minor (12-20 hours) optional for German PK-12 Teacher Certification Concentration

Students completing the German PK-12 Teacher Certification Concentration must complete a Foreign Language Education Minor (p. 158) (20 hours) and the two (2) required internships.

Cognate

The cognate is intended to support the course work in the major. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor.

Courses offered by departments and programs that are acceptable for cognate credit are outlined in the section titled Courses Acceptable for Cognate Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-cognate/).
For cognate course offerings in other colleges, consult the appropriate sections of this bulletin. Some major programs have specific cognate requirements.

It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the major advisor as being related to the major field of study. Students are urged to consult their major advisors for specific requirements in their major.

Courses applied toward general education requirements cannot be counted toward the cognate.

For Bachelor of Arts degrees, all cognate courses must be passed with a grade of C or higher.

**Minor**

In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. **All minor courses must be passed with a grade of C or higher.** At least half of the courses in the minor must be completed in residence at the University.

A list of minor programs of study can be found at Programs A-Z (p. 20).

**Electives (0-34 hours)**

No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

**4. Major Requirements (27-45 hours)**

*a minimum grade of C is required in all major courses*

### Major Courses (12 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERM 340</td>
<td>Readings in German Literature</td>
<td>3</td>
</tr>
<tr>
<td>GERM 410</td>
<td>Advanced German Grammar</td>
<td>3</td>
</tr>
<tr>
<td>GERM 411</td>
<td>Advanced German Conversation</td>
<td>3</td>
</tr>
<tr>
<td>Select one 400-level literature course from the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>GERM 420</td>
<td>Medieval German Literature and Culture</td>
<td></td>
</tr>
<tr>
<td>GERM 430</td>
<td>The German Enlightenment and its Countercurrents</td>
<td></td>
</tr>
<tr>
<td>GERM 440</td>
<td>German Literature and Culture from 1800-1871</td>
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</tr>
<tr>
<td>GERM 450</td>
<td>German Literature from 1890-1945</td>
<td></td>
</tr>
</tbody>
</table>

**Major Electives (15 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One GERM course at 220 or above</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Three GERM courses at the 300-level or above</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>One GERM course at the 500-level</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

1 Including GERM 310 and GERM 311, if needed.

Note: Only two GERM courses taught in English may apply to the major. German majors taking a course in English must do some of the readings in German. GERM 398 may be repeated with a different suffix as topics vary.

**PK-12 Teacher Certification Concentration (45 hours) optional**

Students in the German PK-12 Teacher Certification Concentration must complete the Foreign Language Education Minor (p. 158) and the two (2) required internships as part of the program.

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<td></td>
</tr>
<tr>
<td>GERM 460</td>
<td>Post-War and Contemporary German Literature</td>
<td></td>
</tr>
<tr>
<td>GERM 515</td>
<td>Introduction to German Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>Select one GERM course at 200-level or above</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Select three GERM courses at 300-level or above (including GERM 310 and GERM 311, if needed)</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

### Internships and Teaching

| FORL 448 | Teaching Internship in Foreign Languages | 3   |
| FORL 474 | Directed Teaching in Foreign Languages  | 15  |
| **Total Credit Hours** |                                            | **45** |

Note: Only two GERM courses taught in English may apply to the major. German majors taking a course in English must do some of the readings in German. GERM 398 may be repeated with a different suffix as topics vary.

Students must score at least advanced-low on the Oral Proficiency Interview before their student teaching internship.

**Application and Admission**

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**Major Map**

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

German, B.A. No Concentration ([link](https://sc.edu/about/offices_and_divisions/advising/documents/major_maps/2020-2021/2020_germ_map.pdf))

German, B.A. PK-12 Teacher Certification Concentration ([link](https://sc.edu/about/offices_and_divisions/advising/documents/major_maps/2020-2021/2020_germ-pk-12_map.pdf))

---

**Italian Minor**

**Minor Requirements (18 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITAL 221</td>
<td>Intermediate Proficiency in Italian I</td>
<td>3</td>
</tr>
<tr>
<td>ITAL 222</td>
<td>Intermediate Proficiency in Italian II</td>
<td>3</td>
</tr>
</tbody>
</table>

Courses 300-level and Above

Select 12 hours of the following: 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITAL 310</td>
<td>Italian Conversation</td>
</tr>
<tr>
<td>ITAL 311</td>
<td>Writing in Italian</td>
</tr>
<tr>
<td>ITAL 350</td>
<td>Advanced Italian Study Abroad</td>
</tr>
<tr>
<td>ITAL 398</td>
<td>Selected Topics</td>
</tr>
<tr>
<td>ITAL 399</td>
<td>Independent Study</td>
</tr>
<tr>
<td>ITAL 400</td>
<td>Contemporary Italian Civilization</td>
</tr>
<tr>
<td>ITAL 404</td>
<td>Twentieth Century Italian Literature</td>
</tr>
<tr>
<td>ITAL 405</td>
<td>The Italian Love Lyric</td>
</tr>
<tr>
<td>ITAL 406</td>
<td>Business Readings in Italian</td>
</tr>
<tr>
<td>ITAL 407</td>
<td>Advanced Conversation and Composition</td>
</tr>
<tr>
<td>ITAL 411</td>
<td>Italian Literature in Translation</td>
</tr>
<tr>
<td>ITAL 412</td>
<td>Post-World War II Italian Cinema</td>
</tr>
<tr>
<td>ITAL 499</td>
<td>Senior Project</td>
</tr>
<tr>
<td>ITAL 560</td>
<td>Independent Studies in Italian Literature</td>
</tr>
<tr>
<td>ITAL 561</td>
<td>Independent Studies in Italian Literature</td>
</tr>
</tbody>
</table>

Total Credit Hours 18

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**Japanese Minor**

**Minor Requirements (18 Hours)**

Select 18 hours of the following: 18

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAPA 221</td>
<td>Intermediate Japanese I</td>
</tr>
<tr>
<td>JAPA 222</td>
<td>Intermediate Japanese II</td>
</tr>
<tr>
<td>JAPA 224</td>
<td>Reading and Writing Japanese</td>
</tr>
<tr>
<td>JAPA 240</td>
<td>Introduction to Japanese Culture</td>
</tr>
<tr>
<td>JAPA 321</td>
<td>Advanced Japanese I</td>
</tr>
<tr>
<td>JAPA 322</td>
<td>Advanced Japanese II</td>
</tr>
<tr>
<td>JAPA 331</td>
<td>Japanese for Business I</td>
</tr>
<tr>
<td>JAPA 332</td>
<td>Japanese for Business II</td>
</tr>
<tr>
<td>JAPA 340</td>
<td>Introduction to Japanese Culture and Literature</td>
</tr>
<tr>
<td>JAPA 341</td>
<td>Modern Japanese Literature</td>
</tr>
<tr>
<td>JAPA 350</td>
<td>Japanese Culture and Society through Film</td>
</tr>
<tr>
<td>JAPA 351</td>
<td>Japanese Culture and Society through Theatre</td>
</tr>
<tr>
<td>JAPA 353</td>
<td>Japanese Culture and Society through Animation</td>
</tr>
<tr>
<td>JAPA 398</td>
<td>Selected Topics</td>
</tr>
<tr>
<td>JAPA 399</td>
<td>Independent Study</td>
</tr>
<tr>
<td>JAPA 421</td>
<td>Advanced Japanese III</td>
</tr>
<tr>
<td>JAPA 422</td>
<td>Advanced Japanese IV</td>
</tr>
<tr>
<td>JAPA 500</td>
<td>Japanese Language in Society</td>
</tr>
</tbody>
</table>

Total Credit Hours 18

---

**Latin Minor**

**Minor Requirements (18 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LATN 301</td>
<td>Advanced Readings in Latin Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

Select five of the following: 15

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LATN 321</td>
<td>Virgil</td>
</tr>
<tr>
<td>LATN 322</td>
<td>Latin Literature of the Golden Age</td>
</tr>
<tr>
<td>LATN 501</td>
<td>Latin Drama</td>
</tr>
<tr>
<td>LATN 502</td>
<td>Cicero</td>
</tr>
<tr>
<td>LATN 504</td>
<td>Horace</td>
</tr>
<tr>
<td>LATN 508</td>
<td>Ovid</td>
</tr>
<tr>
<td>LATN 513</td>
<td>Tacitus</td>
</tr>
<tr>
<td>LATN 514</td>
<td>Livy</td>
</tr>
<tr>
<td>LATN 525</td>
<td>Roman Satire</td>
</tr>
<tr>
<td>LATN 530</td>
<td>Latin Erotic Poetry</td>
</tr>
<tr>
<td>LATN 537</td>
<td>Lucretius</td>
</tr>
</tbody>
</table>

Total Credit Hours 18

---

**Portuguese Minor**

**Minor Requirements (18 Hours)**

Students must successfully complete 18 hours at the 200-level and above in order to earn the Minor in Portuguese. Up to two different Independent Studies (6 credits total) may be used toward the minor. Students may earn up to 6 credits (two courses) on a study abroad program, but these courses must be approved by the Portuguese section coordinator prior to participation in a program abroad.

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**Russian Minor**

**Minor Requirements (18 Hours)**

Eighteen credit hours above Russian 122 as follows:
Course | Title | Credits
--- | --- | ---
RUSS 201 | Intermediate Russian I | 3
RUSS 202 | Intermediate Russian II | 3
RUSS 301 | Russian Conversation and Composition I | 3
RUSS 302 | Russian Conversation and Composition II | 3

Literature and Culture
Select six hours of RUSS courses at the 200-500 level

Total Credit Hours | 18

1. Topics courses may be repeated for credit under different topics.

Notes: Students who place into an upper-level language class can replace some or all of the 12 language credits with 400-level language classes or with additional RUSS literature or culture courses at the 200 to 500 level.

For more information, contact:

Alexander Ogden
Ogden@sc.edu
Humanities Office Building, Room 805
(803) 777-8456

Judith Kalb
kalbj@mailbox.sc.edu
Humanities Office Building, Room 912
(803) 777-8454

Russian, B.A.

Learning Outcomes

- Students will demonstrate a level of comprehension of spoken Russian that will facilitate interactive communication in the language.
- Students will demonstrate advanced proficiency in understanding written Russian.
- Students will demonstrate the ability to speak Russian at an intermediate to advanced level of proficiency, i.e. to express a wide range of needs, experiences, and ideas in Russian.
- Students will demonstrate the ability to write in Russian at an intermediate to advanced level of proficiency, i.e. to express a wide range of needs, experiences, and ideas in Russian.
- Students will recognize and be able to discuss the significance of primary periods and major writers in Russian literature, as well as the major historical, cultural, and social trends of Russian civilization from the medieval period to the present day.
- Students will evaluate and discuss knowledgeably cultural texts or linguistic documents, including major texts of Russian literature, and advance arguments effectively through strong writing and reasoning.

Admissions

Entrance Requirements

New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

Degree Requirements (120 hours)

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>32-44</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>15</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>37-49</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>24</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (32-44 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

*must be passed with a grade of C or higher*

- any CC-CMW courses (p. 742)

ARP – Analytical Reasoning and Problem Solving (6-8 hours)

- any CC-ARP courses (p. 742)

SCI – Scientific Literacy (8 hours)

- Two 4-credit hour CC-SCI courses (p. 742)

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

- CC-GFL courses (p. 742)

It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.
GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)
  • any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)
  • any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)
  • RUSS 280

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component ¹ (0-3 hours)
  • any overlay or stand-alone CC-CMS (p. 742) course

INF – Information Literacy ¹ (0-3 hours)
  • any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility ¹ (0-3 hours)
  • any overlay or stand-alone CC-VSR course (p. 742)

¹ Carolina Core Stand Alone or Overlay Eligible Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (15 hours)

History (3 hours)
The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:

• One Carolina Core GHS-approved course (p. 742) primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.

or

• One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

Social Science and Fine Arts or Humanities (12 hours)

• Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/) (3 hours of Social Science and 3 hours of Fine Arts or Humanities)
  • RUSS 201
  • RUSS 202

3. Program Requirements (37-49 hours)

Cognate or Minor (12-18 hours)

Cognate
The cognate is intended to support the course work in the major. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor.

Courses offered by departments and programs that are acceptable for cognate credit are outlined in the section titled Courses Acceptable for Cognate Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-cognate/).

For cognate course offerings in other colleges, consult the appropriate sections of this bulletin. Some major programs have specific cognate requirements.

It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the major advisor as being related to the major field of study. Students are urged to consult their major advisors for specific requirements in their major.

Courses applied toward general education requirements cannot be counted toward the cognate.

For Bachelor of Arts degrees, all cognate courses must be passed with a grade of C or higher.

Minor
In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.

A list of minor programs of study can be found at Programs A-Z (p. 20).

Electives (19-37 hours)

No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-
Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

4. Major Requirements (24 hours)

A minimum grade of C is required in all major courses.

Major Courses (15 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUSS 301</td>
<td>Russian Conversation and Composition I</td>
<td>3</td>
</tr>
<tr>
<td>RUSS 302</td>
<td>Russian Conversation and Composition II</td>
<td>3</td>
</tr>
<tr>
<td>RUSS 401</td>
<td>Advanced Russian I</td>
<td>3</td>
</tr>
<tr>
<td>RUSS 402</td>
<td>Advanced Russian II</td>
<td>3</td>
</tr>
<tr>
<td>RUSS 319</td>
<td>Nineteenth-Century Russian Literature in Translation</td>
<td>3</td>
</tr>
<tr>
<td>or RUSS 320</td>
<td>Twentieth-Century Russian Literature in Translation</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 15

Major Electives (9 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUSS 319L</td>
<td>Nineteenth-Century Russian Literature in Russian</td>
<td></td>
</tr>
<tr>
<td>RUSS 320L</td>
<td>Twentieth-Century Russian Literature in Russian</td>
<td></td>
</tr>
<tr>
<td>RUSS 398</td>
<td>Selected Topics</td>
<td></td>
</tr>
<tr>
<td>RUSS 399</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>RUSS 598</td>
<td>Selected Topics in Russian</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Spanish, B.A.

Learning Outcomes

- Spanish majors will utilize spoken and written Spanish in order to perform the range of activities stated within the curricular parameters of this goal.
- Spanish majors will participate in various types of content-based interactive communication, write papers, present research in class in Spanish (individually and in groups), and recognize and use correctly a wide range of literary vocabulary in Spanish.
- Students will read, comprehend and analyze a wide variety of literary texts written in Spanish.
- Students will read, discuss, present opinions (orally and in writing) and think critically about past and current events of the Hispanic world (Peninsular Spain and Latin America).
- Students will engage in in-depth discussions about some of the major historical, economic, cultural and social issues that exist in the Hispanic world with an emphasis on interpreting the values inherent to these Hispanic cultures as they form a part of the growing Hispanic population of the U.S. and the world at large.

Admissions

Entrance Requirements

New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

Spanish Minor

Minor Requirements (18 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 302</td>
<td>Advanced Spanish</td>
<td>3</td>
</tr>
</tbody>
</table>

Spanish 200 or Above

Select 6 hours of SPAN 200 or above

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
</table>

Spanish 300 or Above

Select 9 hours of Spanish 300 or above

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
</table>

Total Credit Hours 18

1. SPAN 615 may not be applied to the minor.

Degree Requirements (120 hours)

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carolina Core</td>
<td>32-44</td>
</tr>
<tr>
<td>College Requirements</td>
<td>15-18</td>
</tr>
<tr>
<td>Program Requirements</td>
<td>20-46</td>
</tr>
<tr>
<td>Major Requirements</td>
<td>27-45</td>
</tr>
</tbody>
</table>
1. Carolina Core Requirements (32-44 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)
must be passed with a grade of C or higher

• any CC-CMW courses (p. 742)

ARP – Analytical Reasoning and Problem Solving (6-8 hours)

• any CC-ARP course (p. 742)

SCI – Scientific Literacy (8 hours)

• Two 4-credit hour CC-SCI courses (p. 742)

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)
Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

• CC-GFL courses (p. 742)

It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

• any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

• any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)

• any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component (0-3 hours)

• any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy (0-3 hours)

• any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility (0-3 hours)

• any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible

Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (15-18 hours)

Foreign Language (0-3 hours)

• only if needed to meet 122-level proficiency

History (3 hours)
The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:

• One Carolina Core GHS-approved course primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.

• One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 108, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

Social Science and Fine Arts or Humanities (12 hours)
Courses Acceptable for Social Science and Fine Arts or Humanities
Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/)

• Three hours of Social Science
• Nine hours of Fine Arts or Humanities

Note: Students may use SPAN 209 and SPAN 210, if needed, to fulfill 6 hours of the Humanities or Fine Arts requirement.

3. Program Requirements (20-46 hours)

Cognate or Minor (12-20 hours)

Students completing the Spanish PK-12 Teacher Certification Concentration must complete a Foreign Language Education Minor (p. 158) (20 hours) and the two (2) required internships.

Cognate
The cognate is intended to support the course work in the major. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor.

Courses offered by departments and programs that are acceptable for cognate credit are outlined in the section titled Courses Acceptable for Cognate Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-cognate/).
For cognate course offerings in other colleges, consult the appropriate sections of this bulletin. Some major programs have specific cognate requirements.

It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the major advisor as being related to the major field of study. Students are urged to consult their major advisors for specific requirements in their major.

Courses applied toward general education requirements cannot be counted toward the cognate.

For Bachelor of Arts degrees, all cognate courses must be passed with a grade of C or higher.

**Minor**
In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.

A list of minor programs of study can be found at Programs A-Z (p. 20).

**Electives (0-34 hours)**
No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

4. **Major Requirements (27-45 hours)**  
*A minimum grade of C is required in all major courses.*

All majors sit for the STAMP test during SPAN 312. Students not taking SPAN 312 on campus should contact the Spanish Program Director for instructions about the test.

### Major (27 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 302</td>
<td>Advanced Spanish</td>
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<tr>
<td>SPAN 303</td>
<td>Cultural Readings and Advanced Composition</td>
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<td>SPAN 312</td>
<td>Introduction to Reading Hispanic Literature</td>
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<td>SPAN 400</td>
<td>Spanish Civilization</td>
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<td>Contemporary Spain</td>
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<td>SPAN 401</td>
<td>Latin American Culture</td>
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<tr>
<td>or SPAN 501</td>
<td>Contemporary Spanish America</td>
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### Intensive Major (33 hours) optional
*A minimum grade of B is required in all major courses.*

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<th>Course</th>
<th>Title</th>
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<td>or SPAN 501</td>
<td>Contemporary Spanish America</td>
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</tbody>
</table>

Select an additional 9 hours from SPAN 300-500 level courses

**Total Credit Hours** 27

1 Only one of which may be taught in English, or PORT 299 or above.

### PK-12 Teacher Certification Concentration (45 hours) optional

Students in the Spanish PK-12 Teacher Certification Concentration must complete the Foreign Language Education Minor (p. 158) and the two (2) required internships as part of the program.

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<tr>
<th>Course</th>
<th>Title</th>
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<td>or SPAN 501</td>
<td>Contemporary Spanish America</td>
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<tr>
<td>SPAN 404</td>
<td>Literary Tendencies and Masterpieces of Spain</td>
<td>3</td>
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<tr>
<td>or SPAN 405</td>
<td>Literary Tendencies and Masterpieces of Spanish America</td>
<td>3</td>
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<tr>
<td>SPAN 499</td>
<td>Senior Seminar</td>
<td>3</td>
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</tbody>
</table>

Attainment of an advanced rating on an oral proficiency interview conducted by a departmentally-approved tester.

Select an additional 12 hours from SPAN 300-500 level courses

**Total Credit Hours** 33

1 Only one of which may be taught in English, or PORT 299 or above.

### Internships and Student Teaching

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FORL 448</td>
<td>Teaching Internship in Foreign Languages</td>
<td>3</td>
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<tr>
<td>FORL 474</td>
<td>Directed Teaching in Foreign Languages</td>
<td>15</td>
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</table>

**Total Credit Hours** 45
Only one of which may be taught in English, or PORT 299 or above.

Note: Students must score at least advanced-low on the Oral Proficiency Interview before their student teaching internship.

**Application and Admission**

Application and admission to the professional program in education/internship are required for all majors seeking teacher certification. All teacher education candidates must adhere to all education policies and procedures related to clinical experiences and meet University and S.C. Board of Education requirements in order to be recommended for certification. Information is available from academic advisors or the College of Education, Advising and Student Services office, at 803-777-6732.

**Major Map**

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

**Spanish, B.A. No Concentration**

**Spanish, B.A. PK-12 Teacher Certification**

**Latin American Studies**

Department Website (https://sc.edu/study/colleges_schools/artsandsciences/walker_institute/area_studies/latin_american_studies/)

Matt Childs, Director

Students can select from an array of courses that enable them to explore Latin America from a variety of perspectives while also having the opportunity to focus their studies on a particular field. The minor in Latin American Studies richly complements majors in many other fields, including Anthropology, Business, Geography, Global Studies, Political Science, History, Journalism, and Spanish.

**Courses**

**CHIN 103 - Introduction to Chinese Calligraphy (2 Credits)**
Five hundred of the most commonly used Chinese characters. Emphasis is on the phonetic and significant elements common to large groups of ideograms.

**CHIN 121 - Elementary Chinese Mandarin (4 Credits)**
Grammar and practical vocabulary necessary for fundamental communication skills. Assumes no prior experience in the language. Carolina Core: GFL

**CHIN 122 - Basic Proficiency in Mandarin Chinese (4 Credits)**
Practice and further development of essential listening, reading, speaking, and writing skills. Admission only by successful completion of Chinese 121.
Prerequisites: CHIN 121.
Carolina Core: GFL

**CHIN 221 - Intermediate Mandarin Chinese (3 Credits)**
Continued practice of basic sentence patterns used in modern speech with increased emphasis on reading and acquisition of additional characters.

**CHIN 222 - Intermediate Mandarin Chinese II (3 Credits)**
Continued practice of basic sentence patterns used in modern speech with increased emphasis on reading and acquisition of additional characters.

**CHIN 240 - Chinese Culture, Tradition, and Modern Societies (3 Credits)**
Introduction to Chinese culture, heritage, and modern societies. Readings selected from printed and online sources. Taught in English.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

**CHIN 321 - Advanced intermediate Mandarin Chinese I (3 Credits)**
Provides advanced intermediate training in spoken and written Chinese. By increasing students’ vocabulary and knowledge of sentence patterns, the course focuses on speaking and writing in coherent, well-formed paragraphs.
Prerequisites: CHIN 222.

**CHIN 322 - Advanced Intermediate Mandarin Chinese II (3 Credits)**
Continues advanced intermediate training in spoken and written Chinese. Attention is given to complex grammatical patterns, discourse characteristics, and discussions of cultural topics.
Prerequisites: CHIN 321.

**CHIN 335 - Women in China (3 Credits)**
Introduces the connection between gender and the Chinese national imagination. Readings include cultural and historical documents that purport to explain the experience of women in China. Readings in English. Taught in English.

Cross-listed course: WGST 335
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

**CHIN 340 - Introduction to Premodern Chinese Literature (3 Credits)**
An introduction to the most important works, authors, genres, and themes of Chinese literature from the first millennium B.C.E. to 1911.

**CHIN 341 - Modern Chinese Literature (3 Credits)**
Readings of canonical texts from modern Chinese literature. A focus is on the role of literature and other cultural documents in the imagination of China as a modern nation. Readings and discussion in English.

**CHIN 365 - Screening China (3 Credits)**
Survey of Chinese language cinema. Chinese film history and vocabulary with which to discuss film texts. Covers classic leftwing cinema, Hong Kong martial arts films, as well as the Hong Kong, Taiwan, and PRC New Waves. Taught in English. Films subtitled.
Cross-listed course: FAMS 365

**CHIN 398 - Selected Topics (3 Credits)**
Intensive study in selected authors or literary movements of China, including cultural aspects. May be repeated for credit under different titles. Taught in English.

**CHIN 399 - Independent Study (3-6 Credits)**
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research
CHIN 421 - Advanced Chinese I (3 Credits)
Acquisition of advanced grammar and vocabulary. Emphasis on building oral proficiency in professional settings.
Prerequisites: CHIN 322.

CHIN 422 - Advanced Chinese II (3 Credits)
Continued acquisition of advanced grammar and vocabulary. Emphasis on expanding communicative abilities in a wider variety of interpersonal situations.
Prerequisites: CHIN 421.

CHIN 550 - Advanced Special Topics in Chinese Studies (3 Credits)
Advanced special topics in Chinese studies. May be repeated as content varies by title.

LASP 201 - Latin American, Caribbean, and Latino/a Cultures through Film (3 Credits)
Interdisciplinary introduction to the diversity of landscapes and political and social issues in Latin America's history. Films, lectures, and readings provide an overall comprehensive perspective. Lectures by faculty in Spanish, Portuguese, anthropology, and history.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning

LASP 301 - Interdisciplinary Study of Latin America (3 Credits)
Anthropology, geography, history, politics, language, and culture of Latin America.
Graduation with Leadership Distinction: GLD: Global Learning

LASP 305 - Working with Hispanic Clients (3 Credits)
Crosscultural approaches to interactions with persons of Hispanic origin in a variety of professional settings. Readings, speakers, media. Taught in Spanish. Departmental permission required for transfer students.
Prerequisites: B or better in SPAN 210 or SPAN 211; placement at 300 level on Phase II placement exam.
Cross-listed course: SPAN 305
Graduation with Leadership Distinction: GLD: Community Service, GLD: Global Learning

LASP 311 - Latin American Cultures (3 Credits)
Comparative study of selected Latin American cultures with emphasis on their significance for a broader anthropological theory.
Cross-listed course: ANTH 301
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

LASP 315 - South American Indian Cultures (3 Credits)
An examination of ethnographic data on South American Indians, emphasizing methods used to acquire those data and their applications to theoretical considerations.
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

LASP 322 - Mesoamerican Prehistory (3 Credits)
Cultural development and variation in Mesoamerica from the first arrival of man to the arrival of Europeans. Particular attention to cultural continuities from prehistoric times.
Cross-listed course: ANTH 331

LASP 325 - Prehistoric Civilizations of the New World (3 Credits)
Study of Mesoamerican and South American civilizations, particularly the Mayan, Aztec, and Inca states. Processes of state formation as reflected in archaeological data.
Cross-listed course: ANTH 327

LASP 331 - Geography of Latin America (3 Credits)
Physical and human geography of Latin America.
Cross-listed course: GEOG 223
Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Global Learning

LASP 341 - Colonial Latin America (3 Credits)
The establishment and consolidation of the Spanish and Portuguese empires in the Western hemisphere; interaction of Indians, Africans, and Iberians, and the formation of social, economic, and political traditions in Latin America; political independence.
Cross-listed course: HIST 421

LASP 342 - Modern Latin America (3 Credits)
Traditional society in the area and problems arising from social, economic, and political changes since independence; comparative studies of national responses to these problems.
Cross-listed course: HIST 420

LASP 343 - Caribbean Studies (3 Credits)
The development, principles, political thought, and politics of the several Latin American states.
Cross-listed course: POLI 488
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

LASP 351 - Politics and Governments of Latin America (3 Credits)
The development, principles, political thought, and politics of the several Latin American states.

LASP 361 - Spanish American Civilization (3 Credits)
Lectures, readings, and visuals on selected topics of Spanish American civilization and its cultural heritage.

LASP 371 - Literary Tendencies and Masterpieces of Spanish America (3 Credits)
A survey of the masterworks and literary tendencies of Spanish America.
Prerequisites: SPAN 312.

Cross-listed course: SPAN 405

LASP 398 - Special Topics in Latin American Studies (3 Credits)
Selected Topics on Latin America. May be repeated for credit as content varies by title.

LASP 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

LASP 425 - Prehistoric Archaeology of South America (3 Credits)
Prehistoric archaeology of the South American continent.
Cross-listed course: ANTH 534

LASP 441 - Social and Economic History of Latin America (3 Credits)
The evolution of social groups and changes in economic patterns in Latin America from pre-Columbian times to the present.
Cross-listed course: HIST 422

LASP 442 - History of Mexico (3 Credits)
Mexico from the pre-conquest period to the present, with an emphasis on modern Mexico.
Cross-listed course: HIST 423

LASP 451 - International Relations of Latin America (3 Credits)
Contemporary international relations among Latin American states, including economic and political security and relations with the United States.
Cross-listed course: POLI 437
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences
Lingustics

Department Website (http://www.cas.sc.edu/ling/)

Mila Tasseva-Kurkatchieva, Director

Linguistics is the scientific study of language. Its various subdisciplines investigate how speech sounds are organized (phonetics and phonology), how words, phrases, and sentences are structured (morphology and syntax), and how meaning is structured and interpreted (semantics and pragmatics). Linguistics also includes the study of how language is learned (language acquisition), how it is represented in the mind (psycholinguistics), how it changes over time (historical linguistics), and how it relates to social and cultural phenomena (sociolinguistics and linguistic anthropology).

At the undergraduate level the program offers the possibility of an undergraduate minor or cognate field in linguistics, and knowledge gained in such a course of study can complement a wide variety of disciplines. Students who would especially benefit from a minor or cognate in linguistics are those majoring in anthropology, computer science, English, French, German, philosophy, psychology, and Spanish. A linguistics minor is also good preparation for a graduate program in speech pathology. A student wishing to have linguistics as a major concentration of study may pursue an emphasis in the field through the Bachelor of Arts in Interdisciplinary Studies (B.A.I.S.) degree program. Further information about the B.A.I.S. program may be obtained from the College of Arts and Sciences.

The recommended first step in learning about linguistics is LING 101 which satisfies a Global Citizenship and Multicultural Understanding: Social Sciences Carolina Core requirement. After the introduction gained in this course, the student is prepared for specialized courses on the 200-500 level. (There are, however, no formal prerequisites for these courses.) Possibilities include courses on the structure of human language, language in society, history of language, acquisition of language, and courses devoted to the description of a particular language: English, French, German, or Spanish.

Majoring in one of the related disciplines and minorling in linguistics can prepare students for a variety of careers, including teaching, translating, foreign service, and social work, or for graduate study in linguistics and any of its related fields. For students who want to pursue linguistics past the undergraduate level, the USC Linguistics Program offers a comprehensive graduate program in linguistics, which leads to the M.A. and Ph.D. degrees or the Graduate Certificate in Teaching English to Speakers of Other Languages.

Courses

LING 101 - Linguistics 1: Introduction to Language (3 Credits)
Introduction to the human capacity for language and to how it is acquired. Investigation of language varieties, dialects, and styles. Examination of the social and geographical factors that contribute to language variation and change.
Carolina Core: GSS

LING 102 - Integrated Linguistic Skills for Non-Native Speakers 1 (3 Credits)
Linguistic skills for low-advanced non-native speakers of English related to writing, grammar, reading, listening and speaking for academic purposes. Students enrolled in the International Accelerator Program.
Corequisite: LING 103.

LING 103 - Integrated Linguistic Skills for Non-Native Speakers 2 (3 Credits)
Linguistic skills for low-advanced non-native speakers of English related to writing, grammar, reading, listening and speaking for academic purposes with a focus on research skills. Students enrolled in the International Accelerator Program.
Corequisite: LING 102.

LING 104 - Integrated Linguistic Skills for Non-Native Speakers 3 (3 Credits)
Linguistic skills for advanced non-native speakers English related to writing, grammar, reading, listening and speaking for academic purposes with a focus on productive skills. Students enrolled in the International Accelerator Program.

LING 105 - Special Topics in Linguistics I (3 Credits)
Topics of a broad nature that require no previous study in linguistics. May be repeated as content varies by title.

LING 140 - Linguistic Diversity Awareness (2 Credits)
A course designed to cultivate awareness of phonological and grammatical differences among dialects of English and ability to switch comfortably between one's dialect and standard usage. Two-hour lecture and laboratory.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy. GLD: Professional and Civic Engagement Leadership Experiences

LING 205 - Special Topics in Linguistics II (3 Credits)
Topics of a more focused nature that require no previous study in linguistics. May be repeated as content varies by title.

LING 240 - Language Conflict and Language Rights (3 Credits)
Examination of linguistic conflict and rights, as well as centrality of language rights to human rights and personal/cultural identity. Basic facts about language related to identity, culture, attitudes, dialects, bilingualism. Case studies (local, national, international) with particular attention to nationalism, language revitalization, language planning.
Cross-listed course: POLI 240
Carolina Core: VSR
LING 241 - Language and Popular Culture (3 Credits)
Linguistic anthropological study of forms of language through the lens of popular culture. Explore the ethnography of communication through play and performance, discursive and semiotic practices, and varieties of language invoked in popular cultural forms that provide resources for cultural reproduction and contestation.
Cross-listed course: ANTH 271

LING 242 - Language and Humor at the Intersections of Religion, Race, Ethnicity, and Gender (3 Credits)
Explores language and humor, looking at (i) the linguistic structure and psychology of humor, (ii) changing societal standards for humor, (iii) racial, ethnic, religious, and gender-based humor, and (iv) socio-political questions surrounding the use of these.

LING 243 - Korean Popular Culture and Language (3 Credits)
Introduction to linguistic and anthropological concepts through the lens of South Korean popular culture.

LING 273 - Cross-Cultural Communication (3 Credits)
This course introduces students to the fields of interactional sociolinguistics and linguistic anthropology. Students will learn how they approach the study of cross-cultural and intercultural forms of (mis)communication within the context of globally interconnected people, places, and systems of communication.
Cross-listed course: ANTH 273
Carolina Core: GSS

LING 300 - Introduction to Language Sciences (3 Credits)
Introduction to the linguistic component of human cognition. Properties of speech, the organization of language in the mind/brain, cross-linguistic universals, child language acquisition, and aspects of adult language processing.
Cross-listed course: ANTH 373, PSYC 470

LING 301 - The English Language (3 Credits)
Introduction to the field of linguistics with an emphasis on English. Covers the English sound system, word structure, and grammar. Explores history of English, American dialects, social registers, and style.
Cross-listed course: ENGL 389

LING 303 - Chinese Language and Society (3 Credits)
A comprehensive and up-to-date survey of Chinese language in a social context, teaching students not only the linguistic structure of modern standard Chinese but also how language and society mutually influence each other in history and today's digital age. Hands-on instruction to carry out linguistic research.
Prerequisites: C or better in CHIN 121.

LING 305 - Special Topics in Linguistics III (3 Credits)
Reading and research on selected topics in linguistics that may require previous study in linguistics or a related field. May be repeated as content varies by title.
Prerequisites: listed for each course offering.

LING 314 - Spanish Phonetics and Pronunciation (3 Credits)
Analysis of and practice in pronunciation, listening comprehension, and dialect recognition based on study of the speech sounds, combinations, patterns, and processes of Spanish phonetics and phonology. Department permission required for transfer students.
Prerequisites: C+ or better in SPAN 302; placement at 300 level of Phase II placement exam.
Cross-listed course: SPAN 317

LING 316 - French Phonetics (3 Credits)
Analysis of and practice in pronunciation and listening comprehension. Prerequisites: C or better in both FREN 209 and FREN 210, or equivalents, or a score of F-6 on the French language placement exam.

Cross-listed course: FREN 300

LING 340 - Language, Culture, and Society (3 Credits)
Language in its social setting. The relationship between linguistic categories and culture categories. Language and cognition.
Cross-listed course: ANTH 355
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

LING 345 - Language in the USA (3 Credits)
Linguistic examination of the structure, history, and use of language varieties in the U.S., with a particular focus on regional and sociocultural variation and relevant sociolinguistic issues.
Cross-listed course: ENGL 370
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

LING 395 - Teaching English Abroad (3 Credits)
An intensive, hands-on introduction to principles and techniques of teaching English language learners, exposing students to norms of the field of Teaching English to Speakers of Other Languages (TESOL), working with non-native English speakers, and discovering TESOL opportunities worldwide.

LING 399 - Independent Study (1-3 Credits)
Contract approved by instructor, advisor, and program director is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

LING 405 - Topics in Linguistics (3 Credits)
Intensive study of selected topics; may emphasize interdisciplinary themes.

LING 421 - English Grammar (3 Credits)
Major structures of English morphology and syntax; role of language history and social and regional variation in understanding contemporary English.
Cross-listed course: ENGL 450

LING 431 - Development of the English Language (3 Credits)
History of English from the earliest Old English texts through Middle English to Contemporary English. No previous knowledge of Old or Middle English is required.
Cross-listed course: ENGL 453

LING 440 - Language in Society (3 Credits)
Patterns in language use as a reflection of social group memberships or the negotiation of interpersonal relationships; special attention to social dialects and stylistic difference in American English.
Cross-listed course: ENGL 455
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences
LING 442 - African-American English (3 Credits)
Linguistic examination of the structure, history, and use of African-American English, as well as literary presentations, language attitudes, and issues relating to education and the acquisition of Standard English.
Cross-listed course: AFAM 442, ANTH 442, ENGL 457
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

LING 472 - Introduction to Technology in Language Education (3 Credits)
Acquaints students with principles and practices concerning the use of technology in foreign language teaching. Explores connections between second language acquisition and the implementation of Internet and multimedia technologies.
Prerequisites: FORL 511.
Cross-listed course: FORL 472

LING 474 - Bilingualism (3 Credits)
Bilingual language development, social and cultural aspects of bilingualism, the bilingual brain, bilingualism throughout the lifespan.

LING 502 - French Linguistics (3 Credits)
The structure, morphology, and syntax of modern French.
Cross-listed course: FREN 517

LING 503 - Introduction to German Linguistics (3 Credits)
Structural and descriptive linguistics applied to the German language.
Cross-listed course: GERM 515

LING 504 - Introduction to Spanish Linguistics (3 Credits)
Phonology, morphology, and syntax of modern Spanish.

LING 505 - Interdisciplinary Topics in Linguistics (3 Credits)
Topics selected by the instructor for specialized study. Course content varies and will be announced in the schedule of classes title. May be repeated twice as topics vary.

LING 512 - French Phonology (3 Credits)
The sound system and its functioning in the morphological system of French from the point of view of current phonological theory.
Cross-listed course: FREN 516

LING 514 - Contrastive English-Spanish Phonetics and Phonology (3 Credits)
Introduction to the study of phonetics and phonology and their application to the sounds and sound systems of English and Spanish. Includes transcription practice and discussion of relevance to teaching.
Cross-listed course: SPAN 517

LING 521 - Advanced English Grammar (3 Credits)
Practical survey of the syntactic structures of English; usage, social and regional variation emphasis on data.
Prerequisites: LING 421/ENGL 450 or LING 600/ENGL 680.

LING 527 - Introduction to Mathematical Methods in Linguistics (3 Credits)
Introduction to mathematical mechanisms that play a prominent role in the formalization of syntactic and semantic theories, showing how they are applied to an understanding of the working parts of human language. The topics covered include: set theory, logic, English as a formal language, and languages & grammars.

LING 530 - Language Change (3 Credits)
Major ways in which phonetics, phonology, syntax, morphology, and semantics change through language history; social factors which promote innovation.

LING 533 - Introduction to the Germanic Languages (3 Credits)
Introduction to historical Germanic linguistics including a survey of the Old Germanic languages (Old English, Old Frisian, Old Saxon, Old High German, Old Norse, Gothic); comparative phonology, morphology, and syntax, typology of modern Germanic languages and dialects; and common Germanic in its Indo-European context.
Cross-listed course: GERM 517

LING 540 - Topics in Language and Culture (3 Credits)
Introduction to sociolinguistic issues, focusing on a single language. Course content varies and will be announced by title. May be repeated twice as topics vary.

LING 541 - Language and Gender (3 Credits)
Approaches to gender and language emphasizing the social grounding of both; how language reflects sociocultural values and is a tool for constructing different types of social organization.
Cross-listed course: ANTH 555, WGST 555
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

LING 542 - Research in Language Conflict and Language Rights (3 Credits)
Research into the parameters governing linguistic conflicts and language rights issues, involving a close examination of the nexus of language and: individual and ethnic identity, culture, dialects, bilingualism. Examination of regional, national, and international case studies, with particular attention to nationalism, language revitalization, and language planning.
Cross-listed course: POLI 542

LING 543 - Discourse, Gender, and Politics of Emotion (3 Credits)
Anthropological approach to issues of discourse, gender, and emotion. Issues under consideration include the social control, force, and forms of emotional discourse and the relationship between emotion and culture from gender-oriented perspectives.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

LING 545 - Anthropological Approaches to Narrative and Performance (3 Credits)
The ways people from various cultures reflect on, reinforce, and construct their social realities through narrating, which will be considered as both artistic expression and social action.
Cross-listed course: ANTH 553

LING 546 - Japanese Language in Society (3 Credits)
Japanese language and communication in its socio-cultural context; emphasis on comparison with American English. Taught in English.
Cross-listed course: JAPA 500

LING 548 - German Sociolinguistics (3 Credits)
Introduction to the study of variation in Modern German. Traditional German dialectology and dialect geography, language and society, multilingualism in the German-speaking countries, German in contact with other languages.
Cross-listed course: GERM 518

LING 554 - The Structure of Modern Spanish (3 Credits)
Description of the grammatical structures of Modern Spanish. Intensive study of the theory and practice of word formation and sentence structure of Spanish.
Cross-listed course: SPAN 516
LING 556 - Language and Globalization (3 Credits)
Anthropological approach to issues of language and globalization. Linguistic consequences of globalization under consideration include communicative patterns, linguistic change, and language and political economy.
Cross-listed course: ANTH 556

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

LING 556 - Philosophy of Language (3 Credits)
An examination of concepts and problems such as meaning, reference, analyticity, definition, and the relation between logic and philosophy.
Prerequisites: PHIL 202.

Cross-listed course: PHIL 517

LING 567 - Psychology of Language (3 Credits)
Theories of speech perception, linguistic theories of syntax and semantics, the brain mechanisms underlying language, the development of language in children, and the role of language in thought.
Cross-listed course: PSYC 506

LING 570 - Introduction to Language Development (3 Credits)
The language acquisition process in normal children, including the development of semantics, morphology, syntax, phonology, and pragmatics; American dialects and bilingualism.
Prerequisites: COMD 501 and COMD 507.

Cross-listed course: COMD 570

LING 600 - Survey of Linguistics (3 Credits)
Survey of core areas of linguistics and extensions to closely related disciplines. Introduction to the linguistic component of human cognition. Formal description and analysis of the general properties of speech and language, the organization of language in the mind/brain, and cross-linguistic typology and universals.
Cross-listed course: ANTH 600, ENGL 680

LING 627 - Introduction to Semantics and Pragmatics (3 Credits)
An introduction to the study of linguistic meaning, including the following topics: meaning, reference, and truth; the connections among language, thought, and reality; word meaning and sentence meaning; possible worlds and modality; thematic roles; meaning and context; presupposition and implicature; speech acts; formal semantics; and cognitive semantics.
Prerequisites: LING 300, LING 301, or LING 600.

LING 650 - Introduction to Morphology (3 Credits)
Foundations of generative morphology, focusing on morphological data collection and analysis; the structure of the lexicon; and the interfaces between morphology and phonology, semantics, and syntax.
Prerequisites: LING 300, LING 301, or LING 600.

Mathematics

Department Website (http://www.math.sc.edu/)

Linyuan Lu, Chair

The department offers a program leading to the degree of Bachelor of Science in mathematics and a special five-year program leading to a Bachelor of Science degree and a Master of Science degree in mathematics. In addition, the department serves many of the disciplines within the University through course offerings which provide basic mathematical skills necessary to the pursuit of studies in these disciplines.

General Mathematics Courses

MATH 111 is a course in basic mathematics intended for students who plan to take MATH 122 or MATH 170 and who need more thorough development in algebraic methods.

MATH 111 is an intensive version of MATH 111. This course is intended for students who plan to take MATH 122 or MATH 170 and desire additional support—in the form of smaller classes and more contact hours—to develop the necessary algebraic skills.

MATH 112 is the basic trigonometry course for students who plan to take MATH 141 and have adequate preparation in algebra but need more thorough development in trigonometry. This course may not be used for mathematics credit in the College of Engineering and Computing.

MATH 115 is the basic precalculus course for students who plan to take MATH 141 and need more thorough development in algebra and trigonometry before entering MATH 141. This course may not be used for mathematics credit in the College of Engineering and Computing.

MATH 122 is intended for students in business, the social sciences, pharmacy, and other disciplines which require an introduction to computational mathematics and calculus and is open to all interested students who satisfy the general requirements listed below.

MATH 141, MATH 142, MATH 241 constitute the normal calculus sequence for students in the College of Arts and Sciences and the College of Engineering and Computing. These courses are open to all students who satisfy the general requirements listed below.

MATH 170 is a basic course in finite mathematics. It may be used to satisfy the University's core requirements and is open to all interested students who satisfy the general requirements listed below.

Freshman Placement in Mathematics

MATH 111: Qualification through placement.

MATH 111: Qualification through placement.

MATH 112: Qualification through placement or credit for MATH 111, either by successful completion of the course with a grade of C or better, transfer credit from another university, or successful completion of the test in MATH 111, available from the testing service.

MATH 115: Qualification through placement.

MATH 122: Qualification through placement or credit for MATH 111, either by successful completion of the course with a grade of C or better, transfer credit from another university, or successful completion of the test in MATH 111, available from the testing service.

MATH 141: Qualification through placement or credit for MATH 112 or MATH 115, either by successful completion of the course with a grade of C or better, transfer credit from another university, or successful completion of the test in MATH 115, available from the testing service.

Students who do not qualify for MATH 141 under paragraph 1 are strongly encouraged to try to obtain credit for MATH 115 either by taking
the course or the examination during the summer preceding their first fall semester.

MATH 170: Qualification through placement or credit
for MATH 111 or MATH 115, either by successful completion of the course with a grade of C or better; transfer credit from another university, or successful completion of the test in MATH 111 or MATH 115 which is available from the testing service.

Incoming students who wish to obtain bypass credit for certain mathematics courses may do so as follows:

MATH 111: CLEP Subject Examination titled “College Algebra” available from the testing service.
MATH 112: CLEP Subject Examination titled “Trigonometry” available from the testing service.
MATH 115: CLEP Subject Examination titled “College Algebra-Trigonometry” available from the testing service.
MATH 141: CLEP Subject Examination titled "Calculus with Analytic Geometry" available from the testing service.

Advanced Placement Test in Mathematics: The Advanced Placement Mathematics tests may be used to gain credit and advanced placement in calculus. Information is available from the testing service.

Programs

- Actuarial Mathematics and Statistics Minor (p. 180)
- Mathematical Biology Minor (p. 180)
- Mathematics Minor (p. 181)
- Mathematics, B.S. (p. 181)

Courses

MATH 111 - Basic College Mathematics (3 Credits)
Basic college algebra; linear and quadratic equations, inequalities, functions and graphs of functions, exponential and logarithm functions, systems of equations.
Prerequisites: placement through Algebra version of the Mathematics Placement Test.

MATH 1111 - Intensive Basic College Mathematics (4 Credits)
An intensive treatment of the topics covered in MATH 111.
Prerequisites: placement through Algebra version of the Mathematics Placement Test.

MATH 112 - Trigonometry (2 Credits)
Topics in trigonometry specifically needed for MATH 141, MATH 142, MATH 241. Circular functions, analytic trigonometry, applications of trigonometry. Credit may not be received for both MATH 112 and MATH 115.
Prerequisites: C or better in MATH 111 or MATH 1111, or placement through Algebra version of the Mathematics Placement Test.

MATH 115 - Precalculus Mathematics (4 Credits)
Topics in algebra and trigonometry specifically needed for MATH 141, MATH 142, MATH 241. Subsets of the real line, absolute value; polynomial, rational, inverse, logarithmic, exponential functions; circular functions; analytic trigonometry.
Prerequisites: C or better in MATH 111 or MATH 1111, or placement through Precalculus version of the Mathematics Placement Test.

MATH 116 - Brief Precalculus Mathematics (2 Credits)
Essential algebra and trigonometry topics for Calculus, including working with equations that involve polynomials, rational functions, exponential and logarithmic functions, and trigonometric and inverse trigonometric functions. Intended for students with prior experience in Precalculus, but not ready for MATH 141.
Prerequisites: C or better in MATH 112 or MATH 115, or placement through Precalculus version of the Mathematics Placement Test.

MATH 122 - Calculus for Business Administration and Social Sciences (3 Credits)
Derivatives and integrals of elementary algebraic, exponential, and logarithmic functions. Maxima, minima, rate of change, motion, work, area under a curve, and volume.
Prerequisites: C or better in MATH 111, MATH 111i or MATH 115 or placement through Algebra version of the Mathematics Placement Test.

Carolina Core: ARP

MATH 141 - Calculus I (4 Credits)
Functions, limits, derivatives, introduction to integrals, the Fundamental Theorem of Calculus, applications of derivatives and integrals. Four classroom hours and one laboratory hour per week.
Prerequisites: C or better in Math 112, MATH 115, or MATH 116, or placement through Precalculus version of the Mathematics Placement Test.

Carolina Core: ARP

MATH 142 - Calculus II (4 Credits)
Methods of integration, sequences and series, approximations. Four classroom hours and one laboratory hour per week.
Prerequisites: C or better in MATH 141.

Carolina Core: ARP

MATH 151 - Calculus Workshop I (2 Credits)
Small study group practice in applications of calculus. For elective credit only.
Corequisite: MATH 141.

MATH 152 - Calculus Workshop II (2 Credits)
Small study group practice in applications of calculus. For elective credit only.
Corequisite: MATH 142.

MATH 170 - Finite Mathematics (3 Credits)
Elementary matrix theory; systems of linear equations; permutations and combinations; probability and Markov chains; linear programming and game theory.
Prerequisites: C or better in MATH 111 or MATH 111i or MATH 122, or placement through Algebra version of the Mathematics Placement Test.

Carolina Core: ARP

MATH 172 - Mathematical Modeling for the Life Sciences (3 Credits)
Biological modeling with differential and difference equations; techniques of model modifications; analytic, numerical, and graphical solution methods; equilibria, stability, and long-term system behavior; geometric series; vectors, matrices, eigenvalues, and eigenvectors. Applications principally to population dynamics and compartment models.
Prerequisites: C or better in MATH 122 or MATH 141.

Carolina Core: ARP
MATH 174 - Discrete Mathematics for Computer Science (3 Credits)
Logic, number theory, sequences, series, recursion, mathematical induction, set theory, enumeration, functions, relations, graphs and trees. Connections to computers and to programming are emphasized when possible.
Prerequisites: C or better in MATH 115, MATH 116, MATH 122, or MATH 141, or placement through the pre-calculus version of the Mathematics Placement Test.

Carolina Core: ARP

MATH 198 - Introduction to Careers and Research in the Mathematical Sciences (1 Credit)
An overview of different areas of mathematical research and career opportunities for mathematics majors. Pass/fail only.
Prerequisites: C or better in MATH 141.

Graduation with Leadership Distinction: GLD: Research

MATH 221 - Basic Concepts of Elementary Mathematics I (3 Credits)
The meaning of number, fundamental operations of arithmetic, the structure of the real number system and its subsystems, elementary number theory. Open only to students in elementary or early childhood teacher certification.
Prerequisites: C or better in MATH 111 or MATH 111I or placement through Algebra version of the Mathematics Placement Test.

MATH 222 - Basic Concepts of Elementary Mathematics II (3 Credits)
Informal geometry and basic concepts of algebra. Open only to students in elementary or early childhood teacher certification.
Prerequisites: C or better in MATH 221.

MATH 241 - Vector Calculus (3 Credits)
Vector algebra, geometry of three-dimensional space; lines, planes, and curves in space; polar, cylindrical, and spherical coordinate systems; partial differentiation, max-min theory; multiple and iterated integration, line integrals, and Green's theorem in the plane.
Prerequisites: C or better in MATH 142.

MATH 242 - Elementary Differential Equations (3 Credits)
Ordinary differential equations of first order, higher order linear equations, Laplace transform methods, series methods; numerical solution of differential equations. Applications to physical sciences and engineering.
Prerequisites: C or better in MATH 142.

MATH 300 - Transition to Advanced Mathematics (3 Credits)
Rigor of mathematical thinking and proof writing via logic, sets, and functions. Intended to bridge the gap between lower-level (computational-based) and upper-level (proof-based) mathematics courses.
Prerequisites: C or better in MATH 142.

MATH 344 - Applied Linear Algebra (3 Credits)
General solutions of systems of linear equations, vector spaces and subspaces, linear transformations, determinants, orthogonality, characteristic polynomials, eigenvalues and eigenvectors, singular value decomposition, and generalized inverse. MATH 344L is an optional laboratory course where additional applications will be discussed.
Prerequisites: C or better in MATH 142.

MATH 344L - Applied Linear Algebra Lab (1 Credit)
Computer based applications of linear algebra for science and engineering students. Topics include numerical analysis of matrices, direct and indirect methods for solving linear systems, and least squares method (regression). Typical applications include practical issues related to discrete Markov processes, image compression, and linear programming. Credit not allowed for both MATH 344L and 544L.
Prerequisite or Corequisite: C or better or concurrent enrollment in MATH 344.

MATH 374 - Discrete Structures (3 Credits)
Propositional and predicate logic; proof techniques; recursion and recurrence relations; sets, combinatorics, and probability; functions, relations, and matrices; algebraic structures.
Prerequisites: C or better in both MATH 142 and CSCE 146.

MATH 399 - Independent Study (3-9 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.

Graduation with Leadership Distinction: GLD: Research

MATH 401 - Conceptual History of Mathematics (3 Credits)
Topics from the history of mathematics emphasizing the 17th century to the present. Various mathematical concepts are discussed and their development traced. For elective or Group II credit only.
Prerequisites: C or better in MATH 122, or MATH 141.

MATH 490 - Mathematics Internship (1-3 Credits)
Academic counterpart to a professional work experience in which mathematics plays a central role. Introduction to the uses of problem formulation and problem solving in a working environment. Introduction to career possibilities for a student trained in mathematics. Restricted to MATH major with 3.0 or better GPA and completion of at least 60 credits.
Prerequisites: C or better in MATH 241, MATH 300 and at least one 500 level MATH course; CSCE 145 or CSCE 206 and one of the following STAT courses STAT 509, STAT 512, STAT 515.

MATH 499 - Undergraduate Research (1-3 Credits)
Research on a specific mathematical subject area. The specific content of the research project must be outlined in a proposal that must be approved by the instructor and the Undergraduate Director. Intended for students pursuing the B.S. in Mathematics with Distinction. Pass-Fail grading only.
Graduation with Leadership Distinction: GLD: Research

MATH 511 - Probability (3 Credits)
Probability and independence; discrete and continuous random variables; joint, marginal, and conditional densities, moment generating functions; laws of large numbers; binomial, Poisson, gamma, univariate, and bivariate normal distributions.
Prerequisites: C or better in MATH 241.

Corequisite: MATH 241.

Cross-listed course: STAT 511

MATH 514 - Financial Mathematics I (3 Credits)
Prerequisites: C or better in MATH 241.

Cross-listed course: STAT 522
MATH 515 - Financial Mathematics II (3 Credits)
Prerequisites: C or better in MATH 514 or STAT 522.

Cross-listed course: STAT 523

MATH 520 - Ordinary Differential Equations (3 Credits)
Differential equations of the first order, linear systems of ordinary differential equations, elementary qualitative properties of nonlinear systems.
Prerequisites: C or better in MATH 344 or MATH 544.

MATH 521 - Boundary Value Problems and Partial Differential Equations (3 Credits)
Laplace transforms, two-point boundary value problems and Green's functions, boundary value problems in partial differential equations, eigenfunction expansions and separation of variables, transform methods for solving PDE's, Green's functions for PDE's, and the method of characteristics.
Prerequisites: C or better in MATH 520 or in both MATH 241 and MATH 242.

MATH 522 - Wavelets (3 Credits)
Basic principles and methods of Fourier transforms, wavelets, and multiresolution analysis; applications to differential equations, data compression, and signal and image processing; development of numerical algorithms. Computer implementation.
Prerequisites: C or better in MATH 344 or MATH 544.

MATH 523 - Mathematical Modeling of Population Biology (3 Credits)
Applications of differential and difference equations and linear algebra modeling the dynamics of populations, with emphasis on stability and oscillation. Critical analysis of current publications with computer simulation of models.
Prerequisites: C or better in MATH 142, BIOL 301, or MSCI 311 recommended.

MATH 524 - Nonlinear Optimization (3 Credits)
Descent methods, conjugate direction methods, and Quasi-Newton algorithms for unconstrained optimization; globally convergent hybrid algorithm; primal, penalty, and barrier methods for constrained optimization. Computer implementation of algorithms.
Prerequisites: C or better in MATH 241 and one of MATH 344 or MATH 544.

MATH 525 - Mathematical Game Theory (3 Credits)
Two-person zero-sum games, minimax theorem, utility theory, n-person games, market games, stability.
Prerequisites: C or better in MATH 544 or in both MATH 300 and MATH 344.

MATH 526 - Numerical Linear Algebra (4 Credits)
Matrix algebra, Gauss elimination, iterative methods; overdetermined systems and least squares; eigenvalues, eigenvectors; numerical software. Computer implementation. Credit may not be received for both MATH 526 and MATH 544. Three lectures and one laboratory hour per week.
Prerequisites: C or better in MATH 142.

MATH 527 - Numerical Analysis (3 Credits)
Interpolation and approximation of functions; solution of algebraic equations; numerical differentiation and integration; numerical solutions of ordinary differential equations and boundary value problems; computer implementation of algorithms.
Prerequisites: C or better in MATH 520 or in both MATH 242 and MATH 344.

Cross-listed course: CSCE 561

MATH 528 - Mathematical Foundation of Data Science and Machine Learning (3 Credits)
Unconstrained and constrained optimization, gradient descent methods for numerical optimization, supervised and unsupervised learning, various reduced order methods, sampling and inference, Monte Carlo methods, deep neural networks.
Prerequisites: C or better in MATH 344 or MATH 544.

MATH 531 - Foundations of Geometry (3 Credits)
The study of geometry as a logical system based upon postulates and undefined terms. The fundamental concepts and relations of Euclidean geometry developed rigorously on the basis of a set of postulates. Some topics from non-Euclidean geometry.
Prerequisites: C or better in MATH 300.

MATH 532 - Modern Geometry (3 Credits)
Projective geometry, theorem of Desargues, conics, transformation theory, affine geometry, Euclidean geometry, non-Euclidean geometries, and topology.
Prerequisites: C or better in MATH 300.

MATH 533 - Elementary Geometric Topology (3 Credits)
Topology of the line, plane, and space, Jordan curve theorem, Brouwer fixed point theorem, Euler characteristic of polyhedra, orientable and non-orientable surfaces, classification of surfaces, network topology.
Prerequisites: C or better in MATH 241 and MATH 300.

MATH 534 - Elements of General Topology (3 Credits)
Elementary properties of sets, functions, spaces, maps, separation axioms, compactness, completeness, convergence, connectedness, path connectedness, embedding and extension theorems, metric spaces, and compactification.
Prerequisites: C or better in MATH 241 and MATH 300.

MATH 540 - Modern Applied Algebra (3 Credits)
Finite structures useful in applied areas. Binary relations, Boolean algebras, applications to optimization, and realization of finite state machines.
Prerequisites: MATH 300.

MATH 541 - Algebraic Coding Theory (3 Credits)
Error-correcting codes, polynomial rings, cyclic codes, finite fields, BCH codes.
Prerequisites: C or better in MATH 544 or in both MATH 300 and MATH 344.

MATH 544 - Linear Algebra (3 Credits)
Vectors, vector spaces, and subspaces; geometry of finite dimensional Euclidean space; linear transformations; eigenvalues and eigenvectors; diagonalization. Throughout there will be an emphasis on theoretical concepts, logic, and methods. MATH 544L is an optional laboratory course where additional applications will be discussed.
Prerequisites: C or better in MATH 241 and MATH 300.
MATH 544L - Linear Algebra Lab (1 Credit)
Computer-based applications of linear algebra for mathematics students. Topics include numerical analysis of matrices, direct and indirect methods for solving linear systems, and least squares method (regression). Typical applications include theoretical and practical issues related to discrete Markov processes, image compression, and linear programming. Credit not allowed for both MATH 344L and 544L. **Prerequisite or Corequisite:** C or better or concurrent enrollment in MATH 544.

MATH 546 - Algebraic Structures I (3 Credits)
Permutation groups; abstract groups; introduction to algebraic structures through study of subgroups, quotient groups, homomorphisms, isomorphisms, direct product; decompositions; introduction to rings and fields. **Prerequisites:** C or better in MATH 544.

MATH 547 - Algebraic Structures II (3 Credits)
Rings, ideals, polynomial rings, unique factorization domains; structure of finite groups; topics from: fields, field extensions, Euclidean constructions, modules over principal ideal domains (canonical forms). **Prerequisites:** C or better in MATH 546.

MATH 548 - Geometry, Algebra, and Algorithms (3 Credits)
Polynomials and affine space, Grobner bases, elimination theory, varieties, and computer algebra systems. **Prerequisites:** C or better in MATH 500 and in one of MATH 344 or MATH 544.

MATH 550 - Vector Analysis (3 Credits)
Vector fields, line and path integrals, orientation and parametrization of lines and surfaces, change of variables and Jacobians, oriented surface integrals, theorems of Green, Gauss, and Stokes; introduction to tensor analysis. **Prerequisites:** C or better in MATH 241.

MATH 551 - Introduction to Differential Geometry (3 Credits)
Parametrized curves, regular curves and surfaces, change of parameters, tangent planes, the differential of a map, the Gauss map, first and second fundamental forms, vector fields, geodesics, and the exponential map. **Prerequisites:** C or better in MATH 241 and MATH 300.

MATH 552 - Applied Complex Variables (3 Credits)
Complex integration, calculus of residues, conformal mapping, Taylor and Laurent Series expansions, applications. **Prerequisites:** C or better in MATH 241.

MATH 554 - Analysis I (3 Credits)
Least upper bound axiom, the real numbers, compactness, sequences, continuity, uniform continuity, differentiation, Riemann integral and fundamental theorem of calculus. **Prerequisites:** C or better in MATH 300 and either at least one of MATH 511, MATH 520, MATH 534, MATH 550, or MATH 552.

MATH 555 - Analysis II (3 Credits)
Riemann-Stieljes integral, infinite series, sequences and series of functions, uniform convergence, Weierstrass approximation theorem, selected topics from Fourier series or Lebesgue integration. **Prerequisites:** C or better in MATH 554.

MATH 556 - Combinatorial Game Theory (3 Credits)
Winning in certain combinatorial games such as Nim, Hackenbush, and Domineering. Equalities and inequalities among games, Sprague-Grundy theory of impartial games, games which are numbers. **Prerequisites:** C or better in MATH 300 or MATH 374.

MATH 557 - Elementary Number Theory (3 Credits)
Divisibility, primes, congruences, quadratic residues, numerical functions. Diophantine equations. **Prerequisites:** C or better in MATH 300.

MATH 558 - Introduction to Cryptography (3 Credits)
Design of secret codes for secure communication, including encryption and integrity verification: ciphers, cryptographic hashing, and public key cryptosystems such as RSA. Mathematical principles underlying encryption. Code-breaking techniques. Cryptographic protocols. **Prerequisites:** C or better in CSCE 145 or MATH 241, and at least one of CSCE 355, MATH 300, or MATH 374. **Cross-listed course:** CSCE 557
Actuarial Mathematics and Statistics Minor

Minor Requirements (18 Hours)

Prerequisites

Course | Title | Credits
---|---|---
MATH 141 | Calculus I | 4
MATH 142 | Calculus II | 4
MATH 241 | Vector Calculus | 3
Total Credit Hours | 11

Core Courses

Course | Title | Credits
---|---|---
MATH 511 | Probability | 3
STAT 512 | Mathematical Statistics | 3
STAT 513 | Theory of Statistical Inference | 3
Select three of the following: | | 9
MATH 344 | Applied Linear Algebra | 3
or MATH 544 Linear Algebra
MATH 514 | Financial Mathematics I | 3
or STAT 522 Financial Mathematics I
MATH 515 | Financial Mathematics II | 3
or STAT 523 Financial Mathematics II
MATH 520 | Ordinary Differential Equations | 3
Total Credit Hours | 18

Mathematical Biology Minor

Minor Requirements (22 Hours)

Prerequisites

Course | Title | Credits
---|---|---
MATH 141 | Calculus I | 4
MATH 142 | Calculus II | 4
MATH 241 | Vector Calculus | 3
Required Math Prerequisites: 1
Total Credit Hours | 22

Required Science Prerequisites: 2

Select two of the following:

Course | Title | Credits
---|---|---
BIOL 101 | Biological Principles I | 4
BIOL 102 | Biological Principles II | 4
MCSI 101 | The Ocean Environment | 3
MCSI 102 | The Living Ocean | 3
Total Credit Hours | 11

Other Requirements:

Select one of the following:

Course | Title | Credits
---|---|---
BIOL 301 | Ecology and Evolution | 3
BIOL 303 | Fundamental Genetics | 3
MCSI 314 | Physical Oceanography | 3
Total Credit Hours | 22

1. Fulfills Carolina Core ARP Requirement
2. Fulfills Carolina Core SCI requirement.

Courses for the Minor (19 Hours)

Minor courses cannot be counted toward student’s major

Linear Algebra (4 Hours)

Course | Title | Credits
---|---|---
MATH 344 | Applied Linear Algebra | 4
or MATH 344L Linear Algebra Lab
MATH 544 | Linear Algebra | 3
or MATH 544L Linear Algebra Lab
Total Credit Hours | 4

Note: Only one of MATH 344/MATH 544 may be counted for the minor.
**Mathematics Minor**

**Minor Requirements**

**Prerequisite Courses (8 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 141</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 142</td>
<td>Calculus II</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credit Hours: 8

**Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 241</td>
<td>Vector Calculus</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 242</td>
<td>Elementary Differential Equations</td>
<td>3</td>
</tr>
</tbody>
</table>

**Additional Courses**

Select 15 hours from the following:  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 300</td>
<td>Transition to Advanced Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 344</td>
<td>Applied Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 374</td>
<td>Discrete Structures</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 15

**Total Credit Hours**: 18

---

**Note**

- All courses for a minor must be completed with a C or better.
- At most one of MATH 374 and MATH 574 may be used for minor credit.
- At most one of MATH 344, MATH 526, and MATH 544 may be used for minor credit.
- Most of the math courses at the 500-level have a prerequisite of MATH 300 and/or MATH 344 (or MATH 544, which implicitly assumes completion of 300). Students are therefore strongly urged to include one or both of MATH 300, MATH 344 in their minor program.
- Students with an interest in pure mathematics (algebra, analysis, discrete mathematics, geometry and topology, logic, mathematics education, and number theory) should take MATH 300.
- Students with an interest in applied and computational mathematics (differential equations and modeling, financial mathematics, numerical analysis, optimization) should take MATH 344.
- Prospective minors are urged to consult with an advisor in the Department of Mathematics to plan a coherent program of study.

**Mathematics, B.S.**

Graduates with a B.S. in Mathematics will, if they wish to pursue studies at the graduate level, be prepared with the necessary analytical skills, openness to new ideas, and positive attitudes (patience, persistence, and enthusiasm) for success. Those going on to employment will have the analytical skills that they need, an ability to learn new ones, and habits of mind that are conducive to productive and rewarding work. Graduates will be aware that mathematics is often a collaborative activity, and that careful reading and clear writing are as important as computational skills. They will know that mathematics is continually growing as research answers old questions and brings forth new ones. Finally, they will find joy in learning, doing, and communicating mathematics to others.

**Learning Outcomes**

- Graduates with a B.S. in Mathematics will demonstrate understanding of logic, set theory, functions, and fundamental methods of mathematical proof.
- Graduates with a B.S. in Mathematics will demonstrate mastery of the fundamental theoretical concepts of linear algebra.
- Graduates with a B.S. in Mathematics will be able to solve problems in linear algebra using standard computational algorithms.
- Graduates with a B.S. in Mathematics will demonstrate mastery of the fundamental concepts and methods of proof in abstract algebra.
- Graduates with a B.S. in Mathematics will demonstrate mastery of the fundamental concepts and methods of proof in real analysis.
- Graduates with a B.S. in Mathematics will, if they wish to pursue studies at the graduate level, be prepared with the necessary analytical skills, openness to new ideas, and positive attitudes (patience, persistence, and enthusiasm) for success. Those going on to employment will have the analytical skills that they need, an ability to learn new ones, and habits of mind that are conducive to productive and rewarding work. Graduates will be aware that mathematics is often a collaborative activity, and that careful reading and clear writing are as important as computational skills. They will know that mathematics is continually growing as research answers old questions and brings forth new ones. Finally, they will find joy in learning, doing, and communicating mathematics to others.
Transfer Requirement

In addition to the minimum University and College of Arts and Sciences requirements, a student seeking to transfer to the mathematics major from another program within the University, or from another accredited college or university, is required to have earned a grade of "B" or higher in at least one of the following courses, or their UofSC equivalent:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 141</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 142</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 241</td>
<td>Vector Calculus</td>
<td>3</td>
</tr>
<tr>
<td>MATH 300</td>
<td>Transition to Advanced Math</td>
<td>3</td>
</tr>
</tbody>
</table>

Retention and Other Details

- A grade of C or better is required in each MATH course.
- A student may enroll in each MATH course a maximum of two times. (Enrolled in a course is interpreted to mean that a grade, including W or WF, has been recorded.)
- A student may repeat a maximum of three MATH courses. (Receiving a grade of W is not to be considered a repeat.)

Admissions

Entrance Requirements

New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

Degree Requirements (120 hours)

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carolina Core</td>
<td>34-46</td>
</tr>
<tr>
<td>College</td>
<td>15-19</td>
</tr>
<tr>
<td>Program</td>
<td>31-47</td>
</tr>
<tr>
<td>Major</td>
<td>24</td>
</tr>
</tbody>
</table>

Carolina Core Requirements (34-46 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

must be passed with a grade of C or higher

- any CC-CMW courses (p. 742)

ARP – Analytical Reasoning and Problem Solving (6-8 hours)

must be passed with a grade of C or higher

- MATH 141
- MATH 142

SCI – Scientific Literacy (8 hours)

- Two 4-credit hour CC-SCI courses (p. 742)

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required for all baccalaureate degrees. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

- CC-GFL courses (p. 742)

It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

- any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

- any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)

- any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component (0-3 hours)

- any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy (0-3 hours)

- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility (0-3 hours)

- any overlay or stand-alone CC-VSR course (p. 742)
Carolina Core Stand Alone or Overlay Eligible Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

College Requirements (15-19 hours)

Foreign Language (0-3 hours)
- only if needed to meet 122-level proficiency

Analytical Reasoning (6-7 hours)
Must be passed with a grade of C or higher

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 145</td>
<td>Algorithmic Design I</td>
<td>4</td>
</tr>
<tr>
<td>or CSCE 206</td>
<td>Scientific Applications Programming</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>STAT 509</td>
<td>Statistics for Engineers</td>
<td></td>
</tr>
<tr>
<td>STAT 512</td>
<td>Mathematical Statistics</td>
<td></td>
</tr>
<tr>
<td>STAT 515</td>
<td>Statistical Methods I</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 7

History (3 hours)
The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:

- One Carolina Core GHS-approved course primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.
- One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109 GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

Social Science and Fine Arts or Humanities (6 hours)
Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/)
- Three hours of Social Science
- Three hours of Fine Arts or Humanities

Program Requirements (31-47 hours)
Supporting Courses (6 hours)
Must be passed with a grade of C or higher.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 241</td>
<td>Vector Calculus</td>
<td>3</td>
</tr>
<tr>
<td>MATH 300</td>
<td>Transition to Advanced Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Cognate or Minor (12-18 hours)
Cognate
The cognate is intended to support the course work in the major. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor.

Courses offered by departments and programs that are acceptable for cognate credit are outlined in the section titled Courses Acceptable for Cognate Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-cognate/).

For cognate course offerings in other colleges, consult the appropriate sections of this bulletin. Some major programs have specific cognate requirements.

It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the major advisor as being related to the major field of study. Students are urged to consult their major advisors for specific requirements in their major.

For Bachelor of Science degrees, grades of D are acceptable for completion of the cognate requirement, except where restricted by the major program.

Minor
In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.

A list of minor programs of study can be found at Programs A-Z (p. 20).

Electives (7-29 hours)
No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-
Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

**Major Requirements (24 hours)**

*A minimum grade of C is required in all major courses.*

### Major Courses (9 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 544</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 546</td>
<td>Algebraic Structures I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 554</td>
<td>Analysis I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

### Major Electives (15 hours)

At least one course from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 511</td>
<td>Probability</td>
<td>3</td>
</tr>
<tr>
<td>MATH 520</td>
<td>Ordinary Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 534</td>
<td>Elements of General Topology</td>
<td>3</td>
</tr>
<tr>
<td>MATH 550</td>
<td>Vector Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MATH 552</td>
<td>Applied Complex Variables</td>
<td>3</td>
</tr>
</tbody>
</table>

At least 12 hours of MATH electives numbered 500-599. The choice of the four MATH electives should be made to support the student’s educational goals and career objectives. The courses listed below are available for MATH elective credit. (As MATH 544, MATH 546, and MATH 554 are required of all majors, these are not listed.) Undergraduate students interested in taking 700-level MATH courses as elective credit should consult the Graduate Bulletin.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 540</td>
<td>Modern Applied Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 541</td>
<td>Algebraic Coding Theory</td>
<td>3</td>
</tr>
<tr>
<td>MATH 547</td>
<td>Algebraic Structures II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 548</td>
<td>Geometry, Algebra, and Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>MATH 511</td>
<td>Probability</td>
<td>3</td>
</tr>
<tr>
<td>MATH 550</td>
<td>Vector Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MATH 551</td>
<td>Introduction to Differential Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MATH 552</td>
<td>Applied Complex Variables</td>
<td>3</td>
</tr>
<tr>
<td>MATH 555</td>
<td>Analysis II</td>
<td>3</td>
</tr>
</tbody>
</table>

### Differential Equations and Modeling

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 520</td>
<td>Ordinary Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 521</td>
<td>Boundary Value Problems and Partial Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 522</td>
<td>Wavelets</td>
<td>3</td>
</tr>
<tr>
<td>MATH 523</td>
<td>Mathematical Modeling of Population Biology</td>
<td>3</td>
</tr>
</tbody>
</table>

### Discrete Mathematics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 541</td>
<td>Algebraic Coding Theory</td>
<td>3</td>
</tr>
<tr>
<td>MATH 570</td>
<td>Discrete Optimization</td>
<td>3</td>
</tr>
<tr>
<td>MATH 574</td>
<td>Discrete Mathematics I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 575</td>
<td>Discrete Mathematics II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 576</td>
<td>Combinatorial Game Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

### Mathematical Logic

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 561</td>
<td>Introduction to Mathematical Logic</td>
<td>3</td>
</tr>
<tr>
<td>MATH 562</td>
<td>Theory of Computation</td>
<td>3</td>
</tr>
</tbody>
</table>

### Number Theory

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 580</td>
<td>Elementary Number Theory</td>
<td>3</td>
</tr>
<tr>
<td>MATH 587</td>
<td>Introduction to Cryptography</td>
<td>3</td>
</tr>
</tbody>
</table>

### Optimization and Computation

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 524</td>
<td>Nonlinear Optimization</td>
<td>3</td>
</tr>
<tr>
<td>MATH 527</td>
<td>Numerical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MATH 570</td>
<td>Discrete Optimization</td>
<td>3</td>
</tr>
</tbody>
</table>

### Special Topics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 599</td>
<td>Topics in Mathematics</td>
<td>1-3</td>
</tr>
</tbody>
</table>

### Guidelines for Selecting 500-level MATH Electives

#### For Students Considering Graduate Studies in Mathematics

Complete at least one of the two-semester sequences in algebra or analysis:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 546</td>
<td>Algebraic Structures I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 547</td>
<td>Algebraic Structures II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

#### For Students Considering Careers Teaching at the Secondary Level (Grades 9-12)

Complete the following sequence of courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 531</td>
<td>Foundations of Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MATH 532</td>
<td>Modern Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MATH 574</td>
<td>Discrete Mathematics I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 580</td>
<td>Elementary Number Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

#### As a cognate:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFI 300</td>
<td>Schools in Communities</td>
<td>3</td>
</tr>
<tr>
<td>EDPY 401</td>
<td>Learners and the Diversity of Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 500</td>
<td>Equity and Community Engagement</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 502</td>
<td>Teachers and Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

21
Note: With two additional Education courses, students complete a minor in Education. This selection of MATH electives and of the education cognate positions students to complete, after completing a B.S. in Mathematics, a one-year graduate Master of Teaching degree from the College of Education and apply for grades 9-12 mathematics licensure in South Carolina.

For Students Considering Careers in Actuarial Science
Declare a Risk Management and Insurance Minor (p. 338) and complete their MATH electives from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 511</td>
<td>Probability</td>
<td>3</td>
</tr>
<tr>
<td>MATH 520</td>
<td>Ordinary Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 574</td>
<td>Discrete Mathematics I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 524</td>
<td>Nonlinear Optimization</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 570</td>
<td>Discrete Optimization</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

Note: Risk Management and Insurance Minor (p. 338) is completed by taking ACCT 225, ECON 221 and ECON 222, and FINA 363, FINA 469, FINA 471, and FINA 475.

To develop a strong basis for success in the initial actuarial examinations (Exam P and Exam FM), and to qualify for the Society of Actuaries’ Validation through Educational Experience (VEE) in Applied Statistics, Economics, and Corporate Finance, students should complete the following collection of 30 semester hours in the Department of Statistics and the Darla Moore School of Business. For detailed information about the VEE program, see http://soa.org.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 512</td>
<td>Mathematical Statistics</td>
<td>3</td>
</tr>
<tr>
<td>STAT 513</td>
<td>Theory of Statistical Inference</td>
<td>3</td>
</tr>
<tr>
<td>ECON 436</td>
<td>Introductory Econometrics</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 225</td>
<td>Introduction to Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECON 221</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 222</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>FINA 363</td>
<td>Introduction to Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

Risk Management and Insurance
FinA 341 Management of Risk and Insurance 3

Finance and Stochastic Processes
Select 3-6 hours of the following: 3-6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINA 469</td>
<td>Investment Analysis and Portfolio Management</td>
</tr>
<tr>
<td>FINA 471</td>
<td>Derivative Securities</td>
</tr>
<tr>
<td>FINA 475</td>
<td>Fixed Income Securities</td>
</tr>
<tr>
<td>STAT 521</td>
<td>Applied Stochastic Processes</td>
</tr>
</tbody>
</table>

Computing
Select three hours of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 146</td>
<td>Algorithmic Design II</td>
</tr>
<tr>
<td>MGSC 390</td>
<td>Business Information Systems</td>
</tr>
<tr>
<td>STAT 540</td>
<td>Computing in Statistics</td>
</tr>
</tbody>
</table>

For Students Considering Careers in Applied Mathematics or Mathematical Careers in the Public or Private Sector
Complete MATH 520 and other courses in Differential Equations and Modeling, in Discrete Mathematics, in Financial Mathematics, and in Optimization and Computation, including 9 credit hours from two of the following categories:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 521</td>
<td>Boundary Value Problems and Partial Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 522</td>
<td>Wavelets</td>
<td>3</td>
</tr>
<tr>
<td>MATH 523</td>
<td>Mathematical Modeling of Population Biology</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 511</td>
<td>Probability</td>
<td>3</td>
</tr>
<tr>
<td>MATH 514</td>
<td>Financial Mathematics I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 515</td>
<td>Financial Mathematics II</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 524</td>
<td>Nonlinear Optimization</td>
<td>3</td>
</tr>
<tr>
<td>MATH 527</td>
<td>Numerical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MATH 544L</td>
<td>Linear Algebra Lab</td>
<td>1</td>
</tr>
<tr>
<td>MATH 570</td>
<td>Discrete Optimization</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 550</td>
<td>Vector Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MATH 552</td>
<td>Applied Complex Variables</td>
<td>3</td>
</tr>
<tr>
<td>MATH 555</td>
<td>Analysis II</td>
<td>3</td>
</tr>
</tbody>
</table>

B.S. with Distinction in Mathematics (39 hours)
Prerequisite
A minimum GPA of 3.60 in upper division (500 and above) major courses, and 3.30 cumulative when the student applies to enter the B.S. with Distinction in Mathematics.

Requirements
The student should apply to enter the B.S. with Distinction in Mathematics track and choose the members of the thesis committee as early as possible, but in all cases at least one year before completion of the degree. The committee will consist of a thesis advisor, who must be a tenure-track faculty member in Mathematics, and one or two other tenure-track or research faculty members in Mathematics or any other department, as approved by the Undergraduate Program Committee. The senior thesis consists of either significant original work or a synthesis of known material beyond the scope of ordinary undergraduate coursework. The student may use their senior thesis to simultaneously fulfill other requirements as well (e.g., Magellan Scholarship, Honors College Thesis, etc.), at the discretion of the thesis advisor.

By the end of the semester in which the student is admitted into the B.S. with Distinction in Mathematics track, a brief research plan must be agreed upon by the thesis committee and the student, and filed in the
Department of Mathematics and College of Arts and Sciences. Before submitting and defending the thesis, the student must have completed three credit hours of MATH 499 under the supervision of the thesis advisor, and at least 12 hours of upper-level (500-599) MATH credit approved by the Undergraduate Director beyond the 24 credit hours of 500-level MATH courses required for the B.S. in Mathematics.

By the end of the student’s last semester, the student must present and defend the senior thesis before the thesis committee. The defense must be announced at least one week in advance and be open to the general public. A certificate attesting to a successful defense, signed by the committee, must be placed on file with both the Department of Mathematics and the College of Arts and Sciences. In addition, prior to graduation the student must have either (a) presented the research at a meeting of a professional society, at Discovery Day at USC, or at a comparable venue; or (b) submitted the work for publication in an undergraduate or professional journal.

**Major Map**

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

**Mathematics, B.S.**

**Philosophy**

Department Website (http://www.cas.sc.edu/phil/)

Christopher Tollefsen, Chair

The Department of Philosophy offers the Bachelor of Arts degree program with a major in philosophy.

**Programs**

- Philosophy Minor (p. 190)
- Philosophy, B.A. (p. 190)

**Courses**

PHIL 101 - Special Topics in Philosophy (3 Credits)
Topics selected by the instructor for specialized study. Course content varies and will be announced in the schedule of classes by title.

PHIL 102 - Introduction to Philosophy (3 Credits)
An introduction to the main problems of philosophy and its methods of inquiry, analysis, and criticism. Works of important philosophers will be read. Honors section offered.

PHIL 103 - Special Topics in Ethics and Values (3 Credits)
A study of the moral principles of conduct and the basic concepts underlying these principles, such as good, evil, right, wrong, justice, value, duty, and obligation, as they relate to specific issues or areas of life. May be repeated as content varies by title.

Carolina Core: VSR

PHIL 111 - Introduction to Logic II (3 Credits)
Philosophical foundations of inductive inference, including probability, statistics, and decision theory; application of the methods and results of inductive inference to philosophical problems such as the problem of rationality, epistemology, theory confirmation, social and political philosophy.

Prerequisites: At least one of the following: PSYC 227; SOCY 220; STAT 110, STAT 112, STAT 201, STAT 205, or STAT 206; MGSC 291.

Carolina Core: ARP

PHIL 114 - Introduction to Formal Logic I (3 Credits)
Formal logic, including foundational logical concepts, syntax and semantics of first-order logic; derivations; applications.

Carolina Core: ARP

PHIL 115 - Introduction to Formal Logic II (3 Credits)
 Intermediate topics in predicate logic, including second-order predicate logic; meta-theory, including soundness and completeness; introduction to non-classical logic

Prerequisites: C or higher in PHIL 114 or PHIL 110, or a department-approved equivalent.

Carolina Core: ARP

PHIL 210 - Philosophical Themes in Literature (3 Credits)
Selected philosophical problems as they are presented in imaginative and theoretical literature. Works of fiction and philosophical treatments of issues involved in them will be read and discussed.

PHIL 211 - Contemporary Moral Issues (3 Credits)
Moral issues confronting men and women in contemporary society. Topics will vary but may include discussion of problems related to abortion, drugs, euthanasia, war, social engineering, and punishment of criminals.

Carolina Core: VSR

Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

PHIL 212 - Images of the Human Person (3 Credits)
Images of the human person in contemporary philosophy, literature, psychology, and religion, and an evaluation of these images as norms for human conduct and social policy. Particular attention may be given to images found in specific philosophical traditions, including existentialism, Marxism, behaviorism, and mysticism.

PHIL 213 - Communicating Moral Issues (3 Credits)
Moral issues confronting men and women in contemporary society and the challenges of communicating effectively about them. Topics will vary but may include access to health care, euthanasia, abortion, same sex marriage and the moral and environmental consequences of eating animals.

Cross-listed course: SPCH 213

Carolina Core: CMS, VSR

PHIL 214 - Science and Pseudo-Science (3 Credits)
Attempts to distinguish science from pseudo-science; inquiry into such cases as astrology, psychoanalysis, and parapsychology.

Graduation with Leadership Distinction: GLD: Research

PHIL 301 - Ancient Philosophy (3 Credits)
An introduction to the work of ancient philosophers, with special emphasis on Plato and Aristotle.

Cross-listed course: CLAS 301
PHIL 302 - Greek and Roman Philosophy after Aristotle (3 Credits)
Problems such as hedonism, providence, belief and evidence, and mysticism, as they appear in the writings of Epicureans, Stoics, Sceptics, and Plotinus.
Cross-listed course: CLAS 302

PHIL 303 - History of Medieval Philosophy (3 Credits)
Major philosophical traditions in the Middle Ages.

PHIL 304 - Seventeenth and Eighteenth-Century Philosophy (3 Credits)
An introduction to Continental and British philosophy running roughly from Descartes through Kant.

PHIL 305 - Nineteenth and Twentieth-Century Philosophy (3 Credits)
An introduction to Continental and British philosophy since Kant through study of the works of representative philosophers. Particular emphasis is placed on the development of Idealism, Marxism, Existentialism and Phenomenology, and analytic philosophy.

PHIL 310 - American Philosophy (3 Credits)
The principal movements of philosophical thought from Colonial times to the present, with special emphasis on the 19th and 20th centuries.

PHIL 311 - Existentialism (3 Credits)
An introduction to existentialist themes in contemporary philosophy, literature, psychology, and religion. The writings of existentialists such as Kierkegaard, Nietzsche, Camus, Sartre, Buber, May, and Binswanger will be read and discussed.

PHIL 312 - Classical Origins of Western Medical Ethics (3 Credits)
Examination of ancient Greek and Roman philosophical, medical, and literary works (in English) as sources for the origins of medical ethics. Priority enrollment for Medical Humanities students.
Cross-listed course: CLAS 360

PHIL 313 - Between Magic and Method: Ancient Medicine (3 Credits)
Introduction to ancient medicine: science and art, theory and practice, healing and predicting. Topics include: Medicine before Hippocrates, Hippocratic medicine, holism, naturalism, medicine, religion and magic, medicine and scientific explanation, Hellenistic medicine and methodology, Galenic medicine.
Cross-listed course: CLAS 361

PHIL 315 - Asian Religious Philosophy (3 Credits)
A historical overview and critical introduction to the philosophical practices of Asian religions; an examination of the basic worldviews, thought frameworks, and foundational questions of the main schools of premodern Asian religious philosophy.
Cross-listed course: RELG 334

PHIL 320 - Ethics (3 Credits)
A study of the moral principles of conduct and the basic concepts underlying these principles, such as good, evil, right, wrong, justice, value, duty, and obligation. The ethical works of influential philosophers are analyzed in terms of these concepts.
Carolina Core: VSR
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

PHIL 321 - Medical Ethics (3 Credits)
The concepts of Person and Justice as they relate to biomedical sciences and technologies.
Carolina Core: VSR
Graduation with Leadership Distinction: GLD: Community Service, GLD: Professional and Civic Engagement Leadership Experiences

PHIL 322 - Environmental Ethics (3 Credits)
Examination of principles and arguments surrounding moral issues involving the environment.
Cross-listed course: ENVR 322
Carolina Core: VSR
Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences, GLD: Research

PHIL 323 - Ethics of Science and Technology (3 Credits)
Role of ethical judgments in directing or curtailing scientific research; case studies from natural and social sciences.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

PHIL 324 - Business Ethics (3 Credits)
Ethical problems in business; application to business situations of philosophical theories of individual, corporate, and governmental rights and responsibilities.
Carolina Core: VSR
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

PHIL 325 - Engineering Ethics (3 Credits)
An investigation of ethical issues in engineering and engineering-related technology. Topics include whistleblowing, employee/employer relations, environmental issues, issues related to advances in information technology, and privacy.
Carolina Core: CMS, VSR
Graduation with Leadership Distinction: GLD: Community Service, GLD: Professional and Civic Engagement Leadership Experiences

PHIL 329 - Law and Religion (3 Credits)
An examination and critical assessment of the philosophical concepts, issues, and questions surrounding the relationship of church and state.

PHIL 330 - Social and Political Philosophy (3 Credits)
An overview of major themes in political philosophy such as the nature of politics, obligation, community, representation, freedom, equality, and justice.
Cross-listed course: POLI 300
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

PHIL 331 - Crime and Justice (3 Credits)
The fundamental concepts of a criminal justice system and their philosophical bases. Rights, privacy, responsibility, and the problem of justification of state control of private behavior through punishment and therapy.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

PHIL 332 - Philosophy of Education (3 Credits)
A critical examination of the theories of education of such philosophers as Plato, Rousseau, Dewey, Newman, and Whitehead. Emphasis is on the development of a philosophy of higher education.

PHIL 333 - Contemporary Marxism and Society (3 Credits)
Recent Marxist-inspired critiques of politics, science, technology, art, advertising, and other aspects of cultural life, with comparison both to Marx's philosophical and economic writings and to other types of contemporary criticisms.
PHIL 334 - Feminist Philosophy (3 Credits)
Introduces feminist philosophy and applications to philosophical problems.
Cross-listed course: WGST 334
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

PHIL 335 - Disobedience, Dissent, and Revolution (3 Credits)
This course explores central philosophical issues related to resisting and opposing claimed state authority. Focus will be on classic and modern texts regarding the intentional, ethically-, or politically-motivated violation of law and on the justification of revolution.
Carolina Core: VSR

PHIL 340 - Philosophy of Art (3 Credits)
Philosophical problems relating to the arts, with emphasis on questions pertaining to aesthetic experience.

PHIL 341 - Philosophy and Film (3 Credits)
Selected philosophical problems as they are presented in feature and documentary films.

PHIL 350 - Knowledge and Reality (3 Credits)
Examination of skeptical attacks, critical defenses, and philosophical theories of what we know and what is to be taken as ultimate reality.

PHIL 351 - Mind and Nature (3 Credits)
Philosophical theories about the nature of consciousness, the problem of qualia, phenomenal concepts, the explanatory gap hypothesis, higher-order consciousness, prospects for naturalistic accounts of consciousness.

PHIL 352 - Freedom and Human Action (3 Credits)
The principal movements of philosophical thought from Colonial times to the present, with special emphasis on the 19th and 20th centuries.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

PHIL 360 - History and Philosophy of Science (3 Credits)
Philosophy and history of science and their interaction from ancient Greece to the present. Emphasis on physics, astronomy, and chemistry.

PHIL 362 - Philosophy of Research Design in Science and Medicine (3 Credits)
A philosophical investigation of research methods used in science and medicine from systematic reviewing and randomized controlled trials to theories of sampling and causal inference.

PHIL 365 - Formal Theories of Rationality and Their Philosophical Implications (3 Credits)
Formal theories of rationality in the context of decision-making and games; uses of these formal theories to address traditional philosophical issues such as rationality, knowledge, choice, social welfare, cooperation, and communication.
Prerequisites: C or higher in any course that satisfies the ARP Carolina Core requirement.

PHIL 370 - Special Topics in Philosophy (3 Credits)
Topics selected by the instructor for specialized study. Course content varies and will be announced in the schedule of classes by title.

PHIL 390 - Junior Seminar in Philosophy (3 Credits)
Overview of philosophical theories and debates with attention to skills in discussion and presentation and in preparing and writing a research paper in philosophy. Topics selected by the instructor.
Graduation with Leadership Distinction: GLD: Research

PHIL 399 - Independent Study (3-9 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

PHIL 473 - Film Theory (3 Credits)
Theory and criticism of film and media from the 1910s to the present. Considers a range of critical approaches to analyzing what different forms of audio-visual media do to and for the audiences they address and the worlds they depict. 03: 07/05/2019.
Prerequisites: FILM 240.

PHIL 490 - Senior Seminar in Philosophy (3 Credits)
Review of central topics in philosophy serving as a capstone course for senior majors in philosophy.
Graduation with Leadership Distinction: GLD: Research
Experiential Learning: Experiential Learning Opportunity

PHIL 495 - Senior Thesis (3 Credits)
Directed research resulting in a written thesis. Senior philosophy major or double major, GPA of 3.30, permission of faculty member.
Graduation with Leadership Distinction: GLD: Research

PHIL 501 - British Empiricism (3 Credits)
A historical and critical survey of the British philosophers of experience. Principal concentration is on Locke, Berkeley, and Hume.
Prerequisites: C or better in PHIL 304.

PHIL 502 - Continental Rationalism (3 Credits)
A critical and historical study of the 17th-century European philosophers. The works of Descartes, Spinoza, and Leibniz are emphasized.
Prerequisites: C or better in PHIL 304.

PHIL 503 - Analytic Philosophy (3 Credits)
A critical study of recent and contemporary works in philosophical analysis, and an evaluation of the purposes, methods, and results of this movement.
Prerequisites: C or better on 3 hours in philosophy beyond the 100 level.

PHIL 504 - Phenomenology and Existentialism (3 Credits)
A critical study of some fundamental themes in phenomenology and the philosophy of existence. Emphasis is placed on an intensive study of selected works of such writers as Kierkegaard, Jaspers, Husserl, and Heidegger.
Prerequisites: C or better in PHIL 304 or PHIL 305.

PHIL 505 - Plato (3 Credits)
An intensive study of selected Dialogues by Plato.
Prerequisites: C or better in PHIL 301.

PHIL 506 - Aristotle (3 Credits)
An intensive study of some of the more important of Aristotle's works.
Prerequisites: C or better in PHIL 301.

PHIL 507 - Medieval Philosophy (3 Credits)
A historical and critical study of the works of the leading medieval philosophers.
Prerequisites: C or better in PHIL 303.

PHIL 508 - Hume (3 Credits)
An intensive study of the philosophical writings of Hume, especially A Treatise of Human Nature.
Prerequisites: C or better in PHIL 304.
PHIL 509 - Kant (3 Credits)
An intensive study of the work of Kant, especially the Critique of Pure Reason.
Prerequisites: C or better in PHIL 304.

PHIL 510 - Theory of Knowledge (3 Credits)
An examination of some representative theories of truth, meaning, probability, and perception.
Prerequisites: C or better in 3 hours in philosophy beyond the 100 level.

PHIL 511 - Symbolic Logic (3 Credits)
A presentation and philosophical examination of the fundamentals of modern symbolic logic.
Prerequisites: C or better in PHIL 115.

PHIL 512 - Philosophy of Science (3 Credits)
A critical examination of methods and concepts of the sciences. Topics include scientific revolutions, the unity of science, experimentation, explanation, and evidence.
Prerequisites: C or better in 3 hours in philosophy beyond the 100 level.

PHIL 513 - Philosophy of History (3 Credits)
A philosophical examination of historical inquiry. Theories of historical development. The logical problems of historical explanation.
Prerequisites: C or better in 3 hours in philosophy beyond the 100 level.

PHIL 514 - Ethical Theory (3 Credits)
Survey of recent and historical developments in ethical theory with special emphasis on the meaning of ethical language and the forms of reasoning employed in discussing moral values.
Prerequisites: C or better in PHIL 320.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

PHIL 515 - Philosophy of Religion (3 Credits)
A critical study of selected problems in the philosophy of religion. Emphasis is placed on problems relating to the existence of God, religious knowledge, and the language of religion.
Prerequisites: C or better in 3 hours in philosophy beyond the 100 level.

PHIL 516 - Advanced Aesthetics (3 Credits)
Detailed examination of the literature on aesthetics.
Prerequisites: C or better in 3 hours in philosophy beyond the 100 level.

PHIL 517 - Philosophy of Language (3 Credits)
An examination of concepts and problems such as meaning, reference, analyticity, definition, and the relation between logic and philosophy.
Prerequisites: C or higher in PHIL 114 or PHIL 511.

Cross-listed course: LING 565

PHIL 518 - Philosophy of the Social Sciences (3 Credits)
The goals of inquiry and problems such as objectivity, reduction, value freedom, and ideology.
Prerequisites: C or better in 3 hours in philosophy beyond the 100 level.

PHIL 519 - Metaphysics (3 Credits)
Major issues in classical and modern metaphysics. Topics include the idea of first philosophy, being, substance, the problem of universals, essentialism, causation, time and space, and metaphysical method.
Prerequisites: C or better in PHIL 350 or PHIL 351 or PHIL 360.

PHIL 520 - Philosophy of Mind (3 Credits)
The concept of mind, the mind-body problem, emotions and cognition, the possibility of artificial minds, theories of embodied cognition.
Prerequisites: C or better in PHIL 350 or PHIL 351 or PHIL 360.

PHIL 521 - Mathematical Logic (3 Credits)
Axiomatic development of logic and the set-theoretic foundations of mathematics.
Prerequisites: C or better in PHIL 511.

PHIL 522 - Introduction to Semantics (3 Credits)
Introduction to the study of linguistic meaning, including the following topics: meaning, reference, and truth; the connections among language, thought, and reality; word meaning and sentence meaning; possible worlds and modality; thematic roles; meaning and context; presupposition and implicature; speech acts; formal semantics; and cognitive semantics.
Prerequisites: C or better in any of LING 300, LING 301, LING 600, PHIL 114, PHIL 511.

PHIL 523 - Advanced Topics in Logic (3 Credits)
Philosophical problems about logic, the development of philosophical logics, and the problems surrounding them.
Prerequisites: C or better in PHIL 511.

PHIL 524 - Philosophy of Biology (3 Credits)
Examination of major conceptual, theoretical, and methodological issues in biological science. Topics include reductionism, units of selection, adaptationism, relations between evolutionary and developmental biology and between biology and society.
Prerequisites: C or better in 3 hours of Philosophy beyond the 100 level.

PHIL 526 - Hellenistic Philosophy (3 Credits)
Survey of the major schools and trends in Hellenistic philosophy: Epicureans, Stoics, Academic Skeptics. Topics include eudaimonism, hedonism, monism, teleology, and the criterion of truth.
Prerequisites: C or better in PHIL 301 or PHIL 302.

PHIL 527 - Virtues, Acts, and Consequences (3 Credits)
Recent contributions to three central strands of ethical theory: virtue theory, deontological, and utilitarianism; historical roots and recent developments.
Prerequisites: C or better in PHIL 320.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

PHIL 528 - Concepts of Evidence (3 Credits)
Systematic approaches to data analysis--Bayesian, Fisherian and decision theoretic--will be critically appraised. Applications of these theories to some problems of inductive logic: the paradoxes of confirmation, the role of simplicity, and the probability of inductive generalizations.
Prerequisites: C or better in PHIL 350 or PHIL 351 or PHIL 360.
PHIL 532 - Social Justice (3 Credits)
Recent theories of distributive justice and their application to such issues as redistribution of wealth, reverse discrimination, and the conflict between liberty and equality. Authors include Rawls, Nozick, Hayek, and Popper.
Prerequisites: C or better in PHIL 320 or PHIL 321 or PHIL 322 or PHIL 330 or PHIL 331.

Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy, GLD: Global Learning

PHIL 534 - Contemporary European Social Philosophy (3 Credits)
An examination of European social philosophy associated with either the Frankfurt School of Social Research or contemporary French Poststructuralism.
Prerequisites: C or better in 3 hours in philosophy beyond the 100 level.

PHIL 535 - Ecofeminism (3 Credits)
An exploration of the connections between oppression of women and oppression of nature.
Prerequisites: 3 hours in philosophy beyond the 100 level.

Cross-listed course: WGST 535

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

PHIL 536 - Language and Interpretation in Contemporary European Philosophy (3 Credits)
Selected contemporary European philosophical movements, their views on language, and their approach to interpretation: hermeneutics, structuralism, poststructuralism.
Prerequisites: C or better in PHIL 114.

PHIL 540 - Renaissance Philosophy (3 Credits)
Humanism (e.g., Petrarca), Platonism (e.g., Pico and Ficino), Aristotelianism (e.g., Pomponazzi), philosophies of nature (e.g., Telesio, Campanella, and Bruno), and Nicholas of Cusa, Erasmus, Montaigne, and Suarez.
Prerequisites: C or better in PHIL 301 or PHIL 302 or PHIL 303.

PHIL 550 - Health Care Ethics (3 Credits)
An exploration of the ethical dimensions of patient care in the clinical setting.
Prerequisites: C or better in PHIL 320 or PHIL 321 or PHIL 322 or PHIL 330 or PHIL 331.

PHIL 598 - Readings in Philosophy (3 Credits)
Prerequisite: 6 hours in philosophy beyond the 100 level.

Philosophy Minor

Minor Requirements
Prerequisite Course (3 Hours)
- PHIL 114 (May be used to satisfy a portion of the General Education Requirement)

Required Courses (18 Hours)
Eighteen hours of courses at the 200-level or above.

The six courses composing the minor should, to the greatest extent possible, have some common theme. For instance, it is possible for students to choose courses emphasizing the following general areas in philosophy:
- History of Philosophy
- Ethics, Aesthetics and Value Theory (including social and political philosophy)
- Logic, Epistemology, and Metaphysics (including the philosophy of science)

Students in the College of Arts and Sciences, Liberal Arts division should be aware of the fact that they need to take an additional course in philosophy (other than the courses that are being used for the Philosophy minor or PHIL 114 or PHIL 111) to satisfy the Philosophical Reasoning portion of the College's General Education Requirements. PHIL 102 may be used for this purpose. Students who may desire to do graduate work in Philosophy are advised to take more than one course at the 500 level.

Courses must have the approval of the student's advisor and an advisor in the Philosophy Department. The approval of the Philosophy advisor may come at any stage of the program.

Philosophy, B.A.

Learning Outcomes
- Students will demonstrate knowledge of the history and most important disciplines of philosophy.
- Students will read philosophical texts knowledgeably and critically.
- Students will recognize philosophical questions and grasp philosophical arguments.
- Students will engage in philosophical discussion and will be capable of presenting philosophical ideas in class.
- Students will write philosophical papers that require research, interpretation and argument.

Admissions

Entrance Requirements
New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.
Degree Requirements (120 hours)

Program of Study

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<tr>
<th>Requirements</th>
<th>Credit Hours</th>
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<td>1. Carolina Core</td>
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<td>2. College Requirements</td>
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<td>3. Program Requirements</td>
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<td>4. Major Requirements</td>
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1. Carolina Core Requirements (32-44 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

*must be passed with a grade of C or higher*

- any CC-CMW courses (p. 742)

ARP – Analytical Reasoning and Problem Solving (6-7 hours)

- PHIL 114
- Any CC-ARP course (p. 742)

SCI – Scientific Literacy (8 hours)

- Two 4-credit hour CC-SCI (p. 742) laboratory science courses

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course. The foreign languages recommended for students majoring in philosophy are French, German, Greek, and Latin.

- CC-GFL courses (p. 742)

It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

- any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

- any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)

- any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component (0-3 hours)

- any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy (0-3 hours)

- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility (0-3 hours)

- any overlay or stand-alone CC-VSR course (p. 742)

1. Carolina Core Stand Alone or Overlay Eligible Requirements

Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (15-18 hours)

Foreign Language (0-3 hours)

- only if needed to meet 122-level proficiency

History (3 hours)

The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement.

Accordingly, please select one of the following:

- One Carolina Core GHS-approved course primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.
- One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

Social Science and Fine Arts or Humanities (12 hours)

Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/)

- Three hours of Social Science
- Nine hours of Fine Arts or Humanities

3. Program Requirements (34-49 hours)

Cognate or Minor (12-18 hours)

Cognate

The cognate is intended to support the course work in the major. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor.

Courses offered by departments and programs that are acceptable for cognate credit are outlined in the section titled Courses Acceptable for Cognate Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-cognate/).
For cognate course offerings in other colleges, consult the appropriate sections of this bulletin. Some major programs have specific cognate requirements.

It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the major advisor as being related to the major field of study. Students are urged to consult their major advisors for specific requirements in their major.

Courses applied toward general education requirements cannot be counted toward the cognate. For Bachelor of Arts degrees, all cognate courses must be passed with a grade of C or higher.

Minor
In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.

A list of minor programs of study can be found at Programs A-Z (p. 20).

Electives (16-37 hours)
No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

Note: 13-34 hours of electives will be needed to reach hours to graduate and Program Requirements will range from 31-46 hours, if completing the B.A. with Distinction in Philosophy.

4. Major Requirements (24 hours)
A minimum grade of C is required in all major courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHIL 390</td>
<td>Junior Seminar in Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 490</td>
<td>Senior Seminar in Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Select one course from each of the following groups:</td>
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<tr>
<td>Ancient Philosophy:</td>
<td></td>
<td></td>
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<tr>
<td>PHIL 301</td>
<td>Ancient Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 302</td>
<td>Greek and Roman Philosophy after Aristotle</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 303</td>
<td>History of Medieval Philosophy</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 15

Major Electives (9 hours)
• Two courses in Philosophy at the 500-level
• One course in Philosophy numbered 201 or above

Notes: Students majoring in philosophy are encouraged to take PHIL 390 during the junior year, or before the final 30 hours of study.

If PHIL 390 is used to satisfy both the Junior Seminar in Philosophy and Field of Philosophy requirements, then the student must take an additional course numbered 201 or above in order to reach the required 24 hours for the major.

B.A. with Distinction (27 hours)
The Departmental Undergraduate Research Track is available to students majoring in philosophy who wish to participate in significant research activities in collaboration with, or under the supervision of, a faculty mentor.

In addition to the General Major Requirements, students must complete the following:
• PHIL 495
• A minimum GPA of 3.50 in the major
• A minimum cumulative GPA of 3.30
Physics and Astronomy

Department Website (http://www.physics.sc.edu/)

Ralf Gothe, Chair

The undergraduate program in physics is designed to provide a fundamental understanding of both experimental and theoretical physics. All of the majors provide a strong basis for graduate study in physics. The applied major is designed for students seeking employment by industrial or governmental laboratories upon completing their B.S. By a suitable choice of electives students will also be prepared for graduate study in the other sciences, mathematics, medicine, or engineering or to enter the University's special teacher education program that leads to a master's degree and teacher certification.

Programs

• Astronomy Minor (p. 196)
• Physics Minor (p. 196)
• Physics, B.S. (p. 196)

Courses

ASTR 101 - Introduction to Astronomy (4 Credits)
An introduction to the solar system and universe accomplished with interactive lectures, demonstrations, and laboratory experience. Designed primarily for the non-science major.
Carolina Core: SCI

ASTR 201 - Introduction to Astronomy II: The Dark Universe (3 Credits)
Astronomical topics including stellar death, black holes, dark matter, dark energy and cosmology. Astronomical techniques and application of the scientific method in astronomy.
Prerequisites: ASTR 101 or SCHC 115.
Carolina Core: SCI

ASTR 202 - Introduction to Radio Astronomy (4 Credits)
Nature of the sun, planets; galactic and extragalactic sources at radio wavelengths; quasars; techniques, detectors, and telescopes.
Prerequisites: ASTR 211, MATH 115 or equivalent, and PHYS 202, PHYS 212.

ASTR 320 - Introduction to Relativistic Astrophysics (3 Credits)
Final states of stellar evolution; white dwarfs, neutron stars, black holes. Cosmology.
Prerequisites: ASTR 211, MATH 115 or equivalent, and PHYS 202, PHYS 212.

Cross-listed course: PHYS 340

ASTR 499 - Undergraduate Research (3 Credits)
Introduction to and application of the methods of research. A written report on work accomplished is required at the end of each semester.
Graduation with Leadership Distinction: GLD: Research

ASTR 533 - Advanced Observational Astronomy (1-3 Credits)
Development of a combination of observational techniques and facility at reduction of data. A maximum of eight hours per week of observation, data reduction, and consultation. Offered each semester by arrangement with the department.

ASTR 534 - Advanced Observational Astronomy (1-3 Credits)
A continuation of ASTR 533. Up to eight hours per week of observation, data reduction, and consultation.

ASTR 599 - Topics in Astronomy (1-3 Credits)
Readings and research on selected topics in astronomy. Course content varies and will be announced in the schedule of classes by title.

PHYS 101 - The Physics of How Things Work I (3 Credits)
A practical introduction to physics and science in everyday life—from concrete examples to basic physical principles.
Carolina Core: SCI

PHYS 101L - The Physics of How Things Work I Lab (1 Credit)
Experiments, exercises, and demonstrations to accompany PHYS 101.
Prerequisite or Corequisite: PHYS 101.

Carolina Core: SCI

PHYS 102 - The Physics of How Things Work II (3 Credits)
A continuation of PHYS 101 with emphasis on electricity, magnetism, optics, and atomic physics.
Prerequisites: PHYS 101.

PHYS 102L - The Physics of How Things Work II Lab (1 Credit)
Experiments, exercises, and demonstrations to accompany PHYS 102.
Prerequisite or Corequisite: PHYS 102.

PHYS 151 - Physics in the Arts (3 Credits)
The physics of sound, color, illumination; musical instruments and photographic processes. Credit may not be received for both PHYS 151 and PHYS 153 or both PHYS 151 and PHYS 155.

PHYS 151L - Physics in the Arts Laboratory (1 Credit)
Laboratory work on wave motion, including acoustic, optical, photographic, and electronic measurements. Credit may not be received for both PHYS 151L and PHYS 153L or both PHYS 151L and PHYS 155L.
Prerequisite or Corequisite: PHYS 151.

PHYS 153 - Physics in the Visual Arts (3 Credits)
Principals of optics: video, and photography, eye and vision, color, polarization, lasers, and holography. Credit may not be received for both PHYS 153 and PHYS 151.
PHYS 153L - Physics in the Visual Arts Laboratory (1 Credit)
Laboratory work in geometrical and wave optics. Credit may not be received for both PHYS 153L and PHYS 151L.
**Prerequisite or Corequisite:** PHYS 153.

PHYS 155 - Musical Acoustics (3 Credits)
The principles of musical and architectural acoustics, waves and vibrations, digital techniques for generating and recording sound, perception and measure of sound (psychoacoustics). Credit may not be received for both PHYS 155 and PHYS 151.

PHYS 155L - Acoustics Laboratory (1 Credit)
Laboratory work in musical and architectural acoustics. Credit may not be received for both PHYS 155L and PHYS 151L.
**Prerequisite or Corequisite:** PHYS 155.

PHYS 180 - Physics Concepts, Calculations, and Context (1 Credit)
Problem solving techniques and mathematical language using key concepts in introductory physics.
**Corequisite:** PHYS 201 or PHYS 202.

PHYS 199 - Measurement and Analysis in Physics (2 Credits)
Measurements in classical and modern physics are performed, and the analyzed results are compared with basic principles. Four hours of mixed lecture and laboratory per week.
**Prerequisites:** C or better in MATH 115 or equivalent or higher.

PHYS 201 - General Physics I (3 Credits)
First part of an introductory course sequence. Topics include mechanics, and selections from wave motion, sound, fluids, and heat. No previous background in physics is assumed.
**Prerequisites:** C or better in MATH 111 or equivalent or higher.

PHYS 201L - General Physics Laboratory I (1 Credit)
**Prerequisite or Corequisite:** PHYS 201.

**Carolina Core:** SCI

PHYS 202 - General Physics II (3 Credits)
Continuation of PHYS 201; includes electromagnetism, relativity, quantum physics, atomic and nuclear physics.
**Prerequisites:** C or better in PHYS 201.

**Carolina Core:** SCI

PHYS 202L - General Physics Laboratory II (1 Credit)
**Prerequisite or Corequisite:** PHYS 202.

**Carolina Core:** SCI

PHYS 211 - Essentials of Physics I (3 Credits)
Classical mechanics and wave motion. Calculus-level course for students of science and engineering.
**Prerequisites:** C or better in MATH 141.
**Corequisite:** PHYS 211L.

**Carolina Core:** SCI

PHYS 211L - Essentials of Physics I Lab (1 Credit)
**Prerequisite or Corequisite:** PHYS 206 or PHYS 211.

**Carolina Core:** SCI

PHYS 212 - Essentials of Physics II (3 Credits)
Classical electromagnetism and optics.
**Prerequisites:** C or better in PHYS 211 and MATH 142.

**Corequisite:** PHYS 212L.

**Carolina Core:** SCI

PHYS 212L - Essentials of Physics II Lab (1 Credit)
**Prerequisite or Corequisite:** PHYS 207 or PHYS 212.

**Carolina Core:** SCI

PHYS 291 - Einstein's Relativity: Understanding by Example (3 Credits)
Special theory of relativity. Algebra-based course for students of all majors.
**Prerequisites:** B or better in MATH 115 or equivalent.

PHYS 306 - Principles of Physics III (3 Credits)
Wave motion, optics, and thermodynamics. Calculus-level treatment; a continuation of PHYS 207 and PHYS 212.
**Prerequisites:** C or better in PHYS 207 or PHYS 212 and MATH 142.

**Corequisite:** MATH 241.

PHYS 307 - Introduction to Modern Physics (3 Credits)
Experimental foundations and general concepts of quantum theory and special relativity; with selected applications from atomic, condensed matter, and nuclear physics.
**Prerequisites:** C or better in PHYS 212 and MATH 241.

PHYS 308 - Classic Experiments in Physics I (2 Credits)
A laboratory course in the performance and analysis of experiments which have contributed to an understanding of basic concepts. One lecture/recitation and one three-hour laboratory period each week.
**Prerequisites:** PHYS 202, PHYS 207, or PHYS 212.

PHYS 309 - Classic Experiments in Physics II (2 Credits)
Further experiments which have contributed to an understanding of basic concepts. One lecture/recitation and one three-hour laboratory period each week.
**Prerequisites:** PHYS 308.

PHYS 310 - Intermediate Experimental Physics (4 Credits)
Descriptive statistics, scientific ethics, and design, construction, and reporting the results of experiments.
**Prerequisites:** C or better in PHYS 212.

PHYS 311 - Introduction to Applied Numerical Methods (3 Credits)
Introduction and application of linear algebra and numerical methods to the solution of physical and engineering problems. Techniques include iterative solution techniques, methods of solving systems of equations, and numerical integration and differentiation.
**Prerequisites:** MATH 141.

**Corequisite:** MATH 142.

**Cross-listed course:** EMCH 201, ENCP 201
PHYS 340 - Introduction to Relativistic Astrophysics (3 Credits)
Final states of stellar evolution; white dwarfs, neutron stars, black holes. Cosmology.
Prerequisites: ASTR 211, MATH 115 or equivalent, and PHYS 202, PHYS 207, or PHYS 212.

PHYS 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

PHYS 498 - Senior Thesis (3 Credits)
An individual investigation in the library or laboratory or both under supervision of the major professor. The preparation of a scientific report is an integral part of the work.
Graduation with Leadership Distinction: GLD: Research

PHYS 499 - Undergraduate Research (3 Credits)
Introduction to and application of the methods of research. A written report on work accomplished is required at the end of each semester.
Prerequisites: PHYS 308 and PHYS 309.

PHYS 501 - Quantum Physics I (3 Credits)
A self-contained treatment of quantum theory and its applications, beginning with the Schrodinger equation.
Prerequisites: C or better in PHYS 307 and MATH 242.

PHYS 502 - Quantum Physics II (3 Credits)
Advanced topics in quantum physics, plus topics in special relativity, high-energy physics, and cosmology.
Prerequisites: C or better in PHYS 501.

PHYS 503 - Mechanics (4 Credits)
Classical mechanics of particles, systems, and rigid bodies; discussion and application of Lagrange's equations, introduction to Hamiltonian formulation of mechanics.
Prerequisites: PHYS 206 or PHYS 211, MATH 242 or MATH 520.

PHYS 504 - Electromagnetic Theory (4 Credits)
Field theory of electric and magnetic phenomena; Maxwell's equations applied to problems in electromagnetism and radiation.
Prerequisites: C or better in PHYS 503.

PHYS 506 - Thermal Physics and Statistical Mechanics (3 Credits)
Principles of equilibrium thermodynamics, kinetic theory, and introductory statistical mechanics.
Prerequisites: C or better in PHYS 306.

PHYS 509 - Solid State Electronics (4 Credits)
Topics include: basic electrical circuits; electronic processes in solids; operation and application of individual solid state devices and integrated circuits. Three lecture and three laboratory hours per week.
Prerequisites: PHYS 207 or PHYS 212.

PHYS 510 - Digital Electronics (3 Credits)
Basic operation of digital integrated circuits including microprocessors. Laboratory application of microcomputers to physical measurements.
Prerequisites: C or better in PHYS 509.

PHYS 511 - Nuclear Physics (4 Credits)
An elementary treatment of nuclear structure, radioactivity, and nuclear reactions. Three lecture and three laboratory hours per week.
Prerequisites: C or better in PHYS 501.

PHYS 512 - Solid State Physics (4 Credits)
Crystal structure; lattice dynamics; thermal, dielectric, and magnetic properties of solids. Free electron model of metals. Band structure of solids, semi-conductor physics. Three lecture and three laboratory hours per week.
Prerequisites: PHYS 502.

PHYS 514 - Optics, Theory, and Applications (4 Credits)
Geometrical and physical optics; wave nature of light, lenses and optical instruments, interferometers, gratings, thin films, polarization, coherence, spatial filters, and holography. Three lecture and three laboratory hours per week.
Prerequisites: PHYS 306.

PHYS 515 - Mathematical Physics I (3 Credits)
Analytical function theory including complex analysis, theory of residues, and saddlepoint method; Hilbert space, Fourier series; elements of distribution theory; vector and tensor analysis with tensor notation.
Prerequisites: MATH 242.

PHYS 516 - Mathematical Physics II (3 Credits)
Group theory, linear second-order differential equations and the properties of the transcendental functions; orthogonal expansions; integral equations; Fourier transformations.
Prerequisites: PHYS 515.

PHYS 517 - Computational Physics (3 Credits)
Application of numerical methods to a wide variety of problems in modern physics including classical mechanics and chaos theory, Monte Carlo simulation of random processes, quantum mechanics and electrodynamics.
Prerequisites: C or better in PHYS 212 and MATH 142.

PHYS 521 - Biophysics (4 Credits)
Principles of physics applied to living systems: diffusion, friction, low Reynolds-number world, entropy, free energy, entropic/chemical forces, self-assembly, molecular machines, membranes.
Prerequisites: MATH 142, PHYS 212, CHEM 112, BIOL 102.

PHYS 531 - Advanced Physics Laboratory I (1-3 Credits)
A laboratory program designed to develop a combination of experimental technique and application of the principles acquired in formal course work. A maximum of eight hours per week of laboratory and consultation.

PHYS 532 - Advanced Physics Laboratory II (1-3 Credits)
A continuation of PHYS 531. Up to eight hours per week of laboratory and consultation.

PHYS 541 - Advanced Experimental Physics I (4 Credits)
Continuation of PHYS 310. Optical apparatus (telescope, microscope, interferometer) and advanced project planning including equipment design and budgeting.
Prerequisites: C or better in PHYS 310.

PHYS 542 - Advanced Experimental Physics II (4 Credits)
Continuation of PHYS 541. Study of topics from Advanced Optics, Astronomy, Biophysics, Digital Electronics, Nuclear/Particle Physics, or Solid State Physics, plus conduction of a physics experiment, including a written paper and an oral presentation.
Prerequisites: C or better in PHYS 541.
**Astronomy Minor**

**Minor Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTR 101</td>
<td>Introduction to Astronomy</td>
<td>4</td>
</tr>
<tr>
<td>MATH 122</td>
<td>Calculus for Business Administration and Social Sciences</td>
<td>3-4</td>
</tr>
<tr>
<td>or MATH 142</td>
<td>Calculus II</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 7-8

**Required Courses (at least 15 Hours)**

- ASTR 201
- ASTR electives: At least 9 hours in advanced ASTR courses numbered 300 or higher

Non-ASTR electives: With approval from the Department of Physics and Astronomy, up to 4 hours in courses from the following set:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 118</td>
<td>Computational Chemistry I</td>
<td>1</td>
</tr>
<tr>
<td>CSCE 145</td>
<td>Algorithmic Design I</td>
<td>4</td>
</tr>
<tr>
<td>EMCH 201</td>
<td>Introduction to Applied Numerical Methods</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 201</td>
<td>Observing the Earth</td>
<td>4</td>
</tr>
<tr>
<td>MATH 174</td>
<td>Discrete Mathematics for Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 211</td>
<td>Essentials of Physics I</td>
<td>3</td>
</tr>
<tr>
<td>STAT 201</td>
<td>Elementary Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Advance consultation with the Physics & Astronomy Department is recommended to ensure that course credits will be acceptable for the astronomy minor. Note that some courses in the ASTR and non-ASTR electives list may have additional prerequisites.

**Physics Minor**

**Minor Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 211</td>
<td>Essentials of Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 211L</td>
<td>Essentials of Physics I Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credit Hours 4

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 212</td>
<td>Essentials of Physics II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 212L</td>
<td>Essentials of Physics II Lab</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 306</td>
<td>Principles of Physics III</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 307</td>
<td>Introduction to Modern Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 310</td>
<td>Intermediate Experimental Physics</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credit Hours 14

**Additional Courses**

- Three or more credits in Physics courses numbered 311 or higher.

**Physics, B.S.**

**Learning Outcomes**

- Students will demonstrate an understanding of the physical phenomena and the use of scientific methods and theories.
- Students will demonstrate their ability to communicate effectively through written reports, which exhibit their ability to comprehend, analyze, and interrogate critically.
- Students will demonstrate their ability to communicate effectively through oral presentations, which exhibit their ability to comprehend, analyze, interrogate critically and present their work to others.
- Students will demonstrate effective use of computers and other technology.

**Transfer Requirements**

In addition to the minimum University and College of Arts and Sciences requirements, a student seeking to transfer to the physics major from another program within the University, or from another accredited college or university, is required to have earned a grade of “C” or higher in MATH 141.

Note: An AP or IB exam score that provides credit for MATH 141 also satisfies this requirement.

**Admissions**

**Entrance Requirements**

New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary...
Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

**Degree Requirements (120 hours)**

**Program of Study**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>33-45</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>16-19</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>24-39</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>32-54</td>
</tr>
</tbody>
</table>

1. **Carolina Core Requirements (33-45 hours)**

**Effective, Engaged, and Persuasive Communication: Written** — CMW (6 hours)

*must be passed with a grade of C or higher*

- any CC-CMW courses (p. 742)

**ARP – Analytical Reasoning and Problem Solving (8 hours)**

*must be passed with a grade of C or higher*

- MATH 141
- MATH 142

**SCI – Scientific Literacy (7 hours)**

*must be passed with a grade of C or higher*

- CHEM 111 & CHEM 111L
- PHYS 211

**GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)**

Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

- CC-GFL courses (p. 742)

*It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.*

**GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)**

- any CC-GHS course (p. 742)

**GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)**

- any CC-GSS course (p. 742)

**AIU – Aesthetic and Interpretive Understanding (3 hours)**

- any CC-AIU course (p. 742)

**CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)**

- any overlay or stand-alone CC-CMS course (p. 742)

**INF – Information Literacy 1 (0-3 hours)**

- any overlay or stand-alone CC-INF course (p. 742)

**VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)**

- any overlay or stand-alone CC-VSR course (p. 742)

*Carolina Core Stand Alone or Overlay Eligible Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.*

2. **College Requirements (16-19 hours)**

**Foreign Language (0-3 hours)**

- only if needed to meet 122-level proficiency

**Analytical Reasoning (7 hours)**

*must be passed with a grade of C or higher*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 145</td>
<td>Algorithmic Design I</td>
<td>4</td>
</tr>
<tr>
<td>STAT 509</td>
<td>Statistics for Engineers</td>
<td>3</td>
</tr>
<tr>
<td>or STAT 515</td>
<td>Statistical Methods I</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours**

7

**History (3 hours)**

The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:

- One Carolina Core GHS-approved course (p. 742) primarily focused on U.S. History: HIST 111, HIST 112, HIST 214 or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.

*or*

- One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

**Social Science and Fine Arts or Humanities (6 hours)**

Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/)
3. Program Requirements (24-39 hours)

Supporting Courses (24 hours)

*Three hours of Social Science*

*Three hours of Fine Arts or Humanities*

### 3. Program Requirements (24-39 hours)

#### Supporting Courses (24 hours)

must be passed with a grade of C or higher

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 112 &amp; 112L</td>
<td>General Chemistry II and General Chemistry II Lab</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 199</td>
<td>Measurement and Analysis in Physics</td>
<td>2</td>
</tr>
<tr>
<td>PHYS 212</td>
<td>Essentials of Physics II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 306</td>
<td>Principles of Physics III</td>
<td>3</td>
</tr>
<tr>
<td>MATH 241</td>
<td>Vector Calculus</td>
<td>3</td>
</tr>
<tr>
<td>MATH 242</td>
<td>Elementary Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 520</td>
<td>Ordinary Differential Equations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select six hours of the following:</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>MATH 300</td>
<td>Transition to Advanced Mathematics</td>
</tr>
<tr>
<td></td>
<td>MATH 344</td>
<td>Applied Linear Algebra</td>
</tr>
<tr>
<td></td>
<td>MATH 500-level and above (selected with advisor)</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 24

### Cognate

The required mathematics courses satisfy the cognate requirement.

#### Electives (0-15 hours)

No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

4. Major Requirements (32-54 hours)

A minimum grade of C is required in all major courses.

#### Major Courses (32 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 307</td>
<td>Introduction to Modern Physics</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 308 &amp; 309</td>
<td>Classic Experiments in Physics I and Classic Experiments in Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 310</td>
<td>Intermediate Experimental Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 501</td>
<td>Quantum Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 502</td>
<td>Quantum Physics II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 503</td>
<td>Mechanics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 504</td>
<td>Electromagnetic Theory</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 506</td>
<td>Thermal Physics and Statistical Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 541</td>
<td>Advanced Experimental Physics I</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following Experimental Physics courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 509</td>
<td>Solid State Electronics</td>
<td></td>
</tr>
<tr>
<td>PHYS 510</td>
<td>Digital Electronics</td>
<td></td>
</tr>
<tr>
<td>PHYS 511</td>
<td>Nuclear Physics</td>
<td></td>
</tr>
<tr>
<td>PHYS 512</td>
<td>Solid State Physics</td>
<td></td>
</tr>
<tr>
<td>PHYS 514</td>
<td>Optics, Theory, and Applications</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 32

#### Engineering Physics Concentration (52-54 hours)

optional

In order to select the Engineering Physics Concentration a student must have achieved a minimum overall GPA of 2.5 with at least 15 hours taken at USC-Columbia. In addition, the student must have passed MATH 141 with a grade of "C" or higher. (An AP or IB exam score that provides credit for MATH 141 also satisfies this requirement.)

Select either the Electrical or Mechanical Option.

#### Electrical Option (52-53 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CSCE 211</td>
<td>Digital Logic Design</td>
<td>3</td>
</tr>
<tr>
<td>ELCT 102</td>
<td>Electrical Science</td>
<td>3</td>
</tr>
<tr>
<td>ELCT 201</td>
<td>Introductory Electrical Engineering Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>ELCT 221</td>
<td>Circuits</td>
<td>3</td>
</tr>
<tr>
<td>ELCT 222</td>
<td>Signals and Systems</td>
<td>3</td>
</tr>
<tr>
<td>ELCT 301</td>
<td>Electronics Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>ELCT 371</td>
<td>Electronics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 307</td>
<td>Introduction to Modern Physics</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 308 &amp; 309</td>
<td>Classic Experiments in Physics I and Classic Experiments in Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 310</td>
<td>Intermediate Experimental Physics</td>
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</tr>
<tr>
<td>PHYS 311</td>
<td>Introduction to Applied Numerical Methods</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 501</td>
<td>Quantum Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 503</td>
<td>Mechanics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 504</td>
<td>Electromagnetic Theory</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 506</td>
<td>Thermal Physics and Statistical Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 541</td>
<td>Advanced Experimental Physics I</td>
<td>4</td>
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</table>

Total Credit Hours 52-53

#### Mechanical Option (52-54 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EMCH 200</td>
<td>Statics</td>
<td>3</td>
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<tr>
<td>EMCH 260</td>
<td>Solid Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 290</td>
<td>Thermodynamics</td>
<td>3</td>
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</table>

Select four courses (at least 12 hours) from EMCH 300 and above

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PHYS 307</td>
<td>Introduction to Modern Physics</td>
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<td>4</td>
</tr>
</tbody>
</table>
**Political Science**

Department Website (http://www.cas.sc.edu/poli/)

Todd Shaw, Chair

The department offers the Bachelor of Arts degree with majors in political science and international studies. Students can pursue either a general or intensive major in either political science or international studies.

**Programs**

- International Studies Minor (p. 204)
- International Studies, B.A. (p. 204)
- Leadership Studies Minor (p. 207)
- Political Science Minor (p. 209)
- Political Science, B.A. (p. 210)

**Courses**

**POLI 101 - Introduction to Global Politics (3 Credits)**
Introduction to theories about global politics. Issues and controversies central to global politics.

*Carolina Core:* GSS

*Graduation with Leadership Distinction:* GLD: Global Learning

**POLI 103A - Controversies in the Politics of Global Regions: Africa (3 Credits)**
Social, cultural, and historical forces underlying contemporary political controversies in Africa POLI 103A, Asia POLI 103B, Europe POLI 103C, Latin America POLI 103D, and the Middle East POLI 103E; region will be identified by title.

*Graduation with Leadership Distinction:* GLD: Global Learning

**POLI 103B - Controversies in the Politics of Global Regions: Asia (3 Credits)**
Social, cultural, and historical forces underlying contemporary political controversies in Africa POLI 103A, Asia POLI 103B, Europe POLI 103C, Latin America POLI 103D, and the Middle East POLI 103E; region will be identified by title.

*Graduation with Leadership Distinction:* GLD: Global Learning

**POLI 103C - Controversies in the Politics of Global Regions: Europe (3 Credits)**
Social, cultural, and historical forces underlying contemporary political controversies in Africa POLI 103A, Asia POLI 103B, Europe POLI 103C, Latin America POLI 103D, and the Middle East POLI 103E; region will be identified by title.

*Graduation with Leadership Distinction:* GLD: Global Learning

**POLI 103D - Controversies in the Politics of Global Regions: Latin America (3 Credits)**
Social, cultural, and historical forces underlying contemporary political controversies in Africa POLI 103A, Asia POLI 103B, Europe POLI 103C, Latin America POLI 103D, and the Middle East POLI 103E; region will be identified by title.

*Graduation with Leadership Distinction:* GLD: Global Learning

**POLI 103E - Controversies in the Politics of Global Regions: Middle East (3 Credits)**
Social, cultural, and historical forces underlying contemporary political controversies in Africa POLI 103A, Asia POLI 103B, Europe POLI 103C, Latin America POLI 103D, and the Middle East POLI 103E; region will be identified by title.

*Graduation with Leadership Distinction:* GLD: Global Learning

**POLI 105 - Introduction to Politics (3 Credits)**
Concepts and problems involved in human relationship with governments, the nation-state, and political change.

**POLI 107 - Controversies in Political Theory (3 Credits)**
An introduction to the analysis of politics and of political ideas such as freedom, equality, and justice.

**POLI 109 - Controversies in Public Policy (3 Credits)**
An introduction to the analysis of contentious public policy questions in contemporary American society, such as welfare, gun control, health care financing, immigration, affirmative action, and/or abortion.

*Graduation with Leadership Distinction:* GLD: Diversity and Social Advocacy

**POLI 111 - Controversies in American Politics (3 Credits)**
An introduction to the analysis of key issues in contemporary American politics focusing on the arguments, the groups involved, and the political factors that influence the outcome of the debate.

**POLI 121 - Green Explorations (3 Credits)**
Interdisciplinary seminar combining the intellectual exploration of ecological perspectives with the physical exploration of the local environment. First-year students only.

*Cross-listed course:* ENVR 121
POLI 122 - Green Engagements (3 Credits)
Interdisciplinary seminar on designing, researching, and implementing collaborative projects to promote ecological sustainability. First-year students only.
Cross-listed course: ENVR 122
Graduation with Leadership Distinction: GLD: Community Service, GLD: Research

POLI 201 - American National Government (3 Credits)
The formation and development of the national government, its organization and powers. Overlay Course.
Carolina Core: GSS, VSR

POLI 202 - Policies and Functions of American Government (3 Credits)
The policies and functions of the American national government directed to the public issues and problems of contemporary America.
Prerequisites: POLI 201.

POLI 215 - Introduction to Leadership Studies (3 Credits)
Conceptions and models, values and pitfalls, strategies and skills of leadership and of leaders in diverse contexts
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

POLI 240 - Language Conflict and Language Rights (3 Credits)
Examination of linguistic conflict and rights, as well as centrality of language rights to human rights and personal/cultural identity. Basic facts without language related to identity, culture, attitudes, dialects, bilingualism. Case studies (local, national, international) with particular attention to nationalism, language revitalization, language planning.
Cross-listed course: LING 240
Carolina Core: VSR

POLI 300 - Social and Political Philosophy (3 Credits)
An overview of major themes in political philosophy such as the nature of politics, obligation, community, representation, freedom, equality, and justice.
Cross-listed course: PHIL 330
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

POLI 301 - The Political Science Discipline (3 Credits)
The history and development of approaches, methods, and fields of study in political science.
Graduation with Leadership Distinction: GLD: Research

POLI 302 - Classical and Medieval Political Theory (3 Credits)
Political theories from the Greeks to the Renaissance.
Carolina Core: VSR

POLI 303 - Modern Political Theory (3 Credits)
Political theories from the Renaissance to the 19th century.
Carolina Core: VSR

POLI 304 - Contemporary Political Theory (3 Credits)
Nineteenth and 20th century political theories.
Carolina Core: VSR

POLI 305 - Race, Class, Gender, and Sexuality (3 Credits)
Historical and contemporary power relationships in race, social class, gender, and sexual orientation.
Cross-listed course: SOCY 304, WGST 304
Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

POLI 307 - Feminist Theory (3 Credits)
Historical development of feminist theory and contemporary debates within feminism.
Cross-listed course: WGST 307
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

POLI 315 - International Relations (3 Credits)
International political behavior and institutions.
Graduation with Leadership Distinction: GLD: Global Learning

POLI 316 - Comparative Politics (3 Credits)
Comparative approaches to political systems, behavior, and institutions.
Graduation with Leadership Distinction: GLD: Global Learning

POLI 330 - International Organization (3 Credits)
An introduction to the structure and functions of international political and economic organizations. Particular attention to the United Nations and its specialized agencies, and to emerging regional communities.
Graduation with Leadership Distinction: GLD: Global Learning

POLI 340 - The Conduct and Formulation of United States Foreign Policy (3 Credits)
An analysis of how contemporary United States foreign policy is made and conducted.
Graduation with Leadership Distinction: GLD: Global Learning

POLI 341 - Contemporary United States Foreign Policy (3 Credits)
A critical analysis of selected problems of United States foreign policy.
Graduation with Leadership Distinction: GLD: Global Learning

POLI 342 - National Security Policies of the United States (3 Credits)
Formulation and implementation of contemporary United States defense and security policies.
Graduation with Leadership Distinction: GLD: Global Learning

POLI 350 - Public Opinion and Politics (3 Credits)
A broad survey of the role and development of public attitudes toward political problems in a democracy. Emphasis on the origins, manifestations, and consequences of public opinion in American politics.

POLI 352 - Gender and Politics (3 Credits)
Impact of gender on the distribution of power in society; foundations for intersections of gender, race, social class, and sexuality and their economic, social, and political concomitants.
Cross-listed course: WGST 352
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

POLI 353 - Introduction to U.S. Racial and Ethnic Politics (3 Credits)
Survey of theories of the impact of race, ethnicity, and racism on American politics, and analysis of major policies and racial group experience regarding American citizenship.
Cross-listed course: AFAM 353
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

POLI 357 - Film, Politics, and Social Change (3 Credits)
Critical analysis of film as expression and agent of political cultural, ideology, and change.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy
POLI 360 - American Political Parties (3 Credits)
A broad survey of the role of political parties in the American political system. Following an examination of the historical evolution of party systems in the United States, primary attention is given to three aspects of contemporary political parties: the party as an organization, the party as an electorate, and the party as a governing elite.

POLI 361 - Elections and Voting Behavior (3 Credits)
An analysis of elections and the voting process. Topics include candidate selection, campaigning, and the conduct of elections as well as public opinion, voting behavior, and the role of elections in the democratic political system.

POLI 362 - Politics and the Mass Media (3 Credits)
Survey of the role in American politics of mass communications media, including the press and electronic news reporting; influence of mass media on the conduct of political campaigns, political leadership style, and public opinion.

POLI 363 - Southern Politics (3 Credits)
Selected political patterns and trends within the 11 states of the American South. Historical developments with the central focus on Southern politics since 1950.

POLI 364 - African-American Politics (3 Credits)
African-American politics from the colonial period to the present. Emphasis on voting rights and strategies to advance black representation.

Cross-listed course: AFAM 364
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

POLI 365 - State Government (3 Credits)
A study of state-federal relations, relations among states, state constitutions, and the structure and functions of the three branches of government. Emphasis is given to South Carolina.

POLI 366 - Interest Groups and Social Movements (3 Credits)
The mobilization, organization, tactics, and results of group-based politics, including latent interests and the suppression of interests.

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

POLI 370 - Introduction to Public Administration (3 Credits)
A study of the basic principles and theory of administrative structure, responsibility, and control in relation to policy making in the modern state.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

POLI 371 - Politics of Taxing and Spending (3 Credits)
Principles and practices of financial administration, including organization, budgeting, assessment, treasury management, and debt.

POLI 373 - Regulatory Policies (3 Credits)
Types and limits of powers exercised by regulatory agencies; procedural law and remedies against administrative action.

POLI 374 - Public Policy (3 Credits)
Process of and major approaches to making public policy particularly, in the United States. Case study materials will focus on such major policies as welfare, health care, national security, and resource management.

POLI 379 - Public Affairs Internship (2-6 Credits)
Contract approved by Instructor, Advisor, and Department Chair is required for undergraduates.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

Experiential Learning: Experiential Learning Opportunity

POLI 380 - Comparative Politics of Developing Countries (3 Credits)
A comparative analysis of the political problems confronting new nations, the political consequences of the breakdown of traditional society and the problems of developing new institutional forms and procedures.

Graduation with Leadership Distinction: GLD: Global Learning

POLI 381 - Comparative Politics of Industrialized Countries (3 Credits)
Introduction to the development, structure, and functioning of government and politics in Western Europe, the former Soviet states, and other selected industrialized countries.

Graduation with Leadership Distinction: GLD: Global Learning

POLI 383 - Genocide: A Comparative Perspective (3 Credits)
An analysis of the causes of genocide and the application of those insights to explain how genocide has occurred repeatedly at various times and places across the globe.

POLI 391 - Topics in Political Science (3 Credits)
May be repeated once as topics change.

Graduation with Leadership Distinction: GLD: Community Service

POLI 393 - Race and Science Fiction (3 Credits)
Draws on science fiction to understand the contemporary history of American racial and ethnic politics and to speculate about the significance of race in America's political future.

Cross-listed course: AFAM 393
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

POLI 399 - Independent Study/Poli Sci (3 Credits)
Note: Prior approval of an individualized contract by the director of undergraduate studies in political science and the instructor who will supervise the project required.

Graduation with Leadership Distinction: GLD: Research

POLI 399A - Independent Study in Political Science (1-6 Credits)
Prior approval of and individualized contract by the director of undergraduate studies in political science and the instructor who will supervise the project required.

Graduation with Leadership Distinction: GLD: Research

POLI 399B - Independent Study in International Studies (1-6 Credits)
Prior approval of an individualized contract by the director of undergraduate studies in international studies and the instructor who will supervise the project required.

Graduation with Leadership Distinction: GLD: Research

POLI 400 - Selected Topics in Political Theory (3 Credits)
Intensive analysis of a particular topic or topics. To be identified by title each semester.

POLI 401 - Selected Thinkers in Political Theory (3 Credits)
Intensive analysis of particular theorist or theorists. To be identified by title each semester.
POLI 402 - African American Political Thought (3 Credits)
Survey of many of the major schools of historic and contemporary African American political thought.
**Cross-listed course:** AFAM 402
**Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

POLI 404 - Democratic Theory (3 Credits)
An introduction to contemporary theories and practices with focus on Western, especially American, experience.

POLI 406 - The State of American Politics (3 Credits)
Major factors that affect the state of contemporary American politics, including the Constitution, the Congress, the courts, the presidency, the states, federalism, political parties, special-interest groups, and the electoral process.

POLI 416 - Revolution and Political Violence (3 Credits)
Forms, causes, and consequences of domestic political violence with special attention to revolution.
**Graduation with Leadership Distinction:** GLD: Global Learning

POLI 417 - Theories of War in International Relations (3 Credits)
The contributions of the social sciences and social theorists to an understanding of the causes of war.
**Graduation with Leadership Distinction:** GLD: Global Learning

POLI 420 - International Law (3 Credits)
The origin, development, and principles of the international law of peace and the enforcement of these principles, the law of war and pacific settlement of disputes.
**Graduation with Leadership Distinction:** GLD: Global Learning

POLI 421 - Law and Contemporary International Problems (3 Credits)
The growth of law in several areas of increasing international concern: environmental protection, expropriation, outer space, individual rights and obligations, conservation of resources, state responsibility, and terrorism.
**Graduation with Leadership Distinction:** GLD: Global Learning

POLI 430 - Ideology and World Politics (3 Credits)
An introduction to the ideological context of world affairs, with attention to traditional democratic, totalitarian, and Third World "developmental ideologies".
**Graduation with Leadership Distinction:** GLD: Global Learning

POLI 431 - Science, Technology, and Public Policy (3 Credits)
Interaction between science and politics, the making of the national science and technology policy, and the role of public policy in promoting and managing scientific change.

POLI 432 - Nationalism and Ethnicity in World Politics (3 Credits)
Nationalism and ethnicity as factors in world politics, including the sources, nature, and analysis of conflicts associated with them.
**Graduation with Leadership Distinction:** GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

POLI 433 - Economic Aspects of International Politics (3 Credits)
Economic problems and policies in international politics including theory of comparative advantage; international economic aid, trade and monetary issues; the United States’ role in the international economy; and the functions of international economic institutions.
**Graduation with Leadership Distinction:** GLD: Global Learning

POLI 437 - International Relations of Latin America (3 Credits)
Contemporary international relations among Latin American states, including economic and political security and relations with the United States.
**Cross-listed course:** LASP 451
**Graduation with Leadership Distinction:** GLD: Global Learning

POLI 440 - Russian Foreign Policy (3 Credits)
Analysis of the development of foreign policies in Russia and other states of the former USSR with special attention to relations with Europe and the United States.
**Graduation with Leadership Distinction:** GLD: Global Learning

POLI 442 - Globalization and Security (3 Credits)
Exploration of the ways in which globalization may impact national and international security.
**Graduation with Leadership Distinction:** GLD: Global Learning

POLI 443 - International Relations of East Asia and the Pacific (3 Credits)
Political patterns and forces in the Asia/Pacific region in recent times including the process of decolonization, regional conflicts, great power relations, and economic interdependencies.
**Graduation with Leadership Distinction:** GLD: Global Learning

POLI 444 - International Relations in Japan (3 Credits)
The institutions, actors, and processes of Japan’s contemporary political and economic foreign affairs.
**Graduation with Leadership Distinction:** GLD: Global Learning

POLI 445 - Political Economy of Africa’s Regions (3 Credits)
The historic and contemporary political and economic processes and structures of one or more regions in Africa, such as North Africa, West Africa, East Africa, Central Africa, or Southern Africa.
**Graduation with Leadership Distinction:** GLD: Global Learning

POLI 446 - International Relations of Africa (3 Credits)
Contemporary international relations among African nations including decolonization, pan-Africanism, and movements of national liberation; Africa’s role in the United Nations, relations between African states and the former colonial powers, the United States, and communist countries.
**Graduation with Leadership Distinction:** GLD: Global Learning

POLI 447 - Foreign Policies of Selected Powers (3 Credits)
Foreign policy-making institutions, processes, and policies of selected powers with special attention to the domestic determinants of foreign policy.
**Graduation with Leadership Distinction:** GLD: Global Learning

POLI 448 - Politics and Government of China (3 Credits)
Political institutions and processes of the People’s Republic of China with secondary emphasis on the government and politics of the Republic of China on Taiwan.
**Graduation with Leadership Distinction:** GLD: Global Learning

POLI 449 - International Relations of the Middle East (3 Credits)
Examination of super- and great-power policies toward the Middle East; inter-regional relations and Middle East foreign relations.
**Graduation with Leadership Distinction:** GLD: Global Learning

POLI 450 - Constitutional Law (3 Credits)
Nature and functions of the national government and its relations with the states.

POLI 451 - Constitutional Law (3 Credits)
Due process and civil liberties.
POLI 452 - The Judicial Process (3 Credits)
A study of the growth of law, the law-making function of the courts, the structure and organization of federal and state courts, the procedures involved in civil and criminal cases, and the problems and proposals for reform in the administration of justice.

POLI 453 - Moot Court and Legal Research (3 Credits)
Introduction to fundamental legal research techniques and strategies applied to controversial court cases in both oral and written forms.

POLI 454 - Women and the Law (3 Credits)
Constitutional and statutory case law dealing with gender equality issues. Topics include abortion, affirmative action, pornography, sexual harassment, fetal protection policies, employment discrimination, and women in the military.

Cross-listed course: WGST 454
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

POLI 461 - Congress and the Presidency (3 Credits)
Analysis of the interaction between the legislative and executive branches within a separation-of-power system.

POLI 462 - The Legislative Process (3 Credits)
A study of the structure, organization, powers, functions, and problems of legislative bodies.

POLI 463 - The American Chief Executive (3 Credits)
Constitutional, statutory and political powers and roles of the American chief executive.

POLI 464 - Roosevelt Institution Seminar (3 Credits)
Analysis and discussion of contemporary public policy problems through exposure to campus experts and intensive writing and peer review.

POLI 465 - Psychology and Politics (3 Credits)
The role of psychology in political attitudes and behavior. Examination of individual psycho-political relationships and aggregate typologies. Particular emphasis on the psychological roots of the need for or the rejection of political authority.

Prerequisites: PSYC 101.

POLI 470 - Federalism and Intergovernmental Relations (3 Credits)
The origins and evolution of the American federal system, focusing on the constitutional, regulatory, and financial entanglements among federal, state and local governments.

POLI 475 - Survey Research (3 Credits)
Principles and practice of survey research/public opinion polling including sampling, questionnaire design, data collection, coding processing and analysis.

Graduation with Leadership Distinction: GLD: Research

POLI 476 - Black Activism (3 Credits)
Critical review of theories of community organizing, grassroots activism, and social movements, and examination of contemporary forms of black activism.

Cross-listed course: AFAM 476
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

POLI 477 - Green Politics (3 Credits)
An analysis of green political thought and environmental movements at the local, state, national, and global levels.

Graduation with Leadership Distinction: GLD: Community Service

POLI 478 - Environmental Policy (3 Credits)
Themes in environmental policy in industrialized nations. Analysis of issue framing, the role of the public and private tools, and conflicting perspectives. Incorporates analysis of policy process and public management.

POLI 480 - Politics and Government of Russia (3 Credits)
Political processes and institutions of Russia and other independent states of the former USSR.

Graduation with Leadership Distinction: GLD: Global Learning

POLI 481 - Politics and Governments of Europe (3 Credits)
Political processes and institutions of European nations.

Graduation with Leadership Distinction: GLD: Global Learning

POLI 483 - Middle East Politics (3 Credits)
Focuses on the internal politics of Middle East states; historical and cultural setting of Middle East politics, social institutions, and dynamics of the political process.

Graduation with Leadership Distinction: GLD: Global Learning

POLI 487 - Politics and Governments of Africa (3 Credits)
Political developments, processes, and institutions of the African nations.

Graduation with Leadership Distinction: GLD: Global Learning

POLI 488 - Politics and Governments of Latin America (3 Credits)
The development, principles, political thought, and politics of the several Latin American states.

Cross-listed course: LASP 351
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

POLI 489 - Politics and Government of Japan (3 Credits)
Political institutions and processes of Japan.

Graduation with Leadership Distinction: GLD: Global Learning

POLI 498 - Research Experience (3 Credits)
Working with a faculty mentor, students develop a research project and related search skills.

Prerequisites: minimum GPA of 3.60 in major courses, 3.30 overall.

Graduation with Leadership Distinction: GLD: Research

POLI 499 - Senior Thesis (3 Credits)
For intensive majors. Individual instruction in research techniques and supervised thesis preparation.

Graduation with Leadership Distinction: GLD: Research

POLI 500 - Selected Topics in Civilization and Culture (3 Credits)

POLI 502 - Methods of Political Analysis (3 Credits)
Quantitative techniques in political science; levels of measurement; problems of description, causation, and inference.

POLI 503 - American Political Thought (3 Credits)
Themes and thinkers in American political history.

POLI 504 - Politics and Ethics (3 Credits)
The nature of, and relationship between, politics and ethics.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

POLI 505 - Utopian Political Thought (3 Credits)
A critical examination of utopian and dystopian political ideas.
POLI 542 - Research in Language Conflict and Language Rights (3 Credits)
Research into the parameters governing linguistic conflicts and language rights issues, involving a close examination of the nexes of language and individual and ethnic identity, culture, dialects, bilingualism. Examination of regional, national, and international case studies, with particular attention to nationalism, language revitalization, and language planning. Cross-listed course: LING 542

POLI 552 - Economic Development Policy (3 Credits)
The role government policies have in local and regional differences in economic performance; strategies governments and non-profits use to evaluate economic development policies; topical focus on a range of economic development policies, including land use, infrastructure, workforce development, and education.

POLI 554 - Law and Society (3 Credits)
The American judicial system, including the decision to resolve disputes by legal means, political influence on the legal system, the social impact of legal rulings, the relationship of the courts to other branches of government, and the applicability of higher law concepts in judicial decision making.

POLI 567 - American Local Government (3 Credits)
An introduction to the institutions, functions, policy-making processes, and politics of American local government.

POLI 569 - State and Local Government (3 Credits)
This course will examine the purpose, structure, and functions of state governments and their local subdivisions. Requires special permission of department. Restricted to social studies teachers.

POLI 570 - South Carolina Government and Politics (3 Credits)
South Carolina state and local government in the context of South Carolina history and U.S. state and local government.

POLI 591 - Special Topics in Political Science (3 Credits)
Intensive study of special topics in Political Science. May be repeated as content varies by title.

International Studies Minor

Minor Requirements (18 Hours)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<td>Required Course</td>
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<tr>
<td>POLI 101</td>
<td>Introduction to Global Politics</td>
<td>3</td>
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<tr>
<td>Additional Electives</td>
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<tr>
<td>POLI 315</td>
<td>International Relations</td>
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<td>POLI 316</td>
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<td>POLI 330</td>
<td>International Organization</td>
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<td>POLI 340</td>
<td>The Conduct and Formulation of United States Foreign Policy</td>
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<td>POLI 341</td>
<td>Contemporary United States Foreign Policy</td>
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<td>POLI 342</td>
<td>National Security Policies of the United States</td>
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<td>POLI 380</td>
<td>Comparative Politics of Developing Countries</td>
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<td>POLI 391</td>
<td>Topics in Political Science</td>
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<td>POLI 416</td>
<td>Revolution and Political Violence</td>
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<td>POLI 417</td>
<td>Theories of War in International Relations</td>
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<td>POLI 420</td>
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<td>Law and Contemporary International Problems</td>
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<td>POLI 433</td>
<td>Economic Aspects of International Politics</td>
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<td>POLI 437</td>
<td>International Relations of Latin America</td>
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<td>Russian Foreign Policy</td>
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<td>POLI 443</td>
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<td>POLI 445</td>
<td>Political Economy of Africa's Regions</td>
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<td>International Relations of Africa</td>
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<td>POLI 447</td>
<td>Foreign Policies of Selected Powers</td>
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<td>POLI 448</td>
<td>Politics and Government of China</td>
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<td>POLI 449</td>
<td>International Relations of the Middle East</td>
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<td>POLI 480</td>
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<td>POLI 481</td>
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<td>POLI 487</td>
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<td>POLI 488</td>
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<td>POLI 489</td>
<td>Politics and Government of Japan</td>
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<tr>
<td>Total Credit Hours</td>
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</tbody>
</table>

Note: The content of each minor should reflect the student’s interests and career aspirations. It should be determined through consultations between the student and the student’s academic advisor. A student may earn a maximum of three (3) hours of minor credit for POLI 379 and/or POLI 399 (internship experience and/or independent study content must be internationally-oriented).

International Studies, B.A.

Learning Outcomes

- International Studies majors will demonstrate knowledge of basic facts, themes, theories and concepts central to the study and understanding of international studies.
- International Studies majors will demonstrate critical writing skills and demonstrate proficiency in the analysis of politics and theories of international politics.
- International Studies majors will develop a comprehensive course of study that permits a clear intellectual focus/specialization and prepares them for careers in the field or for graduate work.
- International Studies majors will demonstrate a clear grasp of the core themes and concepts within the major course concentrations/areas of emphasis they have selected.
- International Studies majors will demonstrate skills in critical thinking and evaluating political data in the analysis of international politics.

Admissions

Entrance Requirements

New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:
1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

Degree Requirements (120 hours)

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core Requirements (32-44 hours)</td>
<td></td>
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<tr>
<td>CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)</td>
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<tr>
<td>ARP – Analytical Reasoning and Problem Solving (6-8 hours)</td>
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<tr>
<td>SCI – Scientific Literacy (8 hours)</td>
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<tr>
<td>GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)</td>
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<tr>
<td>Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required for all baccalaureate degrees. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.</td>
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<tr>
<td>GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)</td>
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<tr>
<td>VSR – Values, Ethics, and Social Responsibility (0-3 hours)</td>
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<tr>
<td>INF – Information Literacy (0-3 hours)</td>
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<td>VSR – Values, Ethics, and Social Responsibility (0-3 hours)</td>
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| VSR – Values, Eth
## 3. Program Requirements (31-46 hours)

### Supporting Courses (3 hours)

Select one course from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 103</td>
<td>Introduction to Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLI 105</td>
<td>Controversies in Political Theory</td>
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<tr>
<td>POLI 107</td>
<td>Controversies in Public Policy</td>
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<td>POLI 109</td>
<td>Controversies in American Politics</td>
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<tr>
<td>POLI 111</td>
<td>Green Explorations</td>
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<tr>
<td>POLI 121</td>
<td>Green Engagements</td>
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<tr>
<td>POLI 122</td>
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</tbody>
</table>

**Total Credit Hours:** 3

### Cognate or Minor (12-18 hours)

#### Cognate

The cognate is intended to support the course work in the major. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor.

Courses offered by departments and programs that are acceptable for cognate credit are outlined in the section titled Courses Acceptable for Cognate Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-cognate/).

For cognate course offerings in other colleges, consult the appropriate sections of this bulletin. Some major programs have specific cognate requirements.

It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the major advisor as being related to the major field of study. Students are urged to consult their major advisors for specific requirements in their major.

Courses applied toward general education requirements cannot be counted toward the cognate. For Bachelor of Arts degrees, all cognate courses must be passed with a grade of C or higher.

#### Minor

In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.

A list of minor programs of study can be found at Programs A-Z (p. 20).

### Electives (10-31 hours)

No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

Note: 1-22 hours of electives will be needed to reach hours to graduate and Program Requirements will range from 22-37 hours, if completing either the Intensive Major or the B.A. with Distinction in International Studies.

## 4. Major Requirements (27 hours)

A minimum grade of C is required in all major courses.

### Major Courses (6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 315</td>
<td>International Relations</td>
<td>3</td>
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<tr>
<td>POLI 316</td>
<td>Comparative Politics</td>
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</table>

**Total Credit Hours:** 6

### Major Electives (21 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Select 12-15 hours of POLI 300 or above</td>
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<tr>
<td>Select 6-9 hours of internationally-oriented non-POLI courses (300-level and above) recommended</td>
<td>6-9</td>
<td></td>
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</tbody>
</table>

**Total Credit Hours:** 18-24

Note: Major coursework should be distributed between one or two subfields (e.g. global environmental studies, U.S. foreign policy, international organizations, etc.). Course selection must be guided and approved by the student’s advisor, and all coursework must be internationally focused.

### Intensive Major (36 hours)

A minimum grade of B is required in all major courses.

In addition to the requirements for the General Major, Intensive majors must complete the following:

- An additional 6 hours of International Studies-related courses (approved by the major advisor)
- POLI 499
- Demonstrate proficiency in one foreign language through the intermediate level

Note: Foreign language proficiency will be demonstrated by earning a rating of “intermediate high” on the ACTFL/ETS examination or a “1+” rating on the Interagency Roundtable (ILR) examination. In those languages for which such testing is not available within a foreign language department, proficiency will be demonstrated by passing with a C or better a minimum of 15 hours of one foreign language.
B.A. with Distinction (36 hours)
Departmental Undergraduate Research Track available to students majoring in International Studies who wish to participate in significant research activities of the major field in collaboration with, or under the supervision of, a faculty mentor.

In addition to the requirements for the General Major, “B.A. with Distinction” majors must complete the following:

**Prerequisites**
- A minimum GPA of 3.60
- A minimum cumulative GPA of 3.30

**Requirements**
- POLI 301
- POLI 498
- POLI 499
- Public presentation of the Senior Thesis in a venue approved by the faculty mentor, such as:
  - annual meeting of the South Carolina Political Science Association (or any other annual meeting of the appropriate professional organization)
  - a regular (or special) session of the Political Science Research Workshop
  - sessions scheduled for the Political Science Awards Day activities
  - USC Discovery Day
  - submission to a professional journal
- A written sponsorship agreement from the faculty mentor to be placed on file in the department or college office

**Major Map**
A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

**Leadership Studies Minor**
The Minor in Leadership Studies at the University of South Carolina, housed in the Department of Political Science, prepares students for a lifelong process of leadership development and action. Grounded in a rigorous and multidisciplinary course of study, the minor introduces students to a range of perspectives and models of leadership. These diverse approaches are unified by the goal of providing knowledge and skills that can assist students in promoting positive social change. Academic leadership training combined with the practice of leadership through the myriad of opportunities available at the university provides the foundation for successful leadership development.

A minimum of 18 credit hours is required from the following curriculum, which includes an introductory course, a second course (chosen from one of three core areas: public speaking, organizational/group dynamics, or management), an experiential course, and three courses from at least two of the following four categories: ethics, communication, diversity, and advanced leadership training. Coursework in at least two disciplines is required for the minor. Students must complete minor courses with a grade of 'C' or higher. The content of each minor should reflect the student's interests and be developed in consultation with the student's academic advisor. To this end, courses with appropriate content may be substituted with approval from the advisor for the minor. Students may not count a course toward both their Carolina Core requirements and the minor. Students are strongly encouraged to participate in USC Connect and to develop an e-portfolio reflecting their Carolina leadership experience.

**Minor Requirements (18 Hours)**

**Introductory Course**
Select one:
- POLI 215
- PCAM 205

**Second Course (3 hours)**
Select a course from one of the following three (Public Speaking, Organizational/Group Dynamics, or Management) areas:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 250</td>
<td>Professional Communication</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 140</td>
<td>Public Communication</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 201</td>
<td>Popular Communication and Public Culture</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 230</td>
<td>Business and Professional Speaking</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 330</td>
<td>Small Group Communication</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 331</td>
<td>Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 380</td>
<td>Persuasive Communication</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 464</td>
<td>Speechwriting</td>
<td>3</td>
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</tbody>
</table>

**Organizational/Group Dynamics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 368</td>
<td>Interest Groups and Social Movements</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 430</td>
<td>Survey of Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 487</td>
<td>Community Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 311</td>
<td>Ecology of Human Social Systems</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 312</td>
<td>Bureaucracy and Modern Society</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 354</td>
<td>Collective Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 355</td>
<td>Race and Ethnic Relations</td>
<td>3</td>
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</tbody>
</table>

**Management**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 370</td>
<td>Introduction to Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 371</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 374</td>
<td>Strategic Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 376</td>
<td>Employee Engagement</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 401</td>
<td>Negotiation and Conflict in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 402</td>
<td>Managing Teams in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 403</td>
<td>Leadership in Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>
Experiential Coursework (3 Hours)
3 hours from a course approved by the advisor that incorporates study abroad, service-learning (minimum of 8 hours of community service), internship, National Student Exchange, extensive reflection on a leadership experience (e.g., EDLP 520 for U101 peer leaders), or domestic “study away.” For students enrolled in a ROTC program, the required ROTC leadership experience satisfies the experiential coursework requirements.

Additional Courses (9 Hours)
Select three courses from at least 2 of the following 4 groups:

Group 1 - Ethics
Course Title Credits
ANTH 313 Ethical Dilemmas in Anthropology 1
ARMY 301 Advanced Military Decision Making 4
JOUR 303 Law and Ethics of Mass Communications 3
JOUR 501 Freedom, Responsibility, and Ethics of the Mass Media 3
NAVY 402 Naval Leadership and Ethics 3
PHIL 211 Contemporary Moral Issues 3
PHIL 320 Ethics 3
PHIL 321 Medical Ethics 3
PHIL 322 Environmental Ethics 3
PHIL 323 Ethics of Science and Technology 3
PHIL 324 Business Ethics 3
PHIL 325 Engineering Ethics 3
PHIL 330 Social and Political Philosophy 3
POLI 300 Social and Political Philosophy 3
PHIL 514 Ethical Theory 3
PHIL 527 Virtues, Acts, and Consequences 3
POLI 504 Politics and Ethics 3
SCHC 433 HNRS: Proseminar in Political Science 3
SPTE 385 Ethics in Sport and Entertainment Business 3

Group 2 - Communication
Course Title Credits
AERO 301 Air Force Leadership Studies I 4
AERO 302 Air Force Leadership Studies II 4
ANTH 355 Language, Culture, and Society 3
LING 340 Language, Culture, and Society 3
ANTH 371 Ethnography of Communication 3
ANTH 555 Language and Gender 3
LING 541 Language and Gender 3
WGST 555 Language and Gender 3
ANTH 556 Language and Globalization 3
LING 556 Language and Globalization 3
ANTH 586 Discourse, Gender and Politics of Emotion 3
LING 543 Discourse, Gender, and Politics of Emotion 3
ARMY 201 Fundamentals of Military Leadership 3
ARMY 301 Advanced Military Decision Making 4
ENGL 370 Language in the USA 3
LING 345 Language in the USA 3
ENGL 455 Language in Society 3
LING 440 Language in Society 3
ENGL 462 Technical Writing 3
ENGL 463 Business Writing 3
ITEC 143 Advanced Business Document Preparation 3
JOUR 311 Minorities, Women, and the Mass Media 3
WGST 311 Minorities, Women, and the Mass Media 3
JOUR 203 Principles of Visual Communications 3
JOUR 436 Public Relations Writing 3
JOUR 536 Crisis Communications 3
MGMT 250 Professional Communication 3
MGMT 401 Negotiation and Conflict in the Workplace 3
MUSC 100A Music Advocacy I: Understanding the Power of Your Music 0
SCHC 480 HNRS: Interdisciplinary Proseminar 3-4
SPCH 140 Public Communication 3
SPCH 201 Popular Communication and Public Culture 3
SPCH 230 Business and Professional Speaking 3
SPCH 330 Small Group Communication 3
SPCH 331 Organizational Communication 3
SPCH 380 Persuasive Communication 3
SPCH 387 Introduction to Rhetoric 3
ENGL 387 Introduction to Rhetoric 3
SPCH 464 Speechwriting 3

Group 3 - Diversity
Course Title Credits
Any AFAM course 3
ANTH 349 Anthropology of Work 3
ANTH 371 Ethnography of Communication 3
ANTH 381 Gender and Globalization 3
ANTH 555 Language and Gender 3
LING 541 Language and Gender 3
Any ANTH cultures course 3
ARAB 280 Introduction to Modern Arab Culture 3
ARMY 401 Leadership and Management Seminar I 4
ARMY 402 Leadership and Management Seminar II 4
CHIN 240 Chinese Culture, Tradition, and Modern Societies 3
CPLT 270 World Literature 3
CPT 300 What is Comparative Literature 3
CPLT 301 Great Books of the Western World I 3
CPLT 302 Great Books of the Western World II 3
CPLT 415 Topics in Comparative Literary Relations 3
ENGL 455 Language in Society 3
LING 440 Language in Society 3
FREN 295 Topics in French Culture 3
GEOG 121 Globalization and World Regions 3
GEOG 210 Peoples, Places, and Environments 3
GERM 280 German Culture and Civilization 3
HIST 329 Modern and Contemporary Britain 3
HIST 338 Modern Germany 3
HIST 347 The Middle East in Modern Times 3
HIST 349 The Contemporary Middle East and North Africa 3
HIST 354 Modern East Asia 3
HIST 379 Women in Modern Europe 3
HIST 386 Islamic Institutions and Traditions 3
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>RELG 354</td>
<td>Islamic Institutions and Traditions</td>
<td>3</td>
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<tr>
<td>HIST 421</td>
<td>Modern Latin America</td>
<td>3</td>
</tr>
<tr>
<td>LASP 342</td>
<td>Modern Latin America</td>
<td>3</td>
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<tr>
<td>IBUS 423</td>
<td>Cross-Cultural Behavior and Negotiations</td>
<td>3</td>
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<tr>
<td>ITAL 400</td>
<td>Contemporary Italian Civilization</td>
<td>3</td>
</tr>
<tr>
<td>JAPA 240</td>
<td>Introduction to Japanese Culture</td>
<td>3</td>
</tr>
<tr>
<td>JAPA 340</td>
<td>Introduction to Japanese Culture and Literature</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 311</td>
<td>Minorities, Women, and the Mass Media</td>
<td>3</td>
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<tr>
<td>LASP 311</td>
<td>Latin American Cultures</td>
<td>3</td>
</tr>
<tr>
<td>LASP 315</td>
<td>South American Indian Cultures</td>
<td>3</td>
</tr>
<tr>
<td>LASP 351</td>
<td>Politics and Governments of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>POLI 488</td>
<td>Politics and Governments of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>LING 140</td>
<td>Linguistic Diversity Awareness</td>
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<tr>
<td>NURS 313</td>
<td>Nursing Care of the Older Adult</td>
<td>3</td>
</tr>
<tr>
<td>POLI 305</td>
<td>Race, Class, Gender, and Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 304</td>
<td>Race, Class, Gender, and Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>POLI 307</td>
<td>Feminist Theory</td>
<td>3</td>
</tr>
<tr>
<td>POLI 352</td>
<td>Gender and Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLI 353</td>
<td>Introduction to U.S. Racial and Ethnic Politics</td>
<td>3</td>
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<tr>
<td>POLI 364</td>
<td>African-American Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLI 402</td>
<td>African American Political Thought</td>
<td>3</td>
</tr>
<tr>
<td>POLI 432</td>
<td>Nationalism and Ethnicity in World Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLI 454</td>
<td>Women and the Law</td>
<td>3</td>
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<tr>
<td>POLI 476</td>
<td>Black Activism</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 440</td>
<td>Survey of Personality</td>
<td>3</td>
</tr>
<tr>
<td>RELG 207</td>
<td>Introduction to African American Religions</td>
<td>3</td>
</tr>
<tr>
<td>RELG 343</td>
<td>Religions of the African Diaspora</td>
<td>3</td>
</tr>
<tr>
<td>RELG 351</td>
<td>Yoga: The Art of Spiritual Transformation</td>
<td>3</td>
</tr>
<tr>
<td>RELG 352</td>
<td>Religions of East Asia</td>
<td>3</td>
</tr>
<tr>
<td>RELG 210</td>
<td>Introduction to Hinduism</td>
<td>3</td>
</tr>
<tr>
<td>RELG 220</td>
<td>Introduction to Buddhism</td>
<td>3</td>
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<tr>
<td>RELG 250</td>
<td>Introduction to Islam</td>
<td>3</td>
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<tr>
<td>RELG 201</td>
<td>Religion and Culture</td>
<td>3</td>
</tr>
<tr>
<td>RUSS 280</td>
<td>Introduction to Russian Civilization</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 301</td>
<td>Sex and Gender</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 309</td>
<td>An Introduction to Social Inequality</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 355</td>
<td>Race and Ethnic Relations</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 331</td>
<td>Diversity and Social Justice in Contemporary Society</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 375</td>
<td>Special Topics in Hispanic Literature</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 485</td>
<td>Women's Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 486</td>
<td>African-American Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>SPTE 570</td>
<td>Special Topics in Global Sport</td>
<td>3</td>
</tr>
</tbody>
</table>

Any WGST course

Total Credit Hours 208

### Group 4 - Advanced Leadership Development

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AERO 301</td>
<td>Air Force Leadership Studies I</td>
<td>4</td>
</tr>
<tr>
<td>AERO 302</td>
<td>Air Force Leadership Studies II</td>
<td>4</td>
</tr>
<tr>
<td>ARMY 302</td>
<td>Applied Military Leadership</td>
<td>4</td>
</tr>
<tr>
<td>ARMY 401</td>
<td>Leadership and Management Seminar I</td>
<td>4</td>
</tr>
<tr>
<td>ARMY 402</td>
<td>Leadership and Management Seminar II</td>
<td>4</td>
</tr>
<tr>
<td>IBUS 423</td>
<td>Cross-Cultural Behavior and Negotiations</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 303</td>
<td>Law and Ethics of Mass Communications</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 250</td>
<td>Professional Communication</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 371</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 374</td>
<td>Strategic Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 376</td>
<td>Employee Engagement</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 401</td>
<td>Negotiation and Conflict in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 402</td>
<td>Managing Teams in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 403</td>
<td>Leadership in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MUED 568</td>
<td>Organization and Administration of Music Programs</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 580</td>
<td>Music &amp; Arts Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 591</td>
<td>Music Leadership Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NAVY 401</td>
<td>Naval Leadership and Management I</td>
<td>3</td>
</tr>
<tr>
<td>NAVY 402</td>
<td>Naval Leadership and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 428</td>
<td>Nursing Leadership and Management</td>
<td>4</td>
</tr>
<tr>
<td>POLI 370</td>
<td>Introduction to Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 499</td>
<td>Foundations of Public Health Leadership</td>
<td>3</td>
</tr>
<tr>
<td>SCHC 390</td>
<td>HNRS: Proseminar</td>
<td>1-3</td>
</tr>
<tr>
<td>SOCY 308</td>
<td>Community Organization</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 311</td>
<td>Ecology of Human Social Systems</td>
<td>3</td>
</tr>
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<td>SOCY 312</td>
<td>Bureaucracy and Modern Society</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 354</td>
<td>Collective Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 355</td>
<td>Race and Ethnic Relations</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 331</td>
<td>Diversity and Social Justice in Contemporary Society</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 422</td>
<td>Advocacy for Social and Economic Justice</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 230</td>
<td>Business and Professional Speaking</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 330</td>
<td>Small Group Communication</td>
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<td>3</td>
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<tr>
<td>SPCH 380</td>
<td>Persuasive Communication</td>
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</tr>
<tr>
<td>SPCH 464</td>
<td>Speechwriting</td>
<td>3</td>
</tr>
</tbody>
</table>

### Political Science Minor

**Minor Requirements (18 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 101</td>
<td>Introduction to Global Politics</td>
<td>3</td>
</tr>
<tr>
<td>or POLI 201</td>
<td>American National Government</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours** 18

Note: The content of each minor should reflect the student’s interests and career aspirations. It should be determined through consultations between the student and the student’s academic advisor. A student may earn a maximum of three (3) hours of minor credit for POLI 379 and/or POLI 399.
Political Science, B.A.

Learning Outcomes

• Political Science majors will demonstrate knowledge of basic facts, themes, theories and concepts central to the study and understanding of politics.

• Political Science majors will demonstrate critical writing skills and demonstrate proficiency in the analysis of politics and theories of politics.

• Political Science majors will demonstrate skills in critical thinking and evaluating political data in the analysis of politics.

Admissions

Entrance Requirements

New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.

2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

Degree Requirements (120 hours)

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>32-44</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>15-18</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>31-46</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>27</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements(32-44 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours) must be passed with a grade of C or higher

- any CC-CMW courses (p. 742)

ARP – Analytical Reasoning and Problem Solving (6-8 hours)

- any CC-ARP courses (p. 742)

SCI – Scientific Literacy (8 hours)

- Two 4-credit hour CC-SCI (p. 742) laboratory science courses

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

- CC-GFL courses (p. 742)

It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

- any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

- POLI 201

AIU – Aesthetic and Interpretive Understanding (3 hours)

- any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component (0-3 hours)

- any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy (0-3 hours)

- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility (0-3 hours)

- any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (15-18 hours)

Foreign Language (0-3 hours)

- only if needed to meet 122-level proficiency

History (3 hours)

The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:
• One Carolina Core GHS-approved course (p. 742) primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.

• OR

• One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.

Social Science and Fine Arts or Humanities (12 hours)
Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/)

• Three hours of Social Science
• Nine hours of Fine Arts or Humanities

3. Program Requirements (31-46 hours)
Supporting Courses (3 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 101</td>
<td>Introduction to Global Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLI 103</td>
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<tr>
<td>POLI 105</td>
<td>Introduction to Politics</td>
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<tr>
<td>POLI 107</td>
<td>Controversies in Political Theory</td>
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<tr>
<td>POLI 109</td>
<td>Controversies in Public Policy</td>
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<tr>
<td>POLI 111</td>
<td>Controversies in American Politics</td>
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<tr>
<td>POLI 121</td>
<td>Green Explorations</td>
<td></td>
</tr>
<tr>
<td>POLI 122</td>
<td>Green Engagements</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 3

Cognate or Minor (12-18 hours)
Cognate
The cognate is intended to support the course work in the major. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor.

Courses offered by departments and programs that are acceptable for cognate credit are outlined in the section titled Courses Acceptable for Cognate Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-cognate/).

For cognate course offerings in other colleges, consult the appropriate sections of this bulletin. Some major programs have specific cognate requirements.

It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the major advisor as being related to the major field of study. Students are urged to consult their major advisors for specific requirements in their major.

Courses applied toward general education requirements cannot be counted toward the cognate. For Bachelor of Arts degrees, all cognate courses must be passed with a grade of C or higher.

Minor
In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.

A list of minor programs of study can be found at Programs A-Z (p. 20).

Electives (10-31 hours)
No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

Note: 1-22 hours of electives will be needed to reach hours to graduate and Program Requirements will range from 22-37 hours, if completing either the Intensive Major or the B.A. with Distinction in Political Science.

4. Major Requirements (27 hours)

A minimum grade of C is required in all major courses.

Major Courses (9 hours)

Select one course from three of the following fields:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 305</td>
<td>Race, Class, Gender, and Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>POLI 350</td>
<td>Public Opinion and Politics</td>
<td></td>
</tr>
<tr>
<td>POLI 352</td>
<td>Gender and Politics</td>
<td></td>
</tr>
<tr>
<td>POLI 357</td>
<td>Film, Politics, and Social Change</td>
<td></td>
</tr>
<tr>
<td>POLI 360</td>
<td>American Political Parties</td>
<td></td>
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<tr>
<td>POLI 361</td>
<td>Elections and Voting Behavior</td>
<td></td>
</tr>
<tr>
<td>POLI 362</td>
<td>Politics and the Mass Media</td>
<td></td>
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<tr>
<td>POLI 363</td>
<td>Southern Politics</td>
<td></td>
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<tr>
<td>POLI 364</td>
<td>African-American Politics</td>
<td></td>
</tr>
<tr>
<td>POLI 365</td>
<td>State Government</td>
<td></td>
</tr>
<tr>
<td>POLI 368</td>
<td>Interest Groups and Social Movements</td>
<td></td>
</tr>
<tr>
<td>POLI 406</td>
<td>The State of American Politics</td>
<td></td>
</tr>
<tr>
<td>POLI 450</td>
<td>Constitutional Law</td>
<td></td>
</tr>
</tbody>
</table>
POLI 451 Constitutional Law
POLI 452 The Judicial Process
POLI 454 Women and the Law
POLI 462 The Legislative Process
POLI 463 The American Chief Executive
POLI 465 Psychology and Politics
POLI 470 Federalism and Intergovernmental Relations
POLI 477 Green Politics
POLI 554 Law and Society
POLI 567 American Local Government
POLI 569 State and Local Government
POLI 570 South Carolina Government and Politics

Comparative Politics:
POLI 316 Comparative Politics
POLI 380 Comparative Politics of Developing Countries
POLI 381 Comparative Politics of Industrialized Countries
POLI 416 Revolution and Political Violence
POLI 448 Politics and Government of China
POLI 480 Politics and Government of Russia
POLI 481 Politics and Governments of Europe
POLI 483 Middle East Politics
POLI 487 Politics and Governments of Africa
POLI 488 Politics and Governments of Latin America
POLI 489 Politics and Government of Japan

International Relations:
POLI 315 International Relations
POLI 330 International Organization
POLI 340 The Conduct and Formulation of United States Foreign Policy
POLI 341 Contemporary United States Foreign Policy
POLI 342 National Security Policies of the United States
POLI 417 Theories of War in International Relations
POLI 420 International Law
POLI 430 Ideology and World Politics
POLI 432 Nationalism and Ethnicity in World Politics
POLI 433 Economic Aspects of International Politics
POLI 437 International Relations of Latin America
POLI 440 Russian Foreign Policy
POLI 443 International Relations of East Asia and the Pacific
POLI 444 International Relations in Japan
POLI 445 Political Economy of Africa's Regions
POLI 446 International Relations of Africa
POLI 447 Foreign Policies of Selected Powers
POLI 449 International Relations of the Middle East

Total Credit Hours 9

Major Electives (18 hours)
Course Title Credits
Select six courses from POLI 300 or above organized around 1-2 areas of interest with advisor approval 18

Total Credit Hours 18

Note: One of the following courses must be taken as part of the major requirements in order to fulfill the Carolina Core Integrative course requirement: POLI 315, POLI 316, POLI 361, POLI 368, POLI 370, POLI 374, POLI 451, POLI 462, or POLI 504.

Intensive Major (36 hours)
A minimum grade of B is required in all major courses.

In addition to the requirements for the General Major, Intensive majors must complete the following:

- An additional six hours of major course work (approved by the major advisor).
- POLI 499
- Demonstrate proficiency in one foreign language through the intermediate level.

B.A. with Distinction (36 hours)
Departmental Undergraduate Research Track available to students majoring in political science who wish to participate in significant research activities of the major field in collaboration with, or under the supervision of, a faculty mentor.

In addition to the requirements for the general major, “B.A. with Distinction” majors must complete the following:

- A minimum major GPA of 3.60
- A cumulative GPA of 3.30
- Required courses:
  - POLI 301
  - POLI 498
  - POLI 499
- Additional Requirements:
  - Public presentation of the Senior Thesis in a venue approved by the faculty mentor, such as:
    - Annual meeting of the South Carolina Political Science Association (or any other annual meeting of the appropriate professional organization);
• A regular (or special) session of the Political Science Research Workshop;
• Sessions scheduled for the Political Science Awards Day activities;
• USC Discovery Day;
• Submission to a professional journal.
• A written sponsorship agreement from the faculty mentor to be placed on file in the department or college office.

Major Map
A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Political Science, B.A.

Psychology
Department Website (http://www.psych.sc.edu/)
Jane Roberts, Interim Chair

The Department of Psychology offers two undergraduate degrees. Students may elect a program leading to either the Bachelor of Arts or Bachelor of Science degree in experimental psychology.

Entrance Requirements
Lower Division
In order to be admitted into the Department of Psychology, freshmen and transfer students must meet all University and college admission requirements. Transfer students must meet all such requirements and have a GPA of 2.25 or better. Acceptance into the department with a lower-division classification does not guarantee progression into the upper-division psychology major.

Upper Division
Progression into the upper division is based on the successful completion of all lower-division criteria.

Progression Requirements
Lower Division
All students enter the lower division when the psychology major is declared.

Requirements
1. Complete PSYC 101 and PSYC 226 with a grade of C or better.
2. Attain a 2.25 cumulative GPA.
3. The preceding lower-division requirements must be met by the completion of the first 30 credit hours as a declared psychology major. If at that time the student has not met the requirements, the student must select another major.

Regulations
1. Ineligible to enroll in 500-level and higher courses.
2. May repeat psychology major courses only once to earn the required grade of C or better.

Upper Division
Students enter the upper division in one of two ways:

1. Successfully complete lower-division requirements within the first 30 credit hours as a declared psychology major.
2. May be placed in with a cumulative GPA of 2.25 or higher and have earned grades of C or better in both PSYC 101 and PSYC 226 or equivalents.

Regulations
1. Maintain a cumulative GPA of 2.00 or be subject to academic probation. If a 2.00 cumulative GPA has not been attained by the completion of the probationary term, the student must select another major.
2. May repeat psychology major courses only once to earn the required grade of C or better.
3. Students may attempt PSYC 227 and PSYC 228 two times each. If after the second attempt a student has not earned a grade of C or higher, the student will be removed from the major.
4. May enroll in 500-level and higher courses if the prerequisites have been completed.

Programs
• Psychology Minor (p. 216)
• Experimental Psychology, B.A. (p. 217)
• Experimental Psychology, B.S. (p. 219)

Courses
PSYC 101 - Introduction to Psychology (3 Credits)
An introduction to and survey of the basic concepts and findings within the field of psychology.
Carolina Core: GSS

PSYC 103 - Psychology of Adjustment (3 Credits)
Introduction to theories and processes underlying and facilitating human adjustment in the community, family, and workplace.

PSYC 226 - Research Methods in Psychology (3 Credits)
Basic principles and methodology.
Prerequisites: PSYC 101 or SCHC 130.

Graduation with Leadership Distinction: GLD: Research

PSYC 227 - Psychological Statistics (3 Credits)
Introduction to statistical methods essential for psychological research.
Prerequisites: PSYC 226 and MATH 111 or placement out of MATH 111.

PSYC 228 - Laboratory in Psychology (2 Credits)
Laboratory in psychology in which research methods and statistical methods are integrated. One lecture and one two-hour laboratory per week.
Prerequisites: PSYC 226 and PSYC 227.

PSYC 300 - Human Sexual Behavior (3 Credits)
Psychological, physiological, and sociological factors of human sexual behavior and attitudes.
PSYC 301 - Psychology of Marriage (3 Credits)
The psychological, physiological, and social characteristics of marriage.  
**Cross-listed course:** WGST 301  
**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Leadership Experiences

PSYC 310 - Psychology of Women (3 Credits)
Women's experiences: childhood and adolescence, work, family, cultural images, adjustment, and social change.  
**Cross-listed course:** WGST 310  
**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Leadership Experiences

PSYC 320 - Psychology of Religion (3 Credits)
The development of the religious consciousness and its various expressions, the psychological dynamics of growth and conversion, response to crisis, and the relation of spiritual practice to health and wholeness.  
**Cross-listed course:** RELG 361

PSYC 330 - Psychology and the African-American Experience (3 Credits)
Psychological theory and research as it applies to African Americans. Explores Africentric and other perspectives and roles of culture, racism, and historical phenomena.  
**Cross-listed course:** AFAM 330  
**Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

PSYC 350 - Industrial Psychology (3 Credits)
Psychological techniques applied to various industrial problem areas, such as management and supervision, morale, efficiency, training, personnel selection and placement, and relations among personnel.

PSYC 360 - Applied Psychology (3 Credits)
Uses of psychological knowledge and techniques in practical contexts; clinical, school, industrial, consumer, and environmental psychology.

PSYC 370 - Psychology of Consciousness (3 Credits)
Theories, controversies, and research findings on the nature of various states of consciousness; topics such as sleep/dreams, hypnosis, drug-induced states, and psychic phenomena.

PSYC 380 - Sport Psychology (3 Credits)
The role of sports in socialization, personality development and competence, including: spectator-performer interactions, motivation, competition effects; and the application of psychological techniques to performance enhancement.

PSYC 399 - Independent Study (1-6 Credits)
Closely supervised project or research experience in psychology. Approved contract required. May be repeated for up to six credits. Not for psychology major credit.  
**Prerequisites:** PSYC 101.  
**Graduation with Leadership Distinction:** GLD: Research

PSYC 400 - Survey of Learning and Memory (3 Credits)
Research and applications concerning the acquisition of new behavior and knowledge, including accounts based on classical and instrumental conditioning and on information-processing models.  
**Prerequisites:** PSYC 101 or SCHC 130.

PSYC 405 - Cognitive Psychology (3 Credits)
Research and theories on sensory memory, attention, short-term and working memory, human learning and forgetting, imagery, long-term memory, speech perception, reading, language, thinking and problem solving, and decision making.

PSYC 410 - Behavioral and Mental Disorders (3 Credits)
Covers the classification, diagnosis, etiological theories, and treatments of the major mental and emotional disorders.  
**Prerequisites:** PSYC 101 or SCHC 130.

PSYC 420 - Survey of Developmental Psychology (3 Credits)
Psychological development from conception to late adulthood. Topics include physical, cognitive, and social processes associated with development at each stage of the life cycle.  
**Prerequisites:** PSYC 101 or EDPY 335 or SCHC 130.

PSYC 430 - Survey of Social Psychology (3 Credits)
Introduction to theory and research in social psychology from a psychological viewpoint. Topics include social perception, social cognition, attitudes, interpersonal relationships, aggression, prosocial behavior, and group processes.  
**Prerequisites:** PSYC 101 or SCHC 130.  
**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Leadership Experiences

PSYC 432 - Men and Masculinity (3 Credits)
This course provides an overview of psychological, social, physical, and emotional issues related to men's lives. Major topics include: gender construction, men and work, men and health, men in relationships, male sexualities, men in families, and masculinities in the media and popular culture.

PSYC 440 - Survey of Personality (3 Credits)
Covers the major theories and research on personality and the dynamics of human motivation.  
**Prerequisites:** PSYC 101 or SCHC 130.  
**Graduation with Leadership Distinction:** GLD: Research

PSYC 450 - Sensation and Perception (3 Credits)
Processing of information from the environment. Physiological, physical, psychological, and contextual determinants of perception.  
**Prerequisites:** PSYC 101 or SCHC 130.

PSYC 455 - Introduction to Neuroscience (3 Credits)
Function of the brain including basic neuroanatomy, neurophysiology and neurochemistry, neural systems, and psychopharmacology as it relates to behavior.

PSYC 460 - Brain and Behavior (3 Credits)
How the brain mediates simple and complex behavior and how we can apply basic research about the brain to real world problems.  
**Prerequisites:** PSYC 101 or SCHC 130.

PSYC 465 - Health Psychology (3 Credits)
Application of psychological theories and assessment and treatment methodologies for health maintenance and the diagnosis and treatment of illness.  
**Prerequisites:** PSYC 101 or SCHC 130.
PSYC 470 - Introduction to Language Sciences (3 Credits)
Introduction to the linguistic component of human cognition. Properties of speech, the organization of language in the mind/brain, cross-linguistic universals, child language acquisition, and aspects of adult language processing.
Prerequisites: PSYC 226 and PSYC 410.

PSYC 474 - Cognitive and Social Aspects of Bilingualism (3 Credits)
Bilingual language development, social and cultural aspects of bilingualism, the bilingual brain, bilingualism throughout the lifespan.
Prerequisites: PSYC 228.

PSYC 475 - Survey of Clinical Psychology (3 Credits)
The scientific basis of clinical psychology. Topics include history, theory, research, ethics, and best practices. For students interested in graduate school in psychology or other mental health professions.
Prerequisites: B or better in PSYC 228 and PSYC 410.

PSYC 480 - Multi-Cultural Psychology (3 Credits)
This course provides an introduction to theories and research in the study of psychosocial issues of racial, ethnic and cultural groups.
Prerequisites: PSYC 101.

PSYC 487 - Community Psychology (3 Credits)
Application of knowledge from other areas of psychology to the study of the role of the individual in the community.
Prerequisites: PSYC 101 or SCHC 130 and at least 3 hours in psychology at 400 level or above.
Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy, GLD: Research

PSYC 489 - Community Psychology Practicum (3 Credits)
Supervised, structured field experience in a community agency, applying psychological principles, theory, and research. May be repeated once for credit.
Prerequisites: 15 hours in psychology.
Graduation with Leadership Distinction: GLD: Community Service, GLD: Professional and Civic Engagement Internships, GLD: Research

Experiential Learning: Experiential Learning Opportunity

PSYC 495 - Internship in Psychology (1-6 Credits)
A supervised experiential course in psychology. Contract approved by instructor, advisor, and Office of Academic Programs is required for undergraduate students.
Prerequisites: C or better in PSYC 226.

PSYC 498 - Advanced Independent Study (1-6 Credits)
Closely supervised project or research experience in psychology. Approved contract required. May be repeated for up to six credits.
Prerequisites: 9 hours of psychology.
Graduation with Leadership Distinction: GLD: Community Service, GLD: Professional and Civic Engagement Leadership Experiences

PSYC 501 - Human Factors Psychology (3 Credits)
Application of research in experimental psychology to ergonomics, the design of human-environment systems, with emphasis on work settings.
Prerequisites: PSYC 101 and 9 hours of upper-level courses in psychology, business, engineering, or nursing.

PSYC 503 - Psychology of Drug Use and Effects (3 Credits)
Research and theoretical considerations of substance abuse. Pharmacological, sociological, psychological, medical, economic, forensic, and other relevant research and treatment disciplines.
Prerequisites: PSYC 450 or PSYC 455 or PSYC 460.

PSYC 506 - Psychology of Language (3 Credits)
Theories of speech perception, linguistic theories of syntax and semantics, the brain mechanisms underlying language, the development of language in children, and the role of language in thought.
Cross-listed course: LING 567

PSYC 507 - Cognitive Neuroscience (3 Credits)
Research and theories on the role of the brain in facets of cognitive behavior, including attention, short-term and working memory, perception, language, executive function, thinking, and problem solving.
Prerequisites: C or better in PSYC 405, highly recommended PSYC 455 or PSYC 460.

PSYC 510 - Child Behavioral and Mental Disorders (3 Credits)
Theories, description, and assessment of child behavior problems and disorders; methods of intervention.
Prerequisites: PSYC 420 or PSYC 410.

Graduation with Leadership Distinction: GLD: Community Service

PSYC 520 - Psychology of Child Development (3 Credits)
Examination of development from conception through older childhood. Specific cognitive and social processes will be given in-depth study.
Prerequisites: PSYC 420.

PSYC 521 - Psychology of Adolescence (3 Credits)
Theories and research examining social, emotional, and intellectual development in adolescence. Explores influence of family, peer, school, and cultural contexts.
Prerequisites: PSYC 420.

PSYC 522 - Psychology of Early and Middle Adulthood (3 Credits)
Developmental changes in abilities, personality, and behavior which occur between adolescence and old age.
Prerequisites: PSYC 420.

PSYC 523 - Psychology of Aging (3 Credits)
Psychological, social, and biological phenomena associated with maturity and aging.
Prerequisites: PSYC 420.

PSYC 524 - Nature of Students with Mental Retardation (3 Credits)
Nature and causes of mental retardation; behavior and potentialities of persons with mental retardation.
Prerequisites: a course in the areas of child psychology-child development.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

PSYC 525 - The Psychology of the Midlife Woman (3 Credits)
Biological, social, and psychological aspects of the midlife woman.
Cross-listed course: WGST 525
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

PSYC 526 - Prevention of Psychological Problems in Children and Youth at Risk (3 Credits)
Etiology, prevention of, and intervention in behavioral, social, emotional, educational, and psychological problems in children and youth at risk.
Prerequisites: PSYC 410 or PSYC 420 or equivalent.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy
PSYC 528 - Psychology of Children with Exceptionalities (3 Credits)
Characteristics, causes, needs, and intervention strategies for children with a broad range of exceptionalities including mental, physical, social/ emotional difficulties and atypical gifts and talents.
**Prerequisites:** PSYC 420 or PSYC 520.

PSYC 529 - Nature of Students with Specific Learning Disabilities (3 Credits)
Children with average/above average intelligence and specific learning impairments; diagnostic and remedial techniques. Offered by both the College of Education and the Department of Psychology.
**Prerequisites:** EDEX 523 or PSYC 528.

Cross-listed course: EDEX 531

PSYC 530 - Advanced Social Psychology (3 Credits)
Intensive study of topics selected from the field of social psychology.
**Prerequisites:** PSYC 430.

PSYC 550 - Advanced Sensation and Perception (3 Credits)
Intensive study of topics selected from the field of sensation and perception.
**Prerequisites:** PSYC 450.

PSYC 560 - Advanced Topics in Neuroscience (3 Credits)
Intensive study of topics selected from the field of neuroscience.
**Prerequisites:** PSYC 455 or PSYC 460.

PSYC 565 - Psychology of Physical Activity (3 Credits)
Introduction to psychosocial factors in physical activity. Topics include mental health effects of exercise, behavior change theories applied to physical activity, and physical activity determinants and interventions. 03: 07/05/2019.
**Prerequisites:** PSYC 101, PSYC 228.

PSYC 570 - Neuroscience Laboratory (3 Credits)
Practice in surgical, histological, and behavioral testing methodology. Two lectures and one three-hour laboratory per week.
**Prerequisites:** PSYC 460.

PSYC 571 - Cognitive Neuroscience Laboratory (3 Credits)
Methods of observation and experimentation in cognitive neuroscience. Two lectures and one three-hour laboratory per week.
**Prerequisites:** PSYC 227 and C or better in two courses from PSYC 405, PSYC 450, PSYC 455, PSYC 460, or PSYC 507.

**Prerequisite or Corequisite:** one course from PSYC 400, PSYC 405, PSYC 450, PSYC 455, or PSYC 460.

PSYC 572 - Cognitive Psychology Laboratory (3 Credits)
Practice in the experimental techniques used in the study of cognitive psychology. Two lectures and one three-hour laboratory per week.
**Prerequisite or Corequisite:** PSYC 405.

PSYC 574 - Sensation and Perception Laboratory (3 Credits)
Concepts and principles in the study of sensation and perception in the laboratory. Two lectures and one three-hour laboratory per week.
**Prerequisite or Corequisite:** PSYC 450.

PSYC 575 - Developmental Psychology Laboratory (3 Credits)
Methods of observation and experimentation on human psychological development. Two lectures and one three-hour laboratory per week.
**Prerequisites:** PSYC 226 and PSYC 227.

**Prerequisite or Corequisite:** PSYC 420 or PSYC 520.

PSYC 580 - Intermediate Statistics for Psychologists (3 Credits)
Advanced analysis of the uses and applications of statistics to research in psychology, and interpretation of statistics in the psychological literature.
**Prerequisites:** B or better in PSYC 227.

PSYC 583 - Psychological Tests and Measurement (3 Credits)
Introduction to the theory and practice of measuring psychological attributes. Emphasis on test construction in a laboratory setting. Hands-on experience in designing, administering, and analyzing psychological tests and measures.
**Prerequisites:** B or better in PSYC 227 and PSYC 228.

PSYC 584 - History and Systems of Psychology (3 Credits)
Systematic approaches to psychology.
**Prerequisites:** 9 hours in psychology at 400 level or above.

PSYC 585 - Advanced General Psychology (3 Credits)
Review and integration of general principles of psychology. Primarily for students planning graduate study in psychology.
**Prerequisites:** 12 hours in psychology courses numbered above 300.

PSYC 589 - Selected Topics in Psychology (3 Credits)
Course content varies and will be announced in the schedule of classes by title.

PSYC 598 - Individual Research (3 Credits)
Planning and execution of supervised research in psychology. Approved contract required.
**Prerequisites:** 15 hours of psychology.

PSYC 599 - Individual Research (3 Credits)
Planning and execution of supervised research in psychology. Approved contract required.
**Prerequisites:** 15 hours of psychology.

### Psychology Minor

#### Minor Requirements (18 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Elective Courses

Select three of the following:

- PSYC 400 Survey of Learning and Memory
- PSYC 405 Cognitive Psychology
- PSYC 410 Behavioral and Mental Disorders
- PSYC 420 Survey of Developmental Psychology
- PSYC 430 Survey of Social Psychology
- PSYC 440 Survey of Personality
- PSYC 450 Sensation and Perception
- PSYC 460 Brain and Behavior

#### Additional Courses

Select an additional two courses from PSYC 200 or above

Total Credit Hours: 18

1 May not be used to fulfill social science requirement and also minor requirement.
Note: Students may not apply more than one course from the following courses toward their minor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 399</td>
<td>Independent Study</td>
<td>1-6</td>
</tr>
<tr>
<td>PSYC 489</td>
<td>Community Psychology Practicum</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 498</td>
<td>Advanced Independent Study</td>
<td>1-6</td>
</tr>
<tr>
<td>PSYC 598</td>
<td>Individual Research</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 599</td>
<td>Individual Research</td>
<td>3</td>
</tr>
</tbody>
</table>

**Experimental Psychology, B.A.**

**Learning Outcomes**

- Students will describe key concepts principles and overarching themes in psychology
- Students will develop a working knowledge of psychology content domains
- Students will describe applications of psychology
- Students will use scientific reasoning to interpret psychological phenomena
- Students will demonstrate psychology information literacy.
- Students will interpret and conduct basic psychological research.
- Students will demonstrate effective writing for different purposes.
- Students will exhibit effective presentation skills for different purposes.
- Students will develop meaningful professional direction for life after graduation.
- Students will apply ethical standards to evaluate psychological science and practice.
- Students will adopt values that build community at local national and global levels.

**Admissions**

**Entrance Requirements**

New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

**Degree Requirements (120 hours)**

**Program of Study**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>32-44</td>
</tr>
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<td>2. College Requirements</td>
<td>15-18</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>26-41</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>32</td>
</tr>
</tbody>
</table>

1. **Carolina Core Requirements (32-44 hours)**

**CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)**

*must be passed with a grade of C or higher*

- any CC-CMW courses (p. 742)

**ARP – Analytical Reasoning and Problem Solving (6-8 hours)**

- any CC-ARP courses (p. 742)

**SCI – Scientific Literacy (8 hours)**

- BIOL 110 or 1 Lab Science that studies the animal kingdom
- Any 4-credit hour CC-SCI course

**GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)**

Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

- CC-GFL courses (p. 742)

*It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.*

**GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)**

- any CC-GHS course (p. 742)

**GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)**

*must be passed with a grade of C or higher*

- PSYC 101

**AIU – Aesthetic and Interpretive Understanding (3 hours)**

- any CC-AIU course (p. 742)
CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)
- any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy 1 (0-3 hours)
- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)
- any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible

Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (15-18 hours)

Foreign Language (0-3 hours)
- only if needed to meet 122-level proficiency

History (3 hours)
The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:

- One Carolina Core GHS-approved course (p. 742) primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.
  or
- One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

Social Science and Fine Arts or Humanities (12 hours)
Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/)

- Three hours of Social Science
- Nine hours of Fine Arts or Humanities

3. Program Requirements (26-41 hours)

Cognate or Minor (12-18 hours)

Cognate
The cognate is intended to support the course work in the major. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor.

Courses offered by departments and programs that are acceptable for cognate credit are outlined in the section titled Courses Acceptable for Cognate Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-cognate/).

For cognate course offerings in other colleges, consult the appropriate sections of this bulletin. Some major programs have specific cognate requirements.

It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the major advisor as being related to the major field of study. Students are urged to consult their major advisors for specific requirements in their major.

Courses applied toward general education requirements cannot be counted toward the cognate.

For Bachelor of Arts degrees, all cognate courses must be passed with a grade of C or higher.

Minor
In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.

A list of minor programs of study can be found at Programs A-Z (p. 20).

Electives (8-29 hours)
No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

4. Major Requirements (32 hours)

A minimum grade of C is required in all major courses.

Students planning a major in psychology are advised to take basic science credits in biology and chemistry or physics. This is especially important for those contemplating graduate work.
Major Courses (20 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 226</td>
<td>Research Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 227</td>
<td>Psychological Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 228</td>
<td>Laboratory in Psychology</td>
<td>2</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PSYC 400</td>
<td>Survey of Learning and Memory</td>
<td></td>
</tr>
<tr>
<td>PSYC 405</td>
<td>Cognitive Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC 470</td>
<td>Introduction to Language Sciences</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PSYC 420</td>
<td>Survey of Developmental Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC 430</td>
<td>Survey of Social Psychology</td>
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</tr>
<tr>
<td>PSYC 465</td>
<td>Health Psychology</td>
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<td>Psychology of Drug Use and Effects</td>
<td></td>
</tr>
<tr>
<td>PSYC 507</td>
<td>Cognitive Neuroscience</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours: 20

Major Electives (12 hours)

- Select 3 hours from PSYC 300 or above
- Select 6 hours from PSYC 400 or above
- Select 3 hours from PSYC 501 or above

Note: A maximum of 6 hours of independent study (PSYC 498), individual research (PSYC 598, PSYC 599), and/or practicum (PSYC 489) courses may apply as major credit and are recommended during the junior/senior year. Students may not receive major credit for both PSYC 455 and PSYC 460.

Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Experimental Psychology, B.A.

Experimental Psychology, B.S.

Learning Outcomes

- Students will describe key concepts principles and overarching themes in psychology

Admissions

Entrance Requirements

New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

Degree Requirements (120 hours)

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<td>3. Program Requirements</td>
<td>29-47</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>32</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (32-44 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

must be passed with a grade of C or higher
2. College Requirements (15-18 hours)

Foreign Language (0-3 hours)
- Only if needed to meet 122-level proficiency

Analytical Reasoning (6 hours)
- STAT 201 (or equivalent) or higher
- CSCE 102 (or equivalent) or higher

History (3 hours)
The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:
- One Carolina Core GHS-approved course (p. 742) primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.
- or
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Social Science and Fine Arts or Humanities (6 hours)
Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/)

- Three hours of Social Science
- Three hours of Fine Arts or Humanities

3. Program Requirements (29-47 hours)

Cognate or Minor (12-18 hours)

Cognate
The cognate is intended to support the course work in the major. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor.

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Minor

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4. Major Requirements (32 hours)

A minimum grade of C is required in all major courses.

Students planning a major in psychology are advised to take basic science credits in biology and chemistry or physics. This is especially important for those contemplating graduate work.

Major Courses (23 hours)

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<td>Select one of the following:</td>
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</tr>
<tr>
<td>PSYC 570</td>
<td>Neuroscience Laboratory</td>
</tr>
<tr>
<td>PSYC 571</td>
<td>Cognitive Neuroscience Laboratory</td>
</tr>
<tr>
<td>PSYC 572</td>
<td>Cognitive Psychology Laboratory</td>
</tr>
<tr>
<td>PSYC 574</td>
<td>Sensation and Perception Laboratory</td>
</tr>
<tr>
<td>PSYC 575</td>
<td>Developmental Psychology Laboratory</td>
</tr>
<tr>
<td>PSYC 598</td>
<td>Individual Research</td>
</tr>
<tr>
<td>PSYC 599</td>
<td>Individual Research</td>
</tr>
</tbody>
</table>

Total Credit Hours 23

Major Electives (9 hours)

- Select 3 hours from PSYC 300 or above
- Select 6 hours from PSYC 400 or above

Note: A maximum of 6 hours of independent study (PSYC 498), individual research (PSYC 598, PSYC 599), and/or practicum (PSYC 489) courses may apply as major credit and are recommended during the junior/senior year. Students may not receive major credit for both PSYC 455 and PSYC 460.

Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Experimental Psychology, B.S.

Religious Studies

Department Website (http://www.cas.sc.edu/relg/)

Michael Dickson, Interim Chair

The Department of Religious Studies offers a Bachelor of Arts degree with the option for an intensive major, which has potential for a degree “With Distinction in Religious Studies” upon graduation. The department offers both a major and a minor in religious studies for students seeking a broad liberal arts education focused on the study of a range of complex issues. Students engage in a dynamic, multi-disciplinary investigation that involves insights from fields such as anthropology, history, philosophy, sociology, and theology. Most of all, however, the program of study embraces critical and careful thinking, honest analysis, and an openness to learning about new ideas.
Programs

- Religious Studies Minor (p. 225)
- Religious Studies, B.A. (p. 225)

Courses

RELG 101 - Exploring Religion (3 Credits)
Beliefs and practices of the world’s religions and the methods scholars use to study them.
Carolina Core: GSS

RELG 120 - Comparative Religion (3 Credits)
Issues, theories, and debates that shape global religious traditions, cultures, and communities; examination of historical contexts and development, applying social scientific inquiry and methods to analyze relevant current circumstances and concerns.

RELG 201 - Religion and Culture (3 Credits)
Exploration of the dynamic relationships between selected religions and cultures.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

RELG 202 - Introduction to Reason and Faith (3 Credits)
Critical study of the intellectual strands leading to Western disconnections between reason and faith; the search for balance between belief and reason with emphasis on contemporary developments.

RELG 204 - Introduction to Religions in America (3 Credits)
The diversity of religious traditions in America.

RELG 205 - Morality, Ethics, and Religion (3 Credits)
Values and ethics as developed, contested, and transmitted through a variety of religious practices.
Carolina Core: VSR

RELG 206 - History of the Devil (3 Credits)
A survey of the beliefs and practices associated with the demonic and the Devil from c 500 B.C.E. to the 20th century.
Cross-listed course: HIST 215

RELG 207 - Introduction to African American Religions (3 Credits)
The variety of religious traditions of African Americans, with emphasis on the contexts in which they developed.
Cross-listed course: AFAM 207
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

RELG 208 - Biblical Archaeology (3 Credits)
The fundamental elements of human culture as it relates to biblical archaeology. The defining characteristics of different kinds of society through interdependency of language and culture. The affects of modern world interests in defining / redefining this area.
Cross-listed course: ANTH 226

RELG 210 - Introduction to Hinduism (3 Credits)
An interdisciplinary examination of the complexity of the Hindu religious and philosophical traditions covering such topics as deity, self, cosmos, body ritual, karma, and yoga.
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

RELG 219 - Ethics and the Good Life in Asian Religions (3 Credits)
Fundamental questions of ethical and moral inquiry in the religious traditions of Asia.

RELG 220 - Introduction to Buddhism (3 Credits)
An introduction to Buddhism from a social historical perspective that examines Buddhist religious goals and practices in the local contexts of India, Sri Lanka, Tibet, China, and Japan.
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

RELG 221 - Buddhist Meditation in Theory and Practice (3 Credits)
Buddhist methods of meditation, asceticism, and similar disciplinary practices for personal and social transformation. Examination of classic Buddhist works from diverse cultures with attention to modern American practices.

RELG 230 - Introduction to Judaism (3 Credits)
Overview of Jewish experiences, beliefs, practices from a contextual point of view.
Cross-listed course: JSTU 230

RELG 240 - Introduction to Christianity (3 Credits)
Introduction to the Christian religion, with emphasis on the history of the major traditions and movements that have shaped the multicultural practices and social impact of modern global Christianity.

RELG 250 - Introduction to Islam (3 Credits)
Interpretation of primary materials reflecting many dimensions of the Islamic religious tradition, such as the Qur’an, Hadith, legal, and theological and mystical writings, art, rituals, and contemporary Muslim voices.
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

RELG 260 - Anthropology of Magic and Religion (3 Credits)
A comparative examination of such topics as ritual, cosmology, revitalization movements, magic, witchcraft, myth, and possession.
Cross-listed course: ANTH 206

RELG 261 - Global Human Religiosity (3 Credits)
The human experience and expression of what it means to be religious.

RELG 270 - Religion and the Arts (3 Credits)
Literary, visual, and/or performance art associated with religious discourse and practice.
Carolina Core: AIU

RELG 291 - Special Topics in Religious Studies (3 Credits)
Special topics in Religious Studies. May be repeated as content varies by title.

RELG 301 - Hebrew Bible (Old Testament) (3 Credits)
Modern study of the Hebrew Bible from historical, literary, and archeological points of view. Reading and analysis of texts in translation.
Cross-listed course: JSTU 301

RELG 302 - New Testament (3 Credits)
Historical and critical study of the New Testament writings, with emphasis on origins, production, and transmission.

RELG 310 - Paul and the Philosophers (3 Credits)
Paul's teachings and practices, as shown in his letters and how these resemble those of various cultural formations of his time, with emphasis on moral teachings and schools of Hellenistic philosophy.

RELG 311 - Gospel Literature and the Formation of Christianity (3 Credits)
Gospels about Jesus from the 1st and 2nd centuries CE; analysis with attention to canonical texts as well as those not contained in today's major canonical collections; assessment of gospel literature in competing configurations of Christianity during its formative years.
RELG 312 - The Life and Letters of Paul (3 Credits)
A critical study in the life and thought of Paul, his letters to the early
Christian churches, his role in the expansion of the Christian movement,
and his continuing influence today.

RELG 313 - The Writings of John the Apostle (3 Credits)
Writings of the Apostle John in the context of first century Mediterranean
history as well as the changing interpretations over the centuries up to
and including current methodologies of academic study of these ancient
texts.

RELG 314 - Religion and Culture (3 Credits)
The impact of religion on modern Western culture and, in turn, of culture
on religion. Selected topics: Holocaust, Puritanism, fundamentalism,
Islam, Freud, "love" wisdom tradition, "civil religion."

RELG 315 - Early Christianity (3 Credits)
Christianity in the 1st through 5th centuries; its formation as seen
through the literature of early Christians and their detractors.

RELG 316 - Imagining Jesus: Antiquity to Present (3 Credits)
Conceptions and representations of Jesus in antiquity up to the present;
including the gospel traditions as well as literature, art, and film.

RELG 320 - The Greek New Testament (3 Credits)
Readings in the Gospels and Epistles.
Prerequisites: GREK 121 and GREK 122.

Cross-listed course: GREK 305

RELG 321 - Old Testament Prophets (3 Credits)
Old Testament prophets, the nature of their prophetic experience, their
place in the life of ancient Israel, their message, and their continuing
theological significance.

RELG 332 - Christian Theology (3 Credits)
Basic Christian teachings concerning God, creation, sin, the person and
work of Christ, and life after death.

RELG 333 - Sex, Gender, and Religion (3 Credits)
Gender and sexuality in the shaping of social and individual identity in
religious contexts.

Cross-listed course: WGST 333

Graduation with Leadership Distinction: GLD: Diversity and Social
Advocacy, GLD: Professional and Civic Engagement Leadership
Experiences

RELG 334 - Asian Religious Philosophy (3 Credits)
A historical overview and critical introduction to the philosophical
practices of Asian religions; an examination of the basic worldviews,
thought frameworks, and foundational questions of the main schools of
premodern Asian religious philosophy.

Cross-listed course: PHIL 315

RELG 335 - Christian Ethics (3 Credits)
Basic Christian teachings concerning human nature and conduct;
historical foundations and contemporary applications.

RELG 336 - Social Justice & Religion (3 Credits)
Historical, contextual, and developmental aspects of social justice as a
significant function of religion.

RELG 337 - Religion and Politics (3 Credits)
Relationships between religion and the structure, institutions, and
content of a nation's political processes.

RELG 338 - Sociology of Religion (3 Credits)
Sociological perspectives related to selected aspects of religious
behavior. Includes references to non-Western religions.

Cross-listed course: SOCY 307

Carolina Core: GSS

Graduation with Leadership Distinction: GLD: Diversity and Social
Advocacy

RELG 339 - Law and Religious Traditions (3 Credits)
The study of the role of law, legal argumentation, and legal contexts in
one or more religious traditions.

RELG 340 - God and the Gods (3 Credits)
The worship of Yahweh and other deities in ancient Israel with special
attention to the evolution of monotheism.

RELG 343 - Religions of the African Diaspora (3 Credits)
Explore development/theologies of African/African Diaspora religions;
examine misunderstandings; arrive at a more sophisticated and nuanced
vision of these religions and the people who hold them.

Cross-listed course: AFAM 343

Graduation with Leadership Distinction: GLD: Diversity and Social
Advocacy, GLD: Professional and Civic Engagement Leadership
Experiences

RELG 344 - Hindu Devotional Traditions (3 Credits)
One of the main paths to the divine in the Hindu tradition; deep devotion
to a god or goddess, or bhakti, with expressions in art, poetry, mythology,
theology, and ascetic fervor.

Prerequisites: At least one 100- or 200-level Religious Studies course.

RELG 349 - Tantra: Sex, Power, and Bliss in South Asian Religions (3 Credits)
Investigation of the Buddhist and Hindu religious ideas and practices
known as tantra. Topics include tantric views of the human body, freedom,
and consciousness; tantric use of sex, imagination, visualization, and
manipulation of bodily energy; role of tantric traditions in south Asian
religions and cultures.

RELG 350 - Buddhist Stories, Poetry, and Films (3 Credits)
Buddhist stories, poetry, novels, and films from various cultures and times
examined for how they creatively convey their religious ideals. Study of
great works of Buddhist writing, in English translation, analyzing their
techniques and examining how Buddhists use film today for similar aims.

RELG 351 - Yoga: The Art of Spiritual Transformation (3 Credits)
Examination of major South Asian religions—Hinduism, Jainism,
Buddhism, and Islam, emphasizing the historical context for changing
religious ideals, and the confluence of traditions.

Graduation with Leadership Distinction: GLD: Global Learning, GLD:
Professional and Civic Engagement Leadership Experiences

RELG 352 - Religions of East Asia (3 Credits)
Expansion of Buddhism beyond India, development of Confucianism,
Taoism, Shinto, and other national religious expressions in China and
Japan.

Graduation with Leadership Distinction: GLD: Global Learning, GLD:
Professional and Civic Engagement Leadership Experiences

RELG 354 - Islamic Institutions and Traditions (3 Credits)
The religious, political, social and economic institutions and intellectual
and scholarly traditions developed by Muslim societies throughout Afro-
Eurasia from late antiquity to the present.

Cross-listed course: HIST 386

Graduation with Leadership Distinction: GLD: Diversity and Social
Advocacy, GLD: Global Learning, GLD: Professional and Civic Engagement
Leadership Experiences
- The Qur'an and Hadith (3 Credits)
  Intensive study of the Qur'an and Hadith: its major themes and literary quality, with attention to a range of classical and contemporary discourses about the Qur'an, both Islamic and Western.
  Graduation with Leadership Distinction: GLD: Global Learning

- Islamic Theology and Philosophical Thought (3 Credits)
  Close reading and discussion of primary texts (the Qur'an, Hadith, creeds, classical theological arguments, and modern writings) on major theological problems such as salvation, God, revelation, and religious pluralism.
  Graduation with Leadership Distinction: GLD: Global Learning

- Psychology of Religion (3 Credits)
  The development of the religious consciousness and its various expressions, the psychological dynamics of growth and conversion, response to crisis, and the relation of spiritual practice to health and wholeness.
  Cross-listed course: PSYC 320

- Science, Magic and Religion (3 Credits)
  Occultism as a link between science and religion and its central role in Western intellectual and cultural history; the historical development of the science-magic-religion continuum in the Islamo-Christian world from late antiquity to present.
  Cross-listed course: HIST 389

- Sufism (3 Credits)
  A survey of Islamic mysticism, its foundation in the Quranic revelation doctrines and practices, subsequent development, significance within Islamic civilization, and role in the contemporary world, both Islamic and non-Islamic.
  Graduation with Leadership Distinction: GLD: Global Learning

- Messiahs, Mystics and Rebels in the Islamic World (3 Credits)
  Representative messianic movements, millenarian visionaries and apocalyptic imaginings in the Islamic world from the 7th century to the present, with attention to related developments in the Jewish and Christian traditions over the last two millennia.
  Cross-listed course: HIST 387

- Islamic Law (3 Credits)
  Close reading and discussion of primary texts (scriptural, classical, and modern) and accounts of court cases, focuses on one aspect of Islamic law such as equity, violence, authority, or gender.
  Graduation with Leadership Distinction: GLD: Global Learning

- Religion and Existentialism (3 Credits)
  Existentialist thought as adapted by theologians to interpret religious experience and the biblical message. The movement from philosophical protest against essentialism into imaginative description of existence revealed under stress.

- Literature and Film of the Holocaust (3 Credits)
  Film, poetry and literature created in response to the Holocaust as the means for a decades long cultural discussion, in European and American societies, of the moral and religious implications of the Holocaust on our self-understandings as religious and moral beings.
  Cross-listed course: JSTU 373
  Graduation with Leadership Distinction: GLD: Global Learning

- Religion in the South (3 Credits)
  Graduation with Leadership Distinction: GLD: Global Learning

- Holy Women (3 Credits)
  Holy women from various periods and religious traditions, and how they demonstrate the different ways communities understand ideas of holiness, from piety, martyrdom, monasticism and mysticism to social action.
  Cross-listed course: WGST 376
  Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

- Religion and Literature (3 Credits)
  Classic literary works from one or more religious traditions which have shaped and/or expressed the core ethos of a religious tradition or of the more general human concern for the religious and spiritual; and/or general literature (fiction, poetry, plays, essays, non-fiction) which incorporates religious or spiritual references, ideas, symbolism, allusions.

- Jewish History I: Late Antiquity to 1500 (3 Credits)
  The religious, cultural, social, and political conditions that shaped the Jewish experience in the Near East and Europe from late antiquity to 1500.
  Cross-listed course: HIST 383, JSTU 381

- Jewish History II: 1500 to the Present (3 Credits)
  Case studies of Jewish history in Europe, America, and the land of Israel, 1500 to the present.
  Cross-listed course: HIST 384, JSTU 382

- Jews and Muslims (3 Credits)
  Jewish-Muslim relations in the Near East and the US; an exploration of Jewish-Muslim encounters, issues of religious law, politics, radical religious ideologies, and their repercussions for today.
  Cross-listed course: JSTU 387
  Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

- Kabbalah: Science, Religion and Nature in Western History (3 Credits)
  Historical investigation of kabbalah, a philosophical system and mystical current common to Judaism, Islam and Christianity, from the medieval period to the present; focus on its formative role in early modern Western cosmology and science, and its ecological implications today.
  Cross-listed course: HIST 388, JSTU 388

- Theories of Religion (3 Credits)
  A historical overview of major theories and approaches in the academic study of religion.

- Independent Study (3-6 Credits)
  Contract approved by instructor, advisor, and department chair is required for undergraduate students.
  Graduation with Leadership Distinction: GLD: Research

- Origins of Western Morality (3 Credits)
  Greek and Roman ethical theory, its adaptation into Judean and Christian traditions and impact on Western models of morality.

- Faith, Doubt, and God (3 Credits)
  Judeo-Christian views of God; modern criticism and contemporary responses.

- Interfaith Dialogues in the 21st Century (3 Credits)
  The variety of contemporary discourse on interfaith issues and views of the diversity and range of religions with particular emphasis on global dynamics of religious dialogues.
  Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy
## Religious Studies Minor

### Minor Requirements (18 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELG 101</td>
<td>Exploring Religion</td>
<td>3</td>
</tr>
<tr>
<td>RELG 120</td>
<td>Comparative Religion</td>
<td>3</td>
</tr>
</tbody>
</table>

### Electives

Select one RELG course at the 200-level  
Select four RELG courses from the 300-level; one course at the 400-level may be substituted for one at the 300-level

### Total Credit Hours

18

### Religious Studies, B.A.

#### Learning Outcomes

- Upon completion of the prerequisite and introductory courses, students should be able to distinguish and discuss various religious traditions and structures of beliefs along with sacred texts and practices which frame, elaborate, and preserve those structures, as well as attention to current scholarship. They should be able to address more issues of greater complexity in the study of religion and religions as social and cultural phenomena. Students’ abilities to critically analyze religious traditions and scholarly discourse should be more refined, informed, and detailed on completion of their degree program as an outcome of the prerequisite and introductory courses.

- Students completing the required number of upper level courses should be able to distinguish multiple approaches to the study of religion(s), differentiate the various ways in which religious ideas establish social values and expectations, elaborate a range of foundational cultural and social structures from a variety of different global regions, and skillfully discuss the religious roots from which these have been generated and derived. Students will demonstrate readiness to assimilate and assess divergent, anomalous, and difficult ideas and produce coherent, informed, well-organized and well-reasoned perspectives and propositions.

- Students should demonstrate a level of skill and proficiency in analysis of different theories, content, and historical data with respect to the study of religions.

#### Admissions

##### Entrance Requirements

New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UoFSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.
Degree Requirements (120 hours)
Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>32-44</td>
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<tr>
<td>2. College Requirements</td>
<td>15-18</td>
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<tr>
<td>3. Program Requirements</td>
<td>34-49</td>
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<tr>
<td>4. Major Requirements</td>
<td>24</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (32-44 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)
must be passed with a grade of C or higher

• any CC-CMW courses (p. 742)

ARP – Analytical Reasoning and Problem Solving (6-8 hours)

• any CC-ARP courses (p. 742)

SCI – Scientific Literacy (8 hours)

• two 4-credit hour CC-SCI (p. 742) laboratory science courses

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

• CC-GFL courses (p. 742)

**It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.**

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

• any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

• RELG 101 - must be passed with a grade of C or higher or
• any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)

• any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)

• any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy 1 (0-3 hours)

• any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)

• any overlay or stand-alone CC-VSR course (p. 742)

**1 Carolina Core Stand Alone or Overlay Eligible Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.**

2. College Requirements (15-18 hours)

Foreign Language (0-3 hours)

• only if needed to meet 122-level proficiency

History (3 hours)

The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:

• One Carolina Core GHS-approved course (p. 742) primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category, or
• One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

Social Science and Fine Arts or Humanities (12 hours)

Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/)

• Three hours of Social Science
• Nine hours of Fine Arts or Humanities

Note: 3 hours of Fine Arts or Humanities must be fulfilled by RELG 120 - with a minimum grade of C - if RELG 101 was not taken to fulfill the Carolina Core-GHS requirement

3. Program Requirements (34-49 hours)

Cognate or Minor (12-18 hours)

Cognate

The cognate is intended to support the course work in the major. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor.

Courses offered by departments and programs that are acceptable for cognate credit are outlined in the section titled Courses Acceptable for
Cognate Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-cognate/).

For cognate course offerings in other colleges, consult the appropriate sections of this bulletin. Some major programs have specific cognate requirements.

It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the major advisor as being related to the major field of study. Students are urged to consult their major advisors for specific requirements in their major.

Courses applied toward general education requirements cannot be counted toward the cognate. For Bachelor of Arts degrees, all cognate courses must be passed with a grade of C or higher.

Minor
In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.

A list of minor programs of study can be found at Programs A-Z (p. 20).

Electives (16-37 hours)
No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

Note: 10-31 hours of electives will be needed to reach hours to graduate and Program Requirements will range from 28-43 hours, if completing the Intensive Major or the B.A. with Distinction in Religious Studies.

4. Major Requirements (24 hours)

A minimum grade of C is required in all major courses.

Major Courses (3 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELG 390</td>
<td>Theories of Religion</td>
<td>3</td>
</tr>
<tr>
<td>RELG 488</td>
<td>Perspective in Religious Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 6

Major Electives (18 hours)
- Select 2 introductory 200-level courses
- Select 2 intermediate 300-level courses
- Select 2 advanced 400-level courses; students may substitute 400-level courses for 300-level requirements with advisor approval

Intensive Major (30 hours)
- Complete all requirements for the General Major.
- One additional RELG course a 300-level or above or, with advisor approval, a course that relates directly to the research path selected from anthropology, classics, history, languages, or philosophy.
  - RELG 498

B.A. with Distinction (30 hours)
Students who fulfill the requirements for the Intensive Major and earn a minimum major GPA of 3.75 and a cumulative GPA of 3.50 will be awarded the degree “With Distinction in Religious Studies” upon graduation.

Major Map
A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Religious Studies, B.A.

ROTC
Department Website (https://www.sc.edu/study/colleges_schools/artsandsciences/rotc/)

Military Science
Army Reserve Officer Training Corps (ROTC) is a coeducational program dedicated to developing college-educated men and women to serve in challenging positions of leadership, responsibility, and varied managerial positions both as officers in the U.S. Army and civilians in corporate America.

Army ROTC requires from two to four years to complete, depending on student qualifications. This time is normally divided into a two-year, no-obligation basic program, composed of freshman and sophomore students; and a two-year contractual advanced program, for juniors and seniors. Students with prior military service, JROTC, or National Guard/Reserve service may qualify for direct placement in the advanced program. At the beginning of their junior year, students with two years remaining before graduation may also qualify for the advanced program by attending Leadership Training Course (LTC), a four-week course offered during the summer at Fort Knox, Kentucky. All students participate in a regular program of physical fitness and field training.

The Scholarship Program
The Army ROTC Scholarship Program awards four-, three-, and two-year scholarships to eligible students on a competitive basis. The Department of Military Science accepts applications for three-year and two-year ROTC scholarships year-round. Nursing students who have qualified...
for placement in the advanced course may also apply for two-year scholarships. Students do not have to be enrolled in ROTC to apply for three-year and two-year scholarships.

The scholarship amount is applied to the cost of tuition. An additional amount of $900 is awarded for books and supplies. The students also receive a tiered allowance of $300, $350, $450, or $500 per month for up to 10 months of each school year depending on their academic status, i.e., freshman, sophomore, junior, or senior. All students receive $700 while attending the five-week Leadership Development and Assessment Course at Fort Lewis, Washington, after their junior year.

Leadership Training Course (LTC) Two-Year Program
LTC is for students who missed the first and second years of ROTC. LTC is attended during the summer between the sophomore and junior years of college for four weeks at Fort Knox, Ky. The purpose of LTC is to provide instruction in basic leadership and technical skills that will prepare you for your junior and senior years of ROTC. During this camp, you have the opportunity to compete for a two-year scholarship. All travel expenses are paid and you are paid $700 while attending camp. Students attending this camp incur no military obligation.

Cadet Professional Development Training
Selected cadets may attend Air Assault School, Airborne School, Mountain Warfare School, Northern Warfare School, and/or Scuba School. All training is voluntary and conducted at Army posts throughout the United States during either summer or winter recesses.

Cadet Troop Leader Training
Selected cadets are sent to various Army units in the United States and overseas to develop leadership experience prior to the beginning of their senior year. Cadets are paid and receive all privileges and status of Army officers.

Simultaneous Membership Program (SMP)
The Simultaneous Membership Program is a program in which the individual is both a member of the Army National Guard (ARNG) or the U.S. Army Reserve (USAR) and the Army ROTC. Students receive entitlements from both the ARNG or USAR and the ROTC.

This is a required program for cadets who are in the ARNG or USAR and are in the advanced course. When cadets enter the SMP, they become officer trainees in their guard or reserve unit and are paid as sergeants (E-5) while performing duties commensurate with the grade of second lieutenant.

Professional Military Education Program
The Army ROTC Professional Military Education (PME) program exists to enhance the career development and performance of cadets as future Army officers. The PME guidelines for Army ROTC cadets are as follows:

1. All cadets must successfully complete a course in American military history prior to commissioning.
2. All cadets are encouraged to take a course from each of the following areas prior to commissioning: human behavior, math reasoning, management, and national security studies.

Students will meet with the professor of military science/class advisor before selecting these courses.

Naval Science
The Naval Reserve Officers’ Training Corps Program, offered by the Department of Naval Science, prepares selected students for commissioned service in the United States Navy and the United States Marine Corps. The program embodies moral, mental, and physical development and instills in midshipmen the highest ideals of duty, honor, and loyalty in order to commission college graduates as professionally qualified, well-educated officers in the Naval service.

Selection to the program is based on the potential for future development in mind, body, and character so that midshipmen may assume the highest responsibilities of command, citizenship, and government. Naval ROTC graduates are given equal rank, treatment, and opportunity with graduates of the United States Naval Academy.

Students may enter the Naval ROTC Program at any time during their first two years (three years for five-year curricula) of University work. Specific information on an individual basis may be obtained at the Naval ROTC center, located on Pickens St. between Blossom St. and Wheat St., or via phone at 803-777-3451. Any student attending the University may enroll in naval science courses.

Naval ROTC Programs
Navy-Marine Scholarship Program
Naval ROTC scholarship students are selected through national competition and appointed midshipmen, U.S. Naval Reserve, upon enrollment in the University. Upon graduation, Midshipmen are commissioned as ensign, U.S. Navy, or second lieutenant, U.S. Marine Corps, and serve at the pleasure of the president of the United States. Currently, the required minimum active duty service period has been established at four years.

Costs of tuition and fees and a textbook allowance are paid by the government. Uniforms are also provided by the government and students receive subsistence pay for other expenses at the rates of $250, $300, $350, and $400 per month (depending on class) during the academic year and $375 per semester for books.

Scholarship midshipmen must complete summer training periods, lasting approximately four weeks, and are paid during these training periods. The second and third summer training periods consist of at-sea training; the first provides aviation, submarine, surface, and amphibious warfare orientation.

Four-Year College Program
The Naval ROTC College Program is a four-year sequence leading to a commission as ensign, U.S. Navy, or second lieutenant, U.S. Marine Corps. College-program requirements are similar to those of the scholarship program. Applicants are selected by the professor of naval science and must meet certain physical standards. Students may apply for the Naval ROTC College Program at the Naval ROTC administrative office located in the Naval ROTC armory.

College-program midshipmen, if selected for advanced standing, are required to participate in one summer cruise, normally between the junior and senior years, and receive subsistence pay at the rates of $350 and 400 per month during the junior and senior academic years, respectively, and $375 per semester for books.

College-program students are eligible for selection to the Scholarship Program. Most students with a GPA of approximately 3.00 or better
are awarded full Naval ROTC scholarships for the remainder of their undergraduate education.

College-program graduates commissioned in the U.S. Navy or the U.S. Marine Corps are required to serve on active duty for four years.

Two-Year College Program
The Two-Year College Program is essentially the same as the Four-Year College Program. Applicants must be in the first or second year of college, or in the third year of a five-year curriculum. During the summer preceding the final two years of college, successful candidates attend a six-week Naval Science Institute (NSI) in Newport, Rhode Island. While at the NSI, the Naval ROTC candidate is exposed to various fundamentals of naval science and participates in a compressed review of naval science courses normally taken during the freshman and sophomore years. Upon returning to USC, the Naval ROTC students enroll in the naval science curriculum, commencing with upper-level (300) courses. While in attendance at the NSI, each student receives about $550 per month, room and board, and compensation for travel expenses. Initial application should be made at the Naval ROTC office in the ROTC center.

Two-Year Scholarship Program
The Two-Year Scholarship Program is similar to the Two-Year College Program, in that accepted students attend the NSI during the summer preceding their final two years. However, selectees for this program are guaranteed a full scholarship (tuition, fees, books, allowance, and a $300 per month stipend) upon successful completion of the NSI. Initial application should be made at the Naval ROTC office in the Naval ROTC armory.

Marine Corps Option Program
The Marine-option student completes the naval science curriculum for the first year as prescribed for all midshipmen. Specialized Marine Corps naval science courses and summer field training are required during the final three years of Naval ROTC training. Scholarship, college-program benefits, and subsistence pay are the same for Marine and Navy options.

Students desiring a commission in the Marine Corps may elect to enter the Naval ROTC College Program as Marine-option Midshipmen. Upper division Navy-option midshipmen may change to Marine-option midshipmen by submitting a written application to the professor of naval science, preferably during their sophomore year, for designation as a Marine option.

Other Programs
Scholarships are available through the Tweedale Scholarship program for engineering-related majors. Students must have completed at least one but no more than four semesters of college with excellent performance and be capable of completing all other NROTC requirements. Scholarships are also available to nursing students. Requirements vary; contact the ROTC unit for specifics.

General Requirements
In addition to completing the academic requirements for an approved baccalaureate degree, Naval ROTC students must, either as a part of or in addition to their regular curriculum, complete the following:

1. **Navy-Option Scholarship Students.** Two semesters of calculus by the end of the sophomore year and two semesters of calculus-based physics by the end of the junior year. In addition, scholarship students shall complete one semester of Regional Studies/World Culture, one semester of American Military Affairs or National Security Policy, and two semesters of freshman English.

2. **Navy-Option College Program Students.** Two semesters of college-level mathematics and one semester of computer science by the completion of the junior year. In addition, college program students will complete two semesters of physical science and two semesters of freshman English prior to graduation.

All Naval ROTC students are required to participate in weekly professional training laboratories which include physical fitness, swimming, military drill, and class seminar/advisement. The Naval uniform must be worn all day on those days allocated for military drill, generally Thursdays.

Navy-option students must complete 26 semester hours in a standardized naval science curriculum. Marine-option students must complete 15 semester hours of naval science courses plus one elective approved in advance by the professor of naval science.

**Programs**
- Aerospace Studies Minor (p. 231)
- Military Science Minor (p. 232)
- Naval Science Minor (p. 232)

**Courses**

AERO 101 - The Foundation of the U.S. Air Force I (1 Credit)
Survey course introducing students to the U.S. Air Force and AFROTC. Topics include mission and organization of the Air Force, officership, professionalism, military customs and courtesies, and officer career opportunities.

AERO 101L - Initial Military Training Cadet Leadership Laboratory I (0 Credits)
Provides cadets the basic skills/knowledge to be functional members of the cadet corps, and activities to build camaraderie and esprit-de-corps. Includes mandatory physical fitness program.

AERO 102 - The Foundation of the U.S. Air Force II (1 Credit)
Continuation of AERO 101. Additional topics include Air Force core values, leadership principles, group leadership dynamics, and an introduction to verbal and written communications skills.

AERO 102L - Initial Military Training Cadet Leadership Laboratory II (0 Credits)
Continuation of AERO 101L. Exposure to additional information on an Air Force career. Scenarios and problems teach followership and leadership skills. Includes mandatory physical fitness program.

AERO 201 - The Evolution of the U.S. Air Force I (1 Credit)
Examines USAF air and space power from a historical perspective. Covers the earliest aircraft, both World Wars, the Korean and Vietnam conflicts, air and space employment during the Cold War.

AERO 201L - Field Training Preparation Cadet Leadership Laboratory I (0 Credits)
Preparation of students for summer training at an Air Force base; teaching drill and other leadership experiences. Includes mandatory physical fitness program.

AERO 202 - The Evolution of the U.S. Air Force II (1 Credit)
Continuation of AERO 201. This course continues to explore Air Force history, beginning with the Vietnam era and culminating with the application of air and space power in recent conflicts.
AERO 202L - Initial Field Training Preparation Cadet Leadership Laboratory II (0 Credits)
Continuation of AERO 201L. Focuses on AFROTC Honor Code, Field Training Manual/procedures, and expeditionary skills required at field training. Includes mandatory physical fitness program.

AERO 301 - Air Force Leadership Studies I (4 Credits)
Study of leadership, management fundamentals, the profession of arms, personnel evaluation systems, ethics, motivation, team building, change management, and communication skills. Analyses of leadership and management case studies.
Corequisite: AERO 301L.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

AERO 301L - Intermediate Cadet Leader Leadership Laboratory I (0 Credits)
Provides cadets opportunities to develop leadership and followership skills, as well as sharpen their planning, organization, and communication ability. Includes mandatory physical fitness program.
Corequisite: AERO 301.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

AERO 302 - Air Force Leadership Studies II (4 Credits)
Continuation of AERO 301. Topics include developing subordinates, conflict management, counseling, influence, authority and responsibility, accountability, and moral leadership. Includes case studies on effective supervision and accountability.
Prerequisites: AERO 301.

Corequisite: AERO 302.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

AERO 302L - Intermediate Cadet Leader Leadership Laboratory II (0 Credits)
Continuation of AERO 301L. Allows intermediate cadet leaders to further develop leadership and management skills essential in Air Force officers. Includes mandatory physical fitness program.
Prerequisites: AERO 301L.

Corequisite: AERO 302.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

AERO 401 - National Security/Leadership Responsibilities/Commissioning Preparation (4 Credits)
Study of U. S. Constitution, the Armed Forces, civilian control of the military, elements of national security, USAF doctrine, Total Force, the Joint environment, terrorism, and regional and cultural studies.
Prerequisites: AERO 302.

Corequisite: AERO 401L.

AERO 401L - Senior Cadet Leader Leadership Laboratory I (0 Credits)
Provides senior cadet leaders opportunities to develop leadership and supervisory skills, and to effectively manage resources toward mission accomplishment. Includes mandatory physical fitness program.
Prerequisites: AERO 302L.

Corequisite: AERO 401.

AERO 402 - Preparation for Active Duty (4 Credits)
Continuation of AERO 401. Topics include additional regional studies, military justice, personnel feedback, evaluation and promotion systems, the military profession, current issues affecting the military, and preparation for active duty.
Prerequisites: AERO 401.

Corequisite: AERO 402L.

AERO 402L - Senior Cadet Leader Leadership Laboratory II (0 Credits)
Continuation of AERO 401L. Allows senior cadet leaders advanced opportunities to hone their leadership in preparation for entering active duty. Includes mandatory physical fitness program.
Prerequisites: AERO 401L.

Corequisite: AERO 402.

AERO 499L - Extended Cadet Leader Leadership Laboratory (0 Credits)
Provides extended cadet leaders opportunities to continue developing leadership, managerial, and communication skills, and to mentor junior cadet corps members. Includes mandatory physical fitness program.
Prerequisites: 402L.

ARMY 101 - Fundamentals of Military Science (2 Credits)
Development of leadership, management, and communication skills. Map reading, land navigation, and study/time management techniques.

ARMY 102 - Introduction to the Army (2 Credits)
History, organization, mission, and role of United States Army in national defense. Components of total Army structure. Emphasis on group dynamics and communication skills.

ARMY 201 - Fundamentals of Military Leadership (3 Credits)
Oral and written military communications, planning, and organizing techniques. Current military leadership doctrine and application. Combined arms concepts, organizations, and tactics.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ARMY 202 - Fundamentals of Military Decision Making (3 Credits)
Soldier skills, including map reading and land navigation. Introduces Army troop-leading procedures through practical exercises and principles of war using historical events.

ARMY 301 - Advanced Military Decision Making (4 Credits)
Small group leadership through practical applications. Individual leadership skills with emphasis on problem analysis, decision formulation, and steps of decision making.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ARMY 302 - Applied Military Leadership (4 Credits)
Continues development of leadership competencies and confidence. Tactical training exercises to enhance leadership development.
Prerequisites: ARMY 301.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences
ARMY 400 - Nurses Summer Training Program Clinical Elective (3 Credits)
A 3-week summer nursing experience conducted at an Army hospital in the United States, Europe, or Asia that orients the cadet nurse to the mission of the U.S. Army Medical Department and its health care delivery system. It provides a minimum of 120 hours of clinical experience to develop nursing, leadership, administrative, and interpersonal skills. **Prerequisites:** completion of the Leadership Development Assessment Course (LDAC), NURS 412 or its equivalent, acceptance into any Army ROTC, and enrolled Army ROTC Nursing Cadets.

ARMY 401 - Leadership and Management Seminar I (4 Credits)
Current Army leadership, tactical, and training doctrine. Military law in context of peacekeeping/enforcement operations. Overview of Army’s role in joint operations. **Prerequisites:** ARMY 301.

**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Leadership Experiences

ARMY 402 - Leadership and Management Seminar II (4 Credits)
Application of current Army leadership, tactical, and training doctrine. Evolution of military professionalism; civil-military relations, personal and professional ethics, and military justice system. **Prerequisites:** ARMY 401.

**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Leadership Experiences

ARMY 406 - American Military Experience (3 Credits)
Transformation of war and of the institutions for waging war from the American Revolution to the present. **Cross-listed course:** HIST 468

NAVY 101 - Fundamentals of Naval Science (3 Credits)
The Naval Service with emphasis on the mission, organization, regulation, and components of the Navy and Marine Corps.

NAVY 102 - U.S. Military History (3 Credits)
A historical survey on the importance of military doctrine and the many roles of the United States Military covering from the American Revolution to present day. **HIST 468 or ARMY 406 may be taken in lieu of this course to meet the Naval ROTC History requirement.**

NAVY 111 - Naval Military Laboratory (0 Credits)
Military drill, cruise preparation, customs, traditions, and special areas of knowledge required of commissioned officers in the Navy and Marine Corps. Pass/Fail grading.

NAVY 201 - Naval Ships Systems I (3 Credits)

NAVY 202 - Naval Ships Systems II (3 Credits)
Fire control systems, weapons types, capabilities, and limitations. Physical aspects of radar and underwater sound for target acquisition, threat analysis, tracking, weapons selection, delivery, and guidance. Explosives, fusing, and naval ordnance.

NAVY 301 - Navigation/Naval Operations I (4 Credits)
Piloting and celestial navigation theory, principles, and procedures. Tides, current, weather, use of navigational instruments and equipments, and practicum. Laboratory required.

NAVY 301L - Navigation/Naval Operations Lab I (0 Credits)
Laboratory work in piloting and celestial navigation to complement Naval Science 301. One hour per week.

NAVY 302 - Navigation/Naval Operations II (4 Credits)
International and Inland Rules of the Road; relative motion-vector analysis; ship handling, employment, tactics, and afloat communications; and operations analysis. Laboratory required.

NAVY 302L - Navigation/Naval Operations Lab II (0 Credits)
Laboratory work in maneuvering board (vector analysis) and Rules of the Road to complement Naval Science 302. One hour per week.

NAVY 303 - Evolution of the Art of War (3 Credits)
A survey of military history emphasizing principles of warfare, strategy and tactics, and significant military leaders and organizations.

NAVY 401 - Naval Leadership and Management I (3 Credits)
Theory and principles of management, focusing on the officer-manager as an organizational decision maker. Includes interpersonal skills; behavior factors; group dynamics. **Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Leadership Experiences

NAVY 402 - Naval Leadership and Ethics (3 Credits)
Integration of professional military competencies and qualities of effective leadership with emphasis on moral and ethical responsibilities, accountability, communications, and military law for the junior officer. **Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Leadership Experiences

NAVY 403 - Fundamentals of Maneuver Warfare (3 Credits)
The history of Maneuver Warfare emphasizing doctrine and techniques while enabling students to become critical thinkers and better prepare them for future service.

### Aerospace Studies Minor

**Minor Requirements (20 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AERO 101</td>
<td>The Foundation of the U.S. Air Force I</td>
<td>1</td>
</tr>
<tr>
<td>AERO 101L</td>
<td>Initial Military Training Cadet Leadership Laboratory I</td>
<td>0</td>
</tr>
<tr>
<td>AERO 102</td>
<td>The Foundation of the U.S. Air Force II</td>
<td>1</td>
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<tr>
<td>AERO 102L</td>
<td>Initial Military Training Cadet Leadership Laboratory II</td>
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<tr>
<td>AERO 201</td>
<td>The Evolution of the U.S. Air Force I</td>
<td>1</td>
</tr>
<tr>
<td>AERO 201L</td>
<td>Field Training Preparation Cadet Leadership Laboratory I</td>
<td>0</td>
</tr>
<tr>
<td>AERO 202</td>
<td>The Evolution of the U.S. Air Force II</td>
<td>1</td>
</tr>
<tr>
<td>AERO 202L</td>
<td>Initial Field Training Preparation Cadet Leadership Laboratory II</td>
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**Professional Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AERO 301</td>
<td>Air Force Leadership Studies I</td>
<td>4</td>
</tr>
<tr>
<td>AERO 302</td>
<td>Air Force Leadership Studies II</td>
<td>4</td>
</tr>
<tr>
<td>AERO 401</td>
<td>National Security/Leadership Responsibilities/Commissioning Preparation</td>
<td>4</td>
</tr>
<tr>
<td>AERO 402</td>
<td>Preparation for Active Duty</td>
<td>4</td>
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</table>

**Total Credit Hours** 20
**Military Science Minor**

**Minor Requirements**

All students minoring in military science must complete designated required courses and professional military education courses. Students must earn a grade of C or better in all minor courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARMY 301</td>
<td>Advanced Military Decision Making</td>
<td>4</td>
</tr>
<tr>
<td>ARMY 302</td>
<td>Applied Military Leadership</td>
<td>4</td>
</tr>
<tr>
<td>ARMY 401</td>
<td>Leadership and Management Seminar I</td>
<td>4</td>
</tr>
<tr>
<td>ARMY 402</td>
<td>Leadership and Management Seminar II</td>
<td>4</td>
</tr>
</tbody>
</table>

**Professional Military Education (Military History Course)**

ARMY 406  American Military Experience  3

or HIST 468  American Military Experience  3

**Professional Military Education (Computer Science Course)**

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 101</td>
<td>Introduction to Computer Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 102</td>
<td>General Applications Programming</td>
<td></td>
</tr>
</tbody>
</table>

Any baseline computer science course for your major that demonstrates basic computer proficiency  3

**Total Credit Hours**  22

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**Naval Science Minor**

**Minor Requirements (18 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAVY 101</td>
<td>Fundamentals of Naval Science</td>
<td>3</td>
</tr>
<tr>
<td>NAVY 102</td>
<td>U.S. Military History</td>
<td>3</td>
</tr>
<tr>
<td>NAVY 402</td>
<td>Naval Leadership and Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

Select three of the following:  9

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NAVY 201</td>
<td>Naval Ships Systems I</td>
<td></td>
</tr>
<tr>
<td>NAVY 202</td>
<td>Naval Ships Systems II</td>
<td></td>
</tr>
<tr>
<td>NAVY 301</td>
<td>Navigation/Naval Operations I</td>
<td></td>
</tr>
<tr>
<td>NAVY 302</td>
<td>Navigation/Naval Operations II</td>
<td></td>
</tr>
<tr>
<td>NAVY 303</td>
<td>Evolution of the Art of War</td>
<td></td>
</tr>
<tr>
<td>NAVY 401</td>
<td>Naval Leadership and Management I</td>
<td></td>
</tr>
<tr>
<td>NAVY 403</td>
<td>Fundamentals of Maneuver Warfare</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours**  18

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**School of the Earth, Ocean and Environment**

Department Website ([https://www.sc.edu/study/colleges_schools/artsandsciences/earth_ocean_and_environment/](https://www.sc.edu/study/colleges_schools/artsandsciences/earth_ocean_and_environment/))

Alicia Wilson, Director
Gwendelyn Geidel, Undergraduate Director
Joseph Quattro, Graduate Director

The School of the Earth, Ocean and Environment (SEOE) is a unit within the College of Arts and Sciences, and encompasses research and education in the geosciences and, marine sciences, and as well as the environment and sustainability. Our focal academic areas span the range from the natural and social sciences to the environmental humanities. Unification of these areas under one umbrella encourages synergistic interactions and collaborations in both research and teaching. The Belle Baruch Institute for Marine and Coastal Sciences is housed within the SEOE, and provides unique facilities and resources on the coast of South Carolina.

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**Interdepartmental Majors**

Specific programs for students who wish to develop interdepartmental majors will be determined after consultation between the student and faculty representatives of the departments involved. The School of the Earth, Ocean and Environment (SEOE) is a unit within the College of Arts and Sciences, and encompasses research and education in the geosciences and, marine sciences, and as well as the environment and sustainability. Our focal academic areas span the range from the natural and social sciences to the environmental humanities. Unification of these areas under one umbrella encourages synergistic interactions and collaborations in both research and teaching. The Belle Baruch Institute for Marine and Coastal Sciences is housed within the SEOE, and provides unique facilities and resources on the coast of South Carolina.

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**Programs**

- Environmental Science, B.S. (p. 241)
- Environmental Studies Minor (p. 245)
- Environmental Studies, B.A. (p. 246)
- Geological Sciences Minor (p. 250)
- Geological Sciences, B.S. (p. 250)
- Geophysics Minor (p. 253)
- Geophysics, B.S. (p. 253)
- Marine Science Minor (p. 256)
- Marine Science, B.S. (p. 256)

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**Courses**

**ENVR 101 - Introduction to the Environment (3 Credits)**

Analysis of environmental issues and the role of science in their identification and resolution.

_Carolina Core: SCI_

**ENVR 101L - Introduction to the Environment Lab (1 Credit)**

Demonstrations, field trips, data analyses, and discussion relating to environmental issues, such as sustainability, resource management, and pollution control.

_Prerequisite or Corequisite: ENVR 101._

_Carolina Core: SCI_

**ENVR 121 - Green Explorations (3 Credits)**

Interdisciplinary seminar combining the intellectual exploration of ecological perspectives with the physical exploration of the local environment. First-year students only.

_Cross-listed course: POLI 121_
ENVR 122 - Green Engagements (3 Credits)
Interdisciplinary seminar on designing, researching, and implementing collaborative projects to promote ecological sustainability. First-year students only.
Cross-listed course: POLI 122
Graduation with Leadership Distinction: GLD: Community Service, GLD: Research

ENVR 200 - Natural History of South Carolina (4 Credits)
General review of plants, animals, and geological features of South Carolina, with an emphasis on connections to the natural world.
Carolina Core: SCI

ENVR 201 - Environmental Science and Policy I (4 Credits)
Introduction to interdisciplinary and multidisciplinary perspectives on environmental issues. Required for majors in the Environment and Sustainability Program. Integrative case studies address ways of understanding nature. Sophomore Standing.

ENVR 202 - Environmental Science and Policy II (4 Credits)
Continuing interdisciplinary and multidisciplinary exploration of relations between environment and society for majors in the Environment and Sustainability Program. Case studies raise issues, challenges, and strategies to achieving sustainability. Sophomore standing.
Prerequisites: ENVR 201.

ENVR 231 - Introduction to Sustainability Management and Leadership (3-4 Credits)
Introduction to development, establishment, and implementation of sustainability management systems and organizational leadership for achieving environmental, social, and economic goals.

ENVR 295 - Green Technology in Germany (3 Credits)
Examination of roots and culture of environmentalism and related technological innovation in Germany. Comparison of green practices around the world to practices within Europe and U.S.
Cross-listed course: GERM 295
Graduation with Leadership Distinction: GLD: Community Service

ENVR 321 - Environmental Pollution and Health (3 Credits)
A survey of pollution (chemical, biological, physical) effects on environmental quality and public health with emphases on how each pollutant class behaves and affects individual and community health over acute to chronic exposure periods.
Cross-listed course: ENHS 321

ENVR 322 - Environmental Ethics (3 Credits)
Examination of principles and arguments surrounding moral issues involving the environment.
Cross-listed course: PHIL 322
Carolina Core: VSR
Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences, GLD: Research

ENVR 323 - Global Environmental Health (3 Credits)
Concerns in global environmental health, with a focus on toxic pollution and disease burden in developing countries. Investigation of international treaties, corresponding environmental pollution processes, and human health effects.
Cross-listed course: ENHS 323

ENVR 331 - Integrating Sustainability (3 Credits)
Multidisciplinary approach to interrelated environmental, economic and social problems facing humans at local, regional and global scales.

ENVR 342 - Environmental Anthropology: Cross-cultural Perspectives on Environmental Change (3 Credits)
Cross-cultural perspectives on environmental issues.
Cross-listed course: ANTH 342

ENVR 348 - Environmental Racism and Justice (3 Credits)
History of the environmental justice movement and the unequal distribution of environmental harms on low income, minority, and historically marginalized groups.
Cross-listed course: AFAM 348

ENVR 352 - Energy, Society and Sustainability (3 Credits)
The role of energy in shaping society and geographic settings, as well as how energy production and consumption are shaped by the societal values and norms in which it is extracted, produced, and consumed.

ENVR 399 - Independent Study (1-6 Credits)
Contract approved by instructor, advisor, and dean of the School of the Environment is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

ENVR 460 - Congaree National Park: Field Investigations in Environmental Science (4 Credits)
Field research practices and analysis techniques in environmental science. Combines inquiry-based field investigations at Congaree National Park and laboratory sample analysis with integration of data and public policy concepts. Daily field trips required.
Prerequisites: ENVR 201 and ENVR 202.

ENVR 490 - Special Topics in Sustainability and the Environment (1-4 Credits)
Current developments in sustainability and global environmental issues selected to meet faculty and student interests. May be repeated as content varies.

ENVR 499 - Research in Environmental Science (1-3 Credits)
Independent student research in collaboration with faculty mentors. Contract approved by instructor, advisor, and department chair is required.
Graduation with Leadership Distinction: GLD: Research

ENVR 500 - Environmental Practicum (3 Credits)
Multidisciplinary research projects related to University or community environmental problems (e.g., energy, water conservation, solid waste, recycling).

ENVR 501 - Special Topics in the Environment (3 Credits)
An in-depth analysis course of a specific interdisciplinary environmental topic. Course content varies and will be announced in the schedule of classes by title.
Prerequisites: ENVR 101 or ENVR 201.

ENVR 531 - Sustainability Management and Leadership Strategies (3-4 Credits)
Integrated management system principles and advanced leadership strategies to create sustainable development initiatives.

ENVR 533 - Sustainability Projects Course (3 Credits)
Research, development and implementation of sustainability projects throughout the campus and community.

ENVR 538 - Global Food Politics (3 Credits)
Political, social, and cultural landscapes of food and farming around the world; issues of agricultural production, trade, consumption, and food security.
Cross-listed course: GEOG 538
ENVR 540 - Decolonizing the Environment: Race, Nature, Power (3 Credits)
Critical examination of the ways ideas about nature and racial difference are conceptually and materially entwined with the production of social and environmental inequalities.

ENVR 548 - Environmental Economics (3 Credits)
An analysis of the economics aspects of environmental decay, pollution control, and natural resource use. Analysis of the ability of the market system to allocate resources efficiently when economic activity is accompanied by environmental damage. Discussion of alternative public policy approaches to pollution control and natural resource conservation.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

Cross-listed course: ECON 548

ENVR 571 - Conservation Biology (3 Credits)
Principles of conservation biology. Importance of biodiversity, causes of decline and extinction, and restoration and conversation policy in terrestrial and aquatic ecosystems. 03: 07/05/2019.
Prerequisites: BIOL 301.

Cross-listed course: BIOL 571

ENVR 572 - Freshwater Ecology (3 Credits)
Quantitative study of the population, community and evolutionary ecology of freshwater habitats (lakes, ponds, rivers, streams, wetlands). Includes mandatory fieldtrips.
Prerequisites: BIOL 301.

Cross-listed course: BIOL 572

ENVR 590 - Environmental Issues Seminar (3 Credits)
Collaborative study of a contemporary environmental issue. Field trips may be required. Restricted to Environmental Science and Environmental Studies majors.
Prerequisites: BIOL 301.

GEOL 101 - Introduction to the Earth (4 Credits)
Origin and nature of the earth with emphasis on internal processes and phenomena such as earthquakes, volcanoes, and mountain building; surface processes, including landform evolution. Three lectures and three laboratory hours each week.
Carolina Core: SCI

GEOL 102 - Fossils and the Evolution of Life on Earth (4 Credits)
Basic overview of fossils, including dinosaurs, and their importance for understanding earth history and the evolution of life. Three lectures and three laboratory hours each week.

GEOL 103 - Environment of the Earth (4 Credits)
Analysis of basic energy cycles of the earth. Interaction of human activity with earth processes to affect the environment. Three lectures and three laboratory hours each week. Field trips required.
Carolina Core: SCI

GEOL 104 - Earth Systems through Time (4 Credits)
Survey of earth history, the evolution of continents and oceans, the history of life, and geological dating methods. Includes laboratory and recitation. Required field trips. Taught alternate years.

GEOL 105 - Earth Resources (3 Credits)
Mineral, energy, and water resources with emphasis on geological processes governing their distribution. Intended for non-science majors. Three lecture hours each week with occasional field trips.
Carolina Core: SCI

GEOL 215 - Coastal Environments of the Southeastern U.S. (3 Credits)
Coastal zones of South Carolina and neighboring states, including geologic history, geomorphology, stratigraphy, hydrogeology, shoreline processes, environmental issues, and effects of man. Not available for geology major credit. Three lecture hours each week plus optional field trips.
Carolina Core: SCI

GEOL 215L - Coastal Environments of the Southeastern U.S. (Laboratory) (1 Credit)
Exercises examining coastal ecology, geomorphology, hydrogeology, shoreline processes, environmental issues, and human impact. Two laboratory hours per week. Scheduled field trips required. Not available for marine science major credit.
Cross-listed course: MSCI 215L
Carolina Core: SCI

GEOL 230 - Geology of the National Parks (3 Credits)
Examination of the geologic setting and scientific significance of selected National Parks. Three lecture hours.
Carolina Core: SCI

GEOL 250 - Continental Drift and Ice Ages (3 Credits)
An introduction to geology and geophysics. The structure of the earth, core, mantle, and crust; problems of facies, plate motions, and their probable influence on climate and evolution. Future prospects.

GEOL 302 - Rocks and Minerals (4 Credits)
Chemical and physical processes of mineral formation in earth systems including an overview of igneous, sedimentary, and metamorphic rock-forming processes. Includes laboratory. Field trips required.
Prerequisites: GEOL 101 or GEOL 103 or GEOL 201; CHEM 111 recommended.

GEOL 305 - Earth Systems through Time (4 Credits)
Survey of earth history, the evolution of continents and oceans, the history of life, and geological dating methods. Includes laboratory and recitation. Required field trips. Taught alternate years.

GEOL 315 - Surface and Near Surface Processes (4 Credits)
Overview of groundwater, surface water hydrology, sediment transport, river systems, and coastal processes. Includes laboratory and recitation. Required field trips.
Prerequisites: PHYS 201 or PHYS 211.

Graduation with Leadership Distinction: GLD: Research

GEOL 318 - Field Studies in Geology (1 Credit)
Directed field studies of extraordinary geological locations in North America. Requires a seven- to nine-day field trip during spring break.
Prerequisites: GEOL 101, GEOL 103, or GEOL 201 and consent of instructor.

Graduation with Leadership Distinction: GLD: Research

GEOL 325 - Stratigraphy and Sedimentary Basins (4 Credits)
Overview of sedimentary basins, sediment transport, sedimentation, depositional environments, stratigraphy, seismic stratigraphy, eustacy, and sedimentary petrology. Includes laboratory and recitation. Required field trips.
Prerequisites: GEOL 302.
GEOL 335 - Processes of Global Environmental Change (4 Credits)
The science of global change, its relation to the hydrosphere, atmosphere, lithosphere, and biosphere. Global system science, biogeochemical cycles, paleoclimatology, glaciation, and eustacy.
Cross-listed course: MSCI 335

GEOL 345 - Igneous and Metamorphic Processes (4 Credits)
Prerequisites: GEOL 302; MATH 122 or MATH 141.

GEOL 355 - Structural Geology and Tectonics (4 Credits)
Geologic structures and deformation of Earth materials. Stress and strain, deformation mechanisms, P-T-t paths, geologic maps, and structural regimes in plate tectonics. Includes laboratory and recitation. Required field trips.
Prerequisites: GEOL 302; PHYS 201 or PHYS 211.

GEOL 371 - A View of the River (3 Credits)
Introduction to terrestrial and tidal river morphology and processes, with case studies of South Carolina. Field trips required.
Prerequisites: GEOL 101 or GEOL 103 or GEOL 201.

GEOL 399 - Independent Study (1-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

GEOL 498 - Undergraduate Research (3 Credits)
Student research on problems of regional and fundamental significance, supervised by a faculty member of the student's choice. Emphasis is on the development of critical thinking and lucid scientific report writing.
Graduation with Leadership Distinction: GLD: Research

GEOL 499 - Undergraduate Research (3 Credits)
Student research on problems of regional and fundamental significance, supervised by a faculty member of the student's choice. Emphasis is on the development of critical thinking and lucid scientific report writing.
Graduation with Leadership Distinction: GLD: Research

GEOL 500 - Field Geology (4-6 Credits)
Geological field techniques including the use of field instruments and the preparation of geologic maps. Written and oral reports required.
Prerequisites: GEOL 325 and GEOL 355.

Graduation with Leadership Distinction: GLD: Research

GEOL 501 - Principles of Geomorphology (3 Credits)
The process of earth denudation with emphasis on chemistry of weathering, stream and erosion hydraulics, quantitative analysis of landform evolution.
Prerequisites: GEOL 101 and GEOL 102.

Cross-listed course: MSCI 501

GEOL 502 - Principles of Coastal Geomorphology (4 Credits)
Geological and physical controls on the morphology, development, and stability of coastlines. Analysis of waves and erosional processes, and coastal zone morphodynamics. Several required field trips.
Prerequisite or Corequisite: MATH 122 or MATH 141.

Cross-listed course: MSCI 502

GEOL 503 - Regional Stratigraphy and Biostratigraphy of North America (3 Credits)
Sedimentologic, biostratigraphic, and tectonic history of North America, approached from paleogeographic considerations with emphasis on the Atlantic Coastal Plain and Continental Margin. Three hours lecture and three hours recitation per week. Required field trips.

GEOL 508 - Palynology (3 Credits)
Fundamentals of pollen analysis including morphology of modern and fossil forms, use of pollen and spores for correlation, dating, establishing phylogenetic trends, and reconstruction of ancient environments. Two lectures plus one two-hour lab per week.

GEOL 510 - Organic Sedimentation and Coal Genesis (3 Credits)
Theories of origin of coal deposits and coal-forming ingredients. Basic concepts of coal composition and classification. Practical applications of coal petrographic techniques. Two lectures plus one two-hour lab. Two optional field trips.

GEOL 511 - Advanced Paleontology (3 Credits)
Systematic, ecologic, biogeographic, and evolutionary aspects of paleontology; lectures, practical exercises, field trips.
Prerequisites: GEOL 305.

Cross-listed course: MSCI 511

GEOL 515 - Marine Micropaleontology (4 Credits)
Marine microfossils; distribution, ecology, paleoecology, and biostratigraphy; use of microfossils in marine sediments to study oceanographic history. Three lectures and two laboratory hours per week.
Cross-listed course: MSCI 515

GEOL 516 - Sedimentology (4 Credits)
Modern concepts of sediment composition, sedimentary facies, depositional environments, and stratigraphy. Includes laboratory.
Prerequisites: GEOL 325.

GEOL 518 - Surface to Subsurface Stratigraphy (3 Credits)
Surface to subsurface stratigraphic interpretation and techniques; litho- and biostratigraphy; geophysical log interpretation and subsurface presentation.

GEOL 520 - Isotope Geology and Geochronology (3 Credits)
Dating techniques for Pleistocene deposits, sediments, archaeological materials, igneous and metamorphic rocks.

GEOL 521 - Introduction to Geochemistry (3 Credits)
Investigation of low temperature chemical reactions controlling the geochemistry of the earth's surface. Emphasis on CO2, carbonates, oxidation-reduction, thermodynamics, isotopes, biogeochemistry.
Cross-listed course: MSCI 521

GEOL 524 - Environmental Radioisotope Geochemistry (3 Credits)
Introduction to radioactivity and the use of radionuclides to study environmental processes, including age-dating and biogeochemical cycling in aquatic systems. Two lectures per week.
Prerequisites: CHEM 111, CHEM 112, MATH 141.

GEOL 526 - Igneous Petrology (4 Credits)
Petrology and petrogenesis of igneous rocks; evolution of contrasting petrotectonic terranes. Three lectures and three laboratory hours per week.
Prerequisites: GEOL 202.
GEOL 527 - Metamorphic Petrology (4 Credits)
Petrography and petrogenesis of metamorphic rocks in orogenic belts. Three lectures and three laboratory hours per week.
Prerequisites: GEOL 202.

GEOL 531 - Plate Tectonics (3 Credits)
Geological and geophysical evidence for plate tectonics, detailed development of the plate tectonics model, and present areas of research, including measurements of plate motion using satellite geodesy.
Prerequisites: Must have passed two GEOL courses numbered 300 or above, or consent of instructor.

GEOL 537 - Field Methods in Geophysics (3 Credits)
Application of two or more geophysical field methods to a current geological problem. Independent study contract required.

GEOL 540 - Earth Science for Teachers I (3 Credits)
Survey of topics related to the origin, internal structure, and internal processes of the earth, including plate tectonics, earthquakes, volcanoes, and mountain building. Required field trips, two lectures, and three lab hours per week. Cannot be used in M.S. or PhD. programs in geology.
Cross-listed course: EDSE 548

GEOL 541 - Earth Science for Teachers II (3 Credits)
Surface processes acting on the earth; introduction to weather and climate, weathering, erosion, and sedimentary processes; landform evolution; ocean currents and tides, near-shore geologic processes. Required field trips, two lecture and three lab hours per week. Cannot be used in MS or PhD programs in geology.
Prerequisites: EDSE 548/GEOL 540.

GEOL 542 - Methods in Geoscience Education Research (3 Credits)
Introduction to methods used in discipline-based education research and their application to research questions in the geosciences.
Prerequisites: C or better in least one course in GEOL, ENV, MSCI or GEOG.

GEOL 545 - Geological Oceanography (3 Credits)
A comprehensive study of the origin and development of the major structural features of the ocean basins and the continental margins. Discussion of the techniques used in obtaining geologic data and the interpretation of sedimentary processes, vulcanism, and the stratigraphy of the ocean basins.
Cross-listed course: MSCI 545

GEOL 546 - Marine Geophysics (3 Credits)
Introduction to the nature and structure of the ocean floor as revealed by geophysical techniques. Two hours lecture and three hours laboratory.

GEOL 548 - Environmental Geophysics (4 Credits)
Practical geophysical techniques for exploring the shallow subsurface. Seismic, resistivity, well log, gravity, magnetic method. Includes lectures and field exercises to collect and analyze data.
Prerequisites: MATH 141 and PHYS 201 or PHYS 211.

GEOL 550 - Sedimentary Simulations and Sequence Stratigraphy (4 Credits)
Problems of sequence stratigraphy resolved with graphic computer simulations. Sedimentary fill of basins by carbonates and/or clastics tracked as a function of rate of sediment accumulation, tectonic behavior, and sea level. Includes laboratory.
Prerequisites: GEOL 325.
Cross-listed course: MSCI 550

GEOL 553 - Marine Sediments (3 Credits)
Marine sedimentary environments; physical/biological factors which control the formation and distribution of modern marine sediments.
Prerequisites: GEOL 516.

GEOL 554 - Applied Seismology (3 Credits)
Theory of seismic wave propagation. Seismic reflection data acquisition, processing, and interpretation.
Prerequisites: MATH 141; PHYS 201 or PHYS 211.

GEOL 555 - Elementary Seismology (3 Credits)
Basic elements of seismology. Mathematical development of seismic wave equations; measurement, description, and interpretation of seismic data.
Prerequisites: MATH 241.

GEOL 556 - Seismic Reflection Interpretation (3 Credits)
The interpretation of geologic structure using seismic sections. Recognition of apparent structure caused by velocity anomalies, multiples, and complex reflector geometry. Application to hydrocarbon exploration.

GEOL 557 - Coastal Processes (3 Credits)
Physical and geological processes controlling the formation and evolution of beach, barrier, and nearshore environments, including discussion of coastal management issues.
Cross-listed course: MSCI 557

GEOL 560 - Earth Resource Management (3 Credits)
An approach to problems of resource management by lecture and seminar using case studies in mineral, energy, hydrogeological, and environmental science.

Graduation with Leadership Distinction: GLD: Research
Experiential Learning: Experiential Learning Opportunity

GEOL 561 - Environmental Field Geology (6 Credits)
An introduction to field methods in sedimentology, structural geology, hydrogeology and geophysics with special reference to geological hazards and environmental problems.

GEOL 567 - Long-Term Environmental Change (3 Credits)
Climatic changes of the past and their impact on the physical landscape, with an emphasis on the Quaternary period.
Prerequisites: A 200-level course in physical geography or geology or equivalent.

Cross-listed course: GEOG 567

GEOL 568 - Introduction to Micrometeorology (3 Credits)
Small-scale processes in the atmospheric boundary layers, including energy budget, radiation, soil heat transfer, humidity, viscous flows, turbulence, momentum and heat exchanges, evaporation, and marine atmospheric boundary layer.
Prerequisites: PHYS 201 and MATH 141.

Cross-listed course: MSCI 568

GEOL 570 - Environmental Hydrogeology (3 Credits)
Environmental considerations of the hydrologic cycle, occurrence and movement of ground water, aquifer analysis, and water well emplacement and construction. Water quality, pollution parameters, and the geochemistry of selected natural systems. The effects of environmental problems, waste disposal, and urban development upon the aqueous geochemical regime.
Prerequisites: GEOL 101 and CHEM 111 or their equivalents.
GEOL 571 - Soil Hydrology (4 Credits)
Saturated and unsaturated water flow through soils, pore pressure development, runoff generation, and watershed response to rainfall. Three lecture and three laboratory hours per week.
Prerequisites: PHYS 202 and MATH 142.

GEOL 575 - Numerical Modeling for Earth Science Applications (3 Credits)
Finite difference and finite element methods for solving the diffusion equation and advection-dispersion equation, with applications in hydrogeology, geophysics, geology, and marine science.
Prerequisites: MATH 142; MATH 241 is recommended.

GEOL 579 - Air-Sea Interaction (3 Credits)
The physical mechanism responsible for interaction between the ocean and the atmosphere and the influence of air-sea interaction on atmospheric and oceanic dynamics and thermodynamics on a wide variety of spatial/temporal scales.
Cross-listed course: MSCI 579

GEOL 580 - Satellite Oceanography (3 Credits)
This course provides knowledge of various techniques used in satellite remote sensing of the ocean. Key skills will be developed in satellite data processing, image analysis, and hands-on research.
Cross-listed course: MSCI 580

GEOL 581 - Estuarine Oceanography (3 Credits)
Estuarine kinematics and dynamics; classification of estuaries; estuarine circulation and mixing. Scheduled field trips are required.
Prerequisites: MSCI 314.

Cross-listed course: MSCI 581

GEOL 582 - Marine Hydrodynamics (3 Credits)
Basic principles of fluid statics and dynamics. Conservation of mass, momentum, and energy; viscosity, vorticity, and boundary layers with examples from the marine environment. Applications to and analysis of ocean currents and waves. Scheduled field trips are required.
Prerequisites: differential equations, PHYS 201 or PHYS 211.

Cross-listed course: MSCI 582

GEOL 583 - Geology and Geochemistry of Salt Marshes (3 Credits)
Geological and geochemical processes in salt marshes. Methods of geological research in marshes, including instrumental techniques, sampling design, and data analysis. Two lectures per week plus four weekends of project-oriented fieldwork and/or equivalent lab work. Scheduled field trips are required.
Cross-listed course: MSCI 583

GEOL 600 - Senior Seminar in Geology and Geophysics (2 Credits)
Advanced research topics in geology and geophysics; critical reading of literature, technical presentations, and written reports. Senior standing.

GEOL 650 - Electron Microscopy and Microanalysis (4 Credits)
SEM, ESEM, TEM, and EMPA, WDS quantitative analysis, EDS semi-quantitative analysis, EBSD, methods of sample preparation, and applications in various disciplines. Two lecture and three laboratory hours per week.
Prerequisites: CHEM 111 or equivalent.

GEOL 699 - Senior Thesis (3-6 Credits)
Senior capstone experience, research on a problem on fundamental significance, supervised by faculty member; must include field study component, written final project report, and oral presentation at departmental seminar.

MSCI 101 - The Ocean Environment (4 Credits)
Origin and evolution of the oceans, plate tectonics, ocean circulation, waves and tides, seawater and sediment composition, and influences on biology. Three lecture and three laboratory hours per week. Scheduled field trips required.
Carolina Core: SCI

MSCI 102 - The Living Ocean (4 Credits)
Origin, evolution, and diversity of marine life, biological production, trophic dynamics, nutrient cycles, marine resources, and environmental concerns. Three lecture and three laboratory hours per week. Scheduled field trips required.
Carolina Core: SCI

MSCI 210 - Oceans and Society (3 Credits)
A nontechnical introduction to human interactions with the marine environment: marine organisms, marine systems, and the physical and chemical characteristics of oceans and estuaries. Not available for marine science major credit.
Carolina Core: SCI

MSCI 210L - Oceans and Society Laboratory (1 Credit)
Experiments and exercises which illustrate how specific components of marine environments are structured, function, and can be measured. Two laboratory hours per week. Not available for marine science major credit. Attendance on designated field trips may be required.
Prerequisite or Corequisite: MSCI 210.
Carolina Core: SCI

MSCI 215 - Coastal Environments of the Southeastern US (3 Credits)
Coastal zones of South Carolina and neighboring states, including geologic history, geomorphology, stratigraphy, hydrogeology, shoreline processes, environmental issues, and effect of man. Three lecture hours each week plus optional field trips. Not available for marine science major credit.
Carolina Core: SCI

MSCI 215L - Coastal Environments of the Southeastern U.S. (Laboratory) (1 Credit)
Exercises examining coastal ecology, geomorphology, hydrogeology, shoreline processes, environmental issues, and human impact. Two laboratory hours per week. Scheduled field trips required. Not available for marine science major credit.
Prerequisite or Corequisite: MSCI 215.
Cross-listed course: GEOL 215L
Carolina Core: SCI

MSCI 305 - Ocean Data Analysis (3 Credits)
Instrumentation, oceanographic time series, spatial and directional data sets, and basic parametric modeling.
Prerequisites: MSCI 101 and MATH 141.

Graduation with Leadership Distinction: GLD: Research

MSCI 311 - Biology of Marine Organisms (4 Credits)
Biological concepts emphasizing adaptation to marine environments. Laboratory experiments emphasize principles and techniques of marine biological study. Three lecture and three laboratory hours per week. Scheduled field trips are required.
Prerequisites: MSCI 102 or BIOL 101.
MSCI 312 - Physical and Chemical Oceanography (4 Credits)
Properties of seawater, mass balances, biogeochemical cycles, circulation, mixing, waves and tides, continental shelf processes, estuarine dynamics. Three lecture and three laboratory hours per week. Scheduled field trips are required.
Prerequisites: MSCI 101, MSCI 102, MATH 142, CHEM 112, PHYS 201 or PHYS 211.

MSCI 313 - The Chemistry of the Sea (4 Credits)
Biogeochemical cycling, carbonate chemistry, climate change, hydrothermal vents, stable isotopes, trace metals, radioactive tracers, mass balance, and properties of sea water. Three lecture and three laboratory hours per week.
Prerequisites: MSCI 101, CHEM 111, MATH 141.

Prerequisite or Corequisite: CHEM 112.

MSCI 314 - Physical Oceanography (4 Credits)
Properties of seawater, mass and momentum balances, circulation, mixing, waves and other processes in the marine environment.
Prerequisites: MSCI 101, MATH 141 and PHYS 201 or PHYS 211.

MSCI 335 - Processes of Global Environmental Change (4 Credits)
The science of global change, its relation to the hydrosphere, atmosphere, lithosphere, and biosphere. Global system science, biogeochemical cycles, paleoclimatology, glaciation, and eustacy.
Cross-listed course: GEOL 335

MSCI 375 - The Deep Sea (3 Credits)
The Deep Sea is an interdisciplinary, scientific survey of the geology, biology, chemistry, and physical setting of the deep-sea (more than 1000 m depth).

MSCI 390 - Policy and Marine Science (3 Credits)
Analysis of past and current issues in global and national marine policy. Relationship between science and policymakers.

MSCI 399 - Independent Study (1-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

MSCI 450 - Principles of Biological Oceanography (3 Credits)
Principles and methods of measuring production in the sea. Emphasis on the ocean's role in the global carbon budget. Three lecture hours per week. Scheduled field trips are required.
Prerequisites: MSCI 311, BIOL 301.

Cross-listed course: BIOL 450

MSCI 460 - Field and Laboratory Investigations in Marine Science (4 Credits)
Intensive inquiry-based investigations combining oceanographic field sampling with laboratory measurements of collected samples using modern analytical instrumentation, and with analysis and integration of data into a final research report. Course conducted in residence at a marine field site.
Prerequisites: MSCI 311, MSCI 313 and MSCI 314.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships, GLD: Research

MSCI 495 - Internship in Marine Science (0-6 Credits)
Internship experience that offers practical field or laboratory experience in oceanography and/or related marine sciences. Course content varies and will be announced by title in schedule of courses. Usually conducted off campus and student must be able to access internship on their own.
Prerequisites: C or better in MSCI 311, MSCI 313 and MSCI 314.

MSCI 496 - Undergraduate Research (3 Credits)
Student research on problems of fundamental significance in collaboration with faculty mentors. Emphasis on critical thinking, problem solving, proposal development, scientific writing, and professional presentation. Nine hours of laboratory, field, or library work per week.
Graduation with Leadership Distinction: GLD: Research

MSCI 497 - Undergraduate Research (3 Credits)
Student research on problems of fundamental significance in collaboration with faculty mentors. Emphasis on critical thinking, problem solving, proposal development, scientific writing, and professional presentation. Nine hours of laboratory, field, or library work per week.
Graduation with Leadership Distinction: GLD: Research

MSCI 498 - Undergraduate Research (3 Credits)
Student research on problems of fundamental significance in collaboration with faculty mentors. Emphasis on critical thinking, problem solving, proposal development, scientific writing, and professional presentation. Nine hours of laboratory, field, or library work per week.
Graduation with Leadership Distinction: GLD: Research

MSCI 499 - Undergraduate Research (3 Credits)
Student research on problems of fundamental significance in collaboration with faculty mentors. Emphasis on critical thinking, problem solving, proposal development, scientific writing, and professional presentation. Nine hours of laboratory, field, or library work per week.
Graduation with Leadership Distinction: GLD: Research

MSCI 501 - Principles of Geomorphology (3 Credits)
The process of earth denudation with emphasis on chemistry of weathering, stream and erosion hydraulics, quantitative analysis of land form evolution.
Prerequisites: GEOL 101 and GEOL 102.

Cross-listed course: GEOL 501

MSCI 502 - Principles of Coastal Geomorphology (4 Credits)
Geological and physical controls on the morphology, development, and stability of coastlines. Analysis of waves and erosional processes, and coastal zone morphodynamics. Several required field trips.
Prerequisite or Corequisite: MATH 122 or MATH 141.

Cross-listed course: GEOL 502

MSCI 503 - Environmental Microbiology (3 Credits)
An overview of the microbial world including a survey of the distribution, functioning, and diversity of microorganisms in natural systems. Discusses the crucial roles that microorganisms play in ecosystem function, biogeochemical cycles, and environmental quality.
Prerequisites: MSCI 102 or BIOL 102, CHEM 112.

Cross-listed course: BIOL 502

MSCI 505 - Senior Seminar (1 Credit)
MSCI 509 - MATLAB-Based Data Analysis in Ocean Sciences (3 Credits)
MATLAB-based course in processing, analysis, and visualization of large oceanographic data sets. Includes scalar and vector time series measured at fixed locations as well as shipboard surveys of oceanographic characteristics varying both in 3-D and in time. Methods and techniques are relevant to other geoscience disciplines.
Prerequisites: MATH 141.

MSCI 510 - Invertebrate Zoology (4 Credits)
Phylogenetic and comparative aspects of anatomy, physiology, reproduction, and embryology of the invertebrates. Three lecture and one three-hour laboratory period per week.
Prerequisites: BIOL 301 or MSCI 311.

Cross-listed course: BIOL 510
Graduation with Leadership Distinction: GLD: Research

MSCI 511 - Advanced Paleontology (3 Credits)
Systematic, ecologic, biogeographic, and evolutionary aspects of paleontology. Lectures, practical exercises, occasional field trips.
Prerequisites: GEOL 311.

Cross-listed course: GEOL 511

MSCI 515 - Marine Micropaleontology (4 Credits)
Marine microfossils; distribution, ecology, paleoecology, and biostratigraphy; use of microfossils in marine sediments to study oceanographic history. Three lectures and two laboratory hours per week.
Cross-listed course: GEOL 515

MSCI 521 - Introduction to Geochemistry (3 Credits)
Investigation of low temperature chemical reactions controlling the geochemistry of the earth's surface. Emphasis on CO2, carbonates, oxidation reduction, thermodynamics, isotopes, biogeochemistry.
Cross-listed course: GEOL 521

MSCI 524 - Environmental Radioisotope Geochemistry (3 Credits)
Introduction to radioactivity and the use of radionuclides to study environmental processes, including age-dating and biogeochemical cycling in aquatic systems. Two lectures per week.
Prerequisites: CHEM 111, CHEM 112, MATH 141.

MSCI 525 - Marine Plants (4 Credits)
Diversity, distribution, physiology, ecology, evolution, and economic importance of marine algal, seagrass, and mangrove communities. Three lecture and three laboratory hours per week. Scheduled field trips are required.
Prerequisites: BIOL 301 or MSCI 311.

Cross-listed course: BIOL 525

MSCI 525 - Fishery Management (3 Credits)
Management and conservation of aquatic and marine resources, with emphasis on fisheries. Data procurement and analysis; commercial and recreational fisheries; sociological, political, legal, and environmental factors that affect fishery management; and fish biodiversity.
Prerequisites: BIOL 301.

Cross-listed course: BIOL 535

MSCI 536 - Ichthyology (4 Credits)
Phylogeny, morphology, behavior, and ecology of fishes. Three lecture and 3 laboratory hours plus three field trips to be arranged.
Prerequisites: BIOL 301 or MSCI 311.

Cross-listed course: BIOL 536
Graduation with Leadership Distinction: GLD: Research

MSCI 537 - Aquaculture (3 Credits)
Introduction to the practical and scientific aspects of the commercial culture of freshwater and marine organisms. Three lecture hours per week. One all-day field trip required.
Prerequisites: BIOL 301 or MSCI 311.

MSCI 538 - Behavior of Marine Organisms (4 Credits)
The identification of behavioral adaptations of estuarine and marine organisms: their ecology, physiology, development, and evolutionary history; field observations.
Prerequisites: BIOL 101 and BIOL 102 or MSCI 311.

Cross-listed course: BIOL 538
Graduation with Leadership Distinction: GLD: Research

MSCI 545 - Geological Oceanography (3 Credits)
A comprehensive study of the origin and development of the major structural features of the ocean basins and the continental margins. Discussion of the techniques used in obtaining geologic data and the interpretation of sedimentary processes, vulcanism, and the stratigraphy of the ocean basins.
Cross-listed course: GEOL 545

MSCI 550 - Sedimentary Simulations and Sequence Stratigraphy (4 Credits)
Problems of sequence stratigraphy resolved with graphic computer simulations. Sedimentary fill of basins by carbonates and/or clastics tracked as a function of rate of sediment accumulation, tectonic behavior and sea level. Includes laboratory.
Prerequisites: GEOL 301.

Cross-listed course: GEOL 550

MSCI 552 - Population Genetics (3 Credits)
An introduction to the principles of population genetics, with emphasis on the origin, maintenance, and significance of genetic variation in natural populations.
Prerequisites: BIOL 301, MSCI 311, and BIOL 303.

Cross-listed course: BIOL 552
Graduation with Leadership Distinction: GLD: Research

MSCI 553 - Marine Sediments (3 Credits)
Marine sedimentary environments; physical/biological factors which control the formation and distribution of modern marine sediments.
Prerequisites: GEOL 516.

Cross-listed course: GEOL 553

MSCI 555 - Conservation and Health in Marine Systems (3 Credits)
Introduces the field of conservation and explores the intersection between conservation and environmental health with a particular focus on coastal and marine case studies.

MSCI 557 - Coastal Processes (3 Credits)
Physical and geological processes controlling the formation and evolution of beach, barrier, and nearshore environments, including discussion of coastal management issues.
Cross-listed course: GEOL 557
MSCI 566 - Ecosystem Analysis (3 Credits)
The formulation and simulation of compartment models of marine and terrestrial ecosystems with complex nutrient cycling, food chains, and energy flow. Analog and digital simulation techniques. Ecosystem stability and sensitivity. Organization, structure, and diversity of an ecosystem.

MSCI 568 - Introduction to Micrometeorology (3 Credits)
Small-scale processes in the atmospheric boundary layers, including energy budget, radiation, soil heat transfer, humidity, viscous flows, turbulence, momentum and heat exchanges, evaporation, and marine atmospheric boundary layer.
Prerequisites: PHYS 201 and MATH 141.

Cross-listed course: GEOL 568

MSCI 574 - Marine Conservation Biology (3 Credits)
Exploration of how human activities affect marine natural populations, species, communities and ecosystems, including threats to biodiversity; approaches to marine conservation; and ecological and evolutionary responses to anthropogenic disturbance.
Prerequisites: BIOL 301.

Cross-listed course: BIOL 574

MSCI 575 - Marine Ecology (3 Credits)
Structure, dynamics, and interactions between populations and communities in marine ecosystems. Attendance at designated departmental seminars is required. Three lecture hours per week.
Prerequisites: CHEM 111 and BIOL 301 or MSCI 311.

Cross-listed course: BIOL 575

MSCI 575L - Marine Ecology Laboratory (1 Credit)
Laboratory and field exercises in coastal environments. Three hours per week plus field trips.
Prerequisite or Corequisite: MSCI 575.

Cross-listed course: BIOL 575L

MSCI 576 - Marine Fisheries Ecology (3 Credits)
Interdisciplinary examination of the distribution, reproduction, survival, and historical variation of the principal commercial marine fisheries.
Prerequisites: BIOL 301.

Cross-listed course: BIOL 576

MSCI 577 - Ecology of Coral Reefs (4 Credits)
Structure, productivity, and biodiversity of coral reefs, emphasizing their sensitivity, stability, and sustainability. Taught as an extended field experience with daily lectures and guided research activities.
Prerequisites: BIOL 301 or MSCI 311.

Cross-listed course: BIOL 577

MSCI 578 - Physiological and Pollution Ecology of Marine Organisms (3 Credits)
Functional adaptation of marine plants and animals to ecological stresses including pollution. Three lecture hours per week.
Prerequisites: MSCI 311 or equivalent.

Cross-listed course: BIOL 578

MSCI 579 - Air-Sea Interaction (3 Credits)
The physical mechanism responsible for interaction between the ocean and the atmosphere and the influence of air-sea interaction on atmospheric and oceanic dynamics and thermodynamics on a wide variety of spatial/temporal scales.
Cross-listed course: GEOL 579

MSCI 580 - Satellite Oceanography (3 Credits)
This course provides knowledge of various techniques used in satellite remote sensing of the oceans. Key skills will be developed in satellite data processing, image analysis, and hands-on research.
Cross-listed course: GEOL 580

MSCI 581 - Estuarine Oceanography (3 Credits)
Estuarine kinematics and dynamics; classification of estuaries; estuarine circulation and mixing. Scheduled field trips are required.
Prerequisites: MSCI 314.

Cross-listed course: GEOL 581

MSCI 582 - Marine Hydrodynamics (3 Credits)
Basic principles of fluid statics and dynamics. Conservation of mass, momentum, and energy; viscosity, vorticity, and boundary layers with examples from the marine environment. Applications to and analysis of ocean currents and waves.
Prerequisites: differential equations, PHYS 201 or PHYS 211.

Cross-listed course: GEOL 582

MSCI 583 - Geology and Geochemistry of Salt Marshes (3 Credits)
Geological and geochemical processes in salt marshes. Methods of geological research in marshes including instrumental techniques, sampling design, and data analysis. Two lectures per week plus four weekends of project oriented fieldwork and/or equivalent lab work. Scheduled field trips are required.
Cross-listed course: GEOL 583

MSCI 585 - Coastal Tropical Oceanography (4 Credits)
Descriptive oceanography of mangrove and coral reef coasts with emphasis on physical processes. Taught as an extended field experience with daily lectures and guided research activities.
Prerequisites: MSCI 312.

MSCI 590 - Beach-Dune Interactions (3 Credits)
Influence of wind on coastal systems, with emphasis on nearshore currents, sediment transport and bedforms, aeolian transport, and dunes. Minimum Junior standing required.
Cross-listed course: GEOG 590

MSCI 599 - Topics in Marine Science (1-3 Credits)
Current developments in marine science selected to meet faculty and student interests. Course content varies and will be announced by title in schedule of courses.

MSCI 624 - Aquatic Chemistry (3 Credits)
Study of the chemical reactions and processes affecting the distribution of chemical species in natural systems. Three lecture hours per week.
Prerequisite or Corequisite: CHEM 321, MATH 142.

Cross-listed course: CHEM 624

MSCI 627 - Marine Phytoplankton (3 Credits)
Examines the physiology and ecology of phytoplankton, including environmental controls on community composition, primary productivity, and detection and characterization of water quality (eutrophication) and harmful algal blooms.
Prerequisites: MSCI 102 or MSCI 450 or BIOL 450.

Cross-listed course: BIOL 627
Environmental Science, B.S.

Learning Outcomes

• Students will demonstrate their knowledge of fundamental concepts in environmental sciences.
• Students will be able to utilize information from more than one discipline related to environmental science, and be able to synthesize that information to analyze interdisciplinary environmental problems.
• Students will demonstrate strong analytical writing skills.
• Students will demonstrate strong oral communication skills.

Admission, Progression and Transfer Standards

1. Any student applying for transfer to the environmental science major from other programs within the University, or from accredited colleges and universities, is required to have a minimum grade point average of 2.80 on a 4.00 scale.

2. Environmental Science majors may enroll in an environmental science course a maximum of two times to earn the required grade of C or higher. For the purposes of this standard of progression, withdrawal with a W does not constitute enrollment.

Special Opportunities

The major endorses the use of independent study courses to further students’ intellectual pursuits in alternative ways. Before students may register for an independent study course, they must submit a completed independent study contract which has been approved by the major advisor and the Director of Undergraduate Studies. (No student may apply more than 6 hours of independent study credits toward the degree). A grade-point average of 2.5 or greater is required to enroll in independent study courses.

Admissions

Entrance Requirements

New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

Degree Requirements (128 hours)

Program of Study

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<tr>
<td>4. Major Requirements</td>
<td>34-46</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (34-46 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

must be passed with a grade of C or higher

• ENGL 101
• ENGL 102

ARP – Analytical Reasoning and Problem Solving (8 hours)

• MATH 141 must be passed with a grade of C or higher
• MATH 142

SCI – Scientific Literacy (8 hours)

• BIOL 101 & BIOL 101L or MSCI 101
• BIOL 102 & BIOL 102L or MSCI 102

Note: Must take either both BIOL or both MSCI.

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

• CC-GFL courses (p. 742)

It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

• any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

• POLI 201

AIU – Aesthetic and Interpretive Understanding (3 hours)

• any CC-AIU course (p. 742)
CMS – Effective, Engaged, and Persuasive Communication: Spoken Component¹ (0-3 hours)
  • any overlay or stand-alone CC-CMS (p. 742) course

INF – Information Literacy¹ (0-3 hours)
  • any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility¹ (0-3 hours)
  • fulfilled through POLI 201, an overlay course with GSS, or may be filled by any overlay or stand-alone CC-VSR course

2. College Requirements (15-18 hours)

Foreign Language (0-3 hours)
  • only if needed to meet 122-level proficiency

Analytical Reasoning (6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 515</td>
<td>Statistical Methods I (or higher)</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 102</td>
<td>General Applications Programming¹</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>6</td>
</tr>
</tbody>
</table>

¹ or a higher level CSCE course

History (3 hours)
The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:

• One Carolina Core GHS-approved course (p. 742) primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.
  or

• One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

Social Science (3 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 221</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 223</td>
<td>Introduction to Economics</td>
<td></td>
</tr>
<tr>
<td>ECON 224</td>
<td>Introduction to Economics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>3</td>
</tr>
</tbody>
</table>

Fine Arts or Humanities (3 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVR 322</td>
<td>Environmental Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 312</td>
<td>Classical Origins of Western Medical Ethics</td>
<td></td>
</tr>
<tr>
<td>PHIL 320</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>PHIL 321</td>
<td>Medical Ethics</td>
<td></td>
</tr>
<tr>
<td>PHIL 322</td>
<td>Environmental Ethics</td>
<td></td>
</tr>
</tbody>
</table>

3. Program Requirements (28-45 hours)

Supporting Courses (27 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 111</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 111L</td>
<td>and General Chemistry I Lab</td>
<td></td>
</tr>
<tr>
<td>CHEM 112</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 112L</td>
<td>and General Chemistry II Lab</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>GEOL 101</td>
<td>Introduction to the Earth</td>
<td></td>
</tr>
<tr>
<td>GEOL 201</td>
<td>Observing the Earth</td>
<td></td>
</tr>
<tr>
<td>GEOG 201</td>
<td>Landform Geography</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PHYS 201</td>
<td>General Physics I</td>
<td></td>
</tr>
<tr>
<td>&amp; 201L</td>
<td>and General Physics Laboratory I</td>
<td></td>
</tr>
<tr>
<td>PHYS 211</td>
<td>Essentials of Physics I</td>
<td></td>
</tr>
<tr>
<td>&amp; 211L</td>
<td>and Essentials of Physics I Lab</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENVR 201</td>
<td>Environmental Science and Policy I¹²</td>
<td>4</td>
</tr>
<tr>
<td>ENVR 202</td>
<td>Environmental Science and Policy II¹²</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>27</td>
</tr>
</tbody>
</table>

¹ Pre-major course that must be completed before taking major courses.
² Must be passed with a grade of C or higher.

Minor (18 hours) optional

A student in the Environmental Science major may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.
A list of minor programs of study can be found at Programs A-Z (p. 20).

Electives (1-18 hours)
No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

4. Major Requirements (34-36 hours)
A minimum grade of C is required in all major courses.

Major Courses (17-18 hours)
All majors must complete at least 34-36 hours of approved courses which must include the core requirements of 17-18 hours. Majors must complete 17-18 additional hours in major elective courses to bring them to the required 34-36 hours total. Students are required to develop a program of study in consultation with their advisor. A minimum grade of C is required for all courses used to fulfill major requirements. Any modifications to the program of study must require the approval of the Director of Undergraduate Studies.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 301</td>
<td>Ecology and Evolution</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 301L</td>
<td>and Ecology and Evolution Laboratory</td>
<td></td>
</tr>
<tr>
<td>ENVR 590</td>
<td>Environmental Issues Seminar</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select three of the following:</td>
<td>10-11</td>
</tr>
<tr>
<td></td>
<td>ECIV 350 Introduction to Environmental Engineering</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENHS 660 Concepts of Environmental Health Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GEOG 202 Weather and Climate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GEOL 315 Surface and Near Surface Processes</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours
17-18

Major Electives (17-18 hours)
Students, in consultation with their assigned advisor, must develop a program of study which either provides a broad set environmental science courses or allows students to focus in a defined area. Given the current course offerings and faculty expertise at the University, if a student wanted to focus their elective course work, possible areas include: Natural Systems, Climate and Weather, Water Resources, Energy, or Humans and the Environment. All Students’ selective courses should include at least 6 hours taken at the 400 level or above. All courses may be selected from ENVR designator classes, but if not ENVR classes, then no more than 3 should be from a single discipline and no more than one Research Methods course.

Courses Acceptable for Major Credit

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>From the Environment and Sustainability Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENVR 321</td>
<td>Environmental Pollution and Health</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 323</td>
<td>Global Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 331</td>
<td>Integrating Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 352</td>
<td>Energy, Society and Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 399</td>
<td>Independent Study</td>
<td>1-6</td>
</tr>
<tr>
<td>ENVR 460</td>
<td>Congaree National Park: Field Investigations in Environmental Science</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENVR 490</td>
<td>Special Topics in Sustainability and the Environment</td>
<td>1-4</td>
</tr>
<tr>
<td>ENVR 499</td>
<td>Research in Environmental Science</td>
<td>1-3</td>
</tr>
<tr>
<td>ENVR 500</td>
<td>Environmental Practicum</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 501</td>
<td>Special Topics in the Environment</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 531</td>
<td>Sustainability Management and Leadership Strategies</td>
<td>3-4</td>
</tr>
<tr>
<td>ENVR 548</td>
<td>Environmental Economics</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 571</td>
<td>Conservation Biology</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 572</td>
<td>Freshwater Ecology</td>
<td>3</td>
</tr>
<tr>
<td>From the Life Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 302</td>
<td>Cell and Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 420</td>
<td>Survey of the Plant Kingdom</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 420L</td>
<td>Survey of the Plant Kingdom Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 460</td>
<td>Advanced Human Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 541</td>
<td>Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 541L</td>
<td>Biochemistry Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 549</td>
<td>Plant Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 570</td>
<td>Principles of Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 570L</td>
<td>Principles of Ecology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 571</td>
<td>Conservation Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 572</td>
<td>Freshwater Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 574</td>
<td>Marine Conservation Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 640</td>
<td>Microbial Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 671</td>
<td>Plant Responses to the Environment</td>
<td>3</td>
</tr>
<tr>
<td>Other BIOL courses may be selected as approved by student’s advisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 321</td>
<td>Quantitative Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 321L</td>
<td>Quantitative Analysis Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 333</td>
<td>Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 333L</td>
<td>Comprehensive Organic Chemistry Laboratory I</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 334</td>
<td>Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 334L</td>
<td>Comprehensive Organic Chemistry Laboratory II</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 623</td>
<td>Introductory Environmental Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 624</td>
<td>Aquatic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>From the Earth and Marine Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOL 302</td>
<td>Rocks and Minerals</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 305</td>
<td>Earth Systems through Time</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 315</td>
<td>Surface and Near Surface Processes</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 335</td>
<td>Processes of Global Environmental Change</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 371</td>
<td>A View of the River</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 524</td>
<td>Environmental Radioisotope Geochemistry</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 548</td>
<td>Environmental Geophysics</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 557</td>
<td>Coastal Processes</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 560</td>
<td>Earth Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 570</td>
<td>Environmental Hydrogeology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 571</td>
<td>Soil Hydrology</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 575</td>
<td>Numerical Modeling for Earth Science Applications</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 581</td>
<td>Estuarine Oceanography</td>
<td>3</td>
</tr>
<tr>
<td>Other GEOL courses may be selected as approved by student’s advisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSCI 305</td>
<td>Ocean Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MSCI 311</td>
<td>Biology of Marine Organisms</td>
<td>4</td>
</tr>
</tbody>
</table>
From Mathematics, Statistics, and Engineering
MSCI 313 The Chemistry of the Sea 4
MSCI 450 Principles of Biological Oceanography 3
MSCI 521 Introduction to Geochemistry 3
MSCI 552 Population Genetics 3
MSCI 566 Ecosystem Analysis 3
MSCI 575 Marine Ecology 3
MSCI 579 Air-Sea Interaction 3
MSCI 582 Marine Hydrodynamics 3

From Geography
GEOG 202 Weather and Climate 4
GEOG 343 Environment and Society 3
GEOG 346 Climate and Society 3
GEOG 347 Water as a Resource 3
GEOG 348 Biogeography 3
GEOG 349 Cartographic Animation 3
GEOG 360 Geography of Wind 3
GEOG 363 Geographic Information Systems 3
GEOG 365 Hurricanes and Tropical Climatology 3
GEOG 371 Air Pollution Climatology 3
GEOG 530 Environmental Hazards 3
GEOG 545 Synoptic Meteorology 4
GEOG 546 Applied Climatology 4
GEOG 547 Fluvial Geomorphology 3
GEOG 549 Water and Watersheds 3
GEOG 551 Principles of Remote Sensing 3
GEOG 554 Spatial Programming 3
GEOG 562 Satellite Mapping and the Global Positioning System 3
GEOG 563 Advanced Geographic Information Systems 3
GEOG 564 GIS-Based Modeling 3
GEOG 567 Long-Term Environmental Change 3
GEOG 568 Human Dimensions of Global Environmental Change 3
GEOG 569 International Development and the Environment 3
GEOG 570 Geography of Public Land and Water Policy 3
GEOG 571 Microclimatology 4
GEOG 573 Climatic Change and Variability 3
GEOG 575 Digital Techniques and Applications in Remote Sensing 3

Other GEOG courses may be selected as approved by the student’s advisor

From Mathematics, Statistics, and Engineering
CSCE 206 Scientific Applications Programming 3
CSCE 567 Visualization Tools 3
ECHE 300 Chemical Process Principles 3
ECHE 310 Introductory Chemical Engineering Thermodynamics 3
ECHE 311 Chemical Engineering Thermodynamics 3
ECHE 567 Process Safety, Health, and Loss Prevention 3
ECHE 573 Next Energy 3
ECHE 589 Special Advanced Topics in Chemical Engineering 3
ECIV 350 Introduction to Environmental Engineering 3
ECIV 350L Introduction to Environmental Engineering Laboratory 1
ECIV 362 Introduction to Water Resources Engineering 3
ECIV 405 System Applications in Civil Engineering 3
ECIV 551 Elements of Water and Wastewater Treatment 3
ECIV 555 Principles of Municipal Solid Waste Engineering 3
ECIV 556 Air Pollution Control Engineering 3
ECIV 557 Sustainable Construction for Engineers 3
ECIV 558 Environmental Engineering Process Modeling 3
ECIV 560 Open Channel Hydraulics 3
ECIV 562 Engineering Hydrology 3
ECIV 563 Subsurface Hydrology 3
ECIV 570 Land Development for Engineers 3
EMCH 290 Thermodynamics 3
EMCH 529 Sustainable Design and Development 3
EMCH 553 Nuclear Fuel Cycles 3
EMCH 592 Introduction to Combustion 3
EMCH 594 Solar Heating 3
EMCH 597 Thermal Environmental Engineering 3
ENCP 290 Thermodynamic Fundamentals 3
ENCP 540 Environmentally Conscious Manufacturing 3
MATH 241 Vector Calculus 3
MATH 242 Elementary Differential Equations 3
MATH 253 Mathematical Modeling of Population Biology 3
STAT 516 Statistical Methods II 3
STAT 518 Nonparametric Statistical Methods 3
STAT 520 Forecasting and Time Series 3
STAT 528 Environmental Statistics 3
STAT 540 Computing in Statistics 3
ENHS 321 Environmental Pollution and Health 3
ENHS 660 Concepts of Environmental Health Science 3
ENHS 665 Biofilms in Environmental Health and Disease 3
ENHS 670 Environmental Pollutants and Human Health 3

Research Methods Courses
Not required, but if selected, only one of these three may be taken for credit towards the major.
Course  Title  Credits
CSCE 145 Algorithmic Design I 4
ECIV 111 Introduction to Engineering Graphics and Visualization 3
EMCH 111 Introduction to Computer-Aided Design 3

Major Map
A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.
Environmental Science, B.S.

Environmental Studies Minor

The minor in Environmental Studies consists of a minimum of 18 hours. Four courses (12-13 hours) make up the required core. The remaining hours (six) must come from the approved course list. Students wishing to enter the Environmental Studies minor must first complete ENVR 101 and ENVR 101L as a prerequisite. A course in Statistics (STAT 110 or equivalent) is strongly recommended. All prerequisite courses may be used to meet general education requirements, if applicable. Students enrolled in the College of Arts and Sciences and College of Engineering and Computing must choose their remaining hours from the courses listed below specifically for them. Students enrolled in other colleges should choose their remaining hours from the courses listed specifically for them. No courses will be allowed to count for both the minor in Environmental Studies and the student’s major. South Carolina Honors College students are encouraged to pursue this course of study, but Honors Pro-seminars in environmentally related subjects used for credit toward the major must be approved by the Environment and Sustainability Undergraduate Committee.

A student may pursue a minor in Environmental Studies with the academic advisor's approval. The student must declare the selection of the minor in the office of the student's major academic dean.

Minor Requirements

Prerequisite

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVR 101</td>
<td>Introduction to the Environment</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 101L</td>
<td>Introduction to the Environment Lab</td>
<td>3</td>
</tr>
<tr>
<td>A score of 3 or better on the AP Environmental Science exam.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Core Requirements (12-13 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVR 321</td>
<td>Environmental Pollution and Health</td>
<td>3</td>
</tr>
<tr>
<td>GEGO 343</td>
<td>Environment and Society</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 215</td>
<td>Coastal Environments of the Southeastern U.S.</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 205</td>
<td>Earth Resources</td>
<td>3</td>
</tr>
<tr>
<td>POLI 477</td>
<td>Green Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLI 478</td>
<td>Environmental Policy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 322</td>
<td>Environmental Ethics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 224</td>
<td>Introduction to Economics</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 548</td>
<td>Environmental Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 500</td>
<td>Urban Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 508</td>
<td>Law and Economics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours | 12-13 |

Additional Requirements Selected from List of Approved Courses (6 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 565</td>
<td>Health and Disease in the Past</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 399</td>
<td>Independent Study</td>
<td>1-6</td>
</tr>
<tr>
<td>GEGO 346</td>
<td>Climate and Society</td>
<td>3</td>
</tr>
<tr>
<td>GEGO 347</td>
<td>Water as a Resource</td>
<td>3</td>
</tr>
<tr>
<td>GEGO 360</td>
<td>Geography of Wind</td>
<td>3</td>
</tr>
<tr>
<td>GEGO 516</td>
<td>Coastal Zone Management</td>
<td>3</td>
</tr>
<tr>
<td>GEGO 530</td>
<td>Environmental Hazards</td>
<td>3</td>
</tr>
<tr>
<td>GEGO 566</td>
<td>Social Aspects of Environmental Planning and Management</td>
<td>3</td>
</tr>
<tr>
<td>GEGO 568</td>
<td>Human Dimensions of Global Environmental Change</td>
<td>3</td>
</tr>
<tr>
<td>GEGO 569</td>
<td>International Development and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>GERM 295</td>
<td>Green Technology in Germany</td>
<td>3</td>
</tr>
<tr>
<td>HIST 448</td>
<td>American Environmental History</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 507</td>
<td>Communicating Science, Health and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>POLI 368</td>
<td>Interest Groups and Social Movements</td>
<td>3</td>
</tr>
<tr>
<td>POLI 380</td>
<td>Comparative Politics of Developing Countries</td>
<td>3</td>
</tr>
<tr>
<td>POLI 421</td>
<td>Law and Contemporary International Problems</td>
<td>3</td>
</tr>
<tr>
<td>POLI 431</td>
<td>Science, Technology, and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 315</td>
<td>Global Population Issues</td>
<td>3</td>
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</table>

College of Arts and Sciences (B.A. degrees) and all other Schools and Colleges

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 301</td>
<td>Ecology and Evolution</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 570</td>
<td>Principles of Ecology</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 321</td>
<td>Quantitative Analysis</td>
<td>3</td>
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<tr>
<td>ENVR 399</td>
<td>Independent Study</td>
<td>1-6</td>
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<tr>
<td>GEGO 346</td>
<td>Climate and Society</td>
<td>3</td>
</tr>
<tr>
<td>GEGO 360</td>
<td>Geography of Wind</td>
<td>3</td>
</tr>
<tr>
<td>GEGO 347</td>
<td>Water as a Resource</td>
<td>3</td>
</tr>
<tr>
<td>GEGO 371</td>
<td>Air Pollution Climatology</td>
<td>3</td>
</tr>
<tr>
<td>GEGO 560</td>
<td>Source Materials for Geographic Instruction</td>
<td>3</td>
</tr>
<tr>
<td>GEGO 561</td>
<td>Contemporary Issues in Geography Education</td>
<td>3</td>
</tr>
<tr>
<td>GEGO 570</td>
<td>Geography of Public Land and Water Policy</td>
<td>3</td>
</tr>
<tr>
<td>MSCI 390</td>
<td>Policy and Marine Science</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 350</td>
<td>Introduction to Environmental Engineering</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 551</td>
<td>Elements of Water and Wastewater Treatment</td>
<td>3</td>
</tr>
<tr>
<td>ENCP 540</td>
<td>Environmentally Conscious Manufacturing</td>
<td>3</td>
</tr>
<tr>
<td>ENHS 660</td>
<td>Concepts of Environmental Health Science</td>
<td>3</td>
</tr>
<tr>
<td>STAT 519</td>
<td>Sampling</td>
<td>3</td>
</tr>
</tbody>
</table>
Environmental Studies, B.A.

Learning Outcomes

- Students will demonstrate their knowledge of fundamental concepts in environmental studies.
- Students will be able to utilize information from more than one discipline related to environmental studies, and be able to synthesize that information to analyze interdisciplinary environmental problems.
- Students will demonstrate effective writing skills.
- Students will demonstrate effective oral communication skills.

Admission, Progression and Transfer Standards

Environmental Studies majors may enroll in a course for major credit a maximum of twice to earn the required grade of C or higher. For the purposes of this standard of progression, withdrawal with a W does not constitute enrollment.

Special Opportunities

The major endorses the use of independent study courses to further students’ intellectual pursuits in alternative ways. Before students may register for an independent study course, they must submit a completed independent study contract which has been approved by their major advisor and the Director of Undergraduate Studies. No student may apply more than 6 hours of independent study credits toward the degree. A grade-point average of 2.50 or greater is required to enroll in independent study courses.

Admissions

Entrance Requirements

New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

Degree Requirements (120 hours)

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>32-44</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>15-18</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>21-37</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>36-37</td>
</tr>
</tbody>
</table>

1. Carolina Core (32-44 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

must be passed with a grade of C or higher and completed in the first 60 hours

- any CC-CMW courses (p. 742)

ARP – Analytical Reasoning and Problem Solving (6-8 hours)

- any CC-ARP courses (https://academicbulletins.sc.edu/undergraduate/carolina-core-courses/)

SCI – Scientific Literacy (8 hours)

Select two from the following:

- BIOL 101 & BIOL 101L or MSCI 102
- BIOL 102 & BIOL 102L
- CHEM 111 & CHEM 111L
- GEOL 101
- GEOL 103
- MSCI 101
- MSCI 210
- PHYS 201 & PHYS 201L or PHYS 211 & PHYS 211L

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

- CC-GFL courses (p. 742)

It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

- any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

- any CC-GSS course (p. 742)
AIU – Aesthetic and Interpretive Understanding (3 hours)
  • any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)
  • any overlay or stand-alone CC-CMS (p. 742) course

INF – Information Literacy 1 (0-3 hours)
  • any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)
  • any overlay or stand-alone CC-VSR course (https://academicbulletins.sc.edu/undergraduate/carolina-core-courses/)

1 Carolina Core Stand Alone or Overlay Eligible

Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (15-18 hours)

Foreign Language (0-3 hours)
  • only if needed to meet 122-level proficiency

History (3 hours)

The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:

  • One Carolina Core GHS-approved course (p. 742) primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.

  or

  • One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GER M 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

Social Science and Fine Arts or Humanities (12 hours)

  • Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/)

  • Select 3 hours of Social Science

  • Select 9 hours of Fine Arts or Humanities

3. Program Requirements (21-37 hours)

Supporting Courses (4 hours)

Select one additional science from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 101 &amp; 101L</td>
<td>Biological Principles I and Biological Principles I Laboratory</td>
</tr>
<tr>
<td>or MSCI 102</td>
<td>The Living Ocean</td>
</tr>
<tr>
<td>BIOL 102 &amp; 102L</td>
<td>Biological Principles II and Biological Principles II Laboratory</td>
</tr>
<tr>
<td>or MSCI 311</td>
<td>Biology of Marine Organisms</td>
</tr>
<tr>
<td>CHEM 111 &amp; 111L</td>
<td>General Chemistry I and General Chemistry I Lab</td>
</tr>
<tr>
<td>ENVR 101 &amp; 101L</td>
<td>Introduction to the Environment and Introduction to the Environment Lab</td>
</tr>
<tr>
<td>GEOL 101</td>
<td>Introduction to the Earth</td>
</tr>
<tr>
<td>GEOL 103</td>
<td>Environment of the Earth</td>
</tr>
<tr>
<td>GEOL 201</td>
<td>Observing the Earth</td>
</tr>
<tr>
<td>MSCI 210</td>
<td>Oceans and Society</td>
</tr>
<tr>
<td>PHYS 201 &amp; 201L</td>
<td>General Physics I and General Physics Laboratory I</td>
</tr>
<tr>
<td>or PHYS 211 Essentials of Physics I</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 4

Note: BIOL 301 is required for MSCI 311

Minor (18 hours) Optional

A student in the Environmental Studies major may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.

A list of minor programs of study can be found at Programs A-Z (p. 20).

Electives (13-30 hours)

No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

4. Major Requirements (36-37 hours)

A minimum grade of C is required in all major courses
Major Courses (27 hours)

All majors must complete at least 36-37 hours of approved courses, including the core requirements of 27 hours. Majors must complete enough additional hours from the selected courses to bring them to the required 36-37 hours total. Students are required to develop a program of study in consultation with their advisor. A minimum grade of C is required for all courses used to fulfill major requirements.

Please see current University of South Carolina undergraduate course catalog for information about prerequisites required to enroll in many of these courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVR 201</td>
<td>Environmental Science and Policy I</td>
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<tr>
<td>ENVR 202</td>
<td>Environmental Science and Policy II</td>
<td>4</td>
</tr>
<tr>
<td>ENVR 590</td>
<td>Environmental Issues Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Environmental and Society- Select two from the following:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>ENVR/ENHS 321</td>
<td>Environmental Pollution and Health</td>
<td></td>
</tr>
<tr>
<td>ENVR/PHIL 322</td>
<td>Environmental Ethics</td>
<td></td>
</tr>
<tr>
<td>ENVR 331</td>
<td>Integrating Sustainability</td>
<td></td>
</tr>
<tr>
<td>ENVR/ANTH 342</td>
<td>Environmental Anthropology: Cross-cultural</td>
<td></td>
</tr>
<tr>
<td>ENVR 348</td>
<td>Environmental Racism and Justice</td>
<td></td>
</tr>
<tr>
<td>ENVR 352</td>
<td>Energy, Society and Sustainability</td>
<td></td>
</tr>
<tr>
<td>ENVR 540</td>
<td>Decolonizing the Environment: Race, Nature, Power</td>
<td></td>
</tr>
<tr>
<td>ENVR 548</td>
<td>Environmental Economics</td>
<td></td>
</tr>
<tr>
<td>ENVR/GEOG 538</td>
<td>Global Food Politics</td>
<td></td>
</tr>
<tr>
<td>HIST 360</td>
<td>Into the Wild: Global Conservation since 1800</td>
<td></td>
</tr>
<tr>
<td>HIST 448</td>
<td>American Environmental History</td>
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</tr>
<tr>
<td>POLI 478</td>
<td>Environmental Policy</td>
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<tr>
<td>MSCI 390</td>
<td>Policy and Marine Science</td>
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<tr>
<td>ENGL 434</td>
<td>Environmental Literature</td>
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</tr>
<tr>
<td>GEOG 321</td>
<td>Sustainable Cities</td>
<td></td>
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<tr>
<td>GEOG 343</td>
<td>Environment and Society</td>
<td></td>
</tr>
<tr>
<td>GEOG 347</td>
<td>Water as a Resource</td>
<td></td>
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<tr>
<td>GEOG 560</td>
<td>Earth Resource Management</td>
<td></td>
</tr>
<tr>
<td>ANTH 525</td>
<td>Ethnoecology</td>
<td></td>
</tr>
<tr>
<td>Laboratory Science-Select one of the following:</td>
<td>4</td>
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</tr>
<tr>
<td>BIOL 301 &amp; 301L</td>
<td>Ecology and Evolution Laboratory (Advising note: BIOL/MSCI prerequisites)</td>
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<tr>
<td>GEOL/MSCI 335</td>
<td>Processes of Global Environmental Change</td>
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<tr>
<td>GEOL 315</td>
<td>Surface and Near Surface Processes (Advising note: PHYS prerequisite)</td>
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<tr>
<td>GEOG 202</td>
<td>Weather and Climate</td>
<td></td>
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<tr>
<td>Skills-Select one of the following</td>
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</tr>
<tr>
<td>ENVR 460</td>
<td>Congaree National Park: Field Investigations in Environmental Science</td>
<td></td>
</tr>
<tr>
<td>GEOG 363</td>
<td>Geographic Information Systems</td>
<td></td>
</tr>
<tr>
<td>GEOG 551</td>
<td>Principles of Remote Sensing</td>
<td></td>
</tr>
<tr>
<td>ENVR 231</td>
<td>Introduction to Sustainability Management and Leadership</td>
<td></td>
</tr>
<tr>
<td>ENVR 295</td>
<td>Green Technology in Germany</td>
<td></td>
</tr>
<tr>
<td>ENVR/ENHS 321</td>
<td>Environmental Pollution and Health</td>
<td></td>
</tr>
<tr>
<td>ENVR/PHIL 322</td>
<td>Environmental Ethics</td>
<td></td>
</tr>
<tr>
<td>ENVR/ENHS 323</td>
<td>Global Environmental Health</td>
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<tr>
<td>ENVR 331</td>
<td>Integrating Sustainability</td>
<td></td>
</tr>
<tr>
<td>ENVR/ANTH 342</td>
<td>Environmental Anthropology: Cross-cultural</td>
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<tr>
<td>ENVR 348</td>
<td>Environmental Racism and Justice</td>
<td></td>
</tr>
<tr>
<td>ENVR 352</td>
<td>Energy, Society and Sustainability</td>
<td></td>
</tr>
<tr>
<td>ENVR 399</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>ENVR 460</td>
<td>Congaree National Park: Field Investigations in Environmental Science</td>
<td></td>
</tr>
<tr>
<td>ENVR 490</td>
<td>Special Topics in Sustainability and the Environment</td>
<td></td>
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<tr>
<td>ENVR 499</td>
<td>Research in Environmental Science</td>
<td></td>
</tr>
<tr>
<td>ENVR 500</td>
<td>Environmental Practicum</td>
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<tr>
<td>ENVR 501</td>
<td>Special Topics in the Environment</td>
<td></td>
</tr>
<tr>
<td>ENVR 533</td>
<td>Sustainability Projects Course</td>
<td></td>
</tr>
<tr>
<td>ENVR 538</td>
<td>Global Food Politics</td>
<td></td>
</tr>
<tr>
<td>ENVR 540</td>
<td>Decolonizing the Environment: Race, Nature, Power</td>
<td></td>
</tr>
<tr>
<td>ENVR/ECON 548</td>
<td>Environmental Economics</td>
<td></td>
</tr>
<tr>
<td>ENVR/BIOL 571</td>
<td>Conservation Biology</td>
<td></td>
</tr>
<tr>
<td>ENVR/BIOL 572</td>
<td>Freshwater Ecology</td>
<td></td>
</tr>
<tr>
<td>AFAM/ENVR 348</td>
<td>Environmental Racism and Justice</td>
<td></td>
</tr>
<tr>
<td>ANTH 208</td>
<td>Anthropology of Globalization and Development</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 24-25

Major Electives (minimum 12 hours)

Students, in consultation with their advisor, will develop a program of study to meet their educational goals in environmental studies courses.

- Students should select four courses from the list of major courses.
  - At least six hours must be at 400-level or above.
  - At least six hours must have an ENVR designator above ENVR 230.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVR 231</td>
<td>Introduction to Sustainability Management and Leadership</td>
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</tr>
<tr>
<td>ENVR 295</td>
<td>Green Technology in Germany</td>
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<td>ENVR/PHIL 322</td>
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<td>ENVR/ENHS 323</td>
<td>Global Environmental Health</td>
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<tr>
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<tr>
<td>ENVR 533</td>
<td>Sustainability Projects Course</td>
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<tr>
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<td>Global Food Politics</td>
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<td>ENVR 540</td>
<td>Decolonizing the Environment: Race, Nature, Power</td>
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<td>ENVR/ECON 548</td>
<td>Environmental Economics</td>
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<td>ENVR/BIOL 571</td>
<td>Conservation Biology</td>
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<tr>
<td>AFAM/ENVR 348</td>
<td>Environmental Racism and Justice</td>
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<tr>
<td>ANTH 208</td>
<td>Anthropology of Globalization and Development</td>
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<tr>
<td>ANTH 212</td>
<td>Food and Culture</td>
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<tr>
<td>ANTH 213</td>
<td>Ethnobotany: Plants and Peoples</td>
<td></td>
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<tr>
<td>ANTH 513</td>
<td>Anthropological Ethnobotany</td>
<td></td>
</tr>
<tr>
<td>ANTH 525</td>
<td>Ethnoecology</td>
<td></td>
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<tr>
<td>ANTH 569</td>
<td>International Development and the Environment</td>
<td></td>
</tr>
<tr>
<td>BIOL 301</td>
<td>Ecology and Evolution</td>
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<tr>
<td>BIOL 525</td>
<td>Marine Plants</td>
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</tr>
<tr>
<td>BIOL 526</td>
<td>The Fall Flora</td>
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<tr>
<td>BIOL 527</td>
<td>The Spring Flora</td>
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</tr>
<tr>
<td>BIOL 528</td>
<td>The Summer Flora</td>
<td></td>
</tr>
<tr>
<td>BIOL 534</td>
<td>Animal Behavior</td>
<td></td>
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<tr>
<td>BIOL 570</td>
<td>Principles of Ecology</td>
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<tr>
<td>BIOL/ENVR  571</td>
<td>Conservation Biology</td>
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<tr>
<td>BIOL/ENVR  572</td>
<td>Freshwater Ecology</td>
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<tr>
<td>ECON 500</td>
<td>Urban Economics</td>
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<tr>
<td>ECON 508</td>
<td>Law and Economics</td>
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<tr>
<td>ECON 509</td>
<td>Economics of Sustainable Development</td>
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<td>ECON 548</td>
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<tr>
<td>ECON 594</td>
<td>Introduction to Econometrics</td>
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<td>ENGL 434</td>
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<td>ENGL 462</td>
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<td>ENHS/ENVR  321</td>
<td>Environmental Pollution and Health</td>
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<tr>
<td>ENHS 592</td>
<td>Advanced Special Topics in Environmental Health</td>
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<tr>
<td>ENHS 660</td>
<td>Concepts of Environmental Health Science</td>
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<tr>
<td>ENHS 665</td>
<td>Biofilms in Environmental Health and Disease</td>
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</tr>
<tr>
<td>ENHS 670</td>
<td>Environmental Pollutants and Human Health</td>
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</tr>
<tr>
<td>GEOG 202</td>
<td>Weather and Climate</td>
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<tr>
<td>GEOG 313</td>
<td>Economic Geography</td>
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</tr>
<tr>
<td>GEOG 321</td>
<td>Sustainable Cities</td>
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</tr>
<tr>
<td>GEOG 330</td>
<td>The Geography of Disasters</td>
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<tr>
<td>GEOG 343</td>
<td>Environment and Society</td>
<td></td>
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<tr>
<td>GEOG 345</td>
<td>Interpretation of Aerial Photographs</td>
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<td>GEOG 346</td>
<td>Climate and Society</td>
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<tr>
<td>GEOG 347</td>
<td>Water as a Resource</td>
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<td>GEOG 348</td>
<td>Biogeography</td>
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<td>GEOG 360</td>
<td>Geography of Wind</td>
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<td>GEOG 363</td>
<td>Geographic Information Systems</td>
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<td>GEOG 365</td>
<td>Hurricanes and Tropical Climatology</td>
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<td>GEOG 370</td>
<td>America’s National Parks</td>
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<td>GEOG 371</td>
<td>Air Pollution Climatology</td>
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<td>GEOG 501</td>
<td>Special Topics in Geographic Research</td>
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<td>GEOG 516</td>
<td>Coastal Zone Management</td>
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<td>GEOG 530</td>
<td>Environmental Hazards</td>
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<td>GEOG 545</td>
<td>Synoptic Meteorology</td>
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<td>GEOG 546</td>
<td>Applied Climatology</td>
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<td>GEOG 547</td>
<td>Fluvial Geomorphology</td>
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<td>GEOG 549</td>
<td>Water and Watersheds</td>
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<td>GEOG 551</td>
<td>Principles of Remote Sensing</td>
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<td>GEOG 552</td>
<td>LiDARgrammetric and Photogrammetric Digital Surface Mapping</td>
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<td>GEOG 563</td>
<td>Advanced Geographic Information Systems</td>
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<td>GEOG 564</td>
<td>GIS-Based Modeling</td>
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<td>GEOG 566</td>
<td>Social Aspects of Environmental Planning and Management</td>
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<td>GEOG 567</td>
<td>Long-Term Environmental Change</td>
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<td>GEOG 568</td>
<td>Human Dimensions of Global Environmental Change</td>
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<td>GEOG 569</td>
<td>International Development and the Environment</td>
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<td>GEOG 570</td>
<td>Geography of Public Land and Water Policy</td>
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<td>GEOG 571</td>
<td>Microclimatology</td>
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<tr>
<td>GEOG 573</td>
<td>Climatic Change and Variability</td>
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<td>GEOG 574</td>
<td>Freshwater Ecology</td>
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<tr>
<td>GEOG 575</td>
<td>The Summer Flora</td>
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<td>GEOG 576</td>
<td>The Spring Flora</td>
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<td>GEOG 577</td>
<td>The Fall Flora</td>
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<td>GEOG 578</td>
<td>Animal Behavior</td>
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<td>GEOG 579</td>
<td>Principles of Ecology</td>
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<td>GEOG 580</td>
<td>Environmental Hydrometeorology</td>
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<td>GEOG 581</td>
<td>Environmental Hydrogeology</td>
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</tr>
<tr>
<td>GEOL 302</td>
<td>Rocks and Minerals</td>
<td></td>
</tr>
<tr>
<td>GEOL 315</td>
<td>Surface and Near Surface Processes</td>
<td></td>
</tr>
<tr>
<td>GEOL 335</td>
<td>Processes of Global Environmental Change</td>
<td></td>
</tr>
<tr>
<td>GEOL 371</td>
<td>A View of the River</td>
<td></td>
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<tr>
<td>GEOL 501</td>
<td>Principles of Geomorphology</td>
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<tr>
<td>GEOL 520</td>
<td>Isotope Geology and Geochronology</td>
<td></td>
</tr>
<tr>
<td>GEOL 560</td>
<td>Earth Resource Management</td>
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<td>GEOL 570</td>
<td>Environmental Hydrogeology</td>
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<tr>
<td>GERM/ENVR  295</td>
<td>Green Technology in Germany</td>
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<tr>
<td>HIST 360</td>
<td>Into the Wild: Global Conservation since 1800</td>
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<tr>
<td>HIST 398</td>
<td>Sustainability in World History from Early Times to the Anthropocene</td>
<td></td>
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<tr>
<td>HIST 448</td>
<td>American Environmental History</td>
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<td>HRTM 383</td>
<td>Ecotourism</td>
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<tr>
<td>HRTM 428</td>
<td>Sustainable Foodservice Systems</td>
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<tr>
<td>HRTM 481</td>
<td>Sustainable Tourism Planning and Policy</td>
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<tr>
<td>HRTM 485</td>
<td>Sustainable Tourism</td>
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</tr>
<tr>
<td>JOUR 205</td>
<td>History and Philosophy of the Mass Media</td>
<td></td>
</tr>
<tr>
<td>JOUR 206</td>
<td>Law and Ethics of Mass Communications</td>
<td></td>
</tr>
<tr>
<td>JOUR 207</td>
<td>Theories of Mass Communications</td>
<td></td>
</tr>
<tr>
<td>JOUR 208</td>
<td>Minorities, Women, and the Mass Media</td>
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</tr>
<tr>
<td>JOUR 501</td>
<td>Freedom, Responsibility, and Ethics of the Mass Media</td>
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<tr>
<td>JOUR 542</td>
<td>Public Opinion and Persuasion</td>
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<tr>
<td>JOUR 543</td>
<td>Communicating Science, Health and the Environment</td>
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<tr>
<td>MART 321</td>
<td>Media Writing</td>
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<tr>
<td>MART 371</td>
<td>The Moving Image</td>
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<td>MART 380</td>
<td>New Media Art</td>
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<tr>
<td>MSCI 311</td>
<td>Biology of Marine Organisms</td>
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<td>MSCI/GEOL  335</td>
<td>Processes of Global Environmental Change</td>
<td></td>
</tr>
<tr>
<td>MSCI 390</td>
<td>Policy and Marine Science</td>
<td></td>
</tr>
<tr>
<td>PHIL 320</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>PHIL 321</td>
<td>Medical Ethics</td>
<td></td>
</tr>
<tr>
<td>PHIL 322</td>
<td>Environmental Ethics</td>
<td></td>
</tr>
<tr>
<td>PHIL 323</td>
<td>Ethics of Science and Technology</td>
<td></td>
</tr>
<tr>
<td>PHIL 324</td>
<td>Business Ethics</td>
<td></td>
</tr>
</tbody>
</table>
Major Map
A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Environmental Studies, B.A.

Geological Sciences Minor

Minor Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 325</td>
<td>Engineering Ethics</td>
<td></td>
</tr>
<tr>
<td>PHIL 353</td>
<td>Ecofeminism</td>
<td></td>
</tr>
<tr>
<td>POLI 365</td>
<td>State Government</td>
<td></td>
</tr>
<tr>
<td>POLI 368</td>
<td>Interest Groups and Social Movements</td>
<td></td>
</tr>
<tr>
<td>POLI 370</td>
<td>Introduction to Public Administration</td>
<td></td>
</tr>
<tr>
<td>POLI 373</td>
<td>Regulatory Policies</td>
<td></td>
</tr>
<tr>
<td>POLI 374</td>
<td>Public Policy</td>
<td></td>
</tr>
<tr>
<td>POLI 431</td>
<td>Science, Technology, and Public Policy</td>
<td></td>
</tr>
<tr>
<td>POLI 465</td>
<td>Psychology and Politics</td>
<td></td>
</tr>
<tr>
<td>POLI 470</td>
<td>Federalism and Intergovernmental Relations</td>
<td></td>
</tr>
<tr>
<td>POLI 477</td>
<td>Green Politics</td>
<td></td>
</tr>
<tr>
<td>POLI 478</td>
<td>Environmental Policy</td>
<td></td>
</tr>
<tr>
<td>PSYC 487</td>
<td>Community Psychology</td>
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<tr>
<td>SOCY 308</td>
<td>Community Organization</td>
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<tr>
<td>SOCY 310</td>
<td>Social Demography</td>
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<tr>
<td>SOCY 311</td>
<td>Ecology of Human Social Systems</td>
<td></td>
</tr>
<tr>
<td>SOCY 315</td>
<td>Global Population Issues</td>
<td></td>
</tr>
<tr>
<td>SOCY 514</td>
<td>Urbanization</td>
<td></td>
</tr>
<tr>
<td>SPCH 331</td>
<td>Organizational Communication</td>
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<tr>
<td>SPCH 464</td>
<td>Speechwriting</td>
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</tbody>
</table>

Total Credit Hours | 12 |

Upper-level Geology Courses
Select three upper-level Geological Sciences courses, with at least two selected from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 305</td>
<td>Earth Systems through Time</td>
<td></td>
</tr>
<tr>
<td>GEOL 315</td>
<td>Surface and Near Surface Processes</td>
<td></td>
</tr>
<tr>
<td>GEOL 325</td>
<td>Stratigraphy and Sedimentary Basins</td>
<td></td>
</tr>
<tr>
<td>GEOL 335</td>
<td>Processes of Global Environmental Change</td>
<td></td>
</tr>
<tr>
<td>GEOL 345</td>
<td>Igneous and Metamorphic Processes</td>
<td></td>
</tr>
<tr>
<td>GEOL 355</td>
<td>Structural Geology and Tectonics</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours | 24 |

Note: PHYS 201 or PHYS 211 required for GEOL 355 and see MATH requirement for GEOL 345.

Geological Sciences, B.S.
The Bachelor of Science degree in Geological Sciences concerns the study of the dynamics and physical history of the Earth, the rocks of which it is composed, and its physical, chemical, and biological changes.

Learning Outcomes

- Students will demonstrate their knowledge of fundamental concepts and laboratory skills in the geosciences by responding to written and laboratory-practical exam questions in at least one of the following courses: GEOL 302, GEOL 305, GEOL 315, GEOL 325, GEOL 335, GEOL 345 and GEOL 355.
- Students will demonstrate knowledge of geological field skills by demonstrating a competency at the proficiency level on a geologic mapping exercise, preferably the Sheep Mountain project, in GEOL 500.

Admissions

Entrance Requirements
New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

Degree Requirements (120 hours)

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>34-46</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>15-18</td>
</tr>
</tbody>
</table>
1. Carolina Core Requirement (34-46 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)
must be passed with a grade of C or higher

• any CC-CMW courses (p. 742)

ARP – Analytical Reasoning and Problem Solving (6-8 hours)

• MATH 122 or MATH 141
• MATH 170 or MATH 142

SCI – Scientific Literacy (8 hours)

• CHEM 111 & CHEM 111L
• PHYS 201 & PHYS 201L or PHYS 211 & PHYS 211L

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)
Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

• CC-GFL courses (p. 742)

It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

• any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

• any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)

• any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component (0-3 hours)

• any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy (0-3 hours)

• any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility (0-3 hours)
any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (15-18 hours)

Foreign Language (0-3 hours)

• only if needed to meet 122-level proficiency

Analytical Reasoning (6 hours)

• STAT 201 or STAT 509 or STAT 515
• CSCE 102 (or equivalent) or higher

History (3 hours)
The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:

• One Carolina Core GHS-approved course (p. 742) primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.
• One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

Social Science and Fine Arts or Humanities (6 hours)

Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/)

• Three hours of Social Science
• Three hours of Fine Arts or Humanities

3. Program Requirements (24-46 hours)

Supporting Courses (12 hours)

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GEOL 101</td>
<td>Introduction to the Earth</td>
<td>4</td>
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<tr>
<td>GEOL 103</td>
<td>Environment of the Earth</td>
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<tr>
<td>GEOL 201</td>
<td>Observing the Earth</td>
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</table>

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHYS 202 &amp; 202L</td>
<td>General Physics II and General Physics Laboratory II</td>
<td>8</td>
</tr>
</tbody>
</table>
The minor is intended to develop a coherent basic preparation in a
second area of study. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.

Minors are available in participating departments of the College of Arts and Sciences and in other colleges. For descriptions of specific minors, students should see the appropriate sections of the bulletin.

A list of minor programs of study can be found at Programs A-Z (p. 20).

**Electives (0-22 hours)**

No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

**4. Major Requirements (27-43 hours)**

*a minimum grade of C is required in all major courses*

Choose one of the following concentrations:

**General Geology (28-30 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GEOL 302</td>
<td>Rocks and Minerals</td>
<td>4</td>
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<tr>
<td>GEOL 325</td>
<td>Stratigraphy and Sedimentary Basins</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 345</td>
<td>Igneous and Metamorphic Processes</td>
<td>4</td>
</tr>
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<td>GEOL 355</td>
<td>Structural Geology and Tectonics</td>
<td>4</td>
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<tr>
<td>GEOL 500</td>
<td>Field Geology</td>
<td>4-6</td>
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<tr>
<td>Select two of the following:</td>
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<td></td>
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<tr>
<td>GEOL 305</td>
<td>Earth Systems through Time</td>
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<tr>
<td>GEOL 315</td>
<td>Surface and Near Surface Processes</td>
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</tr>
<tr>
<td>GEOL 335</td>
<td>Processes of Global Environmental Change</td>
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</tbody>
</table>

**Total Credit Hours**

28-30

**General Geology Major in Environmental Geosciences (27-30 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GEOL 302</td>
<td>Rocks and Minerals</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 315</td>
<td>Surface and Near Surface Processes</td>
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</tr>
<tr>
<td>GEOL 325</td>
<td>Stratigraphy and Sedimentary Basins</td>
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<tr>
<td>GEOL 335</td>
<td>Processes of Global Environmental Change</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 355</td>
<td>Structural Geology and Tectonics</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 500</td>
<td>Field Geology</td>
<td>4-6</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3-4</td>
</tr>
<tr>
<td>GEOL 305</td>
<td>Earth Systems through Time</td>
<td></td>
</tr>
<tr>
<td>GEOL 371</td>
<td>A View of the River</td>
<td></td>
</tr>
<tr>
<td>GEOL 548</td>
<td>Environmental Geophysics</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours**

27-30

**Intensive Geology Major (41-43 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 302</td>
<td>Rocks and Minerals</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 305</td>
<td>Earth Systems through Time</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 315</td>
<td>Surface and Near Surface Processes</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 325</td>
<td>Stratigraphy and Sedimentary Basins</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 335</td>
<td>Processes of Global Environmental Change</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 345</td>
<td>Igneous and Metamorphic Processes</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

41-43
Degree with Distinction in Geological Sciences
Available to students majoring in Geological Sciences who wish to participate in significant research activities in their major field under the supervision of a faculty mentor. Students who successfully fulfill all of these requirements will be awarded their degree with “Distinction in Geological Sciences” upon graduation. South Carolina Honors College students taking this route would graduate with both Honors in SCHC and “Distinction in Geological Sciences”.

Requirements:
- A minimum GPA of 3.5 in the major and 3.3 institutional.
- A written sponsorship agreement from the faculty mentor on file in the department.
- Public presentation of the Senior Thesis research accompanied by a written document approved by the faculty mentor and a second reader that follows the guidelines of the School of the Earth, Ocean and Environment.
- 3 courses (9 hours) in addition to the general major requirements, including:
  - GEOL 498 or GEOL 499
  - GEOL 699
  - A minimum of one GEOL 500-level course appropriate to the research

Major Map
A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Geological Sciences, BS General Geology
Geological Sciences, BS General Geology Major in Environmental Geosciences Concentration
Geological Sciences, BS Intensive Geology Major Concentration

Geophysics Minor
Designed for students interested in obtaining an in-depth background in the geophysical techniques and how they apply to the study of the Earth. It targets students interested in expanding their quantitative skills to the understanding of the environment, land and ocean resources, natural hazards, and mountain building.

Minor Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 100</td>
<td>Environmental of the Earth</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 201</td>
<td>Observing the Earth</td>
<td></td>
</tr>
<tr>
<td>GEOL 302</td>
<td>Rocks and Minerals</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 201</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 211L</td>
<td>General Physics Laboratory I</td>
<td></td>
</tr>
<tr>
<td>or PHYS 211</td>
<td>Essentials of Physics I</td>
<td></td>
</tr>
<tr>
<td>&amp; 211L</td>
<td>Essentials of Physics I Lab</td>
<td></td>
</tr>
<tr>
<td>MATH 141</td>
<td>Calculus I</td>
<td>4</td>
</tr>
</tbody>
</table>

Upper-Level Geology Courses
Select three of the following: 9-12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 345</td>
<td>Igneous and Metamorphic Processes</td>
<td></td>
</tr>
<tr>
<td>GEOL 355</td>
<td>Structural Geology and Tectonics</td>
<td></td>
</tr>
<tr>
<td>GEOL 531</td>
<td>Plate Tectonics</td>
<td></td>
</tr>
<tr>
<td>GEOL 548</td>
<td>Environmental Geophysics</td>
<td></td>
</tr>
<tr>
<td>GEOL 554</td>
<td>Applied Seismology</td>
<td></td>
</tr>
<tr>
<td>GEOL 555</td>
<td>Elementary Seismology</td>
<td></td>
</tr>
<tr>
<td>GEOL 556</td>
<td>Seismic Reflection Interpretation</td>
<td></td>
</tr>
<tr>
<td>GEOL 575</td>
<td>Numerical Modeling for Earth Science Applications</td>
<td></td>
</tr>
<tr>
<td>GEOL 582</td>
<td>Marine Hydrodynamics</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 25-28

Geophysics, B.S.
The Bachelor of Science degree in Geophysics concentrates on the branch of geology that deals with the physics of the earth, including oceanography, seismology, volcanology, and geomagnetism.

Learning Outcomes
- Students will demonstrate their knowledge of fundamental concepts and laboratory skills in the geosciences by responding to written and laboratory-practical exam questions in at least one of the following GEOL 302, GEOL 325, GEOL 345, GEOL 355, GEOL 531, GEOL 556, GEOL 554, GEOL 555, GEOL 575 and GEOL 582.
- Students will demonstrate knowledge of geological field skills by showing a competency at the proficiency level on a geologic field exercise. In the Geophysics courses GEOL 548 and GEOL 554, the field exercise will include a class field project using seismic data and solving a particular geologic problem, such as fault identifications or the presence of sinkholes. For students enrolling in GEOL 500, the field exercise will be a mapping exercise, the Sheep Mountain project.
- Students will demonstrate their preparation for careers or graduate studies in the geosciences.

Admissions

Entrance Requirements
New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

Degree Requirements (128 hours)

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>34-46</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>15-18</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>30-45</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>34</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (34-46 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

must be passed with a grade of C or higher

• any CC-CMW courses (p. 742)

ARP – Analytical Reasoning and Problem Solving (8 hours)

must be passed with a grade of C or higher

• MATH 141
• MATH 142

SCI – Scientific Literacy (8 hours)

• PHYS 211 & PHYS 211L
• PHYS 212 & PHYS 212L

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

• CC-GFL courses (p. 742)

It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

• any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

• any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)

• any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)

• any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy 1 (0-3 hours)

• any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)

• any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible

Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (15-18 hours)

Foreign Language (0-3 hours)

• only if needed to meet 122-level proficiency

Analytical Reasoning (6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 509</td>
<td>Statistics for Engineers</td>
<td>3</td>
</tr>
<tr>
<td>or STAT 515</td>
<td>Statistical Methods I</td>
<td></td>
</tr>
<tr>
<td>CSCE 206</td>
<td>Scientific Applications Programming</td>
<td>3</td>
</tr>
<tr>
<td>or CSCE 207</td>
<td>UNIX System Administration</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 6

History (3 hours)

The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:

• One Carolina Core GHS-approved course (p. 742) primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.

or

• One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.
Social Science and Fine Arts or Humanities (6 hours)
Courses Acceptable for Social Science and Fine Arts or Humanities
Credit in Degree Programs in the College of Arts and Sciences
(https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/)

• Three hours of Social Science
• Three hours of Fine Arts or Humanities

3. Program Requirements (30-45 hours)
Supporting Courses (12 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 101</td>
<td>Introduction to the Earth</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 103</td>
<td>Environment of the Earth</td>
<td></td>
</tr>
<tr>
<td>GEOL 201</td>
<td>Observing the Earth</td>
<td></td>
</tr>
<tr>
<td>CHEM 111</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 111L</td>
<td>and General Chemistry I Lab</td>
<td></td>
</tr>
<tr>
<td>CHEM 112</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 112L</td>
<td>and General Chemistry II Lab</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 12

Cognate (13-14 hours)
must be passed with a grade of C or higher

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 241</td>
<td>Vector Calculus</td>
<td>3</td>
</tr>
<tr>
<td>MATH 242</td>
<td>Elementary Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 344</td>
<td>Applied Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 344L</td>
<td>and Applied Linear Algebra Lab</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following: 3-4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MATH 520</td>
<td>Ordinary Differential Equations</td>
<td></td>
</tr>
<tr>
<td>MATH 521</td>
<td>Boundary Value Problems and Partial Differential Equations</td>
<td></td>
</tr>
<tr>
<td>MATH 522</td>
<td>Wavelets</td>
<td></td>
</tr>
<tr>
<td>MATH 524</td>
<td>Nonlinear Optimization</td>
<td></td>
</tr>
<tr>
<td>MATH 525</td>
<td>Mathematical Game Theory</td>
<td></td>
</tr>
<tr>
<td>MATH 526</td>
<td>Numerical Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>MATH 527</td>
<td>Numerical Analysis</td>
<td></td>
</tr>
<tr>
<td>MATH 550</td>
<td>Vector Analysis</td>
<td></td>
</tr>
<tr>
<td>MATH 552</td>
<td>Applied Complex Variables</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 13-14

Electives (4-20 hours)
No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

Note: No electives will be needed to reach hours to graduate if completing the Degree with Distinction.

4. Major Requirements (34 hours)
a minimum grade of C is required in all major courses

Major Courses (34 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 302</td>
<td>Rocks and Minerals</td>
<td>4</td>
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</tbody>
</table>

Select one of the following: 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 315</td>
<td>Surface and Near Surface Processes</td>
<td></td>
</tr>
<tr>
<td>GEOL 325</td>
<td>Stratigraphy and Sedimentary Basins</td>
<td></td>
</tr>
<tr>
<td>GEOL 345</td>
<td>Igneous and Metamorphic Processes</td>
<td></td>
</tr>
<tr>
<td>GEOL 355</td>
<td>Structural Geology and Tectonics</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 531</td>
<td>Plate Tectonics</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 548</td>
<td>Environmental Geophysics ¹</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 554</td>
<td>Applied Seismology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 555</td>
<td>Elementary Seismology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 556</td>
<td>Seismic Reflection Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 575</td>
<td>Numerical Modeling for Earth Science Applications</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 546</td>
<td>Marine Geophysics</td>
<td>3</td>
</tr>
<tr>
<td>or GEOL 582</td>
<td>Marine Hydrodynamics</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 34

¹ An approved field course may substitute as the Capstone Experience.

Degree with Distinction in Geophysics
Available to students majoring in Geophysics who wish to participate in significant research activities in their major field under the supervision of a faculty mentor. Students who successfully fulfill all of these requirements will be awarded their degree with “Distinction in Geophysics” upon graduation. South Carolina Honors College students taking this route would graduate with both Honors in SCHC and “Distinction in Geophysics”.

Requirements:
• A minimum GPA of 3.5 in the major and 3.3 overall.
• A written sponsorship agreement from the faculty mentor on file in the department.
• Public presentation of the Senior Thesis research accompanied by a written document approved by the faculty mentor and a second reader that follows the guidelines of the School of the Earth, Ocean and Environment.
• 2 courses (6 hours) in addition to the general major requirements, including:
  • GEOL 498 or GEOL 499
  • GEOL 699

Major Map
A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation. Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Geophysics, B.S.
Marine Science Minor

Minor Requirements (18 Hours)

Prerequisite Courses (8 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSCI 101</td>
<td>The Ocean Environment</td>
<td>4</td>
</tr>
<tr>
<td>MSCI 102</td>
<td>The Living Ocean</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

Required Courses (12 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSCI 311</td>
<td>Biology of Marine Organisms</td>
<td>4</td>
</tr>
<tr>
<td>MSCI 313</td>
<td>The Chemistry of the Sea</td>
<td>4</td>
</tr>
<tr>
<td>MSCI 314</td>
<td>Physical Oceanography</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Additional Courses (6 Hours)

• An additional 6 credit hours of Marine Science Major Courses must also be completed for a total of 18 credit hours numbered 301 and above. Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or better.

Marine Science, B.S.

Learning Outcomes

• Students will demonstrate that they understand the scientific process by testing hypotheses related to Marine Science in an inquiry based, hands on setting.
• Students will demonstrate critical thinking skills using the scientific method.
• Students will demonstrate the ability to conduct independent research.
• Students will demonstrate effective oral communication of Marine Science topics by giving an oral presentation.
• Students will communicate and summarize their research findings effectively in writing (such as on a poster or in an abstract) on Marine Science topics.

Progression Requirement

Marine Science majors may enroll in the following courses a maximum of twice to earn the required grade of C or higher: MATH through MATH 142, CHEM 111, CHEM 111L, CHEM 112, CHEM 112L, PHYS 201/PHYS 201L or PHYS 211/PHYS 211L, PHYS 202/PHYS 202L, or PHYS 212/PHYS 212L. For the purposes of this standard of progression, withdrawal with a W does not constitute enrollment. These courses must be completed before the beginning of the student’s third academic year (fifth major semester) as a marine science major.

Transfer Requirement

Any student applying for transfer to the marine science major from other programs within the University, or from other accredited colleges and universities, is required to have a minimum overall grade point average of 2.50 on a 4.00 scale.

Admissions

Entrance Requirements

New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

Degree Requirements (128 hours)

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>34-46</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>15-18</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>28-43</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>36</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (34-46 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

• any CC-CMW courses (p. 742)

ARP – Analytical Reasoning and Problem Solving (8 hours)

must be passed with a grade of C or higher

• MATH 141
• MATH 142

SCI – Scientific Literacy (8 hours)

must be passed with a grade of C or higher

• MSCI 101
• MSCI 102
GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)
Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

- CC-GFL courses (p. 742)

It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)
- any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)
- any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)
- any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)
- any overlay or stand-alone CC-CMS (p. 742) course

INF – Information Literacy 1 (0-3 hours)
- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)
- any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible

Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (15-18 hours)
Foreign Language (0-3 hours)
- only if needed to meet 122-level proficiency

Analytical Reasoning (6 hours)
must be passed with a grade of C or higher

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 515</td>
<td>Statistical Methods I</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CSCE 102</td>
<td>General Applications Programming</td>
<td></td>
</tr>
</tbody>
</table>

3. Program Requirements (28-43 hours)

Supporting Courses (16 hours)
must be passed with a C or higher

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>PHYS 201 &amp; 201L</td>
<td>General Physics I and General Physics Laboratory I</td>
<td></td>
</tr>
<tr>
<td>PHYS 211 &amp; 211L</td>
<td>Essentials of Physics I and Essentials of Physics I Lab</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>PHYS 202 &amp; 202L</td>
<td>General Physics II and General Physics Laboratory II</td>
<td></td>
</tr>
<tr>
<td>PHYS 212 &amp; 212L</td>
<td>Essentials of Physics II and Essentials of Physics II Lab</td>
<td></td>
</tr>
<tr>
<td>CHEM 111 &amp; 111L</td>
<td>General Chemistry I and General Chemistry I Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 112 &amp; 112L</td>
<td>General Chemistry II and General Chemistry II Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credit Hours 16

1 Students in the Physical Oceanography concentration must take PHYS 211 & PHYS 211L.
2 Students in the Physical Oceanography concentration must take PHYS 212 & PHYS 212L.

Minor (18 hours) optional
A student in the Marine Science major may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the
Electives (12-27 hours)

No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

4. Major Requirements (36 hours)

A minimum grade of C is required in all major courses

Major Courses (13 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSCI 311</td>
<td>Biology of Marine Organisms</td>
<td>4</td>
</tr>
<tr>
<td>MSCI 313</td>
<td>The Chemistry of the Sea</td>
<td>4</td>
</tr>
<tr>
<td>MSCI 314</td>
<td>Physical Oceanography</td>
<td>4</td>
</tr>
<tr>
<td>MSCI 505</td>
<td>Senior Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

Required Field Experience 1

Total Credit Hours 13

1 All MSCI majors are required to undertake a minimum of three weeks of marine science field effort. Possibilities include MSCI 460, semester or summer internship, REU, semester at sea, or faculty-sponsored field research or cruise. Students who do not select MSCI 460, must submit a petition for an alternative field experience to the Undergraduate Director. If the alternative is approved, the student must submit a report (2-3 page minimum) report at the completion of the experience to the Undergraduate Director for approval. Upon approval, the Undergraduate Director will notify the Dean’s office of the substitution. Students will not normally receive course credit hours for their alternative field experience, but may combine this requirement with independent study credit as appropriate. If no course credit hours are associated with the field experience, the student will be required to undertake a field experience of 20 hours minimum. Some students may complete MSCI 460 in the summer following senior year & graduate in August.

Major Electives (23 hours)

Students, in consultation with a faculty advisor, must select 23 hours of major electives. Preferred courses available for major credit are listed below; however, any course which is eligible for cognate credit in the College of Arts and Sciences can potentially be a major course with consent of faculty advisor. Hours used to fulfill an optional concentration count toward the fulfillment of the 23 hours of major electives, e.g., students selecting Biological Oceanography would fulfill 13 hours of the 23 hours of required major electives.

Courses Acceptable for Major Credit

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSCI courses numbered 300 and above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSCI 399</td>
<td>Independent Study 1</td>
<td></td>
</tr>
<tr>
<td>MSCI 495</td>
<td>Internship in Marine Science 1</td>
<td></td>
</tr>
<tr>
<td>MSCI 496</td>
<td>Undergraduate Research 1</td>
<td></td>
</tr>
<tr>
<td>MSCI 497</td>
<td>Undergraduate Research 1</td>
<td></td>
</tr>
<tr>
<td>MSCI 498</td>
<td>Undergraduate Research 1</td>
<td></td>
</tr>
<tr>
<td>MSCI 499</td>
<td>Undergraduate Research 1</td>
<td></td>
</tr>
<tr>
<td>MSCI 505</td>
<td>Senior Seminar 1</td>
<td></td>
</tr>
<tr>
<td>BIOL 301</td>
<td>Ecology and Evolution</td>
<td>3,1</td>
</tr>
</tbody>
</table>
& 301L and Ecology and Evolution Laboratory |         |
| BIOL 302 | Cell and Molecular Biology | 4       |
& 302L and Cell and Molecular Biology Laboratory |         |
| BIOL 303 | Fundamental Genetics       | 3       |
| BIOL 450 | Principles of Biological Oceanography | 3     |
| BIOL 460 | Advanced Human Physiology  | 4       |
& 460L and Advanced Human Physiology Laboratory |         |
| BIOL 497 | Undergraduate Seminar in Biological Sciences | 1     |
| BIOL 505 | Developmental Biology      | 4       |
& 505L and Developmental Biology Laboratory I |         |
| BIOL 534 | Animal Behavior 1          | 4       |
& 534L and Animal Behavior Laboratory |         |
| BIOL 541 | Biochemistry 1             | 4       |
& 541L and Biochemistry Laboratory |         |
| BIOL 543 | Comparative Physiology     | 4       |
& 543L and Comparative Physiology Laboratory |         |
| BIOL 549 | Plant Physiology           | 4       |
| BIOL 550 | Bacteriology               | 4       |
& 550L and Bacteriology Laboratory |         |
| BIOL 570 | Principles of Ecology      | 4       |
& 570L and Principles of Ecology Laboratory |         |
| BIOL 599 | Topics in Biology 1        | 1-3     |
| BIOL 640 | Microbial Ecology          | 3       |
| BIOL 652 | Evolutionary Biology       | 3       |
| BIOL 654 | Speciation                 | 3       |
| BIOL 670 | Plant Ecology              | 3       |
| BIOL 690 | Ultramicroscopy            | 3       |
| CHEM 321 | Quantitative Analysis      | 4       |
& 321L and Quantitative Analysis Laboratory |         |
| CHEM 331L | Essentials of Organic Chemistry Laboratory I | 1     |
| CHEM 332L | Essentials of Organic Chemistry Laboratory II | 1     |
| CHEM 333 & 333L | Organic Chemistry I       | 5       |
| CHEM 334 & 334L | Organic Chemistry II      | 5       |
& Comprehensive Organic Chemistry Laboratory II |         |
<p>| CHEM 511 | Inorganic Chemistry        | 3       |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 541 &amp; 541L</td>
<td>Physical Chemistry and Physical Chemistry Laboratory 1</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 542 &amp; 542L</td>
<td>Physical Chemistry and Physical Chemistry Laboratory</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 621</td>
<td>Instrumental Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 561</td>
<td>Numerical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ECON 548</td>
<td>Environmental Economics</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 548</td>
<td>Environmental Economics</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 571</td>
<td>Conservation Biology</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 572</td>
<td>Freshwater Ecology</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 590</td>
<td>Environmental Issues Seminar 1</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 341</td>
<td>Cartography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 345</td>
<td>Interpretation of Aerial Photographs</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 363</td>
<td>Geographic Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 365</td>
<td>Hurricanes and Tropical Climatology</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 510</td>
<td>Special Topics in Geographic Research</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 516</td>
<td>Coastal Zone Management</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 541</td>
<td>Advanced Cartography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 545</td>
<td>Synoptic Meteorology</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 546</td>
<td>Applied Climatology</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 551</td>
<td>Principles of Remote Sensing</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 554</td>
<td>Spatial Programming</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 563</td>
<td>Advanced Geographic Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 564</td>
<td>GIS-Based Modeling</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 575</td>
<td>Digital Techniques and Applications in Remote Sensing</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 305</td>
<td>Earth Systems through Time</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 315</td>
<td>Surface and Near Surface Processes</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 325</td>
<td>Stratigraphy and Sedimentary Basins</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 335</td>
<td>Processes of Global Environmental Change</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 345</td>
<td>Igneous and Metamorphic Processes</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 371</td>
<td>A View of the River</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 500</td>
<td>Field Geology</td>
<td>4-6</td>
</tr>
<tr>
<td>GEOL 503</td>
<td>Regional Stratigraphy and Biostratigraphy of North America</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 508</td>
<td>Palynology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 516</td>
<td>Sedimentology</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 541</td>
<td>Earth Science for Teachers II</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 545</td>
<td>Geological Oceanography</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 546</td>
<td>Marine Geophysics</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 555</td>
<td>Elementary Seismology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 570</td>
<td>Environmental Hydrogeology</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 507</td>
<td>Communicating Science, Health and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>MATH 242</td>
<td>Elementary Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 344</td>
<td>Applied Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 344L</td>
<td>Applied Linear Algebra Lab</td>
<td>1</td>
</tr>
<tr>
<td>MATH 521</td>
<td>Boundary Value Problems and Partial Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 526</td>
<td>Numerical Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MATH 527</td>
<td>Numerical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MATH 544</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>NAVY 301 &amp; 301L</td>
<td>Navigation/Naval Operations I and Navigation/Naval Operations Lab</td>
<td>4</td>
</tr>
<tr>
<td>NAVY 302 &amp; 302L</td>
<td>Navigation/Naval Operations II and Navigation/Naval Operations Lab</td>
<td>4</td>
</tr>
<tr>
<td>POLI 370</td>
<td>Introduction to Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>POLI 399A</td>
<td>Independent Study in Political Science</td>
<td>1-6</td>
</tr>
<tr>
<td>POLI 399B</td>
<td>Independent Study in International Studies</td>
<td>1-6</td>
</tr>
<tr>
<td>POLI 420</td>
<td>International Law</td>
<td>3</td>
</tr>
<tr>
<td>POLI 431</td>
<td>Science, Technology, and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>POLI 477</td>
<td>Green Politics</td>
<td>3</td>
</tr>
<tr>
<td>SCHC 390-SCHC 398</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SCHC 499</td>
<td>HNRS: Senior Thesis/Project 1</td>
<td>1-15</td>
</tr>
<tr>
<td>SOCY 310</td>
<td>Social Demography</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 315</td>
<td>Global Population Issues</td>
<td>3</td>
</tr>
<tr>
<td>STAT 506</td>
<td>Introduction to Experimental Design</td>
<td>3</td>
</tr>
<tr>
<td>STAT 511</td>
<td>Probability</td>
<td>3</td>
</tr>
<tr>
<td>STAT 512</td>
<td>Mathematical Statistics</td>
<td>3</td>
</tr>
<tr>
<td>STAT 513</td>
<td>Theory of Statistical Inference</td>
<td>3</td>
</tr>
<tr>
<td>STAT 516</td>
<td>Statistical Methods II</td>
<td>3</td>
</tr>
<tr>
<td>STAT 518</td>
<td>Nonparametric Statistical Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

1 A maximum of 10 hours of independent study, seminar, and undergraduate research courses may count in the 23 hours of major electives required for the Marine Science major.

Note: Credit for a degree will not be given for both CHEM 340 and CHEM 541.

### Concentrations (12-15 hours)

Students may elect to have a Concentration specified directly on their academic transcript upon graduation from the Marine Science Program. In order to earn a Concentration certification, students must take the following courses, with an additional course(s) to be decided upon by the student and his or her Faculty Advisor. These courses may also be included in the 36 major credit hours required for graduation.

#### Biological Oceanography (13 hours minimum)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 301 &amp; 301L</td>
<td>Ecology and Evolution and Ecology and Evolution Laboratory (Lab not required)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 302 or BIOL 302L</td>
<td>Cell and Molecular Biology (Lab not required) 1</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 303 or BIOL 303</td>
<td>Fundamental Genetics</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two additional courses (six hours minimum) from the following list of marine biology, ecology, biology courses or similar courses as approved by advisor.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSCI/BIOL 450</td>
<td>Principles of Biological Oceanography</td>
<td></td>
</tr>
<tr>
<td>MSCI 503/BIOL 502</td>
<td>Environmental Microbiology</td>
<td></td>
</tr>
<tr>
<td>MSCI/BIOL 510</td>
<td>Invertebrate Zoology</td>
<td></td>
</tr>
<tr>
<td>MSCI/BIOL 525</td>
<td>Marine Zoology</td>
<td></td>
</tr>
<tr>
<td>MSCI/BIOL 535</td>
<td>Fishery Management</td>
<td></td>
</tr>
</tbody>
</table>
### Chemical Oceanography (13 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 321</td>
<td>Quantitative Analysis Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 321L</td>
<td>Quantitative Analysis Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 333</td>
<td>Organic Chemistry I (Lab not required)</td>
<td>3</td>
</tr>
<tr>
<td>or CHEM 333L</td>
<td>Comprehensive Organic Chemistry Laboratory I</td>
<td></td>
</tr>
<tr>
<td>CHEM 334</td>
<td>Organic Chemistry II (Lab not required)</td>
<td>3</td>
</tr>
<tr>
<td>or CHEM 334L</td>
<td>Comprehensive Organic Chemistry Laboratory II</td>
<td></td>
</tr>
<tr>
<td>One more Chemical Oceanography course at the 400-level or above</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours:** 13

### Coastal Resource Management & Marine Policy (12 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSCI 390</td>
<td>Policy and Marine Science</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 516</td>
<td>Coastal Zone Management</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 548</td>
<td>Environmental Economics</td>
<td>1</td>
</tr>
<tr>
<td>or ENVR 548</td>
<td>Environmental Economics I</td>
<td>3</td>
</tr>
<tr>
<td>One more Coastal Resource Management &amp; Marine Policy course at the 400-level or above</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours:** 12

1. ENVR 548 requires a prerequisite of ECON 221 and ECON 222 or ECON 224.

### Geological Oceanography (15 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 302</td>
<td>Rocks and Minerals</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 305</td>
<td>Earth Systems through Time</td>
<td>4</td>
</tr>
<tr>
<td>or GEOL 335</td>
<td>Processes of Global Environmental Change</td>
<td></td>
</tr>
<tr>
<td>GEOL 315</td>
<td>Surface and Near Surface Processes</td>
<td>4</td>
</tr>
<tr>
<td>or GEOL 325</td>
<td>Stratigraphy and Sedimentary Basins</td>
<td></td>
</tr>
<tr>
<td>One more Geological Oceanography course at the 300-level or above</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours:** 15

### Physical Oceanography (12 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 241</td>
<td>Vector Calculus</td>
<td>3</td>
</tr>
<tr>
<td>MATH 242</td>
<td>Elementary Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>Select two of the following:</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>MSCI 557</td>
<td>Coastal Processes</td>
<td></td>
</tr>
<tr>
<td>MSCI 579</td>
<td>Air-Sea Interaction</td>
<td></td>
</tr>
<tr>
<td>MSCI 581</td>
<td>Estuarine Oceanography</td>
<td></td>
</tr>
<tr>
<td>MSCI 582</td>
<td>Marine Hydrodynamics</td>
<td></td>
</tr>
<tr>
<td>MSCI 590</td>
<td>Beach-Dune Interactions</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours:** 12

1. Courses are taught alternate years. Please check teaching schedule.

2. Students in the Physical Oceanography concentration must take PHYS 211 & PHYS 211L and PHYS 212 & PHYS 212L.

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### Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.
Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

**Marine Science, B.S.**
- No Concentration
- Biological Oceanography Concentration
- Chemical Oceanography Concentration
- Coastal Resource Mgmt. & Marine Policy Concentration
- Geological Oceanography Concentration
- Physical Oceanography Concentration

**School of Visual Art and Design**
Website Department (http://www.cas.sc.edu/art/)
Laura Kissel, Director

**Degree Programs**
The Bachelor of Arts degree is available with majors in art history, art studio, and media arts. A Bachelor of Fine Arts degree is offered in art studio and art education. The art education BFA is designed for students who seek certification to teach art in K-12 settings. The Bachelor of Fine Arts in art studio offers concentrations in: ceramics, drawing, graphic design, painting, photography, printmaking, and 3D/sculpture.

The School of Visual Art and Design offers four major areas of study and several degrees in the fields of ART EDUCATION, ART HISTORY, ART STUDIO, and MEDIA ARTS.

Students pursuing a degree in ART EDUCATION receive broad exposure to studio art, art history, education, critical perspectives and aesthetics, and can earn certification to teach art in K-12 schools.

The ART HISTORY program offers courses in art and architecture across cultures and from antiquity to the present. Students develop skills in research, analysis, criticism, and theory.

ART STUDIO encompasses seven areas of studio specialization within the BFA degree: ceramics, drawing, graphic design, painting, photography, printmaking, and 3D/sculpture.

Students pursuing a degree in MEDIA ARTS study media practices and global media cultures in courses where they analyze and produce media such as films, video games, manga, animations, internet art, mobile applications, screenplays, and more.

Interested in film production? (https://sc.edu/study/majors_and_degrees/media_arts.php)

Interested in film studies? (https://sc.edu/study/majors_and_degrees/media_arts.php)

**Honors Sections**
The School of Visual Art and Design participates in the University’s Honors College. Each year, one or more sections of art, media, or art history courses are generally offered for honors students.

**Scholarships**
A limited number of competitive scholarships are available for School of Visual Art and Design majors, including incoming freshmen. Contact the department office or visit the School of Visual Art and Design website for further information.

**Class Attendance**
Students are obligated to complete all assigned work promptly, to attend class regularly, and to participate in whatever class discussion may occur. The instructor’s attendance policy should be ascertained by the student at the beginning of the semester. Faculty members should notify classes specifically of the attendance policy which they intend to follow in each class.

**Programs**
- Art Education, B.F.A. (p. 270)
- Art History Minor (p. 273)
- Art History, B.A. (p. 273)
- Art Studio Minor (p. 275)
- Art Studio, B.A. (p. 275)
- Art Studio, B.F.A. (p. 278)
- Media Arts Minor (p. 280)
- Media Arts, B.A. (p. 280)

**Courses**
**ARTE 101 - Introduction to Art (3 Credits)**
Introduction to art appreciation. Elements and principles of the visual arts, with examples from the history of art.
*Carolina Core: AIU*

**ARTE 201 - Special Topics in Art Education (3 Credits)**
Topics selected by the instructor for specialized study. Course content may include a variety of new, contemporary, and emerging art-related issues that are not regularly included in the general art education curriculum. May be repeated.

**ARTE 260 - Interdisciplinary Relationships in the Arts (3 Credits)**
The study of relationships among visual arts, music, theatre, and dance.
*Carolina Core: AIU*

**ARTE 345 - Art Evaluation (3 Credits)**
The language of art is taught through viewing, interpreting, producing, and appreciating art. Historical and contemporary art criticism; methods of teaching art criticism to children and young adults.

**ARTE 399 - Independent Study (3-9 Credits)**
*Graduation with Leadership Distinction: GLD: Research*

**ARTE 520 - Art for Elementary Schools (3 Credits)**
Methods of teaching art to elementary and preschool children. Major emphasis will be given to relevant studio experiences.

**ARTE 525 - Elementary Methods for K-12 Art Certification (3 Credits)**
Curriculum, methods, and materials for teaching art to elementary and preschool children.

**ARTE 525P - Elementary Methods for K-12 Art Certification Practicum (1 Credit)**
Experiential practice and learning in elementary schools.
*Corequisite: ARTE 525.*
ARTE 530 - Art of Children (3 Credits)
A study of prominent theories of the artistic development of children from infancy through adolescence. Students will examine children's art from various age groups and apply theoretical explanations to these observations.

ARTE 540 - The School Art Program (3 Credits)
An introduction to art education as a profession. The history, curricular development, and current issues are examined. Students practice proven teaching techniques.
Prerequisites: ARTE 520.

ARTE 540P - Practicum in Art Education (1 Credit)
A sequence of supervised practicum experiences in middle and secondary school art education settings. Seminars and group discussions.
Corequisite: ARTE 540.

ARTE 550 - Incorporating New Media in Art Education (3 Credits)
Applications new media such as digital photography, sound, and other interactive hypermedia for the art classroom. Emphasis on integrating art production with art history, criticism, and aesthetics.

ARTE 560 - Secondary Methods for K-12 Art Certification (3 Credits)
Curriculum, methods, and materials for teaching art to secondary school students.
Corequisite: ARTE 560P.

ARTE 560P - Secondary Methods for K-12 Art Certification Practicum (1 Credit)
Experiential curriculum, methods, and materials for teaching secondary schoolchildren.
Corequisite: ARTE 560.

ARTE 565 - Field Experience Seminar (3 Credits)
Corequisite: EDSE 471.

ARTE 571 - Directed Teaching in Art (12 Credits)
Students seeking K-12 certification in art participate in directed teaching in elementary and secondary art programs while being supervised by an art education faculty member. Students are evaluated using a state-mandated assessment tool. Completion of course work in art education, admission to professional program, College of Education, and FBI check are required.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

ARTE 595 - Art Education Workshop (1-6 Credits)
A workshop especially for teachers and prospective teachers, featuring practical art experiences and projects for elementary and secondary school. Topic varies by title.

ARTH 105 - History of Western Art (3 Credits)
The visual arts from Paleolithic times to the Renaissance.
Carolina Core: AIU
Graduation with Leadership Distinction: GLD: Global Learning

ARTH 106 - History of Western Art (3 Credits)
The visual arts from the Renaissance to the present.
Carolina Core: AIU
Graduation with Leadership Distinction: GLD: Global Learning

ARTH 107 - History of Asian Art (3 Credits)
Art and culture of India, China, and Japan from prehistory to the present.
Carolina Core: GHS

ARTH 313 - History of Roman Art (3 Credits)
An examination of the development of architecture, painting, and sculpture until the end of the Roman Empire.

ARTH 315 - History of Medieval Art (3 Credits)
A survey of architecture, painting, and sculpture in Europe during the Middle Ages.

ARTH 320 - History of Italian Renaissance Art (3 Credits)
The origins and development of Renaissance painting, sculpture, and architecture in Italy during the 15th and 16th centuries.
Graduation with Leadership Distinction: GLD: Global Learning

ARTH 321 - History of Northern Renaissance Art (3 Credits)
The arts of Northern Europe during the 15th and 16th centuries with particular emphasis on the developments in the Low Countries, Germany, and France.
Graduation with Leadership Distinction: GLD: Global Learning

ARTH 325 - History of Southern Baroque Art (3 Credits)
The art and architecture of Italy and Spain in the 17th century.
Graduation with Leadership Distinction: GLD: Global Learning

ARTH 326 - History of Northern Baroque Art (3 Credits)
The art and architecture of Holland, Flanders, France, England, Germany, and Austria in the 17th century.
Graduation with Leadership Distinction: GLD: Global Learning

ARTH 327 - History of 18th-Century European Art (3 Credits)
A survey of eighteenth-century European painting and sculpture, following the lives and works of major artists, changes in style and taste against the backdrop of a broader cultural and historical context.

ARTH 330 - History of 19th-Century European Art (3 Credits)
A survey of nineteenth-century European painting and sculpture, following the lives and works of major artists, changes in style and taste against the backdrop of a broader cultural and historical context.

ARTH 333 - Art, Anatomy, and Medicine, 1700-Present (3 Credits)
Considers anatomical instruction in artistic training; anatomy and ideas of beauty and morality; role of art in dissemination of anatomical/medical information; why artistic representations of medicine and anatomy feature in popular culture; role of art in medical training; how art has imagined anato-medical improbabilities that are now reality.

ARTH 335 - History of 20th Century Art (3 Credits)
A survey of architecture, painting, and sculpture in the 20th century.

ARTH 337 - History of Modern Architecture (3 Credits)
Architecture from the turn of the century until the present.

ARTH 340 - History of American Art I (3 Credits)
A survey of the history of art in America from colonial times to 1860.

ARTH 341 - History of American Art II (3 Credits)
A survey of art in America from 1860 to the present.

ARTH 342 - Contemporary American Art (3 Credits)
Recent trends in painting and sculpture.

ARTH 345 - History of Asian Art (3 Credits)
A survey of the visual arts of India, China, and Japan from prehistory to the present.

ARTH 346 - African Art (3 Credits)
Sculpture, painting, architecture of Sub-Saharan Africa.

ARTH 350 - History and Theory of Art Criticism (3 Credits)
Art criticism from antiquity to the present.
ARTH 365 - History of Cinema I (3 Credits)
Survey of the international cinema from its inception until 1945. 03: 07/05/2019.

ARTH 366 - History of Cinema II (3 Credits)
Survey of the international cinema from 1945 to the present. 03: 07/05/2019.

ARTH 390 - Topics in Art History (3 Credits)
Topic varies by title.

ARTH 399 - Independent Study (3-9 Credits)
Graduation with Leadership Distinction: GLD: Research

ARTH 498 - Independent Study (3 Credits)
Graduation with Leadership Distinction: GLD: Research

ARTH 499 - Independent Study (3 Credits)
Graduation with Leadership Distinction: GLD: Research

ARTH 501 - Methodologies of Art History (3 Credits)
A seminar for art history majors and graduate students in the history and various methodologies of the discipline.

ARTH 503 - Internship in Art History (1-6 Credits)
Supervised experience in the field of art history, including museums, galleries, art dealers and auction houses. Requires a university internship contract and is subject to approval by advisor. May be repeated.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

ARTH 511 - Etruscan Art and Archaeology (3 Credits)
Seminar in the art and civilization of the pre-Roman Etruscan peoples of Italy. Slide lectures, discussion sessions, and some examination of archaeological field methods and pottery classification.

ARTH 514 - Topics in Ancient Art (3 Credits)
Topic varies by title.

ARTH 519 - Topics in Medieval Art (3 Credits)
Topic varies by title.

ARTH 520 - History of Renaissance Painting (3 Credits)
An analysis of the paintings and painters of importance during the period of the Renaissance in Europe.

ARTH 521 - History of Renaissance Sculpture (3 Credits)
A survey of the major developments in the art of sculpture associated with the European Renaissance.

ARTH 522 - History of Renaissance Architecture (3 Credits)
European architecture and architectural theory during the 15th and 16th centuries.

ARTH 523 - Florentine Art (3 Credits)
The artistic development of Florence from the age of Giotto to that of Michelangelo as seen in the context of social and cultural developments.

ARTH 524 - Topics in Renaissance Art (3 Credits)
Topic varies by title.

ARTH 525 - History of Baroque Painting (3 Credits)
17th-century European painting.
Prerequisites: ARTH 106 or ARTH 325 or ARTH 326.

ARTH 526 - History of Baroque Sculpture (3 Credits)
17th and 18th-century European sculpture.
Prerequisites: ARTH 106 or ARTH 325 or ARTH 326.

ARTH 527 - History of Baroque Architecture (3 Credits)
The architecture of Europe in the 17th century with special attention to the major architects of Italy, France, Germany, and England. Topics to be included are: the church, the palace, the garden, and city planning.
Prerequisites: ARTH 106 or ARTH 325 or ARTH 326.

ARTH 529 - Topics in 18th-Century Art (3 Credits)
Topic varies by title.
Prerequisites: ARTH 106 or ARTH 327.

ARTH 534 - Topics in 19th-Century Art (3 Credits)
Topic varies by title.
Prerequisites: ARTH 106 or ARTH 330.

ARTH 535 - History of Modern Painting (3 Credits)
A detailed examination of 20th century painting.

ARTH 536 - History of Modern Sculpture (3 Credits)
The development of sculpture in the 19th and 20th centuries with special attention to contemporary tendencies.

ARTH 537 - Topics in Modern Architecture (3 Credits)
Topic varies by title.
Prerequisites: ARTH 106 or ARTH 337.

ARTH 539 - Topics in Modern Art (3 Credits)
Topic varies by title.

ARTH 540 - History of American Painting (3 Credits)
Important aspects of American painting with emphasis on the 19th and 20th centuries.

ARTH 542 - History of American Architecture (3 Credits)
A consideration of the evolution of architecture in America including aspects of town and city planning.

ARTH 543 - The History of American Antiques and Decorative Arts (3 Credits)
A survey of our material culture concentrating upon the evolution of styles.

ARTH 544 - Topics in American Art (3 Credits)
Topic varies by title.

ARTH 545 - Special Topics in Modern Chinese Art (3 Credits)
Topics in modern Chinese art selected for specialized study. May be repeated as content varies by title.

ARTH 546 - Special Topics in Asian Art (3 Credits)
Topics in Asian art selected for specialized study. May be repeated as content varies by title.

ARTH 549 - Topics in Non-Western Art (3 Credits)
Topic varies by title.

ARTH 550 - Trends in Art History (3 Credits)
A critical examination of the development of the discipline of art history and an analysis of its major trends and theoretical positions.

ARTH 551 - Special Topics in Film and Media Studies (3 Credits)
Intensive study of a specific topic in film and media studies. May be repeated as content varies by title.
Prerequisites: FAMS 240.

Cross-listed course: FAMS 511, MART 591

ARTH 557 - History of Printmaking (3 Credits)
Technical, aesthetic, and historical study of the development of printmaking.
ARTH 560 - Museology I (3 Credits)
The history and theory of museums and an introduction to museum practices in the setting of a multi-disciplinary institution. Practical experience provided through the various units of the University Museums.

ARTH 561 - Museology II (3 Credits)
Museum practices emphasizing the conservation, installation, and interpretation of the object in the context of an art museum. Practical experience provided through the Columbia Museum of Art.

ARTH 562 - Art Conservation (3 Credits)
History, theory, practices, ethics, and procedures of modern art conservation. Practical experience provided through the South Carolina Institute of Archaeology and Anthropology.

ARTH 569 - Special Topics in Film and Media Histories (3 Credits)
Intensive study of a specific topic in film and media history. May be repeated as content varies by title.
Prerequisites: FAMS 300.

ARTH 590 - Topics in Art History (3 Credits)
Topic varies by title.
Prerequisites: ARTH 105 or ARTH 106 or any ARTH 300.

ARTH 599 - Independent Study (1-6 Credits)
Independent study for advanced undergraduate majors and graduate students in art history. Approved independent study contract required for enrollment. May be repeated, but no more than 12 credits of Independent Study may be applied to the degree.

ARTS 102 - Introduction to Visual Arts Computing (3 Credits)
A foundations level course in the use of personal computers and discipline-related software as aids in visual design.

ARTS 103 - Fundamentals of Art (3 Credits)
Introduction to visual thinking and principles of two-dimensional design.
Carolina Core: AIU

ARTS 104 - 3-Dimensional Design I (3 Credits)
Introduction to visual thinking and principles of three-dimensional design.
Carolina Core: AIU
Graduation with Leadership Distinction: GLD: Research

ARTS 107 - Color and Composition (3 Credits)
Color, color theory, and compositional systems.
Prerequisites: ARTS 103.

ARTS 111 - Basic Drawing I (3 Credits)
Introduction to the materials and basic techniques of drawing.
Carolina Core: AIU

ARTS 210 - Introduction to Painting (4 Credits)
An introductory course in the materials and techniques of painting.
Carolina Core: AIU

ARTS 211 - Beginning Painting II (4 Credits)
Exploration of materials and techniques of painting with emphasis on individual creative expression.

ARTS 215 - Introduction to Printmaking (4 Credits)
An introductory course in printmaking with emphasis on monotype, relief, and intaglio processes.

ARTS 220 - Beginning Ceramics (4 Credits)
An introduction to the materials and techniques of ceramics through hand-building and throwing on the wheel.

ARTS 225 - Introduction to Three-Dimensional Studies (4 Credits)
An introductory course in the concepts, materials, and techniques of three-dimensional media.
Prerequisites: C or better in ARTS 104.

ARTS 230 - Introduction to Drawing (4 Credits)
Building on foundational skills acquired in ARTS 111, this course further develops skills in observation, composition, spatial awareness, drawing technique and critical language.
Prerequisites: C or better in ARTS 111.

ARTS 232 - Figure Structure I (4 Credits)
The structural nature of figure, with emphasis on the translation of form in space onto a two-dimensional surface.
Prerequisites: C or better in ARTS 230.

ARTS 233 - Figure Structure II (4 Credits)
Drawing from the human figure.
Prerequisites: C or better in ARTS 230.

ARTS 235 - Introduction to Fiber Arts (4 Credits)
An introductory course in the materials and processes of fiber arts.

ARTS 241 - Color for Design (4 Credits)
Color theory, systems, and applications in visual communications.
Graduation with Leadership Distinction: GLD: Research

ARTS 245 - Graphic Design I (4 Credits)
The basics of visual communication, including formal issues, fundamental communication principles, image development, and relevant digital applications.
Prerequisites: C or better in ARTS 102.

ARTS 246 - Graphic Design II (4 Credits)
Typography, word/image relationships, relevant digital applications.
Prerequisites: C or better in ARTS 102.

ARTS 255 - Introduction to Jewelry Making (4 Credits)
Introduction to concepts and design of jewelry objects in a variety of metals and other materials.

ARTS 260 - Photography for Non-Majors (3 Credits)
Photographic history, theory, and practice with emphasis on developing a personal vision through the use of digital still cameras.

ARTS 261 - Introduction to Photography (4 Credits)
A thorough grounding in 35mm black and white photography using both digital and traditional output, as well as the aesthetics of the photograph as a personal artistic expression.

ARTS 265 - Illustration (4 Credits)
Basic illustration projects emphasizing principles of visual communication, development of resource material, composition and preparation of sketches, comprehensives, and finished illustrations in a variety of media.
Prerequisites: C or better in ARTS 102 and ARTS 111.

ARTS 266 - Illustration II (4 Credits)
Illustration projects emphasizing principles of visual communication, development of resource material, composition and preparation of sketches, comprehensives, and finished illustrations in a variety of media.
Prerequisites: C or better in ARTS 102 and ARTS 111.

ARTS 310 - Intermediate Painting I (4 Credits)
An exploration of painting as a means of multi-sensory expression through visual experience.
ARTS 311 - Intermediate Painting II (4 Credits)
An exploration of the depiction of space and form in painting with a continued emphasis on materials and techniques combined with individual creative expression.

ARTS 315 - Intermediate Printmaking I: Relief (4 Credits)
Linoleum, woodblock printing, and other relief techniques including the execution of original works in these media.

ARTS 316 - Intermediate Printmaking II: Screen (4 Credits)
Screen printing techniques including the execution of original works in these media.

ARTS 320 - Intermediate Ceramics I (4 Credits)
Concentration on development of throwing skills. Experimentation with clay and glaze chemistry.

ARTS 321 - Intermediate Ceramics II (4 Credits)
Concentration on hand-building skills. Glaze experimentation and ceramic materials will be researched.

ARTS 325 - Intermediate Three-Dimensional Studies I (4 Credits)
Contemporary principles in various three-dimensional media.
Prerequisites: C or better in ARTS 225.

ARTS 326 - Intermediate Three-Dimensional Studies II (4 Credits)
Further study of various three-dimensional media.
Prerequisites: C or better in ARTS 225.

ARTS 330 - Intermediate Drawing I (4 Credits)
Enhancing graphic richness in drawings with intellectual and visual perception as content.
Prerequisites: C or better in ARTS 230.

ARTS 331 - Intermediate Drawing II (4 Credits)
Contemporary cultural stimuli as the content for drawing projects. Emphasis on intellectual and emotive approaches.
Prerequisites: C or better in ARTS 230.

ARTS 335 - Intermediate Fiber Arts I (4 Credits)
Exploration of fiber constructions such as weaving, spinning, and feltmaking.
Prerequisites: C or better in ARTS 235.

ARTS 336 - Intermediate Fiber Arts II (4 Credits)
Exploration of fiber surface design techniques such as batik, tie dye, and block printing.
Prerequisites: C or better in ARTS 335.

ARTS 345 - Visual and Verbal Interaction (4 Credits)
Intermediate level exploration of type and image in a variety of visual communication problems employing a variety of media. Graphic design majors only. Portfolio Review Acceptance.
Prerequisites: C or better in ARTS 246, and C or better in ARTS 260 or ARTS 261.

ARTS 346 - Series Development and Practice (4 Credits)
Development of complex visual communication projects that involve problem-seeking and problem-solving and result in works with multiple elements. Discussion of current visual communication issues. Graphic design majors only.
Prerequisites: C or better in ARTS 345.

ARTS 347 - Photographics (4 Credits)
Creative use of contemporary photographic equipment and techniques in solving graphic design problems.
Prerequisites: C or better in ARTS 261.

ARTS 355 - Intermediate Jewelrymaking I (4 Credits)
Jewelry fabrication using the centrifugal casting methods.
Prerequisites: C or better in ARTS 255.

ARTS 356 - Intermediate Jewelrymaking II (4 Credits)
Jewelry fabrication using the electroforming method.
Prerequisites: C or better in ARTS 355.

ARTS 360 - Advanced Black & White Photography (4 Credits)
Continuation of black and white photographic techniques introduced in ARTS 261. Introduction to advanced exposure and film development, exhibition quality printing and presentation, medium and large-format cameras, b&w digital output and darkroom experimentation.
Prerequisites: C or better in ARTS 261.

ARTS 361 - Digital Photography (4 Credits)
Exploration of digital imaging techniques including image adjustment and printing methods with an emphasis on color photography.

ARTS 390 - Special Topics in Art Studio (3 Credits)
Investigation and analysis of various thematic concepts, processes, and techniques in a variety of media. Content varies by course title.

ARTS 399 - Independent Study (3-9 Credits)
Graduation with Leadership Distinction: GLD: Research

ARTS 410 - Advanced Painting I (4 Credits)
Advanced development of individual direction in painting the human figure from a live model. Special emphasis on material selection and formal principles of painting as applied toward individual goals.
Prerequisites: C or better in ARTS 310 or ARTS 311.

ARTS 411 - Advanced Painting II (4-6 Credits)
Advanced development of individual direction in painting and skills in the representation of the human figure working observationally from the live model. Special emphasis on material selection and formal principles of painting as applied toward individual goals.
Prerequisites: C or better in ARTS 310 or ARTS 311.

ARTS 415 - Advanced Printmaking I: Intaglio (4 Credits)
Intaglio techniques, such as drypoint, etching and collagraph, including the execution of original works in these media.

ARTS 416 - Advanced Printmaking II: Lithography (4-6 Credits)
Lithography techniques, including the execution of original works in these media.

ARTS 420 - Advanced Ceramics I (4 Credits)
Further development of throwing and hand-building skills. Introduction to kiln firing and continued glaze and clay experimentation.
Prerequisites: C or better in ARTS 320 or ARTS 321.

ARTS 421 - Advanced Ceramics II (4-6 Credits)
Prerequisites: C or better in ARTS 420.
### ARTS 425 - Advanced Three-Dimensional Studies I (4 Credits)
The development of fabrication skills and creative expression in various three-dimensional media.  
**Prerequisites:** C or better in ARTS 325 or ARTS 326.

### ARTS 426 - Advanced Three-Dimensional Studies II (4-6 Credits)
Further development of fabrication skills and creative expression in various three-dimensional media.  
**Prerequisites:** C or better in ARTS 325 or ARTS 326.

### ARTS 430 - Advanced Drawing I (4 Credits)
Development of a thematic approach to drawing in a series of individual and group generated artworks.  
**Prerequisites:** C or better in ARTS 330 or ARTS 331.

### ARTS 431 - Advanced Drawing II (4-6 Credits)
Development of highly individualized content in a series of drawings.  
**Prerequisites:** C or better in ARTS 430.

### ARTS 435 - Advanced Fiber Arts I (4 Credits)
Advanced study of materials and techniques of fiber arts with emphasis on individual creative expression.  
**Prerequisites:** C or better in ARTS 336.

### ARTS 436 - Advanced Fiber Arts II (4 Credits)
Advanced study of materials and techniques of fiber arts with emphasis on individual creative expression.  
**Prerequisites:** C or better in ARTS 435.

### ARTS 445 - Time and Sequence (4 Credits)
Advanced visual communication projects involving time and sequencing with both visual and verbal elements using a variety of media.  
**Prerequisites:** C or better in ARTS 436.

### ARTS 446 - Structures (4 Credits)
Advanced exploration of visual structures, both 2D and 3D, in visual communication problems.  
**Prerequisites:** C or better in ARTS 445.

### ARTS 447 - Senior Project I (4 Credits)
Individual final project in graphic design.  
**Prerequisites:** C or better in ARTS 445.

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### ARTS 448 - Senior Graphic Design Portfolio Preparation (4-6 Credits)
Advanced studies in professional presentations of visual communication projects, professional interviews, and graphic design business topics.  
**Prerequisites:** C or better in ARTS 436.

### ARTS 449 - Graphic Design Practicum (4 Credits)
Practical design experience for students through design or publicity problems in non profit organizations.  
**Prerequisites:** C or better in ARTS 345 or ARTS 346.

### ARTS 450 - Intermedia Studio I (4 Credits)
Advanced intermedia; formal and conceptual problems associated with combining multiple forms of imaging processes.

### ARTS 451 - Intermedia Studio II (4 Credits)
Advanced intermedia; creation of portfolio work combining multiple forms of imaging processes.

### ARTS 455 - Advanced Jewelrymaking I (4 Credits)
Advanced problems and individual investigation in jewlerymaking techniques.  
**Prerequisites:** C or better in ARTS 356.

### ARTS 456 - Advanced Jewelrymaking II (4 Credits)
Advanced problems and individual investigation in jewlerymaking techniques.  
**Prerequisites:** C or better in ARTS 455.

### ARTS 460 - Photography Portfolio (4 Credits)
Advanced techniques and career practices in photography. The development of personal vision through the production of a fine arts portfolio. Students may work with any photographic process (digital or analog) towards the completion of a cohesive body of work.  
**Prerequisites:** C or better in ARTS 360 or ARTS 361.

### ARTS 461 - Photography Exhibition (4-6 Credits)
Advanced concepts in photography. The development of personal vision culminating in a collaborative exhibition. Students may work with any photographic process (analog or digital).  
**Prerequisites:** C or better in ARTS 360 or ARTS 361.

### ARTS 465 - Advanced Illustration (4 Credits)
Projects in advertising and editorial illustration. Further development of style, media, and technique.  
**Prerequisites:** C or better in ARTS 265.

### ARTS 466 - Advanced Illustration II (4 Credits)
Projects in commercial illustration. Further development of style, media, and technique with emphasis in development of commercial portfolio.  
**Prerequisites:** C or better in ARTS 265 or ARTS 266.

### ARTS 498 - Independent Study (3-9 Credits)
**Graduation with Leadership Distinction:** GLD: Research

### ARTS 499 - Independent Study (3-9 Credits)
**Graduation with Leadership Distinction:** GLD: Research

### ARTS 500 - Visual Meaning (4 Credits)
The analysis, structuring, and production of individual works of art using traditional and non-traditional approaches.

### ARTS 501 - Art Business (3 Credits)
Business practices for the studio artist. Contracts, portfolio preparation, promotion, alternate professions, museums, galleries, copyright, and shipping will be discussed.

### ARTS 510 - Painting I (6 Credits)
BFA Painting Capstone course stressing focus on further development of individual approaches to painting culminating in a cohesive body of work and a written thesis defense.  
**Prerequisites:** ARTS 210, ARTS 211, ARTS 310, and ARTS 311.

### ARTS 511 - Painting II (6 Credits)
BFA Painting Capstone course focusing on further development of individual approaches to painting culminating in a BFA Senior Thesis Exhibition and defense.  
**Prerequisites:** ARTS 510.

### ARTS 512 - Introduction to Watercolor (3 Credits)
Introduction to traditional and experimental transparent watercolor technique. Encompasses field work at off campus locations.
ARTS 513 - Advanced Watercolor (3 Credits)
Advanced study of watercolor and water-based media with emphasis on individual creative expression. Encompasses field work at off campus locations.

ARTS 514 - Workshop: Painting (4 Credits)
Advanced study in various painting problems, content varies by title.

ARTS 515 - Printmaking I (3 Credits)
Further development of individual approaches to printmaking.
Prerequisites: ARTS 416.

ARTS 516 - Capstone Printmaking I: Professional Practices (3-6 Credits)
Professional development practices including preparing a portfolio and oral presentation of work, researching career options, and preparing applications for exhibition and funding opportunities.
Prerequisites: ARTS 215 and one ARTS 300 - ARTS 400 level print course.

ARTS 517 - Capstone Printmaking II: Exhibition (3-6 Credits)
Preparing for an exhibition.
Prerequisites: ARTS 215 and one ARTS 300 - ARTS 400 level print course.

ARTS 519 - Workshop: Printmaking (3 Credits)
Advanced investigation and analysis of various printmaking techniques. Topic varies by title.

ARTS 520 - Ceramics I (6 Credits)
Further development of a personal approach to the ceramic process, supported by an investigation of ceramic history.
Prerequisites: ARTS 421.

ARTS 521 - Ceramics II (6 Credits)
Further development of a personal approach to the ceramic process, supported by an investigation of ceramic history.
Prerequisites: ARTS 520.

ARTS 524 - Workshop: Ceramics (3 Credits)
Advanced investigation and analysis of problems and methods in ceramics. Topics vary by title.

ARTS 525 - Three-Dimensional Studies I (3-6 Credits)
Personal concepts and expressions in various three-dimensional media.
Prerequisites: C or Better in ARTS 425 or ARTS 426.

ARTS 526 - Three-Dimensional Studies II (3-6 Credits)
Personal concepts and expressions in various three-dimensional media.
Prerequisites: C or better in ARTS 425 or ARTS 426.

ARTS 529 - Workshop: Three-Dimensional Studies (3 Credits)
Investigation and analysis of various three-dimensional concepts, processes, and techniques. Content varies by title.

ARTS 530 - Drawing Capstone I (3-6 Credits)
Further development of individual approaches to drawing with emphasis on intellectual and visual perception as content.
Prerequisites: ARTS 431.

ARTS 531 - Drawing Capstone II (6 Credits)
Further development of individual drawing with emphasis on intellectual and emotive approaches.
Prerequisites: ARTS 530.

ARTS 532 - Advanced Life Drawing (3 Credits)
Human anatomy and instruction in drawing and painting the model from life in a variety of media.
Prerequisites: ARTS 232 or ARTS 233.

ARTS 535 - Fiber Arts I (3 Credits)
Advanced study in the processes and materials of fiber arts.
Prerequisites: ARTS 436.

ARTS 536 - Fiber Arts II (3 Credits)
Advanced study in the processes and materials of fiber arts.
Prerequisites: ARTS 535.

ARTS 537 - Papermaking (3 Credits)
The art and techniques of handmade paper.

ARTS 539 - Workshop: Fiber Arts (3 Credits)
Advanced study in various technical aspects of fiber arts. Topic varies by title.

ARTS 545 - Internship in Graphic Design (4 Credits)
Work experience at a visual communication place of business.
Prerequisites: C or better in ARTS 346.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

ARTS 546 - Graphic Design II (3 Credits)
Advanced individual projects in graphic design.
Prerequisites: ARTS 545.

ARTS 555 - Jewelrymaking I (4 Credits)
The development of individual directions in jewelrymaking.
Prerequisites: C or better in ARTS 456.

ARTS 556 - Jewelrymaking II (3 Credits)
The development of individual directions in jewelrymaking.
Prerequisites: ARTS 555.

ARTS 558 - Crafts (3 Credits)
Contemporary applications of traditional craft media, emphasizing the design and conceptual development of works of art.

ARTS 559 - Workshop: Jewelrymaking (3 Credits)
Advanced study in various technical aspects of jewelrymaking. Topic varies by title.

ARTS 560 - Photography Thesis: Portfolio (6 Credits)
Further development of individual approaches to photography.
Prerequisites: ARTS 460.

ARTS 561 - Photography Thesis: Exhibition (6 Credits)
Further development of individual approaches to photography.
Prerequisites: ARTS 461.

ARTS 564 - Workshop: Photography (4 Credits)
Advanced investigation and analysis of problems in photography. Topic varies by title.

ARTS 570 - Visual Arts Computing (3 Credits)
Advanced visual arts computing techniques on using software such as Photoshop, Studio Pro, and Netscape.
Prerequisites: ARTS 102.

ARTS 590 - Video Art: Theory and Practice (3 Credits)
Television as a medium; small format video systems are used in the creation of individual projects.

ARTS 595 - Independent Study (3 Credits)
Independent study for advanced undergraduate majors and graduate students in art studio. Approved independent study contract required for enrollment.
FAMS 110 - Media Culture (3 Credits)
Introduction to the critical study of film, video, photography, audio, and new media.
Cross-listed course: MART 110
Carolina Core: AIU

FAMS 180 - Film Culture (3 Credits)
How the film industry developed and the impact the movies have had on global popular culture. Does not count toward the film studies major.
Carolina Core: AIU

FAMS 240 - Film and Media Analysis (3 Credits)
Introduction to the critical study of film and media. Students will closely analyze moving images and develop written arguments about film and media.
Carolina Core: AIU

FAMS 300 - Film and Media History (3 Credits)
Surveys the development of cinema and related media from the 1820s to the present. Attention to the relations among key technological, cultural, and industrial changes, their causes, and consequences.
Carolina Core: GHS

FAMS 301 - Media, Power & Everyday Life (3 Credits)
Foundational approaches to media as a means of defining and distributing social power in everyday life.
Prerequisite or Corequisite: C or better in FAMS 240 or FAMS 300.

FAMS 308 - Global Media Industries (3 Credits)
Provides the foundation for the study of globalized film and media industries.
Cross-listed course: GLST 308

FAMS 310 - Special Topics In Popular Media (3 Credits)
Intensive study of a specific topic in popular film and media. May be repeated up to three times for a total of nine credit hours as content varies by title.
Prerequisite or Corequisite: C or better in FAMS 240 or FAMS 300.

FAMS 311 - Classical Hollywood Cinema (3 Credits)
Survey of Classical Hollywood Cinema in aesthetic, cultural, political, and economic contexts.
Prerequisite or Corequisite: C or better in FAMS 240 or FAMS 300.

FAMS 316 - Music and the Hollywood Film (3 Credits)
Examination of how music guides audience interpretation and shapes Hollywood film style.
Prerequisite or Corequisite: C or better in FAMS 240 or FAMS 300.

FAMS 325 - Superheroes across Media (3 Credits)
Examination of the superhero within and across media, industries, and eras addressing topics such as genre, style, seriality, remediation, franchising, and fandom.
Prerequisite or Corequisite: C or better in FAMS 240 or FAMS 350, or ENGL 350.

FAMS 328 - The Blockbuster (3 Credits)
Examination of the post-1975 blockbuster film phenomenon with an emphasis on marketing, finance, and reception.
Prerequisite or Corequisite: C or better in FAMS 308.

FAMS 330 - Special Topics in Non-Film Media (3 Credits)
Intensive study of a specific topic concerning a medium or mediums other than film. May be repeated up to three times for a total of nine credit hours as content varies by title.
Prerequisites: C or better in FAMS 240 or FAMS 300.

FAMS 332 - American Television (3 Credits)
Examination of American television as an industry, art form, medium of social representation, and set of viewer practices.
Prerequisite or Corequisite: C or better in FAMS 240 or FAMS 300.

FAMS 338 - Contemporary British Television Industry (3 Credits)
Examination of industrial structures, network histories, production cultures, and regulation contexts of contemporary British television.
Prerequisite or Corequisite: C or better in FAMS 308.

FAMS 350 - Introduction to Comics Studies (3 Credits)
Scholarly study of the formal and aesthetic evolutions of graphic novels, comic books, and other related forms.
Cross-listed course: ENGL 350

FAMS 360 - Special Topics in Global Media (3 Credits)
Intensive study of a specific topic in film and media centered outside the U.S. May be repeated up to three times for a total of nine credit hours as content varies by title.
Prerequisite or Corequisite: C or better in FAMS 240 or FAMS 300.

FAMS 361 - Middle East on Screen (3 Credits)
Examines representations of the Middle East on screen within multiple media-making traditions and considers their aesthetic, political, and ethical dimensions.
Prerequisite or Corequisite: C or better in FAMS 240 or FAMS 300.

FAMS 363 - Hong Kong Action Cinema (3 Credits)
Survey of the transnational history of Hong Kong action cinema and introduction to critical approaches through which it has been studied.
Prerequisite or Corequisite: C or better in FAMS 240 or FAMS 300.

FAMS 365 - Screening China (3 Credits)
Survey of Chinese language cinema. Chinese film history and vocabulary with which to discuss film texts. Covers classic leftwing cinema, Hong Kong martial arts films, as well as the Hong Kong, Taiwan, and PRC New Waves. Taught in English. Films subtitled.
Cross-listed course: CHIN 365

FAMS 380 - Special Topics in Alternative Media (3 Credits)
Intensive study of a specific topic concerning film and media forms and/or practices outside the commercial mainstream. May be repeated as many as three times for a total of nine credit hours as content varies by title.
Prerequisite or Corequisite: C or better in FAMS 240 or FAMS 300.

FAMS 381 - History of Experimental Film (3 Credits)
Survey of key examples and tendencies in the history of experimental film.
Prerequisite or Corequisite: C or better in FAMS 240 or FAMS 300.

FAMS 383 - Documentary Studies (3 Credits)
History, theory, and practices of documentary film and media.
Prerequisite or Corequisite: C or better in FAMS 240 or FAMS 300.

FAMS 399 - Independent Study (3-9 Credits)
Contract approved by instructor, advisor, and program director is required.
Graduation with Leadership Distinction: GLD: Research

FAMS 470 - Genre Studies Film & Media (3 Credits)
Critical study of a popular genre (e.g., horror, science fiction, melodrama), or set of genres, in film and media. Course content varies and will be announced in the schedule of courses by title. May be repeated as topics vary.
FAMS 499 - Internship in Film and Media Studies (3 Credits)
Internship in Film and Media Studies. (Variable) Supervised professional experience working with media production, distribution, exhibition, archiving, and/or education.
Prerequisite or Corequisite: C or better in FAMS 308.

FAMS 510 - Topics in Film Media Histories (3 Credits)
Intensive study of a specific topic in U.S. film and media studies. May be repeated as content varies by title.
Prerequisites: FAMS 240.

FAMS 511 - Special Topics in Film and Media Studies (3 Credits)
Intensive study of a specific topic in film and media studies. May be repeated as content varies by title.
Prerequisites: FAMS 240.

Cross-listed course: ARTH 551, MART 591

FAMS 566 - Topics in US Film and Media (3 Credits)
Intensive study of a specific topic in U.S. film and media studies. May be repeated as content varies by title. 03: 07/05/2019.
Prerequisites: FAMS 240.

FAMS 581 - Critical Interactives (3 Credits)
Foundational techniques in multidisciplinary software development, specifically of applications designed to present sensitive, sometimes controversial, materials in ways to engender empathic awareness of the interactor.
Cross-listed course: CSCE 571

FAMS 598 - Special Topics in Global Film and Media (3 Credits)
Intensive study of a specific topic concerning films produced in a country other than the United States. May be repeated as content varies by title.
Prerequisites: FAMS 240.

Cross-listed course: FORL 598, MART 594

Graduation with Leadership Distinction: GLD: Global Learning

MART 101 - Making Media That Matters (3 Credits)
Introductory media arts creation and study for non-majors. Developing an individual aesthetic for the screen and related media by becoming proficient in the conception, creation, and refinement of graphics, audio, and video, while emphasizing the histories and theories that led to and support the current state of the media arts.

MART 110 - Media Culture (3 Credits)
Introduction to the critical study of film, video, photography, audio, and new media.
Cross-listed course: FAMS 110
Carolina Core: AIU

MART 201 - Foundations of Media Arts Production (3 Credits)
Fundamental conceptual and technical aspects of media.
Carolina Core: AIU

MART 210 - Digital Media Arts Fundamentals (3 Credits)
Introduction to theory and practice of origination, sequencing, and processing of screen-based and related media art.
Carolina Core: AIU

MART 262 - Digital Imaging (3 Credits)
Aesthetic and communicative elements of the production of digital images, including capture, processing, and output.

MART 321 - Media Writing (3 Credits)
Storytelling forms and formats for screen-based and related media arts.

MART 341 - Sound Design (3 Credits)
Aesthetic and communicative elements of audio design for screen-based and related media arts.
Prerequisites: MART 210.

MART 371 - The Moving Image (3 Credits)
Introduction to the theory and practice of motion picture production.
Prerequisites: MART 201 and MART 210.

MART 380 - New Media Art (3 Credits)
Introduction to the design and development of new media art, including internet-based art, media performance, installation, and interactivity.
Prerequisites: MART 210 or ARTS 102.

MART 399 - Independent Study (1-6 Credits)
Contract approved by instructor, advisor, and department head is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

MART 490 - Special Topics in Media Arts (3 Credits)
May be repeated once for credit as topic varies by title.

MART 495 - Research Seminar (3 Credits)
Research in a selected area of media arts.
Prerequisites: junior status

Graduation with Leadership Distinction: GLD: Research

MART 499 - Internship in Media Arts (3-6 Credits)
Supervised experience in media productions and media production facilities. Contract approved by instructor, advisor, and department head is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships
Experiential Learning: Experiential Learning Opportunity

MART 521A - Media Writing Advanced: Screenwriting (3 Credits)
Advanced study of screenwriting. Content varies by course title: 521A Screenwriting; 521B Feature Film; 521C Manga and Anime; 521D Television Writing. May be repeated as content varies by title up to 3 times.
Prerequisites: MART 321.

MART 521B - Media Writing Advanced: Feature Film (3 Credits)
Advanced study of feature film writing. Content varies by course title: 521A Screenwriting; 521B Feature Film; 521C Manga and Anime; 521D Television Writing. May be repeated as content varies by title up to 3 times.
Prerequisites: MART 321.

MART 521C - Media Writing Advanced: Manga and Anime (3 Credits)
Advanced study of Manga and Anime. Content varies by course title: 521A Screenwriting; 521B Feature Film; 521C Manga and Anime; 521D Television Writing. May be repeated as content varies by title up to 3 times.
Prerequisites: MART 321.

MART 521D - Media Writing Advanced: Television Writing (3 Credits)
Advanced study of television writing. Content varies by course title: 521A Screenwriting; 521B Feature Film; 521C Manga and Anime; 521D Television Writing. May be repeated as content varies by title up to 3 times.
Prerequisites: MART 321.
MART 571A - Moving Image Advanced: Narrative (3 Credits)
Narrative for motion picture.
Prerequisites: MART 371.

MART 571B - Moving Image Advanced: Documentary (3 Credits)
Documentary production.
Prerequisites: MART 371.

MART 571C - Moving Image Advanced: Animation (3 Credits)
Animation production.
Prerequisites: MART 371.

MART 571D - Moving Image Advanced: Experimental (3 Credits)
Experimental motion picture production.
Prerequisites: MART 371.

MART 571E - Moving Image Advanced: Cinematography (3 Credits)
Motion picture cinematography.
Prerequisites: MART 371.

MART 571F - Moving Image Advanced: Sound for Motion Picture (3 Credits)
Sound production for motion picture.
Prerequisites: MART 371.

MART 581A - New Media Advanced: Site-based and Installation Art (3 Credits)
Art and practice of site-based and installation art. Content varies by course title: 581A, Site-based and Installation Art; 581B, Mobile Platforms; 581C, Media Performance; 581D, Video Game Design; 581E, Sound Art. May be repeated as content varies by title up to 3 times.
Prerequisites: MART 380.

MART 581B - New Media Advanced: Mobile Platforms (3 Credits)
Art and practice of mobile platforms. Content varies by course title: 581A, Site-based and Installation Art; 581B, Mobile Platforms; 581C, Media Performance; 581D, Video Game Design; 581E, Sound Art. May be repeated as content varies by title up to 3 times.
Prerequisites: MART 380.

MART 581C - New Media Advanced: Media Performance (3 Credits)
Art and practice of media performance. Content varies by course title: 581A, Site-based and Installation Art; 581B, Mobile Platforms; 581C, Media Performance; 581D, Video Game Design; 581E, Sound Art. May be repeated as content varies by title up to 3 times.
Prerequisites: MART 380.

MART 581D - New Media Advanced: Video Game Design (3 Credits)
Art and practice of video game design. Content varies by course title: 581A, Site-based and Installation Art; 581B, Mobile Platforms; 581C, Media Performance; 581D, Video Game Design; 581E, Sound Art. May be repeated as content varies by title up to 3 times.
Prerequisites: MART 380.

MART 581E - New Media Advanced: Sound Art (3 Credits)
Art and practice of sound art. Content varies by course title: 581A, Site-based and Installation Art; 581B, Mobile Platforms; 581C, Media Performance; 581D, Video Game Design; 581E, Sound Art. May be repeated as content varies by title up to 3 times.
Prerequisites: MART 380.

MART 590 - Special Topics in Media Arts (3 Credits)
Selected topics in media arts. Course content varies and will be announced in the schedule of classes by title.

MART 591 - Special Topics in Film and Media Studies (3 Credits)
Intensive study of a specific topic in film and media studies. May be repeated as content varies by title.
Prerequisites: FAMS 240.

MART 592 - Special Topics in Film and Media Histories (3 Credits)
Intensive study of a specific topic in film and media history. May be repeated as content varies by title.
Prerequisites: FAMS 300.

MART 593 - Special Topics in U.S. Film and Media (3 Credits)
Intensive study of a specific topic in U.S. film and media studies. May be repeated as content varies by title.
Prerequisites: FAMS 240.

MART 594 - Special Topics in Global Film and Media (3 Credits)
Intensive study of a specific topic concerning films produced in a country other than the United States. May be repeated as content varies by title.
Prerequisites: FAMS 240.

Cross-listed course: FAMS 598, FORL 598

MART 598 - Media Management and Distribution (3 Credits)
Research in media management and distribution.
Prerequisites: MART 110 and MART 210.

Art Education, B.F.A.

Learning Outcomes

- Students will demonstrate the ability to make art using two and three-dimensional materials appropriate for use in elementary and early childhood settings.
- Students will demonstrate the ability to make art using two and three-dimensional materials appropriate for use in secondary settings.
- Students will write an arts unit of instruction centered on relevant themes and demonstrates the ability to write learning outcomes that match assessment.
- Students will recall the kinds of assessment used in the elementary and secondary art classroom and demonstrate its use in the arts unit of instruction by creating various assessment tools.
- Students will recall various teaching strategies used for challenging different kinds of learners and integrative learning.
- Students will develop communication skills and motivational strategies for teaching.
- Students will gain expertise in curriculum development and lesson planning.
- Students will successfully develop and teach two demonstration lessons as part of the Young Artists Workshop.
- Students will begin to master successful teaching skills and behaviors and become aware of how such skills and behaviors are measured through the ADEPT assessment instrument, which student teachers and all first year teachers in South Carolina must successfully master.
- Students will gain knowledge of the Collaborative Educational Leader and be able to describe each element of the framework.
- Students will observe or practice teaching in a school setting for at least 3 hours each week for a total of 30 hours.
• Students will record observations of teaching content, interaction patterns, classroom management, use of technology, use of time and space, and knowledge of students.
• Students will write reflective papers and or a case study on a specific issue or situation that they observe between K-12 students and the teacher.
• The student will discuss appropriate dispositions that underlie the knowledge and practice required of candidates: Integrity, Intellectual Spirit, Justice, and Stewardship.
• Students will create digital artworks by utilizing contemporary interactive technologies.
• Students write original scripts for their animation and video films.
• Students will develop curriculum outlines for integrating digital technologies in to the K-12 art curriculum.
• Students will analyze and respond to assigned course readings in writing.
• Students will present assigned course readings to class.
• Students will analyze historical and contemporary approaches to children's artistic development through written responses.
• Student will demonstrate a grasp of course readings via midterm test.
• Students will develop research skills by conducting art projects in an after school setting and documenting observations of children's art making with field notes.
• Students will write a research paper based on their observations of children's art making.
• Students will pass the praxis II exam and qualify for certification in the state of South Carolina.
• Students will develop ways to apply the art curriculum to the public school classroom utilizing interdisciplinary approaches to plan and initiate a K-12 sequential curriculum that incorporates art production, art criticism, aesthetics, art history and art assessment, and conforms to National, State and local Visual and Performing Arts Standards for each grade level or course they teach.
• Students will develop and use effective classroom management strategies.
• Students will write and teach age/appropriate lesson plans for the grade levels assigned.
• Students will successfully complete the requirements of the ADEPT evaluation system for Adept Performance Standards one, two, three and ten.
• Document the student teaching experience through self-evaluation checklists, journal entries, lesson plans, and a visual record of student art making and art making processes (photographs).

Admissions

Entrance Requirements

New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.

2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

Degree Requirements (123-140 hours)

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>32-46</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>0-3</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>42</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>51</td>
</tr>
</tbody>
</table>

1. Carolina Core (32-46 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

must be passed with a grade of C or higher

• any CC-CMW courses (p. 742)

ARP – Analytical Reasoning and Problem Solving (6-8 hours)

• any CC-ARP courses (p. 742)

SCI – Scientific Literacy (8 hours)

• Two 4-credit hour CC-SCI (p. 742) laboratory science courses

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

• CC-GFL courses (p. 742)

It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

• any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

• any CC-GSS course (p. 742)
AIU – Aesthetic and Interpretive Understanding (3 hours)

Students must choose one course from:

- ENGL 270
- ENGL 282
- ENGL 283
- ENGL 284
- ENGL 285
- ENGL 286
- ENGL 287
- ENGL 288

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component \(^1\) (0-3 hours)

- any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy \(^1\) (0-3 hours)

- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility \(^1\) (0-3 hours)

- any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. At least one of these requirements must be satisfied by a course not applied elsewhere in general education. (3-9 Hours)

2. College Requirements (0-3 hours)

- Foreign language course (0-3 hours) - only if needed to meet 122-level proficiency

3. Program Requirements (42 hours)

Supporting Courses (42 hours)

The following professional courses in education are required for all students preparing to teach art in K-12 settings:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTE 525</td>
<td>Elementary Methods for K-12 Art Certification</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 525P</td>
<td>Elementary Methods for K-12 Art Certification Practicum</td>
<td>1</td>
</tr>
<tr>
<td>ARTE 530</td>
<td>Art of Children</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 540</td>
<td>The School Art Program</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 540P</td>
<td>Practicum in Art Education</td>
<td>1</td>
</tr>
<tr>
<td>ARTE 550</td>
<td>Incorporating New Media in Art Education</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 560</td>
<td>Secondary Methods for K-12 Art Certification</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 560P</td>
<td>Secondary Methods for K-12 Art Certification Practicum</td>
<td>1</td>
</tr>
<tr>
<td>ARTE 565</td>
<td>Field Experience Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 571</td>
<td>Directed Teaching in Art</td>
<td>12</td>
</tr>
<tr>
<td>EDFI 300</td>
<td>Schools in Communities</td>
<td>3</td>
</tr>
<tr>
<td>EDPY 401</td>
<td>Learners and the Diversity of Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

EDRD 500 | Content Area Literacy PK-12 | 3 |
| or EDEX 581 | Teaching Reading in the Content Area to Adolescents with Reading Disabilities | |

Total Credit Hours | 42 |

1 ARTE 525 & ARTE 525P are corequisites.
2 ARTE 540 & ARTE 540P are corequisites.
3 ARTE 560 & ARTE 560P are corequisites.
4 Block courses: ARTE 571 and ARTE 565 are taken in the last year of study.

4. Major Requirements (49 hours)

A minimum grade of C is required in all major courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTE 103</td>
<td>Fundamentals of Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 104</td>
<td>3-Dimensional Design I</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 111</td>
<td>Basic Drawing I</td>
<td>3</td>
</tr>
</tbody>
</table>

Select a 200-400 level Drawing course from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 230</td>
<td>Introduction to Drawing</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 232</td>
<td>Figure Structure I</td>
<td></td>
</tr>
<tr>
<td>ARTS 233</td>
<td>Figure Structure II</td>
<td></td>
</tr>
<tr>
<td>ARTS 330</td>
<td>Intermediate Drawing I</td>
<td></td>
</tr>
<tr>
<td>ARTS 331</td>
<td>Intermediate Drawing II</td>
<td></td>
</tr>
<tr>
<td>ARTS 430</td>
<td>Advanced Drawing I</td>
<td></td>
</tr>
<tr>
<td>ARTS 431</td>
<td>Advanced Drawing II</td>
<td></td>
</tr>
</tbody>
</table>

Select a 200 or above Painting course from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 210</td>
<td>Introduction to Painting</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 211</td>
<td>Beginning Painting II</td>
<td></td>
</tr>
<tr>
<td>ARTS 310</td>
<td>Intermediate Painting I</td>
<td></td>
</tr>
<tr>
<td>ARTS 311</td>
<td>Intermediate Painting II</td>
<td></td>
</tr>
<tr>
<td>ARTS 410</td>
<td>Advanced Painting I</td>
<td></td>
</tr>
<tr>
<td>ARTS 411</td>
<td>Advanced Painting II</td>
<td></td>
</tr>
<tr>
<td>ARTS 500</td>
<td>Visual Meaning</td>
<td></td>
</tr>
<tr>
<td>ARTS 514</td>
<td>Workshop: Painting</td>
<td></td>
</tr>
</tbody>
</table>

Select a 200-400 level Printmaking course from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 215</td>
<td>Introduction to Printmaking</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 315</td>
<td>Intermediate Printmaking I: Relief</td>
<td></td>
</tr>
<tr>
<td>ARTS 316</td>
<td>Intermediate Printmaking II: Screen</td>
<td></td>
</tr>
<tr>
<td>ARTS 415</td>
<td>Advanced Printmaking I: Intaglio</td>
<td></td>
</tr>
<tr>
<td>ARTS 416</td>
<td>Advanced Printmaking II: Lithography</td>
<td></td>
</tr>
</tbody>
</table>

Select a 200-400 level Ceramics course from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 220</td>
<td>Beginning Ceramics</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 320</td>
<td>Intermediate Ceramics I</td>
<td></td>
</tr>
<tr>
<td>ARTS 321</td>
<td>Intermediate Ceramics II</td>
<td></td>
</tr>
<tr>
<td>ARTS 420</td>
<td>Advanced Ceramics I</td>
<td></td>
</tr>
<tr>
<td>ARTS 421</td>
<td>Advanced Ceramics II</td>
<td></td>
</tr>
</tbody>
</table>

Select a 200 or above Three-Dimensional Studies or Jewelry Making course from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 225</td>
<td>Introduction to Three-Dimensional Studies</td>
<td></td>
</tr>
<tr>
<td>ARTS 255</td>
<td>Introduction to Jewelry Making</td>
<td></td>
</tr>
<tr>
<td>ARTS 325</td>
<td>Intermediate Three-Dimensional Studies I</td>
<td></td>
</tr>
<tr>
<td>ARTS 326</td>
<td>Intermediate Three-Dimensional Studies II</td>
<td></td>
</tr>
</tbody>
</table>
ARTS 355 Intermediate Jewelrmaking I
ARTS 356 Intermediate Jewelrmaking II
ARTS 425 Advanced Three-Dimensional Studies I
ARTS 426 Advanced Three-Dimensional Studies II
ARTS 455 Advanced Jewelrmaking I
ARTS 456 Advanced Jewelrmaking II
ARTS 555 Jewelrmaking I
Select a 200-400 level Photography course from the following:  
ARTS 261 Introduction to Photography
ARTS 360 Advanced Black & White Photography
ARTS 361 Digital Photography
ARTS 460 Photography Portfolio
ARTS 461 Photography Exhibition
Select any four hour 200 or above level ARTS course  
Four additional courses in Art History
ARTH 105 History of Western Art
ARTH 106 History of Western Art
ARTH- one course in contemporary Art History
ARTH-Elective
Total Credit Hours 49

Major Map
A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Art Education, B.F.A.

Art History Minor
Minor Requirements (18 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 105</td>
<td>History of Western Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 106</td>
<td>History of Western Art</td>
<td>3</td>
</tr>
<tr>
<td>300-level Courses</td>
<td>Select three 300-level courses</td>
<td>9</td>
</tr>
<tr>
<td>500-level Courses</td>
<td>Select one 500-level course</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

Art History, B.A.

Learning Outcomes

- Upon completion of the B.A. in Art History majors should be able to demonstrate in writing an ability to conduct a visual analysis of a work of art in order to determine meaning.
- Upon completion of the art history program majors should be able to demonstrate the mastery of a basic vocabulary of art terms.
- Upon completion of the Art History B.A. majors should be able to write coherently and persuasively about works of art.
- Upon completion of the Art History B.A. students should demonstrate in writing their ability to conduct basic research on a work of art in terms of resources at both the library and online.
- Upon completion of the Art History B.A. degree students should be able to identify and date the basic periods in the history of art and to distinguish works of art according to the basic period to which they belong.
- Upon completion of the Art History B.A. degree a student will be able to identify, describe, and explain the applications of the basic art history methodologies currently in use in the profession.
- Upon completion of the Art History B.A. degree students should have a working knowledge and appreciation of the creative process in at least one medium.

Admissions

Entrance Requirements
New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

Degree Requirements (120 hours)

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>32-44</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>15-18</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>34-49</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>24</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (32-44 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

must be passed with a grade of C or higher

- any CC-CMW courses (p. 742)
ARP – Analytical Reasoning and Problem Solving (6-8 hours)
- any CC-ARP course (p. 742)

SCI – Scientific Literacy (8 hours)
- two 4-hour CC-SCI course (p. 742) laboratory science courses

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)
Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

- CC-GFL course (p. 742)

It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)
- any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)
- any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)
- any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)
- any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy 1 (0-3 hours)
any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)
- any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

Choose at least 1 of the following to fulfill a Carolina Core requirement:
Must be passed with a grade of C or higher.

2. College Requirements (15-18 hours)

Foreign Language (0-3 hours)
- only if needed to meet 122-level proficiency

History (3 hours)
The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:
- One Carolina Core GHS-approved course (p. 742) primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.
- One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

Social Science and Fine Arts or Humanities (12 hours)
Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/) (3 hours of Social Science and 9 hours of Fine Arts or Humanities)

If only 1 of the following courses was taken to fulfill a Carolina Core requirement, then a second course below must be taken as a Fine Arts or Humanities: (must be passed with a grade of C or higher)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 105</td>
<td>History of Western Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 106</td>
<td>History of Western Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 107</td>
<td>History of Asian Art</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

3. Program Requirements (34-49 hours)

Cognate or Minor (12-18 hours)

Cognate
The cognate is intended to support the course work in the major. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor.

Courses offered by departments and programs that are acceptable for cognate credit are outlined in the section titled Courses Acceptable for Cognate Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-cognate/).
For cognate course offerings in other colleges, consult the appropriate sections of this bulletin. Some major programs have specific cognate requirements.

It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the major advisor as being related to the major field of study. Students are urged to consult their major advisors for specific requirements in their major.

Courses applied toward general education requirements cannot be counted toward the cognate. For Bachelor of Arts degrees, all cognate courses must be passed with a grade of C or higher.

**Minor**

In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.

A list of minor programs of study can be found at Programs A-Z (p. 20).

**Electives (16-37 hours)**

No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

**4. Major Requirements (24 hours)**

*Must be passed with a grade of C or higher.*

**Major Courses (3 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 501</td>
<td>Methodologies of Art History</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 3

**Major Electives (21 hours)**

- Select 12 hours from ARTH at the 200-level or above
- Select an additional 6 hours from ARTH at the 500-level
- Select 3 hours ARTS

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**Major Map**

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

**Art History, B.A.**

**Art Studio Minor**

**Minor Requirements (18 Hours)**

**Foundations Courses (6 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select two of the following:</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 102</td>
<td>Introduction to Visual Arts Computing</td>
<td></td>
</tr>
<tr>
<td>ARTS 103</td>
<td>Fundamentals of Art</td>
<td></td>
</tr>
<tr>
<td>ARTS 104</td>
<td>3-Dimensional Design I</td>
<td></td>
</tr>
<tr>
<td>ARTS 107</td>
<td>Color and Composition</td>
<td></td>
</tr>
<tr>
<td>ARTS 111</td>
<td>Basic Drawing I</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours** 6

**Additional Courses (12 Hours)**

Choose three 200+ level 4-credit ARTS courses. It is recommended that students follow the discipline-specific Advisement Tracks when choosing their courses, to focus in Graphic Design, Drawing, Painting, Printmaking, Photography, Ceramics, Sculpture, Jewelrymaking, or Generalist 2D or 3D Studio. These Advisement Tracks are available through the School of Visual Art and Design.

**Art Studio, B.A.**

**Learning Outcomes**

- Students must possess the technical skills, perceptual development, and understanding of principles of visual organization sufficient to achieve basic visual communication and expression in multiple media.
- Demonstrate technical proficiency in each discipline.
- Conceptualize ideas through visual media.
- Articulate the relevance of critical theory and art historical precedents.
- B.A. Studio Art undergraduate students will demonstrate their aesthetic literacy through their 2D and 3D artwork.

**Admissions**

**Entrance Requirements**

New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:
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**Degree Requirements (120 hours)**

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements</td>
<td></td>
</tr>
<tr>
<td>1. Carolina Core Requirements (32-44 hours)</td>
<td></td>
</tr>
<tr>
<td>CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours) must be passed with a grade of C or higher</td>
<td></td>
</tr>
<tr>
<td>• any CC-CMW courses (p. 742)</td>
<td></td>
</tr>
<tr>
<td>ARP – Analytical Reasoning and Problem Solving (6-8 hours)</td>
<td></td>
</tr>
<tr>
<td>• any CC-ARP courses (p. 742)</td>
<td></td>
</tr>
<tr>
<td>SCI – Scientific Literacy (8 hours)</td>
<td></td>
</tr>
<tr>
<td>Two 4-credit hours CC-SCI (p. 742) laboratory science courses</td>
<td></td>
</tr>
<tr>
<td>GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)</td>
<td></td>
</tr>
<tr>
<td>Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.</td>
<td></td>
</tr>
<tr>
<td>• CC-GFL courses (p. 742)</td>
<td></td>
</tr>
<tr>
<td>It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.</td>
<td></td>
</tr>
<tr>
<td>GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)</td>
<td></td>
</tr>
<tr>
<td>• any CC-GHS course (p. 742)</td>
<td></td>
</tr>
<tr>
<td>GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)</td>
<td></td>
</tr>
<tr>
<td>• any CC-GSS course (p. 742)</td>
<td></td>
</tr>
<tr>
<td>AIU – Aesthetic and Interpretive Understanding (3 hours) must be passed with a grade of C or higher</td>
<td></td>
</tr>
<tr>
<td>• ARTH 105</td>
<td></td>
</tr>
<tr>
<td>CMS – Effective, Engaged, and Persuasive Communication: Spoken Component (0-3 hours)</td>
<td></td>
</tr>
<tr>
<td>• any overlay or stand-alone CC-CMS course (p. 742)</td>
<td></td>
</tr>
<tr>
<td>INF – Information Literacy (0-3 hours)</td>
<td></td>
</tr>
<tr>
<td>• any overlay or stand-alone CC-INF course (p. 742)</td>
<td></td>
</tr>
<tr>
<td>VSR – Values, Ethics, and Social Responsibility (0-3 hours)</td>
<td></td>
</tr>
<tr>
<td>• any overlay or stand-alone CC-VSR course (p. 742)</td>
<td></td>
</tr>
<tr>
<td>1 Carolina Core Stand Alone or Overlay Eligible Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.</td>
<td></td>
</tr>
<tr>
<td>2. College Requirements (15-18 hours)</td>
<td></td>
</tr>
<tr>
<td>Foreign Language (0-3 hours)</td>
<td></td>
</tr>
<tr>
<td>• only if needed to meet 122-level proficiency</td>
<td></td>
</tr>
<tr>
<td>History (3 hours)</td>
<td></td>
</tr>
<tr>
<td>The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:</td>
<td></td>
</tr>
<tr>
<td>• One Carolina Core GHS-approved course (p. 742) primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>• One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.</td>
<td></td>
</tr>
<tr>
<td>Social Science and Fine Arts or Humanities (12 hours)</td>
<td></td>
</tr>
<tr>
<td>• Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences (<a href="https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/">https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/</a>) (3 hours of Social Science &amp; 3 hours in Fine Arts or Humanities)</td>
<td></td>
</tr>
<tr>
<td>• ARTH 1061</td>
<td></td>
</tr>
<tr>
<td>• 300-level or above ARTH elective1</td>
<td></td>
</tr>
</tbody>
</table>
3. Program Requirements (19-34 hours)

Cognate or Minor (12-18 hours)

Cognate
The cognate is intended to support the course work in the major. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor.

Courses offered by departments and programs that are acceptable for cognate credit are outlined in the section titled Courses Acceptable for Cognate Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-cognate/).

For cognate course offerings in other colleges, consult the appropriate sections of this bulletin. Some major programs have specific cognate requirements.

It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the major advisor as being related to the major field of study. Students are urged to consult their major advisors for specific requirements in their major.

Courses applied toward general education requirements cannot be counted toward the cognate. For Bachelor of Arts degrees, all cognate courses must be passed with a grade of C or higher.

Minor
In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.

A list of minor programs of study can be found at Programs A-Z (p. 20).

Electives (1-22 hours)

No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

4. Major Requirements (39 hours)

Must be passed with a grade of C or higher.

Foundations Requirements (15 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 102</td>
<td>Introduction to Visual Arts Computing</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 103</td>
<td>Fundamentals of Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 104</td>
<td>3-Dimensional Design I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 107</td>
<td>Color and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 111</td>
<td>Basic Drawing I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Major Electives (24 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 210</td>
<td>Introduction to Painting</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 215</td>
<td>Introduction to Printmaking</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 220</td>
<td>Beginning Ceramics</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 225</td>
<td>Introduction to Three-Dimensional Studies</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 230</td>
<td>Introduction to Drawing</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 245</td>
<td>Graphic Design I</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 261</td>
<td>Introduction to Photography</td>
<td>4</td>
</tr>
<tr>
<td>Select two 200-level or above ARTS electives</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Select one 300-level or above ARTS elective</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

Note: Students must complete at least one course from the following list of approved Carolina Core Integrative (INT) courses when choosing courses in the major:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 310</td>
<td>Intermediate Painting I</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 311</td>
<td>Intermediate Painting II</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 315</td>
<td>Intermediate Printmaking I: Relief</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 316</td>
<td>Intermediate Printmaking II: Screen</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 320</td>
<td>Intermediate Ceramics I</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 321</td>
<td>Intermediate Ceramics II</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 325</td>
<td>Intermediate Three-Dimensional Studies I</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 326</td>
<td>Intermediate Three-Dimensional Studies II</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 330</td>
<td>Intermediate Drawing I</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 331</td>
<td>Intermediate Drawing II</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 360</td>
<td>Advanced Black &amp; White Photography</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 361</td>
<td>Digital Photography</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Art Studio, B.A.
Art Studio, B.F.A.

Learning Outcomes

• All BFA Studio Art undergraduate students will define and explain development of art, within their own and other cultures, from pre-history to the present.
• All BFA Studio Art undergraduate students will critically analyze aspects of the design and art making process and evaluate theories, philosophies, and research in the practice of the studio arts.
• All BFA Studio Art undergraduate students will, through their artwork, demonstrate their competency of aesthetic literacy.

Admissions

Entrance Requirements

New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

Degree Requirements (120 hours)

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>32-44</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>15-18</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>0-10</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>63</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (32-44 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

must be passed with a grade of C or higher

• any CC-CMW courses (p. 742)

ARP – Analytical Reasoning and Problem Solving (8 hours)

• any CC-ARP courses (p. 742)

SCI – Scientific Literacy (8 hours)

• Two 4-credit hours CC-SCI (p. 742) laboratory science courses

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

• CC-GFL courses (p. 742)

It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

• any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

• any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)

must be passed with a grade of C or higher

• ARTH 106

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component (0-3 hours)

• any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy (0-3 hours)

• any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility (0-3 hours)

• any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible

Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (15-18 hours)

Foreign Language (0-3 hours)

• only if needed to meet 122-level proficiency

History (3 hours)

The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core
GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:

- One Carolina Core GHS-approved course (p. 742) primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.
- or
- One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

Social Science and Fine Arts or Humanities (12 hours)

- Courses Acceptable for Social Science and Fine Arts or Humanities
  Credit in Degree Programs in the College of Arts and Sciences
  (https://academicbulletins.sc.edu/undergraduate/arts-sciences/
courses-acceptable-social-science-fine-arts-humanities/) (3 hours of
  Social Science)
- One course selected from Modern Art History (must be passed with
  a grade of C or higher)
- Two additional courses selected from Art History, including one at the
  500-level selected from Art History (must be passed with a grade of C
  or higher)

3. Program Requirements (0-10 hours)

Cognate or Minor (0 hours)

A cognate or minor is not required for the BFA with a major in Art Studio.

Electives (0-10 hours)

No courses of remedial, developmental, skill-acquiring, or vocational
nature may apply as credit toward degrees in the College of Arts and
Sciences. The College of Arts and Sciences allows the use of the Pass-
Fail option on elective courses. Further clarification on inapplicable
courses can be obtained from the College of Arts and Sciences.

4. Major Requirements (63 hours)

A minimum grade of C is required in all major courses.

Foundations Requirements (15 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 102</td>
<td>Introduction to Visual Arts Computing</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 103</td>
<td>Fundamentals of Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 104</td>
<td>3-Dimensional Design I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 107</td>
<td>Color and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 111</td>
<td>Basic Drawing I</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 15

Concentrations (48 hours)

Select one concentration from the following:

Ceramics Concentration (48 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 220</td>
<td>Beginning Ceramics</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 225</td>
<td>Introduction to Three-Dimensional Studies</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 325</td>
<td>Intermediate Three-Dimensional Studies I</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 320</td>
<td>Intermediate Ceramics I</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 310</td>
<td>Intermediate Painting I</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 420</td>
<td>Advanced Ceramics I</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 421</td>
<td>Advanced Ceramics II (6 hours required)</td>
<td>6</td>
</tr>
<tr>
<td>ARTS 520</td>
<td>Ceramics I</td>
<td>6</td>
</tr>
</tbody>
</table>

Select ARTS electives - 200-level or above 12

Total Credit Hours 48

Graphic Design Concentration (48 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 245</td>
<td>Graphic Design I</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 246</td>
<td>Graphic Design II</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 260</td>
<td>Photography for Non-Majors</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 265</td>
<td>Illustration</td>
<td>4</td>
</tr>
<tr>
<td>or ARTS 266</td>
<td>Illustration II</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following:

- ARTS 345 Visual and Verbal Interaction 300-level or higher course in Drawing, Painting, or Printmaking 4
- ARTS 346 Series Development and Practice 300-level or higher course in Drawing, Painting, or Printmaking 4
- ARTS 445 Time and Sequence 4

Select one of the following:

- ARTS 446 Structures
- ARTS 465 Advanced Illustration
- ARTS 466 Advanced Illustration II
- ARTS 448 Senior Graphic Design Portfolio Preparation (5 hours required) 5

Select one of the following:

- ARTS 454 Internship in Graphic Design
- 400-level ARTS course in Drawing, Painting, or Printmaking 8

Select ARTS electives - 200-level or above 8

Total Credit Hours 48

Drawing Concentration (48 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 230</td>
<td>Introduction to Drawing</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 232</td>
<td>Figure Structure I</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 233</td>
<td>Figure Structure II</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 330</td>
<td>Intermediate Drawing I</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 430</td>
<td>Advanced Drawing I</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 431</td>
<td>Advanced Drawing II (6 hours required)</td>
<td>6</td>
</tr>
<tr>
<td>ARTS 530</td>
<td>Drawing Capstone I (6 hours required)</td>
<td>6</td>
</tr>
</tbody>
</table>

Select ARTS electives - 200-level or above 12

Total Credit Hours 48

Painting Concentration (48 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 210</td>
<td>Introduction to Painting</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 211</td>
<td>Beginning Painting II</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 232</td>
<td>Figure Structure I</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 310</td>
<td>Intermediate Painting I</td>
<td>4</td>
</tr>
</tbody>
</table>
Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Art Studio, B.F.A. Ceramics Concentration

Art Studio, B.F.A. Drawing Concentration

Art Studio, B.F.A. Graphic Design Concentration

Art Studio, B.F.A. Painting Concentration

Art Studio, B.F.A. Photography Concentration

Art Studio, B.F.A. Printmaking Concentration

Art Studio, B.F.A. Sculpture Concentration

Media Arts Minor

Minor Requirements (18 Hours)

Students must complete courses with a grade of “C” or higher.

Required Courses (6 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MART 201</td>
<td>Foundations of Media Arts Production</td>
<td>3</td>
</tr>
<tr>
<td>MART 210</td>
<td>Digital Media Arts Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

Selected Courses (12 Hours)

- Select four additional MART courses from 200 level or above, two of which must be at the 400 level or above. MART 499 and MART 399 may not apply to the minor in Media Arts.

Media Arts, B.A.

Learning Outcomes

- Media Arts students will demonstrate proficiency of technique across a variety of platforms and processes for the creation of media artworks.
- Media Arts students will be able to work individually and in teams to create aesthetically and conceptually sophisticated works of media art.
- Media Arts students will publicly present their work at and beyond the University in screenings, festivals, galleries, conferences, and other forums.
- Media Arts students will be able to identify and analyze the impact of media art as it relates to global media practices and culture.
- Media Arts students will be able to describe and evaluate the relationship between their own artwork and its place in the larger community of artists and practitioners.
Admissions

Entrance Requirements

New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

Degree Requirements (120 hours)

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<tr>
<td>2. College Requirements</td>
<td>15-18</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>28-43</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td></td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (32-44 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

- any CC-CMW courses (p. 742)

ARP – Analytical Reasoning and Problem Solving (6-8 hours)

- any CC-ARP courses (p. 742)

SCI – Scientific Literacy (8 hours)

- two 4-credit hour CC-SCI (p. 742) laboratory science courses

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

- CC-GFL courses (p. 742)

It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

- any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

- any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)

- any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)

- any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy (0-3 hours)

- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility (0-3 hours)

- any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (15-18 hours)

Foreign Language (0-3 hours)

- only if needed to meet 122-level proficiency

History (3 hours)

The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:

- One Carolina Core GHS-approved course (p. 742) primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.

- One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.
Social Science and Fine Arts or Humanities (12 hours)

- Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/)
- Three hours of Social Science
- Nine hours of Fine Arts or Humanities

3. Program Requirements (28-43 hours)

Cognate or Minor (12-18 hours)

Cognate

The cognate is intended to support the course work in the major. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor.

Courses offered by departments and programs that are acceptable for cognate credit are outlined in the section titled Courses Acceptable for Cognate Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-cognate/).

For cognate course offerings in other colleges, consult the appropriate sections of this bulletin. Some major programs have specific cognate requirements.

It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the major advisor as being related to the major field of study. Students are urged to consult their major advisors for specific requirements in their major.

Courses applied toward general education requirements cannot be counted toward the cognate. For Bachelor of Arts degrees, all cognate courses must be passed with a grade of C or higher.

Minor

In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.

A list of minor programs of study can be found at Programs A-Z (p. 20).

Electives (10-31 hours)

No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

4. Major Requirements (30 hours)

Core Major Courses (12 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MART 110</td>
<td>Media Culture</td>
<td>3</td>
</tr>
<tr>
<td>MART 201</td>
<td>Foundations of Media Arts Production</td>
<td>3</td>
</tr>
<tr>
<td>MART 210</td>
<td>Digital Media Arts Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>MART 499</td>
<td>Internship in Media Arts</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Major Electives (18 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intermediate Courses (9 hours):</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td>Any FAMS course from 300-398</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MART 262</td>
<td>Digital Imaging</td>
<td></td>
</tr>
<tr>
<td>MART 321</td>
<td>Media Writing</td>
<td></td>
</tr>
<tr>
<td>MART 341</td>
<td>Sound Design</td>
<td></td>
</tr>
<tr>
<td>MART 371</td>
<td>The Moving Image</td>
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</tr>
<tr>
<td>MART 380</td>
<td>New Media Art</td>
<td></td>
</tr>
<tr>
<td><strong>Advanced Courses</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td>MART 521A</td>
<td>Media Writing Advanced: Screenwriting</td>
<td></td>
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<tr>
<td>MART 521B</td>
<td>Media Writing Advanced: Feature Film</td>
<td></td>
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<tr>
<td>MART 521C</td>
<td>Media Writing Advanced: Manga and Anime</td>
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</tr>
<tr>
<td>MART 521D</td>
<td>Media Writing Advanced: Television Writing</td>
<td></td>
</tr>
<tr>
<td>MART 571A</td>
<td>Moving Image Advanced: Narrative</td>
<td></td>
</tr>
<tr>
<td>MART 571B</td>
<td>Moving Image Advanced: Documentary</td>
<td></td>
</tr>
<tr>
<td>MART 571C</td>
<td>Moving Image Advanced: Animation</td>
<td></td>
</tr>
<tr>
<td>MART 571D</td>
<td>Moving Image Advanced: Experimental</td>
<td></td>
</tr>
<tr>
<td>MART 571E</td>
<td>Moving Image Advanced: Cinematography</td>
<td></td>
</tr>
<tr>
<td>MART 571F</td>
<td>Moving Image Advanced: Sound for Motion Picture</td>
<td></td>
</tr>
<tr>
<td>MART 581A</td>
<td>New Media Advanced: Site-based and Installation Art</td>
<td></td>
</tr>
<tr>
<td>MART 581B</td>
<td>New Media Advanced: Mobile Platforms</td>
<td></td>
</tr>
<tr>
<td>MART 581C</td>
<td>New Media Advanced: Media Performance</td>
<td></td>
</tr>
<tr>
<td>MART 581D</td>
<td>New Media Advanced: Video Game Design</td>
<td></td>
</tr>
<tr>
<td>MART 581E</td>
<td>New Media Advanced: Sound Art</td>
<td></td>
</tr>
<tr>
<td>MART 590</td>
<td>Special Topics in Media Arts</td>
<td></td>
</tr>
<tr>
<td>MART 591</td>
<td>Special Topics in Film and Media Studies</td>
<td></td>
</tr>
<tr>
<td>MART 592</td>
<td>Special Topics in Film and Media Histories</td>
<td></td>
</tr>
<tr>
<td>MART 593</td>
<td>Special Topics in U.S. Film and Media</td>
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<tr>
<td>MART 594</td>
<td>Special Topics in Global Film and Media</td>
<td></td>
</tr>
<tr>
<td>MART 598</td>
<td>Media Management and Distribution</td>
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<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>
Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Media Arts, B.A.

Sociology

Department Website (http://www.cas.sc.edu/socy/)

Brent Simpson, Chair

The department offers two undergraduate majors. Students may elect programs leading to the Bachelor of Arts degree in sociology or to the Bachelor of Science degree in sociology. Students may also attempt to graduate with honors in sociology if they have a 3.50 overall average and a 3.50 in sociology. Under that program students are required to conduct, write, and defend a research project.

Programs

- Sociology Minor (p. 285)
- Sociology, B.A. (p. 285)
- Sociology, B.S. (p. 288)

Courses

SOCY 101 - Introductory Sociology (3 Credits)
An introduction to sociological facts and principles: an analysis of group-making processes and products.
Carolina Core: GSS

SOCY 220 - Elementary Statistics for Sociologists (3 Credits)
An introduction to concepts and application of quantitative methods, including descriptive and inferential statistics. Emphasis on analysis of empirical sociological data.

SOCY 300 - Social Structures (3 Credits)
Selected theoretical orientations, methodological procedures, and illustrative substantive data pertaining to social structures.

SOCY 301 - Sex and Gender (3 Credits)
Offers a sociological lens to develop critical ways of thinking about sex and gender as social processes in everyday lives. This course considers how sex and gender shape and affect the experiences of women, men, girls, boys, and individuals who live in the spaces in-between (those who are intersex or transgender) across a wide range of social institutions (family, work, education, politics, etc.).
Prerequisites: SOCY 101.

Cross-listed course: WGST 300
Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

SOCY 302 - Sociological Theory (3 Credits)
Examination of key ideas from classical, modern, and contemporary sociological theories.

SOCY 303 - Sociological Research Methods (3 Credits)
Qualitative and quantitative methods of sociological research.

SOCY 304 - Race, Class, Gender, and Sexuality (3 Credits)
Historical and contemporary power relationships in race, social class, gender, and sexual orientation.
Prerequisites: SOCY 101.

Cross-listed course: POLI 305, WGST 304
Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

SOCY 305 - Sociology of Families (3 Credits)
Sociological perspectives related to various aspects of family behaviors, roles, and values.
Prerequisites: SOCY 101.

Cross-listed course: WGST 305
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

SOCY 307 - Sociology of Religion (3 Credits)
Sociological perspectives related to selected aspects of religious behavior. Includes references to non-Western religions.
Cross-listed course: RELG 338
Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

SOCY 308 - Community Organization (3 Credits)
An analysis of formal and informal organization, the interrelationships among public and private agencies, and means through which community action programs are initiated, coordinated, and maintained.
Graduation with Leadership Distinction: GLD: Community Service, GLD: Professional and Civic Engagement Leadership Experiences

SOCY 309 - An Introduction to Social Inequality (3 Credits)
A sociological analysis of the distribution of wealth and income in selected societies.
Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

SOCY 310 - Social Demography (3 Credits)
Introduction to key areas of population studies. Methodological approaches, time trends, regional differences, and contemporary policy issues.
Carolina Core: GSS

SOCY 311 - Ecology of Human Social Systems (3 Credits)
Relationships among and changes in populations, social organization, technology, and the environment.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

SOCY 312 - Bureaucracy and Modern Society (3 Credits)
Bureaucracies in the public and private sector, their internal dynamics and relationship to the social environment.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences
SOCY 313 - Sociology of Aging (3 Credits)
Analysis of aging as a process of socialization and the status of older people in society, their roles in the community, demographic aspects of aging, and the impact of aging upon social institutions.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

SOCY 315 - Global Population Issues (3 Credits)
Overview of global population history, theory, statistics, and issues related to recent population trends.
Graduation with Leadership Distinction: GLD: Global Learning

SOCY 320 - Individual and Society (3 Credits)
Selected theoretical orientations, methodological procedures, and illustrative substantive data pertaining to the relations between the individual and society.

SOCY 322 - Sociology of Suicide (3 Credits)
An introductory survey of the social aspects of suicidal behaviors and attitudes.

SOCY 323 - Sociology of Deviant Behavior (3 Credits)
Theories, methodology, and substantive issues in the study of social deviance.

SOCY 325 - Sociology of Childhood (3 Credits)
A consideration of the child in the family group, play group, school group, and community.

SOCY 326 - Sociology of Adolescence (3 Credits)
Sociological perspectives and research findings related to adolescence.

SOCY 330 - Sociology of the Paranormal (3 Credits)
A critical examination of factors that lead to the widespread acceptance of paranormal claims.
Prerequisites: SOCY 101.

SOCY 340 - Introduction to Social Problems (3 Credits)
Contemporary social issues such as poverty, health, the criminal justice system, globalization and the environment, their causes and possible solutions.
Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy

SOCY 350 - Juvenile Delinquency (3 Credits)
Social factors in the development, identification, and treatment of delinquents.
Prerequisites: SOCY 101.
Cross-listed course: CRJU 351
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

SOCY 351 - Urban Sociology (3 Credits)
Analysis of urban trends, characteristics, and functions of cities with reference to the social psychological factors in urban living. Attention is directed to the emergence of urbanism in the United States, with particular reference to the Southern region, and to institutions, problems, and city planning.

SOCY 353 - Sociology of Crime (3 Credits)
Social factors in the development, identification, and treatment of criminals.
Prerequisites: SOCY 101.
Cross-listed course: CRJU 341
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

SOCY 354 - Collective Behavior (3 Credits)
An analysis of crowds, publics, social movements, and the mass society in terms of their institutional and social psychological consequences.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

SOCY 355 - Race and Ethnic Relations (3 Credits)
Theoretical and empirical approaches related to race/ethnicity and the current state of race relations in America, with some attention to global issues.
Cross-listed course: AFAM 355
Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

SOCY 357 - Sociology of Education (3 Credits)
Analysis of educational institutions, organizations, processes, and their effects in contemporary society.
Cross-listed course: EDFI 357
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

SOCY 360 - Sociology of Medicine and Health (3 Credits)
Health and illness in relation to social institutions. The organization and professionalization of medicine and social barriers to medical care.

SOCY 368 - Society through Visual Media (3 Credits)
Analysis of social phenomena and sociological questions through various forms of media, including films, TV, photography, and other visual media.
Prerequisites: SOCY 101.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

SOCY 370 - Sociology of Sport (3 Credits)
Theories, methods, and substantive issues in the study of sport in contemporary societies.

SOCY 398 - Topics in Sociology (3 Credits)
Reading and research on selected sociological topics. Course content varies and will be announced in the schedule of classes by title.

SOCY 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

SOCY 460 - Sociology of Mental Health (3 Credits)
Social factors in the development, identification, and treatment of mental illness.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

SOCY 500 - Social Networks (3 Credits)
Analysis of personal, social and organizational networks, their structural patterns, practical consequences, and principles of formation and change.

SOCY 502 - Political Sociology (3 Credits)
Theory and research concerning the interrelationship between the polity and social structures.

SOCY 503 - Family and Social Stratification (3 Credits)
An analysis of the contemporary American family emphasizing social stratification, mobility, occupations, and urbanization.

SOCY 504 - Social Stratification (3 Credits)
Theory and research in social stratification.
SOCY 505 - Social Structures in Communities (3 Credits)
Interrelationships of major social structures within communities.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

SOCY 506 - Social Organizations (3 Credits)
Selected theoretical orientation, methodological procedures, and illustrative substantive issues pertaining to organizations.

SOCY 507 - Sociology of Social Control (3 Credits)
Theories and issues relating to the definition of and response to crime and/or deviance.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

SOCY 509 - Advanced Social Structures (3 Credits)
The analysis of core methodological and substantive issues in the study of social structures.

SOCY 510 - Life Course Demographics (3 Credits)
People's demographic lives, structural contexts, and social change. Emphasis on the socioeconomic context in which lives unfold.
Prerequisites: SOCY 310.

SOCY 512 - Internal and International Migration (3 Credits)
A survey of methods of analysis and research findings with emphasis on the social and economic concomitants of internal migration. Cultural, economic, and historical aspects of international migration. Effects of governmental policies on immigration and emigration. Examination of selected countries.

SOCY 514 - Urbanization (3 Credits)
Analysis of urbanization using contemporary and historical data from developing societies. The demographic components of metropolitan growth and the changing structure of metropolitan communities.

SOCY 515 - Scientific Methods and Sociological Inquiry (3 Credits)
Introduction to methods used to answer theoretical, empirical, and practical sociological questions, including scientific inquiry and research design.

SOCY 520 - Advanced Social Psychology (3 Credits)
Advanced survey of social psychological perspectives and research on inequality, discrimination, power and status, cooperation and collective action, social norm and morality, networks and relationships.

SOCY 521 - Small Group Analysis (3 Credits)
A behavioral analysis of small groups.

SOCY 522 - Power and Authority Structures in Groups (3 Credits)
An exploration of theoretical perspectives, methodological approaches, and substantive issues in the study of interpersonal power and authority.

SOCY 523 - Social Processes of Deviance Control (3 Credits)
A systematic analysis of the interrelation among the creation, involvement, recognition, and control of deviance.

SOCY 524 - Interpersonal Behavior in Families (3 Credits)
Social psychological perspectives on family behavior.

SOCY 525 - Selves and Social Transaction (3 Credits)
A systematic analysis of interrelationships among social acts, selves, roles, transactions, and language.

SOCY 540 - Sociology of Law (3 Credits)
Review of theoretical and empirical developments in the sociology of law, including classical and modern sociological theories of law and selected sociological themes of law in various social settings.

SOCY 550 - Sociology of Science (3 Credits)
Interrelationships among society, culture, and contemporary science.

SOCY 557 - Sociology of Education and Inequality (3 Credits)
Advanced inquiry into the relationship between education and inequality.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

SOCY 560 - Advanced Sociological Theory (3 Credits)
Theoretical perspectives on society and social behavior.

SOCY 561 - Integrative Research Experience (3 Credits)
Design and conduct of original research using sociological research methods to meet Carolina Core Integrative course requirement for the BA and the BS.
Prerequisites: SOCY 101, SOCY 220 and SOCY 300-level or higher course.

Experiential Learning: Experiential Learning Opportunity

SOCY 562 - Advanced Sociological Research Methods (3 Credits)
Advanced survey of methods used in sociological research.

SOCY 598 - Selected Topics (3 Credits)
Readings and research on selected sociological topics. Course and content varies and will be announced in the schedule of classes by title.
Prerequisites: SOCY 101.

SOCY 599 - Advanced Independent Study (3-6 Credits)
Advanced Independent study. Contract approved by instructor, advisor, and department chair is required.
Prerequisites: SOCY 101.

SOCY 698 - Special Topics (3 Credits)
Reading and research.
Prerequisites: SOCY 101.

Sociology Minor
Minor Requirements (18 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCY 101</td>
<td>Introductory Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 220</td>
<td>Elementary Statistics for Sociologists</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one 500-level SOCY course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Select three additional courses from SOCY 300 and above</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

Sociology, B.A.

Learning Outcomes

- Sociology majors completing the required SOCY 561 capstone course will demonstrate they understand the general sociological perspective and the uses of sociological theory, can apply critical reasoning skills to evaluating theoretical explanations, and can identify uses and limitations of major sociological research methods in evaluating theories. Majors will evidence the ability to apply these skills to the study of social issues of broad impact and interest beyond the discipline.

- Sociology majors completing advanced substantive courses (500-level) will demonstrate they:
  a. understand the major sociological theories in a specific substantive area of specialization,
  b. can critically evaluate competing theories in the field, and
c. can identify and critique major methodological approaches within the specialty area.
   Examples of substantive areas are Social Inequality, Social Psychology, Sociology of the Family, and Sociology of Medicine and Health.

   • Sociology majors will demonstrate an understanding and ability to use the following statistical tools:
     a. The distinction between descriptive and inferential statistics
     b. Levels of measurement, ratios and rates
     c. Various measures of central tendency and statistical variability used to describe distributions
     d. Hypothesis testing, sampling and inference from sample estimates for a population
     e. Simple bivariate modeling techniques such as correlation and regression.

   • Students should demonstrate that they can apply elementary statistical tools and research methods to the analysis of basic sociological questions.

   • Graduating sociology majors should evidence an integrated preparation for career pursuits and self assess their career preparation as adequate for career plans at the point of graduation.

Admissions

Entrance Requirements

New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.

2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

Degree Requirements (120 hours)

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
<th>1. Carolina Core</th>
<th>32-44</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. College Requirements</td>
<td>15-18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>31-46</td>
<td></td>
<td></td>
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<tr>
<td>4. Major Requirements</td>
<td>27</td>
<td></td>
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</tr>
</tbody>
</table>

1. Carolina Core Requirements (32-44 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)  
   must be passed with a grade of C or higher
   • any CC-CMW courses (p. 742)

ARP – Analytical Reasoning and Problem Solving (6-8 hours)
   • any CC-ARP courses (p. 742)

SCI – Scientific Literacy (8 hours)
   • Two 4-credit hour CC-SCI (p. 742) laboratory science courses

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required for all baccalaureate degrees. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.
   • CC-GFL courses (p. 742)

   It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)
   • any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)
   • SOCY 101 – must be passed with a grade of C or higher
   • any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)
   • any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component (0-3 hours)
   • any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy (0-3 hours)
   • any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility (0-3 hours)
   • any overlay or stand-alone CC-VSR course (p. 742)
Carolina Core Stand Alone or Overlay Eligible
Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (15-18 hours)
Foreign Language (0-3 hours)
• only if needed to meet 122-level proficiency

History (3 hours)
The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:
• One Carolina Core GHS-approved course (p. 742) primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.
or
• One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

Social Science and Fine Arts or Humanities (12 hours)
• Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/)
  • Three hours of Social Science
  • Nine hours of Fine Arts or Humanities

3. Program Requirements (31-46 hours)
Supporting Courses (3 hours)
must be passed with a grade of C or higher
• SOCY 220

Cognate or Minor (12-18 hours)
Cognate
The cognate is intended to support the course work in the major. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor.

Courses offered by departments and programs that are acceptable for cognate credit are outlined in the section titled Courses Acceptable for Cognate Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-cognate/).

For cognate course offerings in other colleges, consult the appropriate sections of this bulletin. Some major programs have specific cognate requirements.

It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the major advisor as being related to the major field of study. Students are urged to consult their major advisors for specific requirements in their major.

Courses applied toward general education requirements cannot be counted toward the cognate. For Bachelor of Arts degrees, all cognate courses must be passed with a grade of C or higher.

Minor
In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.

A list of minor programs of study can be found at Programs A-Z (p. 20).

Electives (10-31 hours)
No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

4. Major Requirements (27 hours)
A minimum grade of C is required in all major courses.

Major Courses (9 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCY 302</td>
<td>Sociological Theory</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 303</td>
<td>Sociological Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 561</td>
<td>Integrative Research Experience</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Major Electives (18 hours)
• Select 4 additional SOCY courses from the 300-level or above
• Select 2 additional SOCY courses from the 500-level or above

B.A. with Distinction in Sociology
The Departmental Undergraduate Research Track (BA with Distinction in Sociology) is available to students majoring in Sociology who maintain a minimum GPA of 3.50 in the major and 3.50 cumulative and who wish to
plan and conduct an individual research project under the supervision of a faculty committee.

A student seeking to graduate with Distinction in Sociology must select a faculty member to chair the committee that guides and evaluates the research project. At least two other faculty members will be appointed by the committee chair to serve as members of the committee. A written sponsorship agreement signed by the committee chair must be filed with the departmental chair. The student must successfully defend a research proposal and final paper to the committee. Ideally, the project should be finished within two semesters.

Research projects must conform to the University’s policy on the treatment of human subjects. Proposals must additionally be subjected to the scrutiny of the Department of Sociology ethics committee.

**Requirements**

- Cumulative GPA of 3.50 or higher and a GPA of 3.50 or higher in the major;
- Successful completion of requirements for the Sociology major;
- Research proposal approved by faculty committee;
- Successful completion of 3-6 hours SOCY 599 including written and oral presentation of research project.

**Major Map**

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

**Sociology, B.A.**

**Sociology, B.S.**

**Learning Outcomes**

- Sociology majors completing the required SOCY 561 ([https://academicbulletins.sc.edu/search/?P=SOCY%20561](https://academicbulletins.sc.edu/search/?P=SOCY%20561)) capstone course will demonstrate they understand the general sociological perspective and the uses of sociological theory, can apply critical reasoning skills to evaluating theoretical explanations, and can identify uses and limitations of major sociological research methods in evaluating theories. Majors will evidence the ability to apply these skills to the study of social issues of broad impact and interest beyond the discipline.

- Sociology majors completing advanced substantive courses (500-level) will demonstrate they

  a. understand the major sociological theories in a specific substantive area of specialization,

  b. can critically evaluate competing theories in the field, and

  c. can identify and critique major methodological approaches within the specialty area.

Examples of substantive areas are Social Inequality, Social Psychology, Sociology of the Family, and Sociology of Medicine and Health.

- Sociology majors will demonstrate an understanding and ability to use the following statistical tools:

  a. The distinction between descriptive and inferential statistics

  b. Levels of measurement, ratios and rates

  c. Various measures of central tendency and statistical variability used to describe distributions

  d. Hypothesis testing, sampling and inference from sample estimates for a population

  e. Simple bivariate modeling techniques such as correlation and regression.

- Students should demonstrate that they can apply elementary statistical tools and research methods to the analysis of basic sociological questions.

- Graduating sociology majors should evidence an integrated preparation for career pursuits and self assess their career preparation as adequate for career plans at the point of graduation.

**Admissions**

**Entrance Requirements**

New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.

2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

**Degree Requirements (120 hours)**

**Program of Study**

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<td>4. Major Requirements</td>
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</table>

1. **Carolina Core Requirements (32-44 hours)**

**CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)**

*must be passed with a grade of C or higher*

- any CC-CMW courses (p. 742)
ARP – Analytical Reasoning and Problem Solving (6-8 hours)
  • MATH 141 or MATH 122
  • MATH 142 or MATH 170 or MATH 172

SCI – Scientific Literacy (8 hours)
  • Two 4-credit hour CC-SCI (p. 742) laboratory science courses

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)
Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required for all baccalaureate degrees. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.
  • CC-GFL courses (p. 742)

It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)
  • any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)
  • SOCY 101 — must be passed with a grade of C or higher

AIU – Aesthetic and Interpretive Understanding (3 hours)
  • any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)
  • any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy 1 (0-3 hours)
  • any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)
  • any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (15-18 hours)
Foreign Language (0-3 hours)
  • only if needed to meet 122-level proficiency

Analytical Reasoning (6 hours)
  • STAT 201 (or equivalent) or higher
  • CSCE 102 (or equivalent) or higher

History (3 hours)
The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:
  • One Carolina Core GHS-approved course (p. 742) primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.
  • One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

Social Science and Fine Arts or Humanities (6 hours)
Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/)
  • Three hours of Social Science
  • Three hours of Fine Arts or Humanities

3. Program Requirements (31-46 hours)
Supporting Courses (3 hours)
  • SOCY 220

Cognate or Minor (12-18 hours)
Cognate
The cognate is intended to support the course work in the major. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor.

Courses offered by departments and programs that are acceptable for cognate credit are outlined in the section titled Courses Acceptable for Cognate Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-cognate/).

For cognate course offerings in other colleges, consult the appropriate sections of this bulletin. Some major programs have specific cognate requirements.

It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the major advisor as being related to the major field of study. Students are urged to consult their major advisors for specific requirements in their major.
For Bachelor of Science degrees, grades of D are acceptable for completion of the cognate requirement, except where restricted by the major program.

**Minor**

In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.

A list of minor programs of study can be found at Programs A-Z (p. 20).

**Electives (10-31 hours)**

No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

**4. Major Requirements (27 hours)**

A minimum grade of C is required in all major courses.

**Major Courses (9 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCY 302</td>
<td>Sociological Theory</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 303</td>
<td>Sociological Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 561</td>
<td>Integrative Research Experience</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

**Major Electives (18 hours)**

- Select 4 additional SOCY courses from the 300-level or above
- Select 2 additional SOCY courses from the 500-level or above

**B.A. with Distinction in Sociology**

The Departmental Undergraduate Research Track (BS with Distinction in Sociology) is available to students majoring in Sociology who maintain a minimum GPA of 3.50 in the major and 3.50 cumulative and who wish to plan and conduct an individual research project under the supervision of a faculty committee.

A student seeking to graduate with Distinction in Sociology must select a faculty member to chair the committee that guides and evaluates the research project. At least two other faculty members will be appointed by the committee chair to serve as members of the committee. A written sponsorship agreement signed by the committee chair must be filed with the departmental chair. The student must successfully defend a research proposal and final paper to the committee. Ideally, the project should be finished within two semesters.

Research projects must conform to the University’s policy on the treatment of human subjects. Proposals must additionally be subjected to the scrutiny of the Department of Sociology ethics committee.

**Requirements**

- Cumulative GPA of 3.50 or higher and a GPA of 3.50 or higher in the major;
- Successful completion of requirements for the Sociology major;
- Research proposal approved by faculty committee;
- Successful completion of 3-6 hours SOCY 599 including written and oral presentation of research project.

**Major Map**

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

**Sociology, B.S.**

**Southern Studies**

Department Website [http://www.cas.sc.edu/iss/](http://www.cas.sc.edu/iss/)

Robert Brinkmeyer, Director

The interdisciplinary minor in Southern Studies offers training in analytic methods and research skills designed to help students excel in their departmental fields of concentration and establish a lasting basis for independent exploration of the South.

**Courses**

**SOST 101 - The Literary South (3 Credits)**

Principles, practices, and contexts of major literary works of the American South.

**Carolina Core: AIU**

**SOST 298 - Topics in the American South (3 Credits)**

Reading and research on selected interdisciplinary topics in Southern Studies. Course content varies and will be announced in the schedule of classes by title. May be repeated for credit under a different title.

**SOST 299 - Topics is South Carolina (3 Credits)**

Reading and research on selected interdisciplinary topics about South Carolina. Course content varies and will be announced in the schedule of classes by title. May be repeated for credit under a different title.

**SOST 301 - Introduction to Southern Studies 1580-1900 (3 Credits)**

Examination of major social and cultural developments of American South from early exploration to 1900.
SOST 302 - Introduction to Southern Studies: The Twentieth Century (3 Credits)
An topical examination of the American South ranging from Reconstruction to the Civil Rights Movement.
Carolina Core: GHS
Graduation with Leadership Distinction: GLD: Research

SOST 305 - The Contemporary South (3 Credits)
An investigation of Southern regional identity.

SOST 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and program director is required for undergraduates.
Graduation with Leadership Distinction: GLD: Research

SOST 405 - Topics in Southern Studies (3 Credits)
Reading and research on selected topics in Southern studies. Course content varies and will be announced in the schedule of classes by title.
Graduation with Leadership Distinction: GLD: Research

SOST 500 - Topics in the American South (3 Credits)
Selected topics related to the study of the American South. Course content varies and will be announced in the schedule of classes by title. May be repeated for credit as topics vary.

Statistics
Department Website (http://www.stat.sc.edu/)
Joshua Tebbs, Chair

The department offers the Bachelor of Science degree with a major in statistics. The program provides a strong basis in both applied and theoretical statistics and prepares a student for the pursuit of graduate study in statistics or for employment by industry or government. In addition, the department serves many of the disciplines within the University through course offerings which provide basic statistical skills necessary to the pursuit of studies in these disciplines.

Programs
- Statistics Minor (p. 293)
- Statistics, B.S. (p. 293)

Courses

STAT 101 - Elementary Statistics (3 Credits)
Introduction to the fundamentals of modern statistical methods, including descriptive statistics, probability, random sampling, simple linear regression, correlation, tests of hypotheses, and estimation.
Prerequisites: MATH 111 or MATH 115 or STAT 110.
Carolina Core: ARP

STAT 205 - Elementary Statistics for the Biological and Life Sciences (3 Credits)
Introduction to fundamental statistical methods with applications in the biological and life sciences. Includes descriptive statistics; probability; one and two-sample models for population means; contingency tables (including relative risk, odds ratios, case-control studies, and estimation of sensitivity and specificity); linear regression; logistic regression; aspects of survival analysis, and ANOVA.
Prerequisites: MATH 111 or higher.
Carolina Core: ARP

STAT 206 - Elementary Statistics for Business (3 Credits)
Fundamental statistical methods with applications in business. Includes descriptive statistics, graphical methods, probability, distributions, sampling, inference, contingency tables, and linear regression.
Prerequisites: MATH 111 or higher.
Carolina Core: ARP

STAT 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

STAT 506 - Introduction to Experimental Design (3 Credits)
Techniques of experimentation based on statistical principles with application to quality improvement and other fields. Full and fractional factorial designs for factors at two levels; dispersion effects; related topics.
Prerequisites: C or higher in MATH 122 or MATH 141; or both MATH 111 or higher and any statistical class.

STAT 509 - Statistics for Engineers (3 Credits)
Basic probability and statistics with applications and examples in engineering. Elementary probability, random variables and their distribution, random processes, statistical inference, linear regression, correlation and basic design of experiments with application to quality assurance, reliability, and life testing. May not be taken concurrently with or after STAT 513, STAT 515, or STAT 516. Not for C.A.S., M.A.S., or Ph.D credit in Statistics.
Prerequisites: MATH 142 or equivalent.

STAT 511 - Probability (3 Credits)
Probability and independence; discrete and continuous random variables; joint, marginal, and conditional densities; moment generating functions; laws of large numbers; binomial, Poisson, gamma, univariate and bivariate normal distributions.
Prerequisites: C or better in MATH 241.
Corequisite: MATH 241.
Cross-listed course: MATH 511
STAT 512 - Mathematical Statistics (3 Credits)
Functions of random variables, order statistics, sampling distributions, central limit theorem, quality of estimators, interval estimation, sufficient statistics, minimum-variance unbiased estimator, maximum likelihood, large-sample theory, introduction to hypothesis testing.
Prerequisites: C or better in STAT 511 or MATH 511.

STAT 513 - Theory of Statistical Inference (3 Credits)
Hypothesis testing, Neyman-Pearson lemma, likelihood ratio tests, power, the theory of linear models including multiple linear regression and ANOVA, the Chi-square goodness-of-fit test, Chi-square inference for contingency tables, Bayesian inference, and advanced topics including survival analysis (only if time permits).
Prerequisites: C or better in STAT 512.

STAT 515 - Statistical Methods I (3 Credits)
Applications and principles of elementary probability, essential discrete and continuous probability distributions, sampling distributions, estimation, and hypothesis testing. Inference for means, variances, proportions, one-way ANOVA, simple linear regression, and contingency tables. Statistical packages such as SAS or R. May not be taken concurrently with or after STAT 509, STAT 513, or STAT 516. Not for CAS, MAS, MS, or PhD credit in Statistics.
Prerequisites: C or higher in MATH 122 or MATH 141; or both MATH 111 or higher and any statistics class.

STAT 516 - Statistical Methods II (3 Credits)
Applications and principles of linear models. Simple and multiple linear regression, analysis of variance for basic designs, multiple comparisons, random effects, and analysis of covariance. Statistical packages such as SAS. Not for CAS, MAS, MS, or PhD credit in Statistics.
Prerequisites: C or higher in STAT 515, STAT 509, STAT 512, or equivalent.

STAT 517 - Advanced Statistical Models (3 Credits)
Theory and applications of advanced statistical models. Includes implementation and assessment of generalized linear, nonlinear and nonparametric regression, mixed effect, repeated measures, multivariate regression, and spatial models.
Prerequisites: STAT 512 or STAT 516 or equivalent.

STAT 518 - Nonparametric Statistical Methods (3 Credits)
Applications and principles of nonparametric statistics. Classical rank-based methods, and selected categorical data analysis and modern nonparametric methods. Statistical packages such as R.

STAT 519 - Sampling (3 Credits)
Techniques of statistical sampling in finite populations with applications in the analysis of sample survey data. Topics include simple random sampling for means and proportions, stratified sampling, cluster sampling, ratio estimates, and two-stage sampling.
Prerequisites: C or higher in STAT 515, STAT 509, STAT 512, or equivalent.

STAT 520 - Forecasting and Time Series (3 Credits)
Time series analysis and forecasting using the multiple regression and Box-Jenkins approaches.
Prerequisites: STAT 516 or MGSC 391.

Cross-listed course: MGSC 520

STAT 521 - Applied Stochastic Processes (3 Credits)
An introduction to stochastic processes, including conditional probability, Markov chains, Poisson processes, and Brownian motion. Incorporates simulation and applications to actuarial science.
Prerequisites: C or higher in STAT 511.

STAT 522 - Financial Mathematics I (3 Credits)
Prerequisites: C or better in MATH 241.

Cross-listed course: MATH 514

STAT 523 - Financial Mathematics II (3 Credits)
Prerequisites: C or better in MATH 514 or STAT 522.

Cross-listed course: MATH 515

STAT 525 - Statistical Quality Control (3 Credits)
Statistical procedures for process control including CUSUM and Shewhart Control Charts, and lot-acceptance sampling.
Prerequisites: STAT 509 or STAT 515 or MGSC 391.

Cross-listed course: MGSC 525

STAT 528 - Environmental Statistics (3 Credits)
Statistical analysis of environmental data. Review of multiple regression and ANOVA, nonlinear regression models and generalized linear models, analyses for temporally and spatially correlated data, and methods of environmental sampling.
Prerequisites: STAT 516.

STAT 530 - Applied Multivariate Statistics and Data Mining (3 Credits)
Introduction to fundamentals of multivariate statistics and data mining. Principal components and factor analysis; multidimensional scaling and cluster analysis; MANOVA and discriminant analysis; decision trees; and support vector machines. Use of appropriate software.
Prerequisites: C or higher in STAT 515, STAT 205, STAT 509, STAT 512, ECON 436, MGSC 391, PSYC 228, or equivalent.

STAT 535 - Introduction to Bayesian Data Analysis (3 Credits)
Principles of Bayesian statistics, including: one- and multi-sample analyses; Bayesian linear models; Monte Carlo approaches; prior elicitation; hypothesis testing and model selection; hierarchical models; selected advanced models; statistical packages such as WinBUGS and R.
Prerequisites: C or higher in STAT 512; or CSCE 582 [=STAT 582]; or both STAT 511 and either STAT 509 or STAT 515; or equivalent.

STAT 540 - Computing in Statistics (3 Credits)
An introduction to statistical packages such as R and SAS with special focus on data management and computing procedures such as Monte Carlo simulation.
Prerequisites: C or higher in STAT 515, STAT 509, STAT 512, or equivalent.

STAT 541 - Advanced SAS Programming (3 Credits)
Advanced programming techniques in SAS, including database management, macro language, and efficient programming practices.
Prerequisites: STAT 540.
STAT 582 - Bayesian Networks and Decision Graphs (3 Credits)  
Normative approaches to uncertainty in artificial intelligence. Probabilistic and causal modeling with Bayesian networks and influence diagrams. Applications in decision analysis and support. Algorithms for probability update in graphical models.  
Prerequisites: CSCE 350, STAT 509, or STAT 515.  
Cross-listed course: CSCE 582

STAT 587 - Big Data Analytics (3 Credits)  
Foundational techniques and tools required for data science and big data analytics. Concepts, principles, and techniques applicable to any technology or industry for establishing a baseline that can be enhanced by future study.  
Prerequisites: STAT 509, STAT 513, or STAT 515.  
Cross-listed course: CSCE 587

STAT 588 - Genomic Data Science (3 Credits)  
This course focuses on quantitative knowledge for interdisciplinary applications in genetics as well as hands-on experience in analyzing genetic data. In this course, students will have programming exercises in using analysis tools to conduct genome-wide analysis, annotation, and interpretation of genetic data using R/Bioconductor packages.  
Prerequisites: C or better in STAT 201 or higher.  
Cross-listed course: BIOL 588

STAT 591 - Data Analysis for Teachers (3 Credits)  
Introduction to statistics for elementary, middle, and high school teachers. The fundamentals of data collection, descriptive statistics, probability, and inference with special focus on methods of teaching statistical reasoning. For M.A.T. (excluding mathematics) / M.Ed. / M.T. and nondegree credit only.  
Cross-listed course: SMED 591

STAT 599 - Topics in Statistics (1-3 Credits)  
Course content varies and will be announced in the schedule of courses by title.

STAT 600 - Statistics for Applied Management (3 Credits)  
Introduction to data collection, descriptive statistics, and statistical inference with examples from hospitality, retail, sport, and entertainment management. Focus on selecting, implementing, and interpreting the appropriate statistical methods using software such as Excel and SPSS. Not for minor or degree credit in Mathematics or Statistics. Does not prepare students for STAT 516, STAT 518, STAT 519 or STAT 525.

STAT 650 - AP Statistics for Teachers (3 Credits)  

Statistics Minor

Minor Requirements (18 Hours)  
• 18 hours of 500 level Statistics courses  

Note: Credit will be given for only one of STAT 509 or STAT 515.

Statistics, B.S.

Learning Outcomes  
• Students will demonstrate the ability to perform fundamental statistical analyses and to prepare informative graphics for public presentation.  
• Students will demonstrate a mastery of probability and mathematical statistics at the mathematical level of calculus and linear algebra.  
• Students will demonstrate the ability to use statistical programming languages.  
• Students will demonstrate competency in technical writing and presentation.

Retention  
To be retained in the program, a student must obtain a grade of C or higher in at most two attempts in all mathematics, computer science, and statistics courses required for graduation.

Transfer Requirement  
Any student applying to transfer to the statistics major from other programs within the University, or from other accredited colleges and universities, is required to have earned a grade of “B” or higher in at least one of the following courses, or their equivalent: USC’s MATH 141, MATH 142, STAT 509, or STAT 515. An AP or IB exam score that provides credit for MATH 142 also satisfies this requirement. STAT 509 and STAT 515 are advanced undergraduate courses. This requirement is in addition to the minimum University and College of Arts and Sciences requirements.

Admissions

Entrance Requirements  
New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.  
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.
Degree Requirements (120 hours)

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>34-46</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>15-19</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>28-44</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>27</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (34-46 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

must be passed with a grade of C or higher

- any CC-CMW courses (p. 742)

ARP – Analytical Reasoning and Problem Solving (8 hours)

must be passed with a grade of C or higher

- MATH 141
- MATH 142

SCI – Scientific Literacy (8 hours)

- Two 4-credit hour CC-SCI courses (p. 742)

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

- CC-GFL courses (p. 742)

It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

- any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

- any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)

- any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component (0-3 hours)

- any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy (0-3 hours)

- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility (0-3 hours)

- any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements

Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (15-19 hours)

Foreign Language (0-3 hours)

- only if needed to meet 122-level proficiency

Analytical Reasoning (6-7 hours)

must be passed with a grade of C or higher

- MATH 344 or MATH 544
- CSCE 145 or CSCE 206

History (3 hours)

The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:

- One Carolina Core GHS-approved course primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.

or

- One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

Social Science and Fine Arts or Humanities (6 hours)

- Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/) (3 hours of Social Science)

- ENGL 462 or ENGL 463 must be passed with a grade of C or higher

3. Program Requirements (28-44 hours)

Supporting Courses (3 hours)

must be passed with a grade of C or higher

- MATH 241
Cognate or Minor (12-18 hours)

Cognate
The cognate is intended to support the course work in the major. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor.

Courses offered by departments and programs that are acceptable for cognate credit are outlined in the section titled Courses Acceptable for Cognate Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-cognate/).

For cognate course offerings in other colleges, consult the appropriate sections of this bulletin. Some major programs have specific cognate requirements.

It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the major advisor as being related to the major field of study. Students are urged to consult their major advisors for specific requirements in their major.

Courses applied toward general education requirements cannot be counted toward the cognate.

For Bachelor of Science degrees, grades of D are acceptable for completion of the cognate requirement, except where restricted by the major program.

Minor
In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.

A list of minor programs of study can be found at Programs A-Z (p. 20).

Electives (7-29 hours)
No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

4. Major Requirements (27 hours)

A minimum grade of C is required in all major courses.

Major Courses (18 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 511</td>
<td>Probability ¹</td>
<td>3</td>
</tr>
<tr>
<td>STAT 512</td>
<td>Mathematical Statistics</td>
<td>3</td>
</tr>
<tr>
<td>STAT 513</td>
<td>Theory of Statistical Inference</td>
<td>3</td>
</tr>
<tr>
<td><strong>Methods and Computation</strong></td>
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<td></td>
</tr>
<tr>
<td>STAT 509</td>
<td>Statistics for Engineers ²</td>
<td>3</td>
</tr>
<tr>
<td>or STAT 515</td>
<td>Statistical Methods I</td>
<td></td>
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<tr>
<td>STAT 516</td>
<td>Statistical Methods II</td>
<td>3</td>
</tr>
<tr>
<td>STAT 540</td>
<td>Computing in Statistics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

¹ A student double majoring in Mathematics and Statistics may use STAT 511 [=MATH 511] to satisfy a major requirement in both programs.

² Major credit will be given for only one of STAT 509 or STAT 515. Neither STAT 509 nor STAT 515 may be taken concurrently with, or after, STAT 513. A student who has started the Statistics major after taking STAT 512 may replace the STAT 509/STAT 515 requirement with an additional 3 hour advanced application course chosen from STAT 500 or above.

Major Electives (9 hours)

- Select three courses from STAT 500¹ or above

¹ Major credit will be given for only one of STAT 509 or STAT 515. Neither STAT 509 nor STAT 515 may be taken concurrently with, or after, STAT 513. A student who has started the Statistics major after taking STAT 512 may replace the STAT 509/STAT 515 requirement with an additional 3 hour advanced application course chosen from STAT 500 or above.

Major with Actuarial Science Concentration (27 hours)

The Concentration in Actuarial Science requires the Risk Management and Insurance Minor (p. 338) (18 hours).

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>STAT 511</td>
<td>Probability ¹</td>
<td>3</td>
</tr>
<tr>
<td>STAT 512</td>
<td>Mathematical Statistics</td>
<td>3</td>
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<tr>
<td>STAT 513</td>
<td>Theory of Statistical Inference</td>
<td>3</td>
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<tr>
<td><strong>Methods and Computation</strong></td>
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<tr>
<td>STAT 509</td>
<td>Statistics for Engineers ²</td>
<td>3</td>
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<tr>
<td>or STAT 515</td>
<td>Statistical Methods I</td>
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<tr>
<td>STAT 516</td>
<td>Statistical Methods II</td>
<td>3</td>
</tr>
<tr>
<td>STAT 540</td>
<td>Computing in Statistics</td>
<td>3</td>
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<tr>
<td><strong>Advanced Applications</strong></td>
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<tr>
<td>STAT 520</td>
<td>Forecasting and Time Series</td>
<td>3</td>
</tr>
<tr>
<td>STAT 521</td>
<td>Applied Stochastic Processes</td>
<td>3</td>
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<tr>
<td>Select one course from STAT 500 ²</td>
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<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td>27</td>
</tr>
</tbody>
</table>

² Some minors in the sciences require a minimum of 16 hours.
A student double majoring in Mathematics and Statistics may use STAT 511 (=MATH 511) to satisfy a major requirement in both programs.

Major credit will be given for only one of STAT 509 or STAT 515. Neither STAT 509 nor STAT 515 may be taken concurrently with, or after, STAT 513. A student who has started the Statistics major after taking STAT 512 may replace the STAT 509/STAT 515 requirement with an additional 3 hour advanced application course chosen from STAT 500 or above.

Note: A student double majoring in Economics (in the College of Arts and Sciences) and Statistics may use the combination of both ECON 436 and STAT 506 in place of the combination of both STAT 516 and one of the STAT 500 or above advanced application courses for the Statistics major. In this case ECON 436 may satisfy a major requirement in both programs. ECON 436 and STAT 516 may not both be used to satisfy major requirements in Statistics.

Major Map

A major is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Statistics, B.S. No Concentration

Statistics, B.S. Actuarial Science Concentration

Theatre and Dance

Department Website (http://www.cas.sc.edu/thea/)

Stephanie Milling, Interim Chair

Programs

The Department of Theatre and Dance offers the Bachelor of Arts degree with majors in theatre and dance.

Theatre

The theatre major is especially suitable for persons wishing a strong liberal arts education and/or preparation for careers in theatre, the entertainment industry, communication, education, law, medicine, the ministry, etc.

Dance

The Bachelor of Arts in Dance offers two concentrations: performance and choreography or dance education, and all students actively participate in departmental productions. The program is known for offering rigorous technical training while also providing opportunities for broad-based study in dance and beyond. Experience a world-class repertory, including historical dance works by George Balanchine, Martha Graham, Twyla Tharp, David Parsons, Lila York and Lynne Taylor Corbett, as well as original works by our eminent faculty. You will be exposed to dance techniques that include classical ballet, contemporary dance, jazz, musical theater and world dance. Students focusing in dance education have multiple opportunities to participate in professional learning experiences in a variety of educational and community settings while completing their studies. By extending the classroom into the field, students participate in hands-on learning that prepares them for teaching dance to a variety of populations while earning K-12 certification in dance.

Programs

- Dance Minor (p. 303)
- Dance, B.A. (p. 303)
- Theatre Minor (p. 306)
- Theatre, B.A. (p. 307)

Courses

DANC 101 - Dance Appreciation (3 Credits)
An eclectic survey of various dance forms including primitive, historic, ballet, modern, and Broadway musical.

Carolina Core: AIU

DANC 102A - Ballet Technique I (2 Credits)
A beginning study of ballet with emphasis on alignment, classical historical traditions, and combinations or movement. This course is for dance majors and minors. May be repeated up to six times for credit.

DANC 102B - Ballet Technique I (2 Credits)
A beginning study of ballet with emphasis on alignment, classical historical traditions, and combinations or movement. This course is for non dance majors. May be repeated up to six times for credit.

DANC 103 - The Dancer's Body (3 Credits)
Anatomy and movement analysis for dancers.

DANC 111A - World Dance I (2 Credits)
World Dance is dance experience in diverse world dance forms. This course is for dance majors and minors. May be repeated up to six times for credit.

DANC 111B - World Dance I (2 Credits)
World Dance is dance experience in diverse world dance forms. This course is for non dance majors. May be repeated up to six times for credit.

DANC 112A - Contemporary Dance Technique I (2 Credits)
An introduction to modern dance with the beginning practice of movement technique. This course is for dance majors and minors. May be repeated up to six times for credit.

DANC 112B - Contemporary Dance Technique I (2 Credits)
An introduction to modern dance with the beginning practice of movement technique. This course is for non dance majors. May be repeated up to six times for credit.

DANC 113A - World Dance II (2 Credits)
World Dance is dance experience in diverse world dance forms. This course is for dance majors and minors. May be repeated up to six times for credit.

DANC 113B - World Dance II (2 Credits)
World Dance is dance experience in diverse world dance forms. This course is for non dance majors. May be repeated up to six times for credit.

DANC 150 - Introduction to Dance (3 Credits)
Introduction to dance as art, communication, and cultural expression as it applies to a career in dance. Open to non-majors.

DANC 160A - Dance Improvisation and Composition (3 Credits)
An introductory course on dance composition and the creative process. Exploration and improvisation of different dance forms; specific choreographic tools. This course is for dance majors and minors. May be repeated up to six times for credit.
DANC 160B - Dance Improvisation and Composition (3 Credits)
An introductory course on dance composition and the creative process. Exploration and improvisation of different dance forms; specific choreographic tools. This course is for non dance majors. May be repeated up to six times for credit.

DANC 170 - Ballroom Dance I (2 Credits)
Introduction of six major dances (Foxtrot, Waltz, Tango, Cha Cha, Swing, and Rumba) to students with no dance experience. The emphasis will be on learning dance figures and patterns.

DANC 171 - Ballroom Dance II (2 Credits)
Intermediate steps will include challenging choreography or patterns. The emphasis in technique will be based on developing speed and elegance while dancing complex patterns.
Prerequisites: DANC 170 or equivalent.

DANC 177 - Dance Company I (1 Credit)
This course is designed for rehearsals leading to dance performances; and including student choreography, on stage productions, the dance touring ensemble and components of dance production. Repeat seven times.

DANC 178 - Jazz Dance Technique I (2 Credits)
A beginning level class focusing on coordination, rhythm, alignment, jazz vocabulary, and jazz dance positions. May be repeated up to six times for credit.

DANC 202A - Ballet Technique II (1-2 Credits)
Second level of classical ballet technique facilitating skill in allegro and adagio work. This course is for dance majors and minors. May be repeated up to six times for credit.
Prerequisites: DANC 102A or equivalent.

DANC 202B - Ballet Technique II (1-2 Credits)
Second level of classical ballet technique facilitating skill in allegro and adagio work. This course is for non dance majors. May be repeated up to six times for credit.
Prerequisites: DANC 102B or equivalent.

DANC 204 - Pointe II (1-2 Credits)
Pointe technique and skills on pointe, an extension of ballet technique at the foundational level. May be repeated four times.
Prerequisites: DANC 202 or equivalent.

DANC 212A - Contemporary Dance Technique II (1-2 Credits)
A second level of contemporary technique, with emphasis on skill refinement and aesthetic elements. This course is for dance majors and minors. May be repeated up to six times for credit.
Prerequisites: DANC 112A or equivalent, placement audition or permission of instructor.

DANC 212B - Contemporary Dance Technique II (1-2 Credits)
A second level of contemporary technique, with emphasis on skill refinement and aesthetic elements. This course is for non dance majors. May be repeated up to six times for credit.
Prerequisites: DANC 112B or equivalent, placement audition or permission of instructor.

DANC 260 - Laban Movement Analysis (3 Credits)
An examination of Laban Movement analysis – a language for understanding, observing, describing and notating all forms of movement. Experiential, analytical and performance teaching methods will be used.
Prerequisites: DANC 160.

DANC 270 - Dance Education I: Introduction to Dance Education (2 Credits)
An overview of state and national standards, theoretical and philosophical perspectives that shape current practices for teaching dance in K-12 environments, and arts/dance education advocacy. Not open to freshmen. It is recommended that students have completed at least three semesters of technique.
Prerequisites: DANC 150 and DANC 160A.

DANC 275 - Pilates I (2 Credits)
Innovative system of exercises for the mind and body. Teaching posture, body awareness, and easy graceful movement at a beginner’s level.

DANC 278 - Jazz Dance Technique II (2 Credits)
An intermediate level class focusing on coordination, rhythm, alignment, jazz vocabulary, jazz dance positions, and expanded knowledge of theatrical jazz dance. May be repeated up to six times for credit.
Prerequisites: DANC 178.

DANC 281 - Dance History I (3 Credits)
Overview of the development of dance through the 19th century.

DANC 282 - Dance History II (3 Credits)
Development of dance from the 20th century to the present.
Prerequisites: DANC 281.

Graduation with Leadership Distinction: GLD: Global Learning

DANC 300 - Music for Dancers (3 Credits)
Rhythmic analysis, reading and metric patterns, construction and use of scores from musical theatre to symphonic orchestration with exercises to enhance the knowledge of relationship between dance and music.

DANC 302A - Ballet Technique III (1-2 Credits)
Third level of classical ballet technique. This course is for dance majors and minors. May be repeated up to six times for credit.
Prerequisites: DANC 202A or equivalent.

DANC 302B - Ballet Technique III (1-2 Credits)
Third level of classical ballet technique. This course is for non dance majors. May be repeated up to six times for credit.
Prerequisites: DANC 202B or equivalent.

DANC 303 - Pointe III (1-2 Credits)
Pointe technique and skills on pointe, an extension of ballet technique at the intermediate level. Study and execution of female variations from classical repertory. May be repeated four times.
Prerequisites: DANC 202 or equivalent.

DANC 304 - Intermediate Tap Dance (1 Credit)
Advanced fundamentals of tap dance, including intermediate/advanced rhythmic structure and incorporation of alignment and style.
Prerequisites: permission of instructor.

DANC 307 - West African Dance I (3 Credits)
The history and practice of indigenous West African dance.

DANC 310 - Dance Analysis and Criticism (3 Credits)
Theoretical practices and cultural perspectives of dance making.
Prerequisites: DANC 281 and DANC 282.

DANC 312A - Contemporary Dance Technique III (1-2 Credits)
A third level technique with refinement skills, and complex combinations. This course is for dance majors and minors. May be repeated up to six times for credit.
Prerequisites: DANC 212A or equivalent.
DANC 312B - Contemporary Dance Technique III (1-2 Credits)
A third level technique with refinement skills, and complex combinations. This course is for non dance majors. May be repeated up to six times for credit.
Prerequisites: DANC 212B or equivalent.

DANC 360 - Choreography I (3 Credits)
An intermediate level choreography and composition course designed to create and adapt work in different dance forms in modern, jazz, and ballet.
Prerequisites: DANC 260; recommend students to have completed at least three semesters of technique.

DANC 370 - Dance Education II: Creative Dance (3 Credits)
An introduction to motor development, movement concepts, elements, and skills that contribute to lesson planning, instruction, and assessment of creative dance in K-12 education. It is recommended that students have completed at least three semesters of ballet and contemporary technique and world dance.
Prerequisites: DANC 270 and 360.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

DANC 375 - Pilates II (2 Credits)
Innovative system of exercises for the mind and body. Teaching posture, body awareness, and easy graceful movement at an intermediate level.
Prerequisites: DANC 275 or equivalent.

DANC 377 - Historic Dance (3 Credits)
A course open to all students interested in gaining knowledge of early dances from the 15th Basse, Pavanee and Gaillarde of the Renaissance era to the Baroque dances from the court of Louis XIV.

DANC 378 - Jazz Dance Technique III (1-2 Credits)
Advanced-level jazz dance technique. May be repeated up to six times for credit.

DANC 380 - Movement and Dance for Musical Theatre (3 Credits)
Styles of movement and dance in musical theatre from the '20s, '30s, and '40s to modern contemporary musical theatre. Choreographing for musicals, cultural forms of dance, staging for vocal pieces.

DANC 381 - Dance History (3 Credits)
A survey of dance from ethnic and social to professional dance, from the time of the Greeks through the twentieth century.

DANC 382 - Body Conditioning/Gyrokinetics Method (2 Credits)
Body conditioning technique designed to increase strength, flexibility, and coordination, enhancing the dance students' performance ability and body awareness.

DANC 385 - Men's Ballet (1 Credit)
Study of the art of classical ballet for men with increased emphasis on facilitating skill in allegro and adagio work specific to male technique.
Prerequisites: 4 semesters of ballet or equivalent.

DANC 390 - Dance Studio Operation (3 Credits)
Advanced training methods and techniques in all forms of dance. Emphasis on recent research in dance curriculum and operational technique. For experienced dance teachers.

DANC 399 - Independent Study and Research (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research
DANC 470 - Dance Education III: Dance Pedagogy for Middle and High School (4 Credits)
Intensive study of content and strategies for teaching dance in middle and high school with particular emphasis on curriculum development, instruction, and assessment. Not open to freshmen or sophomores. Minimum of 90 hours in program of study.
Prerequisites: DANC 270, DANC 370, five semesters of ballet, five semesters of modern dance.
Graduation with Leadership Distinction: GLD: Community Service

DANC 471 - Synthesis of Dance Education Constructs (pre-internship seminar) (1 Credit)
Seminar allows students to synthesize content and skills from all previous dance and education coursework in conjunction with their student teaching experience.
Corequisite: DANC 479.

DANC 475 - Inner Mastery Through Movement (3 Credits)
A mind/body integration course designed for performing artists.

DANC 476 - Production Design for Dance (3 Credits)
Technical theatre functions, the structure and purpose of production design, and stage production as it relates to the whole of dance and theatrical performance.

DANC 478 - Integrated Approaches in Dance Education (5 Credits)
Study and application of strategies for teaching diverse learners, implementation of instructional technology in the dance classroom, and dance/arts integration.
Graduation with Leadership Distinction: GLD: Community Service

DANC 479 - Teaching Internship in Dance Education (12 Credits)
Practical demonstration of pedagogical knowledge, skill, and dispositions necessary to effectively teach in K-12 dance education as defined and measured by CAEP and ADEPT standards.
Prerequisites: Must have fulfilled all other program requirements except DANC 471 (and DANC 479), be admitted to the professional program, and approved for student teaching.
Corequisite: DANC 471.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships
Experiential Learning: Experiential Learning Opportunity

DANC 482 - Body Conditioning/Gyrokinesis Method II (1 Credit)
Body conditioning technique that simultaneously stretches and strengthens the body at an intermediate level. Gyrokinesis teaches complete freedom of movement through exercises synchronized with corresponding breathing patterns enhancing aerobic and cardiovascular stimulation and promoting neuromuscular awareness. Restricted to dance majors/minors only.
Prerequisites: DANC 382.

DANC 490 - Senior Capstone Dance Project (3 Credits)
Culmination of the performance/choreography dance emphasis. Senior project encompassing a choreographic work or research thesis.
Prerequisites: DANC 160 and DANC 360.
Graduation with Leadership Distinction: GLD: Research

DANC 500 - Selected Topics in Dance (1 Credit)
A series of courses, each lasting one-third of a semester. Topics and required courses are announced in the class schedule for each semester.

DANC 573 - Dancer's Workshop (1 Credit)
Individual advanced training in movement, improvisation, flexibility, and precision in dance styles including modern and ballet.
Prerequisites: graduate standing or three credits in dance.

DANC 577 - Dance Performance (3 Credits)
Rehearsal, choreographic analysis, and dance performance. All components of dance production—including music, costume, lighting, and scenery—will be considered.
Cross-listed course: PEDU 577

DANC 586 - The Articulate Body (3 Credits)
Theoretical and experimental exploration of the major body systems and development movements to bring more articulation to the body and more awareness and physical ease in performance.
Cross-listed course: THEA 586

DANC 599 - Special Topics in Dance (3 Credits)
Reading and research on selected topics. Course content varies and will be announced in the schedule of classes by title. May be repeated once as topics vary.

THEA 120 - Laboratory Theatre Production (1 Credit)
Procedures for implementation of processes involved in the Laboratory Theatre Production Program. Supervised preparation of all performance and production elements involved in the collaborative process of theatre production. Course content varies according to season production program. Permission of Instructor or by audition. May be repeated for credit.

THEA 121 - Theatre Running Crew Laboratory. (1 Credit)
Procedures and processes of running crews for the Mainstage Theatre Production Program. Collaborative teamwork through supervised participation in various theatre production running crews (management, scenic, lighting, sound, costumes and makeup). Course content varies according to season production program. May be repeated for credit.

THEA 122 - Theatre Performance Laboratory (1 Credit)
Preparation and procedures of the rehearsal and performance processes for the Mainstage Theatre Production Program. Collaborative teamwork through supervised participation in an acting company. Course content varies according to season production program. By audition only. May be repeated for credit.
Prerequisites: THEA 120.

THEA 123 - Theatre Production Studio (1 Credit)
Procedures and processes for the Mainstage Theatre Production Program. Collaborative teamwork through supervised participation in various theatre production student crews (scenic, lighting, sound, costume, makeup, and promotions). Course content varies according to season production program.
Prerequisites: THEA 121.

THEA 170 - Fundamentals of Acting (3 Credits)
Introduction to the art and craft of acting. Practical exploration through improvisation and scripted scene work. Includes a brief history of the development of modern acting techniques.
Carolina Core: AIU

THEA 172 - Basic Stage Makeup (1 Credit)
The study and application of the principles of the art of makeup for the theatre.
THEA 181 - Shakespeare in Performance (3 Credits)
Introduction to Shakespeare's works on page, stage, and screen. Emphasis placed on performances of scripts. History of Shakespeare's works/productions, stage/screen technique. Viewings of film adaptations required.
Carolina Core: AIU
THEA 200 - Understanding and Appreciation of Theatre (3 Credits)
An introduction to the understanding and appreciation of theatrical experience. Attendance at theatrical performances required.
Carolina Core: AIU
THEA 201 - Introduction to Theatre Studies (3 Credits)
Introduction to methods of analyzing and interpreting drama, with emphasis on play structure, genre, and style. Designed for the theatre major in preparation for theatre scholarship, performance, production, and design.
Graduation with Leadership Distinction: GLD: Research
THEA 221 - Stage Management Laboratory (2 Credits)
Supervised participation in theatre stage management. May be repeated once for credit.
Prerequisites: THEA 120 and THEA 121.
THEA 225 - Introduction to Stage Management (3 Credits)
An introduction to the roles of the stage manager throughout theatrical productions that include pre-production planning, oversight of the rehearsal process, running technical rehearsals and performances, and completing post-production duties.
THEA 230 - Make-up Design for Theatre and Film (3 Credits)
Theory and practice of make-up design for theatre and film. The application of analytical and research skills in the visual development of the character.
THEA 240 - Beginning Voice and Speech (3 Credits)
Study and practical application of voice and speech fundamentals in performance. Emphasis on speaking with ease, power and clarity to impact an audience.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences
THEA 241 - Voice and Speech Studio (1-3 Credits)
Training in vocal skills needed by actors such as dialect, verse speaking and voice for a variety of media. Maybe repeated for credit.
Prerequisites: THEA 240.
THEA 252 - Stage Costume Construction (3 Credits)
An introductory course in the principles and practice of costume construction.
THEA 253 - Stagecraft (3 Credits)
A beginning course in the principles and practice of scenic technology.
THEA 270 - Beginning Acting (3 Credits)
An exploration of the acting process through scene study. Focus will be on developing the actor’s personal technique, emphasizing emotional truthfulness and authenticity.
Prerequisites: THEA 170 or declaration of major.
THEA 280 - Elements of Design for Theatre Production (3 Credits)
Foundational application of design principles and vocabulary as applied to the creative process in production design for theatre. Play analysis, creative and visual thinking, and graphic representation.
THEA 283 - Introduction to Theatre Sound Design (3 Credits)
Introduces the students to the basic principles of sound design and technology. Related topics include physics of sound, use and maintenance of equipment, script analysis, and creative thinking.
THEA 288 - Introduction to Stage Lighting (3 Credits)
Principles and practices of theatrical lighting design. Course not available for major credit.
THEA 340 - Literature and Performance (3 Credits)
Introduction to the study of literature through performance; reading, analysis, and performance of prose, poetry, nonfiction, and drama.
Cross-listed course: SPCH 340
THEA 359 - Theatrical Imagery (3 Credits)
The theory and application of visual imagery in theatrical design; identification and selection of historical motifs.
THEA 369 - Japanese Culture and Society through Theatre (3 Credits)
Introduction to Japanese traditional theatre and its influences on Japanese culture and society. Taught in English.
Cross-listed course: JAPA 351
THEA 370 - Intermediate Acting (3 Credits)
Development of acting skills through study of acting techniques emphasizing emotional truthfulness and authenticity. Application to scene study, monologues and auditions. Intensive script analysis for character development.
Prerequisites: THEA 170 or THEA 270.
THEA 372 - Acting from a Physical Point of View (3 Credits)
Development of physical acting skills related to modern acting techniques emphasizing emotional truthfulness and authenticity. Promoting the experience of full body awareness and expressiveness in character development and storytelling. Includes performative states of relaxation, balance and presence and ensemble work.
THEA 373 - Movement Laboratory (1 Credit)
Training in specific physical skills for actors: stage combat, mime, folk dance, tap dance, etc. May be repeated for credit.
THEA 375 - Inner Mastery Thought Movement (3 Credits)
A mind/body integration course designed for performing artists.
THEA 380 - Production Design for Theatre (3 Credits)
Principles of production design in scenery, costumes, lighting and sound. Play analysis, periods styles, creative and visual thinking and graphic representation.
Prerequisites: THEA 280.
THEA 399 - Independent Study and Research (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research
THEA 425 - Advanced Stage Management (3 Credits)
Delving deeper into the role of the stage manager in theatrical productions that includes problem solving, adapting to challenging situations, and distinguishing the various responsibilities of production assistants, assistant stage managers, and production stage managers and their collaborative contributions.
Prerequisites: C or better in THEA 225.
THEA 440 - Advanced Voice and Speech for the Actor. (3 Credits)
Advanced vocal techniques as applied to performance. Specific skills covered may include vocal flexibility and range, vocal dynamics, dialects, and voice-over technique.
Prerequisites: THEA 240.
THEA 442 - Accents and Dialects for the Actor (3 Credits)
Study and practical application of major accents and dialects used by actors in performance. Emphasis on acquiring the skills necessary for independent learning of an accent or dialect.
Prerequisites: C or better in THEA 240.

THEA 444 - Voice Over and Voice Acting (3 Credits)
Principles and practice of a wide range of voice-over including commercial and narrative styles. Development of character voice as applied to animation, gaming and/or other audio storytelling. Focus is on practical skills necessary for the profession.
Prerequisites: C or better in THEA 240.

THEA 450 - Musical Theatre Workshop (2 Credits)
Intensive musical theatre training in areas of song interpretation, musical theatre, dance, voice and acting.
Cross-listed course: DANC 450, MUSC 450

THEA 452 - Special Topics in Costume Technology (3 Credits)
A specialty skills course for advanced students of theatrical costume design and technology. Topics will include tailoring, fabric modification, needle arts, millinery, etc. Course may be repeated as topics vary.
Prerequisites: THEA 252.

THEA 453 - Computer Aided Drafting for Theatre (3 Credits)
Develop basic and intermediate skills in using computer aided drafting programs for theatrical designs and technical drawings.

THEA 480 - History of Cinema I (3 Credits)
Survey of the international cinema from its inception until 1945. 03: 07/05/2019.

THEA 481 - History of Cinema II (3 Credits)
Survey of the international cinema from 1945 to the present. 03: 07/05/2019.

THEA 489 - Introduction to Costume Design (3 Credits)
Introduction to the basic principles and elements of design as they apply to the costume designer. Script and character analysis, costume rendering, and production unity.
Prerequisites: THEA 280.

THEA 490 - Theatre Capstone Course (3 Credits)
Principles, procedures and practice of the creative and collaborative process. Aspects of the discipline with focus on creative and effective collaboration and communication skills among theatre artists, scholars and technicians. Practical and planning skills for professional success after graduation.
Prerequisites: THEA 270 and THEA 280, and 6 hours from 300 level class or above.

THEA 500 - Selected Topics in Theatre (1 Credit)
A series of courses, each lasting one-third of a semester. Topics and Prerequisites: are announced in the class schedule for each semester.

THEA 510 - Rendering Techniques for the Theatre (3 Credits)
Rendering techniques for the communication of concepts and mood in the design process.

THEA 520 - Playwright's Workshop (3 Credits)
Principles and practice of playwriting. Writing, adapting, and revising plays. May be repeated with consent of department chair.

THEA 522 - Drama in Education (3 Credits)
Comprehensive review of drama strategies, methods and pedagogical practices to be applied to non-drama learning contexts. Practical experience with the necessary skills, philosophies and techniques of drama in education.

THEA 526 - Children's Theatre (3 Credits)
Special problems in producing plays for child audiences.
Prerequisites: THEA 170 and THEA 253.

THEA 527 - Applied Theatre Arts (3 Credits)
Principles and practices of theatre-making within community contexts to address local issues and to provide aesthetic strategies for creative problem solving through theatre.

THEA 529 - Theatre Management (3 Credits)
Problems involved in organizing, administering, and promoting the non-professional theatre.

THEA 530 - Period Styles for Wig and Hair Design (3 Credits)
Research and execution of period styles for wigs, hair, and facial pieces as related to theatrical and media design.
Prerequisites: THEA 230 and THEA 550.

THEA 531 - Theatre Graphics (3 Credits)
Specialized graphic techniques used in the preparation of a theatrical production. Practice in the execution and interpretation of working drawings, perspective sketches, color renderings, scale models, etc.

THEA 540 - Voice and Movement: Practice and Performance (3 Credits)
A variety of vocal and movement techniques that apply to acting and coaching with special emphasis on the physical and vocal processes in performance.

THEA 547 - Global/Contextual Issues in Theatre Education Practice and Performance (3 Credits)
Survey and analysis of current drama teacher practice across international contexts in relationship to global, social and educational change.

THEA 550 - History of Costume (3 Credits)
A survey of clothing through the ages with emphasis on the dress of the actor in significant periods of theatrical activity. From ancient times to present day.

THEA 552 - Stage Costume Pattern Drafting and Drawing (3 Credits)
The principles of pattern making for costume construction using flat-pattern and draping techniques.

THEA 553 - Advanced Stagecraft (3 Credits)
Advanced principles and practices of stagecraft.
Prerequisites: THEA 253 or equivalent.

THEA 554 - Performing Arts Safety (3 Credits)
Study of health and safety hazards for actors, technicians, and audience members.

THEA 555 - Scene Painting for the Stage (3 Credits)
Techniques of scene painting. Application of principles of painting to the stage.

THEA 556 - Stage Design (3 Credits)
Survey of the history and principles of scene design. Assignments will involve drawings, watercolor sketches, and scale models.

THEA 557 - Advanced Scenic Design (3 Credits)
Advanced procedures and techniques of scenic design.
Prerequisites: THEA 556.
THEA 558 - Draping for the Modern Silhouette (3 Credits)
Apparel design through basic draping techniques on industry standard dress forms. Analysis of fit and design, problem solving and interaction of fabric characteristics with style features.
Prerequisites: B or better in THEA 551.

THEA 559 - Introductory Methods for K-12 Theatre Certification (3 Credits)
Developmental approaches to drama instruction in K-12 classroom settings.

THEA 561 - History of the Theatre I (3 Credits)
A survey of plays, playwrights, actors, production, and the physical development of theatres from the time of the Greeks to 1660; reading of representative plays required.

THEA 562 - History of the Theatre II (3 Credits)
A survey of plays, playwrights, actors, production, and the physical development of theatres from 1660 to the present; reading of representative plays required.

THEA 563 - History of Modern Theatre (3 Credits)
History of Western Theatre since the early 20th century. Students will be introduced to major figures, plays, and movements and explore influences from the broader culture on theatrical expression.

THEA 565 - African American Theatre (3 Credits)
The major movements, figures, plays, and critical strategies that have marked the development of African American theatre in the 19th, 20th, and 21st centuries.
Cross-listed course: AFAM 565, ENGL 565
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

THEA 567 - Dramatic Theory I (3 Credits)
A survey of the major works of dramatic theory and criticism, with emphasis on theories of theatrical performance. from Aristotle through 18th-century neo-classicism.

THEA 568 - Dramatic Theory II (3 Credits)
A survey of the major works of dramatic theory and criticism, with emphasis on theories of theatrical performance from the 18th century to the present.

THEA 569 - Dramaturgy (3 Credits)
A study of dramatic structure as it relates to theatrical production. Emphasis on script reading and analysis. Production and new-works dramaturgy will be covered.

THEA 570 - Advanced Acting I (3 Credits)
Theory and practice in the development of a role and an understanding of the psychology of the audience-actor relationship.
Prerequisites: B or better in THEA 240 and THEA 372 and THEA 370.

THEA 571 - Advanced Acting II (3 Credits)
Technique of performing play scripts with heightened language and styles other than naturalism/realism. Some examples of genres that may be taught are Classical Greek, Elizabethan, absurdist.
Prerequisites: B or better in THEA 240 and THEA 372 and THEA 370.

THEA 572 - Advanced Makeup for Theatre and Film (3 Credits)
Makeup design for specific character types, prosthetics and three-dimensional makeup effects. Special attention to the process of sculpting and modeling for makeup prosthetics.
Prerequisites: THEA 230.

THEA 575 - Rehearsal and Performance (3 Credits)
An intensive laboratory course in theatrical and media performances.

THEA 576 - Rehearsal and Performance (3 Credits)
An intensive laboratory course in repertory theatre.

THEA 577 - Special Topics in Physical Theatre (3 Credits)
Research and performance training in selected topics related to physical theatre. Course content varies and will be announced in the schedule of classes by title. May be repeated as topics vary.

THEA 578 - Play Direction I (3 Credits)
A study of the principles, procedures and practice of stage direction, with the selection, analysis, casting, and rehearsal of a one-act play to be presented in the laboratory theatre.
Prerequisites: THEA 270, THEA 280, and 6 hours from 300 level or above.

THEA 579 - Play Direction II (3 Credits)
A continuation of THEA 578.
Prerequisites: THEA 578.

THEA 581 - Film as Performance (3 Credits)
Study and analysis of film production, performance, and aesthetics.

THEA 582 - Costume Design (3 Credits)
Theory and practice in the design of theatre costumes.

THEA 583 - Advanced Practice in Sound Design (3 Credits)
Advanced study in sound, production and design. Emphasis will be on mounting designs and refining design skills for Theatre, Music, and Media Arts students.

THEA 585 - Design for Communications Media Production (3 Credits)
The study and application of techniques in theatrical stagecraft, design, lighting, costuming, and makeup applicable to specialized fields of communication media.
Prerequisites: THEA 253, THEA 351.

THEA 586 - The Articulate Body (3 Credits)
Theoretical and experimental exploration of the major body systems and developmental movements to bring more articulation to the body and more awareness and physical ease in performance.
Cross-listed course: DANC 586

THEA 587 - Film and Television Acting (3 Credits)
Theory and practice of film and television acting.
Prerequisites: THEA 170.

THEA 588 - Stage Light Design I (3 Credits)
The interrelationship of stage lighting and other production elements. Design techniques, equipment, and script analysis. Laboratory work on department productions. Restricted to theatre majors or those having special permission of instructor.

THEA 589 - Adv. Stage Lighting Des. II (3 Credits)
Stage lighting equipment and design techniques. Laboratory work on departmental productions.

THEA 599 - Special Topics in Theatre (3 Credits)
Reading and research on selected topics. Course content varies and will be announced in the schedule of classes by title. May be repeated once as topics vary.
Dance Minor

Minor Requirements (18 Hours)

The dance minor consists of completion of 18 credit hours with courses selected from each section below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dance Technique Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 6-9 hours of dance technique courses with at least 3 credits in 200-level or above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DANC 102A</td>
<td>Ballet Technique I</td>
<td>3</td>
</tr>
<tr>
<td>DANC 112A</td>
<td>Contemporary Dance Technique I</td>
<td>3</td>
</tr>
<tr>
<td>DANC 170</td>
<td>Ballroom Dance I</td>
<td>3</td>
</tr>
<tr>
<td>DANC 171</td>
<td>Ballroom Dance II</td>
<td>3</td>
</tr>
<tr>
<td>DANC 178</td>
<td>Jazz Dance Technique I</td>
<td>3</td>
</tr>
<tr>
<td>DANC 202A</td>
<td>Ballet Technique II</td>
<td>3</td>
</tr>
<tr>
<td>DANC 204</td>
<td>Pointe II</td>
<td>3</td>
</tr>
<tr>
<td>DANC 212A</td>
<td>Contemporary Dance Technique II</td>
<td>3</td>
</tr>
<tr>
<td>DANC 278</td>
<td>Jazz Dance Technique II</td>
<td>3</td>
</tr>
<tr>
<td>DANC 302A</td>
<td>Ballet Technique III</td>
<td>3</td>
</tr>
<tr>
<td>DANC 303</td>
<td>Pointe III</td>
<td>3</td>
</tr>
<tr>
<td>DANC 304</td>
<td>Intermediate Tap Dance</td>
<td>3</td>
</tr>
<tr>
<td>DANC 307</td>
<td>West African Dance I</td>
<td>3</td>
</tr>
<tr>
<td>DANC 312A</td>
<td>Contemporary Dance Technique III</td>
<td>3</td>
</tr>
<tr>
<td>DANC 378</td>
<td>Jazz Dance Technique III</td>
<td>3</td>
</tr>
<tr>
<td>DANC 380</td>
<td>Movement and Dance for Musical Theatre</td>
<td>3</td>
</tr>
<tr>
<td>DANC 385</td>
<td>Men's Ballet</td>
<td>3</td>
</tr>
<tr>
<td>DANC 402A</td>
<td>Ballet Technique IV</td>
<td>3</td>
</tr>
<tr>
<td>DANC 403</td>
<td>Pointe Variations for Intermediate/Advanced Ballet</td>
<td>3</td>
</tr>
<tr>
<td>DANC 407</td>
<td>West African Dance II</td>
<td>3</td>
</tr>
<tr>
<td>DANC 412A</td>
<td>Contemporary Dance Technique IV</td>
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<tr>
<td><strong>Performance and Choreography</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DANC 160A</td>
<td>Dance Improvisation and Composition</td>
<td></td>
</tr>
<tr>
<td>DANC 177</td>
<td>Dance Company I</td>
<td></td>
</tr>
<tr>
<td>DANC 360</td>
<td>Choreography I</td>
<td></td>
</tr>
<tr>
<td>DANC 577</td>
<td>Dance Performance</td>
<td></td>
</tr>
<tr>
<td><strong>Theoretical Studies in Dance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History, Culture, and Criticism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DANC 101</td>
<td>Dance Appreciation</td>
<td></td>
</tr>
<tr>
<td>DANC 111A</td>
<td>World Dance I</td>
<td></td>
</tr>
<tr>
<td>DANC 113A</td>
<td>World Dance II</td>
<td></td>
</tr>
<tr>
<td>DANC 150</td>
<td>Introduction to Dance</td>
<td></td>
</tr>
<tr>
<td>DANC 281</td>
<td>Dance History I</td>
<td></td>
</tr>
<tr>
<td>DANC 282</td>
<td>Dance History II</td>
<td></td>
</tr>
<tr>
<td>DANC 310</td>
<td>Dance Analysis and Criticism</td>
<td></td>
</tr>
<tr>
<td>DANC 377</td>
<td>Historic Dance</td>
<td></td>
</tr>
<tr>
<td>DANC 381</td>
<td>Dance History</td>
<td></td>
</tr>
<tr>
<td>Dance Practice and Pedagogy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DANC 270</td>
<td>Dance Education I: Introduction to Dance Education</td>
<td></td>
</tr>
<tr>
<td>DANC 300</td>
<td>Music for Dancers</td>
<td></td>
</tr>
<tr>
<td>DANC 370</td>
<td>Dance Education II: Creative Dance</td>
<td></td>
</tr>
<tr>
<td>DANC 390</td>
<td>Dance Studio Operation</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours** 12-24

Dance, B.A.

The Bachelor of Arts with a major in Dance offers two concentrations:

1. Performance and Choreography with focuses in ballet or contemporary dance and
2. Dance Education K-12.

The performance and choreography focus in classical ballet requires 8 ballet techniques and 4 contemporary techniques classes. The contemporary dance focus requires 6 contemporary techniques, 4 ballet techniques and 2 techniques of other forms of dance. Academic coursework such as choreography, dance history, and theory courses are also included in the major requirements for a degree in dance. Dance performances include full-length ballet productions, classical repertory and contemporary works.

**Learning Outcomes**

- Dance majors will demonstrate an advanced level of technical proficiency in ballet and or contemporary dance. Dance majors in Performance as well as Dance Education must achieve level three by graduation.
- Students will be able to write about dance in an educated manner and use critical approaches to evaluate dance.
- Students will describe the principles and theories of dance artists, their theories and choreographic strengths and also the material that pertains to history and cultural dance.
- Students will be able to verbally articulate the principles and theories of dance artists and their significance in terms of history and cultural dance.

**Progression Requirements**

1. At the end of each semester, dance majors will be evaluated for proficiency and progression to the next level of dance technique based on rubrics and syllabi. To graduate, students must complete DANC 302 and DANC 312.
2. All dance majors with an emphasis in dance education must fulfill admission requirements for the Professional Education Program and Internship.
3. To remain in the dance major, a student must make satisfactory progress towards a degree. A student who fails to make satisfactory progress may be placed on academic probation or removed from the college.
Admissions

Entrance Requirements

New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

Additional Admission Requirements

1. Entering freshmen and transfer students must meet University admissions requirements and academic standards.
2. Initial acceptance into the dance major is dependent upon a qualifying dance audition in ballet and contemporary dance.
3. Dance majors are encouraged to complete all four years at UofSC, Columbia campus, due to the rigorous and ongoing nature of the technical proficiency, as well as company requirements. If a student chooses to transfer into the dance major, additional coursework may be necessary to remedy deficiencies.
4. Students who wish to enter the program from another major on the Columbia campus or from another UofSC campus must be in good standing and have a cumulative GPA of 2.00 or higher.

Degree Requirements (120 hours)

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>32-44</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>15-18</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>0-41</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>32-70</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (32-44 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

must be passed with a grade of C or higher

• any CC-CMW courses (p. 742)

ARP – Analytical Reasoning and Problem Solving (6-8 hours)

• any CC-ARP courses (p. 742)

SCI – Scientific Literacy (8 hours)

• Two 4-credit hour CC-SCI courses (p. 742)

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

• CC-GFL courses (p. 742)

It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

• any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

• any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)

• any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component¹ (0-3 hours)

• any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy¹ (0-3 hours)

• any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility¹ (0-3 hours)

• any overlay or stand-alone CC-VSR course (p. 742)

¹ Carolina Core Stand Alone or Overlay Eligible

Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (15-18 hours)

Foreign Language (0-3 hours)

• only if needed to meet 122-level proficiency
History (3 hours)
The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:

- One Carolina Core GHS-approved course (p. 742) primarily focused on U.S. History. HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Science to fit this geographic category.
- One Carolina Core GHS-approved course primarily focused on non-U.S. History. HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

Social Science and Fine Arts or Humanities (12 hours)
- Courses Acceptable for Social Science and Fine Arts or Humanities Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/) (3 hours of Social Science)

The following must be passed with a grade of C or higher (C+ or higher for Dance Education K-12 Certification):
- DANC 150
- DANC 281
- DANC 282

3. Program Requirements (0-41 hours)
Cognate or Minor (12-18 hours) optional for Dance Education K-12 Certification Concentration

Cognate
The cognate is intended to support the course work in the major. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor.

Courses offered by departments and programs that are acceptable for cognate credit are outlined in the section titled Courses Acceptable for Cognate Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-cognate/).

For cognate course offerings in other colleges, consult the appropriate sections of this bulletin. Some major programs have specific cognate requirements.

It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the major advisor as being related to the major field of study. Students are urged to consult their major advisors for specific requirements in their major.

Courses applied toward general education requirements cannot be counted toward the cognate.

For Bachelor of Arts degrees, all cognate courses must be passed with a grade of C or higher.

Minor
In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.

A list of minor programs of study can be found at Programs A-Z (p. 20).

Electives (0-29 hours)
No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

4. Major Requirements (32-70 hours)
A minimum grade of C is required in all major courses. (C+ or higher for Dance Education K-12 Certification)

Choose one of the following concentrations:

Performance and Choreography (32 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 103</td>
<td>The Dancer’s Body</td>
<td>3</td>
</tr>
<tr>
<td>DANC 160A</td>
<td>Dance Improvisation and Composition</td>
<td>3</td>
</tr>
<tr>
<td>DANC 360</td>
<td>Choreography I</td>
<td>3</td>
</tr>
<tr>
<td>DANC 490</td>
<td>Senior Capstone Dance Project</td>
<td>3</td>
</tr>
</tbody>
</table>

Techniques
Select either Ballet or Contemporary Dance: 15-24

Ballet:
- Eight ballet techniques
- Four contemporary techniques
- Contemporary:
- Six contemporary techniques
- Four ballet techniques
- Two techniques of other forms of dance

Dance Company
- DANC 177 Dance Company I 5

Total Credit Hours 32-41

Note: Students must meet both the number of credits and distribution of technique requirements listed. Some techniques courses are variable credit. To graduate with a major in dance, students must successfully
complete DANC 302A and DANC 312A. Students may take up to 24 hours of techniques courses toward the major.

**Dance Education K-12 Certification (70 hours)**

Dance majors with an emphasis in Dance Education K-12 teacher certification must meet USC and South Carolina Department of Education requirements in order to be recommended for certification (includes passing state-required examinations). An application for certification is required. Contact the College of Education, Office of Student Affairs, 803-777-6732.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 103</td>
<td>The Dancer’s Body</td>
<td>3</td>
</tr>
<tr>
<td>DANC 160A</td>
<td>Dance Improvisation and Composition</td>
<td>3</td>
</tr>
<tr>
<td>DANC 300</td>
<td>Music for Dancers</td>
<td>3</td>
</tr>
<tr>
<td>DANC 360</td>
<td>Choreography I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Techniques**

The following courses must be taken 4 times each:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 202A</td>
<td>Ballet Technique II</td>
<td>4</td>
</tr>
<tr>
<td>DANC 302A</td>
<td>Ballet Technique III</td>
<td>4</td>
</tr>
<tr>
<td>DANC 402A</td>
<td>Ballet Technique IV</td>
<td>4</td>
</tr>
</tbody>
</table>

The following courses must be taken 4 times each:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 212A</td>
<td>Contemporary Dance Technique II</td>
<td>4</td>
</tr>
<tr>
<td>DANC 312A</td>
<td>Contemporary Dance Technique III</td>
<td>4</td>
</tr>
<tr>
<td>DANC 412A</td>
<td>Contemporary Dance Technique IV</td>
<td>4</td>
</tr>
</tbody>
</table>

Select two hours of the following world dance forms courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 111A</td>
<td>World Dance I</td>
<td>2</td>
</tr>
<tr>
<td>or DANC 113</td>
<td>World Dance II</td>
<td></td>
</tr>
<tr>
<td>DANC 307</td>
<td>West African Dance I</td>
<td>3</td>
</tr>
<tr>
<td>or DANC 407</td>
<td>West African Dance II</td>
<td></td>
</tr>
<tr>
<td>DANC 380</td>
<td>Movement and Dance for Musical Theatre</td>
<td>3</td>
</tr>
</tbody>
</table>

**Dance Company**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 177</td>
<td>Dance Company I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Professional Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 270</td>
<td>Dance Education I: Introduction to Dance Education</td>
<td>2</td>
</tr>
<tr>
<td>DANC 370</td>
<td>Dance Education II: Creative Dance</td>
<td>3</td>
</tr>
<tr>
<td>DANC 470</td>
<td>Dance Education III: Dance Pedagogy for Middle and High School</td>
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<tr>
<td>DANC 471</td>
<td>Synthesis of Dance Education Constructs (pre-internship seminar)</td>
<td>1</td>
</tr>
<tr>
<td>DANC 478</td>
<td>Integrated Approaches in Dance Education</td>
<td>5</td>
</tr>
<tr>
<td>DANC 479</td>
<td>Teaching Internship in Dance Education</td>
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**Education Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFI 300</td>
<td>Schools in Communities</td>
<td>3</td>
</tr>
<tr>
<td>EDPY 401</td>
<td>Learners and the Diversity of Learning</td>
<td>3</td>
</tr>
<tr>
<td>PEDU 515</td>
<td>Physical Education for Inclusion</td>
<td>3</td>
</tr>
<tr>
<td>or EDEX 523</td>
<td>Introduction to Exceptional Children</td>
<td></td>
</tr>
<tr>
<td>EDRD 500</td>
<td>Content Area Literacy PK-12</td>
<td>3</td>
</tr>
</tbody>
</table>

**Notes:**

- Students must successfully complete DANC 302A and DANC 312A with a C+ or better.
- Ballet and contemporary technique courses are variable credit.
- Students must meet both the number of credits and distribution of technique requirements listed above.

**Professional Education Program Requirements**

The dance major with an emphasis in dance education supports prospective teachers in developing both in-depth content knowledge and appropriate knowledge, skills, and dispositions of teaching required in today's classrooms.

Extensive clinical experiences in a variety of appropriate K-12 classrooms and schools are a central component of the program.

Application and admission to the Professional Program in Education (typically at 60 credit hours) and admission to Internship are required for all majors seeking teacher certification. All teacher education candidates must adhere to all education policies and procedures related to clinical experiences. Information on education applications, policies, and procedures is available from the College of Education, Advising and Student Services office at 803-777-6732.

Specific requirements in dance education for Admission to Internship II/Student Teaching include the following:

1. Admission to the Professional Program.
2. Maintenance of minimum collegiate summary grade point average as required for admission to the Professional Program.
3. Successful Completion of DANC 270, DANC 370, DANC 470, and DANC 478; all courses within the dance major and all performance practicum requirements.
4. A grade of C+ or better in all dance, dance education and education courses.
5. Successful completion of 100 practicum hours completed during the dance education coursework.
6. Satisfactory performance in the area of teacher education dispositions.
7. SLED clearance through fingerprinting and background check requirements.
8. Successful completion of the application for student teaching.

**Major Map**

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

**Theatre Minor**

**Minor Requirements (18 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 200</td>
<td>Understanding and Appreciation of Theatre</td>
<td>3</td>
</tr>
<tr>
<td>or THEA 201</td>
<td>Introduction to Theatre Studies</td>
<td></td>
</tr>
<tr>
<td>THEA 170</td>
<td>Fundamentals of Acting</td>
<td>3</td>
</tr>
</tbody>
</table>
Theatre, B.A.

**Learning Outcomes**

- Students will develop the ability to think critically by producing text analysis of playscripts as well as written critiques of department productions. They will demonstrate skills in preparing text analysis from the various viewpoints of all theatre collaborators.
- Students will demonstrate an understanding of the collaborative process as an important aspect of the artistic process in theatrical performances.
- Students will develop an artistic process by demonstrating the knowledge, vocabulary, and application of training and skills presented in classroom production projects and/or departmental theatre productions.
- Students will demonstrate a general knowledge of significant developments in the history of western theatre and drama through the investigation of plays, playwrights, actors, productions, and the physical development of theatres from the time of the Ancient Greeks to the present.
- Students will develop the ability to think critically by producing text analysis of playscripts as well as written critiques of department productions. They will demonstrate skills in preparing text analysis from the various viewpoints of all theatre collaborators.
- Students will develop an understanding of the collaborative process as an important aspect of the artistic process in theatrical performances.
- Students will develop an artistic process by demonstrating the knowledge vocabulary and application of training and skills presented in classroom production projects and/or departmental theatre productions.
- Students will demonstrate a general knowledge of significant developments in the history of western theatre and drama through the investigation of plays, playwrights, actors, productions, and the physical development of theatres from the time of the Ancient Greeks to the present.
- Students will develop the ability to think critically by producing text analysis of playscripts as well as written critiques of department productions. They will demonstrate skills in preparing text analysis from the various viewpoints of all theatre collaborators.
- Students will demonstrate an understanding of the collaborative process as an important aspect of the artistic process in theatrical performances.
- Students will develop an artistic process by demonstrating the knowledge vocabulary and application of training and skills presented in classroom production projects and/or departmental theatre productions.
- Students will demonstrate a general knowledge of significant developments in the history of western theatre and drama through the investigation of plays, playwrights, actors, productions, and the physical development of theatres from the time of the Ancient Greeks to the present.

**Admissions**

**Entrance Requirements**

New freshmen who meet University admissions standards are eligible for admission to degree programs offered by the college. A student who wishes to enter the College of Arts and Sciences from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.00 or higher. A student who wishes to enter the College of Arts and Sciences from another UofSC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.00 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.00 or higher on a UofSC campus.

Some programs in the College of Arts and Sciences have special admission requirements established by the department or committee that supervises the specific degree program, for example, Cardiovascular Technology, Biological Sciences, Chemistry, Biochemistry and Molecular Biology, Economics, Environmental Science, the Bachelor of Arts in Interdisciplinary Studies, and the Bachelor of Science in Interdisciplinary Studies. These requirements are listed in the sections of this bulletin that describe department and special degree programs.

**Degree Requirements (120 hours)**

**Program of Study**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core Requirements (32-44 hours)</td>
<td>32-44</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>15-18</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>27-42</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>31</td>
</tr>
</tbody>
</table>

1. **Carolina Core Requirements (32-44 hours)**

**CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)**

*must be passed with a grade of C or higher*

- any CC-CMW course (p. 742)

2. **ARP – Analytical Reasoning and Problem Solving (6-8 hours)**

- any CC-ARP course (p. 742)

3. **SCI – Scientific Literacy (8 hours)**

- two 4-credit hour CC-SCI laboratory science courses (p. 742)

4. **GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)**

Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing...
Accordingly, please select one of the following:

- GHS requirement must be fulfilled through this college requirement.

U.S. History course. Whichever is not fulfilled through the Carolina Core

The College of Arts and Sciences requires one U.S. History and one non-

Foreign Language (0-3 hours)

- INF – Information Literacy (0-3 hours)
  - any overlay or stand-alone CC-INF course (p. 742)

- CMS – Effective, Engaged, and Persuasive Communication: Spoken Component (0-3 hours)
  - any overlay or stand-alone CC-CMS course (p. 742)

- VSR – Values, Ethics, and Social Responsibility (0-3 hours)
  - any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (15-18 hours)

Foreign Language (0-3 hours)

- only if needed to meet 122-level proficiency

History (3 hours)

The College of Arts and Sciences requires one U.S. History and one non-U.S. History course. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this college requirement. Accordingly, please select one of the following:

- One Carolina Core GHS-approved course (p. 742) primarily focused on U.S. History: HIST 111, HIST 112, HIST 214, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

or

- One Carolina Core GHS-approved course primarily focused on non-U.S. History: HIST 101, HIST 102, HIST 104, HIST 105, HIST 106, HIST 108, HIST 109, GERM 280, FAMS 300, or another GHS-approved course determined by the College of Arts and Sciences to fit this geographic category.

Social Science and Fine Arts or Humanities (12 hours)

- Courses Acceptable for Social Science and Fine Arts Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-social-science-fine-arts-humanities/) (3 hours of Social Science and 6 hours of Fine Arts or Humanities)
  - THEA 201

3. Program Requirements (27-42 hours)

Supporting Courses (6 hours)

- Select 6 hours of dramatic literature from ENGL 300 or above (may apply towards fulfillment of the cognate)

Cognate or Minor (12-18 hours)

Cognate

The cognate is intended to support the course work in the major. The cognate must consist of twelve (12) hours of courses at the advanced level, outside of but related to the major. The cognate may be taken in one or more departments or programs, depending on the interests of the student and the judgment of the advisor.

Courses offered by departments and programs that are acceptable for cognate credit are outlined in the section titled Courses Acceptable for Cognate Credit in Degree Programs in the College of Arts and Sciences (https://academicbulletins.sc.edu/undergraduate/arts-sciences/courses-acceptable-cognate/).

For cognate course offerings in other colleges, consult the appropriate sections of this bulletin. Some major programs have specific cognate requirements.

It should be emphasized that the cognate is not a second set of elective courses to be chosen at random by the student. The cognate must be approved by the major advisor as being related to the major field of study. Students are urged to consult their major advisors for specific requirements in their major.

Courses applied toward general education requirements cannot be counted toward the cognate. For Bachelor of Arts degrees, all cognate courses must be passed with a grade of C or higher.

Minor

In place of the cognate a student in the College of Arts and Sciences may choose a minor consisting of at least 18 credit hours of prescribed courses. (Some minors in the sciences require a minimum of 16 hours.) The subject area of the minor may be related to the major. Students pursuing interdisciplinary minors who wish to use courses in their major department for minor credit must petition the College Committee on Scholastic Standards and Petitions for permission to do so.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the assistant dean for academic affairs and advising.

Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor
requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University.

A list of minor programs of study can be found at Programs A-Z (p. 20).

**Electives (3-24 hours)**

No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

### 4. Major Requirements (31 hours)

*A minimum grade of C is required in all major courses.*

#### Major Courses (19 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 270</td>
<td>Beginning Acting</td>
<td>3</td>
</tr>
<tr>
<td>THEA 280</td>
<td>Elements of Design for Theatre Production</td>
<td>3</td>
</tr>
<tr>
<td>THEA 561</td>
<td>History of the Theatre I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 562</td>
<td>History of the Theatre II</td>
<td>3</td>
</tr>
<tr>
<td>THEA 490</td>
<td>Theatre Capstone Course</td>
<td>3</td>
</tr>
<tr>
<td>or THEA 578</td>
<td>Play Direction I</td>
<td>1</td>
</tr>
</tbody>
</table>

Theatre Production Laboratory: ¹

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 120</td>
<td>Laboratory Theatre Production</td>
<td>1</td>
</tr>
<tr>
<td>THEA 121</td>
<td>Theatre Running Crew Laboratory.</td>
<td>1</td>
</tr>
<tr>
<td>THEA 122</td>
<td>Theatre Performance Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>THEA 123</td>
<td>Theatre Production Studio</td>
<td>1</td>
</tr>
<tr>
<td>THEA 221</td>
<td>Stage Management Laboratory</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Credit Hours:** 19

¹ All Theatre lab courses maybe repeated for credit. THEA 120 and THEA 121 are required Laboratory credits. THEA 120 must be completed within the first year of declaring the Theatre major.

#### Major Electives (12 hours)

- Select 6 hours from THEA 200-300 level
- Select 6 hours from THEA 400 level or above

#### Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

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**Carla A. Pfeffer, Director**

The Women’s and Gender Studies Program at the University of South Carolina promotes an understanding of the experiences of women and other underrepresented groups through a complete program of teaching, research, and service to the University, the local community, the state, the nation and the global community. Through its research mission, the program reconceptualizes knowledge, creates new knowledge, and reinterprets existing knowledge through the lens of gender and the prism of diversity. Its teaching mission is to share this knowledge with students so that they learn to think critically, to communicate effectively, to solve problems, and to interpret human experience. Emerging from an activist tradition, the program serves University, local, state, national and global communities by acting as a resource and guide for issues related to women and gender. Our research, teaching, and service missions interweave as we create, share, and apply the knowledge, skills, and values that promote the full participation of women and other underrepresented groups in society.

There are two introductory courses: WGST 112 and WGST 113. Students in the College of Arts and Sciences and the School of Music may apply WGST 112 for social science general education requirements. WGST 112 may be counted for elective credit in the Moore School of Business, the School of Journalism and Mass Communications, and the College of Nursing.

**Women’s and Gender Studies Minor**

Students may minor in women’s and gender studies by completing 18 hours of specified courses.

**Bachelor of Arts in Women’s and Gender Studies**

A student may also pursue a major in the field through the Bachelor of Arts degree with a major in women's and gender studies.

Further information may be obtained from the College of Arts and Sciences or the Women’s and Gender Studies.

**Courses**

- **WGST 112 - Introduction to Women's and Gender Studies (3 Credits)**
  A social science perspective of women in psychological, sociological, historical, anthropological, economic, and political contexts; the changing roles, images, and institutions.
  **Carolina Core:** GSS, VSR
  **Graduation with Leadership Distinction:** GLD: Community Service, GLD: Diversity and Social Advocacy

- **WGST 113 - Women's Health (3 Credits)**
  Basic functioning of the female body; effects of society on processes of health and disease. Not for natural sciences credit.
  **Carolina Core:** GSS
  **Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

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**Women’s and Gender Studies**

Department Website (http://artsandsciences.sc.edu/wgst/)
WGST 207 - Gender and Culture (3 Credits)
Anthropological study of gender, with emphasis on cross-cultural investigation of the interaction of biological, cultural, and environmental factors including intersections of race, social class, and sexuality as influences gender behavior. 03: 07/05/2019.
Cross-listed course: ANTH 207
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 210 - Human Life Cycles in Different Cultures (3 Credits)
Childhood, maturity, old age, and gender socialization within the family.
Cross-listed course: ANTH 210
Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Community Service, GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

WGST 298 - Issues in Women's and Gender Studies (1-3 Credits)
Course content varies and will be announced in the schedule of courses by title. May be repeated as content varies by title.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 299 - Women's and Gender Studies Internship for Non-Majors (3 Credits)
Supervised experience addressing a community organization's needs and allowing the student to explore an aspect of the community related to women's and gender studies issues. Contract approval by advisor required.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 300 - Sex and Gender (3 Credits)
Offers a sociological lens to develop critical ways of thinking about sex and gender as social processes in everyday lives. This course considers how sex and gender shape and affect the experiences of women, men, girls, boys, and individuals who live in the spaces in-between (those who are intersex or transgender) across a wide range of social institutions (family, work, education, politics, etc.).
Prerequisites: SOCY 101.
Cross-listed course: SOCY 301
Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

WGST 301 - Psychology of Marriage (3 Credits)
The psychological, physiological, and social characteristics of marriage.
Cross-listed course: PSYC 301
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 304 - Race, Class, Gender, and Sexuality (3 Credits)
Historical and contemporary power relationships in race, social class, gender, and sexual orientation.
Cross-listed course: POLI 305, SOCY 304
Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

WGST 305 - Sociology of Families (3 Credits)
Sociological perspectives related to various aspects of family behaviors, roles, and values.
Cross-listed course: SOCY 305
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

WGST 306 - Social Welfare Services for Women and Minorities (3 Credits)
Social welfare services available to women and minorities and the forces that shape these services.
Cross-listed course: SOWK 305
Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

WGST 307 - Feminist Theory (3 Credits)
Historical development of feminist theory and contemporary debates within feminism.
Cross-listed course: POLI 307
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

WGST 308 - African-American Feminist Theory (3 Credits)
An interdisciplinary survey of the contributions of African-American women to feminist theory.
Cross-listed course: AFAM 308
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

WGST 309 - Sexual Diversities (3 Credits)
Introduction and overview of theories, history, literature, politics, legal, health and social issues within human sexual diversities, including the intersections of gender, race, and social class.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

WGST 310 - Psychology of Women (3 Credits)
Women's experiences: childhood and adolescence, work, family, cultural images, adjustment and social change.
Cross-listed course: PSYC 310
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 311 - Minorities, Women, and the Mass Media (3 Credits)
The study of the relationship among persons of color, women, and the mass media.
Cross-listed course: JOUR 311
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

WGST 320 - Sexuality and Gender in Ancient Greece (3 Credits)
Gender roles, standards of sexual behavior, evidence for women's lives, as manifested in ancient Greek literary and archaeological evidence; attitudes toward homosexuality; the modern media's representation of famous Greeks.
Cross-listed course: CLAS 320
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences
WGST 321 - Sexuality, Gender, and Power in Ancient Rome (3 Credits)
Sexuality as a social construct exemplified in standards of sexual behavior in ancient Rome and their reinforcement of the ruling ideology; feminine virtue, definitions of manliness, attitudes toward homosexuality.
Cross-listed course: CLAS 321
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 333 - Sex, Gender, and Religion (3 Credits)
Gender and sexuality in the shaping of social and individual identity in religious contexts.
Cross-listed course: RELG 333
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

WGST 334 - Feminist Philosophy (3 Credits)
Introduces feminist philosophy and applications to philosophical problems.
Cross-listed course: PHIL 334
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

WGST 335 - Women in China (3 Credits)
Introduces the connection between gender and the Chinese national imagination. Readings include cultural and historical documents that purport to explain the experience of women in China. Readings in English. Taught in English.
Cross-listed course: CHIN 335
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

WGST 351 - The Family in Cross-Cultural Perspective (3 Credits)
Kinship, systems of descent, marriage, and domestic organization in different cultures. Variations in childrearing practices, gender, and other aspects of social relations in kin groups. Cross-listed Course: ANTH 351
Cross-listed course: ANTH 351
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

WGST 352 - Gender and Politics (3 Credits)
Impact of gender on the distribution of power in society; foundations for intersections of gender, race, social class, and sexuality and their economic, social, and political concomitants.
Cross-listed course: POLI 352
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

WGST 376 - Holy Women (3 Credits)
Holy women from various periods and religious traditions, and how they demonstrate the different ways communities understand ideas of holiness, from piety, martyrdom, monasticism and mysticism to social action.
Cross-listed course: RELG 376
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 379 - Women in Modern Europe (3 Credits)
Survey of women in European history from the eighteenth to the twenty-first century. Focus on women's citizenship beginning with Enlightenment idea of rights through developments in modern feminism.
Cross-listed course: HIST 379
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

WGST 381 - Gender and Globalization (3 Credits)
Examines the dialectic between globalization and the social construction of gender. Topics include the global assembly line, transnational markets for domestic labor and sex workers, and global feminist alliances.
Prerequisites: WGST 111 or WGST 112 or ANTH 102.
Cross-listed course: ANTH 381
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

WGST 388 - Cultures, Pregnancy, and Birth (3 Credits)
Anthropological study of pregnancy and birth with a cross-cultural focus comparing the United States to other nations. Examination of cultural factors such as prenatal care, dietary practices, taboos, birth location, practitioners, and birthing styles.
Cross-listed course: ANTH 388
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 398 - Special Topics in Women's and Gender Studies (1-3 Credits)
Course content varies and will be announced in the schedule of courses by title. May be repeated as content varies by title.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 399 - Independent Study (3 Credits)
Contract approved by instructor, advisor, and director of women's studies required for undergraduate students.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences, GLD: Research

WGST 430 - Topics in Women's Studies (1-3 Credits)
Course content varies and will be announced in the schedule of courses by title.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 431 - Women's Studies Workshop (1 Credit)
Selected small action-research project on selected issue(s) in women's studies.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences, GLD: Research

WGST 432 - Men and Masculinities (3 Credits)
Overview of psychological, social, physical, and emotional issues related to men's lives.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 437 - Women Writers (3 Credits)
Representative works written by women.
Prerequisites: C or higher in both ENGL 101 and ENGL 102.
Cross-listed course: ENGL 437
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences
WGST 445 - LGBTQ+ Literature (3 Credits)
This course will examine LGBTQ+ (lesbian, gay, bisexual, trans, queer, and other nonnormative sexual identities) literatures and cultures.
Prerequisites: C or better in ENGL 101 and ENGL 102.

Cross-listed course: ENGL 445

WGST 454 - Women and the Law (3 Credits)
 Constitutional and statutory case law dealing with gender equality issues. Topics include abortion, affirmative action, pornography, sexual harassment, fetal protection policies, employment discrimination, and women in the military.
Cross-listed course: POLI 454
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

WGST 464 - History of American Women (3 Credits)
The social, political, and economic roles and changing status of women in America.
Cross-listed course: HIST 464
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 485 - Women's Rhetoric (3 Credits)
Study of rhetoric by and about women as manifested in speeches, essays, and other rhetorical artifacts.
Cross-listed course: ENGL 485, SPCH 485
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

WGST 487 - Black Women Writers (3 Credits)
An examination of literature by and about black women, including fiction, poetry, drama, and autobiography. This study will focus on issues that emerge from the creative representations of black women and the intersections of race, gender, sexuality, and class that interrogate what is both particular and universal experiences.
Prerequisites: ENGL 101; ENGL 102.

Cross-listed course: AFAM 487, ENGL 487
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 499 - Community Service Internship (3 Credits)
Supervised experience addressing a community organization's needs and allowing the student to explore an aspect of the community related to women's studies issues. Contract approval by advisor required.
Prerequisites: WGST 111, WGST 112 or WGST 113, plus one additional WGST course.

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Internships
Experiential Learning: Experiential Learning Opportunity

WGST 515 - Race, Gender, and Graphic Novels (3 Credits)
Representations of race and gender in comics with a special emphasis on the experiences of African Americans.
Cross-listed course: AFAM 515
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 525 - The Psychology of the Midlife Woman (3 Credits)
Biological, social, and psychological aspects of the midlife woman.
Cross-listed course: PSYC 525
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 535 - Ecofeminism (3 Credits)
An exploration of the connections between oppression of women and oppression of nature.
Prerequisites: 3 hours in philosophy beyond the 100 level.

Cross-listed course: PHIL 535
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

WGST 541 - Issues in Women's Health (3 Credits)
An exploration of women's health and health care concerns from multiple perspectives.
Cross-listed course: NURS 541
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 551 - Adolescent Mentoring (3 Credits)
Application of skills and theories of adolescent mentoring taught in the classroom to a supervised, structured mentoring field experience.
Cross-listed course: CRJU 551

WGST 554 - Women and Crime (3 Credits)
Impact of gender-based relations on crime and the criminal justice system.
Cross-listed course: CRJU 554
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

WGST 555 - Language and Gender (3 Credits)
Approaches to gender and language emphasizing the social grounding of both; how language reflects sociocultural values and is a tool for constructing different types of social organization.
Cross-listed course: ANTH 555, LING 541
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

WGST 598 - Special Topics in Women's & Gender Studies (3 Credits)
Course content varies and will be announced in the schedule of courses by title. May be repeated as content varies by title.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 621 - Maternal and Child Health (3 Credits)
Public health issues, social and behavioral science, policies, programs, and services related to maternal and child health in the United States and other countries.
Cross-listed course: HPEB 621
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

Darla Moore School of Business

Peter Brews, Dean
Mark Ferguson, Senior Associate Dean, Academics and Research
Kendall Roth, Senior Associate Dean, International Programs and Partnerships
Janice Bass, Associate Dean, Undergraduate Programs
Deborah Hazzard, Associate Dean for Diversity and Inclusion
Mark Cecchini, Associate Dean, Executive Development
Satish Jayachandran, Associate Dean, IMBA and MBA Programs
Robert Lipe, Associate Dean, PMBA
Degree Programs

Progression and Retention Requirements
The requirements stated below are minimum requirements and are subject to change.

First Year Progression
To progress after the first year of admission, a student must have a minimum cumulative Institution GPA of 3.00 on a minimum of 24 hours. The 24 hours must include ENGL 101 and ENGL 102, MATH 122 or MATH 141, MGSC 290, either ECON 221 or ECON 222, STAT 206, and ACCT 225 with a minimum grade of C in each of these courses. Students have fall, spring, and the following summer terms to meet progression requirements. A student not meeting these requirements must transfer out of the Moore School of Business. Students not meeting progression requirements may choose to transfer to another major or will be automatically transferred to Undergraduate Studies under the University Advising Center.

Upperclassmen Retention Requirements
All students are reviewed annually at the end of each summer term for meeting retention requirements. Students must maintain a minimum cumulative Institution GPA of 2.800. Students not meeting this retention requirement must transfer out of the Moore School of Business. Students not meeting upperclass retention requirements may choose to transfer to another major or will be automatically transferred to Undergraduate Studies under the University Advising Center. Students entering their final year and/or are within 30 hours of graduation must have a minimum 2.800 cumulative Institution GPA to graduate. A student will not be permitted to take major courses until first-year progression and 200-level business prerequisite courses have been successfully completed with a minimum grade of C in each course. This coursework includes ENGL 101 and ENGL 102, MATH 122 or MATH 141, STAT 206, ECON 221 and ECON 222, ACCT 225 and ACCT 226, and MGSC 290 and MGSC 291.

All majors in the Moore School of Business must earn a minimum grade of C in all business and economics courses to count toward graduation requirements. Students must petition to take any business or economics class for a third time. Petitioning does not guarantee permission and based on academic record, some students may be required to change majors or transfer out of the business school.

CLEP Subject Examinations
Students who wish to obtain credit for certain business administration courses may do so as follows:

• ACCT 225: CLEP Subject Examination titled “Financial Accounting” with a score of 90% or higher available from the testing service.
• ACCT 324: CLEP Subject Examination titled “Introductory Business Law” with a score of 90% or higher available from the testing service.
• MGMT 371: CLEP Subject Examination titled “Principles of Management” with a score of 90% or higher available from the testing service.
• MKTG 350: CLEP Subject Examination titled “Principles of Marketing” with a score of 90% or higher available from the testing service.

Dual Degrees
Currently enrolled students from other UofSC colleges who expect to obtain a second baccalaureate degree from the Moore School of Business must meet regular admission and progression requirements of the school and formally apply and be accepted by the school prior to obtaining 75 hours.

Classes
Enrollment priority will be given to business majors who are in good academic standing in all business and economics classes.

Suspension
The Moore School of Business adheres to the University's general policy on suspension.

Graduation
All students admitted to the Moore School of Business effective Fall 2016 and thereafter must have a minimum cumulative GPA of 2.80 on all UofSC work attempted in order to obtain a degree from the Moore School of Business.

Attendance Requirements
Students are expected to attend all regular class meetings. Students must conform to University attendance regulations as stated in the section entitled “Academic Regulations.” Where specific faculty policies regarding attendance are more stringent, they will be stated in writing for individual courses.

Accounting, B.S.B.A.
Learning Outcomes
• Our graduates will be able to apply generally accepted financial reporting principles in a broad range of business transactions.
• Our graduates will understand techniques used in determining costs, preparing budgets, and measuring the performance of a business unit.
• Our graduates will understand the regulatory framework that governs financial reporting and auditing in the United States.
• Our graduates will understand the ethical dilemmas faced by accountants and how to respond to such dilemmas based on regulatory guidance.
• Our graduates will understand the accounting issues associated with international business activities.
Our graduates will understand how technology is used in current organizational environments, especially as it concerns business decisions using accounting information systems.

Admissions

Entrance Requirements

In addition to the academic admission requirements of the Moore School of Business stated below, a limit on admission to the program may be imposed. An enrollment limit would become necessary if enrollment levels exceed school staffing capabilities and resources. The Undergraduate Admissions Committee, in consultation with the dean of the school, shall be responsible for adjusting undergraduate enrollment levels to ensure the quality of the undergraduate program. A student who meets admissions criteria will be favorably considered, but because of space limitations admission cannot be guaranteed. Once minimum criteria are met, all qualified applicants are placed into an admissions group and are ranked by academic credentials. Based on the number of available seats, students are admitted in ranked order until capacity is reached. The Moore School only considers new applicants for Fall Term admission.

Freshmen entering the UofSC Columbia Pre-Business division of the Moore School of Business must meet the campus requirements for admission. Freshmen applicants will only be considered for Fall Term admission.

Students from other UofSC campuses who have no work from colleges outside of UofSC must have a minimum cumulative Institution GPA of 3.25, must have taken at least 15 UofSC credit hours, and have completed calculus with a minimum grade of C. Additionally, those students who have fewer than 30 semester hours from colleges outside UofSC must also meet Columbia campus freshman admission requirements. Change of campus applicants will only be considered for Fall Term admission.

Students enrolled in other colleges on the Columbia campus must have a minimum cumulative Institution GPA of 3.25, must have at least 15 UofSC credit hours, and have completed calculus with a minimum grade of C. Internal transfers will only be considered for admission in the fall term.

Transfer students from other institutions must present a minimum cumulative GPA of 3.25 on all college work taken and have completed calculus with a minimum grade of C. Students who have taken fewer than 30 semester hours of college work must also meet Columbia campus freshman admission requirements. External transfers will only be considered for Fall Term admission.

Degree Requirements (125 Hours)

See Darla Moore School of Business (p. 312) for progression requirements and other regulations.

### Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
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<td>1. Carolina Core</td>
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<td>2. College Requirements</td>
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<td>3. Program Requirements</td>
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<tr>
<td>4. Major Requirements</td>
<td>24</td>
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</tbody>
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1. Carolina Core Requirements (31-43 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

*must be passed with a grade of C or higher*

- ENGL 101
- ENGL 102

ARP – Analytical Reasoning and Problem Solving (6-7 hours)

*must be passed with a grade of C or higher*

- MATH 122
- Or MATH 141
- STAT 206

SCI – Scientific Literacy (7 hours)

Two approved Carolina Core Scientific Literacy courses (p. 742), including one laboratory course

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Students shall demonstrate in one Foreign Language the ability to comprehend the topic and the main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects. This ability can be demonstrated by achieving a score of two or better on a USC foreign language test. Those failing to do so must satisfactorily complete equivalent study of foreign language at USC.

- CC-GFL courses (p. 742)

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

- any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

- any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)

- any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)

- any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy 1 (0-3 hours)

- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)

- any overlay or stand-alone CC-VSR course (p. 742)
1 Carolina Core Stand Alone or Overlay Eligible
Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (40 hours)

Electives (3-9 hours)
All students must complete 3 hours of electives, not to include coursework in PEDU or MATH/STAT below the Moore School minimum requirements (ex. MATH 111 or STAT 110). Students are strongly encouraged to take a business section of UNIV 101 to fulfill this elective. Additional electives may be needed if a student exempt the foreign language requirement or fulfills Carolina Core requirements with overlay courses. Those credit hours must be replaced with additional elective credits.

4. Major Requirements (24 hours)
a minimum grade of C is required in all major courses

Major Electives

Business Analytics Concentration (12 hours) optional
This analytics concentration can only be taken in conjunction with the accounting major.
Major Map
A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Accounting, B.S.B.A. (https://sc.edu/about/offices_and_divisions/advising/documents-major_maps-2020-2021-2020_acct_map.pdf)

Business Administration Minor

Minor Requirements (18 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 222</td>
<td>Survey of Accounting ¹</td>
<td>3</td>
</tr>
<tr>
<td>ECON 224</td>
<td>Introduction to Economics ²</td>
<td>3</td>
</tr>
<tr>
<td>FINA 333</td>
<td>Finance and Markets</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 371</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MGSC 290</td>
<td>Computer Information Systems in Business</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 350</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours:** 18

¹ If ACCT 225 was taken prior to being a business minor, it may be used to satisfy the Accounting requirement.
² If ECON 221 and ECON 222 were taken prior to being a business minor, they may be used to satisfy the Economics requirement.

Notes:

1. When a student’s major requires one of the 300 or 400 level courses included in the Business Administration minor, that course cannot be used to fulfill both the requirements for the major and the requirements for the minor. Where such overlap exists between the requirements of the major and the minor, the student will need to take additional selective coursework to fulfill the 18 hours required by the minor;
2. Prerequisites must be satisfied prior to enrolling in required and selective courses. Consult the Undergraduate Bulletin for list of prerequisites for minors.

Courses

ECON 123 - The American Economy (3 Credits)
Basic concepts, institutional foundations, structure of the private and public sector, labor markets; major economic problems.

ECON 221 - Principles of Microeconomics (3 Credits)
The study of supply and demand, pricing and cost concepts, firm and consumer decision-making, market structure, and government policies.

ECON 222 - Principles of Macroeconomics (3 Credits)
The study of gross domestic product, business cycles, economic growth, inflation, unemployment, and monetary and fiscal policy.

ECON 223 - Introduction to Economics (3 Credits)
Introduction to economics principles for non-majors. Basics of supply and demand and government and monetary policy are covered in a non-technical manner. Not open to business or economics students. Credit not granted for both ECON 223 and ECON 221 or ECON 222.

ECON 224 - Introduction to Economics (3 Credits)
The study of supply and demand, markets, household and firm decision-making, gross domestic product, inflation, unemployment, and government policies. Open to all students except business administration and economics majors.

ECON 301 - Money and Banking (3 Credits)
The role of money in the market economy. Commercial banks, the Federal Reserve System, and monetary policy. Cannot be used to satisfy major requirements. 03: 07/05/2019.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 303 - The International Economy (3 Credits)
Survey of international economic issues and institutions, including trade and protectionism, global and regional trade agreements, trade balances and exchange rates, Japan, NAFTA, and the European Union.
Prerequisites: ECON 224.

Graduation with Leadership Distinction: GLD: Global Learning

ECON 311 - Issues in Economics (3 Credits)
The nature and causes of major economic problems facing the nation and its communities, and policy alternatives designed to solve them. The philosophy and methodology of economics in social problem solving.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 321 - Intermediate Microeconomic Theory (3 Credits)
Analysis of the economic behavior of households and firms. Production, consumption, price determination, and the degree of competition in markets.
Prerequisites: ECON 221 and ECON 222, or ECON 224, MATH 122 or MATH 141.

ECON 322 - Intermediate Macroeconomic Theory (3 Credits)
Analysis of the national economy as a whole. Money, output, employment, inflation, and international economic linkages.
Prerequisites: ECON 221 and ECON 222, or ECON 224, MATH 122 or MATH 141.

ECON 329 - American Economic History (3 Credits)
Growth and development of the American economy; applications of economic theory to economic history.
Prerequisites: ECON 221 and ECON 222, or ECON 224.
ECON 363 - Business Finance (3 Credits)
The procurement and management of wealth by privately owned profit-seeking enterprises. 03: 07/05/2019.
Prerequisites: ECON 221, ACCT 225, and 3 hours of statistics at the 200-level.

ECON 364 - Financial Institutions (3 Credits)
A study of the functions and operations of financial institutions and their relationships to the commercial banking system and the general economy. Attention is devoted to savings institutions, insurance companies, rural and urban real estate credit, consumer credit, and associated topics. 03: 07/05/2019.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 379 - Government Policy Toward Business (3 Credits)
An analysis of public policy toward business in the United States. Emphasis is on the desirability of various policies in light of their consequences for the general welfare.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 399 - Independent Study (1-15 Credits)
Contract approved by instructor, advisor, and undergraduate division head is required.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

Graduation with Leadership Distinction: GLD: Research

ECON 402 - Money, Income, and Prices (3 Credits)
A study of monetary standards, monetary theory, monetary policy, and the mechanism of international payments. Attention is devoted to questions of monetary problems, employment, and fiscal policy.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 406 - Labor Economics (3 Credits)
A study of labor market institutions, trends in labor market activity, and the effects of government policy on the labor market. (Not open to majors in economics.)
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 408 - History of Economic Thought (3 Credits)
A survey of economics from the ancient philosophers to the present; with emphasis on the mercantilist, physiocratic, classical, Marxist, Austrian, neo-classical, and institutional schools of economics.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 415 - Economics of American Industry (3 Credits)
A study of the structure of selected American industries, of the development and concentration of economic power in the American economy, and of public policy toward industry.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 420 - Business Applications of Economic Forecasting (3 Credits)
Analysis of business cycles and applications of forecasting techniques to project and interpret economic trends.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 421 - Engineering Economics (3 Credits)
Decision making with respect to capital goods, with emphasis on such decision making in governmental activities and public utilities. Intended primarily for engineering students, the course emphasizes the types of investment decisions that engineers are often called upon to make.

ECON 436 - Introductory Econometrics (3 Credits)
The use of statistical techniques to analyze economic relationships. The emphasis is on the application of linear regression to real-world economic data.
Prerequisites: ECON 224, or ECON 221 and ECON 222; MGSC 291 or STAT 201; and MATH 122 or MATH 141.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

ECON 476 - Foundations of Capitalism (3 Credits)
Examines the foundations of capitalism and why it has prevailed over alternative systems. Topics include the justification of private property, distribution of wealth, profit motive, source of wealth creation, and others. 03: 07/05/2019.
Prerequisites: ECON 211 and ECON 222.

ECON 499 - Internship in Economics (1-6 Credits)
Supervised work experience of at least nine hours per week, to include one class meeting a month and individual consultation. Contract approval by instructor, advisor, and department chair is required. Cannot be used to satisfy major requirement.
Prerequisites: C or better in both ECON 321 and ECON 322, and cumulative GPA of 2.75.

Graduation with Leadership Distinction: GLD: Global Learning

ECON 500 - Urban Economics (3 Credits)
An analysis of economic forces affecting urbanization and the economic processes influencing urban form and structure. Spatial concepts are considered in addition to traditional micro-economic and macro-economic concepts. Topic coverage includes: the economic origin of cities; urban functions and the urban economic base, land-use structure and urban form, and urban efficiency.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 503 - International Trade Economics (3 Credits)
Theory of international specialization, commercial policy, customs unions, and the effects of trade liberalization and protectionism; economic growth and multinational enterprises.
Prerequisites: ECON 321.

Graduation with Leadership Distinction: GLD: Global Learning

ECON 504 - International Monetary Economics (3 Credits)
Exchange rate and balance of payments determination; purchasing-power parity; optimum currency areas, absorption, elasticity, monetary approaches, spot- and forward-exchange markets.
Prerequisites: ECON 322.

Graduation with Leadership Distinction: GLD: Global Learning

ECON 505 - International Development Economics (3 Credits)
Economic theories of growth in developing countries. Use of factor resources; role of social and economic institutions; use of financial trade policies for growth.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

Graduation with Leadership Distinction: GLD: Global Learning

ECON 506 - Labor Economics and Labor Markets (3 Credits)
Economics of labor demand, labor supply, wage determination in competitive markets, migration, discrimination, unemployment, and labor unions. Theoretical models and empirical knowledge will be considered.
Prerequisites: ECON 221 and ECON 222, or ECON 224; ECON 321.
ECON 507 - Comparative Economic Systems (3 Credits)
An analysis of the organization and operation of the world's major economic systems.
**Prerequisites:** ECON 221 and ECON 222, or ECON 224.

Graduation with Leadership Distinction: GLD: Global Learning

ECON 508 - Law and Economics (3 Credits)
Economic analysis and interpretation of the law. The economic effect of current law and optimal design of law to meet social objectives.
**Prerequisites:** ECON 221 and ECON 222, or ECON 224.

ECON 509 - Economics of Sustainable Development (3 Credits)
Exploration of the basic theory and practice of sustainable economic development. Topics include: environmental legislation, global agreements, sustainable development indicators, and economic strategies and methods to promote environmentally sound development.
**Prerequisites:** C or better in the following ECON 221 and ECON 222; or ECON 224; MATH 122.

Graduation with Leadership Distinction: GLD: Community Service

ECON 510 - Experimental Economics (3 Credits)
Exploration of the basic theory and techniques of experimental economics. Topics include: basic game theory, experimental design, and elements of behavioral economic thought.
**Prerequisites:** C or higher in ECON 321.

ECON 511 - Senior Seminar in Economics (3 Credits)
Philosophy and methodology of economics, perspectives on theory and empiricism, economic policy; individualized guided research.
**Prerequisites:** ECON 321, ECON 322, and ECON 436 with grade of C or higher.

ECON 514 - The Economics of Terrorism (3 Credits)
Focuses on the following aspects of terrorism: (1) its causes/determinants (historical, social, cultural, economic, political, and religious determinants); (2) the organizational and funding structure of terrorist groups; (3) the tactics and weapons of terrorist groups; (4) mobilization and recruitment within terror networks; and (5) counterterrorism methods. Restricted to: Business Majors and Economics Arts and Sciences Majors.
**Prerequisites:** C or better in ECON 321.

ECON 515 - Industrial Organization (3 Credits)
This course uses the tools of microeconomics and game theory to examine how firms compete and competition's impact on industry performance. Topics include: price discrimination, product differentiation, and oligopoly behavior.
**Prerequisites:** ECON 321.

ECON 516 - Political Economy (3 Credits)
This course covers fundamental models of collective decision making, studies their empirical relevance, and considers interactions between the economy and politics.
**Prerequisites:** C or better in ECON 221 and ECON 222 or C or better in ECON 224.

ECON 523 - Introduction to Mathematical Economics (3 Credits)
Mathematical formulation of economic theories; the use of mathematics in the development and demonstration of economic relationships.
**Prerequisites:** ECON 221 and ECON 222, or ECON 224; MATH 122, MATH 141, or the equivalent.

ECON 524 - Essentials of Economics (3 Credits)
A course designed to acquaint the student with the principles of operation of the American economic system. A survey course for social studies teachers in secondary schools.
**Prerequisites:** ECON 221 and ECON 222, or ECON 224.

ECON 526 - Managerial Economics (3 Credits)
A study of the application of the economic theory of profits, competition, demand, and costs to analysis of problems arising in the firm and in decision making. Price policies, forecasting, and investment decisions are among the topics considered.
**Prerequisites:** ECON 221 and ECON 222, or ECON 224.

ECON 530 - The Economics of Education (3 Credits)
Investment in human capital; the economic value of schooling; internal efficiency of schools; faculty compensation; equity and efficiency of school finance systems; financing higher education.
**Prerequisites:** ECON 221 and ECON 222, or ECON 224.

ECON 531 - Health Economics (3 Credits)
Applications of economic analysis to health care. Structure and behavior of health-care markets. Description of health care policy issues.
**Prerequisites:** ECON 221 and ECON 222, or ECON 224.

ECON 548 - Environmental Economics (3 Credits)
An analysis of the economic aspects of environmental decay, pollution control, and natural resource use. Analysis of the ability of the market system to allocate resources efficiently when economic activity is accompanied by environmental damage. Discussion of alternative public policy approaches to pollution control and natural resource conservation.
**Prerequisites:** ECON 221 and ECON 222, or ECON 224.

Cross-listed course: ENVR 548

ECON 555 - Game Theory in Economics (3 Credits)
Game theory as used to understand decision making in business, economics, politics and other real-world environments. Topics covered include: basic terminology, strategic, extensive, and combinatorial models; and equilibrium strategy.
**Prerequisites:** ECON 321 or MATH 141 and STAT 201 or C or higher in STAT 206.

ECON 556 - Public Finance (3 Credits)
Theory and practice of taxation: public revenue, expenditure, and debt.
**Prerequisites:** C or higher in ECON 321.

ECON 589 - Topics in Economics (1-3 Credits)
Individual topics to be announced with title.
**Prerequisites:** ECON 221 and ECON 222, or ECON 224.

ECON 594 - Introduction to Econometrics (3 Credits)
Statistical and economic tools applied to analysis of business and economic problems with the aid of computers.
**Prerequisites:** ECON 221 and ECON 222, or ECON 224; MGSC 291 or STAT 201, MATH 122 or MATH 141.

ECON 621 - Survey of Contemporary Economic Theory (3 Credits)
Neo-classical value and distribution theory combined with income and employment theory.
**Prerequisites:** ECON 221 and ECON 222, or ECON 224.
ECON 690 - Quantitative Foundations for Business and Economics I (3 Credits)
Calculus and classical optimization methods applied to problems in business and economic analysis; matrices, derivatives, and integrals in the analysis of both univariate and multivariate business and economic models. 03: 07/05/2019.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 691 - Quantitative Foundations for Business and Economics II (3 Credits)
Statistics and probability theory applied to problems of business and economic analysis. 03: 07/05/2019.
Prerequisites: ECON 221 and ECON 222, or ECON 224; MGSC 690 or ECON 690.

ECON 692 - Quantitative Methods I (3 Credits)
Probability and statistics necessary for graduate study in economics and business administration; estimation, hypothesis testing, regression, analysis of variance, and nonparametric methods. 03: 07/05/2019.
Prerequisites: ECON 221 and ECON 222, or ECON 224; MGSC 690 or ECON 690.

ECON 694 - Quantitative Methods II (3 Credits)
A study of decision models useful in business administration. Topics covered include linear programming, sensitivity analysis and duality, network models, integer programming, determinate and stochastic dynamic programming, inventory, and queues. 03: 07/05/2019.
Prerequisites: ECON 221 and ECON 222, or ECON 224; ECON 692, mathematics and computer portion of Fundamental Business Skills or equivalent.

Business Economics, B.S.B.A.

Learning Outcomes

- Students will achieve an acceptable pass rate on questions related to the following core microeconomic concepts: (a) Consumer utility maximization (b) Producer profit maximization (c) Equilibrium and welfare analysis under different market structures (d) Importance of externalities
- Students will achieve an acceptable pass rate on questions related to the following core macroeconomic concepts: (a) Determination of full-employment output and growth (b) Money creation and inflation (c) Employment and output fluctuations over the business cycle (d) Fundamentals of macroeconomic policy
- Students will achieve be able to: (a) Solve basic equations to find equilibrium outcomes (b) Use graphs to understand and interpret economic relationships
- Students will be able to successfully prepare a research paper and present the results of their research their peers in a classroom environment.

Internationalization Requirement

The program also requires 9 hours of course work with international content that may be used to fulfill other degree requirements. Three hours must be taken from an approved list of courses offered by the Moore School of Business which contain international business or international economics content. The following course options can also be used to satisfy the 3 credit hours of this requirement: approved course work containing international business or international economics content, taken at a semester abroad program; an approved Maymester or summer overseas course containing international business or international economics content; an approved internship course in international business wherein a student would obtain discipline-related work experience in a foreign country; or an approved service-learning component. Students may choose from one of the following options to complete the remaining 6-hour requirement:

- **Language:** Two language courses at the 200 level or above or
- **Electives:** Two approved courses with international content taken either inside or outside the Moore School of Business from a list available in the undergraduate office.

Admissions

Entrance Requirements

In addition to the academic admission requirements of the Moore School of Business stated below, a limit on admission to the program may be imposed. An enrollment limit would become necessary if enrollment levels exceed school staffing capabilities and resources. The Undergraduate Admissions Committee, in consultation with the dean of the school, shall be responsible for adjusting undergraduate enrollment levels to ensure the quality of the undergraduate program. A student who meets admissions criteria will be favorably considered, but because of space limitations admission cannot be guaranteed. Once minimum criteria are met, all qualified applicants are placed into an admissions group and are ranked by academic credentials. Based on the number of available seats, students are admitted in ranked order until capacity is reached. The Moore School only considers new applicants for Fall Term admission.

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Students from other UofSC campuses who have no work from colleges outside of UofSC must have a minimum cumulative Institution GPA of 3.25, must have taken at least 15 UofSC credit hours, and have completed calculus with a minimum grade of C. Additionally, those students who have fewer than 30 semester hours from colleges outside UofSC must also meet Columbia campus freshman admission requirements. Change of campus applicants will only be considered for Fall Term admission.

Students enrolled in other colleges on the Columbia campus must have a minimum cumulative Institution GPA of 3.25, must have at least 15 UofSC credit hour,and have completed calculus with a minimum grade of C. Internal transfers will only be considered for admission in the fall term.

Transfer students from other institutions must present a minimum cumulative GPA of 3.25 on all college work taken and have completed calculus with a minimum grade of C. Students who have taken fewer than 30 semester hours of college work must also meet Columbia campus freshman admission requirements. External transfers will only be considered for Fall Term admission.

Degree Requirements (122 hours)

See Darla Moore School of Business (p. 312) for progression requirements and other regulations.
Program of Study

Requirements | Credit Hours
---|---
1. Carolina Core | 31-43
2. College Requirements | 40
3. Program Requirements | 27-36
4. Major Requirements | 15

1. Carolina Core Requirements (31-43 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)
*must be passed with a grade of C or higher*
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- ENGL 102

ARP – Analytical Reasoning and Problem Solving (6-7 hours)
*must be passed with a grade of C or higher*
- MATH 122 or MATH 141
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SCI – Scientific Literacy (7 hours)
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GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)
Students shall demonstrate in one Foreign Language the ability to comprehend the topic and the main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects. This ability can be demonstrated by achieving a score of two or better on a USC foreign language test. Those failing to do so must satisfactorily complete equivalent study of foreign language at USC.
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- any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)
- any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)
- any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)
- any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy 1 (0-3 hours)
- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)
- any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible

Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (40 hours)
*must be passed with a grade of C or higher*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 225</td>
<td>Introduction to Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 226</td>
<td>Introduction to Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 324</td>
<td>Survey of Commercial Law</td>
<td>3</td>
</tr>
<tr>
<td>BADM 301</td>
<td>Business Careers in the Global Economy</td>
<td>1</td>
</tr>
<tr>
<td>ECON 221</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 222</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>FINA 363</td>
<td>Introduction to Finance</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 250</td>
<td>Professional Communication</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 371</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 478</td>
<td>Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>MGSC 290</td>
<td>Computer Information Systems in Business</td>
<td>3</td>
</tr>
<tr>
<td>MGSC 291</td>
<td>Applied Statistics for Business</td>
<td>3</td>
</tr>
<tr>
<td>MGSC 395</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 350</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 40

3. Program Requirements (27-36 hours)

Supporting Courses (0-6 hours)
*must be passed with a grade of C or higher*

Upper-Level Business Electives: Students with a single major in Business Economics must complete additional upper level (300-level or above) business/economics course work (in ACCT, ECON, FINA, IBUS, MGMT, MGSC, or MKTG) for a total of 21 hours of Upper-Level Business courses, which include major hours. Students must meet prerequisites to take the business elective of their choosing. Students may choose to double major or pursue a business analytics concentration in place of Upper-Level Business Electives.

Minor or Directed Coursework (minimum of 18 hours)

Minors (non-business) may be selected from a University-wide list of approved minors. The minor is normally a minimum of 18 hours of prescribed courses in one subject area. Students not selecting such a minor may submit an alternative program of study to satisfy the directed coursework requirement. All alternative programs of study are subject to approval by the Undergraduate Program Faculty Committee in coordination with the Undergraduate Division. All minor courses or directed coursework must be passed with a grade of C or better.
**Electives (3-12 hours)**

All students must complete 3 hours of electives, not to include coursework in PEDU or MATH/STAT below the Moore School minimum requirements (ex. MATH 111 or STAT 110). Students are strongly encouraged to take a business section of UNIV 101 to fulfill this elective. Additional electives may be needed if a student exempts the foreign language requirement or fulfills Carolina Core requirements with overlay courses. Those credit hours must be replaced with additional elective credits.

**4. Major Requirements (15 hours)**

*a minimum grade of C is required in all major courses*

### Major Courses (9 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 321</td>
<td>Intermediate Microeconomic Theory</td>
<td>3</td>
</tr>
<tr>
<td>ECON 322</td>
<td>Intermediate Macroeconomic Theory</td>
<td>3</td>
</tr>
<tr>
<td>ECON 436</td>
<td>Introductory Econometrics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 9

### Major Electives (6 hours)

Six hours of ECON courses numbered 400 or above.

Note: ECON 421, ECON 476, ECON 499 and ECON 524 cannot be used to fulfill the 6 hour requirement.

**Business Analytics Concentration (12 hours) optional**

Please consult with your Academic Advisor or department on the courses recommended for individual majors. The analytics concentration must be taken in conjunction with a major. The department may add additional electives to the Business Analytics Concentration, subject to the approval of the Business Analytics Task Force.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGSC 394</td>
<td>Data Analytics for Business</td>
<td>3</td>
</tr>
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</table>

Select nine hours from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ACCT 404</td>
<td>Accounting Information Systems I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 436</td>
<td>Introductory Econometrics</td>
<td></td>
</tr>
<tr>
<td>FINA 444</td>
<td>Corporate Risk Management</td>
<td></td>
</tr>
<tr>
<td>FINA 469</td>
<td>Investment Analysis and Portfolio Management</td>
<td></td>
</tr>
<tr>
<td>FINA 472</td>
<td>Student-Managed Investments</td>
<td></td>
</tr>
<tr>
<td>IBUS 430</td>
<td>Research in International Business</td>
<td></td>
</tr>
<tr>
<td>MGMT 425</td>
<td>Analytics for the Human Resources Professional</td>
<td>3</td>
</tr>
<tr>
<td>MGSC 390</td>
<td>Business Information Systems</td>
<td></td>
</tr>
<tr>
<td>MGSC 486</td>
<td>Service Operations Management</td>
<td></td>
</tr>
<tr>
<td>MKTG 352</td>
<td>Principles of Marketing Research</td>
<td></td>
</tr>
<tr>
<td>MKTG 447</td>
<td>Pricing Strategy and Analytics</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours** 12

---

**Economics Minor**

**Minor Requirements**

**Prerequisite Course (3 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 122</td>
<td>Calculus for Business Administration and Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 141</td>
<td>Calculus I</td>
<td></td>
</tr>
</tbody>
</table>

**Total Required Credit Hours** 3

**Required Courses (6-12 Hours)**

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 221 &amp; 222</td>
<td>Principles of Microeconomics and Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 224 &amp; 221</td>
<td>Introduction to Economics and Principles of Microeconomics</td>
<td>1</td>
</tr>
<tr>
<td>ECON 224 &amp; 222</td>
<td>Introduction to Economics and Principles of Macroeconomics</td>
<td>1</td>
</tr>
<tr>
<td>ECON 321</td>
<td>Intermediate Microeconomic Theory</td>
<td>3</td>
</tr>
<tr>
<td>ECON 322</td>
<td>Intermediate Macroeconomic Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 12

---

**Finance, B.S.B.A.**

**Learning Outcomes**

- Students will understand fundamental financial concepts related to the time value of money and risk-expected return tradeoffs.
- Students will have basic knowledge of the institutional context in which financial decisions and transactions take place.
- Students will be able to conduct a capital budgeting analysis, including calculating expected cash flows, cost of capital, and net present value.
- Students will be able to assess the risk-expected return tradeoffs when constructing a portfolio and apply metrics to assess portfolio performance.
- Students will be able to evaluate a company's prospects and risks.
- Students will be able to infer the impact of business decisions on firm performance.
Internationalization Requirement

The program also requires 9 hours of course work with international content that may be used to fulfill other degree requirements. Three hours must be taken from an approved list of courses offered by the Moore School of Business which contain international business or international economics content. The following course options can also be used to satisfy the 3 credit hours of this requirement: approved course work containing international business or international economics content, taken at a semester abroad program; an approved Maymester or summer overseas course containing international business or international economics content; an approved internship course in international business wherein a student would obtain discipline-related work experience in a foreign country; or an approved service-learning component. Students may choose from one of the following options to complete the remaining 6-hour requirement:

- **Language:** Two language courses at the 200 level or above
- **Electives:** Two approved courses with international content taken either inside or outside the Moore School of Business from a list available in the undergraduate office.

Admissions

Entrance Requirements

In addition to the academic admission requirements of the Moore School of Business stated below, a limit on admission to the program may be imposed. An enrollment limit would become necessary if enrollment levels exceed school staffing capabilities and resources. The Undergraduate Admissions Committee, in consultation with the dean of the school, shall be responsible for adjusting undergraduate enrollment levels to ensure the quality of the undergraduate program. A student who meets admissions criteria will be favorably considered, but because of space limitations admission cannot be guaranteed. Once minimum criteria are met, all qualified applicants are placed into an admissions group and are ranked by academic credentials. Based on the number of available seats, students are admitted in ranked order until capacity is reached. The Moore School only considers new applicants for Fall Term admission.

Freshmen entering the UofSC Columbia Pre-Business division of the Moore School of Business must meet the campus requirements for admission. Freshmen applicants will only be considered for Fall Term admission.

Students from other UofSC campuses who have no work from colleges outside of UofSC must have a minimum cumulative Institution GPA of 3.25, must have taken at least 15 UofSC credit hours, and have completed calculus with a minimum grade of C. Additionally, those students who have fewer than 30 semester hours from colleges outside UofSC must also meet Columbia campus freshman admission requirements. Change of campus applicants will only be considered for Fall Term admission.

Students enrolled in other colleges on the Columbia campus must have a minimum cumulative Institution GPA of 3.25, must have at least 15 UofSC credit hours, and have completed calculus with a minimum grade of C. Internal transfers will only be considered for admission in the fall term.

Transfer students from other institutions must present a minimum cumulative GPA of 3.25 on all college work taken and have completed calculus with a minimum grade of C. Students who have taken fewer than 30 semester hours of college work must also meet Columbia campus freshman admission requirements. External transfers will only be considered for Fall Term admission.

Degree Requirements (122 hours)

See Darla Moore School of Business (p. 312) for progression requirements and other regulations.

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>31-43</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>40</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>27-36</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>15</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (31-43 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

- ENGL 101
- ENGL 102

ARP – Analytical Reasoning and Problem Solving (6-7 hours)

- MATH 122 or MATH 141
- STAT 206

SCI – Scientific Literacy (7 hours)

- Two approved Carolina Core Scientific Literacy courses (p. 321), including one laboratory course

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Students shall demonstrate in one Foreign Language the ability to comprehend the topic and the main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects. This ability can be demonstrated by achieving a score of two or better on a USC foreign language test. Those failing to do so must satisfactorily complete equivalent study of foreign language at USC.

- CC-GFL courses (p. 321)

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

- any CC-GHS course (p. 321)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

- any CC-GSS course (p. 321)

AIU – Aesthetic and Interpretive Understanding (3 hours)

- any CC-AIU course (p. 321)
CMS – Effective, Engaged, and Persuasive
Communication: Spoken Component ¹ (0-3 hours)
- any overlay or stand-alone CC-CMS course (p. 321)

INF – Information Literacy ¹ (0-3 hours)
- any overlay or stand-alone CC-INF course (p. 321)

VSR – Values, Ethics, and Social Responsibility ¹ (0-3 hours)
- any overlay or stand-alone CC-VSR course (p. 321)

¹ Carolina Core Stand Alone or Overlay Eligible

Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (40 hours)

must be passed with a grade of C or higher

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<td>ECON 222</td>
<td>Principles of Macroeconomics</td>
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</tr>
<tr>
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<td>Introduction to Finance</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 250</td>
<td>Professional Communication</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 371</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 478</td>
<td>Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>MGSC 290</td>
<td>Computer Information Systems in Business</td>
<td>3</td>
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<tr>
<td>MGSC 291</td>
<td>Applied Statistics for Business</td>
<td>3</td>
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<td>3</td>
</tr>
<tr>
<td>MKTG 350</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 40

3. Program Requirements (27-36 hours)

Supporting Courses (0-6 hours)

must be passed with a grade of C or higher

Upper-Level Business Electives: Students with a single major in Finance must complete additional upper level (300-level or above) business/economics course work (in ACCT, ECON, FINA, IBUS, MGMT, MGSC, or MKTG) for a total of 21 hours of Upper-Level Business courses, which include major hours. Students must meet prerequisites to take the business elective of their choosing. Students may choose to double major or pursue a business analytics concentration in place of Upper-Level Business Electives.

Minor or Directed Coursework (minimum of 18 hours)

Minors (non-business) may be selected from a University-wide list of approved minors. The minor is normally a minimum of 18 hours of prescribed courses in one subject area. Students not selecting such a minor may submit an alternative program of study to satisfy the directed coursework requirement. All alternative programs of study are subject to approval by the Undergraduate Program Faculty Committee in coordination with the Undergraduate Division. All minor courses or directed coursework must be passed with a grade of C or better.

Electives (3-12 hours)

All students must complete 3 hours of electives, not to include coursework in PEDU or MATH/STAT below the Moore School minimum requirements (ex. MATH 111 or STAT 110). Students are strongly encouraged to take a business section of UNIV 101 to fulfill this elective. Additional electives may be needed if a student exempts the foreign language requirement or fulfills Carolina Core requirements with overlay courses. Those credit hours must be replaced with elective credits to reach minimum degree hours.

4. Major Requirements (15 hours)

a minimum grade of C is required in all major courses

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINA 365</td>
<td>Corporate Financial Analysis</td>
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</tr>
<tr>
<td>FINA 469</td>
<td>Investment Analysis and Portfolio Management</td>
<td>3</td>
</tr>
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<td>FINA 470</td>
<td>Financial Statement Analysis</td>
<td>3</td>
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</table>

Total Credit Hours 9

Major Electives (6 hours)

Select six hours from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>FINA 341</td>
<td>Management of Risk and Insurance</td>
<td></td>
</tr>
<tr>
<td>FINA 366</td>
<td>Introduction to Real Estate and Urban Development</td>
<td></td>
</tr>
<tr>
<td>FINA 444</td>
<td>Corporate Risk Management</td>
<td></td>
</tr>
<tr>
<td>FINA 463</td>
<td>Case Studies in Corporate Finance</td>
<td></td>
</tr>
<tr>
<td>FINA 465</td>
<td>Commercial Bank Practice and Policy</td>
<td></td>
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<tr>
<td>FINA 467</td>
<td>Real Estate Finance</td>
<td></td>
</tr>
<tr>
<td>FINA 471</td>
<td>Derivative Securities</td>
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<tr>
<td>FINA 475</td>
<td>Fixed Income Securities</td>
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<tr>
<td>FINA 476</td>
<td>Foundations of Capitalism ¹</td>
<td></td>
</tr>
<tr>
<td>FINA 490</td>
<td>Special Topics in Finance ²</td>
<td></td>
</tr>
<tr>
<td>IBUS 401</td>
<td>International Financial Management ¹</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 6

¹ International-focused course.
² Depending on the semester or nature of the project, FINA 490 may or may not be applicable to the Finance major. Please consult your advisor to determine if it is applicable in the semester you wish to enroll in the project course.

Note: FINA 333 FINA 367, FINA 369, FINA 442, FINA 443, and FINA 446 do not count towards the major in Finance.

Business Analytics Concentration (12 hours) optional

Please consult with your Academic Advisor or department on the courses recommended for individual majors. The analytics concentration must be taken in conjunction with a major. The department may add additional electives to the Business Analytics Concentration, subject to the approval of the Business Analytics Task Force.
complete the remaining 6-hour requirement:

Students may choose from one of the following options to work experience in a foreign country; or an approved service-learning international business wherein a student would obtain discipline-related international economics content; an approved internship course in or summer overseas course containing international business or international economics content. The following course options can Moore School of Business which contain international business or international economics content that may be used to fulfill other degree requirements. Three

The program also requires 9 hours of course work with international content that may be used to fulfill other degree requirements. Three

### Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

### International Business, B.S.B.A.

#### Learning Outcomes

Students will demonstrate...

- In-depth capacity in a functional area of business.
- Strong understanding of the global dimensions of business.
- Excellent communication skills in more than one language.
- Appreciation of the impact of culture on the conduct of business.
- Exposure to living in a second culture.

#### Internationalization Requirement

The program also requires 9 hours of course work with international content that may be used to fulfill other degree requirements. Three hours must be taken from an approved list of courses offered by the Moore School of Business which contain international business or international economics content. The following course options can also be used to satisfy the 3 credit hours of this requirement: approved course work containing international business or international economics content, taken at a semester abroad program; an approved Maymester or summer overseas course containing international business or international economics content; an approved internship course in international business wherein a student would obtain discipline-related work experience in a foreign country; or an approved service-learning component. Students may choose from one of the following options to complete the remaining 6-hour requirement:

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#### Entrance Requirements

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#### Additional Admission Information

Admission to the International Business major is highly competitive, and enrollment is limited. Individual limits apply to language selections in the regional concentrations.

#### Degree Requirements (128-131 hours)

See Darla Moore School of Business (p. 312) for progression requirements and other regulations.
Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
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</tr>
<tr>
<td>2. College Requirements</td>
<td>40</td>
</tr>
<tr>
<td>3. Program Requirements</td>
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</tr>
<tr>
<td>4. Major Requirements</td>
<td>27-39</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (31-43 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)
*must be passed with a grade of C or higher*
- ENGL 101
- ENGL 102

ARP – Analytical Reasoning and Problem Solving (6-7 hours)
*must be passed with a grade of C or higher*
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- STAT 206

SCI – Scientific Literacy (7 hours)
- Two approved Carolina Core Scientific Literacy courses (p. 321), including one laboratory course

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- any CC-AIU course (p. 321)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)
- any overlay or stand-alone CC-CMS course (p. 321)

INF – Information Literacy 1 (0-3 hours)
- any overlay or stand-alone CC-INF course (p. 321)

VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)
- any overlay or stand-alone CC-VSR course (p. 321)

1 Carolina Core Stand Alone or Overlay Eligible Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (40 hours)
*must be passed with a grade of C or higher*

Course | Title | Credits
---|---|---
ACCT 225 | Introduction to Financial Accounting | 3
ACCT 226 | Introduction to Managerial Accounting | 3
ACCT 324 | Survey of Commercial Law | 3
BADM 301 | Business Careers in the Global Economy | 1
ECON 221 | Principles of Microeconomics | 3
ECON 222 | Principles of Macroeconomics | 3
FINA 363 | Introduction to Finance | 3
MGMT 250 | Professional Communication | 3
MGMT 371 | Principles of Management | 3
MGMT 478 | Strategic Management | 3
MGSC 290 | Computer Information Systems in Business | 3
MGSC 291 | Applied Statistics for Business | 3
MGSC 395 | Operations Management | 3
MKTG 350 | Principles of Marketing | 3

Total Credit Hours 40

3. Program Requirements (21-30 hours)

Minor or Directed Coursework (minimum of 18 hours)
Directed course work may be selected from a University-wide list of approved minors. The minor is normally a minimum of 18 hours of prescribed courses in one subject area. Students not selecting such a minor may submit an alternative program of study to their Moore School academic advisor to satisfy the approved course work requirement. All minor courses or courses approved as alternatives must be passed with a grade of C or better.

Electives (3-12 hours)
All students must complete 3 hours of electives, not to include coursework in PEDU or MATH/STAT below the Moore School minimum requirements (ex. MATH 111 or STAT 110). Students are strongly encouraged to take a business section of UNIV 101 to fulfill this elective. Additional electives may be needed if a student exempts the foreign language requirement or fulfills Carolina Core requirements with overlay courses. Those credit hours must be replaced with additional elective credits.

4. Major Requirements (27-39 hours)
Students majoring in International Business are required to study outside the United States for a period of one semester, normally the spring semester of the academic year in which IBUS 310 is taken, at an approved institution. Exceptions to this requirement will be
The International Business major requires at least four advanced language courses numbered 300 and above in one foreign language. Students in specific concentrations must meet experiential language program participation requirements that do not equate to specific hours, credits, or course levels. Most students use language courses to fulfill their Minor or Directed Coursework Requirement in the Moore School. 

**Second Major (12-24 hours)**

The International Business major must be taken in combination with a second major in business.

**Regional Cohort Concentrations (15 hours)**

Students in each regional concentration of the International Business major meet the regional course requirements with courses dealing primarily in that region.

**Competitive Admission**

Admission to each concentration of the international business major is highly competitive, and enrollment is limited. Individual limits apply to language selections in the regional concentrations.

**Double Major**

All students selecting international business as a major, regardless of concentration, are required to complete a second major in business.

**Foreign Language**

The International Business major requires at least four advanced language courses numbered 300 and above in one foreign language. Students in specific concentrations must meet experiential language program participation requirements that do not equate to specific hours, credits, or course levels. Most students use language courses to fulfill their Minor or Directed Coursework Requirement in the Moore School.

**Foreign Study**

Students are placed at partner schools through a competitive application process. Students in regional cohort concentrations meet the overseas study requirement at the cohort partner institution and spend a minimum of two semesters abroad depending on cohort concentration. Experiential program requirements are outlined in the Program Expectations for each cohort concentration.

**Conduct**

Regional Cohort Concentrations have specific behavioral requirements. Those requirements are outlined in the Program Expectations for each cohort.

**Chinese Business (15 hours)**

The Chinese Business concentration in the International Business major allows the student to focus on International Business activities with China. Students in this concentration meet the foreign language requirement by selecting Chinese as the language of study. The Chinese language placement test will determine at which level the student will begin. Foreign language courses may be included as part of the required directed coursework. The language requirement for Chinese Business is heavily dependent on incoming language level. If students enroll at USC with C7 on their Chinese placement test, they may not be required to participate in the summer language institutes.

- IBUS 310
- One functional course from the list above (3 hours)
- One thematic course from the list above (3 hours)
- Two regional courses (6 hours)
• IBUS 542
• IBUS 490

1 Because one or more of these courses may not be offered on campus during the two years that a student may be taking major-level courses, these courses are most appropriate for study abroad.

Eurasian Business (15 hours) PENDING

Note: The Eurasian Business Track is awaiting final oversight approval and a completed memorandum of understanding. Accordingly, it is not accepting students at this time.

The Eurasian Business concentration in the International Business major allows the student to focus on International Business activities centered on this region. Students in this concentration meet the foreign language requirement by selecting either Turkish or Russian as the language of study. The language placement test will determine at which level the student will begin. Foreign language courses may be included as part of the required directed coursework.

• IBUS 310
• One functional course from the list above (3 hours)
• One thematic course from the list above (3 hours)
• Two regional courses from the following (6 hours):
  • IBUS 542
  • IBUS 543
  • IBUS 490

1 Because one or more of these courses may not be offered on campus during the two years that a student may be taking major-level courses, these courses are most appropriate for study abroad.

European Business (15 hours)

The European Business concentration in the International Business major allows the student to focus on International Business activities with this region. Students in this concentration meet the foreign language requirement by selecting French, German, or Italian as the language of study. The foreign language placement test will determine at which level the student will begin. Foreign language courses may be included as part of the required directed coursework.

• IBUS 310
• One functional course from the list above (3 hours)
• One thematic course from the list above (3 hours)
• Two regional courses (6 hours)
  • IBUS 543
  • IBUS 490

1 Because one or more of these courses may not be offered on campus during the two years that a student may be taking major-level courses, these courses are most appropriate for study abroad.

Global Business Innovation (15 hours)

The Global Business Innovation Concentration in the International Business major allows the student to focus on International Business activities within a global context. Students in this concentration meet the foreign language requirement by selecting a modern spoken language in the USC language department as the language of study. The foreign language placement test will determine at which level the student will begin. Foreign language courses may be included as part of the required directed coursework.

• IBUS 310
• One functional course from the list above (3 hours)
• One thematic course from the list above (3 hours)
• Two regional courses (6 hours)
  • IBUS 541
  • One from the following:
    • IBUS 542
    • IBUS 543
    • IBUS 544
    • IBUS 490

1 Because one or more of these courses may not be offered on campus during the two years that a student may be taking major-level courses, these courses are most appropriate for study abroad.

Middle East and North Africa (MENA) Business (15 hours)

The Middle East and North Africa (MENA) Business concentration in the International Business major allows the student to focus on International Business activities with this region. Students in this concentration meet the foreign language requirement by selecting Arabic as the language of study. The Arabic language placement test will determine at which level the student will begin. Foreign language courses may be included as part of the required directed coursework. The language requirement for the MENA program is heavily dependent on incoming language level. If students enroll at USC with A4 on their Arabic placement test, they are not required to participate in both summer language institutes. Only one may be required based on evaluation of proficiency.

• IBUS 310
• One functional course from the list above (3 hours)
• One thematic course from the list above (3 hours)
• Two regional courses (6 hours)
  • IBUS 541
  • IBUS 544
  • IBUS 490
South American Business (15 hours)
The South American Business concentration in the International Business major allows the student to focus on International Business activities with this region. Students in this concentration meet the foreign language requirement by selecting Portuguese or Spanish as the language of study. The foreign language placement test will determine at which level the student will begin. Foreign language courses may be included as part of the required directed coursework.

- IBUS 310
- One functional course from the list above (3 hours)
- One thematic course from the list above (3 hours)
- Two regional courses (6 hours)
  - IBUS 541
  - IBUS 490

Because one or more of these courses may not be offered on campus during the two years that a student may be taking major-level courses, these courses are most appropriate for study abroad.

Major Map
A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

International Business, B.S.B.A. No Concentration
International Business, B.S.B.A. Chinese Business Concentration
International Business, B.S.B.A. European Business Concentration
International Business, B.S.B.A. Global Business Concentration
International Business, B.S.B.A. Global Business Innovation Concentration
International Business, B.S.B.A. Middle East & North Africa (MENA) Business Concentration
International Business, B.S.B.A. South American Business Concentration

Management, B.S.B.A.
Learning Outcomes
- Students should understand the role of management and managers in building an effective organization.
- Students should understand the role of research in improving managerial practice.
- Students should be able to apply management principles to determine how managers should respond to particular challenges or opportunities confronting an organization.
- Students should be able to effectively communicate management principles or the application of those principles to particular organizational circumstances.

Internationalization Requirement
The program also requires 9 hours of course work with international content that may be used to fulfill other degree requirements. Three hours must be taken from an approved list of courses offered by the Moore School of Business which contain international business or international economics content. The following course options can also be used to satisfy the 3 credit hours of this requirement: approved work experience in a foreign country; or an approved service-learning component. Students may choose from one of the following options to complete the remaining 6-hour requirement:

- Language: Two language courses at the 200 level or above
- Electives: Two approved courses with international content taken either inside or outside the Moore School of Business from a list available in the undergraduate office.

Admissions
Entrance Requirements
In addition to the academic admission requirements of the Moore School of Business stated below, a limit on admission to the program may be imposed. An enrollment limit would become necessary if enrollment levels exceed school staffing capabilities and resources. The Undergraduate Admissions Committee, in consultation with the dean of the school, shall be responsible for adjusting undergraduate enrollment levels to ensure the quality of the undergraduate program. A student who meets admissions criteria will be favorably considered, but because of space limitations admission cannot be guaranteed. Once minimum criteria are met, all qualified applicants are placed into an admissions group and are ranked by academic credentials. Based on the number of available seats, students are admitted in ranked order until capacity is reached. The Moore School only considers new applicants for Fall Term admission.

Freshmen entering the UofSC Columbia Pre-Business division of the Moore School of Business must meet the campus requirements for admission. Freshmen applicants will only be considered for Fall Term admission.

Students from other UofSC campuses who have no work from colleges outside of UofSC must have a minimum cumulative Institution GPA of 3.25, must have taken at least 15 UofSC credit hours, and have completed calculus with a minimum grade of C. Additionally, those students who have fewer than 30 semester hours from colleges outside UofSC must also meet Columbia campus freshman admission requirements. Change of campus applicants will only be considered for Fall Term admission.

Students enrolled in other colleges on the Columbia campus must have a minimum cumulative Institution GPA of 3.25, must have at least 15 UofSC credit hour, and have completed calculus with a minimum grade of C. Internal transfers will only be considered for admission in the fall term.
Transfer students from other institutions must present a minimum cumulative GPA of 3.25 on all college work taken and have completed calculus with a minimum grade of C. Students who have taken fewer than 30 semester hours of college work must also meet Columbia campus freshman admission requirements. External transfers will only be considered for Fall Term admission.

Degree Requirements (122-128 hours)
See Darla Moore School of Business (p. 312) for progression requirements and other regulations.

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
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<tbody>
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<td>1. Carolina Core</td>
<td>31-43</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>40</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>21-36</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>15-36</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (31-43 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)
*must be passed with a grade of C or higher*

- ENGL 101
- ENGL 102

ARP – Analytical Reasoning and Problem Solving (6-7 hours)
*must be passed with a grade of C or higher*

- MATH 122 or MATH 141
- STAT 206

SCI – Scientific Literacy (7 hours)

- Two approved Carolina Core Scientific Literacy courses (p. 742), including one laboratory course

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Students shall demonstrate in one Foreign Language the ability to comprehend the topic and the main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects. This ability can be demonstrated by achieving a score of two or better on a USC foreign language test. Those failing to do so must satisfactorily complete equivalent study of foreign language at USC.

- CC-GFL courses (p. 742)

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

- any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

- any CC-GSS course (p. 742)

2. College Requirements (40 hours)

*must be passed with a grade of C or higher*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</tr>
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<tbody>
<tr>
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</tr>
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<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 350</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 40

3. Program Requirements (21-36 hours)

Supporting Courses (0-6 hours)

*must be passed with a grade of C or higher*

Upper-Level Business Electives: Students with a single major in Management with a concentration in Human Resources and Organizational Leadership must complete additional upper level (300-level or above) business/economics course work (in ACCT, ECON, FINA, IBUS, MGMT, MGSC, or MKTG) for a total of 21 hours of Upper-Level Business courses, which include major hours. Students must meet prerequisites to take the business elective of their choosing. Students may choose to double major or pursue a business analytics concentration in place of Upper-Level Business Electives.
Minor or Directed Coursework (minimum of 18 hours)

Minors (non-business) may be selected from a University-wide list of approved minors. The minor is normally a minimum of 18 hours of prescribed courses in one subject area. Students not selecting such a minor may submit an alternative program of study to satisfy the directed coursework requirement. All alternative programs of study are subject to approval by the Undergraduate Program Faculty Committee in coordination with the Undergraduate Division. All minor courses or directed coursework must be passed with a grade of C or better.

Electives (3-12 hours)

All students must complete 3 hours of electives, not to include coursework in PEDU or MATH/STAT below the Moore School minimum requirements (ex. MATH 111 or STAT 110). Students are strongly encouraged to take a business section of UNIV 101 to fulfill this elective. Additional electives may be needed if a student exempts the foreign language requirement or fulfills Carolina Core requirements with overlay courses. Those credit hours must be replaced with additional elective credits.

4. Major Requirements (15-36 hours)

A minimum grade of C is required in all major courses.

Students must choose either the Human Resources and Organizational Leadership Concentration or the Entrepreneurship Concentration.

Concentrations (15-36 hours)

Human Resources and Organizational Leadership (15 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>MGMT 374</td>
<td>Strategic Human Resource Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following: 3 credits

- MGMT 376 Employee Engagement
- MGMT 401 Negotiation and Conflict in the Workplace
- MGMT 402 Managing Teams in the Workplace
- MGMT 403 Leadership in Organizations
- MGMT 408 Diversity and Inclusion
- MGMT 425 Analytics for the Human Resources Professional

Select three of the following: 9 credits

- MGMT 376 Employee Engagement
- MGMT 401 Negotiation and Conflict in the Workplace
- MGMT 402 Managing Teams in the Workplace
- MGMT 403 Leadership in Organizations
- MGMT 404 Compensation and Retention
- MGMT 405 Talent Management
- MGMT 406 International Human Resource Management
- MGMT 407 Corporate Social Responsibility and Stakeholder Management
- MGMT 408 Diversity and Inclusion
- MGMT 425 Analytics for the Human Resources Professional
- MGMT 431 Intercultural Competencies for Working in International Teams
- MGMT 472 Entrepreneurship and Small Business
- MGMT 476 Collective Bargaining
- MGMT 499 Business Internship in Management

Total Credit Hours 15

Entrepreneurship (27-36 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 472</td>
<td>Entrepreneurship and Small Business</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 473</td>
<td>Developing and Launching New Ventures</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 474</td>
<td>Executing Strategy in New Ventures</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 479</td>
<td>Advanced Issues in Entrepreneurship</td>
<td>3</td>
</tr>
</tbody>
</table>

Second Major

Entrepreneurship requires completion of a second, non-Management 15-24 major in business.

Total Credit Hours 27-36

International-focused course.

Business Analytics Concentration (12 hours) optional

Please consult with your Academic Advisor or department on the courses recommended for individual majors. The analytics concentration must be taken in conjunction with a major. The department may add additional electives to the Business Analytics Concentration, subject to the approval of the Business Analytics Task Force.

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<tr>
<td>MGSC 394</td>
<td>Data Analytics for Business</td>
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Select nine hours from the following: 9 credits

- ACCT 404 Accounting Information Systems I
- ECON 436 Introductory Econometrics
- FINA 444 Corporate Risk Management
- FINA 469 Investment Analysis and Portfolio Management
- FINA 472 Student-Managed Investments
- IBUS 430 Research in International Business
- MGMT 425 Analytics for the Human Resources Professional
- MGSC 390 Business Information Systems
- MGSC 391 Applied Statistical Modeling
- MGSC 486 Service Operations Management
- MKTG 352 Principles of Marketing Research
- MKTG 447 Pricing Strategy and Analytics

Total Credit Hours 12

Note: a maximum of one course can double count within your major(s).

Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Management, B.S.B.A. Human Resources and Organizational Leadership

Management, B.S.B.A. Entrepreneurship
Marketing, B.S.B.A.

Learning Outcomes

- Students will demonstrate knowledge of consumer behavior, and how marketers strive to use an understanding of consumer behavior to promote effective marketing through advertising, product design, or promotions.
- Students will develop an understanding of the internal and external factors that influence consumer choice.
- Students will be able to conduct marketing research, which will include the design and administration of questionnaires, an understanding of sampling techniques, and how to collect, clean, and code data.
- Students will develop the ability to analyze and interpret marketing research results.
- Students will be able to communicate market research results effectively.
- Students will develop an understanding of the strategic marketing management planning process.

Internationalization Requirement

The program also requires 9 hours of course work with international content that may be used to fulfill other degree requirements. Three hours must be taken from an approved list of courses offered by the Moore School of Business which contain international business or international economics content. The following course options can also be used to satisfy the 3 credit hours of this requirement: approved course work containing international business or international economics content, taken at a semester abroad program; an approved Maymester or summer overseas course containing international business or international economics content; an approved internship course in international business wherein a student would obtain discipline-related work experience in a foreign country; or an approved service-learning component. Students may choose from one of the following options to complete the remaining 6-hour requirement:

- Language: Two language courses at the 200 level or above
- Electives: Two approved courses with international content taken either inside or outside the Moore School of Business from a list available in the undergraduate office.

Admissions

Entrance Requirements

In addition to the academic admission requirements of the Moore School of Business stated below, a limit on admission to the program may be imposed. An enrollment limit would become necessary if enrollment levels exceed school staffing capabilities and resources. The Undergraduate Admissions Committee, in consultation with the dean of the school, shall be responsible for adjusting undergraduate enrollment levels to ensure the quality of the undergraduate program. A student who meets admissions criteria will be favorably considered, but because of space limitations admission cannot be guaranteed. Once minimum criteria are met, all qualified applicants are placed into an admissions group and are ranked by academic credentials. Based on the number of available seats, students are admitted in ranked order until capacity is reached. The Moore School only considers new applicants for Fall Term admission.

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Students from other UofSC campuses who have no work from colleges outside of UofSC must have a minimum cumulative Institution GPA of 3.25, must have taken at least 15 UofSC credit hours, and have completed calculus with a minimum grade of C. Additionally, those students who have fewer than 30 semester hours from colleges outside UofSC must also meet Columbia campus freshman admission requirements. Change of campus applicants will only be considered for Fall Term admission.

Students enrolled in other colleges on the Columbia campus must have a minimum cumulative Institution GPA of 3.25, must have at least 15 UofSC credit hour, and have completed calculus with a minimum grade of C. Internal transfers will only be considered for admission in the fall term.

Transfer students from other institutions must present a minimum cumulative GPA of 3.25 on all college work taken and have completed calculus with a minimum grade of C. Students who have taken fewer than 30 semester hours of college work must also meet Columbia campus freshman admission requirements. External transfers will only be considered for Fall Term admission.

Degree Requirements (122 hours)

See Darla Moore School of Business (p. 312) for progression requirements and other regulations.

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1. Carolina Core Requirements (31-43 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

must be passed with a grade of C or higher

- ENGL 101
- ENGL 102

ARP – Analytical Reasoning and Problem Solving (6-7 hours)

must be passed with a grade of C or higher

- MATH 122 or MATH 141
- STAT 206

SCI – Scientific Literacy (7 hours)

- Two approved Carolina Core Scientific Literacy courses (p. 742), including one laboratory course
**GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)**

Students shall demonstrate in one Foreign Language the ability to comprehend the topic and the main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects. This ability can be demonstrated by achieving a score of two or better on a USC foreign language test. Those failing to do so must satisfactorily complete equivalent study of foreign language at USC.

- CC-GFL courses (p. 742)

**GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)**

- any CC-GHS course (p. 742)

**GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)**

- any CC-GSS course (p. 742)

**AIU – Aesthetic and Interpretive Understanding (3 hours)**

- any CC-AIU course (p. 742)

**CMS – Effective, Engaged, and Persuasive Communication: Spoken Component (0-3 hours)**

- any overlay or stand-alone CC-CMS course (p. 742)

**INF – Information Literacy (0-3 hours)**

- any overlay or stand-alone CC-INF course (p. 742)

**VSR – Values, Ethics, and Social Responsibility (0-3 hours)**

- any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

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**2. College Requirements (40 hours)**

*must be passed with a grade of C or higher*

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<td>Computer Information Systems in Business</td>
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</tr>
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</table>

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**3. Program Requirements (27-36 hours)**

*must be passed with a grade of C or higher*

Upper-Level Business Electives: Students with a single major in Marketing must complete additional upper level (300-level or above) business/economics course work (in ACCT, ECON, FINA, IBUS, MGMT, MGSC, or MKTG) for a total of 21 hours of Upper-Level Business courses, which include major hours. Students must meet prerequisites to take the business elective of their choosing. Students may choose to double major or pursue a business analytics concentration in place of Upper-Level Business Electives.

**Minor or Directed Coursework (minimum of 18 hours)**

Minors (non-business) may be selected from a University-wide list of approved minors. The minor is normally a minimum of 18 hours of prescribed courses in one subject area. Students not selecting such a minor may submit an alternative program of study to satisfy the directed coursework requirement. All alternative programs of study are subject to approval by the Undergraduate Program Faculty Committee in coordination with the Undergraduate Division. All minor courses or directed coursework must be passed with a grade of C or better.

**Electives (3-12 hours)**

All students must complete 3 hours of electives, not to include coursework in PEDU or MATH/STAT below the Moore School minimum requirements (ex. MATH 111 or STAT 110). Students are strongly encouraged to take a business section of UNIV 101 to fulfill this elective. Additional electives may be needed if a student exempts the foreign language requirement or fulfills Carolina Core requirements with overlay courses. Those credit hours must be replaced with additional elective credits.

**4. Major Requirements (15 hours)**

*a minimum grade of C is required in all major courses*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 351</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 352</td>
<td>Principles of Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 465</td>
<td>Marketing Strategy and Planning</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

9

**Major Electives (6 hours)**

Select six hours of the following:

- MKTG 445 Sales Strategy
- MKTG 446 Sales Automation and Customer Management
- MKTG 447 Pricing Strategy and Analytics
- MKTG 451 Topics in Marketing
- MKTG 454 Business-to-Business Marketing
- MKTG 455 Marketing Communications and Strategy

**Total Credit Hours**

6
Learning Outcomes

- To gain an understanding of the concepts and tools needed for the design, management, and improvement of operations and business processes in individual organizations.
- To gain an understanding of global sourcing strategies.
- To gain an understanding of various supply chain management strategies and techniques.
- To manage and improve operational processes.

Internationalization Requirement

The program also requires 9 hours of course work with international content that may be used to fulfill other degree requirements. Three hours must be taken from an approved list of courses offered by the Moore School of Business which contain international business or international economics content. The following course options can also be used to satisfy the 3 credit hours of this requirement: approved course work containing international business or international economics content, taken at a semester abroad program; an approved Maymester or summer overseas course containing international business or international economics content; an approved internship course in international business wherein a student would obtain discipline-related work experience in a foreign country; or an approved service-learning component. Students may choose from one of the following options to complete the remaining 6-hour requirement:

- **Language:** Two language courses at the 200 level or above
- **Electives:** Two approved courses with international content taken either inside or outside the Moore School of Business from a list available in the undergraduate office.

Admissions

Entrance Requirements

In addition to the academic admission requirements of the Moore School of Business stated below, a limit on admission to the program may be imposed. An enrollment limit would become necessary if enrollment levels exceed school staffing capabilities and resources. The Undergraduate Admissions Committee, in consultation with the dean of the school, shall be responsible for adjusting undergraduate enrollment levels to ensure the quality of the undergraduate program. A student who meets admissions criteria will be favorably considered, but because of space limitations admission cannot be guaranteed. Once minimum criteria are met, all qualified applicants are placed into an admissions pool and are ranked by academic credentials. Based on the number of available seats, students are admitted in ranked order until capacity is reached. The Moore School only considers new applicants for Fall Term admission.

**Freshmen** entering the UofSC Columbia Pre-Business division of the Moore School of Business must meet the campus requirements for admission. Freshmen applicants will only be considered for Fall Term admission.

**Students from other UofSC campuses** who have no work from colleges outside of UofSC must have a minimum cumulative Institution GPA of 3.25, must have taken at least 15 UofSC credit hours, and have completed calculus with a minimum grade of C. Additionally, those students who have fewer than 30 semester hours from colleges outside UofSC must also meet Columbia campus freshman admission requirements. Change of campus applicants will only be considered for Fall Term admission.

**Students enrolled in other colleges on the Columbia campus** must have a minimum cumulative Institution GPA of 3.25, must have at least 15 UofSC credit hour, and have completed calculus with a minimum grade of C. Internal transfers will only be considered for admission in the fall term.
Transfer students from other institutions must present a minimum cumulative GPA of 3.25 on all college work taken and have completed calculus with a minimum grade of C. Students who have taken fewer than 30 semester hours of college work must also meet Columbia campus freshman admission requirements. External transfers will only be considered for Fall Term admission.

Degree Requirements (123 hours)

See Darla Moore School of Business (p. 312) for progression requirements and other regulations.

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>31-43</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>40</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>27-36</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>16</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (31-43 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)  
*must be passed with a grade of C or higher*

- ENGL 101
- ENGL 102

ARP – Analytical Reasoning and Problem Solving (6-7 hours)  
*must be passed with a grade of C or higher*

- MATH 122 or MATH 141
- STAT 206

SCI – Scientific Literacy (7 hours)  
*must be passed with a grade of C or higher*

- Two approved Carolina Core Scientific Literacy courses (p. 742), including one laboratory course

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)  
Students shall demonstrate in one Foreign Language the ability to comprehend the topic and the main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects. This ability can be demonstrated by achieving a score of two or better on a USC foreign language test. Those failing to do so must satisfactorily complete equivalent study of foreign language at USC.

- CC-GFL courses (p. 742)

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)  
*any CC-GHS course (p. 742)*

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)  
*any CC-GSS course (p. 742)*

AIU – Aesthetic and Interpretive Understanding (3 hours)  
*any CC-AIU course (p. 742)*

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component  
*any overlay or stand-alone CC-CMS course (p. 742)*

INF – Information Literacy  
*any overlay or stand-alone CC-INF course (p. 742)*

VSR – Values, Ethics, and Social Responsibility  
*any overlay or stand-alone CC-VSR course (p. 742)*

1 Carolina Core Stand Alone or Overlay Eligible Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (40 hours)  
*must be passed with a grade of C or higher*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 225</td>
<td>Introduction to Financial Accounting</td>
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<td>BADM 301</td>
<td>Business Careers in the Global Economy</td>
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<td>ECON 221</td>
<td>Principles of Microeconomics</td>
<td>3</td>
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<td>ECON 222</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>FINA 363</td>
<td>Introduction to Finance</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 250</td>
<td>Professional Communication</td>
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<tr>
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<td>3</td>
</tr>
<tr>
<td>MGSC 290</td>
<td>Computer Information Systems in Business</td>
<td>3</td>
</tr>
<tr>
<td>MGSC 291</td>
<td>Applied Statistics for Business</td>
<td>3</td>
</tr>
<tr>
<td>MGSC 395</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 350</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 40

3. Program Requirements (27-36 hours)  
*must be passed with a grade of C or higher*

Supporting Courses (0-6 hours)  

Upper-Level Business Electives: Students with a single major in Operations and Supply Chain must complete additional upper level (300-level or above) business/economics course work (in ACCT, ECON, FINA, IBUS, MGMT, MGSC, or MKTG) for a total of 21 hours of Upper-Level Business courses, which include major hours. Students must meet prerequisites to take the business elective of their choosing. Students may choose to double major or pursue a business analytics concentration in place of Upper-Level Business Electives.
Minor or Directed Coursework (minimum of 18 hours)

Minors (non-business) may be selected from a University-wide list of approved minors. The minor is normally a minimum of 18 hours of prescribed courses in one subject area. Students not selecting such a minor may submit an alternative program of study to satisfy the directed coursework requirement. All alternative programs of study are subject to approval by the Undergraduate Program Faculty Committee in coordination with the Undergraduate Division. All minor courses or directed coursework must be passed with a grade of C or better.

Electives (3-12 hours)

All students must complete 3 hours of electives, not to include coursework in PEDU or MATH/STAT below the Moore School minimum requirements (ex. MATH 111 or STAT 110). Students are strongly encouraged to take a business section of UNIV 101 to fulfill this elective. Additional electives may be needed if a student exempts the foreign language requirement or fulfills Carolina Core requirements with overlay courses. Those credit hours must be replaced with additional elective credits.

4. Major Requirements (16 hours)

a minimum grade of C is required in all major courses

Major Courses (16 hours)

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>MGSC 485</td>
<td>Business Process Management</td>
<td>3</td>
</tr>
<tr>
<td>MGSC 495</td>
<td>Supply Chain Planning and Execution</td>
<td>4</td>
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<tr>
<td>or MGSC 497</td>
<td>GSCOM Capstone Project</td>
<td></td>
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<tr>
<td>Select three of the following:</td>
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<tr>
<td>MGSC 486</td>
<td>Service Operations Management</td>
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</tr>
<tr>
<td>MGSC 487</td>
<td>Global Sourcing Strategies and Application</td>
<td></td>
</tr>
<tr>
<td>MGSC 491</td>
<td>Supply Chain Management</td>
<td></td>
</tr>
<tr>
<td>MGSC 492</td>
<td>Logistics, Transportation and Distribution</td>
<td></td>
</tr>
<tr>
<td>MGSC 498</td>
<td>Project Management for Business</td>
<td></td>
</tr>
<tr>
<td>MGSC 488</td>
<td>Innovation and Design</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 16

Note: Students must apply for placement into MGSC 495 and MGSC 497 through a competitive application process.

Business Analytics Concentration (12 hours) optional

Please consult with your Academic Advisor or department on the courses recommended for individual majors. The analytics concentration must be taken in conjunction with a major. The department may add additional electives to the Business Analytics Concentration, subject to the approval of the Business Analytics Task Force.

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>MGSC 394</td>
<td>Data Analytics for Business</td>
<td>3</td>
</tr>
<tr>
<td>Select nine hours from the following:</td>
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<td>9</td>
</tr>
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<td></td>
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<td>FINA 472</td>
<td>Student-Managed Investments</td>
<td></td>
</tr>
<tr>
<td>IBUS 430</td>
<td>Research in International Business</td>
<td></td>
</tr>
<tr>
<td>MGMT 425</td>
<td>Analytics for the Human Resources Professional</td>
<td></td>
</tr>
</tbody>
</table>

Internationalization Requirement

The program also requires 9 hours of course work with international content that may be used to fulfill other degree requirements. Three hours must be taken from an approved list of courses offered by the Moore School of Business which contain international business or international economics content. The following course options can also be used to satisfy the 3 credit hours of this requirement: approved course work containing international business or international economics content, taken at a semester abroad program; an approved Maymester or summer overseas course containing international business or international economics content; an approved internship course in international business wherein a student would obtain discipline-related work experience in a foreign country; or an approved service-learning component. Students may choose from one of the following options to complete the remaining 6-hour requirement:

- **Language**: Two language courses at the 200 level or above or
- **Electives**: Two approved courses with international content taken either inside or outside the Moore School of Business from a list available in the undergraduate office.

Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Operations and Supply Chain, B.S.B.A.

Real Estate, B.S.B.A.

Learning Outcomes

- Students will understand the importance and role of real estate in local and national economies.
- Students will be able to identify key driving forces of the real estate market.
- Students will be able to analyze real estate investment cash flows and make real estate investment decisions based on net present value or the internal rate of return.
- Students will understand and be able to analyze mortgage contracts taking the perspective as a borrower, a lender, and an investor.
- Students will be able to understand the basic trade-off in debt versus equity finance in real estate.
- Students will be able to understand the basics of securitization and be able to analyze simple mortgage-backed securitization deals.

Total Credit Hours 12

Note: Students must apply for placement into MGSC 495 and MGSC 497 through a competitive application process.

Electives:

- MGSC 390 Business Information Systems
- MGSC 391 Applied Statistical Modeling
- MGSC 486 Service Operations Management
- MKTG 352 Principles of Marketing Research
- MKTG 447 Pricing Strategy and Analytics
- MKTG 448 Data Science for Business Decision-Making
Admissions
Entrance Requirements
In addition to the academic admission requirements of the Moore School of Business stated below, a limit on admission to the program may be imposed. An enrollment limit would become necessary if enrollment levels exceed school staffing capabilities and resources. The Undergraduate Admissions Committee, in consultation with the dean of the school, shall be responsible for adjusting undergraduate enrollment levels to ensure the quality of the undergraduate program. A student who meets admissions criteria will be favorably considered, but because of space limitations admission cannot be guaranteed. Once minimum criteria are met, all qualified applicants are placed into an admissions group and are ranked by academic credentials. Based on the number of available seats, students are admitted in ranked order until capacity is reached. The Moore School only considers new applicants for Fall Term admission.

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Degree Requirements (122 hours)
See Darla Moore School of Business (p. 312) for progression requirements and other regulations.

Program of Study

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<td>3. Program Requirements</td>
<td>27-36</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>15</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (31-43 hours)
CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

must be passed with a grade of C or higher
- ENGL 101
- ENGL 102

ARP – Analytical Reasoning and Problem Solving (6-7 hours)

must be passed with a grade of C or higher
- MATH 122 or MATH 141
- STAT 206

SCI – Scientific Literacy (7 hours)
- Two approved Carolina Core Scientific Literacy courses (p. 742), including one laboratory course

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)
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- CC-GFL courses (p. 742)

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)
- any CC-GHS course (p. 742)

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- any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)
- any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component ¹ (0-3 hours)
- any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy ¹ (0-3 hours)
- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility ¹ (0-3 hours)
- any overlay or stand-alone CC-VSR course (p. 742)
1 Carolina Core Stand Alone or Overlay Eligible

Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a maximum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (40 hours)

must be passed with a grade of C or higher

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<td>Introduction to Managerial Accounting</td>
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<tr>
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<td>Operations Management</td>
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</tr>
<tr>
<td>MKTG 350</td>
<td>Principles of Marketing</td>
<td>3</td>
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</table>

Total Credit Hours 40

3. Program Requirements (27-36 hours)

Supporting Courses (0-6 hours)

must be passed with a grade of C or higher

Upper-Level Business Electives: Students with a single major in Real Estate must complete additional upper level (300-level or above) business/economics course work (in ACCT, ECON, FINA, IBUS, MGMT, MGSC, or MKTG) for a total of 21 hours of Upper-Level Business courses, which include major hours. Students must meet prequisites to take the business elective of their choosing. Students may choose to double major or pursue a business analytics concentration in place of Upper-Level Business Electives.

Minor or Directed Coursework (minimum of 18 hours)

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Electives (3-12 hours)

All students must complete 3 hours of electives, not to include coursework in PEDU or MATH/STAT below the Moore School minimum requirements (ex. MATH 111 or STAT 110). Students are strongly encouraged to take a business section of UNIV 101 to fulfill this elective. Additional electives may be needed if a student exempts the foreign language requirement or fulfills Carolina Core requirements with overlay courses. Those credit hours must be replaced with additional elective credits.

4. Major Requirements (15 hours)

a minimum grade of C is required in all major courses

Major Courses (9 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>FINA 366</td>
<td>Introduction to Real Estate and Urban Development</td>
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</tr>
<tr>
<td>FINA 466</td>
<td>Real Estate Investment Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>FINA 467</td>
<td>Real Estate Finance</td>
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Total Credit Hours 9

Major Electives (6 hours)

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<th>Title</th>
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</thead>
<tbody>
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<td>FINA 365</td>
<td>Corporate Financial Analysis</td>
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</tr>
<tr>
<td>FINA 465</td>
<td>Commercial Bank Practice and Policy</td>
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<tr>
<td>FINA 469</td>
<td>Investment Analysis and Portfolio Management</td>
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Select one of the following:

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<th>Title</th>
<th>Credits</th>
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</thead>
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<td>FINA 367</td>
<td>Real Estate Market Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FINA 468</td>
<td>Real Estate Appraisal</td>
<td>3</td>
</tr>
<tr>
<td>FINA 480</td>
<td>Global Real Estate Capital Markets</td>
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</tbody>
</table>

Total Credit Hours 6

Business Analytics Concentration (12 hours) optional

Please consult with your Academic Advisor or department on the courses recommended for individual majors. The analytics concentration must be taken in conjunction with a major. The department may add additional electives to the Business Analytics Concentration, subject to the approval of the Business Analytics Task Force.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MGSC 394</td>
<td>Data Analytics for Business</td>
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Select nine hours of the following:

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</tr>
<tr>
<td>FINA 472</td>
<td>Student-Managed Investments</td>
<td>3</td>
</tr>
<tr>
<td>IBUS 430</td>
<td>Research in International Business</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 425</td>
<td>Analytics for the Human Resources Professional</td>
<td>3</td>
</tr>
<tr>
<td>MGSC 390</td>
<td>Business Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>MGSC 486</td>
<td>Service Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 352</td>
<td>Principles of Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 447</td>
<td>Pricing Strategy and Analytics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.
Internationalization Requirement

The program also requires 9 hours of course work with international content that may be used to fulfill other degree requirements. Three hours must be taken from an approved list of courses offered by the Moore School of Business which contain international business or international economics content. The following course options can also be used to satisfy the 3 credit hours of this requirement: approved course work containing international business or international economics content, taken at a semester abroad program; an approved Maymester or summer overseas course containing international business or international economics content; an approved internship course in international business wherein a student would obtain discipline-related work experience in a foreign country; or an approved service-learning component. Students may choose from one of the following options to complete the remaining 6-hour requirement:

- **Language:** Two language courses at the 200 level or above
- **Electives:** Two approved courses with international content taken either inside or outside the Moore School of Business from a list available in the undergraduate office.

Admissions

Entrance Requirements

In addition to the academic admission requirements of the Moore School of Business stated below, a limit on admission to the program may be imposed. An enrollment limit would become necessary if enrollment levels exceed school staffing capabilities and resources. The Undergraduate Admissions Committee, in consultation with the dean of the school, shall be responsible for adjusting undergraduate enrollment levels to ensure the quality of the undergraduate program. A student who meets admissions criteria will be favorably considered, but because of space limitations admission cannot be guaranteed. Once minimum criteria are met, all qualified applicants are placed into an admissions group and are ranked by academic credentials. Based on the number of available seats, students are admitted in ranked order until capacity is reached. The Moore School only considers new applicants for Fall Term admission.

**Freshmen** entering the UofSC Columbia Pre-Business division of the Moore School of Business must meet the campus requirements for admission. Freshmen applicants will only be considered for Fall Term admission.

**Students from other UofSC campuses** who have no work from colleges outside of UofSC must have a minimum cumulative Institution GPA of 3.25, must have taken at least 15 UofSC credit hours, and have completed calculus with a minimum grade of C. Additionally, those students who have fewer than 30 semester hours from colleges outside UofSC must also meet Columbia campus freshman admission requirements. Change of campus applicants will only be considered for Fall Term admission.

**Students enrolled in other colleges on the Columbia campus** must have a minimum cumulative Institution GPA of 3.25, must have at least 15 UofSC credit hour, and have completed calculus with a minimum grade of C. Internal transfers will only be considered for admission in the fall term.

**Transfer students from other institutions** must present a minimum cumulative GPA of 3.25 on all college work taken and have completed calculus with a minimum grade of C. Students who have taken fewer
than 30 semester hours of college work must also meet Columbia campus freshman admission requirements. External transfers will only be considered for Fall Term admission.

Degree Requirements (122 hours)
See Darla Moore School of Business (p. 312) for progression requirements and other regulations.

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>31-43</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>40</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>27-36</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>15</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (31-43 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

*must be passed with a grade of C or higher*

- ENGL 101
- ENGL 102

ARP – Analytical Reasoning and Problem Solving (6-7 hours)

*must be passed with a grade of C or higher*

- MATH 122 or MATH 141
- STAT 206

SCI – Scientific Literacy (7 hours)

- Two approved Carolina Core Scientific Literacy courses (p. 742), including one laboratory course

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Students shall demonstrate in one Foreign Language the ability to comprehend the topic and the main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects. This ability can be demonstrated by achieving a score of two or better on a USC foreign language test. Those failing to do so must satisfactorily complete equivalent study of foreign language at USC.

- CC-GFL courses (p. 742)

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

- any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

- any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)

- any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)

- any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy 1 (0-3 hours)

- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)

- any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible

Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (40 hours)

*must be passed with a grade of C or higher*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 225</td>
<td>Introduction to Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 226</td>
<td>Introduction to Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 324</td>
<td>Survey of Commercial Law</td>
<td>3</td>
</tr>
<tr>
<td>BADM 301</td>
<td>Business Careers in the Global Economy</td>
<td>1</td>
</tr>
<tr>
<td>ECON 221</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 222</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>FINA 363</td>
<td>Introduction to Finance</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 250</td>
<td>Professional Communication</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 371</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 478</td>
<td>Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>MGSC 290</td>
<td>Computer Information Systems in Business</td>
<td>3</td>
</tr>
<tr>
<td>MGSC 291</td>
<td>Applied Statistics for Business</td>
<td>3</td>
</tr>
<tr>
<td>MGSC 395</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 350</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 40

3. Program Requirements (27-36 hours)

Supporting Courses (0-6 hours)

*must be passed with a grade of C or higher*

Upper-Level Business Electives: Students with a single major in Risk Management and Insurance must complete additional upper level (300-level or above) business/economics course work (in ACCT, ECON, FINA, IBUS, MGMT, MGSC, or MKTG) for a total of 21 hours of Upper-Level Business courses, which include major hours. Students must meet prerequisites to take the business elective of their choosing. Students may choose to double major or pursue a business analytics concentration in place of Upper-Level Business Electives.

Minor or Directed Coursework (minimum of 18 hours)

Minors (non-business) may be selected from a University-wide list of approved minors. The minor is normally a minimum of 18 hours of prescribed courses in one subject area. Students not selecting such a minor may submit an alternative program of study to satisfy the
Electives (3-12 hours)
All students must complete 3 hours of electives, not to include coursework in PEDU or MATH/STAT below the Moore School minimum requirements (ex. MATH 111 or STAT 110). Students are strongly encouraged to take a business section of UNIV 101 to fulfill this elective. Additional electives may be needed if a student exempts the foreign language requirement or fulfills Carolina Core requirements with overlay courses. Those credit hours must be replaced with additional elective credits.

4. Major Requirements (15 hours)
A minimum grade of C is required in all major courses.

Major Courses (6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINA 341</td>
<td>Management of Risk and Insurance</td>
<td>3</td>
</tr>
<tr>
<td>FINA 469</td>
<td>Investment Analysis and Portfolio Management</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

Major Electives (9 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINA 442</td>
<td>Life and Health Insurance</td>
<td>3</td>
</tr>
<tr>
<td>FINA 443</td>
<td>Property and Liability Insurance</td>
<td>3</td>
</tr>
<tr>
<td>FINA 444</td>
<td>Corporate Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>FINA 445</td>
<td>Employee Benefits</td>
<td>3</td>
</tr>
<tr>
<td>FINA 446</td>
<td>Insurance Operations</td>
<td>3</td>
</tr>
<tr>
<td>FINA 490</td>
<td>Special Topics in Finance</td>
<td>3</td>
</tr>
<tr>
<td>ECON 531</td>
<td>Health Economics</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

1. Depending on the semester or nature of the project, FINA 490 may or may not be applicable to the Risk Management and Insurance major. Please consult your advisor to determine if it is applicable in the semester you wish to enroll in the project course.

Business Analytics Concentration (12 hours) optional
Please consult with your Academic Advisor or department on the courses recommended for individual majors. The analytics concentration must be taken in conjunction with a major. The department may add additional electives to the Business Analytics Concentration, subject to the approval of the Business Analytics Task Force.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGSC 394</td>
<td>Data Analytics for Business</td>
<td>3</td>
</tr>
<tr>
<td>Select nine of the following:</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>ACCT 404</td>
<td>Accounting Information Systems I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 436</td>
<td>Introductory Econometrics</td>
<td>3</td>
</tr>
<tr>
<td>FINA 444</td>
<td>Corporate Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>FINA 469</td>
<td>Investment Analysis and Portfolio Management</td>
<td>3</td>
</tr>
<tr>
<td>FINA 472</td>
<td>Student-Managed Investments</td>
<td>3</td>
</tr>
<tr>
<td>IBUS 430</td>
<td>Research in International Business</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

Major Map
A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.


College of Education
Jon E. Pedersen, Dean
Thomas E. Hodges, Executive Associate Dean for Faculty and Academic Affairs
Michelle L. Bryan, Chief Equity Officer & Associate Dean for Diversity, Equity and Inclusion
Rob L. Dedmon, Assistant Dean for Enrollment Management and Academic Program Development
Ryan Inzana, Assistant Dean for Business Operations and Chief Financial Officer
Cindy Van Buren, Assistant Dean for Professional Partnerships

Overview
The College of Education is the anchor of the Professional Education Unit (PEU) of the University of South Carolina, which is accredited by the Council for the Accreditation of Educator Preparation (CAEP). In cooperation with the five other colleges/schools of the PEU and our public school partners, the College of Education offers education programs that are designed to develop collaborative educational leaders, including educators’ commitment to integrity, intellectual spirit, justice, and stewardship of schools. All University teacher education programs support prospective teachers in developing both in-depth content knowledge and appropriate knowledge, skills, and dispositions of teaching required in today’s classrooms. Extensive clinical experiences in a variety of appropriate PreK-12 classrooms and schools are a central component of each program.

The College of Education offers undergraduate degrees that lead to certification in early childhood (PreK-grade 3), elementary (grades 2-6), middle level (grades 5-8), and physical education (grades K-12).

Undergraduate teacher preparation programs outside the College of Education include K-12 music education (options in choral or instrumental) in the School of Music; and K-12 programs of art education, dance (concentration in dance education), and foreign language (teacher education options in Classics, French, German, and Spanish) in the College of Arts and Sciences.
Five-year undergraduate/graduate teacher preparation programs are offered in four areas of secondary education: English, mathematics, science, and social studies. Students pursue undergraduate degree programs in the discipline they wish to teach. Students should consult an advisor in the appropriate Arts and Sciences department for program information. Required undergraduate education courses for students pursuing certification in the five-year program include EDFI 300, EDSE 502, EDSE 500, and EDPY 401. Students pursuing English certification must also include EDSE 547 in their undergraduate course work. Students seeking certification also complete a fifth-year Master of Teaching degree. Students must apply for and be admitted to the graduate program. Students are not admitted to the master’s degree program solely by reason of their completion of the undergraduate degree.

Graduate initial teacher certification programs, including the M.A.T. in Special Education and many other areas, are described in the Graduate Studies Bulletin.

Admission to the Professional Program

All University teacher education students must apply and be admitted to Professional Program/Internship at mid-point(s) in their programs prior to final internship (i.e., student teaching). Requirements for admission vary by program, but for undergraduate students include 60 credit hours with a minimum overall GPA of 2.75, successful completion of a state-approved basic skills examination, and courses as specified by program area.

Students should contact their program area or the College of Education Office of Student Affairs for specific requirements and application deadlines.

Certification

To receive a recommendation for initial teacher certification, all University teacher education students must complete appropriate degree(s) and pass assessments required by the South Carolina Board of Education. Inasmuch as degree and certification requirements are linked, if state regulations change, degree requirements are also subject to change.

All students seeking a recommendation for initial teacher certification must:

1. successfully complete the requirements of the degree program;
2. achieve test scores at or above the level established by the state on the program-appropriate exams (Praxis II series) and submit scores to the Office of Student Affairs, College of Education, Wardlaw 113, and to the S.C. Department of Education;
3. submit to an FBI and SLED check for prior felony convictions prior to full-time clinical experience;
4. pay all certification fees as required;
5. successfully complete EEDA and ADEPT requirements with a positive recommendation for certification.

Information

Information regarding all programs in the College of Education and the education requirements for all teacher preparation programs are available online (https://sc.edu/study/colleges_schools/education/) or by contacting the Office of Student Affairs, College of Education, Wardlaw 113, 803-777-6732.

Minors in Education

Students completing degrees outside the College of Education who wish to include an education minor must contact their undergraduate dean’s office for prior approval.

Departments

- Educational Leadership and Policies (p. 342)
- Educational Studies (p. 342)
- Instruction and Teacher Education (p. 345)
- Physical Education (p. 364)

Counselor Education Minor

Minor Requirements (18 Hours)

The Counselor Education minor requires:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFI 300</td>
<td>Schools in Communities</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 301</td>
<td>Psychology of Marriage</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 310</td>
<td>Psychology of Women</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 301</td>
<td>Sex and Gender</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 305</td>
<td>Sociology of Families</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 18

Education Minor

Minor Requirements (18 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFI 300</td>
<td>Schools in Communities</td>
<td>3</td>
</tr>
<tr>
<td>EDPY 401</td>
<td>Learners and the Diversity of Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 517</td>
<td>Law and Policy Studies in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDFI 361</td>
<td>Comparative and International Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two additional courses from the following: 6

Students intending to complete the 5th-year Master of Teaching program for secondary education must complete the following two courses:

- EDSE 500 | Equity and Community Engagement |
- EDSE 502 | Teachers and Teaching |

All other students take the following two courses to complete the minor:

- EDTE 202 | Global Citizenship and Social Responsibility through Education |
Educational Leadership and Policies

Department Website (http://www.ed.sc.edu/EDLP/)

Peter Moyi, Interim Chair

Courses

EDHE 600 - Special Problems in Higher Education and Student Affairs (1-3 Credits)
The course is designed to provide opportunities for the study of special topics in higher education and student affairs administration.

EDLP 517 - Law and Policy Studies in Education (3 Credits)
Policy issues affecting public and private educational institutions across the PK-20 continuum (pre-school through higher education).

EDLP 520 - The Teacher as Manager (3 Credits)
To help teachers, principals, and other personnel solve school problems by identifying and applying selected management techniques.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

Experiential Learning: Experiential Learning Opportunity

EDLP 525 - Resources for Teaching and Learning (3 Credits)
An introduction to educational technology, its increasing importance in the total school program, and its relationship to learning theories and communication.

EDLP 601 - The Effective Teacher (3 Credits)
Use of theory and research to understand and improve classroom teaching. Emphasis on teacher reflection and decision-making. The administrative role in enhancing effectiveness is highlighted.

EDLP 690 - Independent Study (1-3 Credits)

Educational Studies

Department Website (http://edst.ed.sc.edu/)

Erik Drasgow, Chair

Courses

EDCE 502 - Guidance Techniques for Classroom Teachers (3 Credits)
A comparative study of the major theories in the field of family counseling.

EDCE 503 - Family Counseling (3 Credits)
The course is designed to provide counselors, teachers, and administrators with increased awareness of a wide variety of work experiences.

EDCE 507 - Educators in Industry (3 Credits)
Orientation to the profession of counseling including its historical, social, and cultural foundations. Declaration of the minor in counseling or admission to the Ed.S. in Counselor Education.

EDCE 510 - Introduction to Counseling (3 Credits)
Orientation to the profession of counseling including its historical, social, and cultural foundations. Declaration of the minor in counseling or admission to the Ed.S. in Counselor Education.

EDCE 520 - Wellness and Mental Health (3 Credits)
An overview of the characteristics of optimal holistic wellness and human functioning. Practical application of theoretically and empirically supported wellness models and interventions to enhance social, emotional, mental, physical, and spiritual well-being.

EDCE 555 - Theory and Practice of College Mentoring (3 Credits)
Emphasis on current professional approaches to college mentoring and development of leadership and mentoring skills. Students must participate in Minority Assistance Program. Upper division undergraduate standing or admission to a graduate program and consent of instructors.

EDCE 570 - Seminar in Counseling (3 Credits)
Declaration of the minor in counseling.

EDCE 600 - Communication Skills in Counseling (3 Credits)
Human relations principles applied to the counseling interview.

EDCE 650 - Counseling Student Athletes (3 Credits)
Issues facing student athletes regarding their personal and career development beyond athletics.

Cross-listed course: PEDU 660

EDCE 690 - Independent Study (1-3 Credits)

EDET 603 - Design and Development Tools I (3 Credits)
Study of multimedia elements (e.g., graphics, animation, audio, and video) including the creation and editing of materials. Instructional applications, copyright issues, and technology limitations will be explored. 03: 07/05/2019.

EDET 650 - Internship in Educational Technology (3 Credits)
Supervised field-based experiences in the design, development, evaluation, and implementation of technology-based instructional and training projects.

Prerequisites: EDET 603, EDET 703, and EDET 722.

EDET 652 - Design and Evaluation of Games and Simulations (3 Credits)
Application of instructional design criteria to computer and noncomputer interactions. Analyses include requisite cognitive processes, affective outcomes, and ethical standards. Design and formative testing of interactive exercises.

EDEX 205 - Understanding the Foundations of Disability (3 Credits)
The role of historical events, politics, media, race, gender, and other issues in shaping how disability is viewed. A critical framework for understanding how disability is viewed in Western culture and the effects of those views on individuals with disabilities.

Carolina Core: GSS

EDEX 399 - Independent Study (3-15 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.

Graduation with Leadership Distinction: GLD: Research

EDEX 491 - Introduction to Inclusion of Students with Mild Disabilities (2 Credits)
Inclusion strategies and accommodation planning for students with mild disabilities in general education classrooms.

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

EDEX 523 - Introduction to Exceptional Children (3 Credits)
Overview of the field of education for exceptional children. Basic course for those entering the field of special education.

EDEX 525 - The Nature of Orthopedic and Special Health Problems (3 Credits)
Symptomatology, behavioral manifestations, and resources for care and treatment of orthopedic conditions and other types of health problems in children and youth.
EDEX 530 - Introduction to Early Childhood Special Education (3 Credits)
An overview of early childhood special education for young children with disabilities and their families.

EDEX 531 - Nature of Students with Specific Learning Disabilities (3 Credits)
Children with average/above average intelligence and specific learning impairments; diagnostic and remedial techniques. (Offered by both the College of Education and the Department of Psychology).
Prerequisites: EDEX 523 or PSYC 528.

Cross-listed course: PSYC 529

EDEX 540 - Nature and Needs of the Gifted and Talented (3 Credits)
Types and characteristics of the gifted and talented.
Prerequisites: EDEX 523 or PSYC 528.

EDEX 580 - Direct Instruction in Reading for At-Risk Learners (3 Credits)
A study of the skills and knowledge required to implement direct instruction procedures when teaching reading, with opportunity for application of skills. Research and theoretical foundations will also be evaluated.
Prerequisites: EDEX 523.

EDEX 581 - Teaching Reading in the Content Area to Adolescents with Reading Disabilities (3 Credits)
Research, theory, and instructional practices related to providing reading instruction in content areas for youth with disabilities, with a focus on developing disciplinary literacy in inclusive settings.

EDEX 582 - Teaching Mathematics to Students at Risk (3 Credits)
Research, theory, and instructional practices related to mathematical readiness and instruction for children and youth at risk for mathematical difficulties.
Prerequisites: EDEX 523 or EDEX 491.

EDEX 610 - Instruction of Students with Severe and Multiple Disabilities (3 Credits)
Data-based instruction for teaching students with significant disabilities: task and developmental analysis, individualizing instruction, and preparing and implementing instructional programs.
Prerequisites: EDEX 523 or PSYC 528.

EDEX 615 - Curriculum and Language Instruction for Students with Severe and Multiple Disabilities (3 Credits)
Design, development, adaptation, and implementation of curriculum, language and communication instruction for students with significant disabilities.
Prerequisites: EDEX 523 or PSYC 528.

EDEX 616 - Instruction of Students with Specific Learning Disabilities (3 Credits)
Theory and application of current evidence-based procedures for teaching children with specific learning disabilities.
Prerequisites: EDEX 523, EDEX 531, or EDEX 632 or equivalent.

EDEX 619 - Nature of Students with Intellectual Disabilities (3 Credits)
Nature and causes of intellectual disabilities, behavior, and potentialities of persons with intellectual disabilities.
Prerequisites: a course in the areas of child psychology or child development.

EDEX 630 - Educational Procedures for Early Childhood Special Education (3 Credits)
An initial course in educational procedures focusing on intervention strategies for serving young children with disabilities in inclusive environments.
Prerequisites: EDEX 530.

EDEX 632 - Nature of Students with Emotional and Behavior Disabilities (3 Credits)
Characteristics, etiology, and major theoretical models for children experiencing emotional and/or behavioral problems in school; special education curriculum, programming alternatives, assessment, and issues concerning this population.
Prerequisites: EDEX 523 or PSYC 528.

EDEX 640 - Managing Problem Behavior in the Classroom (3 Credits)
The development of a workable approach to classroom management through an examination of a research-based synthesis of current knowledge in classroom and behavior management.

EDEX 643 - Social/Emotional Development and Guidance for Young Children with Developmental Delays (3 Credits)
Prerequisites: EDEX 523.

EDEX 646 - Advanced Procedures for Assessment in Early Childhood Special Education (ECSE) (3 Credits)
Advanced assessment methods for serving young children with and without developmental delays and their families.
Prerequisites: EDEX 530.

EDEX 670 - Nature of Students with Multi-categorical Disabilities (3 Credits)
Personal, social, and educational implications of a mild to moderate multi-categorical disability (emotional/behavioral, intellectual, and learning disabilities) throughout the lifespan of an individual.
Prerequisites: C or better in EDEX 523.

EDEX 671 - Instruction of Students with Multi-categorical Disabilities (3 Credits)
Theory and application of current evidence-based procedures for teaching children with mild to moderate multi-categorical disabilities.
Prerequisite or Corequisite: C or better in EDEX 670.

EDEX 682 - Introduction to Braille (3 Credits)
Basic course for mastery of the literary braille code. Transcription of instructional materials in literary braille.

EDEX 685 - Nature of Students with Visual Disabilities (3 Credits)
The psychological, social, and educational implications for persons with visual disabilities; definitions, incidence, characteristics of, and rehabilitative and educational programs for persons with visual disabilities.

EDEX 686 - Introduction to Deafness (3 Credits)
Educational implications of philosophy, theory, and research about deafness.
Prerequisites: EDEX 523 or equivalent.

EDEX 687 - Communication Systems for Students who are Deaf or Hearing Impaired (3 Credits)
Knowledge and basic skills of finger-spelling and sign forms for communication.
EDFI 690 - Independent Study (1-3 Credits)
EDFI 691 - Collaborative Partnerships in PK-12 Special Education (3 Credits)
Communication and collaboration skills and strategies for creating and maintaining effective partnerships with a variety of stakeholders involved in educating students with disabilities in PK-12 settings.
**Prerequisites:** EDEX 523 or PSYC 528.

EDFI 692 - Partnerships in Early Childhood Special Education (3 Credits)
Strategies for collaborating and communicating with families and other professionals as members of multidisciplinary teams in Early Intervention and Early childhood Special Education.
**Prerequisites:** EDEX 523.

EDFI 300 - Schools in Communities (3 Credits)
Social, political, and historical aspects of diverse educational institutions in American culture with an emphasis on families, schools, and communities. Sophomore standing.
**Graduation with Leadership Distinction:** GLD: Community Service

EDFI 321 - Dynamics of American Public Education (3 Credits)
Extensive treatment of the social, political, economic, and philosophical influences that have shaped public education. Analysis of the financial, organizational, and legal aspects of education. Library assignments provide a working knowledge of professional standard references and journals. Junior or higher standing.

EDFI 350 - Antiracist Education (3 Credits)
Basic concepts, issues, and practices of antiracist education. Topics include individual and institutional racism, overt and covert racism, curriculum, textbooks, power relationships, teacher-student relationships, and privacy.
**Cross-listed course:** AFAM 350
**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Leadership Experiences

EDFI 357 - Sociology of Education (3 Credits)
Analysis of educational institutions, organizations, processes, and their effects in contemporary society.
**Prerequisites:** SOCY 101.
**Cross-listed course:** SOCY 357
**Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy

EDFI 361 - Comparative and International Education (3 Credits)
Understanding of schooling in a global society. An introduction to comparative and international education and its major theories practices and research methodologies with an examination of educational issues, levels and system in a variety of cultural contexts and countries.

EDFI 399 - Independent Study (3 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
**Graduation with Leadership Distinction:** GLD: Research

EDFI 592 - Historical Foundations of American Educational Thought (3 Credits)
A survey of the history, philosophy, administration, and legal bases of American education.

EDFI 643 - Southern Educational History (3 Credits)
Development of educational institutions in Southern society with special attention given to South Carolina.

EDFI 690 - Independent Study (1-3 Credits)
EDPY 333 - Introduction to Child Growth and Development (3 Credits)
Basic course designed to familiarize the prospective teacher with the patterns of social, emotional, physical, and intellectual growth of the individual. Development of these growth patterns from the prenatal stage to the onset of adolescence.

EDPY 334 - Introduction to Adolescent Growth and Development (3 Credits)
Basic course designed to familiarize the prospective junior and senior high school teacher with the pattern of social, emotional, physical, and intellectual growth of the individual during his adolescent years. Recommendation of the advisor(s) required.

EDPY 335 - Introduction to Educational Psychology (3 Credits)
Applications of the psychology of learning and development. Special attention to basic statistics and the behavior of the school child.

EDPY 399 - Independent Study (3-15 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
**Graduation with Leadership Distinction:** GLD: Research

EDPY 401 - Learners and the Diversity of Learning (3 Credits)
Overview of psychological theories and research as it applies to education, including theories of learning, child and adolescent development, cognitive processes, classroom practices, individual differences/student diversity, and motivation.
**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Leadership Experiences

EDPY 401P - Practicum: Learners and the Diversity of Learning (1 Credit)
Field experience integrated with course on lifespan development and learning with an emphasis on individual and group diversity.
**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Internships

EDPY 644 - Free-Choice Learning and Informal Learning Environments (3 Credits)
Examines free-choice (or informal) learning and the characteristics of settings and activities outside of formal schooling that effectively promote learning and development.

EDPY 690 - Independent Study (3-15 Credits)
EDUC 110 - USC Teaching Fellows Leadership Seminar (0 Credits)
A resource for members of the Teaching Fellows Program to successfully complete yearly program requirements. Topics include: qualities of an effective teacher, how to give constructive classroom feedback, students' needs decision making, leadership styles, valuing diversity, and factors that influence/contribute to effective teacher leadership. Restricted to students enrolled in the USC Teaching Fellows Program. Instructor permission only.

EDUC 360 - Global and Multicultural Perspectives on Education in International Settings (3 Credits)
Study abroad course in which students apply social science knowledge and analytical methods to understand the ways in which culture, society, politics, and global forces affect education and schooling in diverse international settings. May be repeated as content varies by destination.
**Carolina Core:** GSS
**Graduation with Leadership Distinction:** GLD: Global Learning

EDUC 610 - Case Study in Classroom Management (3 Credits)
Case study in the clinical application of pedagogy and methods related to classroom management, including relational, procedural and instructional aspects of a classroom management approach.
Progression Requirements

To remain in the early childhood, elementary, or middle level degree programs offered by the College of Education, a student must make satisfactory progress toward the degree. A student who fails to make satisfactory progress, as identified in each program area, may be placed on an Action Plan or deemed ineligible to progress in the program in which enrolled. An Action Plan will be written that describes specific goals, actions, and criteria which the student must meet in order to be eligible to progress. Students may repeat one time only, one course offered through a department in the College of Education for which an unsatisfactory grade was earned. Students who earn more than one unsatisfactory grade in an Education course will no longer be eligible to progress in the program.

Any student who fails to meet a progression requirement to continue in an undergraduate program in the College of Education and wishes to transfer to a different major in the Department of Instruction and Teacher Education must petition the new program and be approved for admission by the faculty of the program.

Additionally, all students in the college are subject to the regulations on probation, suspension, and readmission in the section of this bulletin titled "Academic Regulations" under the heading "Academic Standards Policies."

Professional Program

Admission to the professional program in early childhood, elementary, or middle level education is granted by the dean of the College of Education and constitutes the first "midpoint" review in each respective assessment system. Professional program and internship admission requirements can be found in the description of each program area.

Exit Requirements

1. Successfully complete all degree requirements.
2. Complete and submit an application for graduation to the College of Education's Office of Student Affairs early in the last semester of the senior year. Students should consult the official University calendar for the specific date that the application is due.

Early Childhood Education

The Department of Instruction and Teacher Education offers a program leading to a B.A. degree in early childhood education. Students successfully completing all certification requirements are eligible to apply for a professional credential to teach preschool through grade 3.

The Early Childhood Education Professional Program

Upon completion of 60 semester hours of course work, including courses specified by the program area, the candidate may apply for admission to the Professional Program in Early Childhood Education.

For admission to the professional program, the candidate must:

1. meet the state basic skills testing requirement;
2. pass the USC Education and Economic Development Act Assessment;
3. achieve a minimum overall GPA of 2.75
4. achieve a GPA of 3.00 or higher and no grade lower than C on education courses and field experiences;
5. earn a grade of C or better in specific course work as required by the program area.

The Early Childhood Internship Admission Requirements
For admission to the internship semesters, the candidate must:

1. be admitted to the professional program;
2. achieve a minimum overall GPA of 2.75
3. achieve a GPA of 3.00 or higher in all education course work with no grade lower than C;
4. achieve a grade of C or better in specified course work as required by the program area and completed since entry into the professional program;
5. successfully complete criminal background check as required by the S.C. Department of Education by program deadline;
6. earn a grade of B or better in either EDEC 342P or EDEC 443 to meet the dispositions requirement for admission to Internship II. An action plan is required for students who make a grade of C or C+ in either EDEC 342P or EDEC 443;
7. Submit satisfactory work sample as required by the program area.

Elementary Education
The Department of Instruction and Teacher Education offers a program leading to a B.A. degree in elementary education. Students successfully completing all degree and certification requirements are eligible to apply for a professional credential to teach grades 2 through 6.

The Elementary Education Professional Program
Upon completion of 60 hours of course work, including courses specified by the program area, the candidate may apply for admission to the Professional Education Program in Elementary Education. For admission to the professional program the candidate must have:

1. successfully meet the state basic skills testing requirement;
2. pass the USC Education and Economic Development Act Assessment;
3. achieve a minimum overall GPA of 2.75
4. achieve a GPA of 3.00 or higher and no grade lower than C in education courses and field experiences;
5. grade of C or better in specific course work as required by the program area.

The Elementary Education Internship Admission Requirements
For admission to the senior internship semesters, the candidate must:

1. be admitted to the professional program;
2. achieve a minimum overall GPA of 2.75;
3. achieve a GPA of 3.00 or higher in all education course work;
4. achieve a grade of C or better in specific course work as required by the program area;
5. pass criminal background check as required by the S.C. Department of Education by program deadline.

In addition to the above, for admission to EDEL 490 a GPA of 3.00 or higher is required in EDEL 440, EDEL 450, EDEL 460, EDEL 471 and EDRD 431.

Middle Level Education
The Department of Teaching and Instruction offers a program leading to a B.A. or B.S. degree in middle level education. Students successfully completing certification requirements are eligible to apply for a professional credential to teach grades 5 through 8.

Students pursuing a B.A. degree will complete 27 hours in liberal arts and 14 hours in science and mathematics and complete concentrations in English and social studies. Students pursuing a B.S. degree will complete 24 hours in liberal arts and 19 hours in science and mathematics and complete concentrations in science and mathematics. Students completing English/mathematics, English/science, social studies/mathematics, or social studies/science concentrations can choose between pursuing a B.A. or B.S. degree.

The Middle Level Education Professional Program
Upon completion of 60 hours of course work, including the completion of the 9-semester-hour education core (EDTE 201, EDFI 300, and EDPY 401), the candidate may apply for admission to the Professional Education Program in Middle Level Education. For admission to the professional program the candidate must have:

1. successfully meet the state basic skills testing requirement;
2. pass the USC Education and Economic Development Act Assessment;
3. achieve a minimum overall GPA of 2.75
4. achieve a GPA of 3.00 or higher and no grade lower than C in education courses and field experiences;
5. grade of C or better in specific course work as required by the program area.

The Middle Level Internship Admission Requirements
For admission into EDML 598 Internship A in the Middle School, a candidate must:

1. be admitted to the professional program;
2. complete EDML 321;
3. earn a grade of C or better in specific course work as required by the program area;
4. achieve a GPA of 3.00 or higher in all education course work;
5. comply with criminal background check and health screening requirements.

For admission into EDML 599 Internship B in the Middle School, a candidate must:

1. complete EDTE 522;
2. earn a grade of C or better in specific course work as required by the program area;
3. complete four of the six courses in each of the two content areas.

Programs
- Early Childhood Education, B.A. (p. 353)
- Elementary Education, B.A. (p. 355)
- Middle Level Education, B.A. (p. 357)
- Middle Level Education, B.S. (p. 361)
- Secondary Education Mathematics Minor (p. 364)
Courses

EDCS 625 - Solving Practical Problems in School Curriculum (3 Credits)
An introduction to current and promising designs and approaches to curriculum development from grades K-12.

EDCS 690 - Independent Study (1-3 Credits)

EDEC 201 - Inquiry into Early Childhood Education (3 Credits)
Inquiry into the roles, programs, history, and culture trends in early childhood education.

EDEC 250 - Play and Early Learning (3 Credits)
Theory and practice related to children's play and early learning in family, community, and educational settings.

EDEC 336 - Culturally Relevant Pedagogy in Early Childhood Classrooms (3 Credits)
A study of the theoretical and practical foundations of effective teaching in diverse classroom environments. Ethnicity, gender, social class, religion and other issues are considered from multiple perspectives.

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy; GLD: Global Learning

EDEC 340 - The Young Child: Development, Care and Education (Birth to 3 years) (3 Credits)
Infants' and toddlers' development and care from an ecological perspective. Assessment of children in various settings is emphasized.
Corequisite: EDEC 340P.

EDEC 340P - The Young Child: Development, Care and Education (Birth to 3 years) Practicum (1 Credit)
Practicum in infants' and toddlers' development and care observed and assessed from an ecological perspective. Includes service learning.
Corequisite: EDEC 340.

EDEC 342 - The Young Child: Development, Care and Education (3-8 years) (3 Credits)
Development of young children and its relationship to appropriate practice and curriculum with an emphasis on mathematics, science, and social studies.
Prerequisites: EDEC 340 and EDEC 340P.
Corequisite: EDEC 342P, EDEC 344, EDEC 347 and EDRD 345.

Graduation with Leadership Distinction: GLD: Research

EDEC 342P - The Young Child: Development, Care and Education (3-8 years) Practicum (3 Credits)
Practicum in development, assessment, and education of young children with an emphasis on mathematics, science, and social studies.
Prerequisites: EDEC 340 and 340P.
Corequisite: EDEC 342, EDEC 344, EDEC 347 and EDRD 345.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

EDEC 344 - Supporting Linguistic Pluralism Across Content Areas (3 Credits)
Introduction to issues, ideas, practices and policies in support of learning and teaching in multilingual classrooms, pre-K to grade 12 for undergraduate early childhood education majors. Early Childhood Majors Only.
Corequisite: EDEC 342, EDEC 342P, EDEC 347 and EDRD 345.

EDEC 347 - Community of Learners and Classroom Management in Early Childhood (3 Credits)
Methods of building a community of learners including child guidance and group management that foster the development of self-control and learning.
Corequisite: EDEC 342, EDEC 342P, EDEC 344 and EDRD 345.

EDEC 441 - Teaching Mathematics in Early Childhood (3 Credits)
Methods and materials in teaching and assessment in early childhood mathematics (pre-kindergarten-grade 3). Admission to Internship I.
Corequisite: EDEC 443.

EDEC 442 - Teaching Science in Early Childhood Education (3 Credits)
The study and practice of science education for pre-school and primary students focusing on appropriate content, goals and methods. Admission to internship in early childhood education.
Corequisite: EDEC 443.

EDEC 443 - Internship in Integrated Curriculum in Early Childhood Education (4 Credits)
Internship in developmentally and culturally appropriate content and pedagogy in language and literacy, mathematics, science, social studies, and fine arts for young children through grade 3. Admission to internship in early childhood education.
Corequisite: EDEC 441, EDEC 442 and EDRD 445.

EDEC 444 - Teaching Social Studies to Early Childhood Education (3 Credits)
The study and practice of Social Studies education for undergraduate majors in early childhood education. Early Childhood Majors Only.

EDEC 492 - Internship in Curriculum, Assessment, Teaching, and Professional Roles (9 Credits)
Internship for practice in classrooms appropriate to the level of certification sought (early childhood) related to professional roles. Admission to the Professional Program in Early Childhood Education.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

Experiential Learning: Experiential Learning Opportunity

EDEC 510 - Parent/Family Dynamics in Early Childhood Education (3 Credits)
Principles, practices, and content of family dynamics, including practicum/service learning.
Graduation with Leadership Distinction: GLD: Community Service

EDEC 540 - The Young Child: Behavior and Development in Early Childhood (3 Credits)
Service-learning and seminar experiences addressing intellectual, physical, social, and emotional development, prenatal through grade three, within an ecological context. Child's critical thinking, creative expression, and diagnosis/assessment emphasized.

EDEC 546 - Education of Young Children: An Ecological Approach (3 Credits)
An ecological study with emphasis on home-school relations, parent involvement, and community resources. Multicultural perspectives and needs of exceptional children addressed.
Corequisite: EDEC 469.

EDEC 547 - Field Problems: Teaching Mathematics Using Manipulative Materials, Grades K-3 (3 Credits)
Instructional approaches and materials for teaching elementary school mathematics, grades K-3.
EDEC 570 - Internship in Environments for Teaching and Learning (3 Credits)
Internship for practice in classrooms appropriate to early childhood education related to curriculum design and assessment. Admission to the professional program in early childhood education.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

EDEC 591 - Seminar on Teaching in Early Childhood (3 Credits)
Exploration of the principles and theories about teaching and learning as they apply to early childhood education in the context of schools in democratic societies.

Prerequisites: admission to internship in early childhood education.

Corequisite: EDTE 590A, EDTE 590B, and EDTE 590C.

Graduation with Leadership Distinction: GLD: Research

EDEC 608 - Parent Involvement in Early Childhood Education (3 Credits)
Analysis of programs and practices for involving parents in early childhood educational settings. Emphasizes objectives, methods, techniques, and materials for program development. Community resources for supporting programs for children in various instructional settings.

EDEC 690 - Independent Study (1-3 Credits)

EDEL 305 - Nature and Management of Elementary Classrooms (3 Credits)
The learning environment to include diversity of students, instructional materials, classroom management, and communication patterns.

Prerequisites: EDPY 401, EDTE 201.

EDEL 306 - Culturally Sustaining Pedagogy for the Elementary Classrooms (3 Credits)
Theoretical and pedagogical approaches to Culturally Sustaining Pedagogy (CSP)—curriculum design tools and instructional strategies that reflect the diversity of students’ cultural backgrounds and languages in elementary classrooms.

EDEL 399 - Independent Study (3-15 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.

Graduation with Leadership Distinction: GLD: Research

EDEL 405P - Practicum in Elementary Education (1 Credit)
Sequence of supervised field experiences in an assigned school setting.

Prerequisites: EDEL 301.

EDEL 440 - Elementary Mathematics Instruction (3 Credits)
Approaches, materials, and methods for teaching mathematics in elementary grades. Restricted to students in the BA program in elementary education.

Prerequisites: Admission to the professional program and MATH 221.

EDEL 441 - Introductory Elementary Internship (3 Credits)
Field experience requiring students to gradually assume the responsibilities of teaching in an assigned classroom under the guidance of an experienced teacher.

Corequisite: EEDR 430.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

EDEL 450 - Elementary Science Instruction (3 Credits)
Instructional approaches and methods for teaching science in elementary grades.

Prerequisites: Admission to the professional program.

EDEL 460 - Elementary Social Studies Instruction (3 Credits)
Instructional approaches, materials, and methods for teaching social studies in elementary grades. Restricted to students in the B.A. program in Elementary Education.

EDEL 470 - Directed Teaching in the Elementary and or Middle Schools (3 Credits)
Teaching and related experiences, including seminars and workshops. Admission to professional teacher certification program and completion of the elementary education core.

Prerequisites: EEDR 420.

EDEL 471 - Internship in Environments, Planning, and Motivation for Teaching and Learning (6 Credits)
Internship for practice in classrooms appropriate to elementary education related to curriculum design and assessment. Field experiences emphasize planning lessons that actively engage students in learning.

Prerequisites: Admission to the internship in elementary education.

EDEL 490 - Internship in Elementary Education (12 Credits)
Internship for practice in elementary classrooms (grades 2-6) related to curriculum design, assessment, interactive teaching, and professional roles.

Prerequisites: Admission to Internship II in Elementary Education.

Corequisite: EDEL 491.

Experiential Learning: Experiential Learning Opportunity

EDEL 490A - Internship in Curriculum and Assessment (4 Credits)
Internship for practice in elementary classrooms (grades 2-6) related to curriculum design and assessment.

Prerequisites: Admission to Internship II in Elementary Education.

Corequisite: EDEL 490B and EDEL 490C.

EDEL 490B - Internship in Teaching (4 Credits)
Internship for practice in elementary classrooms (grades 2-6) related to interactive teaching.

Prerequisites: Admission to Internship II in Elementary Education.

Corequisite: EDEL 490A and EDEL 490C.

EDEL 490C - Internship in Professional Roles (4 Credits)
Internship for practice in elementary classrooms (grade 2-6) related to professional roles.

Prerequisites: Admission to Internship II in Elementary Education.

Corequisite: EDEL 490A and EDEL 490B.

EDEL 491 - Seminar on Teaching (3 Credits)
Exploration of the principles and theories about teaching and learning as they apply to the field of practice in the context of schools in democratic societies.

Prerequisites: Admission to Internship in Elementary Education.

Corequisite: EDEL 490A, EDEL 490B, and EDEL 490C.
EDEL 505P - Inquiry Practicum: The Elementary School (1 Credit)
Identifying and understanding the various components of the elementary environment through the practice of inquiry through field-based experiences.
Corequisite: EDEL 305.

EDEL 506 - Integrated Curriculum in Elementary Schools (3 Credits)
Examining and practicing a variety of approaches that connect the content of different elementary school subjects.

EDEL 506P - Inquiry Practicum: Roles of Elementary Teachers (1 Credit)
Identifying and understanding the roles of elementary teachers through the practice of inquiry through field-based experiences.
Corequisite: EDEL 506.

EDEL 510 - Teaching Second Languages to Young Children (3 Credits)
To assist prospective teachers of young children in the development of a second language and multicultural learning activities. Practicum sessions are an integral part.
Prerequisites: 210 level of a foreign language or its equivalent.
Cross-listed course: FORL 510
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

EDEL 515 - Science in the Elementary School (3 Credits)
Reinforces the science background of prospective and practicing elementary teachers. Innovations are examined. Emphasis is placed on methods, materials, community resources, and evaluation procedures.

EDEL 544 - Modern Approaches to Mathematics Teaching (3 Credits)
Curriculum and pedagogy for mathematics topics taught in grades 3 through 8.

EDEL 548 - Field Problems: Teaching Mathematics Using Manipulative Materials, Grades 4-6 (3 Credits)
Instructional approaches and materials for teaching elementary school mathematics, grades 4-6. This course cannot be applied to a graduate degree in the elementary education program.

EDEL 560 - Social Studies in the Elementary/Middle School (3 Credits)
Fundamentals of social studies education in the elementary/middle school.

EDEL 570 - Internship in Environments for Teaching and Learning (3 Credits)
Internship for practice in classrooms appropriate to elementary education related to curriculum design and assessment.
Prerequisites: Admission to the internship in elementary education.

EDEL 571 - Internship in Planning and Motivation (3 Credits)
Field experience that emphasizes planning lessons that actively engage students in learning.
Prerequisites: Admission to the internship in elementary education.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

EDEL 642 - Teaching Mathematics to Young Children (3 Credits)
Analysis of a developmental approach to teaching children under the age of 9.

EDEL 645 - Diagnostic Teaching of Arithmetic (3 Credits)
Analysis of the concepts and skills of arithmetic in the school mathematics curriculum; exploration of diagnostic-prescriptive teaching methods.

EDEL 670 - Language Arts in the Elementary and Middle School (3 Credits)
Examine the content, goals, and methods of teaching language arts in elementary and middle school.

EDEL 690 - Independent Study (1-3 Credits)

EDML 321 - Middle Level Teaching and Management (3 Credits)
Overview of national trends in the middle school with an analysis of the relationship of early adolescent developmental characteristics to organization, curriculum, instruction, and teaching in the middle school level.

EDML 470 - Foundations in Reading (3 Credits)
Reading foundations, curriculum, and assessments for teaching young adolescents across academic disciplines.

EDML 471 - Middle Level Content Area Reading and Writing (3 Credits)
Examination of planning, implementation, and assessment of reading strategy instruction across disciplines and content areas in middle school classrooms. Restricted to: teacher candidates enrolled in the middle level degree program.

EDML 553 - Methods and Materials for Teaching Science in the Middle Grades (3 Credits)
A study of methods, techniques, and materials of instruction appropriate to science teaching in the middle school.

EDML 563 - Methods and Materials for Teaching Social Studies in the Middle School (3 Credits)
A study of goals, content, methods, and materials of instruction in middle school social studies.

EDML 572 - Middle Level Literacy Assessment (3 Credits)
Introduces literacy assessment for individual and small groups or middle level students.

EDML 573 - Methods and Materials for Teaching English/Language Arts in the Middle Grades (3 Credits)
Introduces goals, content, and methods of teaching language arts at the middle level.

EDML 583 - Methods and Materials for Teaching Mathematics in the Middle Grades (3 Credits)
A study of methods, techniques, and materials of instruction appropriate to mathematics teaching in the middle school.

EDML 598 - Internship A in the Middle School (3 Credits)
Application of effective teaching techniques and organization of instructional settings for middle school students.
Prerequisites: admission to internship in middle level program.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships
EDML 599 - Internship B in the Middle School (12 Credits)
Application of effective teaching techniques and organization of instructional settings for middle school students.
Prerequisites: B or better in EDML 598.
Corequisite: EDSE 584.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships
Experiential Learning: Experiential Learning Opportunity

EDRD 345 - Teaching Reading in Early Childhood Education I (3 Credits)
Theory and practice in the teaching of reading for children from birth through age eight for undergraduate majors in early childhood.
Prerequisites: Admission to the professional program in Early Childhood Education.
Corequisite: EDEC 342, EDEC 342P, EDEC 344 and EDEC 347.

EDRD 399 - Independent Study (3-15 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

EDRD 430 - Elementary Literacy Instruction I (6 Credits)
Examination and implementation of the key concepts, content, goals, and strategies in teaching reading and the language arts in the elementary school. Students will work with elementary children in a school setting to learn literacy concepts and instructional strategies. Admission to the B.A. program in elementary education, children's literature course. Designated for undergraduate students seeking initial certification.

EDRD 431 - Reading Assessment (3 Credits)
Seminar and supervised one-on-one field experience focused on reading assessment of and instruction for individual children and groups of children. Restricted to: Undergraduate students pursuing teacher certification.
Prerequisites: admission to the professional program.

EDRD 445 - Teaching Writing in Early Childhood Education (3 Credits)
Theory and practice in the teaching of writing for children from birth through age eight. For undergraduate majors in early childhood education including literacy practicum. Restricted to: Early Childhood Education Majors.
Prerequisites: EDRD 345.
Corequisite: EDEC 443.

EDRD 500 - Content Area Literacy PK-12 (3 Credits)
A survey of research and practice which facilitates students' literacy skills in the content areas. For K-12 content area teachers of art, dance, physical education, foreign language, music and theatre.

EDRD 511 - Teaching Reading to Adults I (3 Credits)
Diagnostic and prescriptive modes of teaching reading to adults, based on the physical, psychological, intellectual, and social characteristics of the adult learner.

EDRD 512 - Teaching Reading to Adults II (3 Credits)
Preparation of materials for teaching basic reading skills to adults and practicum experiences in teaching adults to read.
Prerequisites: EDCO 511 or EDRD 511.

EDRD 514 - Teaching of Reading in the Elementary School (3 Credits)
Study of the various phases of reading in their relation to a modern program of education and the place of reading in the curriculum. Emphasis on modern practices in the classroom teaching of reading.

EDRD 518 - Reading in the Secondary School (3 Credits)
The place of reading instruction in high schools, the programming of special services in reading instruction, methods of teaching basic and developmental reading skills, and case studies of programs. Demonstrations of tests and devices.

EDRD 600 - Foundations of Reading Instruction (3 Credits)
An overview of reading and its curriculum implications: grades K-12 and adults. Emphasis is placed on current trends and issues and related methodologies.

EDRD 650 - Teaching Reading Through A Literature Emphasis (3 Credits)
Integrating appropriate literature into traditional and alternative reading programs. Identifying appropriate literature for classroom use and recreational reading. Use of literature as a means of developing and reinforcing reading skills.

EDRD 651 - Introduction to Teaching Media Literacy (3 Credits)
A survey of analysis of electronic and non-print media themes and messages aimed at youth, with special emphasis on design and implementation of curricula for enhancing children's media literacy.

EDRD 690 - Independent Study (1-3 Credits)

EDSE 110 - Introduction to Careers in Education (3 Credits)
An individualized survey of careers in education, utilizing practica, seminars, and input from various disciplines to focus on personal and professional development. Pass-fail credit.

EDSE 111 - Practicum in Education (1 Credit)
A sequence of supervised practica in various educational settings. Seminars and group discussions included.

EDSE 210 - Practicum in Education (1 Credit)
A sequence of supervised practica in various educational settings. Seminars and group discussions included.

EDSE 310 - Practicum in Education (1 Credit)
A sequence of supervised practica in various educational settings. Seminars and group discussions included.

EDSE 311 - Practicum in Education (1 Credit)
A sequence of supervised practica in various educational settings. Seminars and group discussions included.

EDSE 312 - Practicum in Education (1 Credit)
A sequence of supervised practica in various educational settings. Seminars and group discussions included.

EDSE 399 - Independent Study (3-15 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

EDSE 410 - Practicum in Education (1 Credit)
A sequence of supervised practica in various educational settings. Seminars and group discussions included.

EDSE 446 - Secondary School Curriculum (3 Credits)
The organization, historical context, foundations for curriculum development, process of curriculum planning, design of the curriculum, and strategy of curriculum change in the secondary school. A laboratory experience in teaching media is included. Open only to juniors and seniors or graduates completing certification requirements.
EDSE 472 - Directed Teaching in High School (Business Education) (12 Credits)
ACAF 2.03: 07/05/2019.

EDSE 473 - Directed Teaching in High School (English) (12 Credits)

EDSE 475 - Directed Teaching in High School (History and Social Studies) (12 Credits)

EDSE 480 - Directed Teaching in High School (Distributive Education) (12 Credits)

EDSE 481 - Directed Teaching in High School (Science) (12 Credits)

EDSE 482 - Directed Teaching in High School (Health) (12 Credits)

EDSE 483 - Directed Teaching in High School (Theatre and Speech) (12 Credits)

EDSE 484 - Secondary Student Teaching Seminar (3 Credits)
Classroom management, discipline, legal responsibilities, multicultural perspectives, and needs of exceptional children.

EDSE 500 - Equity and Community Engagement (3 Credits)
Field-based inquiry into theories of critical multicultural education, culturally relevant and equity pedagogies with an emphasis on middle/high school students and engaging parents and the larger school community.

EDSE 502 - Teachers and Teaching (3 Credits)
Teaching as reflective and ethical practice. Professional standards, teacher leadership and school change, and various roles of professional educators.

EDSE 505 - Source Materials for Geographic Instruction (3 Credits)
Introduction to selected materials available for all levels of instruction in geography. Emphasis on the substantive nature of the materials.
Cross-listed course: GEOG 560

EDSE 508 - Teaching Middle and High School (Business Education) (3 Credits)
A study of methods, techniques, and materials of instruction in middle and high school business education. 03: 07/05/2019.

EDSE 528 - Study of the Teaching of Business Education in the Secondary School (3 Credits)
Teaching techniques and methodology related to the business education curriculum, emerging technology and software. 03: 07/05/2019.

EDSE 547 - Teaching Middle and High School (English) (3 Credits)
A study of methods, techniques, and materials of instruction in middle and high school English.
Prerequisites: Admission to MAT program for graduate students; EDSE 402 for undergraduate students.

EDSE 548 - Earth Science for Teachers I (3 Credits)
Origin, internal structure and internal processes of the earth, including plate tectonics, earthquakes, volcanoes, and mountain building. Required field trips, two lectures, and three lab hours per week. Cannot be used in MS or PhD programs in geology.
Cross-listed course: GEOL 540

EDSE 549 - Earth Science for Teachers II (3 Credits)
Surface processes acting on the earth; introduction to weather and climate, weathering, erosion, and sedimentary processes; land form evolution; ocean currents and tides, near-shore geologic processes. Required field trips, two lecture, and three lab hours per week. Cannot be used in MS or PhD programs in geology.
Prerequisites: EDSE 548/GEOL 540.
Cross-listed course: GEOL 541

EDSE 550 - Teaching Middle and High School (Mathematics) (3 Credits)
A study of methods, techniques, and materials of instruction in middle and high school mathematics.

EDSE 551 - Teaching Middle and High School (Health) (3 Credits)
A study of methods, techniques, and materials of instruction in middle and high school health.

EDSE 552 - Teaching Middle and High School (Marketing Education) (3 Credits)
A study of methods, techniques, and materials of instruction in middle and high school marketing education.

EDSE 553 - Teaching Middle and High School (Science) (3 Credits)
A study of methods, techniques, and materials of instruction in middle and high school science.

EDSE 554 - Teaching Middle and High School (Theatre and Speech) (3 Credits)
A study of methods, techniques, and materials of instruction in middle and high school theatre and speech.

EDSE 558 - Teaching Middle and High School (History and Social Studies) (3 Credits)
A study of methods, techniques, and materials of instruction in middle and high school history and social studies.

EDSE 575 - Teaching Foreign Languages in Secondary Schools (3 Credits)
Current methods, techniques, and materials of instruction appropriate for secondary schools.
Cross-listed course: FORL 511

EDSE 580 - Teaching Advanced Latin in Secondary School (3 Credits)
Methods and materials for teaching the Latin Advanced Placement courses in secondary school.
Corequisite: LATN 580.

EDSE 584 - Middle and High School Internship Seminar (3 Credits)
Classroom management, service learning, legal/professional responsibilities, multicultural perspectives and needs of exceptional children.
Corequisite: Internship II.

EDSE 585 - Secondary Internship Seminar I (1 Credit)
Integration of content, pedagogy, and disposition knowledge learned during coursework with Internship I field experiences.
Corequisite: Students must be enrolled in the Internship I field experiences.

EDSE 586 - Secondary Internship Seminar II (2 Credits)
Integration of content, pedagogy, and disposition knowledge learned during coursework with Internship II field experiences.
Corequisite: Students must be enrolled in the Internship II field experiences.

EDSE 660 - Teaching Mathematics with Manipulatives, Grades 7-12 (3 Credits)
Methods and materials for using manipulative devices to teach middle and high school level mathematics.

EDSE 670 - Graphics Calculators in High School Mathematics (3 Credits)
Methods and materials for using graphics calculators to teach algebra, elementary functions, and analytic geometry.

EDSE 690 - Independent Study (1-3 Credits)
EDTE 101 - Introduction to Careers in Education (2 Credits)
A survey of professional issues and concerns in education.

EDTE 101P - Practicum in Careers in Education (1 Credit)
Seminars and visits to schools and classrooms.
Prerequisite or Corequisite: EDTE 101.

EDTE 201 - Issues and Trends in Teaching and Learning (3 Credits)
Introduces and examines current issues and trends in teaching and learning.

EDTE 202 - Global Citizenship and Social Responsibility through Education (3 Credits)
Examining the continuing evolution of education and the direct impact on the development of social responsibility, values, and our place as global citizens.
Carolina Core: GSS, VSR

EDTE 218 - Convergence and Divergence in African American and Jewish Relations: Historical and Contemporary (3 Credits)
An examination of African American and Jewish American inter-ethnic, historical and contemporary connections and disconnections. Implications for educational, social, and social settings are considered.
Cross-listed course: AFAM 218, JSTU 218
Carolina Core: GSS, VSR

EDTE 400 - Learning Through Community Service (1 Credit)
Documentation and synthesis of community service activities designed to prepare professional educators.
Corequisite: EDFN 300 and enrollment in an approved community experience.

Graduation with Leadership Distinction: GLD: Community Service

EDTE 448 - Teaching Internship in Foreign Languages (3 Credits)
Application of effective teaching techniques and organization of instructional settings in foreign languages for K-12.
Prerequisite or Corequisite: admission to the professional program of education.
Cross-listed course: FORL 448
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships
Experiential Learning: Experiential Learning Opportunity

EDTE 474 - Directed Teaching in Foreign Languages (15 Credits)
Students apply methods of curriculum and assessment, professionalism, effective teaching, and organization of instructional settings during internship in foreign language classrooms.
Prerequisites: admission to the professional program of education.
Cross-listed course: FORL 474
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences
Experiential Learning: Experiential Learning Opportunity

EDTE 522 - Integrated Curriculum at the Middle Level (3 Credits)
Constructing, teaching, and assessing an integrated curriculum for students in middle schools. Upper level undergraduate students exploring middle level education.

EDTE 590A - Internship in Curriculum and Assessment (3 Credits)
Internship for practice in classrooms appropriate to the level of certification sought (early childhood or elementary) related to curriculum design and assessment.
Prerequisites: admission to internship II in early childhood or elementary education.
Corequisite: EDTE 590B and EDTE 590C.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

EDTE 590B - Internship in Teaching (3 Credits)
Internship for practice in classrooms appropriate to the level of certification sought (early childhood or elementary) related to interactive teaching.
Prerequisites: admission to internship II in early childhood or elementary education.
Corequisite: EDTE 590A and EDTE 590C.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

EDTE 590C - Internship in Professional Roles (3 Credits)
Internship for practice in classrooms appropriate to the level of certification sought (early childhood or elementary) related to professional roles.
Prerequisites: admission to internship II in early childhood or elementary education.
Corequisite: EDTE 590A and EDTE 590B.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

EDTE 600 - Systematic Effective Teaching (3 Credits)
Application of research-supported effective teaching techniques to the teaching-learning process, including demonstration lessons, observations, and supervisory conferences.

EDTE 605 - Cooperative/Team Learning in Education (3 Credits)
Instructional approaches, materials, and procedures for utilizing cooperative/team learning in education.

EDTE 610 - Integrated Reading and Writing Instruction (3 Credits)
Theoretical bases and techniques for teaching reading and writing in the elementary school, using multiple subject areas.

EDTE 611 - Whole Language: Concepts and Practices (3 Credits)
Development of concepts, materials, and practices to implement a whole language philosophy.

EDTE 620 - Restructuring Schools: Teachers and Classrooms (3 Credits)
Examination of issues related to restructuring schools based on different assumptions about teaching, learning, and assessment.

EDTE 621 - Middle Level School Today (3 Credits)
National trends in the middle level school; emphasis on the relationship of early adolescent developmental characteristics to organization, curriculum, instruction, and teaching.

EDTE 625 - Integrating Character Education into Instructional Programs (3 Credits)
Rationale, processes, and methodologies for integrating character education into school or school district instructional programs.
EDTE 626 - Service Learning for Schools, Community, and Workplace Responsibility (3 Credits)
Assist school personnel in designing academic, personal, civic, and workplace responsibility.

EDTE 631 - Technology to Support Instruction (3 Credits)
Introduction to computers, educational technology, and selected applications for instructional management.

EDTE 671 - Computers in Science Education (3 Credits)
Use of computer technology in teaching and managing science classes and problems in grades K-12.

**Early Childhood Education, B.A.**

This program is designed for undergraduate students at the University of South Carolina who are interested in a career as an early childhood teacher, serving children birth through age 8. Students who successfully complete the degree and licensure requirements and have a positive recommendation by the faculty will be recommended for teacher certification for prekindergarten through grade 3.

**Learning Outcome**

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

- Effectively measure candidate performance and program effectiveness using methods that align with the Specialized Professional Association (SPA) or College of Education standards.

**Admissions**

**Admission to the Professional Program**

All University teacher education students must apply and be admitted to Professional Program/Internship at mid-point(s) in their programs prior to final internship (i.e. student teaching). Requirements for admission vary by program, but for undergraduate students include 60 credit hours with a minimum overall GPA of 2.75, successful completion of a state-approved basic skills examination, and courses as specified by program area.

Students should contact their program area or the College of Education Office of Student Affairs for specific requirements and application deadlines.

**Degree Requirements (122 hours)**

See College of Education (p. 340) for certification requirements and other academic opportunities.

**Program of Study**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>31-43</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>0</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>18-21</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>70</td>
</tr>
</tbody>
</table>

**1. Carolina Core Requirements (31-43 hours)**

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)
Must be passed with a grade of C or higher.

ARP – Analytical Reasoning and Problem Solving (6-8 hours)
- any CC-ARP courses (p. 742)

SCI – Scientific Literacy (7-8 hours)
- BIOL 110
- BIOL 120 & BIOL 120L

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)
- CC-GFL courses (p. 742)

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)
- Choose one of the following:
  - HIST 111
  - HIST 112

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)
- Choose one of the following:
  - GEOG 121
  - GEOG 210

AIU – Aesthetic and Interpretive Understanding (3 hours)
- any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component (0-3 hours)
- any overlay or stand-alone CC-CMS course (p. 742)
INF – Information Literacy 1 (0-3 hours)
  
• any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)
  
• any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible

Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (0 hours)

No college-required courses for this program.

3. Program Requirements (18-21 hours)

Supporting Courses (18 hours)

• A course in culture other than Western European (3 hours)
• The following courses must be passed with a grade of C or higher (15 hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLIS 325</td>
<td>Children's Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 431A</td>
<td>Children's Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 431B</td>
<td>Picture Books</td>
<td></td>
</tr>
<tr>
<td>MATH 221</td>
<td>Basic Concepts of Elementary Mathematics I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 222</td>
<td>Basic Concepts of Elementary Mathematics II</td>
<td>3</td>
</tr>
<tr>
<td>PEDU 575</td>
<td>Physical Education for the Classroom Teacher</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 520</td>
<td>Art for Elementary Schools</td>
<td></td>
</tr>
<tr>
<td>ARTE 530</td>
<td>Art of Children</td>
<td></td>
</tr>
<tr>
<td>ARTE 260</td>
<td>Interdisciplinary Relationships in the Arts</td>
<td></td>
</tr>
<tr>
<td>MUED 454</td>
<td>Music for Young Children</td>
<td></td>
</tr>
<tr>
<td>THEA 522</td>
<td>Drama in Education</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 15

Minor (0-18 hours) optional

A student may choose to complete a minor consisting of 18 credit hours of prescribed courses. The minor is intended to develop a coherent basic preparation in a second area of study. Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or better.

Electives (0-3 hours)

The number of elective hours required depends upon the number of hours used to fulfill other degree requirements. Minimum degree requirements must equal 122 hours.

4. Major Requirements (70 hours)

A minimum grade of C is required in all major courses.

Education Core (14 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTE 201</td>
<td>Issues and Trends in Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDFI 300</td>
<td>Schools in Communities</td>
<td>3</td>
</tr>
<tr>
<td>EDPY 401</td>
<td>Learners and the Diversity of Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 423</td>
<td>Introduction to Classroom Assessment</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>One course selected from:</td>
<td></td>
</tr>
<tr>
<td>EDEX 523</td>
<td>Introduction to Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 530</td>
<td>Introduction to Early Childhood Special Education</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credit Hours 14

1 By special permission of early childhood faculty, see advisor.

Early Childhood Core (39 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 250</td>
<td>Play and Early Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 336</td>
<td>Culturally Relevant Pedagogy in Early Childhood Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 340</td>
<td>The Young Child: Development, Care and Education (Birth to 3 years)</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 342</td>
<td>The Young Child: Development, Care and Education (3-8 years)</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 344</td>
<td>Supporting Linguistic Pluralism Across Content Areas</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>One course selected from:</td>
<td></td>
</tr>
<tr>
<td>EDEC 347</td>
<td>Community of Learners and Classroom Management in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 643</td>
<td>Social/Emotional Development and Guidance for Young Children with Developmental Delays</td>
<td>1</td>
</tr>
<tr>
<td>EDEC 441</td>
<td>Teaching Mathematics in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 442</td>
<td>Teaching Science in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 444</td>
<td>Teaching Social Studies to Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 591</td>
<td>Seminar on Teaching in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>One course selected from:</td>
<td></td>
</tr>
<tr>
<td>EDEC 510</td>
<td>Parent/Family Dynamics in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 692</td>
<td>Partnerships in Early Childhood Special Education</td>
<td>1</td>
</tr>
<tr>
<td>EDRD 345</td>
<td>Teaching Reading in Early Childhood Education I</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 445</td>
<td>Teaching Writing in Early Childhood Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 39

1 By special permission of early childhood faculty, see advisor.

Practicum and Internship Experience (17 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 340P</td>
<td>The Young Child: Development, Care and Education (Birth to 3 years) Practicum</td>
<td>1</td>
</tr>
<tr>
<td>EDEC 342P</td>
<td>The Young Child: Development, Care and Education (3-8 years) Practicum</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 443</td>
<td>Internship in Integrated Curriculum in Early Childhood Education</td>
<td>4</td>
</tr>
</tbody>
</table>
Note: A grade of B or better in either EDEC 342P or EDEC 443 is required to meet the dispositions requirement for admission to Internship II. Students making below a grade of B in both these courses are not eligible to progress. An action plan is required for students who make a grade of C or C+ in either EDEC 342P or EDEC 443.

Major Map
A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Early Childhood Education, B.A.

Elementary Education, B.A.

Learning Outcome
Students who graduate with a B.A. in Elementary Education should be able to ...

- Know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.
- Demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
- Know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.
- Know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation.
- Know, understand, and use the major concepts and modes of inquiry from the social studies-the integrated study of history, geography, the social sciences, and other related areas-to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.
- Know, understand, and use as appropriate to their own understanding and skills-the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.

- Know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.
- Know, understand, and use as appropriate to their own understanding and skills-human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.
- Plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.
- Understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.
- Understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving.
- Use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.
- Use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.
- Know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.
- Be aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.
- Know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

Admissions
Admission to the Professional Program
All University teacher education students must apply and be admitted to Professional Program/Internship at mid-point(s) in their programs prior to final internship (i.e. student teaching). Requirements for admission vary by program, but for undergraduate students include 60 credit hours with a minimum overall GPA of 2.75, successful completion of a state-approved basic skills examination, and courses as specified by program area.

Students should contact their program area or the College of Education Office of Student Affairs for specific requirements and application deadlines.

Degree Requirements (120 hours)
See College of Education (p. 340) for certification requirements and other academic opportunities.
### Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>31-43</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>0</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>24-27</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>62</td>
</tr>
</tbody>
</table>

#### 1. Carolina Core Requirements (31-43 hours)

**CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)**

- must be passed with a grade of C or higher
  - any CC-CMW courses (p. 742)

**ARP – Analytical Reasoning and Problem Solving (6-8 hours)**

- any CC-ARP courses (p. 742)

**SCI – Scientific Literacy (7-8 hours)**

Select from two different categories below.

- **Life Science** from the following (3-4 hours):
  - BIOL 110
  - BIOL 120 & BIOL 120L

- **Physical Science** from the following (3-4 hours):
  - CHEM 105

- **Earth Science** from the following (3-4 hours):
  - ENVR 101 & ENVR 101L
  - ENVR 200
  - GEOL 101
  - GEOL 103
  - MSCI 210 & MSCI 210L
  - MSCI 215 & MSCI 215L

**GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)**

- CC-GFL courses (p. 742)

**GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)**

- Choose one of the following:
  - HIST 111
  - HIST 112

**GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)**

- Choose one of the following:
  - POLI 101
  - POLI 201

**AIU – Aesthetic and Interpretive Understanding (3 hours)**

- any CC-AIU course (p. 742)

**CMS – Effective, Engaged, and Persuasive Communication: Spoken Component (0-3 hours)**

- any overlay or stand-alone CC-CMS course (p. 742)

**INF – Information Literacy (0-3 hours)**

- any overlay or stand-alone CC-INF course (p. 742)

**VSR – Values, Ethics, and Social Responsibility (0-3 hours)**

- any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

#### 2. College Requirements (0 hours)

No college-required courses for this program.

#### 3. Program Requirements (24-27 hours)

**Supporting Courses (24-25 hours)**

Complete 3-4 hours from the category below that was not used to fulfill CC-SCI (for a total of 10 hours in sciences, including the courses chosen to fulfill CC-SCI).

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 110</td>
<td>General Biology</td>
<td>3-4</td>
</tr>
<tr>
<td>BIOL 120 &amp; 120L</td>
<td>Human Biology and Laboratory in Human Biology</td>
<td></td>
</tr>
<tr>
<td>CHEM 105</td>
<td>Chemistry and Modern Society I</td>
<td></td>
</tr>
<tr>
<td>ENVR 101</td>
<td>Introduction to the Environment</td>
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</tr>
<tr>
<td>ENVR 200</td>
<td>Natural History of South Carolina</td>
<td></td>
</tr>
<tr>
<td>GEOG 201</td>
<td>Landform Geography</td>
<td></td>
</tr>
<tr>
<td>GEOL 101</td>
<td>Introduction to the Earth</td>
<td></td>
</tr>
<tr>
<td>GEOL 103</td>
<td>Environment of the Earth</td>
<td></td>
</tr>
<tr>
<td>GEOL 201</td>
<td>Observing the Earth</td>
<td></td>
</tr>
<tr>
<td>MSCI 210 &amp; 210L</td>
<td>Oceans and Society and Oceans and Society Laboratory</td>
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<tr>
<td>MSCI 215 &amp; 215L</td>
<td>Coastal Environments of the Southeastern U.S. and Coastal Environments of the Southeastern U.S. (Laboratory)</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

- GEOG 121 Globalization and World Regions
Elementary Core and Clinical Experience (27 hours)

Education Core (14 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 221</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 222</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 224</td>
<td>Introduction to Economics</td>
<td>3</td>
</tr>
</tbody>
</table>

The following courses must be passed with a grade of C or higher.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLIS 325</td>
<td>Children's Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 431A</td>
<td>Children's Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 431B</td>
<td>Picture Books</td>
<td>3</td>
</tr>
<tr>
<td>MATH 221</td>
<td>Basic Concepts of Elementary Mathematics I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 222</td>
<td>Basic Concepts of Elementary Mathematics II</td>
<td>3</td>
</tr>
<tr>
<td>PEDU 575</td>
<td>Physical Education for the Classroom Teacher</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTE 520</td>
<td>Art for Elementary Schools</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 530</td>
<td>Art of Children</td>
<td>3</td>
</tr>
<tr>
<td>MUED 454</td>
<td>Music for Young Children</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 24-25

Minor (0-18 hours) optional

A student may choose to complete a minor consisting of 18 credit hours of prescribed courses. The minor is intended to develop a coherent basic preparation in a second area of study. Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or better.

Electives (0-3 hours)

The number of elective hours required depends upon the number of hours used to fulfill other degree requirements. Minimum degree requirements must equal 120 hours.

4. Major Requirements (62 hours)

Achieve a GPA of 3.00 or higher in all education course work; a minimum grade of C is required in all major courses.

Education Core (14 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEX 523</td>
<td>Introduction to Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>EDFI 300</td>
<td>Schools in Communities</td>
<td>3</td>
</tr>
<tr>
<td>EDPY 401</td>
<td>Learners and the Diversity of Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 423</td>
<td>Introduction to Classroom Assessment</td>
<td>2</td>
</tr>
<tr>
<td>EDTE 201</td>
<td>Issues and Trends in Teaching and Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 14

Elementary Core and Clinical Experience (27 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEL 305</td>
<td>Nature and Management of Elementary Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 306</td>
<td>Culturally Sustaining Pedagogy for the Elementary Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 440</td>
<td>Elementary Mathematics Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 450</td>
<td>Elementary Science Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 460</td>
<td>Elementary Social Studies Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 491</td>
<td>Seminar on Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

Practicum and Internship Experience (21 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEL 441</td>
<td>Introductory Elementary Internship</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 471</td>
<td>Internship in Environments, Planning, and Motivation for Teaching and Learning</td>
<td>6</td>
</tr>
<tr>
<td>EDEL 490</td>
<td>Internship in Elementary Education</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Credit Hours 21

Note: For admission to EDEL 490, a GPA of 3.00 or higher is required in EDEL 440, EDEL 450, EDEL 460, and EDEL 471.

Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Middle Level Education, B.A.

Learning Outcomes

Students who graduate with a B.A. in Middle Level Education should be able to...

• understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.
• understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.
• understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.
• understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents’ competence in subject matter and skills.
• understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.
• understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.
• understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

Admissions
Admission to the Professional Program
All University teacher education students must apply and be admitted to Professional Program/Internship at mid-point(s) in their programs prior to final internship (i.e. student teaching). Requirements for admission vary by program, but for undergraduate students include 60 credit hours with a minimum overall GPA of 2.75, successful completion of a state-approved basic skills examination, and courses as specified by program area.

Students should contact their program area or the College of Education Office of Student Affairs for specific requirements and application deadlines.

Degree Requirements (122-124 hours)
See College of Education (p. 340) for certification requirements and other academic opportunities.

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>31-43</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>0</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>3-6</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>85-90</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (31-43 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

must be passed with a grade of C or higher

- any CC-CMW course (p. 742)

ARP – Analytical Reasoning and Problem Solving (6-8 hours)

- any CC-ARP course (p. 742)

SCI – Scientific Literacy (7 hours)

- any two CC-SCI courses (p. 742) (one must include a lab)

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

To meet the GFL requirement, students in the BA in Middle Level Education complete the Carolina Core approved courses in Foreign Language (GFL) or by achieving a score of 2 or better on a USC foreign language placement test.

- CC-GFL courses (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

- any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)

- any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)

- any overlay or stand-alone CC-CMS (p. 742) course

INF – Information Literacy 1 (0-3 hours)

- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)

- any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (0 hours)

No college-required courses for this program.

3. Program Requirements (3-6 hours)

Supporting Courses (3 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 283</td>
<td>Special Topics in British Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 285</td>
<td>Special Topics in American Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 287</td>
<td>American Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 288</td>
<td>English Literature</td>
<td></td>
</tr>
</tbody>
</table>

Select an additional History course

Total Credit Hours 3

Minor (18 hours) optional

A student may choose to complete a minor consisting of 18 credit hours of prescribed courses. The minor is intended to develop a coherent basic preparation in a second area of study. Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or better.

Electives (0-3 hours)

The number of elective hours required depends upon the number of hours used to fulfill other degree requirements. Minimum degree requirements must equal 122 hours.
4. Major Requirements (85-90 hours)

A minimum grade of C is required in all major requirements, including all major and concentration courses.

Major Courses (49 hours)

A minimum grade of C is required in all major courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTE 201</td>
<td>Issues and Trends in Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDFI 300</td>
<td>Schools in Communities</td>
<td>3</td>
</tr>
<tr>
<td>EDPY 401</td>
<td>Learners and the Diversity of Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDML 321</td>
<td>Middle Level Teaching and Management</td>
<td>3</td>
</tr>
<tr>
<td>EDTE 522</td>
<td>Integrated Curriculum at the Middle Level</td>
<td>3</td>
</tr>
<tr>
<td>EDML 470</td>
<td>Foundations in Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDML 471</td>
<td>Middle Level Content Area Reading and Writing</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 491</td>
<td>Introduction to Inclusion of Students with Mild Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>EDRM 423</td>
<td>Introduction to Classroom Assessment</td>
<td>2</td>
</tr>
</tbody>
</table>

Select two middle grades content-specific methods courses (500-level) from the following 4 courses: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDML 553</td>
<td>Methods and Materials for Teaching Science in the Middle Grades</td>
<td></td>
</tr>
<tr>
<td>EDML 563</td>
<td>Methods and Materials for Teaching Social Studies in the Middle School</td>
<td></td>
</tr>
<tr>
<td>EDML 573</td>
<td>Methods and Materials for Teaching English/Language Arts in the Middle Grades</td>
<td></td>
</tr>
<tr>
<td>EDML 583</td>
<td>Methods and Materials for Teaching Mathematics in the Middle Grades</td>
<td></td>
</tr>
</tbody>
</table>

Clinical Experience

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDML 598</td>
<td>Internship A in the Middle School</td>
<td>3</td>
</tr>
<tr>
<td>EDML 599</td>
<td>Internship B in the Middle School</td>
<td>12</td>
</tr>
<tr>
<td>EDML 584</td>
<td>Middle School Internship Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 49

Concentrations (36-41 hours)

Must be in addition to courses taken to meet Carolina Core requirements.

Specialization is required in two different content areas, chosen from:

- English
- Mathematics
- Science
- Social Studies

Students pursuing a B.A. degree cannot choose the Math/Science combination.

Specialization A (18-23 hours)
To be completed with courses listed below and approved by College of Education advisor in English, mathematics, science, or social studies.

Specialization B (18-23 hours)
To be completed with courses listed below and approved by College of Education advisor in English, mathematics, science, or social studies and different from Specialization A.
### Social Studies Specialization (18 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 101</td>
<td>European Civilization from Ancient Times to the Mid-17th Century</td>
<td>3</td>
</tr>
<tr>
<td>HIST 102</td>
<td>European Civilization from the Mid-17th Century</td>
<td>3</td>
</tr>
<tr>
<td>HIST 111</td>
<td>United States History to 1865</td>
<td>3</td>
</tr>
<tr>
<td>or HIST 112</td>
<td>United States History since 1865</td>
<td></td>
</tr>
<tr>
<td>GEOG 561</td>
<td>Contemporary Issues in Geography Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

- HIST 409 The History of South Carolina, 1670-1865
- HIST 410 History of South Carolina Since 1865
- HIST 442 The Old South
- SOST 301 Introduction to Southern Studies 1580-1900

Select one of the following:

- Additional 300-level HIST
- ANTH 219 Great Discoveries in Archaeology
- ANTH 327 Prehistoric Civilizations of the New World
- ANTH 331 Mesoamerican Prehistory
- ANTH 328 Ancient Civilizations
- ECON 224 Introduction to Economics

### Mathematics Specialization (18-20 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 603</td>
<td>Inquiry Approach to Algebra</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 142</td>
<td>Calculus II</td>
<td></td>
</tr>
<tr>
<td>MATH 602</td>
<td>An Inductive Approach to Geometry</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 531</td>
<td>Foundations of Geometry</td>
<td></td>
</tr>
<tr>
<td>STAT 201</td>
<td>Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 401</td>
<td>Conceptual History of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 241</td>
<td>Vector Calculus</td>
<td></td>
</tr>
</tbody>
</table>

Select two additional courses from the following OR three courses if

- STAT 201 was used to fulfill the Carolina Core ARP requirement:

  - MATH 141 Calculus I (if not used for Carolina Core requirement)
  - MATH 142 Calculus II (if not used above)
  - MATH 241 Vector Calculus (if not used above)
  - MATH 170 Finite Mathematics
  - or MATH 174 Discrete Mathematics for Computer Science
  - MATH 511 Probability
  - MATH 544 Linear Algebra
  - MATH 546 Algebraic Structures I
  - MATH 574 Discrete Mathematics I
  - MATH 580 Elementary Number Theory
  - STAT 506 Introduction to Experimental Design
  - STAT 515 Statistical Methods I
  - STAT 516 Statistical Methods II

### Science Specialization (18-23 hours)

Select two courses from each of the following sciences:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 200</td>
<td>Plant Science</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 206</td>
<td>Genetics and Society</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 232</td>
<td>Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 270 &amp; 270L</td>
<td>Introduction to Environmental Biology and Introduction to Environmental Biology Laboratory</td>
<td></td>
</tr>
</tbody>
</table>

### Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

**Middle Level Education, B.A. Mathematics & English Concentration**

**Middle Level Education, B.A. Mathematics & Social Studies Concentration**

**Middle Level Education, B.A. Science & English Concentration**
Middle Level Education, B.A. Science & Social Studies Concentration

Middle Level Education, B.A. Social Studies & English Concentration

Middle Level Education, B.S.

Learning Outcomes
Students who graduate with a B.S. in Middle Level Education should be able to ...

• understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.
• understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.
• understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.
• understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents’ competence in subject matter and skills.
• understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.
• understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

Admissions
Admission to the Professional Program
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Degree Requirements (122-124 hours)
See College of Education (p. 340) for certification requirements and other academic opportunities.

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>31-44</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>0</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>3-6</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>85-90</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (31-43 hours)
CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)
must be passed with a grade of C or higher

• any CC-CMW course (p. 742)

ARP – Analytical Reasoning and Problem Solving (6-7 hours)

• MATH 122 or MATH 141
• STAT 201

SCI – Scientific Literacy (7 hours)

• any two CC-SCI courses (p. 742) (one must include a lab)

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)
To meet the GFL requirement, students in the BS in Middle Level Education complete the Carolina Core approved courses in Foreign Language (GFL) or by achieving a score of 2 or better on a USC foreign language placement test.

• CC-GFL courses (p. 742)

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

• any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

• any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)

• any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component ¹ (0-3 hours)

• any overlay or stand-alone CC-CMS (p. 742) course

INF – Information Literacy ¹ (0-3 hours)

• any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility ¹ (0-3 hours)

• any overlay or stand-alone CC-VSR course (p. 742)
Carolina Core Stand Alone or Overlay Eligible Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (0 hours)
No college-required courses for this program.

3. Program Requirements (3-6 hours)
Supporting Courses (3 hours)
- Select an additional Carolina Core-approved SCI course

Minor (18 hours) optional
A student may choose to complete a minor consisting of 18 credit hours of prescribed courses. The minor is intended to develop a coherent basic preparation in a second area of study. Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or better.

Electives (0-3 hours)
The number of elective hours required depends upon the number of hours used to fulfill other degree requirements. Minimum degree requirements must equal 122 hours.

4. Major Requirements (85-90 hours)
A minimum grade of C is required in all major requirements, including all major and concentration courses.

Major Courses (49 hours)
A minimum grade of C is required in all major courses.

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDTE 201</td>
<td>Issues and Trends in Teaching and Learning</td>
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<tr>
<td>EDFI 300</td>
<td>Schools in Communities</td>
<td>3</td>
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<td>EDPY 401</td>
<td>Learners and the Diversity of Learning</td>
<td>3</td>
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<td>EDML 321</td>
<td>Middle Level Teaching and Management</td>
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<td>EDTE 522</td>
<td>Integrated Curriculum at the Middle Level</td>
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<td>EDML 471</td>
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<td>EDEX 491</td>
<td>Introduction to Inclusion of Students with Mild Disabilities</td>
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</tr>
<tr>
<td>EDRM 423</td>
<td>Introduction to Classroom Assessment</td>
<td>2</td>
</tr>
</tbody>
</table>

Select two middle grades content-specific methods courses (500-level) from the following 4 courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDML 553</td>
<td>Methods and Materials for Teaching Science in the Middle Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDML 563</td>
<td>Methods and Materials for Teaching Social Studies in the Middle School</td>
<td>3</td>
</tr>
<tr>
<td>EDML 573</td>
<td>Methods and Materials for Teaching English/Language Arts in the Middle Grades</td>
<td>3</td>
</tr>
</tbody>
</table>

Clinical Experience

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDML 598</td>
<td>Internship A in the Middle School</td>
<td>3</td>
</tr>
<tr>
<td>EDML 599</td>
<td>Internship B in the Middle School</td>
<td>12</td>
</tr>
<tr>
<td>EDML 584</td>
<td>Middle School Internship Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 49

Concentrations (36-41 hours)
Must be in addition to courses taken to meet Carolina Core requirements.
Specialization is required in two different content areas, chosen from:
- English
- Mathematics
- Science
- Social Studies

Students pursuing a B.S. degree cannot choose the English/Social Studies combination.

Specialization A (18-23 hours)
To be completed with courses listed below and approved by College of Education advisor in English, mathematics, science, or social studies.

Specialization B (18-23 hours)
To be completed with courses listed below and approved by College of Education advisor in English, mathematics, science, or social studies and different from Specialization A.

English Specialization (18 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDML 572</td>
<td>Middle Level Literacy Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 431A</td>
<td>Children's Literature</td>
<td>3</td>
</tr>
<tr>
<td>or ENGL 431B</td>
<td>Picture Books</td>
<td></td>
</tr>
<tr>
<td>ENGL 428A</td>
<td>African-American Literature I: to 1903</td>
<td>3</td>
</tr>
<tr>
<td>or ENGL 428B</td>
<td>African-American Literature II: 1903 – Present</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 360</td>
<td>Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 460</td>
<td>Advanced Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 461</td>
<td>The Teaching of Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 450</td>
<td>English Grammar</td>
<td>3</td>
</tr>
<tr>
<td>or ENGL 389</td>
<td>The English Language</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 380</td>
<td>Epic to Romance</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 383</td>
<td>Romanticism</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 384</td>
<td>Realism</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 385</td>
<td>Modernism</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 386</td>
<td>Postmodernism</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 400</td>
<td>Early English Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 401</td>
<td>Chaucer</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 402</td>
<td>Tudor Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 403</td>
<td>The 17th Century</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 404</td>
<td>English Drama to 1660</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 405</td>
<td>Shakespeare's Tragedies</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 406</td>
<td>Shakespeare's Comedies and Histories</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 407</td>
<td>Milton</td>
<td>3</td>
</tr>
</tbody>
</table>
### ENGL 410 | The Restoration and 18th Century
### ENGL 411 | British Romantic Literature
### ENGL 412 | Victorian Literature
### ENGL 413 | Modern English Literature
### ENGL 414 | English Drama Since 1660
### ENGL 415 | The English Novel I
### ENGL 416 | The English Novel II
### ENGL 419 | Topics in English Literature
### ENGL 420 | American Literature to 1830
### ENGL 421 | American Literature 1830-1860
### ENGL 422 | American Literature 1860-1910
### ENGL 423 | Modern American Literature
### ENGL 424 | American Drama
### ENGL 425A | The American Novel to 1914
### ENGL 425B | The American Novel Since 1914
### ENGL 426 | American Poetry
### ENGL 429 | Topics in American Literature
### ENGL 435 | The Short Story
### ENGL 436 | Science Fiction Literature
### ENGL 437 | Women Writers
### ENGL 438A | South Carolina Writers
### ENGL 438B | Scottish Literature
### ENGL 438C | Irish Literature
### ENGL 438D | African Literature
### ENGL 438E | Caribbean Literature
### ENGL 439 | Selected Topics

### Social Studies Specialization (18 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 101</td>
<td>European Civilization from Ancient Times to the Mid-17th Century</td>
<td>3</td>
</tr>
<tr>
<td>HIST 102</td>
<td>European Civilization from the Mid-17th Century</td>
<td>3</td>
</tr>
<tr>
<td>HIST 111</td>
<td>United States History to 1865</td>
<td>3</td>
</tr>
<tr>
<td>or HIST 112</td>
<td>United States History since 1865</td>
<td></td>
</tr>
<tr>
<td>GEOG 561</td>
<td>Contemporary Issues in Geography Education</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 409</td>
<td>The History of South Carolina, 1670-1865</td>
<td>3</td>
</tr>
<tr>
<td>HIST 410</td>
<td>History of South Carolina Since 1865</td>
<td></td>
</tr>
<tr>
<td>HIST 442</td>
<td>The Old South</td>
<td></td>
</tr>
<tr>
<td>SOST 301</td>
<td>Introduction to Southern Studies 1580-1900</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following: Additional 300-level HIST

| ANTH 219 | Great Discoveries in Archaeology                                  |         |
| ANTH 327 | Prehistoric Civilizations of the New World                        |         |
| ANTH 331 | Mesoamerican Prehistory                                            |         |
| ANTH 328 | Ancient Civilizations                                              |         |
| ECON 224 | Introduction to Economics                                         |         |

**Total Credit Hours:** 18

### Mathematics Specialization (18-20 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 603</td>
<td>Inquiry Approach to Algebra</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 142</td>
<td>Calculus II</td>
<td></td>
</tr>
<tr>
<td>MATH 602</td>
<td>An Inductive Approach to Geometry</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 531</td>
<td>Foundations of Geometry</td>
<td></td>
</tr>
<tr>
<td>STAT 201</td>
<td>Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 401</td>
<td>Conceptual History of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 241</td>
<td>Vector Calculus</td>
<td></td>
</tr>
</tbody>
</table>

Select two additional courses from the following OR three courses if STAT 201 was used to fulfill the Carolina Core ARP requirement:

| MATH 141 | Calculus I (if not used for Carolina Core requirement)               |         |
| MATH 142 | Calculus II (if not used above)                                      |         |
| MATH 241 | Vector Calculus (if not used above)                                  |         |
| MATH 170 | Finite Mathematics                                                   |         |
| or MATH 174 | Discrete Mathematics for Computer Science                           |         |
| MATH 511 | Probability                                                          |         |
| MATH 544 | Linear Algebra                                                       |         |
| MATH 546 | Algebraic Structures I                                               |         |
| MATH 574 | Discrete Mathematics I                                               |         |
| MATH 580 | Elementary Number Theory                                            |         |
| STAT 506 | Introduction to Experimental Design                                  |         |
| STAT 515 | Statistical Methods I                                               |         |
| STAT 516 | Statistical Methods II                                              |         |

**Total Credit Hours:** 18  

1 If STAT 506 was not taken.

### Science Specialization (18-23 hours)

Select two courses from each of the following sciences:

#### Life Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 200</td>
<td>Plant Science</td>
<td>3</td>
</tr>
<tr>
<td>&amp; 200L</td>
<td>Plant Science Laboratory</td>
<td></td>
</tr>
<tr>
<td>BIOL 206</td>
<td>Genetics and Society</td>
<td></td>
</tr>
<tr>
<td>BIOL 232</td>
<td>Anatomy</td>
<td></td>
</tr>
<tr>
<td>BIOL 270</td>
<td>Introduction to Environmental Biology and Introduction to Environmental Biology Laboratory</td>
<td></td>
</tr>
</tbody>
</table>

#### Physical Science

Select 6-8 hours of the following:

| PHYS 201 | General Physics I                                                   | 3       |
| & 201L   | and General Physics Laboratory I                                   |         |
| PHYS 202 | General Physics II                                                  | 3       |
| & 202L   | and General Physics Laboratory II                                   |         |
| PHYS 153 | Physics in the Visual Arts                                          | 3       |
| & 153L   | and Physics in the Visual Arts Laboratory                           |         |
| PHYS 155 | Musical Acoustics                                                   | 3       |
| CHEM 102 | Fundamental Chemistry II (if not used for Carolina Core requirement) |         |
| CHEM 105 | Chemistry and Modern Society I (if not used for Carolina Core requirement) |         |

**Total Credit Hours:** 18
CHEM 111  General Chemistry I (if not used for Carolina Core requirement)

**Earth Science**
Select 6-7 hours of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 302</td>
<td>Rocks and Minerals</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 205</td>
<td>Earth Resources</td>
<td>3</td>
</tr>
<tr>
<td>MSCI 210</td>
<td>Oceans and Society</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 215</td>
<td>Coastal Environments of the Southeastern U.S.</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 230</td>
<td>Geology of the National Parks</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 250</td>
<td>Continental Drift and Ice Ages</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 18-23

1 Cannot be used if GEOL 103 used to fulfill Carolina Core.

**Major Map**
A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

**Middle Level Education, B.S. Mathematics & English Concentration**

**Middle Level Education, B.S. Mathematics & Science Concentration**

**Middle Level Education, B.S. Mathematics & Social Studies Concentration**

**Middle Level Education, B.S. Science & English Concentration**

**Middle Level Education, B.S. Science & Social Studies Concentration**

**Secondary Education Mathematics Minor**
The Secondary Education Mathematics Minor is designed to prepare students in quantitatively oriented majors (outside of Mathematics) for the "fifth-year" Secondary Education Master of Teaching (M.T.) program. Completion of the Minor does not guarantee admission into the M.T. program. Contact the Office of Student Affairs in the College of Education for information on the M.T., its admission requirements, and possible additional course work requirements for some majors.

**Prerequisites Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 141</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 142</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 241</td>
<td>Vector Calculus</td>
<td>3</td>
</tr>
<tr>
<td>MATH 300</td>
<td>Transition to Advanced Mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 14

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFI 300</td>
<td>Schools in Communities</td>
<td>3</td>
</tr>
</tbody>
</table>

EDPY 401  Learners and the Diversity of Learning 3
EDSE 500  Equity and Community Engagement 3
EDSE 502  Teachers and Teaching 3
MATH 544  Linear Algebra 3

**Additional Course**
Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 531</td>
<td>Foundations of Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MATH 546</td>
<td>Algebraic Structures I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 554</td>
<td>Analysis I</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 18

1 MATH 554 has an additional pre-requisite beyond the required courses for the minor.

**Physical Education**
Department Website (http://www.ed.sc.edu/PHYSED/)

Linda Nigles, Chair

The Department of Physical Education offers a B.S. degree in physical education and a minor in school athletic coaching.

**Admission to Professional Programs**
Students must be formally admitted to the professional programs in teacher certification. Specific requirements are listed below.

**Teacher Certification**
The teacher certification program is an CAEP-approved program that prepares people to teach physical education and coach in public and private schools from grades K to 12. The requirements for acceptance into the professional program in teacher certification include a minimum 2.75 overall GPA, a passing score on the South Carolina required basic skills assessment, a passing score on the Educational and Economic Development Act (EEDA) assessment, a minimum of 60 credit hours, and a C or better in EDFI 300, EDPY 401, PEDU 570, ENGL 101, and ENGL 102.

For a complete listing and description of all program requirements, please refer to the USC Department of Physical Education Student Handbook.

**Transfer admission into degree programs in the Department of Physical Education**

**Physical Education Teacher Certification**
1. Students from regionally accredited colleges and universities must have a minimum overall cumulative GPA of 2.50 (on a 4.00 scale) to enter preprofessional programs in physical education. Note: To be eligible to take upper level Physical Education coursework and for progression into the Professional Program in Education, students must achieve a minimum 2.75 overall GPA.

2. A grade of C or better must be earned on all courses listed for admission to the professional program in physical education.

3. Students may not transfer credit for any course which carries a grade less than C.

**Progression Requirements**
A student in physical education must earn a C or better in all major course work, including major and minor emphases, education courses, required sciences, analytical reasoning option, and ENGL 101 and ENGL 102.
Students may attempt to earn a satisfactory grade in a major course no more than two times. Only if a valid case for taking the course a third time is established will such be allowed. Validity of a case will be determined by departmental review of a formal petition. Completion of remedial course work may be required.

Standards for general eligibility to continue in the University are described in the bulletin. The Department of Physical Education has additional standards.

**Teacher Certification in Physical Education**

1. If the semester, yearly, or cumulative grade point average of a student is below 2.75, the student will receive notification in writing from the department of the GPA jeopardy.
2. If a student has two consecutive semesters of grade point averages below 2.75 and a cumulative grade point average below 2.75, the student will be suspended from academic programs in the Department of Physical Education.
3. To be reinstated the student must achieve an overall grade point average of 2.75 and have the endorsement of the Department of Physical Education.

**Programs**

- Physical Education (Athletic Coaching) Minor (p. 369)
- Physical Education, B.S.P.E. (p. 370)

**Courses**

**PEDU 100 - Contemporary Physical Activity (1 Credit)**
Development of skills in an identified area. Course content will vary and be announced by title. May be repeated as topics vary.

**PEDU 101 - Self-Defense For Women (1 Credit)**
Basic knowledge and understanding of the culture and context in which interpersonal violence occurs, the root causes and patterns of behavior within violent relationships, self defense against forcible attacks, making immediate decisions when confronted with an assault, and the procedures necessary after an assault has occurred.

**PEDU 102 - Contemporary Physical Activity (1-3 Credits)**
Course contact will vary and be announced by title. May be repeated as topics vary.

**PEDU 103 - Jogging (1 Credit)**
Exercise, lectures, and self-evaluation for weight control and fitness improvement.

**PEDU 104 - Personal Fitness and Weight Control (1 Credit)**
Advanced techniques for controlling weight and improving fitness through exercise, lectures, and self-evaluation.

**PEDU 105 - Weight Training (1 Credit)**
Fundamentals of progressive resistance exercise training.

**PEDU 106 - Advanced Weight Training (1 Credit)**
Advanced techniques. **Prerequisites:** PEDU 105.

**PEDU 107 - Group Exercise (1 Credit)**
Cardio-respiratory fitness, flexibility, muscular strength and endurance, and agility through various group exercise formats while utilizing a variety of equipment.

**PEDU 108 - Fitness Swimming (1 Credit)**
Individualized physical conditioning through lap swimming and aquatic calisthenics, games, and activities. **Prerequisites:** PEDU 140.

**PEDU 109 - ROTC Conditioning (1 Credit)**
Exercise testing, technique, and leadership, program design and implementation, nutrition, individual and team competitions, and other forms of training.

**PEDU 110 - Orientation to Physical Education (1 Credit)**
Experiences in a variety of physical-activity areas.

**PEDU 111 - Badminton (1 Credit)**
Basic strokes and introduction to the history, rules, and strategy of the game.

**PEDU 112 - Basketball (1 Credit)**
Fundamental skills of game performance. Strategy, rules, and basic offenses and defenses.

**PEDU 113 - Bowling (1 Credit)**
Fundamental skills and techniques of bowling.

**PEDU 114 - Golf (1 Credit)**
Basic strokes and strategy of golf.

**PEDU 115 - Gymnastics (1 Credit)**
Fundamentals of gymnastics on the trampoline and balance beam; tumbling, parallel bars, rings, and the horse.

**PEDU 116 - Handball (1 Credit)**
Fundamentals, strategy, and rules of handball.

**PEDU 117 - Karate (1 Credit)**
Fundamentals.

**PEDU 118 - Rugby (1 Credit)**
Fundamental skills for game performance.

**PEDU 119 - Soccer (1 Credit)**
Fundamental skills for game performance; history, rules, and game strategy.

**PEDU 120 - Softball (1 Credit)**
Fundamental skills for game performance; history, rules, and game strategy.

**PEDU 121 - Beginning Tennis (1 Credit)**
Basic strokes, history, rules, and strategy of the game.

**PEDU 122 - Volleyball (1 Credit)**
Recreational and competitive volleyball skills.

**PEDU 123 - Pilates (1 Credit)**
Focus is placed on mind-body exercises which help strengthen and condition the muscles. Each exercise will focus on building core strength, lengthening muscles, and improving flexibility. Proper breathing will also be demonstrated for each exercise in order to achieve the maximum benefits.

**PEDU 124 - Fencing (1 Credit)**
Basic foil-fencing techniques, rules, terminology, history, and etiquette.

**PEDU 125 - Intermediate Karate (1 Credit)**
Prerequisite: PEDU 117.

**PEDU 126 - Badminton/Golf (1 Credit)**
Students will learn to perform basic skills as well as to implement game strategies. Major consideration will be given on how to teach each sport.

**PEDU 127 - Field Hockey (1 Credit)**
Fundamental skills, rules, and terminology of field hockey.
PEDU 128 - Football (1 Credit)
Fundamental skills, rules, and terminology.

PEDU 129 - Racquetball (1 Credit)
Fundamental skills, rules, and terminology.

PEDU 130 - Intermediate Golf (1 Credit)
Intermediate strokes and strategies; heavier emphasis on the total golf swing.
Prerequisites: PEDU 114.

PEDU 131 - Basketball/Soccer (1 Credit)
Students will learn to perform basic skills as well as to implement game strategies. Major consideration will be given on how to teach each sport.

PEDU 132 - Intermediate Tennis (1 Credit)
Intermediate skills and strategies.
Prerequisites: PEDU 121.

PEDU 133 - Track and Field (1 Credit)
Fundamental skills, rules, and terminology.

PEDU 134 - Flying Disc Sports (1 Credit)
Fundamentals and strategies of disc golf, ultimate and various physical activities using flying discs in recreational and competitive situations.

PEDU 135 - Tai-Chi-Chuan (1 Credit)
Students will learn to perform basic Tai-Chi-Chuan skills. Major consideration will be given to breathing skills and meditation to relieve stress.

PEDU 136 - Yoga (1 Credit)
Fundamental skills and terminology.

PEDU 137 - Tae Kwon Do (1 Credit)
Fundamental skills of Tae Kwon Do.

PEDU 138 - Softball/Volleyball (1 Credit)
Students will learn to perform basic skills as well as to implement game strategies. Major consideration will be given on how to teach each sport.

PEDU 139 - Tennis/Track (1 Credit)
Students will learn to perform basic skills as well as to implement game strategies. Major consideration will be given on how to teach each sport.

PEDU 140 - Beginning Swimming (1 Credit)
Skills for safety and recreation.

PEDU 141 - Intermediate Swimming (1 Credit)
Prerequisite: PEDU 140.

PEDU 142 - Lifeguard Training (1 Credit)
Skills of lifesaving.
Prerequisites: swim 500 yards, tread water for one minute, and swim 20 feet underwater.

PEDU 143 - Water Safety Instructor Certification (1 Credit)
Skills, methods, and techniques to teach Red Cross Swimming and Life Saving.
Prerequisites: 17 years of age; sound physical condition; possession of the Red Cross Advanced Lifesaving Certificate, a Red Cross Swimmer Certificate, or the ability to perform the Swimmer Course.

PEDU 144 - Beginning Springboard Diving (1 Credit)
Basic dives and aesthetics of springboard diving.
Prerequisites: tread water and swim 20 feet underwater.

PEDU 145 - Skin and Scuba Diving (1 Credit)
Safe and effective use of equipment with emphasis on principles and physical laws of diving.
Prerequisites: ability to swim at the intermediate level.

PEDU 146 - Scuba (Open Water) (1 Credit)
Certification program in open water scuba instruction: safety, emergency procedures, equipment handling, navigation, and air consumption. Includes five open water dives.

PEDU 147 - Beginning Stand-Up Paddleboarding (1 Credit)
History and development of stand-up paddleboarding as a sport, safety protocol, paddleboard construction and design, terminology, fitness attributes and paddling techniques.

PEDU 148 - Team Water Sports (1 Credit)
Fundamental skills, rules, and strategies for participation in team water sports.
Prerequisites: intermediate swimming skills.

PEDU 149 - Survival Swimming (1 Credit)
Skills and techniques for survival under adverse conditions.
Prerequisites: swim 100 yards, tread water for one minute, and swim 20 feet underwater.

PEDU 150 - Basic Keelboat Sailing (1 Credit)
The course is designed to teach students to safely skipper and crew on a 20 to 27 foot sailboat with a tiller and outboard engine on lakes, bays, and sheltered waters in moderate weather conditions. Theory, history, safety, and teamwork will be emphasized.

PEDU 151 - Beginning Skateboarding (1 Credit)
History, rules, etiquette and techniques of skateboarding.

PEDU 152 - Power Yoga (1 Credit)
Vigorous yoga utilizing breath and movement to improve strength and flexibility.

PEDU 153 - Cardiopulmonary Resuscitation (1 Credit)
Knowledge and skills in providing artificial respiration, first aid for foreign body obstruction, one and two rescuer CPR for adults, infants, and children.

PEDU 154 - Advanced Open Water Scuba (1 Credit)
Development skills beyond open water diving: underwater navigation, night diving, and deep diving.
Prerequisites: PEDU 146.

PEDU 155 - Personal Training Preparation (3 Credits)
Safe and effective methods of exercise by the application of theories and principles of exercise science. Discussion of facility organization, legal liability, and injury prevention and treatment within the score of becoming a fitness professional.

PEDU 160 - Intermediate Yoga (1 Credit)
This course is designed to provide the historical and philosophical context of Mindfulness and how it relates to classical yoga of Pantanjali. Students will be guided in deepening their mindfulness meditation practice that includes analysis of the Four Establishments of Mindfulness and will develop an advanced asana sequence as part of their practice.
Prerequisites: PEDU 136.

PEDU 161 - Intermediate Fencing (1 Credit)
Basic footwork and bladework for foil and épée along with more complex skills, concepts, terminology, strategy, and understanding of the rules.
PEDU 168 - Zumba Fitness (1 Credit)
Principles of fitness interval training and resistance training applied to maximize caloric output, fat burning and total body toning with a fusion of Latin and International music-dance themes.

PEDU 169 - Geocaching (1 Credit)
History, rules, terminology, and strategy of geocaching. Strategies for seeking as well as creating geocaches.

PEDU 170 - Beginning Latin Dance (1 Credit)
Introductory course to multiple styles of social Latin dancing including Salsa, Merengue and Bachatta. Designed to develop the skills and techniques necessary for social level Latin dancing. Emphasis will be placed on basic social elements of dance, patterns, music, and leading and following.

PEDU 171 - Swing Dance (1 Credit)
Introduction to swing dances originating from the first half of the 20th century such as the Charleston, East Coast Swing, Lindy Hop, Jitterbug, Jive, and The Big Apple.

PEDU 172 - Rock Climbing and Bouldering (1 Credit)
Safe climbing and bouldering techniques. Movement on rock, rope systems, anchors, rappelling, belaying, risk management, spotting and lead climbing philosophy. Save use of equipment required for sport climbing and bouldering.

PEDU 173 - Folk and Square Dance (1 Credit)
Fundamental skills and terminology.

PEDU 174 - Social Dance (1 Credit)
Fundamental skills and terminology.

PEDU 175 - Intermediate Social Dance (1 Credit)
Development of skills to an intermediate level in six dances: fox trot, waltz, tango, swing, cha cha, rumba.
Prerequisites: PEDU 174.

PEDU 176 - Clogging (1 Credit)
History, folklore, and skills; individual steps and team routines.

PEDU 177 - Beginning Shag (1 Credit)
Techniques and history of the Shag, South Carolina's state dance. Chroniled development, style variations, and cultural contributions are emphasized.

PEDU 178 - Intermediate Shag Dance (1 Credit)
Introduction to more challenging shag moves for couples, based on steps, turns, spins, and passes. Emphasis on good shag form and rhythm, male lead, female follow, and tight couple positions going through step variations. Steps include Sugarfoot, Boogie Walk, Stagger, Walkup and others.
Prerequisites: PEDU 177.

PEDU 179 - Beginning Belly Dance (1 Credit)
Techniques, history, terminology, and dance combinations/choreography associated with Belly Dance at the fundamental level.

PEDU 180 - Archery (1 Credit)
Fundamentals of target and field archery shooting, history, scoring, and rules.

PEDU 181 - Equestrian (1 Credit)
English hunter-style riding for intermediate students.

PEDU 182 - Backpacking (1 Credit)
Living in the out-of-doors; gear selection, map and compass reading, backpacking, hiking, and camping.

PEDU 183 - Canoeing (1 Credit)
Fundamentals of lake, river, and whitewater canoeing.

PEDU 184 - Snow Skiing (1 Credit)
Fundamental skills and techniques.

PEDU 185 - Beginning Kayaking (1 Credit)
Fundamentals of whitewater kayaking including equipment selection and use, safety techniques, strokes, Eskimo roll, river strategies, rescue procedures, and trip planning.

PEDU 186 - Bicycle Touring (1 Credit)
Fundamental skills and techniques.

PEDU 187 - Rock Climbing (1 Credit)
Fundamentals of rock and mountain climbing including gear selection and use, knots and rope management, anchoring systems, belaying, rappelling, climbing techniques, and safety considerations.

PEDU 188 - Triathlon Training (1 Credit)
Intensive conditioning and cross training to achieve a high level cardiovascular fitness. Biking, running, and swimming in preparation for triathlon event.

PEDU 189 - Spinning (1 Credit)
Spinning to obtain physiological and psychological benefits.

PEDU 190 - Introduction to the Description and Analysis of Human Movement (2 Credits)
Analysis and performance of fundamental motor skills.

PEDU 194 - Educational Gymnastics (1 Credit)
Development of knowledge and skill in educational gymnastics. Designed to establish a content base for elementary and middle school physical education programs.

PEDU 195 - Educational Games (1 Credit)
Development of knowledge and skill in game activities appropriate for the elementary and middle school physical education game setting.

PEDU 196 - Educational Dance (1 Credit)
Development of personal skills in the use of movement for expressive purposes. Designed to establish a content base for elementary school physical education programs.

PEDU 197 - Fit Carolina (1 Credit)
Basic concepts associated with physical activity and the opportunities in community environments to engage in health-promoting and wellness activities.

PEDU 226 - Physical Education for Primary Grades (3 Credits)
Selection and development of appropriate content for elementary school physical education experiences.
Prerequisites: PEDU 190.

PEDU 232 - Philosophy and Principles of Physical Education (3 Credits)
Historical background, current problems, and publications.

PEDU 266L - Athletic Training Lab (1 Credit)
Techniques and skills used in the prevention or protection of injury.

PEDU 275 - Functional Musculoskeletal Anatomy (3 Credits)
Knowledge and skill of orthopedic anatomy relative to muscle, ligament, and tendon origin, insertion, innervation, and action.

PEDU 300 - First Aid and CPR (3 Credits)
Knowledge and skills necessary to meet the guidelines for professional certification. Skills include AED, adult, child, and infant CPR, breathing emergencies, and first aid.
PEDU 301 - Practicum in Physical Education Field Experiences (1-3 Credits)
Supervised field experiences for physical educators. Contract approved by instructor, advisor, and department head is required for undergraduate students.

PEDU 302 - Foundations of Coaching (3 Credits)
The philosophical bases, leadership theory, administrative practice, and organizational problems of competitive athletics.

PEDU 303 - Scientific Bases of Coaching I (3 Credits)
Anatomical, kinesiological, and biomechanical principles affecting performance in competitive athletics; use of biomechanical analysis techniques. Primarily for non-physical education majors who wish to coach.

PEDU 304 - Scientific Bases of Coaching II (3 Credits)
Physiological, psychological, ethical, and sport medicine principles affecting performance in competitive athletics; application of scientific principles. Primarily for non-physical education majors who desire to coach.

Prerequisites: PEDU 303.

PEDU 310 - Emergency Medical Responder (3 Credits)
Knowledge and skills necessary to work as an emergency medical responder (EMR) to help sustain life, reduce pain and minimize the consequences of injury or sudden illness until more advanced medical help takes over. Appropriate decision making about the care to provide in a medical emergency; skills an EMR needs to act as a crucial link in the emergency medical services (EMS) system.

PEDU 312 - Coaching Gymnastics, Volleyball, and Softball (3 Credits)
Prerequisite: PEDU 302 and PEDU 303.

PEDU 313 - Coaching Basketball, Track and Field, and Soccer (3 Credits)
Prerequisite: PEDU 302 and PEDU 303.

PEDU 314 - Coaching Football, Baseball, and Wrestling (3 Credits)
Prerequisite: PEDU 302 and PEDU 303.

PEDU 320 - Practicum in Coaching (3 Credits)
Supervised practical experience in interscholastic coaching settings; concurrent seminar.

PEDU 340 - Practicum in the Instructional Aspects of Physical Education (1 Credit)
Application of instructional principles to small peer group settings using open and closed gross motor skills.

Corequisite: PEDU 360.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

PEDU 341 - Practicum in Instruction of Young Learners in Movement Settings (1 Credit)
Application of curriculum and instructional principles to small group instruction with young learners. 75, have met the state basic skills testing requirement for educator preparation program admission.

Prerequisites: PEDU 340 and PEDU 360, cumulative GPA of 2.

Corequisite: PEDU 361.

PEDU 353 - Recreational Sports Programming (3 Credits)
Current program elements and techniques in recreational sports.

PEDU 360 - Instructional Aspects of Physical Education (3 Credits)
Instruction in physical education settings, including environmental arrangements, task presentation, content development, and feedback. 50.

Prerequisites: PEDU 190, cumulative GPA of 2.

Corequisite: PEDU 340.

PEDU 361 - Instruction of Young Learners in Movement Settings (3 Credits)
Development of knowledge and skills to teach physical education to young learners. 75, have met the state basic skills testing requirement for educator preparation program admission.

Prerequisites: PEDU 340 and PEDU 360, cumulative GPA of 2.

Corequisite: PEDU 341.

PEDU 398 - Seminar in Physical Education (1 Credit)
Various topics related to current events in physical education.

PEDU 399 - Independent Study (1-3 Credits)
Open to sophomores and above. Enrollment and topic to be approved in advance by advisor and instructor. Contract approved by advisor, advisor, and department head is required.

Graduation with Leadership Distinction: GLD: Research

PEDU 420 - Motor Learning in Physical Education (3 Credits)
Application of cognitive, sensory, and motor processes related to learning motor skills in physical education and sport settings.

PEDU 440 - Practicum in Secondary School Physical Education (1 Credit)
The application of curriculum and instructional principles to large group instruction in the secondary school.

Prerequisites: PEDU 341.

Corequisite: PEDU 462.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

PEDU 445 - Measurement & Evaluation in Physical Education (3 Credits)
The historic background of measurement in physical education; statistical techniques to be used in scoring and interpreting tests; evaluation of measures now available in the field; and the administration of a testing program. Available for undergraduate credit only.

Prerequisites: 15 credits in professional physical education, including PEDU 232 and 6 semester hours of professional skill courses.

PEDU 446 - Physical Education Curriculum (3 Credits)
The study of K-12 physical education school curriculum theory, issues, and design.

Prerequisites: Cumulative GPA of 2.75, Admission to Directed Teaching Semester.

PEDU 451 - Teaching Physical Education (3 Credits)
Analysis of teaching and learning in physical education.

Prerequisite or Corequisite: PEDU 462, PEDU 440.
PEDU 462 - Instruction in Secondary School Physical Education (3 Credits)
Physical education content and processes for the secondary school. 75, have met the state basic skills testing requirement for educator preparation program admission.
Prerequisites: PEDU 341 and PEDU 361, cumulative GPA of 2.
Corequisite: PEDU 440.

PEDU 479 - Directed Teaching in Physical Education (12 Credits)
Prerequisite: Cumulative GPA of 2.75, Admission to Directed Teaching Semester.

Graduation with Leadership Distinction: EDTE 201.
Experiential Learning: Experiential Learning Opportunity

PEDU 498 - Advanced Seminar in Physical Education (1 Credit)
Advanced learning opportunities in professional physical education. and permission of instructor.
Prerequisites: 90 hrs.

Graduation with Leadership Distinction: GLD: Research

PEDU 510 - Teaching Health Related Physical Fitness (3 Credits)
Knowledge and application of processes and principles of health related physical fitness in physical education and sport settings.
Prerequisites: EXSC 223/EXSC 224 or BIOL 243/BIOL 244.

PEDU 515 - Physical Education for Inclusion (3 Credits)
Designing physical education programs for special populations and for students with special needs.
Prerequisites: PEDU 340, PEDU 360.

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

PEDU 520 - Observational Analysis of Sports Techniques and Tactics (3 Credits)
Qualitative and quantitative techniques to observe, describe, analyze, and evaluate human movement in physical education and sports settings.
Prerequisites: PEDU 190, EXSC 223, EXSC 224 or BIOL 243/BIOL 244, PHYS 101.

PEDU 530 - The Organization and Administration of Physical Education (3 Credits)
Organization of instructional, intramural, interscholastic, and recreational programs, with emphasis on criteria for the evaluation and selection of activities.
Prerequisites: 18 credits in physical education, including six semester hours of professional skill courses.

PEDU 555 - Current Topics in Physical Education (1-3 Credits)

PEDU 570 - Human Child/Adolescent Growth (3 Credits)
Human physical growth and development of children with emphasis on years 4 to 18.
Prerequisites: EXSC 223, EXSC 224, or equivalent.

PEDU 575 - Physical Education for the Classroom Teacher (3 Credits)
Appropriate movement experiences for children. Not available for physical education majors.
Prerequisites: EDTE 201.

PEDU 577 - Dance Performance (3 Credits)
Rehearsal, choreographic analysis, and dance performance. All components of dance production—including music, costume, lighting, and scenery—will be considered.
Cross-listed course: DANC 577

PEDU 635 - South Carolina Physical Education Curriculum (3 Credits)
Development of physical education programs using the South Carolina Physical Education Curriculum Materials.

PEDU 637 - Advanced Theory and Techniques of Coaching Football (3 Credits)
An intensive investigation of current theories of offensive and defensive football. Generalship, strategy, conditioning, staff utilization, film analysis, and practice organization are covered in depth.
Prerequisites: current responsibilities or previous experience in college or high school coaching.

PEDU 638 - Advanced Theory and Techniques of Coaching Basketball (3 Credits)
An intensive investigation of the latest techniques and theories of coaching basketball. Systems of offense and defense, generalship, conditioning, staff utilization, film analysis, and practice organization are covered in depth.
Prerequisites: current responsibilities or previous experience in college or high school coaching.

PEDU 639 - Advanced Theory and Techniques of Coaching Track and Field Events (3 Credits)
A thorough study of the latest techniques of coaching track and field events. Isometric, isotonic, and interval conditioning theories involving the cardiovascular and muscular systems are examined to acquaint the student with varying physiological approaches to conditioning.
Prerequisites: current responsibilities or previous experience in college or high school coaching.

PEDU 640 - Advanced Theory and Techniques of Coaching and Officiating Girls' Gymnastics (3 Credits)
A thorough study of the latest techniques of teaching and officiating girls' gymnastics. Balance beam, vaulting, uneven bars, tumbling, dance skills and routines, and officiating methods.

PEDU 650 - The Art and Science of Coaching (3 Credits)
Coaching principles and application to sport programs across a variety of developmental levels.

PEDU 660 - Counseling Student Athletes (3 Credits)
Issues facing student athletes regarding their personal and career development beyond athletics.
Cross-listed course: EDCE 650

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**Physical Education (Athletic Coaching) Minor**

**Minor Requirements (18 Hours)**

**Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEDU 155</td>
<td>Personal Training Preparation</td>
<td>3</td>
</tr>
<tr>
<td>PEDU 190</td>
<td>Introduction to the Description and Analysis of Human Movement</td>
<td>2</td>
</tr>
<tr>
<td>PEDU 300</td>
<td>First Aid and CPR</td>
<td>3</td>
</tr>
</tbody>
</table>
Physical Education, B.S.P.E.

Learning Outcomes

• Students who graduate with a B.S.P.E. in Physical Education should be able to ...
• understand physical education content and disciplinary concepts related to the development of a physically educated person.
• understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.
• understand how individuals differ in their approaches to learning, and create appropriate instruction adapted to these differences.
• use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self motivation.
• use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings.
• plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national (NASPE K-12) standards.
• understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.
• evaluate the effects of their actions on others (e.g., students, parents/guardians, fellow professionals), and seek opportunities to grow professionally.
• use information technology to enhance learning and to enhance personal and professional productivity.
• foster relationships with colleagues, parents/guardians, and community agencies to support students’ growth and well being.

Admissions

Admission to the Professional Program

All University teacher education students must apply and be admitted to Professional Program/Internship at mid-point(s) in their programs prior to final internship (i.e. student teaching). Requirements for admission vary by program, but for undergraduate students include 60 credit hours with a minimum overall GPA of 2.75, successful completion of a state-approved basic skills examination, and courses as specified by program area.

Students should contact their program area or the College of Education Office of Student Affairs for specific requirements and application deadlines.

Degree Requirements (124 hours)

See College of Education (p. 340) for certification requirements and other academic opportunities.

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>32-44</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>0</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>11</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>81</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (32-44 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

must be passed with a grade of C or higher

• any CC-CMW courses (p. 742)

ARP – Analytical Reasoning and Problem Solving (6-7 hours)

must be passed with a grade of C or higher

• any CC-ARP courses (p. 742)

SCI – Scientific Literacy (8 hours)

must be passed with a grade of C or higher

• Select one of the following options (4 hours):
  • BIOL 101 & BIOL 101L
  • BIOL 110
  • BIOL 120 & BIOL 120L

• Select one of the following options (4 hours):
  • PHYS 101 & PHYS 101L (not CC-SCI-approved)
  • PHYS 201 & PHYS 201L
  • CHEM 102
  • CHEM 111 & CHEM 111L

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

The Carolina Core requires either two approved courses in one foreign language or a score of two or higher on the foreign language placement test.

• CC-GFL courses (p. 742)

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

• any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

• PSYC 101

AIU – Aesthetic and Interpretive Understanding (3 hours)

• any CC-AIU course (p. 742)
CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)
• any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy 1 (0-3 hours)
• any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)
• any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible
Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (0 hours)
No college-required courses for this program.

3. Program Requirements (11 hours)
Supporting Courses (11 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCY 101</td>
<td>Introductory Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following: 1</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>EXSC 223 &amp; 223L</td>
<td>Anatomy and Physiology I and Anatomy and Physiology I Laboratory</td>
<td></td>
</tr>
<tr>
<td>BIOL 243 &amp; 243L</td>
<td>Human Anatomy and Physiology I and Human Anatomy and Physiology Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>Select one of the following: 1</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>EXSC 224 &amp; 224L</td>
<td>Anatomy and Physiology II and Anatomy and Physiology II Lab</td>
<td></td>
</tr>
<tr>
<td>BIOL 244 &amp; 244L</td>
<td>Human Anatomy and Physiology II and Human Anatomy and Physiology Laboratory</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 11

1 Must be passed with a grade of C or higher.
2 Required if PHYS 101 and PHYS 101L were taken to fulfill CC-SCI requirement.

Minor (0-18 hours) optional
A student may choose to complete a minor consisting of 18 credit hours of prescribed courses. The minor is intended to develop a coherent basic preparation in a second area of study. Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or better.

4. Major Requirements (81 hours)
A minimum grade of C is required in all major courses.

Major Courses (33 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
The College of Engineering and Computing offers the following minors for accredited by the Computing Accreditation Commission of ABET. For Information Systems and Integrated Information Technology are Commission of ABET. The programs in Computer Science, Computer Mechanical Engineering are accredited by the Engineering Accreditation Civil Engineering, Computer Engineering, Electrical Engineering, and Biomedical Engineering, Chemical Engineering, opportunity to pursue specializations within these basic programs. courses that fulfill the general education requirements of the University and a set of courses that are specific to the major. Students have the opportunity to pursue specializations within these basic programs.

The curricula for all baccalaureate degree programs include a set of courses that are specific to the major. Students have the opportunity to pursue specializations within these basic programs. The programs in Biomedical Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, and Mechanical Engineering are accredited by the Engineering Accreditation Commission of ABET. The programs in Computer Science, Computer Information Systems and Integrated Information Technology are accredited by the Computing Accreditation Commission of ABET. For additional information, visit http://www.abet.org.

Minors
The College of Engineering and Computing offers the following minors for qualified students:

- Aerospace Engineering Minor (p. 425)
- Applied Computing Minor (p. 399)
- Computer Science Minor (p. 406)
- Data Science Minor (p. 410)
- Electrical Engineering Minor (p. 412)
- Integrated Information Technology Minor (p. 417)
- Nuclear Engineering Minor (p. 430)

A student in the College of Engineering and Computing may add to his or her program of study any minor listed in the Academic Programs A-Z (p. 20) section of this bulletin, provided the minor field of study is distinctly different from the major. Students completing the Computer Information Systems bachelor’s degree program automatically earn a minor in Business Information Systems. In most other cases, additional coursework is required to add a minor to a program of study.

Second Baccalaureate Degree
In accordance with the university’s Second Baccalaureate Degree policy, students may apply for two undergraduate degrees from the College of Engineering and Computing. In addition, the College of Engineering and Computing cooperates with other colleges in the awarding of two degrees. Often, coursework beyond the policy-specified minimum semester hour difference is required to complete the second degree.

Second Major
In accordance with the university’s Second Major policy, qualified students may apply for graduation with double majors in Computer Science and in Mathematics.

Accelerated Graduate Degrees

Accelerated Engineering and Computing Programs
Certain majors within the College of Engineering and Computing offer accelerated bachelors/graduate degree programs in accordance with the procedures given under the “Academic Regulations” section of this bulletin. In such programs, undergraduate students may take course work for graduate credit. The graduate credits may be applied to the student’s baccalaureate program. The number of such credits that may be applied towards an undergraduate degree and a graduate degree are determined by the associated degree programs.

Eligible undergraduate students must have completed at least 90 hours of undergraduate course work, must have both a cumulative and major GPA of 3.4 or better, and have the approval of their undergraduate advisor, the Graduate Director of the relevant graduate program, the Dean of Graduate Studies, and the instructor for each course to be taken. The credits must be earned during the student’s senior year. Interested students should complete the Application for Admission to an Accelerated Bachelor’s/Graduate Study Plan (http://gradschool.sc.edu/forms/G-BGCA.pdf), available from The Graduate School.

Accelerated International Masters in Business Administration
The College of Engineering and Computing and the Moore School of Business support the BS/IMBA program for undergraduate students in the College of Engineering and Computing. Under this program, undergraduate students with appropriate co-op or work experience and a GPA of 3.40, both overall and in their major...
field of study, may first submit an Application for Admission to an Accelerated Bachelor's/Graduate Study Plan to the Graduate School for acceptance to the accelerated program during the semester in which they will have 90 undergraduate credit hours.

Students must also apply to the Moore School of Business for acceptance to the IMBA program. Satisfactory scores on the GMAT are required. Generally, the equivalent of at least one year of full-time professional experience is required for acceptance to the accelerated BS/IMBA program. Students will generally officially start taking IMBA core courses during the summer after they are within 30 hours of completing the undergraduate degree. The following year will be spent taking elective courses in the IMBA program. The first year of the IMBA program is tightly structured and provides little flexibility in scheduling, including the required internship. Courses remaining to complete the requirements for both programs will be taken during the second year of the IMBA program. Up to 9 hours of graduate courses may be used for dual credit in both programs. The specific courses must be approved by both programs for dual credit.

Cooperative Education

The Cooperative Education Program is an optional program designed to provide career-related work experiences, which can either alternate, or run concurrently with academic semesters. The purpose of the co-op experience is to give direction and enrichment to the student's education, to help the student in career decision making, to improve after-graduation job prospects, and to enable students to pay for a significant portion of their college expenses.

To qualify for the co-op program, students must have completed 30 semester hours and have at least a 2.50 grade point average. The program requires that students participate in at least two work experiences, each equal to one academic semester, and maintain at least a 2.50 grade point average. Students are encouraged to enroll with the Engineering and Computing Career Services Office during their freshman year. More information is available from the Career Center's co-op website (http://sc.edu/about/offices_and_divisions/career_center/).

General Education Requirements

A student must satisfy all Carolina Core (p. 742) requirements to receive a baccalaureate degree from the College of Engineering and Computing. Specific courses and guidelines to satisfy these requirements are determined by each degree program in the College. Individual degree programs may also have additional requirements that could be considered as contributing to general education.

Progression Requirements

Any program-specific progression requirement policies are described in that program's section of this bulletin. Students who are within 30 hours of completing all degree requirements should request a senior check from the Student Services Office.

Program GPA Requirement

The College or Engineering and Computing requires that students have a Program GPA of 2.00 or better. A listing of courses included in the Program GPA for each degree program is maintained in the respective academic program section of this bulletin. The Program GPA computation will include all repeated grades, with the exception of those for which the university approved grade forgiveness has been applied. A student not meeting these requirements must change major or transfer out of the College of Engineering and Computing. Click the program link below for specific Program GPA information.

- Aerospace Engineering, B.S.E. (p. 425)
- Biomedical Engineering, B.S. (p. 376)
- Chemical Engineering, B.S.E. (p. 382)
- Civil Engineering, B.S.E. (p. 392)
- Computer Engineering, B.S.E. (p. 401)
- Computer Information Systems, B.S. (p. 403)
- Computer Science, B.S.C.S. (p. 407)
- Electrical Engineering, B.S.E. (p. 413)
- Integrated Information Technology, B.S. (p. 417)
- Mechanical Engineering, B.S.E. (p. 427)

Repetition of Coursework

A student cannot repeat courses from the College of Engineering and Computing in which they earned a grade of C or better. In addition, a student cannot repeat any course from the College a second time. For this purpose, withdrawal from a course with a grade of W is not regarded as enrollment in that course. A student that does not satisfactorily complete a degree-required College course within two attempts must change major or transfer out of the College of Engineering and Computing.

A student can repeat no more than four courses from the College of Engineering and Computing in order to satisfy the requirements for any degree from the College, regardless of satisfactory work. For this purpose, withdrawal from a course with a grade of W is not regarded as enrollment in that course. A student not meeting these requirements must change major or transfer out of the College of Engineering and Computing.

Departments

- Biomedical Engineering (p. 373)
- Chemical Engineering (p. 380)
- Civil and Environmental Engineering (p. 389)
- Computer Science and Engineering (p. 395)
- Electrical Engineering (p. 410)
- Integrated Information Technology (p. 415)
- Mechanical Engineering (p. 419)

Biomedical Engineering

Department Website (https://sc.edu/study/colleges_schools/engineering_and_computing/study/biomedical_engineering/)

Melissa Moss, Director

Biomedical engineers are involved in the design and improvement of products and procedures that promote improved health. Contributions of biomedical engineers range from the design of artificial organs to the discovery of new therapeutic pharmaceuticals to the development of surgical procedures and associated instrumentation. The Departments of Chemical Engineering and Mechanical Engineering collaborate to offer the Bachelor of Science in Biomedical Engineering. The curriculum provides a strong foundation in the basic and applied sciences, as well as in the liberal arts, to provide students with a well-balanced education. Increasing emphasis is placed upon the application of engineering...
principles to biological systems in the junior and senior years. The curriculum provides the opportunity to engage in technical electives, laboratory course components, and a capstone design experience. Additional elective components and the design experience can be tailored to the specific interests of the student.

**Bachelor’s/Master’s Degrees Accelerated Program**

The Bachelor’s/Master’s Degrees Accelerated Program in Biomedical Engineering allows undergraduate students to complete both the B.S. degree and M.S. degree in as few as five years. The use of dual credit-courses that can be used toward both degrees enables acceleration of the program, reducing the total enrollment of the student by one semester.

Biomedical Engineering undergraduate students may apply for approval of an accelerated education plan in the semester in which they will complete 90 hours of undergraduate course work. In addition, students must have a sufficient foundation in biomedical engineering course work to enable them to take graduate-level courses. University and program regulations stipulate that applicants must have a minimum GPA of 3.40, both overall and in biomedical engineering courses. Students in the accelerated program must maintain a GPA of 3.40 while pursuing the B.S. degree.

Students applying to this program must submit to The Graduate School a completed “Application for Admission to a Combined Bachelor's/Master's Education Plan” (G-BMPA) with endorsements of the undergraduate advisor, research advisor and the program graduate director. The dean of The Graduate School has final authority for approving accelerated education plans. A “Bachelor’s/Master’s Degree Accelerated Plan Course Work Authorization” form must be submitted for each semester in which one or more of these courses are taken.

Participation in the accelerated program does not require or insure acceptance into The Graduate School. Students wishing to continue towards a master's degree in biomedical engineering at USC must apply formally to the Graduate School by submitting the appropriate application and all required supporting documents. Students in the accelerated program will be eligible for graduate assistantships upon admission to The Graduate School.

Only graduate-level courses (numbered 500 and above, including up to 3 credit hours of project/research work) satisfying both B.S. and Master's degree requirements may be used for dual credit. BMEN core graduate courses (excluding 1-hour seminar courses and thesis preparation, BMEN 799) or courses from list of the approved BMEN graduate electives (refer to the graduate student handbook) may be used for graduate-level coursework. No more than twelve credit hours may be used as dual credit. The graduate courses used for dual credit must be taken during the student’s final undergraduate year.

**Courses**

**BMEN 101 - Introduction to Biomedical Engineering (2 Credits)**

Introduction to topics comprising the field of Biomedical Engineering, including their ethical impacts. Familiarization with resources and basic skills necessary to succeed in this major and field.

**Prerequisite or Corequisite:** MATH 141.

**BMEN 202 - Professional Development and Ethics in Biomedical Engineering II (1 Credit)**

Communication in the field of biomedical engineering, including technical writing and oral presentations with emphasis on professional development, articulation of a critical position, and productive intellectual exchange. Careers in the field of biomedical engineering. Planning and managing group projects. Ethical issues associated with biomedical engineering.

**Prerequisites:** BMEN 101.

**BMEN 211 - Computational Tools for Modeling Biomedical Systems (3 Credits)**

Introduction to modern computational modeling tools used in biomedical engineering. Analysis and visualization using engineering software as applied to problems of interest in biomedical engineering. Material balance modeling of biomedical systems.

**Prerequisites:** C or better in MATH 141.

**Prerequisite or Corequisite:** CHEM 111 or CHEM 141.

**BMEN 212 - Fundamentals of Biomedical Systems (3 Credits)**

Fundamentals of static equilibrium, free body diagrams, force and momentum balances; viscoelastic mechanical behavior and models of viscoelasticity; introduction to linear circuit analysis, filters, and amplifiers.

**Prerequisites:** C or better in both CHEM 111 or CHEM 141, and MATH 141.

**BMEN 240 - Cellular and Molecular Biology with Engineering Applications (4 Credits)**

Introduction to molecular, cellular, and physical biology principles and concepts and application of engineering principles to further the understanding of biological systems. Protein and nucleic acid structure and function; DNA replication, mutations, and repair; transcription, translation, and post-translational processing; cellular organization; molecular transport and trafficking; and cellular models.

**Prerequisites:** C or better in BIOL 101, C or better in CHEM 112 or CHEM 142, and C or better in MATH 142.

**BMEN 260 - Introduction to Biomechanics (3 Credits)**


**Prerequisites:** C or better in BMEN 211, C or better in MATH 241, C or better in PHYS 211.

**Programs**

- Biomedical Engineering, B.S. (p. 376)
BMEN 263 - Introduction to Biomechanics (3 Credits)
Mathematical and theoretical analysis of the mechanical properties and functions of materials, including those of biological origin and clinical relevance. Stress, strain, mechanical properties of materials, axial loading, torsion, bending, and stress/strain transformations. Application of the categories and methodology of solid mechanics to study biological tissues and events.
Prerequisites: C or better in BMEN 212, C or better in MATH 241, C or better in PHYS 211.

BMEN 271 - Introduction to Biomaterials (3 Credits)
Properties of metals, ceramics, polymers, natural materials and composites; methods to modify surface and bulk properties of biomaterials; mechanisms of degradation in physiological environments; cell- and tissue-biomaterial interactions; host response to implanted biomaterials; blood-biomaterial interactions; rational design of biomaterials for specific biomedical applications.
Prerequisites: CHEM 333, C or better in BMEN 240 or BIOL 302, C or better in BMEN 260 or BMEN 263, C or better in BMEN 290.

BMEN 290 - Thermodynamics of Biomolecular Systems (3 Credits)
First, second, and third law of thermodynamics; free energy and chemical equilibrium in biological processes; phase equilibrium for biomedical systems; energy and metabolism; membrane potentials and depolarization.
Prerequisites: C or better in BMEN 240 or BMEN 211, C or better in MATH 241, C or better in PHYS 211.

BMEN 302 - Professional Development and Ethics in Biomedical Engineering (2 Credits)
Analysis and discussion of biomedical industries, standards, regulations, products, and patents. Ethical issues associated with research, introduction of new products, animal subjects, and human subjects.
Prerequisites: BMEN 101.

BMEN 303 - Professional Development and Ethics in Biomedical Engineering (1 Credit)
Analysis and discussion of industries, products, patents, industrial inventiveness, and biomedical research. Ethical issues associated with research, introduction of new products, animal subjects, and human subjects.
Prerequisites: BMEN 101.

BMEN 321 - Biomonitoring and Electrophysiology (3 Credits)
Basic electric circuits and equivalent cell model circuits used in biomonitoring and electrophysiology. Ohm's and Kirchoff's Laws. Applications of electrical components, such as operations amplifiers, filter, and Wheatstone bridge, in biomonitoring and electrophysiology. Origins of bioelectricity. Biopotential and electrochemistry including Nernst and Goldman-Hugdkin-Katz equations for describing membrane potential of nerve and muscle cells. Ion transport involved in maintaining cell pH, action potential, muscle contraction, sensory perception.
Prerequisites: PHYS 212, C or better in BMEN 211 or BMEN 221, C or better in BMEN 240 or BIOL 302, C or better in MATH 242.

BMEN 342 - Infectious Disease & Immunology for Biomedical Engineers (3 Credits)
Qualitative and quantitative aspects of infectious diseases; principles of diagnosis and control. Elements of human immunological response and immune disorders; influence on biomedical engineering of explants and implants.
Prerequisites: BIOL 101.

BMEN 345 - Human Anatomy and Physiology for Biomedical Engineers (4 Credits)
Foundations for biomedical engineering with a focus on human anatomy and physiology. Introduction to the inter-relationships between tissue/organ structure and function; demonstration of how an engineering approach can promote understanding of these relationships. Recent biomedical engineering advances and their relations to underlying anatomy and physiology.
Prerequisites: BMEN 271, C or better in BIOL 302 or BMEN 240.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships, GLD: Research

BMEN 346 - Medical Microbiology for Biomedical Engineers (3 Credits)
Qualitative and quantitative aspects of human system based medical microbiology; principles of diagnosis and control of representative human diseases. Elements of human immunological response and immune disorders.
Prerequisites: BMEN 240 or BIOL 302.

BMEN 354 - Biotransport (3 Credits)
Basics of convective and diffusive transport applied to biological and biomedical systems. The effect of fluid flow and mass transport upon biochemical interactions. Scaling and design of biotransport systems.
Prerequisites: ECHE 320 or EMCH 360 or ENCP 360, C or better in MATH 242.

BMEN 361 - Biomedical Instrumentation (4 Credits)
Principles of and experimental measurements using bioinstrumentation. Data acquisition, processing, and statistical analysis. Lab and electrical safety. Analytical methods including hematology, human fluids analysis, biosensors, chromatographic techniques, electrophoresis, dialysis, spectrophotometry, fluorometry, and microscopy. Applications of bioinstrumentation in disease diagnosis.
Prerequisites: BMEN 321, STAT 509.

BMEN 363 - Biomedical Instrumentation (3 Credits)
Sensing and measurement of biophysical and biochemical properties and signals in the human body for quantitative molecular, cell, and tissue analysis. Overview on the theory, design and application of common biomedical instrumentation used for diagnosis, treatment, and scientific study of physiological parameters in clinical medicine and biomedical research.
Prerequisites: BMEN 321.

BMEN 381 - Biomedical Engineering Laboratory I (2 Credits)
Introduction to laboratory techniques and tools used for physiological measurements in biomedical engineering, with focus on biological, physical, and biomaterial methods. Data processing and analysis, as well as effective communication of results in written and oral form.
Prerequisites: BMEN 260 or BMEN 263, STAT 509.
Prerequisite or Corequisite: BMEN 271.

BMEN 382 - Biomedical Engineering Laboratory II (2 Credits)
Introduction to laboratory techniques and tools used for physiological measurements in biomedical engineering, with focus on measurement of biosignals and common analytical methods employed in biomedical research and clinical settings. Data processing and analysis, as well as effective communication of results in written and oral form.
Prerequisites: BMEN 321, BMEN 381.
Prerequisite or Corequisite: BMEN 363.
BMEN 389 - Special Topics in Biomedical Engineering for Undergraduates (1-3 Credits)
Course content varies and will be announced in the schedule of classes by title. May be repeated as topic varies.

BMEN 391 - Kinetics in Biomolecular Systems (3 Credits)
Kinetic theory applied to biomedical systems, including enzymatic reactions, cell growth, and kinetic models of biological systems. 
**Prerequisites:** CHEM 333 or CHEM 550 or BIOL 541; C or better in BMEN 290; C or better in MATH 242.

BMEN 392 - Fundamentals of Biochemical Engineering (3 Credits)
Biological systems are used in chemical industries for a wide variety of applications, including the formation of important products (e.g., pharmaceuticals), sensor technology, degradation, and waste water treatment. This class will provide an overview of materials needed to investigate and model biosystems. 
**Prerequisites:** CHEM 333.

BMEN 411 - Modeling and Simulation of Biomedical Systems (3 Credits)
Introduction to modern computational modeling tools used in biomedical engineering. Analysis, visualization and image processing using engineering software as applied to problems of interest in biomedical engineering. 
**Prerequisites:** BMEN 263, BMEN 271, and BMEN 354 with a minimum grade of D.

BMEN 427 - Senior Biomedical Engineering Design I (3 Credits)
Integrated team work/project management, “voice of the patient,” design specifications, design functions, design concepts, economic factors, concept selection and product architecture. The initial feasibility study, selection of the final design approach, and preliminary specifications are required by the end of the semester. 
**Prerequisites:** BMEN 271, BMEN 345, BMEN 354, BMEN 361 or BMEN 363.

**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Internships, GLD: Research

BMEN 428 - Senior Biomedical Engineering Design II (3 Credits)
Design for manufacturability, ergonomic and aesthetic considerations, prototype construction and testing, fabrication and biological testing of tissue engineered constructs, statistical methods/design of experiments, ethics/product liability and social/environmental impact. The final engineering design (specifications, drawings, bill of materials, including assessment of economics) will be completed by the end of the semester. Both written and oral reports are to be provided. 
**Prerequisites:** BMEN 427.

**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Internships, GLD: Research

BMEN 499 - Independent Research (1-3 Credits)
Summer internship, REU, or co-op experience in biomedical engineering. Students enroll in this course following their research experience and prepare a summary paper and research seminar on their technical accomplishments. A maximum of 3 credits may be applied toward the degree. 
**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Internships, GLD: Research

BMEN 532 - Micro/nanofluidics and Lab-on-a-Chip (3 Credits)
Basic fluid mechanics, capillary, drop and micro/nanoparticle, electrokinetics; micropump, mixer, preconcentrator, electrophoresis, microactuator and particle manipulator; sensors for pressure, velocity, concentration, temperature in environmental monitoring/biodefence, clinical diagnostics, drug discovery/delivery. 
**Prerequisites:** D or better in CHEM 112 and CHEM112L or CHEM 142; D or better in PHYS 212.

BMEN 537 - Bio Nano/Micro Electro-Mechanical Systems (3 Credits)
Fundamentals of nano- and microfabrication, metrology and their applications in biomedical engineering and science. The fabrication covers photolithography, nano/microfabrication for nano/ microstructures, etching and additive techniques, MEMS integration and packaging, etc. Metrology focuses on characterization of nanostructures with imaging technologies. 
**Prerequisites:** D or better in CHEM 112 and CHEM 112L or CHEM 142; D or better in PHYS 212.

BMEN 546 - Delivery of Bioactive Agents (3 Credits)
Routes of administration; mechanisms of drug absorption and biological barriers; pharmacokinetic modeling of drug distribution; drug excretion and biotransformation; design and evaluation of controlled release systems, targeted release systems, and responsive release systems. 
**Prerequisites:** BIOL 302, CHEM 333, MATH 142.

BMEN 547 - Immunoengineering (3 Credits)
Engineering approaches to study and control immune reactions and their applications in therapy and diagnostics for infectious disease, cancer, allergy, autoimmunity, and transplantation. 
**Prerequisites:** C or better in BMEN 240 or BIOL 302.

BMEN 548 - Cardiovascular System: From Development to Disease (3 Credits)
Survey of cardiovascular development, anatomy, physiology and pathology. Recent advances in our understanding of the basic mechanisms of congenital cardiovascular defects and cardiovascular disease. Engineering principles, detection and treatment of cardiovascular defects. 
**Prerequisites:** BMEN 240 or BIOL 302.

BMEN 556 - Advanced Biomechanics (3 Credits)
Mathematical and theoretical analysis of the mechanical properties and functions of soft biological tissues to include arterial vessels. 
**Prerequisites:** BMEN 260 or BMEN 263.

BMEN 572 - Tissue Engineering (3 Credits)
Molecular basis of bioregenerative engineering; biomaterial design; biocompatibility assessment; cell isolation and characterization; rapid prototyping, scaffold fabrication, and biofabrication; protein and gene delivery; bioreactor design; transport in biological tissues; applications of tissue engineering in regenerative medicine.

BMEN 589 - Special Topics in Biomedical Engineering (1-3 Credits)
Course content varies and will be announced in the schedule of classes by title. May be repeated as topic varies.

**Biomedical Engineering, B.S. Program Educational Objectives**

Graduates of the Biomedical Engineering Program will:

1. Practice in a professional career or pursue an advanced or professional degree in which they are contributing to scientific,
professional, and/or local communities through the improvement of human health.

2. Advance their careers by engaging in teamwork, effective communication, and continued learning to expand their professional development and technical understanding.

Learning Outcomes

- Ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
- Ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
- Ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgement to draw conclusions.
- Ability to acquire and apply new knowledge as needed, using appropriate learning strategies.
- Ability to communicate effectively with a range of audiences.
- Ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
- Ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.

Academic Standards

Program GPA

Program GPA requirement policies are described in the College of Engineering and Computing section of this bulletin. For the purpose of these policies, the following courses are used to determine the Program GPA for the Biomedical Engineering B.S. program: all Biomedical Engineering Major courses, all courses used to satisfy a Biomedical Engineering Elective, all courses used to satisfy an Engineering Elective, and ECHE 320 or equivalent.

Admissions

Entrance Requirements

Admission requirements and processes for freshman, transfer students, and former students seeking readmission are managed by the Office of Undergraduate Admissions (http://sc.edu/about/offices_and_divisions/undergraduate_admissions/). Transfer applicants from regionally accredited colleges and universities must have a cumulative 2.75 GPA on a 4.00 scale to enter the College of Engineering and Computing. In addition, transfer applicants for the Aerospace Engineering, Biomedical Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, or Mechanical Engineering majors must also have completed a four semester-hour calculus course equivalent to MATH 141 with a grade of "C" or better.

The last 25% of a student’s degree must be completed in residence at the University, and at least half of the hours in the student’s major courses and in the student’s minor courses (if applicable) must be taken at the University.

Degree Requirements (130-142 hours)

See College of Engineering and Computing (p. 372) for progression requirements and special academic opportunities.

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core Requirements</td>
<td>34-46</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>0</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>48</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>48</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (34-46 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

- ENGL 101 must be passed with a grade of C or higher
- ENGL 102

ARP – Analytical Reasoning and Problem Solving (8 hours)

must be passed with a grade of C or higher

- MATH 141
- MATH 142

SCI – Scientific Literacy (8 hours)

must be passed with a grade of C or higher

- BIOL 101
- BIOL 101L
- CHEM 111
- CHEM 111L

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Score two or better on foreign language placement test; or complete the 109 and 110 courses in FREN, GERM, LATN or SPAN; or complete the 121 course in another foreign language.

- CC-GFL courses (p. 742)

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

- any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

- any CC-GSS course (p. 742)
Complete all of the following:

1. Foundational Courses (33 hours)
   - any CC-AIU course (p. 742)

2. Supporting Courses (48 hours)
   - any overlay or stand-alone CC-CMS course (p. 742)
   - any overlay or stand-alone CC-INF course (p. 742)

3. Program Requirements (48 hours)

   No college-required courses for this program.

2. College Requirements (0 hours)

3. Program Requirements (48 hours)

   Supporting Courses (48 hours)

   Foundational Courses (33 hours)
   Complete all of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 112</td>
<td>General Chemistry II (must be passed with a grade of C or higher)</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 112L</td>
<td>General Chemistry II Lab (must be passed with a grade of C or higher)</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 333</td>
<td>Organic Chemistry I (must be passed with a grade of C or higher)</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 334</td>
<td>Organic Chemistry II (must be passed with a grade of C or higher)</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 550</td>
<td>Biochemistry or BIOL 541</td>
<td>3</td>
</tr>
<tr>
<td>MATH 241</td>
<td>Vector Calculus (must be passed with a grade of C or higher)</td>
<td>3</td>
</tr>
<tr>
<td>MATH 242</td>
<td>Elementary Differential Equations (must be passed with a grade of C or higher)</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 211</td>
<td>Essentials of Physics I (must be passed with a grade of C or higher)</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 211L</td>
<td>Essentials of Physics I Lab (must be passed with a grade of C or higher)</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 212</td>
<td>Essentials of Physics II</td>
<td>3</td>
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<tr>
<td>PHYS 212L</td>
<td>Essentials of Physics II Lab</td>
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<tr>
<td>STAT 509</td>
<td>Statistics for Engineers</td>
<td>3</td>
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<tr>
<td>Select one of the following:</td>
<td></td>
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<tr>
<td>ECHE 320</td>
<td>Chemical Engineering Fluid Mechanics</td>
<td></td>
</tr>
<tr>
<td>ENCP 360</td>
<td>Fluid Mechanics</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours** 33-39

3. Biomedical Engineering Electives (6 hours)

   Students must take 6 credit hours of Biomedical Engineering electives. Of these 6 credit hours, at most 3 credit hours may come from BMEN 499. A list of acceptable Biomedical Engineering electives is maintained in the Biomedical Engineering office and on its website. These include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMEN 342</td>
<td>Infectious Disease &amp; Immunology for Biomedical Engineers</td>
<td>3</td>
</tr>
<tr>
<td>BMEN 346</td>
<td>Medical Microbiology for Biomedical Engineers</td>
<td>3</td>
</tr>
<tr>
<td>BMEN 389</td>
<td>Special Topics in Biomedical Engineering for Undergraduates</td>
<td>1-3</td>
</tr>
<tr>
<td>BMEN 392</td>
<td>Fundamentals of Biochemical Engineering</td>
<td>3</td>
</tr>
<tr>
<td>BMEN 499</td>
<td>Independent Research</td>
<td>1-3</td>
</tr>
<tr>
<td>BMEN 546</td>
<td>Delivery of Bioactive Agents</td>
<td>3</td>
</tr>
<tr>
<td>BMEN 547</td>
<td>Immunoenengineering</td>
<td>3</td>
</tr>
<tr>
<td>BMEN 548</td>
<td>Cardiovascular System: From Development to Disease</td>
<td>3</td>
</tr>
<tr>
<td>BMEN 565</td>
<td>Advanced Biomechanics</td>
<td>3</td>
</tr>
<tr>
<td>BMEN 572</td>
<td>Tissue Engineering</td>
<td>3</td>
</tr>
<tr>
<td>BMEN 589</td>
<td>Special Topics in Biomedical Engineering</td>
<td>1-3</td>
</tr>
<tr>
<td>EMCH 580</td>
<td>Mechanics of Solid Biomaterials</td>
<td>3</td>
</tr>
<tr>
<td>EXSC 335</td>
<td>Biomechanics of Human Movement</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 33-39

3. Engineering Elective (3 hours)

   Students must take 3 credit hours of engineering electives. A listing of acceptable engineering electives is maintained in the Biomedical Engineering office and on its website. Engineering electives include all Biomedical Engineering Electives and the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 206</td>
<td>Scientific Applications Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 215</td>
<td>UNIX/Linux Fundamentals</td>
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</tr>
<tr>
<td>CSCE 240</td>
<td>Advanced Programming Techniques</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 317</td>
<td>Computer Systems Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 330</td>
<td>Programming Language Structures</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 350</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 355</td>
<td>Foundations of Computation</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 500</td>
<td>Computer Programming and Applications</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 551/ MATH 562</td>
<td>Theory of Computation</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 555</td>
<td>Algorithms in Bioinformatics</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 561/ MATH 527</td>
<td>Numerical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 563</td>
<td>Systems Simulation</td>
<td>3</td>
</tr>
<tr>
<td>ECHE 300</td>
<td>Chemical Process Principles</td>
<td>3</td>
</tr>
<tr>
<td>ECHE 321</td>
<td>Heat-Flow Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ECHE 322</td>
<td>Mass Transfer</td>
<td>3</td>
</tr>
<tr>
<td>ECHE 372</td>
<td>Introduction to Materials</td>
<td>3</td>
</tr>
<tr>
<td>ECHE 430</td>
<td>Chemical Engineering Kinetics</td>
<td>3</td>
</tr>
<tr>
<td>ECHE 440</td>
<td>Separation Process Design</td>
<td>3</td>
</tr>
</tbody>
</table>

1. Carolina Core Stand Alone or Overlay Eligible Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours for this program must add up to a minimum of 34 hours.
Biomedical Engineering Electives, all Engineering Electives and the Engineering office and on its website. Technical Electives include all of acceptable technical electives is maintained in the Biomedical

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 102</td>
<td>Biological Principles II</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 102L</td>
<td>Biological Principles II Laboratory</td>
<td>1</td>
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<tr>
<td>BIOL 250</td>
<td>Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 250L</td>
<td>Microbiology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 301</td>
<td>Ecology and Evolution</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 302L</td>
<td>Cell and Molecular Biology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 303</td>
<td>Fundamental Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 415</td>
<td>Comparative Vertebrate Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 460</td>
<td>Advanced Human Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 505</td>
<td>Developmental Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 530</td>
<td>Histology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 531/ENHS 661/EPID 661</td>
<td>Parasitology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 534</td>
<td>Animal Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 541L or CHEM 550L</td>
<td>Biochemistry Laboratory</td>
<td>1</td>
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<tr>
<td>BIOL 553</td>
<td>Genomics</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 610</td>
<td>Hallmarks of Cancer</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 612</td>
<td>Virology - Classical and Emerging Concepts</td>
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<tr>
<td>PHYS 514</td>
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<tr>
<td>PHYS 515</td>
<td>Mathematical Physics I</td>
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<tr>
<td>PHYS 516</td>
<td>Mathematical Physics II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 517</td>
<td>Computational Physics</td>
<td>3</td>
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</tbody>
</table>

Technical Electives (6 hours)

Students must take 6 credit hours of technical electives. A listing of acceptable technical electives is maintained in the Biomedical Engineering office and on its website. Technical Electives include all Biomedical Engineering Electives, all Engineering Electives and the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 102</td>
<td>Biological Principles II</td>
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<td>BIOL 102L</td>
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<td>BIOL 250</td>
<td>Microbiology</td>
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<td>BIOL 301</td>
<td>Ecology and Evolution</td>
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<tr>
<td>BIOL 302L</td>
<td>Cell and Molecular Biology Laboratory</td>
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<td>BIOL 303</td>
<td>Fundamental Genetics</td>
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<td>BIOL 415</td>
<td>Comparative Vertebrate Anatomy</td>
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<td>BIOL 460</td>
<td>Advanced Human Physiology</td>
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<tr>
<td>BIOL 505</td>
<td>Developmental Biology</td>
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<tr>
<td>BIOL 530</td>
<td>Histology</td>
<td>4</td>
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<tr>
<td>BIOL 531/ENHS 661/EPID 661</td>
<td>Parasitology</td>
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<tr>
<td>BIOL 534</td>
<td>Animal Behavior</td>
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<tr>
<td>BIOL 553</td>
<td>Genomics</td>
<td>3</td>
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<td>BIOL 610</td>
<td>Hallmarks of Cancer</td>
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Chemical Engineering

Department Website (https://www.sc.edu/study/colleges_schools/engineering_and_computing/departments/chemical_engineering/)

John W. Weidner, Chair

Chemical engineers are involved in the design of materials and devices and in the design and operation of plants which manufacture a wide variety of chemicals, including plastics, textile fibers, fuels, and pharmaceuticals. The work of the chemical engineer can be highly diverse, ranging from research on pollution prevention to the marketing of new chemical products.

The department offers the Bachelor of Science in Engineering with a major in chemical engineering. The department, jointly with the Department of Mechanical Engineering, offers a major in biomedical engineering.

Accelerated B.S.E./M.E. Education Plan

The Accelerated B.S.E./M.E. Plan in Chemical Engineering allows students to complete both the B.S.E. degree and a Master of Engineering degree in chemical engineering in as few as five years. The use of dual credit-courses that can be used toward both degrees enables acceleration of the program, reducing the total enrollment of the student by one semester.

Chemical engineering students may apply for approval of an accelerated education plan in the semester in which they will complete 90 hours of undergraduate course work. In addition, students must have a sufficient foundation in chemical engineering course work to enable them to take graduate-level courses. University and department regulations stipulate that applicants must have a minimum GPA of 3.40, both overall and in chemical engineering courses. Students may apply by submitting an accelerated education plan, an application for senior privilege, and a copy of a Graduate School application to the graduate director in chemical engineering. The dean of The Graduate School has final authority for approving accelerated education plans.

Only graduate-level courses (numbered 500 and above) may be used for dual credit. No more than nine credit hours may be used as dual credit. The graduate courses used for dual credit must be taken during the student’s final undergraduate year. The student graduates with the B.S.E. degree after completing the B.S.E. degree requirements. At that time, the student is admitted to the graduate program with up to nine hours of graduate credit.

Programs

• Chemical Engineering, Minor (p. 382)
• Chemical Engineering, B.S.E. (p. 382)

Courses

ECHE 101 - Introduction to Chemical Engineering (2 Credits)
Introduction to engineering, with emphasis on chemical engineering. Problem-solving techniques, including the use of computer tools. Basic engineering design methods.
ECHE 202 - Exploring the Chemical Engineering Workplace (1 Credit)
Identification of career interests and active exploration of careers in chemical engineering.
Prerequisite or Corequisite: ECHE 300.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

ECHE 203 - Research in Chemical Engineering (1 Credit)
Introduction to research in Chemical Engineering, effective literature search, communication of results, lab safety, and research ethics.
Graduation with Leadership Distinction: GLD: Research

ECHE 300 - Chemical Process Principles (3 Credits)
Material and energy balances in the chemical process industry. Properties of gases, liquids, and solids. Two one-hour lectures and one three-hour laboratory period devoted to problem solving.
Prerequisites: MATH 141.
Prerequisite or Corequisite: CHEM 112 or CHEM 142.

ECHE 310 - Introductory Chemical Engineering Thermodynamics (3 Credits)
First law and second law of thermodynamics. Thermodynamic properties of single component systems. Analysis of power and refrigeration cycles.
Prerequisites: C or better in ECHE 300.
Prerequisite or Corequisite: MATH 241.

ECHE 311 - Chemical Engineering Thermodynamics (3 Credits)
Mass, energy, and entropy balance analysis of chemical engineering systems; evaluation of thermodynamic property changes of pure materials; solution thermodynamics of single-phase multicomponent systems; phase and chemical reaction equilibrium.
Prerequisites: C or better in ECHE 310 or ENCP 290.

ECHE 320 - Chemical Engineering Fluid Mechanics (3 Credits)
Fluid statics and dynamics with emphasis on chemical engineering applications.
Prerequisites: PHYS 211.
Prerequisite or Corequisite: MATH 241.

ECHE 321 - Heat-Flow Analysis (3 Credits)
Theory of heat transmission; mechanism, generation, distribution, and measurement; use of theory in practical equipment design.
Prerequisites: C or better in ECHE 320 or ENCP 360; C or better in MATH 242.
Prerequisite or Corequisite: D or better in ECHE 456.

ECHE 322 - Mass Transfer (3 Credits)
Molecular diffusion in fluids; diffusion in laminar and turbulent flow; momentum, transport analogies; interfacial mass transfer; design applications including humidification and absorption.
Prerequisites: D or better in ECHE 321.

ECHE 372 - Introduction to Materials (3 Credits)
Overview of the fundamental chemical aspects of materials; role of materials in applications in modern society by case studies of advances in new materials and processes.
Prerequisites: CHEM 112.

ECHE 389 - Special Topics in Chemical Engineering (3 Credits)
Course content varies and will be announced in the schedule of classes by title. May be repeated as topic varies.

ECHE 430 - Chemical Engineering Kinetics (3 Credits)
Concepts of chemical kinetics, batch and flow reactors, catalysts and reactor design.
Prerequisites: C or better in ECHE 311.
Prerequisite or Corequisite: D or better in ECHE 321.

ECHE 440 - Separation Process Design (3 Credits)
Design of stagewise chemical separation cascades; analysis of binary and ternary systems; multicomponent separations, plate and column specification procedures; distillation, crystallization, extraction, and leaching.
Prerequisites: C or better in ECHE 300.
Prerequisite or Corequisite: ECHE 311.

ECHE 442 - Adsorption Fundamentals and Processes (3 Credits)
Basic principles of adsorption and adsorption processes including adsorbents, thermodynamics, kinetics, fixed bed adsorption and cyclic adsorption processes.

ECHE 456 - Computational Methods for Engineering Applications (3 Credits)
Introduction to advanced computational tools for the analysis of chemical engineering systems. Initial and boundary value problems related to heat and mass transfer, reaction engineering, and parameter estimation.
Prerequisite or Corequisite: D or better in MATH 242.

ECHE 460 - Chemical Engineering Laboratory I (3 Credits)
Review of technical-report writing and presentation techniques; topics in heat transfer, fluid mechanics, and thermodynamics; verification of theoretical results and determination of design parameters. One lecture and six laboratory hours.
Prerequisite or Corequisite: ECHE 311, ECHE 321.

ECHE 461 - Chemical Engineering Laboratory II (3 Credits)
Continuation of ECHE 460; topics in mass transfer, kinetics, and process control.
Prerequisites: ECHE 460.
Prerequisite or Corequisite: ECHE 430, ECHE 440.

ECHE 465 - Chemical-Process Analysis and Design I (3 Credits)
Economics of chemical engineering projects related to typical corporate goals and objectives; process-flowsheet development techniques; review of shortcut design techniques; selection of profitability criteria.
Prerequisite or Corequisite: ECHE 430, ECHE 440.

ECHE 466 - Chemical-Process Analysis and Design II (3 Credits)
Continuation of ECHE 465; computer-aided design of chemical processes; written and oral presentation of a comprehensive design project.
Prerequisites: ECHE 430, ECHE 440, ECHE 465.
Prerequisite or Corequisite: ECHE 322, ECHE 550, ECHE 567.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships, GLD: Research

ECHE 497 - Thesis Preparation (1-3 Credits)
Completion of the thesis requirements for the departmental undergraduate research track. A maximum of three credits may be applied toward a degree.
Prerequisites: Three credit hours of ECHE 499, acceptance into the departmental undergraduate research track, and consent of instructor.
**ECHE 498 - Topics in Chemical Engineering (1-3 Credits)**
Reading and research on selected topics in chemical engineering. Course content varies and will be announced in the schedule of classes by title. May be repeated two times as topics vary. Pass-Fail grading.

**Prerequisites:** upper division standing.

**Graduation with Leadership Distinction:** GLD: Research

**ECHE 499 - Special Problems (1-3 Credits)**
Individual investigation or studies of special topics. A maximum of six credits may be applied toward a degree. Advance approval of project proposal by advisor and instructor.

**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Internships, GLD: Research

**ECHE 520 - Chemical Engineering Fluid Mechanics (3 Credits)**
Multi-phase pressure drop, phase contacting, flow through porous media, fluidization, mixing, and turbulence.

**Prerequisites:** ECHE 320 or ENCP 360.

**ECHE 521 - Computational Fluid Dynamics for Engineering Applications (3 Credits)**
Introduction to the use of computational fluid dynamics codes to analyze flow, heat, and mass transfer problems of practical engineering applications.

**Prerequisites:** ECHE 320 or EMCH 360 or ECIV 360 or ENCP 360 or AESP 265.

**ECHE 530 - Intermediate Chemical Engineering Kinetics (3 Credits)**
Intermediate concepts of chemical kinetics, batch and flow reactors, catalysts and reactor design, including non-ideal systems.

**Prerequisites:** C or better in ECHE 311.

**Prerequisite or Corequisite:** D or better in ECHE 321.

**ECHE 540 - Intermediate Separation Process Design (3 Credits)**
Intermediate level design of stagewise chemical separation cascades; analysis of binary and ternary systems; multicomponent separations, plate and column specification procedures; distillation, crystallization, extraction, and leaching.

**Prerequisites:** C or better in ECHE 300.

**Prerequisite or Corequisite:** D or better in ECHE 311.

**ECHE 550 - Chemical Process Dynamics and Control (3 Credits)**
Fundamental physical and chemical principles in mathematically modeling the dynamic response of chemical processes; feedforward and feedback control systems; design of control schemes for selected chemical processes.

**Prerequisites:** C or better in ECHE 300 and MATH 242; D or better in ECHE 456.

**ECHE 567 - Process Safety, Health and Loss Prevention (3 Credits)**
Reliability, availability, and fault-tree analyses, risk indices, hazard evaluation, vapor cloud modeling, toxicology, material safety classification and regulations, individual/corporate ethical responsibilities.

**Prerequisite or Corequisite:** ECHE 466.

**ECHE 571 - Corrosion Engineering (3 Credits)**
Basic principles of corrosion engineering developed from a chemical engineering approach to thermodynamics, kinetics, mass transfer, and potential theory.

**Prerequisites:** ECHE 311.

**ECHE 572 - Polymer Processing (3 Credits)**
Industrial polymers with emphasis on their characterization and on the modeling of the major polymer fabrication processes.

**ECHE 573 - Next Energy (3 Credits)**
An examination of energy technologies that will enable society to move from an economy based on fossil fuels to one based on sustainable energy.

**ECHE 574 - Combustion (3 Credits)**
Fundamental process and applications related to the broad field of combustion and energy generation including emissions control technologies.

**Prerequisites:** ECHE 430.

**ECHE 579 - Special Advanced Topics in Chemical Engineering (3 Credits)**
Course content varies and will be announced in the schedule of classes by title. May be repeated as topic varies.

## Chemical Engineering, Minor

### Minor Requirements (18 Hours)

The Chemical Engineering minor requires:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Required Courses (12 hours):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECHE 300</td>
<td>Chemical Process Principles</td>
<td>3</td>
</tr>
<tr>
<td>ECHE 311</td>
<td>Chemical Engineering Thermodynamics</td>
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</tr>
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<td>ECHE 320</td>
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<tr>
<td>ECHE 440</td>
<td>Separation Process Design</td>
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<tr>
<td><strong>Chemical Engineering Minor Electives (6 hours):</strong></td>
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<tr>
<td>Minor Electives that do not require MATH 242</td>
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<tr>
<td>ECHE 372</td>
<td>Introduction to Materials</td>
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<td>Polymer Processing</td>
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<tr>
<td>ECHE 573</td>
<td>Next Energy</td>
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<tr>
<td>ECHE 589</td>
<td>Special Advanced Topics in Chemical Engineering</td>
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<tr>
<td>Minor Electives that require MATH 242 as pre-requisite</td>
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<td>ECHE 321</td>
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</table>

**Total Credit Hours** 18

## Chemical Engineering, B.S.E.

### Program Educational Objectives

Within six years of graduation, our graduates are expected to achieve one or more of the following milestones:

1. Identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. Apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. Communicate effectively with a range of audiences
4. Recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. Function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. Develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. Acquire and apply new knowledge as needed, using appropriate learning strategies.

Learning Outcomes

- Students will apply knowledge of mathematics and chemistry to typical problems encountered in chemical engineering practice.
- Students will apply knowledge of engineering to typical problems encountered in chemical engineering practice.
- Students will demonstrate the use of chemical engineering science fundamentals in developing solutions of problems typical of those encountered in chemical engineering practice.
- Students will be able to design and conduct laboratory experiments, as well as to analyze and interpret data using factorial design methods.
- Students will be able to use chemical process simulators and other techniques, skills, and modern engineering tools necessary for chemical engineering practice.
- Students will be able to design a chemical engineering system, unit, or chemical process to meet desired needs.
- Students will be able to present technical material through oral presentations with visual aids.
- Students will be able to present technical material including analysis and conclusions through technical reports.
- Students will be able to work in multi-functional teams.
- Students will be able to find information and to learn independently.
- Students will demonstrate knowledge of and adherence to professional and ethical responsibility.
- Students will be able to describe how economic, political, and social issues affect and are affected by the chemical engineering profession.
- Students will comprehend the topics and ideas of familiar subjects in a foreign language.

Academic Standards

Program GPA

Program GPA requirement policies are described in the College of Engineering and Computing section of this bulletin. For the purpose of these policies, the following courses are used to determine the Program GPA for the Chemical Engineering B.S.E. program: all Lower Division Engineering courses, all Chemical Engineering Major courses, and all Engineering Electives.

Admissions

Entrance Requirements

Admission requirements and processes for freshman, transfer students, and former students seeking readmission are managed by the Office of Undergraduate Admissions (http://sc.edu/about/offices_and_divisions/undergraduate_admissions/).

Transfer applicants from regionally accredited colleges and universities must have a cumulative 2.75 GPA on a 4.00 scale to enter the College of Engineering and Computing. In addition, transfer applicants for the Aerospace Engineering, Biomedical Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, or Mechanical Engineering majors must also have completed a four semester-hour calculus course equivalent to MATH 141 with a grade of “C” or better.

Current University of South Carolina students who wish to enter the College of Engineering and Computing, and former students seeking readmission, must have an institutional GPA of 2.50 or better on at least 15 hours earned at UofSC. In addition, such applicants for the Aerospace Engineering, Biomedical Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, or Mechanical Engineering majors must also have completed a four semester-hour calculus course equivalent to MATH 141 with a grade of “C” or better.

The last 25% of a student’s degree must be completed in residence at the University, and at least half of the hours in the student’s major courses and in the student’s minor courses (if applicable) must be taken at the University.

Degree Requirements (131-138 hours)

See College of Engineering and Computing (p. 372) for progression requirements and special academic opportunities.

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>34-43</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>0</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>64-65</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>33</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (34-43 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)
- ENGL 101 - must be passed with a grade of C or higher
- ENGL 102

ARP – Analytical Reasoning and Problem Solving (8 hours)

must be passed with a grade of C or higher
- MATH 141
- MATH 142

SCI – Scientific Literacy (8 hours)

must be passed with a grade of C or higher
- CHEM 111 & CHEM 111L
- PHYS 211 & PHYS 211L
GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)
Score two or better on foreign language placement test; or complete the 109 and 110 courses in FREN, GERM, LATN or SPAN; or complete the 121 course in another foreign language.
- CC-GFL courses (p. 742)

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)
- any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)
- any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)
- any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)
- PHIL 325 (CMS/VSR overlay)

INF – Information Literacy 1 (0-3 hours)
- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)
- PHIL 325 (CMS/VSR overlay)

1 Carolina Core Stand Alone or Overlay Eligible Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours for this program must add up to a minimum of 34 hours.

2. College Requirements (0 hours)
No college-required courses for this program.

3. Program Requirements (64-65 hours)
Supporting Courses (64-65 hours)
Foundational Courses (20 hours)
Complete all of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 112</td>
<td>General Chemistry II (must be passed with a grade of C or higher)</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 112L</td>
<td>General Chemistry II Lab (must be passed with a grade of C or higher)</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 333</td>
<td>Organic Chemistry I (must be passed with a grade of C or higher)</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 334</td>
<td>Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 241</td>
<td>Vector Calculus</td>
<td>3</td>
</tr>
<tr>
<td>MATH 242</td>
<td>Elementary Differential Equations (must be passed with a grade of C or higher)</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 212</td>
<td>Essentials of Physics II</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 212L</td>
<td>Essentials of Physics II Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credit Hours 20

Chemistry Electives (6 hours)
A list of acceptable Chemistry Elective courses is maintained in the department office and on its website. These include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 321</td>
<td>Quantitative Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 322</td>
<td>Analytical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 511</td>
<td>Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 533</td>
<td>Comprehensive Organic Chemistry III</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 541</td>
<td>Physical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 542</td>
<td>Physical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 545</td>
<td>Physical Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 550</td>
<td>Biochemistry</td>
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</tr>
<tr>
<td>CHEM 555</td>
<td>Biochemistry/Molecular Biology I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 556</td>
<td>Biochemistry/Molecular Biology II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 621</td>
<td>Instrumental Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 622</td>
<td>Forensic Analytical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 623</td>
<td>Introductory Environmental Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 624</td>
<td>Aquatic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 633</td>
<td>Introduction to Polymer Synthesis</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 643</td>
<td>Computational Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 644</td>
<td>Materials Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 655</td>
<td>Metabolic Biochemistry of Human Disease</td>
<td>3</td>
</tr>
</tbody>
</table>

Chemistry Laboratory Electives (2 hours)
A list of acceptable Chemical Laboratory Elective courses is maintained in the department office and on its website. These include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 321L</td>
<td>Quantitative Analysis Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 322L</td>
<td>Analytical Chemistry Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 331L</td>
<td>Essentials of Organic Chemistry Laboratory I</td>
<td>1-2</td>
</tr>
<tr>
<td>CHEM 332L</td>
<td>Essentials of Organic Chemistry Laboratory II</td>
<td>1-2</td>
</tr>
<tr>
<td>CHEM 334L</td>
<td>Comprehensive Organic Chemistry Laboratory I</td>
<td>1-2</td>
</tr>
<tr>
<td>CHEM 541L</td>
<td>Physical Chemistry Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 542L</td>
<td>Physical Chemistry Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 550L</td>
<td>Biochemistry Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 621L</td>
<td>Instrumental Analysis Laboratory</td>
<td>1</td>
</tr>
</tbody>
</table>

Computer Programming Elective (3-4 hours)
Select one of the following:
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 145</td>
<td>Algorithmic Design I</td>
<td>4</td>
</tr>
<tr>
<td>CSCE 206</td>
<td>Scientific Applications Programming</td>
<td>3</td>
</tr>
</tbody>
</table>

Lower Division Engineering (14 hours)
Complete all of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECHE 101</td>
<td>Introduction to Chemical Engineering</td>
<td>2-3</td>
</tr>
<tr>
<td>or ENCP 101</td>
<td>Introduction to Engineering I</td>
<td></td>
</tr>
</tbody>
</table>
A list of acceptable Engineering Elective courses is maintained in the department office and on its website. The list includes the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECHE 202</td>
<td>Exploring the Chemical Engineering Workplace</td>
<td>1</td>
</tr>
<tr>
<td>ECHE 203</td>
<td>Research in Chemical Engineering</td>
<td>1</td>
</tr>
<tr>
<td>BMEN 202</td>
<td>Professional Development and Ethics in Biomedical Engineering II</td>
<td>1</td>
</tr>
</tbody>
</table>

**Technical Electives (9 hours)**

A list of acceptable Technical Elective courses is maintained in the department office and on its website. The list includes the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENCP 102</td>
<td>Introduction to Engineering II</td>
<td>3</td>
</tr>
<tr>
<td>or EMCH 111</td>
<td>Introduction to Computer-Aided Design</td>
<td></td>
</tr>
<tr>
<td>MATH 374</td>
<td>Discrete Structures</td>
<td>3</td>
</tr>
<tr>
<td>MATH 500 and above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAT 500 and above, except STAT 541 and STAT 591</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 101</td>
<td>Biological Principles I</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 101L</td>
<td>Biological Principles I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 102</td>
<td>Biological Principles II</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 102L</td>
<td>Biological Principles II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 120</td>
<td>Human Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 120L</td>
<td>Laboratory in Human Biology</td>
<td>1</td>
</tr>
</tbody>
</table>
BIOL 200 and above  
ENVR 231 Introduction to Sustainability Management and Leadership  
ENVR 321 Environmental Pollution and Health  
ENVR 331 Integrating Sustainability  
GEOG 103 and above  
MISC 100 and above  
PHYS 300 and above  
CSCE 145 Algorithmic Design I  
CSCE 146 Algorithmic Design II  
CSCE 210 Computer Hardware Foundations  
CSCE 215 UNIX/Linux Fundamentals  
CSCE 350 Data Structures and Algorithms  

Liberal Arts Electives (3 hours)
At least one course used to satisfy the Liberal Arts Elective or a Carolina Core AIU, CMS, GHS, GSS, VSR requirement must be either at
1. the 300-level or above and in the same field of study as one of the other courses, or
2. 270 or above in the field of ENGL. Liberal Arts Electives include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AERO 401</td>
<td>National Security/Leadership Responsibilities/Commissioning Preparation (POC cadets only)</td>
<td>4</td>
</tr>
<tr>
<td>AERO 402</td>
<td>Preparation for Active Duty (POC cadets only)</td>
<td>4</td>
</tr>
<tr>
<td>AFAM 201</td>
<td>Introduction to African American Studies: Social and Historical Foundations</td>
<td>3</td>
</tr>
<tr>
<td>AFAM 202</td>
<td>Introduction to African-American Studies</td>
<td>3</td>
</tr>
<tr>
<td>AFAM 335</td>
<td>The American Civil Rights Movement</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 101</td>
<td>Primates, People, and Prehistory</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 102</td>
<td>Understanding Other Cultures</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 219</td>
<td>Great Discoveries in Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 300 and above except ANTH 399, ANTH 501</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>ARTE 101</td>
<td>Introduction to Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 105</td>
<td>History of Western Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 106</td>
<td>History of Western Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 300 and above except ARTH 399, ARTH 498, ARTH 499, ARTH 599</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>ARMY 406</td>
<td>American Military Experience (Army cadets only)</td>
<td>3</td>
</tr>
<tr>
<td>CPLT any course; courses CPLT 270 and above count as 300-level</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>DANC 101</td>
<td>Dance Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>ECON 221</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 222</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 224</td>
<td>Introduction to Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 300 and above except ECON 399, ECON 421, ECON 499, ECON 524, ECON 595</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>ENGL any course above 102, except 460 through 467</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Foreign languages 121 Elementary</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Foreign languages 300 and above except intensive reading courses or courses about teaching</td>
<td>-</td>
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<tr>
<td>GEOG 103</td>
<td>Introduction to Geography</td>
<td>3</td>
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<tr>
<td>GEOG 121</td>
<td>Globalization and World Regions</td>
<td>3</td>
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<tr>
<td>GEOG 300 and above except GEOG 399, GEOG 595</td>
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<tr>
<td>HIST any course</td>
<td>-</td>
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<tr>
<td>LASP 301</td>
<td>Interdisciplinary Study of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>LASP 311</td>
<td>Latin American Cultures</td>
<td>3</td>
</tr>
<tr>
<td>LASP 315</td>
<td>South American Indian Cultures</td>
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</tr>
<tr>
<td>LASP 322</td>
<td>Mesoamerican Prehistory</td>
<td>3</td>
</tr>
<tr>
<td>LASP 331</td>
<td>Geography of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>LASP 351</td>
<td>Politics and Governments of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>LASP 398</td>
<td>Special Topics in Latin American Studies</td>
<td>3</td>
</tr>
<tr>
<td>LASP 425</td>
<td>Prehistoric Archaeology of South America</td>
<td>3</td>
</tr>
<tr>
<td>LASP 451</td>
<td>International Relations of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>LING 300</td>
<td>Introduction to Language Sciences</td>
<td>3</td>
</tr>
<tr>
<td>LING 340</td>
<td>Language, Culture, and Society</td>
<td>3</td>
</tr>
<tr>
<td>LING 405</td>
<td>Topics in Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>LING 540</td>
<td>Topics in Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td>LING 541</td>
<td>Language and Gender</td>
<td>3</td>
</tr>
<tr>
<td>LING 542</td>
<td>Research in Language Conflict and Language Rights</td>
<td>3</td>
</tr>
<tr>
<td>LING 543</td>
<td>Discourse, Gender, and Politics of Emotion</td>
<td>3</td>
</tr>
<tr>
<td>LING 545</td>
<td>Anthropological Approaches to Narrative and Performance</td>
<td>3</td>
</tr>
<tr>
<td>LING 567</td>
<td>Psychology of Language</td>
<td>3</td>
</tr>
<tr>
<td>LING 600</td>
<td>Survey of Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 110</td>
<td>Introduction to Music</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 140</td>
<td>Jazz and American Popular Music</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 145</td>
<td>Introduction to Music Literature</td>
<td>3</td>
</tr>
<tr>
<td>MUSC any music history course at or above 300-level</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>NAVY 303</td>
<td>Evolution of the Art of War (Midshipmen only)</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 102</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 300 and above</td>
<td>-</td>
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<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 103</td>
<td>Psychology of Adjustment</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 300 and above except PSYC 570 to PSYC 599</td>
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<td></td>
</tr>
<tr>
<td>POLI any course except POLI 379, POLI 399</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>RELG any course</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>SOCY 101</td>
<td>Introductory Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 300 and above except 399</td>
<td>-</td>
<td></td>
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<tr>
<td>THEA 200</td>
<td>Understanding and Appreciation of Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THEA 561</td>
<td>History of the Theatre I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 562</td>
<td>History of the Theatre II</td>
<td>3</td>
</tr>
<tr>
<td>WGST 112</td>
<td>Introduction to Women's and Gender Studies</td>
<td>3</td>
</tr>
<tr>
<td>WGST 113</td>
<td>Women's Health</td>
<td>3</td>
</tr>
<tr>
<td>WGST 207</td>
<td>Gender and Culture</td>
<td>3</td>
</tr>
<tr>
<td>WGST 300</td>
<td>Sex and Gender</td>
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<tr>
<td>WGST 301</td>
<td>Psychology of Marriage</td>
<td>3</td>
</tr>
<tr>
<td>WGST 304</td>
<td>Race, Class, Gender, and Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>WGST 305</td>
<td>Sociology of Families</td>
<td>3</td>
</tr>
<tr>
<td>WGST 307</td>
<td>Feminist Theory</td>
<td>3</td>
</tr>
<tr>
<td>WGST 308</td>
<td>African-American Feminist Theory</td>
<td>3</td>
</tr>
<tr>
<td>WGST 310</td>
<td>Psychology of Women</td>
<td>3</td>
</tr>
<tr>
<td>WGST 351</td>
<td>The Family in Cross-Cultural Perspective</td>
<td>3</td>
</tr>
</tbody>
</table>
4. Major Requirements (33 hours)

Major Courses (33 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECHE 321</td>
<td>Heat-Flow Analysis</td>
<td>3</td>
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<tr>
<td>ECHE 322</td>
<td>Mass Transfer</td>
<td>3</td>
</tr>
<tr>
<td>ECHE 430</td>
<td>Chemical Engineering Kinetics</td>
<td>3</td>
</tr>
<tr>
<td>ECHE 440</td>
<td>Separation Process Design</td>
<td>3</td>
</tr>
<tr>
<td>ECHE 456</td>
<td>Computational Methods for Engineering Applications</td>
<td>3</td>
</tr>
<tr>
<td>ECHE 460</td>
<td>Chemical Engineering Laboratory I</td>
<td>3</td>
</tr>
<tr>
<td>ECHE 461</td>
<td>Chemical Engineering Laboratory II</td>
<td>3</td>
</tr>
<tr>
<td>ECHE 465</td>
<td>Chemical-Process Analysis and Design I</td>
<td>3</td>
</tr>
<tr>
<td>ECHE 466</td>
<td>Chemical-Process Analysis and Design II</td>
<td>3</td>
</tr>
<tr>
<td>ECHE 550</td>
<td>Chemical-Process Dynamics and Control</td>
<td>3</td>
</tr>
<tr>
<td>ECHE 567</td>
<td>Process Safety, Health and Loss Prevention</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 33

Concentrations (15 hours) optional

Students may pursue any of the following concentrations by choosing specified engineering, technical, and chemistry elective courses to fulfill degree requirements:

- Concentration in Biomolecular Engineering
- Concentration in Energy
- Concentration in Interdisciplinary Engineering
- Concentration in Materials
- Concentration in Environmental Engineering
- Concentration in Numerical Methods and Computing

To fulfill the requirements for any concentration, a student must complete five courses (15 credit hours) in one area. Consult the department website or advising handbook for the most up to date list of approved concentration courses. Also note that the lists may not include all of the prerequisites for some of the listed courses.

Concentration in Biomolecular Engineering (15 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 302</td>
<td>Cell and Molecular Biology ¹</td>
<td>3</td>
</tr>
<tr>
<td>or BMEN 240</td>
<td>Cellular and Molecular Biology with Engineering Applications</td>
<td></td>
</tr>
<tr>
<td>CHEM 550</td>
<td>Biochemistry</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMEN 271</td>
<td>Introduction to Biomaterials</td>
</tr>
<tr>
<td>BMEN 391</td>
<td>Kinetics in Biomolecular Systems</td>
</tr>
</tbody>
</table>

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 101</td>
<td>and BIOL 102 are prerequisites for BIOL 302. Multiple distinct 389/589 courses may be counted.</td>
</tr>
</tbody>
</table>

Concentration in Energy (15 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECHE 573</td>
<td>Next Energy</td>
<td>3</td>
</tr>
</tbody>
</table>

Select four of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECHE 372</td>
<td>Introduction to Materials</td>
<td></td>
</tr>
<tr>
<td>ECHE 389</td>
<td>Special Topics in Chemical Engineering (designated energy electives) ¹</td>
<td></td>
</tr>
<tr>
<td>ECHE 499</td>
<td>Special Problems (approved energy-related research project, up to 3 credit hours)</td>
<td></td>
</tr>
<tr>
<td>ECHE 571</td>
<td>Corrosion Engineering</td>
<td></td>
</tr>
<tr>
<td>ECHE 574</td>
<td>Combustion</td>
<td></td>
</tr>
<tr>
<td>ELCT 363</td>
<td>Introduction to Microelectronics</td>
<td></td>
</tr>
<tr>
<td>ELCT 510</td>
<td>Photovoltaic Materials and Devices</td>
<td></td>
</tr>
<tr>
<td>ELCT 563</td>
<td>Semiconductor Electronic Devices</td>
<td></td>
</tr>
<tr>
<td>EMCH 551</td>
<td>Nuclear Energy in the Hydrogen Economy</td>
<td></td>
</tr>
<tr>
<td>EMCH 552</td>
<td>Introduction to Nuclear Engineering</td>
<td></td>
</tr>
<tr>
<td>EMCH 553</td>
<td>Nuclear Fuel Cycles</td>
<td></td>
</tr>
<tr>
<td>EMCH 576</td>
<td>Fundamentals and Applications of Fuel Cells</td>
<td></td>
</tr>
<tr>
<td>ECHE 589</td>
<td>Special Advanced Topics in Chemical Engineering (designated energy electives) ¹</td>
<td></td>
</tr>
<tr>
<td>EMCH 592</td>
<td>Introduction to Combustion</td>
<td></td>
</tr>
<tr>
<td>EMCH 594</td>
<td>Solar Heating</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 15

¹ Multiple distinct 389/589 courses may be counted.
### Concentration in Interdisciplinary Engineering (15 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select five courses from the following:</td>
<td>15</td>
</tr>
<tr>
<td>EMCH 200</td>
<td>Statics</td>
<td></td>
</tr>
<tr>
<td>or ECIV 200</td>
<td>Statics for Non-Majors</td>
<td></td>
</tr>
<tr>
<td>or ENCP 200</td>
<td>Statics</td>
<td></td>
</tr>
<tr>
<td>EMCH 220</td>
<td>Mechanical Engineering Fundamentals for Non-Majors</td>
<td></td>
</tr>
<tr>
<td>EMCH 260</td>
<td>Solid Mechanics</td>
<td></td>
</tr>
<tr>
<td>EMCH 310</td>
<td>Dynamics</td>
<td></td>
</tr>
<tr>
<td>MATH 526</td>
<td>Numerical Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>STAT 509</td>
<td>Statistics for Engineers</td>
<td></td>
</tr>
<tr>
<td>CSCE 206</td>
<td>Scientific Applications Programming</td>
<td></td>
</tr>
<tr>
<td>or ECHE 456</td>
<td>Computational Methods for Engineering Applications</td>
<td></td>
</tr>
<tr>
<td>ELCT 220</td>
<td>Electrical Engineering for Non-Majors</td>
<td></td>
</tr>
<tr>
<td>or ELCT 221</td>
<td>Circuits</td>
<td></td>
</tr>
<tr>
<td>ECHE 372</td>
<td>Introduction to Materials</td>
<td></td>
</tr>
<tr>
<td>or EMCH 371</td>
<td>Materials</td>
<td></td>
</tr>
<tr>
<td>CHEM 621</td>
<td>Instrumental Analysis</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 15

### Concentration in Materials (15 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select one of the following:</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>ECHE 389</td>
<td>Special Topics in Chemical Engineering (designated materials courses)</td>
</tr>
<tr>
<td></td>
<td>ECHE 571</td>
<td>Corrosion Engineering</td>
</tr>
<tr>
<td></td>
<td>ECHE 572</td>
<td>Polymer Processing</td>
</tr>
<tr>
<td></td>
<td>ECHE 589</td>
<td>Special Advanced Topics in Chemical Engineering (designated materials courses)</td>
</tr>
<tr>
<td></td>
<td>Select three of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CHEM 511</td>
<td>Inorganic Chemistry</td>
</tr>
<tr>
<td></td>
<td>CHEM 633</td>
<td>Introduction to Polymer Synthesis</td>
</tr>
<tr>
<td></td>
<td>CHEM 644</td>
<td>Materials Chemistry</td>
</tr>
<tr>
<td></td>
<td>ELCT 363</td>
<td>Introduction to Microelectronics</td>
</tr>
<tr>
<td></td>
<td>ELCT 563</td>
<td>Semiconductor Electronic Devices</td>
</tr>
<tr>
<td></td>
<td>EMCH 573</td>
<td>Introduction to Nuclear Materials</td>
</tr>
<tr>
<td></td>
<td>ECHE 389</td>
<td>Special Topics in Chemical Engineering (designated materials courses)</td>
</tr>
<tr>
<td></td>
<td>ECHE 499</td>
<td>Special Problems (approved materials-related research project, up to 3 credit hours)</td>
</tr>
<tr>
<td></td>
<td>ECHE 571</td>
<td>Corrosion Engineering</td>
</tr>
<tr>
<td></td>
<td>ECHE 572</td>
<td>Polymer Processing</td>
</tr>
<tr>
<td></td>
<td>ECHE 589</td>
<td>Special Advanced Topics in Chemical Engineering (designated materials electives)</td>
</tr>
</tbody>
</table>

Total Credit Hours 15

1 Multiple distinct 389/589 courses may be counted.

### Concentration in Environmental Engineering (15 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECIV 350</td>
<td>Introduction to Environmental Engineering</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 362</td>
<td>Introduction to Water Resources Engineering</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECIV 558</td>
<td>Environmental Engineering Process Modeling</td>
</tr>
<tr>
<td></td>
<td>CHEM 623</td>
<td>Introductory Environmental Chemistry</td>
</tr>
<tr>
<td></td>
<td>or CHEM 624</td>
<td>Aquatic Chemistry</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENVR 231</td>
<td>Introduction to Sustainability Management and Leadership</td>
</tr>
<tr>
<td></td>
<td>ENVR 321</td>
<td>Environmental Pollution and Health</td>
</tr>
<tr>
<td></td>
<td>ENVR 322</td>
<td>Environmental Ethics</td>
</tr>
<tr>
<td></td>
<td>ENVR 331</td>
<td>Integrating Sustainability</td>
</tr>
</tbody>
</table>

Total Credit Hours 15

### Concentration in Numerical Methods and Computing (15 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BMEN 211</td>
<td>Computational Tools for Modeling Biomedical Systems</td>
</tr>
<tr>
<td></td>
<td>EMCH 201</td>
<td>Introduction to Applied Numerical Methods</td>
</tr>
<tr>
<td></td>
<td>ENCP 201</td>
<td>Introduction to Applied Numerical Methods</td>
</tr>
<tr>
<td></td>
<td>Select four of the following:</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>CSCE 145</td>
<td>Algorithmic Design I</td>
</tr>
<tr>
<td></td>
<td>CSCE 146</td>
<td>Algorithmic Design II</td>
</tr>
<tr>
<td></td>
<td>MATH 374</td>
<td>Discrete Structures</td>
</tr>
<tr>
<td></td>
<td>or MATH 574</td>
<td>Discrete Mathematics I</td>
</tr>
<tr>
<td></td>
<td>MATH (500-level or higher)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GEOL 575</td>
<td>Numerical Modeling for Earth Science Applications</td>
</tr>
<tr>
<td></td>
<td>EMCH 501</td>
<td>Engineering Analysis I</td>
</tr>
<tr>
<td></td>
<td>ECHE 589</td>
<td>Special Advanced Topics in Chemical Engineering (depending on topic coverage, multiple versions possible)</td>
</tr>
</tbody>
</table>

Total Credit Hours 15

### B.S.E. with Distinction

The B.S.E. with Distinction is available to students majoring in chemical engineering who wish to participate in significant research and/or design activities in chemical engineering with a faculty mentor.

A minimum GPA of 3.50 in major courses, 3.50 in all engineering courses, and 3.50 overall is required at the time the student applies to enter the departmental undergraduate research track.

The student should apply to enter the departmental undergraduate research track and choose the members of the thesis committee as early as possible but in all cases at least one year before submitting and defending the thesis. The thesis committee will consist of a thesis advisor, who must be a tenure-track faculty member in chemical engineering, and two other tenure-track or research faculty members in chemical engineering or in any other department.

By the end of the semester in which the student is admitted into the research track, a short description of the research must be agreed upon by the thesis committee and the student, and filed in the college office. Projects involving research and/or design are acceptable. The design projects or research projects for ECHE 465, ECHE 466, ECHE 567, or other courses are not acceptable as the thesis. The student must also choose three credit hours of engineering or technical elective courses related to the thesis topic. The course(s) must be approved by the thesis committee.
and completed by the student at least one semester before the thesis is submitted and defended. Before submitting and defending the thesis, the student must have completed three credit hours of ECHE 499 under the thesis advisor, preferably one credit hour per semester. During the semester in which the thesis is submitted and defended the student must also complete three credit hours of ECHE 497, one credit hour under each of the three members of the thesis committee. At least two months before submitting and defending the thesis, the student must present a progress report to the thesis committee orally and in writing.

By the end of his/her last semester, the student must have presented the research at a national meeting of a professional society (such as AIChE, ACS, ECS, etc.), at Discovery Day at USC, or at a comparable venue. The student must also submit a written thesis describing the research and defend it orally before the thesis committee. The defense must be announced at least one week in advance and be open to the general public.

Students who successfully fulfill all of these requirements with a GPA of at least 3.50 in the three hours of ECHE 497, 3.50 in all major courses, 3.50 in all engineering courses, and 3.50 overall, will be awarded their degree with “Distinction in Chemical Engineering” upon graduation.

Major Map
A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Chemical Engineering, B.S.E.

Civil and Environmental Engineering

Department Website (https://sc.edu/study/colleges_schools/engineering_and_computing/study/civil_and_environmental_engineering/)

Juan M. Caicedo, Chair

The Department of Civil and Environmental Engineering offers a Bachelor of Science in Engineering degree with a major in civil engineering. Civil engineering is the planning, design, and construction of projects that define a civilization. Civil engineers have built landmarks that now stand as tributes to the profession’s creative spirit and ingenuity. Civil engineering is everywhere: the buildings in which we live and work, the roads on which we travel, the water we drink, the bridges we cross. Civil engineers design industrial and commercial buildings, bridges, towers, dams, tunnels, and mass transportation facilities. They manage urban planning and public works projects, perform air quality monitoring, and plan and design waste collection and handling systems.

Program Educational Objectives

1. Graduates of the Civil engineering program should demonstrate their continuing successful practice as civil engineers and/or their pursuit of post baccalaureate education and/or their engagement in other professional careers that involve the application of engineering concepts.

2. Graduates of the civil engineering program should demonstrate a commitment for continuing professional development and life-long learning.

3. Graduates of the civil engineering program should demonstrate the ability to advance within their profession to positions of greater responsibility and leadership.

The first two years of the undergraduate curriculum form the necessary foundation in mathematics, computer programming, the physical sciences, and basic engineering sciences, together with courses in the liberal arts, to provide the student with a well-balanced educational experience. The upper-division civil engineering program includes the study of construction materials, structural analysis and design, soil behavior, systems analysis, water supply, and pollution control. The department offers elective courses in such areas of engineering as environmental, geotechnical, structural, transportation, and water resources.

The civil engineering graduate is prepared to enter the job market with federal, state, and municipal agencies and with private consulting firms involved with aspects of planning, design, construction, or environmental control. Students may, following graduate study, also pursue careers in teaching and in research and development.

The Civil and Environmental Engineering Department at the University of South Carolina uses the term “program educational objective” to describe the expected accomplishments of our students in a few years (three to five years) following graduation. The term “student learning outcome” is used to describe the knowledge and skills at the time of graduation.

Bachelor’s/Master’s Accelerated Program

A combined B.S.E./M.S. or M.E. degree program is available to undergraduate civil and environmental engineering students with GPAs of 3.50 or above and 90 or more hours earned toward their baccalaureate degrees. Up to 6 credit hours of 500-level or above courses may be applied toward both the B.S.E. and M.S. or M.E. in Civil Engineering degree requirements. The approval of the student’s advisor and the Department of Civil and Environmental Engineering graduate director are required. Questions about this program may be directed to the civil and environmental engineering graduate director.

Programs

- Civil Engineering, B.S.E. (p. 392)

Courses

ECIV 101 - Introduction to Civil Engineering (3 Credits)
Fundamental concepts in each of the disciplines of civil engineering are discussed. Critical thinking skills are formally fostered by hands-on experiences and group discussions.

ECIV 111 - Introduction to Engineering Graphics and Visualization (3 Credits)
Principles and practice of visualization and graphical representation using modern computer-aided design tools.

ECIV 200 - Statics (3 Credits)

Prerequisites: C or better in MATH 141.
ECIV 201 - Computational Methods for Civil Engineering (3 Credits)
The use of computational tools and techniques for solving civil and environmental engineering problems. Overview of numerical methods including roots of equations, systems of linear equations, interpolation, and integration. Use of spreadsheets to analyze civil and environmental systems.
Prerequisites: C or better in MATH 142 and ECIV 200.

ECIV 210 - Dynamics (3 Credits)
Kinematics of particles and rigid bodies. Vector representation of force and motion. Free-body diagrams, application of energy and momentum methods to solve problems. Rigid body and central force motion.
Prerequisites: C or better in ECIV 200 and in MATH 142.

ECIV 220 - Mechanics of Solids (3 Credits)
Prerequisites: C or better in ECIV 200 or ENCP 200 and in MATH 142.

ECIV 300 - Civil Engineering Measurements (3 Credits)
Theory and application of plane surveying and mapping techniques. Lecture plus laboratory.
Prerequisites: MATH 241.

ECIV 303 - Civil Engineering Materials (3 Credits)
Mechanical and thermal properties of mineral aggregates, cements, concrete, timber, asphalt, metals, and plastics.
Prerequisites: C or better in ECIV 220 or ENCP 260.

ECIV 303L - Civil Engineering Materials Laboratory (1 Credit)
Experiments, exercises, and demonstrations to accompany ECIV 303. Three hours per week. 2015.
Prerequisites: ECIV 201 or ENCP 201.

Corequisite: ECIV 303.

ECIV 307 - Professional Development for Civil Engineers (3 Credits)
Prerequisite or Corequisite: D or better in ECIV 320, ECIV 330, ECIV 340, ECIV 350, or ECIV 362.

ECIV 320 - Structural Analysis I (3 Credits)
Prerequisites: ECIV 201; MATH 242; C or better in ECIV 220.

ECIV 325 - Structural Steel Design (3 Credits)
Behavior and design of steel beams, columns, and tension members; strength and stability; design of connections using welded, bolted and riveted construction.
Prerequisites: C or better in ECIV 320.

ECIV 327 - Reinforced Concrete Design (3 Credits)
Behavior and design of reinforced concrete beams, columns, continuous beams and one way slabs, and footings.
Prerequisites: C or better in ECIV 320.

ECIV 330 - Introduction to Geotechnical Engineering (3 Credits)
Engineering properties of soil and rock; hydraulic conductivity, flow nets, drainage design; consolidation theory, shearing strength of soil.
Prerequisites: C or better in either ECIV 220 or ENCP 260.

ECIV 330L - Geotechnical Laboratory (1 Credit)
Laboratory associated with ECIV 330. Soil mechanics experiments, exercises, and demonstrations. Three hours per week. 2015.
Prerequisites: ECIV 201 or ENCP 201.

Corequisite: ECIV 330.

ECIV 340 - Introduction to Transportation Engineering (3 Credits)
Transportation design, planning, and operational analysis, including roadway, airway, and railway systems; transportation elements, including traveled way, vehicle, control, terminals, and advanced technology; traffic data collection, interpretation, and analysis.
Prerequisites: D or better in ECIV 201 or D or better in ENCP 201 and D or better in STAT 509 or D or better in STAT 511.

ECIV 340L - Transportation Engineering Laboratory (1 Credit)
This course covers the principles of distances, elevations and angles that pertain to roadways, basic theories in engineering measurements and surveying calculations, and an introduction to mapping, for transportation engineering applications.
Prerequisite or Corequisite: ECIV 340.

ECIV 350 - Introduction to Environmental Engineering (3 Credits)
Concepts of environmental engineering, including air and water pollution, solid and hazardous waste disposal, and noise pollution. Qualitative and quantitative development of engineering techniques for pollution control.
Prerequisites: D or better in CHEM 111 or CHEM 141; C or better in Math 142.

ECIV 350L - Introduction to Environmental Engineering Laboratory (1 Credit)
Physical, chemical, and biological analysis of water and wastewater. Three laboratory hours per week.
Prerequisites: ECIV 201.

Corequisite: ECIV 350.

ECIV 360 - Fluid Mechanics (3 Credits)
Principles of fluid statics and dynamics. Conservation of mass, momentum, and energy. Similitude and dimensional analysis, open channel flow, lift and drag forces, and introduction to turbulent flow.
Prerequisite or Corequisite: ECIV 210 and MATH 241.

ECIV 362 - Introduction to Water Resources Engineering (3 Credits)
Application of fluid mechanic principles to water resources engineering problems; pipe systems, pumps, open channel flow, peak runoff, seepage, hydraulic structures.
Prerequisites: C or better in either ECIV 360 or ENCP 360.

ECIV 362L - Introduction to Water Resources Engineering Laboratory (1 Credit)
Experiments, exercises, and demonstrations on flow in pipes and open channels, pumps, flow measurement, seepage, and infiltration.
Prerequisites: ECIV 201.

Corequisite: ECIV 362.
ECIV 405 - System Applications in Civil Engineering (3 Credits)
Systems approach to analysis and design; application of engineering economic principles to the evaluation of design alternatives; deterministic modeling and optimization emphasizing civil engineering applications.
Prerequisites: D or better in ECIV 201 or ENCP 201.

ECIV 426 - Structural Design (3 Credits)
Design of steel structures including elastic and plastic design concepts. Design of concrete structures including continuous members and long columns.
Prerequisites: ECIV 325 or ECIV 327.

ECIV 470 - Civil Engineering Design (4 Credits)
Application of hydraulic, geotechnical, and structural principles in design; project scheduling; cost estimation; ethics; environmental and social impact; design drawings; report documents.
Prerequisites: D or better in ECIV 307
Prerequisite or Corequisite: D or Better in ECIV 111 or ENCP 102; D or better in two ECIV Distribution.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships, GLD: Research

ECIV 490 - Special Topics (0-3 Credits)
Course content varies and will be announced in the schedule of classes by course title. May be repeated as topic varies. A maximum of twelve credits may be applied towards a degree.
Graduation with Leadership Distinction: GLD: Research

ECIV 497 - Fundamentals of Engineering Preparation (1 Credit)

ECIV 499 - Independent Study in Civil and Environmental Engineering (1-3 Credits)
Individual investigation or studies of special topics. A maximum of three credits may be applied toward a degree.
Prerequisites: approval of project proposal by instructor; USC/GPA 2.8.
Graduation with Leadership Distinction: GLD: Research

ECIV 502 - Life Cycle Assessment of Civil and Environmental Engineering Systems (3 Credits)
The steps of conducting and interpreting an environmental life cycle assessment on civil and environmental engineering systems. Fundamentals associated with conducting a life cycle assessment, including goal and scope, inventory analysis, impact assessment, and interpretation.
Prerequisites: D or better in ECIV 350 and D or better in either ECIV 303, ECIV 325, ECIV 327, ECIV 330, ECIV 340 or ECIV 362.

ECIV 503 - Structural Modeling and Experimental Methods (3 Credits)
Introduction of structural modeling; strain gauge instrumentation; force, displacement, acceleration, pressure, temperature measurements; concrete and steel modeling; size effects; analysis of experimental data.
Prerequisites: ECIV 327.

ECIV 520 - Structural Analysis II (3 Credits)
Advanced methods of structural analysis with emphasis on matrix methods. Development of the generalized matrix force and matrix displacement methods of static analysis, with applications to trusses and frames.
Prerequisites: ECIV 320.

ECIV 521 - Numerical Methods in Mechanics (3 Credits)
Prerequisites: D or better in ECIV 201 or ENCP 201.

ECIV 524 - Structural Vibrations (3 Credits)
Response of single- and multiple-degree of freedom structurally dynamic systems to impact, harmonic, wind, and seismic excitations.
Prerequisites: ECIV 320.

ECIV 526 - Timber and Masonry Design (3 Credits)
Basic engineering properties of timber and masonry materials, design methods and philosophies for timber and masonry structures. Particular attention is paid to current codes, specifications and analysis.
Prerequisites: C or better in ECIV 320.

ECIV 530 - Foundation Analysis and Design (3 Credits)
Subsurface investigation procedures. Theoretical and practical aspects of the design of earth retaining structures, spread footings, and pile foundations.
Prerequisites: ECIV 330.

ECIV 531 - Design of Earth Structures (3 Credits)
Geotechnical engineering problems associated with the behavior of earth masses. Soil shear strength, lateral earth pressure, design of retaining structures, slope stability, water flow through soils.
Prerequisites: ECIV 330.

ECIV 533 - Geosynthetics and Geotechnical Design of Landfills (3 Credits)
Principles for the design, construction, and performance of waste containment systems. Characterization of barrier materials; geosynthetics; design of liner and leachate collection systems; stability and deformation analyses of landfills.
Prerequisites: ECIV 330.

ECIV 535 - Geotechnical Engineering in Transportation (3 Credits)
Remote sensing and engineering geology. Field and laboratory testing. Design and maintenance methods for flexible and rigid pavements. Topics in tunnel design and buried conduit.
Prerequisites: ECIV 330.

ECIV 539 - Experimental Methods in Geotechnical Engineering (3 Credits)
Overview of transducers, signal conditioning and data acquisition; test control methods, data analysis and measurement errors; testing systems to measure soil strength, stiffness, and hydraulic conductivity; laboratory projects and examinations.
Prerequisites: ECIV 330, ECIV 330L.

ECIV 540 - Transportation Systems Planning (3 Credits)
Fundamental interactions between supply and demand in transportation systems. Modeling transportation demand and trip-making behavior. Evaluation of alternatives for decision making.
Prerequisites: ECIV 340.
ECIV 541 - Highway Design (3 Credits)
Design of transportation facilities using relevant tools and guidelines with emphasis on physical and operational aspects of arterials, freeways, intersections, and interchanges, including geometry, capacity, control, and safety.
Prerequisites: D or better in ECIV 111 or ENCP 102 and D or better in ECIV 340.

ECIV 542 - Traffic Engineering (3 Credits)
Capacity analysis of freeways and arterials. Traffic flow characteristics and basic relationships among traffic flow parameters. Signalized and unsignaled intersection control and signal timing design.
Prerequisites: ECIV 340.

ECIV 543 - Traffic Safety Analysis (3 Credits)
Research concepts and methodologies to enable students to identify the underlying reasons and factors that contribute to traffic crashes and determine appropriate countermeasures.
Prerequisites: D or better in ECIV 340.

ECIV 551 - Elements of Water and Wastewater Treatment (3 Credits)
Unit operations and processes employed in the physical, chemical, and biological treatment of water and wastewater. Design of water and wastewater treatment systems.
Prerequisites: ECIV 350.

ECIV 555 - Principles of Municipal Solid Waste Engineering (3 Credits)
Fundamentals and engineering principles of solid waste generation, characterization, collection and transport, source reduction and recycling, and physical, chemical, and biological treatment strategies.
Prerequisites: ECIV 350.

ECIV 556 - Air Pollution Control Engineering (3 Credits)
Introduction to the sources of air pollution and the engineering principles used for control and prevention.
Prerequisites: ECIV 350.

ECIV 557 - Sustainable Construction for Engineers (3 Credits)
Instruction to sustainable engineering design alternatives and principles for construction and site development from preconstruction through design and the construction phase.
Prerequisites: ECIV 350 and ECIV 570.

ECIV 558 - Environmental Engineering Process Modeling (3 Credits)
Modeling fate and transport phenomena in environmental processes with applications in engineered unit operators and natural systems.
Prerequisites: ECIV 350 and MATH 242.

ECIV 560 - Open Channel Hydraulics (3 Credits)
Steady and unsteady flows in single or multiple-channel systems.
Prerequisites: ECIV 360.

ECIV 562 - Engineering Hydrology (3 Credits)
Applications of hydrologic techniques to design problems; stormwater simulation models; urban stormwater.
Prerequisites: ECIV 360.

ECIV 563 - Subsurface Hydrology (3 Credits)
Hydrologic cycle, subsurface physical properties, equations of groundwater flow, well flow, well design, groundwater resource development, design of dewatering systems, groundwater contamination.
Prerequisites: ECIV 201, ECIV 360.

ECIV 570 - Land Development for Engineers (3 Credits)
Fundamentals of designing and permitting the conversion of land to new or altered states, including environmental issues, traffic and parking, utility resources, site engineering, ADA, safety, planning, and zoning requirements.
Prerequisites: Three from ECIV 320, ECIV 330, ECIV 340, ECIV 350, and ECIV 362.

ECIV 580 - Railway Engineering I (3 Credits)
Introduction to the analysis and design of the railway infrastructure for freight and passenger systems to include track and track support systems, grade crossings, special trackwork, construction, inspection, assessment and compliance.
Prerequisites: ECIV 303, ECIV 320, ECIV 330, ECIV 340.
Corequisite: ECIV 303.

ECIV 582 - Operation and Logistics of Railway Systems (3 Credits)
Principles of rail operations; Network management; Best practices for train planning, performance management and delivery of service; technical elements of a railway from an operations perspective (train controls, signaling, communications, yards, tractive power etc).
Prerequisites: ECIV 340.

ECIV 588 - Design of Railway Bridges and Structures (3 Credits)
Introduction to railway infrastructure; Structural design considerations and criteria of railway structures; Bridge types and components; Planning and preliminary design of modern railway bridges; Loads and forces; Structural analysis and design of steel railway bridges and components.
Prerequisite or Corequisite: ECIV 330; ECIV 325 or ECIV 327.

Civil Engineering, B.S.E.

Learning Outcomes

- Graduates of the program will have an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
- Graduates of the program will have an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
- Graduates of the program will have an ability to communicate effectively with a range of audiences
- Graduates of the program will have an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
- Graduates of the program will have an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
- Graduates of the program will have an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
- Graduates of the program will have an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.
Academic Standards

Entrance Requirements
See College of Engineering and Computing for progression requirements, and special academic opportunities.

Program GPA
Program GPA requirement policies are described in the College of Engineering and Computing section of this bulletin. For the purpose of these policies, the following courses are used to determine the Program GPA for the Civil Engineering B.S.E. program: all Civil Engineering Lower Division courses, all Civil Engineering Major courses and all courses used to satisfy an ECIV Laboratory Elective, ECIV Distribution Elective, and ECIV Elective.

Professional Development Requirement
Communications and Ethics: This requirement is satisfied by completing one or more program-accepted Carolina Core courses for CMS and VSR.

Admissions

Entrance Requirements
Admission requirements and processes for freshman, transfer students, and former students seeking readmission are managed by the Office of Undergraduate Admissions (http://sc.edu/about/offices_and_divisions/undergraduate_admissions/).

Transfer applicants from regionally accredited colleges and universities must have a cumulative 2.75 GPA on a 4.00 scale to enter the College of Engineering and Computing. In addition, transfer applicants for the Aerospace Engineering, Biomedical Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, or Mechanical Engineering majors must also have completed a four semester-hour calculus course equivalent to MATH 141 with a grade of “C” or better.

Current University of South Carolina students who wish to enter the College of Engineering and Computing, and former students seeking readmission, must have an institutional GPA of 2.50 or better on at least 15 hours earned at UofSC. In addition, such applicants for the Aerospace Engineering, Biomedical Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, or Mechanical Engineering majors must also have completed a four semester-hour calculus course equivalent to MATH 141 with a grade of “C” or better.

The last 25% of a student’s degree must be completed in residence at the University, and at least half of the hours in the student’s major courses and in the student’s minor courses (if applicable) must be taken at the University.

Communications and Ethics
This requirement is satisfied by completing one or more program-accepted Carolina Core courses for CMS and VSR.

Degree Requirements (124-142 hours)
See College of Engineering and Computing (p. 372) for progression requirements and special academic opportunities.

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>34-46</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>0</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>65-71</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>25</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (34-46 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)
- ENGL 101 - must be passed with a grade of C or higher
- ENGL 102

ARP – Analytical Reasoning and Problem Solving (8 hours)
must be passed with a grade of C or higher
- MATH 141
- MATH 142

SCI – Scientific Literacy (8 hours)
must be passed with a grade of C or higher
- CHEM 111 & CHEM 111L
- PHYS 211 & PHYS 211L

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)
Score two or better on foreign language placement test; or complete the 109 and 110 courses in FREN, GERM, LATN or SPAN; or complete the 121 course in another foreign language.
- CC-GFL courses (p. 742)

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)
- any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)
- any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)
- any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)
Select from the following:
- PHIL 325 (CMS/VR overlay)
- SPCH 140
- any overlay or stand-alone CC-CMS course (p. 742)
INF – Information Literacy ¹ (0-3 hours)
- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility ¹ (0-3 hours)
Select from the following:
- PHIL 325 (CMS/VSR overlay)
- PHIL 322
- any overlay or stand-alone CC-VSR course (p. 742)

¹ Carolina Core Stand Alone or Overlay Eligible
Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours for this program must add up to a minimum of 34 hours.

2. College Requirements (0 hours)
No college-required courses for this program.

3. Program Requirements (65-71 hours)

Supporting Courses (65-71 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundational Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 242</td>
<td>Elementary Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>STAT 509</td>
<td>Statistics for Engineers</td>
<td>3</td>
</tr>
<tr>
<td>or STAT 511</td>
<td>Probability</td>
<td></td>
</tr>
<tr>
<td>Foundational Math Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MATH 241</td>
<td>Vector Calculus</td>
<td></td>
</tr>
<tr>
<td>MATH 300</td>
<td>Transition to Advanced Mathematics</td>
<td></td>
</tr>
<tr>
<td>MATH 344</td>
<td>Applied Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>Foundational Math/Science Elective</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>CHEM 112</td>
<td>General Chemistry II</td>
<td></td>
</tr>
<tr>
<td>&amp; 112L</td>
<td>and General Chemistry II Lab</td>
<td></td>
</tr>
<tr>
<td>PHYS 212</td>
<td>Essentials of Physics II</td>
<td></td>
</tr>
<tr>
<td>&amp; 212L</td>
<td>and Essentials of Physics II Lab</td>
<td></td>
</tr>
<tr>
<td>MATH 241</td>
<td>Vector Calculus</td>
<td></td>
</tr>
<tr>
<td>MATH 300</td>
<td>Transition to Advanced Mathematics</td>
<td></td>
</tr>
<tr>
<td>MATH 344</td>
<td>Applied Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>Lower Division Engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECIV 101</td>
<td>Introduction to Civil Engineering</td>
<td>3</td>
</tr>
<tr>
<td>or ENCP 101</td>
<td>Introduction to Engineering I</td>
<td></td>
</tr>
<tr>
<td>ECIV 111</td>
<td>Introduction to Engineering Graphics and Visualization</td>
<td>3</td>
</tr>
<tr>
<td>or ENCP 102</td>
<td>Introduction to Engineering II</td>
<td></td>
</tr>
<tr>
<td>ECIV 200</td>
<td>Statics</td>
<td>3</td>
</tr>
<tr>
<td>or ENCP 200</td>
<td>Statics</td>
<td></td>
</tr>
<tr>
<td>ECIV 201</td>
<td>Computational Methods for Civil Engineering</td>
<td>3</td>
</tr>
<tr>
<td>or ENCP 201</td>
<td>Introduction to Applied Numerical Methods</td>
<td></td>
</tr>
<tr>
<td>ECIV 220</td>
<td>Mechanics of Solids</td>
<td>3</td>
</tr>
<tr>
<td>or ENCP 260</td>
<td>Introduction to the Mechanics of Solids</td>
<td></td>
</tr>
<tr>
<td>ECIV 360</td>
<td>Fluid Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>or ENCP 360</td>
<td>Fluid Mechanics</td>
<td></td>
</tr>
</tbody>
</table>

ECIV Laboratory Courses
Select two of the following: 2
- ECIV 303L Civil Engineering Materials Laboratory
- ECIV 330L Geotechnical Laboratory
- ECIV 340L Transportation Engineering Laboratory
- ECIV 350L Introduction to Environmental Engineering Laboratory
- ECIV 362L Introduction to Water Resources Engineering Laboratory

ECIV Distribution Courses
Select one course from four of the following five areas: 12
- Environmental Engineering
  - ECIV 551 Elements of Water and Wastewater Treatment
  - ECIV 555 Principles of Municipal Solid Waste Engineering
  - ECIV 556 Air Pollution Control Engineering
  - ECIV 557 Sustainable Construction for Engineers
  - ECIV 558 Environmental Engineering Process Modeling
- Structural Engineering
  - ECIV 325 Structural Steel Design
  - ECIV 327 Reinforced Concrete Design
- Transportation Engineering
  - ECIV 540 Transportation Systems Planning
  - ECIV 541 Highway Design
  - ECIV 542 Traffic Engineering
  - ECIV 580 Railway Engineering I
- Geotechnical Engineering
  - ECIV 530 Foundation Analysis and Design
  - ECIV 531 Design of Earth Structures
- Water Resources Engineering
  - ECIV 560 Open Channel Hydraulics
  - ECIV 562 Engineering Hydrology
  - ECIV 563 Subsurface Hydrology

Basic Science Elective
Select one of the following: 3-4
- BIOL 110 General Biology
- BIOL 270 Introduction to Environmental Biology
- ENVR 101 Introduction to the Environment
- ENVR 321 Environmental Pollution and Health
- GEOL 101 Introduction to the Earth
- GEOL 103 Environment of the Earth
- MSCI 210 Oceans and Society
- MSCI 215 Coastal Environments of the Southeastern US

Engineering, Science, or Mathematics (ESM) Electives
Select four of the following: 12-14
- BIOL 101 Biological Principles I
- BIOL 102 Biological Principles II
- BIOL 110 General Biology
- BIOL 250 Microbiology
- BIOL 211 and above
- BMEN 211 or above
- CHEM 112 or above
CSCE 145  Algorithmic Design I  
or CSCE 146  Algorithmic Design II  
or CSCE 201  Introduction to Computer Security  
or CSCE 206  Scientific Applications Programming  
or CSCE 211  Digital Logic Design  

ECHE 310  Introductory Chemical Engineering Thermodynamics (or above)  

Additional ECIV courses 300-level and above  

ELCT 221  Circuits (or above)  

EMCH 290  Thermodynamics (or above)  

ENCPT 290  Thermodynamic Fundamentals (or above)  

ENVR 501  Special Topics in the Environment  

GEOG 563  Advanced Geographic Information Systems  

GEOL 302  Rocks and Minerals (or above)  

ITEC 233  Introduction to Computer Hardware and Software (or above)  

MATH 241  Vector Calculus  

MATH 300  Transition to Advanced Mathematics  

MATH 344  Applied Linear Algebra  

MATH 520  Ordinary Differential Equations  

MATH 521  Boundary Value Problems and Partial Differential Equations  

MATH 544  Linear Algebra  

MATH 550  Vector Analysis  

MSCI 305  Ocean Data Analysis (and above)  

NAVY 201  Naval Ships Systems I  

NAVY 202  Naval Ships Systems II  

NAVY 301  Navigation/Naval Operations I  

PHYS 212  Essentials of Physics II (or above)  

STAT 511  Probability  

STAT 512  Mathematical Statistics  

STAT 513  Theory of Statistical Inference  

STAT 516  Statistical Methods II  

STAT 520  Forecasting and Time Series  

STAT 587  Big Data Analytics  

Other Electives  
Select two of the following:  

Additional courses from the ESM Elective category  

ACCT 222  Survey of Accounting  

ECON 224  Introduction to Economics  

FINA 333  Finance and Markets  

MGMT 371  Principles of Management  

MGSC 290  Computer Information Systems in Business  

MKTG 350  Principles of Marketing  

OR any courses from the ESM Elective category  

Total Credit Hours  

Major Requirements (25 hours)  

Major Courses  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECIV 303</td>
<td>Civil Engineering Materials</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 307</td>
<td>Professional Development for Civil Engineers</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 320</td>
<td>Structural Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 330</td>
<td>Introduction to Geotechnical Engineering</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 340</td>
<td>Introduction to Transportation Engineering</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 350</td>
<td>Introduction to Environmental Engineering</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 362</td>
<td>Introduction to Water Resources Engineering</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 470</td>
<td>Civil Engineering Design</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credit Hours 25  

Major Map  
A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.  
Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.  
Civil Engineering, B.S.E.  

Computer Science and Engineering  
Department Website (https://sc.edu/study/colleges_schools/engineering_and_computing/study/computer_science_and_engineering/)  
Matt E. Thatcher, Chair  
The Department of Computer Science and Engineering offers baccalaureate degrees with majors in computer engineering, computer information systems, and computer science. All three programs provide students with the knowledge and skills to work as practitioners in all aspects of the computing and information processing industries. The major in computer science allows students to focus primarily on the software aspects of computing and applications in the humanities and sciences; the major in computer engineering includes courses in electronics and computer hardware as well as software; the major in computer information systems is designed for persons who are primarily interested in business and data processing applications. Students expecting to pursue graduate study in either computer science or engineering are advised to follow the computer science or computer engineering programs. The department also serves many disciplines within the University through course offerings that provide basic computing skills necessary for the pursuit of studies in other fields. A minor in computer science is available.  

Bachelor's/Master's Accelerated Programs  
A combined B.S./M.S. or B.S./M.E. degree program is available to undergraduate students in computer science and engineering with 90 or more hours earned toward their baccalaureate degrees. Students accepted into this program must have a minimum overall GPA of 3.40 and at least 3.40 in the course work taken in computer science and engineering. Up to nine credit hours at the 500 level or above may be
applied toward both the B.S. and M.S. or M.E. degree requirements. The approval of the student’s advisor and the graduate director is required. Questions about this program should be directed to the graduate director.

A combined B.S./I.M.B.A. degree program is available to undergraduate students in computer science and engineering with 90 or more hours earned toward their baccalaureate degrees. Students must be approved by the Department of Computer Science and Engineering and accepted by the Moore School of Business for the I.M.B.A. program. Students must have a minimum overall GPA of 3.40, one year or equivalent of appropriate professional work experience, and satisfactory scores on the GMAT examination. Up to 9 credit hours of graduate courses may be used for dual credit in both programs with the approval of both program directors. Questions about this program should be directed to the undergraduate director.

**Programs**

- Applied Computing Minor (p. 399)
- Computer Engineering, B.S.E. (p. 401)
- Computer Information Systems, B.S. (p. 403)
- Computer Science Minor (p. 406)
- Computer Science, B.S.C.S. (p. 407)
- Data Science Minor (p. 410)

**Courses**

**CSCE 101 - Introduction to Computer Concepts (3 Credits)**
History, application, and social impact of computers; problem-solving, algorithm development, applications software, and programming in a procedural language.
Carolina Core: ARP

**CSCE 102 - General Applications Programming (3 Credits)**
Introduction to systematic computer problem-solving and programming for a variety of applications.
Carolina Core: ARP

**CSCE 145 - Algorithmic Design I (4 Credits)**
Problem-solving, algorithmic design, and programming. Three lectures and two laboratory hours per week.
Prerequisite or Corequisite: MATH 111 or MATH 115.
Carolina Core: ARP

**CSCE 146 - Algorithmic Design II (4 Credits)**
Continuation of CSCE 145. Rigorous development of algorithms and computer programs; elementary data structures. Three lecture hours and two laboratory hours per week.
Prerequisites: C or better in CSCE 145.
Prerequisite or Corequisite: MATH 122 or MATH 141.

**CSCE 190 - Computing in the Modern World (1 Credit)**
An introduction to the field of computing: trends in computing technology, the profession, and careers; subdisciplines in computing; the nature of research and development.
Corequisite: CSCE 145, CSCE 204, CSCE 205, CSCE 206 or equivalent.

**CSCE 201 - Introduction to Computer Security (3 Credits)**
Introduction to the theory and practice of computer security, including security policies, authentication, digital certificates, firewalls, malicious code, legal and ethical issues, and incident handling.
Prerequisite or Corequisite: CSCE 101 or CSCE 102 or CSCE 145.

**CSCE 204 - Program Design and Development (3 Credits)**
Fundamental algorithms and processes used in business information systems. Development and representation of programming logic. Introduction to implementation using a high-level programming language.
Prerequisites: CSCE 101 or MGSC 290 or ITEC 254.

**Cross-listed course:** ITEC 204, MGSC 298

**CSCE 205 - Business Applications Programming (3 Credits)**
Introduction to computer applications in business. Programming exercises in COBOL.
Prerequisites: MGSC 290 or CSCE 101 or above.

**CSCE 206 - Scientific Applications Programming (3 Credits)**
Introduction to computer applications in science and engineering. Programming exercises in a high-level language.
Prerequisites: MATH 122 or MATH 141.

**CSCE 207 - UNIX System Administration (3 Credits)**
The Unix programming environment: I/O programming, Unix processes, fork, exec, pipes and signals, and tools.
Prerequisites: CSCE 145 or CSCE 206.

**CSCE 209 - Special Topics in Computer Programming (1-4 Credits)**
Programming and application development using selected programming languages. Course content varies and will be announced in the schedule of classes by title.

**CSCE 210 - Computer Hardware Foundations (3 Credits)**
Number representation, data formats, CPU and memory organization, assembly language, I/O and peripherals, computer networks.
Prerequisites: CSCE 145, CSCE 204, CSCE 205, CSCE 206, or CSCE 207.

**CSCE 211 - Digital Logic Design (3 Credits)**
Number systems, Boolean algebra, logic design, sequential machines.
Prerequisites: MATH 141.

**CSCE 212 - Introduction to Computer Architecture (3 Credits)**
Computer architecture, components, and organization; memory addressing; Input/Output; instruction sets; interrupts; assembly-language programming.
Prerequisites: CSCE 211 and either CSCE 145 or CSCE 206.

**CSCE 215 - UNIX/Linux Fundamentals (1 Credit)**
UNIX operating system, user-level system commands, and programming tools. UNIX scripting languages.
Prerequisites: CSCE 145.

**CSCE 240 - Advanced Programming Techniques (3 Credits)**
Pointers; memory management; advanced programming language structures: operator overloading, iterators, multiple inheritance, polymorphism, templates, virtual functions; Unix programming environment.
Prerequisites: CSCE 215, C or better in CSCE 146.

**CSCE 242 - Client-Server Computing (3 Credits)**
Prerequisites: C or better in CSCE 146.

**CSCE 245 - Object-Oriented Programming Techniques (3 Credits)**
Advanced object-oriented concepts and techniques; multiple inheritance; memory management; operator overloading; polymorphism; performance issues.
Prerequisites: C or better in CSCE 146.
CSCE 247 - Software Engineering (3 Credits)
Fundamentals of software design and development; software implementation strategies; object-oriented design techniques; functional design techniques; design patterns; design process; source control; testing.
Prerequisites: C or better in CSCE 146.

CSCE 274 - Robotic Applications and Design (3 Credits)
Design and control of robots. Interactions between robots, sensing, actuation, and computation.
Prerequisites: CSCE 146.

CSCE 304 - Applied Problem Solving and Programming (3 Credits)
Systematic problem definition, solution formulation, and computer implementation for business and related areas. Internet and database applications. Programming exercises in a high-level programming language.
Prerequisites: CSCE 204 or MGSC 298.
Cross-listed course: MGSC 398

CSCE 311 - Operating Systems (3 Credits)
Operating system structure and function; process implementation, scheduling, and synchronization; memory management; security; naming protection; resource allocation; network file systems.
Prerequisites: CSCE 240; CSCE 210 or CSCE 212.

CSCE 313 - Embedded Systems (3 Credits)
Fundamentals of embedded systems: hardware components, software components, hardware/software interface design, and hardware/software co-design.
Prerequisites: CSCE 211, CSCE 212.

CSCE 317 - Computer Systems Engineering (3 Credits)
System-level modeling and evaluation of computer systems: requirements elicitation and specification, architectural design, reliability and performance evaluation, Markov modeling, life-cycle cost analysis, project management.
Prerequisites: CSCE 212, MATH 242, STAT 509.

CSCE 330 - Programming Language Structures (3 Credits)
Formal specification of syntax and semantics; structure of algorithms; list processing and string manipulation languages; statement types, control structures, and interfacing procedures.
Prerequisites: CSCE 240; MATH 174 or MATH 374 or MATH 574.

CSCE 350 - Data Structures and Algorithms (3 Credits)
Techniques for representing and processing information, including the use of lists, trees, and graphs; analysis of algorithms; sorting, searching, and hashing techniques.
Prerequisites: CSCE 240; MATH 174 or MATH 374 or MATH 574.

CSCE 355 - Foundations of Computation (3 Credits)
Basic theoretical principles of computing as modeled by formal languages, grammars, automata, and Turing machines; fundamental limits of computation.
Prerequisites: CSCE 211, CSCE 212, CSCE 350.

CSCE 390 - Professional Issues in Computer Science and Engineering (1 Credit)
Professional issues in the information technology professions; history and social context of computing; professional responsibilities; privacy; intellectual property; risks and liabilities of computer-based systems.
Carolina Core: VSR

CSCE 415 - Mainframe Systems (3 Credits)
Introduction to the large scale computer systems used by businesses to support thousands of simultaneous users and process millions of transactions.
Prerequisites: ITEC 352 or CSCE 240.

Cross-listed course: ITEC 475

CSCE 416 - Introduction to Computer Networks (3 Credits)
Concepts and components of computer networks and the Internet; network applications; network protocol stack.
Prerequisites: CSCE 146.

CSCE 490 - Capstone Computing Project I (3 Credits)
Major team-based software design project to be undertaken in a student's final year of study; project planning, software requirements analysis, design, and specification. Written reports and oral presentations in a technical setting.
Prerequisites: CSCE 240, either ENGL 462 or ENGL 463.
Prerequisite or Corequisite: CSCE 350.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships, GLD: Research

CSCE 491 - Capstone Computer Engineering Project (3 Credits)
Advanced computer systems engineering. Team projects. Written reports and oral presentations in a technical setting.
Prerequisites: D or better in CSCE 240, CSCE 313, CSCE 611.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships, GLD: Research

CSCE 492 - Capstone Computing Project II (3 Credits)
Continuation of CSCE 490. Computer system implementation, testing, verification and validation of results. Written reports and oral presentations in a technical setting.
Prerequisites: CSCE 490.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships, GLD: Research

CSCE 498 - Independent Study (1-3 Credits)
Individual investigation or study of special topics. At most three credits may be applied toward a degree. Approval of project proposal by instructor and department advisor.
Graduation with Leadership Distinction: GLD: Research

CSCE 500 - Computer Programming and Applications (3 Credits)
Concepts and properties of algorithms; programming exercises with emphasis on good programming habits. Credit may not be received for both CSCE 500 and CSCE 145. Open to all majors. May not be used for major credit by computer science and engineering majors.

CSCE 510 - System Programming (3 Credits)
System software such as command language interpreters, client-server applications, debuggers; mail systems, browsers, macroprocessors, and revision control systems; file systems, processes, threads, and interprocess communication.
Prerequisites: CSCE 215, CSCE 240.

CSCE 512 - System Performance Evaluation (3 Credits)
Measuring, modeling, analyzing, and predicting performance of computer systems and networks; bottleneck analysis; Markovian queueing systems and networks; use of operational and probabilistic models.
Prerequisites: CSCE 311, STAT 509 or STAT 515.
CSCE 513 - Computer Architecture (3 Credits)
Design methodology; processor design; computer arithmetic: algorithms for addition, multiplication, floating point arithmetic; microprogrammed control; memory organization; introduction to parallel architectures.
Prerequisites: CSCE 211, CSCE 212.

CSCE 515 - Computer Network Programming (3 Credits)
Computer networks and communication protocols; socket programming; interprocess communication; development of network software; case studies.
Prerequisites: CSCE 311.

CSCE 516 - Computer Networks (3 Credits)
Structure, design, and analysis of computer networks; ISO/OSI network architecture.
Prerequisites: STAT 509 or STAT 515.

CSCE 517 - Computer Crime and Forensics (3 Credits)
Structure, design, and analysis of computer networks; ISO/OSI network architecture.
Prerequisites: CSCE 215.

CSCE 518 - Ethical Hacking (3 Credits)
Fundamental principles and techniques of ethical hacking, including penetration testing life cycle, planning and scopeing, identifying targets and goals, active and passive reconnaissance, enumeration and scanning, exploitation, post-exploitation, and results reporting.
Prerequisites: CSCE 215 or previous Linux/UNIX experience.

CSCE 520 - Database System Design (3 Credits)
Database management systems; database design and implementation; security, integrity, and privacy.
Prerequisites: CSCE 240 or GEOG 563.

CSCE 522 - Information Security Principles (3 Credits)
Threats to information resources and appropriate countermeasures. Cryptography, identification and authentication, access control models and mechanisms, multilevel database security, steganography, Internet security, and intrusion detection and prevention.
Prerequisites: CSCE 146; MATH 374 or MATH 174.

CSCE 526 - Service Oriented Computing (3 Credits)
Cooperative information systems and service-oriented computing. Techniques for achieving coordinated behavior among a decentralized group of information system components. Distributed databases, multiagent systems, conceptual modeling, Web services, and applications.
Prerequisites: CSCE 311.

CSCE 531 - Compiler Construction (3 Credits)
Techniques for design and implementation of compilers, including lexical analysis, parsing, syntax-directed translation, and symbol table management.
Prerequisites: CSCE 240.

CSCE 546 - Mobile Application Development (3 Credits)
Development of mobile applications, including user interface design for mobile, local and cloud data storage techniques, and application architectures.
Prerequisites: CSCE 240 or previous programming experience with one of the following programming languages (C/C++, Java, Swift, Python, Matlab, Javascript).

CSCE 547 - Windows Programming (3 Credits)
Object-oriented methods and tools for application programming with graphically interactive operating systems.
Prerequisites: CSCE 240.

CSCE 548 - Building Secure Software (3 Credits)
Prerequisites: CSCE 240.

CSCE 551 - Theory of Computation (3 Credits)
Basic theoretical principles of computing as modeled by formal languages and automata; computability and computational complexity
Prerequisites: C or better in CSCE 350 or MATH 300.

CSCE 552 - Computer Game Development (3 Credits)
Design and development of computer games, with emphasis on the technologies used. Hands-on development of computer games.
Prerequisites: CSCE 240, CSCE 350.

CSCE 555 - Algorithms in Bioinformatics (3 Credits)
Concepts, algorithms and tools for important problems in Bioinformatics, including nucleotide and amino acid sequence alignment, DNA fragment assembly, phylogenetic reconstruction, and protein structure visualization and assessment.
Prerequisites: CSCE 350.

CSCE 557 - Introduction to Cryptography (3 Credits)
Design of secret codes for secure communication, including encryption and integrity verification: ciphers, cryptographic hashing, and public key cryptosystems such as RSA. Mathematical principles underlying encryption. Code-breaking techniques. Cryptographic protocols.
Prerequisites: C or better in CSCE 145 or MATH 241, and at least one of CSCE 355, MATH 300 or MATH 374.

CSCE 563 - Systems Simulation (3 Credits)
Computer simulation of real systems; principles of system organization; random number generation; programming exercises in a simulation language.
Prerequisites: CSCE 240, STAT 509 or STAT 515.

CSCE 564 - Computational Science (3 Credits)
Parallel algorithms; scientific visualization; techniques for solving scientific problems.
Prerequisites: MATH 526, CSCE 146 or CSCE 207 or CSCE 500.

CSCE 565 - Introduction to Computer Graphics (3 Credits)
Graphics hardware; graphics primitives; two-dimensional and three-dimensional viewing; basic modeling.
Prerequisites: CSCE 240, MATH 526 or MATH 544.
CSCE 567 - Visualization Tools (3 Credits)
Scientific visualization tools as applied to sampled and generated data; methods for data manipulation and representation; investigation of visualization techniques.
Prerequisites: CSCE 145 or CSCE 206 or CSCE 207.

CSCE 569 - Parallel Computing (3 Credits)
Architecture and interconnection of parallel computers; parallel programming models and applications; issues in high-performance computing; programming of parallel computers.
Prerequisites: knowledge of programming in a high-level language; MATH 526 or MATH 544.

CSCE 571 - Critical Interactives (3 Credits)
Foundational techniques in multidisciplinary software development, specifically of applications designed to present sensitive, sometimes controversial, materials in ways to engender empathic awareness of the interactor.
Cross-listed course: FAMS 581

CSCE 572 - Human-Computer Interaction (3 Credits)
Interdisciplinary approach to interaction design, user-centered design, human abilities, survey development, experimental study methodology, heuristic evaluations, usability testing, universal design, and accessibility.
Prerequisites: Undergraduate or graduate standing in CSE or permission of the instructor.

CSCE 574 - Robotics (3 Credits)
Design and application of robotic systems; emphasis on mobile robots and intelligent machines.
Prerequisites: CSCE 211, CSCE 212, CSCE 240.

CSCE 578 - Text Processing (3 Credits)
Text and natural language processing; formal models and data structures appropriate for text processing; selected topics in computational linguistics, stylistics, and content analysis.
Prerequisites: CSCE 330, CSCE 355.

CSCE 580 - Artificial Intelligence (3 Credits)
Heuristic problem solving, theorem proving, and knowledge representation, including the use of appropriate programming languages and tools.
Prerequisites: CSCE 350.

CSCE 582 - Bayesian Networks and Decision Graphs (3 Credits)
Normative approaches to uncertainty in artificial intelligence. Probabilistic and causal modeling with Bayesian networks and influence diagrams. Applications in decision analysis and support. Algorithms for probability update in graphical models.
Prerequisites: CSCE 350; STAT 509 or STAT 515.
Cross-listed course: STAT 582

CSCE 585 - Machine Learning Systems (3 Credits)
Design and implementation of machine learning systems, Deep learning systems stack, machine learning platforms, scalable and distributed machine learning.
Prerequisites: C or better in CSCE 240 or CSCE 206.

CSCE 587 - Big Data Analytics (3 Credits)
Foundational techniques and tools required for data science and big data analytics. Concepts, principles, and techniques applicable to any technology and industry for establishing a baseline that can be enhanced by future study.
Prerequisites: STAT 509, STAT 513, or STAT 515.
Cross-listed course: STAT 587

CSCE 590 - Topics in Information Technology (3 Credits)
Reading and research on selected topics in information technology. Course content varies and will be announced in the schedule of courses by title. May be repeated for credit as topics vary.

CSCE 594 - Strategic Management of Information Systems (3 Credits)
Strategic management and use of information systems in organizations.
Cross-listed course: MGSC 594

CSCE 611 - Advanced Digital Design (3 Credits)
Design techniques for logic systems; emphasis on higher-level CAD tools such as hardware description languages and functional modeling.
Prerequisites: CSCE 212.

CSCE 612 - VLSI System Design (3 Credits)
VLSI design process models, introduction to EDA tools, HDL modeling and simulation, logic synthesis and simulation, benchmark design projects.
Prerequisites: CSCE 211.

CSCE 613 - Fundamentals of VLSI Chip Design (3 Credits)
Design of VLSI circuits, including standard processes, circuit design, layout, and CAD tools. Lecture and guided design projects.
Prerequisites: ELEC 371.

Applied Computing Minor
All disciplines can benefit from computing technology. This multidisciplinary minor is designed to provide the knowledge of modern computing technology you need to be more effective in your major area of interest.

Foundation Courses (6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select two of the following:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>CSCE 101</td>
<td>Introduction to Computer Concepts</td>
<td></td>
</tr>
<tr>
<td>CSCE 102</td>
<td>General Applications Programming</td>
<td></td>
</tr>
<tr>
<td>ITEC 101</td>
<td>Thriving in the Tech Age</td>
<td></td>
</tr>
<tr>
<td>GEOG 105</td>
<td>The Digital Earth</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 6

Note: If either or both CSCE 101 and CSCE 102 are used to satisfy the Analytical Reasoning and Problem Solving requirement of the Carolina Core then either GEOG 105, ITEC 101, and/or any Intermediate or Advanced course may be substituted in the minor.

Intermediate Courses (6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select two of the following:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>CSCE 201</td>
<td>Introduction to Computer Security</td>
<td></td>
</tr>
<tr>
<td>CSCE 204</td>
<td>Program Design and Development</td>
<td></td>
</tr>
<tr>
<td>GEOG 341</td>
<td>Cartography</td>
<td></td>
</tr>
</tbody>
</table>
GEOG 363  Geographic Information Systems
ITEC 233  Introduction to Computer Hardware and Software
ITEC 245  Introduction to Networking
ITEC 264  Computer Applications in Business I
ITEC 265  Introduction to Databases
MART 210  Digital Media Arts Fundamentals
SLIS 201  Introduction to Information Science
SLIS 202  Introduction to Information Literacy and Technology

Total Credit Hours  6

Note: No course used to satisfy a Carolina Core, Major, or other Minor requirement may be used to satisfy the Applied Computing Minor requirements. In the event of conflict for an Intermediate Course, any Intermediate or Advanced course may be substituted to satisfy the minor.

Advanced Courses (6 hours)

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 551</td>
<td>Principles of Remote Sensing</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 554</td>
<td>Spatial Programming</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 563</td>
<td>Advanced Geographic Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 564</td>
<td>GIS-Based Modeling</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 565</td>
<td>Geographic Information System (GIS) Databases and Their Use</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 362</td>
<td>Introduction to Web Systems</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 370</td>
<td>Database Systems in Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 445</td>
<td>Advanced Networking</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 447</td>
<td>Management of Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 493</td>
<td>Information Technology Security for Managers</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 545</td>
<td>Telecommunications</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 560</td>
<td>Project Management Methods</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 562</td>
<td>Advanced Web Support Systems</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 564</td>
<td>Capstone Project for Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 570</td>
<td>Database Management and Administration</td>
<td>3</td>
</tr>
<tr>
<td>MART 371</td>
<td>The Moving Image</td>
<td>3</td>
</tr>
<tr>
<td>MART 380</td>
<td>New Media Art</td>
<td>3</td>
</tr>
<tr>
<td>MART 571C</td>
<td>Moving Image Advanced: Animation</td>
<td>3</td>
</tr>
<tr>
<td>MART 581D</td>
<td>New Media Advanced: Video Game Design</td>
<td>3</td>
</tr>
<tr>
<td>SLIS 301</td>
<td>Information Storage and Retrieval</td>
<td>3</td>
</tr>
<tr>
<td>SLIS 302</td>
<td>Introduction to Management Within Information Environments</td>
<td>3</td>
</tr>
<tr>
<td>SLIS 420</td>
<td>Communication and Information Transfer</td>
<td>3</td>
</tr>
<tr>
<td>SLIS 430</td>
<td>User-Centered Information Architecture</td>
<td>3</td>
</tr>
<tr>
<td>SLIS 435</td>
<td>Digital Information Infrastructure</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours  6

Note: No course used to satisfy a Carolina Core, Major, or other Minor requirement may be used to satisfy the Applied Computing Minor requirements. In the event of conflict for an Advanced Course, any other Advanced course may be substituted to satisfy the minor.

Advisement Tracks

The following tracks are recommended (but not required) for students interested in particular areas within computing. Suggested courses for such tracks are listed below.

Animation

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
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<td>Digital Media Arts Fundamentals</td>
<td>3</td>
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<td>The Moving Image</td>
<td>3</td>
</tr>
<tr>
<td>MART 571C</td>
<td>Moving Image Advanced: Animation</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours  18

Databases

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>CSCE 101</td>
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<td>ITEC 264</td>
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<tr>
<td>ITEC 265</td>
<td>Introduction to Databases</td>
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</tr>
<tr>
<td>ITEC 370</td>
<td>Database Systems in Information Technology</td>
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</tr>
<tr>
<td>ITEC 570</td>
<td>Database Management and Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours  18

Game Design

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>CSCE 101</td>
<td>Introduction to Computer Concepts</td>
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<td>General Applications Programming</td>
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</tr>
<tr>
<td>MART 581D</td>
<td>New Media Advanced: Video Game Design</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours  18

Geographic Information Systems

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 101</td>
<td>Introduction to Computer Concepts</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 105</td>
<td>The Digital Earth</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 204</td>
<td>Program Design and Development</td>
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</tr>
<tr>
<td>GEOG 563</td>
<td>Advanced Geographic Information Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours  18

Geographic Data: Visualization and Application

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
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<tr>
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<td>The Digital Earth</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 341</td>
<td>Cartography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 363</td>
<td>Geographic Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 551</td>
<td>Principles of Remote Sensing</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours  18
The Computer Engineering Program is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org/.

Learning Outcomes

- Students will demonstrate an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
- Students will demonstrate an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
- Students will demonstrate an ability to communicate effectively with a range of audiences.
- Students will demonstrate an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
- Students will demonstrate an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
- Students will demonstrate an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
- Students will demonstrate an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Academic Standards

Program GPA

Program GPA requirement policies are described in the College of Engineering and Computing section of this bulletin. For the purpose of these policies, the following courses are used to determine the Program GPA for the Computer Engineering B.S.E. program: all Lower Division Computing courses, Computer Engineering Major, Computer Engineering Electives, Electrical Engineering courses, and CSCE 390.

Exclusions

No Computer Engineering course may be counted toward a minor. All other required courses and electives may be used for a minor as appropriate. CSCE 101 and CSCE 102 are not major courses and may not be used for degree credit.

Minimum Course Grades

The Computer Engineering B.S.E. program requires that a grade of “C” or better be earned in each of the following courses: ENGL 101, ENGL 102,
MATH 141, MATH 142, MATH 374, PHYS 211, PHYS 211L, and all CSCE courses applied to the degree.

Admissions

Entrance Requirements

Admission requirements and processes for freshman, transfer students, and former students seeking readmission are managed by the Office of Undergraduate Admissions (http://sc.edu/about/offices_and_divisions/undergraduate_admissions/).

Transfer applicants from regionally accredited colleges and universities must have a cumulative 2.75 GPA on a 4.00 scale to enter the College of Engineering and Computing. In addition, transfer applicants for the Aerospace Engineering, Biomedical Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, or Mechanical Engineering majors must also have completed a four semester-hour calculus course equivalent to MATH 141 with a grade of "C" or better.

Current University of South Carolina students who wish to enter the College of Engineering and Computing, and former students seeking readmission, must have an institutional GPA of 2.50 or better on at least 15 hours earned at UofSC. In addition, such applicants for the Aerospace Engineering, Biomedical Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, or Mechanical Engineering majors must also have completed a four semester-hour calculus course equivalent to MATH 141 with a grade of "C" or better.

The last 25% of a student’s degree must be completed in residence at the University, and at least half of the hours in the student’s major courses and in the student’s minor courses (if applicable) must be taken at the University.

Degree Requirements (125-134 hours)

See College of Engineering and Computing (p. 372) for progression requirements and special academic opportunities.

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>35-44</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>0</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>57</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>33</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (35-44 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

Must be passed with a grade of C or higher.

• ENGL 101
• ENGL 102

ARP – Analytical Reasoning and Problem Solving (8 hours)

Must be passed with a grade of C or higher.

SCI – Scientific Literacy (8 hours)

• CHEM 111 & CHEM 111L
• PHYS 211 & PHYS 211L - must be passed with a grade of C or higher

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Score two or better on foreign language placement test; or complete the 109 and 110 courses in FREN, GERM, LATN or SPAN; or complete the 121 course in another foreign language.

• CC-GFL courses (p. 742)

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

• any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

• any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)

• any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (3 hours)

• SPCH 140 or SPCH 230

INF – Information Literacy 1 (0-3 hours)

• any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility 1 (1 hour)

• CSCE 390 - must be passed with a grade of C or higher

1 Carolina Core Stand Alone or Overlay Eligible Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours for this program must add up to a minimum of 35 hours.

2. College Requirements (0 hours)

No college-required courses for this program.

3. Program Requirements (57 hours)

Supporting Courses (57 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 241</td>
<td>Vector Calculus</td>
<td>3</td>
</tr>
<tr>
<td>MATH 242</td>
<td>Elementary Differential Equations (must be passed with a grade of C or higher)</td>
<td>3</td>
</tr>
<tr>
<td>MATH 344</td>
<td>Applied Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 344L</td>
<td>Applied Linear Algebra Lab</td>
<td>1</td>
</tr>
</tbody>
</table>
A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

**Major Map**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 374</td>
<td>Discrete Structures (must be passed with a grade of C or higher)</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 212</td>
<td>Essentials of Physics II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 212L</td>
<td>Essentials of Physics II Lab</td>
<td>1</td>
</tr>
<tr>
<td>STAT 509</td>
<td>Statistics for Engineers</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 462</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>or ENGL 463</td>
<td>Business Writing</td>
<td></td>
</tr>
</tbody>
</table>

**Lower Division Computing**

Must be passed with a grade of C or higher:

- CSCE 145: Algorithmic Design I
- CSCE 146: Algorithmic Design II
- CSCE 190: Computing in the Modern World
- CSCE 211: Digital Logic Design
- CSCE 212: Introduction to Computer Architecture
- CSCE 215: UNIX/Linux Fundamentals
- CSCE 240: Advanced Programming Techniques
- CSCE 274: Robotic Applications and Design

**Electrical Engineering**

- ELCT 102: Electrical Science (must be passed with a grade of C or higher)
- ELCT 201: Introductory Electrical Engineering Laboratory
- ELCT 221: Circuits (must be passed with a grade of C or higher)
- ELCT 222: Signals and Systems (must be passed with a grade of C or higher)

**Total Credit Hours** 57

**4. Major Requirements (33 hours)**

*Must be passed with a grade of C or higher.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 311</td>
<td>Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 313</td>
<td>Embedded Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 350</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 416</td>
<td>Introduction to Computer Networks</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 490</td>
<td>Capstone Computing Project I</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 491</td>
<td>Capstone Computer Engineering Project</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 492</td>
<td>Capstone Computing Project II</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 611</td>
<td>Advanced Digital Design</td>
<td>3</td>
</tr>
</tbody>
</table>

**Major Electives**

Select 9 hours of the following:

- CSCE 330: Programming Language Structures
- CSCE 355: Foundations of Computation
- ELCT 321: Digital Signal Processing
- ELCT 331: Control Systems
- Other approved CSCE courses numbered 510 and higher

**Total Credit Hours** 33

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Computer Engineering, B.S. (https://sc.edu/about/offices_and_divisions/advising/documents/major_maps/2020-2021/2020_computer-engr_map.pdf)

**Computer Information Systems, B.S.**

**Accreditation**


**Learning Outcomes**

At the time of graduation students should satisfy the following Learning Outcomes:

- Students will demonstrate an ability to analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
- Students will demonstrate an ability to design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program’s discipline.
- Communicate effectively in a variety of professional contexts.
- Students will demonstrate an ability to recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
- Students will demonstrate an ability to function effectively as a member or leader of a team engaged in activities appropriate to the program’s discipline.
- Students will demonstrate an ability to support the delivery, use, and management of information systems within an information systems environment.

**Academic Standards**

**Program GPA**

Program GPA requirement policies are described in the College of Engineering and Computing section of this bulletin. For the purpose of these policies, the following courses are used to determine the Program GPA for the Computer Information Systems B.S. program: all Lower Division Computing courses, Computer Information Systems Major courses, Computer Information Systems Electives, CSCE 145, CSCE 390, and MGSC 290.

**Exclusions**

No Lower Division Computing, Computer Engineering Major, or Computer Engineering Elective course may be counted toward a minor. All other required courses and electives may be used for a minor as appropriate. CSCE 101 and CSCE 102 are not major courses and may not be used for degree credit.

**Minimum Course Grades**

The Computer Information Systems B.S. program requires that a grade of “C” or better be earned in each of the following courses: ENGL 101, ENGL 102, MATH 122 or MATH 141, MATH 174 or MATH 374, and all CSCE courses applied to the degree.
Admissions

Entrance Requirements

Admission requirements and processes for freshman, transfer students, and former students seeking readmission are managed by the Office of Undergraduate Admissions (http://sc.edu/about/offices_and_divisions/undergraduate_admissions/).

Transfer applicants from regionally accredited colleges and universities must have a cumulative 2.75 GPA on a 4.00 scale to enter the College of Engineering and Computing. In addition, transfer applicants for the Aerospace Engineering, Biomedical Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, or Mechanical Engineering majors must also have completed a four semester-hour calculus course equivalent to MATH 141 with a grade of “C” or better.

Current University of South Carolina students who wish to enter the College of Engineering and Computing, and former students seeking readmission, must have an institutional GPA of 2.50 or better on at least 15 hours earned at UofSC. In addition, such applicants for the Aerospace Engineering, Biomedical Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, or Mechanical Engineering majors must also have completed a four semester-hour calculus course equivalent to MATH 141 with a grade of “C” or better.

The last 25% of a student’s degree must be completed in residence at the University, and at least half of the hours in the student’s major courses and in the student’s minor courses (if applicable) must be taken at the University.

Degree Requirements (120-128 hours)

See College of Engineering and Computing (p. 372) for progression requirements and special academic opportunities.

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>34-44</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>0</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>57-59</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>27</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (34-44 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

Must be passed with a grade of C or higher.

- ENGL 101
- ENGL 102

ARP – Analytical Reasoning and Problem Solving (7-8 hours)

Must be passed with a grade of C or higher.

- CSCE 145
- MATH 122 or MATH 141

SCI – Scientific Literacy (8 hours)

- Two 4-credit hour CC-SCI (p. 742) laboratory science courses

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Score two or better on foreign language placement test; or complete the 109 and 110 courses in FREN, GERM, LATN or SPAN; or complete the 121 course in another foreign language.

- CC-GFL courses (p. 742)

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

- any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

- any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)

- any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component ¹ (3 hours)

- SPCH 140 or SPCH 230

INF – Information Literacy ¹ (0-3 hours)

- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility ¹ (1 hour)

- CSCE 390 - must be passed with a grade of C or higher

¹ Carolina Core Stand Alone or Overlay Eligible Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours for this program must add up to a minimum of 34 hours.

2. College Requirements (0 hours)

No college-required courses for this program.

3. Program Requirements (57-59 hours)

Supporting Courses (39 hours)

Foundational Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 462</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>or ENGL 463</td>
<td>Business Writing</td>
<td></td>
</tr>
<tr>
<td>MATH 174</td>
<td>Discrete Mathematics for Computer Science¹</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 374</td>
<td>Discrete Structures</td>
<td></td>
</tr>
<tr>
<td>STAT 509</td>
<td>Statistics for Engineers</td>
<td>3</td>
</tr>
<tr>
<td>or STAT 515</td>
<td>Statistical Methods I</td>
<td></td>
</tr>
<tr>
<td>STAT 516</td>
<td>Statistical Methods II</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 12
MATH 174 and MATH 374 must be passed with a grade of C or higher.

Liberal Arts Electives (9 hours)
Select from the following:

- AERO 401, AERO 402
- AFAM 201-AFAM 580
- ANTH 101-ANTH 499
- ARMY 401, ARMY 402
- ARTE 101, ARTE 260
- ARTH 105-ARTH 366
- ARTS 103-ARTS 261
- CHIN 103-CHIN 550
- CLAS 220-CLAS 598
- CPLT 150-CPLT 597
- CRJU 101-CRJU 494
- DANC 101-DANC 381
- ECON 123-ECON 499
- ENGL 270-ENGL 499
- FAMS 180-FAMS 597
- FREN 109-FREN 615
- GERM 109-GERM 615
- HIST 101-HIST 692
- ITAL 101-ITAL 615
- JAPA 121-JAPA 500
- LATN 109-LATN 615
- LING 300-LING 600
- MART 110-MART 341
- MUSC 110-MUSC 140
- MATH 174 and MATH 374 must be passed with a grade of C or higher.

Lower Division Computing (18 hours)
Must be passed with a grade of C or higher.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 146</td>
<td>Algorithmic Design II</td>
<td>4</td>
</tr>
<tr>
<td>CSCE 190</td>
<td>Computing in the Modern World</td>
<td>1</td>
</tr>
<tr>
<td>CSCE 201</td>
<td>Introduction to Computer Security</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 210</td>
<td>Computer Hardware Foundations</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 215</td>
<td>UNIX/Linux Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 240</td>
<td>Advanced Programming Techniques</td>
<td>3</td>
</tr>
</tbody>
</table>

CSCE 247  Software Engineering       3

Total Credit Hours 18

Minor in Business Information Management (18 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 224</td>
<td>Introduction to Economics</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 222</td>
<td>Survey of Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 371</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MGSC 290</td>
<td>Computer Information Systems in Business</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives
Select two of the following:

- ACCT 324 Survey of Commercial Law
- ECON 311 Issues in Economics
- ECON 379 Government Policy Toward Business
- FINA 333 Finance and Markets
- IBUS 301 Introduction to International Business
- MGMT 472 Entrepreneurship and Small Business
- MKTG 350 Principles of Marketing
- MKTG 351 Consumer Behavior
- MGSC 395 Operations Management

Total Credit Hours 18

Elective (0-2 hours)
The CIS curriculum includes 0-2 hours of electives depending on how students fulfill the Carolina Core requirements. Any course in the university can be used to satisfy the elective requirement (including additional electives in the major).

4. Major Requirements (27 hours)

Major Courses (24 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 205</td>
<td>Business Applications Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 350</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 416</td>
<td>Introduction to Computer Networks</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 490</td>
<td>Capstone Computing Project I</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 492</td>
<td>Capstone Computing Project II</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 520</td>
<td>Database System Design</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 522</td>
<td>Information Security Principles</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 594</td>
<td>Strategic Management of Information Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 24

Major Elective (3 hours)

Select one of the following:

- ITEC 447 Management of Information Technology
- ITEC 560 Project Management Methods

Select an approved CSCE course, 510 and higher - a list of acceptable courses is also maintained in the department office and on its website

Total Credit Hours 3
**Computer Science Minor**

Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Computer Information Systems, B.S.

**Computer Science Minor**

Minor Requirements (20 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Foundation Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCE 145</td>
<td>Algorithmic Design I</td>
<td>4</td>
</tr>
<tr>
<td>CSCE 146</td>
<td>Algorithmic Design II</td>
<td>4</td>
</tr>
<tr>
<td>Intermediate Level Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select two of the following: 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCE 201</td>
<td>Introduction to Computer Security</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 210</td>
<td>Computer Hardware Foundations</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 211</td>
<td>Digital Logic Design</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 212</td>
<td>Introduction to Computer Architecture</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 240</td>
<td>Advanced Programming Techniques</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 242</td>
<td>Client-Server Computing</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select two CSCE courses at the 300 level or above 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCE 211</td>
<td>Digital Logic Design</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 212</td>
<td>Introduction to Computer Architecture</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 20

1. CSCE 211 is a prerequisite for CSCE 212 and that CSCE 210 is a less intensive introduction to computer hardware than the CSCE 211/CSCE 212 sequence.

2. CSCE 500 is intended primarily for graduate students and may not be used for the minor. Note that the advanced CSCE courses have different CSCE prerequisites and that some have MATH or STAT prerequisites as well. MATH 374 is a prerequisite for many upper CSCE courses and is highly recommended. STAT 509 is a prerequisite for the Decision Support System sequence.

**Sequences**

The following sequences are offered as suggestions for students interested in particular areas within computing. The recommended intermediate level courses are given for each. Courses which are cross-listed with other departments may not be counted as minor courses if they are used as major courses.

**Artificial Intelligence**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 350</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 580</td>
<td>Artificial Intelligence</td>
<td>3</td>
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</tbody>
</table>

Recommended Intermediate Level Course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 240</td>
<td>Advanced Programming Techniques</td>
<td>3</td>
</tr>
</tbody>
</table>

**Computer Games**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 350</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 552</td>
<td>Computer Game Development</td>
<td>3</td>
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</table>

Recommended Intermediate Level Course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 240</td>
<td>Advanced Programming Techniques</td>
<td>3</td>
</tr>
</tbody>
</table>

**Databases**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 522</td>
<td>Information Security Principles</td>
<td>3</td>
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</table>

Recommended Intermediate Level Course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 240</td>
<td>Advanced Programming Techniques</td>
<td>3</td>
</tr>
</tbody>
</table>

**Decision Support Systems**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 350</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 582</td>
<td>Bayesian Networks and Decision Graphs</td>
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</table>

Recommended Intermediate Level Course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 240</td>
<td>Advanced Programming Techniques</td>
<td>3</td>
</tr>
</tbody>
</table>

**Hardware**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CSCE 313</td>
<td>Embedded Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 513</td>
<td>Computer Architecture</td>
<td>3</td>
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</table>

Recommended Intermediate Level Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 211</td>
<td>Digital Logic Design</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 212</td>
<td>Introduction to Computer Architecture</td>
<td>3</td>
</tr>
</tbody>
</table>

**Networks**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 311</td>
<td>Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 416</td>
<td>Introduction to Computer Networks</td>
<td>3</td>
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</table>

Recommended Intermediate Level Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 240</td>
<td>Advanced Programming Techniques</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 210</td>
<td>Computer Hardware Foundations</td>
<td>3</td>
</tr>
<tr>
<td>or CSCE 212</td>
<td>Introduction to Computer Architecture</td>
<td>3</td>
</tr>
</tbody>
</table>

**Programming Languages**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 330</td>
<td>Programming Language Structures</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 531</td>
<td>Compiler Construction</td>
<td>3</td>
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</tbody>
</table>

Recommended Intermediate Level Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 212</td>
<td>Introduction to Computer Architecture</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 240</td>
<td>Advanced Programming Techniques</td>
<td>3</td>
</tr>
</tbody>
</table>

**Security**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 311</td>
<td>Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 522</td>
<td>Information Security Principles</td>
<td>3</td>
</tr>
</tbody>
</table>

Recommended Intermediate Level Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 240</td>
<td>Advanced Programming Techniques</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 201</td>
<td>Introduction to Computer Security</td>
<td>3</td>
</tr>
</tbody>
</table>
Service Oriented Computing

Course | Title | Credits
--- | --- | ---
CSCE 311 | Operating Systems | 3
CSCE 526 | Service Oriented Computing | 3

Recommended Intermediate Level Courses:
- CSCE 240 | Advanced Programming Techniques | 3
- CSCE 210 | Computer Hardware Foundations | 3
  or CSCE 212 | Introduction to Computer Architecture | 3

Scientific Computing

Course | Title | Credits
--- | --- | ---
CSCE 564 | Computational Science | 3
CSCE 567 | Visualization Tools | 3

Recommended Intermediate Level Course:
- CSCE 146 | Algorithmic Design II | 4

Systems Programming

Course | Title | Credits
--- | --- | ---
CSCE 311 | Operating Systems | 3
CSCE 510 | System Programming | 3

Recommended Intermediate Level Courses:
- CSCE 240 | Advanced Programming Techniques | 3
- CSCE 210 | Computer Hardware Foundations | 3
  or CSCE 212 | Introduction to Computer Architecture | 3

Theory of Computation

Course | Title | Credits
--- | --- | ---
CSCE 350 | Data Structures and Algorithms | 3
CSCE 355 | Foundations of Computation | 3

Recommended Intermediate Level Courses:
- CSCE 211 | Digital Logic Design | 3
- CSCE 212 | Introduction to Computer Architecture | 3

Exclusions

No Lower Division Computing, Computer Engineering Major, or Computer Engineering Elective course may be counted toward a minor. All other required courses and electives may be used for a minor as appropriate. CSCE 101 and CSCE 102 are not major courses and may not be used for degree credit.

Minimum Course Grades

The Computer Science B.S.C.S. program requires that a grade of “C” or better be earned in each of the following courses: ENGL 101, ENGL 102, MATH 141, MATH 142, MATH 374, CHEM 111 or PHYS 211, and all CSCE courses applied to the degree.

Admissions

Entrance Requirements

Admission requirements and processes for freshman, transfer students, and former students seeking readmission are managed by the Office of Undergraduate Admissions (http://sc.edu/about/offices_and_divisions/undergraduate_admissions/).

Transfer applicants from regionally accredited colleges and universities must have a cumulative 2.75 GPA on a 4.00 scale to enter the College of Engineering and Computing. In addition, transfer applicants for the Aerospace Engineering, Biomedical Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, or Mechanical Engineering majors must also have completed a four semester-hour calculus course equivalent to MATH 141 with a grade of “C” or better.

Current University of South Carolina students who wish to enter the College of Engineering and Computing, and former students seeking readmission, must have an institutional GPA of 2.50 or better on at least 15 hours earned at UofSC. In addition, such applicants for the Aerospace Engineering, Biomedical Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, or Mechanical Engineering majors must also have completed a four semester-hour calculus course equivalent to MATH 141 with a grade of “C” or better.

Students will demonstrate an ability to communicate effectively in a variety of professional contexts.

Students will recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

Students will demonstrate the ability to function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.

Students will demonstrate the ability to apply computer science theory and software development fundamentals to produce computing-based solutions.

Academic Standards

Program GPA

Program GPA requirement policies are described in the College of Engineering and Computing section of this bulletin. For the purpose of these policies, the following courses are used to determine the Program GPA for the Computer Science B.S.C.S. program: all Lower Division Computing, Computer Science Major, and Computer Science Elective courses, and CSCE 390.

Minimum Course Grades

The Computer Science B.S.C.S. program requires that a grade of “C” or better be earned in each of the following courses: ENGL 101, ENGL 102, MATH 141, MATH 142, MATH 374, CHEM 111 or PHYS 211, and all CSCE courses applied to the degree.

Admissions

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• Students will demonstrate an ability to analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.

• Students will demonstrate an ability to design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program’s discipline.

• Students will demonstrate the ability to communicate effectively in a variety of professional contexts.

• Students will recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

• Students will demonstrate the ability to function effectively as a member or leader of a team engaged in activities appropriate to the program’s discipline.

• Students will demonstrate the ability to apply computer science theory and software development fundamentals to produce computing-based solutions.
The last 25% of a student’s degree must be completed in residence at the University, and at least half of the hours in the student’s major courses and in the student’s minor courses (if applicable) must be taken at the University.

**Degree Requirements (125 hours)**

See College of Engineering and Computing (p. 372) for progression requirements and special academic opportunities.

### Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>35-44</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>0</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>60</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>30</td>
</tr>
</tbody>
</table>

#### 1. Carolina Core Requirements (35-44 hours)

**CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)**

*Must be passed with a grade of C or higher.*

- ENGL 101
- ENGL 102

**ARP – Analytical Reasoning and Problem Solving (8 hours)**

*Must be passed with a grade of C or higher.*

- MATH 141
- MATH 142

**SCI – Scientific Literacy (8 hours)**

Select all of one of the following:

- CHEM 111 & CHEM 111L *both must be passed with a grade of C or higher*
- CHEM 112 & CHEM 112L (both not approved for CC-SCI)

or

- PHYS 211 & PHYS 211L *both must be passed with a grade of C or higher*
- PHYS 212 & PHYS 212L

**GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)**

Score two or better on foreign language placement test; or complete the 109 and 110 courses in FREN, GERM, LATN or SPAN; or complete the 121 course in another foreign language.

- CC-GFL courses (p. 742)

**GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)**

- any CC-GHS course (p. 742)

**GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)**

- any CC-GSS course (p. 742)

**AIU – Aesthetic and Interpretive Understanding (3 hours)**

- any CC-AIU course (p. 742)

**CMS – Effective, Engaged, and Persuasive Communication: Spoken Component (3 hours)**

- SPCH 140 or SPCH 230

**INF – Information Literacy (0-3 hours)**

- any overlay or stand-alone CC-INF course (p. 742)

**VSR – Values, Ethics, and Social Responsibility (1 hour)**

- CSCE 390 *must be passed with a grade of C or higher*

1 Carolina Core Stand Alone or Overlay Eligible

**2. College Requirements (0 hours)**

*No college-required courses for this program.*

**3. Program Requirements (60 hours)**

**Supporting Courses (60 hours)**

**Foundational Courses (16 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 241</td>
<td>Vector Calculus</td>
<td>3</td>
</tr>
<tr>
<td>MATH 344</td>
<td>Applied Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 344L</td>
<td>Applied Linear Algebra Lab</td>
<td></td>
</tr>
<tr>
<td>MATH 374</td>
<td>Discrete Structures (must be passed with a grade</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of C or higher)</td>
<td>3</td>
</tr>
<tr>
<td>STAT 509</td>
<td>Statistics for Engineers</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 462</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>or ENGL 463</td>
<td>Business Writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>16</td>
</tr>
</tbody>
</table>

**Laboratory Science Elective (4 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 161</td>
<td>Human Origins: An Introduction to Biological</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Anthropology</td>
<td></td>
</tr>
<tr>
<td>ASTR 101</td>
<td>Introduction to Astronomy</td>
<td></td>
</tr>
<tr>
<td>BIOL 101</td>
<td>Biological Principles I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and Biological Principles I Laboratory</td>
<td></td>
</tr>
<tr>
<td>BIOL 110</td>
<td>General Biology</td>
<td></td>
</tr>
<tr>
<td>CHEM 111</td>
<td>General Chemistry I</td>
<td></td>
</tr>
<tr>
<td>&amp; 111L</td>
<td>and General Chemistry I Lab</td>
<td></td>
</tr>
<tr>
<td>CHEM 141</td>
<td>Principles of Chemistry I</td>
<td></td>
</tr>
<tr>
<td>ENVR 101</td>
<td>Introduction to the Environment</td>
<td></td>
</tr>
<tr>
<td>&amp; 101L</td>
<td>and Introduction to the Environment Lab</td>
<td></td>
</tr>
</tbody>
</table>
ENVR 200  Natural History of South Carolina
GEOG 201  Landform Geography
GEOG 202  Weather and Climate
GEOL 101  Introduction to the Earth
GEOL 103  Environment of the Earth
GEOL 201  Observing the Earth
GEOL 215 & 215L Coastal Environments of the Southeastern U.S. and Coastal Environments of the Southeastern U.S. (Laboratory)
GEOL 302  Rocks and Minerals
MSCI 101  The Ocean Environment
MSCI 102  The Living Ocean
MSCI 210 & 210L Oceans and Society and Oceans and Society Laboratory
MSCI 215 & 215L Coastal Environments of the Southeastern US and Coastal Environments of the Southeastern U.S. (Laboratory)
PHYS 211 & 211L Essentials of Physics I and Essentials of Physics I Lab

Total Credit Hours  4

Liberal Arts Electives (9 hours)
Select 9 hours of the following:

AERO 401, AERO 402
AFAM 201-400
ANTH 101-499
ARMY 401, ARMY 402
ARTE 101, ARTE 260
ARTH 105-366
ARTS 103-ARTS 261
CHIN 103-550
CLAS 220-CLAS 698
CPLT 150-597
CRJU 101-494
DANC 101-381
ECON 123-ECON 499
ENGL 270-499
FAMS 180-FAMS 597
FREN 109-FREN 615
GEOG 103-495
GERM 109-615
HIST 101-HIST 692
ITAL 101-ITAL 615
JAPA 121-JAPA 500
LASP 201-LASP 451
LATN 109-LATN 615
LING 300-LING 600
MART 110-MART 341
MUSC 110-MUSC 140
NAVY 401, NAVY 402
PHIL 101-PHIL 109, PHIL 112-PHIL 598
POLI 101-POLI 499
PORT 121-PRT 615
PSYC 101-499
RELG 101-RELG 552
RUSS 121-RUSS 616
SOCI 101-SOCI 499
SOST 101-SOST 500
SPAN 109-SPAN 615

THEA 170-THEA 565
WGST 112-WGST 555

Lower Division Computing (22 hours)
Must be passed with a grade of C or higher:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 145</td>
<td>Algorithmic Design I</td>
<td>4</td>
</tr>
<tr>
<td>CSCE 146</td>
<td>Algorithmic Design II</td>
<td>4</td>
</tr>
<tr>
<td>CSCE 190</td>
<td>Computing in the Modern World</td>
<td>1</td>
</tr>
<tr>
<td>CSCE 211</td>
<td>Digital Logic Design</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 212</td>
<td>Introduction to Computer Architecture</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 215</td>
<td>UNIX/Linux Fundamentals</td>
<td>1</td>
</tr>
<tr>
<td>CSCE 240</td>
<td>Advanced Programming Techniques</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 247</td>
<td>Software Engineering</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours  22

Application Area (9 hours)
An application area consists of three courses (9 hours) that display a distinct curricular pattern that is different from computer science. Any three non-CSCE courses that are from one department or are a subset of a defined minor, and that are each 3 credit hours or more, may satisfy this requirement. Students may petition the department for approval of other sets of application area courses.

4. Major Requirements (30 hours)
Must be passed with a grade of C or higher.

Major Courses (21 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 311</td>
<td>Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 330</td>
<td>Programming Language Structures</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 350</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 355</td>
<td>Foundations of Computation</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 416</td>
<td>Introduction to Computer Networks</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 490</td>
<td>Capstone Computing Project I</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 492</td>
<td>Capstone Computing Project II</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours  21

Major Electives (9 hours)
Select from the following:

CSCE 317 or any CSCE course 500 or higher
Select any approved CSCE courses, 500 and higher - a list of acceptable courses is also maintained in the department office and on its website

Total Credit Hours  9

Major Map
A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor
for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Computer Science, B.S.C.S.

Data Science Minor

The Minor in Data Science is jointly offered by the Department of Statistics and the Department of Computer Science and Engineering. It is designed for students in any discipline that uses large data sets, including the sciences, engineering, business, mathematics, and the social sciences.

Degree Requirements (18-19 Hours)

Prerequisites (8 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 122</td>
<td>Calculus for Business Administration and Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 141</td>
<td>Calculus I</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 3

Minor Requirements (18 or 19 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 145</td>
<td>Algorithmic Design I</td>
<td>4</td>
</tr>
<tr>
<td>or CSCE 206</td>
<td>Scientific Applications Programming</td>
<td></td>
</tr>
<tr>
<td>CSCE 587</td>
<td>Big Data Analytics</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 567</td>
<td>Visualization Tools</td>
<td>3</td>
</tr>
<tr>
<td>STAT 509</td>
<td>Statistics for Engineers</td>
<td>3</td>
</tr>
<tr>
<td>or STAT 515</td>
<td>Statistical Methods I</td>
<td></td>
</tr>
<tr>
<td>STAT 530</td>
<td>Applied Multivariate Statistics and Data Mining</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Course

Select one of the following:

Options requiring no additional pre-requisites:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 146</td>
<td>Algorithmic Design II</td>
<td></td>
</tr>
<tr>
<td>STAT 516</td>
<td>Statistical Methods II</td>
<td></td>
</tr>
</tbody>
</table>

Options requiring additional pre-requisites:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 344</td>
<td>Applied Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>CSCE 520</td>
<td>Database System Design</td>
<td></td>
</tr>
<tr>
<td>CSCE 564</td>
<td>Computational Science</td>
<td></td>
</tr>
<tr>
<td>CSCE 569</td>
<td>Parallel Computing</td>
<td></td>
</tr>
<tr>
<td>CSCE 582</td>
<td>Bayesian Networks and Decision Graphs</td>
<td></td>
</tr>
<tr>
<td>STAT 511</td>
<td>Probability</td>
<td></td>
</tr>
<tr>
<td>STAT 512</td>
<td>Mathematical Statistics</td>
<td></td>
</tr>
<tr>
<td>STAT 517</td>
<td>Advanced Statistical Models</td>
<td></td>
</tr>
<tr>
<td>STAT 535</td>
<td>Introduction to Bayesian Data Analysis</td>
<td></td>
</tr>
<tr>
<td>STAT 582</td>
<td>Bayesian Networks and Decision Graphs</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 19

Note: The Data Science Minor is designed for students in any discipline that uses large data sets, including Biology, Business, Mathematics, Psychology, etc. Choosing the correct courses is more complicated for students majoring in Computer Engineering, Computer Science, Computer Information Systems, and Statistics.

Course Substitutions

No course used to satisfy a Carolina Core, major, or other minor requirement may be used for the Data Science Minor. In the event of conflict, any elective course may be substituted for a required course in this minor.

Administration of the Minor

Curricula and other decisions of the minor will be made by a committee composed of two faculty appointed by the Chair of Statistics and two faculty appointed by the Chair of Computer Science and Engineering.

Electrical Engineering

Department Website [https://sc.edu/study/colleges_schools/engineering_and_computing/study/electrical_engineering/](https://sc.edu/study/colleges_schools/engineering_and_computing/study/electrical_engineering/)

Roger Dougal, Chair

Electrical engineers create electronic devices, circuits, and systems that create, process, or distribute information and energy. Graduates of this program are prepared for a wide range of professional practice through a combination of core and career plan courses. The first two years of study establish a technical foundation in math, science, and engineering principles and a responsible social foundation in the liberal arts. The last two years of study focus each student’s interest into a specialty area appropriate to their own career objectives. The department’s web site describes a wide range of sample career plans, ranging from renewable energy systems to 5G communication networks. The department is well-known for its outstanding hands-on laboratory sequence and for encouraging highly talented and motivated undergraduate students to participate in its many research programs. The rapid pace of developments in electrical engineering requires that graduates make strong commitments to lifelong learning, and it ensures that graduates will be presented with many exciting and diverse opportunities throughout their professional careers.

Accelerated BSE/Graduate Program

Qualifying Electrical Engineering majors can enroll in the Accelerated bachelors/graduate degree program and then earn graduate credit for up to 12 credit hours of courses that can also be applied to their baccalaureate program. These students can typically complete a graduate degree (ME, MS, or PhD) one to two semesters faster than would otherwise be possible. Requirements for this program appear on the College of Engineering and Computing pages.

Programs

- Electrical Engineering Minor ([p. 412](#))
- Electrical Engineering, B.S.E. ([p. 413](#))

Courses

ELCT 101 - Electrical and Electronics Engineering (3 Credits)

Introductions to: the profession of electrical engineering; the wide range of sub-disciplines that make electrical engineering so valuable in improving the human condition; the role of electrical engineers in society; and the role of electrical engineering students in the university.
ELCT 102 - Electrical Science (3 Credits)
Fundamentals of electrical and electronic components. Basic network laws. Mathematical and computer tools for network analysis. Cannot earn credit for ELCT 102 after earning credit for either ELCT 220 or ELCT 221.
Prerequisite or Corequisite: MATH 141.

ELCT 201 - Introductory Electrical Engineering Laboratory (3 Credits)
Laboratory procedures, instrumentation and measurements, report writing, computer use in system design, testing, and troubleshooting. Integrative project-based learning environment including passive, active, electronic and electromechanical systems.
Prerequisites: C or better in ENGL 102 and C or better in CSCE 211.
Prerequisite or Corequisite: ELCT 222.

ELCT 220 - Electrical Engineering for Non-Majors (3 Credits)
Fundamentals of electrical engineering for mechanical, chemical, or other engineering disciplines, including electric circuits, measurements, data acquisition, sensors, motors, and controllers.
Prerequisites: MATH 142.

ELCT 221 - Circuits (3 Credits)
Analysis of linear ac circuits using complex variables. Nodal and mesh analysis, Thevenin and Norton transformations, linearity, superposition, use of math solvers, circuit simulators, and computer-interfaced instrumentation.
Prerequisites: C or better in MATH 142; C or better in ELCT 102; or C or better in AESP 265; or D or better in ELCT 220.

ELCT 222 - Signals and Systems (3 Credits)
Analysis of continuous-time signals and systems in time and frequency domains, Fourier series and transforms, Laplace transforms; introduction to discrete-time signals.
Prerequisites: C or better in ELCT 221 and in MATH 242.

ELCT 301 - Electronics Laboratory (3 Credits)
Design and implementation of analog and digital electronic circuits, with emphasis on developing deep individual understanding of curriculum-spanning concepts.
Prerequisites: D or better in ELCT 201.
Prerequisite or Corequisite: D or better in ELCT 371.

ELCT 302 - Real Time Systems Laboratory (3 Credits)
Real-time design and development on an unmanned ground vehicle platform.
Prerequisites: ELCT 301.
Prerequisite or Corequisite: ELCT 331.

ELCT 321 - Digital Signal Processing (3 Credits)
An introduction to analysis, design and applications of discrete time systems; z- and discrete Fourier transforms; frequency and impulse responses, FIR and IIR filters.
Prerequisites: C or better in ELCT 222.

ELCT 331 - Control Systems (3 Credits)
Prerequisites: C or better in ELCT 222.

ELCT 332 - Fundamentals of Communication Systems (3 Credits)
Introduction to communication systems, sampling theorem, modulation theory, multiplexing, phase-lock loops, and related topics.
Prerequisite or Corequisite: ELCT 321 and STAT 509.

ELCT 350 - Computer Modeling of Electrical Systems (3 Credits)
Formulation of physics-based dynamic models of electrical or electromechanical systems. Solving dynamic equations of electrical systems in discrete time. Use of object oriented programming language (e.g., C++) and computer tools (e.g. MATLAB, virtual test bed) for solving dynamic equations of electrical systems.
Prerequisites: C or better in ELCT 222, C or better in CSCE 145.

ELCT 361 - Electromagnetics (3 Credits)
Basic concepts of electric and magnetic fields, including electrostatics, magnetostatics, and quasi-statics with computer applications.
Prerequisites: PHYS 212 and MATH 241.

ELCT 363 - Introduction to Microelectronics (3 Credits)
Properties and characteristics of semiconductor materials, p-n and semiconductor-metal junctions. Basic properties, characteristics and operation of diodes and transistors.
Prerequisites: C or better in CHEM 111, C or better in PHYS 212, C or better in MATH 241.

ELCT 371 - Electronics (3 Credits)
Introduction to design and analysis of electronic circuits and systems. Applications of amplifiers, op-amps, diodes, bipolar and field-effect transistors in analog and digital circuits.
Prerequisites: C or better in ELCT 222.

ELCT 403 - Capstone Design Project I (3 Credits)
Planning, preliminary design, and prototyping. Analysis and specification of system and subsystem requirements, measures of performance, analysis of alternatives, effective team work. Project management and scheduling. Prototype implementation and characterization. This course should be taken during student’s penultimate semester.
Prerequisites: D or better in ELCT 302.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships, GLD: Research

ELCT 404 - Capstone Design Project II (3 Credits)
Continuation of Capstone Design Project I. Final design and implementation including design iteration, design for reliability, system integration and characterization, business case development.
Prerequisites: D or better in ELCT 403.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships, GLD: Research
Experiential Learning: Experiential Learning Opportunity

ELCT 499 - Special Problems (1-3 Credits)
Individual investigation or studies of special topics. A maximum of 3 credits total may be applied toward a degree. Advanced approval of project proposal by instructor and department advisor.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships, GLD: Research

ELCT 510 - Photovoltaic Materials and Devices (3 Credits)
Fundamentals of photovoltaic solar cell technologies. Design and operation of solar cells, including efficiency analysis and cost benefit. Applications to green and sustainable energy systems.
Prerequisites: C or better in ELCT 363.
ELCT 521 - Introduction to Microwaves (3 Credits)
Introduction to plane electromagnetic wave propagation, transmission lines, transmission line equations, input impedance, waveguides and cavities, antennas and antenna arrays, microwave modeling.
Prerequisites: ELCT 361 or PHYS 504.

ELCT 530 - Industrial Controls (3 Credits)
The embedded electronics and software used in data acquisition, and process and instrument control in an industrial or manufacturing environment.
Prerequisites: ELCT 331.

ELCT 531 - Digital Control Systems (3 Credits)
Analysis and design of discrete-time control systems, implementation of control systems using digital electronic systems. Applications to electrical systems.
Prerequisites: ELCT 331.

ELCT 533 - System Health Management (3 Credits)
Sensing, data acquisition, and data processing for evaluation of performance and system health. Integration and implementation of health management systems.
Prerequisites: ELCT 321 or equivalent.

ELCT 541 - Sensors for Biomedicine (3 Credits)
Operating principles and design of bioelectric sensors and sensor systems for medical applications.
Prerequisites: C or better in ELCT 361, ELCT 363 and ELCT 371.

ELCT 551 - Power Systems Design and Analysis (3 Credits)
Transmission line design, load flow, and short circuit analysis of power systems.
Prerequisites: ELCT 331.

ELCT 553 - Electromechanical Energy Conversion (3 Credits)
Analysis and design of electromechanical energy conversion systems, including electrical machines and electronic drives.
Prerequisites: ELCT 331, ELCT 361.

ELCT 554 - Integration of Photovoltaics in Modern Power Systems (3 Credits)
Analysis and design of power systems in presence of photovoltaic generation with focus on protection systems, control, power quality.
Prerequisites: ELCT 551.

ELCT 559 - Special Topics in Distributed Energy Resources for Electric Energy Systems (3 Credits)
Special topics in distributed energy resources for modern electrical energy systems. Course content varies and will be announced in the schedule of classes by title. May be repeated as topics vary.
Prerequisite or Corequisite: ELCT 551.

ELCT 562 - Wireless Communications (3 Credits)
Fourier techniques and stochastic processes review, multiple access & cellular techniques, signal space representations for signals and noise, baseband modulations and optimal receivers in additive white Gaussian noise, bandpass and higher-order modulations, mobile & wireless propagation channel characteristics, effects of bandlimiting & distortion mitigation, diversity techniques.
Prerequisites: ELCT 332, ELCT 361.

ELCT 563 - Semiconductor Electronic Devices (3 Credits)
Basic semiconductor material properties. Principles and characteristics of semiconductor p-n junction and Schottky diodes, field-effect transistors (JFETs, MESFETs, and MOSFETs), and bipolar junction transistors.
Prerequisites: ELCT 363 or equivalent.

ELCT 564 - RF Circuit Design for Wireless Communications (3 Credits)
RF design fundamentals, lumped elements, transmission line theory, transmission lines and waveguides, S-parameters, impedance matching, microwave resonators.
Prerequisites: ELCT 361.

ELCT 566 - Semiconductor Optoelectronics (3 Credits)
Basic semiconductor material optical properties. Principles and structures of semiconductor lasers, Light Emitting Diodes, and photodetectors.
Prerequisites: ELCT 363 or equivalent.

ELCT 572 - Power Electronics (3 Credits)
Basic analysis and design of solid-state power electronic devices and circuitry.
Prerequisites: ELCT 371, ELCT 331.

ELCT 574 - Semiconductor Materials and Device Characterization (3 Credits)
Semiconductor material and device characterization; resistivity, carrier and doping density, contact resistance, Schottky barriers, series resistance, defects, trapped charges, and carrier lifetime.
Prerequisites: ELCT 363 or equivalent.

ELCT 582 - Semiconductor Laboratory (3 Credits)
Prerequisite: ELCT 363.

Electrical Engineering Minor
Prerequisite Courses (11 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 141</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 142</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 242</td>
<td>Elementary Differential Equations</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 11

Minor Requirements (18 Hours)
The minor in Electrical Engineering requires the completion of at least 18 credit hours consisting of four core courses and two approved elective courses that make a coherent sequence, composed as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Core Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELCT 102</td>
<td>Electrical Science</td>
<td>3</td>
</tr>
<tr>
<td>ELCT 221</td>
<td>Circuits</td>
<td>3</td>
</tr>
<tr>
<td>ELCT 222</td>
<td>Signals and Systems</td>
<td>3</td>
</tr>
<tr>
<td>ELCT 371</td>
<td>Electronics</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Intermediate Course
Select any ELCT course at the 300-level 3

Required Advanced Course
Select any 500-level ELCT course \(^1\)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELCT 331</td>
<td>Control Systems</td>
<td>3</td>
</tr>
<tr>
<td>ELCT 530</td>
<td>Industrial Controls</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 18

\(^1\) Note that 500-level courses generally have a prerequisite at the 300-level, so the Intermediate and Advanced courses should be chosen consistently. Some 500-level courses may have two prerequisites at the 300-level, which could then require taking an additional three hours.

Recommended or Examples of Sequences
The following sequences of Intermediate and Advanced courses are suggested as examples. Many other sequences are possible. A student’s particular sequence should be chosen in consultation with an EE faculty advisor.

For Interest in Manufacturing Industries

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELCT 361</td>
<td>Electromagnetics</td>
<td>3</td>
</tr>
<tr>
<td>ELCT 363</td>
<td>Introduction to Microelectronics</td>
<td>3</td>
</tr>
<tr>
<td>ELCT 541</td>
<td>Sensors for Biomedicine</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 9

For Interest in Biomedical Electronics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELCT 361</td>
<td>Electromagnetics</td>
<td>3</td>
</tr>
<tr>
<td>ELCT 363</td>
<td>Introduction to Microelectronics</td>
<td>3</td>
</tr>
<tr>
<td>ELCT 541</td>
<td>Sensors for Biomedicine</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 9

For Interest in Renewable Energy Industries

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELCT 363</td>
<td>Introduction to Microelectronics</td>
<td>3</td>
</tr>
<tr>
<td>ELCT 510</td>
<td>Photovoltaic Materials and Devices</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 9

For Interest in Electric Power or Electric Utility Industries

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELCT 331</td>
<td>Control Systems</td>
<td>3</td>
</tr>
<tr>
<td>ELCT 551</td>
<td>Power Systems Design and Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 6

For Interest in Power Electronics, Power Conversion, Electrical Propulsion, and Actuation for Automobiles, Aircraft, Robotics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELCT 331</td>
<td>Control Systems</td>
<td>3</td>
</tr>
<tr>
<td>ELCT 572</td>
<td>Power Electronics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 6

For Interest in Wireless Data Communications and Microwave Electronics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELCT 361</td>
<td>Electromagnetics</td>
<td>3</td>
</tr>
<tr>
<td>ELCT 564</td>
<td>RF Circuit Design for Wireless Communications</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 6

For Interest in Semiconductor Devices or Optoelectronics Devices or Sensors

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELCT 363</td>
<td>Introduction to Microelectronics</td>
<td>3</td>
</tr>
<tr>
<td>ELCT 563</td>
<td>Semiconductor Electronic Devices</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 6

Electrical Engineering, B.S.E.

Learning Outcomes

- An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
- An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
- An ability to communicate effectively with a range of audiences.
- An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
- An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
- An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
- An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Academic Standards

Program GPA

Program GPA requirement policies are described in the College of Engineering and Computing section of this bulletin. For the purpose of these policies, the following courses are used to determine the Program GPA for the Electrical Engineering B.S.E. program: all Lower Division Engineering courses, all Electrical Engineering Major courses, and all Career Plan Elective courses.

Admissions

Entrance Requirements

Admission requirements and processes for freshman, transfer students, and former students seeking readmission are managed by the Office of Undergraduate Admissions (http://sc.edu/about/offices_and_divisions/undergraduate_admissions/).

Transfer applicants from regionally accredited colleges and universities must have a cumulative 2.75 GPA on a 4.00 scale to enter the College of Engineering and Computing. In addition, transfer applicants for the Aerospace Engineering, Biomedical Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, or Mechanical Engineering majors must also have completed a four semester-hour calculus course equivalent to MATH 141 with a grade of “C” or better.

Current University of South Carolina students who wish to enter the College of Engineering and Computing, and former students seeking
readmission, must have an institutional GPA of 2.50 or better on at least 15 hours earned at UofSC. In addition, such applicants for the Aerospace Engineering, Biomedical Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, or Mechanical Engineering majors must also have completed a four semester-hour calculus course equivalent to MATH 141 with a grade of “C” or better.

The last 25% of a student’s degree must be completed in residence at the University, and at least half of the hours in the student’s major courses and in the student’s minor courses (if applicable) must be taken at the University.

Degree Requirements (126-139 hours)
See College of Engineering and Computing (p. 372) for progression requirements and special academic opportunities.

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>34-46</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>0</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>62-63</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>30</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (34-46 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)
*Must be passed with a grade of C or higher.*

- ENGL 101
- ENGL 102

ARP – Analytical Reasoning and Problem Solving (8 hours)
*Must be passed with a grade of C or higher.*

- MATH 141
- MATH 142

SCI – Scientific Literacy (8 hours)
*Must be passed with a grade of C or higher.*

- CHEM 111 & CHEM 111L
- PHYS 211 & PHYS 211L

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)
Score two or better on foreign language placement test; or complete the 109 and 110 courses in FREN, GERM, LATN or SPAN; or complete the 121 course in another foreign language.

- CC-GFL courses (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

- any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)

- any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component (0-3 hours)

Select from the following:

- PHIL 325 (CMS/VSR overlay)
- any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy (0-3 hours)

- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility (0-3 hours)

Select from the following:

- PHIL 325 (CMS/VSR overlay)
- any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours for this program must add up to a minimum of 34 hours.

2. College Requirements (0 hours)

No college-required courses for this program.

3. Program Requirements (62-63 hours)

Supporting Courses (62-63 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis Course</td>
<td></td>
<td>3-4</td>
</tr>
</tbody>
</table>

Select one of the following:

- CSCE 146 Algorithmic Design II
- EMCH 201 Introduction to Applied Numerical Methods
- PHYS 306 Principles of Physics III

Foundation Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 421</td>
<td>Engineering Economics</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 220</td>
<td>Mechanical Engineering Fundamentals for Non-Majors</td>
<td>3</td>
</tr>
<tr>
<td>MATH 241</td>
<td>Vector Calculus (must be passed with a grade of C or higher)</td>
<td>3</td>
</tr>
<tr>
<td>MATH 242</td>
<td>Elementary Differential Equations (must be passed with a grade of C or higher)</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 212</td>
<td>Essentials of Physics II (must be passed with a grade of C or higher)</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 212L</td>
<td>Essentials of Physics II Lab (must be passed with a grade of C or higher)</td>
<td>1</td>
</tr>
<tr>
<td>STAT 509</td>
<td>Statistics for Engineers</td>
<td>3</td>
</tr>
</tbody>
</table>

Lower Division Engineering
The College of Engineering and Computing offers a bachelor of science degree with a major in integrated information technology.

**Programs**
- Integrated Information Technology Minor (p. 417)
- Integrated Information Technology, B.S. (p. 417)

**Courses**

**ITEC 101 - Thriving in the Tech Age** (3 Credits)
Pervasive impact of computers on today’s global society; skills and strategies for using technology. How information technologies impact daily life and drive change.

**ITEC 143 - Advanced Business Document Preparation** (3 Credits)
Emphasis on production and versatility in preparing business documents. Not for TSTM majors. For business teacher certification.

**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Leadership Experiences

**ITEC 204 - Program Design and Development** (3 Credits)
Fundamental algorithms and processes used in business information systems. Development and representation of programming logic. Introduction to implementation using a high-level programming language.

**Prerequisites:** C or better in either CSCE 101, MGSC 290 or ITEC 264.

**Cross-listed course:** CSCE 204, MGSC 298

**ITEC 233 - Introduction to Computer Hardware and Software** (3 Credits)
Understanding of current computer hardware and software through computer building, repairing, and troubleshooting.

**ITEC 242 - Business Communications** (3 Credits)
Theory and processes in written business communications; composing effective business letters and reports.

**Prerequisites:** C or better in both ENGL 101 and ENGL 102.

**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Leadership Experiences

**ITEC 243 - Word Processing Concepts and Technology** (3 Credits)
Introduction to word processing concepts and applications.

**Prerequisites:** keyboarding.

**ITEC 245 - Introduction to Networking** (3 Credits)
Understanding the essential concepts of computer networks, including standards, topologies, security, media, switching, routing, and more.

**Prerequisites:** C or better in ITEC 233.

**ITEC 264 - Computer Applications in Business I** (3 Credits)
Survey of core skills and techniques for spreadsheet design and analysis of business problems.

**ITEC 265 - Introduction to Databases** (3 Credits)
Fundamentals of modern database design and applications.

**ITEC 270 - Records Control** (3 Credits)
Analysis and control of office records including creation, processing, maintenance, protection, and disposition.

**Prerequisites:** ITEC 264.

**ITEC 293 - Cybersecurity Operations** (3 Credits)
Operations in Security Operations Centers (SOC). Securing information systems by monitoring, analyzing, detecting, and responding to security events.

**Prerequisites:** C or better in ITEC 233 or CSCE 145.
ITEC 301 - Professional Internship Seminar (3 Credits)
Preparation for professional internship.
Prerequisites: C or better in both ITEC 242 and ITEC 370.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

ITEC 352 - Software Design (3 Credits)
Survey of core software development principles, application development from pseudocode and flow charting through coding process.
Prerequisites: C or better in CSCE 204 or ITEC 204.

ITEC 362 - Introduction to Web Systems (3 Credits)
Introduction to web based systems, including HTML, CSS, and JavaScript; working with Content Management systems (Wordpress, Joomla); Accessibility, SEO, and web development best practices.
Prerequisites: C or better in either ITEC 101, CSCE 101, or CSCE 102.

ITEC 370 - Database Systems in Information Technology (3 Credits)
Survey of techniques for working with enterprise-level database systems.
Prerequisites: C or better in ITEC 265.

ITEC 390 - Special Topics in Information Technology (1-3 Credits)
Advanced concepts, issues, and trends in information technology. Course content varies and will be announced in the schedule of classes by title. May be taken twice for credit.

ITEC 399 - Independent Study (1-6 Credits)
Contract approved by instructor, advisor, and department head for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

ITEC 444 - Introduction to Human Computer Interaction (3 Credits)
Human computer interaction: human factors of interactive software, methods to develop and assess interfaces, interaction styles, and design considerations.
Prerequisites: C or better in either CSCE 204 or CSCE 145; and C or better in ITEC 362.

Graduation with Leadership Distinction: GLD: Research

ITEC 445 - Advanced Networking (3 Credits)
Advanced administration of client/server networks with major emphasis on network operating system software.
Prerequisites: C or better in ITEC 245.

ITEC 447 - Management of Information Technology (3 Credits)
Overview of current practices and trends in end-user technology and information system management.
Prerequisites: C or better in ITEC 101 and ITEC 245.

ITEC 472 - Directed Teaching in High School (Business Education) (12 Credits)
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

ITEC 475 - Mainframe Systems (3 Credits)
Introduction to the large scale computer systems used by businesses to support thousands of simultaneous users and process millions of transactions.
Prerequisites: C or better in ITEC 352, or C or better in CSCE 146.

Cross-listed course: CSCE 415

ITEC 476 - Job Control Language (3 Credits)
Programming in job control language used to process batch jobs on mainframe computers. Use of standard system utility programs.
Prerequisites: C or better in ITEC 352, or C or better in CSCE 146.

ITEC 493 - Information Technology Security for Managers (3 Credits)
Information technology security from a managerial perspective, including security awareness, risk assessment, and security policy development.
Prerequisites: C or better in ITEC 445.

ITEC 495 - Professional Internship (6 Credits)
Internship coordinated by a faculty member and supervised by an approved business supervisor. Contract approved by instructor, advisor, and department head is required for undergraduate students.
Prerequisites: C or better in ITEC 301.

Experiential Learning: Experiential Learning Opportunity

ITEC 544 - Training Systems (3 Credits)
Theory, design, and implementation of technology-based training systems, including hardware and software solutions.
Prerequisites: C or better in ITEC 444.

ITEC 545 - Telecommunications (3 Credits)
Telecommunications systems, applications, and equipment allowing for the global dissemination of information.
Prerequisites: C or better in ITEC 245.

ITEC 552 - Linux Programming and Administration (3 Credits)
Shell scripting and administration in the Linux operating system.
Prerequisites: C or better in CSCE 204, or C or better in CSCE 145.

ITEC 560 - Project Management Methods (3 Credits)
Project management principles and standard practices, including software applications for project management.
Prerequisites: C or better in ITEC 362; and C or better in either ITEC 264 or MGSC 290.

ITEC 562 - Advanced Web Support Systems (3 Credits)
The development of advanced, dynamic, Web-based information systems, including the integration of back-end database-records management systems.
Prerequisites: C or better in ITEC 362.

ITEC 564 - Capstone Project for Information Technology (3 Credits)
Application of project management software, technologies, and practices to the design and implementation of real-world capstone projects.
Prerequisites: C or better in both ITEC 362 and ITEC 560.

ITEC 570 - Database Management and Administration (3 Credits)
Introduction to database administration and implementation using an enterprise-level Relational Database Management System (RDBMS).
Prerequisites: C or better in ITEC 370.

ITEC 590 - Special Topics in Integrated Information Technology (3 Credits)
Advanced concepts, issues, and trends in technology support and training management. Course content varies and will be announced in the schedule of classes by title. May be repeated twice for credit.
Integrated Information Technology Minor

Minor Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEC 101</td>
<td>Thriving in the Tech Age</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 233</td>
<td>Introduction to Computer Hardware and Software</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Select 12 hours of ITEC courses, excluding ITEC 143, ITEC 242, ITEC 243, ITEC 270, and ITEC 472.¹

Advisement Tracks

The following tracks are recommended (but not required) for students interested in particular areas within computing. Suggested courses are listed below.

Cybersecurity Operations

ITEC 101   Thriving in the Tech Age
ITEC 233   Introduction to Computer Hardware and Software
ITEC 245   Introduction to Networking
ITEC 293   Cybersecurity Operations
ITEC 445   Advanced Networking
ITEC 493   Information Technology Security for Managers

IT Business Operations

ITEC 101   Thriving in the Tech Age
ITEC 233   Introduction to Computer Hardware and Software
Select four of the following:
ITEC 245   Introduction to Networking
ITEC 564   Capstone Project for Information Technology
ITEC 265   Introduction to Databases
ITEC 447   Management of Information Technology

Databases

ITEC 101   Thriving in the Tech Age
ITEC 233   Introduction to Computer Hardware and Software
ITEC 264   Computer Applications in Business I
ITEC 265   Introduction to Databases
ITEC 370   Database Systems in Information Technology
ITEC 570   Database Management and Administration

Networking

ITEC 101   Thriving in the Tech Age
ITEC 233   Introduction to Computer Hardware and Software
ITEC 245   Introduction to Networking
ITEC 445   Advanced Networking
Select two of the following:
ITEC 293   Cybersecurity Operations
ITEC 493   Information Technology Security for Managers
ITEC 545   Telecommunications

Project Management

ITEC 101   Thriving in the Tech Age
ITEC 233   Introduction to Computer Hardware and Software
ITEC 264   Computer Applications in Business I
ITEC 362   Introduction to Web Systems

ITEC 560   Project Management Methods
ITEC 564   Capstone Project for Information Technology

Web Development

ITEC 101   Thriving in the Tech Age
ITEC 233   Introduction to Computer Hardware and Software
ITEC 362   Introduction to Web Systems
ITEC 562   Advanced Web Support Systems

Select one of the following:
ITEC 245   Introduction to Networking
ITEC 264   Computer Applications in Business I
ITEC 265   Introduction to Databases
Select one ITEC elective

¹ Some may require pre-requisite courses.

Note: No course used to satisfy a Carolina Core, Major, or other Minor requirement may be used to satisfy the Integrated Information Technology Minor requirements. In the event of conflict for an Elective Course, any other ITEC Elective course may be substituted to satisfy the minor.

Integrated Information Technology, B.S.

Accreditation


Learning Outcomes

- Students will demonstrate the ability to function effectively on teams to accomplish a common goal. (d)
- Students will demonstrate the ability to communicate effectively with a range of audiences. (f)
- Students will use and apply current technical concepts and practices in the core information technologies. (j)
- Students will recognize the need for and be able to engage in continuing professional development. (h)
- Students will demonstrate an ability to analyze a problem and identify and define the computing requirements appropriate to its solution. (b)
- Students will demonstrate an understanding of professional, ethical, legal, security, and social issues and responsibilities. (e)
- Students will demonstrate the ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs. (c)
- Students will demonstrate the ability to identify / analyze user needs and take them into account in the selection, creation, evaluation, and administration of computer-based systems. (k)
- Students will demonstrate the ability to effectively integrate IT-based solutions into the user environment. (l)
- Students will demonstrate the ability to analyze the local and global impact of computing on individuals, organizations, and society. (g)
- Students will demonstrate the ability to assist in the creation of an effective project plan. (n)
- Students will demonstrate the ability to use current techniques, skills, and tools necessary for computing practice. (i)
• Students will demonstrate the ability to apply knowledge of computing and mathematics appropriate to the discipline. (a)
• Students are able to identify IT best practices and standards and their application, (m)

**Academic Standards**

**Program GPA**

Program GPA requirement policies are described in the College of Engineering and Computing (p. 372) section of this bulletin. For the purpose of these policies, the following courses are used to determine the Program GPA for the Integrated Information Technology B.S. program: all Lower Division Integrated Information Technology courses, all Integrated Information Technology Major courses and all Major Elective courses.

**Minimum Course Grades**

The Integrated Information Technology B.S. program requires that a grade of "C" or better be earned in MATH 174 and all ITEC courses applied to the degree.

**Admissions**

**Entrance Requirements**

Admission requirements and processes for freshman, transfer students, and former students seeking readmission are managed by the Office of Undergraduate Admissions (http://sc.edu/about/offices_and_divisions/undergraduate_admissions/).

Transfer applicants from regionally accredited colleges and universities must have a cumulative 2.75 GPA on a 4.00 scale to enter the College of Engineering and Computing. In addition, transfer applicants for the Aerospace Engineering, Biomedical Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, or Mechanical Engineering majors must also have completed a four semester-hour calculus course equivalent to MATH 141 with a grade of "C" or better.

Current University of South Carolina students who wish to enter the College of Engineering and Computing, and former students seeking readmission, must have an institutional GPA of 2.50 or better on at least 15 hours earned at UofSC. In addition, such applicants for the Aerospace Engineering, Biomedical Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, or Mechanical Engineering majors must also have completed a four semester-hour calculus course equivalent to MATH 141 with a grade of "C" or better.

The last 25% of a student's degree must be completed in residence at the University, and at least half of the hours in the student's major courses and in the student's minor courses (if applicable) must be taken at the University.

**Degree Requirements (120 hours)**

See College of Engineering and Computing (p. 372) for progression requirements and special academic opportunities.

**Program of Study**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>31-43</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>0</td>
</tr>
</tbody>
</table>

1. **Carolina Core Requirements (31-43 hours)**

**CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)**

- ENGL 101 - must be passed with a grade of C or higher
- ENGL 102

**ARP – Analytical Reasoning and Problem Solving (6 hours)**

- MATH 174 - must be passed with a grade of C or higher
- STAT 201 or STAT 205

**SCI – Scientific Literacy (7 hours)**

- two CC-SCI courses (p. 742) from the natural sciences including one laboratory selected from Astronomy, Biology, Chemistry, Environmental Science, Geology, Marine Science or Physics

**GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)**

Score two or better on foreign language placement test; or complete the 109 and 110 courses in FREN, GERM, LATN or SPAN; or complete the 121 course in another foreign language.

- CC-GFL courses (p. 742)

**GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)**

- any CC-GHS course (p. 742)

**GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)**

- any CC-GSS course (p. 742)

**AIU – Aesthetic and Interpretive Understanding (3 hours)**

- any CC-AIU course (p. 742)

**CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (3 hours)**

- SPCH 140 or SPCH 230

**INF – Information Literacy 1 (0-3 hours)**

- any overlay or stand-alone CC-INF course (p. 742)

**VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)**

- any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours for this program must add up to a minimum of 31 hours.
2. College Requirements (0 hours)

No college-required courses for this program.

3. Program Requirements (41-53 hours)

Supporting Courses (39-41 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 224</td>
<td>Introduction to Economics</td>
<td>3</td>
</tr>
<tr>
<td>SPTE 240</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 242</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 462</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 463</td>
<td>Business Writing</td>
<td>3</td>
</tr>
<tr>
<td>RETL 261</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>RETL 262</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 344</td>
<td>Personnel Organization and Supervision</td>
<td>3</td>
</tr>
<tr>
<td>or MGMT 371</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Lower Division Integrated Information Technology

Must be passed with a grade of C or higher:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEC 101</td>
<td>Thriving in the Tech Age</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 233</td>
<td>Introduction to Computer Hardware and Software</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 245</td>
<td>Introduction to Networking</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 264</td>
<td>Computer Applications in Business I</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 265</td>
<td>Introduction to Databases</td>
<td>3</td>
</tr>
</tbody>
</table>

Software Programming Language

Select one of the following sequences: 6-8

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 204 &amp; ITEC 352</td>
<td>Program Design and Development and Software Design</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 145 &amp; 146</td>
<td>Algorithmic Design I and Algorithmic Design II</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 39-41

Electives (0-14 hours)

The IIT curriculum includes 0-14 hours of electives depending on how students fulfill the Carolina Core requirements. Any course in the university can be used to satisfy the elective requirement (including additional electives in the major).

4. Major Requirements (36 hours)

Major Courses (33 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEC 301</td>
<td>Professional Internship Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 362</td>
<td>Introduction to Web Systems</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 370</td>
<td>Database Systems in Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 444</td>
<td>Introduction to Human Computer Interaction</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 445</td>
<td>Advanced Networking</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 447</td>
<td>Management of Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 493</td>
<td>Information Technology Security for Managers</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 33

Major Elective (3 hours)

Any 3-credit ITEC course numbered 400 or above that is not used to satisfy a major or minor requirement.

Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Integrated Information Technology, B.S.

Mechanical Engineering

Department Website (https://www.sc.edu/study/colleges_schools/engineering_and_computing/departments/mechanical_engineering/)

Jamil A. Khan, Chair

The Department of Mechanical Engineering offers the Bachelor of Science in Engineering degree with a major in mechanical engineering. The mechanical engineer is concerned with the design, development, and manufacture of both mechanical and thermal systems. These systems may vary from the internal combustion engine to power automobiles and airplanes to the use of computer vision in biomedical and automated manufacturing applications.

The objectives of the mechanical engineering undergraduate program are: to educate students in the application of mathematics, science, and engineering principles for solving mechanical engineering problems; to develop students’ professional skills that enable a successful career; and to provide students with the broad education necessary to practice engineering in a global and societal context.

These objectives are met through a curriculum that provides a strong foundation in the basic and applied sciences and in the liberal arts, with increasing emphasis on mechanical engineering topics in the junior and senior years. The curriculum also includes a wide variety of technical electives, a series of engineering laboratory courses to supplement the theory presented in lecture as well as liberal arts courses to give the mechanical engineering student a well-balanced education. A capstone senior design experience gives the student opportunities to integrate and apply the knowledge and skills learned throughout the mechanical engineering curriculum.

The department, jointly with the Department of Chemical Engineering, offers a major in biomedical engineering.

Bachelor’s/Master’s Degrees Accelerated Program

The Bachelor’s/Master’s Degrees Accelerated Program in Mechanical Engineering allows undergraduate students to complete both the B.S.E.
degree and M.E. or M.S. degree in as few as five years. The use of dual credit—courses that can be used toward both degrees—enables acceleration of the program, reducing the total enrollment of the student by one semester.

Mechanical engineering undergraduate students may apply for approval of an accelerated education plan in the semester in which they will complete 90 hours of undergraduate course work. In addition, students must have a sufficient foundation in mechanical engineering course work to enable them to take graduate-level courses. University and department regulations stipulate that applicants must have a minimum GPA of 3.40, both overall and in mechanical engineering courses. Students in the accelerated program must maintain a GPA of 3.40 while pursuing the B.S.E. degree.

Students applying to this program must submit to The Graduate School a completed “Application for Admission to a Combined Bachelor's/Master's Education Plan” with endorsements of the undergraduate advisor, the department graduate director, and the department chair. The dean of The Graduate School has final authority for approving accelerated education plans. A “Senior Privilege Course Work Authorization” must be submitted for each semester in which one or more of these courses are taken.

Participation in the accelerated program does not require acceptance into The Graduate School. After completing the B.S.E. degree, students wishing to continue toward a master’s degree in mechanical engineering at USC must apply formally to The Graduate School by submitting the appropriate form and required supporting documents. Students in the accelerated program will be eligible for graduate assistantships upon admission to The Graduate School.

Only graduate-level courses (numbered 500 and above, including up to three credit hours of project/research work leading to a master’s thesis) satisfying both B.S.E. and masters degree requirements may be used for dual credit. No more than nine credit hours may be used as dual credit. The graduate courses used for dual credit must be taken during the students final undergraduate year. No more than nine credit hours (including those obtained under senior privilege and the college’s Plan “M” for undergraduate juniors and seniors) may be applied toward a master’s degree.

Programs
- Aerospace Engineering Minor (p. 425)
- Aerospace Engineering, B.S.E. (p. 425)
- Mechanical Engineering, B.S.E. (p. 427)
- Nuclear Engineering Minor (p. 430)

Courses
AESP 101 - Introduction into Aerospace Engineering (3 Credits)
Historical overview of air and space flight. Principles of flight and characterization of the atmosphere and space. Vehicle concepts, and an introduction to aerodynamics, materials, structures, propulsion, flight mechanics, control, aircraft systems, and design.

AESP 265 - Aerodynamics I Incompressible Flow (3 Credits)
Prerequisites: MATH 242, EMCH 201.

AESP 314 - Energy Power and Propulsion (3 Credits)
Introduction to aircraft and rocket engines with emphasis on the performance and characteristics of various types of propulsion systems, including turbojet, turbofan, turboprop, ramjet, scramjet and liquid & solid propellant rockets.
Prerequisites: EMCH 290.

AESP 350 - Aerospace Systems (3 Credits)
Fundamentals of flight control systems, engine control systems, fuel systems, hydraulic systems, landing gears, electrical systems, environmental control systems, emergency systems, avionics and rotary wing systems. Aerospace systems design and development methodology.
Prerequisites: PHYS 212.

AESP 361 - Aerospace Laboratory I (3 Credits)
Aerospace component experiments: drag polar and Cm-alpha curve for an airfoil; fuselage and landing gear drag; compliance matrix of an isotropic and a laminated composite; mechanical and thermal properties of various aerospace materials; reporting.
Prerequisites: STAT 509, AESP 265.

Prerequisite or Corequisite: EMCH 371, EMCH 310.

AESP 362 - Aerospace Laboratory II (3 Credits)
Introduction to experimental determination of structures, propulsion and systems aspects of aerospace engineering. Oral and written presentations and reports.
Prerequisites: AESP 361.

AESP 415 - Aircraft Design Part I Basics (3 Credits)
Aircraft mission analysis; Conceptual aircraft design; Weight estimation; Wing design; Payload compartment design; Stabilizer and control surface design; engine selection; aircraft systems design; performance analysis; trade studies; design verification; design documentation and presentation.
Prerequisites: AESP 265.

Prerequisite or Corequisite: AESP 350 and AESP 314.

Graduation with Leadership Distinction: GLD: Research

AESP 420 - Flight and Orbital Mechanics (3 Credits)
Derivation of the general equations of motion (EoM) for aircraft and space flight. Solution of Aircraft EoM for cruise flight and flight maneuvers including coordinated turns, takeoff and landing. Solution of EoM for orbital mechanics problems including transfer trajectories. Calculation of required specific impulses. Design of interplanetary trajectories.
Prerequisites: MATH 141, EMCH 200, EMCH 310.

AESP 428 - Design I (3 Credits)
Prerequisites: AESP 350, EMCH 577.

Prerequisite or Corequisite: AESP 314, EMCH 377.

Graduation with Leadership Distinction: GLD: Research
AESP 466 - Flight Dynamics and Control (3 Credits)
Flight Dynamics and Control is a three-credit course that covers the dynamics of aircraft motion, methods of analysis and design for stability and control, longitudinal motions, lateral-directional motions, and coupled longitudinal and lateral-directional motions.
Prerequisites: EMCH 330 or ENCP 330, AESP 420.

EMCH 101 - Introduction to Mechanical Engineering (3 Credits)
Introduction to Mechanical Engineering; Engineering thinking; Problem-solving skills; University life and academic expectations.

EMCH 111 - Introduction to Computer-Aided Design (3 Credits)
Principles and practice of visualization and graphical representation using modern computer-aided design tools.

EMCH 200 - Statics (3 Credits)
Principles of mechanics; Equilibrium of particles and rigid bodies; Distributed forces, centroids, and centers of gravity; Moments of inertia of areas; Analysis of simple structures and machines; Friction.
Prerequisites: C or better in MATH 141.

EMCH 201 - Introduction to Applied Numerical Methods (3 Credits)
Introduction and application of linear algebra and numerical methods to the solution of physical and engineering problems. Techniques include iterative solution techniques, methods of solving system of equations, and numerical integration and differentiation.
Prerequisites: MATH 141.

Cross-listed course: ENCP 201, PHYS 311

EMCH 220 - Mechanical Engineering Fundamentals for Non-Majors (3 Credits)
Introduction to the fundamentals of mechanical engineering for other engineering disciplines. Excluded: Mechanical Engineering Majors.
Prerequisites: MATH 142, PHYS 211.

EMCH 260 - Solid Mechanics (3 Credits)
Study of forces and deformation in solids; Basic concepts of stress and strain; Elastic relations between stress and strain; Stress and strain transformations; Applications to mechanical components under axial, torsional, bending and pressure loads.
Prerequisites: C or better in MATH 241; C or better in EMCH 200 or ENCP 200.

EMCH 290 - Thermodynamics (3 Credits)
Definitions, work, heat, and energy; First law of analyses of systems and control volumes; Second law analysis.
Prerequisites: C or better in PHYS 211; C or better in MATH 142.

EMCH 308 - Introduction to Finite Element Stress Analysis (3 Credits)
Introduction to stress analysis for beams, plates, shells, and solids using finite element based computer tools.
Prerequisites: EMCH 260.

EMCH 310 - Dynamics (3 Credits)
Kinematics of particles and rigid bodies; Kinetics of particles, emphasis on Newton's second law: energy and momentum methods for the solution of problems; Applications of plane motion of rigid bodies.
Prerequisites: C or better in MATH 242; C or better in EMCH 200 or ENCP 200.

EMCH 327 - Machine Design (3 Credits)
Design against static failure and fatigue failure of structural members and machine parts; Design and selection of components including: fasteners, welds, shafts, springs, gears, bearings, and chain drives.
Prerequisites: EMCH 260 or ENCP 260.

Graduation with Leadership Distinction: GLD: Research

EMCH 330 - Mechanical Vibrations (3 Credits)
Analysis of forced and damped one-degree-of-freedom systems. Rotating unbalance and vibration isolation. Introduction to two-degrees-of-freedom systems.
Prerequisites: MATH 242 and either EMCH 310 or ENCP 210.

EMCH 332 - Kinematics (3 Credits)
The application of vector and graphical analysis for the determination of positions, velocities and accelerations of planar linkages used in modern machinery.
Prerequisites: D or better in EMCH 310 or ENCP 210.

EMCH 354 - Heat Transfer (3 Credits)
One- and two-dimensional steady and transient heat conduction; Free and forced convection; Boiling and condensation; Radiation; Heat exchangers.
Prerequisites: D or better in EMCH 360 or AESP 265 or ENCP 360.

EMCH 360 - Fluid Mechanics (3 Credits)
Mechanical engineering applications of fluid statics and dynamics. Conservation of mass, momentum, and energy. Similitude and dimensional analysis, open channel flow, lift and drag. Introduction to turbulent flow.
Prerequisites: C or better in EMCH 200 or ENCP 200; EMCH 201 or ENCP 201, MATH 241.

EMCH 361 - Mechanical Engineering Laboratory I (3 Credits)
Principles of measurement, analysis of data, and experimental planning. Written and oral presentation techniques.
Prerequisites: STAT 509, PHYS 212.

Prerequisite or Corequisite: EMCH 260 or ENCP 260, EMCH 290 or ENCP 290.

EMCH 362 - Mechanical Engineering Laboratory II (3 Credits)
Introduces design of experiments with emphasis on confidence levels, dimensional analysis, correlations or experimental data, experimental variance, and uncertainty analyses. Oral and written reports. Excluded: Mechanical Engineering majors.
Prerequisites: EMCH 361, ELCT 220 or ELCT 221.

Prerequisite or Corequisite: EMCH 360 or ENCP 360, EMCH 310 or ENCP 310.

EMCH 363 - Mechanical Engineering Laboratory III (3 Credits)
Experiments directly related to advanced mechanical engineering courses. Physical and statistical design of experiments. Written and oral reports.
Prerequisites: EMCH 362.

Prerequisite or Corequisite: EMCH 332, EMCH 354, EMCH 371.
EMCH 367 - Controls (3 Credits)
Introduction to closed-loop control systems in Mechanical Engineering; Development of concepts, including transfer function, feedback, frequency response, and system stability; Programmable logic controllers (PLC); Control system design methods.
Prerequisites: D or better in EMCH 310 or ENCP 210; D or better in EMCH 368.

EMCH 368 - Mechatronics (4 Credits)
Introduction to the principles of integrating mechanical, electrical and computer engineering disciplines within a unified framework towards designing mechatronic systems; Fundamental overview of mechatronics (sensors, signals, actuators, microprocessors and models of mechatronic systems); Experimental exercises using microcontrollers.
Prerequisites: D or better in CSCE 206; D or better in ELCT 220 or ELCT 221; D or better in EMCH 260 or ENCP 260.

EMCH 371 - Materials (3 Credits)
An introduction to the relationships between chemical bonding, crystal structure, phase equilibria, microstructure, and properties of engineering materials.
Prerequisites: D or better in EMCH 260 or ENCP 260.

EMCH 377 - Manufacturing (3 Credits)
Prerequisites: EMCH 371.

EMCH 380 - Project Management for Engineers (3 Credits)
Introduction to decision making for engineering projects. Planning methods, forecasting, exploratory charts, team building, leadership, quality control, project scheduling, and project economics.
Prerequisites: D or better in MATH 241.

EMCH 394 - Applied Thermodynamics (3 Credits)
Prerequisites: EMCH 201, EMCH 290.

EMCH 427 - Mechanical Design I (3 Credits)
Lecture topics include design specifications and planning, innovation, economic factors, safety, reliability, ethics and social impact. Selection, specification, and feasibility study of an open-ended design project to be completed in EMCH 428.
Prerequisites: EMCH 327, EMCH 354, EMCH 371, EMCH 394.
Prerequisite or Corequisite: EMCH 332, EMCH 362.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships, GLD: Research

EMCH 428 - Design II (3 Credits)
Open-ended design project continuation including: identifying and performing relevant engineering analyses, parametric design refinement, project life cycle economic analysis, product/prototype construction, testing, and evaluation of the design; Consideration of safety, reliability, sustainability, and social impact.
Prerequisites: D or better in EMCH 427.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships, GLD: Research

EMCH 441 - Automotive System Fundamentals (3 Credits)
Automotive engineering systems, descriptions, and associated operating and design principles. Past, present, and future automotive systems and components.
Prerequisites: EMCH 260, EMCH 394.

EMCH 460 - Special Problems (1-3 Credits)
Individual investigation or studies of special topics. A maximum of three credits may be applied toward a degree. Advance approval of project proposal by advisor and instructor.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships, GLD: Research

EMCH 497 - Design of Thermal Systems (3 Credits)
Methodology of design, mathematical modeling of thermal equipment, system simulation, system optimization using digital computer, and investment economics. Requires a semester-long design project. Two lectures and one problem session per week.
Prerequisites: EMCH 354, EMCH 394.
Graduation with Leadership Distinction: GLD: Research

EMCH 499 - Fundamentals of Engineering Preparation (1 Credit)
Preparation for the Fundamentals of Engineering Exam. Review general engineering and mechanical engineering-specific areas. Restricted to seniors. May not be used to satisfy program requirements.

EMCH 501 - Engineering Analysis I (3 Credits)
Engineering applications of solution techniques for ordinary and partial differential equations, including Sturm-Liouville theory, special functions, transform techniques, and numerical methods.
Prerequisites: MATH 242.

EMCH 502 - Engineering Analysis II (3 Credits)
Engineering applications of optimization methods, calculus of variations including approximate methods, and probability concepts.
Prerequisites: MATH 242.

EMCH 507 - Computer-Aided Design (3 Credits)
Solid modeling using commercial computer-aided design (CAD) applications package to reverse engineer-manufactured parts. Analytical curves and surfaces, transformation matrices, assembly modeling, and computer tools for analyzing parts and mechanisms.
Prerequisites: EMCH 201, EMCH 327.

EMCH 508 - Finite Element Analysis in Mechanical Engineering (3 Credits)
Prerequisites: EMCH 201, EMCH 327.
EMCH 509 - Computer-Aided Manufacturing (3 Credits)
Optimizing computer-controlled machining processes, programmable logic controllers (PLCs), motion control of servomechanisms, CNC machining practices and programming, and robotics.
Prerequisites: D or better in MATH 241.

EMCH 516 - Control Theory in Mechanical Engineering (3 Credits)
An introduction to closed-loop control systems; development of concepts, including transfer function, feedback, frequency response, and system stability by examples taken from mechanical engineering practice; control system design methods.
Prerequisites: MATH 242, EMCH 330.

EMCH 520 - Technology Planning (3 Credits)
Assessment of technological needs in the organization; coupling research and development to production; selection and evaluation of the technical project/program; technical planning, resource allocation, direction, and control; effective use and development of the engineering staff; the process of and barriers to technological change; technology, values, and policy. Senior or graduate standing.

EMCH 521 - Concurrent Engineering (3 Credits)
A systematic approach to the mechanical design of products, requiring the concurrent design of all related processes.
Prerequisites: EMCH 327.

EMCH 522 - Design for Manufacture and Assembly (3 Credits)
Product design principles for early consideration of issues to shorten product development time and to ensure smooth transition to manufacturing, thus accelerating time-to-market.
Prerequisites: EMCH 327 and EMCH 377.

EMCH 527 - Design of Mechanical Systems (3 Credits)
Summary of mechanical design, project management, product liability and the law, intellectual property ethics and professionalism.
Prerequisites: EMCH 327.

EMCH 528 - Product Safety Engineering (3 Credits)
Design considerations and methodologies for products to ensure adequate safeguards for the prevention of accidents, failures, and injuries. Senior standing.

EMCH 529 - Sustainable Design and Development (3 Credits)
System design and development accomplished with consideration of environmental/ecological, economic, and social constraints. Students will be introduced to sustainable design and accomplish a design project. Senior standing.

EMCH 530 - Introduction to Engineering Optimization (3 Credits)
Mathematical formulation of an optimum design problem, introduction to optimum design concepts and multidisciplinary design optimization. Use of mathematical programming methods for unconstrained and constrained minimization for engineering design optimization.
Prerequisites: C or better in MATH 142, Graduate standing.

EMCH 532 - Intermediate Dynamics (3 Credits)
Kinematics and dynamics of particles and rigid bodies using Newtonian mechanics. Work/energy, impulse/momentum, 3-D motion.
Prerequisites: EMCH 332.

EMCH 535 - Robotics in Mechanical Engineering (3 Credits)
Overview of robotics in practice and research: forward and inverse kinematics, statics and dynamics, trajectory generation, control, vision, and motion planning.
Prerequisites: EMCH 332.

EMCH 544 - Compressible Fluid Flow (3 Credits)
Application of the conservation laws of a compressible fluid to isentropic flows, flow with friction, and flows with heating or cooling. Shock and expansion waves. Nozzle and diffuser design.
Prerequisites: EMCH 354.

EMCH 550 - Introduction to Nuclear Safeguards (3 Credits)
International nuclear non-proliferation programs and activities, proliferation risk assessment, and nuclear materials management and safeguards, including physical protection systems, material accounting and control, monitoring, and regulatory issues.
Prerequisites: CHEM 112, CHEM 112L, PHYS 212, PHYS 212L, MATH 241, MATH 242.

EMCH 551 - Nuclear Energy in the Hydrogen Economy (3 Credits)
The current role of nuclear energy in the US and global energy mix will be described and the potential for future growth will be surveyed, particularly in the development of the hydrogen economy.
Prerequisites: EMCH 354.

EMCH 552 - Introduction to Nuclear Engineering (3 Credits)
Radioactivity and nuclear reactions; steady state and transient nuclear reactor theory.

EMCH 553 - Nuclear Fuel Cycles (3 Credits)
Processing of nuclear fuel including fabrication, irradiation, and waste disposal or storage. In-core and out-of-core fuel management. Fuel cycle economics.
Prerequisites: EMCH 552.

EMCH 554 - Intermediate Heat Transfer (3 Credits)
Radiant heat exchange, combined modes of heat transfer, computer techniques in heat transfer analysis and design, environmental heat transfer.
Prerequisites: EMCH 354.

EMCH 555 - Instrumentation for Nuclear Engineering (3 Credits)
Basic operational principles of radiation detection and nuclear instrumentation systems. Selection of the proper detector to measure radiation. Statistical analysis of results.
Prerequisite or Corequisite: EMCH 552 or PHYS 511.

EMCH 555L - Nuclear Instrumentation Laboratory (1 Credit)
Use of nuclear radiation detection and instrumentation systems and computers. Data acquisition and analysis.
Corequisite: EMCH 555.

EMCH 556 - Introduction to Risk Analysis and Reactor Safety (3 Credits)
An introduction to probabilistic risk assessment (PRA) methods as applied to nuclear power plants but also examples from the chemical industry, aerospace, transportation, and other sectors. Addresses failure and reliability analysis, fault trees, event trees, reactor safety, regulatory practice.
Prerequisites: STAT 509.

EMCH 557 - Introduction to Radiation Shielding and Sources (3 Credits)
Radiation interactions and transport, design of radiation shields, point kernel, and Monte Carlo methods. Dosimetry, buildup factors, radiation sources, and shield materials.
EMCH 558 - Introduction to Nuclear Reactor Systems (3 Credits)
PWR and BWR reactors, reactor system designs for accident prevention and mitigation, protection systems, containment design, emergency cooling requirements, code of federal regulations, and design criteria. Corequisite: EMCH 552.

EMCH 560 - Intermediate Fluid Mechanics (3 Credits)

EMCH 561 - Current Topics in Mechanical Engineering (1-3 Credits)
Special topics related to current issues in mechanical engineering. Course content varies and will be announced in the schedule of classes by title.

EMCH 562 - Micro/nanofluidics and Lab-on-a-Chip (3 Credits)
Basic fluid mechanics, capillary, drop and micro/nanoparticle, electrophoroses, microreactor and particle manipulator; Sensors for pressure, velocity, concentration, temperature in environmental monitoring/biodefence, clinical diagnostics, drug discovery/delivery. Restricted to: Upper division. Prerequisites: CHEM 112, CHEM 112L, PHYS 212.

EMCH 567 - Bio Nano/Micro Electro-Mechanical Systems (3 Credits)
Nanomicrofabrication for nano/microstructures, photolithography, self-assembly, etching techniques, physical and chemical vapor deposition, surface and bulk micromachining, MEMS integration and packaging; applications in Biomedical Engineering, microactuators, biomicrosensors, and biomedical devices. Prerequisites: CHEM 112, CHEM 112L, PHYS 212.

EMCH 571 - Mechanical Behavior of Materials (3 Credits)
Micromechanisms of the deformation and fracture of structural materials; brittle versus ductile behavior; fatigue and creep; strengthening mechanisms; mechanical testing techniques; methods in analysis of mechanical failures. Prerequisites: EMCH 260, EMCH 371.

EMCH 572 - Physical Metallurgy (3 Credits)
Equilibrium and phase relations in metallic systems; kinetics of phase transformations; annealing and precipitation phenomena. Prerequisites: EMCH 371.

EMCH 573 - Introduction to Nuclear Materials (3 Credits)
Materials for nuclear applications; materials degradation processes occurring in the nuclear reactor environment. Restricted to Engineering Upper Division and Graduate Students.

EMCH 575 - Adaptive Materials and Smart Structures (3 Credits)
A multidisciplinary introductory course addressing the engineering field of adaptive materials and smart structures. Prerequisites: EMCH 260, EMCH 310.

EMCH 576 - Fundamentals and Applications of Fuel Cells (3 Credits)
Study of fuel cell principles, fuel cell characterization, characteristics of the major types of fuel cells, fuel cell and stack components, fuel cell stack and system design, fuel cell applications in portable, transportation, and stationary areas, as well as the current status and future research focus of fuel cells. Restricted to: Upper division. Prerequisites: EMCH 290 or ECHE 310 or ENCP 290.

EMCH 577 - Aerospace Structures I (3 Credits)
Static analysis of aerospace structural elements such as bars, beams, columns, plates, and shells. Topics include, but not limited to elasticity theory, simple beam theory, boundary value problems, and structural stability. Upper division or graduate status.

EMCH 578 - Introduction to Aerodynamics (3 Credits)
Fundamentals of aerodynamics, elements of compressible flow, thin airfoil theory, finite wing theory, flow through nozzles diffusers and wind tunnels, normal and oblique shock waves, elements of the methods of characteristics of finite difference solutions for compressible flows, aspects of hypersonic flow.

EMCH 580 - Mechanics of Solid Biomaterials (3 Credits)

EMCH 584 - Advanced Mechanics of Materials (3 Credits)
Topics in stress analysis, including unsymmetrical bending, three-dimensional stress-strain; torsion; rotational stress; thick-walled pressure vessels; beams on elastic foundations; and stress concentration. Prerequisites: EMCH 260.

EMCH 585 - Introduction to Composite Materials (3 Credits)

EMCH 586 - Experimental Stress Analysis (3 Credits)
Stress analysis utilizing experimental techniques including transmission and scattered light photoelasticity, strain gauges, and brittle coatings. Introduction to modern concepts of coherent optics in stress analysis with emphasis on engineering applications. Prerequisites: EMCH 260.

EMCH 589 - Introduction to Combustion (3 Credits)
Chemical thermodynamics, reaction kinetics, and combustion phenomena in energy production. Application to the modeling of coal combustion, incineration, and combustion engines. Prerequisites: EMCH 354, EMCH 394.

EMCH 594 - Solar Heating (3 Credits)
Solar radiation; review of heat transfer and radiation characteristics of relevant materials; flat plate and focusing collectors; energy storage models for design of solar heating systems; system design by computer simulation; direct conversion by solar cells. Prerequisites: EMCH 290, EMCH 354, or ECHE 321.

EMCH 597 - Thermal Environmental Engineering (3 Credits)
Aerospace Engineering Minor

A student may obtain a minor in aerospace engineering by completing at least 18 credit hours consisting of three core courses and three approved elective courses.

Minor Requirements (18 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Aerospace Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMCH 577</td>
<td>Aerospace Structures I</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 578</td>
<td>Introduction to Aerodynamics</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 508</td>
<td>Finite Element Analysis in Mechanical Engineering</td>
<td>3</td>
</tr>
<tr>
<td>or EMCH 585</td>
<td>Introduction to Composite Materials</td>
<td></td>
</tr>
<tr>
<td>Elective Aerospace Courses</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Select at least three of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMCH 508</td>
<td>Finite Element Analysis in Mechanical Engineering</td>
<td></td>
</tr>
<tr>
<td>EMCH 516</td>
<td>Control Theory in Mechanical Engineering</td>
<td></td>
</tr>
<tr>
<td>EMCH 522</td>
<td>Design for Manufacture and Assembly</td>
<td></td>
</tr>
<tr>
<td>EMCH 532</td>
<td>Intermediate Dynamics</td>
<td></td>
</tr>
<tr>
<td>EMCH 544</td>
<td>Compressible Fluid Flow</td>
<td></td>
</tr>
<tr>
<td>EMCH 554</td>
<td>Intermediate Heat Transfer</td>
<td></td>
</tr>
<tr>
<td>EMCH 560</td>
<td>Intermediate Fluid Mechanics</td>
<td></td>
</tr>
<tr>
<td>EMCH 571</td>
<td>Mechanical Behavior of Materials</td>
<td></td>
</tr>
<tr>
<td>EMCH 575</td>
<td>Adaptive Materials and Smart Structures</td>
<td></td>
</tr>
<tr>
<td>EMCH 584</td>
<td>Advanced Mechanics of Materials</td>
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</tr>
<tr>
<td>EMCH 585</td>
<td>Introduction to Composite Materials</td>
<td></td>
</tr>
<tr>
<td>EMCH 592</td>
<td>Introduction to Combustion</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 18

Aerospace Engineering, B.S.E.

Program Educational Objectives

Within a few years of graduation, our graduates are expected to achieve the following milestones:

- Advance professionally in the aerospace industry, automotive industry, technical consultancy or in any other chosen career field
- Earn advanced degrees in aerospace engineering, (or a related technical discipline such as automotive engineering), business or law
- Attain leadership positions in today’s rapidly changing, increasingly technological, global society
- Be agents of innovation and function effectively as responsible members of professional teams.

Learning Outcomes

The program is intended to train students in the field of aerospace engineering such that they are well prepared for a career as a multidisciplinary engineer in the aerospace industry or any other industry that requires the abilities specified by ABET for engineers at the BS level:

- Students shall have an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
- Students shall have an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

- Students shall have an ability to communicate effectively with a range of audiences.
- Students shall have an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
- Students shall have an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
- Students shall have an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
- Students shall have an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Academic Standards

Program GPA

Program GPA requirement policies are described in the College of Engineering and Computing section of this bulletin. For the purpose of these policies, the following courses are used to determine the Program GPA for the Aerospace Engineering B.S.E. program: all Lower Division Engineering courses, all Aerospace Engineering Major courses, and all Track Electives courses.

Admissions

Entrance Requirements

Admission requirements and processes for freshman, transfer students, and former students seeking readmission are managed by the Office of Undergraduate Admissions (http://sc.edu/about/offices_and_divisions/undergraduate_admissions/).

Transfer applicants from regionally accredited colleges and universities must have a cumulative 2.75 GPA on a 4.00 scale to enter the College of Engineering and Computing. In addition, transfer applicants for the Aerospace Engineering, Biomedical Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, or Mechanical Engineering majors must also have completed a four semester-hour calculus course equivalent to MATH 141 with a grade of “C” or better.

Current University of South Carolina students who wish to enter the College of Engineering and Computing, and former students seeking readmission, must have an institutional GPA of 2.50 or better on at least 15 hours earned at UofSC. In addition, such applicants for the Aerospace Engineering, Biomedical Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, or Mechanical Engineering majors must also have completed a four semester-hour calculus course equivalent to MATH 141 with a grade of “C” or better.

The last 25% of a student’s degree must be completed in residence at the University, and at least half of the hours in the student’s major courses and in the student’s minor courses (if applicable) must be taken at the University.
Degree Requirements (126-138 hours)
See College of Engineering and Computing (p. 372) for progression requirements and special academic opportunities.

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>34-46</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>0</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>53</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>39</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (34-46 hours)
   CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)
   - ENGL 101 - must be passed with a grade of C or higher
   - ENGL 102
   ARP – Analytical Reasoning and Problem Solving (8 hours)
     must be passed with a grade of C or higher
   - MATH 141
   - MATH 142
   SCI – Scientific Literacy (8 hours)
     must be passed with a grade of C or higher
   - CHEM 111 & CHEM 111L
   - PHYS 211 & PHYS 211L
   GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)
     Score two or better on foreign language placement test; or complete the 109 and 110 courses in FREN, GERM, LATN or SPAN; or complete the 121 course in another foreign language.
     - CC-GFL courses (p. 742)
   GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)
     any CC-GHS course (p. 742)
   GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)
     any CC-GSS course (p. 742)
   AIU – Aesthetic and Interpretive Understanding (3 hours)
     any CC-AIU course (p. 742)
   CMS – Effective, Engaged, and Persuasive Communication: Spoken Component (0-3 hours)
     PHIL 325 (CMS/VSRC overlay)
     any overlay or stand-alone CC-CMS course (p. 742)

2. College Requirements (0 hours)
   No college-required courses for this program.

3. Program Requirements (53 hours)
   Supporting Courses (53 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CHEM 112</td>
<td>General Chemistry II</td>
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<tr>
<td>CHEM 112L</td>
<td>General Chemistry II Lab</td>
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<tr>
<td>MATH 241</td>
<td>Vector Calculus</td>
<td>3</td>
</tr>
<tr>
<td>MATH 242</td>
<td>Elementary Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 344</td>
<td>Applied Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 212</td>
<td>Essentials of Physics II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 212L</td>
<td>Essentials of Physics II Lab</td>
<td>1</td>
</tr>
<tr>
<td>STAT 509</td>
<td>Statistics for Engineers</td>
<td>3</td>
</tr>
<tr>
<td>AESP 101</td>
<td>Introduction into Aerospace Engineering</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 111</td>
<td>Introduction to Computer-Aided Design</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 200</td>
<td>Statics (must be passed with a grade of C or higher)</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 201</td>
<td>Introduction to Applied Numerical Methods</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 260</td>
<td>Introduction to the Mechanics of Solids</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 290</td>
<td>Thermodynamics</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 535</td>
<td>Robotics in Mechanical Engineering</td>
<td></td>
</tr>
<tr>
<td>EMCH 544</td>
<td>Compressible Fluid Flow</td>
<td></td>
</tr>
</tbody>
</table>

   Track Electives
   Select one of the following tracks: 15

   Aeromechanical Systems:
   AESP 415 Aircraft Design Part I Basics
   EMCH 585 Introduction to Composite Materials
   EMCH 308 Introduction to Finite Element Stress Analysis
   Select two of the following:
   EMCH 332 Kinematics
   EMCH 354 Heat Transfer
   EMCH 535 Robotics in Mechanical Engineering
   EMCH 544 Compressible Fluid Flow
EMCH 530 Introduction to Engineering Optimization
Integrated Information Technology:
ITEC 233 Introduction to Computer Hardware and Software
ITEC 245 Introduction to Networking
Select two of the following:
ITEC 444 Introduction to Human Computer Interaction
ITEC 445 Advanced Networking
ITEC 493 Information Technology Security for Managers
Select one of the following:
ITEC 370 Database Systems in Information Technology
or ITEC 447 Management of Information Technology
Power Electronics Systems:
ELCT 221 Circuits
ELCT 222 Signals and Systems
ELCT 371 Electronics
ELCT 331 Control Systems
ELCT 572 Power Electronics
Control Systems:
ELCT 221 Circuits
ELCT 222 Signals and Systems
ELCT 371 Electronics
ELCT 531 Digital Control Systems
Communication Systems:
ELCT 221 Circuits
ELCT 222 Signals and Systems
Select three of the following:
ELCT 321 Digital Signal Processing
ELCT 361 Electromagnetics
ELCT 562 Wireless Communications
ELCT 564 RF Circuit Design for Wireless Communications

Total Credit Hours 53

Major Map
A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Aerospace Engineering, B.S.E.

Mechanical Engineering, B.S.E.

Learning Outcomes
LO 1 - Complex Problems
an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics

LO 2 - Design
an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors

LO 3 - Communication
an ability to communicate effectively with a range of audiences

LO 4 - Judgement
an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts

LO 5 - Teams
an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives

LO 6 - Experiments
an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions

LO 7 - Knowledge
an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Academic Standards
Program GPA
Program GPA requirement policies are described in the College of Engineering and Computing section of this bulletin. For the purpose of these policies, the following courses are used to determine the Program GPA for the Mechanical Engineering B.S.E. program: All Lower Division Engineering courses, all Mechanical Engineering Major courses, and all courses used to satisfy a Mechanical Engineering Elective.
Admissions

Entrance Requirements

Admission requirements and processes for freshman, transfer students, and former students seeking readmission are managed by the Office of Undergraduate Admissions (http://sc.edu/about/offices_and_divisions/undergraduate_admissions/).

Transfer applicants from regionally accredited colleges and universities must have a cumulative 2.75 GPA on a 4.00 scale to enter the College of Engineering and Computing. In addition, transfer applicants for the Aerospace Engineering, Biomedical Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, or Mechanical Engineering majors must also have completed a four semester-hour calculus course equivalent to MATH 141 with a grade of "C" or better.

Current University of South Carolina students who wish to enter the College of Engineering and Computing, and former students seeking readmission, must have an institutional GPA of 2.50 or better on at least 15 hours earned at UofSC. In addition, such applicants for the Aerospace Engineering, Biomedical Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, or Mechanical Engineering majors must also have completed a four semester-hour calculus course equivalent to MATH 141 with a grade of "C" or better.

The last 25% of a student’s degree must be completed in residence at the University, and at least half of the hours in the student’s major courses and in the student’s minor courses (if applicable) must be taken at the University.

Degree Requirements (125 hours)

See College of Engineering and Computing (p. 372) for progression requirements and special academic opportunities.

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>34-46</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>0</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>48</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>43</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (34-46 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

- ENGL 101 - must be passed with a grade of C or higher.
- ENGL 102

ARP – Analytical Reasoning and Problem Solving (8 hours)

Must be passed with a grade of C or higher.

- MATH 141
- MATH 142

SCI – Scientific Literacy (8 hours)

Must be passed with a grade of C or higher.

- CHEM 111 & CHEM 111L
- PHYS 211 & PHYS 211L

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Score two or better on foreign language placement test; or complete the 109 and 110 courses in FREN, GERM, LATN or SPAN; or complete the 121 course in another foreign language.

- CC-GFL courses (p. 742)

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

- any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

- any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)

- any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component (0-3 hours)

Select from the following:

- PHIL 325 (CMS/VSR overlay)
- any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy (0-3 hours)

Select from the following:

- ENGL 102 (CMW/INF overlay)
- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility (0-3 hours)

Select from the following:

- PHIL 325 (CMS/VSR overlay)
- any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours for this program must add up to a minimum of 34 hours.

2. College Requirements (0 hours)

No college-required courses for this program.
3. Program Requirements (48 hours)

Supporting Courses (42 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 206</td>
<td>Scientific Applications Programming</td>
<td>3</td>
</tr>
<tr>
<td>MATH 241</td>
<td>Vector Calculus</td>
<td>3</td>
</tr>
<tr>
<td>MATH 242</td>
<td>Elementary Differential Equations</td>
<td>3</td>
</tr>
</tbody>
</table>

Select Math/Science Elective 1

Any BIOL 110 or BIOL 301 and above, CHEM 112 or higher, MATH 300 or higher, PHYS 212 or higher, STAT 506 or higher course.

Lower Division Engineering

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EMCH 101</td>
<td>Introduction to Mechanical Engineering</td>
<td>3</td>
</tr>
<tr>
<td>or ENCP 101</td>
<td>Introduction to Engineering I</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 111</td>
<td>Introduction to Computer-Aided Design</td>
<td>3</td>
</tr>
<tr>
<td>or ENCP 102</td>
<td>Introduction to Engineering II</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 200</td>
<td>Statics (must be passed with a grade of C or higher)</td>
<td>3</td>
</tr>
<tr>
<td>or ENCP 200</td>
<td>Statics</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 201</td>
<td>Introduction to Applied Numerical Methods</td>
<td>3</td>
</tr>
<tr>
<td>or ENCP 201</td>
<td>Introduction to Applied Numerical Methods</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 260</td>
<td>Solid Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>or ENCP 260</td>
<td>Introduction to the Mechanics of Solids</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 290</td>
<td>Thermodynamics</td>
<td>3</td>
</tr>
<tr>
<td>or ENCP 290</td>
<td>Thermodynamic Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>ELCT 220</td>
<td>Electrical Engineering for Non-Majors</td>
<td>3</td>
</tr>
<tr>
<td>or ELCT 221</td>
<td>Circuits</td>
<td>3</td>
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</tbody>
</table>

Mechanical Engineering Electives

Select six hours of the following: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMCH 308</td>
<td>Introduction to Finite Element Stress Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 441</td>
<td>Automotive System Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 460</td>
<td>Special Problems</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 497</td>
<td>Design of Thermal Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

Any EMCH course numbered 500 or higher

Total Credit Hours 42

1 Any BIOL 110 or BIOL 301 and above, CHEM 112 or higher, MATH 300 or higher, PHYS 212 or higher, STAT 506 or higher course.

Elective (6 hours)

Any course taken at the University or transferred in as a University course that does not essentially duplicate a course otherwise applied to the degree. A list of such courses that cannot be used as a free elective is maintained in the department office. Courses that cannot be used includes:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENCP 101</td>
<td>Introduction to Engineering I</td>
<td>3</td>
</tr>
<tr>
<td>ENCP 102</td>
<td>Introduction to Engineering II</td>
<td>3</td>
</tr>
<tr>
<td>ENCP 200</td>
<td>Statics</td>
<td>3</td>
</tr>
<tr>
<td>ENCP 201</td>
<td>Introduction to Applied Numerical Methods</td>
<td>3</td>
</tr>
<tr>
<td>ENCP 210</td>
<td>Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>ENCP 260</td>
<td>Introduction to the Mechanics of Solids</td>
<td>3</td>
</tr>
<tr>
<td>ENCP 290</td>
<td>Thermodynamic Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>ENCP 330</td>
<td>Introduction to Vibrations</td>
<td>3</td>
</tr>
<tr>
<td>ENCP 360</td>
<td>Fluid Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>ENCP 491</td>
<td>Capstone Design Project I</td>
<td>3</td>
</tr>
<tr>
<td>ENCP 492</td>
<td>Capstone Design Project II</td>
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<tr>
<td>ECHE 101</td>
<td>Introduction to Chemical Engineering</td>
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<tr>
<td>ECHE 310</td>
<td>Introductory Chemical Engineering</td>
<td>3</td>
</tr>
<tr>
<td>ECHE 320</td>
<td>Chemical Engineering Fluid Mechanics</td>
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</tr>
<tr>
<td>ECHE 321</td>
<td>Heat-Flow Analysis</td>
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<tr>
<td>ECIV 101</td>
<td>Introduction to Civil Engineering</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 111</td>
<td>Introduction to Engineering Graphics and Visualization</td>
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<tr>
<td>ECIV 200</td>
<td>Statics</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 201</td>
<td>Computational Methods for Civil Engineering</td>
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</tr>
<tr>
<td>ECIV 210</td>
<td>Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 220</td>
<td>Mechanics of Solids</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 360</td>
<td>Fluid Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>BMEN 101</td>
<td>Introduction to Biomedical Engineering</td>
<td>2</td>
</tr>
<tr>
<td>BMEN 211</td>
<td>Computational Tools for Modeling Biomedical Systems</td>
<td>3</td>
</tr>
<tr>
<td>BMEN 260</td>
<td>Introduction to Biomechanics</td>
<td>3</td>
</tr>
<tr>
<td>ELCT 101</td>
<td>Electrical and Electronics Engineering</td>
<td>3</td>
</tr>
</tbody>
</table>

4. Major Requirements (43 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMCH 310</td>
<td>Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>or ENCP 210</td>
<td>Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 332</td>
<td>Kinematics</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 354</td>
<td>Heat Transfer</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 360</td>
<td>Fluid Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>or ENCP 360</td>
<td>Fluid Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 361</td>
<td>Mechanical Engineering Laboratory I</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 362</td>
<td>Mechanical Engineering Laboratory II</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 367</td>
<td>Controls</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 368</td>
<td>Mechatronics</td>
<td>4</td>
</tr>
<tr>
<td>EMCH 371</td>
<td>Materials</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 377</td>
<td>Manufacturing</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 380</td>
<td>Project Management for Engineers</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 427</td>
<td>Mechanical Design I</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 428</td>
<td>Design II</td>
<td>3</td>
</tr>
</tbody>
</table>

Mechanical Design elective:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMCH 327</td>
<td>Machine Design</td>
<td>3</td>
</tr>
<tr>
<td>or EMCH 394</td>
<td>Applied Thermodynamics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 43

Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.
Nuclear Engineering Minor

Minor Requirements

Prerequisite Courses (30 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 211</td>
<td>Essentials of Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 211L</td>
<td>Essentials of Physics I Lab</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 212</td>
<td>Essentials of Physics II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 212L</td>
<td>Essentials of Physics II Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 111</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 112</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 141</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 142</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 241</td>
<td>Vector Calculus</td>
<td>3</td>
</tr>
<tr>
<td>MATH 242</td>
<td>Elementary Differential Equations</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 28

Four Core Courses and Two Approved Elective Courses

A student may obtain a minor in Nuclear Engineering by completing at least 18 credit hours consisting of four core courses and two approved elective courses.

Four Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMCH 552</td>
<td>Introduction to Nuclear Engineering</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 553</td>
<td>Nuclear Fuel Cycles</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 557</td>
<td>Introduction to Radiation Shielding and Sources</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 558</td>
<td>Introduction to Nuclear Reactor Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

College of Hospitality, Retail, and Sport Management

Matt T. Brown, Interim Dean
David A. Cárdenas, Associate Dean of Academic Programs
Samuel Todd, Associate Dean of Faculty Affairs, Diversity, and Operations
Kathy Smiling, Assistant Dean of Student Services
Adonis Sporty Jeralds, Assistant Dean of Diversity and Inclusion
Marianne C. Bickle, Director, Interdisciplinary Studies and Online Learning
Thomas H. Regan, Interim Chair, Department of Sport and Entertainment Management
Robin B. DiPietro, Director, School of Hotel, Restaurant, and Tourism Management

Jeffery M. Campbell, Chair, Department of Retailing

Degree Programs

The College of Hospitality, Retail, and Sport Management offers baccalaureate degrees in:

- Hospitality Management, B.S. (p. 442)
- Interdisciplinary Studies, B.A.I.S. (p. 431)
- Retailing, B.S. (p. 435)
- Sport and Entertainment Management, B.S. (p. 449)
- Tourism Management, B.S. (p. 445)

Progression Requirements

The requirements for continuing scholastic eligibility are determined by the statement on academic standing covering suspension, probation, and graduation as stated in the University bulletin. Acceptance to the professional division is based upon courses completed, GPA, and where applicable, practicum performance. Progression requirements for individual departments are specified under each department heading.

Graduation

To be eligible for graduation, students in the College of Hospitality, Retail, and Sport Management must meet all course requirements, be in good standing, and meet any specific departmental requirements as well as University requirements. A minimum grade of C is required in ENGL 101, ENGL 102 and all departmental courses used to satisfy major or professional area requirements. Individual departments may stipulate additional courses that require a minimum grade in order to be applied toward that major.

Any additional departmental requirements are indicated under each departmental heading.

Attendance Requirements

When students enroll in a particular course, they obligate themselves for all of the work which may be assigned. Absences, excused or not, do not absolve students of this responsibility. Punctual and regular attendance is vital to the discharge of this obligation.

Faculty members will notify students specifically of the attendance policy they intend to follow in each class. An instructor may impose a grade penalty for absence in excess of 10 percent of regularly scheduled class meetings.

Departments

- Interdisciplinary Studies (College of Hospitality, Retail, and Sport Management) (p. 430)
- Retailing (p. 433)
- School of Hotel, Restaurant and Tourism Management (p. 438)
- Sport and Entertainment Management (p. 447)

Interdisciplinary Studies (College of Hospitality, Retail, and Sport Management)

Department Website (https://www.sc.edu/study/colleges_schools/hrsm/study/degreeprograms/bais/)
The Bachelor of Arts in Interdisciplinary Studies (B.A.I.S.) degree program serves motivated students who have unique educational goals. Adult students who are already employed and students who possess an associate degree from an accredited institution may find the interdisciplinary studies program appropriate to their needs. Since the program is individualized, each applicant must be able to articulate appropriate academic goals.

The program has three curriculum components: general education courses, the interdisciplinary major, and an elective category. The interdisciplinary major is composed of upper-division course work which is uniquely defined by the goals of each student. The interdisciplinary major is complemented by an integrative senior seminar.

Each student must submit an application to the B.A.I.S. admissions committee. If approved, an academic advisor will help the student design an individualized program of study. The program of study must include at least 36 hours of upper-level USC course work and conform to all general University academic regulations for the baccalaureate degree. The B.A.I.S. requires a minimum of 120 approved hours to graduate. A minimum of 30 USC hours must be earned after acceptance into the B.A.I.S. program.

Subject to University and departmental policy, students may apply credits earned through independent study toward the B.A.I.S. degree. Up to 60 semester hours earned in an accredited associate degree program may be accepted toward fulfillment of B.A.I.S. requirements. University policy also permits up to 30 semester hours earned in correspondence, telecommunications, service schools, and off-campus extension classes to be accepted in partial fulfillment of baccalaureate degree requirements.

Baccalaureate Degree in Interdisciplinary Studies after Three Undergraduate Years and One Year of Medical or Dental School. Upon application to the College of Hospitality, Retail, and Sport Management, a student who has completed 90 hours or more of undergraduate work at the University of South Carolina (and the last 30 of which have been in residence at the University) with a minimum grade point average of 2.00 will be granted the baccalaureate degree in interdisciplinary studies provided that:

1. The applicant has satisfied all graduation requirements for the B.A.I.S. degree at USC, except for the final 30 hours.
2. The applicant has not applied these USC credits to obtaining a baccalaureate degree from another institution.
3. The applicant submits an official transcript from an accredited medical or dental school demonstrating satisfactory completion of the first year of study leading to a postbaccalaureate degree.
4. The dean of the College of Hospitality, Retail, and Sport Management certifies that the requirements prescribed for the degree have been met.

Students enrolled in the University of South Carolina should contact the dean of the College of Hospitality, Retail, and Sport Management if they plan to leave the University prior to completion of a baccalaureate program to enter an accredited medical or dental school.

Entrance Requirements

Admission to the B.A.I.S. degree program requires acceptance to the University (see “Admissions” section for application procedures) and approval by the B.A.I.S. Admissions Committee.

Since enrollment is limited, an admissions committee has been established to review applications for admission to the B.A.I.S. degree program. Specific application procedures are as follows:

Students currently enrolled at the University of South Carolina:

1. Complete an application form obtained from the College of Hospitality, Retail, and Sport Management, stating how the B.A.I.S. degree will better help you meet your particular interests and educational goals.
2. Send a transcript of all postsecondary education with your application to the dean, College of Hospitality, Retail, and Sport Management.
3. Develop and submit a proposed program that you believe will help you meet your educational and career goals.

The committee will accept applications subject to the following deadlines: fall—July 30; spring—November 30; summer—April 30. Allow two weeks for reply after application is received.

Students not currently enrolled at the University of South Carolina: Admission to the University must be obtained before admission to the B.A.I.S. program can be considered.

Programs

- Interdisciplinary Studies, B.A.I.S. (College of Hospitality, Retail, and Sport Management) (p. 431)

Courses

IDST 390 - Introduction to Interdisciplinary Inquiry (3 Credits)
A study of the history, philosophy, and theory of and modes of inquiry in interdisciplinary studies.

Interdisciplinary Studies, B.A.I.S. (College of Hospitality, Retail, and Sport Management)

The Bachelor of Arts in Interdisciplinary Studies (BAIS) program in the College of Hospitality, Retail and Sport Management (HRSM) at the University of South Carolina is a degree program that assists students in exploring interdisciplinary fields of study. The BAIS degree provides a pathway for degree completion with a goal of creating an integrated, interdisciplinary learning environment for analyzing and resolving issues in a variety of fields.

Learning Outcomes

- Students will be able to identify and/or analyze issues/problems in a chosen career field.
- Students will be able to develop logical and viable solutions to an issue/problem in a chosen career field.
- Students will be able to communication ideas, issues/problems, solutions and/or research-based information clearly.

Progression Requirements

Students will be initially accepted, if requirements are met, as a Pre-BAIS major. Pre-BAIS majors may take no more than 30 credit hours as a pre-major. Pre-BAIS majors must complete and submit an application to the
College of HRSM for review. At this time, the applicant's transcript and intent of study will be reviewed.

Requirements including students having previously completed at least 60 credit hours of college credit or be at least 25 years of age and having at least an Institutional 2.0 GPA are required.

Each student must work with a B.A.I.S. advisor to design an individualized program of study. The program of study must include at least 36 hours of 300-level USC course work and conform to all general University academic regulations for the baccalaureate degree. The B.A.I.S. requires a minimum of 120 approved hours to graduate. A minimum Institutional GPA of 2.0 is required for entering into and graduation from the program.

A minimum of 30 USC hours must be earned after acceptance into the B.A.I.S. program.

Subject to University and departmental policy, students may apply up to 60 semester hours earned in an accredited associate degree program toward fulfillment of B.A.I.S. requirements. All courses accepted toward fulfillment of the BAIS requirements, must be a C or better.

Interdisciplinary Studies majors may pursue a minor in any course of study offered by the College of HRSM as well as any other University program with an approved minor. College of HRSM required courses may not be counted toward a minor.

Admissions

Entrance Requirements

The College of Hospitality, Retail, and Sport Management has a pre-professional and a professional division of student classification. All new students will begin in the pre-professional division. Progression into the professional division requires the approval of the department and the successful completion of the requirements indicated under each departmental heading.

In addition to the academic admission requirements of the University and of the College of Hospitality, Retail, and Sport Management for admission to the pre-professional division, an enrollment limit into the professional division may be imposed by various departments. Such a limit would become necessary if enrollment levels exceed available department staffing and facility resources. In the event of an enrollment limit, admission to a department may take into account the applicant's grade point average and other factors which may include the applicant's potential for success in that major.

Freshmen Students

In order to be admitted to a program of study in the College of Hospitality, Retail, and Sport Management, freshmen applicants must meet all University admission requirements through the Office of Undergraduate Admissions.

Transfer Students

In order to be admitted to a program of study in the College of Hospitality, Retail, and Sport Management, transfer applicants from outside of the USC system must meet all University admission requirements through the Office of Undergraduate Admissions and have at least a 2.25 GPA. The Sport and Entertainment Management major requires a higher GPA than the minimum University entrance standards. Transfer applicants for Sport and Entertainment must have a cumulative GPA of a 3.0 on all college-level work attempted.

Students from other USC campuses who wish to enter the College of Hospitality, Retail, and Sport Management must fulfill one of the following requirements:

1. Be in good standing, meet all University admission requirements through the Office of Undergraduate Admissions, and have the cumulative GPA required for the program (see below).
2. Be in good standing and have completed 30 semester hours with the cumulative GPA required for the program (see below).

Required GPA for Change of Campus: hospitality management - 2.25; integrated information technology - 2.25; interdisciplinary studies (2.0 and separate application required); retailing - 2.25; tourism management - 2.25; and sport and entertainment management - 3.0.

Students enrolled in other colleges on the Columbia campus must meet the following GPA requirements on all work taken: hospitality management - 2.25; integrated information technology - 2.25; interdisciplinary studies (2.0 and separate application required); retailing - 2.25; tourism management - 2.25; and sport and entertainment management - 3.0.

Degree Requirements (120 hours)

Graduation requires an institutional 2.0 GPA and meeting all other requirements provided through the degree completion program.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>31-43</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>0</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>38-53</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>36</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (31-43 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

*must be passed with a grade of C or higher*

• ENGL 101
• ENGL 102

ARP – Analytical Reasoning and Problem Solving (6-8 hours)

• Two CC-ARP courses (p. 742)

SCI – Scientific Literacy (7 hours)

• Two CC-SCI courses (p. 742), including at least one laboratory.

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

College of HRSM students must demonstrate proficiency in a foreign language by achieving a score of 2 or higher on the foreign language placement test or by completing one foreign language course through 110 or 121.

• CC-GFL courses (p. 742)
GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)
  • any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)
  • any CC-GSS course (p. 742)

Note: HRTM 280 is an option that meets this requirement.

AIU – Aesthetic and Interpretive Understanding (3 hours)
  • any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component ¹ (0-3 hours)
  • SPCH 140 or SPCH 230

INF – Information Literacy ¹ (0-3 hours)
  • any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility ¹ (0-3 hours)
  • any overlay or stand-alone CC-VSR course (p. 742)

 Carolina Core Stand Alone or Overlay Eligible Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (0 hours)

No college-required courses for this program.

3. Program Requirements (38-53 hours)

Electives (38-53 hours)
  • The BAIS curriculum includes 38-53 hours of electives depending on how students fulfill the Carolina Core requirements. Any course in the university can be used to satisfy the elective requirement including additional electives in the major.

4. Major Requirements (36 hours)

A minimum grade of C is required in all major courses

The major consists of at least 36 hours taken at the 300-level or above of USC coursework and 15 of those credit hours must be at the 400-level or above (including HRSM 497)

Major Courses (6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRSM 301</td>
<td>HRSM Professional Development Seminar (with advisor approval)</td>
<td>3</td>
</tr>
<tr>
<td>or HRTM 344</td>
<td>Personnel Organization and Supervision</td>
<td></td>
</tr>
<tr>
<td>HRSM 497</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 6

Areas of Concentration Model or Thematic Model (30 hours)

The major coursework includes 30 hours of courses organized in one of two approaches and this is determined by the student with the advisor’s approval.

• Areas of Concentration model has at least 15 hours in each of two areas. Each course proposed must correspond to the intent of the area of concentration.
  • One area must be from one department within the College of HRSM and include a minimum of at least 15 credit hours.
  • The other area is determined by the student with the advisor’s approval and must include a minimum of at least 15 credit hours.

• Thematic model has at least 10 courses that correspond directly to a theme and that, when viewed collectively, will establish a minimum amount of depth in a chosen theme. The thematic approach must result in at least 36 credit hours.
  • The thematic model must include at least 15 credit hours taken within the courses offered by the College of HRSM.

Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Interdisciplinary Studies, B.A.I.S.

Retailing

Department Website (https://sc.edu/study/colleges_schools/hrsm/study/areasofstudy/reti/)

The Department of Retailing offers a program leading to the of bachelor of science degree with a major in retailing (with emphases in retail management and fashion merchandising). These programs emphasize a strong liberal arts background and are designed to prepare students for management positions in their respective fields.

The major in retailing, with options in retail management and fashion merchandising, prepares graduates for managerial careers in the retailing and fashion industries. In addition, the program prepares students for sales careers and ownership of retailing businesses. The program includes a core of liberal arts courses, specialized management courses related to the field, and an internship in the industry.

Programs
  • Retailing Minor (p. 435)
  • Retailing, B.S. (p. 435)

Courses

RETL 115 - Fashion History: A Global View (3 Credits)

Examination of influences on fashion throughout history both domestically and globally.

RETL 116 - Fashion Through the Ages: 1800 A.D. to Present (3 Credits)

Introduction to the history of fashion from 1800 A.D. to the present.
RET 201 - Exploration of Retail Management and Fashion Merchandising Industries (3 Credits)
Exploration of retail management and fashion merchandising curriculum and careers.

RET 216 - History of Designers (3 Credits)
Survey of influential fashion designers since 1857, examining their design influences and their contributions to fashion.

RET 237 - The Changing Consumer Marketplace (3 Credits)
The economic problems of everyday life presented within a business framework, promoting the student's well-being as a consumer. Consideration is given to the economics of consumption, real income, consumer buying, consumer protection, operations leading to family prosperity, security, and estate planning.

RET 242 - HRSM Professional Communications (3 Credits)
Theory, processes, and applications of business communications. Prerequisites: C or better in ENGL 101 and ENGL 102.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

RET 250 - Sustainability in Fashion and Retail (3 Credits)
Examination of concepts, practices, and opportunities of fashion sustainability (such as social and environmental responsibility) available to designers, developers and consumers.

RET 261 - Principles of Accounting I (3 Credits)
A study of the accounting cycle with emphasis on preparation and analysis of financial statements.

RET 262 - Principles of Accounting II (3 Credits)
A study of the preparation and interpretation of corporate financial statements with an emphasis on analysis and decision making techniques. Prerequisites: RETL 261.

RET 265 - Principles of Retailing (3 Credits)
Management methods, location analysis, store organization, personnel, planning, buying and pricing techniques, and customer service policies for retail firms.

RET 268 - Principles of Fashion Merchandising (3 Credits)
The place of fashion in buying, selling, and promoting merchandise. Meets the needs of individuals in retail organizations from entry level to buyer.

RET 295 - Retailing Practicum (1-6 Credits)
Supervised work experience in an area of the retail industry, selected by the student and approved by the instructor. May be repeated up to a maximum of 6 hours. Prerequisites: RETL 265.

RET 310 - Digital Retailing (3 Credits)
Development of a comprehensive plan for implementing a retailing business online via digital technology. Prerequisites: RETL 265.

RET 330 - Asset Protection for Retailers (3 Credits)
Examination of asset protection and risk management issues which affect the retailing industry, such as retail risk assessment and response, loss prevention, employee-related risks, facility security, crisis management, and intellectual property protection. Prerequisites: RETL 265.

RET 344 - Personnel Organization and Supervision (3 Credits)
Recruitment, selection, utilization, and development of human resources; role of supervisors in management and personnel administration. Cross-listed course: HRTM 344

RET 350 - Sales Strategies (3 Credits)
Theories, principles, and techniques of personal selling with application to different buyer-seller situations.

RET 351 - Retail Entrepreneurship (3 Credits)
Essentials of creating and operating a new retail venture in physical and virtual environments.

RET 362 - Principles of Customer Service (3 Credits)
Essential skills necessary to manage successful service operations, including retail, e-commerce, hospitality/tourism, food/beverage, and sports/event organizations.

RET 365 - Visual Merchandising and Store Design (3 Credits)
Displays and visual merchandising strategies.

RET 366 - Retail Buying (3 Credits)
Planning, purchasing, and controlling inventories. Prerequisites: RETL 261.

RET 368 - Fashion Product Analysis (3 Credits)
Analysis of fashion products with emphasis on textile selection, product construction, life cycle, cost elements, and the changing demographics of the fashion consumer.

RET 369 - Retail Promotion (3 Credits)
Planning and executing retail promotion strategies.

RET 371 - Advanced Retail Accounting (3 Credits)
Accounting topics related to retail establishment with emphasis on managerial interpretation and use.

RET 385 - Global Sourcing in Retail and Fashion (3 Credits)
Exploration of theoretical, political, economic, social, and environmental implications of global sourcing decisions in retail and fashion. Prerequisites: D or better in RETL 261 and RETL 265.

RET 388 - Fashion Forecasting (3 Credits)
Forecasting fashion trends to impact retail merchandising performance.

RET 399 - Independent Study (1-6 Credits)
Contract approved by instructor, advisor, and department head is required for undergraduate students. Graduation with Leadership Distinction: GLD: Research

RET 425 - Customer Experience Management (3 Credits)
Study of customer trends and experience management. Prerequisites: C or better in RETL 265.

RET 460 - Retail Branding Strategies (3 Credits)
Overview of retail branding strategies with emphasis on implications of the development of brand equity towards increasing customer loyalty.

RET 462 - Merchandise Management Strategies (3 Credits)
The knowledge of the principles of merchandising as applied in manufacturing and retailing business organization and understanding of the retail buyer's role in merchandise management, including merchandise planning, negotiating, buying, pricing, assorting, and timing. Prerequisites: RETL 366 and RETL 368.
retail promotion via field experiences, visuals, and industry-specific problems related to inventory management.

Prerequisites: C or better in RETL 265.

RET 485 - Multi-National Retailing (3 Credits)
Retail operations within foreign environments.

RET 487 - Retail Management Strategies (3 Credits)
Application of strategic management principles and models to competitive behavior in retailing.

Prerequisites: RETL 366.

RET 495 - Retailing Internship (6 Credits)
Supervised work experience within the retail industry that links classroom learning and student interest with the acquisition of knowledge in an applied work setting.

Prerequisites: RETL 295.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

Experiential Learning: Experiential Learning Opportunity

RET 525 - Legal Aspects of Entrepreneurship and E-Commerce (3 Credits)
Examination of domestic and international laws affecting retail entrepreneurship and online commerce, such as data privacy and breach response, intellectual property protection, sales tax, advertising and unfair trade practices, consumer protection laws, employment laws, and legal obligations involving physical locations.

Prerequisites: SPTE 240 or equivalent.

RET 530 - Fashion and the Law (3 Credits)
Examination of domestic and international laws which affect the fashion industry, such as intellectual property protection, licensing agreements, operational and marketing issues, and international trade.

Prerequisites: SPTE 240 or equivalent.

RET 535 - Retail Logistics (3 Credits)
Examination of the flow of retail inventory from initial production to final purchase. Meets the needs of individuals in retail organizations from entry-level sales floor personnel to buyers. Students must be qualified to enroll in a 500 level course at The University of South Carolina.

RET 551 - Retail and Fashion Business Planning (3 Credits)
Essential skills for building a new or expanding an existing retail or fashion business in both brick-and-mortar and online venues by developing a marketing plan and corresponding e-Commerce website for a business or fashion organization.

Prerequisites: RETL 351.

RET 562 - Advanced Merchandising Management Strategies (3 Credits)
The analysis of assortment planning and inventory management of apparel products utilizing merchandising principles and industry software.

RET 569 - Advanced Retail Promotion and Social Media Analytics (3 Credits)
Essential principles and analytical tools used in retail promotion; appraisal of methods and outcomes via field experiences, visuals, and simulations.
Course Grade Requirements
A Bachelor of Science Degree in Retailing consists of the Carolina Core, College of HRSM Required Courses, Major Coursework, Concentration Requirements, and Electives.

All courses listed under CMW, College Required Coursework, Major Coursework, and Concentration Requirements must be completed with a grade of C or better.

Admissions
Entrance Requirements
The College of Hospitality, Retail, and Sport Management has a pre-professional and a professional division of student classification. All new students will begin in the pre-professional division. Progression into the professional division requires the approval of the department and the successful completion of the requirements indicated under each departmental heading.

In addition to the academic admission requirements of the University and of the College of Hospitality, Retail, and Sport Management for admission to the pre-professional division, an enrollment limit into the professional division may be imposed by various departments. Such a limit would become necessary if enrollment levels exceed available department staffing and facility resources. In the event of an enrollment limit, admission to a department may take into account the applicant’s grade point average and other factors which may include the applicant’s potential for success in that major.

Freshmen Students
In order to be admitted to a program of study in the College of Hospitality, Retail, and Sport Management, freshmen applicants must meet all University admission requirements through the Office of Undergraduate Admissions.

Transfer Students
In order to be admitted to a program of study in the College of Hospitality, Retail, and Sport Management, transfer applicants from outside of the USC system must meet all University admission requirements through the Office of Undergraduate Admissions and have at least a 2.25 GPA. The Sport and Entertainment Management major requires a higher GPA than the minimum University entrance standards. Transfer applicants for Sport and Entertainment must have a cumulative GPA of a 3.0 on all college-level work attempted.

Students from other USC campuses who wish to enter the College of Hospitality, Retail, and Sport Management must fulfill one of the following requirements:

1. Be in good standing, meet all University admission requirements through the Office of Undergraduate Admissions, and have the cumulative GPA required for the program (see below).
2. Be in good standing and have completed 30 semester hours with the cumulative GPA required for the program (see below).

Required GPA for Change of Campus: hospitality management - 2.25; integrated information technology - 2.25; interdisciplinary studies (2.0 and separate application required); retailing - 2.25; tourism management - 2.25; and sport and entertainment management - 3.0.

Degree Requirements (120 hours)
Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>31-43</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>21</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>2-14</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>54</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (31-43 hours)
CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)
must be passed with a grade of C or higher
- ENGL 101
- ENGL 102

ARP – Analytical Reasoning and Problem Solving (6 hours)
Option 1
- MATH 122
- Plus an additional CC-ARP course (p. 742) from one of the following:
  - Another MATH at a higher level
  - One STAT course
  - One CSCE course

Option 2
Choose 2 CC-ARP courses (p. 742) in the same field, except MATH, from either:
- STAT or
- CSCE

SCI – Scientific Literacy (7 hours)
Two approved CC-SCI courses (p. 742) from the natural sciences including one laboratory selected from Astronomy, Biology, Chemistry, Environmental Science, Geology, Marine Science or Physics

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)
College of HRSM students must demonstrate proficiency in a foreign language by achieving a score of 2 or higher on the foreign language placement test or by completing one foreign language course through 110 or 121.
- CC-GFL courses (p. 742)

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)
- any CC-GHS course (p. 742)
GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)
• any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)
• any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)
• SPCH 140 or SPCH 230

INF – Information Literacy 1 (0-3 hours)
• any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)
• any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (21 hours)
Must be passed with a grade of C or higher

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRSM 301</td>
<td>HRSM Professional Development Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 344</td>
<td>Personnel Organization and Supervision</td>
<td>3</td>
</tr>
<tr>
<td>RETL 242</td>
<td>HRSM Professional Communications</td>
<td>3</td>
</tr>
<tr>
<td>RETL 261</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>RETL 262</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>SPTE 240</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>SPTE 274</td>
<td>Computer Applications in Hospitality, Retail, and</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Sport Management</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 21

3. Program Requirements (2-14 hours)
Minor (18 hours) optional
Retailing majors may pursue a minor in any course of study offered by the College of HRSM or the University outside the Department of Retailing. College of HRSM required courses may not be counted toward a minor.

Electives (2-14 hours)
The additional hours of electives may vary depending upon how students fulfill the Carolina Core requirements.

4. Major Requirements (54 hours)
A minimum grade of C is required in all major courses

Retailing majors must select a concentration in either Retail Management or Fashion Merchandising and Digital Innovations. The Department of Retailing does not offer a retailing major without a concentration.

Major Courses (33 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RETL 201</td>
<td>Exploration of Retail Management and Fashion</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Merchandising Industries</td>
<td></td>
</tr>
<tr>
<td>RETL 265</td>
<td>Principles of Retailing</td>
<td>3</td>
</tr>
<tr>
<td>RETL 295</td>
<td>Retailing Practicum</td>
<td>1-6</td>
</tr>
<tr>
<td>RETL 310</td>
<td>Digital Retailing</td>
<td>3</td>
</tr>
<tr>
<td>RETL 366</td>
<td>Retail Buying</td>
<td>3</td>
</tr>
<tr>
<td>RETL 369</td>
<td>Retail Promotion</td>
<td>3</td>
</tr>
<tr>
<td>RETL 425</td>
<td>Customer Experience Management</td>
<td>3</td>
</tr>
<tr>
<td>RETL 485</td>
<td>Multi-National Retailing</td>
<td>3</td>
</tr>
<tr>
<td>RETL 495</td>
<td>Retailing Internship</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credit Hours 28-33

1 • Restricted to retailing majors.
• Students in RETL 495 may enroll in up to 7 additional credits for a total of 13 credit hours. Students will not be permitted to enroll in more than 13 total credit hours while completing RETL 495.
• It is strongly recommended that students do not take additional courses while completing RETL 495.
• Course is offered fall, spring and summer; summer is the preferred time for students to complete the course.
• Students are responsible for securing their own internship and should contact the internship director for assistance and resources to identify and apply for opportunities of interest.

Concentrations (21 hours)
Choose a concentration in either Fashion Merchandising and Digital Innovations or Retail Management.

Fashion Merchandising and Digital Innovations (21 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RETL 268</td>
<td>Principles of Fashion Merchandising</td>
<td>3</td>
</tr>
<tr>
<td>RETL 365</td>
<td>Visual Merchandising and Store Design</td>
<td>3</td>
</tr>
<tr>
<td>RETL 368</td>
<td>Fashion Product Analysis</td>
<td>3</td>
</tr>
<tr>
<td>RETL 385</td>
<td>Global Sourcing in Retail and Fashion</td>
<td>3</td>
</tr>
<tr>
<td>RETL 462</td>
<td>Merchandise Management Strategies</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RETL 115</td>
<td>Fashion History: A Global View</td>
<td>6</td>
</tr>
<tr>
<td>RETL 116</td>
<td>Fashion Through the Ages: 1800 A.D. to Present</td>
<td></td>
</tr>
<tr>
<td>RETL 237</td>
<td>The Changing Consumer Marketplace</td>
<td></td>
</tr>
<tr>
<td>RETL 250</td>
<td>Sustainability in Fashion and Retail</td>
<td></td>
</tr>
<tr>
<td>RETL 330</td>
<td>Asset Protection for Retailers</td>
<td></td>
</tr>
<tr>
<td>RETL 350</td>
<td>Sales Strategies</td>
<td></td>
</tr>
<tr>
<td>RETL 351</td>
<td>Retail Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>RETL 362</td>
<td>Principles of Customer Service</td>
<td></td>
</tr>
<tr>
<td>RETL 388</td>
<td>Fashion Forecasting</td>
<td></td>
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<tr>
<td>RETL 460</td>
<td>Retail Branding Strategies</td>
<td></td>
</tr>
<tr>
<td>RETL 472</td>
<td>Category Management</td>
<td></td>
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<tr>
<td>RETL 487</td>
<td>Retail Management Strategies</td>
<td></td>
</tr>
<tr>
<td>RETL 530</td>
<td>Fashion and the Law</td>
<td></td>
</tr>
<tr>
<td>RETL 551</td>
<td>Retail and Fashion Business Planning</td>
<td></td>
</tr>
</tbody>
</table>
Management.

major in Hospitality Management and a Bachelor of Science in Tourism

The School of Hotel, Restaurant, and Tourism Management offers

Department Website

Tourism Management

School of Hotel, Restaurant and

Retailing, B.S.

Concentration

Retail Management (21 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RETL 330</td>
<td>Asset Protection for Retailers</td>
<td>3</td>
</tr>
<tr>
<td>RETL 350</td>
<td>Sales Strategies</td>
<td>3</td>
</tr>
<tr>
<td>RETL 351</td>
<td>Retail Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>RETL 362</td>
<td>Principles of Customer Service</td>
<td>3</td>
</tr>
<tr>
<td>RETL 472</td>
<td>Category Management</td>
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</tr>
</tbody>
</table>

Select two of the following:

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<tbody>
<tr>
<td>RETL 237</td>
<td>The Changing Consumer Marketplace</td>
<td>1</td>
</tr>
<tr>
<td>RETL 250</td>
<td>Sustainability in Fashion and Retail</td>
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<td>RETL 268</td>
<td>Principles of Fashion Merchandising</td>
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<td>RETL 460</td>
<td>Retail Branding Strategies</td>
<td>1</td>
</tr>
<tr>
<td>RETL 462</td>
<td>Merchandise Management Strategies</td>
<td>1</td>
</tr>
<tr>
<td>RETL 487</td>
<td>Retail Management Strategies</td>
<td>1</td>
</tr>
<tr>
<td>RETL 525</td>
<td>Legal Aspects of Entrepreneurship and E-Commerce</td>
<td>1</td>
</tr>
<tr>
<td>RETL 551</td>
<td>Retail and Fashion Business Planning</td>
<td>1</td>
</tr>
<tr>
<td>RETL 562</td>
<td>Advanced Merchandising Management Strategies</td>
<td>1</td>
</tr>
<tr>
<td>RETL 590</td>
<td>Special Topics in Retail Management</td>
<td>1</td>
</tr>
<tr>
<td>RETL 592</td>
<td>Retailing/Fashion Merchandising Field Study</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credit Hours 21

Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Retailing, B.S. Fashion Merchandising & Digital Innovations Concentration

Retailing, B.S. Retail Management Concentration

School of Hotel, Restaurant and Tourism Management

Department Website (https://www.sc.edu/study/colleges_schools/hrsm/study/areasofstudy/hrtm/)

The School of Hotel, Restaurant, and Tourism Management offers two bachelor degree programs: a Bachelor of Science degree with a major in Hospitality Management and a Bachelor of Science in Tourism Management.

Admissions Requirements

Admission for incoming freshmen to the School of Hotel, Restaurant and Tourism Management conforms to the admissions requirements for the University of South Carolina. Transfer applicants from regionally accredited colleges and universities are required to have a minimum grade point average of 2.25 (on a 4.00 scale) on all college-level courses attempted.

Programs

- Event Management Minor (p. 441)
- Hospitality Management, B.S. (p. 442)
- Hotel, Restaurant and Tourism Management Minor (p. 444)
- Tourism Management, B.S. (p. 445)

Courses

HRTM 110 - Introduction to Hospitality Industry (3 Credits)

History, growth, developments, and future opportunities in the hospitality industry.

HRTM 160 - Breads, Pastas and Sauces (1 Credit)

Hands-on training in the basic foundations of breads, pastas, and sauces. Basic bread types, pasta shapes, pasta sauces, food safety, and new techniques to create personalized dishes.

HRTM 161 - Breakfast (1 Credit)

Hands-on training in the basic foundations of meal preparation, simple breakfast staples, egg cookery, alternative breakfasts, basic food safety, and new techniques to create personalized dishes.

HRTM 162 - Cooking for Two (1 Credit)

Hands-on training in the basic foundations of cooking complete dinners for two people. Includes effective purchasing, appetizers, complete meals, proper table set-up, desserts, and special meal ideas.

HRTM 163 - Desserts (1 Credit)

Hands-on training in the basic foundations of meal preparation, staple dessert items, basic food safety, and new techniques to create personalized dishes.

HRTM 164 - Introduction to Healthy Mediterranean Cooking (1 Credit)

Basic elements of the traditional Mediterranean diet, cooking techniques, and how to cook and eat to stay fit and healthy.

HRTM 165 - Introduction to Cooking (1 Credit)

Hands-on training in the basic foundations of meal preparation, cooking basics, simple sauces, complete meals, staple dessert items, basic food safety, and new techniques to create personalized dishes.

HRTM 166 - Simply French (1 Credit)

Hands-on training in the basic foundations of meal preparation, French cooking basics, simple sauces, complete meals, staple dessert items, basic food safety, and new techniques to create personalized dishes.

HRTM 167 - Simply Italian (1 Credit)

Hands-on training in the basic foundations of classical Italian dishes, including sautéing, frying, and braising, basic food safety, and new techniques to create personalized dishes.

HRTM 168 - Tailgating 101 (1 Credit)

Hands-on training in the basic foundations of classic tailgating dishes, including grilling, frying, and braising, basic food safety, and new techniques to create personalized dishes.

HRTM 169 - ServSafe Sanitation (1 Credit)

Food safety and sanitation in a commercial kitchen operation.
HRTM 190 - Special Topics in Culinary Arts (1-3 Credits)
Special topics within the culinary discipline designed to give students a hands-on approach to learning special techniques, cooking styles and preparation, and practical application used in the foodservice industry. Content varies by title. May be repeated.

HRTM 228 - Purchasing and Controls (3 Credits)
A study of the major foods, beverages, and supplies that are purchased in hotels, motels, and food-service establishments as well as techniques on how to control their distribution within the operation.

HRTM 230 - Hospitality Management (3 Credits)
Tools available to management and their utilization in the hospitality industry.

HRTM 260 - Hotel Management (3 Credits)
Management of the lodging phase of the hospitality industry to include front desk, housekeeping, and maintenance areas.

HRTM 270 - Quantity Food Production (3 Credits)
The basics of food production from storeroom to consumer. Various techniques of storage, preparation, merchandising, and menu-planning, as well as the many aspects of service. One lecture and three laboratory hours per week.

HRTM 280 - Foundations of Tourism (3 Credits)
Basic introduction to the social science of tourism in the US and the world, including definitional issues, motivations for travel, factors influencing demand-side and supply-side growth, the tourism product, market segmentation and marketing, socioeconomic, and ecological impacts, and destination life cycle dynamics. May not be used to satisfy Carolina Core requirements for HRTM majors.

Carolina Core: GSS

HRTM 285 - Club Management (3 Credits)
Unique problems and issues associated with private club management.

HRTM 290 - Hospitality and Tourism Practicum (6 Credits)
Supervised full-time work experience in an area of the hospitality and tourism industry, selected by the student and approved by the practicum coordinator. 400 hours required.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

Experiential Learning: Experiential Learning Opportunity

HRTM 340 - Nutrition (3 Credits)
The utilization of food by the body; menu planning and food production for institutions in relation to regular and modified diets.

HRTM 344 - Personnel Organization and Supervision (3 Credits)
Recruitment, selection, utilization, and development of human resources; role of supervisors in management and personnel administration.

Cross-listed course: RETL 344

HRTM 352 - Software Applications for the Hospitality Industry (3 Credits)
Using microcomputer software in various areas of the hospitality industry.

Prerequisites: ITEC 264.

HRTM 355 - Physical Plant Design (3 Credits)
Design, equipment, and maintenance of hospitality facilities.

HRTM 357 - Hotel and Restaurant Law (3 Credits)
A comprehensive overview of laws and regulatory agencies governing the lodging and food services industries.

Prerequisites: ITEC 240.

HRTM 362 - Wedding Planning and Management (3 Credits)
Sociocultural, political, economic, religious, and legal influences on wedding planning and business strategies will be explored as background to practices relevant to successful wedding planning and consultancy for diverse clients.

HRTM 364 - Conference and Meeting Planning (3 Credits)
Planning and managing conferences and meetings in the tourism industry.

HRTM 370 - Restaurant Food Production Management (3 Credits)
Management techniques and operating problems in food service operations. One lecture and five laboratory hours per week.

Prerequisites: HRTM 270.

HRTM 372 - Catering Management (3 Credits)
Management techniques, including planning, production, and performance of off-premise catering.

Prerequisites: HRTM 270.

HRTM 375 - Wine, Beverage and Culture (3 Credits)
This course provides a broad base of knowledge, covering all commercially relevant beverages including origins, tradition and culture.

HRTM 376 - Contract Foodservice Management (3 Credits)
Issues related to the management of contract foodservice accounts.

HRTM 381 - Travel and Destination Management (3 Credits)
Describes role of travel agencies, tour operators, tour guides, transportation providers, and attractions as critical sectors within the travel industry.

Prerequisite or Corequisite: HRTM 280.

HRTM 382 - Travel and Tourism Law (3 Credits)
This course focuses on legal issues affecting the tourism industry, including international travel law, travel litigation, liability, and topics specific to travel agencies, carriers, attractions, and destinations.

HRTM 383 - Ecotourism (3 Credits)
Focuses on tourism that is nature-based and entails a learning component while being managed for environmental, economic, and sociocultural sustainability.

Prerequisite or Corequisite: HRTM 280.

HRTM 384 - Cultural and Heritage Tourism (3 Credits)
The effective presentation, development, management, and marketing of cultural and heritage tourist attractions, including battlefields, plantations, and pilgrimage sites.

Prerequisite or Corequisite: HRTM 280.

HRTM 386 - Tourism Festival Planning and Management (3 Credits)
Planning, marketing, sponsorship, budgeting, management, impacts, and evaluation of successful and sustainable special tourism festivals are discussed from both a theoretical and practical perspective.

Prerequisite or Corequisite: HRTM 280.

HRTM 387 - Cruise Ship Industry (3 Credits)
Organization, market segmentation, marketing, design, anatomy of experience, environmental and social impacts, health and safety, and trends within cruising.

Prerequisite or Corequisite: HRTM 280.
HRTM 388 - Resort Development and Management (3 Credits)
Examines effective practices in the sustainable planning, development, and management of resorts and spas, including host community relations, social effects, design, marketing, operations, finance, and recreation programming.
Prerequisite or Corequisite: HRTM 280.

HRTM 389 - International Tourism Field Experience (3 Credits)
An experiential field trip where students evaluate selected tourism issues and products in an international destination.
Prerequisite or Corequisite: HRTM 280.

HRTM 399 - Independent Study (1-6 Credits)
Contract approved by instructor, advisor, and department head is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

HRTM 410 - HRTM Current Issues (3 Credits)
Issues and problems concerning the hospitality industry.

HRTM 421 - Hospitality Financial Management (3 Credits)
Financial decision making including ratio analysis, asset management, leverage, short, intermediate, and long-term financing in the hospitality industry.
Prerequisites: RETL 262.

HRTM 428 - Sustainable Foodservice Systems (3 Credits)
Factors affecting the food supply in the United States and world. The class will explore the economic, political, legal, and societal forces affecting the distribution system of our food supply.
Prerequisites: HRTM 228.

HRTM 440 - Services Management for Hospitality and Tourism (3 Credits)
Management issues pertinent to quality service delivery in hospitality and tourism organizations.

HRTM 450 - Hospitality and Tourism Marketing (3 Credits)
Application of marketing principles and promotional techniques to the hospitality and travel industry.

HRTM 455 - Hospitality Sales Management (3 Credits)
Basic sales management policies and procedures within the hospitality industry with emphasis on sales planning, preparation, presentations and client contact within hospitality organizations.
Prerequisite or Corequisite: HRTM 260.

HRTM 470 - Current Issues in Nutrition (3 Credits)
Basic nutrition concepts as a foundation to address nutrition, health trends, concerns, and current nutritional issues in the modern world.
Prerequisites: HRTM 340.

HRTM 473 - Club Cuisine and Service (3 Credits)
Advanced topics in the management of production and service techniques for private clubs.
Prerequisites: HRTM 270, HRTM 285.

HRTM 475 - Wines and Spirits in Food Service Establishments (3 Credits)
Management overview and operating problems of beverages in the hospitality industry.

HRTM 476 - Craft Beer (3 Credits)
Study of craft beer through exploration of current trends, countries of origin, beer styles, flavor profiles, food flavor pairings and best business practices. Students must be 21 years old.

HRTM 481 - Analytical Techniques in Tourism and Hospitality (3 Credits)
Examination and application of analytical and research methods to tourism and hospitality problems.
Prerequisites: STAT 201 or equivalent.

Graduation with Leadership Distinction: GLD: Research

HRTM 482 - Sustainable Tourism Planning and Policy (3 Credits)
Principles and practice of tourism planning fostering sustainable tourism development at international, national, state, regional, local and site levels.

HRTM 483 - Tourism Economics (3 Credits)
Macro- and microeconomic dimensions of tourism are considered in relation to the demand and supply of tourism products at the national, state, regional, and local levels.
Prerequisites: ECON 224.

HRTM 484 - Tourism Information Technology Issues (3 Credits)
Information technologies such as e-commerce, e-marketing, and e-research are examined, critiqued, and applied within a tourism context.
Prerequisites: ITEC 264.

HRTM 485 - Sustainable Tourism (3 Credits)
Principles and practices of environmental, economic, and sociocultural sustainability in tourism are described and analyzed.

HRTM 490 - Hospitality Management Strategies (3 Credits)
Contemporary management strategies applied to the hospitality industry.
Prerequisites: MGMT 371.

HRTM 495 - Hospitality and Tourism Internship (6 Credits)
Structured industry practical experience in a hospitality or tourism company. 400 hours required.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships
Experiential Learning: Experiential Learning Opportunity

HRTM 518 - Hospitality Human Capital and Talent Management (3 Credits)
Effective methods for conducting, costing, and evaluating training and development procedures for hospitality supervisors and managers.

HRTM 521 - Revenue Management in the Hospitality Industry (3 Credits)
Examination of revenue management in the hospitality industry with an emphasis on the theory and dynamics of revenue management, the implementation of capacity management, forecasting and discounting.
Prerequisites: HRTM 450.
Corequisite: HRTM 421.

HRTM 537 - Multi-Cultural Dimensions of the Hospitality Industry (3 Credits)
Multicultural, multiracial, and multiethnic factors within the hospitality and tourism industry.
Prerequisites: MGMT 371 or RETL 344.

HRTM 550 - Theme Park and Attractions Management (3 Credits)
This course will give students an overview of the theme park and attractions industry. We will explore each of the areas of this industry including: history, venues, resources, ride operations, merchandising, food service and design.
HRTM 557 - Security Management of Hotels and Restaurants (3 Credits)
Individualized security programs, procedures, legal issues, and review of local, state, and federal laws that apply to the lodging and restaurant industry.
Prerequisites: HRTM 357 or equivalent.

HRTM 560 - Advanced Lodging Management (3 Credits)
Advanced principles of the management of hotels and resorts.
Prerequisites: HRTM 260.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences
Experiential Learning: Experiential Learning Opportunity

HRTM 546 - Advanced Meeting Management (3 Credits)
Analysis of current issues and problems in the meetings industry with emphasis on planning, organizing, managing, and enhancing meetings.
Prerequisites: HRTM 364.

HRTM 545 - International Lodging Management (3 Credits)
Analysis of the structure of international lodging companies, challenges of marketing U.S. lodging companies abroad, and cultural differences in international management.
Prerequisites: HRTM 260.

HRTM 567 - Timeshare and Vacation Ownership Management (3 Credits)
Management of the timeshare and vacation ownership industry.

HRTM 570 - Managing Food Service Operations (3 Credits)
An advanced study of the food-service industry and its operations both internally and externally to the physical plant.
Prerequisites: HRTM 270.

HRTM 575 - Advanced Topics in Wine (3 Credits)
A viticultural and enological study of wine and wine regions around the world; from the vineyard to the table including grape varietals, wine regions and wine service. Students must be 21 years old.
Prerequisites: HRTM 475.

HRTM 576 - Franchising within the Hospitality Industry (3 Credits)
This course will focus on the study of multi-unit and franchise operations within the hospitality and tourism industry.
Prerequisites: BADM 371.

HRTM 580 - Adventure Travel Management (3 Credits)
Analysis of the adventure travel industry throughout the world, with emphasis on the management, marketing, and operation of an adventure travel business.

HRTM 584 - Tourism Information Technology Issues (3 Credits)
Information technologies such as e-commerce, e-marketing, and e-research are examined, critiqued, and applied within a tourism context. 03: 07/05/2019.
Prerequisites: ITEC 264 or equivalent.

HRTM 585 - Advanced Club Management (3 Credits)
Advanced topics in hospitality management for the club industry.
Prerequisites: HRTM 285.

HRTM 590 - Special Topics in HRTM (3 Credits)
Advanced concepts, issues, and trends in the hospitality and tourism industry. May be taken twice for degree credit.

HRTM 591 - Golf Tourism (3 Credits)
Effective practices used in the planning, development, and promotion of golf tourism. Experiential learning component for evaluating selected issues, problem solving, and participating in the operational performance of a large golf tournament. Employment with a pre-approved golf tournament or permission of instructor.

HRTM 592 - Golf Tourism Consumer Services (1 Credit)
Examines superior customer service in high-quality business operations for a mega golf-tourism event; includes an experiential learning/fieldwork component.
Prerequisites: HRTM 591.

HRTM 593 - Golf Tourism Supervisory Skills (1 Credit)
Examines basic supervisory skills in high-quality business operations for a mega golf-tourism event; includes an experiential learning/fieldwork component.
Prerequisites: HRTM 591, HRTM 592.

HRTM 594 - Golf Tourism Leadership Skills (1 Credit)
Examines management and leadership skills in high-quality business operations for a mega golf-tourism event; includes an experiential learning/fieldwork component.
Prerequisites: HRTM 591, HRTM 592, HRTM 593.

HRTM 597 - Global Travel and Tourism (3 Credits)
Study of the economic, social, cultural, political, and environmental considerations of international tourism management and development.
Prerequisites: HRTM 280.

**Event Management Minor**

**Minor Requirements (18 Hours)**

Students must take any prerequisites associated with the electives they choose, which may require additional hours. Courses required in a student’s major may not be used to fulfill these minor requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus Area</strong></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Select two of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HRTM 364</td>
<td>Conference and Meeting Planning</td>
<td></td>
</tr>
<tr>
<td>RETL 362</td>
<td>Principles of Customer Service</td>
<td></td>
</tr>
<tr>
<td>SPTE 203</td>
<td>Introduction to Event and Venue Management</td>
<td></td>
</tr>
<tr>
<td><strong>Specialty Area</strong></td>
<td></td>
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<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HRTM 280</td>
<td>Foundations of Tourism</td>
<td></td>
</tr>
<tr>
<td>RETL 265</td>
<td>Principles of Retailing</td>
<td></td>
</tr>
<tr>
<td>SPTE 201</td>
<td>Introduction to Sport Management</td>
<td></td>
</tr>
<tr>
<td>SPTE 202</td>
<td>Introduction to Live Entertainment Management</td>
<td></td>
</tr>
<tr>
<td><strong>Capstone Course</strong></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>HRSM 491</td>
<td>Event Production, Evaluation, and Analysis</td>
<td>3</td>
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<tr>
<td><strong>Electives</strong></td>
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<tr>
<td>Select two of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HRTM 362</td>
<td>Wedding Planning and Management</td>
<td></td>
</tr>
<tr>
<td>HRTM 386</td>
<td>Tourism Festival Planning and Management (Prerequisite: HRTM 280)</td>
<td></td>
</tr>
<tr>
<td>HRTM 564</td>
<td>Advanced Meeting Management (Prerequisite: HRTM 364)</td>
<td></td>
</tr>
<tr>
<td>RETL 310</td>
<td>Digital Retailing (Prerequisite: RETL 265)</td>
<td></td>
</tr>
</tbody>
</table>
Hospitality Management, B.S.

The Bachelor of Science with a major in Hospitality Management is designed to prepare students for managerial and leadership roles in the hospitality industry, including hotels, resorts, restaurants, events and weddings, and private clubs.

The mission of the School of Hotel, Restaurant, and Tourism Management (HRTM) is to educate global leaders for the hospitality and tourism industry through innovative and experiential curriculum, research, and community engagement.

The program provides a comprehensive curriculum that includes courses in general education, business, and hospitality and tourism management, combined with relevant operational management experience under the guidance of supervision from industry professionals and program faculty.

The School of Hotel, Restaurant and Tourism Management prepares students for responsible citizenship roles in business and society. It enables them to understand and apply the concepts of problem-solving in general, and in organizational and industry-related issues.

The HRTM faculty provide uncompromising individualized attention to meeting the educational needs of our students and assume very active, and influential roles in numerous professional organizations, at all levels.

Learning Outcomes

- Students should be able to apply strategic management principles to identify hospitality industry problems and utilize analytical reasoning to formulate solutions.
- Students should be able to interpret, evaluate and explain general and industry-specific financial documents and trends.
- Students should be able to examine and apply current marketing techniques and principles related to the uniqueness of our industry.
- Students should be able to demonstrate effective management practices in an operational food and beverage environment.
- Students should be able to apply effective human resource strategies, inclusive of hiring, training, and performance evaluations to service organizations’ cultures.
- Students should be able to evaluate service management strategies used to differentiate hospitality organizations.

Progression Requirements

In order to enroll in the Professional Division of the Hospitality Management program, a student must complete 48 credit hours in the courses indicated as Pre-Professional Division with a minimum grade point average of 2.25. Pre-Professional Division courses include the following:

- Carolina Core Courses within the CMW, ARP, and CMS areas
- Pre-Professional College Required Courses
- Pre-Professional Related Area Courses
- Pre-Professional Major Courses

Admissions

Entrance Requirements

The College of Hospitality, Retail, and Sport Management has a pre-professional and a professional division of student classification. All new students will begin in the pre-professional division. Progression into the professional division requires the approval of the department and the successful completion of the requirements indicated under each departmental heading.

In addition to the academic admission requirements of the University and of the College of Hospitality, Retail, and Sport Management for admission to the pre-professional division, an enrollment limit into the professional division may be imposed by various departments. Such a limit would become necessary if enrollment levels exceed available department staffing and facility resources. In the event of an enrollment limit, admission to a department may take into account the applicant’s grade point average and other factors which may include the applicant’s potential for success in that major.

Freshmen Students

In order to be admitted to a program of study in the College of Hospitality, Retail, and Sport Management, freshmen applicants must meet all University admission requirements through the Office of Undergraduate Admissions.

Transfer Students

In order to be admitted to a program of study in the College of Hospitality, Retail, and Sport Management, transfer applicants from outside of the USC system must meet all University admission requirements through the Office of Undergraduate Admissions and have at least a 2.25 GPA. The Sport and Entertainment Management major requires a higher GPA than the minimum University entrance standards. Transfer applicants for Sport and Entertainment must have a cumulative GPA of a 3.0 on all college-level work attempted.

Students from other USC campuses who wish to enter the College of Hospitality, Retail, and Sport Management must fulfill one of the following requirements:

1. Be in good standing, meet all University admission requirements through the Office of Undergraduate Admissions, and have the cumulative GPA required for the program (see below).
2. Be in good standing and have completed 30 semester hours with the cumulative GPA required for the program (see below).

Required GPA for Change of Campus:
- hospitality management - 2.25;
- integrated information technology - 2.25;
- interdisciplinary studies (2.0 and separate application required);
- retailing - 2.25;
- tourism management - 2.25; and
- sport and entertainment management - 3.0.

Students enrolled in other colleges on the Columbia campus must meet the following GPA requirements on all work taken:
- hospitality management - 2.25;
- integrated information technology - 2.25;
- interdisciplinary studies (2.0 and separate application required); and
- retailing - 2.25.
- 2.25; tourism management - 2.25; and sport and entertainment management - 3.0.

Degree Requirements (120 hours)

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>31-43</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>21</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>6-17</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>51</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (31-43 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

must be passed with a grade of C or higher

- ENGL 101
- ENGL 102

ARP – Analytical Reasoning and Problem Solving (6-8 hours)

Option 1

- MATH 122 or MATH 141
- Plus an additional course from one of the following:
  - Mathematics (at the next higher level)
  - Computer Science
  - Statistics
  - PHIL 114
  - PHIL 111

Option 2

Choose 1 from the following:

- Two courses from Computer Science
- Two courses from Statistics
- PHIL 111 & PHIL 114

SCI – Scientific Literacy (7 hours)

- Two approved CC-SCI courses (p. 742) from the natural sciences including one laboratory selected from Astronomy, Biology, Chemistry, Environmental Science, Geology, Marine Science or Physics

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

College of HRSM students must demonstrate proficiency in a foreign language by achieving a score of 2 or higher on the foreign language placement test or by completing one foreign language course through 110 or 121.

- CC-GFL courses (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

- any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)

- any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component ¹ (0-3 hours)

- SPCH 140 or SPCH 230

INF – Information Literacy ¹ (0-3 hours)

- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility ¹ (0-3 hours)

- any overlay or stand-alone CC-VSR course (p. 742)

¹ Carolina Core Stand Alone or Overlay Eligible Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (21 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRSM 301</td>
<td>HRSM Professional Development Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 344</td>
<td>Personnel Organization and Supervision</td>
<td>3</td>
</tr>
<tr>
<td>RETL 242</td>
<td>HRSM Professional Communications</td>
<td>3</td>
</tr>
<tr>
<td>RETL 261</td>
<td>Principles of Accounting I (must be passed with a grade of C or higher)</td>
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<tr>
<td>RETL 262</td>
<td>Principles of Accounting II (must be passed with a grade of C or higher)</td>
<td>3</td>
</tr>
<tr>
<td>SPTE 240</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>SPTE 274</td>
<td>Computer Applications in Hospitality, Retail, and Sport Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 21

3. Program Requirements (6-17 hours)

Supporting Courses (6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 224</td>
<td>Introduction to Economics</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 371</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 6

Minor (18 hours) optional

Minors are optional for Hospitality Management majors and may be in any course of study offered by the College of HRSM as well as any other University program with an approved minor. College of HRSM required courses may not be counted toward a minor.
Electives (0-11 hours)
The number of approved electives needed for the Hospitality Management Major Curriculum depends upon how students fulfill the Carolina Core Requirements and the optional selection of a minor. Any course in the University can be used to satisfy the elective requirement, including additional electives in the major field area.

4. Major Requirements (51 hours)
A minimum grade of C is required in all major courses

Major Courses (39 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRTM 110</td>
<td>Introduction to Hospitality Industry</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 260</td>
<td>Hotel Management</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 270</td>
<td>Quantity Food Production</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 280</td>
<td>Foundations of Tourism</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 285</td>
<td>Club Management</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 290</td>
<td>Hospitality and Tourism Practicum</td>
<td>6</td>
</tr>
<tr>
<td>HRTM 370</td>
<td>Restaurant Food Production Management</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 421</td>
<td>Hospitality Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 450</td>
<td>Hospitality and Tourism Marketing</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 490</td>
<td>Hospitality Management Strategies</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 495</td>
<td>Hospitality and Tourism Internship</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credit Hours 39

Major Electives (12 hours)
Chosen in consultation with an advisor; at least 6 hours must be from HRTM.

Club Management Concentration (6 hours) optional
Students may obtain a Club Management Concentration by completing HRTM 495 in a club setting. The following Club Management courses count toward the 12 hours of Major Electives.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRTM 473</td>
<td>Club Cuisine and Service</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 585</td>
<td>Advanced Club Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 6

Major Map
A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Hospitality Management, BS No Concentration

Hospitality Management, BS Club Management Concentration

Hotel, Restaurant and Tourism Management Minor

Minor Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRTM 110</td>
<td>Introduction to Hospitality Industry</td>
<td>2</td>
</tr>
<tr>
<td>HRTM 228</td>
<td>Purchasing and Controls</td>
<td></td>
</tr>
<tr>
<td>HRTM 230</td>
<td>Hospitality Management</td>
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<tr>
<td>HRTM 260</td>
<td>Hotel Management</td>
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<tr>
<td>HRTM 280</td>
<td>Foundations of Tourism</td>
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<tr>
<td>HRTM 285</td>
<td>Club Management</td>
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<tr>
<td>HRTM 340</td>
<td>Nutrition</td>
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<tr>
<td>HRTM 357</td>
<td>Hotel and Restaurant Law</td>
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<tr>
<td>HRTM 362</td>
<td>Wedding Planning and Management</td>
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<tr>
<td>HRTM 364</td>
<td>Conference and Meeting Planning</td>
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</tr>
<tr>
<td>HRTM 376</td>
<td>Contract Foodservice Management</td>
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<tr>
<td>HRTM 381</td>
<td>Travel and Destination Management</td>
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<tr>
<td>HRTM 382</td>
<td>Travel and Tourism Law</td>
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<tr>
<td>HRTM 383</td>
<td>Ecotourism</td>
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<tr>
<td>HRTM 384</td>
<td>Cultural and Heritage Tourism</td>
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<tr>
<td>HRTM 386</td>
<td>Tourism Festival Planning and Management</td>
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<tr>
<td>HRTM 387</td>
<td>Cruise Ship Industry</td>
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<td>HRTM 388</td>
<td>Resort Development and Management</td>
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<tr>
<td>HRTM 410</td>
<td>HRTM Current Issues</td>
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<tr>
<td>HRTM 440</td>
<td>Services Management for Hospitality and Tourism</td>
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<tr>
<td>HRTM 475</td>
<td>Wines and Spirits in Food Service Establishments</td>
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<tr>
<td>HRTM 481</td>
<td>Analytical Techniques in Tourism and Hospitality</td>
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<tr>
<td>HRTM 482</td>
<td>Sustainable Tourism Planning and Policy</td>
<td></td>
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<tr>
<td>HRTM 483</td>
<td>Tourism Economics</td>
<td></td>
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<tr>
<td>HRTM 584</td>
<td>Tourism Information Technology Issues</td>
<td></td>
</tr>
<tr>
<td>HRTM 485</td>
<td>Sustainable Tourism</td>
<td></td>
</tr>
<tr>
<td>HRTM 518</td>
<td>Hospitality Human Capital and Talent Management</td>
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</tr>
<tr>
<td>HRTM 537</td>
<td>Multi-Cultural Dimensions of the Hospitality Industry</td>
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<tr>
<td>HRTM 557</td>
<td>Security Management of Hotels and Restaurants</td>
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<tr>
<td>HRTM 560</td>
<td>Advanced Lodging Management</td>
<td></td>
</tr>
<tr>
<td>HRTM 564</td>
<td>Advanced Meeting Management</td>
<td></td>
</tr>
<tr>
<td>HRTM 565</td>
<td>International Lodging Management</td>
<td></td>
</tr>
<tr>
<td>HRTM 567</td>
<td>Timeshare and Vacation Ownership Management</td>
<td></td>
</tr>
<tr>
<td>HRTM 570</td>
<td>Managing Food Service Operations</td>
<td></td>
</tr>
<tr>
<td>HRTM 576</td>
<td>Franchising within the Hospitality Industry</td>
<td></td>
</tr>
<tr>
<td>HRTM 580</td>
<td>Adventure Management</td>
<td></td>
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<tr>
<td>HRTM 585</td>
<td>Advanced Club Management</td>
<td></td>
</tr>
<tr>
<td>HRTM 590</td>
<td>Special Topics in HRTM</td>
<td></td>
</tr>
<tr>
<td>HRTM 597</td>
<td>Global Travel and Tourism</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 18

1 Courses toward minor or cognate to be selected from the list below in conjunction with major advisor.
Tourism Management, B.S.

The Bachelor of Science in Tourism Management degree is designed to prepare students for managerial and leadership roles in the tourism industry, including convention centers, tourism events, festivals, conferences, destination management organizations, and the travel industry. The mission of the School of Hotel, Restaurant, and Tourism Management (HRTM) is to educate global leaders for the hospitality and tourism industry through innovative and experiential curriculum, research, and community engagement.

The program provides a comprehensive curriculum that includes courses in general education, business, and tourism and hospitality management, combined with relevant operational management experience under the guidance and supervision of industry professionals, and program faculty.

The School of Hotel, Restaurant and Tourism Management prepares students for responsible citizenship roles in business and society. It enables them to understand and apply the concepts of problem-solving in general, and in organizational and industry-related issues.

The HRTM faculty provide uncompromising individualized attention to meeting the educational needs of our students and assume very active, and influential roles in numerous professional organizations, at all levels.

Learning Outcomes

• Students should be able to apply business management principles to identify problems and utilize analytical reasoning to formulate local-to-global solutions.

• Students should be able to identify, evaluate and explain tourism impacts on the host community and global environment.

• Students should be able to examine and apply tourism policy and planning principles to match the needs of diverse stakeholders, destinations and environments.

• Students should be able to demonstrate an understanding of the concepts and characteristics of tourism as an academic area of study.

• Students should be able to understand the products, processes, structure(s) and interactions in the tourism system.

Admissions

Entrance Requirements

The College of Hospitality, Retail, and Sport Management has a pre-professional and a professional division of student classification. All new students will begin in the pre-professional division. Progression into the professional division requires the approval of the department and the successful completion of the requirements indicated under each departmental heading.

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1. Be in good standing, meet all University admission requirements through the Office of Undergraduate Admissions, and have the cumulative GPA required for the program (see below).

2. Be in good standing and have completed 30 semester hours with the cumulative GPA required for the program (see below).

Required GPA for Change of Campus: hospitality management - 2.25; integrated information technology - 2.25; interdisciplinary studies (2.0 and separate application required); retailing - 2.25; tourism management - 2.25; and sport and entertainment management - 3.0.

Students enrolled in other colleges on the Columbia campus must meet the following GPA requirements on all work taken: hospitality management - 2.25; integrated information technology - 2.25; interdisciplinary studies (2.0 and separate application required); retailing - 2.25; tourism management - 2.25; and sport and entertainment management - 3.0.

Degree Requirements (120 hours)

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core Requirements</td>
<td>31-43</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>21</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>8-20</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>48</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (31-43 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

must be passed with a grade of C or higher

• ENGL 101
• ENGL 102
Tourism Management, B.S.

ARP – Analytical Reasoning and Problem Solving (6-8 hours)
- STAT 110 or MATH 122
- STAT 201

SCI – Scientific Literacy (7 hours)
- Two CC-SCI courses (p. 742) from the natural sciences, including one laboratory selected from Astronomy, Biology, Chemistry, Environmental Science, Geology, Marine Science or Physics

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)
College of HRSM students must demonstrate proficiency in a foreign language by achieving a score of 2 or higher on the foreign language placement test or by completing one foreign language course through 110 or 121.
- CC-GFL courses (p. 742)

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)
- any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)
- any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)
- any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component ¹ (0-3 hours)
- SPCH 140 or SPCH 230

INF – Information Literacy ¹ (0-3 hours)
- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility ¹ (0-3 hours)
- any overlay or stand-alone CC-VSR course (p. 742)

¹ Carolina Core Stand Alone or Overlay Eligible Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (21 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRSM 301</td>
<td>HRSM Professional Development Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 344</td>
<td>Personnel Organization and Supervision</td>
<td>3</td>
</tr>
<tr>
<td>RETL 242</td>
<td>HRSM Professional Communications</td>
<td>3</td>
</tr>
<tr>
<td>RETL 261</td>
<td>Principles of Accounting I (must be passed with a grade of C or higher)</td>
<td>3</td>
</tr>
</tbody>
</table>

3. Program Requirements (8-20 hours)

Supporting Courses (6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RETL 262</td>
<td>Principles of Accounting II (must be passed with a grade of C or higher)</td>
<td>3</td>
</tr>
<tr>
<td>SPTE 240</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>SPTE 274</td>
<td>Computer Applications in Hospitality, Retail, and Sport Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 21

Minor (0-18 hours) optional
- Tourism Management majors may pursue a minor in any course of study offered by the College of HRSM as well as any other University program with an approved minor. College of HRSM required courses may not be counted toward a minor.

Electives (2-14 hours)
- The Tourism Major Curriculum includes 2 to 14 hours of approved electives depending on how students fulfill the Carolina Core Requirements. Any course in the university can be used to satisfy the elective requirement including additional electives in the major.

4. Major Requirements (48 hours)

a minimum grade of C is required in all major courses

Major Courses (39 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRTM 110</td>
<td>Introduction to Hospitality Industry</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 280</td>
<td>Foundations of Tourism</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 290</td>
<td>Hospitality and Tourism Practicum</td>
<td>6</td>
</tr>
<tr>
<td>HRTM 364</td>
<td>Conference and Meeting Planning</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 381</td>
<td>Travel and Destination Management</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 388</td>
<td>Resort Development and Management</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 450</td>
<td>Hospitality and Tourism Marketing</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 481</td>
<td>Analytical Techniques in Tourism and Hospitality</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 482</td>
<td>Sustainable Tourism Planning and Policy</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 584</td>
<td>Tourism Information Technology Issues</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 495</td>
<td>Hospitality and Tourism Internship</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credit Hours 39

Major Electives (9 hours)
- Chosen in consultation with advisor; at least 6 hours must be from HRTM courses.

Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor.
for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Tourism Management, B.S.

Sport and Entertainment Management

Department Website (https://sc.edu/study/colleges_schools/hrsm/study/areasofstudy/spte/)

Matthew T. Brown, Chair

The College of Hospitality, Retail, and Sport Management offers a bachelor of science degree program with a major in sport and entertainment management.

Entrance Requirements

In addition to the entrance requirements of the College of Hospitality, Retail, and Sport Management, the Department of Sport and Entertainment Management has the following requirements:

Students from other USC campuses, students enrolled in other colleges on the Columbia campus, students enrolled in other departments in the college, and transfer students from other institutions must have a GPA of 3.00 on all college work taken.

Programs

- Sport and Entertainment Management Minor (p. 449)
- Sport and Entertainment Management, B.S. (p. 449)

Courses

SPTE 101 - The Student-Athlete Experience (3 Credits)
Examination of the functions and resources the university provides for students transitioning to college and the problems common to the first-year student-athlete experience.

SPTE 110 - Sport and Entertainment in American Life (3 Credits)
The American sport and entertainment enterprise: background, influences, and trends; collegiate and professional sport organizations; ownership and unionization; media portrayals.

SPTE 195 - Sport and Entertainment Careers (0 Credits)
Introduction of networking, interviewing, and career planning in the sport and entertainment industry.

SPTE 201 - Introduction to Sport Management (3 Credits)
Introduction to sport management industry career fields.

SPTE 202 - Introduction to Live Entertainment Management (3 Credits)
The study of underlying themes in entertainment management and its application to music, family shows, and other live entertainment business venues.

SPTE 203 - Introduction to Event and Venue Management (3 Credits)
An overview of the history, impact, types, and trends of events and venues, the principles of event planning, the role of venues, and career options in each field.

SPTE 240 - Business Law (3 Credits)
Formation of contracts and their operation as they apply to business; promissory notes and checks; agency and employment.

SPTE 274 - Computer Applications in Hospitality, Retail, and Sport Management (3 Credits)
Administrative tasks for computer usage, including software and hardware selection, applications, and solutions.

SPTE 295 - Practicum (6 Credits)
Supervised work experience in a sport or entertainment management area selected by the student with approval of advisor. Contract approved by advisor or department chair is required for undergraduate students.

Prerequisites: SPTE 195, SPTE 201 and SPTE 274.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

Experiential Learning: Experiential Learning Opportunity

SPTE 302 - Artist Representation and Management (3 Credits)
This course focuses on the role of the manager in the entertainment industry and his or her relationships with artists, agents, buyers and industry executives.

Prerequisites: SPTE 202.

SPTE 303 - Live Entertainment Tour Management (3 Credits)
This course puts a fine point on performance tour management logistics, including booking, scheduling, shipping, budgeting, movement of equipment, and artist management challenges, including entertainment production.

Prerequisites: SPTE 202.

SPTE 305 - The Business of NASCAR (3 Credits)
The course is designed to present an overall view of the NASCAR industry through a series of guest speakers, who are subject matter experts in their respective NASCAR-related fields.

SPTE 310 - Collegiate Athletics (3 Credits)
Students are provided with an overview of college athletics. Though the course will cover the NJCAA and NAIA, it will particularly focus upon the NCAA, and more specifically, upon the business of “Big-Time” intercollegiate athletics.

SPTE 315 - NCAA Compliance (3 Credits)
Students will gain a basic understanding of NCAA Division I rules and regulations while learning how the rules are applied to member institution. An overview of the operations of an NCAA Division I compliance office and coaching regulations will be provided as well.

SPTE 320 - Sport and the Law (3 Credits)
Laws and regulatory bodies affecting the management of sport personnel, facilities, and events.

Prerequisites: SPTE 240 or equivalent.

Graduation with Leadership Distinction: GLD: Research

SPTE 325 - Resort and Club Recreation Programming (3 Credits)
Management of club and resort sport complexes.

SPTE 330 - The Summer Olympic Games (3 Credits)
Examination of the Summer Olympic Games and its impact on sport, entertainment, hospitality, tourism and the host community.

SPTE 335 - The Business of Baseball (3 Credits)
Overall view of the sport of baseball from a business perspective.

SPTE 340 - The Sporting Goods Industry (3 Credits)
Principles of manufacturing and retailing applied to the sporting goods industry.
SPTE 342 - Sport and Entertainment Contracts and Negotiations (3 Credits)
The formation and negotiation of contracts in Sport and Entertainment Management.
Prerequisites: SPTE 240 or ACCT 324 or equivalent.

SPTE 376 - Risk Management in Sport and Entertainment (3 Credits)
Theoretical and practical approaches to managing risk in Sport and Entertainment venues and events.
Prerequisites: SPTE 240 or ACCT 324 or equivalent.

SPTE 380 - Sport and Entertainment Marketing (3 Credits)
Marketing theory and practice and how it relates and applies to sport and entertainment.
Prerequisites: MKTG 350.

SPTE 385 - Ethics in Sport and Entertainment Business (3 Credits)
The objective of this course is to familiarize students with the ethical issues that exist in the business of sport and entertainment. Students will learn theories of ethics and how they relate to issues faced by managers in the sport and entertainment industry. Ethical theories and philosophies – deontology, utilitarianism, and virtue - will be driving the discussions and understandings of ethical decision-making in this class.
Carolina Core: VSR
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

SPTE 399 - Independent Study (1-6 Credits)
Students will have an opportunity to explore a specific area of sport and entertainment management. Individual students will indentify an area of study related to sport and entertainment management and complete a research paper on this topic under the guidance of the instructor.
Graduation with Leadership Distinction: GLD: Research

SPTE 402 - Entertainment and the Law (3 Credits)
Performing arts and entertainment industries’ social, economic, and legal issues, in addition to the development and role of entertainment in society, will be analyzed—from its roots to the present.
Prerequisites: SPTE 240.

SPTE 404 - Promoting Entertainment Events (3 Credits)
This course should provide students with an understanding of various methods of promotion and approaches to the application of advertising and publicity in the broad spectrum of modern media.
Prerequisites: SPTE 240.

SPTE 410 - Sport and Entertainment in Popular Culture (3 Credits)
Investigation of sport and entertainment as critical facets of American society.

SPTE 415 - Sport in Film (3 Credits)
This class invites students to consider a variety of classic and contemporary, international and domestic sports films featuring heroes and villains from baseball, basketball, boxing, football, soccer and other sports stages. Students will develop a rhetorical analysis of socially significant sport films after exposure to numerous critical perspectives.

SPTE 430 - Sport and Entertainment Services Marketing (3 Credits)
Basic principles required to promote a service marketing strategy in sport and entertainment.
Prerequisites: MKTG 350.

SPTE 435 - Spectator Facilities Management (3 Credits)
Programming, marketing, public relations, fiscal considerations, operation, labor relations, personnel, and event management for spectator sports and entertainment events.

SPTE 440 - Sport and Entertainment Business and Finance (3 Credits)
Economic and finance theories applied to the management of sport and entertainment organizations.
Prerequisites: FINA 363 or FINA 333.

SPTE 444 - Sports and Entertainment Event Management (3 Credits)
Application of management principles to sports and entertainment events.
Prerequisites: SPTE 380, SPTE 440.

SPTE 450 - Sales in Sport and Entertainment Business (3 Credits)
Students will be provided with an overview of the sales process and learn how the sales process applies to sport and entertainment while using hands on exercises to perpetuate the understanding of the importance of sales.
Prerequisites: MKTG 350.

SPTE 490 - Special Topics in Sport and Entertainment Management (3 Credits)
Current topics and trends in sport, live entertainment, and venue management. Content varies by title. May be repeated once.

SPTE 495 - Internship in Sport and Entertainment Management (6 Credits)
Placement with a sport or entertainment organization for a supervised learning experience in the student’s career specialization area.
Prerequisites: SPTE 440 and 444, 114 credit hours.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships
Experiential Learning: Experiential Learning Opportunity

SPTE 498 - Research Experience (3 Credits)
Working with a faculty mentor, students develop a research project and related research skills.
Graduation with Leadership Distinction: GLD: Research

SPTE 499 - Senior Thesis (3 Credits)
A senior thesis related to one of the advanced courses in the major program.
Prerequisites: minimum GPA of 3.50 in major courses, 3.30 overall.
Graduation with Leadership Distinction: GLD: Research

SPTE 501 - Trends and Issues in Sport and Entertainment Management (3 Credits)
Trends and Issues in Sport and Entertainment Management.

SPTE 545 - Managing Part-Time Employees and Volunteers (3 Credits)
Recruiting, hiring, training, and retaining part-time employees and volunteers in sport and entertainment.

SPTE 550 - The Business of Esports (3 Credits)
This course is designed to provide students with an overview of the business of esports. It will focus on the history of video games from creation to the present and will also cover the various business elements of the modern, competitive esports environment.

SPTE 560 - Performing Arts Management and Leadership (3 Credits)
The study of performing arts management as it relates to nonprofits and organizational structure.
Prerequisites: C or better in SPTE 202 and SPTE 380.
SPTE 565 - Business of Broadway (3 Credits)
The study of the management of Broadway productions from script to play, including the creative process, business ventures, production houses, and investor relations.  
Prerequisites: SPTE 202 and SPTE 380; C or higher for SPTE majors.

SPTE 570 - Special Topics in Global Sport (3 Credits)
This course examines a variety of global sport and entertainment management issues. The emphasis will be on an understanding of the concepts related to the sport and entertainment management in an international setting. Content varies by title. May be repeated once.  
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

SPTE 580 - Business Principles in Sport Management. (3 Credits)
Business principles in the management of public and private sector sport programs.

SPTE 585 - Sports Economics (3 Credits)
This course focuses on issues relevant to sport, entertainment, and related industries. The goal of the class will be for students to understand both basic and complex concepts within economics in a sport and entertainment context, in order to grasp the importance of economic decision-making.

SPTE 590 - Special Topics in Live Entertainment and Sport (3 Credits)
Investigation of Special topics pertinent to the sport and entertainment management industry. Content varies by title. May be repeated twice.

SPTE 635 - Sport and Entertainment Event Development (3 Credits)
Business concepts needed to develop sport and entertainment special events.

SPTE 640 - Venue Management: Principles and Practices (3 Credits)
Managing public assembly facilities and venues.  
Prerequisites: SPTE 203 or equivalent.

SPTE 650 - Integrated Marketing Communication in Sport and Entertainment (3 Credits)
Use of integrated marketing communication concepts, theories, and strategies in sport and entertainment.  
Prerequisites: MKTG 350.

SPTE 655 - Social Media in Live Entertainment and Sport (3 Credits)
In-depth investigation of social networks, digital platforms, and online marketing for the live entertainment and sport industries.

### Sport and Entertainment Management Minor

Students desiring to minor in Sport and Entertainment Management (SPTE) may do so by successfully completing the following course sequence. Students minoring in SPTE may be required to take SPTE courses during the summer sessions in order to complete minor in a timely fashion.

Students must achieve a minimum of a “C” in each course required of the SPTE minor. All course prerequisites must be completed prior to taking the course.

The following courses will be accepted as part of the SPTE minor. All minors are required to meet all course requirements to complete the minor.

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### Minor Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPTE 201</td>
<td>Introduction to Sport Management</td>
<td>3</td>
</tr>
<tr>
<td>SPTE 202</td>
<td>Introduction to Live Entertainment Management</td>
<td>3</td>
</tr>
<tr>
<td>SPTE 203</td>
<td>Introduction to Event and Venue Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following:  
1. SPTE 110 - Sport and Entertainment in American Life  
2. SPTE 310 - Collegiate Athletics  
3. SPTE 315 - NCAA Compliance  
4. SPTE 320 - Sport and the Law  
5. SPTE 325 - Resort and Club Recreation Programming  
6. SPTE 376 - Risk Management in Sport and Entertainment  
7. SPTE 385 - Ethics in Sport and Entertainment Business  

Select one of the following:  
1. SPTE 402 - Entertainment and the Law  
2. SPTE 410 - Sport and Entertainment in Popular Culture  
3. SPTE 440 - Sport and Entertainment Business and Finance  
4. SPTE 450 - Sales in Sport and Entertainment Business  
5. SPTE 490 - Special Topics in Sport and Entertainment Management  
6. SPTE 545 - Managing Part-Time Employees and Volunteers  
7. SPTE 590 - Special Topics in Live Entertainment and Sport  

Total Credit Hours: 18

1. Some courses may require prerequisites.

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### Sport and Entertainment Management, B.S.

The Sport and Entertainment Management (SPTE) Department at the University of South Carolina prepares students for a variety of managerial positions in the sport and entertainment industry.

The goal of the SPTE department is to create an integrated academic learning environment for analyzing and resolving the challenges in the business of sport and entertainment. The SPTE department provides a comprehensive curriculum that includes courses in general education, business and sport and entertainment management, as well as two experiential learning experiences (practicum and internship) under the supervision of industry professionals and SPTE faculty.

The faculty and staff are committed to providing support for student achievement. Students can enter the industry with exceptional knowledge, professional preparation, a strong alumni network, and the confidence to assume leadership positions.

### Learning Outcomes

- Students should be able to demonstrate knowledge of the qualifications, job requirements, and working conditions for a sport and entertainment industry position.
- Students should be able to demonstrate the computer and technical skills needed for a sport and entertainment industry position.
• Students should be able to apply learned concepts and theory to demonstrate an understanding of the nature of the sport and entertainment industry.

**Progression and Graduation Requirements**

In order to enroll in the Professional Division of SPTE, students must complete 48-49 credit hours in the courses indicated as Pre-Professional Division with a minimum grade point average of 2.75. Students who do not meet the grade point average requirement for progression must continue in the Pre-Professional division until they achieve a 2.75 GPA or change to another major. Only students admitted to the professional division of Sport and Entertainment Management will be allowed to enroll for more than 18 credit hours of SPTE course work. Graduation requires a 2.75 GPA in order to satisfy the requirements for a degree in Sport and Entertainment Management.

Pre-Professional courses include the following:

• Carolina Core Courses within the CMW, ARP and CMS areas
• Pre-Professional College Required Courses
• Pre-Professional Related Courses
• Pre-Professional Major Courses

**Admissions**

**Entrance Requirements**

The College of Hospitality, Retail, and Sport Management has a pre-professional and a professional division of student classification. All new students will begin in the pre-professional division. Progression into the professional division requires the approval of the department and the successful completion of the requirements indicated under each departmental heading.

In addition to the academic admission requirements of the University and of the College of Hospitality, Retail, and Sport Management for admission to the pre-professional division, an enrollment limit into the professional division may be imposed by various departments. Such a limit would become necessary if enrollment levels exceed available department staffing and facility resources. In the event of an enrollment limit, admission to a department may take into account the applicant’s grade point average and other factors which may include the applicant’s potential for success in that major.

**Freshmen Students**

In order to be admitted to a program of study in the College of Hospitality, Retail, and Sport Management, freshmen applicants must meet all University admission requirements through the Office of Undergraduate Admissions.

**Transfer Students**

In order to be admitted to a program of study in the College of Hospitality, Retail, and Sport Management, transfer applicants from outside of the USC system must meet all University admission requirements through the Office of Undergraduate Admissions and have at least a 2.25 GPA. The Sport and Entertainment Management major requires a higher GPA than the minimum University entrance standards. Transfer applicants for Sport and Entertainment must have a cumulative GPA of a 3.0 on all college-level work attempted.

**Students from other USC campuses** who wish to enter the College of Hospitality, Retail, and Sport Management must fulfill one of the following requirements:

1. Be in good standing, meet all University admission requirements through the Office of Undergraduate Admissions, and have the cumulative GPA required for the program (see below).
2. Be in good standing and have completed 30 semester hours with the cumulative GPA required for the program (see below).

**Required GPA for Change of Campus:**
- hospitality management - 2.25
- integrated information technology - 2.25
- interdisciplinary studies (2.0 and separate application required)
- retailing - 2.25
- tourism management - 2.25
- and sport and entertainment management - 3.0

**Students enrolled in other colleges on the Columbia campus** must meet the following GPA requirements on all work taken:
- hospitality management - 2.25
- integrated information technology - 2.25
- interdisciplinary studies (2.0 and separate application required)
- retailing - 2.25
- tourism management - 2.25
- and sport and entertainment management - 3.0

**Degree Requirements (120 hours)**

**Program of Study**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>31-43</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>21</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>14-26</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>42</td>
</tr>
</tbody>
</table>

**1. Carolina Core Requirements (31-43 hours)**

**CMW – Effective, Engaged, and Persuasive Communication:** Written (6 hours)

*must be passed with a grade of C or higher*

• ENGL 101
• ENGL 102

**ARP – Analytical Reasoning and Problem Solving (6-7 hours)**

• MATH 122 or MATH 141
• STAT 201

**SCI – Scientific Literacy (7 hours)**

Two approved CC-SCI courses (p. 742) from the natural sciences including one laboratory selected from Astronomy, Biology, Chemistry, Environmental Science, Geology, Marine Science or Physics

**GFL – Global Citizenship and Multicultural Understanding:** Foreign Language (0-6 hours)

College of HRSM students must demonstrate proficiency in a foreign language by achieving a score of 2 or higher on the foreign language placement test or by completing one foreign language course through 110 or 121.

• CC-GFL courses (p. 742)

**GHS – Global Citizenship and Multicultural Understanding:** Historical Thinking (3 hours)

• any CC-GHS course (p. 742)
GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)
• any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)
• any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)
• SPCH 140

INF – Information Literacy 1 (0-3 hours)
• any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)
• any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (21 hours)

Pre-Professional Division Courses (9 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RETL 261</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>RETL 262</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>SPTE 274</td>
<td>Computer Applications in Hospitality, Retail, and Sport Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

College-Required Courses (12 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRSM 301</td>
<td>HRSM Professional Development Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 344</td>
<td>Personnel Organization and Supervision</td>
<td>3</td>
</tr>
<tr>
<td>RETL 242</td>
<td>HRSM Professional Communications or ENGL 463</td>
<td>3</td>
</tr>
<tr>
<td>SPTE 240</td>
<td>Business Law</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

3. Program Requirements (14-26 hours)

Supporting Courses (12 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 224</td>
<td>Introduction to Economics</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 371</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 350</td>
<td>Principles of Marketing</td>
<td>3</td>
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</tbody>
</table>

Other Related Coursework

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINA 363</td>
<td>Introduction to Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

Minor (18 hours) optional

Sport and Entertainment Management majors may pursue a minor in any course of study offered by the College of Hospitality, Retail and Sport Management (HRSM) as well as any other University program with an approved minor. College of HRSM required courses may not be counted toward a minor.

Electives (2-14 hours)

The SPTE curriculum includes 2-14 hours of electives, depending on how students fulfill the Carolina Core requirements. Courses used to satisfy the elective requirement, which may include additional SPTE Major Electives, must be approved by the SPTE advisor.

4. Major Requirements (42 hours)

A minimum grade of C is required in all major courses

Major Courses (42 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
</table>
| Pre-Professional Division Major Courses
| SPTE 201 | Introduction to Sport Management           | 3       |
| SPTE 202 | Introduction to Live Entertainment Management | 3       |
| SPTE 203 | Introduction to Event and Venue Management | 3       |
| SPTE 295 | Practicum 1                                 | 6       |

Professional Division Major Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPTE 380</td>
<td>Sport and Entertainment Marketing</td>
<td>3</td>
</tr>
<tr>
<td>SPTE 440</td>
<td>Sport and Entertainment Business and Finance</td>
<td>3</td>
</tr>
<tr>
<td>SPTE 444</td>
<td>Sports and Entertainment Event Management</td>
<td>3</td>
</tr>
<tr>
<td>SPTE 495</td>
<td>Internship in Sport and Entertainment Management</td>
<td>6</td>
</tr>
</tbody>
</table>

Select four of the following: 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPTE 110</td>
<td>Sport and Entertainment in American Life</td>
<td></td>
</tr>
<tr>
<td>SPTE 302</td>
<td>Artist Representation and Management</td>
<td></td>
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<tr>
<td>SPTE 303</td>
<td>Live Entertainment Tour Management</td>
<td></td>
</tr>
<tr>
<td>SPTE 305</td>
<td>The Business of NASCAR</td>
<td></td>
</tr>
<tr>
<td>SPTE 310</td>
<td>Collegiate Athletics</td>
<td></td>
</tr>
<tr>
<td>SPTE 315</td>
<td>NCAA Compliance</td>
<td></td>
</tr>
<tr>
<td>SPTE 320</td>
<td>Sport and the Law</td>
<td></td>
</tr>
<tr>
<td>SPTE 325</td>
<td>Resort and Club Recreation Programming</td>
<td></td>
</tr>
<tr>
<td>SPTE 340</td>
<td>The Sporting Goods Industry</td>
<td></td>
</tr>
<tr>
<td>SPTE 342</td>
<td>Sport and Entertainment Contracts and Negotiations</td>
<td></td>
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<tr>
<td>SPTE 376</td>
<td>Risk Management in Sport and Entertainment</td>
<td></td>
</tr>
<tr>
<td>SPTE 385</td>
<td>Ethics in Sport and Entertainment Business</td>
<td></td>
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<tr>
<td>SPTE 399</td>
<td>Independent Study</td>
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<tr>
<td>SPTE 402</td>
<td>Entertainment and the Law</td>
<td></td>
</tr>
<tr>
<td>SPTE 404</td>
<td>Promoting Entertainment Events</td>
<td></td>
</tr>
<tr>
<td>SPTE 410</td>
<td>Sport and Entertainment in Popular Culture</td>
<td></td>
</tr>
<tr>
<td>SPTE 430</td>
<td>Sport and Entertainment Services Marketing</td>
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<tr>
<td>SPTE 435</td>
<td>Spectator Facilities Management</td>
<td></td>
</tr>
<tr>
<td>SPTE 450</td>
<td>Sales in Sport and Entertainment Business</td>
<td></td>
</tr>
<tr>
<td>SPTE 490</td>
<td>Special Topics in Sport and Entertainment Management</td>
<td></td>
</tr>
</tbody>
</table>
SPTE 498 Research Experience
SPTE 499 Senior Thesis
SPTE 501 Trends and Issues in Sport and Entertainment Management
SPTE 545 Managing Part-Time Employees and Volunteers
SPTE 570 Special Topics in Global Sport
SPTE 580 Business Principles in Sport Management.
SPTE 590 Special Topics in Live Entertainment and Sport
SPTE 635 Sport and Entertainment Event Development
SPTE 650 Integrated Marketing Communication in Sport and Entertainment

Total Credit Hours 42

1 SPTE 295 is the final course taken in the Pre-Professional Division required hours. Students must achieve the required 2.75 GPA prior to enrolling in SPTE 295.

Concentrations (12 hours) optional

Sport and Entertainment Management majors may pursue a concentration in one of three areas: entertainment management, sport management, or venue and event management. The concentration will fulfill the SPTE Electives requirement of the major. Requirements for the concentrations are:

Entertainment Management (12 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPTE 302</td>
<td>Artist Representation and Management</td>
<td>3</td>
</tr>
<tr>
<td>SPTE 303</td>
<td>Live Entertainment Tour Management</td>
<td>3</td>
</tr>
<tr>
<td>SPTE 402</td>
<td>Entertainment and the Law</td>
<td>3</td>
</tr>
<tr>
<td>SPTE 590</td>
<td>Special Topics in Live Entertainment and Sport</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

Sport Management (12 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPTE 310</td>
<td>Collegiate Athletics</td>
<td>3</td>
</tr>
<tr>
<td>SPTE 320</td>
<td>Sport and the Law</td>
<td>3</td>
</tr>
<tr>
<td>SPTE 450</td>
<td>Sales in Sport and Entertainment Business</td>
<td>3</td>
</tr>
<tr>
<td>SPTE 580</td>
<td>Business Principles in Sport Management.</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

Venue and Event Management (12 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPTE 325</td>
<td>Resort and Club Recreation Programming</td>
<td>3</td>
</tr>
<tr>
<td>SPTE 342</td>
<td>Sport and Entertainment Contracts and Negotiations</td>
<td>3</td>
</tr>
<tr>
<td>SPTE 435</td>
<td>Spectator Facilities Management</td>
<td>3</td>
</tr>
<tr>
<td>SPTE 545</td>
<td>Managing Part-Time Employees and Volunteers</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

B.S. with Distinction (51 hours)

The Departmental Undergraduate Research Track is available to students majoring in sport and entertainment management who wish to participate in significant research activities of the major field in collaboration with, or under the supervision of, a faculty mentor.

Prerequisite

A minimum GPA of 3.50 in major courses, 3.30 institutional GPA.

Requirements

Three courses in addition to the major requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPTE 498</td>
<td>Research Experience</td>
<td>3</td>
</tr>
<tr>
<td>SPTE 499</td>
<td>Senior Thesis</td>
<td>3</td>
</tr>
<tr>
<td>SPTE 501</td>
<td>Trends and Issues in Sport and Entertainment Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Additional Requirements

- Presentation of the senior thesis in an appropriate venue (SEVT, USC Discovery Day, IAVM research session, NASSM, CSRI).
- A written sponsorship agreement from the faculty mentor will be placed on file in the department office.
- Students who successfully fulfill these requirements with a GPA of at least 3.50 in all major courses and a 3.30 overall GPA will be awarded their degree “With Distinction in Sport and Entertainment Management” upon graduation.

Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Sport and Entertainment Management, B.S. No Concentration

Sport and Entertainment Management, B.S. Entertainment Management Concentration

Sport and Entertainment Management, B.S. Sport Management Concentration

Sport and Entertainment Management, B.S. Venue and Event Management Concentration

Arnold School of Public Health

G. Thomas Chandler, Dean
Alan Decho, Associate Dean for Research
James Hardin, Associate Dean for Faculty Affairs and Curriculum and Interim Chair, Department of Health Services Policy and Management
Lee Pearson, Associate Dean for Operations and Accreditation
Toni Torres-McGehee, Associate Dean for Diversity, Equity and Inclusion
Sara J. Corwin, Associate Dean for Undergraduate Student Affairs
Jean Nels-Strunjas Chair, Department of Communication Sciences and Disorders
Geoff Scott, Chair, Department of Environmental Health Sciences
Anthony Alberg, Chair, Department of Epidemiology and Biostatistics
Shawn Arent, Chair, Department of Exercise Science
Daniela Friedman, Chair, Department of Health Promotion, Education, and Behavior

Overview
Public Health is an exciting and growing field of study. The field challenges its professionals to confront complex health issues, such as improving access to health care, controlling infectious disease, and reducing environmental hazards, violence, substance abuse, and injury. Professionals in Public Health come from varying educational backgrounds and can specialize in an array of fields. A host of specialists, including teachers, journalists, researchers, administrators, environmentalists, demographers, social workers, laboratory scientists, physicians, and attorneys, work to protect the health of the public.

This is a field geared toward serving local, national, and international communities. Public Health professionals are leaders who meet the many exciting challenges in protecting the public’s health today and in the future. The Arnold School of Public Health was established by legislative action in 1974 and has been fully accredited by the Council on Education for Public Health (CEPH) since 1979.

The mission of the Arnold School of Public Health is to improve population health and well-being by fostering innovative education and research that promotes health and healthy environments and will use that knowledge to prevent and effectively respond to disease, disability, and environmental degradation in diverse communities. An integral part of the training of students at the school is participation in research activities. Since the state is experiencing rapid demographic and industrial changes, health problems range from those of a traditional rural setting (infectious diseases, infant mortality, access to health care) to those of a modern industrial setting (impact of new industries on air and water quality and the safety of the workplace). The school has been committed to “action research” since its inception. The importance of dealing with operating programs and defined problems has led to close working relationships with human service programs, health care facilities, and governmental agencies throughout the state and region.

The school contains the Prevention Research Center, the Core for Applied Research and Evaluation, the Nutrition Consortium, the Cancer Prevention and Control Program, the Office for the Study of Aging, the Rural and Minority Health Research Center, the Consortium for the Latino Immigration Studies, the Center for Community Health Alignment, the PASOs Program, the Community Health Worker Institute and the Montgomery Speech-Language-Hearing Clinic.

**Degree Programs**

The Arnold School of Public Health offers both the Bachelor of Arts (B.A.) degree and the Bachelor of Science (B.S.) degree as well as two minors. The B.A. and B.S. in public health are interdisciplinary programs currently administered in the Division of Academic Affairs, while the Department of Exercise Sciences offers the B.S. in Exercise Science.

In addition, the school offers minors in Health Promotion, Education and Behavior and in Nutrition and Food Systems.

**Departments**

- Communication Sciences and Disorders (p. 453)
- Environmental Health Sciences (p. 454)
- Epidemiology and Biostatistics (p. 455)
- Exercise Science (p. 455)
- Health Promotion, Education, and Behavior (p. 461)
- Health Services Policy and Management (p. 465)
- Public Health Programs (Division of Academic Affairs) (p. 466)

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**Communication Sciences and Disorders**

**Department Website** (https://www.sc.edu/study/colleges_schools/public_health/study/areas_of_study/communication_sciences_and_disorders/index.php/facultystaff.php)

Kenn Apel, Chair
Allen A. Montgomery, Director of Doctoral Program

The Department of Communication Sciences and Disorders offers programs leading to the degrees of Master of Speech Pathology, Master of Communication Disorders, and Doctor of Philosophy. The following courses are available for undergraduate credit with permission of the faculty, with the exception of COMD 500, which is open to all with no special permission required.

**Courses**

**COMD 401 - Public Health Perspective in Communication Sciences and Disorders** (3 Credits)
Public health issues related to speech, language, and hearing from local, national and global perspective in historical context. Special permission required by department.

**COMD 408 - Directed Study in Speech and Language Pathology** (1-3 Credits)
Directed readings and/or research in speech pathology.

**COMD 500 - Introduction to Speech-Language Pathology and Audiology** (3 Credits)
Human communication disorders with an overview of prevention and treatment programs.

**COMD 501 - Anatomy and Physiology of Speech and Hearing Mechanisms** (3 Credits)
An intensive study of the anatomy and physiology of the speech and hearing mechanisms.

**COMD 503 - Anatomy and Physiology of the Auditory and Vestibular System** (3 Credits)
Detailed examination of the anatomy and physiology of the auditory and vestibular system.

**Prerequisites:** COMD 501.

**COMD 507 - Language Theory and Phonetics** (3 Credits)
Study of language theory and international phonetics alphabet transcription.

**COMD 521 - Introduction to Clinical Procedures in Speech Pathology** (1 Credit)
Diagnostic and therapeutic programs for the communicatively handicapped will be observed in the public school and various rehabilitative settings. Discussion and study of basic therapeutic theories and procedures utilized in speech therapy. Introduction to phonetics or equivalent or permission of instructor.

**COMD 525 - Selected Topics** (1-3 Credits)
Presentation of current experimental or innovative programs in diagnosis and treatment of the communicatively impaired. Course is designed to update the practicing clinician in specific areas of expertise. May be repeated for credit. Individual topics to be announced by title. Permission of instructor.
public health issues in the 21st century.
The disease, the environment, and health, with a particular focus on critical 
Public health microbiology and the intersection between microbial 
development and progression of obesity and metabolic syndrome from a 
Role of the built environment and environmental toxins in the 
Investigation of international 
Concerns in global environmental health, with a focus on toxic 
A survey of pollution (chemical, biological, physical) effects on 
Introduction to global environmental health, with a focus on toxic 
Introduction to global environmental health, with a focus on toxic 
the environment and public health over 
A language acquisition process in normal children, including the 
The diagnosis and treatment of articulation problems in children and 
The language acquisition process in normal children, including the 
Emerging issues and topics concerning environmental health. May be repeated 
Advanced study of infectious diseases caused by fungi. Etiology, 
Introduction to emergency preparedness and response in relation to 
Introduction to Public Health and Emergency Preparedness and Response (3 Credits) 
Introduction to emergency preparedness and response in relation to 
Emergent issues and emerging themes in environmental health. May be repeated 
Prerequisites: COMD 501 and COMD 507 or equivalents.

Environmental Health Sciences

Department Website (https://www.sc.edu/study/colleges_schoo/
public_health/study/areas_of_study/environmental_health_sciences/)

Geoff Scott, Chair
Alan W. Decho, Associate Chair

Courses

ENHS 223 - Introduction to Global Environmental Health (3 Credits)
Introduction to global environmental health, with a focus on toxic 
ENHS 324 - Environment and Obesity (3 Credits)
Role of the built environment and environmental toxins in the 
ENHS 450 - Introduction to Public Health Microbiology (3 Credits)
Public health microbiology and the intersection between microbial 

ENHS 490 - Independent Study (1-3 Credits)
Enrollment and topic to be approved in advance by advisor and instructor. 
Graduation with Leadership Distinction: GLD: Research

ENHS 492 - Special Topics in Environmental Health Sciences (3 Credits)
Issues and emerging themes in environmental health. May be repeated 
ENHS 515 - Introduction to Public Health and Emergency Preparedness and Response (3 Credits) 
Introduction to emergency preparedness and response in relation to 
ENHS 592 - Advanced Special Topics in Environmental Health (1-3 Credits)
Emerging issues and topics concerning environmental health. May be repeated 
Prerequisites: 300 level Biology course or equivalent.

Cross-listed course: BIOL 625

ENHS 660 - Concepts of Environmental Health Science (3 Credits)
Environmental health sciences presenting the earth as a complex system in which people, plants, animals, and non-living physical-chemical components interact.

ENHS 661 - Parasitology (4 Credits)
Parasites of biological, economic, and public health importance.
Prerequisites: 300 level Biology course or equivalent.

Cross-listed course: BIOL 625

ENHS 662 - Industrial Health Programs (3 Credits)
Analysis, planning, and implementation of programs to protect workers’ 
ENHS 664 - Environmental Genomics (3 Credits)
"State of the art" molecular techniques that elucidate mechanisms of 
ENHS 665 - Biofilms in Environmental Health and Disease (3 Credits) 
Effect of bacterial biofilm process on many diverse areas. Recognition, 
ENHS 666 - Metals and Human Health (3 Credits)
Trace metalloid(s), their fate and transport in the environment and their 
Prerequisites: BIOL 101 or BIOL 110; CHEM 101 and CHEM 102, or 
equivalent.

ENHS 670 - Environmental Pollutants and Human Health (3 Credits)
Overview of environmental pollutants and their impact on human health; 

Prerequisites: BIOL 101 or BIOL 110; CHEM 101 and CHEM 102.
ENHS 671 - From Air to Alveoli: Exposure Scienceq (3 Credits)
A receptor-oriented approach for assessing human exposure to environmental contaminants by inhalation, dermal and ingestion routes. Covers methods for estimating exposures to protect health and well-being, to relate adverse effects to exposures, and to comply with regulations and guidelines.

ENHS 675 - Infectious Disease Ecology (3 Credits)
Ecological theories as the basis for environmental change and the (re)emergence of infectious agents that ultimately impact human and ecosystem health.

ENHS 681 - Occupational Ergonomics I (3 Credits)
Introduction to ergonomics: hazards identification and analysis; solution design and implementation; human musculoskeletal characteristics, injuries; effects of work on performance, safety, and health. Application to manufacturing and office environments.

**Epidemiology and Biostatistics**

Department Website (https://www.sc.edu/study/colleges_schools/public_health/study/areas_of_study/epidemiology_biotistics/)

Anthony Alberg, Chair

**Courses**

BIOS 410 - Introduction to Biostatistical Modeling (3 Credits)
Statistical modeling, primarily using applications in public health. Measures of agreement, principles of statistical inference, correlation, simple and multiple linear regression, categorical independent variables, interaction, repeated measures, and logistic regression.

Prerequisites: STAT 205 or equivalent.

BIOS 490 - Independent Study (1-3 Credits)
Enrollment and topic to be approved in advance by advisor and instructor. May be repeated.

Graduation with Leadership Distinction: GLD: Research

BIOS 650 - Quantitative Methods in the Health Sciences (3 Credits)
Designed for professionals and pre-professionals who wish to utilize quantitative methods in public and private decision-making; exploratory data analysis, research methods in natural and controlled environments, and elementary biostatistical methods.

Prerequisites: STAT 201.

EPID 394 - Special Topics in Epidemiology (1-3 Credits)
Novel and emerging themes in epidemiology. Content varies by instructor and title. May be repeated for a total of 9 credit hours.

EPID 410 - Principles of Epidemiology (3 Credits)
Introduction to descriptive and analytical epidemiology. Topics will include the distribution and determinants of disease, surveillance, outbreak investigations, measures of association, screening tests, bias, and causal reasoning.

Prerequisite or Corequisite: STAT 201 or STAT 205.

Graduation with Leadership Distinction: GLD: Research

EPID 490 - Independent Study (1-3 Credits)
Enrollment and topic to be approved in advance by advisor and instructor. May be repeated.

Prerequisites: Instructor Permission.

Graduation with Leadership Distinction: GLD: Research

EPID 594 - Special Topics in Epidemiology (1-6 Credits)
This course will introduce epidemiologic concepts and methods using cases studies examining current global health challenges. Students will gain an understanding of the role of epidemiology in understanding the distribution of disease and risk factors, and developing, implementing and evaluating public health interventions globally.

EPID 661 - Parasitology (4 Credits)
Parasites of biological, economic, and public health importance. Three lecture and three laboratory hours per week.

Prerequisites: 300 level Biology course or equivalent.

Cross-listed course: BIOL 531, ENHS 661

**Exercise Science**

Department Website (http://www.sph.sc.edu/exsc/)

Shawn Arent, Ph.D., Chair

The mission of the Department of Exercise Science is to expand and disseminate the body of knowledge concerning the relationship between exercise participation and human health.

**Programs of Study**

The undergraduate program leading to a Bachelor of Science degree with a major in exercise science is a science-based program designed primarily to prepare students for entry into post-baccalaureate/graduate programs in health-related fields. A departmental core curriculum provides comprehensive mastery of exercise science.

**Entrance Requirements**

New freshmen who meet University admissions standards are eligible for admission to the degree program offered by the Department of Exercise Science. Transfer admission requires department approval as well as prerequisites.

**Transfer Admission**

1. Students enrolled in other colleges on the Columbia campus must have a minimum cumulative GPA of 2.75 and must have at least 12 USC credit hours.
2. Students from other USC campuses must have a cumulative GPA of 2.75 and must have taken at least 12 USC credit hours. Additionally, students from other USC campuses who have fewer than 30 semester hours must also meet Columbia campus freshman admission requirements.
3. Transfer students from regionally accredited institutions must present a minimum cumulative GPA of 2.75 on all college work taken. Students who have fewer than 30 semester hours of college work must also meet Columbia campus freshman admission requirements.

**Retention and Progression Standards**

1. If the semester, yearly, or cumulative grade point average of a student is below 2.00, the student will be notified in writing.
2. An exercise science major must receive a grade of C or higher in any course in order for it to serve as a prerequisite.
3. A student in exercise science must earn a grade of C or higher in all EXSC departmental course work (EXSC) and in required cognates.
4. An exercise science major may attempt an EXSC course and any prerequisites a maximum of two times to fulfill the requirement. A grade of W will be included as an attempt.

5. An exercise science major may repeat a maximum of three EXSC courses.

**Attendance Requirements**

Students enrolled in the Department of Exercise Science are subject to attendance regulations of the University described elsewhere in the bulletin. When a student enrolls in a particular course, the student is obligated for all the work which may be assigned. Punctual and regular attendance is vital to the discharge of this obligation. The student is responsible for all assigned work in a course, and absences, excused or not, do not absolve the student of this responsibility.

**Minors**

Students majoring in Exercise Science may pursue minors offered by other units. In completing a minor, students may apply advisor-approved courses to both the minor and cognate, or elective requirements.

**Courses**

- **ATEP 263 - Introduction to Athletic Training** (3 Credits)
  Introduction to the historical evolution of athletic training with an emphasis on program development including basic athletic training principles/skills associated with common sports injuries/illnesses.

- **ATEP 266 - Care and Prevention of Injuries** (3 Credits)
  Knowledge, skills, and values associated with prevention, care, treatment, and rehabilitation of common injuries/illnesses.

- **ATEP 267 - Clinical Foundations in Athletic Training** (3 Credits)
  Basic knowledge and skill in athletic injury prevention, care, and rehabilitation; medical terminology; fulfillment of athletic training clinical proficiencies.

- **ATEP 292 - Athletic Training Clinical Experience I** (2 Credits)
  Supervised clinical experience in an athletic training setting. Integrates cognitive learning in conjunction with psychomotor skill development and assessment. Restricted to athletic training majors. Special permission required by department. Accepted into ATEP.

  **Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Internships

- **ATEP 293 - Athletic Training Clinical Experience II** (2 Credits)
  Supervised clinical experience in an athletic training setting. Integrates cognitive learning in conjunction with psychomotor skill development and assessment. Restricted to athletic training majors. Special permission required by department.

  **Prerequisites:** ATEP 348, ATEP 348L, ATEP 292.

  **Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Internships

- **ATEP 300 - First Aid and CPR** (2 Credits)
  Knowledge and skills necessary to meet the needs of situations when emergency care is critical. Includes American Red Cross CPR/AED and First Aid certification. Encompasses skills for adult, child, and infant CPR/AED, breathing emergencies, and first aid procedures for emergency situations.

  **Corequisite:** ATEP 300L.

- **ATEP 300L - First Aid and CPR Lab** (1 Credit)
  Skill development to meet guidelines for certification. Skills include AED, adult, child, and infant CPR, breathing emergencies, and first aid.

  **Corequisite:** ATEP 300.

- **ATEP 310 - Emergency Medical Response** (2 Credits)
  Knowledge acquisition necessary to work as an emergency medical responder (EMR) to help sustain life, reduce pain and minimize the consequences of injury or sudden illness until more advanced medical help takes over. Appropriate decisions about the care to provide in a medical emergency. Understanding the role of an EMR as a crucial link in the emergency medical services (EMS) system.

  **Corequisite:** ATEP 310.

- **ATEP 310L - Emergency Medical Responder Lab** (1 Credit)
  Clinical applications necessary to work as an emergency medical responder (EMR) to help sustain life, reduce pain and minimize the consequences of injury or sudden illness until more advanced medical help takes over. Appropriate decisions about the care to provide in a medical emergency. Skills an EMR needs to act as a crucial link in the emergency medical services (EMS) system.

  **Corequisite:** ATEP 310.

- **ATEP 348 - Evaluation and Assessment of Lower Extremity Injuries** (3 Credits)
  Knowledge and skills for orthopedic/physical assessment of common injuries to the lower body; study of the lower extremities as they relate to the prevention, recognition, evaluation and assessment, immediate care, and treatment; rehabilitation and reconditioning of injuries and illnesses to athletes and others engaged in physical activity.

  **Prerequisites:** ATEP 266, EXSC 275.

  **Corequisite:** ATEP 348L.

- **ATEP 348L - Evaluation and Assessment of Lower Extremity Injuries Lab** (1 Credit)
  Laboratory setting to enhance knowledge and skills for orthopedic/physical assessment of common injuries to the lower extremities.

  **Prerequisites:** ATEP 266.

  **Corequisite:** ATEP 348.

- **ATEP 349 - Evaluation and Assessment of Head, Neck, Spine & Abdomen Injuries** (3 Credits)
  Knowledge and skills for orthopedic/physical assessment of common injuries to the cervical spine, head, face, abdomen, and thorax. Study of the cervical spine, head, face, abdomen and thorax as they relate to the prevention, recognition, evaluation and assessment; immediate care, treatment, rehabilitation, and reconditioning of injuries and illnesses to athletes and others engaged in physical activity.

  **Prerequisites:** ATEP 292, ATEP 348, ATEP 348L.

  **Corequisite:** ATEP 349L.
ATEP 349L - Evaluation and Assessment of Head, Neck, Spine & Abdomen Injuries Lab (1 Credit)
Skill development for orthopedic/physical assessment of common injuries to the cervical spine, head, face, abdomen, and thorax.
Prerequisites: ATEP 348, ATEP 348L.
Corequisite: ATEP 349.

ATEP 350 - Evaluation and Assessment of Upper Extremity Injuries (3 Credits)
Prevention, recognition, orthopedic assessment of common injuries to the upper body; immediate care, treatment, and rehabilitation of injuries and illnesses to athletes.
Prerequisites: ATEP 349, ATEP 349L.
Corequisite: ATEP 350L.

ATEP 350L - Evaluation and Assessment of Upper Extremity Injuries (1 Credit)
Prevention, recognition, orthopedic assessment of common injuries to the upper body; immediate care, treatment, and rehabilitation of injuries and illnesses to athletes.
Prerequisites: ATEP 349, ATEP 349L.
Corequisite: ATEP 350L.

ATEP 365 - Pharmacology and Drug Education in Athletic Trainers (2 Credits)
Knowledge, skills, and values associated with athletic trainer's pharmacological applications in the treatment of injuries/illnesses, including use of alcohol and illicit drugs.
Prerequisites: ATEP 293, ATEP 348, ATEP 348L.

ATEP 366 - Therapeutic Modalities (3 Credits)
Knowledge and techniques needed to plan, operate, document, and evaluate therapeutic modalities used in treatment of injuries/illnesses.
Prerequisites: ATEP 293, ATEP 349, ATEP 349L.
Corequisite: ATEP 366L.

ATEP 366L - Therapeutic Modalities Lab (1 Credit)
Integrates cognitive learning in conjunction with psychomotor skill development and assessment on the application of modalities in laboratory situations.
Corequisite: ATEP 366.

ATEP 392 - Athletic Training Clinical Experience III (2 Credits)
Supervised clinical experience for athletic training students. Integrates cognitive learning in conjunction with psychomotor skill development and assessment.
Prerequisites: ATEP 293, ATEP 349, ATEP 349L.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

ATEP 393 - Athletic Training Clinical Experience IV (2 Credits)
Supervised clinical experience for athletic training students. Integrates cognitive learning in conjunction with psychomotor skill development and assessment.
Prerequisites: ATEP 365, ATEP 366, ATEP 366L, ATEP 392.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

ATEP 466 - Therapeutic Exercise (3 Credits)
Knowledge and techniques needed to plan, operate, document, and evaluate therapeutic exercise programs for the rehabilitation and reconditioning of injured patients.
Prerequisites: EXSC 223, EXSC 224, ATEP 365, ATEP 366, ATEP 366L, ATEP 392.
Corequisite: ATEP 466L.

ATEP 466L - Therapeutic Exercise Lab (1 Credit)
Techniques and skills of therapeutic exercise used in the development of rehabilitation programs for various injuries.
Corequisite: ATEP 466.

ATEP 492 - Athletic Training Clinical Experience V (2 Credits)
Supervised clinical experience for athletic training students. Integrates cognitive learning in conjunction with psychomotor skill development and assessment.
Prerequisites: ATEP 393, ATEP 466, ATEP 466L, ATEP 497.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

ATEP 493 - Athletic Training Clinical Experience VI (2 Credits)
Supervised clinical experience for athletic training students. Integrates cognitive learning in conjunction with psychomotor skill development and assessment.
Prerequisites: ATEP 492, ATEP 496.

ATEP 494 - Athletic Training Senior Seminar (3 Credits)
Preparation for the BOC examination for athletic trainers; advanced skills and integration of athletic training principles and development of athletic training research; professional research and current literature pertaining to relevant topics in athletic training.
Prerequisites: ATEP 492.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships, GLD: Research

ATEP 496 - Organization and Administration of Athletic Training (3 Credits)
Management and operation of athletic training programs.
Prerequisites: ATEP 393, ATEP 466, ATEP 466L, ATEP 497.

ATEP 497 - General Medical Concerns for Athletic Trainers (3 Credits)
Knowledge and skills to recognize, treat, and refer general medical conditions and disabilities.
Prerequisites: ATEP 365, ATEP 366, ATEP 366L, ATEP 392.

EXSC 191 - Physical Activity and Health (3 Credits)
Concepts of exercise, nutrition, behavior changes, and skills to promote lifelong physical activity and health.

EXSC 200 - Introduction to Sports Medicine and Athletic Training (3 Credits)
Examination of careers and specific practices within sports medicine, specifically athletic training.
Prerequisites: C or better in EXSC 223 and EXSC 223L.

EXSC 201 - Foundations of Physical Therapy (3 Credits)
Introduction to the profession and practice of physical therapy detailing the functions, disorders, and therapies of the major organ systems in applied context.
EXSC 223 - Anatomy and Physiology I (3 Credits)
The structure and functions of the human body: tissues, integument, skeletal, muscular, respiratory, and reproductive systems, and regulation of eating and metabolism.  
Prerequisites: ENGL 102; BIOL 102; CHEM 111; MATH 122 or MATH 141.

EXSC 223L - Anatomy and Physiology I Laboratory (1 Credit)  
Hands-on activities covering micro- and macroscopic anatomical topics including identification of tissues, bones and markings of the skeletal system, the joints, and the skeletal muscles of the body.  
Prerequisites: ENGL 102; BIOL 102, CHEM 111; MATH 122 or MATH 141.

Prerequisite or Corequisite: EXSC 223.

EXSC 224 - Anatomy and Physiology II (3 Credits)  
The structure and functions of the human body: nervous, cardiovascular, digestive, immune, urinary, and endocrine systems.  
Prerequisites: C or better in EXSC 223 and EXSC 223L.

EXSC 224L - Anatomy and Physiology II Lab (1 Credit)  
Hands-on activities covering the gross anatomy nervous, cardiovascular, digestive, and muscular systems.  
Prerequisites: C or better in both EXSC 223 and EXSC 223L.

EXSC 275 - Functional Musculoskeletal Anatomy (2 Credits)  
Human anatomy for allied health professions. Focus on anatomy relevant to providing health services; knowledge and skills of orthopedic anatomy relative to muscle, ligament, and tendon; muscle origins, insertions, innervations, and actions pertaining to joint motion.  
Prerequisites: EXSC 223 and EXSC 223L.

Corequisite: EXSC 275L.

EXSC 275L - Functional Musculoskeletal Anatomy Lab (1 Credit)  
Clinical application of human anatomy for allied health care professions using discussion, models, and charts. Anatomy relevant to providing health care to individuals.  
Prerequisites: EXSC 223 and EXSC 223L.

Corequisite: EXSC 275.

EXSC 303 - Perceptual-Motor Development (3 Credits)  
Theoretical foundations and observation of growth and motor development of children, age birth to 10 years. Observation will be provided via video and live subjects provided by the instructor.  
Prerequisites: C or higher in both EXSC 224 and EXSC 224L.

EXSC 330 - Exercise Physiology (3 Credits)  
The individual and combined roles of the major organ systems of the body in maintaining homeostasis during muscular exercise.  
Prerequisites: C or better in EXSC 224 and EXSC 224L.

Corequisite: EXSC 330L.

EXSC 330L - Exercise Physiology Lab (1 Credit)  
Laboratory procedures in exercise physiology; measurement of physical fitness components.  
Prerequisites: EXSC 224 and EXSC 224L.

Corequisite: EXSC 330.

EXSC 335 - Biomechanics of Human Movement (3 Credits)  
Kinetic and kinematic principles governing efficient human movement. Selected methods of analyzing human movement will be reviewed.  
Prerequisites: C or better in EXSC 224, EXSC 224L, PHYS 201 and PHYS 201L.

EXSC 341A - Health Fitness Practicum (1 Credit)  
First hour of a supervised practicum in a clinical setting for the Health Fitness Track.  
Prerequisites: EXSC 223, EXSC 224.

Cross-listed course: EXSC 341B, EXSC 341C

EXSC 341B - Health Fitness Practicum (1 Credit)  
Second hour of a supervised practicum in a clinical setting for the Health Fitness Track.  
Prerequisites: EXSC 223, EXSC 224, EXSC 341A.

Cross-listed course: EXSC 341A, EXSC 341C

EXSC 341C - Health Fitness Practicum (1 Credit)  
Third hour of a supervised practicum in a clinical setting for the Health Fitness Track.  
Prerequisites: EXSC 223, EXSC 224, EXSC 341A, EXSC 341B.

EXSC 342A - Practicum in Life-Span Motor Development (2 Credits)  
Part I of a supervised practicum in a clinical setting in life-span motor development.  
Prerequisites: EXSC 223, EXSC 224, EXSC 303.

Cross-listed course: EXSC 342B

EXSC 342B - Practicum in Life-Span Motor Development (2 Credits)  
Part II of a supervised practicum in a clinical setting in a life-span motor development.  
Prerequisites: EXSC 223, EXSC 224, EXSC 303, EXSC 342A.

Cross-listed course: EXSC 342A

Graduation with Leadership Distinction: GLD: Research

EXSC 343 - Practicum in Exercise Science (1-3 Credits)  
Supervised practicum in a research or clinical setting for scientific-foundations track. Departmental special permission required.  
Prerequisites: EXSC 223, EXSC 224.

EXSC 351 - Acquisition of Motor Skills (3 Credits)  
Scientific and behavioral foundation of the learning and performance of motor skills.  
Prerequisites: EXSC 223, EXSC 224.

Graduation with Leadership Distinction: GLD: Research

EXSC 355 - Special Topics in Exercise Science (1-3 Credits)  
Novel and emerging themes in exercise science. Content varies by instructor and title. May be repeated for a total of 6 credit hours as content varies by title.

EXSC 395 - Research Seminar in Exercise Science (1-3 Credits)  
The research process in exercise science; participation in, presentation and discussion of current research.  
Prerequisites: EXSC 223, EXSC 224.

Graduation with Leadership Distinction: GLD: Research

EXSC 401 - Practicum Preparation (1 Credit)  
Integration of major program of study and general education; issues of transition into senior practicum - EXSC 444.  
Prerequisites: EXSC 330.
EXSC 410 - Psychology of Physical Activity (3 Credits)
Introduction to psychosocial factors in physical activity. Topics include mental health effects of exercise, behavior change theories applied to physical activity, and physical activity determinants and interventions. 03: 07/05/2019.
Prerequisites: PSYC 101.

EXSC 444 - Exercise Science Practicum (6 Credits)
Supervised experience in a field, clinical, or research setting. EXSC majors only.
Prerequisites: EXSC 401.

EXSC 454 - Health/Fitness Programs (3 Credits)
Design and implementation of health/fitness programs.
Prerequisites: EXSC 223, EXSC 224.

EXSC 464 - Conditioning Methods in Athletic Performance (3 Credits)
Students will learn how to perform pre-exercise assessments, develop appropriate exercise training programs based on these assessments, as well as lead and demonstrate safe and effective methods of exercise by the application of the primary theories and principles of exercise science.
Prerequisites: C or better in both EXSC 224 and EXSC 224L.

EXSC 481 - Practicum in Community Fitness Programs (9 Credits)
Supervised experience in the administration of community-based fitness programs. Concurrent seminar with the supervising instructor.
Prerequisites: EXSC 223, EXSC 224, EXSC 341A, EXSC 330, EXSC 330L, EXSC 531.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

EXSC 482 - Internship in Life-Span Motor Development (9 Credits)
Supervised practical experience in clinical and/or field setting; individualized program and activity planning, and evaluation of neuromuscular abilities.
Prerequisites: EXSC 223, EXSC 224, EXSC 303, EXSC 342A, EXSC 342B.

EXSC 483 - Internship in Scientific Foundations (3 Credits)
Supervised experience in a clinical, field, or research setting. Restricted to Exercise Science Majors; Junior and Senior Level Standing.
Prerequisites: EXSC 223, EXSC 224.

EXSC 499 - Independent Study (1-3 Credits)
Enrollment and topic to be approved in advance by advisor and instructor.
Prerequisites: EXSC 223, EXSC 224.

Graduation with Leadership Distinction: GLD: Research

EXSC 507 - Exercise, Sport, and Nutrition (3 Credits)
The relationship between exercise, sport performance, and nutrient metabolism.
Prerequisites: EXSC 223, EXSC 224, EXSC 330, EXSC 330L.

EXSC 531 - Clinical Exercise Physiology (3 Credits)
Scientific bases of clinical exercise programming. The fitness instructor's role in encouraging changes in exercise behavior.
Prerequisites: EXSC 223, EXSC 224, EXSC 330, EXSC 330L.
Corequisite: EXSC 531L.

EXSC 531L - Clinical Exercise Physiology Lab (0 Credits)
Prerequisite: EXSC 223, EXSC 224, EXSC 330, EXSC 330L.

EXSC 541 - Physiological Basis for Strength and Conditioning (3 Credits)
Investigation on the physiological basis for strength and conditioning. Principles of strength and conditioning through lecture based learning, demonstrations, and through laboratory activities.
Prerequisites: C or better in EXSC 330.

EXSC 555 - Current Topics in Exercise Science (1-3 Credits)
Content varies by title. Course may be repeated for a total of 6 credit hours.

EXSC 562 - Impairments of the Human Motor System (3 Credits)
Role of motor development in the growth and development of individuals exhibiting impaired motor control.
Prerequisites: biology, anatomy, physiology, or the equivalent.

EXSC 563 - Physical Activity and the Physical Dimensions of Aging (3 Credits)
The effects of age and physical activity on physical and motor functions of elderly individuals.
Prerequisites: EXSC 223, EXSC 224, EXSC 351, EXSC 330, EXSC 330L.

EXSC 585 - Women's Health and Physical Activity (3 Credits)
Sex differences in diseases, physiological function of sex hormones, hormonal changes in a woman's life, specific women's health issues, and role of physical activity and exercise in prevention and treatment of conditions and diseases specific to women or related to sex hormones. Restricted to 30 students, Special Permission by Instructor.

EXSC 608 - Apps, Wearables and Technology for Lifestyle Behavior Change and Weight Loss (3 Credits)
The course will increase students' understanding of the theoretical foundations, scientific evidence and practical application of technology-assisted lifestyle interventions, with an emphasis on behavioral weight control for adults.
Prerequisites: C or better in EXSC 410.

EXSC 620 - Nutrition and Immunology (3 Credits)
Examination of the interrelationships that link human nutrition to the immune system in health and disease. Topics will include basic immunology, overview of nutritional sources, deficiencies and excesses, and the impact on public health issues such as exercise, disease and aging.
Prerequisites: EXSC 330.

EXSC 626 - Cardiorespiratory Exercise Physiology (3 Credits)
Examination of the anatomy and function of the cardiovascular and respiratory systems of the exercising human organism, including acute adjustments and chronic adaptations to the systems.
Prerequisites: EXSC 330.

EXSC 666 - Cardiorespiratory Exercise Physiology (3 Credits)
Examination of the anatomy and function of the cardiovascular and respiratory systems of the exercising human organism, including acute adjustments and chronic adaptations to the systems.
Prerequisites: EXSC 330.

EXSC 669 - Skeletal Muscle Physiology: Form and Function (3 Credits)
Skeletal muscle physiology and exercise through select laboratory experiences and discussion of related research literature.
Prerequisites: C or better in both EXSC 330 and EXSC 330L.
EXSC 695 - Writing and Presenting in Research (3 Credits)
The research process in Exercise Science through participation, presentation, and discussion of current research.
Prerequisites: EXSC 224.

Exercise Science, B.S.

Learning Outcomes
- Students will describe the relationship among behavior, physical activity, functional capacity, and health and disease across the life span.
- Students will explain the connections between anatomical structures, physiological, and cellular mechanisms of exercise.
- Students will use scientific inquiry skills to understand research on exercise science and public health issues.
- Students will conduct disease risk factor screening, physical fitness assessments, and clinical exercise testing.
- Students will explain factors related to optimal motor skill function related to physical activity and exercise.
- Students will demonstrate proficient reasoning and critical thinking including the ability to analyze, synthesize, and evaluate information to make sound decisions and solve problems as they apply to exercise science and health.

Admission Requirements
Incoming freshmen who meet University of South Carolina admissions standards are eligible for admission to the degree programs offered by the Arnold School of Public Health. Transfer admission requires school approval as well as prerequisite conditions detailed with the specific programs.

Degree Requirements (120 hours)
See Arnold School of Public Health (p. 452) for progression requirements and other regulations.

Program of Study

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<td>1. Carolina Core</td>
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<td>2. College Requirements</td>
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1. Carolina Core Requirements (32-44 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)
must be passed with a grade of C or higher

- ENGL 101
- ENGL 102

ARP – Analytical Reasoning and Problem Solving (6-7 hours)
must be passed with a grade of C or higher

SCI – Scientific Literacy (8 hours)
must be passed with a grade of C or higher

- BIOL 101
- BIOL 101L
- BIOL 102
- BIOL 102L

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)
Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects. This ability can be demonstrated by achieving a score of two or better on a USC foreign language test. Those failing to do so must satisfactorily complete an equivalent study of foreign language at USC.

- CC-GFL courses (p. 742)

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)
- any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)
must be passed with a grade of C or higher

- PSYC 101

AIU – Aesthetic and Interpretive Understanding (3 hours)
- any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)
- any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy 1 (0-3 hours)
- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)
- any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. At least one of these requirements must be satisfied by a course not applied elsewhere in general education. (3-9 Hours)

2. College Requirements (12-15 hours)

must be passed with a grade of C or higher
Electives (0-15 hours)

Students in Exercise Science must complete a minimum of 120 credit hours. Depending on specific course choices, students must complete an appropriate number of elective courses.

4. Major Requirements (25 hours)

A minimum grade of C is required in all major courses.

Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Health Promotion, Education, and Behavior

Department Website (http://www.sph.sc.edu/hpeb/)

Edward A. Frongillo, Jr., Chair

Programs leading to degrees in health promotion, education, and behavior focus on understanding how policy, environmental, institutional, and individual actions can improve the public's health. This work, usually done in partnership with organizations and communities, uses principles and methods from the social and behavioral sciences to promote health in diverse settings across South Carolina, the US, and the globe. Health promotion, education, and behavior is an activist field with a deep commitment to improving the health and welfare of the most disadvantaged people in our world. The field recognizes the importance of learning not just what should and can be done to improve the public's health, but also how it can be done in a way that is cost-effective, embedded in community structures and culture, and at a large enough scale to have real impact. Programs in health promotion, education, and behavior prepare practice and research professionals through courses, practical experiences, and research projects that emphasize understanding of learning, motivation, behavior change, program planning and evaluation, community development, organizational behavior, applied communications, and socio-political processes at multiple levels of
societal organization. Students are prepared to engage in professional activities that will:

- influence individuals to adopt or maintain healthful practices through skill development, social support enhancement, and environmental and policy change
- foster teaching and communication skills in all those engaged in health promotion
- advocate changes in organizations and the environment which will facilitate healthful practices
- develop appropriate and effective programs aimed at promoting good health through change in behaviors at the intrapersonal, interpersonal, organizational, community, and public-policy levels
- enhance the health promoter's role as a model, advocate, and leader in public health
- evaluate health promotion programs to ensure they are meeting societal goals and program objectives
- develop and disseminate new knowledge through systematic research and evaluation
- inform people about health, wellness, illness, and disability, and ways in which they can protect and improve their health, including more efficient use of the health care delivery system.

The Department of Health Promotion, Education, and Behavior offers programs that lead to the degrees of Master of Public Health, dual degree Master of Social Work/Master of Public Health, Doctor of Philosophy, and Doctor of Public Health and to the Graduate Certificate in Health Communication. Although no undergraduate degree is offered by the department, undergraduate students may complete a minor in health promotion, education, and behavior (18 hours). The following courses are available for undergraduate credit with permission of the faculty.

**Programs**

- Health Promotion, Education, and Behavior Minor (p. 464)
- Nutrition and Food Systems Minor (p. 464)

**Courses**

HPEB 300 - Introduction to Health Promotion, Education, and Behavior (3 Credits)
The historical and philosophical basis, current problems, career opportunities, and literature in the health promotion, education, and behavior change professions.

HPEB 301 - Practicum in Health Promotion (1-6 Credits)
Practical experience in applying health promotion principles in the community or organization.
Prerequisites: HPEB 300.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

HPEB 321 - Personal and Community Health (3 Credits)
Psychosocial health, stress management, leading infectious and noninfectious diseases, nutrition, physical fitness, sexuality, consumer health and health care access, environmental health, aging, and death.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

HPEB 331 - Health Education for the Elementary School (3 Credits)
Methods and materials for elementary schools. Integration and correlation of materials with school subjects. Sample content developed for primary, intermediate, and upper grades.

HPEB 335 - First Aid and Emergency Preparedness (3 Credits)
Emphasis upon preparing school personnel to act responsibly in emergency situations. Includes the American National Red Cross standard and advanced first aid instruction.

HPEB 399 - Independent Study (1-3 Credits)
Enrollment and topic to be approved in advance by advisor and instructor. Open to sophomores and above.
Graduation with Leadership Distinction: GLD: Research

HPEB 434 - Health Education (3 Credits)
Methods of teaching health in school and community settings; techniques and strategies.
Prerequisites: HPEB 221, HPEB 223, and HPEB 224.

HPEB 468 - Safety and Safety Education (3 Credits)
Place of safety in modern life. Contributing factors to accidents, developing an awareness of the potential accident situation with special emphasis upon school setting, planning for and conduct of a safety education program.

HPEB 470 - Principles of Global Health (3 Credits)
Examination of major global health topics and approaches used by governmental, non-governmental, international institutions and donor agencies to improve health in low and middle income countries. Critical analysis and generation of intervention strategies to combat health issues in various country settings.
Graduation with Leadership Distinction: GLD: Global Learning

HPEB 471 - Social Determinants of Health (3 Credits)
The social, cultural, economic, and political factors that influence health and its distribution within and between populations. How society helps shape our health beliefs, behaviors, and status.

HPEB 488 - Food Systems (3 Credits)
Multiple dimensions of food systems along multiple dimensions of theory and practice. Restricted to Junior or Senior level standing.
Prerequisites: 12 hours of minor completed and ECON 101.

HPEB 489 - Food Systems Capstone Seminar (3 Credits)
Synthesis and application of content and competencies of the minor in nutrition and food systems in a practical setting with emphasis on student identified areas for professional growth. Restricted to Senior level standing.
Prerequisites: HPEB 488.

HPEB 492 - Special Topics in Health Promotion, Education, and Behavior (3 Credits)
A study of special topics in health promotion, education, and behavior. Individual topics to be announced in master schedule by title.

HPEB 501 - Human Sexuality Education (3 Credits)
Planning, implementation and evaluation of effective sexuality education programs. Includes strategies for educating about a variety of sexuality topics (e.g., reproductive biology, relationships, HIV/AIDS, sexual orientation, pregnancy, childbirth, and parenting).
HPEB 502 - Applied Aspects of Human Nutrition (3 Credits)
Application of nutrition principles including functions of food and nutrients in health and disease prevention throughout the life cycle. Applied topics include weight management, food safety, and other contemporary issues.

Graduation with Leadership Distinction: GLD: Community Service

HPEB 511 - Health Problems in a Changing Society (3 Credits)
Current and emerging health problems in society: causes, effects, and prevention.

Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy

HPEB 512 - Southern Discomfort: Public Health in the American South (3 Credits)
Investigation of the unique health and disease profile of the American South, including regional disparities that remain unresolved despite a public health revolution. Topics range from endemic diseases of the antebellum period to the current HIV/AIDS crisis, and ethics of research.

HPEB 513 - Race, Ethnicity, and Health: Examining Health Inequalities (3 Credits)
A comprehensive overview of race/ethnicity and health. Class discussions will focus on comparing health status and health outcomes of different racial/ethnic groups in the U.S. and discussing possible explanations for inequalities from a behavioral science perspective.

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

HPEB 521 - The Total School Health Program (3 Credits)
A course designed to acquaint the student with the various facets of the modern school health program. Includes school responsibilities for health and safety instruction, school health services, school environmental health problems, school and community relationships, resources for health, and evaluation of programs.

HPEB 540 - Drug Prevention (3 Credits)
Nature of drug actions, motivational factors that influence the use and abuse of drugs, and examination and evaluation of procedures to provide effective drug prevention efforts.

HPEB 542 - Tobacco Prevention and Control in Public Health (3 Credits)
Examines policies and practices for tobacco prevention and control in public health.

HPEB 547 - Consumer Health in Contemporary Society (3 Credits)
An analysis and appraisal of issues related to the production and distribution of products and services as these activities affect consumer health.

HPEB 550 - Behavioral Concepts and Processes for the Health Professional (3 Credits)
The development of interpersonal skills in dealing with health clients in various settings.

HPEB 551 - Medical Anthropology: Field Work (3 Credits)
Application of observation techniques, field notes, informant interviewing, and secondary data analysis to interpreting differential perceptions of health problem solving in the community and clinic.

HPEB 552 - Medical Anthropology (3 Credits)
Socio-cultural factors in health, illness, healing, and in medical systems. Cross-cultural and ethnographic evidence for public health research and program applications.

Cross-listed course: ANTH 552

Graduation with Leadership Distinction: GLD: Research

HPEB 553 - Community Health Problems (3 Credits)
Identification and analysis of major community health problems, their causes, the roles of individuals, community agencies, and government in affecting their solutions. Emphasis upon personal involvement and the responsibility for community health.

Graduation with Leadership Distinction: GLD: Community Service

HPEB 555 - Managing Stress (3 Credits)
Conceptualizing the nature of the stress; psychological, emotional, and spiritual aspects of stress; competency in the active management of stress and mobilizing support.

HPEB 560 - Cooking Up a Storm: Food, Globalization, Localization, and Health in the South (3 Credits)
The role of food in defining our relationships to our family, community, nation, and world. How food underlies much of the political, economic, and social struggles throughout the world.

HPEB 620 - Nutrition Through the Life Cycle (3 Credits)
Examination of nutritional concerns, requirements, and metabolism from pre-conception through the aging process; analysis of cultural, environmental, psychosocial, physical, and economic factors affecting nutritional status throughout the life cycle; and methods for assuring adequate nutrition through dietary selection, promotion of healthy eating throughout the life cycle and nutritional assessment for each state of the life cycle.

HPEB 621 - Maternal and Child Health (3 Credits)
Public health issues, social and behavioral science, policies, programs, and services related to maternal and child health in the United States and other countries.

Cross-listed course: WGST 621

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

HPEB 627 - Lesbian, Gay, Bisexual and Transgender (LGBT) Health (3 Credits)
Health status and concerns of lesbian, gay, bisexual, and transgender communities. Includes an examination of measurement issues and methodological considerations in research, as well as intervention efforts targeting LGBT populations.

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

HPEB 631 - Health Promotion for Elementary and Middle School Teachers (3 Credits)
A multimedia course emphasizing health education strategies for major S.C. health problems, risk factors, and concepts of positive health behavior.

HPEB 640 - Behavioral Economics in Public Health (3 Credits)
The ways behavioral economics can help achieve goals in public health and health care. How behavioral insights can be applied to reach promotion aims ranging from achieving weight loss to medication adherence to appointment attendance.

HPEB 653 - Nutrition Assessment and Counseling (3 Credits)
Assessment of nutritional outcomes and work with research participants/patients. Methods for collection of dietary data, anthropometry, and body composition, including the use of new technologies. Nutrition counseling and interviewing techniques useful in gathering nutrition information.

HPEB 654 - Maternal and Child Nutrition (3 Credits)
A survey of current concepts in clinical and public health nutrition which are unique to infants, children, and pregnant and lactating women.
HPEB 674 - Social Networks, Social Capital, and Health (3 Credits)
Examination of health sciences and sociological research on social networks, social capital, and health. Theoretical and methodological foundations for network analysis of social relationships and health, design of public health interventions, and use of online social networks to promote health. Key constructs include social support, social capital, and social diffusion.

HPEB 679 - Addressing Childhood Obesity through Community Approaches (2 Credits)
Approaches for prevention of childhood obesity, using perspectives from public health, social work, exercise science, pharmacy, medicine, and behavioral nutrition. Training to teach diet/physical activity lessons in elementary school settings.

Cross-listed course: SOWK 679

HPEB 680 - Laboratory Techniques in Physiological Measurement (3 Credits)
Practical laboratory skills and theoretical bases of measurements in human physiology; bioelectrical potentials, respiratory physiology, energy expenditure, body composition, temperature regulation, and biochemical assays.

HPEB 683 - Contemporary Topics in Sexual Health (3 Credits)
Comprehensive overview of contemporary topics in sexual health.

HPEB 684 - HIV/STI Prevention (3 Credits)
The role of effective behavioral interventions in preventing the spread of the human immunodeficiency virus (HIV) and other sexually transmitted infections (STI) among diverse populations.

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Research

HPEB 690 - Independent Study (1-6 Credits)
Topics to be assigned and approved by advisor and department head.

Health Promotion, Education, and Behavior Minor

The minor in Health Promotion, Education and Behavior (HPEB) requires a minimum of 18 credit hours. This minor provides a basic foundation for students desiring preparation in health promotion, health education, health behavior change, and disease prevention. The minor in HPEB may be used in combination with many majors to enhance student's career opportunities and as preparation for graduate study in a variety of health and health-related disciplines. The HPEB minor is compatible with various majors such as, but not limited to: exercise science, psychology, sociology, anthropology, political science and international studies, nursing, women's studies, physical education, and instruction and teacher education.

Minor Requirements

To enroll in the HPEB minor, students must have a minimum 2.75 GPA. A minimum of 18 credit hours is required from the following curriculum. Students must complete courses with a grade of 'C' or higher.

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<td>HPEB 300</td>
<td>Introduction to Health Promotion, Education, and Behavior</td>
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<td>HPEB 553</td>
<td>Community Health Problems</td>
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<tr>
<td>Electives</td>
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Select one course on the topic of "Special Populations" from the following: 3

- WGST 113 Women's Health
- SOCY 313 Sociology of Aging
- WGST 388 Cultures, Pregnancy, and Birth
- HPEB 512 Southern Discomfort: Public Health in the American South
- HPEB 513 Race, Ethnicity, and Health: Examining Health Inequalities
- HPEB 621 Maternal and Child Health
- HPEB 627 Lesbian, Gay, Bisexual and Transgender (LGBT) Health

Select one course on the topic of "Health and Health Behaviors" from the following: 3

- PSYC 300 Human Sexual Behavior
- PSYC 465 Health Psychology
- SOCY 360 Sociology of Medicine and Health
- HPEB 335 First Aid and Emergency Preparedness
- HPEB 501 Human Sexuality Education
- HPEB 502 Applied Aspects of Human Nutrition
- HPEB 521 The Total School Health Program
- HPEB 540 Drug Prevention
- HPEB 542 Tobacco Prevention and Control in Public Health
- HPEB 620 Nutrition Through the Life Cycle
- HPEB 654 Maternal and Child Nutrition
- HPEB 684 HIV/STI Prevention

Select one course on the topic of "General Concepts in Health Promotion" from the following: 3

- SOCY 310 Social Demography
- SOCY 315 Global Population Issues
- HPEB 301 Practicum in Health Promotion
- HPEB 321 Personal and Community Health
- HPEB 470 Principles of Global Health
- HPEB 488 Food Systems
- HPEB 511 Health Problems in a Changing Society
- HPEB 547 Consumer Health in Contemporary Society
- HPEB 550 Behavioral Concepts and Processes for the Health Professional
- HPEB 551 Medical Anthropology: Field Work
- HPEB 552 Medical Anthropology

Additional Course
Select an additional course from one of the three focus areas listed above: 3

- Special Populations
- Health and Health Behaviors
- General Concepts in Health Promotion

Total Credit Hours 18

Note: A maximum of 3 non-HPEB courses can be taken to fulfill the elective requirements.

Nutrition and Food Systems Minor

The minor in Nutrition and Food Systems requires a minimum of 18 credit hours. This minor will meet student interests in nutrition and food
systems by offering courses that focus on the production, processing, retail, consumption, and disposal of food. The Nutrition and Food Systems minor is compatible with various majors such as, but not limited to: exercise science, psychology, sociology, anthropogency, political science and international studies, nursing, women's studies, physical education, and instruction and teacher education. A minimum of 18 credit hours is required from the following curriculum. Students must complete courses with a grade of "C# or higher.

**Minor Requirements (18 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPEB 488</td>
<td>Food Systems</td>
<td>3</td>
</tr>
<tr>
<td>HPEB 489</td>
<td>Food Systems Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ECON 224</td>
<td>Introduction to Economics</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVR 101</td>
<td>Introduction to the Environment</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 323</td>
<td>Global Environmental Health</td>
<td></td>
</tr>
<tr>
<td>GEOG 210</td>
<td>Peoples, Places, and Environments</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 346</td>
<td>Climate and Society</td>
<td></td>
</tr>
<tr>
<td>GEOG 348</td>
<td>Biogeography</td>
<td></td>
</tr>
<tr>
<td>GEOG 371</td>
<td>Air Pollution Climatology</td>
<td></td>
</tr>
</tbody>
</table>

Another approved course on the topic of "Food & Environment"

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 212</td>
<td>Food and Culture</td>
<td>3</td>
</tr>
<tr>
<td>HPEB 502</td>
<td>Applied Aspects of Human Nutrition</td>
<td></td>
</tr>
<tr>
<td>HPEB 620</td>
<td>Nutrition Through the Life Cycle</td>
<td></td>
</tr>
<tr>
<td>HPEB 654</td>
<td>Maternal and Child Nutrition</td>
<td></td>
</tr>
</tbody>
</table>

Another approved course on the topic of "Nutrition"

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVR 331</td>
<td>Integrating Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 428</td>
<td>Sustainable Foodservice Systems</td>
<td></td>
</tr>
<tr>
<td>GEOG 313</td>
<td>Economic Geography</td>
<td></td>
</tr>
<tr>
<td>GEOG 321</td>
<td>Sustainable Cities</td>
<td></td>
</tr>
<tr>
<td>GEOG 343</td>
<td>Environment and Society</td>
<td></td>
</tr>
<tr>
<td>GEOG 347</td>
<td>Water as a Resource</td>
<td></td>
</tr>
</tbody>
</table>

Another approved course on the topic of "Sustainability"

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**Total Credit Hours**

18

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**Health Services Policy and Management**

The Department of Health Services Policy and Management promotes individual and community health through improvements in the organization and management of public health and health care delivery. The department offers the Master of Public Health (M.P.H.), the Master of Health Administration (M.H.A.), and three dual degrees: the Master of Science in Nursing/Master of Public Health (M.S.N./M.P.H.), the Master of Social Work/Master of Public Health (M.S.W./M.P.H.), and the Juris Doctor/Master of Health Administration (J.D./M.H.A.). Two doctoral programs are offered: the Doctor of Philosophy (Ph.D.) and the Doctor of Public Health (Dr.P.H.).

The Department of Health Services Policy and Management does not offer an undergraduate major at this time.

**Courses**

**HSPM 401 - Independent Study (3 Credits)**

Enrollment and topic to be approved in advance by advisor and instructor.

**Graduation with Leadership Distinction:** GLD: Research

**HSPM 412 - Health Economics (3 Credits)**

Designed to serve as an introduction to economic principles and applications used in the health sector. The role economics plays in various aspects of health care, demand-side and supply-side factors and issues, how various health care systems are impacted.

**HSPM 491 - Special Topics in Health Services Policy and Management (3 Credits)**

Emerging issues in Health Services Policy and Management. May be repeated for a total of 6 credit hours as content varies by title.

**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Leadership Experiences

**HSPM 500 - Introduction to Health Care Management and Organization (3 Credits)**

Provide students with overview of health services management, management techniques and the different roles and functions of the different health care services. Use of field trips and guest speakers from different health care providers.

**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Leadership Experiences

**HSPM 509 - Fundamentals of Rural Health (3 Credits)**

Overview of the delivery and financing of health care in the rural U.S., with emphasis on vulnerable rural populations and access to care.

**Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy

**HSPM 510 - Comparative Health Systems and Health System Efficiency, Effectiveness, Sustainability and Equity (3 Credits)**

Comparative health systems of the world including health system organization, management, financing, resource use and health outcomes.
Retention and Progression Standards
1. If the semester, yearly, or cumulative grade point average of a student is below 2.00, the student will be notified in writing.
2. A public health major must receive a grade of C or higher in any course in order for it to serve as a prerequisite.
3. A student in public health must earn a grade of C or higher in all required major course work and in required cognates.
4. A public health major may attempt any required major course work, cognates and any prerequisites a maximum of two times to fulfill the requirement. A grade of W will be included as an attempt.
5. A public health major may repeat a maximum of three public health required courses.

Attendance Requirements
Students enrolled in public health are subject to attendance regulations of the University described elsewhere in the bulletin. When a student enrolls in a particular course, the student is obligated for all the work which may be assigned. Punctual and regular attendance is vital to the discharge of this obligation. The student is responsible for all assigned work in a course, and absences, excused or not, do not absolve the student of this responsibility.

Minors
Students majoring in public health may pursue minors as offered by other units. In completing minors, students may apply advisor-approved courses to both the minor and the cognate or elective requirements.

Programs

Courses
PUBH 302 - Introduction to Public Health (3 Credits)
An introduction to the history, theory, and practice of public health. Emphasis will be on the population perspective and the ecological model including the population impacts of health care systems.

PUBH 399 - Independent Study in Public Health (1-3 Credits)
Contract approved by instructor, advisor, and dean of the Arnold School is required for undergraduate students. May be repeated for up to 6 credits.

PUBH 492 - Special Topics in Public Health (3 Credits)
Issues and emerging themes in public health. May be repeated for a total of 9 credit hours as content varies by title.

PUBH 498 - Public Health Capstone Seminar (3 Credits)
Synthesis and application of BS/BA public health program content and competencies in a practice setting with emphasis on student identified areas for professional growth.

Prerequisites: PUBH 302.

Graduation with Leadership Distinction: GLD: Community Service
Experiential Learning: Experiential Learning Opportunity

PUBH 499 - Foundations of Public Health Leadership (3 Credits)
An introduction to core principles in public health leadership. Areas included are ethics, public health issues, communication issues, leadership competencies, and leadership values.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

HSPM 513 - Issues in Health Care Information Management (3 Credits)
An introduction to data management in healthcare institutions for undergraduate students and non-HSPM major graduate students. Topics include the nature of medical data, legal protections surrounding such information, and basis strategies for managing information technology resources.

Prerequisites: HSPM 500.

HSPM 514 - Introduction to Health Services Delivery and Policy (3 Credits)
Overview of health services delivery in the United States, including organization and financing of health care, health insurance practices, primary and long-term care among other topics.

HSPM 530 - Finance in Health Administration (3 Credits)
Introduction to health care finance. Course will teach reimbursement structures, regulatory mechanisms, cost control, and related factors unique to healthcare organizations.

Prerequisites: BADM 225.

Public Health Programs (Division of Academic Affairs)

Department Website (http://www.sph.sc.edu/)

The Division of Academic Affairs administers several interdisciplinary programs in the Arnold School, including the B.A. and B.S in public health.

Programs of Study
The Arnold School of Public Health offers both the Bachelor of Arts (B.A.) degree and the Bachelor of Science (B.S.) degree with a major in public health. These degrees are designed to provide a broad liberal undergraduate education that includes a general understanding of public health, instills a strong sense of values, and provides the capacity to adapt acquired knowledge and abilities to address new challenges. These programs provide the student with two paths to a broad pre-professional education. In addition to general education and public health-related coursework, the B.A. curriculum will prepare undergraduate students through rigorous study of the social and behavioral sciences for entry into social science-based graduate programs and schools of law. Students in the B.S. major will receive the same general and public health core courses and, will take courses in the natural sciences leading potentially to graduate work in the public health laboratory sciences or study in the field of medicine.

Entrance Requirements
Incoming freshmen who meet University of South Carolina admissions standards are eligible for admission to the degree programs offered by the Arnold School of Public Health. Transfer admission requires school approval as well as prerequisite conditions.

Transfer Admission
1. Students from other USC campuses who have completed fewer than 30 semester hours must also meet Columbia campus freshman admission requirements.
2. Transfer students from regionally accredited institutions must present a minimum cumulative GPA of 2.75 on all college work taken. Students who have fewer than 30 semester hours of college work must also meet Columbia campus freshman admission requirements.
PUBH 678 - Transforming Health Care for the Future (1 Credit)
Foundation for beginning health professions students to gain an understanding of the complexities of the health care system through experiential activities conducted in interprofessional teams and the importance of interprofessional collaboration in order to improve the system.
Cross-listed course: SOWK 678

Public Health, B.A.

Learning Outcomes

- Students will illustrate the contributions of a range of disciplines and professions in improving the health of the public.
- The student will demonstrate the ability to utilize information from various contexts in the field of public health.
- Students will understand the role of the socio-behavioral sciences in the determinants and prevention of public health problems; understand and discuss the importance and influence of social and cultural factors and their effects on public health; and explain how public health can utilize social and behavioral interventions to improve the health of populations.
- Student will understand the role of the physical and natural sciences in the determinants of and relationship to problems in the health of the public.
- The student will discuss individual and social accountability including civic responsibility and ethical reasoning as they apply to the health of populations.
- The student will use suitable technologies, scientific inquiry skills and communication strategies to conduct ethical research on public health issues.
- The student will demonstrate proficient reasoning and critical thinking including the ability to analyze, synthesize and evaluate information to make sound decisions and solve problems as they apply to public health.

Admission Requirements

Incoming freshmen who meet University of South Carolina admissions standards are eligible for admission to the degree programs offered by the Arnold School of Public Health. Transfer admission requires school approval as well as prerequisite conditions detailed with the specific programs.

Degree Requirements (120 hours)

See Arnold School of Public Health (p. 452) for progression requirements and other regulations.

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>31-43</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>12-15</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>38-53</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>24</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (31-43 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)
must be passed with a grade of C or higher
  - ENGL 101
  - ENGL 102

ARP – Analytical Reasoning and Problem Solving (6 hours)
must be passed with a grade of C or higher
  - STAT 110
  - STAT 201 or STAT 205

SCI – Scientific Literacy (7 hours)
  - Two approved Carolina Core Scientific Literacy courses (p. 742) from the natural sciences, including one laboratory science

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)
Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects. This ability can be demonstrated by achieving a score of two or better on a USC foreign language test. Those failing to do so must satisfactorily complete equivalent study of foreign language at USC.
  - CC-GFL courses (p. 742)

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)
  - any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)
must be passed with a grade of C or higher
  - PSYC 101

AIU – Aesthetic and Interpretive Understanding (3 hours)
  - any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component¹ (0-3 hours)
  - any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy¹ (0-3 hours)
  - any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility¹ (0-3 hours)
  - any overlay or stand-alone CC-VSR course (p. 742)
Carolina Core Stand Alone or Overlay Eligible

Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (12-15 hours)

Must be passed with a grade of C or higher

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPID 410</td>
<td>Principles of Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>EXSC 191</td>
<td>Physical Activity and Health</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 302</td>
<td>Introduction to Public Health</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 101</td>
<td>Introductory Sociology</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 101</td>
<td>The Student in the University (transfer students are not required to take this course)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 15

3. Program Requirements (38-53 hours)

Supporting Courses (6 hours)

Must be passed with a grade of C or higher

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 102</td>
<td>Understanding Other Cultures</td>
<td>3</td>
</tr>
<tr>
<td>ECON 224</td>
<td>Introduction to Economics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 6

Cognates (24 hours)

Must be passed with a grade of C or higher

Each student must complete two cognates of 12 credit hours each. The cognates are intended to support the course work in the major. Depending on student interests, cognate courses may be selected from one or several units. A cognate differs from a minor in that the courses must be 300 level or above and may be distributed over more than one subject area. Courses applied toward minimum Carolina Core requirements cannot be counted toward either cognate. All cognate courses must be approved by the student’s academic advisor.

Courses offered by departments and programs that are acceptable for cognate credit are outlined here (https://academicbulletins.sc.edu/undergraduate/public-health/courses-acceptable-cognate/).

Minor (18 hours) optional

Students majoring in Public Health may pursue minors offered by other units. In completing a minor, students may apply advisor-approved courses to both the minor and cognate, or elective requirements.

Electives (8-23 hours)

Students in Public Health must complete a minimum of 120 credit hours. Depending on specific course choices, students must complete an appropriate number of elective courses.

4. Major Requirements (24 hours)

Major Courses (24 hours)

A minimum grade of C is required in all major courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENHS 321</td>
<td>Environmental Pollution and Health</td>
<td>3</td>
</tr>
<tr>
<td>HPEB 300</td>
<td>Introduction to Health Promotion, Education, and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>HPEB 470</td>
<td>Principles of Global Health</td>
<td>3</td>
</tr>
<tr>
<td>HPEB 553</td>
<td>Community Health Problems</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 412</td>
<td>Health Economics</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 500</td>
<td>Introduction to Health Care Management and Organization</td>
<td>3</td>
</tr>
<tr>
<td>COMD 500</td>
<td>Introduction to Speech-Language Pathology and Audiology</td>
<td>3</td>
</tr>
<tr>
<td>or EXSC 410</td>
<td>Psychology of Physical Activity</td>
<td></td>
</tr>
<tr>
<td>PUBH 498</td>
<td>Public Health Capstone Seminar (Carolina Core Integrative Course, Public Health, BA, BS)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 24

Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Public Health, B.A.

Public Health, B.S.

Learning Outcomes

- Students will illustrate the contributions of a range of disciplines and professions in improving the health of the public.
- The student will demonstrate the ability to utilize information from various contexts in the field of public health.
- Students will understand the role of the socio-behavioral sciences in the determinants and prevention of public health problems; understand and discuss the importance and influence of social and cultural factors and their effects on public health; and explain how public health can utilize social and behavioral interventions to improve the health of populations.
- Student will understand the role of the physical and natural sciences in the determinants of and relationship to problems in the health of the public.
- The student will discuss individual and social accountability including civic responsibility and ethical reasoning as they apply to the health of populations.
- The student will use suitable technologies, scientific inquiry skills and communication strategies to conduct ethical research on public health issues.
- The student will demonstrate proficient reasoning and critical thinking including the ability to analyze, synthesize and evaluate
information to make sound decisions and solve problems as they apply to public health.

Admission Requirements
Incoming freshmen who meet University of South Carolina admissions standards are eligible for admission to the degree programs offered by the Arnold School of Public Health. Transfer admission requires school approval as well as prerequisite conditions detailed with the specific programs.

Degree Requirements (120 hours)
See Arnold School of Public Health (p. 452) for progression requirements and other regulations.

Program of Study

<table>
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<th>Requirements</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>32-44</td>
</tr>
<tr>
<td>2. College Requirements</td>
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</tr>
<tr>
<td>3. Program Requirements</td>
<td>32-44</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>32</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (32-44 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

Must be passed with a grade of C or higher

- ENGL 101
- ENGL 102

ARP – Analytical Reasoning and Problem Solving (6-7 hours)

Must be passed with a grade of C or higher

- MATH 122 or MATH 141
- STAT 201 or STAT 205

SCI – Scientific Literacy (8 hours)

Must be passed with a grade of C or higher

- BIOL 101
- BIOL 101L
- BIOL 102
- BIOL 102L

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects. This ability can be demonstrated by achieving a score of two or better on a USC foreign language test. Those failing to do so must satisfactorily complete equivalent study of foreign language at USC.

- CC-GFL courses (p. 742)

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

- any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

Must be passed with a grade of C or higher

- PSYC 101

AIU – Aesthetic and Interpretive Understanding (3 hours)

- any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)

- any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy 1 (0-3 hours)

- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)

- any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. At least one of these requirements must be satisfied by a course not applied elsewhere in general education. (3-9 Hours)

2. College Requirements (12-15 hours)

Must be passed with a grade of C or higher

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>UNIV 101</td>
<td>The Student in the University</td>
<td>3</td>
</tr>
<tr>
<td>(transfer students are not required to take this course)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 15

3. Program Requirements (32-44 hours)

Supporting Courses (20-21 hours)

Must be passed with a grade of C or higher

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 111</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 111L</td>
<td>General Chemistry I Lab</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 201</td>
<td>General Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 201L</td>
<td>General Physics Laboratory I</td>
<td>1</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 112</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 112L</td>
<td>and General Chemistry II Lab</td>
<td></td>
</tr>
</tbody>
</table>
A minimum grade of C is required in all major courses.

4. Major Requirements (32 hours)

A minimum grade of C is required in all major courses.

Program Electives (8-9 hours): Each student must complete 8-9 credit hours of related courses (300 level or above) to support coursework in the major. All major specific electives must be approved by the student’s academic advisor. A minimum grade of C in these courses is required.

Courses offered by departments and programs that are acceptable for program elective credit are outlined here (https://academicbulletins.sc.edu/undergraduate/public-health/courses-acceptable/cognate/).

Natural Science Cognate (12 hours)

Must be passed with a grade of C or higher

Each student must complete a cognate of 12 credit hours of natural and physical sciences. The cognate is intended to support the course work in the major. Depending on student interests, cognate courses may be selected from one or several units. A cognate differs from a minor in that the courses must be 300 level or above and may be distributed over more than one subject area. Courses applied toward minimum Carolina Core requirements cannot be counted toward the cognate. All cognate courses must be approved by the student’s academic advisor.

Minor (18 hours) optional

Students majoring in Public Health may pursue minors offered by other units. In completing a minor, students may apply advisor-approved courses to both the minor and cognate, or elective requirements.

Electives (0-12 hours)

Students in Public Health must complete a minimum of 120 credit hours. Depending on specific course choices, students must complete an appropriate number of elective courses.

Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Public Health, B.S.

College of Information and Communications

4. Major Requirements (32 hours)

A minimum grade of C is required in all major courses.

Course	Title	Credits
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ENHS 321	Environmental Pollution and Health	3
EXSC 223	Anatomy and Physiology I	3
EXSC 223L	Anatomy and Physiology I Laboratory	1
EXSC 224	Anatomy and Physiology II	3
EXSC 224L	Anatomy and Physiology II Lab	1
HPEB 300	Introduction to Health Promotion, Education, and Behavior	3
HPEB 470	Principles of Global Health	3
HPEB 553	Community Health Problems	3
HSPM 412	Health Economics	3
HSPM 500	Introduction to Health Care Management and Organization	3
COMD 500	Introduction to Speech-Language Pathology and Audiology	3
or EXSC 410	Psychology of Physical Activity
PUBH 498	Public Health Capstone Seminar (Carolina Core Integrative Course, Public Health, BA, BS)	3

Total Credit Hours: 32
School of Journalism and Mass Communications

Department Website (https://sc.edu/study/colleges_schools/cic/journalism_and_mass_communications/#XJFSyShKh4Q)

Tom Reichert, Ph.D., Dean
Andrea Hickerson, Ph.D., Associate Dean and Director, School of Journalism and Mass Communications
Jeffrey Williams, M.F.A., Advertising Sequence Head
Michelle LaRoche, M.A., Journalism Sequence Head
Kenneth Campbell, Ph.D., Mass Communications Sequence Head
Kelly Davis, M.M.C., APR, Public Relations Sequence Head
Tara Mortensen, Ph.D., Visual Communications Sequence Head
Mary Anne Fitzpatrick, Ph.D., Director of Graduate Studies

The School of Journalism and Mass Communications bridges practice and research, preparing the next generation of mass communication practitioners and scholars to communicate clearly, concisely, creatively and with integrity - ultimately advancing the communications profession in a democratic society.

As a professional school grounded strongly in the liberal arts, the School of Journalism and Mass Communications emphasizes the value of a broad educational foundation as well as proficiency in mass communication skills. The school is accredited by the Accrediting Council on Education in Journalism and Mass Communications and offers instructional programs at the undergraduate and graduate levels.

Both the undergraduate and graduate programs provide a myriad of experiences for students, no matter which area of journalism and mass communication education interests them. The school's curricula, at the undergraduate and graduate levels, are carefully tailored to prepare students for an increasingly multinational and multicultural multimedia work environment.

Progression Requirements

Each student within the school is expected to make orderly progress toward a baccalaureate degree. To facilitate this, the school's undergraduate program is divided into upper and lower divisions.

1. Lower-division students are those who have earned fewer than 60 semester hours toward the degree or who do not meet admission requirements to the upper division. Lower-division students may not enroll in upper-division journalism courses, which include all 500-level courses.

2. Admission to the upper division is based upon a minimum 2.50 cumulative USC GPA; completion of JOUR 101 and JOUR 291 with grades of C or higher; completion of 60 or more semester hours toward the degree; completion of language requirement; selection of a particular program of study within the college; and selection and approval of a minor.

3. Entrance into 300+ level upper-division skills courses in broadcast journalism and journalism is competitive and is not guaranteed. Students can declare a major at any time. However, they must formally apply for admission into broadcast journalism and journalism upper-division skills courses. Typically, students are encouraged to apply the semester they are enrolled in JOUR 291. Applications are due October 1 (for fall admission) and March 1 (for spring admission).

Applications will NOT be accepted after established deadlines. Admission is based on strength of the student's letter of interest and USC GPA. Students may also be asked to interview with a selection committee (members of which are selected by the journalism sequence chair). Students who do not meet established requirements may reapply the following semester. Students accepted into 300+ level upper-division skills courses in broadcast journalism and journalism are assigned a specific semester in which they will begin this course work. Students are expected to proceed through these courses in consecutive semesters, beginning with JOUR 361.

4. All students must maintain a minimum 2.50 GPA in USC courses in order to maintain good standing in the school. Grades will be reviewed at the end of each semester. Students who have less than a 2.50 GPA in USC work are not in good standing and will be placed on probation within the school. Students will be permitted to remain in the school while on probation for only one semester; after which the student will be administratively removed from the school if their cumulative USC GPA is less than a 2.50. With the exception of upper-division courses, students may continue to take course work toward their degree if seats are available.

5. All majors within the school will be expected to pass all journalism and mass communications courses used toward the degree with a minimum grade of C.

6. No journalism and mass communications course may be repeated more than once by any student unless formally approved by the school petition committee.

Second Degree

Students from other USC colleges who expect to obtain a second baccalaureate degree from the School of Journalism and Mass Communications must meet regular admission and progression requirements of the school, must be assigned a journalism advisor, and must formally apply to and be accepted by the school not later than the next-to-the-last semester in which the student expects to receive the journalism degree.

Classes

In all journalism and mass communications classes, enrollment priority will be given to journalism and mass communications majors who are in good academic standing in the school.

Suspension

All students within the school are subject to the University suspension rules as stated in the bulletin. Students whose UofSC GPA is less than 2.50 at the time of their suspension, may petition to be readmitted on a probationary status with conditions of probation determined by the director of the school.

Graduation

All students admitted to the School of Journalism and Mass Communications as of August 19, 2004, and thereafter, must have a minimum 2.50 GPA on all UofSC and cumulative work attempted, in addition to meeting all academic degree requirements, in order to obtain a degree from the college.

Programs and Courses

The School of Journalism and Mass Communications offers six programs of study.
All programs of study are accredited by the Accrediting Council on Education for Journalism and Mass Communications. The degree offered by the school is the Bachelor of Arts in Journalism and Mass Communications.

Programs
- Advertising and Public Relations Minor (p. 477)
- Advertising, B.A.J.M.C. (p. 477)
- Broadcast Journalism, B.A.J.M.C. (p. 480)
- Journalism, B.A.J.M.C. (p. 482)
- Mass Communications Minor (p. 485)
- Mass Communications, B.A.J.M.C. (p. 485)
- Public Relations, B.A.J.M.C. (p. 488)
- Sports Media Minor (p. 491)
- Visual Communications, B.A.J.M.C. (p. 491)

Courses
JOUR 101 - Media and Society (3 Credits)
Principles, history, philosophies, theories of the mass media and allied professions and their societal role and impact.

JOUR 201 - Principles of Public Relations (3 Credits)
Methods used by business, government, consumer groups, minorities, environmentalists, and others to influence public attitudes toward their activities.

JOUR 202 - Principles of Advertising and Brand Communications (3 Credits)
An introduction to the advertising and strategic communications industries. Discussion of the structure and history of the business, social impacts and regulation, research, planning, creative, media planning, sales promotion, event promotion and the integrated nature of all promotional communication.

JOUR 203 - Principles of Visual Communications (3 Credits)
Theory and history of visual communication in the mass media emphasizing informational and persuasive messages created by graphic, photographic, and multimedia processes.

JOUR 204 - Principles of Journalism (3 Credits)
Principles and foundations of journalism to reflect both how journalism serves communities and how its techniques are developed to effectively communicate to audiences.

JOUR 205 - History and Philosophy of the Mass Media (3 Credits)
Development of the mass media in the United States from colonial times to the present. The effects of American social, cultural, political, and economic theory on the media.

JOUR 215 - Special Topics in Mass Communications (3 Credits)
Readings, critical review, discussion and analysis addressing significant issues in mass communications. Topics may change from term to term. May be repeated for credit with different course topics.

JOUR 220 - Account Planning: Mining Insights (3 Credits)
Topics include data mining from secondary sources, and use of primary research tools such as surveys, focus groups, ethnography and projective techniques.
Prerequisites: JOUR 101 and STAT 201 or equivalent.

Graduation with Leadership Distinction: GLD: Research

JOUR 244 - Special Topics in Sports Media (3 Credits)
Topics addressing issues in the world of the sports media. Topics may change from term to term. May be repeated for credit with different topics.

JOUR 245 - Live Television Sports Production (3 Credits)
This course is designed to introduce students to all aspects of live television production of various venue sporting events. Through readings, lectures and hands-on experience, students will learn how major broadcast networks produce live sports events.

JOUR 261 - Journalism Trends (3 Credits)
Study and analysis of current and emerging issues in journalism philosophy and practice and how audiences perceive it. Emphases may change as practices evolve and issues emerge.

JOUR 291 - Writing for Mass Communications (3 Credits)
Basic writing skills for all areas of the mass media. Lecture-laboratory.
Prerequisites: C or better in ENGL 101 and ENGL 102.

JOUR 303 - Law and Ethics of Mass Communications (3 Credits)
Examination of First Amendment free speech and press guarantees and limitations, including commercial speech regulation, libel, privacy, copyright, trademark and open records and meetings, and related ethical principles for mass communications professionals.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

JOUR 304 - Internet and Social Media Law (3 Credits)
Examination of the origins and history of First Amendment and related law and ethics, with an emphasis on how they apply to the Internet and social media.

JOUR 306 - Theories of Mass Communications (3 Credits)
Survey of predominate theories in mass communications including mass media uses, functions, and effects.
Prerequisites: JOUR 201.

JOUR 308 - Media and Youth (3 Credits)
An introduction to media uses and effects research, considering cognitive, affective, and social development as a framework for analyzing media effects on youth.

JOUR 311 - Minorities, Women, and the Mass Media (3 Credits)
The study of the relationship among persons of color, women, and the mass media in the United States.
Cross-listed course: WGST 311
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

JOUR 316 - Toolkit for Brand Communications (3 Credits)
The theories, principles and conventions of powerful brand communications, both visual and verbal.
Prerequisites: JOUR 202 and JOUR 291.
Corequisite: JOUR 316L.

JOUR 316L - Toolkit for Brand Communications Lab (1 Credit)
Project execution related to visual and verbal concepts of brand communications.
Prerequisites: JOUR 202 and JOUR 291.
Corequisite: JOUR 316.
JOUR 329 - A Focused Look at Brand Communications (1 Credit)
Topics in advertising and strategic communications. Individual topics and
Prerequisites: to be announced with title.

JOUR 330 - Advertising and Brand Communications Speakers Series (1 Credit)
Advertising and brand communications industry experts share insights about industry trends, innovative campaigns and careers.
Prerequisites: JOUR 101.

JOUR 331 - Social Media Marketing Strategy (3 Credits)
Instruction on how to align social media with business objectives and overall communication strategies; and exploration of how organizations have incorporated social media into various departmental functions.
Prerequisites: C or better in all of the following JOUR 291, JOUR 201 or JOUR 202.

JOUR 332 - Mass Communications Research (3 Credits)
Fundamentals of mass communications research methods and applications. Survey, observational and experimental research; primary research data-gathering techniques; secondary research sources; data analysis; message, market, competitive and audience research measures.
Prerequisites: JOUR 201 and a course in basic statistics.

JOUR 333 - Public Relations for Nonprofit Organizations (3 Credits)
Theory and practice of developing public relations strategies and messaging for nonprofit organizations with a focus on audience research, donor relations, membership recruitment and fund raising.
Prerequisites: JOUR 291.

Graduation with Leadership Distinction: GLD: Community Service

JOUR 340 - Special Topics in Public Relations (3 Credits)
Special topics course addressing current issues, problems, and/or trends in public relations. Topics may change from term to term. May be repeated for credit with different course topics.

JOUR 343 - Social Media for Sports Media (3 Credits)
Effective social media use in the world of the sports media. Topics relating to advertising, journalism, public relations, visual communications, and mass communications will be discussed. Provides contextual background on various social media and uses exercises to develop best practices.

JOUR 345 - Gender, Sexuality, and Sports Media (3 Credits)
How the sports media culture helps create and maintain, as well as challenge, inequalities based on gender and sexual identity. Students will learn how gender and sexuality are constructed through sports media and how they intersect with race, class, able-bodiedness and nationality.

JOUR 346 - Graphics for Visual Communications (3 Credits)
The personal computer and software related to the design and production of graphic and photographic images for print and onscreen media.
Prerequisites: JOUR 203.

JOUR 347 - Photography for Visual Communications (3 Credits)
Introductory photography that includes digital SLR camera use, multiple lenses, lighting, editing and distribution for web and display. Emphasis is on storytelling images for publication in editorial and persuasive media.
Prerequisites: C or better in JOUR 203.

JOUR 348 - Creative Thinking and Problem Solving (3 Credits)
This course introduces the fundamental principles of creative behavior. Theoretical and practical methods of problem-solving as well as discovery, evaluation, and implementation of new ideas.

JOUR 361 - Introductory Reporting and Writing (2 Credits)
Basics of news reporting: Story generation, critical thinking, story development, writing, shooting and editing broadcast stories, writing Web stories, using visual components of still pictures, graphics and video.
Prerequisites: JOUR 291.

JOUR 361L - Introductory Reporting and Writing Lab (1 Credit)
Basics of news reporting: Story generation, critical thinking, story development, writing, shooting and editing broadcast stories, writing Web stories, using visual components of still pictures, graphics and video.
Prerequisites: JOUR 291.

Corequisite: JOUR 361.

JOUR 362 - Editing (3 Credits)
Skills and techniques required in preparing stories for publication. Laboratory work includes editing various kinds of copy and writing headlines.
Prerequisites: JOUR 291.

JOUR 363 - A Focused Look at Public Relations (3 Credits)
This course is designed to teach you the fundamentals of public relations and strategic communications as they apply to the business environment. Students will get an overview of the digital-first mindset that informs and enriches their professional preparation.
Prerequisites: C or better in JOUR 204 and JOUR 291.

JOUR 364 - Business Basics for Communications (3 Credits)
Students will gain a fundamental understanding of business and how write about it. Students will learn how various aspects of business, finance and the economy relate to individuals, communities, companies, governments and world events and how to communicate that impact.

JOUR 371 - Social Media and Mobile Journalism (3 Credits)
This course provides an introduction on how to use online social platforms and mobile tools following journalistic editorial guidelines. Students will get an overview of the digital-first mindset that informs and enriches their professional preparation.
Prerequisites: C or better in JOUR 204 and JOUR 291.

JOUR 372 - Business Basics for Communications (3 Credits)
Students will gain a fundamental understanding of business and how write about it. Students will learn how various aspects of business, finance and the economy relate to individuals, communities, companies, governments and world events and how to communicate that impact.

JOUR 376 - Special Topics in Business Communications (1 Credit)
These classes focus on specific areas of business communications to either deepen students’ understanding of the subject or improve their ability with a particular skill (reporting, writing, editing, videography, social media, etc.). These topics may change from term to term.
Prerequisites: C or better in JOUR 382.

JOUR 379 - Sports Media and Society (3 Credits)
History of sports media and an analysis of current relationships between the sports industry, athletes, media, social media and the audience.

JOUR 382 - Business Basics for Communications (3 Credits)
Students will gain a fundamental understanding of business and how write about it. Students will learn how various aspects of business, finance and the economy relate to individuals, communities, companies, governments and world events and how to communicate that impact.

JOUR 384 - Professional Perspectives in Business Communications (1 Credit)
These classes focus on specific areas of business communications to either deepen students’ understanding of the subject or improve their ability with a particular skill (reporting, writing, editing, videography, social media, etc.). These topics may change from term to term.
Prerequisites: C or better in JOUR 382.

JOUR 389 - Digital Signage (3 Credits)
This class is introduces you to what is rapidly becoming the "fifth screen" digital signage, its place in modern communications, some of the issues surrounding it and how to create and evaluate content for it. Students will evaluate the SJMC digital sign system and may create content for it.
Prerequisites: JOUR 291.

JOUR 390 - Diversity Topics in Mass Media (3 Credits)
Topics addressing the intersection of race, gender, sexual orientation, or other forms of diversity or marginality and mass media. Topics may change from term to term. May be repeated for credit with different topics.
JOUR 399 - Special Topics (3 Credits)
Topics in journalism and mass communications. Individual topics and Some topics may have prerequisites; check with student services or the syllabus for the section you are interested in.
Prerequisites: to be announced.; check with student services or the syllabus for the section you are interested in.

JOUR 400 - Digital Media and Big Data Analysis (3 Credits)
Understanding digital media concepts including AI, blockchain, net neutrality, big data, privacy, and network analysis.

JOUR 416 - Creative: Strategy to Execution (3 Credits)
Principles and practices of developing creative and effective brand communications and to acquire proficiency in execution of brand communications.
Prerequisites: JOUR 220 and JOUR 316.

JOUR 419 - Special Topics in Advertising (3 Credits)
Topics addressing contemporary issues in advertising and brand communications. Topics may change from term to term. May be repeated for credit with different topics.

JOUR 421 - Media Analysis (3 Credits)
Research and development of a media plan using integrated communications approach and simulation models.
Prerequisites: JOUR 202.

Graduation with Leadership Distinction: GLD: Research

JOUR 428 - Super Bowl Commercials (3 Credits)
An exploration of how Super Bowl commercials reflect and influence our society. Topics include the way different groups are portrayed, the strategy behind the commercials, and how creative tactics have evolved.

JOUR 436 - Public Relations Writing (3 Credits)
Special areas of writing for public relations.
Prerequisites: JOUR 201 and JOUR 291.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

JOUR 437 - Advanced Public Relations Writing (3 Credits)
An applied writing skills laboratory that will review and create advanced types of public relations writing and study applicable theory, models and research methods.
Prerequisites: JOUR 101, JOUR 201, JOUR 291 and JOUR 436.

JOUR 438 - Media Relations (3 Credits)
Planning and writing skills to effectively execute media relations, including how to research reporters and outlets, build a media relations plan, create messaging platforms, identify and prepare spokespeople, manage crisis communications and employ social media.
Prerequisites: JOUR 436.

JOUR 440 - Leadership and Internal Relations Management (3 Credits)
Leadership and communication inside an organization as a component of public relations management; strategy, change management, ethics, employees from executive to labor, and organizational theory applied to engage internal stakeholders.
Prerequisites: C or better in JOUR 201.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

JOUR 443 - Sports Announcing (3 Credits)
This course is designed to introduce students to various aspects of live sports broadcasting. Students will learn skills and techniques that will prepare them to perform live on-air duties including game play-by-play and color analyst.
Prerequisites: C or better in JOUR 291.

JOUR 446 - Informational Graphics (3 Credits)
Visual presentation of quantitative and spatial information. Examines the planning, design, and preparation of statistical graphs, charts, timelines, diagrams, and maps.
Prerequisites: JOUR 203, JOUR 346 and STAT 110.

JOUR 447 - Photovisual Communications II: Advanced Photography (3 Credits)
Developing professional, portfolio-quality photographic images for use in the mass media.
Prerequisites: JOUR 347.

JOUR 448 - Multimedia for Visual Communications (3 Credits)
Team-based multimedia storytelling with an emphasis on studio and location lighting to produce professional-level photography projects and short videos for use in a variety of applications, including editorial assignments and persuasive communications.
Prerequisites: C or better in JOUR 347 and JOUR 447.

JOUR 449 - Design of Online Content (3 Credits)
Introduction to the skills and processes involved in the design and display of online content such as interactive graphics, animation, and video. Considerations for designing and delivering content on a variety of platforms from personal computers to mobile devices.
Prerequisites: JOUR 346.

JOUR 450 - Studio and Location Lighting for Still Photography (3 Credits)
Still photography lighting techniques for mass media applications. Emphasis on studio and on-location lighting of portraits, fashion, illustrations, food and product photography.
Prerequisites: JOUR 347.

JOUR 451 - Freelancing for Creative Professionals (3 Credits)
The theory and practice of entrepreneurship as they apply to creative professionals interested in starting their own freelance business.

JOUR 452 - Photojournalism (3 Credits)
Immersive course in long-form photojournalism storytelling. Students will spend the semester documenting a topic, with emphasis on gathering images with high technical level and compelling content. Class will edit content and create a presentation for the public compelling content.
Prerequisites: C or better in JOUR 347.

JOUR 455 - Special Topics in Visual Communications (3 Credits)
Introduction to issues surrounding the history, theory, skills and techniques of developing and niche visual communications technologies, topics, skills and concepts. Topics may change from term to term. May be repeated for credit with different topics.

JOUR 461 - Sports Journalism (3 Credits)
This course introduces students to the core principles, values, and best practices that guide the work of professional sports journalists. Students will develop skills that are necessary to function as sports journalists in today’s media environment.
Prerequisites: C or better in JOUR 361.
JOUR 471 - Intermediate Reporting and Production (3 Credits)
Continuing development of students' ability to identify, gather, write, edit and present news, responsibly and ethically, across a range of formats, alone and in teams.
Prerequisites: JOUR 204, JOUR 303, JOUR 361.
Graduation with Leadership Distinction: GLD: Research

JOUR 472 - Power Producing (3 Credits)
Examines the art and skill of television news producing, providing students the opportunity to learn about the production process in a real-world, hands-on environment.
Prerequisites: C or better in JOUR 361, JOUR 346, or JOUR 347.

JOUR 475 - Special Topics in Nonfiction Storytelling with Emerging Technologies (3 Credits)
Students produce in-depth journalism projects using a range of storytelling tools and technologies, such as: websites, interactive graphics/maps, HD- and 360-video, drones, AR/VR technology, and podcasting. May be repeated for credit with different topics.
Prerequisites: C or better in JOUR 361 or JOUR 447.

Graduation with Leadership Distinction: GLD: Research

JOUR 480 - Media Management (3 Credits)
This course provides an introduction to and overview of issues and practices in media management. You will steep yourself in and become conversant about economic, industrial and societal forces that influence modern media content curation, production and distribution.

JOUR 482 - Business Reporting and Writing (3 Credits)
This course is designed to build on your basic knowledge of various aspects of business and give you the tools and skills you need to synthesize sometimes complex information and communicate it clearly and accurately to an audience.
Prerequisites: C or better in JOUR 382.

JOUR 483 - Reporting and Writing About the Economy (3 Credits)
This course is designed to build on your basic knowledge of various aspects of the economy and give you the tools and skills you need to synthesize sometimes complex information and communicate it clearly and accurately to an audience.

JOUR 491 - Communication and Information Transfer (3 Credits)
An overview of the communication models, major concepts, trends, and other related issues of information transfer with a focus on information seeking and use in digital age.
Prerequisites: JOUR 101 or SLIS 201.

Cross-listed course: SLIS 420

JOUR 499 - Special Topics (3 Credits)
Topics in journalism and mass communications. Individual topics will vary by title.
Prerequisites: to be announced in class schedule.

Graduation with Leadership Distinction: GLD: Research

JOUR 501 - Freedom, Responsibility, and Ethics of the Mass Media (3 Credits)
Historical development of freedom, responsibility, and ethics in the mass media, including communication theories, pressures, ownership.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

JOUR 504 - International Mass Communications (3 Credits)
A comparative study of world mass communications media, with particular attention to press systems, the sources and flow of international news, and the problems and implications of world communications.

JOUR 506 - Mass Media Criticism (3 Credits)
Development of critical thinking skills for analyzing mass media.
Prerequisites: JOUR 101.

JOUR 507 - Communicating Science, Health and the Environment (3 Credits)
Explores the role of journalism in shaping perceptions of scientific issues and task. Emphasis on methods of effectively communicating about science, health, and the environment.

JOUR 508 - Faith, Values, and the Mass Media (3 Credits)
Faith and values influence the media. An examination of the influence, why it happens, and of religious diversity and the increased public presence of religions, including Hinduism and Islam.
Prerequisites: JOUR 291 and junior or senior standing or consent of instructor

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

JOUR 515 - Mass Communications Capstone Portfolio (3 Credits)
Development of Mass Communications E-portfolio showcasing and reflecting on coursework and experiential learning, with a focus on leadership, as preparation for matriculation in higher education or careers in mass media.
Prerequisites: C or better in JOUR 501, JOUR 506, or JOUR 542.

JOUR 516 - Advanced Creative (3 Credits)
Development of writing styles for print and broadcast advertising.
Prerequisites: JOUR 416.

JOUR 517 - Integrated Campaigns (3 Credits)
The development of a complete, well coordinated integrated communications plan that incorporates research and analysis techniques, critical thinking, team work, creative and tactical skills.
Prerequisites: JOUR 416 and JOUR 421.

Graduation with Leadership Distinction: GLD: Research

JOUR 518 - Brand Communications Practicum/Competitions (3 Credits)
Application of advertising techniques and skills in preparation of full scale campaign.
Prerequisites: JOUR 332, JOUR 416, JOUR 421.

JOUR 521 - Interactive Communication Strategies (3 Credits)
The development of a complete, well-coordinated integrated communications plan that incorporates research and analysis techniques, critical thinking, team work, creative and tactical skills.
Prerequisites: JOUR 202 or MKTG 350.

JOUR 527 - Advertising Management (3 Credits)
The dynamics of leadership and management in the creative industries.
Prerequisites: JOUR 202.
JOUR 530 - Creative Leadership (3 Credits)
Theories of leadership as applied to creative industries. Students will engage and interact with community-based organizations to assess needs, plan communications strategies, lead student teams in developing those ideas, and present to clients. Junior standing or permission of instructor.

JOUR 531 - Public Relations Campaigns (3 Credits)
Development of public relations campaigns for business and social institutions. Case studies of public relations campaigns and programs.
Prerequisites: JOUR 201, JOUR 332, JOUR 436.

Graduation with Leadership Distinction: GLD: Community Service, GLD: Research

JOUR 532 - Public Relations Management (3 Credits)
Researching, programming, staff, budgeting, and planning public-relations programs by business, government, or consulting firms.
Prerequisites: JOUR 201, JOUR 436.

JOUR 534 - Publication Writing and Design (3 Credits)
Publication writing and design as well as internal or constituent communications, specifically focused on an internal audience. Production of InterCom, the College of Mass Communications and Information Studies’ alumni magazine.
Prerequisites: JOUR 291.

JOUR 536 - Crisis Communications (3 Credits)
Introduction to crisis communications and management from a strategic, theory-based approach using research from historical and current case studies.
Prerequisites: C or better in JOUR 436.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

JOUR 537 - The Carolina Agency (3 Credits)
Participation in a functioning communications agency working for actual clients in a student-directed environment. Opportunity to both lead and be a part of a team servicing the communication needs of various clients.
Prerequisites: JOUR 101; JOUR 201; JOUR 203 or JOUR 202; and JOUR 291.

Graduation with Leadership Distinction: GLD: Community Service, GLD: Professional and Civic Engagement Leadership Experiences

JOUR 538 - The Bateman Team (3 Credits)
Self-directed development and implementation of a public relations campaign as part of a national competition: PRSSA’s Bateman Competition.
Prerequisites: JOUR 332 and JOUR 436.

JOUR 539 - Ethics in Public Relations and Public Policy (3 Credits)
Review of the analytical process of resolving complex ethical issues and cases in public relations; study of the philosophical approaches to communication ethics.
Prerequisites: JOUR 101.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

JOUR 542 - Public Opinion and Persuasion (3 Credits)
Theory and practice of persuasive communication and the role of persuasion in shaping public opinion.

JOUR 550 - Advanced Magazine Article Writing (3 Credits)
Writing techniques used in the preparation and marketing of major nonfiction articles for national, regional, and local publications.
Prerequisites: JOUR 566.

JOUR 560 - Capstone Portfolio Development (3 Credits)
Advanced techniques of graphic and multimedia design and their application to problem-solving situations in the mass media. Emphasis on portfolio development.
Prerequisites: JOUR 446, JOUR 447, JOUR 449.

JOUR 563P - Public/Civic Journalism (3 Credits)
To gain an understanding of theory and practice of public/civic journalism, seen by its advocates as socially responsible journalism that attempts to build civic participation and empower communities.
Graduation with Leadership Distinction: GLD: Community Service

JOUR 566 - Magazine Article Writing (3 Credits)
Researching, organizing, writing, and marketing articles for publication in general and specialized publications.
Prerequisites: JOUR 361 or JOUR 436.

JOUR 571 - Editorial and Opinion Writing (3 Credits)
Content and style; writing of editorials, analyses, and commentaries.
Prerequisites: JOUR 291.

JOUR 574 - Data Journalism (3 Credits)
Acquiring, analyzing and presenting data using spreadsheets and other tools to uncover stories and provide depth and context to journalism.
Prerequisites: JOUR 291.

JOUR 575 - Broadcast Journalism Practicum (3 Credits)
Production of public affairs programs.
Prerequisites: JOUR 326, JOUR 333, and JOUR 434.
Corequisite: JOUR 502, JOUR 503, and JOUR 526.

JOUR 576 - Reporting Public Affairs (3 Credits)
Concentrated analyses of reporting in special fields, particularly in the South, including coverage of government, business, labor, the arts and sciences.
Prerequisites: JOUR 361.

JOUR 579 - Broadcast Announcing (3 Credits)
Theory and practice of professional broadcast announcing. Lecture-demonstration-laboratory course in principles underlying professional performance before microphones and cameras and the various broadcast performance functions.
Prerequisites: JOUR 325.

JOUR 580 - Advanced Reporting Topics (3 Credits)
Study and application of highly specialized reporting on topics related to current public discourse. May be repeated as content varies by title.
Corequisite: JOUR 587, JOUR 589, and JOUR 590 or JOUR 586, JOUR 588 and JOUR 590.

JOUR 586 - Capstone I - Advanced Reporting - Broadcast and Online Journalism (3 Credits)
Professional practice in meeting daily newscast deadlines through work on the Carolina News television newscast. Focus on polished reporting, performance and production techniques and demonstration of advanced television reporting skills under deadline pressure.
Prerequisites: JOUR 471.
Corequisite: JOUR 588 and JOUR 590.
**JOUR 587 - Capstone I - Advanced Reporting - Multimedia Journalism (3 Credits)**
Professional practice in shaping journalistic reporting to the multimedia environment. Application of news gathering, synthesizing and reporting across platforms – print and online, textual and graphic – in timely fashion.
**Prerequisites:** JOUR 471.

**Corequisite:** JOUR 589 and JOUR 590.

**JOUR 588 - Capstone II - Advanced Broadcast and Online Journalism Production (3 Credits)**
Advanced newscast production skills developed in the context of producing daily Carolina News broadcast. Shape and coordinate reporting and production team under deadline pressure in newsroom setting.
**Prerequisites:** JOUR 471.

**Corequisite:** JOUR 586 and JOUR 590.

**JOUR 589 - Capstone II - Advanced Multimedia Journalism Production (3 Credits)**
Editing and design employed to maximize effectiveness in the multimedia environment. Creating accurate and engaging content to reach consumers in varied ways reflecting contemporary consumer use of media.
**Prerequisites:** JOUR 471.

**Corequisite:** JOUR 587 and JOUR 590.

**JOUR 590 - Capstone III - Digital Journalism (3 Credits)**
Exposure to the evolving variety of journalism techniques, software programs and equipment to effectively tell compelling stories and convey information in multiple visual and interactive forms. Emphasis on extending professional skills while reinforcing current best practices.
**Prerequisites:** JOUR 471.

**Corequisite:** JOUR 586 and JOUR 589 or both JOUR 587 and JOUR 589.

**JOUR 595 - Domestic Study Away in Journalism and Mass Communications (3 Credits)**
Domestic study away course will focus on topics in journalism and mass communications and will be taught away from the University of South Carolina Columbia campus. Individual topics will vary by title.
**Prerequisites:** to be announced in class schedule.

**JOUR 596 - Study Abroad in Journalism and Mass Communications (3 Credits)**
Study abroad course will focus on topics in journalism and mass communications and will be taught as a study abroad experience. Individual topics will vary by title.
**Prerequisites:** to be announced in class schedule.

**JOUR 597 - Internship in Mass Communications (1-3 Credits)**
Supervised professional experience. Maximum of three hours credit. Contract approved by instructor, advisor, and department head is required.

**Experiential Learning:** Experiential Learning Opportunity

**JOUR 598 - Directed Independent Studies (1-6 Credits)**
Individual mass media projects. Contract approved by instructor, advisor, and department head is required for undergraduate students.

**JOUR 599 - Advanced Special Topics (3 Credits)**
Advanced topics in journalism and mass communications. Individual topics and
**Prerequisites:** to be announced by title in class schedule.

### Advertising and Public Relations Minor

Students minoring in advertising and public relations will receive a solid background in the principles of advertising and public relations. The directed elective provides an opportunity to customize each minor.

#### Minor Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 101</td>
<td>Media and Society</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 201</td>
<td>Principles of Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 202</td>
<td>Principles of Advertising and Brand Communications</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

Select nine hours of any JOUR elective courses

**Total Credit Hours**

18

### Advertising, B.A.J.M.C.

#### Learning Outcomes

Students graduating from the Advertising, B.A.J.M.C. program will be able to ...

- demonstrate the ability to conduct research, gather information, write clearly and correctly and present relevant news or persuasive information at a professional level. Curriculum: JOUR 332, JOUR 421, JOUR 531, JOUR 517
- demonstrate the ability to think critically, creatively and independently evaluate their own work and the work of others for accuracy, fairness, clarity, style and correctness. Curriculum: JOUR 101, JOUR 291, JOUR 201, JOUR 202
- demonstrate an understanding the history of journalism and mass communications, the diversity of groups in a global society in relationship to communications and the role of journalism and mass communications in society. Curriculum: JOUR 201, JOUR 202, JOUR 533, JOUR 101, JOUR 291, JOUR 421
- demonstrate an understanding of the ethical concepts, legal implications, considerations and practices that guide the mass media professions. Curriculum: JOUR 101, JOUR 291, JOUR 303, JOUR 201, JOUR 202, JOUR 533
- demonstrate the ability to apply tools and technologies appropriate for the production, editing and presentation of visual, aural, textual or other media content Curriculum: JOUR 291, JOUR 332, JOUR 436, JOUR 531, JOUR 517, JOUR 533
- apply basic numerical and statistical concepts and methods appropriate for the communications professions. Curriculum: JOUR 332, JOUR 421, JOUR 531, JOUR 517
Admissions

Entrance Requirements

Freshman Students
In order to be admitted to a program of study in the School of Journalism and Mass Communications, freshmen must meet all University admission requirements. In order to continue in the program, each student must attain a minimum USC GPA of 2.50 upon completion of 30 degree-applicable hours. Credit received for remedial work is not counted toward the 30 hours.

Transfer Students
A student desiring to transfer to the School of Journalism and Mass Communications, from either another college of the University or another institution, must have a cumulative minimum GPA of 2.50 on all work attempted. Transfer students from other institutions must take at least half the journalism and mass communications course work in residence at the University of South Carolina Columbia. Required journalism and mass communications courses from non-ACEJMC-accredited institutions, in order to be applied to the journalism and mass communications degree, must be validated by proficiency tests. Other journalism and mass communications courses from those institutions may be used as journalism and mass communications electives at the discretion of the SJMC administration. No more than 12 semester hours of journalism and mass communications related courses from non-ACEJMC-accredited institutions will be applied toward the journalism and mass communications degree.

Completion of ENGL 101 and ENGL 102 with grades of C or higher are prerequisites for JOUR 291.

Degree Requirements (120 Hours)

See School of Journalism and Mass Communications (p. 471) for progression requirements and other regulations.

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core Requirements</td>
<td>31-44</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>18-21</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>12-23</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>48</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (31-44 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

*must be passed with a grade of C or higher*

- ENGL 101
- ENGL 102

ARP – Analytical Reasoning and Problem Solving (6-7 hours)

- STAT 201 or STAT 205
- any other approved CC-ARP course (p. 742)

SCI – Scientific Literacy (7 hours)
Two approved Carolina Core Scientific Literacy courses (p. 742) from the natural sciences, including one laboratory course

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)
Demonstration of proficiency in one foreign language (except Latin or Ancient Greek) equivalent to the minimal passing grade on the exit examination in 122. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

- CC-GFL courses (p. 742)

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)
One US History course selected from the following:

- HIST 111
- HIST 112

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

- any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)

- any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component ¹ (0-3 hours)
Select one from the following:

- SPCH 140
- SPCH 145
- SPCH 230
- SPCH 260

INF – Information Literacy ¹ (0-3 hours)

- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility ¹ (0-3 hours)

- any overlay or stand-alone CC-VSR course (p. 742)

¹ Carolina Core Stand Alone or Overlay Eligible Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (18-21 hours)

Foreign Language (0-3 hours)

- only if needed to meet 122-level proficiency
### History (3 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 101</td>
<td>European Civilization from Ancient Times to the Mid-17th Century</td>
<td>3</td>
</tr>
<tr>
<td>HIST 102</td>
<td>European Civilization from the Mid-17th Century</td>
<td>3</td>
</tr>
<tr>
<td>HIST 104</td>
<td>Introduction to the Civilization of the Islamic Middle East</td>
<td>3</td>
</tr>
<tr>
<td>HIST 105</td>
<td>Introduction to East Asian Civilization</td>
<td>3</td>
</tr>
<tr>
<td>HIST 106</td>
<td>Introduction to African History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 107</td>
<td>Introduction to Ancient Near Eastern Civilization</td>
<td>3</td>
</tr>
<tr>
<td>HIST 108</td>
<td>Science and Technology in World History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 109</td>
<td>Introduction to Latin American Civilization</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 3

### Literature (3 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 282</td>
<td>Special Topics in Fiction</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 283</td>
<td>Special Topics in British Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 284</td>
<td>Drama</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 285</td>
<td>Special Topics in American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 286</td>
<td>Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 287</td>
<td>American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 288</td>
<td>English Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 3

### Social Science (3 hours)

- any CC-GSS (p. 742) course

### Social or Behavioral Science (3 hours)

- A 300-level or higher course from HIST or POLI or three hours of Social or Behavioral Sciences at the 300 level or higher from:
  - AFAM - African-American Studies
  - ANTH - Anthropology
  - COLA - College of Liberal Arts
  - GEOG - Geography (except GEOG 545 and GEOG 546)
  - LASP - Latin American Studies
  - POLI - Political Science
  - PSYC - Psychology
  - SOCY - Sociology
  - SOST - Southern Studies
  - WGST - Women and Gender Studies

### Additional SJMC Requirements (6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 224</td>
<td>Introduction to Economics</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 350</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 6

### 3. Program Requirements (12-23 hours)

#### Minor or Cognate (12-18 hours)

Students must complete either a minor or a cognate from courses outside the SJMC.

*A minimum grade of C is required in all cognate or minor courses*

#### Minor (18 hours)

A student in the School of Journalism and Mass Communications may choose to complete a minor consisting of 18 credit hours of prescribed courses. The minor is intended to develop a coherent basic preparation in a second area of study. Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or better. A minor form must be completed and approved by the school after the student has completed 30 hours of course work.

#### Cognate (12 hours)

A student in the School of Journalism and Mass Communications may choose to complete a cognate. A cognate requires a minimum of 12 hours of courses in other departments related to the student’s major and/or career goals. Cognate courses may be taken in one or more departments depending on the interest and requirements of the student, but must have approval of the student’s adviser. Journalism courses may not be used in the cognate. At least 6 of the 12 hours must be at the 300-level or higher. No 100 level courses may be used in the cognate.

### Electives (0-11 hours)

The Carolina Core, additional SJMC General Education Requirements, Minor/Cognate and Electives outside of the SJMC must include at least 72 semester hours in academic subjects. Students with fewer than 72 hours in general education courses must take enough electives to fulfill the 72-hour minimum.

No elective courses of a remedial, developmental nature may apply as credit toward the 72-hour minimum.

### 4. Major Requirements (48 hours)

*a minimum grade of C is required in all major courses*

#### Major Courses (28 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 101</td>
<td>Media and Society</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 202</td>
<td>Principles of Advertising and Brand Communications</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 220</td>
<td>Account Planning: Mining Insights</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 291</td>
<td>Writing for Mass Communications</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 303</td>
<td>Law and Ethics of Mass Communications</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 316</td>
<td>Toolkit for Brand Communications</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 316L</td>
<td>Toolkit for Brand Communications Lab</td>
<td>1</td>
</tr>
<tr>
<td>JOUR 416</td>
<td>Creative: Strategy to Execution</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 421</td>
<td>Media Analysis</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 517</td>
<td>Integrated Campaigns</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 28

#### Major Electives (20 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one JOUR concept/lecture course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Select two Directed Capstone electives of the following:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>JOUR 516</td>
<td>Advanced Creative</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 518</td>
<td>Brand Communications Practicum/Competitions</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 521</td>
<td>Interactive Communication Strategies</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 530</td>
<td>Creative Leadership</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 537</td>
<td>The Carolina Agency</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 538</td>
<td>The Bateman Team</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 597</td>
<td>Internship in Mass Communications</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 28
Select 11 hours of additional Journalism electives 11

Total Credit Hours 20

Concentration in Sports Media (12 hours) Optional

Students may choose to complete a concentration in sports media. The sports media concentration may be used to fulfill 12 hours of the major elective requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 391</td>
<td>Sports Media and Society</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three elective courses from the following: 9

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 428</td>
<td>Super Bowl Commercials</td>
</tr>
<tr>
<td>JOUR 499</td>
<td>Special Topics</td>
</tr>
<tr>
<td>JOUR 531</td>
<td>The Carolina Agency</td>
</tr>
<tr>
<td>JOUR 597</td>
<td>Internship in Mass Communications</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Admissions

Entrance Requirements

Freshman Students

In order to be admitted to a program of study in the School of Journalism and Mass Communications, freshmen must meet all University admission requirements. In order to continue in the program, each student must attain a minimum USC GPA of 2.50 upon completion of 30 degree-applicable hours. Credit received for remedial work is not counted toward the 30 hours.

Transfer Students

A student desiring to transfer to the School of Journalism and Mass Communications, from either another college of the University or another institution, must have a cumulative minimum GPA of 2.50 on all work attempted. Transfer students from other institutions must take at least half the journalism and mass communications course work in residence at the University of South Carolina Columbia. Required journalism and mass communications courses from non-ACEJMC-accredited institutions, in order to be applied to the journalism and mass communications degree, must be validated by proficiency tests. Other journalism and mass communications courses from those institutions may be used as journalism and mass communications electives at the discretion of the SJMC administration. No more than 12 semester hours of journalism and mass communications related courses from non-ACEJMC-accredited institutions will be applied toward the journalism and mass communications degree.

Completion of ENGL 101 and ENGL 102 with grades of C or higher are prerequisites for JOUR 291.

Degree Requirements (120 hours)

See School of Journalism and Mass Communications (p. 471) for progression requirements and other regulations.

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</tr>
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</table>

1. Carolina Core Requirements (31-44 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

must be passed with a grade of C or higher

- ENGL 101
- ENGL 102

ARP – Analytical Reasoning and Problem Solving (6-7 hours)

- STAT 201 or STAT 205
- any other approved CC-ARP course (p. 742)

Broadcast Journalism, B.A.J.M.C.

Learning Outcomes

Students graduating from the Journalism, B.A.J.M.C. program will be able to...

- demonstrate the ability to conduct research, gather information, write clearly and correctly and present relevant news or persuasive information at a professional level. Curriculum: JOUR 332, JOUR 421, JOUR 531, JOUR 517
- demonstrate the ability to think critically, creatively and independently evaluate their own work and the work of others for accuracy, fairness, clarity, style and correctness
- demonstrate an understanding the history of journalism and mass communications, the diversity of groups in a global society in relationship to communications and the role of journalism and mass communications in society
- demonstrate an understanding of the ethical concepts, legal implications, considerations and practices that guide the mass media professions.
- demonstrate the ability to apply tools and technologies appropriate for the production, editing and presentation of visual, aural, textual or other media content.
- apply basic numerical and statistical concepts and methods appropriate for the communications professions.
SCI – Scientific Literacy (7 hours)
Two approved Carolina Core Scientific Literacy courses (p. 742) from the natural sciences, including one laboratory course.

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)
Demonstration of proficiency in one foreign language (except Latin or Ancient Greek) equivalent to the minimal passing grade on the exit examination in 122. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

- CC-GFL courses (p. 742)

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)
One US History course selected from the following:

- HIST 111
- HIST 112

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)
- any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)
- any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component \(^1\) (0-3 hours)
Select one from the following:

- SPCH 140
- SPCH 145
- SPCH 230
- SPCH 260

INF – Information Literacy \(^1\) (0-3 hours)
- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility \(^1\) (0-3 hours)
- any overlay or stand-alone CC-VSR course (p. 742)

\(^1\) Carolina Core Stand Alone or Overlay Eligible Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (18-21 hours)
Foreign Language (0-3 hours)
- only if needed to meet 122-level proficiency

History (3 hours)
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</table>

Total Credit Hours 3

Literature (3 hours)
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<tbody>
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<td>ENGL 282</td>
<td>Special Topics in Fiction</td>
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<td>ENGL 287</td>
<td>American Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 288</td>
<td>English Literature</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 3

Social Science (3 hours)
- any CC-GSS (p. 742) course

Social or Behavioral Science (3 hours)
- A 300-level or higher course from HIST or POLI or three hours of Social or Behavioral Sciences at the 300 level or higher from: AFAM- African-American Studies; ANTH- Anthropology; COLA- College of Liberal Arts; GEOG- Geography (except GEOG 545 and GEOG 546); LASP- Latin American Studies; POLI- Political Science; PSYC- Psychology; SOCY- Sociology; SOST- Southern Studies; WGST- Women and Gender Studies.

Additional SJMC Requirements (6 hours)
<table>
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<th>Course</th>
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<th>Credits</th>
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<tr>
<td>ECON 224</td>
<td>Introduction to Economics</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 350</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>or MGMT 371</td>
<td>Principles of Management</td>
<td></td>
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</tbody>
</table>

Total Credit Hours 6

3. Program Requirements (12-23 hours)
Minor or Cognate (12-18 hours)
Students must complete either a minor or a cognate from courses outside the SJMC.

A minimum grade of C is required in all cognate or minor courses

Minor (18 hours)
A student in the School of Journalism and Mass Communications may choose to complete a minor consisting of 18 credit hours of prescribed
courses. The minor is intended to develop a coherent basic preparation in a second area of study. Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or better. A minor form must be completed and approved by the school after the student has completed 30 hours of course work.

**Cognate (12 hours)**

A student in the School of Journalism and Mass Communications may choose to complete a cognate. A cognate requires a minimum of 12 hours of courses in other departments related to the student’s major and/or career goals. Cognate courses may be taken in one or more departments depending on the interest and requirements of the student, but must have approval of the student’s adviser. Journalism courses may not be used in the cognate. At least 6 of the 12 hours must be at the 300-level or higher. No 100 level courses may be used in the cognate.

**Electives (0-11 hours)**

The Carolina Core, additional SJMC General Education Requirements, Minor/Cognate and Electives outside of the SJMC must include at least 72 semester hours in academic subjects. Students with fewer than 72 hours in general education courses must take enough electives to fulfill the 72-hour minimum.

No elective courses of a remedial, developmental nature may apply as credit toward the 72-hour minimum.

**4. Major Requirements (48 hours)**

* A minimum grade of C is required in all major courses

**Major Courses (27 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 101</td>
<td>Media and Society</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 204</td>
<td>Principles of Journalism</td>
<td>3</td>
</tr>
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<td>JOUR 291</td>
<td>Writing for Mass Communications</td>
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</tr>
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<td>3</td>
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<td>JOUR 361</td>
<td>Introductory Reporting and Writing</td>
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<td>Introductory Reporting and Writing Lab</td>
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<td>JOUR 471</td>
<td>Intermediate Reporting and Production</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 586</td>
<td>Capstone I - Advanced Reporting - Broadcast and Online Journalism</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 588</td>
<td>Capstone II - Advanced Broadcast and Online Journalism Production</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 590</td>
<td>Capstone III - Digital Journalism</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

27

**Major Electives (21 hours)**

- One advanced reporting directed elective corequisite with Capstone courses (3 hours)
- One professional practice directed elective: editing, reporting or management (3 hours)
- Two conceptual directed electives (6 hours)
- Additional Journalism Electives (9 hours)

**Concentration in Sports Media (12 hours) Optional**

Students may choose to complete a concentration in sports media. The sports media concentration may be used to fulfill 12 hours of the major elective requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 391</td>
<td>Sports Media and Society</td>
<td>3</td>
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<tr>
<td>JOUR 428</td>
<td>Special Topics</td>
<td>3</td>
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<tr>
<td>JOUR 499</td>
<td>Super Bowl Commercial</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 531</td>
<td>Public Relations Campaigns</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 537</td>
<td>The Carolina Agency</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 597</td>
<td>Internship in Mass Communications</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

12

**Major Map**

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

**Broadcast Journalism, B.A.J.M.C.**

**Broadcast Journalism, B.A.J.M.C. Sports Media Concentration**

**Journalism, B.A.J.M.C.**

**Learning Outcomes**

Students graduating from the Journalism, B.A.J.M.C. program will be able to...

- demonstrate an understanding of the history of journalism and mass communications, the diversity of groups in a global society in relationship to communications and the role of journalism and mass communications in society. Curriculum: JOUR 101, JOUR 311, JOUR 204, JOUR 326, JOUR 434, JOUR 501, JOUR 502, JOUR 503, JOUR 540, JOUR 291, JOUR 362, JOUR 361, JOUR 577, JOUR 546
- demonstrate the ability to apply tools and technologies appropriate for the production, editing and presentation of visual, aural, textual or other media content. Curriculum: JOUR 291, JOUR 332, JOUR 311, JOUR 204, JOUR 326, JOUR 362, JOUR 361, JOUR 502, JOUR 503, JOUR 581, JOUR 577, JOUR 575, JOUR 572, JOUR 540, JOUR 546
- apply basic numerical and statistical concepts and methods appropriate for the communications professions. Curriculum: JOUR 332, JOUR 362, JOUR 503, JOUR 581, JOUR 446
- demonstrate the ability to conduct research, gather information, write clearly and correctly and present relevant news or persuasive information at a professional level. Curriculum: JOUR 291, JOUR 311, JOUR 326, JOUR 362, JOUR 434, JOUR 502, JOUR 503, JOUR 577, JOUR 540, JOUR 546
- demonstrate the ability to think critically, creatively and independently evaluate their own work and the work of others for accuracy, fairness, clarity, style and correctness. Curriculum: JOUR 101, JOUR 291, JOUR 332, JOUR 311, JOUR 204, JOUR 326, JOUR 362,
Admissions

Entrance Requirements
Freshman Students
In order to be admitted to a program of study in the School of Journalism and Mass Communications, freshmen must meet all University admission requirements. In order to continue in the program, each student must attain a minimum USC GPA of 2.50 upon completion of 30 degree-applicable hours. Credit received for remedial work is not counted toward the 30 hours.

Transfer Students
A student desiring to transfer to the School of Journalism and Mass Communications, from either another college of the University or another institution, must have a cumulative minimum GPA of 2.50 on all work attempted. Transfer students from other institutions must take at least half the journalism and mass communications course work in residence at the University of South Carolina Columbia. Required journalism and mass communications courses from non-ACEJMC-accredited institutions, in order to be applied toward the journalism and mass communications degree, must be validated by proficiency tests. Other journalism and mass communications courses from those institutions may be used as journalism and mass communications electives at the discretion of the SJMC administration. No more than 12 semester hours may be used as journalism and mass communications electives at the journalism and mass communications degree, must be validated by proficiency tests. Other journalism and mass communications courses from non-ACEJMC-accredited institutions will be applied toward the journalism and mass communications degree.

Completion of ENGL 101 and ENGL 102 with grades of C or higher are prerequisites for JOUR 291.

Degree Requirements (120 hours)
See College of Information and Communications (p. 471) for progression requirements and other regulations.

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>31-44</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>18-21</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>12-23</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>48</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (31-44 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

must be passed with a grade of C or higher

- ENGL 101
- ENGL 102

ARP – Analytical Reasoning and Problem Solving (6-7 hours)

- STAT 201 or STAT 205
- any other approved CC-ARP course (p. 742)

SCI – Scientific Literacy (7 hours)

Two approved Carolina Core Scientific Literacy courses (p. 742) from the natural sciences, including one laboratory course

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Demonstration of proficiency in one foreign language (except Latin or Ancient Greek) equivalent to the minimal passing grade on the exit examination in 122. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

- CC-GFL courses (p. 742)

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

One US History course selected from the following:

- HIST 111
- HIST 112

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

- any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)

- any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component (0-3 hours)

Select one from the following:

- SPCH 140
- SPCH 145
- SPCH 230
- SPCH 260

INF – Information Literacy (0-3 hours)

- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility (0-3 hours)

any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.
2. College Requirements (18-21 hours)

Foreign Language (0-3 hours)
• only if needed to meet 122-level proficiency

History (3 hours)
Select one of the following:

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 101</td>
<td>European Civilization from Ancient Times to the Mid-17th Century</td>
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</tr>
<tr>
<td>HIST 102</td>
<td>European Civilization from the Mid-17th Century</td>
<td></td>
</tr>
<tr>
<td>HIST 104</td>
<td>Introduction to the Civilization of the Islamic Middle East</td>
<td></td>
</tr>
<tr>
<td>HIST 105</td>
<td>Introduction to East Asian Civilization</td>
<td></td>
</tr>
<tr>
<td>HIST 106</td>
<td>Introduction to African History</td>
<td></td>
</tr>
<tr>
<td>HIST 107</td>
<td>Introduction to Ancient Near Eastern Civilization</td>
<td></td>
</tr>
<tr>
<td>HIST 108</td>
<td>Science and Technology in World History</td>
<td></td>
</tr>
<tr>
<td>HIST 109</td>
<td>Introduction to Latin American Civilization</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 3

Literature (3 hours)
Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 282</td>
<td>Special Topics in Fiction</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 283</td>
<td>Special Topics in British Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 284</td>
<td>Drama</td>
<td></td>
</tr>
<tr>
<td>ENGL 285</td>
<td>Special Topics in American Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 286</td>
<td>Poetry</td>
<td></td>
</tr>
<tr>
<td>ENGL 287</td>
<td>American Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 288</td>
<td>English Literature</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 3

Social Science (3 hours)
• any CC-GSS (p. 742) course

Social or Behavioral Science (3 hours)
A 300-level or higher course from HIST or POLI or three hours of Social or Behavioral Sciences at the 300 level or higher from: AFAM- African-American Studies; ANTH- Anthropology; COLA- College of Liberal Arts; GEOG-Geography (except GEOG 545 and GEOG 546); LASP-Latin American Studies; POLI- Political Science; PSYC- Psychology; SOCY- Sociology; SOST- Southern Studies; WGST- Women and Gender Studies.

Additional SJMC Requirements (6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 224</td>
<td>Introduction to Economics</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 350</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>or MGMT 371</td>
<td>Principles of Management</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 6

3. Program Requirements (12-23 hours)

Minor or Cognate (12-18 hours)
Students must complete either a minor or a cognate from courses outside the SJMC.

A minimum grade of C is required in all cognate or minor courses

Minor (18 hours)
A student in the School of Journalism and Mass Communications may choose to complete a minor consisting of 18 credit hours of prescribed courses. The minor is intended to develop a coherent basic preparation in a second area of study. Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or better. A minor form must be completed and approved by the school after the student has completed 30 hours of course work.

Cognate (12 hours)
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Electives (0-11 hours)
The Carolina Core, additional SJMC General Education Requirements, Minor/Cognate and Electives outside of the SJMC must include at least 72 semester hours in academic subjects. Students with fewer than 72 hours in general education courses must take enough electives to fulfill the 72-hour minimum.

No elective courses of a remedial, developmental nature may apply as credit toward the 72-hour minimum.

4. Major Requirements (48 hours)

A minimum grade of C is required in all major courses

Major Courses (27 hours)

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<tr>
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<td>Law and Ethics of Mass Communications</td>
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<tr>
<td>JOUR 361</td>
<td>Introductory Reporting and Writing</td>
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</tr>
<tr>
<td>JOUR 361L</td>
<td>Introductory Reporting and Writing Lab</td>
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</tr>
<tr>
<td>JOUR 471</td>
<td>Intermediate Reporting and Production</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 587</td>
<td>Capstone I - Advanced Reporting - Multimedia Journalism</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 589</td>
<td>Capstone II - Advanced Multimedia Journalism Production</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 590</td>
<td>Capstone III - Digital Journalism</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 27

Major Electives (21 hours)

• One advanced reporting directed elective corequisite with Capstone courses (3 hours)
• One professional practice directed elective: editing, reporting or management (3 hours)
Mass Communications, B.A.J.M.C.

The challenge of 21st-century communications is to combine the information-gathering function—research and data bases—with the disciplines of disseminating information—journalism, advertising, public relations, visual communications, and mass communications.

The college’s School of Journalism and Mass Communications is professionally oriented and grounded strongly in the liberal arts. It offers instruction at the undergraduate and graduate levels. Course work is offered in electronic and print journalism, advertising, public relations, visual communications, and mass communications to train students in both the processes and effects of mass communication.

Learning Outcomes

Students graduating from the Mass Communications, B.A.J.M.C. program will be able to...

- Demonstrate the ability to conduct research, gather information, write clearly and correctly and present relevant news or persuasive information at a professional level.
- Think critically, creatively and independently; evaluate their own work and the work of others for accuracy, fairness, clarity, style and correctness.
- Understand the history of journalism and mass communications, the diversity of groups in a global society in relationship to communications and the role of journalism and mass communications in society.
- Understand the ethical concepts, legal implications, considerations and practices that guide the mass media professions.
- Demonstrate the ability to apply tools and technologies appropriate for the production, editing and presentation of visual, aural, textual or other media content.
- Apply basic numerical and statistical concepts and methods appropriate for the communications professions.

Admissions

Entrance Requirements

Freshman Students

In order to be admitted to a program of study in the School of Journalism and Mass Communications, freshmen must meet all University admission requirements. In order to continue in the program, each student must attain a minimum USC GPA of 2.50 upon completion of 30 degree-applicable hours. Credit received for remedial work is not counted toward the 30 hours.

Transfer Students

A student desiring to transfer to the School of Journalism and Mass Communications, from either another college of the University or another institution, must have a cumulative minimum GPA of 2.50 on all work attempted. Transfer students from other institutions must take at least half the journalism and mass communications course work in residence at the University of South Carolina Columbia. Required journalism and mass communications courses from non-ACEJMC-accredited institutions, in order to be applied to the journalism and mass communications degree, must be validated by proficiency tests. Other journalism and mass communications courses from those institutions may be used as journalism and mass communications electives at the discretion of the SJMC administration. No more than 12 semester hours of journalism and mass communications related courses from non-

Mass Communications Minor

A minor in Mass Communications is designed for students who wish to gain a broad understanding of the mass media and learn about the elements at work in the media today. Elective courses allow a student to customize the experience by selecting courses across the journalism and mass communications curriculum.

Minor Requirements (18 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 102</td>
<td>Principles of Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 201</td>
<td>Principles of Advertising and Brand Communications</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 202</td>
<td>Principles of Visual Communications</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 203</td>
<td>Principles of Journalism</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 204</td>
<td>Internship in Mass Communications</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 18
ACEJMC-accredited institutions will be applied toward the journalism and mass communications degree.

Completion of ENGL 101 and ENGL 102 with grades of C or higher are prerequisites for JOUR 291.

**Degree Requirements (120 hours)**

See School of Journalism and Mass Communications (p. 471) for progression requirements and other regulations.

**Program of Study**

<table>
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<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>1. Carolina Core</td>
<td>31-44</td>
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<tr>
<td>3. Program Requirements</td>
<td>12-23</td>
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<tr>
<td>4. Major Requirements</td>
<td>48</td>
</tr>
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</table>

**1. Carolina Core Requirements (31-44 hours)**

**CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)**

*must be passed with a grade of C or higher*

- ENGL 101
- ENGL 102

**ARP – Analytical Reasoning and Problem Solving (6-7 hours)**

- STAT 201 or STAT 205
- any other approved CC-ARP course (p. 742)

**SCI – Scientific Literacy (7 hours)**

Two approved Carolina Core Scientific Literacy courses (p. 742) from the natural sciences, including one laboratory course

**GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)**

Demonstration of proficiency in one foreign language (except Latin or Ancient Greek) equivalent to the minimal passing grade on the exit examination in 122. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

- CC-GFL courses (p. 742)

**GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)**

One US History course selected from the following:

- HIST 111
- HIST 112

**GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)**

- any CC-GSS course (p. 742)

**AIU – Aesthetic and Interpretive Understanding (3 hours)**

- any CC-AIU course (p. 742)

**CMS – Effective, Engaged, and Persuasive Communication: Spoken Component ¹ (0-3 hours)**

Select one from the following:

- SPCH 140
- SPCH 145
- SPCH 230
- SPCH 260

**INF – Information Literacy ¹ (0-3 hours)**

- any overlay or stand-alone CC-INF course (p. 742)

**VSR – Values, Ethics, and Social Responsibility ¹ (0-3 hours)**

- any overlay or stand-alone CC-VSR course (p. 742)

¹ Carolina Core Stand Alone or Overlay Eligible Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

**2. College Requirements (18-21 hours)**

**Foreign Language (0-3 hours)**

- only if needed to meet 122-level proficiency

**History (3 hours)**

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<td>HIST 104</td>
<td>Introduction to the Civilization of the Islamic Middle East</td>
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<td>HIST 105</td>
<td>Introduction to East Asian Civilization</td>
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<td>HIST 106</td>
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<td>HIST 108</td>
<td>Science and Technology in World History</td>
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<td>HIST 109</td>
<td>Introduction to Latin American Civilization</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours**

**3**

**Literature (3 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
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<td>ENGL 282</td>
<td>Special Topics in Fiction</td>
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<tr>
<td>ENGL 283</td>
<td>Special Topics in British Literature</td>
<td></td>
</tr>
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<td>ENGL 284</td>
<td>Drama</td>
<td></td>
</tr>
<tr>
<td>ENGL 285</td>
<td>Special Topics in American Literature</td>
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</tr>
<tr>
<td>ENGL 286</td>
<td>Poetry</td>
<td></td>
</tr>
<tr>
<td>ENGL 287</td>
<td>American Literature</td>
<td></td>
</tr>
</tbody>
</table>
ENGL 288  English Literature  

Total Credit Hours 3

Social Science (3 hours)  
• any CC-GSS (p. 742) course

Social or Behavioral Science (3 hours)  
A 300-level or higher course from HIST or POLI or three hours of Social or Behavioral Sciences at the 300 level or higher from: AFAM- African-American Studies; ANTH- Anthropology; COLA- College of Liberal Arts; GEOG- Geography (except GEOG 545 and GEOG 546); LASP- Latin American Studies; POLI- Political Science; PSYC- Psychology; SOCY- Sociology; SOST- Southern Studies; WGST- Women and Gender Studies.

Additional SJMC Requirements (6 hours)

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<tr>
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<td>ECON 224</td>
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<td>3</td>
</tr>
<tr>
<td>MKTG 350</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>or MGMT 371</td>
<td>Principles of Management</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 6

3. Program Requirements (12-23 hours)

Minor or Cognate (12-18 hours)

Students must complete either a minor or a cognate from courses outside the SJMC.

A minimum grade of C is required in all cognate or minor courses

Minor (18 hours)
A student in the School of Journalism and Mass Communications may choose to complete a minor consisting of 18 credit hours of prescribed courses. The minor is intended to develop a coherent basic preparation in a second area of study. Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or better. A minor form must be completed and approved by the school after the student has completed 30 hours of course work.

Cognate (12 hours)
A student in the School of Journalism and Mass Communications may choose to complete a cognate. A cognate requires a minimum of 12 hours of courses in other departments related to the student’s major and/or career goals. Cognate courses may be taken in one or more departments depending on the interest and requirements of the student, but must have approval of the student’s adviser. Journalism courses may not be used in the cognate. At least 6 of the 12 hours must be at the 300-level or higher. No 100 level courses may be used in the cognate.

Electives (0-11 hours)
The Carolina Core, additional SJMC General Education Requirements, Minor/Cognate and Electives outside of the SJMC must include at least 72 semester hours in academic subjects. Students with fewer than 72 hours in general education courses must take enough electives to fulfill the 72-hour minimum.

No elective courses of a remedial, developmental nature may apply as credit toward the 72-hour minimum.

4. Major Requirements (48 hours)

A minimum grade of C is required in all major courses

Major Courses (30 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 101</td>
<td>Media and Society</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 291</td>
<td>Writing for Mass Communications</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 303</td>
<td>Law and Ethics of Mass Communications</td>
<td>3</td>
</tr>
<tr>
<td>Select three of the following:</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>JOUR 201</td>
<td>Principles of Public Relations</td>
<td></td>
</tr>
<tr>
<td>JOUR 202</td>
<td>Principles of Advertising and Brand Communications</td>
<td></td>
</tr>
<tr>
<td>JOUR 203</td>
<td>Principles of Visual Communications</td>
<td></td>
</tr>
<tr>
<td>JOUR 204</td>
<td>Principles of Journalism</td>
<td></td>
</tr>
<tr>
<td>Select three of the following:</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>JOUR 205</td>
<td>History and Philosophy of the Mass Media</td>
<td></td>
</tr>
<tr>
<td>JOUR 306</td>
<td>Theories of Mass Communications</td>
<td></td>
</tr>
<tr>
<td>JOUR 501</td>
<td>Freedom, Responsibility, and Ethics of the Mass Media</td>
<td></td>
</tr>
<tr>
<td>JOUR 506</td>
<td>Mass Media Criticism</td>
<td></td>
</tr>
<tr>
<td>JOUR 542</td>
<td>Public Opinion and Persuasion</td>
<td></td>
</tr>
</tbody>
</table>

Capstone Portfolio Course
JOUR 515  Mass Communications Capstone Portfolio 3

Total Credit Hours 30

Leadership with Distinction Pathway (6 hours)

Choose one of the University’s Leadership with Distinction Pathways: Global Learning, Research, Civic Engagement, or Community Service. Courses listed under each pathway are examples that address the pathway’s learning outcomes. Except for the required courses identified, other relevant courses that address the pathway outcomes may be substituted per approval of advisor.

Global Learning (6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 504</td>
<td>International Mass Communications</td>
<td>3</td>
</tr>
<tr>
<td>Select one approved SJMC international elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 6

Research (6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 332</td>
<td>Mass Communications Research</td>
<td>3</td>
</tr>
<tr>
<td>Select one approved SJMC research elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 6

Civic Engagement (6 hours)

• Two approved SJMC civic engagement electives

Community Service (6 hours)

• Two approved SJMC service learning or community engagement electives

Note: The major in Mass Communications aligns with Graduation with Leadership Distinction. All students pursuing the Leadership Distinction designation will be assigned a faculty mentor from the Mass Communications sequence with whom they will be required to meet at least once per semester during their academic career. Further information
on Graduation with Leadership Distinction can be obtained through the Office of USC Connect.

**Major Electives (12 hours)**

Four JOUR electives of the students’ choice: at least 3 hours and no more than 6 hours must be from skills courses.

**Concentration in Sports Media (12 hours) Optional**

Students may choose to complete a concentration in sports media. The sports media concentration may be used to fulfill 12 hours of the major elective requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 391</td>
<td>Sports Media and Society</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select three elective courses from the following:</td>
<td>9</td>
</tr>
<tr>
<td>JOUR 428</td>
<td>Super Bowl Commercials</td>
<td></td>
</tr>
<tr>
<td>JOUR 499</td>
<td>Special Topics</td>
<td></td>
</tr>
<tr>
<td>JOUR 531</td>
<td>Public Relations Campaigns</td>
<td></td>
</tr>
<tr>
<td>JOUR 537</td>
<td>The Carolina Agency</td>
<td></td>
</tr>
<tr>
<td>JOUR 597</td>
<td>Internship in Mass Communications</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours** 12

**Major Map**

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

**Mass Communications, B.A.J.M.C.**


**Public Relations, B.A.J.M.C.**

**Learning Outcomes**

- Students graduating from the Public Relations, B.A.J.M.C. program will be able to...
- demonstrate the ability to conduct research, gather information, write clearly and correctly and present relevant news or persuasive information at a professional level. Curriculum: JOUR 291, JOUR 311, JOUR 326, JOUR 362, JOUR 361, JOUR 434, JOUR 502, JOUR 503, JOUR 577, JOUR 540, JOUR 546
- demonstrate the ability to think critically, creatively and independently evaluate their own work and the work of others for accuracy, fairness, clarity, style and correctness.
- demonstrate an understanding the history of journalism and mass communications, the diversity of groups in a global society in relationship to communications and the role of journalism and mass communications in society.
- demonstrate an understanding of the ethical concepts, legal implications, considerations and practices that guide the mass media professions.
- demonstrate the ability to apply tools and technologies appropriate for the production, editing and presentation of visual, aural, textual or other media content.
- apply basic numerical and statistical concepts and methods appropriate for the communications professions.

**Admissions**

**Entrance Requirements**

**Freshman Students**

In order to be admitted to a program of study in the School of Journalism and Mass Communications, freshmen must meet all University admission requirements. In order to continue in the program, each student must attain a minimum USC GPA of 2.50 upon completion of 30 degree-applicable hours. Credit received for remedial work is not counted toward the 30 hours.

**Transfer Students**

A student desiring to transfer to the School of Journalism and Mass Communications, from either another college of the University or another institution, must have a cumulative minimum GPA of 2.50 on all work attempted. Transfer students from other institutions must take at least half the journalism and mass communications course work in residence at the University of South Carolina Columbia. Required journalism and mass communications courses from non-ACEJMC-accredited institutions, in order to be applied to the journalism and mass communications degree, must be validated by proficiency tests. Other journalism and mass communications courses from those institutions may be used as journalism and mass communications electives at the discretion of the SJMC administration. No more than 12 semester hours of journalism and mass communications related courses from non-ACEJMC-accredited institutions will be applied toward the journalism and mass communications degree.

Completion of ENGL 101 and ENGL 102 with grades of C or higher are prerequisites for JOUR 291.

**Degree Requirements (120 hours)**

See School of Journalism and Mass Communications (p. 471) for progression requirements and other regulations.

**Program of Study**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>31-44</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>18-21</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>12-23</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>48</td>
</tr>
</tbody>
</table>

**1. Carolina Core Requirements (31-44 hours)**

**CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)**

- ENGL 101
- ENGL 102
ARP – Analytical Reasoning and Problem Solving (6-7 hours)
- STAT 201 or STAT 205
- any other approved CC-ARP course (p. 742)

SCI – Scientific Literacy (7 hours)
Two approved Carolina Core Scientific Literacy courses (p. 742) from the natural sciences, including one laboratory course

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)
Demonstration of proficiency in one foreign language (except Latin or Ancient Greek) equivalent to the minimal passing grade on the exit examination in 122. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.
- CC-GFL courses (p. 742)

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)
One US History course selected from the following:
- HIST 111
- HIST 112

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)
- any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)
- any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)
Select one from the following:
- SPCH 140
- SPCH 145
- SPCH 230
- SPCH 260

INF – Information Literacy 1 (0-3 hours)
- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)
- any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (18-21 hours)

Foreign Language (0-3 hours)
- only if needed to meet 122-level proficiency

History (3 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 101</td>
<td>European Civilization from Ancient Times to the</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Mid-17th Century</td>
<td></td>
</tr>
<tr>
<td>HIST 102</td>
<td>European Civilization from the Mid-17th Century</td>
<td></td>
</tr>
<tr>
<td>HIST 104</td>
<td>Introduction to the Civilization of the Islamic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Middle East</td>
<td></td>
</tr>
<tr>
<td>HIST 105</td>
<td>Introduction to East Asian Civilization</td>
<td></td>
</tr>
<tr>
<td>HIST 106</td>
<td>Introduction to African History</td>
<td></td>
</tr>
<tr>
<td>HIST 107</td>
<td>Introduction to Ancient Near Eastern Civilization</td>
<td></td>
</tr>
<tr>
<td>HIST 108</td>
<td>Science and Technology in World History</td>
<td></td>
</tr>
<tr>
<td>HIST 109</td>
<td>Introduction to Latin American Civilization</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 3

Literature (3 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 282</td>
<td>Special Topics in Fiction</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 283</td>
<td>Special Topics in British Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 284</td>
<td>Drama</td>
<td></td>
</tr>
<tr>
<td>ENGL 285</td>
<td>Special Topics in American Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 286</td>
<td>Poetry</td>
<td></td>
</tr>
<tr>
<td>ENGL 287</td>
<td>American Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 288</td>
<td>English Literature</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 3

Social Science (3 hours)
- any CC-GSS (p. 742) course

Social or Behavioral Science (3 hours)
A 300-level or higher course from HIST or POLI or three hours of Social or Behavioral Sciences at the 300 level or higher from: AFAM- African-American Studies; ANTH- Anthropology; COLA- College of Liberal Arts; GEOG-Geography (except GEOG 545 and GEOG 546); LASP-Latin American Studies; POLI- Political Science; PSYC- Psychology; SOCY- Sociology; SOST- Southern Studies; WGST- Women and Gender Studies.

Additional SJMC Requirements (6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 224</td>
<td>Introduction to Economics</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 350</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>or MGMT 371</td>
<td>Principles of Management</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 6

3. Program Requirements (12-23 hours)

Minor or Cognate (12-18 hours)
Students must complete either a minor or a cognate from courses outside the SJMC.
A minimum grade of C is required in all cognate or minor courses

Minor (18 hours)
A student in the School of Journalism and Mass Communications may choose to complete a minor consisting of 18 credit hours of prescribed courses. The minor is intended to develop a coherent basic preparation in a second area of study. Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or better. A minor form must be completed and approved by the school after the student has completed 30 hours of course work.

Cognate (12 hours)
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Electives (0-11 hours)
The Carolina Core, additional SJMC General Education Requirements, Minor/Cognate and Electives outside of the SJMC must include at least 72 semester hours in academic subjects. Students with fewer than 72 hours in general education courses must take enough electives to fulfill the 72-hour minimum.

No elective courses of a remedial, developmental nature may apply as credit toward the 72-hour minimum.

4. Major Requirements (48 hours)
A minimum grade of C is required in all major courses

Major Courses (27 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 101</td>
<td>Media and Society</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 201</td>
<td>Principles of Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 203</td>
<td>Principles of Visual Communications</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 291</td>
<td>Writing for Mass Communications</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 303</td>
<td>Law and Ethics of Mass Communications</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 332</td>
<td>Mass Communications Research</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 436</td>
<td>Public Relations Writing</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 531</td>
<td>Public Relations Campaigns</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 533</td>
<td>Public Relations Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 27

Major Electives (21 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select two of the following writing courses:</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>JOUR 362</td>
<td>Editing</td>
<td></td>
</tr>
<tr>
<td>JOUR 416</td>
<td>Creative: Strategy to Execution</td>
<td></td>
</tr>
<tr>
<td>JOUR 437</td>
<td>Advanced Public Relations Writing</td>
<td></td>
</tr>
<tr>
<td>JOUR 534</td>
<td>Publication Writing and Design</td>
<td></td>
</tr>
<tr>
<td>JOUR 566</td>
<td>Magazine Article Writing</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following work experience courses: 3
- JOUR 518 Brand Communications Practicum/Competitions
- JOUR 537 The Carolina Agency
- JOUR 538 The Bateman Team
- JOUR 597 Internship in Mass Communications

One JOUR Concept/Lecture Course
Select one of the following: 3
- JOUR 205 History and Philosophy of the Mass Media
- JOUR 306 Theories of Mass Communications
- JOUR 311 Minorities, Women, and the Mass Media
- JOUR 499 Special Topics
- JOUR 501 Freedom, Responsibility, and Ethics of the Mass Media
- JOUR 504 International Mass Communications
- JOUR 506 Mass Media Criticism
- JOUR 507 Communicating Science, Health and the Environment
- JOUR 508 Faith, Values, and the Mass Media
- JOUR 539 Ethics in Public Relations and Public Policy
- JOUR 542 Public Opinion and Persuasion
- JOUR 599 Advanced Special Topics

Additional Journalism Electives
Select 9 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 391</td>
<td>Sports Media and Society</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three elective courses from the following: 9
- JOUR 428 Super Bowl Commercials
- JOUR 499 Special Topics
- JOUR 531 Public Relations Campaigns
- JOUR 537 The Carolina Agency
- JOUR 597 Internship in Mass Communications

Total Credit Hours 21

Concentration in Sports Media (12 hours) Optional
Students may choose to complete a concentration in sports media. The sports media concentration may be used to fulfill 12 hours of the major elective requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 391</td>
<td>Sports Media and Society</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three elective courses from the following: 9

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 428</td>
<td>Super Bowl Commercials</td>
<td></td>
</tr>
<tr>
<td>JOUR 499</td>
<td>Special Topics</td>
<td></td>
</tr>
<tr>
<td>JOUR 531</td>
<td>Public Relations Campaigns</td>
<td></td>
</tr>
<tr>
<td>JOUR 537</td>
<td>The Carolina Agency</td>
<td></td>
</tr>
<tr>
<td>JOUR 597</td>
<td>Internship in Mass Communications</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 12

Major Map
A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Public Relations, B.A.J.M.C.

Public Relations, B.A.J.M.C. Sports Media Concentration
Sports Media Minor

Degree Requirements (18 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 101</td>
<td>Media and Society</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 391</td>
<td>Sports Media and Society</td>
<td>3</td>
</tr>
</tbody>
</table>

Select at least one, but no more than two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 201</td>
<td>Principles of Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 202</td>
<td>Principles of Advertising and Brand</td>
<td>3</td>
</tr>
<tr>
<td>Communications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JOUR 203</td>
<td>Principles of Visual Communications</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 204</td>
<td>Principles of Journalism</td>
<td>3</td>
</tr>
</tbody>
</table>

Select at least two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 244</td>
<td>Special Topics in Sports Media</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 343</td>
<td>Social Media for Sports Media</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 345</td>
<td>Gender, Sexuality, and Sports Media</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 428</td>
<td>Super Bowl Commercials</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 499</td>
<td>Special Topics</td>
<td>3</td>
</tr>
</tbody>
</table>

Visual Communications, B.A.J.M.C.

Learning Outcomes

- Students graduating from the Visual Communications, B.A.J.M.C. program will be able to...
- demonstrate the ability to conduct research, gather information, write clearly and correctly and present relevant news or persuasive information at a professional level. Curriculum: JOUR 291, JOUR 203
- demonstrate the ability to think critically, creatively and independently evaluate their own work and the work of others for accuracy, fairness, clarity, style and correctness. Curriculum: JOUR 101, JOUR 291, JOUR 347
- demonstrate an understanding the history of journalism and mass communications, the diversity of groups in a global society in relationship to communications and the role of journalism and mass communications in society. Curriculum: JOUR 101, JOUR 347, JOUR 203
- demonstrate an understanding of the ethical concepts, legal implications, considerations and practices that guide the mass media professions. Curriculum: JOUR 101, JOUR 291, JOUR 303, JOUR 347
- demonstrate the ability to apply tools and technologies appropriate for the production, editing and presentation of visual, aural, textual or other media content. Curriculum: JOUR 203, JOUR 346, JOUR 446, JOUR 447
- apply basic numerical and statistical concepts and methods appropriate for the communications professions. Curriculum: JOUR 332, JOUR 346, JOUR 446

Admissions

Entrance Requirements

Freshman Students

In order to be admitted to a program of study in the School of Journalism and Mass Communications, freshmen must meet all University admission requirements. In order to continue in the program, each student must attain a minimum USC GPA of 2.50 upon completion of 30 degree-applicable hours. Credit received for remedial work is not counted toward the 30 hours.

Transfer Students

A student desiring to transfer to the School of Journalism and Mass Communications, from either another college of the University or another institution, must have a cumulative minimum GPA of 2.50 on all work attempted. Transfer students from other institutions must take at least half the journalism and mass communications course work in residence at the University of South Carolina Columbia. Required journalism and mass communications courses from non-ACEJMC-accredited institutions, in order to be applied to the journalism and mass communications degree, must be validated by proficiency tests. Other journalism and mass communications courses from those institutions may be used as journalism and mass communications electives at the discretion of the SJMC administration. No more than 12 semester hours of journalism and mass communications related courses from non-ACEJMC-accredited institutions will be applied toward the journalism and mass communications degree.

Completion of ENGL 101 and ENGL 102 with grades of C or higher are prerequisites for JOUR 291.

Degree Requirements (120 hours)

See School of Journalism and Mass Communications (p. 471) for progression requirements and other regulations.

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core Requirements (31-44 hours)</td>
<td>31-44</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>18-21</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>12-23</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>48</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (31-44 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

must be passed with a grade of C or higher

- ENGL 101
- ENGL 102

ARP – Analytical Reasoning and Problem Solving (6-7 hours)

- STAT 201 or STAT 205
- any other approved CC-ARP course (p. 742)

SCI – Scientific Literacy (7 hours)

Two approved Carolina Core Scientific Literacy courses (p. 742) from the natural sciences, including one laboratory course

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Demonstration of proficiency in one foreign language (except Latin or Ancient Greek) equivalent to the minimal passing grade on the exit examination in 122. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by
successfully completing the 122 course, including the exit exam administered as part of that course.

- CC-GFL courses (p. 742)

**GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)**
One US History course selected from the following:

- HIST 111
- HIST 112

**GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)**
- any CC-GSS course (p. 742)

**AIU – Aesthetic and Interpretive Understanding (3 hours)**
- any CC-AIU course (p. 742)

**CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)**
Select one from the following:

- SPCH 140
- SPCH 145
- SPCH 230
- SPCH 260

**INF – Information Literacy 1 (0-3 hours)**
- any overlay or stand-alone CC-INF course (p. 742)

**VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)**
- any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible

Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (18-21 hours)

**Foreign Language (0-3 hours)**
- only if needed to meet 122-level proficiency

**History (3 hours)**
Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 101</td>
<td>European Civilization from Ancient Times to the Mid-17th Century</td>
<td>3</td>
</tr>
<tr>
<td>HIST 102</td>
<td>European Civilization from the Mid-17th Century</td>
<td></td>
</tr>
<tr>
<td>HIST 104</td>
<td>Introduction to the Civilization of the Islamic Middle East</td>
<td></td>
</tr>
<tr>
<td>HIST 105</td>
<td>Introduction to East Asian Civilization</td>
<td></td>
</tr>
<tr>
<td>HIST 106</td>
<td>Introduction to African History</td>
<td></td>
</tr>
</tbody>
</table>

**Literature (3 hours)**
Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 282</td>
<td>Special Topics in Fiction</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 283</td>
<td>Special Topics in British Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 284</td>
<td>Drama</td>
<td></td>
</tr>
<tr>
<td>ENGL 285</td>
<td>Special Topics in American Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 286</td>
<td>Poetry</td>
<td></td>
</tr>
<tr>
<td>ENGL 287</td>
<td>American Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 288</td>
<td>English Literature</td>
<td></td>
</tr>
</tbody>
</table>

**Social Science (3 hours)**
- any CC-GSS (p. 742) course

**Social or Behavioral Science (3 hours)**
- A 300-level or higher course from HIST or POLI or three hours of Social or Behavioral Sciences at the 300 level or higher from:
  - AFAM- African-American Studies;  
  - ANTH- Anthropology;  
  - COLA- College of Liberal Arts;  
  - GEOG-Geography (except GEOG 545 and GEOG 546);  
  - LASP-Latin American Studies;  
  - POLI- Political Science;  
  - PSYC- Psychology;  
  - SOCY- Sociology;  
  - SOST- Southern Studies;  
  - WGST- Women and Gender Studies.

**Additional SJMC Requirements (6 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 224</td>
<td>Introduction to Economics</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 350</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>or MGMT 371</td>
<td>Principles of Management</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 6

3. Program Requirements (12-23 hours)

**Minor or Cognate (12-18 hours)**
Students must complete either a minor or a cognate from courses outside the SJMC.

A minimum grade of C is required in all cognate or minor courses

**Minor (18 hours)**
A student in the School of Journalism and Mass Communications may choose to complete a minor consisting of 18 credit hours of prescribed courses. The minor is intended to develop a coherent basic preparation in a second area of study. Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or better. A minor form must be completed and approved by the school after the student has completed 30 hours of course work.

**Cognate (12 hours)**
A student in the School of Journalism and Mass Communications may choose to complete a cognate. A cognate requires a minimum of 12
hours of courses in other departments related to the student’s major and/or career goals. Cognate courses may be taken in one or more departments depending on the interest and requirements of the student, but must have approval of the student’s adviser. Journalism courses may not be used in the cognate. At least 6 of the 12 hours must be at the 300-level or higher. No 100 level courses may be used in the cognate.

**Electives (0-11 hours)**
The Carolina Core, additional SJMC General Education Requirements, Minor/Cognate and Electives outside of the SJMC must include at least 72 semester hours in academic subjects. Students with fewer than 72 hours in general education courses must take enough electives to fulfill the 72-hour minimum.

No elective courses of a remedial, developmental nature may apply as credit toward the 72-hour minimum.

**4. Major Requirements (48 hours)**
*A minimum grade of C is required in all major courses*

### Major Courses (33 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 101</td>
<td>Media and Society</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 203</td>
<td>Principles of Visual Communications</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 291</td>
<td>Writing for Mass Communications</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 303</td>
<td>Law and Ethics of Mass Communications</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 346</td>
<td>Graphics for Visual Communications</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 347</td>
<td>Photography for Visual Communications</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 446</td>
<td>Informational Graphics</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 447</td>
<td>Photovisual Communications I: Advanced Photography</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 448</td>
<td>Multimedia for Visual Communications</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 449</td>
<td>Design of Online Content</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 560</td>
<td>Capstone Portfolio Development</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 33

### Major Electives (15 hours)

- One Visual Communications special topics course (3 hours)
- One JOUR concept/lecture course (3 hours)
- Additional Journalism Electives (9 hours)

**Concentration in Sports Media (12 hours) Optional**

Students may choose to complete a concentration in sports media. The sports media concentration may be used to fulfill 12 hours of the major elective requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 391</td>
<td>Sports Media and Society</td>
<td>3</td>
</tr>
<tr>
<td>Select three elective courses from the following:</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>JOUR 428</td>
<td>Super Bowl Commercials</td>
<td></td>
</tr>
<tr>
<td>JOUR 499</td>
<td>Special Topics</td>
<td></td>
</tr>
<tr>
<td>JOUR 531</td>
<td>Public Relations Campaigns</td>
<td></td>
</tr>
<tr>
<td>JOUR 537</td>
<td>The Carolina Agency</td>
<td></td>
</tr>
<tr>
<td>JOUR 597</td>
<td>Internship in Mass Communications</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 12

**Major Map**

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

**Visual Communications, B.A.J.M.C.**

**School of Library and Information Science**

[Department Website](https://sc.edu/study/colleges_schools/cic/library_and_information_science/)

**Tom Reichert, Ph.D., Dean**

**David Lankes, Ph.D., Associate Dean and Director, School of Library and Information Science**

As a professional school grounded strongly in the sciences and liberal arts, the School of Library and Information Science emphasizes the value of a broad educational foundation as well as proficiency in information and communication skills. Information Science is the study of the cognitive, social, technological, and organizational roles of information in all its forms and rests on three foundations: content, people, and technology. That is, the substance of the information being created, communicated, stored, and/or transformed; the people who interact with this content; and the technology used to support content creation, communication, storage, or transformation.

The program emphasizes research-based learning and incorporates opportunities for service learning, internship, and work-study in a wide range of public and private organizations and agencies. In addition to providing a strong background for graduate work in library and information science, law, social science, and business, the graduate will be well suited to compete for beginning level positions as a competitive intelligence analyst, consultant, database developer and analyst, data mining specialist, information architect, archivist and records manager, information broker, information consultant, Internet researcher, knowledge management consultant, online searcher, navigation designer, researcher/analyst, Web designer/developer/programmer, and others related to organizational needs for workers who understand information resources and services.

**Progression Requirements**

Each student within the school is expected to make orderly progress toward a baccalaureate degree. To facilitate this, the school’s undergraduate program is divided into upper and lower divisions.

1. Lower-division students are those who have earned fewer than 60 semester hours toward the degree or who do not meet admission requirements to the upper division.

2. Admission to the upper division is based upon a minimum 2.50 cumulative UofSC GPA; completion of SLIS 201 and SLIS 202 with grades of C or higher; completion of 60 or more semester hours toward the degree; completion of most general education requirements (see below); selection of a particular program of study
within the School; and selection and approval of a minor. All students desiring to be admitted to the upper division must formally apply for admission some time after completion of 45 semester hours and SLIS 201 and SLIS 202 and before completion of more than 75 hours of University course work.

3. All students must maintain a minimum 2.50 GPA on UofSC courses in order to maintain good standing in the School and to graduate with a B.S. in Information Science. Grades will be reviewed at the end of each semester. Students who have less than a 2.50 GPA on UofSC work are not in good standing and will be placed on probation within the School. With the exception of upper-division courses, they may continue to take course work toward their degree if seats are available.

4. All majors within the School will be expected to pass all Information Science courses used toward the degree with a minimum grade of C.

5. No Information Science course may be repeated more than once by any student.

**Second Degree**

Students from other UofSC colleges who expect to obtain a second baccalaureate degree from the School of Library and Information Science meet regular admission and progression requirements of the School, must be assigned an Information Science advisor, and must formally apply to and be accepted by the School not later than the next-to-the-last semester in which the student expects to receive the Information Science degree.

**Programs**

- Informatics Minor (p. 495)
- Information Science, B.S. (p. 496)

**Courses**

**LIBR 101 - Information Literacy (1 Credit)**
Introduction to methods and ethics of information research, with emphasis on analyzing and defining information needs and resources, creating and refining search strategies, evaluating resources, and synthesizing and citing information. Admission restricted to undergraduates.

**Carolina Core:** INF

**SLIS 201 - Introduction to Information Science (3 Credits)**
Major concepts, principles, theories, issues, and trends in the development of Information Science.

**SLIS 202 - Introduction to Information Literacy and Technology (3 Credits)**
An introduction to the basic information technologies used in all types of information organizations and the essential concepts and skills needed for information literacy.

**Carolina Core:** INF

**SLIS 220 - Using Information Resources (3 Credits)**
Introduction to information services and sources available in print and electronic format. Techniques for locating, evaluating, and using information resources basic to academic work.

**Prerequisites:** CSCE 101 or equivalent.

**SLIS 250 - Introduction to Content Management Systems and Information Design (3 Credits)**
Overview of responsive website design, development and basic content management systems. Examine the current tools and standards and learn how they function together in a modern web environment. Emphasis on the myriad of viewing devices and specific reference to the unique needs of information intensive institutions.

**Prerequisite or Corequisite:** SLIS 201.

**SLIS 301 - Information Storage and Retrieval (3 Credits)**
Introduction to the concepts, issues, theories, and techniques of information storage and retrieval systems.

**Prerequisite or Corequisite:** SLIS 201.

**SLIS 310 - Research Methods in Information Science (3 Credits)**
Overview of major types of research methods and techniques within the field of information science. Methods of data analysis, evaluation of published research, and ethical principles.

**Prerequisite or Corequisite:** SLIS 201, STAT 110 or STAT 201.

**Graduation with Leadership Distinction:** GLD: Research

**SLIS 315 - Information Policy (3 Credits)**
Problems and ethical issues that arise in the development and implementation of information policies in Information Science.

**Prerequisites:** SLIS 201.

**SLIS 325 - Children’s Literature (3 Credits)**
A study of materials for children from birth through elementary school (age 13) with emphasis on the evaluation, selection, and use of those materials to meet the educational, cultural, and recreational needs of children.

**Graduation with Leadership Distinction:** GLD: Community Service

**SLIS 330 - Introduction to Computer Technology & Applications for Info Env (3 Credits)**
The basic information technology concepts and applications relevant to library and related information environments. Unique information technology needs and applications of information-intensive organizations.

**SLIS 402 - Introduction to Management Within Information Environments (3 Credits)**
History, development, and implementation of theories and practices associated with managing information environments.

**Prerequisite or Corequisite:** SLIS 201.

**SLIS 410 - Knowledge Management (3 Credits)**
Introduction to the background, principles, practices, and technologies of knowledge management for library and information professionals.

**Prerequisites:** SLIS 301.

**SLIS 415 - Social Informatics (3 Credits)**
Examines the design, uses, and effects of information and communication technologies (ICTs) from the standpoint that society and technology mutually shape one another.

**SLIS 420 - Communication and Information Transfer (3 Credits)**
An overview of the communication models, major concepts, trends, and other related issues of information transfer with a focus on information seeking and use in digital age.

**Prerequisites:** SLIS 201 or JOUR 101.

**Cross-listed course:** JOUR 491

**SLIS 429 - Information Management for Journalists (3 Credits)**
Online resources specific to mass communications, research strategies, organization and creation of digital information.
SLIS 430 - User-Centered Information Architecture (3 Credits)
Processes and techniques for designing user-centered information systems on the Web. Issues of needs analysis, content development, cognitive models, human-computer interaction, interface design, and usability testing.
Prerequisites: SLIS 202.

SLIS 434 - Introduction to Knowledge Discovery (3 Credits)
The students will review knowledge discovery basics concepts, techniques, tools, and applications. This course is project based and students will develop new Wikipedia pages by reading papers in a selected domain.
Prerequisites: MATH 122 or MATH 141 or MATH 142 or MATH 170 or MATH 172 or STAT 515 or STAT 201 or STAT 205.

SLIS 435 - Digital Information Infrastructure (3 Credits)
Theoretical and technological foundations of building the digital information infrastructure. Emphasis on technical aspects of managing digital assets for Intranet and Internet use.
Prerequisites: SLIS 202, SLIS 402.

SLIS 440 - Competitive Intelligence (3 Credits)
Strategies and techniques for locating competitive intelligence information.
Prerequisites: SLIS 201, SLIS 202, SLIS 301, SLIS 402.

SLIS 450 - Information Issues in Cultural Heritage Institutions (3 Credits)
Problem of identifying or defining cultural heritage and the issues and problems in preserving, accessing, and managing cultural heritage information. Issues such as copyright/ownership, technical problems of preservation and intellectual access, and the different ways in which libraries, archives, museums, zoos and other cultural heritage institutions operate.

SLIS 480 - Emerging Topics in Information Science (3 Credits)
Examination of selected current and emerging topics in the field of information science. May be repeated once for credit as topics vary.
Prerequisites: SLIS 201, SLIS 202, SLIS 301, SLIS 402.

SLIS 494 - Independent Study in Information Science (3 Credits)
Independent study in an area of information science relevant to the students professional goals. May be repeated once for credit as topics vary.
Prerequisites: SLIS 201, SLIS 202, SLIS 301, SLIS 402.

Graduation with Leadership Distinction: GLD: Research

SLIS 496 - Internship in Information Science (3 Credits)
Supervised field experience in an information agency relevant to students professional goals. Approval of the appropriate internship application must be submitted early in the semester preceding enrollment.
Prerequisites: SLIS 201, SLIS 202, SLIS 301, SLIS 402.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

SLIS 501 - Teaching and Training in Distributed Environments (3 Credits)
Knowledge and skills for applying complementary technologies for learning in distributed learning environments (Pre-K-lifelong) through lecture, demonstration, and discussion.

SLIS 523 - Materials for Early Childhood (3 Credits)
Media resources and techniques for children from birth to 9 years. Reading interests and developmental needs of young children. Authors, illustrators, indexes, bibliographic tools, evaluation sources, and professional literature. Not open to students enrolled in M.L.I.S. program.

SLIS 525 - Materials for Children (3 Credits)
Media resources for children. Reading interests of children and their curricular and independent needs for information. Authors, illustrators, indexes, bibliographic tools, and sources of evaluation of materials for children. Techniques and literature for read-aloud programs and storytelling. Not open to students enrolled in M.L.I.S. program.

SLIS 527 - Materials for Adolescents (3 Credits)
Media resources for adolescents. Reading interests of adolescents and their curricular and independent information needs. Study of relationships of media to information needs and critical comparison between classic and contemporary materials for adolescents. Indexes, bibliographic tools, and sources of evaluation of materials. Not open to students enrolled in M.L.I.S. program.

SLIS 529 - Special Topics in Library and Information Studies (3 Credits)
Specific topics of current concern to the library, information, and media professions to be identified by title. Not open to students enrolled in M.L.I.S. program.

SLIS 530 - Applications of Information Technology and the Infrastructure (3 Credits)
Introductory knowledge for school library media specialists, teachers, administrators, parents, and other citizens interested in practical applications of information technology to support learning, decision making, and community building.

SLIS 534 - Knowledge Discovery Techniques (3 Credits)
Knowledge discovery techniques and applications.
Prerequisites: SLIS 434 for Undergraduate Students.

SLIS 560 - Information Visualization (3 Credits)
Foster theoretical insights about information visualization. Prepare small and large-scale datasets for visual representations. Project-based and students will map real datasets and understand the methods to interpret the visualizations.

SLIS 600 - Storytelling: Theory, Practice, and Development (3 Credits)
Storytelling methods, techniques, and materials encompassing heritage, art, literature, and programming.

Informatics Minor

Minor Requirements (18 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLIS 201</td>
<td>Introduction to Information Science</td>
<td>3</td>
</tr>
<tr>
<td>SLIS 301</td>
<td>Information Storage and Retrieval</td>
<td>3</td>
</tr>
<tr>
<td>SLIS 410</td>
<td>Knowledge Management</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 9 hours from any additional SLIS courses</td>
</tr>
</tbody>
</table>

Total Credit Hours 18

1 SLIS 480 may be repeated for credit with different topics.
Information Science, B.S.

Learning Outcomes

• Students will describe the techniques and principles for creating, storing, organizing, transforming, and communicating information to various information seekers.
• Students will demonstrate practical skills of information science and the use of information systems.
• Students will demonstrate the comprehension of the valuable role of information and information technology in society as well as the diversity of needs and uses for information.

Admissions

First-Year Students

In order to be admitted to the B.S. in Information Science degree program of study in the School of Library and Information Science, first-year students must meet all University admission requirements. In order to continue in the program, each student must attain a minimum USC GPA of 2.50 upon completion of 30 degree-applicable hours. Credit received for remedial work is not counted toward the 30 hours.

Transfer Students

A student desiring to transfer to the B.S. in Information Science program of the School of Library and Information Science from either another college or school of the University or another institution must have a cumulative minimum GPA of 2.50 on all work attempted. Transfer students from other institutions must take at least half of the information science course work in residence at the University of South Carolina Columbia. Required information science courses from schools taken from other schools must be validated by proficiency tests. No more than 12 semester hours of required information science courses from other schools may be applied toward the B.S. degree in Information Science.

Completion of ENGL 101 and ENGL 102 with grades of C or higher are prerequisites for admission to the B.S. in I.S. upper-division program.

Degree Requirements (121 hours)

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>31-43</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>0</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>48-54</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>36</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (31-43 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

must be passed with a grade of C or higher

• ENGL 101
• ENGL 102

ARP – Analytical Reasoning and Problem Solving (6-7 hours)

• STAT 201
• any CC-ARP course (p. 742)

SCI – Scientific Literacy (7 hours)

• Two approved Carolina Core Scientific Literacy courses (p. 742) from the natural sciences, including one laboratory course

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Students in the School of Library and Information Science are required to demonstrate proficiency in one foreign language equivalent to the 122 course through course credit or the corresponding foreign language placement score.

• CC-GFL courses (p. 742)

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

• any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

• any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)

• any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)

• any overlay or stand-alone CC-CMS course (p. 742)

SLIS recommends one of the following:

• SAEL 200
• SPCH 145
• SPCH 230

INF – Information Literacy 1 (0-3 hours)

• ENGL 102 - must be passed with a grade of C or higher

Note: SLIS 202 may not be used to fulfill the INF Carolina Core requirement

VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)

• any overlay or stand-alone CC-VSR course (p. 742) (SLIS recommends SAEL 200)

1 Carolina Core Stand Alone or Overlay Eligible Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.
2. College Requirements (0 hours)

No college-required courses for this program.

3. Program Requirements (48-54 hours)

Supporting Courses (30 hours)

Complete the required credit hours for each category below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology/Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select six hours of the following:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>CSCE 101</td>
<td>Introduction to Computer Concepts</td>
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<td>CSCE 102</td>
<td>General Applications Programming</td>
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<tr>
<td>MGSC 290</td>
<td>Computer Information Systems in Business</td>
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<td>GEOG 363</td>
<td>Geographic Information Systems</td>
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<tr>
<td>ITEL 444</td>
<td>Introduction to Human Computer Interaction</td>
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<tr>
<td>ACCT 222</td>
<td>Survey of Accounting</td>
<td></td>
</tr>
<tr>
<td>ACCT 225</td>
<td>Introduction to Financial Accounting</td>
<td></td>
</tr>
<tr>
<td>ECON 224</td>
<td>Introduction to Economics</td>
<td></td>
</tr>
<tr>
<td>MKTG 350</td>
<td>Principles of Marketing</td>
<td></td>
</tr>
<tr>
<td>Management/Organizations</td>
<td>3</td>
<td></td>
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<tr>
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<tr>
<td>MGMT 371</td>
<td>Principles of Management</td>
<td></td>
</tr>
<tr>
<td>MGMT 376</td>
<td>Employee Engagement</td>
<td></td>
</tr>
<tr>
<td>MGMT 402</td>
<td>Managing Teams in the Workplace</td>
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</tr>
<tr>
<td>MGMT 472</td>
<td>Entrepreneurship and Small Business</td>
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<tr>
<td>Media/Visual Design</td>
<td>3</td>
<td></td>
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<tr>
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<tr>
<td>JOUR 101</td>
<td>Media and Society</td>
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<tr>
<td>JOUR 203</td>
<td>Principles of Visual Communications</td>
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<tr>
<td>MART 201</td>
<td>Foundations of Media Arts Production</td>
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<tr>
<td>Advanced Writing</td>
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<tr>
<td>ENGL 462</td>
<td>Technical Writing</td>
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<tr>
<td>ENGL 463</td>
<td>Business Writing</td>
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<tr>
<td>ENGL 468</td>
<td>Digital Writing</td>
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<tr>
<td>Communications</td>
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<tr>
<td>SPCH 260</td>
<td>Argumentation and Debate</td>
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<tr>
<td>SPCH 330</td>
<td>Small Group Communication</td>
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<td>SPCH 331</td>
<td>Organizational Communication</td>
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<td>SPCH 380</td>
<td>Persuasive Communication</td>
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<td>ANTH 371</td>
<td>Ethnography of Communication</td>
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<tr>
<td>SAEL 200</td>
<td>Social Advocacy and Ethical Life</td>
<td></td>
</tr>
<tr>
<td>LING 300</td>
<td>Introduction to Language Sciences</td>
<td></td>
</tr>
</tbody>
</table>

Minor or Cognate (12-18 hours)

A minor is eighteen credit hours or more. BSIS students are encouraged to pursue one of the sanctioned USC minors in over a hundred different subject areas. BSIS students, with an approval from the BSIS committee, may choose to complete a cognate instead of a minor. The cognate is usually twelve hours of course work. Only six hours of lower division class credits can be applied to the cognate. All cognates will be approved by the BSIS sub-committee usually by the second semester of the Junior year of a BSIS student if not earlier.

Electives (0-12 hours)

Choose any course with approval of an academic advisor, to reach hours to graduate.

Note: Courses used to satisfy Carolina Core requirements may not also count as electives.

4. Major Requirements (36 hours)

a minimum grade of C is required in all major courses

Major Courses (30 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLIS 201</td>
<td>Introduction to Information Science</td>
<td>3</td>
</tr>
<tr>
<td>SLIS 202</td>
<td>Introduction to Information Literacy and Technology</td>
<td>3</td>
</tr>
<tr>
<td>SLIS 220</td>
<td>Using Information Resources</td>
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</tr>
<tr>
<td>SLIS 301</td>
<td>Information Storage and Retrieval</td>
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</tr>
<tr>
<td>SLIS 310</td>
<td>Research Methods in Information Science</td>
<td>3</td>
</tr>
<tr>
<td>SLIS 330</td>
<td>Introduction to Computer Technology &amp; Applications for Info Env</td>
<td>3</td>
</tr>
<tr>
<td>SLIS 402</td>
<td>Introduction to Management Within Information Environments</td>
<td>3</td>
</tr>
<tr>
<td>SLIS 410</td>
<td>Knowledge Management</td>
<td>3</td>
</tr>
<tr>
<td>SLIS 420</td>
<td>Communication and Information Transfer</td>
<td>3</td>
</tr>
<tr>
<td>SLIS 494</td>
<td>Independent Study in Information Science</td>
<td>3</td>
</tr>
<tr>
<td>SLIS 496</td>
<td>Internship in Information Science</td>
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</tr>
<tr>
<td>SLIS 315</td>
<td>Information Policy</td>
<td></td>
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<tr>
<td>SLIS 430</td>
<td>User-Centered Information Architecture</td>
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</tr>
<tr>
<td>SLIS 434</td>
<td>Introduction to Knowledge Discovery</td>
<td></td>
</tr>
<tr>
<td>SLIS 435</td>
<td>Digital Information Infrastructure</td>
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</tr>
<tr>
<td>SLIS 440</td>
<td>Competitive Intelligence</td>
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</tr>
<tr>
<td>SLIS 450</td>
<td>Information Issues in Cultural Heritage Institutions</td>
<td></td>
</tr>
<tr>
<td>SLIS 480</td>
<td>Emerging Topics in Information Science</td>
<td></td>
</tr>
<tr>
<td>SLIS 494</td>
<td>Independent Study in Information Science</td>
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</tr>
<tr>
<td>SLIS 496</td>
<td>Internship in Information Science</td>
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</table>

Total Credit Hours 30

Major Electives (6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Select two of the following:</td>
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</tr>
<tr>
<td>SLIS 315</td>
<td>Information Policy</td>
<td></td>
</tr>
<tr>
<td>SLIS 430</td>
<td>User-Centered Information Architecture</td>
<td></td>
</tr>
<tr>
<td>SLIS 434</td>
<td>Introduction to Knowledge Discovery</td>
<td></td>
</tr>
<tr>
<td>SLIS 435</td>
<td>Digital Information Infrastructure</td>
<td></td>
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<tr>
<td>SLIS 440</td>
<td>Competitive Intelligence</td>
<td></td>
</tr>
<tr>
<td>SLIS 450</td>
<td>Information Issues in Cultural Heritage Institutions</td>
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<tr>
<td>SLIS 480</td>
<td>Emerging Topics in Information Science</td>
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<tr>
<td>SLIS 494</td>
<td>Independent Study in Information Science</td>
<td></td>
</tr>
<tr>
<td>SLIS 496</td>
<td>Internship in Information Science</td>
<td></td>
</tr>
</tbody>
</table>

Any other SLIS course

Total Credit Hours 6
Major Map
A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Information Science, B.S.

School of Music
Department Website (http://www.music.sc.edu/)

Tayloe Harding, Dean
Ron Davis, Associate Dean for Equity, Diversity, and Inclusion
Rebecca S. Nagel, Associate Dean for Community Engagement and Experiential Learning
Clifford Leaman, Associate Dean and Director of Graduate Studies
Tina Milhorn Stallard, Associate Dean and Director of Undergraduate Studies
Jacob Will, Associate Dean of Administration

Degrees Offered
The University of South Carolina offers two undergraduate degrees in music: the Bachelor of Arts degree and the Bachelor of Music degree with emphases in performance, theory, composition, jazz studies, music education-choral, and music education-instrumental.

The School of Music is accredited by the National Association of Schools of Music.

Through the Bachelor of Music program in music education, the School of Music participates in the teacher education programs of the University which are accredited by the National Council for Accreditation of Teacher Education. The School of Music also participates actively in South Carolina Honors College.

General Requirements

Applied Music for the Music Major
A qualifying audition is required prior to registration in applied music courses. Students who do not qualify for entrance into the music major sequence (MUSC 111 or MUSC 211) in their primary performance area will be placed into the MUSC 101 level. Students may study at the MUSC 101 level in their primary area for a maximum of two semesters. If, at the final examination of the second semester in MUSC 101, the area faculty finds that a student does not meet the performance standard to enter the music major sequence (MUSC 111 or MUSC 211), the student will be removed from the school.

All candidates for degrees in music must continue individual instruction in their primary performance area until the applied music requirements have been satisfied. All assignments of students registered in applied music courses to actual instructors/professors are determined by the dean of the School of Music. As part of the applied study, students are required to attend concerts and perform at the School of Music seminars. The number of credit hours of applied music is determined by the chosen curriculum.

Piano Proficiency
All students except those for whom piano or organ is the major applied area are required to pass a piano proficiency examination. Specific requirements for this examination are listed in the School of Music’s Handbook for Undergraduate Students. Music majors enter the Group Piano sequence at the MUED 155 level and remain in the sequence until degree requirements have been satisfied. Students who have studied piano (a minimum of three years) can audition with the Coordinator of Group Piano for advanced placement in or exemption from Group Piano. The audition must take place during the first two semesters of study. For many students the study of piano will begin in group piano and progress later to private study.

Attendance
Enrollment in a course obligates the student not only for prompt completion of all work assigned but also for punctual and regular attendance and for participation in whatever class discussion may occur. It is the student’s responsibility to keep informed concerning all assignments made. Absences, whether excused or unexcused, do not absolve the student from this responsibility. Absence from more than 10 percent of the scheduled class sessions, whether excused or unexcused, is excessive and the instructor may choose to exact a grade penalty for such absences.

Regulations for attendance at ensemble rehearsals and performances are different from regulations for class attendance. Members of ensembles are expected to be present at every rehearsal and performance unless excused. Regulations pertaining to jury examinations, ensemble participation, recitals, seminar attendance and other related matters are published in the School of Music’s Handbook for Undergraduate Students.

Progression Requirements
Acceptance as a music major does not guarantee progression to the upper division. To remain in a degree program offered by the School of Music, a student must make satisfactory progress toward the degree. A student who fails to make satisfactory academic progress may be placed on academic probation or removed from the school. This includes satisfactory progress in the applied music sequence. In addition, all students in the school are subject to the regulations on probation, suspension, and readmission in the “Academic Standards” section of the “Academic Regulations” chapter of this bulletin. At the end of the sophomore year, each student’s progress toward completion of lower-division requirements will be evaluated.

Upper Division
To be admitted to the upper division, students must meet the following criteria:

1. completion of piano proficiency requirements;
2. completion of the Aural Skills training sequence MUSC 117, MUSC 118, MUSC 217, MUSC 218); Bachelor of Music with an emphasis in Theory majors must achieve a minimum grade of “B”
3. completion of music theory sequence (MUSC 115, MUSC 116, MUSC 215, MUSC 216); Bachelor of Music with an emphasis in Theory majors must achieve a minimum grade of “B”
4. for music education majors, completion of the Music Education Practicum (MUED 200);
5. for Bachelor of Music students, approval of the applied jury to progress to the upper-division courses (MUSC 311 or MUSC 411), as appropriate to the chosen degree program;
6. completion of at least 60 credits with a cumulative grade point average of 2.50 in MUSC and MUED courses and 2.00 in all courses.

Graduation
In order to be eligible for graduation, students in the School of Music must meet all course requirements, be in good standing, have a cumulative GPA of at least 2.50 on all MUSC and MUED courses, and have a cumulative GPA of at least 2.00 on all work attempted at UofSC. The last 30 semester hours must be completed in residence at the University, and at least half of the hours in the student’s major courses and in the student’s minor courses must be taken at the University. For further information on this and other University regulations, see the “Academic Regulations” chapter of this bulletin.

Advisement
Every music major will be assigned an advisor in the school, who will consult with the student throughout the college career. Students must see their academic advisors at least once each semester for assistance in planning their academic program. No student will be allowed to complete the registration process without an advisement form approved by an assigned faculty advisor.

It is the responsibility of each student to understand and complete all degree requirements. The student’s major advisor is responsible for interpreting and applying major, minor, and cognate requirements. When special problems arise, the student may consult the director of undergraduate studies.

Right of Petition
A student may seek relief from academic standards and regulations by appealing to the Scholastic Standards and Petitions Committee of the School of Music. Information on procedures may be obtained from the music studies office.

Career Development
The School of Music aims to complement academic advising by assisting music students in clarifying career directions. Students are encouraged to begin the process of career planning as early as possible. Career counselors are available in the University Career Center to assist students in gaining an understanding of their own interests, values, abilities, and personalities, the nature of a liberal arts education and the related marketable skills, and the numerous career opportunities available for music majors. In addition, students are encouraged to complement their academic studies with career-related work experience such as internships, cooperative education, part-time work experience, or volunteer work.

Special Opportunities

Performance Certificate
The performance certificate is awarded by the School of Music to recognize those undergraduate music students with degree emphases other than music performance as well as those students not majoring in music. The performance certificate will allow gifted and highly motivated students to acquire additional credit, professorial interaction and guidance, and departmental distinction in music performance. Incoming freshman may demonstrate their fitness for the performance certificate during their qualifying or scholarship audition. Continuing students are eligible to enter this program by application to the coordinator of the appropriate area faculty and upon recommendation of the area faculty jury. The course of study for the certificate includes applied music registration for MUSC 211 (for 3 credits each semester) and a minimum of two semesters of MUSC 411 (for 3 credits each semester). The certificate requires a maximum of no more than 18 hours beyond the requirements of the baccalaureate program. An extended jury is required to progress from MUSC 211 to MUSC 411. The completion of the program is dependent upon the following musical equivalent to a senior thesis experience: successful completion of two half recitals or one full recital. The recital will be graded by the same criteria as a performance degree recital. The candidate’s program may be revoked by request of candidate, action of the candidate’s jury, or action of the jury at the half or full recital. All qualifying students will receive the performance certificate upon completion of their degree. In addition to receiving the performance certificate, music majors will receive their degree “with distinction in music performance” at commencement as part of the Departmental Undergraduate Research Track.

Music Entrepreneurship Minor
Music majors may supplement their degree choice with a music entrepreneurship minor of 18 credits that will assist students in capitalizing on the artistic, economic and social power of their music education and degree; assist students to envision their musical career as a means of generating value; and assist in creating successful, entrepreneurial decision makers.

Audio Recording Minor
The minor in Audio Recording is designed to provide music students with applicable knowledge and skills in audio recording and music production. Within the context of a liberal arts degree in music, students will develop competencies in aural and music analysis, the use of audio hardware and software, microphone theory and technique, and the application of sound in media.

Minor in Music Industry Studies
The minor in Music Industry Studies is designed to prepare music and non-music students for executive and administrative careers in the music industry. Students are immersed in an interdisciplinary curriculum that provides a foundational understanding of business and the music industry. Consultation with the Undergraduate Director in the School of Music is required.

Independent Study
The school endorses the use of departmental independent study courses to further students’ intellectual pursuits in alternative ways. Before students may register for an independent study course, they must present a completed independent study contract which has been approved by the instructor selected for the independent study project, the major advisor, and the dean. No student may apply more than 15 hours of independent study credits toward the degree. Unless approved as a part of the major, minor, or cognate, independent study courses will be graded only on a Pass-Fail basis. A grade point average of 2.50 or greater is required to enroll in independent study courses.
Courses for the Nonmusic Major

Many courses in music may be taken as electives toward other University degrees. Such courses include those in music appreciation, music history and literature, music theory, group piano and voice, and private lessons. Membership in large performing organizations such as the choirs, bands, and orchestras may also be used for elective credit. All students of the University are invited to participate in the musical organizations.

Private lessons in applied music are available to nonmusic majors on a limited basis through audition. Approval from the School of Music is necessary prior to registration. Interested students should contact the director of undergraduate studies for information about auditions.

Minor in Music

The minor in Music requires a three credit prerequisite (MUSC 115), 10 credits of core requirements, and eight credits chosen from music electives. Consultation with the undergraduate director in the School of Music is required.

Minor in Music Industry Studies

The minor in Music Industry Studies is designed to prepare music and non-music students for executive and administrative careers in the music industry. Students are immersed in an interdisciplinary curriculum that provides a foundational understanding of business and the music industry. Consultation with the Undergraduate Director in the School of Music is required.

The following courses may be used to satisfy the cognate requirements of undergraduate degrees offered by other schools and colleges on the USC campus: MUSC 115, MUSC 116, MUSC 145, and all MUSC and MUED courses numbered 200 and above.

Music Entrepreneurship Minor

The minor in Music Entrepreneurship is designed to assist students in capitalizing on the artistic, economic and social power of music and in creating successful, entrepreneurial decision makers.

Curricula

The curricula established for all baccalaureate degrees awarded by the school include a set of courses that fulfill general education requirements, a set of courses that comprise a departmental major and related courses, and several hours of elective courses. Except for courses used in meeting the Bachelor of Arts cultural awareness requirement, a course may be used to fulfill only one requirement.

General Education Requirements

Degree candidates in the School of Music must satisfy all general education requirements as specified in the chosen degree. These requirements are designed to provide students with a broad experience in the liberal arts and sciences and opportunities to develop intellectual skills in analysis, synthesis, and evaluation, as well as competence in written and oral communication.

Each student must complete the specified number of hours or attain the desired level of achievement in the groups of courses outlined below. Note that the credit hours required in these groups vary somewhat between the B.A. and B.M. degrees. In planning the course of study during the first two years, a student should give precedence to courses that satisfy the general education requirements. Students must complete ENGL 101 and ENGL 102 within the first 60 semester hours of work in order for these courses to be credited toward graduation.

Major Requirements

Every degree candidate in the school must successfully complete a major program of study that meets the major requirements of the program. A minimum grade of C is required for any course submitted for fulfillment of major requirements; this includes all MUSC and MUED courses.

Course requirements in applied music include the following minimum levels of applied study: performance, and jazz studies—four semesters at the lower-division level and four semesters at the upper-division level; music education, theory/composition—four semesters at the lower-division level and two semesters at the upper-division level; B.A.—six semesters at the lower level. The number of required credits in applied music is determined by each degree program.

Teacher Preparation Program

The School of Music participates in the University’s teacher preparation programs. The Bachelor of Music degree with emphases in music education-choral or music education-instrumental is the approved course of study for students who plan to be certified as K-12 music teachers.

Dual Degree

Music students who wish to pursue a dual degree must receive the approval of the dean of music and the dean of the college in which the other degree is offered. Additional information may be found under “Academic Regulations” in this publication.

Cognates

In addition to satisfactorily completing all courses in the major field of study, a student in the Bachelor of Arts program must also satisfactorily complete a minimum of 12 hours in advanced courses related to but outside the major, as prescribed by the school.

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

Minors

In place of the cognate a student in the Bachelor of Arts program may choose a minor consisting of at least 18 credit hours of prescribed courses. The subject area of the minor may be related to the major.

The minor is intended to develop a coherent basic preparation in a second area of study. It differs from the cognate inasmuch as the courses must be concentrated in one area and must follow a structured sequence. Interdisciplinary minors can be designed with the approval of the dean.
Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or better. For descriptions of specific minors, students should see appropriate sections of the bulletin and their academic advisors.

Electives
Electives toward credit hour requirements for all degrees in the School of Music must be in academic subjects. No courses of a remedial, developmental, or vocational nature may be applied as credit toward a degree in the School of Music. To encourage the student to select electives that will broaden the educational background and to study subjects that might otherwise be neglected, use of the Pass-Fail option is allowed on elective courses.

Programs
• Audio Recording Minor (p. 501)
• Music Entrepreneurship Minor (p. 501)
• Music Industry Studies Minor (p. 501)
• Music Minor (p. 501)
• Music Performance, Certificate (p. 502)
• Music, B.A. (p. 502)
• Music, B.M. (p. 504)

Audio Recording Minor
The minor in Audio Recording is designed to provide music students with applicable knowledge and skills in audio recording and music production. Within the context of a liberal arts degree in music, students will develop competencies in aural and music analysis, the use of audio hardware and software, microphone theory and technique, and the application of sound in media. Students will also learn how to apply their knowledge of acoustics in the recording studio, edit and manipulate audio, solve technical and artistic problems, and communicate with performers. Skills are developed through the execution of projects in various recording situations, studio settings, and musical genres.

Minor Requirements (18 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUSC 115</td>
<td>Music Theory I</td>
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<tr>
<td>MUSC 113</td>
<td>Special Topics in Popular Music</td>
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<tr>
<td>MUSC 140</td>
<td>Jazz and American Popular Music</td>
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</tr>
<tr>
<td>MUSC 340</td>
<td>Jazz Literature</td>
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</tr>
<tr>
<td></td>
<td>Select 6 hours of Humanities</td>
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Other Requirements

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<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 365</td>
<td>An Introduction to Audio Recording Techniques</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 565</td>
<td>Advanced Audio Recording Techniques</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 566</td>
<td>Fundamentals of Sound Use for Media</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 567</td>
<td>Recording Studio Techniques</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 571</td>
<td>Digital Audio Technology</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 336</td>
<td>Introduction to Computer Music</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours

Music Entrepreneurship Minor
Music majors may supplement their degree choice with a music entrepreneurship minor of 18 credits that will assist students in capitalizing on the artistic, economic and social power of their music education and degree; assist students to envision their musical career as a means of generating value, and assist in creating successful, entrepreneurial decision makers.

Minor Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 224</td>
<td>Introduction to Economics</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 350</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 580</td>
<td>Music &amp; Arts Entrepreneurship</td>
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</tr>
<tr>
<td>MUSC 582</td>
<td>Music and Money</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 590</td>
<td>Seminar in Music Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 591</td>
<td>Music Leadership Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours

Music Industry Studies Minor
Minor Requirements (18 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUSC 305</td>
<td>Introduction to Music Industry Studies</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 498</td>
<td>Music Practicum</td>
<td>1-3</td>
</tr>
<tr>
<td>MUSC 580</td>
<td>Music &amp; Arts Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 582</td>
<td>Music and Money</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select three elective courses: 1</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 224</td>
<td>Introduction to Economics</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 350</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 365</td>
<td>An Introduction to Audio Recording Techniques</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 590</td>
<td>Seminar in Music Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 593</td>
<td>Arts Marketing</td>
<td></td>
</tr>
<tr>
<td>SPTE 202</td>
<td>Introduction to Live Entertainment Management</td>
<td></td>
</tr>
<tr>
<td>SPTE 402</td>
<td>Entertainment and the Law</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours

Music Minor

Minor Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 115</td>
<td>Music Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours

1 Select at least one course offered outside of the music school.

1 May be used to fulfill the fine arts portion of the General Education Requirements.
Core Requirements (10 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 100</td>
<td>Recital Class</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 110</td>
<td>Introduction to Music</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 116</td>
<td>Music Theory II</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 117</td>
<td>Aural Skills I</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 118</td>
<td>Aural Skills II</td>
<td>1</td>
</tr>
<tr>
<td>Select music ensemble for 2 semesters</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 10

Music Electives (8 Hours)

| Envelope            | Maximum of four (4) additional credits. |

| Applied             | Maximum of eight (8) credits. The student may receive credit for two semesters of study at the 101 level, but must make normal progress in the applied sequence (MUSC 111, MUSC 211, MUSC 311, MUSC 411) for more than two (2) credits to be allowed toward the minor. |

Theory or history

| 200-level or above |

Music Education

| Any MUED course |

Note

Consultation with the undergraduate director in the School of Music is required.

Music Performance, Certificate

The performance certificate is awarded by the School of Music to recognize those undergraduate music students with degree emphases other than music performance as well as those students not majoring in music. The performance certificate will allow gifted and highly motivated students to acquire additional credit, professorial interaction and guidance, and departmental distinction in music performance. Incoming freshman may demonstrate their fitness for the performance certificate during their qualifying or scholarship audition. Continuing students are eligible to enter this program by application to the coordinator of the appropriate area faculty and upon recommendation of the area faculty jury.

Certificate Requirements

The course of study for the certificate includes applied music registration for:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 211</td>
<td>(for 3 credits each semester)</td>
<td></td>
</tr>
<tr>
<td>MUSC 411</td>
<td>(for 3 credits each semester)</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 0

Additional Information

The certificate requires a maximum of no more than 18 hours beyond the requirements of the baccalaureate program. An extended jury is required to progress from MUSC 211 to MUSC 411. The completion of the program is dependent upon the following musical equivalent to a senior thesis experience: successful completion of two half recitals or one full recital. The recital will be graded by the same criteria as a performance degree recital. The candidate’s program may be revoked by request of candidate, action of the candidate’s jury, or action of the jury at the half or full recital. All qualifying students will receive the performance certificate upon completion of their degree. In addition to receiving the performance certificate, music majors will receive their degree “with distinction in music performance” at commencement as part of the Departmental Undergraduate Research Track.

Music, B.A.

Learning Outcomes

- All BA & BM candidates will perform a series of jury exams on their primary instrument or voice. Each exam will engage the candidate in performance of a wide array of musical styles reflective of undergraduate-level literature.
- All BA & BM candidates will demonstrate fundamental piano skills, including performing, transposing, harmonizing, and sight-reading at levels appropriate for undergraduate music majors.
- All BM candidates with a performance or jazz studies emphasis will perform one half-recital and one-full recital on their primary instrument. Each recital will consist of a wide array of musical styles reflective of undergraduate-level repertoire.
- All BM candidates in music education will demonstrate the ability to plan level-appropriate lessons and execute plans successfully in authentic teaching contexts in their area of specialty (band, choir, orchestra, elementary).

Admissions

Entrance Requirements

All applicants to the School of Music must audition on their principal instrument or voice. Admission to any specific degree is dependent on the qualifying audition. A student who wishes to enter the School of Music from another USC campus must be in good standing and have a cumulative GPA of 2.25 or higher. A student who wishes to enter the School of Music from another college on the Columbia campus must be in good standing and have completed 30 semester hours with a cumulative GPA of 2.25 or higher. Be in good standing and meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.25 or higher.

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.25 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.25 or higher on a USC campus. Transfer applicants from regionally accredited colleges and universities are required to have a minimum GPA of 2.25 (on a 4.00 scale) on all college-level courses attempted. If fewer than 30 semester hours of college-level work have been attempted, the applicant must meet both transfer and freshman entrance requirements.

Degree Requirements (121 hours)

See School of Music (p. 498) for information about progression requirements, and special academic opportunities.

Additional information is available in the “Undergraduate Academic Regulations” chapter of this bulletin, the School of Music’s Handbook for Undergraduate Students, or from the Office of Music Studies.
# Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>32-44</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>0</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>28-40</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>49</td>
</tr>
</tbody>
</table>

## 1. Carolina Core Requirements (32-44 hours)

**CMW** – Effective, Engaged, and Persuasive Communication: Written (6 hours)

*must be passed with a grade of C or higher*

- ENGL 101
- ENGL 102

**ARP** – Analytical Reasoning and Problem Solving (6-8 hours)

- any CC-ARP courses (p. 742)

**SCI** – Scientific Literacy (8 hours)

- two 4-credit hour CC-SCI courses (p. 742)

**GFL** – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Demonstration of proficiency in one foreign language equivalent to the minimum passing grade on the exit examination in the 122 course is required, if not already met through Carolina Core or the foreign language placement exam.

- CC-GFL courses (p. 742)

**GHS** – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

- any CC-GHS course (p. 742)

**GSS** – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

- any CC-GSS course (p. 742)

**AIU** – Aesthetic and Interpretive Understanding (3 hours)

*must be passed with a grade of C or higher*

- MUSC 115

**CMS** – Effective, Engaged, and Persuasive Communication: Spoken Component (0-3 hours)

- any overlay or stand-alone CC-CMS course (p. 742)

**INF** – Information Literacy (0-3 hours)

- any overlay or stand-alone CC-INF course (p. 742)

**VSR** – Values, Ethics, and Social Responsibility (0-3 hours)

- any overlay or stand-alone CC-VSR course (p. 742)

---

1 Carolina Core Stand Alone or Overlay Eligible Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

## 2. College Requirements (0 hours)

*No college-required courses for this program.*

## 3. Program Requirements (28-40 hours)

### Supporting Courses (15-18 hours)

**Foreign Language (0-3 hours)**

- only if needed to meet 122-level proficiency

**History (3 hours)**

- The School of Music requires one U.S. History and one non-U.S. History course, both of which must be chosen from the approved Carolina Core GHS courses. Whichever is not fulfilled through the Carolina Core GHS requirement must be fulfilled through this Program Requirement.

**Social Science (3 hours)**

- Choose any from the list of CC-GSS approved courses.

**Humanities (9 hours)**

**Cognate or Minor (12-18 hours)**

*must be passed with a grade of C or higher*

**Electives (0-13 hours)**

No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the School of Music. The School of Music allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the School of Music.

## 4. Major Requirements (49 hours)

*a minimum grade of C is required in all major courses*

### Major Courses (43 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 100</td>
<td>Recital Class</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 100A</td>
<td>Music Advocacy I: Understanding the Power of Your Music</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 100L</td>
<td>Recital Class Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 116</td>
<td>Music Theory II</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 117</td>
<td>Aural Skills I</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 118</td>
<td>Aural Skills II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 215</td>
<td>Music Theory III</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 216</td>
<td>Music Theory IV</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 217</td>
<td>Aural Skills III</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 218</td>
<td>Aural Skills IV</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 353</td>
<td>History of Western Music I</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 354</td>
<td>History of Western Music II</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 455</td>
<td>History of Western Music III</td>
<td>3</td>
</tr>
</tbody>
</table>

**Applied Music Courses**
Learning Outcomes

Music, B.M.

- All BA & BM candidates will perform a series of jury exams on their primary instrument or voice. Each exam will engage the candidate in performance of a wide array of musical styles reflective of undergraduate-level literature.
- All BA & BM candidates will demonstrate fundamental piano skills, including performing, transposing, harmonizing, and sight-reading at levels appropriate for undergraduate music majors.
- All BM candidates with a performance or jazz studies emphasis will perform one half-recital and one-full recital on their primary instrument. Each recital will consist of a wide array of musical styles reflective of undergraduate-level repertoire.
- All BM candidates in music education will demonstrate the ability to plan level-appropriate lessons and execute plans successfully in authentic teaching contexts in their area of specialty (band, choir, orchestra, elementary).

Major Electives (6 hours)

Students must complete a minimum of 6 hours of music major electives, including MUED 155 & MUED 156 (or demonstration of piano proficiency is required), if needed, or MUSC 278 for those whose primary medium is voice.

Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Music, B.A.

Music, B.M.

Learning Outcomes

Admissions

Entrance Requirements

All applicants to the School of Music must audition on their principal instrument or voice. Admission to any specific degree is dependent on the qualifying audition. A student who wishes to enter the School of Music from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.25 or higher. A student who wishes to enter the School of Music from another USC campus must fulfill one of the following:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a cumulative GPA of 2.25 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.25 or higher on a USC campus. Transfer applicants from regionally accredited colleges and universities are required to have a minimum GPA of 2.25 (on a 4.00 scale) on all college-level courses attempted. If fewer than 30 semester hours of college-level work have been attempted, the applicant must meet both transfer and freshman entrance requirements.

Degree Requirements (128-132 hours)

See School of Music (p. 498) for information about progression requirements and special academic opportunities.

Additional information is available in the “Undergraduate Academic Regulations” chapter of this bulletin, the School of Music’s Handbook for Undergraduate Students, or from the Office of Music Studies.

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>31-43</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>0</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>0-7</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>90-94</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (31-43 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

- ENGL 101
- ENGL 102

ARP – Analytical Reasoning and Problem Solving (6-8 hours)

- two CC-ARP courses (p. 742)

SCI – Scientific Literacy (7 hours)

- two CC-SCI courses (p. 742), including one 4-credit hours laboratory science

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-7 hours)

Demonstration of proficiency in one foreign language equivalent to the minimum passing grade on the exit examination in the 110 or 121 course.
GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)
  • any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)
  • any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)
  must be passed with a grade of C or higher
  • MUSC 115

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)
  • any overlay or stand-alone CC-CMS (p. 742) course

INF – Information Literacy 1 (0-3 hours)
  • any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)
  • any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (0 hours)
   No college-required courses for this program.

3. Program Requirements (0-7 hours)
   Electives (0-7 hours)

The number of non-music electives needed depends on how Carolina Core courses are fulfilled. The number of hours of Carolina Core courses and non-music electives must equal 38 hours. No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the School of Music. The School of Music allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the School of Music.

4. Major Requirements (90-94 hours)
   A minimum grade of C is required in all major courses.

Major Courses (25 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 100</td>
<td>Recital Class (Students in all concentrations must complete 5 semesters)</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 100A</td>
<td>Music Advocacy I: Understanding the Power of Your Music</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 100L</td>
<td>Recital Class Laboratory</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 116</td>
<td>Music Theory II</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 117</td>
<td>Aural Skills I</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 118</td>
<td>Aural Skills II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 215</td>
<td>Music Theory III</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 216</td>
<td>Music Theory IV</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 217</td>
<td>Aural Skills III</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 218</td>
<td>Aural Skills IV</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 233</td>
<td>Basic Choral and Instrumental Conducting</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 353</td>
<td>History of Western Music I1</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 354</td>
<td>History of Western Music II</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 455</td>
<td>History of Western Music III</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 25

1 Students in the Jazz Studies Concentration must take MUSC 340 instead.

Concentration (65-69 hours)

Students must choose one of the following concentrations:

Composition Concentration (65-68 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 316</td>
<td>Music Composition I</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 336</td>
<td>Introduction to Computer Music</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 416</td>
<td>Music Composition II</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 515</td>
<td>Orchestration</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 516</td>
<td>Composition</td>
<td>12</td>
</tr>
<tr>
<td>MUSC 518</td>
<td>Form and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>or MUSC 525</td>
<td>Post-Tonal Music Theory</td>
<td></td>
</tr>
<tr>
<td>MUSC 529</td>
<td>Eighteenth-Century Counterpoint</td>
<td>3</td>
</tr>
<tr>
<td>or MUSC 530</td>
<td>Sixteenth-Century Counterpoint</td>
<td></td>
</tr>
<tr>
<td>MUSC 540</td>
<td>Projects in Computer Music</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 33

Foreign Language (0-3 hours)

• Demonstration of proficiency in one foreign language equivalent to the minimum passing grade on the exit examination in the 122 course is required for this concentration, if not already met through Carolina Core or the foreign language placement exam.

Fine Arts Elective (3 hours)

• any non-music Carolina Core approved AIU course

Music History and Literature Elective (3 hours)

Applied Music Courses (12 hours)

Applied Music must be completed satisfactorily for a minimum of six semesters & 12 hours of credit.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 111</td>
<td>(minimum of 4 semesters)</td>
<td></td>
</tr>
<tr>
<td>or MUSC 211</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSC 311</td>
<td>(minimum of 4 semesters)</td>
<td></td>
</tr>
<tr>
<td>or MUSC 411</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 0

Ensembles (8 Hours)

Students are required to participate in the major ensemble (6-7 semesters/hours) most closely related to their primary instrument. Students must declare a primary instrument upon acceptance into the
program. The major ensembles are: Marching Band, Symphonic Winds, Wind Ensemble, University Orchestra, Concert Choir, and University Chorus. Ensembles require an audition for membership. Regulations for attendance at ensemble rehearsals & performances are different from regulations for class attendance. Members of ensembles are expected to be present at every rehearsal & performance, unless excused by the conductor.

Courses which qualify for the Chamber Music requirement (1-2 semesters/hours) include all MUSC 130 courses with a suffix of A-Z and topics in: Voice, String, Percussion, Wind, Guitar, and Keyboard.

**Concentration Electives (6 hours)**

Students must complete a minimum of 6 hours of music major electives, including MUED 155 & MUED 156, if needed.

**Jazz Studies Concentration (65-68 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 219</td>
<td>Jazz Improvisation I</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 220</td>
<td>Jazz Improvisation II</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 329</td>
<td>Jazz Improvisation III</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 330</td>
<td>Jazz Improvisation IV</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 319</td>
<td>Jazz Theory I</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 320</td>
<td>Jazz Theory II</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 520</td>
<td>Studio Arranging and Composition</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

21

**Foreign Language (0-3 hours)**

- Demonstration of proficiency in one foreign language equivalent to the minimum passing grade on the exit examination in the 122 course is required for this concentration, if not already met through Carolina Core or the foreign language placement exam.

**Applied Music Courses (32 hours)**

Applied Music must be completed satisfactorily for a minimum of 32 hours of credit. Students must choose one emphasis below, most closely related to their primary instrument:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 211</td>
<td>(16 hours, minimum of 4 semesters)</td>
<td>16</td>
</tr>
<tr>
<td>MUSC 411</td>
<td>(16 hours, minimum of 4 semesters)</td>
<td>16</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

32

**Ensembles (8 hours)**

Students must declare a primary instrument upon acceptance into the program. Some ensembles require an audition for membership. Regulations for attendance at ensemble rehearsals & performances are different from regulations for class attendance. Members of ensembles are expected to be present at every rehearsal & performance, unless excused by the conductor. Students may choose from either ensembles for students who play a:

- **Wind Instrument**: 6 semesters of MUSC 131 and 2 semesters of MUSC 130Z.
- **Rhythm Section Instrument**: 2 semesters of MUSC 131, 2 semesters of MUSC 130Z, and 4 semesters chosen from MUSC 135C, MUSC 131, or MUSC 130Z.

**Concentration Electives (4 hours)**

Students must complete a minimum of 4 hours of music major electives, including MUED 155 & MUED 156, if needed.

Note: For Bachelor of Music candidates with a concentration in Jazz Studies, a half recital is required in the junior year and a full recital is required in the senior year.

**Music Education Concentrations-Choral and Instrumental (69 hours)**

**Professional Education Courses (22 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUED 200</td>
<td>Music Education Practicum</td>
<td>1</td>
</tr>
<tr>
<td>EDPY 401</td>
<td>Learners and the Diversity of Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDTE 201</td>
<td>Issues and Trends in Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 500</td>
<td>Content Area Literacy PK-12</td>
<td>3</td>
</tr>
<tr>
<td>or EDEX 581 &amp; Teaching Reading in the Content Area to Adolescents with Reading Disabilities</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MUED 477</td>
<td>Directed Teaching (Music)</td>
<td>12</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

22

**Applied Music-Primary Instrument (14 hours)**

Primary Applied Lessons must be completed satisfactorily for a minimum of 7 semesters & 14 hours of credit. Choose either:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 111</td>
<td>(minimum of 4 semesters)</td>
<td></td>
</tr>
<tr>
<td>MUSC 311</td>
<td>(minimum of 2 semesters)</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours**

0

**Performance Certificate**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 211</td>
<td>(minimum of 4 semesters)</td>
<td></td>
</tr>
<tr>
<td>MUSC 411</td>
<td>(minimum of 2 semesters)</td>
<td></td>
</tr>
</tbody>
</table>

**Emphasis (33 hours)**

Choose either Choral or Instrumental.

**Choral (33 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 278</td>
<td>Introduction to Singer’s Diction</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 335</td>
<td>Choral Conducting</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 577</td>
<td>Vocal Pedagogy</td>
<td>2</td>
</tr>
</tbody>
</table>

**Music Education Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUED 107</td>
<td>Classroom Instruments</td>
<td>1</td>
</tr>
<tr>
<td>MUED 335L</td>
<td>Choral Literature Lab II</td>
<td>1</td>
</tr>
<tr>
<td>MUED 359</td>
<td>Instrumental Techniques for Choral Majors</td>
<td>2</td>
</tr>
<tr>
<td>MUED 465</td>
<td>General Music in Elementary Schools</td>
<td>2</td>
</tr>
<tr>
<td>MUED 465P</td>
<td>Practicum in Elementary Music</td>
<td>1</td>
</tr>
<tr>
<td>MUED 467</td>
<td>Choral Methods and Materials</td>
<td>3</td>
</tr>
<tr>
<td>MUED 467P</td>
<td>Practicum in Choral Music</td>
<td>1</td>
</tr>
</tbody>
</table>

**Applied Music-Secondary Instrument**

Students must complete the requirements of an area of Secondary Applied Lessons from below.

**Voice Principal:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUED 155</td>
<td>Group Piano</td>
<td></td>
</tr>
<tr>
<td>MUED 156</td>
<td>Group Piano</td>
<td></td>
</tr>
<tr>
<td>MUED 355</td>
<td>Advanced Group Piano</td>
<td></td>
</tr>
<tr>
<td>MUED 356</td>
<td>Advanced Group Piano</td>
<td></td>
</tr>
</tbody>
</table>

**Keyboard Principal:**
### MUED Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUED 165</td>
<td>Class Voice (Basic)</td>
</tr>
<tr>
<td>MUED 166</td>
<td>Class Voice (Basic)</td>
</tr>
<tr>
<td>MUED 265</td>
<td>Class Voice (Intermediate)</td>
</tr>
<tr>
<td>MUED 266</td>
<td>Class Voice (Intermediate)</td>
</tr>
</tbody>
</table>

### Ensembles

Select seven semesters of major ensemble from the following: 7

- MUSC 125 University Concert Choir
- MUSC 129 University Chorus
- MUSC 130 Ensemble (One semester of chamber music with suffix A-Z)

**Total Credit Hours:** 33

### Instrumental (33 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 334</td>
<td>Instrumental Conducting</td>
<td>2</td>
</tr>
</tbody>
</table>

### Music Education Courses

- MUED 155 Group Piano
- MUED 156 Group Piano
- MUED 165 Class Voice (Basic)

Select one of the following: 3

- MUED 465 General Music in Elementary Schools and Practicum in Elementary Music
- MUED 454 Music for Young Children

### Performance Concentration (65-68 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 518</td>
<td>Form and Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours:** 3

### Foreign Language (0-3 hours)

- Demonstration of proficiency in one foreign language equivalent to the minimum passing grade on the exit examination in the 122 course is required for this concentration, if not already met through Carolina Core or the foreign language placement exam.

### Fine Arts Elective (3 hours)

- any non-music Carolina Core approved AIU course

### Theory, History, and Literature Electives (6 hours)

Students must complete the literature course(s) in applied area when available. Courses include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 523</td>
<td>Techniques and Materials of Tonal Music</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 526</td>
<td>Analytical Studies</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 528</td>
<td>Seminar in Music Theory</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 544</td>
<td>Topics in Music History</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 555</td>
<td>World Music</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 557</td>
<td>American Music</td>
<td>3</td>
</tr>
</tbody>
</table>

### Applied Music Courses (32 hours)

Applied Music must be completed satisfactorily for a minimum of 8 semesters and 32 hours of credit.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 211</td>
<td>(16 hours, minimum of 4 semesters)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours:** 32

### Ensembles (8 hours)

Students are required to participate in the major ensemble most closely related to their primary instrument. Students must declare a primary instrument upon acceptance into the program. The major ensembles are: Marching Band, Symphonic Winds, Wind Ensemble, University Orchestra, Concert Choir, and University Chorus. Some ensembles require an audition for membership. Regulations for attendance at ensemble

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 211</td>
<td>(16 hours, minimum of 4 semesters)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours:** 8
rehearsals & performances are different from regulations for class attendance. Members of ensembles are expected to be present at every rehearsal & performance, unless excused by the conductor. Courses which qualify for the Chamber Music requirement include all MUSC 130 courses with a suffix of A-Z and topics in: Voice, String, Percussion, Wind, Guitar, and Keyboard. Ensemble requirements are:

- **Guitar**: 2 major (usually choral), 6 guitar ensembles
- **Jazz**: 6 jazz ensembles, 2 major or minor jazz ensembles
- **Organ**: 4 major (usually choral), 4 accompanying
- **Piano**: 2 major, 2 accompanying, 2 chamber, 2 of choice
- **String**: 6 orchestra, 2 chamber ensembles
- **Voice**: 6 major, 2 opera workshop
- **Wind/Percussion**: 6 major 2 chamber ensembles

**Concentration Electives (13 hours)**

Students must complete a pedagogy course in applied area when available. Students must complete a minimum of 13 hours of music major electives, including MUED 155 & MUED 156, if needed. Students whose primary instrument is voice must complete MUSC 570, MUSC 578, and MUSC 579. Students whose primary instrument is piano must complete MUSC 573, MUSC 573L, MUSC 574, and MUSC 574L. Students whose primary instrument is guitar must complete MUSC 573 and MUSC 587. A half recital is required in the junior year & a full recital is required in the senior year.

**Performance-Chamber Music Concentration (65-68 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 592</td>
<td>21st Century Musician</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

3

**Music Theory Elective (3 hours)**

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 319</td>
<td>Jazz Theory I</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 518</td>
<td>Form and Analysis</td>
<td></td>
</tr>
<tr>
<td>MUSC 525</td>
<td>Post-Tonal Music Theory</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours**

3

**Chamber Music Elective (0-3 hours)**

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 130</td>
<td>Ensemble (with suffix A-Z; three hours)</td>
<td>0-3</td>
</tr>
<tr>
<td>MUSC 580</td>
<td>Music &amp; Arts Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>MUSC 591</td>
<td>Music Leadership Practicum</td>
<td></td>
</tr>
<tr>
<td>MUSC 593</td>
<td>Arts Marketing</td>
<td></td>
</tr>
<tr>
<td>MUSC 594</td>
<td>Independent Music Teaching Business</td>
<td></td>
</tr>
</tbody>
</table>

**Foreign Language (0-3 hours)**

- Demonstration of proficiency in one foreign language equivalent to the minimum passing grade on the exit examination in the 122 course is required for this concentration, if not already met through Carolina Core or the foreign language placement exam.

**Applied Music Courses (32 hours)**

Applied Music must be completed satisfactorily for a minimum of 8 semesters and 32 hours of credit.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 211</td>
<td>(16 hours, a minimum of 4 semesters)</td>
<td></td>
</tr>
<tr>
<td>MUSC 411</td>
<td>(16 hours, a minimum of 4 semesters)</td>
<td></td>
</tr>
</tbody>
</table>

**Ensembles (11-14 hours)**

Students are required to participate in the major ensemble most closely related to their primary instrument. Students must declare a primary instrument upon acceptance into the program. The major ensembles are: Marching Band, Symphonic Winds, Wind Ensemble, University Orchestra, Concert Choir, and University Chorus. Some ensembles require an audition for membership. Regulations for attendance at ensemble rehearsals & performances are different from regulations for class attendance. Members of ensembles are expected to be present at every rehearsal & performance, unless excused by the conductor. Courses which qualify for the Chamber Music requirement include all MUSC 130 courses with a suffix of A-Z and topics in: Voice, String, Percussion, Wind, Guitar, and Keyboard. Ensemble requirements are:

- **Guitar**: 2 major (usually choral), 6 guitar ensembles
- **Jazz**: 6 jazz ensembles, 2 major or minor jazz ensembles
- **Organ**: 4 major (usually choral), 4 accompanying
- **Piano**: 2 major, 2 accompanying, 2 chamber, 2 of choice
- **String**: 6 orchestra, 2 chamber ensembles
- **Voice**: 6 major, 2 opera workshop
- **Wind/Percussion**: 6 major 2 chamber ensembles

**Chamber Music Concentration Electives (13 hours)**

Students must complete a pedagogy course in applied area when available. Students must complete a minimum of 13 hours of music major electives, including MUSC 399 (2 credits) and MUED 155 & MUED 156, if needed. Students whose primary instrument is voice must complete MUSC 278, MUSC 577, and MUSC 543 or MUSC 545. Students whose primary instrument is piano must complete MUSC 573, MUSC 573L, and MUSC 558 or MUSC 559. Students must complete a pedagogy course in applied area when available. After advancing to the upper division of applied study, students will participate in an Innovation Recital. A half recital is required in the junior year, and will include program notes, a professional headshot and short biography prepared by the student. A full recital involving a secondary focus is required in the senior year. A senior jury project is required in the non-recital semester of the senior year. The project will include high quality audio and video recordings as well as an electronic press kit.

**Performance-Music Entrepreneurship Concentration (65-68 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 580</td>
<td>Music &amp; Arts Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 582</td>
<td>Music and Money</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 591</td>
<td>Music Leadership Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

9

**Music Entrepreneurship Elective (3 hours)**

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 592</td>
<td>21st Century Musician</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 593</td>
<td>Arts Marketing</td>
<td></td>
</tr>
</tbody>
</table>
**Applied Music Courses (32 hours)**

Applied Music must be completed satisfactorily for a minimum of 8 semesters and 32 hours of credit.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 211</td>
<td>(16 hours, minimum of 4 semesters)</td>
<td></td>
</tr>
<tr>
<td>MUSC 411</td>
<td>(16 hours, minimum of 4 semesters)</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

**Ensembles (8 hours)**

Students are required to participate in the major ensemble most closely related to their primary instrument. Students must declare a primary instrument upon acceptance into the program. The major ensembles are: Marching Band, Symphonic Winds, Wind Ensemble, University Orchestra, Concert Choir, and University Chorus. Some ensembles require an audition for membership. Regulations for attendance at ensemble rehearsals & performances are different from regulations for class attendance. Members of ensembles are expected to be present at every rehearsal & performance, unless excused by the conductor. Courses which qualify for the Chamber Music requirement include all MUSC 130 courses with a suffix of A-Z and topics in: Voice, String, Percussion, Wind, Guitar, and Keyboard. Ensemble requirements are:

- **Guitar**: 2 major (usually choral), 6 guitar ensembles
- **Jazz**: 6 jazz ensembles, 2 major or minor jazz ensembles
- **Organ**: 4 major (usually choral), 4 accompanying
- **Piano**: 2 major, 2 accompanying, 2 chamber, 2 of choice
- **String**: 6 orchestra, 2 chamber ensembles
- **Voice**: 6 major, 2 opera workshop
- **Wind/Percussion**: 6 major 2 chamber ensembles

**Concentration Electives (13 hours)**

Students must complete a pedagogy course in applied area when available. Students must complete a minimum of 13 hours of music major electives, including MUSC 399 (2 credits) and MUED 155 & MUED 156, if needed. Students whose primary instrument is voice must complete MUSC 570, MUSC 578, and MUSC 579. Students whose primary instrument is piano must complete MUSC 573, MUSC 573L, MUSC 574, and MUSC 574L. Students whose primary instrument is guitar must complete MUSC 573 and MUSC 587. After advancing to the upper division of applied study, students will participate in an Innovation Recital. A half recital is required in the junior year, and will include program notes, a professional headshot and short biography prepared by the student. A full recital involving a secondary focus is required in the senior year. A senior jury project is required in the non-recital semester of the senior year. The project will include high quality audio and video recordings as well as an electronic press kit.

**Performance-Music Technology Concentration (65-68 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 336</td>
<td>Introduction to Computer Music</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

**Music Technology Electives (9 hours)**

Select nine hours of the following:

- **MUSC 365**: An Introduction to Audio Recording Techniques
- **MUSC 540**: Projects in Computer Music
- **MUSC 565**: Advanced Audio Recording Techniques
- **MUSC 580**: Music & Arts Entrepreneurship

**Total Credit Hours**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
</tr>
</tbody>
</table>

**Ensembles (8 hours)**

Students are required to participate in the major ensemble most closely related to their primary instrument. Students must declare a primary instrument upon acceptance into the program. The major ensembles are: Marching Band, Symphonic Winds, Wind Ensemble, University Orchestra, Concert Choir, and University Chorus. Some ensembles require an audition for membership. Regulations for attendance at ensemble rehearsals & performances are different from regulations for class attendance. Members of ensembles are expected to be present at every rehearsal & performance, unless excused by the conductor. Courses which qualify for the Chamber Music requirement include all MUSC 130 courses with a suffix of A-Z and topics in: Voice, String, Percussion, Wind, Guitar, and Keyboard. Ensemble requirements are:

- **Guitar**: 2 major (usually choral), 6 guitar ensembles
- **Jazz**: 6 jazz ensembles, 2 major or minor jazz ensembles
- **Organ**: 4 major (usually choral), 4 accompanying
- **Piano**: 2 major, 2 accompanying, 2 chamber, 2 of choice
- **String**: 6 orchestra, 2 chamber ensembles
- **Voice**: 6 major, 2 opera workshop
- **Wind/Percussion**: 6 major 2 chamber ensembles

**Concentration Electives (13 hours)**

Students must complete a pedagogy course in applied area when available. Students must complete a minimum of 13 hours of music major electives, including MUSC 399 (2 credits) and MUED 155 & MUED 156, if needed. Students whose primary instrument is voice must complete MUSC 570, MUSC 578, and MUSC 579. Students whose primary instrument is piano must complete MUSC 573, MUSC 573L, MUSC 574, and MUSC 574L. Students whose primary instrument is guitar must complete MUSC 573 and MUSC 587. After advancing to the
upper division of applied study, students will participate in an Innovation Recital. A half recital is required in the junior year, and will include program notes, a professional headshot and short biography prepared by the student. A full recital involving a secondary focus is required in the senior year. A senior jury project is required in the non-recital semester of the senior year. The project will include high quality audio and video recordings as well as an electronic press kit.

**Theory Concentration (65-68 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 316</td>
<td>Music Composition I</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 336</td>
<td>Introduction to Computer Music</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 416</td>
<td>Music Composition II</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 515</td>
<td>Orchestration</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 518</td>
<td>Form and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 525</td>
<td>Post-Tonal Music Theory</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 529</td>
<td>Eighteenth-Century Counterpoint</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 530</td>
<td>Sixteenth-Century Counterpoint</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 24

**Foreign Language (0-3 hours)**
- Demonstration of proficiency in one foreign language equivalent to the minimum passing grade on the exit examination in the 122 course is required for this concentration, if not already met through Carolina Core or the foreign language placement exam.

**Fine Arts Elective (3 hours)**
- any non-music Carolina Core approved AIU course

**Music History and Literature Elective (6 hours)**

**Technology Elective (3 hours)**

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 365</td>
<td>An Introduction to Audio Recording Techniques</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 540</td>
<td>Projects in Computer Music</td>
<td></td>
</tr>
<tr>
<td>MUSC 565</td>
<td>Advanced Audio Recording Techniques</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 571</td>
<td>Digital Audio Technology</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours** 3

**Applied Music Courses (12 hours)**
Applied Music must be completed satisfactorily for a minimum of six semesters & 12 hours of credit.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 111</td>
<td>(minimum of four semesters)</td>
<td></td>
</tr>
<tr>
<td>or MUSC 211</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSC 311</td>
<td>(minimum of two semesters)</td>
<td></td>
</tr>
<tr>
<td>or MUSC 411</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours** 0

**Ensembles (8 hours)**
Students are required to participate in the major ensemble (6-7 semesters/hours) most closely related to their primary instrument. Students must declare a primary instrument upon acceptance into the program. The major ensembles are: Marching Band, Symphonic Winds, Wind Ensemble, University Orchestra, Concert Choir, and University Chorus. Some ensembles require an audition for membership. Regulations for attendance at ensemble rehearsals & performances are different from regulations for class attendance. Members of ensembles are expected to be present at every rehearsal & performance, unless excused by the conductor.

Courses which qualify for the Chamber Music requirement (1-2 semesters/hours) include all MUSC 130 courses with a suffix of A-Z and topics in: Voice, String, Percussion, Wind, Guitar, and Keyboard.

**Concentration Electives (9 hours)**
Students must complete a minimum of 9 hours of music major electives, including MUED 155 & MUED 156, if needed.

**Major Map**
A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

**Music, B.M. Composition Concentration**

**Music, B.M. Jazz Studies Concentration**

**Music, B.M. Music Education-Choral Concentration**

**Music, B.M. Music Education-Instrumental (Percussion) Concentration**

**Music, B.M. Music Education-Instrumental (Strings) Concentration**

**Music, B.M. Music Education-Instrumental (Winds) Concentration**

**Music, B.M. Performance Concentration**

**Music, B.M. Performance-Chamber Music Concentration**

**Music, B.M. Performance-Music Entrepreneurship Concentration**

**Music, B.M. Performance-Music Technology Concentration**

**Music, B.M. Theory Concentration**

**College of Nursing**

Department Website (http://www.sc.edu/nursing/)

Jeannette O. Andrews, Dean
Alicia K. Ribar, Associate Dean for Academics and Graduate Director
Karen Worthy, Assistant Dean for Undergraduate Studies
Robin Dail, Associate Dean for Faculty Affairs
Bernardine Pinto, Associate Dean for Research
Coretta M. Jenerette, Associate Dean for Diversity, Equity, and Inclusivity
Joy P. Deupree, Associate Dean for Practice and Strategic Partnerships

**Baccalaureate Degree Program**

The College of Nursing offers a four-year undergraduate program on the Columbia campus leading to the degree of Bachelor of Science in Nursing (pre-licensure) and a post-licensure RN-BSN program. The baccalaureate degree programs in nursing at the University of South Carolina are accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org) by the State Board of Nursing for South Carolina.
Progression Requirements

BSN in Nursing Generic (Pre-Licensure) Program

Lower Division
All students in the lower division in the baccalaureate program are subject to the following regulations:

1. Students must maintain a minimum 3.000 institutional GPA in order to maintain good standing in the nursing program. Grades are reviewed at the end of each semester. Students who have less than a 3.000 institutional GPA are placed on probation within the college for one major semester or 12 credit hours but may continue to take all required courses. If at the end of the probationary semester their institutional GPA is still less than a 3.000, students must change their major before the next semester and will not be advised by the College of Nursing. Students must contact the University Advising Center.

2. All incomplete grades posted on the transcript must be removed before progression into the upper division can be considered.

3. Students must earn a minimum grade of C in all required courses in the nursing program. Only one below C grade is allowed in a required science or nursing (NURS) course to remain eligible for the nursing major. Any science course that needs to be repeated must be taken within the UofSC System. All nursing courses that need to be repeated must be taken at UofSC Columbia.

4. In order to progress to sophomore-level coursework and enroll in BIOL 250, BIOL 250L, NURS 212 and NURS 216 students must successfully complete designated courses with a 3.000 average to include all attempts. Designated courses include: ENGL 101, ENGL 102, PSYC 101 or SOCY 101, PSYC 420, CHEM 102, BIOL 243, BIOL 244L, BIOL 244, BIOL 244L, and STAT 112 (or Nursing approved competency equivalents).

Students entering the university and meeting South Carolina Honors College (SCHC) admission criteria have a one-time opportunity, at the point of freshman admission only, to come into the Smart Start Nursing Program, a partnership between the College of Nursing and the South Carolina Honors College. Students admitted into the Smart Start Nursing Program are directly admitted into Upper Division of the Nursing Program contingent upon meeting all SCHC and College of Nursing academic standards criteria and completion of all upper division application progression requirements.

Upper Division
Progression into upper division nursing for pre-licensure students occurs in the summer and fall semesters. There is no guarantee that students will get placed in their term of preference. In addition, students are encouraged to look into their financial aid/scholarship/funding sources in preparation for their upper division start. Fifty percent of admitted students will be placed into the summer cohort. Fifty percent of admitted students will be placed into the fall cohort. Once selection has been made there will be no changes to the cohorts. GPA standing does not guarantee placement in your term of preference. Students who wish to apply to upper division nursing must have a completed parallel plan on file with their nursing advisor and submit a completed College of Nursing Progression Application no later than Nov. 1 for the following summer or fall semester in which registration is desired. In addition, students must also complete an interview/essay as part of their application. Progression is competitive, based on progression GPA and interview/essay. Progression to upper division is limited to a set number of qualified students based on available clinical faculty and placement sites. Factors considered in the progression decision include:

1. A minimum institutional grade point average of 3.000 or better.
2. A grade of C or better in all required courses in the nursing program.
3. Progression GPA which includes grades on all attempts of designated courses listed above with the addition of BIOL 250, BIOL 250L, NURS 212, and NURS 216 (or Nursing approved competency equivalents).
4. Interview and/or essay evaluation.

Note: all applicants will complete the same evaluation metrics.

Students must have a completed application on file, provide evidence of successful completion of remaining lower division coursework, be admitted to the upper division, have completed all required clinical healthcare information, and confirmed acceptance of their seat prior to registering for their first upper division nursing courses (300 level).

A minimum grade of C is required in each nursing course. Only one upper division nursing course may be repeated once to earn a grade of C or better to remain eligible for the nursing major. All students must maintain a minimum 3.000 institutional GPA in order to maintain good standing in the nursing program. Grades are reviewed at the end of each semester. Students who have less than a 3.000 institutional GPA in all coursework are placed on probation within the college for one semester but may continue to take all required courses. If at the end of the probationary semester their institutional GPA is still less than 3.000, students are administratively removed from the nursing major.

All students must achieve satisfactory performance on selected comprehensive achievement tests to progress through the upper division.

Smart Start Nursing Program students should see previous section for progression requirements.

RN-BSN Program
Students must apply directly to the RN-BSN program for admission to the university. Admission is competitive, based on GPA, RN licensure, and degree completion from an ACEN accredited institution. Other admission requirements are discussed in the previous section.

Only one upper division nursing course may be repeated once to earn a grade of C or better to remain eligible for the nursing major. A minimum grade of C is required in all other nursing courses. All students must maintain a minimum 3.000 institutional GPA in order to maintain good standing in the nursing program. Grades are reviewed at the end of each semester. Students who have less than a 3.000 institutional GPA are placed on probation within the college for one semester but may continue to take all required courses. If at the end of the probationary semester their institutional GPA is still
less than 3.000, students are administratively removed from the RN-BSN program.

**Attendance Requirements**

The College of Nursing adheres to the University’s attendance policy for classroom didactic instruction. “Absence from more than 15 percent of the scheduled hours that a class meets for instructional purposes is excessive, and the instructor may choose to exact a grade penalty for absences beyond this threshold. Faculty members are not required to track students who miss only part of a class session; tardy arrival to (or early departure from) a class meeting may be counted as absence for the entire class duration. Make-up time for missed clinical nursing experiences will be determined at the discretion of the faculty and availability of clinical facilities. Faculty may require withdrawal of any student who has missed sufficient practice to prevent completion of clinical objectives.

RN-BSN students must also comply with the attendance policy. Attendance is evaluated based on active engagement in the online classroom. RN-BSN students are required to attend a face-to-face clinical capstone experience at an approved clinical site in their local community or Columbia, SC.

**Other Regulations**

**Readmission**

A student who has been suspended or has withdrawn from the College of Nursing and subsequently readmitted will be subject to the current College of Nursing academic standards and available space in courses.

**Waiver of academic standards**

Any student seeking relief from academic standards shall petition the College of Nursing to waive specific standards or regulations. Information on procedures may be obtained from the College of Nursing Office of Academic Affairs.

**Grade Forgiveness**

Grade forgiveness does not apply to GPA calculation for admission to upper division in the nursing program. Any forgiveness grades will be reentered into the GPA calculations. The College of Nursing does not recognize grade forgiveness in determination of College of Nursing academic standing. This policy also applies to the RN-BSN degree program.

**University Grade Forgiveness Policy** (http://www.sc.edu/about/offices_and_divisions/registrar/transcripts_and_records/grade_forgiveness/)

**Clinical Health Requirements**

In addition to the regulations of the University as a whole, the following requirements apply to students in the nursing program. Please also refer to the College of Nursing BSN Handbook for specific requirements.

Information on all clinical requirements is available in the College of Nursing Office of Academic Affairs. Current clinical health information must be on file with approved vendor by specified deadlines. Admission and matriculation into the upper division in the College of Nursing is contingent on successfully passing a drug screen and background check in addition to other clinical requirements. Students are not eligible to register for classes and cannot participate in practice activities at clinical sites until this information is on file. Students are encouraged to have health insurance coverage throughout the course of their studies.

**Special Requirements and Associated Expenses**

Students enrolled in nursing courses with a lab or practicum must carry professional liability insurance purchased in conjunction with the courses; one-time expenses include nursing uniforms and clinical equipment and supplies. Maintenance of current CPR certification during enrollment in clinical courses is required. All students shall complete selected achievement tests, primarily in the upper division, and an NCLEX review course during the final semester.

**Transportation to clinical practice sites**

Each student should have a valid driver’s license and is responsible for transportation to and from hospitals and other clinical practice sites in both urban and rural areas. Sites used for clinical experiences are usually confined to the eleven-county Greater Midlands area of the state.

**Application for Licensure in Professional Nursing**

Prior to completion of the second semester of the senior year, students are expected to apply for the professional nursing licensing examination, which is administered by the State Board of Nursing for South Carolina or its counterpart in the jurisdiction where the student will seek initial employment after graduation. Students in the College of Nursing are also bound to conduct themselves according to the professional standards set forth by the American Nurses Association Code for Nurses. Conviction of a crime other than a minor traffic violation could result in ineligibility for professional licensure. Under these circumstances, early notification to the Board of Nursing is recommended to clarify mechanisms related to eligibility determination.

**Curriculum**

**BSN in Nursing Generic (Pre-Licensure)**

The baccalaureate curriculum provides for eight semesters of study in general education and professional nursing. Upon admission, students are assigned an advisor to guide planning throughout the program. Students should obtain guidance in the selection of courses as early as possible.

Computer skills are required throughout the curriculum. Skills required for class assignments and clinical practice include: word processing, computerized assisted instruction, e-mail, Web access, Internet searches, database searches, computerized patient documentation, and computerized medical equipment.

The upper division focuses on clinical practice and requires full-time study. Clinical practice is supported by concurrent classroom study. Students practice in a variety of settings such as hospitals, extended-care facilities, nursing homes, clinics, schools, and other community agencies.

The Bachelor of Science in Nursing degree requires a minimum of 120 hours. These credits are distributed between general education requirements and electives, and professional nursing requirements. All lower division requirements must be completed before progressing to upper division courses. Upper division courses must
be taken in sequence as outlined in the Undergraduate Student Handbook.

**RN-BSN Program (Post-Licensure)**

The Bachelor of Science in Nursing degree (RN-BSN Completion) requires a minimum of 120 hours. These credits are distributed between general education requirements and electives, and professional nursing requirements. Lower division pre-requisite course requirements can be completed before progressing to upper division RN-BSN courses.

After admission to the RN-BSN program and completion of all BSN degree requirements: Students awarded an Associate Degree in Nursing (ADN) from an accredited (ACEN, formerly NLNAC) program or Students with an Diploma in Nursing from an accredited (ACEN, formerly NLNAC) program will be awarded up to 38 credits towards meeting educational competencies for their degree (RN Licensure). Number of credits awarded will be determined after careful review of student transcript and program of study degree requirements (RN Licensure). Additional coursework may be needed to satisfy outstanding credits not met by ADN or Diploma degree. Education competency credits are held and will be awarded upon successful completion of all BSN degree requirements.

UofSC Residency requirements for BSN Graduation:

The last 25% of a student’s degree must be completed in residence (meaning through UofSC Columbia coursework or other UofSC campus), and at least half of the hours in the student’s major and minor courses (if applicable) must be taken at the University, i.e. (120 credits = 30 hours). Advanced placement exam credits or transfer credits do not meet this requirement. Students must meet these requirements to be eligible for BSN graduation.

**Nursing-Generic, B.S.N.**

**Learning Outcomes**

- Provide evidence-based, culturally sensitive, clinically competent care across the continuum of care.
- Use information and health care technologies to assist in making clinical judgments using reflection, critical thinking, and problem-solving skills for effective health care delivery.
- Exhibit professional behavior while working as a member of an interprofessional healthcare team and in all other settings.
- Perform the professional roles of care provider, care coordinator, leader, member of a profession, and life-long learner.

**Admissions**

**Entrance Requirements**

**BSN Program (Pre-Licensure)**

**Lower Division**

In order to be admitted into the College of Nursing, freshmen must meet all University and College of Nursing admission requirements. Acceptance into the University with a lower division classification does not guarantee progression into the upper division nursing major. Students who consider studying nursing at Carolina need to be aware that all UofSC undergraduates who seek a nursing degree are first admitted into the College of Nursing’s pre-nursing lower division. This does not guarantee later admission into the upper division.¹ Students enrolled in the lower division must meet minimum upper division admission standards set forth by the College of Nursing. Once minimum criteria are met, all qualified applicants are placed into an applicant group and are evaluated, using the same criteria, by their progression grade point averages and essay and/or interview criterion for a total evaluation metric. Based on the number of available seats and available clinical sites, students are admitted based on results of the total evaluation metrics. In recent years admission to the upper division has become highly competitive as demand for the program of study has increased and therefore, the average evaluation metrics will change from cohort to cohort.

To be considered for admission into pre-nursing lower division of the BSN in Nursing generic (pre-licensure) program, transfer students must have a minimum 3.000 overall GPA in their college level coursework. In addition, any below C grades in nursing or science courses will eliminate you from consideration. See major specific transfer information on the admissions website.

NURS courses will not be accepted for transfer to the BSN in Nursing generic (pre-licensure).

To be eligible to apply for the upper division, transfer students must meet the College of Nursing requirements for progression through completion of the lower division science and nursing courses. All entering students are expected to have basic computer skills.

**Effective Fall 2020 and After:**

- Prerequisite BSN science courses must be completed within 7 years of starting upper division coursework, or 8 years if have continuous fall/spring higher education enrollment. Every attempt at science courses within the last 7 years will be included in progression GPA calculation, or 8 years if have continuous fall/spring higher education enrollment.
- Once a student has begun upper division coursework, they must complete the BSN degree within 5 years.
- Every attempt at science courses within the last 7 years will be included in the progression GPA calculation.

**Smart Start Program**

¹Students entering the university and meeting South Carolina Honors College (SCHC) admission criteria have a one-time opportunity, at the point of freshman admission only, to enroll in the Smart Start Nursing Program, a partnership between the College of Nursing and the South Carolina Honors College. Students admitted into Smart Start are directly admitted into Upper Division of the Nursing Program contingent upon meeting all SCHC and College of Nursing academic standards criteria and completion of all upper division application progression requirements.

Smart Start students who are not successful with meeting upper division application requirements will lose their direct admit status but will remain eligible for admission under the competitive upper division admissions process.

**RN-BSN Program (Post-Licensure)**

In order to be eligible for the RN-BSN program, students must meet all the admission requirements of the College of Nursing and University. Specific RN-BSN program admission requirements are as follows:

- An Associate Degree in Nursing or Diploma in Nursing from an accredited ACEN (formerly NLNAC) program
- Official Transcripts from all schools attended
- Application
- Application Fee
• English Proficiency Requirement
• Other Supporting Materials - Criminal Background check and drug screen
• Current unrestricted Registered Nurse (RN) license to practice professional nursing in the United States
• Minimum Nursing (Previous Associate or Diploma) Degree GPA of 3.000

1 International applicants must be proficient in the English language. A score of 550 or above on the paper version of the TOEFL (Test of English as a Foreign Language) is required. (A score of 210 or higher on the computerized version is required, and a minimum score of 77 on the Internet version is required.) TOEFL scores are not required for international students from countries where the primary language of instruction is English nor from graduates of high schools in the United States.

2 Students with a life GPA between 2.8 - 2.99 may be conditionally admitted, provided they have not completed more than 120 hours of prior collegiate coursework and have met all other admission requirements.

Degree Requirements (120 hours)
See College of Nursing (p. 510) for progression requirements and other regulations.

Program of Study

all degree requirements must be passed with a grade of C or higher

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>31-37</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>7</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>11-15</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>67</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (31-37 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)
• ENGL 101
• ENGL 102

ARP – Analytical Reasoning and Problem Solving (6 hours)
• STAT 112
• STAT 205

SCI – Scientific Literacy (7 hours)
• CHEM 102
• BIOL 206

Note: CHEM 102 is a pre-requisite course for nursing courses.

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)
Demonstrate proficiency in a foreign language by achieving a score of two or higher on the Foreign Language Placement Test or by completing one Foreign Language through 110 or 121.

• CC-GFL courses (p. 742)

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)
• any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)
• PSYC 101

AIU – Aesthetic and Interpretive Understanding (3 hours)
• any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)
• PHIL 213

INF – Information Literacy 1 (0-3 hours)
• Fulfilled through STAT 112/ENGL 102, overlay courses with ARP/CMW

VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)
• Fulfilled through PHIL 213, an overlay course with CMS

1 Carolina Core Stand Alone or Overlay Eligible Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (7 hours)
• BIOL 250 & BIOL 250L
• PSYC 420

3. Program Requirements (11-15 hours)

Supporting Courses (11 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 243</td>
<td>Human Anatomy and Physiology I and Human Anatomy Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 243L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 244</td>
<td>Human Anatomy and Physiology II and Human Anatomy Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 244L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCY 101</td>
<td>Introductory Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 11

Electives (0-4 hours)
As needed to meet minimum 120 hours required for graduation.
4. Major Requirements (67 hours)

Major Courses (67 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lower Division Courses</strong> 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 112</td>
<td>Introduction to the Profession of Nursing: Focus on Roles and Opportunities</td>
<td>1</td>
</tr>
<tr>
<td>NURS 212</td>
<td>Evolution of Nursing Science</td>
<td>2</td>
</tr>
<tr>
<td>NURS 216</td>
<td>Biophysical Pathology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 220</td>
<td>Clinical Nutrition</td>
<td>3</td>
</tr>
<tr>
<td><strong>Upper Division Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 311</td>
<td>Introduction to Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURS 312</td>
<td>Foundations of Nursing Practice</td>
<td>5</td>
</tr>
<tr>
<td>NURS 313</td>
<td>Nursing Care of the Older Adult</td>
<td>3</td>
</tr>
<tr>
<td>NURS 314</td>
<td>Clinical Reasoning in Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td>NURS 324</td>
<td>Chemical Therapeutics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 400</td>
<td>Evidence-based Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 411</td>
<td>Psychiatric/Mental Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NURS 412</td>
<td>Acute Care Nursing of Adults I</td>
<td>5</td>
</tr>
<tr>
<td>NURS 422</td>
<td>Acute Care Nursing of Adults II</td>
<td>5</td>
</tr>
<tr>
<td>NURS 424</td>
<td>Maternal/Newborn Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 425</td>
<td>Nursing of Children and Families</td>
<td>4</td>
</tr>
<tr>
<td>NURS 428</td>
<td>Nursing Leadership and Management</td>
<td>4</td>
</tr>
<tr>
<td>NURS 431</td>
<td>Population Health Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 435</td>
<td>Senior Nursing Capstone Practicum</td>
<td>8</td>
</tr>
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<td><strong>Total Credit Hours</strong></td>
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1 All lower division courses must be completed before progression to the upper division.

**Major Map**

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Nursing-General, B.S.N.

Nursing-R.N., B.S.N.

**Learning Outcomes**

- Provide evidence-based, culturally sensitive, clinically competent care across the continuum of care.
- Use information and health care technologies to assist in making clinical judgments using reflection, critical thinking, and problem-solving skills for effective health care delivery.
- Exhibit professional behavior while working as a member of an interprofessional healthcare team and in all other settings.
- Perform the professional roles of care provider, care coordinator, leader, member of a profession, and life-long learner.

**Admissions**

**Entrance Requirements**

**BSN Program (Pre-Licensure)**

**Lower Division**

In order to be admitted into the College of Nursing, freshmen must meet all University and College of Nursing admission requirements. Acceptance into the University with a lower division classification does not guarantee progression into the upper division nursing major. Students who consider studying nursing at Carolina need to be aware that all UofSC undergraduates who seek a nursing degree are first admitted into the College of Nursing’s pre-nursing lower division. This does not guarantee later admission into the upper division. Students enrolled in the lower division must meet minimum upper division admission standards set forth by the College of Nursing. Once minimum criteria are met, all qualified applicants are placed into an applicant group and are evaluated, using the same criteria, by their progression grade point averages and essay and/or interview criterion for a total evaluation metric. Based on the number of available seats and available clinical sites, students are admitted based on results of the total evaluation metrics. In recent years admission to the upper division has become highly competitive as demand for the program of study has increased and therefore, the average evaluation metrics will change from cohort to cohort.

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To be eligible to apply for the upper division, transfer students must meet the College of Nursing requirements for progression through completion of the lower division science and nursing courses. All entering students are expected to have basic computer skills.

**Effective Fall 2020 and After:**

- Prerequisite BSN science courses must be completed within 7 years of starting upper division coursework, or 8 years if have continuous fall/spring higher education enrollment. Every attempt at science courses within the last 7 years will be included in progression GPA calculation, or 8 years if have continuous fall/spring higher education enrollment.
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**Smart Start Program**

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Smart Start students who are not successful with meeting upper division application requirements will lose their direct admit status but will remain eligible for admission under the competitive upper division admissions process.

RN-BSN Program (Post-Licensure)
In order to be eligible for the RN-BSN program, students must meet all the admission requirements of the College of Nursing and University. Specific RN-BSN program admission requirements are as follows:

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- Official Transcripts from all schools attended
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- Other Supporting Materials - Criminal Background check and drug screen
- Current unrestricted Registered Nurse (RN) license to practice professional nursing in the United States
- Minimum Nursing (Previous Associate or Diploma) Degree GPA of 3.000

1 International applicants must be proficient in the English language. A score of 550 or above on the paper version of the TOEFL (Test of English as a Foreign Language) is required. (A score of 210 or higher on the computerized version is required, and a minimum score of 77 on the internet version is required.) TOEFL scores are not required for international students from countries where the primary language of instruction is English nor from graduates of high schools in the United States.

2 Students with a life GPA between 2.8 - 2.99 may be conditionally admitted, provided they have not completed more than 120 hours of prior collegiate coursework and have met all other admission requirements.

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- STAT 112
- STAT 205

SCI – Scientific Literacy (8 hours)
- BIOL 243
- BIOL 243L
- BIOL 244
- BIOL 244L

1 Pre-requisite course for nursing courses.

SCI – Scientific Literacy (8 hours)

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)
Demonstrate proficiency in a foreign language by achieving a score of two or higher on the Foreign Language Placement Test or by completing one Foreign Language through 110 or 121.

- CC-GFL courses (p. 742)

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)
- any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)
- PSYC 101

AIU – Aesthetic and Interpretive Understanding (3 hours)
- any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component (0-3 hours)
- any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy (0-3 hours)
- any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility (0-3 hours)
- any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (7 hours)
Must be passed with a grade of C or higher.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 250</td>
<td>Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 250L</td>
<td>Microbiology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 420</td>
<td>Survey of Developmental Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 7
Major Map
A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation. Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Nursing-R.N., B.S.N.

College of Pharmacy
Department Website (https://www.sc.edu/study/colleges_schools/pharmacy/)
Stephen Cutler, Dean, University of South Carolina College of Pharmacy
Julie M. Sease, Senior Associate Dean
Amy Grant, Associate Dean for Student Affairs and Diversity

Degree Offered
Pre-Pharmacy students at the University of South Carolina will complete prerequisite (Pre-pharmacy curriculum) studies in order to prepare them for entry into a Doctor of Pharmacy (Pharm.D) program. Pre-Pharmacy at the University of South Carolina is not a degree-seeking major, but instead a course of study to meet the pre-requisites for entry into a PharmD program. Please refer to the USC College of Pharmacy Bulletin website (http://www.sc.edu/study/colleges_schools/pharmacy/) for professional school information. The professional PharmD degree requires six academic years.

Pharmaceutical Sciences, B.S.
The B.S. in Pharmaceutical Sciences is a major designed for students who intend to pursue the Doctor of Pharmacy (Pharm.D) at the USC College of Pharmacy. Students must be accepted into the Pharm.D. program at the USC College of Pharmacy their junior or senior year to meet the requirements for the B.S. in Pharmaceutical Sciences.

The B.S. in Pharmaceutical Sciences is awarded at the end of the spring semester of the second year in the Pharm.D. program. Click here (http://sc.edu/study/colleges_schools/pharmacy/application_process/pharm_d_applicants/admission_requirements/) for admissions requirements for the Doctor of Pharmacy (Pharm.D.) program.

The sequencing of the required math and science courses is particularly important for ensuring that all prerequisites can be completed before entering the Pharm.D. program.

Admissions
In addition to the general requirements for admission to the University, all students admitted to the Pre-Pharmacy and/or professional pharmacy program must meet the following specialized requirements of the College of Pharmacy.

Pre-Pharmacy
Any entering freshman student who wishes to pursue a pharmacy degree and who fulfills general requirements for admission to the University will be accepted into the Pharmaceutical Sciences (pre-pharmacy) program of

3. Program Requirements (38-50 hours)
Supporting Course (3 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCY 101</td>
<td>Introductory Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 3

Licensure Exam Credit (up to 38 hours)
After admission to the RN-BSN program and completion of all BSN degree requirements: Students awarded an Associate Degree in Nursing (ADN) from an accredited (ACEN, formerly NLNAC) program or Students with a Diploma in Nursing from an accredited (ACEN, formerly NLNAC) program will be awarded up to 38 credits towards meeting educational competencies for their degree (RN Licensure). Number of credits awarded will be determined after careful review of the student transcript and program of study requirements (RN Licensure). Additional coursework may be needed to satisfy outstanding credits not met by ADN or Diploma degree. Education competency credits are held and will be awarded upon successful completion of all BSN degree requirements.

Electives (0-12 hours)
As needed to meet minimum 120 hours required for graduation. More than 12 hours may be required depending upon credit given for Licensure Exam.

4. Major Requirements (28 hours)
A minimum grade of C is required in all major courses.

Major Courses (28 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 250</td>
<td>Nursing Science in Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 309</td>
<td>Nursing Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURS 313</td>
<td>Nursing Care of the Older Adult</td>
<td>3</td>
</tr>
<tr>
<td>NURS 318</td>
<td>Application of Pathophysiology and Pharmacology in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 400</td>
<td>Evidence-based Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 420</td>
<td>Emerging Issues in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NURS 428</td>
<td>Nursing Leadership and Management</td>
<td>4</td>
</tr>
<tr>
<td>NURS 431</td>
<td>Population Health Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 434</td>
<td>Community-Based Clinical Practicum for RNs</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 28-29

1 Courses are offered in 7-week blocks in an online format

USC Residency Requirements for BSN Graduation
The last 25% of a student’s degree must be completed in residence (meaning through USC Columbia coursework or other USC campus), and at least half of the hours in the student's major and minor courses (if applicable) must be taken at the University, i.e. 122 credits = 31 hours. Advanced placement exam credits or transfer credits do not meet this requirement. Students must meet these requirements to be eligible for BSN graduation.
study. Pre-pharmacy students within the University will be advised by pre-pharmacy advisors.

**Grade Requirement**
All courses in the pre-pharmacy curriculum must be passed with a grade of C or better.

**Academic Standing**
All pre-pharmacy students are subject to the same regulations regarding scholastic deficiency and academic suspension as defined for undergraduate students by the University.

**Other Regulations**
Any student seeking an exception to the academic standards may petition the College of Pharmacy; a petition may be approved or denied based on the merits of the individual situation. Information on procedures may be obtained from the Office of the Dean.

**Transfer Admission (Pre-Pharmacy)**
1. Students enrolled in other colleges on the Columbia campus must have a minimum cumulative GPA of 3.00 and must have at least 12 USC credit hours.
2. Students from other USC campuses must have a cumulative GPA of 3.00 and must have taken at least 12 USC credit hours. Additionally, students from other USC campuses who have fewer than 30 semester hours must also meet Columbia campus freshman admission requirements.
3. Transfer students from other accredited institutions must present a minimum cumulative GPA of 3.00 on all college work taken. Students who have fewer than 30 semester hours of college work must also meet Columbia campus freshman admission requirements.

**Degree Requirements (minimum 128 hours)**
The Pre-Pharmacy work must total at least 66 hours.

**Program of Study**
_all degree requirements must be passed with a grade of C or higher_

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>32-44</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>0</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>31-34</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>62</td>
</tr>
</tbody>
</table>

1. **Carolina Core Requirements (32-44 hours)**
   **CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)**
   - ENGL 101
   - ENGL 102
   **ARP – Analytical Reasoning and Problem Solving (6-7 hours)**
   - MATH 122 or MATH 141
   - STAT 201 or STAT 205

2. **GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)**
   Demonstrate proficiency in a foreign language by achieving a score of two or higher on the foreign language placement test. Students who do not score at least a two must either take 109/110 sequence of SPAN, FREN, GERK, or LATN or ARAB, CHIN, GREK, ITAL, JAPA, PORT, or RUSS 121. If both 109 and 110 are required, foreign language sequences typically begin in the Fall semesters. (American Sign Language does not count toward the foreign language requirement).
   - CC-GFL courses (p. 742)

3. **GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)**
   - any CC-GHS course (p. 742)

4. **GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)**
   - PSYC 101

5. **AIU – Aesthetic and Interpretive Understanding (3 hours)**
   - any CC-AIU course (p. 742)

6. **CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)**
   - SAEL 200 or SPCH 140

7. **INF – Information Literacy 1 (0-3 hours)**
   - any overlay or stand-alone CC-INF course (p. 742)

8. **VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)**
   - any overlay or stand-alone CC-VSR course (p. 742)

Carolina Core Stand Alone or Overlay Eligible

**Requirements** — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

**2. College Requirements (0 hours)**
No college-required courses for this program.

**3. Program Requirements (31-34 hours)**

**Supporting Courses (31 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 102 &amp; 102L</td>
<td>Biological Principles II and Biological Principles II Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 243</td>
<td>Human Anatomy and Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 244</td>
<td>Human Anatomy and Physiology II</td>
<td>3</td>
</tr>
</tbody>
</table>
Social Work Minor

Minor Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 201</td>
<td>Introduction to Social Work Profession and Social Welfare</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 222</td>
<td>Social Welfare Institutions, Policies, and Programs</td>
<td>3</td>
</tr>
</tbody>
</table>

Minor Electives

Select 12 hours of courses numbered 300 and above including:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 303</td>
<td>Social Welfare Services for Children and Youth</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 304</td>
<td>Social Welfare Services to Older Adults and Their Families</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 305</td>
<td>Social Welfare Services for Women and Minorities</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 307</td>
<td>International Social Work and Social Justice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 309</td>
<td>Life Transitions: Loss and Grief</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 322</td>
<td>Social Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 331</td>
<td>Diversity and Social Justice in Contemporary Society</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 341</td>
<td>Human Behavior and Social Environment I (HBSE): Individual Development Across the Life Span</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 352</td>
<td>Social Work and Scientific Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 399</td>
<td>Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 404</td>
<td>Current Issues in Social Welfare</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 18

Note: Students may substitute ECON 224 with ECON 221 or ECON 222.

Electives (0-3 hours)

An elective course will be needed if the Pre-Pharmacy hours total is less than 66.

4. Major Requirements (62 hours)

Professional Requirements

The final 62 credit hours required for the BS in Pharmaceutical Sciences degree are earned after admission to the USC College of Pharmacy and during the first two years of the professional Doctor of Pharmacy (PharmD) program.

Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Pharmaceutical Sciences, B.S.

College of Social Work

Department Website (http://www.cosw.sc.edu/)

Ronald Pitner, Interim Dean
Terry Wolfer, Interim Associate Dean for Curriculum
Kirk Foster, Associate Dean for Diversity, Equity, & Inclusion
Teri Browne, Interim Associate Dean for Faculty and Research
Melissa Freedman, Assistant Dean for Curriculum and Assessment
Sonya Singleton, Assistant Dean for Students
Brent Cagle, BSW Program Coordinator
Melissa Reitmeier, Director of Field Education

Overview

The College of Social Work offers a four-year undergraduate program on the Columbia campus leading to a Bachelor of Social Work (BSW). This BSW program has been fully accredited by the Council of Social Work Education (CSWE) since 2012.

The Mission of the BSW Program

The mission of the BSW program is to prepare graduates to become competent and ethical generalist practitioners who promote social and economic justice, social well-being, and an appreciation of diversity among vulnerable populations across South Carolina and beyond. This is accomplished through the program’s emphasis on teaching, research, creative activity, and community engagement.

Learning Outcomes

- Graduates will engage individuals, families, groups, organizations, and communities. Graduates will be able to: Apply knowledge of human behavior and the social environment and other multidisciplinary frameworks to engage with Use empathy & reflection and interpersonal skills to effectively engage diverse clients.
- Graduates will intervene with individuals, families, groups, organizations, and communities. Graduates will be able to critically choose and implement interventions to achieve practice goals apply
knowledge of human behavior and the social environment and other multidisciplinary frameworks in interventions.

- Graduates will assess individuals, families, groups, organizations, and communities. Graduates will be able to: Apply knowledge of human behavior and the social environment and other multidisciplinary frameworks in the analysis of assessment data. Develop mutually agreed upon goals and objectives based on the critical assessment of strengths, needs, and challenges. Select appropriate intervention strategies based on the assessment.

- Graduates will demonstrate ethical and professional behavior. Graduates will be able to: Apply and communicate the importance of diversity and difference in shaping life experiences. Present themselves as learners and engage clients and constituencies as experts in their own experiences. Apply self-awareness and self-regulation to manage the influences of personal biases.

- Graduates will engage in research-informed practice and practice-informed research. Graduates will be able to: Identify social policy that impacts social well-being service delivery and access to social services. Apply critical thinking to analyze and advocate for policies that advance human rights and social and economic justice.

- Graduates will advance human rights and social economic and environmental justice. Graduates will be able to: Apply their understanding of social economic and environmental justice to advocate for human rights. Engage in practices that advance social economic and environmental justice.

- Graduates will apply critical thinking to evaluate social work practice. Graduates will be able to: Select and use appropriate methods for evaluation. Apply knowledge of human behavior and the social environment and other multidisciplinary frameworks to evaluate outcomes. Critically analyze monitor and evaluate intervention and program processes and outcomes. Apply evaluation findings to improve practice effectiveness.

**Attendance Requirements**

Students are subject to attendance regulations of the University (p. 756) as described in the University of South Carolina Undergraduate Bulletin. In addition, students are expected to attend all required orientations and advisement sessions so they are prepared for all social work courses, including field education courses. Concerns related to attendance are addressed in BSW course syllabi and the field education manual.

**Readmission**

A student who has been suspended or who has withdrawn from the BSW Program and subsequently readmitted will be subject to the current academic standards of the University and the BSW Program.

**Credit for Life Experience**

In accordance with the mandates of the Council on Social Work Education, no credit is given for life experiences. Students will not receive academic credit for life experience or previous volunteer, service learning activities or assignments, or work experience in social work.

Academic credit will not be granted for life experience or previous work experience, and such experience will not be substituted for any of the courses in the professional foundation areas or the field practicum.

**Transfer of Credit**

Although the USC Office of Admission may grant students semester hours for transfer credit for completed work in another social work program, the BSW Program will determine whether the course meets the requirements of the BSW degree in the College of Social Work. Any student wishing to transfer credit must submit a course syllabus that includes learning objectives, assignments, and the titles and authors of textbooks to the BSW Program Coordinator. If it appears that the required competencies, knowledge, and skills have been acquired, the student will be exempted from the BSW course.

**Admissions**

**Entrance and Progression Requirements**

In order to be admitted to the BSW Program, students must meet all University and college admission requirements. Transfer students must meet all such requirements and have an overall GPA of 2.50 or better. Enrollment in lower division Social Work courses does not guarantee acceptance into the upper division BSW Program.

**Admission to the Upper Division**

The admission policy for the BSW degree program applies to every applicant. All applicants must fulfill the general admission requirements of both the University and the College of Social Work. Students must submit a completed College of Social Work BSW Program application by the announced due dates published each year. The College of Social Work is committed to diversity in its student body. Admission is limited and competitive.

Minimum requirements for admission include:

- An institutional undergraduate GPA of 2.50 (on a 4.00 scale).
- A grade of C in their English Carolina Core course requirements.
- Verified completion of 39 hours of Carolina Core and College Requirements at the time of application.
- Verified completion of 54 hours of Carolina Core and College Requirements at the time of progression to upper division.
- Verified completion of SOWK 201, or equivalency for transfer students (http://sc.edu/about/offices_and_divisions/registrar/transfer_credits/).
- At least three letters of reference submitted by individuals who can attest to the student's potential for undergraduate study and social work practice.
- A personal statement that addresses the student's interests, resiliencies, and community service.
- An interview may also be required.
- Meeting with a social work advisor to receive information about and discuss the application process.
Progression Requirements
To remain in the BSW Program, students must make satisfactory academic progress toward the degree. A student who fails to make satisfactory progress will be placed on academic probation or terminated from the program. Students must maintain a minimum GPA of 2.50 in the major and must earn a grade of C or higher in all major courses. Students will be notified by the program when their GPAs fall below 2.50. A meeting with the Program Coordinator may be required.

Students may attempt a social work core course a maximum of two times to fulfill a major requirement. A grade of W (Withdrawal) will be recognized as an attempt. A student may repeat a maximum of two core courses. In addition, all students are subject to the regulations on probation, suspension, and readmission stated in the Academic Standards Policies (p. 756) section of the Undergraduate Academic Regulations Bulletin.

Degree Requirements (120 hours)
Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolina Core</td>
<td>31-43</td>
</tr>
<tr>
<td>2. College Requirements</td>
<td>3-15</td>
</tr>
<tr>
<td>3. Program Requirements</td>
<td>2-26</td>
</tr>
<tr>
<td>4. Major Requirements</td>
<td>60</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (31-43 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)
must be passed with a grade of C or higher

• any CC-CMW course (p. 742)

ARP – Analytical Reasoning and Problem Solving (6 hours)

• STAT 201
• One of the following:
  • MATH 122
  • MATH 141
• Any other STAT course approved for Carolina Core ARP

SCI – Scientific Literacy (7 hours)

Two approved Carolina Core Scientific Literacy courses (p. 742), including at least one with a laboratory selected from Biology

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)
A score of two or better on the foreign language placement test or equivalent Carolina Core GFL course(s).

• CC-GFL courses (p. 742)

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

• any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

• any CC-GSS course (p. 742) from Psychology (PSYC) or Sociology (SOCY)

AIU – Aesthetic and Interpretive Understanding (3 hours)

• any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)

• any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy 1 (0-3 hours)

• any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)

• any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

2. College Requirements (3-15 hours)

Economics (3 hours)

Additional College of Social Work Requirements (12 hours)

These requirements may be satisfied as part of the Carolina Core requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 201</td>
<td>American National Government</td>
<td>3</td>
</tr>
<tr>
<td>Selects</td>
<td>one 200-level or above literature</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>course selected from a list of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>approved courses (see advisor for</td>
<td></td>
</tr>
<tr>
<td></td>
<td>details)</td>
<td></td>
</tr>
<tr>
<td>Selects</td>
<td>one philosophy course</td>
<td>3</td>
</tr>
<tr>
<td>Selects</td>
<td>one cultural awareness course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(A wide variety of courses can be</td>
<td></td>
</tr>
<tr>
<td></td>
<td>considered under the general category</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of “cultural awareness.” Students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>are to consult with their advisors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>for approved courses.)</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 12

3. Program Requirements (2-26 hours)

Electives (4-26 hours)

The B.S.W. requires a minimum of 60 semester hours outside of the major requirements. Students with fewer than 60 hours outside of the major must take enough electives to fulfill the 120-hour minimum. No elective courses of a remedial and developmental nature may apply as credit toward the 120-hour minimum.

4. Major Requirements (60 hours)

A minimum grade of C is required in all major courses.
The South Carolina Honors College (SCHC) combines the benefits of a small college in the context of a large comprehensive research university. The College provides academically gifted and motivated students with the opportunity to develop their intellectual potential to the fullest. It emphasizes small classes with intensive interaction between students and professors. The Honors College curriculum is designed to exploit fully the talents of both students and teachers. Any qualified student, regardless of major or career interest, can take advantage of the College's rich educational environment.

Retention in the College

To remain in good standing in the College, Honors College students must maintain a minimum GPA on a sliding scale that starts at 3.00 for first-year students and rises to 3.30 for seniors. In addition, Honors College students must earn Honors course credits - 9 by the end of their first year, 18 after their sophomore year, and 27 after their junior year-to remain in good standing in the college. Students who fall short of these requirements are allowed one semester of probation to increase their GPA or the number of honors credits to reach the required level. Any student who wants to apply for grade forgiveness for a South Carolina Honors College course must first petition the dean of the Honors College.

Honors College Advising

Entering Honors College first-year students are advised by the staff of Honors College prior to and during Freshmen Orientation, and the College continues to advise all Honors College students throughout their time in the College. Once a student has selected a major, he or she also is advised by faculty and/or staff members in that discipline. For this reason, most Honors College students have two advisors.

Graduation with Honors from the South Carolina Honors College

Honors College students have the opportunity to "graduate with Honors from the South Carolina Honors College." This accomplishment is recognized on their transcript, their diploma, and during commencement. In order to graduate with honors, students must complete at least 45 credit hours of Honors College courses, including a minimum 3 credit hours of senior thesis or project. The course requirements must include one course each in English, laboratory science, the history of civilization, analytical reasoning, the humanities, the social sciences, and an outside the classroom experience (Beyond the Classroom) that could be either undergraduate research, an Honors service learning course, study away, or an internship. Honors College elective credits may be in any area. All Honors College students, regardless of their major, can complete these requirements.

SCHC Curriculum

The Honors College offers two types of courses: courses that are unique to the Honors College and Honors College versions of courses offered by other academic units. Honors College sections of courses offered by other academic units carry the same departmental designator and number as their non-honors equivalent, but they have a "Hxx" section number (e.g., ENGL 101, Section H01). Courses developed specifically for the Honors College are designated "SCHC." While SCHC courses have no exact equivalent in the non-honors curriculum, every effort is made to ensure that these courses fulfill university core, major, minor, or cognate requirements.

SCHC courses that are numbered 200 or higher, "proseminars," are designed to be similar in style to graduate-level seminars and are taught, where possible, through the use of discussion rather than lecture. Normally no more than 18 students may enroll in an Honors College proseminar.

### Major Map

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

#### Social Work, B.S.W.

### South Carolina Honors College

Department Website (http://schc.sc.edu/)

Steven Lynn, Ph.D., Dean
Andrea Tanner, Ph.D., Associate Dean
Kay Banks, Ed.D., Associate Dean for Student Affairs
Chappell Wilson, Assistant Dean of Administration
Novella Beskid, Assistant Dean for National Fellowships & Scholar Programs

#### Overview

The South Carolina Honors College (SCHC) combines the benefits of a small college in the context of a large comprehensive research university. The College provides academically gifted and motivated students with the opportunity to develop their intellectual potential to the fullest. It
At the 200-level, proseminars are usually broad in scope, providing a firm grounding in the general area described by a discipline. At the junior (300) and senior (400) levels, proseminars are more specific in content, providing the students and the professor the opportunity to delve deeply into a specialized subject. Of special interest are the interdisciplinary proseminars, which are designed to bring knowledge from several academic disciplines to bear on a particular problem. Proseminars may be taught by more than one faculty member.

South Carolina Honors College students may meet University Core Curriculum requirements through Honors courses determined to be core-appropriate by the South Carolina Honors College, with the oversight of the Provost. The South Carolina Honors College maintains a list of such courses.

**Inquiry Minor**

This minor is designed for students who wish to prepare for an intensive undergraduate research experience. The program of study, designed in close consultation with both the student’s major and SCHC advisors, will provide a richer understanding of the logic, conduct, and context of inquiry in related disciplinary arenas.

Application. Interested students must complete an application and qualify for the minor. Applications can be submitted any time after completion of the first year. Normally, students will be expected to have at least a 3.30 grade point average. Applications will be evaluated on overall merit by the Minor in Inquiry Oversight Committee. Applications may be obtained from the South Carolina Honors College, the College of Arts and Sciences, and online on the Honors College Web site.

Opportunity to Participate in the Honors College. The Minor in Inquiry is open to all qualified undergraduates, in and outside the Honors College. All students in the minor will be given priority access to minor-eligible courses offered in the Honors College. They will also be given priority consideration for the SCHC Undergraduate Research Assistantships. Finally, non-honors students in the minor will be given the opportunity to undertake a senior honors thesis or project. Non-honors students admitted to the minor will be assigned the appropriate Honors College advisor who will work with the student and the student’s major advisor to plan the most suitable program.

Requirements. Eighteen credit hours are required to satisfy the minor, distributed over three levels. At least half of the credits must be in the Honors College. Each student must take at least one of the appropriate Level I, “Fundamentals,” courses. These courses introduce some fundamental problems of inquiry confronting those working within related disciplines (for example, the natural sciences). In addition, a student must take at least three courses from Level II. Level II courses must be taken outside of the student’s major discipline. These courses, chosen in close consultation with the student’s advisors, are intended to broaden and deepen the student’s understanding of the nature and problems of inquiry introduced in the Fundamentals course, as well as explore new areas affecting the conduct and context of inquiry in the student’s area of interest. In some cases a student may elect to take a second Level I course. The final two courses may be selected either from among advanced research courses (400 level and above) in the student’s major discipline including the senior thesis/project—Level III courses—or from additional Level II courses. Disciplinary courses counted toward the minor must be approved by both the student’s major and honors advisors and cannot count toward major credit. Alternatively, the student may elect to take additional Level II courses.

**Further Information**

For further information contact:

Dean
South Carolina Honors College
University of South Carolina
Columbia, SC 29208

or the USC Office of Undergraduate Admissions. Additional information may also be found on the Web site of the South Carolina Honors College: http://schc.sc.edu/.

**Minor Requirements**

**Level I Courses-One Course Required**

Each student must select the appropriate course from the following list:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHC 280</td>
<td>HNRS: Interdisciplinary Proseminar in the Liberal Arts</td>
<td>3</td>
</tr>
<tr>
<td>SCHC 281</td>
<td>HNRS: Interdisciplinary Proseminar in the Liberal Arts</td>
<td>3</td>
</tr>
<tr>
<td>SCHC 285</td>
<td>HNRS: Proseminar: Natural History of South Carolina</td>
<td>4</td>
</tr>
<tr>
<td>UNIV 201</td>
<td>Fundamentals of Integrative Learning</td>
<td>3-3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

11-13

**Level II Courses-Three Courses Required**

The following courses address fundamental issues in the logic, context, and conduct of inquiry in certain broad areas of research. Students must select at least three of these courses with the advice and approval of their major and minor advisors; the courses are expected to reflect the area of the student’s research interests. These courses must be outside the student’s particular major. The student may substitute a second Level I course for one of these three.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 313</td>
<td>Ethical Dilemmas in Anthropology</td>
<td>1</td>
</tr>
<tr>
<td>ANTH 359</td>
<td>Theories of Culture</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 551</td>
<td>Medical Anthropology: Fieldwork</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 388</td>
<td>History of Literary Criticism and Theory</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 440</td>
<td>Principles of Modern Literary Theory</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 449</td>
<td>Special Topics in Theory</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 473</td>
<td>Film and Media Theory and Criticism</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 620</td>
<td>Computer Methods for Humanistic Problems</td>
<td>3</td>
</tr>
<tr>
<td>HIST 452</td>
<td>The History of Science in America</td>
<td>3</td>
</tr>
<tr>
<td>HIST 479</td>
<td>Oral History</td>
<td>3</td>
</tr>
<tr>
<td>LING 300</td>
<td>Introduction to Language Sciences</td>
<td>3</td>
</tr>
<tr>
<td>LING 340</td>
<td>Language, Culture, and Society</td>
<td>3</td>
</tr>
<tr>
<td>LING 541</td>
<td>Language and Gender</td>
<td>3</td>
</tr>
<tr>
<td>LING 565</td>
<td>Philosophy of Language</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 510</td>
<td>Theory of Knowledge</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 512</td>
<td>Philosophy of Science</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 513</td>
<td>Philosophy of History</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 517</td>
<td>Philosophy of Language</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 518</td>
<td>Philosophy of the Social Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>
PHIL 528  Concepts of Evidence 3  
SOCY 320  Individual and Society 3  
SOCY 550  Sociology of Science 3  
SCHC 312  HNRS: Proseminar in Statistics 3  
SCHC 332  HNRS: Proseminar in Anthropology 3  
SCHC 380  HNRS: Interdisciplinary Proseminars 3-4  
SCHC 383  HNRS: Interdisciplinary Proseminars 3-4  
SCHC 394  HNRS: Proseminar 1-3  
SCHC 483  HNRS: Interdisciplinary Proseminar 3-4  
SCHC 485  HNRS: Interdisciplinary Proseminar 3-4  
STAT 506  Introduction to Experimental Design 3  
STAT 515  Statistical Methods I 3  
STAT 516  Statistical Methods II 3  

**Level III Courses**

At Level III of the minor, students will have the option of using up to 6 credit hours of advanced research courses (400-level and above) from their major discipline, including Senior Thesis/Project, toward the minor. If they elect to do so, these courses can count toward their major requirements. Students may also choose to complete their minor by taking advanced contextual Level II courses, while taking advanced research courses in their discipline as part of their major program. Minor-eligible, advanced research courses must be approved by both the honors and major advisors. Examples might include:

<table>
<thead>
<tr>
<th>History Majors</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 692</td>
<td>Historic Preservation Field Experience--Charleston, S.C.</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 3  

<table>
<thead>
<tr>
<th>Biology Majors</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 498</td>
<td>Biological Research: An Introduction</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 4  

**Interdisciplinary Studies, BarSc.**

The South Carolina Honors College offers a unique degree, the Baccalaureus Artium et Scientiae (Bachelor of Arts and Science). A student seeking the Baccalaureus degree constructs an individualized program of study that is tailored to his or her specific interests. This allows students with interests that fall outside traditional disciplinary boundaries to pursue undergraduate studies that fit their individual interests, needs, and aptitudes. The Baccalaureus degree is most suitable for students preparing to continue their studies beyond the baccalaureate level, especially in areas expecting a broad educational experience, such as law, government service, various academic graduate programs, and medicine. Admission to this degree program is based on outstanding academic work and a commitment to developing intellectual breadth.

**Learning Objectives**

- Students completing the Baccalaureus Artium and Scientiae will have intellectual breadth demonstrated through completion of all general education requirements for both the BA and BS degrees in the College of Arts and Sciences. In addition, Baccalaureus students will study a foreign language at least through the fifth semester (or 300-level).

- In cooperation with their individually assembled BARSC Committees, students will develop a program of study appropriate to their particular educational needs and goals.
- Students will maintain a high level of academic performance.
- Students will be well prepared for the next stage of their academic or professional careers.

**Admission**

Admission to the College is based upon proof of a student’s potential for high academic achievement. Admission criteria include outstanding work in high school, high aptitude test scores, the ability to write well, and a strong intellectual curiosity. A candidate for the College must be accepted to the University and then must submit a separate application for admission to the Honors College.

The admissions policies are administered by the coordinator of admissions for the South Carolina Honors College in the Office of Undergraduate Admissions. The normal standards to be considered for admission include, but are not confined to, an SAT of 1340 or greater and a strong academic performance in high school, as well as evidence of keen analytical skills and a clear writing style. Transfer students and students already enrolled in the University who have a GPA of 3.60 on a 4.00 scale also may be considered for admission. Admission of such students will be contingent on a review of the student’s overall college record, the quality of the application, and the availability of space in the Honors College.

**Degree Requirements (126 Hours)**

The individualized curriculum of a Baccalaureus degree candidate is supervised by an advisory committee, which aids Baccalaureus degree candidates in course selection and career orientation. In place of the University’s traditional major and other requirements, Baccalaureus students must take a wide range of courses designed to develop intellectual inquisitiveness. These requirements are constructed so that Baccalaureus students satisfy the basic degree requirements of the Bachelor of Science and Bachelor of Arts in the College of Arts and Sciences (p. 22). Baccalaureus students also must demonstrate proficiency in a foreign language at the 300 level and submit a senior thesis or project worth 9 to 15 credit hours; they must also complete a total of 69 honors course credit hours. Graduation with the Baccalaureus degree requires a 3.50 cumulative GPA. Additional requirements are set by each student’s advisory committee, depending on his or her goals, needs, and lacunae. See the SCHC Handbook for further details.

**Major Map**

A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

**Interdisciplinary Studies, BarSC.**

**Palmetto College**

Launched in 2013, Palmetto College is the University of South Carolina’s online bachelor’s degree completion consortium providing leadership, management, and coordination of online education across all eight
USC campuses. Through Palmetto College, students can begin and complete high-quality bachelor’s degrees, through asynchronous or real-time delivery, without disrupting personal, family, and professional commitments.

In addition to its degree completion mission, Palmetto College is also an administrative organization encompassing the University’s four associate degree-granting regional campuses (Lancaster, Salkehatchie, Sumter and Union) and Palmetto College Columbia.

Susan Elkins, Chancellor
John Catalano, Associate Provost
M. Ron Cox, Jr., Dean

Palmetto College Columbia

Palmetto College Columbia offers instruction, courses, programs and services designed for students who need courses at convenient sites and times or in flexible formats, compatible with their jobs or other schedule restrictions. Undergraduate programs in Liberal Studies and Organizational Leadership are offered as part of Palmetto College, and associates degrees are available to military service members and affiliated groups through the Fort Jackson Program.

M. Ron Cox, Jr., Dean
Stephen Lowe, Director, Liberal Studies and Organizational Leadership

Liberal Studies, B.A.

Overview of the BLS

The Bachelor of Arts degree in Liberal Studies Program (BLS) is only available to students on USC’s regional campuses or online through Palmetto College. It is designed to provide access to upper-level study in a range of liberal arts disciplines, fostering the abilities to think critically, communicate effectively, solve problems, and interpret human experience. Goals of this program are to enhance students’ intellectual and creative capacities and broaden their historical, ethical, social, and international perspectives while allowing them some flexibility in designing the upper-level curricula based on previous studies and employment objectives.

Learning Outcomes

- Students will demonstrate the ability to initiate independent, interdisciplinary inquiry and the ability to apply critical thinking to interdisciplinary problems.
- Students will demonstrate an understanding of South Carolina from historical as well as contemporary political, cultural, economic, and social perspectives in papers, assignments and other student writing.
- Students will be educated and participatory citizens of South Carolina and explain how their academic training has prepared them to be active state citizens.
- Students will demonstrate the ability to apply classroom learning to real-world experience in the public or private sector.

Admission and Graduation Standards

Students may apply to the Liberal Studies Program after completion of at least 45 semester hours of accredited, college-level work. A minimum grade point of 2.00 is required for admission and graduation. As part of the application process, a specific Program of Study is developed by the student and the student’s advisor and approved by the Program Committee. Any changes to the Program of Study must be approved by the advisor and Program Committee. All students must earn at least 30 USC hours after admission to this program. A minimum of 120 semester hours of accredited, college-level work must be presented to earn this degree.

Degree Requirements (120 hours)

The Bachelor of Arts in Liberal Studies (BLS) is designed for students who want to pursue liberal studies without a major in a single discipline.

Program of Study

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carolina Core</td>
<td>32-44</td>
</tr>
<tr>
<td>College Requirements</td>
<td>9-12</td>
</tr>
<tr>
<td>Program Requirements</td>
<td>28-43</td>
</tr>
<tr>
<td>Major Requirements</td>
<td>36</td>
</tr>
</tbody>
</table>

1. Carolina Core Requirements (32-44 hours)

CMW — Effective, Engaged, and Persuasive Communication: Written (6 hours)

must be passed with a grade of C or higher

- ENGL 101
- ENGL 102

ARP — Analytical Reasoning and Problem Solving (6-8 hours)

- any CC-ARP courses (p. 742)

SCI — Scientific Literacy (8 hours)

- any CC-SCI courses (p. 742), must include two labs

GFL — Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

- CC-GFL courses (p. 742)

It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

GHS — Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

- any CC-GHS course (p. 742)

GSS — Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

- any CC-GSS course (p. 742)
AIU – Aesthetic and Interpretive Understanding (3 hours)
  • any CC-AIU course (p. 742)

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component 1 (0-3 hours)
  • SPCH 140 or any overlay or stand-alone CC-CMS course (p. 742)

INF – Information Literacy 1 (0-3 hours)
  • any overlay or stand-alone CC-INF course (p. 742)

VSR – Values, Ethics, and Social Responsibility 1 (0-3 hours)
  • any overlay or stand-alone CC-VSR course (p. 742)

1 Carolina Core Stand Alone or Overlay Eligible Requirements – Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total Carolina Core credit hours must add up to a minimum of 31 hours. At least one of these requirements must be satisfied by a course not applied elsewhere in general education. (3-9 Hours)

2. College Requirements (9-12 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 102</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select Foreign Language course (only if needed to meet 122-level proficiency)</td>
<td>0-3</td>
</tr>
<tr>
<td></td>
<td>Select Arts and Sciences Electives (Must include two disciplines)</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credit Hours 9-12

3. Program Requirements (28-43 hours)

Cognate (12 hours)

Must be passed with a grade of C or higher

The cognate cannot be a discipline included in the student’s major option. No more than six hours of transfer work maybe applied to the cognate.

A minimum of 12 hours of course work at the 300 level or above from one of the following disciplines:

• Anthropology
• Art
• Business
• Criminal Justice
• Dance
• Economics
• Education
• English
• Geography
• History
• Health Promotion, Education and Behavior
• Languages
• Mathematics
• Native American Studies 1
• Philosophy

1 Courses designated as fulfilling the Native American Studies option will be listed on the BA in Liberal Studies program website.

Electives (16-31 hours)

4. Major Requirements (36 hours)

A minimum grade of C is required in all major courses.

Major Courses (9 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PALM 493</td>
<td>South Carolina Studies</td>
<td>3</td>
</tr>
<tr>
<td>PALM 494</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>or PALM 495</td>
<td>Service-Learning</td>
<td></td>
</tr>
<tr>
<td>PALM 401</td>
<td>Palmetto Senior Capstone Experience</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Major Electives (27 hours)

The student’s major will be chosen from two of the disciplines below.

All courses must be at the upper level with at least 15 hours at the 400-level or above, with the exception of Sociology, in which the following 300-level courses may be substituted for 400-level courses: SOCY 304, SOCY 305, SOCY 312, SOCY 320, SOCY 323, SOCY 340. All grades must be C or better. A minimum of 12 hours is required in each of the two disciplines. At least 15 hours must be USC courses. No more than 12 hours of the major will be accepted in transfer.

• Anthropology
• Art
• Astronomy
• Biological Sciences
• Chemistry
• Criminology and Criminal Justice
• Economics
• English
• Environmental Studies
• Geography
• Geological Studies
• Health Promotion, Education and Behavior
• History
• Languages
• Marine Science
• Mathematics
• Native American Studies 1
• Philosophy
• Physics
• Political Science
• Psychology
• Religious Studies
• Sociology
• Statistics
• Theatre

1 The most updated list of courses designated as fulfilling the Native American Studies option will be listed on the BA in Liberal Studies program website.

Major Map
A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Liberal Studies, B.A.

Organizational Leadership, B.A.
The Bachelor of Arts degree in Organizational Leadership (BOL) is only available to students on USC’s regional campuses or online through Palmetto College. It is designed for students who seek a baccalaureate degree with an applied focus on leadership and who want a solid professional foundation to enter the workforce. The degree allows students to gain the knowledge and skills to prepare them for leadership roles in a variety of community settings, including non-profit organizations, businesses, local government, and public agencies. Students may choose to pursue an area of focus in Entrepreneurship with programs by completing certain courses within the major, as outlined in the Major Requirements.

Learning Outcomes
• Students will be able to demonstrate their knowledge of skills that make successful leaders in various organizational settings.
• Students in ENGL 463 will demonstrate the ability to write effective prose and/or develop and give a presentation in a professional setting.
• Students in PALM 493 will demonstrate the ability to be educated and participatory citizens of South Carolina and explain how their academic training has prepared them to be active state citizens.
• Students in PALM 494 and PALM 495 will demonstrate the ability to apply classroom learning to real-world experience in the public or private sector.

Admission and Graduation Standards
Students may apply to the Organizational Leadership Program after completion of at least 45 semester hours of accredited, college-level work. A minimum grade point of 2.0 is required for admission and graduation. As part of the application process, a specific Program of Study is developed by the student and the student’s advisor and approved by the Program Committee. Any changes to the Program of Study must be approved by the advisor and Program Committee. All students must earn at least 30 USC hours after admission to this program. A minimum of 120 semester hours of accredited, college-level work must be presented to earn this degree.

Degree Requirements (120 hours)
The Bachelor of Arts in Organizational Leadership (BOL) is designed for students who want to study organizational leadership without a major in a single discipline.

Program of Study
Requirements Credit Hours
1. Carolina Core 32-44
2. College Requirements 9-12
3. Program Requirements 31-46
4. Major Requirements 33

1. Carolina Core Requirements (32-44 hours)
CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)
must be passed with a grade of C or higher

• ENGL 101
• ENGL 102

ARP – Analytical Reasoning and Problem Solving (6 hours)
• any CC-ARP courses (p. 742)

SCI – Scientific Literacy (8 hours)
• any two CC-SCI courses (p. 742), must include two labs

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)
Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

• CC-GFL courses (p. 742)

It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)
• any CC-GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)
• any CC-GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 hours)
• any CC-AIU course (p. 742)
**Organizational Leadership, B.A.**

**3. Program Requirements (31-46 hours)**

<table>
<thead>
<tr>
<th>Supporting Courses (27-30 hours)</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ECON 224</td>
<td>Introduction to Economics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECON 221</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENGL 463</td>
<td>Business Writing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ITED 264</td>
<td>Computer Applications in Business I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MGMT 371</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PALM 493</td>
<td>South Carolina Studies (must be passed with a grade of C or higher)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PALM 494</td>
<td>Internship (must be passed with a grade of C or higher)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PCAM 205</td>
<td>Foundations of Leadership (must be passed with a grade of C or higher)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSYC 350</td>
<td>Industrial Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSYC 227</td>
<td>Psychological Statistics (may not also be used to fulfill the Carolina Core ARP requirement)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SOCY 220</td>
<td>Elementary Statistics for Sociologists (may not also be used to fulfill the Carolina Core ARP requirement)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>STAT 201</td>
<td>Elementary Statistics (may not also be used to fulfill the Carolina Core ARP requirement)</td>
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</tr>
</tbody>
</table>

**Total Credit Hours** 24

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1 Students wishing an area of focus in Entrepreneurship should take PALM 494.

**Electives (1-19 hours)**

Sufficient elective hours as needed to meet the 120-credit-hour requirement.

**4. Major Requirements (33 hours)**

_a minimum grade of C is required in all major courses_

**Major Courses (33 hours)**

Select 33 credits from the following lists, with at least 9 credits from each of the three categories, and at least 12 credits at the 400 level. No more than 15 hours combined from MGMT, ACCT, and ECON may be selected.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRTM 344</td>
<td>Personnel Organization and Supervision</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 374</td>
<td>Strategic Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 376</td>
<td>Employee Engagement</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 472</td>
<td>Entrepreneurship and Small Business</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 211</td>
<td>Contemporary Moral Issues</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 320</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 360</td>
<td>Applied Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 420</td>
<td>Survey of Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 430</td>
<td>Survey of Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 304</td>
<td>Race, Class, Gender, and Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 340</td>
<td>Introduction to Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>PALM 401</td>
<td>Palmetto Senior Capstone Experience</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 201</td>
<td>Principles of Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 406</td>
<td>International Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 473</td>
<td>Developing and Launching New Ventures</td>
<td>3</td>
</tr>
<tr>
<td>POLI 201</td>
<td>American National Government</td>
<td>3</td>
</tr>
<tr>
<td>POLI 370</td>
<td>Introduction to Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>POLI 365</td>
<td>State Government</td>
<td>3</td>
</tr>
<tr>
<td>POLI 463</td>
<td>The American Chief Executive</td>
<td>3</td>
</tr>
<tr>
<td>POLI 570</td>
<td>South Carolina Government and Politics</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 300</td>
<td>Social Structures</td>
<td>3</td>
</tr>
</tbody>
</table>

**Law, Policy, and Organizations**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 324</td>
<td>Survey of Commercial Law</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 403</td>
<td>Tax I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 363</td>
<td>Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>ECON 379</td>
<td>Government Policy Toward Business</td>
<td>3</td>
</tr>
<tr>
<td>HIST 405</td>
<td>The Rise of Industrial America, 1877-1917</td>
<td>3</td>
</tr>
<tr>
<td>HIST 469</td>
<td>Constitutional History of the United States</td>
<td>3</td>
</tr>
<tr>
<td>HIST 470</td>
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<td>3</td>
</tr>
<tr>
<td>JOUR 201</td>
<td>Principles of Public Relations</td>
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<td>Social Structures</td>
<td>3</td>
</tr>
</tbody>
</table>

**Employer and Employees**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 406</td>
<td>Labor Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 415</td>
<td>Economics of American Industry</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 401</td>
<td>Negotiation and Conflict in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 324</td>
<td>Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>POLI 368</td>
<td>Interest Groups and Social Movements</td>
<td>3</td>
</tr>
<tr>
<td>POLI 465</td>
<td>Psychology and Politics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 405</td>
<td>Cognitive Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

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**VSR – Values, Ethics, and Social Responsibility (0-3 hours)**

any overlay or stand-alone CC-VSR course (p. 742)

**INF – Information Literacy (0-3 hours)**

any overlay or stand-alone CC-INF course (p. 742)

**CMS – Effective, Engaged, and Persuasive Communication: Spoken Component (0-3 hours)**

- SPCH 140 or any CC-CMS course (p. 742)
PSYC 501  Human Factors Psychology  3  
RETL 330  Asset Protection for Retailers  3  
SOCY 311  Ecology of Human Social Systems  3  
SOCY 312  Bureaucracy and Modern Society  3  
SOCY 354  Collective Behavior  3  
SPCH 331  Organizational Communication  3  

Note: Students that wish to have an area of focus in entrepreneurship are recommended to complete at least 15 hours of the major from among a specific sub-set of courses identified as related to entrepreneurship. It is recommended that students should also take PALM 494 rather than PALM 495 to gain internship experience. PALM 494 does not count toward the 15 hours of Entrepreneurship courses. This area of focus in entrepreneurship designation does not appear on the student's academic transcript, nor on the diploma.

Major courses that are acceptable for credit toward this area of focus are identified in the academic bulletin by appearing with the designation (E) after the name of the course.

Major Map
A major map is a layout of required courses in a given program of study, including critical courses and suggested course sequences to ensure a clear path to graduation.

Major maps are only a suggested or recommended sequence of courses required in a program of study. Please contact your academic advisor for assistance in the application of specific coursework to a program of study and course selection and planning for upcoming semesters.

Organizational Leadership, B.A.

Associate Degree Programs at Fort Jackson

The USC Fort Jackson Program is designed for and awards Associate of Arts and Associate of Science degrees to active-duty military personnel (all branches), their spouses, Department of Defense civilian employees, National Guard members, reservists, and veterans. Civilians, including Columbia-campus students, are welcome to take courses on a space-available basis, but they may not earn these associate degrees.

Programs
- Associate of Arts (Fort Jackson), A.A.
- Associate of Science (Fort Jackson), A.S.

Associate of Arts (Fort Jackson), A.A.
The USC Fort Jackson Program is designed for and awards Associate of Arts and Associate of Science degrees to active-duty military personnel (all branches), their spouses, Department of Defense civilian employees, National Guard members, reservists, and veterans who have earned 60 hours of credit and completed the requirements that follow. Civilians, including Columbia-campus students, are welcome to take courses on a space-available basis, but they may not earn these associate degrees.

Learning Outcomes
Graduates will be able to:
- Identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes through writing.
- Apply the methods of mathematical, statistical, or analytical reasoning to critically evaluate data, solve problems, and effectively communicate findings verbally and graphically.
- Apply the principles and language of the natural sciences and associated technologies to historical and contemporary issues.
- Communicate in more than one language.
- Use the principles of historical thinking to understand past human societies.
- Use the principles of the social sciences to explore diverse cultural identities and to analyze political and environmental issues.
- Create or interpret literary, visual or performing arts.

AND be able to demonstrate at least ONE of the following:
- Identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes through speaking.
- Collect, manage and evaluate information using technology, and communicate findings.
- Examine different kinds of social and personal values, analyzing the ways in which these are manifested in communities as well as individual lives.

Degree Requirements
Carolina Core - 15 Hours
These serve as general education requirements common to all associate degrees.

CMW: Effective, Engaged and Persuasive Communication: Writing (6 Hours)
Must be passed with a grade of C or higher
- any CMW course (p. 742)

SCI: Scientific Literacy (3 Hours)
- any SCI course (p. 742)

GHS: Global Citizenship and Multicultural Understanding: Historical Thinking (3 Hours)
- any GHS course (p. 742)

GSS: Global Citizenship and Multicultural Understanding: Social Sciences (3 Hours)
- any GSS course (p. 742)

Associate of Arts Degree Curriculum - 60 Hours
1. Basic Requirements
2. Electives
Requirements (including 15 hours of Carolina Core stated above) (37-38 Hours)
All course selections are from the approved Carolina Core Learning Outcomes list unless otherwise specified.

CMW: Effective, Engaged and Persuasive Communication: Writing (6 Hours)
Must be passed with a grade of C or higher

ARP: Analytical Reasoning and Problem-Solving (3 Hours)
- Choose from MATH, CSCE, PHIL, STAT including MATH 111 or MATH 115

SCI: Scientific Literacy (7-8 Hours)
- Must include at least 1 laboratory science course

GFL: Global Citizenship and Multicultural Understanding: Foreign Language (0-3 Hours)
- One 3-hour language course at any level or score of “2” on placement exam

GHS: Global Citizenship and Multicultural Understanding: Historical Thinking (3 Hours)
- any GHS course (p. 742)

GSS: Global Citizenship and Multicultural Understanding: Social Sciences (6 Hours)
- any GSS course (p. 742)

AIU: Aesthetic and Interpretive Understanding (6 Hours)
- any AIU course (p. 742)

Choose ONE of the following three options:
- CMS: Effective, Engaged and Persuasive Communication: Speech (3 Hours)
- INF: Information Literacy (3 Hours)
- VSR: Values, Ethics and Social Responsibility (3 Hours)

Electives for A.A. Degrees (22-23 Hours)
Electives may be any additional courses not used to fulfill the previously stated requirements. Students who intend to apply these credits toward a baccalaureate degree awarded by another campus or institution are advised to work closely with an academic advisor to choose electives that will meet preliminary requirements of the four-year major they wish to pursue. Of particular importance is completion of general education requirements. USC Columbia requires a minimum of 31 general education credit hours and a student planning to pursue a USC Columbia baccalaureate degree must complete these hours. These hours can be incorporated within the 60 hours required for an AA or AS degree when electives are carefully selected. Applying for an associate's degree does not in any manner affect eligibility to apply for a baccalaureate degree, and vice versa.

Second Associate's Degree
At times the University of South Carolina Ft. Jackson confers a second associate's degree upon candidates who have completed all requirements for the second degree, provided that the additional requirements for the second degree include a minimum of 12 semester hours beyond those required for the first degree earned at USC Ft. Jackson and a minimum of 72 semester hours total. Under this policy a student may apply for two degrees at one time or separately. In either case the student would receive two diplomas.

Associate of Science (Fort Jackson), A.S.
The USC Fort Jackson Program is designed for and awards Associate of Arts and Associate of Science degrees to active-duty military personnel (all branches), their spouses, Department of Defense civilian employees, National Guard members, reservists, and veterans. Civilians, including Columbia-campus students, are welcome to take courses on a space-available basis, but they may not earn these associate degrees.

Learning Outcomes
Graduates will be able to:
- Identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes through writing.
- Apply the methods of mathematical, statistical, or analytical reasoning to critically evaluate data, solve problems, and effectively communicate findings verbally and graphically.
- Apply the principles and language of the natural sciences and associated technologies to historical and contemporary issues.
- Communicate in more than one language.
- Use the principles of historical thinking to understand past human societies.
- Use the principles of the social sciences to explore diverse cultural identities and to analyze political and environmental issues.
- Create or interpret literary, visual or performing arts.
- and be able to demonstrate at least one of the following:
  - Identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes through speaking.
  - Collect, manage and evaluate information using technology, and communicate findings.
  - Examine different kinds of social and personal values, analyzing the ways in which these are manifested in communities as well as individual lives.

Other Requirements
In addition to the requirements for the A.A. and A.S. degrees stated above, the following stipulations also apply.

- Students must have a cumulative GPA of 2.00 or better (does not include course grades earned by challenge examinations).
- The final 15 semester hours must be earned at USC.
- No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees.
- Pass-Fail option on elective courses is allowed.
- No more than 15 hours of nontraditional credits, which include DANTES, CLEP, and military experience.
- No more than 3 1-hour PEDU activity courses may count toward meeting Associate's degree requirements (any track).
Degree Requirements

Carolina Core - 15 Hours
These serve as general education requirements common to all associate degrees.

CMW – Effective, Engaged and Persuasive Communication: Writing (6 Hours)
*Must be passed with a grade of C or higher
  • any CMW course (p. 742)

SCI – Scientific Literacy (3 Hours)
  • any SCI course (p. 742)

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 Hours)
  • any GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 Hours)
  • any GSS course (p. 742)

Associate of Science Degree Curriculum - 60 Hours
1. Basic Requirements
2. Electives

Requirements (including 15 hours of Carolina Core stated above) (38-42 Hours)
All course selections are from the approved Carolina Core Learning Outcomes list unless otherwise specified.

CMW – Effective, Engaged and Persuasive Communication: Writing (6 Hours)
*Must be passed with a grade of C or higher

ARP – Analytical Reasoning and Problem-Solving (6 Hours)
  • Choose from MATH, CSCE, PHIL, STAT including MATH 111 or MATH 115

SCI – Scientific Literacy (8-12 Hours)
  • Must include at least 2 laboratory science courses

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-3 Hours)
  • One 3-hour language course at any level or score of “2” on placement exam

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 Hours)
  • any GHS course (p. 742)

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (6 Hours)
  • any GSS course (p. 742)

AIU – Aesthetic and Interpretive Understanding (3 Hours)
  • any AIU course (p. 742)

Choose ONE of the following three options:
  • CMS – Effective, Engaged and Persuasive Communication: Speech (3 Hours)
  • INF – Information Literacy (3 Hours)
  • VSR – Values, Ethics and Social Responsibility (3 Hours)

Electives for A.S. Degrees (18-22 Hours)
Electives may be any additional courses not used to fulfill the previously stated requirements. Students who intend to apply these credits toward a baccalaureate degree awarded by another campus or institution are advised to work closely with an academic advisor to choose electives that will meet preliminary requirements of the four-year major they wish to pursue. Of particular importance is completion of general education requirements. USC Columbia requires a minimum of 31 general education credit hours and a student planning to pursue a USC Columbia baccalaureate degree must complete these hours. These hours can be incorporated within the 60 hours required for an AA or AS degree when electives are carefully selected. Applying for an associate's degree does not in any manner affect eligibility to apply for a baccalaureate degree, and vice versa.

Other Requirements
In addition to the requirements for the A.A. and A.S. degrees stated above, the following stipulations also apply:
  • Students must have a cumulative GPA of 2.00 or better (does not include course grades earned by challenge examinations).
  • The final 15 semester hours must be earned at USC.
  • No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees.
  • Pass-Fail option on elective courses is allowed.
  • No more than 15 hours of nontraditional credits, which include DANTES, CLEP, and military experience.
  • No more than 3 1-hour PEDU activity courses may count toward meeting Associate's degree requirements (any track).

Second Associate's Degree
At times the University of South Carolina Ft. Jackson confers a second associate's degree upon candidates who have completed all requirements for the second degree, provided that the additional requirements for the second degree include a minimum of 12 semester hours beyond those required for the first degree earned at USC Ft. Jackson and a minimum of 72 semester hours total. Under this policy a student may apply for two degrees at one time or separately. In either case the student would receive two diplomas.

Course Descriptions

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  • Aerospace Studies (AERO) (p. 535)
  • African Amer Studies (AFAM) (p. 536)
• American Sign Language (ASLG) (p. 538)
• Anthropology (ANTH) (p. 538)
• Arabic (ARAB) (p. 544)
• Art Education (ARTE) (p. 545)
• Art History (ARTH) (p. 545)
• Art Studio (ARTS) (p. 547)
• Astronomy (ASTR) (p. 551)
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• Civil Engineering (ECIV) (p. 567)
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E
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• Educ Foundations & Inq (EDFI) (p. 585)
• Education (EDUC) (p. 586)
• Educational Admin (EDAD) (p. 586)
• Educational Psychology (EDPY) (p. 586)
• Educational Technology (EDET) (p. 587)
• Electrical Engineering (ELCT) (p. 587)
• Elementary Education (EDEL) (p. 589)
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• Engl as a Sec Language (ENSL) (p. 591)
• English (ENGL) (p. 591)
• Engr and Computing (ENCP) (p. 597)
• Environment (ENVR) (p. 598)
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• Geography (GEOG) (p. 610)
• Geology (GEOL) (p. 613)
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• Global Studies (GLST) (p. 618)
• Greek (GREK) (p. 619)

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• Hebrew (HEBR) (p. 619)
• Higher Education (EDHE) (p. 619)
• History (HIST) (p. 619)
• Hlth Promo Educ & Beh (HPEB) (p. 626)
• Hlth Serv Policy Mgmt (HSPM) (p. 628)
• Hosp Retail Sport Mgmt (HRSM) (p. 628)
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• Integrated Info Tech (ITEC) (p. 633)
• Interdisciplinary Studies (IDST) (p. 634)
• International Business (IBUS) (p. 634)
• Italian (ITAL) (p. 636)

J
• Japanese (JAPA) (p. 637)
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K
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L
• Latin (LATN) (p. 644)
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• Library & Info Science (SLIS) (p. 646)
• Linguistics (LING) (p. 648)

M
• Management (MGMT) (p. 651)
• Management Science (MGSC) (p. 652)
• Marine Science (MSCI) (p. 654)
• Marketing (MKTG) (p. 657)
Prerequisite or Corequisite:

- Accounting (ACCT) 222 - Survey of Accounting (3 Credits)
  Survey of accounting topics related to business decisions including financial reporting, managerial accounting, and other special topics.
  **Prerequisites:** MATH 122 or equivalent or sophomore standing.

- Accounting (ACCT) 225 - Introduction to Financial Accounting (3 Credits)
  User-oriented approach to the study of financial accounting and reporting topics related to business decisions.

- Accounting (ACCT) 226 - Introduction to Managerial Accounting (3 Credits)
  User-oriented approach to the study of managerial accounting topics related to business decisions.
  **Prerequisites:** ACCT 225.

- Accounting (ACCT) 324 - Survey of Commercial Law (3 Credits)
  Basic legal concepts and the judicial system, with emphasis on business law.

- Accounting (ACCT) 335 - Survey of Federal Taxation (3 Credits)
  Federal tax law and preparation of individual income tax returns. Not allowed as an upper-division elective by accounting majors and not open for students who received credit for ACCT 403.

- Accounting (ACCT) 401 - Financial Accounting I (3 Credits)
  Accounting theory and practice as it relates to preparation of financial statements.
  **Prerequisites:** ACCT 226.

- Accounting (ACCT) 402 - Cost/Managerial Accounting (3 Credits)
  Internal managerial and cost accounting, including budgeting, cost determination, and analysis.
  **Prerequisites:** ACCT 226.

- Accounting (ACCT) 403 - Tax I (3 Credits)
  Overview of individual, corporate, and partnership taxation. Emphasis is on sole proprietorships.
  **Prerequisites:** ACCT 401.

- Accounting (ACCT) 404 - Accounting Information Systems I (3 Credits)
  Accounting systems for business decision-making and effective control of the business enterprise.
  **Prerequisites:** C or better in ACCT 401 and MGSC 291.

- Accounting (ACCT) 405 - Financial Accounting II (3 Credits)
  Additional accounting theory and practice as it relates to preparation of financial statements.
  **Prerequisites:** ACCT 401.

- Auditing I (3 Credits)
  Principles of auditing necessary to evaluate the integrity of accounting systems and financial reporting.
  **Prerequisites:** ACCT 404.
  **Prerequisite or Corequisite:** ACCT 405.
ACCT 470 - Financial Statement Analysis (3 Credits)
This course focuses on the analysis of financial statements for profitability and risk assessment and for firm and segment valuation. Restricted to finance majors.
Prerequisites: ACCT 225, ACCT 226, and FINA 363.

Cross-listed course: FINA 470

ACCT 501 - Financial Accounting III (3 Credits)
Advanced topics in accounting theory and practice as it relates to preparation of financial statements.
Prerequisites: ACCT 405.

ACCT 502 - Managerial Accounting for Decision Making (3 Credits)
Advanced topics in the use of accounting information for managerial decisions.
Prerequisites: ACCT 402.

ACCT 503 - Tax II (3 Credits)
Advanced tax topics. Emphasis is on the taxation of partnerships and corporations.
Prerequisites: ACCT 403.

ACCT 504 - Legal Issues for Accountants & Managers (3 Credits)
The study of legal issues affecting accountants and managers.
Prerequisites: ACCT 324.

ACCT 505 - Governmental and Nonprofit Accounting (3 Credits)
Accounting principles and procedures for local, state, and federal governmental units and for private nonprofit organizations.
Prerequisites: ACCT 405.

ACCT 506 - International Financial Reporting (3 Credits)
Study of the principles and application of international financial reporting standards.
Prerequisites: ACCT 405.

Graduation with Leadership Distinction: GLD: Global Learning

ACCT 590 - Special Topics in Accounting (3 Credits)
Analysis of current topics, issues and practices in various areas of accounting. May be repeated as content varies by title.

Aerospace Engineering (AESP)

AESP 101 - Introduction into Aerospace Engineering (3 Credits)
Historical overview of air and space flight. Principles of flight and characterization of the atmosphere and space. Vehicle concepts, and an introduction to aerodynamics, materials, structures, propulsion, flight mechanics, control, aircraft systems, and design.

AESP 265 - Aerodynamics I Incompressible Flow (3 Credits)
Prerequisites: MATH 242, EMCH 201.

AESP 314 - Energy Power and Propulsion (3 Credits)
Introduction to aircraft and rocket engines with emphasis on the performance and characteristics of various types of propulsion systems, including turbojet, turbofan, turboprop, ramjet, scramjet and liquid & solid propellant rockets.
Prerequisites: EMCH 290.

AESP 350 - Aerospace Systems (3 Credits)
Fundamentals of flight control systems, engine control systems, fuel systems, hydraulic systems, landing gears, electrical systems, environmental control systems, emergency systems, avionics and rotary wing systems. Aerospace systems design and development methodology.
Prerequisites: PHYS 212.

AESP 361 - Aerospace Laboratory I (3 Credits)
Aerospace component experiments: drag polar and Cm-alpha curve for an airfoil; fuselage and landing gear drag; compliance matrix of an isotropic and a laminated composite; mechanical and thermal properties of various aerospace materials; reporting.
Prerequisites: STAT 509, AESP 265.

Prerequisite or Corequisite: EMCH 371, EMCH 310.

AESP 362 - Aerospace Laboratory II (3 Credits)
Introduction to experimental determination of structures, propulsion and systems aspects of aerospace engineering. Oral and written presentations and reports.
Prerequisites: AESP 361.

AESP 415 - Aircraft Design Part I Basics (3 Credits)
Aircraft mission analysis; Conceptual aircraft design; Weight estimation; Wing design; Payload compartment design; Stabilizer and control surface design; engine selection; aircraft systems design; performance analysis; trade studies; design verification; design documentation and presentation.
Prerequisites: AESP 265.

Prerequisite or Corequisite: AESP 350 and AESP 314.

Graduation with Leadership Distinction: GLD: Research

AESP 420 - Flight and Orbital Mechanics (3 Credits)
Derivation of the general equations of motion (EoM) for aircraft and space flight. Solution of Aircraft EoM for cruise flight and flight maneuvers including coordinated turns, takeoff and landing. Solution of EoM for orbital mechanics problems including transfer trajectories. Calculation of required specific impulses. Design of interplanetary trajectories.
Prerequisites: MATH 141, EMCH 200, EMCH 310.

AESP 428 - Design I (3 Credits)
Prerequisites: AESP 350, EMCH 577.

Prerequisite or Corequisite: AESP 314, EMCH 377.

Graduation with Leadership Distinction: GLD: Research

AESP 466 - Flight Dynamics and Control (3 Credits)
Flight Dynamics and Control is a three-credit course that covers the dynamics of aircraft motion, methods of analysis and design for stability and control, longitudinal motions, lateral-directional motions, and coupled longitudinal and lateral-directional motions.
Prerequisites: EMCH 330 or ENCP 330, AESP 420.
Aerospace Studies (AERO)

AERO 101 - The Foundation of the U.S. Air Force I (1 Credit)
Survey course introducing students to the U.S. Air Force and AFROTC. Topics include mission and organization of the Air Force, officership, professionalism, military customs and courtesies, and officer career opportunities.

Prerequisites: none
Corequisite: AERO 101L

AERO 101L - Initial Military Training Cadet Leadership Laboratory I (0 Credits)
Provides cadets the basic skills/knowledge to be functional members of the cadet corps, and activities to build camaraderie and esprit-de-corps. Includes mandatory physical fitness program.

AERO 102 - The Foundation of the U.S. Air Force II (1 Credit)
Continuation of AERO 101. Additional topics include Air Force core values, leadership principles, group leadership dynamics, and an introduction to verbal and written communications skills.

Prerequisites: AERO 101L
Corequisite: AERO 102L

AERO 201L - Initial Military Training Cadet Leadership Laboratory II (0 Credits)
Continuation of AERO 101L. Exposure to additional information on an Air Force career. Scenarios and problems teach followership and leadership skills. Includes mandatory physical fitness program.

AERO 202 - The Evolution of the U.S. Air Force I (1 Credit)
Examines USAF air and space power from a historical perspective. Covers the earliest aircraft, both World Wars, the Korean and Vietnam conflicts, and air and space employment during the Cold War.

Prerequisites: AERO 201L
Corequisite: AERO 202L

AERO 201 - Field Training Preparation Cadet Leadership Laboratory I (0 Credits)
Preparation of students for summer training at an Air Force base; teaching drill and other leadership experiences. Includes mandatory physical fitness program.

AERO 202 - The Evolution of the U.S. Air Force II (1 Credit)
Continuation of AERO 201. This course continues to explore Air Force history, beginning with the Vietnam era and culminating with the application of air and space power in recent conflicts.

Prerequisites: AERO 201
Corequisite: AERO 202

AERO 202L - Initial Field Training Preparation Cadet Leadership Laboratory II (0 Credits)
Continuation of AERO 201L. Focuses on AFROTC Honor Code, Field Training Manual/procedures, and expeditionary skills required at field training. Includes mandatory physical fitness program.

AERO 301 - Air Force Leadership Studies I (4 Credits)
Study of leadership, management fundamentals, the profession of arms, personnel evaluation systems, ethics, motivation, team building, change management, and communication skills. Analyses of leadership and management case studies.

Corequisite: AERO 301L
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

AERO 301L - Intermediate Cadet Leader Leadership Laboratory I (0 Credits)
Provides cadets opportunities to develop leadership and followership skills, as well as sharpen their planning, organization, and communication ability. Includes mandatory physical fitness program.

Corequisite: AERO 301
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

AERO 401 - National Security/Leadership Responsibilities/Commissioning Preparation (4 Credits)
Study of U. S. Constitution, the Armed Forces, civilian control of the military, elements of national security, USAF doctrine, Total Force, the Joint environment, terrorism, and regional and cultural studies.

Prerequisites: AERO 302
Corequisite: AERO 401L

AERO 401L - Senior Cadet Leader Leadership Laboratory I (0 Credits)
Provides senior cadet leaders opportunities to develop leadership and supervisory skills, and to effectively manage resources toward mission accomplishment. Includes mandatory physical fitness program.

Corequisite: AERO 401

AERO 402 - Preparation for Active Duty (4 Credits)
Continuation of AERO 401. Topics include additional regional studies, military justice, personnel feedback, evaluation and promotion systems, the military profession, current issues affecting the military, and preparation for active duty.

Prerequisites: AERO 401
Corequisite: AERO 402L

AERO 402L - Senior Cadet Leader Leadership Laboratory II (0 Credits)
Continuation of AERO 401L. Allows senior cadet leaders advanced opportunities to hone their leadership in preparation for entering active duty. Includes mandatory physical fitness program.

Prerequisites: AERO 401L
Corequisite: AERO 402

AERO 499L - Extended Cadet Leader Leadership Laboratory (0 Credits)
Provides extended cadet leaders opportunities to continue developing leadership, managerial, and communication skills, and to mentor junior cadet corps members. Includes mandatory physical fitness program.

Prerequisites: 402L
**African Amer Studies (AFAM)**

**AFAM 200 - Freedom Papers: Narratives of Race and Nation (3 Credits)**
A study of the United States founding documents that emphasizes how the experiences of African American citizens throughout history and culture shape the country’s values, norms, and ideals.

**AFAM 201 - Introduction to African American Studies: Social and Historical Foundations (3 Credits)**
Introduction to the key debates, figures, and concepts that are fundamental to the interdisciplinary study of the historical, political, and social development of black life in America.

**Carolina Core:** GSS
**Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

**Cross-listed course:** WGST 308

**AFAM 202 - Introduction to African-American Studies (3 Credits)**
Introduction to the analysis and discussion of creative works and traditions by and about African Americans through folklore, music, art, dance, and literature.

**Carolina Core:** GSS
**Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

**Cross-listed course:** EDTE 218, JSTU 218

**AFAM 207 - Introduction to African American Religions (3 Credits)**
The variety of religious traditions of African Americans, with emphasis on the contexts in which they developed.

**Cross-listed course:** RELG 207

**Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

**AFAM 218 - Convergence and Divergence in African American and Jewish Relations: Historical and Contemporary (3 Credits)**
An examination of African American and Jewish American inter-ethnic, historical and contemporary connections and disconnections. Implications for educational, social, and social settings are considered.

**Cross-listed course:** EDTE 218, JSTU 218

**Carolina Core:** GSS, VSR

**AFAM 303 - African-American Cultures (3 Credits)**
An examination of African-American cultures in the New World. 03: 07/05/2019.

**Cross-listed course:** ANTH 231

**Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

**AFAM 308 - African-American Feminist Theory (3 Credits)**
An interdisciplinary survey of the contributions of African-American women to feminist theory.

**Cross-listed course:** WGST 308

**Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

**AFAM 330 - Psychology and the African-American Experience (3 Credits)**
Psychological theory and research as it applies to African Americans. Explores Africentric and other perspectives and roles of culture, racism, and historical phenomena.

**Cross-listed course:** PSYC 330

**Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

**AFAM 331 - Black Experience in the United States to 1865 (3 Credits)**
The social, cultural, economic, and political life of black people in the United States to 1865.

**Cross-listed course:** HIST 211

**Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

**AFAM 332 - Black Experience in the United States since 1865 (3 Credits)**
The social, cultural, economic, and political life of black people in the United States since 1865.

**Cross-listed course:** HIST 212

**Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

**AFAM 335 - The American Civil Rights Movement (3 Credits)**
Examination of the origins of Jim Crow and the multi-faceted struggle against it, and other forms of racial inequality, in the American South and the rest of the US since the early 20th century.

**Cross-listed course:** HIST 455

**Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

**AFAM 343 - Religions of the African Diaspora (3 Credits)**
Explore development/theologies of African/African Diaspora religions; examine misunderstandings; arrive at a more sophisticated and nuanced vision of these religions and the people who hold them.

**Cross-listed course:** RELG 343

**Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

**AFAM 348 - Environmental Racism and Justice (3 Credits)**
History of the environmental justice movement and the unequal distribution of environmental harms on low income, minority, and historically marginalized groups.

**Cross-listed course:** ENVR 348

**AFAM 350 - Antiracist Education (3 Credits)**
Basic concepts, issues, and practices of antiracist education. Topics include individual and institutional racism, overt and covert racism, curriculum, textbooks, power relationships, teacher-student relationships, and privacy.

**Cross-listed course:** EDFI 350

**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Leadership Experiences
AFAM 353 - Introduction to U.S. Racial and Ethnic Politics (3 Credits)
Survey of theories of the impact of race, ethnicity, and racism on American politics, and analysis of major policies and racial group experience regarding American citizenship.
Cross-listed course: POLI 353
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 355 - Race and Ethnic Relations (3 Credits)
Theoretical and empirical approaches related to race/ethnicity and the current state of race relations in America, with some attention to global issues.
Cross-listed course: SOCY 355

Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 364 - African-American Politics (3 Credits)
African-American politics from the colonial period to the present. Emphasis on voting rights and strategies to advance black representation.
Cross-listed course: POLI 364
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 365 - Medical Experimentation and the Black Body (3 Credits)
A cross-disciplinary study of how the bodies of Africans and African Americans were used in medical experimentation, starting in the late 18th century and continuing to the present. 03.07/05/2019.
Cross-listed course: ANTH 263
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 366 - Medicine, Disease, and Slavery (3 Credits)
An interdisciplinary study of the health of enslaved African Americans during the nineteenth century by focusing on the conceptions, experiences, and dynamics of the relationship between slaves, medicine, healing, and their masters in the Antebellum American South.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

AFAM 380 - Cultural History of Hip Hop Music (3 Credits)
Roots of rap/hip hop music from African bardic tradition to African American vernacular traditions and development as a musical genre; rap's musical and verbal traits and political ideologies; hip hop's influence on mainstream American society and global youth.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

AFAM 393 - Race and Science Fiction (3 Credits)
Draws on science fiction to understand the contemporary history of American racial and ethnic politics and to speculate about the significance of race in America's political future.
Cross-listed course: POLI 393
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 397 - Special Topics in African American Society and History (3 Credits)
Reading and research on selected social and historical topics in African American studies. May be repeated as content varies by title.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 398 - Special Topics in African-American Arts and Cultures (3 Credits)
Reading and research on selected arts and cultural topics in African-American studies. May be repeated as content varies by title.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences, GLD: Research

AFAM 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences, GLD: Research

AFAM 402 - African American Political Thought (3 Credits)
Survey of many of the major schools of historic and contemporary African American political thought.
Cross-listed course: POLI 402
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 420 - Slavery, Literature & Culture (3 Credits)
Interdisciplinary analysis of how the experiences of enslaved people are represented through fiction, autobiography, film, art, and new media.

AFAM 428A - African-American Literature I: to 1903 (3 Credits)
Representative works of African-American writers to 1903.
Prerequisites: ENGL 101, ENGL 102, and one course between ENGL 270 - ENGL 292.
Cross-listed course: ENGL 428A
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 428B - African-American Literature II: 1903 – Present (3 Credits)
Representative works of African-American writers from 1903 to the present.
Prerequisites: ENGL 101, ENGL 102, and one course between ENGL 270 - ENGL 292.
Cross-listed course: ENGL 428B
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 430B - African Literature (3 Credits)
Authors and literary forms representative of Africa.
Prerequisites: ENGL 101, ENGL 102, and one course between ENGL 270 - ENGL 292.
Cross-listed course: ENGL 438D
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences
AFAM 438E - Caribbean Literature (3 Credits)
Authors and literary forms representative of the Caribbean.
Prerequisites: ENGL 101, ENGL 102, and one course between ENGL 270 - ENGL 292.

Cross-listed course: ENGL 438E
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

AFAM 442 - African-American English (3 Credits)
Linguistic examination of the structure, history, and use of African-American English, as well as literary presentations, language attitudes, and issues relating to education and the acquisition of Standard English.

Cross-listed course: ANTH 442, ENGL 457, LING 442
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 463 - Jim Crow: Histories & Revivals (3 Credits)
This course critically examines the continuities and discontinuities between Jim Crow and our current historical and political moment.

Cross-listed course: HIST 463

AFAM 476 - Black Activism (3 Credits)
Critical review of theories of community organizing, grassroots activism, and social movements, and examination of contemporary forms of black activism.

Cross-listed course: POLI 476
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 486 - African-American Rhetoric (3 Credits)
African-American rhetoric as manifested in speeches, essays, and other rhetorical artifacts.

Prerequisites: WGST 111 or WGST 112 or ANTH 102.

Cross-listed course: ENGL 486, SPCH 486
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 487 - Black Women Writers (3 Credits)
An examination of literature by and about black women, including fiction, poetry, drama, and autobiography. This study will focus on issues that emerge from the creative representations of black women and the intersections of race, gender, sexuality, and class that interrogate what is both particular and universal experiences.

Prerequisites: ENGL 101, ENGL 102.

Cross-listed course: ENGL 487, WGST 487
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

AFAM 498 - Seminar in African-American Studies (3 Credits)
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

AFAM 499 - Seminar in African-American Studies (3 Credits)
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

AFAM 515 - Race, Gender, and Graphic Novels (3 Credits)
Representations of race and gender in comics with a special emphasis on the experiences of African Americans.

Cross-listed course: WGST 515
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

AFAM 517 - An Anthropological View of Blacks in Film (3 Credits)
Cultural representations, constructions, production, and consumption of African-American identity in the popular culture medium of feature films.

Cross-listed course: ANTH 517
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 565 - African American Theatre (3 Credits)
The major movements, figures, plays, and critical strategies that have marked the development of African American theatre in the 19th, 20th, and 21st centuries.

Prerequisites: ENGL 101, ENGL 102, and one course between ENGL 270 - ENGL 292.

Cross-listed course: ENGL 565, THEA 565
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 580 - Culture and Identity in the African Diaspora (3 Credits)
Students will explore the African Diaspora as a social, cultural, and historical formation with Africa at its center, focusing on US, Latin American, and Caribbean African-descended communities.

Cross-listed course: ANTH 580
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

American Sign Language (ASLG)

ASLG 121 - Elementary American Sign Language (4 Credits)
Introduction to basic vocabulary and common grammar structures of ASL. Focus on communication and familiarization with aspects of deaf culture. This course does not satisfy the foreign language requirements of any college.

ASLG 122 - Basic Proficiency in American Sign Language (4 Credits)
Practice and further development in the language and culture of the American deaf community. This course does not satisfy the foreign language requirement of any college.

Prerequisites: ASLG 121.

Anthropology (ANTH)

ANTH 101 - Primates, People, and Prehistory (3 Credits)
An exploration of human origins, human evolution, human prehistory, and cultural existence from its less complex forms to early civilizations. An introduction to the concepts, methods, and data of physical, biological, and archaeological anthropology.

Carolina Core: GSS
ANTH 102 - Understanding Other Cultures (3 Credits)
An exploration and comparison of selected contemporary cultures, including their languages. An introduction to the concepts, methods, and data of socio-cultural anthropology and anthropological linguistics.

CAROLINA CORE: GSS

GRADUATION WITH LEADERSHIP DISTINCTION: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

ANTH 161 - Human Origins: An Introduction to Biological Anthropology (4 Credits)
An introduction to the science of biological anthropology, a sub-field of anthropology that emphasizes a focus on humanity and its origin from a biological perspective, employing laboratory components to complement and reinforce lecture materials.

CAROLINA CORE: SCI

ANTH 201 - Anthropological Inquiry in Undergraduate Research (3 Credits)
Introduces research-based learning in anthropology from a four-field perspective. To encourage self-reflective, professional thinking and provide experience and practice in professional skills and applications in anthropology.

GRADUATION WITH LEADERSHIP DISTINCTION: GLD: Research

ANTH 203 - Comparing Cultures Through Film (3 Credits)
Human behavior in differing cultural contexts through ethnographic films of social relations in selected societies.

ANTH 204 - Plagues Past and Present (3 Credits)
An overview of how plagues and epidemics have shaped human prehistory and history. How large-scale social transformations have produced forms of human/disease interactions. How infectious disease has been conceptualized at different times and by different cultural groups and treated as a threat to the social order.

CAROLINA CORE: GSS

ANTH 206 - Anthropology of Magic and Religion (3 Credits)
A comparative examination of such topics as ritual, cosmology, revitalization movements, magic, witchcraft, myth, and possession.

CROSS-LISTED COURSE: RELG 260

ANTH 207 - Gender and Culture (3 Credits)
Anthropological study of gender, with emphasis on cross-cultural investigation of the interaction of biological, cultural, and environmental factors including intersections of race, social class, and sexuality as influences gender behavior. 03/07/2019.

CROSS-LISTED COURSE: WGST 207

GRADUATION WITH LEADERSHIP DISTINCTION: GLD: Professional and Civic Engagement Leadership Experiences

ANTH 208 - Anthropology of Globalization and Development (3 Credits)
Examine cross-cultural definitions and experiences of globalization and development, through topics including colonial legacies of inequality, migration, land use, economic restructuring, media, consumption, tourism, health, and participatory development.

GRADUATION WITH LEADERSHIP DISTINCTION: GLD: Global Learning

ANTH 209 - Introduction to Folklore (3 Credits)
Folk expression as shaped by various cultures; fieldwork methodology and anthropological theory.

ANTH 210 - Human Life Cycles in Different Cultures (3 Credits)
Childhood, maturity, old age, and gender socialization within the family.

CROSS-LISTED COURSE: WGST 210

CAROLINA CORE: GSS

GRADUATION WITH LEADERSHIP DISTINCTION: GLD: Community Service, GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

ANTH 211 - Learning Across Cultures (3 Credits)
Classroom ethnography, bilingualism, cultural minorities, communication across cultural boundaries. Films, videotapes, and fieldwork in classroom settings.

CAROLINA CORE: GSS

GRADUATION WITH LEADERSHIP DISTINCTION: GLD: Global Learning

ANTH 212 - Food and Culture (3 Credits)
Biological and cultural interactions affecting foodways around the world, and associated ethical issues.

CAROLINA CORE: GSS, VSR

GRADUATION WITH LEADERSHIP DISTINCTION: GLD: Professional and Civic Engagement Leadership Experiences

ANTH 213 - Ethnobotany: Plants and Peoples (3 Credits)
Anthropological overview of the interactions between cultures around the world and the plants that affect them, from cultural, biological, archaeological, and linguistic points of view.

CAROLINA CORE: GSS

ANTH 214 - Drinking in Culture: Anthropology of Alcohol (3 Credits)
Cultures of alcohol production and consumption from ancient times to the present, including relationships among social roles of alcohol, technological innovations, agriculture, and economy in an anthropological perspective.

ANTH 216 - Violence and Peace: Anthropological Perspectives (3 Credits)
Violence and peace in current events, cultural practices, historical periods, and everyday experiences. The ethics shaping violence and peace-making strategies. Classroom discussions and lectures analyzing harm and wellbeing. Themes addressing the Values, Ethics, and Social Responsibility (VSR) CAROLINA CORE component, including colonialism, environmental exploitation, bondage, mass extinctions, and racism.

CAROLINA CORE: VSR

ANTH 219 - Great Discoveries in Archaeology (3 Credits)
Survey of key archaeological discoveries from around the world.

ANTH 221 - Forensics of Sherlock Holmes (3 Credits)
Forensic methods of Sherlock Holmes within the context of modern forensic science. Aspects of forensic science including history of the discipline, forensic pathology, entomology, print analyses, crime scene analysis, forensic anthropology, early scientific theory, and anthropological theory of Holmes.

ANTH 223 - Modernity Archaeology and the Recent Past (3 Credits)
Explores the last five centuries of world history, using artifacts and archival sources. Evidence such as probate records, bottles, and geophysical maps are analyzed to discover the age of sites and answers to questions about topics such as colonialism, race, technology, piracy, class, Native Americans, industrialization, slavery, inequality, capitalism, and gender.
ANTH 224 - Indigenous Caribbean Archaeology (3 Credits)
Historical archaeology and ethnography of the Casimiroid, Ortoiroid, Saladoid, Ostionoid, Taino and Carib indigenous culture of the Caribbean from 4,000 BC to 1524 AD. Emphasis on social complexity, religion, art and political organization to illustrate the diversity and richness of Amerindian Caribbean life until their rapid decline after European contact.

ANTH 225 - Archaeology in Film and Popular Culture (3 Credits)
Archaeological images and ideas in modern popular culture, including film and fiction.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ANTH 226 - Biblical Archaeology (3 Credits)
The fundamental elements of human culture as it relates to biblical archaeology. The defining characteristics of different kinds of society through interdependency of language and culture. The affects of modern world interests in defining / redefining this area

Cross-listed course: RELG 208

ANTH 227 - Forbidden Archaeology: Fantasies, Frauds, and Mysteries of the Human Past (3 Credits)
History and basis of several popular “fringe” ideas about the human past that utilize archaeological information: giants, Ice Age civilizations, and pre-Columbian transoceanic contact.

ANTH 229 - Southeastern Archaeology (3 Credits)
Major cultural milestones and lifeways experienced by Indians in the archeological record of the southeastern U.S., including colonization, religion, trade, invention of pottery, and place-making.

ANTH 230 - Diversity in the United States (3 Credits)
Application of techniques and insights of social and cultural anthropology to selected cultural settings in contemporary USA.

ANTH 231 - African-American Cultures (3 Credits)
An examination of African-American cultures in the New World.

Cross-listed course: AFAM 303
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

ANTH 232 - Contemp Cultures of South Carolina (3 Credits)
Application of the methods & techniques of socio-cultural anthropology to the contemporary cultures of SC. Examination of contrasts such as low country and up country, black and white, and rich and poor as they are manifested in cultural patterns.

ANTH 234 - Caribbean Cultures (3 Credits)
Ethnographic approach to Caribbean cultures and societies. Topics include colonial histories and experience, gender and race relations, beliefs and religious life, verbal arts, literature, and Creole language.

ANTH 236 - Cultures of Africa (3 Credits)
A comparative study of ethnographic data on African cultures with emphasis upon its significance for broader anthropological theory.

ANTH 237 - Cultures of Islam (3 Credits)
Diversity of lifestyles and institutions of Islam from Morocco to Indonesia, with attention to everyday life in small communities.

ANTH 238 - Middle Eastern Cultures (3 Credits)
A consideration of selected problems in the social and cultural life of peoples in the Middle East with emphasis on non-Arab populations.

ANTH 240 - South Asian Cultures (3 Credits)
Society and culture in South Asia; economic and political institutions, kinship, and religion as they pertain to the daily lives of people in the Subcontinent. Emphasis on India. Bangladesh, Nepal, Pakistan, and Sri Lanka also included.

ANTH 241 - Southeast Asian Cultures (3 Credits)
Social and cultural patterns of the region and how they influence current developments, especially Indonesia, Thailand, Vietnam, and the Philippines.

ANTH 242 - Chinese Popular Culture (3 Credits)
An overview of Chinese popular culture with an introduction to broad anthropological frameworks concerning popular culture.

Graduation with Leadership Distinction: GLD: Global Learning

ANTH 243 - Japanese Cultures (3 Credits)
An exploration of Japanese values and the institutions that shape Japanese behavior through analysis or rural and urban community studies and how Japanese people present themselves.

Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Internships

ANTH 244 - American Indian Nations Today: From Hard Times to Hard Rock (3 Credits)
Contemporary Indian Country in anthropological, historical, cultural, economic, and political contexts.

Carolina Core: GSS, VSR

ANTH 260 - Planet of the Apes: Behavior and Biology (3 Credits)
A survey of field and laboratory investigations of the comparative anatomy and behavior of nonhuman primates.

ANTH 261 - Human Variation (3 Credits)
The biocultural processes of human variation.

ANTH 262 - Basic Forensic Anthropology (3 Credits)
Survey of the basic scientific methods and applications of forensic anthropology.

ANTH 263 - Medical Experimentation and the Black Body (3 Credits)
A cross-disciplinary study of how the bodies of Africans and African Americans were used in medical experimentation, starting in the late 18th century and continuing to the present.

Cross-listed course: AFAM 365
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

ANTH 270 - Anthropology of Nonverbal Communication (3 Credits)
Body language, facial expressions, gestures, use of interpersonal space, and other nonverbal systems of communication and behavior in terms of pertinent theories, research methodology, findings, and cross-cultural implications.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

ANTH 271 - Language and Popular Culture (3 Credits)
Linguistic anthropological study of forms of language through the lens of popular culture. Explore the ethnography of communication through play and performance, discursive and semiotic practices, and varieties of language invoked in popular cultural forms that provide resources for cultural reproduction and contestation.

Cross-listed course: LING 241
ANTH 273 - Cross-Cultural Communication (3 Credits)
This course introduces students to the fields of interactional sociolinguistics and linguistic anthropology. Students will learn how they approach the study of cross-cultural and intercultural forms of (mis)communication within the context of globally interconnected people, places, and systems of communication.
Cross-listed course: LING 273
Carolina Core: GSS

ANTH 280 - Humans Going Nuclear: Atomic Bombs, Cold War, and the Fallout (3 Credits)
Ethnographic study of the Cold War, nuclear culture, and its aftermath.
Carolina Core: GSS, VSR

ANTH 291 - Selected Topics in Anthropology (1-3 Credits)
Topics of special interest. May be taken more than once as topics change.

ANTH 292 - Disease, Health, and Social Inequities (3 Credits)
Course focuses on political and economic processes contributing to the unequal access to health and social inequalities.

ANTH 301 - Latin American Cultures (3 Credits)
Comparative study of selected Latin American cultures with emphasis on their significance for a broader anthropological theory.
Cross-listed course: LASP 311
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

ANTH 313 - Ethical Dilemmas in Anthropology (1 Credit)
An examination of ethical decision-making encountered in the practice of anthropology.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ANTH 319 - Principles of Archaeology (3 Credits)
Introduction to principles, methods, and theory of archaeology, including prehistoric and historic case studies.

ANTH 320 - Archaeology Theory (3 Credits)
This course charts the history of ideas in archaeology, over the past century, as a means of understanding current directions in archaeological thinking and current applications in archaeological practice.
Prerequisites: ANTH 319.

ANTH 321 - South Carolina Archaeology (3 Credits)
Prehistoric and historic archaeology of South Carolina.

ANTH 322 - Field School in Archaeology (3-6 Credits)
Archaeological field techniques, laboratory analysis and data interpretation.
Prerequisites: ANTH 319.

ANTH 323 - Field School in Ethnography (3-6 Credits)
Designing and carrying out ethnographic research including project design, data collection, analysis and description.

ANTH 324 - Ethnoarchaeology (3 Credits)
Current research on use of modern material culture in archaeological analysis.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ANTH 327 - Prehistoric Civilizations of the New World (3 Credits)
Study of Mesoamerican and South American civilizations, particularly the Mayan, Aztec, and Inca states. Processes of state formation as reflected in archaeological data.
Cross-listed course: LASP 325

ANTH 328 - Ancient Civilizations (3 Credits)
Causes for the rise and fall of several civilizations; ideological and ecological factors, unique events, and personalities versus general processes.

ANTH 331 - Mesoamerican Prehistory (3 Credits)
Cultural development and variation in Mesoamerica from the first arrival of man to the arrival of Europeans. Particular attention to cultural continuities from prehistoric times.
Cross-listed course: LASP 322

ANTH 333 - North American Prehistory (3 Credits)
Prehistoric anthropology in North America from the first arrival of man through the beginning of European acculturation.

ANTH 342 - Environmental Anthropology: Cross-cultural Perspectives on Environmental Change (3 Credits)
Cross-cultural perspectives on environmental issues.
Cross-listed course: ENVR 342

ANTH 349 - Anthropology of Work (3 Credits)
Techniques, customs, verbal expressions, and expressive styles of workers in a variety of occupational cultures.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ANTH 350 - Anthropology & Development (3 Credits)
An examination of political and economic change in contemporary peasant communities.
Graduation with Leadership Distinction: GLD: Global Learning

ANTH 351 - The Family in Cross-Cultural Perspective (3 Credits)
Kinship, systems of descent, marriage, and domestic organization in different cultures. Variations in childrearing practices, gender, and other aspects of social relations in kin groups.
Cross-listed course: WGST 351
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

ANTH 353 - Anthropology of Law and Conflict (3 Credits)
Understanding human behavior through the examination of cultural norms, mechanisms of social control, and social conflict.
Graduation with Leadership Distinction: GLD: Global Learning

ANTH 355 - Language, Culture, and Society (3 Credits)
Language in its social setting. The relationship between linguistic categories and culture categories. Language and cognition.
Cross-listed course: LING 340
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

ANTH 356 - Anthropology of Art (3 Credits)
Sculpture, drama, ceramics, weaving, music, and other arts from tribal societies will be discussed in terms of the religious, social, and aesthetic principles that underlie their production, use, and interpretation.
ANTH 357 - Psychological Anthropology (3 Credits)
Cultural differences and pan-cultural similarities in such psychological features as personality and cognition.

ANTH 359 - Theories of Culture (3 Credits)
Theory and practice of ethnology/sociocultural anthropology, based on a wide range of simple and complex societies.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ANTH 360 - Anthropology of Sex (3 Credits)
An overview of human sexuality in different cultures in regions across the globe; an examination of anthropological frameworks for sexuality that draws on historical and modern cultural conceptions.
Graduation with Leadership Distinction: GLD: Global Learning

ANTH 361 - Becoming Human (3 Credits)
The processes of hominoid development with a review of the basic principles of physical and behavioral evolution using the fossil record and the evolving ecological and psychosocial contexts.

ANTH 366 - Medicine, Disease and Slavery (3 Credits)
An interdisciplinary study of the health of enslaved African Americans during the nineteenth century focusing on the conceptions, experiences, and dynamics of the relationship between slaves, medicine, healing, and their masters in the Antebellum American South.

ANTH 374 - Cognitive and Social Aspects of Bilingualism (3 Credits)
Bilingual language development, social and cultural aspects of bilingualism, the bilingual brain, bilingualism throughout the lifespan.

ANTH 381 - Gender and Globalization (3 Credits)
Examines the dialectic between globalization and the social construction of gender. Topics include the global assembly line, transnational markets for domestic labor and sex workers, and global feminist alliances.
Prerequisites: WGST 111 or WGST 112 or ANTH 102.

ANTH 388 - Cultures, Pregnancy, and Birth (3 Credits)
Comparative study of pregnancy and birth across cultural and social contexts using a cross-cultural focus.
Cross-listed course: WGST 388
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ANTH 391 - Selected Topics in Anthropology (1-3 Credits)
Topics of special interest. May be taken more than once as topics change.

ANTH 392 - Global Women's Health (3 Credits)
This course examines health concerns important to the lives of women around the world through an overview of contemporary issues and challenges in the field of global health, broadly construed.
Cross-listed course: WGST 392
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ANTH 399 - Independent Study (3-6 Credits)
Graduation with Leadership Distinction: GLD: Research

ANTH 442 - African-American English (3 Credits)
Linguistic examination of the structure, history, and use of African-American English, as well as literary presentations, language attitudes, and issues relating to education and the acquisition of Standard English.
Cross-listed course: AFAM 442, ENGL 457, LING 442
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

ANTH 498 - Senior Thesis (3 Credits)
Directed research resulting in a written report. 00.
Prerequisites: GPA of 3.
Graduation with Leadership Distinction: GLD: Research

ANTH 499 - In the Tradition of Anthropology (3 Credits)
A seminar synthesizing the major with an examination of anthropology as a field of inquiry.

ANTH 512 - Gender Issues in China (3 Credits)

ANTH 513 - Anthropological Ethnobotany (3 Credits)
Survey of how each anthropological subfield studies the interrelationships between plants and peoples. Application of methods, including interviewing and data analysis.

ANTH 515 - Tradition and Transformations in Islamic Cultures (3 Credits)
Islam as a dynamic cultural tradition: emphasis on the tension between Islamization and the larger Islamic tradition.
Cross-listed course: RELG 551
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning

ANTH 517 - An Anthropological View of Blacks in Film (3 Credits)
Cultural representations, constructions, production, and consumption of African-American identity in the popular culture medium of feature films.
Cross-listed course: AFAM 517
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

ANTH 518 - Visual Cultures (3 Credits)
Survey of visual anthropology including theoretical frameworks of ways of seeing, ethnoraphic photography and filmmaking, contemporary technologies, and their effects on culture.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ANTH 520 - Field Problems in Ethnology (6 Credits)
A two-semester class and field session. Research design, field methods, interpretation of data, and the development of theory from the data.

ANTH 525 - Ethnoecology (3 Credits)
Seminar exploring human-plant-animal-natural interactions within an anthropological framework.
ANTH 533 - North American Archaeology (3 Credits)
Prehistoric and historic archaeology.

ANTH 534 - Prehistoric Archaeology of South America (3 Credits)
Prehistoric archaeology of the South American continent.

Cross-listed course: LASP 425

ANTH 535 - Conflict Archaeology (3 Credits)
Anthropological and archaeological theories and methods in the study of conflict, war, and warfare. Causes, effects, outcomes of sustained social acts of violence of groups, tribes, states, and nations. Evolutionary, biological, social origins of warfare. History, strategy, and tactics, battlefield archaeology.

ANTH 536 - Public Archaeology (3 Credits)
Philosophy and mechanics of modern archaeological Cultural Resource Management (CRM). CRM legislation, regulation, and process. Contemporary issues and problems in Public Archaeology including Native American reburial negotiations, conflict resolution, ethics, looting, business practices, standards, contexts and protection.

ANTH 541 - Field Problems in Archaeology (3 Credits)
Archaeological field methods and techniques such as excavation, flotation, sampling, surveying, photography, and remote sensing.

Prerequisites: ANTH 320.

ANTH 546 - Forensic Archaeological Recovery (FAR) (3 Credits)

ANTH 550 - Archaeological Laboratory Methods (3 Credits)
Laboratory on basic prehistoric and historic artifact analysis, including analytical methods, laboratory equipment, and data interpretation. May be repeated.

Prerequisites: ANTH 319 or ANTH 322.

ANTH 551 - Medical Anthropology: Fieldwork (3 Credits)
Application of observation techniques, field notes, informant interviewing, and secondary data analysis to interpreting differential perceptions of health problem solving in the community and clinic.

ANTH 552 - Medical Anthropology (3 Credits)
Socio-cultural factors in health, illness, healing, and in medical systems. Cross-cultural and ethnographic evidence for public health research and program applications.

Cross-listed course: HPEB 552

Graduation with Leadership Distinction: GLD: Research

ANTH 553 - Anthropological Approaches to Narrative and Performance (3 Credits)
The ways people from various cultures reflect on, reinforce, and construct their social realities through narrating, which will be considered as both artistic expression and social action.

Cross-listed course: LING 545

ANTH 555 - Language and Gender (3 Credits)
Approaches to gender and language emphasizing the social grounding of both; how language reflects sociocultural values and is a tool for constructing different types of social organization.

Cross-listed course: LING 541, WGST 555

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

ANTH 556 - Language and Globalization (3 Credits)
Anthropological approach to issues of language and globalization. Linguistic consequences of globalization under consideration include communicative patterns, linguistic change, and language and political economy.

Cross-listed course: LING 556

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

ANTH 557 - Psychological Anthropology (3 Credits)
Psychological aspects of behavior from a cross-cultural perspective.

ANTH 561 - Human Osteology (4 Credits)
An intensive examination of the human skeleton and techniques for anthropological interpretation.

ANTH 565 - Health and Disease in the Past (3 Credits)
Varieties and effects of disease patterns among past populations illustrating biological, environmental, and cultural interrelationships.

ANTH 567 - Human Identification in Forensic Anthropology (3 Credits)
Theories and methodologies necessary for the identification of human skeletal remains in a forensic setting.

ANTH 568 - Nutritional Anthropology (3 Credits)

ANTH 569 - International Development and the Environment (3 Credits)
Intersections of international development and environmental change; study of general theoretical perspectives balanced with case studies from the Global South.

Cross-listed course: GEOG 569

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning

ANTH 570 - Ethnographic Film (3 Credits)
Problems in conveying and interpreting ethnographic information on film or tape. Includes syntax, suitability of subject matter to the medium, irrelevant or distracting information, and observer bias.

ANTH 572 - Temporal Processes in Culture (3 Credits)
Clocks, cycles, and contingencies as they affect human societies now and have done so in the past. Theories and models from biology and the other natural sciences will be used to interpret the history of culture.

ANTH 575 - Economic Anthropology (3 Credits)
A cross-cultural study of the economic behavior of pre-literate and literate societies.

ANTH 576 - Archaeology of the African Diaspora (3 Credits)
Foodways, architecture, crafts, and narrative of African-American cultures.

ANTH 577 - Advanced Topics in the Anthropological Study of Social Organization (3 Credits)
Selected recent theoretical and methodological developments in the study of social organization.

ANTH 579 - Cultural Ecology (3 Credits)
An interdisciplinary approach to prehistoric, historic, and contemporary relationships between the development of socio-cultural configurations and ecosystems.
ANTH 580 - Culture and Identity in the African Diaspora (3 Credits)
Students will explore the African Diaspora as a social, cultural, and historical formation with Africa at its center, focusing on US, Latin American, and Caribbean African-descended communities.
Cross-listed course: AFAM 580
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

ANTH 581 - Globalization and Cultural Questions (3 Credits)
This course examines cultural understandings of and responses to globalization, examining topics such as its history and theories, migration, economic integration and inequality, identity, social movements, and the environment.
Cross-listed course: GEOG 581
Graduation with Leadership Distinction: GLD: Global Learning

ANTH 586 - Discourse, Gender and Politics of Emotion (3 Credits)
Anthropological approach to issues of discourse, gender and emotion. Issues under consideration include the social control, force, and forms of emotional discourse and the relationship between emotion and culture from gender-oriented perspectives.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ANTH 591 - Selected Topics (1-3 Credits)
Topics of special interest. May be taken more than once as topics change.

ANTH 600 - Survey of Linguistics (3 Credits)
Survey of core areas of linguistics and extensions to closely related disciplines. Introduction to the linguistic component of human cognition. Formal description and analysis of the general properties of speech and language, the organization of language in the mind/brain, and cross-linguistic typology and universals.
Cross-listed course: ENGL 680, LING 600

ANTH 699 - Reading and Research (3-6 Credits)

Arabic (ARAB)

ARAB 121 - Elementary Arabic (4 Credits)
Grammar and practical vocabulary necessary for fundamental communication skills. Assumes no prior experience in the language. Offered only in fall.
Carolina Core: GFL

ARAB 122 - Basic Proficiency in Arabic (4 Credits)
Practice and further development of essential listening, reading, speaking, and writing skills. Admission only by successful completion of Arabic 121. Offered only in spring.
Carolina Core: GFL

ARAB 201 - Intermediate Arabic (3 Credits)
Continuation of reading, writing, and speaking Arabic.
Prerequisites: ARAB 122.

ARAB 202 - Intermediate Arabic (3 Credits)
Increased emphasis on reading and writing skills in Arabic.
Prerequisites: ARAB 201.

ARAB 280 - Introduction to Modern Arab Culture (3 Credits)
Introduction to Arab culture (literature, music, film, and art) from the 19th century to the present.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

ARAB 301 - Advanced Arabic Language I (3 Credits)
This course builds on grammar and vocabulary by reading and listening to authentic Arabic materials. By semester’s end, the student will be able to write in detail and comprehend and use advanced vocabulary grammar and syntax in all forms of expression.
Prerequisites: Arabic 202 or equivalent.

ARAB 302 - Advanced Arabic Language II (3 Credits)
This course is a continuation of ARAB 301 and builds on grammar and vocabulary by reading and listening to authentic Arabic materials. By semester’s end, the student will be able to write in detail and comprehend and use advanced vocabulary grammar and syntax.
Prerequisites: ARAB 301 or equivalent.

ARAB 310 - Conversational Arabic (3 Credits)
Practical drills in aural-oral skills to develop facility in the spoken language.
Prerequisites: ARAB 202.

ARAB 311 - Colloquial Arabic II (3 Credits)
Continued instruction in colloquial (spoken) Arabic with a focus on oral and aural competencies, discussing aspects of the local culture, and working with media produced in the local variety of Arabic. Course may be repeated as the variety of Arabic may change.
Prerequisites: ARAB 310 or equivalent.

ARAB 320 - Introduction to Modern Arab Literature in Translation (3 Credits)
Introduction to dominant trends and genres in nineteenth and twentieth century Arabic literature.

ARAB 398 - Selected Topics (3 Credits)
Selected literary topics of the Arab world. May be repeated for credit under different titles. Taught in English.

ARAB 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

ARAB 401 - Advanced Arabic I (3 Credits)
Acquisition of advanced grammar and vocabulary. Increased focus on reading, writing, and discussion in Modern Standard Arabic.
Prerequisites: C or better in ARAB 302 or equivalent.

ARAB 402 - Advanced Arabic II (3 Credits)
Continued acquisition of advanced grammar and vocabulary. Increased focus on reading, writing, and discussion in Modern Standard Arabic.
Prerequisites: ARAB 401 or equivalent.

ARAB 615 - Intensive Readings in Arabic (3 Credits)
Intensive reading for non-majors. Graduate students fulfill their foreign-language requirement with successful completion of the course. Undergraduates may take the course as an elective only. Grades S/U for graduates and undergraduates.
Art Education (ARTE)

ARTE 101 - Introduction to Art (3 Credits)
Introduction to art appreciation. Elements and principles of the visual arts, with examples from the history of art.
Carolina Core: AIU

ARTE 201 - Special Topics in Art Education (3 Credits)
Topics selected by the instructor for specialized study. Course content may include a variety of new, contemporary, and emerging art-related issues that are not regularly included in the general art education curriculum. May be repeated.

ARTE 260 - Interdisciplinary Relationships in the Arts (3 Credits)
The study of relationships among visual arts, music, theatre, and dance.
Carolina Core: AIU

ARTE 345 - Art Evaluation (3 Credits)
The language of art is taught through viewing, interpreting, producing, and appreciating art. Historical and contemporary art criticism; methods of teaching art criticism to children and young adults.

ARTE 399 - Independent Study (3-9 Credits)

Graduation with Leadership Distinction: GLD: Research

ARTE 520 - Art for Elementary Schools (3 Credits)
Methods of teaching art to elementary and preschool children. Major emphasis will be given to relevant studio experiences.

ARTE 525 - Elementary Methods for K-12 Art Certification (3 Credits)
Curriculum, methods, and materials for teaching art to elementary and preschool children.

ARTE 525P - Elementary Methods for K-12 Art Certification Practicum (1 Credit)
Experiential practice and learning in elementary schools.
Corequisite: ARTE 525.

ARTE 530 - Art of Children (3 Credits)
A study of prominent theories of the artistic development of children from infancy through adolescence. Students will examine children's art from various age groups and apply theoretical explanations to these observations.

ARTE 540 - The School Art Program (3 Credits)
An introduction to art education as a profession. The history, curricular development, and current issues are examined. Students practice proven teaching techniques.
Prerequisites: ARTE 520.

ARTE 540P - Practicum in Art Education (1 Credit)
A sequence of supervised practicum experiences in middle and secondary school art education settings. Seminars and group discussions.
Corequisite: ARTE 540.

ARTE 550 - Incorporating New Media in Art Education (3 Credits)
Applications new media such as digital photography, sound, and other interactive hypermedia for the art classroom. Emphasis on integrating art production with art history, criticism, and aesthetics.

ARTE 560 - Secondary Methods for K-12 Art Certification (3 Credits)
Curriculum, methods, and materials for teaching art to secondary school students.
Corequisite: ARTE 560P.

ARTE 560P - Secondary Methods for K-12 Art Certification Practicum (1 Credit)
Experiential curriculum, methods, and materials for teaching secondary schoolchildren.
Corequisite: ARTE 560.

ARTE 565 - Field Experience Seminar (3 Credits)
Corequisite: EDSE 471.

ARTE 571 - Directed Teaching in Art (12 Credits)
Students seeking K-12 certification in art participate in directed teaching in elementary and secondary art programs while being supervised by an art education faculty member. Students are evaluated using a state-mandated assessment tool. Completion of course work in art education, admission to professional program, College of Education, and FBI check are required.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

ARTE 595 - Art Education Workshop (1-6 Credits)
A workshop especially for teachers and prospective teachers, featuring practical art experiences and projects for elementary and secondary school. Topic varies by title.

Art History (ARTH)

ARTH 105 - History of Western Art (3 Credits)
The visual arts from Paleolithic times to the Renaissance.
Carolina Core: AIU
Graduation with Leadership Distinction: GLD: Global Learning

ARTH 106 - History of Western Art (3 Credits)
The visual arts from the Renaissance to the present.
Carolina Core: AIU
Graduation with Leadership Distinction: GLD: Global Learning

ARTH 107 - History of Asian Art (3 Credits)
Art and culture of India, China, and Japan from prehistory to the present.
Carolina Core: GHS

ARTH 313 - History of Roman Art (3 Credits)
An examination of the development of architecture, painting, and sculpture until the end of the Roman Empire.
Graduation with Leadership Distinction: GLD: Global Learning

ARTH 315 - History of Medieval Art (3 Credits)
A survey of architecture, painting, and sculpture in Europe during the Middle Ages.

ARTH 320 - History of Italian Renaissance Art (3 Credits)
The origins and development of Renaissance painting, sculpture, and architecture in Italy during the 15th and 16th centuries.
Graduation with Leadership Distinction: GLD: Global Learning

ARTH 321 - History of Northern Renaissance Art (3 Credits)
The arts of Northern Europe during the 15th and 16th centuries with particular emphasis on the developments in the Low Countries, Germany, and France.
Graduation with Leadership Distinction: GLD: Global Learning

ARTH 325 - History of Southern Baroque Art (3 Credits)
The art and architecture of Italy and Spain in the 17th century.
Graduation with Leadership Distinction: GLD: Global Learning

ARTH 326 - History of Northern Baroque Art (3 Credits)
The art and architecture of Holland, Flanders, France, England, Germany, and Austria in the 17th century.
Graduation with Leadership Distinction: GLD: Global Learning
ARTh 327 - History of 18th-Century European Art (3 Credits)
A survey of eighteenth-century European painting and sculpture, following the lives and works of major artists, changes in style and taste against the backdrop of a broader cultural and historical context.

ARTh 330 - History of 19th-Century European Art (3 Credits)
A survey of nineteenth-century European painting and sculpture, following the lives and works of major artists, changes in style and taste against the backdrop of a broader cultural and historical context.

ARTh 333 - Art, Anatomy, and Medicine, 1700-Present (3 Credits)
Considers anatomical instruction in artistic training; anatomy and ideas of beauty and morality; role of art in dissemination of anatomical/medical information; why artistic representations of medicine and anatomy feature in popular culture; role of art in medical training; how art has imagined anato-medical impossibilities that are now reality.

ARTh 335 - History of 20th Century Art (3 Credits)
A survey of architecture, painting, and sculpture in the 20th century.

ARTh 337 - History of Modern Architecture (3 Credits)
Architecture from the turn of the century until the present.

ARTh 340 - History of American Art I (3 Credits)
A survey of the history of art in America from colonial times to 1860.

ARTh 341 - History of American Art II (3 Credits)
A survey of art in America from 1860 to the present.

ARTh 342 - Contemporary American Art (3 Credits)
Recent trends in painting and sculpture.

ARTh 345 - History of Asian Art (3 Credits)
A survey of the visual arts of India, China, and Japan from prehistory to the present.

ARTh 346 - African Art (3 Credits)
Sculpture, painting, architecture of Sub-Saharan Africa.

ARTh 350 - History and Theory of Art Criticism (3 Credits)
Art criticism from antiquity to the present.

ARTh 365 - History of Cinema I (3 Credits)
Survey of the international cinema from its inception until 1945. 03: 07/05/2019.

ARTh 366 - History of Cinema II (3 Credits)
Survey of the international cinema from 1945 to the present. 03: 07/05/2019.

ARTh 390 - Topics in Art History (3 Credits)
Topic varies by title.

ARTh 399 - Independent Study (3-9 Credits)
Graduation with Leadership Distinction: GLD: Research

ARTh 498 - Independent Study (3 Credits)
Graduation with Leadership Distinction: GLD: Research

ARTh 499 - Independent Study (3 Credits)
Graduation with Leadership Distinction: GLD: Research

ARTh 501 - Methodologies of Art History (3 Credits)
A seminar for art history majors and graduate students in the history and various methodologies of the discipline.

ARTh 503 - Internship in Art History (1-6 Credits)
Supervised experience in the field of art history, including museums, galleries, art dealers and auction houses. Requires a university internship contract and is subject to approval by advisor. May be repeated.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

ARTh 511 - Etruscan Art and Archaeology (3 Credits)
Seminar in the art and civilization of the pre-Roman Etruscan peoples of Italy. Slide lectures, discussion sessions, and some examination of archaeological field methods and pottery classification.

ARTh 514 - Topics in Ancient Art (3 Credits)
Topic varies by title.

ARTh 519 - Topics in Medieval Art (3 Credits)
Topic varies by title.

ARTh 520 - History of Renaissance Painting (3 Credits)
An analysis of the paintings and painters of importance during the period of the Renaissance in Europe.

ARTh 521 - History of Renaissance Sculpture (3 Credits)
A survey of the major developments in the art of sculpture associated with the European Renaissance.

ARTh 522 - History of Renaissance Architecture (3 Credits)
European architecture and architectural theory during the 15th and 16th centuries.

ARTh 523 - Florentine Art (3 Credits)
The artistic development of Florence from the age of Giotto to that of Michelangelo as seen in the context of social and cultural developments.

ARTh 524 - Topics in Renaissance Art (3 Credits)
Topic varies by title.

ARTh 525 - History of Baroque Painting (3 Credits)
17th-century European painting.
Prerequisites: ARTh 106 or ARTh 325 or ARTh 326.

ARTh 526 - History of Baroque Sculpture (3 Credits)
17th and 18th-century European sculpture.
Prerequisites: ARTh 106 or ARTh 325 or ARTh 326.

ARTh 527 - History of Baroque Architecture (3 Credits)
The architecture of Europe in the 17th century with special attention to the major architects of Italy, France, Germany, and England. Topics to be included are: the church, the palace, the garden, and city planning.
Prerequisites: ARTh 106 or ARTh 325 or ARTh 326.

ARTh 529 - Topics in 18th-Century Art (3 Credits)
Topic varies by title.
Prerequisites: ARTh 106 or ARTh 327.

ARTh 534 - Topics in 19th-Century Art (3 Credits)
Topic varies by title.
Prerequisites: ARTh 106 or ARTh 330.

ARTh 535 - History of Modern Painting (3 Credits)
A detailed examination of 20th-century painting.

ARTh 536 - History of Modern Sculpture (3 Credits)
The development of sculpture in the 19th and 20th centuries with special attention to contemporary tendencies.

ARTh 537 - Topics in Modern Architecture (3 Credits)
Topic varies by title.
Prerequisites: ARTh 106 or ARTh 337.

ARTh 539 - Topics in Modern Art (3 Credits)
Topic varies by title.

ARTh 540 - History of American Painting (3 Credits)
Important aspects of American painting with emphasis on the 19th and 20th centuries.
ARTH 542 - History of American Architecture (3 Credits)
A consideration of the evolution of architecture in America including aspects of town and city planning.

ARTH 543 - The History of American Antiques and Decorative Arts (3 Credits)
A survey of our material culture concentrating upon the evolution of styles.

ARTH 544 - Topics in American Art (3 Credits)
Topic varies by title.

ARTH 545 - Special Topics in Modern Chinese Art (3 Credits)
Topics in modern Chinese art selected for specialized study. May be repeated as content varies by title.

ARTH 546 - Special Topics in Asian Art (3 Credits)
Topics in Asian art selected for specialized study. May be repeated as content varies by title.

ARTH 549 - Topics in Non-Western Art (3 Credits)
Topic varies by title.

ARTH 550 - Trends in Art History (3 Credits)
A critical examination of the development of the discipline of art history and an analysis of its major trends and theoretical positions.

ARTH 551 - Special Topics in Film and Media Studies (3 Credits)
Intensive study of a specific topic in film and media studies. May be repeated as content varies by title.

Prerequisites: ARTH 551.

Cross-listed course: FAMS 511, MART 591

ARTH 557 - History of Printmaking (3 Credits)
Technical, aesthetic, and historical study of the development of printmaking.

ARTH 560 - Museology I (3 Credits)
The history and theory of museums and an introduction to museum practices in the setting of a multi-disciplinary institution. Practical experience provided through the various units of the University Museums.

ARTH 561 - Museology II (3 Credits)
Museum practices emphasizing the conservation, installation, and interpretation of the object in the context of an art museum. Practical experience provided through the Columbia Museum of Art.

ARTH 562 - Art Conservation (3 Credits)
History, theory, practices, ethics, and procedures of modern art conservation. Practical experience provided through the South Carolina Institute of Archaeology and Anthropology.

ARTH 569 - Special Topics in Film and Media Histories (3 Credits)
Intensive study of a specific topic in film and media history. May be repeated as content varies by title.

Prerequisites: FAMS 300.

ARTH 590 - Topics in Art History (3 Credits)
Topic varies by title.

Prerequisites: ARTH 105 or ARTH 106 or any ARTH 300.

ARTH 599 - Independent Study (1-6 Credits)
Independent study for advanced undergraduate majors and graduate students in art history. Approved independent study contract required for enrollment. May be repeated, but no more than 12 credits of Independent Study may be applied to the degree.

Art Studio (ARTS)

ARTS 102 - Introduction to Visual Arts Computing (3 Credits)
A foundations level course in the use of personal computers and discipline-related software as aids in visual design.

ARTS 103 - Fundamentals of Art (3 Credits)
Introduction to visual thinking and principles of two-dimensional design.

Carolina Core: AIU

ARTS 104 - 3-Dimensional Design I (3 Credits)
Introduction to visual thinking and principles of three-dimensional design.

Carolina Core: AIU

Graduation with Leadership Distinction: GLD: Research

ARTS 109 - 107 - Color and Composition (3 Credits)
Color, color theory, and compositional systems.

Prerequisites: ARTS 103.

ARTS 111 - Basic Drawing I (3 Credits)
Introduction to the materials and basic techniques of drawing.

ARTS 210 - Introduction to Painting (4 Credits)
An introductory course in the materials and techniques of painting.

Carolina Core: AIU

ARTS 211 - Beginning Painting II (4 Credits)
Exploration of materials and techniques of painting with emphasis on individual creative expression.

ARTS 215 - Introduction to Printmaking (4 Credits)
An introductory course in printmaking with emphasis on intaglio processes.

ARTS 220 - Beginning Ceramics (4 Credits)
An introduction to the materials and techniques of ceramics through hand-building and throwing on the wheel.

ARTS 225 - Introduction to Three-Dimensional Studies (4 Credits)
An introductory course in the concepts, materials, and techniques of three-dimensional media.

Prerequisites: C or better in ARTS 104.

ARTS 230 - Introduction to Drawing (4 Credits)
Building on foundational skills acquired in ARTS 111, this course further develops skills in observation, composition, spatial awareness, drawing technique and critical language.

Prerequisites: C or better in ARTS 111.

ARTS 232 - Figure Structure I (4 Credits)
The structural nature of figure, with emphasis on the translation of form in space onto a two-dimensional surface.

Prerequisites: C or better in ARTS 230.

ARTS 233 - Figure Structure II (4 Credits)
Drawing from the human figure.

Prerequisites: C or better in ARTS 230.

ARTS 235 - Introduction to Fiber Arts (4 Credits)
An introductory course in the materials and processes of fiber arts.

ARTS 241 - Color for Design (4 Credits)
Color theory, systems, and applications in visual communications.

Graduation with Leadership Distinction: GLD: Research
ARTS 245 - Graphic Design I (4 Credits)
The basics of visual communication, including formal issues, fundamental communication principles, image development, and relevant digital applications.
Prerequisites: C or better in ARTS 102.

ARTS 246 - Graphic Design II (4 Credits)
Typography, word/image relationships, relevant digital applications.
Prerequisites: C or better in ARTS 102.

ARTS 255 - Introduction to Jewelry Making (4 Credits)
Introduction to concepts and design of jewelry objects in a variety of metals and other materials.

ARTS 260 - Photography for Non-Majors (3 Credits)
Photographic history, theory, and practice with emphasis on developing a personal vision through the use of digital still cameras.

ARTS 261 - Introduction to Photography (4 Credits)
A thorough grounding in 35mm black and white photography using both digital and traditional output, as well as the aesthetics of the photograph as a personal artistic expression.

ARTS 265 - Illustration (4 Credits)
Basic illustration projects emphasizing principles of visual communication, development of resource material, composition and preparation of sketches, comprehensives, and finished illustrations in a variety of media.
Prerequisites: C or better in ARTS 102 and ARTS 111.

ARTS 266 - Illustration II (4 Credits)
Illustration projects emphasizing principles of visual communication, development of resource material, composition and preparation of sketches, comprehensives, and finished illustrations in a variety of media.
Prerequisites: C or better in ARTS 102 and ARTS 111.

ARTS 300 - Intermediate Painting I (4 Credits)
An exploration of painting as a means of multi-sensory expression through visual experience.

ARTS 310 - Intermediate Painting II (4 Credits)
An exploration of the depiction of space and form in painting with a continued emphasis on materials and techniques combined with individual creative expression.

ARTS 315 - Intermediate Printmaking I: Relief (4 Credits)
Linoleum, woodblock printing, and other relief techniques including the execution of original works in these media.

ARTS 316 - Intermediate Printmaking II: Screen (4 Credits)
Screen printing techniques including the execution of original works in these media.

ARTS 320 - Intermediate Ceramics I (4 Credits)
Concentration on development of throwing skills. Experimentation with clay and glaze chemistry.

ARTS 321 - Intermediate Ceramics II (4 Credits)
Concentration on hand-building skills. Glaze experimentation and ceramic materials will be researched.

ARTS 325 - Intermediate Three-Dimensional Studies I (4 Credits)
Contemporary principles in various three-dimensional media.
Prerequisites: C or better in ARTS 225.

ARTS 326 - Intermediate Three-Dimensional Studies II (4 Credits)
Further study of various three-dimensional media.
Prerequisites: C or better in ARTS 225.

ARTS 330 - Intermediate Drawing I (4 Credits)
Enhancing graphic richness in drawings with intellectual and visual perception as content.
Prerequisites: C or better in ARTS 230.

ARTS 331 - Intermediate Drawing II (4 Credits)
Contemporary cultural stimuli as the content for drawing projects. Emphasis on intellectual and emotive approaches.
Prerequisites: C or better in ARTS 230.

ARTS 335 - Intermediate Fiber Arts I (4 Credits)
Exploration of fiber constructions such as weaving, spinning, and feltmaking.
Prerequisites: C or better ARTS 235.

ARTS 336 - Intermediate Fiber Arts II (4 Credits)
Exploration of fiber surface design techniques such as batik, tie dye, and block printing
Prerequisites: C or better in ARTS 335.

ARTS 345 - Visual and Verbal Interaction (4 Credits)
Intermediate level exploration of type and image in a variety of visual communication problems employing a variety of media. Graphic design majors only. Portfolio Review Acceptance.
Prerequisites: C or better in ARTS 246, and C or better in ARTS 260 or ARTS 261.

ARTS 346 - Series Development and Practice (4 Credits)
Development of complex visual communication projects that involve problem-seeking and problem-solving and result in works with multiple elements. Discussion of current visual communication issues. Graphic design majors only.
Prerequisites: C or better in ARTS 345.

ARTS 347 - Photographics (4 Credits)
Creative use of contemporary photographic equipment and techniques in solving graphic design problems.
Prerequisites: C or better in ARTS 261.

ARTS 355 - Intermediate Jewelymaking I (4 Credits)
Jewelry fabrication using the centrifugal casting methods.
Prerequisites: C or better in ARTS 255.

ARTS 356 - Intermediate Jewelymaking II (4 Credits)
Jewelry fabrication using the electroforming method.
Prerequisites: C or better in ARTS 355.

ARTS 360 - Advanced Black & White Photography (4 Credits)
Continuation of black and white photographic techniques introduced in ARTS 261. Introduction to advanced exposure and film development, exhibition quality printing and presentation, medium and large-format cameras, b&w digital output and darkroom experimentation.
Prerequisites: C or better in ARTS 261.

ARTS 361 - Digital Photography (4 Credits)
Exploration of digital imaging techniques including image adjustment and printing methods with an emphasis on color photography.

ARTS 390 - Special Topics in Art Studio (3 Credits)
Investigation and analysis of various thematic concepts, processes, and techniques in a variety of media. Content varies by course title.

ARTS 399 - Independent Study (3-9 Credits)
Graduation with Leadership Distinction: GLD: Research
ARTS 410 - Advanced Painting I (4 Credits)
Advanced development of individual direction in painting the human figure from a live model. Special emphasis on material selection and formal principles of painting as applied toward individual goals.
Prerequisites: C or better in ARTS 310 or ARTS 311.

ARTS 411 - Advanced Painting II (4-6 Credits)
Advanced development of individual direction in painting and skills in the representation of the human figure working observationally from the live model. Special emphasis on material selection and formal principles of painting as applied toward individual goals.
Prerequisites: C or better in ARTS 310 or ARTS 311.

ARTS 415 - Advanced Printmaking I: Intaglio (4 Credits)
Intaglio techniques, such as drypoint, etching and collagraph, including the execution of original works in these media.

ARTS 416 - Advanced Printmaking II: Lithography (4-6 Credits)
Lithography techniques, including the execution of original works in these media.

ARTS 420 - Advanced Ceramics I (4 Credits)
Further development of throwing and hand-building skills. Introduction to kiln firing and continued glaze and clay experimentation.
Prerequisites: C or better in ARTS 320 or ARTS 321.

ARTS 421 - Advanced Ceramics II (4-6 Credits)
Prerequisites: C or better in ARTS 420.

ARTS 425 - Advanced Three-Dimensional Studies I (4 Credits)
The development of fabrication skills and creative expression in various three-dimensional media.
Prerequisites: C or better in ARTS 325 or ARTS 326.

ARTS 426 - Advanced Three-Dimensional Studies II (4-6 Credits)
Further development of fabrication skills and creative expression in various three-dimensional media.
Prerequisites: C or better in ARTS 325 or ARTS 326.

ARTS 430 - Advanced Drawing I (4 Credits)
Development of a thematic approach to drawing in a series of individual and group generated artworks.
Prerequisites: C or better in ARTS 330 or ARTS 331.

ARTS 431 - Advanced Drawing II (4-6 Credits)
Development of highly individualized content in a series of drawings.
Prerequisites: C or better in ARTS 430.

ARTS 435 - Advanced Fiber Arts I (4 Credits)
Advanced study of materials and techniques of fiber arts with emphasis on individual creative expression.
Prerequisites: C or better in ARTS 336.

ARTS 436 - Advanced Fiber Arts II (4 Credits)
Advanced study of materials and techniques of fiber arts with emphasis on individual creative expression.
Prerequisites: C or better in ARTS 435.

ARTS 445 - Time and Sequence (4 Credits)
Advanced visual communication projects involving time and sequencing with both visual and verbal elements using a variety of media.
Prerequisites: C or better in ARTS 346.

ARTS 446 - Structures (4 Credits)
Advanced exploration of visual structures, both 2D and 3D, in visual communication problems.
Prerequisites: C or better in ARTS 445.

ARTS 447 - Senior Project I (4 Credits)
Individual final project in graphic design.
Prerequisites: C or better in ARTS 445.

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ARTS 448 - Senior Graphic Design Portfolio Preparation (4-6 Credits)
Advanced studies in professional presentations of visual communication projects, professional interviews, and graphic design business topics.
Prerequisites: C or better in ARTS 446.

ARTS 449 - Graphic Design Practicum (4 Credits)
Practical design experience for students through design or publicity problems in non profit organizations.
Prerequisites: C or better in ARTS 345 or ARTS 346.

ARTS 450 - Intermedia Studio I (4 Credits)
Advanced intermedia; formal and conceptual problems associated with combining multiple forms of imaging processes.

ARTS 451 - Intermedia Studio II (4 Credits)
Advanced intermedia; creation of portfolio work combining multiple forms of imaging processes.

ARTS 455 - Advanced Jewelrymaking I (4 Credits)
Advanced problems and individual investigation in jewelrymaking techniques.
Prerequisites: C or better in ARTS 356.

ARTS 456 - Advanced Jewelrymaking II (4 Credits)
Advanced problems and individual investigation in jewelrymaking techniques.
Prerequisites: C or better in ARTS 455.

ARTS 460 - Photography Portfolio (4 Credits)
Advanced techniques and career practices in photography. The development of personal vision through the production of a fine arts portfolio. Students may work with any photographic process (digital or analog) towards the completion of a cohesive body of work.
Prerequisites: C or better in ARTS 360 or ARTS 361.

ARTS 461 - Photography Exhibition (4-6 Credits)
Advanced concepts in photography. The development of personal vision culminating in a collaborative exhibition. Students may work with any photographic process (analog or digital).
Prerequisites: C or better in ARTS 360 or ARTS 361.

ARTS 465 - Advanced Illustration (4 Credits)
Projects in advertising and editorial illustration. Further development of style, media, and technique.
Prerequisites: C or better in ARTS 265.

ARTS 466 - Advanced Illustration II (4 Credits)
Projects in commercial illustration. Further development of style, media, and technique with emphasis in development of commercial portfolio.
Prerequisites: C or better in ARTS 265 or ARTS 266.

ARTS 498 - Independent Study (3-9 Credits)
Graduation with Leadership Distinction: GLD: Research
ARTS 499 - Independent Study (3-9 Credits)
Graduation with Leadership Distinction: GLD: Research

ARTS 500 - Visual Meaning (4 Credits)
The analysis, structuring, and production of individual works of art using traditional and non-traditional approaches.

ARTS 501 - Art Business (3 Credits)
Business practices for the studio artist. Contracts, portfolio preparation, promotion, alternate professions, museums, galleries, copyright, and shipping will be discussed.

ARTS 510 - Painting I (6 Credits)
BFA Painting Capstone course stressing focus on further development of individual approaches to painting culminating in a cohesive body of work and a written thesis defense.
Prerequisites: ARTS 210, ARTS 211, ARTS 310, and ARTS 311.

ARTS 511 - Painting II (6 Credits)
BFA Painting Capstone course focusing on further development of individual approaches to painting culminating in a BFA Senior Thesis Exhibition and defense.
Prerequisites: ARTS 510.

ARTS 512 - Introduction to Watercolor (3 Credits)
Introduction to traditional and experimental transparent watercolor technique. Encompasses field work at off campus locations.

ARTS 513 - Advanced Watercolor (3 Credits)
Advanced study of watercolor and water-based media with emphasis on individual creative expression. Encompasses field work at off campus locations.

ARTS 514 - Workshop: Painting (4 Credits)
Advanced study in various painting problems, content varies by title.

ARTS 515 - Printmaking I (3 Credits)
Further development of individual approaches to printmaking.
Prerequisites: ARTS 416.

ARTS 516 - Capstone Printmaking I: Professional Practices (3-6 Credits)
Professional development practices including preparing a portfolio and oral presentation of work, researching career options, and preparing applications for exhibition and funding opportunities.
Prerequisites: ARTS 215 and one ARTS 300 - ARTS 400 level print course.

ARTS 517 - Capstone Printmaking II: Exhibition (3-6 Credits)
Preparing for an exhibition.
Prerequisites: ARTS 215 and one ARTS 300 - ARTS 400 level print course.

ARTS 519 - Workshop: Printmaking (3 Credits)
Advanced investigation and analysis of various printmaking techniques. Topic varies by title.

ARTS 520 - Ceramics I (6 Credits)
Further development of a personal approach to the ceramic process, supported by an investigation of ceramic history.
Prerequisites: ARTS 421.

ARTS 521 - Ceramics II (6 Credits)
Further development of a personal approach to the ceramic process, supported by an investigation of ceramic history.
Prerequisites: ARTS 520.

ARTS 524 - Workshop: Ceramics (3 Credits)
Advanced investigation and analysis of problems and methods in ceramics. Topics vary by title.

ARTS 525 - Three-Dimensional Studies I (3-6 Credits)
Personal concepts and expressions in various three-dimensional media.
Prerequisites: C or Better in ARTS 425 or ARTS 426.

ARTS 526 - Three-Dimensional Studies II (3-6 Credits)
Personal concepts and expressions in various three-dimensional media.
Prerequisites: C or Better in ARTS 425 or ARTS 426.

ARTS 529 - Workshop: Three-Dimensional Studies (3 Credits)
Investigation and analysis of various three-dimensional concepts, processes, and techniques. Content varies by title.

ARTS 530 - Drawing Capstone I (3-6 Credits)
Further development of individual approaches to drawing with emphasis on intellectual and visual perception as content.
Prerequisites: ARTS 431.

ARTS 531 - Drawing Capstone II (6 Credits)
Further development of individual drawing with emphasis on intellectual and emotive approaches.
Prerequisites: ARTS 530.

ARTS 532 - Advanced Life Drawing (3 Credits)
Human anatomy and instruction in drawing and painting the model from life in a variety of media.
Prerequisites: ARTS 232 or ARTS 233.

ARTS 535 - Fiber Arts I (3 Credits)
Advanced study in the processes and materials of fiber arts.
Prerequisites: ARTS 436.

ARTS 536 - Fiber Arts II (3 Credits)
Advanced study in the processes and materials of fiber arts.
Prerequisites: ARTS 535.

ARTS 537 - Papermaking (3 Credits)
The art and techniques of handmade paper.

ARTS 539 - Workshop: Fiber Arts (3 Credits)
Advanced study in various technical aspects of fiber arts. Topic varies by title.

ARTS 545 - Internship in Graphic Design (4 Credits)
Work experience at a visual communication place of business.
Prerequisites: C or Better in ARTS 346.

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ARTS 546 - Graphic Design II (3 Credits)
Advanced individual projects in graphic design.
Prerequisites: ARTS 545.

ARTS 555 - Jewelrymaking I (4 Credits)
The development of individual directions in jewelrymaking.
Prerequisites: C or Better in ARTS 456.

ARTS 556 - Jewelrymaking II (3 Credits)
The development of individual directions in jewelrymaking.
Prerequisites: ARTS 555.

ARTS 558 - Crafts (3 Credits)
Contemporary applications of traditional craft media, emphasizing the design and conceptual development of works of art.

ARTS 559 - Workshop: Jewelrymaking (3 Credits)
Advanced study in various technical aspects of jewelrymaking. Topic varies by title.
ARTS 560 - Photography Thesis: Portfolio (6 Credits)
Further development of individual approaches to photography.
Prerequisites: ARTS 460.

ARTS 561 - Photography Thesis: Exhibition (6 Credits)
Further development of individual approaches to photography.
Prerequisites: ARTS 461.

ARTS 564 - Workshop: Photography (4 Credits)
Advanced investigation and analysis of problems in photography. Topic varies by title.

ARTS 570 - Visual Arts Computing (3 Credits)
Advanced visual arts computing techniques on using software such as Photoshop, Studio Pro, and Netscape.
Prerequisites: ARTS 102.

ARTS 590 - Video Art: Theory and Practice (3 Credits)
Television as a medium; small format video systems are used in the creation of individual projects.

ARTS 595 - Independent Study (3 Credits)
Independent study for advanced undergraduate majors and graduate students in art studio. Approved independent study contract required for enrollment.

Astronomy (ASTR)

ASTR 101 - Introduction to Astronomy (4 Credits)
An introduction to the solar system and universe accomplished with interactive lectures, demonstrations, and laboratory experience. Designed primarily for the non-science major.
Carolina Core: SCI

ASTR 201 - Introduction to Astronomy II: The Dark Universe (3 Credits)
Astronomical topics including stellar death, black holes, dark matter, dark energy and cosmology. Astronomical techniques and application of the scientific method in astronomy.
Prerequisites: ASTR 101 or SCHC 115.

Carolina Core: SCI

ASTR 320 - Introduction to Radio Astronomy (3 Credits)
Nature of the sun, planets; galactic and extragalactic sources at radio wavelengths; quasars; techniques, detectors, and telescopes.
Prerequisites: ASTR 211, MATH 115 or equivalent, and PHYS 202, PHYS 212.

ASTR 340 - Introduction to Relativistic Astrophysics (3 Credits)
Final states of stellar evolution; white dwarfs, neutron stars, black holes. Cosmology.
Prerequisites: ASTR 211, MATH 115 or equivalent, and PHYS 202, PHYS 212.
Cross-listed course: PHYS 340

ASTR 499 - Undergraduate Research (3 Credits)
Introduction to and application of the methods of research. A written report on work accomplished is required at the end of each semester.
Graduation with Leadership Distinction: GLD: Research

ASTR 533 - Advanced Observational Astronomy (1-3 Credits)
Development of a combination of observational techniques and facility at reduction of data. A maximum of eight hours per week of observation, data reduction, and consultation. Offered each semester by arrangement with the department.

ASTR 534 - Advanced Observational Astronomy (1-3 Credits)
A continuation of ASTR 533. Up to eight hours per week of observation, data reduction, and consultation.

ASTR 599 - Topics in Astronomy (1-3 Credits)
Readings and research on selected topics in astronomy. Course content varies and will be announced in the schedule of classes by title.

Athletic Training (ATEP)

ATEP 263 - Introduction to Athletic Training (3 Credits)
Introduction to the historical evolution of athletic training with an emphasis on program development including basic athletic training principles/skills associated with common sports injuries/illnesses.

ATEP 266 - Care and Prevention of Injuries (3 Credits)
Knowledge, skills, and values associated with prevention, care, treatment, and rehabilitation of common injuries/illnesses.

ATEP 267 - Clinical Foundations in Athletic Training (3 Credits)
Basic knowledge and skill in athletic injury prevention, care, and recognition; medical terminology; fulfillment of athletic training clinical proficiencies.

ATEP 292 - Athletic Training Clinical Experience I (2 Credits)
Supervised clinical experience in an athletic training setting. Integrates cognitive learning in conjunction with psychomotor skill development and assessment. Restricted to athletic training majors. Special permission required by department. Accepted into ATEP
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ATEP 293 - Athletic Training Clinical Experience II (2 Credits)
Supervised clinical experience in an athletic training setting. Integrates cognitive learning in conjunction with psychomotor skill development and assessment. Restricted to athletic training majors. Special permission required by department.
Prerequisites: ATEP 348, ATEP 348L, ATEP 292.

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ATEP 300 - First Aid and CPR (2 Credits)
Knowledge and skills necessary to meet the needs of situations when emergency care is critical. Includes American Red Cross CPR/AED and First Aid certification. Encompasses skills for adult, child, and infant CPR/AED, breathing emergencies, and first aid procedures for emergency situations.
Corequisite: ATEP 300L.

ATEP 300L - First Aid and CPR Lab (1 Credit)
Skill development to meet guidelines for certification. Skills include AED, adult, child, and infant CPR, breathing emergencies, and first aid.
Corequisite: ATEP 300.

ATEP 310 - Emergency Medical Response (2 Credits)
Knowledge acquisition necessary to work as an emergency medical responder (EMR) to help sustain life, reduce pain and minimize the consequences of injury or sudden illness until more advanced medical help takes over. Appropriate decisions about the care to provide in a medical emergency. Understanding the role of an EMR as a crucial link in the emergency medical services (EMS) system.
Corequisite: ATEP 310L.
ATEP 310L - Emergency Medical Responder Lab (1 Credit)
Clinical applications necessary to work as an emergency medical responder (EMR) to help sustain life, reduce pain and minimize the consequences of injury or sudden illness until more advanced medical help takes over. Appropriate decisions about the care to provide in a medical emergency. Skills an EMR needs to act as a crucial link in the emergency medical services (EMS) system.
Corequisite: ATEP 310.

ATEP 348 - Evaluation and Assessment of Lower Extremity Injuries (3 Credits)
Knowledge and skills for orthopedic/physical assessment of common injuries to the lower body; study of the lower extremities as they relate to the prevention, recognition, evaluation and assessment, immediate care, and treatment; rehabilitation and reconditioning of injuries and illnesses to athletes and others engaged in physical activity.
Prerequisites: ATEP 266, EXSC 275.
Corequisite: ATEP 348L.

ATEP 348L - Evaluation and Assessment of Lower Extremity Injuries Lab (1 Credit)
Laboratory setting to enhance knowledge and skills for orthopedic/physical assessment of common injuries to the lower extremities.
Prerequisites: ATEP 266.
Corequisite: ATEP 348.

ATEP 349 - Evaluation and Assessment of Head, Neck, Spine & Abdomen Injuries (3 Credits)
Knowledge and skills for orthopedic/physical assessment of common injuries to the cervical spine, head, face, abdomen, and thorax. Study of the cervical spine, head, face, abdomen and thorax as they related to the prevention, recognition, evaluation and assessment; immediate care, treatment, rehabilitation, and reconditioning of injuries and illnesses to athletes and others engaged in physical activity.
Prerequisites: ATEP 292, ATEP 348, ATEP 348L.
Corequisite: ATEP 349L.

ATEP 349L - Evaluation and Assessment of Head, Neck, Spine & Abdomen Injuries Lab (1 Credit)
Skill development for orthopedic/physical assessment of common injuries to the cervical spine, head, face, abdomen, and thorax.
Prerequisites: ATEP 348, ATEP 348L.
Corequisite: ATEP 349.

ATEP 350 - Evaluation and Assessment of Upper Extremity Injuries (3 Credits)
Prevention, recognition, orthopedic assessment of common injuries to the upper body; immediate care, treatment, and rehabilitation of injuries and illnesses to athletes.
Prerequisites: ATEP 349, ATEP 349L.
Corequisite: ATEP 350L.

ATEP 350L - Evaluation and Assessment ofUpper Extremity Injuries Lab (1 Credit)
Prevention, recognition, orthopedic assessment of common injuries to the upper body; immediate care, treatment, and rehabilitation of injuries and illnesses to athletes.
Prerequisites: ATEP 349, ATEP 349L.
Corequisite: ATEP 350L.

ATEP 365 - Pharmacology and Drug Education in Athletic Trainers (2 Credits)
Knowledge, skills, and values associated with athletic trainer’s pharmacological applications in the treatment of injuries/illnesses, including use of alcohol and illicit drugs.
Prerequisites: ATEP 293, ATEP 348, ATEP 348L.

ATEP 366 - Therapeutic Modalities (3 Credits)
Knowledge and techniques needed to plan, operate, document, and evaluate therapeutic modalities used in treatment of injuries/illnesses.
Prerequisites: ATEP 293, ATEP 349, ATEP 349L.
Corequisite: ATEP 366L.

ATEP 366L - Therapeutic Modalities Lab (1 Credit)
Integrates cognitive learning in conjunction with psychomotor skill development and assessment on the application of modalities in laboratory situations.
Corequisite: ATEP 366.

ATEP 367 - Athletic Training Clinical Experience III (2 Credits)
Supervised clinical experience for athletic training students. Integrates cognitive learning in conjunction with psychomotor skill development and assessment.
Prerequisites: ATEP 293, ATEP 349, ATEP 349L.
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ATEP 392 - Athletic Training Clinical Experience IV (2 Credits)
Supervised clinical experience for athletic training students. Integrates cognitive learning in conjunction with psychomotor skill development and assessment.
Prerequisites: ATEP 365, ATEP 366, ATEP 366L, ATEP 392.
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ATEP 466 - Therapeutic Exercise (3 Credits)
Knowledge and techniques needed to plan, operate, document, and evaluate therapeutic exercise programs for the rehabilitation and reconditioning of injured patients.
Prerequisites: EXSC 223, EXSC 224, ATEP 365, ATEP 366, ATEP 366L, ATEP 392.
Corequisite: ATEP 466L.

ATEP 466L - Therapeutic Exercise Lab (1 Credit)
Techniques and skills of therapeutic exercise used in the development of rehabilitation programs for various injuries.
Corequisite: ATEP 466.
ATEP 492 - Athletic Training Clinical Experience V (2 Credits)
Supervised clinical experience for athletic training students. Integrates cognitive learning in conjunction with psychomotor skill development and assessment.
Prerequisites: ATEP 393, ATEP 466, ATEP 466L, ATEP 497.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

ATEP 493 - Athletic Training Clinical Experience VI (2 Credits)
Supervised clinical experience for athletic training students. Integrates cognitive learning in conjunction with psychomotor skill development and assessment.
Prerequisites: ATEP 492, ATEP 496.

ATEP 494 - Athletic Training Senior Seminar (3 Credits)
Preparation for the BOC examination for athletic trainers; advanced skills and integration of athletic training principles and development of athletic training research; professional research and current literature pertaining to relevant topics in athletic training.
Prerequisites: ATEP 492.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships, GLD: Research

ATEP 496 - Organization and Administration of Athletic Training (3 Credits)
Management and operation of athletic training programs.
Prerequisites: ATEP 393, ATEP 466, ATEP 466L, ATEP 497.

ATEP 497 - General Medical Concerns for Athletic Trainers (3 Credits)
Knowledge and skills to recognize, treat, and refer general medical conditions and disabilities.
Prerequisites: ATEP 365, ATEP 366, ATEP 366L, ATEP 392.

Biology (BIOL)

BIOL 101 - Biological Principles I (3 Credits)
Introductory survey of macromolecules, cell structure and function, genetics, and molecular biology.
Carolina Core: SCI

BIOL 101A - Biological Principles I (3 Credits)
Introductory survey of macromolecules, cell structure and function, genetics, and molecular biology. Three lecture hours per week. Restricted to students who have credit for BIOL 101L but lack the lecture.
Prerequisites: BIOL 101L.

BIOL 101L - Biological Principles I Laboratory (1 Credit)
(Recommended concurrent with BIOL 101). Experimental examination of basic principles of cell biology, genetics and metabolism. Three hours per week.
Carolina Core: SCI

BIOL 102 - Biological Principles II (3 Credits)
Introductory survey of plant and animal development, physiology, ecology, and evolution. Three lecture hours per week.
Prerequisites: C or better in BIOL 101.
Corequisite: BIOL 102L.
Carolina Core: SCI

BIOL 102A - Biological Principles II (3 Credits)
Introductory survey of plant and animal development, physiology, ecology, and evolution. Three lecture hours per week. Restricted to students who have credit for BIOL 102L but lack the lecture.
Prerequisites: BIOL 102L.

BIOL 102L - Biological Principles II Laboratory (1 Credit)
Experimental examination of structure and function of plant and animal systems, biodiversity, ecology. BIOL 101, 102, 101L and 102L must be completed prior to enrolling in 300-level or above Biology courses.
Prerequisites: C or better in BIOL 101 and BIOL 101L; recommended concurrent with BIOL 102.

Carolina Core: SCI

BIOL 110 - General Biology (4 Credits)
Basic biological concepts and issues for non-biology majors. Credit may not be given for both this course and BIOL 120. Three lecture, two laboratory hours per week.
Carolina Core: SCI

BIOL 110A - General Biology (Audio-Tutorial) (1 Credit)
Addendum to BIOL 110.

BIOL 120 - Human Biology (3 Credits)
Fundamental principles of human biology. Credit may not be given for both BIOL 110 and BIOL 120. Three lecture hours per week. Not for major credit.
Carolina Core: SCI

BIOL 120L - Laboratory in Human Biology (1 Credit)
Exercises dealing with basic concepts of human biology. Not for major credit.
Prerequisite or Corequisite: BIOL 120.
Carolina Core: SCI

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

BIOL 200L - Plant Science Laboratory (1 Credit)
Laboratory exercises, demonstrations, and audio-visual supplements to BIOL 200. Not for major credit. Two hours per week.
Prerequisite or Corequisite: BIOL 200.

BIOL 206 - Genetics and Society (3 Credits)
(Designed for non-major students.) Genetic principles, emphasizing human heredity. Relevance of recent advances in genetics. Three lecture hours per week.
Carolina Core: SCI

BIOL 208 - Our Hungry World from Malthus to McDonalds (3 Credits)
Scientific and social issues concerning the interrelationship of culture and agricultural biotic diversity and technology, climate change, resources management, food security, and human health.
Carolina Core: SCI, VSR

BIOL 220 - Elementary Life Science (4 Credits)
This course will ensure that elementary education majors will understand the fundamental concepts of Biology. Cannot be used for biology major credit.
Biol 232 - Anatomy (3 Credits)

Biol 232L - Anatomy Laboratory (1 Credit)
The principles of anatomy as demonstrated by microscopic studies and animal dissection. Three hours per week.

Corequisite: Biol 232.

Biol 240 - Applied Human Physiology (3 Credits)

Biol 242 - Human Physiology (4 Credits)
Functional biology of organ systems in the maintenance of the whole organism; homeostatic relationships. Not available for biology major credit. Three lecture hours and three laboratory hours per week.

Prerequisites: Biol 243.

Corequisite: Biol 243.

Biol 243 - Human Anatomy and Physiology I (3 Credits)
Functional anatomy and physiology of the human body, including the integumentary, skeletal, muscular, and nervous systems. Not available for biology major credit. Three lecture hours per week.

Carolina Core: SCI

Biol 243L - Human Anatomy and Physiology Laboratory (1 Credit)
The principles of anatomy and physiology as demonstrated by microscopic studies, animal dissection, and physiological experiments. One three-hour laboratory per week.

Prerequisite or Corequisite: Biol 243.

Carolina Core: SCI

Biol 244 - Human Anatomy and Physiology II (3 Credits)
Functional anatomy and physiology of the human body, including the cardiovascular, endocrine, excretory, reproductive, digestive, and respiratory systems. Not available for biology major credit. Three lecture hours per week.

Prerequisites: Biol 243.

Carolina Core: SCI

Biol 244L - Human Anatomy and Physiology Laboratory (1 Credit)
A continuation of Biol 243L. One three-hour laboratory per week.

Corequisite: Biol 244.

Carolina Core: SCI

Biol 250 - Microbiology (3 Credits)
An introduction to bacteria and viruses, emphasizing structure, metabolism, and pathogenesis. Discussion of infectious diseases, antigen-antibody relationships, and anti-microbial agents in chemotherapy. Not available for biology major credit. Three lecture hours per week.

Prerequisites: College-level Biology and Chemistry.

Corequisite: Biol 250L.

Biol 250L - Microbiology Laboratory (1 Credit)
Not available for biology major credit. Three hours per week.

Prerequisite or Corequisite: Biol 250.

Biol 250 - Physiology (3 Credits)
Physiology of human systems especially susceptible to disturbance: immunobiology, circulation, excretion, metabolism, endocrinology, and muscle physiology. Not for biology major credit. Intended for pharmacy students.

Prerequisites: Biol 102.

Biol 270 - Introduction to Environmental Biology (3 Credits)
Basic ecological principles and the impacts of human population growth and technology. Not for major credit.

Carolina Core: SCI

Biol 270L - Introduction to Environmental Biology Laboratory (1 Credit)
Demonstrations, data analyses, discussions, and films relating to human ecology, resource use, and environmental impact. Not for major credit. Two hours per week.

Prerequisite or Corequisite: Biol 270.

Carolina Core: SCI

Biol 301 - Ecology and Evolution (3 Credits)
Concepts of evolution, populations, and population interactions; communities and ecosystems. Three lecture hours per week.

Prerequisites: Biol 102 or MSCI 311.

Graduation with Leadership Distinction: GLD: Research

Biol 301L - Ecology and Evolution Laboratory (1 Credit)
Experiments, exercises, and demonstrations. Three hours per week.

Prerequisite or Corequisite: Biol 301.

Biol 302 - Cell and Molecular Biology (3 Credits)
Principles of eukaryotic cell structure, molecular organization, and physiology. Genome organization and expression. Cell growth, division, and cell-cell interactions. Three lecture hours per week.

Prerequisites: Biol 102 or MSCI 311.

Prerequisite or Corequisite: Chem 333.

Graduation with Leadership Distinction: GLD: Research

Biol 302L - Cell and Molecular Biology Laboratory (1 Credit)
Experiments, exercises, and demonstrations. Three hours per week.

Prerequisite or Corequisite: Biol 302.

Biol 303 - Fundamental Genetics (3 Credits)
Basic principles of transmission and molecular genetics; quantitative inheritance; recombination; biochemical aspects of gene function and regulation; developmental genetics and population genetics. Three lecture hours per week.

Prerequisites: Biol 102 or MSCI 311.

Biol 351 - Introduction to Animal Science (3 Credits)
Exploration of current careers in the animal industry including a brief overview of the sciences involved in animal production such as genetics and selection, behavior, physiology, reproduction, and nutrition of cattle (beef and dairy), horses, swine, sheep, poultry, and others.

Prerequisites: C or better in Biol 102.

Biol 398 - Laboratory Teaching Experience (1 Credit)
Participation in preparation and teaching of undergraduate biological sciences laboratories.

Experiential Learning: Experiential Learning Opportunity
BIOL 399 - Independent Study (1-6 Credits)
Contract approved by instructor, advisor, and department head is required for undergraduate students.

Graduation with Leadership Distinction: GLD: Research

BIOL 405 - Cellular and Molecular Neurobiology (3 Credits)
Cellular and molecular mechanisms underlying the development and functions of the nervous system, such as nervous system patterning, neuronal differentiation/migration, formation of neuronal projections, development of synapses, apoptosis, refinement of neuronal circuits, and how cells and neurons respond to signals from the environment.
Prerequisites: BIOL 302.

BIOL 415 - Comparative Vertebrate Anatomy (4 Credits)
Phylogenetic and comparative aspects of anatomy, reproduction, and embryology of the vertebrates. Three lecture hours and one three-hour laboratory period per week.
Prerequisites: BIOL 102 or MSCI 311.

BIOL 420 - Survey of the Plant Kingdom (3 Credits)
Phylogenetic survey of the major plant divisions; consideration of the structure and development of flowering plants.
Prerequisites: BIOL 301.

BIOL 420L - Survey of the Plant Kingdom Laboratory (1 Credit)
Three hours per week.
Prerequisite or Corequisite: BIOL 420.

BIOL 423 - Medicinal Botany (3 Credits)
A survey of plants affecting human health and how they are used historically and in modern times, with emphasis on the biologically active constituents.
Prerequisites: C or better in BIOL 301 and BIOL 302.

BIOL 425 - Plant Form and Function (3 Credits)
Basic introduction to plants, including cellular biology, energetics, structure-function relationships, development, nutrition, and diversity.
Prerequisites: BIOL 302.

BIOL 425L - Plant Form and Function Laboratory (1 Credit)
Illustration of principles of introductory botany and plant physiology using experiments, exercises, and demonstrations. Three laboratory hours per week.
Prerequisite or Corequisite: BIOL 425.

BIOL 450 - Principles of Biological Oceanography (3 Credits)
Principles and methods of measuring production in the sea. Emphasis on the ocean's role in the global carbon budget. Three lecture hours per week. Scheduled field trips are required.
Prerequisites: MSCI 311, BIOL 301.

Cross-listed course: MSCI 450

BIOL 460 - Advanced Human Physiology (3 Credits)
Functional physiology of human organ systems.
Prerequisites: BIOL 302 or MSCI 311 with a grade of C or better.

BIOL 460L - Advanced Human Physiology Laboratory (1 Credit)
Experiments on organ system functions using different animal models.
Prerequisites: .
Prerequisite or Corequisite: BIOL 460 (with a grade of D or better if used as a

BIOL 461 - Advanced Human Anatomy (3 Credits)
Structure, function, and development of human anatomy.
Prerequisites: Any two of BIOL 301, BIOL 302, or BIOL 303 with a grade of C or better.

BIOL 461L - Advanced Human Anatomy Laboratory (1 Credit)
Practical exercises in structure, function, and development of anatomy using digital and animal models.
Prerequisites: .
Prerequisite or Corequisite: BIOL 461 (with a grade of D or better if used as a

BIOL 462 - Advanced Microbiology (3 Credits)
The taxonomy, morphology, metabolism, genetics, and ecology of microorganisms.
Prerequisites: C or better in BIOL 302.

BIOL 462L - Advanced Microbiology Laboratory (1 Credit)
Practical exercises with the taxonomy, morphology, metabolism, genetics, and ecology of microorganisms.
Prerequisite or Corequisite: D or better in BIOL 462.

BIOL 465 - Domestic Animal Nutrition (3 Credits)
Elements of nutrition and animal feeding in veterinary practice. Three lecture hours per week.
Prerequisites: BIOL 302.

BIOL 479 - Undergraduate Seminar in Biological Sciences (1 Credit)
Student seminars and a survey of research in the fields of Biological Sciences.
Prerequisites: BIOL 301, BIOL 302, and BIOL 303, or Instructor's Permission

BIOL 498 - Biological Research: An Introduction (4 Credits)
Methodologies of biological research with emphasis on hypothesis formation, research design, and data collection, and current issues in biology. Two lecture and six laboratory hours per week.
Prerequisites: one 300-level or higher biological laboratory.

Graduation with Leadership Distinction: GLD: Research

BIOL 502 - Environmental Microbiology (3 Credits)
An overview of the microbial world including a survey of the distribution, functioning, and diversity of microorganisms in natural systems. Discusses the crucial roles that microorganisms play in ecosystem function, biogeochemical cycles, and environmental quality.
Prerequisites: MSCI 102 or BIOL 102, CHEM 112.

Cross-listed course: MSCI 503

BIOL 505 - Developmental Biology (3 Credits)
An introduction to the descriptive and experimental embryology of animals. Living and preserved specimens will be used to demonstrate the basic processes of embryogenesis. Three lecture hours per week.
Prerequisites: or Corequisite: BIOL 302.

BIOL 505L - Developmental Biology Laboratory I (1 Credit)
Descriptive and experimental exercises related to embryology. One three-hour laboratory per week.
Corequisite: BIOL 505.
BIOL 506 - Developmental Biology II (3 Credits)
Molecular aspects of development from gamete formation through tissue and organ differentiation in plants and animals. Three lecture hours per week.
Prerequisites: BIOL 505.

BIOL 506L - Developmental Biology Laboratory II (1 Credit)
A series of experimentally oriented laboratory exercises will be performed. One three-hour laboratory per week.
Prerequisite or Corequisite: BIOL 506.

BIOL 510 - Invertebrate Zoology (4 Credits)
Phylogenetic and comparative aspects of anatomy, physiology, reproduction, and embryology of the invertebrates.
Prerequisites: BIOL 301 or MSCI 311.

Cross-listed course: MSCI 510
Graduation with Leadership Distinction: GLD: Research

BIOL 523 - Plant Development (3 Credits)
Descriptive and molecular examination of the processes and mechanisms used by plants in organogenesis, differentiation, and morphogenesis. Three lecture hours per week.
Prerequisites: BIOL 302 and BIOL 303.

BIOL 523L - Plant Developmental Laboratory (1 Credit)
Experiments utilizing a genetic approach to the study of plant development. Three laboratory hours per week.
Corequisite: BIOL 523.

BIOL 524 - Mycology (4 Credits)
Taxonomy and morphology of fungi; cultivation, life histories, and economic importance; all classes and major orders considered. Three lecture hours per week.
Prerequisites: BIOL 301.

BIOL 525 - Marine Plants (4 Credits)
Diversity, distribution, physiology, ecology, evolution, and economic importance of marine algal, seagrass, and mangrove communities. Three lecture and three laboratory hours per week. Scheduled field trips are required.
Prerequisites: BIOL 301 or MSCI 311.

Cross-listed course: MSCI 525

BIOL 526 - The Fall Flora (4 Credits)
Two lecture and four laboratory hours per week.
Prerequisites: BIOL 301.

BIOL 527 - The Spring Flora (4 Credits)
Two lecture and four laboratory hours per week.
Prerequisites: BIOL 301.

BIOL 528 - The Summer Flora (4 Credits)
Two lecture and four laboratory hours per week.
Prerequisites: BIOL 301.

BIOL 530 - Histology (4 Credits)
An introduction to the tissues that make up the human body. The microscopic anatomy of tissues is examined and discussed in terms of function and physiology. Three lecture hours and four laboratory hours per week.

BIOL 531 - Parasitology (4 Credits)
Parasites of biological, economic, and public health importance. Three lecture and three laboratory hours per week.
Prerequisites: 300 level Biology course or equivalent.

Cross-listed course: ENHS 661, EPID 661

BIOL 534 - Animal Behavior (3 Credits)
A comparative survey of behavior patterns of animals from protists to humans and the physiological mechanisms underlying behavior.
Prerequisites: BIOL 301 or MSCI 311.

BIOL 534L - Animal Behavior Laboratory (1 Credit)
Observational and experimental methods used in classifying animal behavior patterns and in determining underlying control mechanisms. One three-hour laboratory per week.
Prerequisite or Corequisite: BIOL 534.

BIOL 535 - Fishery Management (3 Credits)
Management and conservation of aquatic and marine resources, with emphasis on fisheries. Data procurement and analysis; commercial and recreational fisheries; sociological, political, legal, and environmental factors that affect fishery management; and fish biodiversity.
Prerequisites: BIOL 301.

Cross-listed course: MSCI 535

BIOL 536 - Ichthyology (4 Credits)
Phylogeny, morphology, behavior, and ecology of fishes. Three lecture and 3 laboratory hours plus three field trips to be arranged.
Prerequisites: BIOL 301 or MSCI 311.

Cross-listed course: MSCI 536
Graduation with Leadership Distinction: GLD: Research

BIOL 537 - Aquaculture (3 Credits)
Introduction to the practical and scientific aspects of the commercial culture of freshwater and marine organisms. Three lecture hours per week. One all-day field trip required.
Prerequisites: BIOL 301 or MSCI 311.

BIOL 538 - Behavior of Marine Organisms (4 Credits)
The identification of behavioral adaptations of estuarine and marine organisms: their ecology, physiology, development, and evolutionary history; field observations.
Prerequisites: BIOL 101 and BIOL 102 or MSCI 311.

Cross-listed course: MSCI 538

BIOL 539 - Aquatic Toxicology (3 Credits)
Description of biological macromolecules and major metabolic pathways.
Prerequisites: C or higher in CHEM 334.

Cross-listed course: CHEM 550

BIOL 541 - Biochemistry (3 Credits)
Experiments and demonstrations illustrating the principles of biochemistry. Three laboratory hours per week.
Prerequisite or Corequisite: C or higher in CHEM 550 or BIOL 541 or CHEM 555 or BIOL 545.

Cross-listed course: CHEM 550L
BIOL 543 - Comparative Physiology (3 Credits)
An integrative and comparative study of the structure, function, and evolution of the physiological systems of animals. Three lecture hours per week.
Prerequisites: BIOL 302 or MSCI 311.

BIOL 543L - Comparative Physiology Laboratory (1 Credit)
Laboratory exercises to illustrate principles from BIOL 543. Three hours per week.
Corequisite: BIOL 543.

BIOL 545 - Biochemistry/Molecular Biology I (3 Credits)
Essentials of modern biochemistry. First semester of a two-semester course. Three lecture hours per week.
Prerequisites: C or higher in BIOL 302.

Cross-listed course: CHEM 555

BIOL 546 - Biochemistry/Molecular Biology II (3 Credits)
Essentials of modern biochemistry and molecular biology. Three lecture hours per week.
Prerequisites: C or higher in BIOL 302.

Cross-listed course: CHEM 556

BIOL 549 - Plant Physiology (4 Credits)
A general survey of the major physiological processes in plants. Two lecture and four laboratory hours per week.
Prerequisites: BIOL 302 and BIOL 425.

BIOL 550 - Bacteriology (3 Credits)
Introduction to bacteria and viruses emphasizing ultrastructure, physiology, genetics, and growth. Discussion of public health, industrial, and environmental microbiology. Three lecture hours per week.
Prerequisites: BIOL 302 or MSCI 311.

Corequisite: BIOL 550L.

Graduation with Leadership Distinction: GLD: Research

BIOL 550L - Bacteriology Laboratory (1 Credit)
Three laboratory hours per week.
Corequisite: BIOL 550.

BIOL 552 - Population Genetics (3 Credits)
An introduction to the principles of population genetics, with emphasis on the origin, maintenance, and significance of genetic variation in natural populations.
Prerequisites: BIOL 301, MSCI 302, and BIOL 303.

Cross-listed course: MSCI 552

Graduation with Leadership Distinction: GLD: Research

BIOL 553 - Genomics (3 Credits)
Current concepts and applications of genomics, addressing questions from throughout biological inquiry.
Prerequisites: BIOL 301, BIOL 303.

BIOL 558 - Stem Cells and The Physiological Environment (3 Credits)
Discussion of how physiological factors, like nutritional status, influence systemic signals to alter stem cell activity, and the physiological stimuli that impact stem cell activity in a variety of organisms (from worms to humans).
Prerequisites: C of higher in BIOL 302.

BIOL 570 - Principles of Ecology (3 Credits)
Interactions of organisms and the environment; ecosystem structure and functions. Three lecture hours per week.
Prerequisites: BIOL 301 or MSCI 311.

BIOL 570L - Principles of Ecology Laboratory (1 Credit)
Three hours per week.
Prerequisite or Corequisite: BIOL 570.

BIOL 571 - Conservation Biology (3 Credits)
Principles of conservation biology. Importance of biodiversity, causes of decline and extinction, and restoration and conversation policy in terrestrial and aquatic ecosystems. 03: 07/05/2019.
Prerequisites: BIOL 301.

Cross-listed course: ENVR 571

BIOL 572 - Freshwater Ecology (3 Credits)
Quantitative study of the population, community and evolutionary ecology of freshwater habitats (lakes, ponds, rivers, streams, wetlands). Includes mandatory field trips.
Prerequisites: BIOL 301.

Cross-listed course: ENVR 572

BIOL 574 - Marine Conservation Biology (3 Credits)
Exploration of how human activities affect marine natural populations, species, communities and ecosystems, including threats to biodiversity; approaches to marine conservation; and ecological and evolutionary responses to anthropogenic disturbance. 03: 07/05/2019.
Prerequisites: BIOL 301.

Cross-listed course: MSCI 574

BIOL 575 - Marine Ecology (3 Credits)
Structure, dynamics, and interactions between populations and communities in marine ecosystems. Attendance at designated departmental seminars is required. Three lecture hours per week.
Prerequisites: CHEM 111 and BIOL 301 or MSCI 311.

Cross-listed course: MSCI 575

BIOL 575L - Marine Ecology Laboratory (1 Credit)
Laboratory and field exercises in coastal environments.
Prerequisite or Corequisite: BIOL 575.

Cross-listed course: MSCI 575L

BIOL 576 - Marine Fisheries Ecology (3 Credits)
Interdisciplinary examination of the distribution, reproduction, survival, and historical variation of the principal commercial marine fisheries. 03: 07/05/2019.
Prerequisites: BIOL 301.

Cross-listed course: MSCI 576

BIOL 577 - Ecology of Coral Reefs (4 Credits)
Structure, productivity, and biodiversity of coral reefs, emphasizing their sensitivity, stability, and sustainability. Taught as an extended field experience with daily lectures and guided research activities.
Prerequisites: BIOL 301 or MSCI 311.

Cross-listed course: MSCI 577
BIOL 588 - Genomic Data Science (3 Credits)
This course focuses on quantitative knowledge for interdisciplinary applications in genetics as well as hands-on experience in analyzing genetic data. In this course, students will have programming exercises in using analysis tools to conduct genome-wide analysis, annotation, and interpretation of genetic data using R/Bioconductor packages.
Prerequisites: C or better in BIOL 201 or higher.
Cross-listed course: STAT 588

BIOL 599 - Topics in Biology (1-3 Credits)
Current developments in biological sciences. Readings and research on selected topics. Course content varies and will be announced in the schedule of classes by title.

BIOL 610 - Hallmarks of Cancer (3 Credits)
Survey of current concepts regarding the molecular and genetic factors that regulate the origin and progression of cancer. Readings based on current primary literature.
Prerequisites: BIOL 302 and BIOL 303.

BIOL 612 - Virology - Classical and Emerging Concepts (3 Credits)
Advanced study of viruses with regard to biochemical, molecular, pathological, epidemiological, and biotechnological aspects. Focus on animal viruses with particular emphasis on human pathogens.
Prerequisites: BIOL 302.

BIOL 614 - Stem Cell Biology (3 Credits)
Focuses on the understanding of how stem cells can be used to make fundamental biological discoveries with a special focus in neuroscience.
Prerequisites: C or better in BIOL 302.

BIOL 620 - Immunobiology (3 Credits)
Basic immunological concepts including antibody structure, function, and genetics; cellular immunology; transplantation; hypersensitivity; autoimmunity; and immunity to infectious diseases.
Prerequisites: BIOL 302.

BIOL 624 - Medical Mycology (3 Credits)
Advanced study of infectious diseases caused by fungi. Etiology, symptoms, and treatment of fungi related illnesses.
Cross-listed course: ENHS 625

BIOL 627 - Marine Phytoplankton (3 Credits)
Examines the physiology and ecology of phytoplankton, including environmental controls on community composition, primary productivity, and detection and characterization of water quality (eutrophication) and harmful algal blooms.
Prerequisites: MSCI 102 or MSCI 450 or BIOL 450.

BIOL 630 - Biology of Birds (3 Credits)
Biology of birds at molecular, organismal, and population levels, emphasizing unique adaptations of the class of Aves.
Prerequisites: BIOL 301, BIOL 302, and BIOL 303.

BIOL 634 - Biology of Neurological Diseases (3 Credits)
Advances in molecular and cellular neurobiology that bring new understanding for human neurological disease.
Prerequisites: BIOL 302 and SCHC 330 or BIOL 405.

BIOL 635 - Neurophysiology (4 Credits)
Descriptive and experimental aspects of the neural basis of behavior, emphasizing cellular and molecular mechanisms. Two lecture and six laboratory hours per week. Three lecture hours per week.
Prerequisites: BIOL 302.

BIOL 640 - Microbial Ecology (3 Credits)
Interactions of microorganisms with each other, with more complex organisms, and with their environments. Three lecture hours per week.
Prerequisites: BIOL 550 and either BIOL 301 or MSCI 311.

BIOL 641 - Biophysical Ecology (3 Credits)
This course examines how the mechanisms by which animals and plants interact with their physical environments influence organismal physiology.
Prerequisites: BIOL 301, MATH 141 or MATH 122.

BIOL 650 - Biochemical Evolution (3 Credits)
Advanced study of related aspects of biological evolution. Rose of life from physical and chemical precursors, biochemical basis of adaptation to ecological pressures, and biochemical aspects of the origins and maintenance of biodiversity.
Prerequisites: BIOL 301, BIOL 302, BIOL 303.

BIOL 651 - Limnology (4 Credits)
A study of the aquatic environment and its biota. Three lecture and four laboratory hours per week.
Prerequisites: BIOL 301.

BIOL 652 - Evolutionary Biology (3 Credits)
An advanced course in evolutionary biology, including natural selection, neutral evolution, molecular evolution population genetics, quantitative genetics, sexual selection, speciation, human evolution, and the evolution of disease.
Prerequisites: BIOL 301 and BIOL 303.

BIOL 653 - Bioinformatics (3 Credits)
Studies of the principles of genetics and molecular biology as applied to adaptive evolution of genes and genomes.
Prerequisites: BIOL 302, BIOL 303.

BIOL 654 - Speciation (3 Credits)
Speciation as the source of biological diversity. Historical and biological viewpoints. Analysis of concepts of species and models of speciation. Two lectures and one recitation per week.
Prerequisites: BIOL 301 or BIOL 652.

BIOL 655 - Biotechnology (3 Credits)
Studies in molecular biology and genetics with emphasis on the use of newly developed techniques in biotechnology. Three lecture hours per week.
Prerequisites: BIOL 302 and BIOL 303.

BIOL 656 - Experimental Biotechnology (4 Credits)
Techniques used in biotechnology will be employed in the context of an experimental project. Twelve laboratory hours per week.
Prerequisites: BIOL 302, BIOL 302L.

BIOL 660 - Biology of Mammals (4 Credits)
Evolution, systematics, genetics, ecology, and adaptation of mammals. Emphasis on native South Carolina species. Two lectures and one two-hour laboratory per week, plus five field trips to be arranged.
Prerequisites: BIOL 301 or MSCI 311.
Biomedical Engineering (BMEN)

BMEN 101 - Introduction to Biomedical Engineering (2 Credits)
Introduction to topics comprising the field of Biomedical Engineering, including their ethical impacts. Familiarization with resources and basic skills necessary to succeed in this major and field.
Prerequisite or Corequisite: MATH 141.

BMEN 202 - Professional Development and Ethics in Biomedical Engineering II (1 Credit)
Communication in the field of biomedical engineering, including technical writing and oral presentations with emphasis on professional development, articulation of a critical position, and productive intellectual exchange. Careers in the field of biomedical engineering. Planning and managing group projects. Ethical issues associated with biomedical engineering.
Prerequisites: BMEN 101.

BMEN 211 - Computational Tools for Modeling Biomedical Systems (3 Credits)
Introduction to modern computational modeling tools used in biomedical engineering. Analysis and visualization using engineering software as applied to problems of interest in biomedical engineering. Material balance modeling of biomedical systems.
Prerequisites: C or higher in MATH 141.
Prerequisite or Corequisite: CHEM 111 or CHEM 141.

BMEN 212 - Fundamentals of Biomedical Systems (3 Credits)
Fundamentals of static equilibrium, free body diagrams, force and momentum balances; viscoelastic mechanical behavior and models of viscoelasticity; introduction to linear circuit analysis, filters, and amplifiers.
Prerequisites: C or better in both CHEM 111 or CHEM 141, and MATH 141.

BMEN 240 - Cellular and Molecular Biology with Engineering Applications (4 Credits)
Introduction to molecular, cellular, and physical biology principles and concepts and application of engineering principles to further the understanding of biological systems. Protein and nucleic acid structure and function; DNA replication, mutations, and repair; transcription, translation, and post-translational processing; cellular organization; molecular transport and trafficking; and cellular models.
Prerequisites: C or better in BMEN 101, C or better in CHEM 112 or CHEM 142, and C or better in MATH 142.

BMEN 260 - Introduction to Biomechanics (3 Credits)
Prerequisites: C or better in BMEN 211, C or better in MATH 241, C or better in PHYS 211.

BMEN 263 - Introduction to Biomechanics (3 Credits)
Mathematical and theoretical analysis of the mechanical properties and functions of materials, including those of biological origin and clinical relevance. Stress, strain, mechanical properties of materials, axial loading, torsion, bending, and stress/strain transformations. Application of the categories and methodology of solid mechanics to study biological tissues and events.
Prerequisites: C or better in BMEN 212, C or better in MATH 241, C or better in PHYS 211.
BMEN 271 - Introduction to Biomaterials (3 Credits)
Properties of metals, ceramics, polymers, natural materials and composites; methods to modify surface and bulk properties of biomaterials; mechanisms of degradation in physiological environments; cell- and tissue-biomaterial interactions; host response to implanted biomaterials; blood-biomaterial interactions; rational design of biomaterials for specific biomedical applications.
**Prerequisites:** CHEM 333, C or better in BMEN 240 or BIOL 302, C or better in BMEN 260 or BMEN 263, C or better in BMEN 290.

BMEN 290 - Thermodynamics of Biomolecular Systems (3 Credits)
First, second, and third law of thermodynamics; free energy and chemical equilibrium in biological processes; phase equilibrium for biomedical systems; energy and metabolism; membrane potentials and depolarization.
**Prerequisites:** C or better in BMEN 240 or BMEN 211, C or better in MATH 241, C or better in PHYS 211.

BMEN 302 - Professional Development and Ethics in Biomedical Engineering (2 Credits)
Analysis and discussion of biomedical industries, standards, regulations, products, and patents. Ethical issues associated with research, introduction of new products, animal subjects, and human subjects.
**Prerequisites:** BMEN 101.

BMEN 303 - Professional Development and Ethics in Biomedical Engineering (1 Credit)
Analysis and discussion of industries, products, patents, industrial inventiveness, and biomedical research. Ethical issues associated with research, introduction of new products, animal subjects, and human subjects.
**Prerequisites:** BMEN 101.

BMEN 321 - Biomonitoring and Electrophysiology (3 Credits)
Basic electric circuits and equivalent cell model circuits used in biomonitoring and electrophysiology. Ohm's and Kirchoff's Laws. Applications of electrical components, such as operations amplifiers, filter, and Wheatstone bridge, in biomonitoring and electrophysiology. Origins of bioelectricity. Biopotential and electrochemistry including Nernst and Goldman-Hudgkin-Katz equations for describing membrane potential of nerve and muscle cells. Ion transport involved in maintaining cell pH, action potential, muscle contraction, sensory perception.
**Prerequisites:** PHYS 212, C or better in BMEN 211 or BMEN 212, C or better in BMEN 240 or BIOL 302, C or better in MATH 242.

BMEN 342 - Infectious Disease & Immunology for Biomedical Engineers (3 Credits)
Qualitative and quantitative aspects of infectious diseases; principles of diagnosis and control. Elements of human immunological response and immune disorders; influence on biomedical engineering of explants and implants.
**Prerequisites:** BIOL 101.

BMEN 345 - Human Anatomy and Physiology for Biomedical Engineers (4 Credits)
Foundations for biomedical engineering with a focus on human anatomy and physiology. Introduction to the inter-relationships between tissue/organ structure and function; demonstration of how an engineering approach can promote understanding of these relationships. Recent biomedical engineering advances and their relations to underlying anatomy and physiology.
**Prerequisites:** BMEN 271, C or better in BIOL 302 or BMEN 240.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships, GLD: Research

BMEN 346 - Medical Microbiology for Biomedical Engineers (3 Credits)
Qualitative and quantitative aspects of human system based medical microbiology; principles of diagnosis and control of representative human diseases. Elements of human immunological response and immune disorders.
**Prerequisites:** BMEN 240 or BIOL 302.

BMEN 354 - Biotransport (3 Credits)
Basics of convective and diffusive transport applied to biological and biomedical systems. The effect of fluid flow and mass transport upon biochemical interactions. Scaling and design of biotransport systems.
**Prerequisites:** ECHE 320 or EMCH 360 or ENCP 360, C or better in MATH 242.

BMEN 361 - Biomedical Instrumentation (4 Credits)
Principles of and experimental measurements using bioinstrumentation. Data acquisition, processing, and statistical analysis. Lab and electrical safety. Analytical methods including hematology, human fluids analysis, biosensors, chromatographic techniques, electrophoresis, dialysis, spectrophotometry, fluorometry, and microscopy. Applications of bioinstrumentation in disease diagnosis.
**Prerequisites:** BMEN 321, STAT 509.

BMEN 363 - Biomedical Instrumentation (3 Credits)
Sensing and measurement of biophysical and biochemical properties and signals in the human body for quantitative molecular, cell, and tissue analysis. Overview on the theory, design and application of common biomedical instrumentation used for diagnosis, treatment, and scientific study of physiological parameters in clinical medicine and biomedical research.
**Prerequisites:** BMEN 321.

BMEN 381 - Biomedical Engineering Laboratory I (2 Credits)
Introduction to laboratory techniques and tools used for physiological measurements in biomedical engineering, with focus on biological, physical, and biomaterial methods. Data processing and analysis, as well as effective communication of results in written and oral form.
**Prerequisites:** BMEN 260 or BMEN 263, STAT 509.
**Prerequisite or Corequisite:** BMEN 271.

BMEN 382 - Biomedical Engineering Laboratory II (2 Credits)
Introduction to laboratory techniques and tools used for physiological measurements in biomedical engineering, with focus on measurement of biosignals and common analytical methods employed in biomedical research and clinical settings. Data processing and analysis, as well as effective communication of results in written and oral form.
**Prerequisites:** BMEN 321, BMEN 381.
**Prerequisite or Corequisite:** BMEN 363.
BMEN 389 - Special Topics in Biomedical Engineering for Undergraduates (1-3 Credits)
Course content varies and will be announced in the schedule of classes by title. May be repeated as topic varies.

BMEN 391 - Kinetics in Biomolecular Systems (3 Credits)
Kinetic theory applied to biomedical systems, including enzymatic reactions, cell growth, and kinetic models of biological systems.
Prerequisites: CHEM 333 or CHEM 550 or BIOL 541; C or better in BMEN 290; C or better in MATH 242.

BMEN 392 - Fundamentals of Biochemical Engineering (3 Credits)
Biological systems are used in chemical industries for a wide variety of applications, including the formation of important products (e.g. pharmaceuticals), sensor technology, degradation, and waste water treatment. This class will provide an overview of materials needed to investigate and model biosystems.
Prerequisites: CHEM 333.

BMEN 411 - Modeling and Simulation of Biomedical Systems (3 Credits)
Introduction to modern computational modeling tools used in biomedical engineering. Analysis, visualization and image processing using engineering software as applied to problems of interest in biomedical engineering.
Prerequisites: BMEN 263, BMEN 271, and BMEN 354 with a minimum grade of D.

BMEN 427 - Senior Biomedical Engineering Design I (3 Credits)
Integrated team work/project management, "voice of the patient," design specifications, design functions, design concepts, economic factors, concept selection and product architecture. The initial feasibility study, selection of the final design approach, and preliminary specifications are required by the end of the semester.
Prerequisites: BMEN 271, BMEN 345, BMEN 354, BMEN 361 or BMEN 363.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships, GLD: Research

BMEN 428 - Senior Biomedical Engineering Design II (3 Credits)
Design for manufacturability, ergonomic and aesthetic considerations, prototype construction and testing, fabrication and biological testing of tissue engineered constructs, statistical methods/design of experiments, ethics/product liability and social/environmental impact. The final engineering design (specifications, drawings, bill of materials, including assessment of economics) will be completed by the end of the semester. Both written and oral reports are to be provided.
Prerequisites: BMEN 247.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships, GLD: Research

BMEN 499 - Independent Research (1-3 Credits)
Summer internship, REU, or co-op experience in biomedical engineering. Students enroll in this course following their research experience and prepare a summary paper and research seminar on their technical accomplishments. A maximum of 3 credits may be applied toward the degree.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships, GLD: Research

BMEN 532 - Micro/nanofluids and Lab-on-a-Chip (3 Credits)
Basic fluid mechanics, capillary, drop and micro/nanoparticle, electrokinetics; micropump, mixer, preconcentrator, electrophoresis, microactuator and particle manipulator; sensors for pressure, velocity, concentration, temperature in environmental monitoring/biodefence, clinical diagnostics, drug discovery/delivery.
Prerequisites: D or better in CHEM 112 and CHEM112L or CHEM 142; D or better in PHYS 212.

BMEN 537 - Bio Nano/Micro Electro-Mechanical Systems (3 Credits)
Fundamentals of nano- and microfabrication, metrology and their applications in biomedical engineering and science. The fabrication covers photolithography, nano/microfabrication for nano/microstructures, etching and additive techniques, MEMS integration and packaging, etc. Metrology focuses on characterization of nanostructures with imaging technologies.
Prerequisites: D or better in CHEM 112 and CHEM 112L or CHEM 142; D or better in PHYS 212.

BMEN 546 - Delivery of Bioactive Agents (3 Credits)
Routes of administration; mechanisms of drug absorption and biological barriers; pharmacokinetic modeling of drug distribution; drug excretion and biotransformation; design and evaluation of controlled release systems, targeted release systems, and responsive release systems.
Prerequisites: BIOL 302, CHEM 333, MATH 142.

BMEN 547 - Immunoengineering (3 Credits)
Engineering approaches to study and control immune reactions and their applications in therapy and diagnostics for infectious disease, cancer, allergy, autoimmunity, and transplantation.
Prerequisites: C or better in BMEN 240 or BIOL 302.

BMEN 548 - Cardiovascular System: From Development to Disease (3 Credits)
Survey of cardiovascular development, anatomy, physiology and pathology. Recent advances in our understanding of the basic mechanisms of congenital cardiovascular defects and cardiovascular disease. Engineering principles, detection and treatment of cardiovascular defects.
Prerequisites: BMEN 240 or BIOL 302.

BMEN 556 - Advanced Biomechanics (3 Credits)
Mathematical and theoretical analysis of the mechanical properties and functions of soft biological tissues to include arterial vessels.
Prerequisites: BMEN 260 or BMEN 263.

BMEN 572 - Tissue Engineering (3 Credits)
Molecular basis of bioregenerative engineering; biomaterial design; biocompatibility assessment; cell isolation and characterization; rapid prototyping, scaffold fabrication, and biofabrication; protein and gene delivery; bioreactor design; transport in biological tissues; applications of tissue engineering in regenerative medicine.

BMEN 589 - Special Topics in Biomedical Engineering (1-3 Credits)
Course content varies and will be announced in the schedule of classes by title. May be repeated as topic varies.
Biostatistics (BIOS)

BIOS 410 - Introduction to Biostatistical Modeling (3 Credits)
Statistical modeling, primarily using applications in public health. Measures of agreement, principles of statistical inference, correlation, simple and multiple linear regression, categorical independent variables, interaction, repeated measures, and logistic regression.
Prerequisites: STAT 205 or equivalent.

BIOS 490 - Independent Study (1-3 Credits)
Enrollment and topic to be approved in advance by advisor and instructor. May be repeated.
Graduation with Leadership Distinction: GLD: Research

BIOS 650 - Quantitative Methods in the Health Sciences (3 Credits)
Designed for professionals and pre-professionals who wish to utilize quantitative methods in public and private decision-making; exploratory data analysis, research methods in natural and controlled environments, and elementary biostatistical methods.
Prerequisites: STAT 201.

Business Administration (BADM)

BADM 301 - Business Careers in the Global Economy (1 Credit)
Course outlines job search essentials for business careers in a global economy. Business networking, interviewing, and career planning with an international focus will be covered. Completion of lower division business courses.

BADM 397D - T: European Business (1 Credit)

BADM 399 - Independent Study (1-15 Credits)
Not to include Business Internship. (See BADM 499) Contract approved by instructor, advisor and undergraduate division head is required.
Graduation with Leadership Distinction: GLD: Research

BADM 401 - Planning and Managing a Career in Business (3 Credits)
Course will focus on defining and enhancing life/career goals using leadership assessment, life planning processes, and emotional intelligence discussions, all linked to transition to work.
Prerequisites: BADM 301.

BADM 499 - Business Internship (3,6 Credits)
Supervised work experience of at least nine hours per week as approved by area program director, to include one class meeting a month and individual consultation. Generally three hours of academic credit, but upon special request of supervising professor and approval of appropriate area director, an internship may carry a maximum of six hours credit. Pass-Fail only. Contract approved by instructor, advisor, and undergraduate division head is required. Cumulative GPA of 2.75.
Prerequisites: Completion of BADM core curriculum except MGMT 478, plus at least one additional course in the student’s major field of study.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

Chemical Engineering (ECHE)

ECHE 101 - Introduction to Chemical Engineering (2 Credits)
Introduction to engineering, with emphasis on chemical engineering. Problem-solving techniques, including the use of computer tools. Basic engineering design methods.

ECHE 202 - Exploring the Chemical Engineering Workplace (1 Credit)
Identification of career interests and active exploration of careers in chemical engineering.
Prerequisite or Corequisite: ECHE 300.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

ECHE 203 - Research in Chemical Engineering (1 Credit)
Introduction to research in Chemical Engineering, effective literature search, communication of results, lab safety, and research ethics.
Graduation with Leadership Distinction: GLD: Research

ECHE 300 - Chemical Process Principles (3 Credits)
Material and energy balances in the chemical process industry. Properties of gases, liquids, and solids. Two one-hour lectures and one three-hour laboratory period devoted to problem solving.
Prerequisites: MATH 141.
Prerequisite or Corequisite: CHEM 112 or CHEM 142.

ECHE 301 - Introductory Chemical Engineering Thermodynamics (3 Credits)
First law and second law of thermodynamics. Thermodynamic properties of single component systems. Analysis of power and refrigeration cycles.
Prerequisites: C or better in ECHE 300.
Prerequisite or Corequisite: MATH 241.

ECHE 310 - Chemical Engineering Thermodynamics (3 Credits)
Mass, energy, and entropy balance analysis of chemical engineering systems; evaluation of thermodynamic property changes of pure materials; solution thermodynamics of single-phase multicomponent systems; phase and chemical reaction equilibrium.
Prerequisites: C or better in ECHE 310 or ENCP 290.

ECHE 320 - Chemical Engineering Fluid Mechanics (3 Credits)
Fluid statics and dynamics with emphasis on chemical engineering applications.
Prerequisites: PHYS 211.
Prerequisite or Corequisite: MATH 241.

ECHE 321 - Heat-Flow Analysis (3 Credits)
Theory of heat transmission; mechanism, generation, distribution, and measurement; use of theory in practical equipment design.
Prerequisites: C or better in ECHE 320 or ENCP 360; C or better in MATH 242.
Prerequisite or Corequisite: D or better in ECHE 456.

ECHE 322 - Mass Transfer (3 Credits)
Molecular diffusion in fluids; diffusion in laminar and turbulent flow; momentum, transport analogies; interfacial mass transfer; design applications including humidification and absorption.
Prerequisites: D or better in ECHE 321.

ECHE 372 - Introduction to Materials (3 Credits)
Overview of the fundamental chemical aspects of materials; role of materials in applications in modern society by case studies of advances in new materials and processes.
Prerequisites: CHEM 112.

ECHE 389 - Special Topics in Chemical Engineering (3 Credits)
Course content varies and will be announced in the schedule of classes by title. May be repeated as topic varies.
ECHE 430 - Chemical Engineering Kinetics (3 Credits)
Concepts of chemical kinetics, batch and flow reactors, catalysts and reactor design.
Prerequisites: C or better in ECHE 311.
Prerequisite or Corequisite: D or better in ECHE 321.

ECHE 440 - Separation Process Design (3 Credits)
Design of stagewise chemical separation cascades; analysis of binary and ternary systems; multicomponent separations, plate and column specification procedures; distillation, crystallization, extraction, and leaching.
Prerequisites: C or better in ECHE 300.
Prerequisite or Corequisite: ECHE 311.

ECHE 442 - Adsorption Fundamentals and Processes (3 Credits)
Basic principles of adsorption and adsorption processes including adsorbents, thermodynamics, kinetics, fixed bed adsorption and cyclic adsorption processes.

ECHE 456 - Computational Methods for Engineering Applications (3 Credits)
Introduction to advanced computational tools for the analysis of chemical engineering systems. Initial and boundary value problems related to heat and mass transfer, reaction engineering, and parameter estimation.
Prerequisite or Corequisite: D or better in MATH 242.

ECHE 460 - Chemical Engineering Laboratory I (3 Credits)
Review of technical-report writing and presentation techniques; topics in heat transfer, fluid mechanics, and thermodynamics; verification of theoretical results and determination of design parameters. One lecture and six laboratory hours.
Prerequisite or Corequisite: ECHE 311, ECHE 321.

ECHE 461 - Chemical Engineering Laboratory II (3 Credits)
Continuation of ECHE 460; topics in mass transfer, kinetics, and process control.
Prerequisites: ECHE 460.
Prerequisite or Corequisite: ECHE 430, ECHE 440.

ECHE 465 - Chemical-Process Analysis and Design I (3 Credits)
Economics of chemical engineering projects related to typical corporate goals and objectives; process-flowsheet development techniques; review of shortcut design techniques; selection of profitability criteria.
Prerequisite or Corequisite: ECHE 430, ECHE 440.

ECHE 466 - Chemical-Process Analysis and Design II (3 Credits)
Continuation of ECHE 465; computer-aided design of chemical processes; written and oral presentation of a comprehensive design project.
Prerequisites: ECHE 430, ECHE 440, ECHE 465.
Prerequisite or Corequisite: ECHE 322, ECHE 550, ECHE 567.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships, GLD: Research

ECHE 497 - Thesis Preparation (1-3 Credits)
Completion of the thesis requirements for the departmental undergraduate research track. A maximum of three credits may be applied toward a degree.
Prerequisites: Three credit hours of ECHE 499, acceptance into the departmental undergraduate research track, and consent of instructor.

ECHE 498 - Topics in Chemical Engineering (1-3 Credits)
Reading and research on selected topics in chemical engineering. Course content varies and will be announced in the schedule of classes by title. May be repeated two times as topics vary. Pass-Fail grading.
Prerequisites: upper division standing.

Graduation with Leadership Distinction: GLD: Research

ECHE 499 - Special Problems (1-3 Credits)
Individual investigation or studies of special topics. A maximum of six credits may be applied toward a degree. Advance approval of project proposal by advisor and instructor.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships, GLD: Research

ECHE 520 - Chemical Engineering Fluid Mechanics (3 Credits)
Multi-phase pressure drop, phase contacting, flow through porous media, fluidization, mixing, and turbulence.
Prerequisites: ECHE 320 or ENCP 360.

ECHE 521 - Computational Fluid Dynamics for Engineering Applications (3 Credits)
Introduction to the use of computational fluid dynamics codes to analyze flow, heat, and mass transfer problems of practical engineering applications.
Prerequisites: ECHE 320 or EMCH 360 or ECIV 360 or ENCP 360 or AESP 265.

ECHE 530 - Intermediate Chemical Engineering Kinetics (3 Credits)
Intermediate concepts of chemical kinetics, batch and flow reactors, catalysts and reactor design, including non-ideal systems.
Prerequisites: C or better in ECHE 311.
Prerequisite or Corequisite: D or better in ECHE 321.

ECHE 540 - Intermediate Separation Process Design (3 Credits)
Intermediate level design of stagewise chemical separation cascades; analysis of binary and ternary systems; multicomponent separations, plate and column specification procedures; distillation, crystallization, extraction, and leaching.
Prerequisites: C or better in ECHE 300.
Prerequisite or Corequisite: D or better in ECHE 311.

ECHE 550 - Chemical-Process Dynamics and Control (3 Credits)
Fundamental physical and chemical principles in mathematically modeling the dynamic response of chemical processes; feedback control systems; design of control schemes for selected chemical processes.
Prerequisites: C or better in ECHE 300 and MATH 242; D or better in ECHE 456.

ECHE 557 - Process Safety, Health and Loss Prevention (3 Credits)
Reliability, availability, and fault-tree analyses, risk indices, hazard evaluation, vapor cloud modeling, toxicology, material safety classification and regulations, individual/corporate ethical responsibilities.
Prerequisite or Corequisite: ECHE 466.

ECHE 571 - Corrosion Engineering (3 Credits)
Basic principles of corrosion engineering developed from a chemical engineering approach to thermodynamics, kinetics, mass transfer, and potential theory.
Prerequisites: ECHE 311.
ECHE 572 - Polymer Processing (3 Credits)
Industrial polymers with emphasis on their characterization and on the
modeling of the major polymer fabrication processes.

ECHE 573 - Next Energy (3 Credits)
An examination of energy technologies that will enable society to move
from an economy based on fossil fuels to one based on sustainable
energy.

ECHE 574 - Combustion (3 Credits)
Fundamental process and applications related to the broad field
of combustion and energy generation including emissions control
technologies.
Prerequisites: ECHE 430.

ECHE 589 - Special Advanced Topics in Chemical Engineering (3 Credits)
Course content varies and will be announced in the schedule of classes
by title. May be repeated as topic varies.

Chemistry (CHEM)

CHEM 101 - Fundamental Chemistry I (4 Credits)
A science elective surveying inorganic and solution chemistry. First of a
terminal two-semester sequence. Three lecture, one recitation, and two
laboratory hours per week.
Carolina Core: SCI

CHEM 102 - Fundamental Chemistry II (4 Credits)
An introductory survey of organic and biochemistry. Three lecture, one
recitation, and two laboratory hours per week.
Prerequisites: 1 year high-school chemistry, CHEM 101, CHEM 111, or
equivalent.

Carolina Core: SCI

CHEM 105 - Chemistry and Modern Society I (4 Credits)
A conceptual and qualitative approach to chemistry, its evolution,
achievements, and goals and its impact on technology, the environment,
and modern life and thought. (Specifically designed for non-science
majors.) Three lecture and three laboratory hours per week.
Carolina Core: SCI

CHEM 106 - Chemistry and Modern Society II (3 Credits)
A continuation of Chemistry 105. Three lecture hours per week.
Prerequisites: C or higher in CHEM 105.

CHEM 106L - Chemistry and Modern Society II Laboratory (1 Credit)
Laboratory associated with CHEM 106. Three hours of laboratory per
week.
Prerequisites: CHEM 105.
Corequisite: CHEM 106.

CHEM 107 - Forensic Chemistry (4 Credits)
Surveys chemical aspects of criminal investigation and adjudication
including drug, arson, DNA, paint, and fiber identification. Three lecture
and three laboratory hours per week.
Carolina Core: SCI

CHEM 111 - General Chemistry I (3 Credits)
Survey of the principles that underlie all chemistry with applications
illustrating these principles. Three lecture and one recitation hours per
week.
Prerequisites: C or higher in MATH 111, MATH 115, MATH 122,
MATH 141 or higher math (or by placement score into MATH 122,
MATH 141 or higher math).
Corequisite: CHEM 111L (unless grade of C or higher in CHEM 111L
earned previously).

Carolina Core: SCI

CHEM 111L - General Chemistry I Lab (1 Credit)
Introduction to the principles and techniques of experimental chemistry
with emphasis on formula investigations, equations, elementary
statistics, and chemical reactivity.
Prerequisites: MATH 111 or MATH 115 or higher.
Prerequisite or Corequisite: CHEM 111.

Carolina Core: SCI

CHEM 112 - General Chemistry II (3 Credits)
Continuation of CHEM 111. Special emphasis on chemical equilibrium.
Three lecture and one recitation hours per week.
Prerequisites: C or higher in CHEM 111 and C or higher in MATH 111,
MATH 115, MATH 122, MATH 141 or higher math.
Corequisite: CHEM 112L.

CHEM 112L - General Chemistry II Lab (1 Credit)
Continuation of CHEM 111L with emphasis on solution properties,
kinetics, equilibrium, acids and bases, and qualitative analysis.
Prerequisites: C or higher in CHEM 111 and CHEM 111L or CHEM 141.
Prerequisite or Corequisite: CHEM 112.

CHEM 118 - Computational Chemistry I (1 Credit)
Introduction to the use of computers in solving chemical problems. One
discussion and two laboratory hours per week.
Corequisite: CHEM 112 and CHEM 112L or CHEM 142 (unless a grade of
C or higher earned previously).

CHEM 141 - Principles of Chemistry I (4 Credits)
Advanced general chemistry I. Atoms and chemical bonds. Three lecture
hours, one recitation hour, and three laboratory hours per week. Credit
cannot be received for both CHEM 111 and CHEM 141.
Prerequisites: high-school chemistry; C or higher in MATH 141 or higher
math (or by placement score into MATH 142 or higher math).

Carolina Core: SCI

CHEM 142 - Principles of Chemistry II (4 Credits)
Advanced general chemistry II. Chemical kinetics, equilibria, and
thermodynamics. Three lecture hours, one recitation hour, and three
laboratory hours per week. Credit cannot be received for both CHEM 112
and CHEM 142.
Prerequisites: C or higher in CHEM 141.

CHEM 118 - Computational Chemistry I (1 Credit)
Introduction to the use of computers in solving chemical problems. One
discussion and two laboratory hours per week.
Prerequisites: C or higher in CSCE 145 or CSCE 206 and in CHEM 118.
CHEM 321 - Quantitative Analysis (3 Credits)
Gravimetric, volumetric, and introductory instrumental analysis. Three lecture and one recitation hours per week. 
**Prerequisites:** C or higher in CHEM 112 and CHEM 112L or in CHEM 142. 
**Corequisite:** CHEM 321L.

CHEM 321L - Quantitative Analysis Laboratory (1 Credit)
Three laboratory hours per week. Credit cannot be received for both CHEM 321L and CHEM 322L.
**Corequisite:** CHEM 321.

CHEM 322 - Analytical Chemistry (3 Credits)
Qualitative analysis, quantitative analysis, fundamental or method analysis, and molecular characterization.
**Prerequisites:** C or higher in CHEM 112 and CHEM 112L (or in CHEM 142) and in MATH 141 or higher MATH.
**Corequisite:** CHEM 322L.

CHEM 322L - Analytical Chemistry Laboratory (1 Credit)
Laboratory skill building in analytical techniques. Applications of stoichiometry, spectroscopy, phase transfer, electrochemistry and kinetics. Credit cannot be received for both CHEM 321L and CHEM 322L.
**Prerequisites:** C or better in CHEM 112 and CHEM 112L or in CHEM 142.
**Corequisite:** CHEM 322.

CHEM 331L - Essentials of Organic Chemistry Laboratory I (1 Credit)
Laboratory safety, syntheses, separation, and purification of carbon compounds. For non-majors.
**Corequisite:** CHEM 333 (unless grade of C or higher in CHEM 333 earned previously).

CHEM 332L - Essentials of Organic Chemistry Laboratory II (1 Credit)
Continuation of CHEM 331L. Spectroscopic identification of carbon compounds. For non-majors. Three lab hours per week.
**Prerequisites:** C or higher in CHEM 331L.
**Corequisite:** CHEM 334 (unless grade of C or higher in CHEM 334 earned previously).

CHEM 333 - Organic Chemistry I (3 Credits)
Contemporary theories, nomenclature, reactions, mechanisms, and syntheses of carbon compounds. Three lecture and one recitation hours per week.
**Prerequisites:** C or higher in CHEM 112 or in CHEM 142.

CHEM 333L - Comprehensive Organic Chemistry Laboratory I (2 Credits)
Laboratory safety, synthesis, separation, and purification of carbon compounds. Required for chemistry majors. Six laboratory hours per week.
**Corequisite:** CHEM 333 (unless grade of C or higher in CHEM 333 earned previously).

CHEM 334 - Organic Chemistry II (3 Credits)
Continuation of CHEM 333. Three lecture and one recitation hours per week.
**Prerequisites:** C or higher in CHEM 333.

CHEM 334L - Comprehensive Organic Chemistry Laboratory II (2 Credits)
Continuation of CHEM 333L. Spectroscopic identification of carbon compounds. Required for chemistry majors. Six laboratory hours per week.
**Prerequisites:** C or higher in CHEM 333L.
**Corequisite:** CHEM 334 (unless grade of C or higher in CHEM 334 earned previously).

CHEM 340 - Elementary Biophysical Chemistry (3 Credits)
A non-calculus approach to the study of the principles of physical chemistry emphasizing their application to significant biochemical and biological systems. Chemical thermodynamics, kinetics, equilibrium, solution chemistry, the structure of macromolecules, and acid-base properties of biomolecules. Credit for a degree will not be given for both CHEM 340 and CHEM 541.
**Prerequisites:** C or higher in CHEM 112 and CHEM 112L or in CHEM 142.

CHEM 360 - Undergraduate Seminar (1 Credit)
Student seminars and a survey of biochemical and molecular biology research at the University of South Carolina. Required of all biochemistry majors.

CHEM 399 - Independent Study (1-3 Credits)
Contract Required.
**Graduation with Leadership Distinction:** GLD: Research

CHEM 401 - Industrial Chemistry Capstone Experience (3 Credits)
Prepares students for future roles in chemical industry or graduate school and provides career-enhancing interpersonal skills, including team-building, public speaking, resume preparation, and interviewing.

CHEM 496 - Undergraduate Research (3 Credits)
Introduction to the methods of chemical research. A written report on work accomplished is required at the end of each semester. Nine hours of library and laboratory per week. Contract Required.
**Graduation with Leadership Distinction:** GLD: Research

CHEM 497 - Undergraduate Research (3 Credits)
Introduction to the methods of chemical research. A written report on work accomplished is required at the end of each semester. Nine hours of library and laboratory per week. Contract Required.
**Graduation with Leadership Distinction:** GLD: Research

CHEM 498 - Undergraduate Research (3 Credits)
Introduction to the methods of chemical research. A written report on work accomplished is required at the end of each semester. Nine hours of library and laboratory per week. Contract Required.
**Graduation with Leadership Distinction:** GLD: Research

CHEM 499 - Undergraduate Research (3 Credits)
Introduction to the methods of chemical research. A written report on work accomplished is required at the end of each semester. Nine hours of library and laboratory per week. Contract Required.
**Graduation with Leadership Distinction:** GLD: Research

CHEM 511 - Inorganic Chemistry (3 Credits)
Consideration of atomic structure, valence, complex compounds, and systematic study of the periodic table.
**Prerequisites:** C or higher in CHEM 334, PHYS 212, and MATH 241.

CHEM 533 - Comprehensive Organic Chemistry III (3 Credits)
Selected organic reactions from synthetic and mechanistic viewpoints. For Undergraduate Credit Only.
**Prerequisites:** C or higher in CHEM 334.
CHEM 541 - Physical Chemistry (3 Credits)
Chemical thermodynamics and kinetics. For Undergraduate Credit Only.
Prerequisites: C or higher in CHEM 112 (or CHEM 142) and in MATH 241 or higher MATH.
Corequisite: PHYS 212; unless a grade of C or higher in PHYS 212 earned previously.

CHEM 541L - Physical Chemistry Laboratory (2 Credits)
Applications of physical chemical techniques. Five laboratory hours and one recitation hour per week.
Prerequisites: C or higher in CHEM 321L or in CHEM 322L or in CHEM 142.
Corequisite: CHEM 541 (unless grade of C or higher in CHEM 541 earned previously).

CHEM 542 - Physical Chemistry (3 Credits)
Spectroscopy, statistical mechanics, and chemical applications of quantum mechanics.
Prerequisites: C or higher in CHEM 112 or in CHEM 142, MATH 241 and PHYS 212.

CHEM 542L - Physical Chemistry Laboratory (2 Credits)
Applications of physical chemical techniques. Five laboratory hours and one recitation hour per week.
Prerequisites: C or higher in CHEM 321L or in CHEM 142.

CHEM 545 - Physical Biochemistry (3 Credits)
A survey of physical methods essential for studies of biomacromolecules. Three lecture hours per week.
Prerequisites: C or higher in CHEM 541 and in CHEM 550 or CHEM 555.

CHEM 550 - Biochemistry (3 Credits)
Description of biological macromolecules and major metabolic pathways. Three lecture hours per week.
Prerequisites: C or higher in CHEM 334.

Cross-listed course: BIOL 541
CHEM 550L - Biochemistry Laboratory (1 Credit)
Experiments and demonstrations illustrating the principles of biochemistry. Three laboratory hours per week.
Prerequisite or Corequisite: C or higher in CHEM 550 or BIOL 541 or CHEM 555 or BIOL 545.

Cross-listed course: BIOL 541L

CHEM 555 - Biochemistry/Molecular Biology I (3 Credits)
Essentials of modern biochemistry. First semester of a two-semester course. Three lecture hours per week.
Prerequisites: C or higher in CHEM 334.
Cross-listed course: BIOL 545

CHEM 556 - Biochemistry/Molecular Biology II (3 Credits)
Essentials of modern biochemistry and molecular biology. Three lecture hours per week.
Prerequisites: C or higher in BIOL 302.
Cross-listed course: BIOL 546

CHEM 619 - Special Topics in Inorganic Chemistry (1-3 Credits)
Current developments in inorganic chemistry. Readings and research on selected topics. Course content varies by title and will be announced in the schedule of classes. May be repeated for credit.

CHEM 621 - Instrumental Analysis (3 Credits)
Chemical instrumentation including electronics, signal processing, statistical analysis, molecular/atomic spectroscopy, electrochemical methods, chromatography, and mass spectrometry. Three lecture hours per week.
Prerequisites: C or higher in CHEM 321 or CHEM 322.

CHEM 621L - Instrumental Analysis Lab (1 Credit)
Methods, principles and strategies for chemical instrumentation in analysis. Chemical instrumentation laboratory with environmental, forensic, and biotechnology applications. Three laboratory hours per week.
Corequisite: CHEM 621.

CHEM 622 - Forensic Analytical Chemistry (3 Credits)
Analytical chemical methods in forensic science, including gathering of evidence, toxicology, drug identification, analysis of trace evidence, arson analysis, and DNA/serology.
Prerequisites: C or higher in CHEM 321, CHEM 321L and in CHEM 334, CHEM 332L or CHEM 334L.

CHEM 623 - Introductory Environmental Chemistry (3 Credits)
Study of the chemical reactions and processes that affect the fate and transport of organic chemicals in the environment. Three lecture hours per week.
Prerequisites: C or higher in CHEM 321, in CHEM 333, and in MATH 142.

CHEM 624 - Aquatic Chemistry (3 Credits)
Study of the chemical reactions and processes affecting the distribution of chemical species in natural systems. Three lecture hours per week.
Prerequisite or Corequisite: CHEM 321, MATH 142.

Cross-listed course: MSCI 624

CHEM 629 - Special Topics in Analytical Chemistry (1-3 Credits)
Current developments in inorganic chemistry. Readings and research on selected topics. Course content varies by title and will be announced in the schedule of classes. May be repeated for credit.

CHEM 633 - Introduction to Polymer Synthesis (3 Credits)
Special emphasis on the modern synthesis of polymeric materials. Definitions, characterization, and applications of polymers will be briefly presented.
Prerequisites: C or higher in CHEM 334.

CHEM 639 - Special Topics in Organic Chemistry (3 Credits)
Current developments in organic chemistry. Readings and research on selected topics. May be repeated as content varies by title.

CHEM 643 - Computational Chemistry (3 Credits)
This course is designed to familiarize students with theory and use of modern electronic structure codes, as well as to develop critical thinking and problem-solving skills and to improve computer literacy.
Prerequisites: C or higher in CHEM 541 or CHEM 542.
CHEM 644 - Materials Chemistry (3 Credits)
Introduction to materials science; structural and electronic description of inorganic-based solids; experimental techniques in materials chemistry; interfacial energetics and optoelectronic processes at metal and semiconductor surfaces.
Prerequisites: CHEM 542 (unless a grade of C or higher earned previously).

CHEM 649 - Special Topics in Physical Chemistry (1-3 Credits)
Current developments in physical chemistry. Readings and research on selected topics. Course content varies by title and will be announced in the schedule of classes. May be repeated for credit.

CHEM 655 - Metabolic Biochemistry of Human Disease (3 Credits)
Core concepts of biochemistry as applied to human health and disease.
Prerequisites: C or higher in CHEM 555/BIOL 545 or CHEM 550/BIOL 541.

Cross-listed course: BIOL 668

CHEM 659 - Special Topics in Biochemistry (3 Credits)
Selected topics in the field of biochemistry. May be repeated as content varies by title.
Prerequisites: C or higher in CHEM 555/BIOL 545 or CHEM 550/BIOL 541.

Chinese (CHIN)

CHIN 103 - Introduction to Chinese Calligraphy (2 Credits)
Five hundred of the most commonly used Chinese characters. Emphasis is on the phonetic and significant elements common to large groups of ideograms.

CHIN 121 - Elementary Chinese Mandarin (4 Credits)
Grammar and practical vocabulary necessary for fundamental communication skills. Assumes no prior experience in the language.
Carolina Core: GFL

CHIN 122 - Basic Proficiency in Mandarin Chinese (4 Credits)
Practice and further development of essential listening, reading, speaking, and writing skills. Admission only by successful completion of Chinese 121.
Prerequisites: CHIN 121.
Carolina Core: GFL

CHIN 221 - Intermediate Mandarin Chinese (3 Credits)
Continued practice of basic sentence patterns used in modern speech with increased emphasis on reading and acquisition of additional characters.

CHIN 222 - Intermediate Mandarin Chinese II (3 Credits)
Continued practice of basic sentence patterns used in modern speech with increased emphasis on reading and acquisition of additional characters.

CHIN 240 - Chinese Culture, Tradition, and Modern Societies (3 Credits)
Introduction to Chinese culture, heritage, and modern societies. Readings selected from printed and online sources. Taught in English.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

CHIN 321 - Advanced Intermediate Mandarin Chinese I (3 Credits)
Provides advanced intermediate training in spoken and written Chinese. By increasing students’ vocabulary and knowledge of sentence patterns, the course focuses on speaking and writing in coherent, well-formed paragraphs.
Prerequisites: CHIN 222.

CHIN 322 - Advanced Intermediate Mandarin Chinese II (3 Credits)
Continues advanced intermediate training in spoken and written Chinese. Attention is given to complex grammatical patterns, discourse characteristics, and discussions of cultural topics.
Prerequisites: CHIN 321.

CHIN 335 - Women in China (3 Credits)
Introduces the connection between gender and the Chinese national imagination. Readings include cultural and historical documents that purport to explain the experience of women in China. Readings in English. Taught in English.
Cross-listed course: WGST 335
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

CHIN 340 - Introduction to Premodern Chinese Literature (3 Credits)
An introduction to the most important works, authors, genres, and themes of Chinese literature from the first millennium B.C.E. to 1911.

CHIN 341 - Modern Chinese Literature (3 Credits)
Readings of canonical texts from modern Chinese literature. A focus is on the role of literature and other cultural documents in the imagination of China as a modern nation. Readings and discussion in English.

CHIN 365 - Screening China (3 Credits)
Survey of Chinese language cinema. Chinese film history and vocabulary with which to discuss film texts. Covers classic leftwing cinema, Hong Kong martial arts films, as well as the Hong Kong, Taiwan, and PRC New Waves. Taught in English. Films subtitled.
Cross-listed course: FAMS 365

CHIN 398 - Selected Topics (3 Credits)
Intensive study in selected authors or literary movements of China, including cultural aspects. May be repeated for credit under different titles. Taught in English.

CHIN 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

CHIN 421 - Advanced Chinese I (3 Credits)
Acquisition of advanced grammar and vocabulary. Emphasis on building oral proficiency in professional settings.
Prerequisites: CHIN 322.

CHIN 422 - Advanced Chinese II (3 Credits)
Continued acquisition of advanced grammar and vocabulary. Emphasis on expanding communicative abilities in a wider variety of interpersonal situations.
Prerequisites: CHIN 421.

CHIN 550 - Special Topics in Chinese Studies (3 Credits)
Advanced special topics in Chinese studies. May be repeated as content varies by title.

Civil Engineering (ECIV)

ECIV 101 - Introduction to Civil Engineering (3 Credits)
Fundamental concepts in each of the disciplines of civil engineering are discussed. Critical thinking skills are formally fostered by hands-on experiences and group discussions.

ECIV 111 - Introduction to Engineering Graphics and Visualization (3 Credits)
Principles and practice of visualization and graphical representation using modern computer-aided design tools.
ECIV 200 - Statics (3 Credits)
Prerequisites: C or better in MATH 141.

ECIV 201 - Computational Methods for Civil Engineering (3 Credits)
The use of computational tools and techniques for solving civil and environmental engineering problems. Overview of numerical methods including roots of equations, systems of linear equations, interpolation, and integration. Use of spreadsheets to analyze civil and environmental systems.
Prerequisites: C or better in MATH 142 and ECIV 200.

ECIV 210 - Dynamics (3 Credits)
Kinematics of particles and rigid bodies. Vector representation of force and motion. Free-body diagrams, application of energy and momentum methods to solve problems. Rigid body and central force motion.
Prerequisites: C or better in ECIV 200 and in MATH 142.

ECIV 220 - Mechanics of Solids (3 Credits)
Prerequisites: C or better in ECIV 200 or ENCP 200 and in MATH 142.

ECIV 300 - Civil Engineering Measurements (3 Credits)
Theory and application of plane surveying and mapping techniques. Lecture plus laboratory.
Prerequisites: MATH 241.

ECIV 303 - Civil Engineering Materials (3 Credits)
Mechanical and thermal properties of mineral aggregates, cements, concrete, timber, asphalt, metals, and plastics.
Prerequisites: C or better in ECIV 220 or ENCP 260.

ECIV 303L - Civil Engineering Materials Laboratory (1 Credit)
Experiments, exercises, and demonstrations to accompany ECIV 303. Three hours per week. 2015.
Prerequisites: ECIV 201 or ENCP 201.

Corequisite: ECIV 303.

ECIV 307 - Professional Development for Civil Engineers (3 Credits)
Prerequisite or Corequisite: D or better in ECIV 320, ECIV 330, ECIV 340, ECIV 350, or ECIV 362.

ECIV 320 - Structural Analysis I (3 Credits)
Equilibrium, shear and moment diagrams, and influence lines for statically determinant trusses, beams, and frames. Energy principles and other methods for displacement calculations. Introduction to indeterminate structural analysis.
Prerequisites: ECIV 201; MATH 242; C or better in ECIV 220.

ECIV 325 - Structural Steel Design (3 Credits)
Behavior and design of steel beams, columns, and tension members; strength and stability; design of connections using welded, bolted and riveted construction.
Prerequisites: C or better in ECIV 320.

ECIV 327 - Reinforced Concrete Design (3 Credits)
Behavior and design of reinforced concrete beams, columns, continuous beams and one way slabs, and footings.
Prerequisites: C or better in ECIV 320.

ECIV 330 - Introduction to Geotechnical Engineering (3 Credits)
Engineering properties of soil and rock; hydraulic conductivity, flow nets, drainage design; consolidation theory, shearing strength of soil.
Prerequisites: C or better in either ECIV 220 or ENCP 260.

ECIV 330L - Geotechnical Laboratory (1 Credit)
Laboratory associated with ECIV 330. Soil mechanics experiments, exercises, and demonstrations. Three hours per week. 2015.
Prerequisites: ECIV 201 or ENCP 201.

Corequisite: ECIV 330.

ECIV 340 - Introduction to Transportation Engineering (3 Credits)
Transportation design, planning, and operational analysis, including roadway, airway, and railway systems; transportation elements, including traveled way, vehicle, control, terminals, and advanced technology; traffic data collection, interpretation, and analysis.
Prerequisites: D or better in ECIV 201 or D or better in ENCP 201 and D or better in STAT 509 or D or better in STAT 511.

ECIV 340L - Transportation Engineering Laboratory (1 Credit)
This course covers the principles of distances, elevations and angles that pertain to roadways, basic theories in engineering measurements and surveying calculations, and an introduction to mapping, for transportation engineering applications.
Prerequisite or Corequisite: ECIV 340.

ECIV 350 - Introduction to Environmental Engineering (3 Credits)
Concepts of environmental engineering, including air and water pollution, solid and hazardous waste disposal, and noise pollution. Qualitative and quantitative development of engineering techniques for pollution control.
Prerequisites: D or better in CHEM 111 or CHEM 141; C or better in Math 142.

ECIV 350L - Introduction to Environmental Engineering Laboratory (1 Credit)
Physical, chemical, and biological analysis of water and wastewater. Three laboratory hours per week.
Prerequisites: ECIV 201.

Corequisite: ECIV 350.

ECIV 360 - Fluid Mechanics (3 Credits)
Principles of fluid statics and dynamics. Conservation of mass, momentum, and energy. Similitude and dimensional analysis, open channel flow, lift and drag forces, and introduction to turbulent flow.
Prerequisite or Corequisite: ECIV 210 and MATH 241.

ECIV 362 - Introduction to Water Resources Engineering (3 Credits)
Application of fluid mechanic principles to water resources engineering problems; pipe systems, pumps, open channel flow, peak runoff, seepage, hydraulic structures.
Prerequisites: C or better in either ECIV 360 or ENCP 360.
ECIV 362L - Introduction to Water Resources Engineering Laboratory (1 Credit)
Experiments, exercises, and demonstrations on flow in pipes and open channels, pumps, flow measurement, seepage, and infiltration.
Prerequisites: ECIV 201.
Corequisite: ECIV 362.

ECIV 405 - System Applications in Civil Engineering (3 Credits)
Systems approach to analysis and design; application of engineering economic principles to the evaluation of design alternatives; deterministic modeling and optimization emphasizing civil engineering applications.
Prerequisites: D or better in ECIV 201 or ENCP 201.

ECIV 426 - Structural Design (3 Credits)
Design of steel structures including elastic and plastic design concepts. Design of concrete structures including continuous members and long columns.
Prerequisites: ECIV 325 or ECIV 327.

ECIV 470 - Civil Engineering Design (4 Credits)
Application of hydraulic, geotechnical, and structural principles in design; project scheduling; cost estimation; ethics; environmental and social impact; design drawings; report documents.
Prerequisites: D or better in ECIV 307
Prerequisite or Corequisite: D or Better in ECIV 111 or ENCP 102; D or better in two ECIV Distribution.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships, GLD: Research

ECIV 490 - Special Topics (0-3 Credits)
Course content varies and will be announced in the schedule of classes by course title. May be repeated as topic varies. A maximum of twelve credits may be applied towards a degree.
Graduation with Leadership Distinction: GLD: Research

ECIV 497 - Fundamentals of Engineering Preparation (1 Credit)

ECIV 499 - Independent Study in Civil and Environmental Engineering (1-3 Credits)
Individual investigation or studies of special topics. A maximum of three credits may be applied toward a degree.
Prerequisites: approval of project proposal by instructor; USC/GPA 2.8.
Graduation with Leadership Distinction: GLD: Research

ECIV 502 - Life Cycle Assessment of Civil and Environmental Engineering Systems (3 Credits)
The steps of conducting and interpreting an environmental life cycle assessment on civil and environmental engineering systems. Fundamentals associated with conducting a life cycle assessment, including goal and scope, inventory analysis, impact assessment, and interpretation.
Prerequisites: D or better in ECIV 350 and D or better in either ECIV 303, ECIV 325, ECIV 327, ECIV 330, ECIV 340 or ECIV 362.

ECIV 503 - Structural Modeling and Experimental Methods (3 Credits)
Introduction of structural modeling; strain gauge instrumentation; force, displacement, acceleration, pressure, temperature measurements; concrete and steel modeling; size effects; analysis of experimental data.
Prerequisites: ECIV 327.

ECIV 520 - Structural Analysis II (3 Credits)
Advanced methods of structural analysis with emphasis on matrix methods. Development of the generalized matrix force and matrix displacement methods of static analysis, with applications to trusses and frames.
Prerequisites: ECIV 320.

ECIV 521 - Numerical Methods in Mechanics (3 Credits)
Prerequisites: D or better in ECIV 201 or ENCP 201.

ECIV 524 - Structural Vibrations (3 Credits)
Response of single- and multiple-degree of freedom structurally dynamic systems to impact, harmonic, wind, and seismic excitations.
Prerequisites: ECIV 320.

ECIV 526 - Timber and Masonry Design (3 Credits)
Basic engineering properties of timber and masonry materials, design methods and philosophies for timber and masonry structures. Particular attention is paid to current codes, specifications and analysis.
Prerequisites: C or better in ECIV 320.

ECIV 530 - Foundation Analysis and Design (3 Credits)
Subsurface investigation procedures. Theoretical and practical aspects of the design of earth retaining structures, spread footings, and pile foundations.
Prerequisites: ECIV 330.

ECIV 531 - Design of Earth Structures (3 Credits)
Geotechnical engineering problems associated with the behavior of earth masses. Soil shear strength, lateral earth pressure, design of retaining structures, slope stability, water flow through soils.
Prerequisites: ECIV 330.

ECIV 533 - Geosynthetics and Geotechnical Design of Landfills (3 Credits)
Principles for the design, construction, and performance of waste containment systems. Characterization of barrier materials; geosynthetics; design of liner and leachate collection systems; stability and deformation analyses of landfills.
Prerequisites: ECIV 330.

ECIV 535 - Geotechnical Engineering in Transportation (3 Credits)
Remote sensing and engineering geology. Field and laboratory testing. Design and maintenance methods for flexible and rigid pavements. Topics in tunnel design and buried conduit.
Prerequisites: ECIV 330.

ECIV 539 - Experimental Methods in Geotechnical Engineering (3 Credits)
Overview of transducers, signal conditioning and data acquisition; test control methods, data analysis and measurement errors; testing systems to measure soil strength, stiffness, and hydraulic conductivity; laboratory projects and examinations.
Prerequisites: ECIV 330, ECIV 330L.
ECIV 540 - Transportation Systems Planning (3 Credits)
Fundamental interactions between supply and demand in transportation systems. Modeling transportation demand and trip-making behavior. Evaluation of alternatives for decision making.
Prerequisites: ECIV 340.

ECIV 541 - Highway Design (3 Credits)
Design of transportation facilities using relevant tools and guidelines with emphasis on physical and operational aspects of arterials, freeways, intersections, and interchanges, including geometry, capacity, control, and safety.
Prerequisites: D or better in ECIV 111 or ENCP 102 and D or better in ECIV 340.

ECIV 542 - Traffic Engineering (3 Credits)
Capacity analysis of freeways and arterials. Traffic flow characteristics and basic relationships among traffic flow parameters. Signalized and unsignalized intersection control and signal timing design.
Prerequisites: ECIV 340.

ECIV 543 - Traffic Safety Analysis (3 Credits)
Research concepts and methodologies to enable students to identify the underlying reasons and factors that contribute to traffic crashes and determine appropriate countermeasures.
Prerequisites: D or better in ECIV 340.

ECIV 551 - Elements of Water and Wastewater Treatment (3 Credits)
Unit operations and processes employed in the physical, chemical, and biological treatment of water and wastewater. Design of water and wastewater treatment systems.
Prerequisites: ECIV 350.

ECIV 555 - Principles of Municipal Solid Waste Engineering (3 Credits)
Fundamentals and engineering principles of solid waste generation, characterization, collection and transport, source reduction and recycling, and physical, chemical, and biological treatment strategies.
Prerequisites: ECIV 350.

ECIV 556 - Air Pollution Control Engineering (3 Credits)
Introduction to the sources of air pollution and the engineering principles used for control and prevention.
Prerequisites: ECIV 350.

ECIV 557 - Sustainable Construction for Engineers (3 Credits)
Instruction to sustainable engineering design alternatives and principles for construction and site development from preconstruction through design and the construction phase.
Prerequisites: ECIV 350 and ECIV 570.

ECIV 558 - Environmental Engineering Process Modeling (3 Credits)
Modeling fate and transport phenomena in environmental processes with applications in engineered unit operators and natural systems.
Prerequisites: ECIV 350 and MATH 242.

ECIV 560 - Open Channel Hydraulics (3 Credits)
Steady and unsteady flows in single or multiple-channel systems.
Prerequisites: ECIV 360.

ECIV 562 - Engineering Hydrology (3 Credits)
Applications of hydrologic techniques to design problems; stormwater simulation models; urban stormwater.
Prerequisites: ECIV 360.

ECIV 563 - Subsurface Hydrology (3 Credits)
Hydrologic cycle, subsurface physical properties, equations of groundwater flow, well flow, well design, groundwater resource development, design of dewatering systems, groundwater contamination.
Prerequisites: ECIV 201, ECIV 360.

ECIV 570 - Land Development for Engineers (3 Credits)
Fundamentals of designing and permitting the conversion of land to new or altered states, including environmental issues, traffic and parking, utility resources, site engineering, ADA, safety, planning, and zoning requirements.
Prerequisites: Three from ECIV 320, ECIV 330, ECIV 340, ECIV 350, and ECIV 362.

ECIV 580 - Railway Engineering I (3 Credits)
Introduction to the analysis and design of the railway infrastructure for freight and passenger systems to include track and track support systems, grade crossings, special trackwork, construction, inspection, assessment and compliance.
Prerequisites: ECIV 303, ECIV 320, ECIV 330, ECIV 340.
Corequisite: ECIV 303.

ECIV 582 - Operation and Logistics of Railway Systems (3 Credits)
Principles of rail operations; Network management; Best practices for train planning, performance management and delivery of service; technical elements of a railway from an operations perspective (train controls, signaling, communications, yards, tractive power etc).
Prerequisites: ECIV 340.

ECIV 588 - Design of Railway Bridges and Structures (3 Credits)
Introduction to railway infrastructure; Structural design considerations and criteria of railway structures; Bridge types and components; Planning and preliminary design of modern railway bridges; Loads and forces; Structural analysis and design of steel railway bridges and components.
Prerequisite or Corequisite: ECIV 330; ECIV 325 or ECIV 327.

Classics (CLAS)

CLAS 220 - Introduction to Classical Mythology (3 Credits)
Major gods, goddesses, heroes, and heroines of classical mythology as portrayed in major literary works; the function of myth in society and its relevance to modern life.
Carolina Core: AIU

CLAS 230 - Medical and Scientific Terminology (3 Credits)
Greek and Latin elements in the formation of medical and scientific vocabulary; designed for students intending to enter the scientific and health professions. No previous knowledge of Greek or Latin required.

CLAS 240 - Sport and Combat in the Ancient World (3 Credits)
This course is designed to introduce students to the importance of competition in the military and private spheres of the Greco-Roman world, a dominant legacy of antiquity.

CLAS 301 - Ancient Philosophy (3 Credits)
An introduction to the work of ancient philosophers, with special emphasis on Plato and Aristotle.
Cross-listed course: PHIL 301

CLAS 302 - Greek and Roman Philosophy after Aristotle (3 Credits)
Problems such as hedonism, providence, belief and evidence, and mysticism, as they appear in the writings of the Epicureans, Stoics, Skeptics, and Plotinus.
Cross-listed course: PHIL 302
The major Greek and Roman myths, with emphasis on their meaning, and their continued influence on modern communication.

Cross-listed course: HIST 305

CLAS 320 - Sexuality and Gender in Ancient Greece (3 Credits)
Gender roles, standards of sexual behavior, evidence for women's lives, as manifested in ancient Greek literary and archaeological evidence; attitudes toward homosexuality; the modern media's representation of famous Greeks.

Cross-listed course: WGST 320
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

CLAS 321 - Sexuality, Gender, and Power in Ancient Rome (3 Credits)
Sexuality as a social construct exemplified in standards of sexual behavior in ancient Rome and their reinforcement of the ruling ideology; feminine virtue, definitions of manliness, attitudes toward homosexuality.

Cross-listed course: WGST 321
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

CLAS 323 - Greek Civilization on Site (3 Credits)
Introduction to the history and culture of ancient Greece, combined with an exploration of Greece. Topics include: Mycenaean Greece and the world of Homer, Archaic Greece, oikos and polis, interaction with the Near East, Athens in the 5th and 4th century BCE, Greek religion, ancient Greek society.

CLAS 324 - Special Topics in Classical Humanities (3 Credits)
Intensive study of one topic per semester dealing with ancient contributions to Western civilization. Not for Greek or Latin major credit. In English. May be repeated as content varies by title.

CLAS 340 - Greek Art and Archaeology (3 Credits)
A survey of ancient architecture, painting, and sculpture 2000-160 B.C.

CLAS 360 - Classical Origins of Western Medical Ethics (3 Credits)
Examination of ancient Greek and Roman philosophical, medical, and literary works (in English) as sources for the origins of medical ethics. Priority enrollment for Medical Humanities students.

Cross-listed course: PHIL 312

CLAS 361 - Between Magic and Method: Ancient Medicine (3 Credits)
Introduction to ancient medicine: science and art, theory and practice, healing and predicting. Topics include Medicine before Hippocrates, Hippocratic medicine, holism, naturalism, medicine, religion and magic, medicine and scientific explanation, Hellenistic medicine and methodology, Galenic medicine.

Cross-listed course: PHIL 313

CLAS 401 - Greek and Latin Literature in Translation (3 Credits)
A comparative survey of Greek and Latin masters.

CLAS 469 - Classical Drama (3 Credits)
Representative plays by Greek and Roman dramatists. 03: 07/05/2019.

CLAS 471 - Rhetoric and the Ancient Roots of Modern Life (3 Credits)
Classical rhetoric and its ongoing influence in the modern world, emphasizing how the study and use of language in ancient Greece and Rome continue to shape modern communication.

Cross-listed course: ENGL 471, SPCH 471

CLAS 586 - Classical Mythology (3 Credits)
The major Greek and Roman myths, with emphasis on their meaning, functions, and influence on ancient and later Western culture.

Cross-listed course: CPLT 701, ENGL 733

Coll of Liberal Arts (COLA)

COLA 298 - Interdisciplinary Special Topics in the Liberal Arts: Social Sciences (3 Credits)
Interdisciplinary special topics emphasizing the social sciences. May be repeated as content varies by title and section.

Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Research

COLA 300 - Internship: Community Engagement (1-6 Credits)
Supervised experience in the United States. Contract approval by instructor, advisor, and Assistant Dean for Academic Studies is required for undergraduate students. Minimum GPA of 2.5 required or permission of instructor of record.

Experiential Learning: Experiential Learning Opportunity

COLA 391 - Internship: Global Community Engagement (1-6 Credits)
Supervised experience either while student is studying abroad or when offered an internship by an appropriate entity outside the United States. Contract approval by instructor and Assistant Dean for Academic Studies is required. Minimum GPA requirement of 2.5 or higher or permission of the instructor of record.

Experiential Learning: Experiential Learning Opportunity

COLA 398 - Interdisciplinary Seminar (3 Credits)
Advanced reading and research on selected interdisciplinary topics in the liberal arts. Course content varies and will be announced in the schedule of classes by title. Open only to juniors and seniors with consent of instructor.

Communication Disorders (COMD)

COMD 401 - Public Health Perspective in Communication Sciences and Disorders (3 Credits)
Public health issues related to speech, language, and hearing from local, national, and global perspective in historical context. Special permission required by department.

COMD 408 - Directed Study in Speech and Language Pathology (1-3 Credits)
Directed readings and/or research in speech pathology.

COMD 500 - Introduction to Speech-Language Pathology and Audiology (3 Credits)
Human communication disorders with an overview of prevention and treatment programs.

COMD 501 - Anatomy and Physiology of Speech and Hearing Mechanisms (3 Credits)
An intensive study of the anatomy and physiology of the speech and hearing mechanisms.

COMD 503 - Anatomy and Physiology of the Auditory and Vestibular System (3 Credits)
Detailed examination of the anatomy and physiology of the auditory and vestibular system.
Prerequisites: COMD 501.

COMD 507 - Language Theory and Phonetics (3 Credits)
Study of language theory and international phonetics alphabet transcription.
CSCE 101 - Introduction to Computer Concepts (3 Credits)
History, application, and social impact of computers; problem-solving, algorithm development, applications software, and programming in a procedural language.
Carolina Core: ARP

CSCE 102 - General Applications Programming (3 Credits)
Introduction to systematic computer problem-solving and programming for a variety of applications.
Carolina Core: ARP

CSCE 145 - Algorithmic Design I (4 Credits)
Problem-solving, algorithmic design, and programming. Three lectures and two laboratory hours per week.
Prerequisite or Corequisite: MATH 111 or MATH 115.
Carolina Core: ARP

CSCE 146 - Algorithmic Design II (4 Credits)
Continuation of CSCE 145. Rigorous development of algorithms and computer programs; elementary data structures. Three lecture hours and two laboratory hours per week.
Prerequisites: C or better in CSCE 145.
Prerequisite or Corequisite: MATH 122 or MATH 141.

CSCE 190 - Computing in the Modern World (1 Credit)
An introduction to the field of computing: trends in computing technology, the profession, and careers; subdisciplines in computing, the nature of research and development.
Corequisite: CSCE 145, CSCE 204, CSCE 205, CSCE 206 or equivalent.

CSCE 201 - Introduction to Computer Security (3 Credits)
Introduction to the theory and practice of computer security, including security policies, authentication, digital certificates, firewalls, malicious code, legal and ethical issues, and incident handling.
Prerequisite or Corequisite: CSCE 101 or CSCE 102 or CSCE 145.

CSCE 204 - Program Design and Development (3 Credits)
Fundamental algorithms and processes used in business information systems. Development and representation of programming logic. Introduction to implementation using a high-level programming language.
Prerequisites: CSCE 101 or MGSC 290 or ITEC 264.

Cross-listed course: ITEC 204, MGSC 298

CSCE 205 - Business Applications Programming (3 Credits)
Introduction to computer applications in business. Programming exercises in COBOL.
Prerequisites: MGSC 290 or CSCE 101 or above.

CSCE 206 - Scientific Applications Programming (3 Credits)
Introduction to computer applications in science and engineering. Programming exercises in a high-level language.
Prerequisites: MATH 122 or MATH 141.

CSCE 207 - UNIX System Administration (3 Credits)
The Unix programming environment: I/O programming, Unix processes, fork, exec, pipes and signals, and tools.
Prerequisites: CSCE 145 or CSCE 206.

CSCE 209 - Special Topics in Computer Programming (1-4 Credits)
Programming and application development using selected programming languages. Course content varies and will be announced in the schedule of classes by title.

CSCE 210 - Computer Hardware Fundamentals (3 Credits)
Number representation, data formats, CPU and memory organization, assembly language, I/O and peripherals, computer networks.
Prerequisites: CSCE 145, CSCE 204, CSCE 205, CSCE 206, or CSCE 207.

CSCE 211 - Digital Logic Design (3 Credits)
Number systems, Boolean algebra, logic design, sequential machines.
Prerequisites: MATH 141.

CSCE 212 - Introduction to Computer Architecture (3 Credits)
Computer architecture, components, and organization; memory addressing; Input/Output; instruction sets; interrupts; assembly-language programming.
Prerequisites: CSCE 211 and either CSCE 145 or CSCE 206.
CSCE 215 - UNIX/Linux Fundamentals (1 Credit)
UNIX operating system, user-level system commands, and programming tools. UNIX scripting languages.
Prerequisites: CSCE 145.

CSCE 240 - Advanced Programming Techniques (3 Credits)
Pointers; memory management; advanced programming language structures: operator overloading, iterators, multiple inheritance, polymorphism, templates, virtual functions; Unix programming environment.
Prerequisites: CSCE 215, C or better in CSCE 146.

CSCE 242 - Client-Server Computing (3 Credits)
Prerequisites: C or better in CSCE 146.

CSCE 245 - Object-Oriented Programming Techniques (3 Credits)
Advanced object-oriented concepts and techniques; multiple inheritance; memory management; operator overloading; polymorphism; performance issues.
Prerequisites: C or better in CSCE 146.

CSCE 247 - Software Engineering (3 Credits)
Fundamentals of software design and development; software implementation strategies; object-oriented design techniques; functional design techniques; design patterns; design process; source control; testing.
Prerequisites: C or better in CSCE 146.

CSCE 274 - Robotic Applications and Design (3 Credits)
Design and control of robots. Interactions between robots, sensing, actuation, and computation.
Prerequisites: CSCE 146.

CSCE 304 - Applied Problem Solving and Programming (3 Credits)
Systematic problem definition, solution formulation, and computer implementation for business and related areas. Internet and database applications. Programming exercises in a high-level programming language.
Prerequisites: CSCE 204 or MGSC 298.

Cross-listed course: MGSC 398

CSCE 311 - Operating Systems (3 Credits)
Operating system structure and function; process implementation, scheduling, and synchronization; memory management; security; naming protection; resource allocation; network file systems.
Prerequisites: CSCE 240; CSCE 210 or CSCE 212.

CSCE 313 - Embedded Systems (3 Credits)
Fundamentals of embedded systems: hardware components, software components, hardware/software interface design, and hardware/software co-design.
Prerequisites: CSCE 211, CSCE 212.

CSCE 317 - Computer Systems Engineering (3 Credits)
System-level modeling and evaluation of computer systems: requirements elicitation and specification, architectural design, reliability and performance evaluation, Markov modeling, life-cycle cost analysis, project management.
Prerequisites: CSCE 212, MATH 242, STAT 509.

CSCE 330 - Programming Language Structures (3 Credits)
Formal specification of syntax and semantics; structure of algorithms; list processing and string manipulation languages; statement types, control structures, and interfacing procedures.
Prerequisites: CSCE 240; MATH 174 or MATH 374 or MATH 574.

CSCE 350 - Data Structures and Algorithms (3 Credits)
Techniques for representing and processing information, including the use of lists, trees, and graphs; analysis of algorithms; sorting, searching, and hashing techniques.
Prerequisites: CSCE 240; MATH 174 or MATH 374 or MATH 574.

CSCE 355 - Foundations of Computation (3 Credits)
Basic theoretical principles of computing as modeled by formal languages, grammars, automata, and Turing machines; fundamental limits of computation.
Prerequisites: CSCE 211, CSCE 212, CSCE 350.

CSCE 390 - Professional Issues in Computer Science and Engineering (1 Credit)
Professional issues in the information technology professions; history and social context of computing; professional responsibilities; privacy; intellectual property; risks and liabilities of computer-based systems.
Carolina Core: VSR

CSCE 415 - Mainframe Systems (3 Credits)
Introduction to the large scale computer systems used by businesses to support thousands of simultaneous users and process millions of transactions.
Prerequisites: ITEC 352 or CSCE 240.

Cross-listed course: ITEC 475

CSCE 416 - Introduction to Computer Networks (3 Credits)
Concepts and components of computer networks and the Internet; network applications; network protocol stack.
Prerequisites: CSCE 146.

CSCE 490 - Capstone Computing Project I (3 Credits)
Major team-based software design project to be undertaken in a student's final year of study; project planning, software requirements analysis, design, and specification. Written reports and oral presentations in a technical setting.
Prerequisites: CSCE 240, either ENGL 462 or ENGL 463.

Prerequisite or Corequisite: CSCE 350.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships, GLD: Research

CSCE 491 - Capstone Computer Engineering Project (3 Credits)
Advanced computer systems engineering. Team projects. Written reports and oral presentations in a technical setting.
Prerequisites: D or better in CSCE 240, CSCE 313, CSCE 611.

Graduation with Leadership Distinction: GLD: Research

CSCE 492 - Capstone Computing Project II (3 Credits)
Continuation of CSCE 490. Computer system implementation, testing, verification and validation of results. Written reports and oral presentations in a technical setting.
Prerequisites: CSCE 490.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships, GLD: Research
CSCE 498 - Independent Study (1-3 Credits)
Individual investigation or study of special topics. At most three credits may be applied toward a degree. Approval of project proposal by instructor and department advisor.
Graduation with Leadership Distinction: GLD: Research

CSCE 500 - Computer Programming and Applications (3 Credits)
Concepts and properties of algorithms; programming exercises with emphasis on good programming habits. Credit may not be received for both CSCE 500 and CSCE 145. Open to all majors. May not be used for major credit by computer science and engineering majors.

CSCE 510 - System Programming (3 Credits)
System software such as command language interpreters, client-server applications, debuggers; mail systems, browsers, macroprocessors, and revision control systems; file systems, processes, threads, and interprocess communication.
Prerequisites: CSCE 215, CSCE 240.

CSCE 512 - System Performance Evaluation (3 Credits)
Measuring, modeling, analyzing, and predicting performance of computer systems and networks; bottleneck analysis; Markovian queuing systems and networks; use of operational and probabilistic models.
Prerequisites: CSCE 311, STAT 509 or STAT 515.

CSCE 513 - Computer Architecture (3 Credits)
Design methodology; processor design; computer arithmetic: algorithms for addition, multiplication, floating point arithmetic; microprogrammed control; memory organization; introduction to parallel architectures.
Prerequisites: CSCE 211, CSCE 212.

CSCE 515 - Computer Network Programming (3 Credits)
Computer networks and communication protocols; socket programming; interprocess communication; development of network software; case studies.
Prerequisites: CSCE 311.

CSCE 516 - Computer Networks (3 Credits)
Structure, design, and analysis of computer networks; ISO/OSI network architecture.
Prerequisites: STAT 509 or STAT 515.

CSCE 517 - Computer Crime and Forensics (3 Credits)
Structure, design, and analysis of computer networks; ISO/OSI network architecture.
Prerequisites: CSCE 215.

CSCE 518 - Ethical Hacking (3 Credits)
Fundamental principles and techniques of ethical hacking, including penetration testing life cycle, planning and scoping, identifying targets and goals, active and passive reconnaissance, enumeration and scanning, exploitation, post-exploitation, and results reporting.
Prerequisites: CSCE 215 or previous Linux/UNIX experience.

CSCE 520 - Database System Design (3 Credits)
Database management systems; database design and implementation; security, integrity, and privacy.
Prerequisites: CSCE 240 or GEOG 563.

CSCE 522 - Information Security Principles (3 Credits)
Threats to information resources and appropriate countermeasures. Cryptography, identification and authentication, access control models and mechanisms, multilevel database security, steganography, Internet security, and intrusion detection and prevention.
Prerequisites: CSCE 146; MATH 374 or MATH 174.

CSCE 526 - Service Oriented Computing (3 Credits)
Cooperative information systems and service-oriented computing. Techniques for achieving coordinated behavior among a decentralized group of information system components. Distributed databases, multiagent systems, conceptual modeling, Web services, and applications.
Prerequisites: CSCE 311.

CSCE 531 - Compiler Construction (3 Credits)
Techniques for design and implementation of compilers, including lexical analysis, parsing, syntax-directed translation, and symbol table management.
Prerequisites: CSCE 240.

CSCE 546 - Mobile Application Development (3 Credits)
Development of mobile applications, including user interface design for mobile, local and cloud data storage techniques, and application architectures.
Prerequisites: CSCE 240 or previous programming experience with one of the following programming languages (C/C++, Java, Swift, Python, Matlab, Javascript).

CSCE 547 - Windows Programming (3 Credits)
Object-oriented methods and tools for application programming with graphically interactive operating systems.
Prerequisites: CSCE 240.

CSCE 548 - Building Secure Software (3 Credits)
Prerequisites: CSCE 240.

CSCE 551 - Theory of Computation (3 Credits)
Basic theoretical principles of computing as modeled by formal languages and automata; computability and computational complexity.
Prerequisites: C or better in CSCE 350 or MATH 300.

Cross-listed course: MATH 562

CSCE 552 - Computer Game Development (3 Credits)
Design and development of computer games, with emphasis on the technologies used. Hands-on development of computer games.
Prerequisites: CSCE 240, CSCE 350.

CSCE 555 - Algorithms in Bioinformatics (3 Credits)
Concepts, algorithms and tools for important problems in Bioinformatics, including nucleotide and amino acid sequence alignment, DNA fragment assembly, phylogenetic reconstruction, and protein structure visualization and assessment.
Prerequisites: CSCE 350.
CSCE 557 - Introduction to Cryptography (3 Credits)
Design of secret codes for secure communication, including encryption and integrity verification: ciphers, cryptographic hashing, and public key cryptosystems such as RSA. Mathematical principles underlying encryption. Code-breaking techniques. Cryptographic protocols.
Prerequisites: C or better in CSCE 145 or MATH 241, and at least one of CSCE 355, MATH 300 or MATH 374.
Cross-listed course: MATH 587

CSCE 561 - Numerical Analysis (3 Credits)
Interpolation and approximation of functions; solution of algebraic equations; numerical differentiation and integration; numerical solutions of ordinary differential equations and boundary value problems; computer implementation of algorithms.
Prerequisites: C or better MATH 520 or in both MATH 242 and MATH 344.
Cross-listed course: MATH 527

CSCE 564 - Computational Science (3 Credits)
Parallel algorithms; scientific visualization; techniques for solving scientific problems.
Prerequisites: MATH 526, CSCE 146 or CSCE 207 or CSCE 500.

CSCE 565 - Introduction to Computer Graphics (3 Credits)
Graphics hardware; graphics primitives; two-dimensional and three-dimensional viewing; basic modeling.
Prerequisites: CSCE 240, MATH 526 or MATH 544.

CSCE 567 - Visualization Tools (3 Credits)
Scientific visualization tools as applied to sampled and generated data; methods for data manipulation and representation; investigation of visualization techniques.
Prerequisites: CSCE 145 or CSCE 206 or CSCE 207.

CSCE 569 - Parallel Computing (3 Credits)
Architecture and interconnection of parallel computers; parallel programming models and applications; issues in high-performance computing; programming of parallel computers.
Prerequisites: knowledge of programming in a high-level language; MATH 526 or MATH 544.

CSCE 571 - Critical Interactives (3 Credits)
Foundational techniques in multidisciplinary software development, specifically of applications designed to present sensitive, sometimes controversial, materials in ways to engender empathic awareness of the interactor.
Cross-listed course: FAMS 581

CSCE 572 - Human-Computer Interaction (3 Credits)
Interdisciplinary approach to interaction design, user-centered design, human abilities, survey development, experimental study methodology, heuristic evaluations, usability testing, universal design, and accessibility.
Prerequisites: Undergraduate or graduate standing in CSE or permission of the instructor.

CSCE 574 - Robotics (3 Credits)
Design and application of robotic systems; emphasis on mobile robots and intelligent machines.
Prerequisites: CSCE 211, CSCE 212, CSCE 240.

CSCE 578 - Text Processing (3 Credits)
Text and natural language processing; formal models and data structures appropriate for text processing; selected topics in computational linguistics, stylistics, and content analysis.
Prerequisites: CSCE 330, CSCE 355.

CSCE 580 - Artificial Intelligence (3 Credits)
Heuristic problem solving, theorem proving, and knowledge representation, including the use of appropriate programming languages and tools.
Prerequisites: CSCE 350.

CSCE 582 - Bayesian Networks and Decision Graphs (3 Credits)
Normative approaches to uncertainty in artificial intelligence. Probabilistic and causal modeling with Bayesian networks and influence diagrams. Applications in decision analysis and support. Algorithms for probability update in graphical models.
Prerequisites: CSCE 350; STAT 509 or STAT 515.

CSCE 585 - Machine Learning Systems (3 Credits)
Design and implementation of machine learning systems, Deep learning systems stack, machine learning platforms, scalable and distributed machine learning.
Prerequisites: C or better in CSCE 240 or CSCE 206.

CSCE 587 - Big Data Analytics (3 Credits)
Foundational techniques and tools required for data science and big data analytics. Concepts, principles, and techniques applicable to any technology and industry for establishing a baseline that can be enhanced by future study.
Prerequisites: STAT 509, STAT 513, or STAT 515.

CSCE 590 - Topics in Information Technology (3 Credits)
Reading and research on selected topics in information technology. Course content varies and will be announced in the schedule of courses by title. May be repeated for credit as topics vary.

CSCE 594 - Strategic Management of Information Systems (3 Credits)
Strategic management and use of information systems in organizations.
Cross-listed course: MGSC 594

CSCE 611 - Advanced Digital Design (3 Credits)
Design techniques for logic systems; emphasis on higher-level CAD tools such as hardware description languages and functional modeling.
Prerequisites: CSCE 212.

CSCE 612 - VLSI System Design (3 Credits)
VLSI design process models, introduction to EDA tools, HDL modeling and simulation, logic synthesis and simulation, benchmark design projects.
Prerequisites: CSCE 211.

CSCE 613 - Fundamentals of VLSI Chip Design (3 Credits)
Design of VLSI circuits, including standard processes, circuit design, layout, and CAD tools. Lecture and guided design projects.
Prerequisites: ELEC 371.
Comparative Literature (CPLT)

CPLT 150 - Values and Ethics in Literature (3 Credits)
Analysis of major works of world literature focusing on values, ethics, and social responsibility.
Carolina Core: AIU, VSR

CPLT 270 - World Literature (3 Credits)
Selected masterpieces of world literature from antiquity to the present.
Cross-listed course: ENGL 270
Carolina Core: AIU
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

CPLT 300 - What is Comparative Literature (3 Credits)
Introduction to ways of reading and comparing literatures drawn from diverse languages and cultures.
Prerequisites: any 200-level literature course.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

CPLT 301 - Great Books of the Western World I (3 Credits)
European masterpieces from antiquity to the beginning of the Renaissance.
Cross-listed course: ENGL 390
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

CPLT 302 - Great Books of the Western World II (3 Credits)
European masterpieces from the Renaissance to the present.
Cross-listed course: ENGL 391
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

CPLT 303 - Great Books of the Eastern World (3 Credits)
Classical and contemporary poetry and prose of the Middle and Far East.
Cross-listed course: ENGL 392
Graduation with Leadership Distinction: GLD: Global Learning

CPLT 380 - Epic to Romance (3 Credits)
Comprehensive exploration of medieval and other pre-Renaissance literature using texts representative of the evolution of dominant literary forms.
Prerequisites: ENGL 101 and ENGL 102.

CPLT 381 - The Renaissance (3 Credits)
Literature of the Renaissance, in its cultural contexts, explored through representative works.
Prerequisites: ENGL 101 and ENGL 102.

CPLT 382 - The Enlightenment (3 Credits)
Literature of the Enlightenment in its cultural contexts, explored through representative works.
Prerequisites: ENGL 101 and ENGL 102.

CPLT 383 - Romanticism (3 Credits)
Literature of Romanticism, in its cultural contexts, explored through representative works.
Prerequisites: ENGL 101 and ENGL 102.

CPLT 384 - Realism (3 Credits)
Literature of Realism in its cultural contexts, explored through representative works.
Prerequisites: ENGL 101 and ENGL 102.

CPLT 385 - Modernism (3 Credits)
Literature of Modernism in its cultural contexts, explored through representative works.
Prerequisites: ENGL 101 and ENGL 102.

CPLT 386 - Postmodernism (3 Credits)
Literature of Postmodernism in its cultural contexts, explored through representative works.
Prerequisites: ENGL 101 and ENGL 102.

CPLT 387 - World Literature II (3 Credits)
Selected masterpieces of world literature from the 17th to the 20th centuries.

CPLT 400 - Comparative Literature Processes (3 Credits)
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

CPLT 401 - Seminar in Comparative Literature (3 Credits)
Graduation with Leadership Distinction: GLD: Global Learning

CPLT 402 - Seminar in Comparative Literary Studies (3 Credits)
Graduation with Leadership Distinction: GLD: Global Learning

CPLT 410 - Seminar in British Literature (3 Credits)
Graduation with Leadership Distinction: GLD: Global Learning

CPLT 415 - Topics in Comparative Literary Relations (3 Credits)
Topics involving two or more national literatures. Topics to be announced in master schedule by title.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

CPLT 499 - Senior Thesis (3 Credits)
Graduation with Leadership Distinction: GLD: Research

CPLT 500 - Seminar in Comparative Studies in Film and Media (3 Credits)
The course is designed to provide counselors, teachers, and administrators with increased awareness of a wide variety of work experiences.

CPLT 506 - Seminar in Comparative Literature (3 Credits)
Graduation with Leadership Distinction: GLD: Global Learning

Counseling Education (EDCE)

EDCE 502 - Guidance Techniques for Classroom Teachers (3 Credits)
A comparative study of the major theories in the field of family counseling.

EDCE 503 - Family Counseling (3 Credits)
The course is designed to provide counselors, teachers, and administrators with increased awareness of a wide variety of work experiences.

EDCE 510 - Introduction to Counseling (3 Credits)
Orientation to the profession of counseling including its historical, social, and cultural foundations. Declaration of the minor in counseling or admission to the Ed.S. in Counselor Education.

EDCE 520 - Wellness and Mental Health (3 Credits)
An overview of the characteristics of optimal holistic wellness and human functioning. Practical application of theoretically and empirically supported wellness models and interventions to enhance social, emotional, mental, physical, and spiritual well-being.

EDCE 555 - Theory and Practice of College Mentoring (3 Credits)
Emphasis on current professional approaches to college mentoring and development of leadership and mentoring skills. Students must participate in Minority Assistance Program. Upper division undergraduate standing or admission to a graduate program and consent of instructors.

EDCE 570 - Seminar in Counseling (3 Credits)
Declaration of the minor in counseling.
EDCE 600 - Communication Skills in Counseling (3 Credits)
Human relations principles applied to the counseling interview.

EDCE 650 - Counseling Student Athletes (3 Credits)
Issues facing student athletes regarding their personal and career development beyond athletics.
Cross-listed course: PEDU 660

EDCE 690 - Independent Study (1-3 Credits)

Criminal Justice (CRJU)

CRJU 101 - The American Criminal Justice System (3 Credits)
Survey of crime and societal responses to crime, including law enforcement, courts, corrections, and the juvenile justice system.

Carolina Core: GSS

CRJU 202 - Research Methods in Criminology and Criminal Justice (3 Credits)
Introduction to the practice of social research in criminology and criminal justice settings.
Graduation with Leadership Distinction: GLD: Research

CRJU 203 - Criminal Procedure (3 Credits)
Overview of the constitutional restraints on the investigation, detention, prosecution and adjudication of criminal defendants. Coverage of Supreme Court decisions involving the 4th, 5th, and 6th Amendments to the U.S. Constitution.

CRJU 311 - Policing (3 Credits)
Current and historical perspectives on American policing.

CRJU 312 - Corrections (3 Credits)
Current and historical perspectives on incarceration and its alternatives.

CRJU 313 - Criminal Courts (3 Credits)
Structure and organization of the federal and state criminal court systems and personnel.

CRJU 314 - Criminal Law (3 Credits)
Origin and development of criminal law in America. Basic elements of crimes and defenses.

CRJU 322 - Drugs and Crime (3 Credits)
Overview of criminal justice system responses to illegal substances. Relationship between substance abuse and crime.

CRJU 323 - Violence in America (3 Credits)
Historical overview of violence in American society, including theoretical perspectives on the causes and prevention of violence.

CRJU 341 - Sociology of Crime (3 Credits)
Social factors in the development, identification, and treatment of criminals.
Cross-listed course: SOCY 353
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

CRJU 351 - Juvenile Delinquency (3 Credits)
Social factors in the development, identification, and treatment of delinquents.
Prerequisites: CRJU 101 or SOCY 101.
Cross-listed course: SOCY 350
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

CRJU 359 - Independent Study (1-6 Credits)
Contract approved by instructor, advisor, and Office of Academic Programs is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

CRJU 420 - Analyzing Homicide (3 Credits)
Relationships between patterns and trends in homicide, and theoretical explanations for why offenders engage in homicide.

CRJU 421 - Victimization (3 Credits)
Causes and consequences of criminal victimization and public policy responses to victimization issues.

CRJU 422 - Alternatives to Incarceration (3 Credits)
Correctional alternatives to imprisonment including probation, parole, and various community correctional programs.

CRJU 423 - Street Gangs: Structure, Activity, and Response (3 Credits)
Course covers the theoretical and empirical work on gangs, gang members, and gang activity along with insight on these issues from a practitioner perspective. It then examines the variety of policy responses from government and community organizations.

CRJU 424 - Criminal Justice Intelligence (3 Credits)
An investigation of the motivations to commit crime. The course presents profiles of the targets of crimes and provides strategic and tactical assessments of police investigations and intelligence.

CRJU 425 - Hate Crimes (3 Credits)
An examination of the causes and responses to hate crimes. The course also provide a foundation for understanding crimes motivated by racial, gender, religious, disability, and sexual orientation biases.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

CRJU 426 - Criminal Justice and Mental Health (3 Credits)
Interface between the mental health sciences and the criminal justice system.

CRJU 430 - Communities and Crime (3 Credits)
Relationship between criminality and community characteristics, with particular attention to how variation in community structure, organization, and culture impacts crime.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

CRJU 440 - Homeland Security and Terrorism (3 Credits)
The nature of terrorism; its history; its methodology; and its application to criminological theory.

CRJU 485 - Selected Topics in Criminal Justice Policy (3 Credits)
Public policy responses to crime, its formation, and its impact on society. Individual topics to be announced by title. May be repeated with consent of advisor.

CRJU 491 - Special Topics (3 Credits)
Topics in criminology and criminal justice. Individual topics to be announced by title. May be repeated once with consent of advisor.

CRJU 494 - Internship (3 Credits)
A supervised experiential course in a criminal justice agency. Contract approved by instructor, advisor, and Office of Academic Programs is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships
Experiential Learning: Experiential Learning Opportunity
CRJU 510 - Critical Incident Management for Criminal Justice (3 Credits)
Leadership and management strategies for criminal justice agencies during critical incidents and disasters including multi-agency and multi-jurisdictional response.

CRJU 512 - Information-Based Management in Criminal Justice (3 Credits)
The collection and use of information and data-driven analysis in criminal justice organizations.

CRJU 535 - Inmates and Prisons (3 Credits)
Examination of issues affecting prisons and the inmates confined within them. Specific topics of study will include the philosophy and goals of imprisonment, institutional crowding, inmate rights, inmate adaptation, and individual and collective misconduct.

CRJU 551 - Adolescent Mentoring (3 Credits)
Application of skills and theories of adolescent mentoring taught in the classroom to a supervised, structured mentoring field experience. Cross-listed course: WGST 551

CRJU 554 - Women and Crime (3 Credits)
Impact of gender-based relations on crime and the criminal justice system. Cross-listed course: WGST 554

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

CRJU 558 - Crime Over the Life Course (3 Credits)
Development of criminal and delinquent behavior over time.

CRJU 563 - Race, Crime, and Criminal Justice (3 Credits)
An historical overview of the interaction between issues of race, crime, and justice. The impact of the criminal justice system on minority groups. Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

CRJU 565 - Organized Crime (3 Credits)
Origins and modern day activity of organized crime in the United States and internationally will be investigated. Attention is given to problems of criminal activity and the present day transnational character of criminal organizations.

CRJU 575 - The Death Penalty (3 Credits)
Overview of the history and evolution of the death penalty. Identification of key legal developments in death penalty jurisprudence.

CRJU 577 - Law and Criminal Justice Policy (3 Credits)
Legal and policy responses to crime and criminal justice issues. Prerequisites: CRJU 313 or CRJU 314.

CRJU 582 - Computer Applications in Criminal Justice (3 Credits)
Computing, database systems, and software applications in research and professional practice.

CRJU 591 - Selected Topics in Criminal Justice (3 Credits)
A seminar for advanced students. Individual topics to be announced by title. May be repeated once with the consent of the advisor.

Criminal Justice (LCRJ)

LCRJ 271 - Criminal Investigation (3 Credits)
Fundamentals of criminal investigation theory and history; crime scene to courtroom, with emphasis on techniques appropriate to specific crimes.

LCRJ 272 - Criminal Law and Court Procedure (3 Credits)
An introduction to basic criminal law and the mechanics of the courts.

LCRJ 281 - Seminar: Criminal Justice (3 Credits)
Research, reading, and small group discussions of contemporary issues, problems, and possible solutions in the area of criminal justice and related social institutions.

LCRJ 282 - Practicum: Criminal Justice (3 Credits)
Supervised work experience (9-12 hours per week) above the clerical level with a criminal justice agency for pre-service students. Will provide opportunity for a student to apply previously studied theory to practical use in a meaningful life experience.

Curriculum Studies (EDCS)

EDCS 625 - Solving Practical Problems in School Curriculum (3 Credits)
An introduction to current and promising designs and approaches to curriculum development from grades K-12.

EDCS 690 - Independent Study (1-3 Credits)

Dance (DANC)

DANC 101 - Dance Appreciation (3 Credits)
An eclectic survey of various dance forms including primitive, historic, ballet, modern, and Broadway musical.

Carolina Core: AIU

DANC 102A - Ballet Technique I (2 Credits)
A beginning study of ballet with emphasis on alignment, classical historical traditions, and combinations or movement. This course is for dance majors and minors. May be repeated up to six times for credit.

DANC 102B - Ballet Technique II (2 Credits)
A beginning study of ballet with emphasis on alignment, classical historical traditions, and combinations or movement. This course is for non dance majors. May be repeated up to six times for credit.

DANC 103 - The Dancer’s Body (3 Credits)
Anatomy and movement analysis for dancers.

DANC 110A - World Dance I (2 Credits)
World Dance is dance experience in diverse world dance forms. This course is for dance majors and minors. May be repeated up to six times for credit.

DANC 111B - World Dance I (2 Credits)
World Dance is dance experience in diverse world dance forms. This course is for non dance majors. May be repeated up to six times for credit.

DANC 111A - World Dance II (2 Credits)
World Dance is dance experience in diverse world dance forms. This course is for dance majors and minors. May be repeated up to six times for credit.

DANC 112A - Contemporary Dance Technique I (2 Credits)
An introduction to modern dance with the beginning practice of movement technique. This course is for dance majors and minors. May be repeated up to six times for credit.

DANC 112B - Contemporary Dance Technique II (2 Credits)
An introduction to modern dance with the beginning practice of movement technique. This course is for non dance majors. May be repeated up to six times for credit.

DANC 113A - World Dance II (2 Credits)
World Dance is dance experience in diverse world dance forms. This course is for dance majors and minors. May be repeated up to six times for credit.
DANC 113B - World Dance II (2 Credits)
World Dance is dance experience in diverse world dance forms. This course is for non dance majors. May be repeated up to six times for credit.

DANC 150 - Introduction to Dance (3 Credits)
Introduction to dance as art, communication, and cultural expression as it applies to a career in dance. Open to non-majors.

DANC 160A - Dance Improvisation and Composition (3 Credits)
An introductory course on dance composition and the creative process. Exploration and improvisation of different dance forms; specific choreographic tools. This course is for dance majors and minors. May be repeated up to six times for credit.

DANC 160B - Dance Improvisation and Composition (3 Credits)
An introductory course on dance composition and the creative process. Exploration and improvisation of different dance forms; specific choreographic tools. This course is for non dance majors. May be repeated up to six times for credit.

DANC 170 - Ballroom Dance I (2 Credits)
Introduction of six major dances (Foxtrot, Waltz, Tango, Cha Cha, Swing, and Rumba) to students with no dance experience. The emphasis will be on learning dance figures and patterns.

DANC 171 - Ballroom Dance II (2 Credits)
Intermediate steps will include challenging choreography or patterns. The emphasis in technique will be based on developing speed and elegance while dancing complex patterns.
Prerequisites: DANC 170 or equivalent.

DANC 177 - Dance Company I (1 Credit)
This course is designed for rehearsals leading to dance performances; and including student choreography, on stage productions, the dance touring ensemble and components of dance production. Repeat seven times.

DANC 178 - Jazz Dance Technique I (2 Credits)
A beginning level class focusing on coordination, rhythm, alignment, jazz vocabulary, and jazz dance positions. May be repeated up to six times for credit.

DANC 202A - Ballet Technique II (1-2 Credits)
Second level of classical ballet technique facilitating skill in allegro and adagio work. This course is for dance majors and minors. May be repeated up to six times for credit.
Prerequisites: DANC 102A or equivalent.

DANC 202B - Ballet Technique II (1-2 Credits)
Second level of classical ballet technique facilitating skill in allegro and adagio work. This course is for non dance majors. May be repeated up to six times for credit.
Prerequisites: DANC 102B or equivalent.

DANC 204 - Pointe II (1-2 Credits)
Pointe technique and skills on pointe, an extension of ballet technique at the foundational level. May be repeated four times.
Prerequisites: DANC 202 or equivalent.

DANC 212A - Contemporary Dance Technique II (1-2 Credits)
A second level of contemporary technique, with emphasis on skill refinement and aesthetic elements. This course is for dance majors and minors. May be repeated up to six times for credit.
Prerequisites: DANC 112A or equivalent, placement audition or permission of instructor.

DANC 212B - Contemporary Dance Technique II (1-2 Credits)
A second level of contemporary technique, with emphasis on skill refinement and aesthetic elements. This course is for non dance majors. May be repeated up to six times for credit.
Prerequisites: DANC 112B or equivalent, placement audition or permission of instructor.

DANC 260 - Laban Movement Analysis (3 Credits)
An examination of Laban Movement analysis – a language for understanding, observing, describing and notating all forms of movement. Experiential, analytical and performance teaching methods will be used.
Prerequisites: DANC 160.

DANC 270 - Dance Education I: Introduction to Dance Education (2 Credits)
An overview of state and national standards, theoretical and philosophical perspectives that shape current practices for teaching dance in K-12 environments, and arts/dance education advocacy. Not open to freshmen. It is recommended that students have completed at least three semesters of technique.
Prerequisites: DANC 150 and DANC 160A.

DANC 275 - Pilates I (2 Credits)
Innovative system of exercises for the mind and body. Teaching posture, body awareness, and easy graceful movement at a beginner’s level.

DANC 278 - Jazz Dance Technique II (2 Credits)
An intermediate level class focusing on coordination, rhythm, alignment, jazz vocabulary, jazz dance positions, and expanded knowledge of theatrical jazz dance. May be repeated up to six times for credit.
Prerequisites: DANC 178.

DANC 281 - Dance History I (3 Credits)
Overview of the development of dance through the 19th century.

DANC 282 - Dance History II (3 Credits)
Development of dance from the 20th century to the present.
Prerequisites: DANC 281.

Graduation with Leadership Distinction: GLD: Global Learning

DANC 300 - Music for Dancers (3 Credits)
Rhythmic analysis, reading and metric patterns, construction and use of scores from musical theatre to symphonic orchestration with exercises to enhance the knowledge of relationship between dance and music.

DANC 302A - Ballet Technique III (1-2 Credits)
Third level of classical ballet technique. This course is for dance majors and minors. May be repeated up to six times for credit.
Prerequisites: DANC 202A or equivalent.

DANC 302B - Ballet Technique III (1-2 Credits)
Third level of classical ballet technique. This course is for non dance majors. May be repeated up to six times for credit.
Prerequisites: DANC 202B or equivalent.

DANC 303 - Pointe III (1-2 Credits)
Pointe technique and skills on pointe, an extension of ballet technique at the intermediate level. Study and execution of female variations from classical repertoire. May be repeated four times.
Prerequisites: DANC 202 or equivalent.
DANC 304 - Intermediate Tap Dance (1 Credit)
Advanced fundamentals of tap dance, including intermediate/advanced rhythmic structure and incorporation of alignment and style.
Prerequisites: permission of instructor.

DANC 307 - West African Dance I (3 Credits)
The history and practice of indigenous West African dance.

DANC 310 - Dance Analysis and Criticism (3 Credits)
Theoretical practices and cultural perspectives of dance making.
Prerequisites: DANC 281 and DANC 282.

DANC 312A - Contemporary Dance Technique III (1-2 Credits)
A third level technique with refinement skills, and complex combinations. This course is for dance majors and minors. May be repeated up to six times for credit.
Prerequisites: DANC 212A or equivalent.

DANC 312B - Contemporary Dance Technique III (1-2 Credits)
A third level technique with refinement skills, and complex combinations. This course is for non dance majors. May be repeated up to six times for credit.
Prerequisites: DANC 212B or equivalent.

DANC 360 - Choreography I (3 Credits)
An intermediate level choreography and composition course designed to create and adapt work in different dance forms in modern, jazz, and ballet.
Prerequisites: DANC 260; recommend students to have completed at least three semesters of technique.

DANC 370 - Dance Education II: Creative Dance (3 Credits)
An introduction to motor development, movement concepts, elements, and skills that contribute to lesson planning, instruction, and assessment of creative dance in K-12 education. It is recommended that students have completed at least three semesters of ballet and contemporary technique and world dance.
Prerequisites: DANC 270 and 360.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

DANC 375 - Pilates II (2 Credits)
Innovative system of exercises for the mind and body. Teaching posture, body awareness, and easy graceful movement at an intermediate level.
Prerequisites: DANC 275 or equivalent.

DANC 377 - Historic Dance (3 Credits)
A course open to all students interested in gaining knowledge of early dances from the 15th Basse, Pavanne and Gaillarde of the Renaissance era to the Baroque dances from the court of Louis XIV.

DANC 378 - Jazz Dance Technique III (1-2 Credits)
Advanced-level jazz dance technique. May be repeated up to six times for credit.

DANC 380 - Movement and Dance for Musical Theatre (3 Credits)
Styles of movement and dance in musical theatre from the '20s, '30s, and '40s to modern contemporary musical theatre. Choreographing for musicals, cultural forms of dance, staging for vocal pieces.

DANC 381 - Dance History (3 Credits)
A survey of dance from ethnic and social to professional dance, from the time of the Greeks through the twentieth century.

DANC 382 - Body Conditioning/Gyrokinetics Method (2 Credits)
Body conditioning technique designed to increase strength, flexibility, and coordination, enhancing the dance students' performance ability and body awareness.

DANC 385 - Men's Ballet (1 Credit)
Study of the art of classical ballet for men with increased emphasis on facilitating skill in allegro and adagio work specific to male technique.
Prerequisites: 4 semesters of ballet or equivalent.

DANC 390 - Dance Studio Operation (3 Credits)
Advanced training methods and techniques in all forms of dance. Emphasis on recent research in dance curriculum and operational technique. For experienced dance teachers.

DANC 399 - Independent Study and Research (3 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.

Graduation with Leadership Distinction: GLD: Research

DANC 402A - Ballet Technique IV (1-2 Credits)
Intensive fourth level of classical ballet technique. This course is for dance majors and minors. May be repeated up to six times for credit.
Prerequisites: DANC 302A or equivalent.

DANC 402B - Ballet Technique IV (1-2 Credits)
Intensive fourth level of classical ballet technique. This course is for non dance majors. May be repeated up to six times for credit.
Prerequisites: DANC 302B or equivalent.

DANC 403 - Pointe Variations for Intermediate/Advanced Ballet (1-2 Credits)
Pointe technique, an extension of ballet technique skills on pointe. Study and execution of female variations from classical repertory. May be repeated four times.

DANC 407 - West African Dance II (3 Credits)
Study of the development of West African music and dance, emphasizing cultural, social, and physical influences. Exploration of the relationship between dancer and the drummer at an intermediate level.
Prerequisites: DANC 307.

DANC 412A - Contemporary Dance Technique IV (1-2 Credits)
Intensive advanced level contemporary dance technique. This course is for dance majors and minors. May be repeated up to six times for credit.
Prerequisites: DANC 312A or equivalent.

DANC 412B - Contemporary Dance Technique IV (1-2 Credits)
Intensive advanced level contemporary dance technique. This course is for non dance majors. May be repeated up to six times for credit.
Prerequisites: DANC 312B or equivalent.

DANC 420 - Teaching Methods of Ballet (3 Credits)
The foundations of ballet technique are analyzed systematically. Students will learn to teach ballet technique and organize course work for all levels. Recommend students to have completed at least four semesters of ballet technique.

DANC 421 - Teaching Methods of Contemporary Dance (3 Credits)
The foundations of contemporary dance technique are analyzed systematically. Students will learn to teach contemporary dance technique and organize course work for all levels. Recommend students to have completed at least four semesters of contemporary dance technique.
DANC 440 - Pas de Deux (Partnering) (1-2 Credits)
Study of the art of classical ballet pas de deux for men and women. Special attention will include adagio work from classical ballet repertory and contemporary dance.
Prerequisites: DANC 302 or equivalent.

DANC 450 - Musical Theatre Workshop (2 Credits)
Intensive musical theatre training in areas of song interpretation, musical theatre, dance, voice and acting.
Cross-listed course: MUSC 450, THEA 450

DANC 460 - Choreography II (3 Credits)
An intermediate level choreography course to further examine choreographic construction methods.
Prerequisites: DANC 160 and three semesters of technique courses.

DANC 470 - Dance Education III: Dance Pedagogy for Middle and High School (4 Credits)
Intensive study of content and strategies for teaching dance in middle and high school with particular emphasis on curriculum development, instruction, and assessment. Not open to freshmen or sophomores. Minimum of 90 hours in program of study.
Prerequisites: DANC 270, DANC 370, five semesters of ballet, five semesters of modern dance.
Graduation with Leadership Distinction: GLD: Community Service

DANC 471 - Synthesis of Dance Education Constructs (pre-internship seminar) (1 Credit)
Seminar allows students to synthesize content and skills from all previous dance and education coursework in conjunction with their student teaching experience.
Corequisite: DANC 479.

DANC 475 - Inner Mastery Through Movement (3 Credits)
A mind/body integration course designed for performing artists.

DANC 476 - Production Design for Dance (3 Credits)
Technical theatre functions, the structure and purpose of production design, and stage production as it relates to the whole of dance and theatrical performance.

DANC 478 - Integrated Approaches in Dance Education (5 Credits)
Study and application of strategies for teaching diverse learners, implementation of instructional technology in the dance classroom, and dance/arts integration.
Graduation with Leadership Distinction: GLD: Community Service

DANC 479 - Teaching Internship in Dance Education (12 Credits)
Practical demonstration of pedagogical knowledge, skill, and dispositions necessary to effectively teach in K-12 dance education as defined and measured by CAEP and ADEPT standards.
Prerequisites: Must have fulfilled all other program requirements except DANC 471 and DANC 479, be admitted to the professional program, and approved for student teaching.
Corequisite: DANC 471.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships
Experiential Learning: Experiential Learning Opportunity

DANC 482 - Body Conditioning/Gyrokinesis Method II (1 Credit)
Body conditioning technique that simultaneously stretches and strengthens the body at an intermediate level. Gyrokinesis teaches complete freedom of movement through exercises synchronized with corresponding breathing patterns enhancing aerobic and cardiovascular stimulation and promoting neuromuscular awareness. Restricted to dance majors/minors only.
Prerequisites: DANC 382.

DANC 490 - Senior Capstone Dance Project (3 Credits)
Culmination of the performance/choreography dance emphasis. Senior project encompassing a choreographic work or research thesis.
Prerequisites: DANC 160 and DANC 360.
Graduation with Leadership Distinction: GLD: Research

DANC 500 - Selected Topics in Dance (1 Credit)
A series of courses, each lasting one-third of a semester. Topics and required courses are announced in the class schedule for each semester.

DANC 573 - Dancer’s Workshop (1 Credit)
Individual advanced training in movement, improvisation, flexibility, and precision in dance styles including modern and ballet.
Prerequisites: graduate standing or three credits in dance.

DANC 577 - Dance Performance (3 Credits)
Rehearsal, choreographic analysis, and dance performance. All components of dance production—including music, costume, lighting, and scenery—will be considered.
Cross-listed course: PEDU 577

DANC 586 - The Articulate Body (3 Credits)
Theoretical and experimental exploration of the major body systems and development movements to bring more articulation to the body and more awareness and physical ease in performance.
Cross-listed course: THEA 586

DANC 599 - Special Topics in Dance (3 Credits)
Reading and research on selected topics. Course content varies and will be announced in the schedule of classes by title. May be repeated once as topics vary.

Early Childhood Edu (EDEC)

EDEC 201 - Inquiry into Early Childhood Education (3 Credits)
Inquiry into the roles, programs, history, and culture trends in early childhood education.

EDEC 250 - Play and Early Learning (3 Credits)
Theory and practice related to children’s play and early learning in family, community, and educational settings.

EDEC 336 - Culturally Relevant Pedagogy in Early Childhood Classrooms (3 Credits)
A study of the theoretical and practical foundations of effective teaching in diverse classroom environments. Ethnicity, gender, social class, religion and other issues are considered from multiple perspectives.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning

EDEC 340 - The Young Child: Development, Care and Education (Birth to 3 years) (3 Credits)
Infants’ and toddlers’ development and care from an ecological perspective. Assessment of children in various settings is emphasized.
Corequisite: EDEC 340P.
EDEC 340P - The Young Child: Development, Care and Education (Birth to 3 years) Practicum (1 Credit)
Practicum in infants’ and toddlers’ development and care observed and assessed from an ecological perspective. Includes service learning.
Corequisite: EDEC 340.

EDEC 342 - The Young Child: Development, Care and Education (3-8 years) (3 Credits)
Development of young children and its relationship to appropriate practice and curriculum with an emphasis on mathematics, science, and social studies.
Prerequisites: EDEC 340 and EDEC 340P.
Corequisite: EDEC 342P, EDEC 344, EDEC 347 and EDRD 345.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

EDEC 344 - Supporting Linguistic Pluralism Across Content Areas (3 Credits)
Introduction to issues, ideas, practices and policies in support of learning and teaching in multilingual classrooms, pre-K to grade 12 for undergraduate early childhood education majors. Early Childhood Majors Only.
Corequisite: EDEC 342, EDEC 342P, EDEC 347 and EDRD 345.

EDEC 347 - Community of Learners and Classroom Management in Early Childhood (3 Credits)
Methods of building a community of learners including child guidance and group management that foster the development of self-control and learning.
Corequisite: EDEC 342, EDEC 342P, EDEC 344 and EDRD 345.

EDEC 344P - Internship in Integrated Curriculum in Early Childhood Education (4 Credits)
Internship in developmentally and culturally appropriate content and pedagogy in language and literacy, mathematics, science, social studies, and fine arts for young children through grade 3. Admission to internship in early childhood education.
Corequisite: EDEC 441, EDEC 442 and EDRD 445.

EDEC 443 - Internship in Integrated Curriculum in Early Childhood Education (4 Credits)
Internship in developmentally and culturally appropriate content and pedagogy in language and literacy, mathematics, science, social studies, and fine arts for young children through grade 3. Admission to internship in early childhood education.
Corequisite: EDEC 441, EDEC 442 and EDRD 445.

EDEC 444 - Teaching Social Studies to Early Childhood Education (3 Credits)
The study and practice of Social Studies education for undergraduate majors in early childhood education. Early Childhood Majors Only.

EDEC 492 - Internship in Curriculum, Assessment, Teaching, and Professional Roles (9 Credits)
Internship for practice in classrooms appropriate to the level of certification sought (early childhood) related to professional roles. Admission to the Professional Program in Early Childhood Education.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences
Experiential Learning: Experiential Learning Opportunity

EDEC 510 - Parent/Family Dynamics in Early Childhood Education (3 Credits)
Principles, practices, and content of family dynamics, including practicum/service learning.
Graduation with Leadership Distinction: GLD: Community Service Engagement Internships

EDEC 540 - The Young Child: Behavior and Development in Early Childhood (3 Credits)
Service-learning and seminar experiences addressing intellectual, physical, social, and emotional development, prenatal through grade three, within an ecological context. Child’s critical thinking, creative expression, and diagnosis/assessment emphasized.

EDEC 546 - Education of Young Children: An Ecological Approach (3 Credits)
An ecological study with emphasis on home-school relations, parent involvement, and community resources. Multicultural perspectives and needs of exceptional children addressed.
Corequisite: EDEC 469.

EDEC 547 - Field Problems: Teaching Mathematics Using Manipulative Materials, Grades K-3 (3 Credits)
Instructional approaches and materials for teaching elementary school mathematics, grades K-3.

EDEC 570 - Internship in Environments for Teaching and Learning (3 Credits)
Internship for practice in classrooms appropriate to early childhood education related to curriculum design and assessment. Admission to the professional program in early childhood education.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

EDEC 591 - Seminar on Teaching in Early Childhood (3 Credits)
Exploration of the principles and theories about teaching and learning as they apply to early childhood education in the context of schools in democratic societies.
Prerequisites: admission to internship in early childhood education.
Corequisite: EDTE 590A, EDTE 590B, and EDTE 590C.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships, GLD: Research

EDEC 608 - Parent Involvement in Early Childhood Education (3 Credits)
Analysis of programs and practices for involving parents in early childhood educational settings. Emphasizes objectives, methods, techniques, and materials for program development. Community resources for supporting programs for children in various instructional settings.

EDEC 690 - Independent Study (1-3 Credits)
Economics (ECON)

ECON 123 - The American Economy (3 Credits)
Basic concepts, institutional foundations, structure of the private and public sector, labor markets; major economic problems.

ECON 221 - Principles of Microeconomics (3 Credits)
The study of supply and demand, pricing and cost concepts, firm and consumer decision-making, market structure, and government policies.

ECON 222 - Principles of Macroeconomics (3 Credits)
The study of gross domestic product, business cycles, economic growth, inflation, unemployment, and monetary and fiscal policy.

ECON 223 - Introduction to Economics (3 Credits)
Introduction to economics principles for non-majors. Basics of supply and demand and government and monetary policy are covered in a non-technical manner. Not open to business or economics students. Credit not granted for both ECON 223 and ECON 221 or ECON 222.

ECON 224 - Introduction to Economics (3 Credits)
The study of supply and demand, markets, household and firm decision-making, gross domestic product, inflation, unemployment, and government policies. Open to all students except business administration and economics majors.

ECON 301 - Money and Banking (3 Credits)
The role of money in the market economy. Commercial banks, the Federal Reserve System, and monetary policy. Cannot be used to satisfy major requirements. 03: 07/05/2019.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 303 - The International Economy (3 Credits)
Survey of international economic issues and institutions, including trade and protectionism, global and regional trade agreements, trade balances and exchange rates, Japan, NAFTA, and the European Union.
Prerequisites: ECON 224.

Graduation with Leadership Distinction: GLD: Global Learning

ECON 311 - Issues in Economics (3 Credits)
The nature and causes of major economic problems facing the nation and its communities, and policy alternatives designed to solve them. The philosophy and methodology of economics in social problem solving.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 321 - Intermediate Microeconomic Theory (3 Credits)
Analysis of the economic behavior of households and firms. Production, consumption, price determination, and the degree of competition in markets.
Prerequisites: ECON 221 and ECON 222, or ECON 224, MATH 122 or MATH 141.

ECON 322 - Intermediate Macroeconomic Theory (3 Credits)
Analysis of the national economy as a whole. Money, output, employment, inflation, and international economic linkages.
Prerequisites: ECON 221 and ECON 222, or ECON 224, MATH 122 or MATH 141.

ECON 329 - American Economic History (3 Credits)
Growth and development of the American economy; applications of economic theory to economic history.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 363 - Business Finance (3 Credits)
The procurement and management of wealth by privately owned profit-seeking enterprises. 03: 07/05/2019.
Prerequisites: ECON 221, ACCT 225, and 3 hours of statistics at the 200-level.

ECON 364 - Financial Institutions (3 Credits)
A study of the functions and operations of financial institutions and their relationships to the commercial banking system and the general economy. Attention is devoted to savings institutions, insurance companies, rural and urban real estate credit, consumer credit, and associated topics. 03: 07/05/2019.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 379 - Government Policy Toward Business (3 Credits)
An analysis of public policy toward business in the United States. Emphasis is on the desirability of various policies in light of their consequences for the general welfare.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 399 - Independent Study (1-15 Credits)
Contract approved by instructor, advisor, and undergraduate division head is required.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

Graduation with Leadership Distinction: GLD: Research

ECON 402 - Money, Income, and Prices (3 Credits)
A study of monetary standards, monetary theory, monetary policy, and the mechanism of international payments. Attention is devoted to questions of monetary problems, employment, and fiscal policy.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 406 - Labor Economics (3 Credits)
A study of labor market institutions, trends in labor market activity, and the effects of government policy on the labor market. (Not open to majors in economics.)
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 408 - History of Economic Thought (3 Credits)
A survey of economics from the ancient philosophers to the present; with emphasis on the mercantilist, physiocratic, classical, Marxian, Austrian, neo-classical, and institutional schools of economics.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 415 - Economics of American Industry (3 Credits)
A study of the structure of selected American industries, of the development and concentration of economic power in the American economy, and of public policy toward industry.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 420 - Business Applications of Economic Forecasting (3 Credits)
Analysis of business cycles and applications of forecasting techniques to project and interpret economic trends.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 421 - Engineering Economics (3 Credits)
Decision making with respect to capital goods, with emphasis on such decision making in governmental activities and public utilities. Intended primarily for engineering students, the course emphasizes the types of investment decisions that engineers are often called upon to make.
ECON 436 - Introductory Econometrics (3 Credits)
The use of statistical techniques to analyze economic relationships. The emphasis is on the application of linear regression to real-world economic data.
Prerequisites: ECON 224, or ECON 221 and ECON 222; MGSC 291 or STAT 201; and MATH 122 or MATH 141.

Carolina Core: ARP

ECON 476 - Foundations of Capitalism (3 Credits)
Examines the foundations of capitalism and why it has prevailed over alternative systems. Topics include the justification of private property, distribution of wealth, profit motive, source of wealth creation, and others. 03: 07/05/2019.
Prerequisites: ECON 211 and ECON 222.

ECON 499 - Internship in Economics (1-6 Credits)
Supervised work experience of at least nine hours per week, to include one class meeting a month and individual consultation. Contract approval by instructor, advisor, and department chair is required. Cannot be used to satisfy major requirement.
Prerequisites: C or better in both ECON 321 and ECON 322, and cumulative GPA of 2.75.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

ECON 500 - Urban Economics (3 Credits)
An analysis of economic forces affecting urbanization and the economic processes influencing urban form and structure. Spatial concepts are considered in addition to traditional micro-economic and macro-economic concepts. Topic coverage includes: the economic origin of cities; urban functions and the urban economic base; land-use structure and urban form, and urban efficiency.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

Graduation with Leadership Distinction: GLD: Global Learning

ECON 503 - International Trade Economics (3 Credits)
Theory of international specialization, commercial policy, customs unions, and the effects of trade liberalization and protectionism; economic growth and multinational enterprises.
Prerequisites: ECON 321.

ECON 504 - International Monetary Economics (3 Credits)
Exchange rate and balance of payments determination; purchasing-power parity; optimum currency areas, absorption, elasticity, monetary approaches, spot- and forward-exchange markets.
Prerequisites: ECON 322.

Graduation with Leadership Distinction: GLD: Global Learning

ECON 505 - International Development Economics (3 Credits)
Economic theories of growth in developing countries. Use of factor resources; role of social and economic institutions; use of financial trade policies for growth.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

Graduation with Leadership Distinction: GLD: Global Learning

ECON 506 - Labor Economics and Labor Markets (3 Credits)
Economics of labor demand, labor supply, wage determination in competitive markets, migration, discrimination, unemployment, and labor unions. Theoretical models and empirical knowledge will be considered.
Prerequisites: ECON 221 and ECON 222, or ECON 224; ECON 321.

ECON 507 - Comparative Economic Systems (3 Credits)
An analysis of the organization and operation of the world's major economic systems.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

Graduation with Leadership Distinction: GLD: Global Learning

ECON 508 - Law and Economics (3 Credits)
Economic analysis and interpretation of the law. The economic effect of current law and optimal design of law to meet social objectives.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 509 - Economics of Sustainable Development (3 Credits)
Exploration of the basic theory and practice of sustainable economic development. Topics include: environmental legislation, global agreements, sustainable development indicators, and economic strategies and methods to promote environmentally sound development.
Prerequisites: C or better in the following ECON 221 and ECON 222; or ECON 224; MATH 122.

Graduation with Leadership Distinction: GLD: Community Service

ECON 510 - Experimental Economics (3 Credits)
Exploration of the basic theory and techniques of experimental economics. Topics include: basic game theory, experimental design, and elements of behavioral economic thought.
Prerequisites: C or higher in ECON 321.

ECON 511 - Senior Seminar in Economics (3 Credits)
Philosophy and methodology of economics, perspectives on theory and empiricism, economic policy; individualized guided research.
Prerequisites: ECON 321, ECON 322, and ECON 436 with grade of C or higher.

ECON 514 - The Economics of Terrorism (3 Credits)
Focuses on the following aspects of terrorism: (1) its causes/determinants (historical, social, cultural, economic, political, and religious determinants); (2) the organizational and funding structure of terrorist groups; (3) the tactics and weapons of terrorist groups; (4) mobilization and recruitment within terror networks; and (5) counterterrorism methods. Restricted to: Business Majors and Economics Arts and Sciences Majors.
Prerequisites: C or better in ECON 321.

ECON 515 - Industrial Organization (3 Credits)
This course uses the tools of microeconomics and game theory to examine how firms compete and competition's impact on industry performance. Topics include: price discrimination, product differentiation, and oligopoly behavior.
Prerequisites: ECON 321.

ECON 516 - Political Economy (3 Credits)
This course covers fundamental models of collective decision making, studies their empirical relevance, and considers interactions between the economy and politics.
Prerequisites: C or better in ECON 221 and ECON 222 or C or better in ECON 224.

ECON 523 - Introduction to Mathematical Economics (3 Credits)
Mathematical formulation of economic theories; the use of mathematics in the development and demonstration of economic relationships.
Prerequisites: ECON 221 and ECON 222, or ECON 224; MATH 122, MATH 141, or the equivalent.
ECON 524 - Essentials of Economics (3 Credits)
A course designed to acquaint the student with the principles of operation of the American economic system. A survey course for social studies teachers in secondary schools.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 526 - Managerial Economics (3 Credits)
A study of the application of the economic theory of profits, competition, demand, and costs to analysis of problems arising in the firm and in decision making. Price policies, forecasting, and investment decisions are among the topics considered.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 530 - The Economics of Education (3 Credits)
Investment in human capital; the economic value of schooling; internal efficiency of schools; faculty compensation; equity and efficiency of school finance systems; financing higher education.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 531 - Health Economics (3 Credits)
Applications of economic analysis to health care. Structure and behavior of health-care markets. Description of health care policy issues.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 548 - Environmental Economics (3 Credits)
An analysis of the economic aspects of environmental decay, pollution control, and natural resource use. Analysis of the ability of the market system to allocate resources efficiently when economic activity is accompanied by environmental damage. Discussion of alternative public policy approaches to pollution control and natural resource conservation.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 555 - Game Theory in Economics (3 Credits)
Game theory as used to understand decision making in business, economics, politics and other real-world environments. Topics covered include: basic terminology; strategic, extensive, and combinatorial models; and equilibrium strategy.
Prerequisites: ECON 321 or MATH 141 and STAT 201 or C or higher in STAT 206.

ECON 562 - Public Finance (3 Credits)
Theory and practice of taxation: public revenue, expenditure, and debt.
Prerequisites: C or higher in ECON 321.

ECON 589 - Topics in Economics (1-3 Credits)
Individual topics to be announced with title.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 594 - Introduction to Econometrics (3 Credits)
Statistical and economic tools applied to analysis of business and economic problems with the aid of computers.
Prerequisites: ECON 221 and ECON 222, or ECON 224; MGSC 291 or STAT 201, MATH 122 or MATH 141.

ECON 621 - Survey of Contemporary Economic Theory (3 Credits)
Neo-classical value and distribution theory combined with income and employment theory.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 690 - Quantitative Foundations for Business and Economics I (3 Credits)
Calculus and classical optimization methods applied to problems in business and economic analysis; matrices, derivatives, and integrals in the analysis of both univariate and multivariate business and economic models. 03: 07/05/2019.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 691 - Quantitative Foundations for Business and Economics II (3 Credits)
Statistics and probability theory applied to problems of business and economic analysis. 03: 07/05/2019.
Prerequisites: ECON 221 and ECON 222, or ECON 224; MGSC 690 or ECON 690.

ECON 692 - Quantitative Methods I (3 Credits)
Probability and statistics necessary for graduate study in economics and business administration; estimation, hypothesis testing, regression, analysis of variance, and nonparametric methods. 03: 07/05/2019.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 694 - Quantitative Methods II (3 Credits)
A study of decision models useful in business administration. Topics covered include linear programming, sensitivity analysis and duality, network models, integer programming, determine and stochastic dynamic programming, inventory, and queues. 03: 07/05/2019.
Prerequisites: ECON 221 and ECON 222, or ECON 224; ECON 692, mathematics and computer portion of Fundamental Business Skills or equivalent.

Educ Foundations & Inq (EDFI)

EDFI 300 - Schools in Communities (3 Credits)
Social, political, and historical aspects of diverse educational institutions in American culture with an emphasis on families, schools, and communities. Sophomore standing.
Graduation with Leadership Distinction: GLD: Community Service

EDFI 321 - Dynamics of American Public Education (3 Credits)
Extensive treatment of the social, political, economic, and philosophical influences that have shaped public education. Analysis of the financial, organizational, and legal aspects of education. Library assignments provide a working knowledge of professional standard references and journals. Junior or higher standing.

EDFI 350 - Antiracist Education (3 Credits)
Basic concepts, issues, and practices of antiracist education. Topics include individual and institutional racism, overt and covert racism, curriculum, textbooks, power relationships, teacher-student relationships, and privacy.
Cross-listed course: AFAM 350
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

EDFI 357 - Sociology of Education (3 Credits)
Analysis of educational institutions, organizations, processes, and their effects in contemporary society.
Prerequisites: SOCY 101.
Cross-listed course: SOCY 357
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy
EDFI 361 - Comparative and International Education (3 Credits)
Understanding of schooling in a global society. An introduction to comparative and international education and its major theories practices and research methodologies with an examination of educational issues, levels and system in a variety of cultural contexts and countries.

EDFI 399 - Independent Study (3 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.

Graduation with Leadership Distinction: GLD: Research

EDFI 592 - Historical Foundations of American Educational Thought (3 Credits)
A survey of the history, philosophy, administration, and legal bases of American education.

EDFI 643 - Southern Educational History (3 Credits)
Development of educational institutions in Southern society with special attention given to South Carolina.

EDFI 690 - Independent Study (1-3 Credits)

Education (EDUC)

EDUC 110 - USC Teaching Fellows Leadership Seminar (0 Credits)
A resource for members of the Teaching Fellows Program to successfully complete yearly program requirements. Topics include: qualities of an effective teacher, how to give constructive classroom feedback, students' needs decision making, leadership styles, valuing diversity, and factors that influence/contribute to effective teacher leadership. Restricted to students enrolled in the USC Teaching Fellows Program. Instructor permission only.

EDUC 360 - Global and Multicultural Perspectives on Education in International Settings (3 Credits)
Study abroad course in which students apply social science knowledge and analytical methods to understand the ways in which culture, society, politics, and global forces affect education and schooling in diverse international settings. May be repeated as content varies by destination.

Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Global Learning

EDUC 610 - Case Study in Classroom Management (3 Credits)
Case study in the clinical application of pedagogy and methods related to classroom management, including relational, procedural and instructional aspects of a classroom management approach.

EDUC 630 - Field Problems in Education I (1-3 Credits)
Selected educational problems will be identified and explored, and probable solutions developed. Emphasis will be on providing practicing school personnel an opportunity to work cooperatively, under supervision, toward solutions to those problems which are of immediate concern to them. Activities will include seminars, review of literature, observations, case studies, materials development, and other applicable approaches. Emphasis will be placed on the development of a comprehensive proposal designed to alleviate or solve the problems identified.

EDUC 633 - Field Problems in Education II (1-3 Credits)
Selected educational problems will be identified and explored, and probable solutions developed. Emphasis will be on providing practicing school personnel an opportunity to work cooperatively, under supervision, toward solutions to those problems which are of immediate concern to them. Activities will include seminars, review of literature, observations, case studies, materials development, and other applicable approaches. Emphasis will be placed on the development of a comprehensive proposal designed to alleviate or solve the problems identified.

EDUC 634 - Field Problems in Education III (1-3 Credits)
Selected educational problems will be identified and explored, and probable solutions developed. Emphasis will be on providing practicing school personnel an opportunity to work cooperatively, under supervision, toward solutions to those problems which are of immediate concern to them. Activities will include seminars, review of literature, observations, case studies, materials development, and other applicable approaches. Emphasis will be placed on the development of a comprehensive proposal designed to alleviate or solve the problems identified.

EDUC 635 - Field Problems in Education IV (1-3 Credits)
Selected educational problems will be identified and explored, and probable solutions developed. Emphasis will be on providing practicing school personnel an opportunity to work cooperatively, under supervision, toward solutions to those problems which are of immediate concern to them. Activities will include seminars, review of literature, observations, case studies, materials development, and other applicable approaches. Emphasis will be placed on the development of a comprehensive proposal designed to alleviate or solve the problems identified.

EDUC 635A - T: Common Core: Math Standards (3 Credits)

EDUC 654 - Assessment of Reading (3 Credits)

EDUC 690 - Independent Study (1-3 Credits)

Educational Admin (EDAD)

EDAD 690 - Independent Study (1-3 Credits)

Educational Psychology (EDPY)

EDPY 333 - Introduction to Child Growth and Development (3 Credits)
Basic course designed to familiarize the prospective teacher with the patterns of social, emotional, physical, and intellectual growth of the individual. Development of these growth patterns from the prenatal stage to the onset of adolescence.

EDPY 334 - Introduction to Adolescent Growth and Development (3 Credits)
Basic course designed to familiarize the prospective junior and senior high school teacher with the pattern of social, emotional, physical, and intellectual growth of the individual during his adolescent years. Recommendation of the advisor(s) required.

EDPY 335 - Introduction to Educational Psychology (3 Credits)
Applications of the psychology of learning and development. Special attention to basic statistics and the behavior of the school child.

EDPY 399 - Independent Study (3-15 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.

Graduation with Leadership Distinction: GLD: Research

EDPY 401 - Learners and the Diversity of Learning (3 Credits)
Overview of psychological theories and research as it applies to education, including theories of learning, child and adolescent development, cognitive processes, classroom practices, individual differences/student diversity, and motivation.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

EDPY 401P - Practicum: Learners and the Diversity of Learning (1 Credit)
Field experience integrated with course on lifespan development and learning with an emphasis on individual and group diversity.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships
EDPY 644 - Free-Choice Learning and Informal Learning Environments (3 Credits)
Examines free-choice (or informal) learning and the characteristics of settings and activities outside of formal schooling that effectively promote learning and development.

EDPY 690 - Independent Study (3-15 Credits)

Educational Technology (EDET)

EDET 603 - Design and Development Tools I (3 Credits)
Study of multimedia elements (e.g., graphics, animation, audio, and video) including the creation and editing of materials. Instructional applications, copyright issues, and technology limitations will be explored. 03: 07/05/2019.

EDET 650 - Internship in Educational Technology (3 Credits)
Supervised field-based experiences in the design, development, evaluation, and implementation of technology-based instructional and training projects. Prerequisites: EDET 603, EDET 703, and EDET 722.

EDET 652 - Design and Evaluation of Games and Simulations (3 Credits)
Application of instructional design criteria to computer and noncomputer interactions. Analyses include requisite cognitive processes, affective outcomes, and ethical standards. Design and formative testing of interactive exercises.

Electrical Engineering (ELCT)

ELCT 101 - Electrical and Electronics Engineering (3 Credits)
Introductions to: the profession of electrical engineering; the wide range of sub-disciplines that make electrical engineering so valuable in improving the human condition; the role of electrical engineers in society; and the role of electrical engineering students in the university.

ELCT 102 - Electrical Science (3 Credits)
Fundamentals of electrical and electronic components. Basic network laws. Mathematical and computer tools for network analysis. Cannot earn credit for ELCT 102 after earning credit for either ELCT 220 or ELCT 221. Prerequisite or Corequisite: MATH 141.

ELCT 201 - Introductory Electrical Engineering Laboratory (3 Credits)
Laboratory procedures, instrumentation and measurements, report writing, computer use in system design, testing, and troubleshooting. Integrative project-based learning environment including passive, active, electronic and electromechanical systems. Prerequisites: C or better in ENGL 102 and C or better in CSCE 211.
Prerequisite or Corequisite: ELCT 222.

ELCT 220 - Electrical Engineering for Non-Majors (3 Credits)
Fundamentals of electrical engineering for mechanical, chemical, or other engineering disciplines, including electric circuits, measurements, data acquisition, sensors, motors, and controllers. Prerequisites: MATH 142.

ELCT 221 - Circuits (3 Credits)
Analysis of linear ac circuits using complex variables. Nodal and mesh analysis, Thevenin and Norton transformations, linearity, superposition, use of math solvers, circuit simulators, and computer-interfaced instrumentation. Prerequisites: C or better in MATH 142; C or better in ELCT 102; or C or better in AESP 265; or D or better in ELCT 220.

ELCT 222 - Signals and Systems (3 Credits)
Analysis of continuous-time signals and systems in time and frequency domains, Fourier series and transforms, Laplace transforms; introduction to discrete-time signals. Prerequisites: C or better in ELCT 221 and in MATH 242.

ELCT 301 - Electronics Laboratory (3 Credits)
Design and implementation of analog and digital electronic circuits, with emphasis on developing deep individual understanding of curriculum-spanning concepts. Prerequisites: D or better in ELCT 201.
Prerequisite or Corequisite: D or better in ELCT 371.

ELCT 302 - Real Time Systems Laboratory (3 Credits)
Real-time design and development on an unmanned ground vehicle platform. Prerequisites: ELCT 301.

ELCT 321 - Digital Signal Processing (3 Credits)
An introduction to analysis, design and applications of discrete time systems; z- and discrete Fourier transforms; frequency and impulse responses, FIR and IIR filters. Prerequisites: C or better in ELCT 222.

ELCT 331 - Control Systems (3 Credits)

ELCT 332 - Fundamentals of Communication Systems (3 Credits)
Introduction to communication systems, sampling theorem, modulation theory, multiplexing, phase-lock loops, and related topics. Prerequisite or Corequisite: ELCT 321 and STAT 509.

ELCT 350 - Computer Modeling of Electrical Systems (3 Credits)
Formulation of physics-based dynamic models of electrical or electromechanical systems. Solving dynamic equations of electrical systems in discrete time. Use of object oriented programming language (e.g., C++) and computer tools (e.g. MATLAB, virtual test bed) for solving dynamic equations of electrical systems. Prerequisites: C or better in ELCT 222, C or better in CSCE 145.

ELCT 361 - Electromagnetics (3 Credits)
Basic concepts of electric and magnetic fields, including electrostatics, magnetostatics, and quasi-statics with computer applications. Prerequisites: PHYS 212 and MATH 241.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name and Credits</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELCT 363</td>
<td>Introduction to Microelectronics (3 Credits)</td>
<td>ELCT 331 (C or better)</td>
<td>Properties and characteristics of semiconductor materials, p-n and semiconductor-metal junctions. Basic properties, characteristics and operation of diodes and transistors.</td>
</tr>
<tr>
<td>ELCT 371</td>
<td>Electronics (3 Credits)</td>
<td>ELCT 321, PHYS 212, MATH 241</td>
<td>Introduction to design and analysis of electronic circuits and systems. Applications of amplifiers, op-amps, diodes, bipolar and field-effect transistors in analog and digital circuits.</td>
</tr>
<tr>
<td>ELCT 403</td>
<td>Capstone Design Project I (3 Credits)</td>
<td>ELCT 402, ELCT 222</td>
<td>Planning, preliminary design, and prototyping. Analysis and specification of system and subsystem requirements, measures of performance, analysis of alternatives, effective team work. Project management and scheduling. Prototype implementation and characterization. This course should be taken during student's penultimate semester.</td>
</tr>
<tr>
<td>ELCT 499</td>
<td>Special Problems (1-3 Credits)</td>
<td></td>
<td>Individual investigation or studies of special topics. A maximum of 3 credits total may be applied toward a degree. Advanced approval of project proposal by instructor and department advisor.</td>
</tr>
<tr>
<td>ELCT 501</td>
<td>Photovoltaic Materials and Devices (3 Credits)</td>
<td>ELCT 331, ELCT 361</td>
<td>Fundamentals of photovoltaic solar cell technologies. Design and operation of solar cells, including efficiency analysis and cost benefit. Applications to green and sustainable energy systems.</td>
</tr>
<tr>
<td>ELCT 521</td>
<td>Introduction to Microwaves (3 Credits)</td>
<td>ELCT 361, PHYS 504</td>
<td>Introduction to plane electromagnetic wave propagation, transmission lines, transmission line equations, input impedance, waveguides and cavities, antennas and antenna arrays, microwave modeling.</td>
</tr>
<tr>
<td>ELCT 530</td>
<td>Industrial Controls (3 Credits)</td>
<td>ELCT 331</td>
<td>The embedded electronics and software used in data acquisition, and process and instrument control in an industrial or manufacturing environment.</td>
</tr>
<tr>
<td>ELCT 531</td>
<td>Digital Control Systems (3 Credits)</td>
<td>ELCT 331</td>
<td>Analysis and design of discrete-time control systems, implementation of control systems using digital electronic systems. Applications to electrical systems.</td>
</tr>
<tr>
<td>ELCT 533</td>
<td>System Health Management (3 Credits)</td>
<td>ELCT 321 or equivalent</td>
<td>Sensing, data acquisition, and data processing for evaluation of performance and system health. Integration and implementation of health management systems.</td>
</tr>
<tr>
<td>ELCT 541</td>
<td>Sensors for Biomedicine (3 Credits)</td>
<td>ELCT 361, ELCT 363, ELCT 371</td>
<td>Operating principles and design of bioelectric sensors and sensor systems for medical applications.</td>
</tr>
<tr>
<td>ELCT 551</td>
<td>Power Systems Design and Analysis (3 Credits)</td>
<td>ELCT 331</td>
<td>Transmission line design, load flow, and short circuit analysis of power systems.</td>
</tr>
<tr>
<td>ELCT 553</td>
<td>Electromechanical Energy Conversion (3 Credits)</td>
<td>ELCT 331, ELCT 361</td>
<td>Analysis and design of electromechanical energy conversion systems, including electrical machines and electronic drives.</td>
</tr>
<tr>
<td>ELCT 554</td>
<td>Integration of Photovoltaics in Modern Power Systems (3 Credits)</td>
<td>ELCT 551</td>
<td>Analysis and design of power systems in presence of photovoltaic generation with focus on protection systems, control, power quality.</td>
</tr>
<tr>
<td>ELCT 559</td>
<td>Special Topics in Distributed Energy Resources for Electric Energy Systems (3 Credits)</td>
<td>ELCT 332, ELCT 361</td>
<td>Special topics in distributed energy resources for modern electrical energy systems. Course content varies and will be announced in the schedule of classes by title. May be repeated as topics vary.</td>
</tr>
<tr>
<td>ELCT 562</td>
<td>Wireless Communications (3 Credits)</td>
<td>ELCT 332, ELCT 361</td>
<td>Fourier techniques and stochastic processes review, multiple access &amp; cellular techniques, signal space representations for signals and noise, baseband modulations and optimal receivers in additive white Gaussian noise, bandpass and higher-order modulations, mobile &amp; wireless propagation channel characteristics, effects of bandlimiting &amp; distortion mitigation, diversity techniques.</td>
</tr>
<tr>
<td>ELCT 563</td>
<td>Semiconductor Electronic Devices (3 Credits)</td>
<td>ELCT 363 or equivalent</td>
<td>Basic semiconductor material properties. Principles and characteristics of semiconductor p-n junction and Schottky diodes, field-effect transistors (JFETs, MESFETs, and MOSFETs), and bipolar junction transistors.</td>
</tr>
<tr>
<td>ELCT 564</td>
<td>RF Circuit Design for Wireless Communications (3 Credits)</td>
<td>ELCT 361</td>
<td>RF design fundamentals, lumped elements, transmission line theory, transmission lines and waveguides, S-parameters, impedance matching, microwave resonators.</td>
</tr>
<tr>
<td>ELCT 566</td>
<td>Semiconductor Optoelectronics (3 Credits)</td>
<td>ELCT 363 or equivalent</td>
<td>Basic semiconductor material optical properties. Principles and structures of semiconductor lasers, Light Emitting Diodes, and photodetectors.</td>
</tr>
</tbody>
</table>
ELCT 572 - Power Electronics (3 Credits)
Basic analysis and design of solid-state power electronic devices and
circuitry.
Prerequisites: ELCT 371, ELCT 331.

ELCT 574 - Semiconductor Materials and Device Characterization (3 Credits)
Semiconductor material and device characterization; resistivity, carrier
and doping density, contact resistance, Schottky barriers, series
resistance, defects, trapped charges, and carrier lifetime.
Prerequisites: ELCT 363 or equivalent.

ELCT 582 - Semiconductor Laboratory (3 Credits)
Prerequisite: ELCT 363.

Elementary Education (EDEL)

EDEL 305 - Nature and Management of Elementary Classrooms (3 Credits)
The learning environment to include diversity of students, instructional
materials, classroom management, and communication patterns.
Prerequisites: EDPY 401, EDTE 201.

EDEL 306 - Culturally Sustaining Pedagogy for the Elementary
Classrooms (3 Credits)
Theoretical and pedagogical approaches to Culturally Sustaining
Pedagogy (CSP)−curriculum design tools and instructional strategies
that reflect the diversity of students’ cultural backgrounds and languages
in elementary classrooms.

EDEL 399 - Independent Study (3-15 Credits)
Contract approved by instructor, advisor, and department chair is required
for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

EDEL 405P - Practicum in Elementary Education (1 Credit)
Sequence of supervised field experiences in an assigned school setting.
Prerequisites: EDEL 301.

EDEL 440 - Elementary Mathematics Instruction (3 Credits)
Approaches, materials, and methods for teaching mathematics in
elementary grades. Restricted to students in the BA program in
elementary education.
Prerequisites: Admission to the professional program and MATH 221.

EDEL 441 - Introductory Elementary Internship (3 Credits)
Field experience requiring students to gradually assume the
responsibilities of teaching in an assigned classroom under the guidance
of an experienced teacher.
Corequisite: EDRD 430.
Graduation with Leadership Distinction: GLD: Professional and Civic
Engagement Internships

EDEL 450 - Elementary Science Instruction (3 Credits)
Instructional approaches and methods for teaching science in elementary
grades.
Prerequisites: Admission to the professional program.

EDEL 460 - Elementary Social Studies Instruction (3 Credits)
Instructional approaches, materials, and methods for teaching social
studies in elementary grades. Restricted to students in the B.A. program
in Elementary Education.

EDEL 470 - Directed Teaching in the Elementary and or Middle
Schools (3 Credits)
Teaching and related experiences, including seminars and workshops.
Admission to professional teacher certification program and completion
of the elementary education core.
Prerequisites: EDRD 420.

EDEL 471 - Internship in Environments, Planning, and Motivation for
Teaching and Learning (6 Credits)
Internship for practice in classrooms appropriate to elementary education
related to curriculum design and assessment. Field experiences
emphasize planning lessons that actively engage students in learning.
Prerequisites: Admission to the internship in elementary education.

EDEL 490 - Internship in Elementary Education (12 Credits)
Internship for practice in elementary classrooms (grades 2-6) related to
curriculum design, assessment, interactive teaching, and professional
roles.
Prerequisites: Admission to Internship II in Elementary Education.
Corequisite: EDEL 491.

Experiential Learning: Experiential Learning Opportunity

EDEL 490A - Internship in Curriculum and Assessment (4 Credits)
Internship for practice in elementary classrooms (grades 2-6) related to
curriculum design and assessment.
Prerequisites: Admission to Internship II in Elementary Education.
Corequisite: EDEL 490B and EDEL 490C.

EDEL 490B - Internship in Teaching (4 Credits)
Internship for practice in elementary classrooms (grades 2-6) related to
interactive teaching.
Prerequisites: Admission to Internship II in Elementary Education.
Corequisite: EDEL 490A and EDEL 490C.

EDEL 490C - Internship in Professional Roles (4 Credits)
Internship for practice in elementary classrooms (grade 2-6) related to
professional roles.
Prerequisites: Admission to Internship II in Elementary Education.
Corequisite: EDEL 490A and EDEL 490B.

EDEL 491 - Seminar on Teaching (3 Credits)
Exploration of the principles and theories about teaching and learning as
they apply to the field of practice in the context of schools in democratic
societies.
Prerequisites: Admission to Internship in Elementary Education.
Corequisite: EDEL 490A, EDEL 490B, and EDEL 490C.

EDEL 505P - Inquiry Practicum: The Elementary School (1 Credit)
Identifying and understanding the various components of the elementary
environment through the practice of inquiry through field-based
experiences.
Corequisite: EDEL 305.

EDEL 506 - Integrated Curriculum in Elementary Schools (3 Credits)
Examining and practicing a variety of approaches that connect the
content of different elementary school subjects.
EDEL 506P - Inquiry Practicum: Roles of Elementary Teachers (1 Credit)
Identifying and understanding the roles of elementary teachers through the practice of inquiry through field-based experiences.
Corequisite: EDEL 506.

EDEL 510 - Teaching Second Languages to Young Children (3 Credits)
To assist prospective teachers of young children in the development of a second language and multicultural learning activities. Practicum sessions are an integral part.
Prerequisites: 210 level of a foreign language or its equivalent.

Cross-listed course: FORL 510
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

EDEL 515 - Science in the Elementary School (3 Credits)
Reinforces the science background of prospective and practicing elementary teachers. Innovations are examined. Emphasis is placed on methods, materials, community resources, and evaluation procedures.

EDEL 544 - Modern Approaches to Mathematics Teaching (3 Credits)
Curriculum and pedagogy for mathematics topics taught in grades 3 through 8.

EDEL 548 - Field Problems: Teaching Mathematics Using Manipulative Materials, Grades 4-6 (3 Credits)
Instructional approaches and materials for teaching elementary school mathematics, grades 4-6. This course cannot be applied to a graduate degree in the elementary education program.

EDEL 560 - Social Studies in the Elementary/Middle School (3 Credits)
Fundamentals of social studies education in the elementary/middle school.

EDEL 570 - Internship in Environments for Teaching and Learning (3 Credits)
Internship for practice in classrooms appropriate to elementary education related to curriculum design and assessment.
Prerequisites: Admission to the internship in elementary education.

EDEL 571 - Internship in Planning and Motivation (3 Credits)
Field experience that emphasizes planning lessons that actively engage students in learning.
Prerequisites: Admission to the internship in elementary education.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

EDEL 642 - Teaching Mathematics to Young Children (3 Credits)
Analysis of a developmental approach to teaching children under the age of 9.

EDEL 645 - Diagnostic Teaching of Arithmetic (3 Credits)
Analysis of the concepts and skills of arithmetic in the school mathematics curriculum; exploration of diagnostic-prescriptive teaching methods.

EDEL 670 - Language Arts in the Elementary and Middle School (3 Credits)
Examine the content, goals, and methods of teaching language arts in elementary and middle school.

EDEL 690 - Independent Study (1-3 Credits)
ENFS 097 - Special Topics in Graduate Communication B  (3 Credits)
Integrated English for Specific Purposes for graduate students in the Masters Accelerator Program; part two of a two-part subject-specific course sequence; IELTS 6.0 or equivalent language proficiency is required. Restricted to Graduate Students in the International Accelerator Program. ENFS 096 and ENFS 097 are normally taken in the same semester as consecutive 8-week courses.
Prerequisite or Corequisite: ENFS 096.

ENFS 098 - Topics in Advanced English for Specific Purposes  (3 Credits)
Advanced, field-specific, Integrated English for Specific Purposes for graduate students in the Masters Accelerator Program; IELTS 6.5 or equivalent language proficiency is required. Restricted to Graduate Students in the International Accelerator Program.

Engl as a Sec Language (ENSL)

ENSL 355 - Service Learning through English to Speakers of Other Languages  (3 Credits)
Active youth or adult ESOL education service learning experience. Includes application of ESOL principles, exploration of the immigrant experience, and reflective writing addressing the intersection of course concepts and service experiences. International service component may be an option.

English (ENGL)

ENGL 101 - Critical Reading and Composition  (3 Credits)
Instruction in strategies for critically reading and analyzing literature and non-literary texts; structured, sustained practice in composing expository and analytical essays.
Carolina Core: CMW

ENGL 102 - Rhetoric and Composition  (3 Credits)
Instruction and intensive practice in researching, analyzing, and composing written arguments about academic and public issues.
Prerequisites: C or better in ENGL 101 or equivalent credit.
Carolina Core: CMW, INF

ENGL 200 - Creative Writing, Voice, and Community  (3 Credits)
Workshop course on creative writing with a focus on values, ethics, and social responsibility.
Prerequisites: ENGL 101 and ENGL 102.
Carolina Core: AIU, VSR

ENGL 270 - World Literature  (3 Credits)
Selected masterpieces of world literature from antiquity to present.
Prerequisites: ENGL 101 and ENGL 102 or equivalent.
Cross-listed course: CPLT 270
Carolina Core: AIU
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

ENGL 280 - Literature and Society  (3 Credits)
Fiction, poetry, drama and other cultural texts engaged with questions of values, ethics and social responsibility.
Prerequisites: ENGL 101 and ENGL 102.
Carolina Core: AIU, VSR

ENGL 282 - Special Topics in Fiction  (3 Credits)
Special topics in fiction from several countries and historical periods, illustrating the nature of the genre. May be repeated for credit. Content varies by title and semester.
Prerequisites: ENGL 101 and ENGL 102 or equivalent.
Carolina Core: AIU

ENGL 283 - Special Topics in British Literature  (3 Credits)
Special topics in British literature exemplifying persistent themes of British culture. May be repeated for credit. Content varies by title and semester.
Prerequisites: ENGL 101 and 102 or equivalent.
Carolina Core: AIU

ENGL 284 - Drama  (3 Credits)
Drama from several countries and historical periods, illustrating the nature of the genre.
Prerequisites: ENGL 101 and 102 or equivalent.
Carolina Core: AIU

ENGL 285 - Special Topics in American Literature  (3 Credits)
Special topics in American literature exemplifying persistent themes of American culture. May be repeated for credit. Content varies by title and semester.
Prerequisites: ENGL 101 and 102 or equivalent.
Carolina Core: AIU

ENGL 286 - Poetry  (3 Credits)
Poetry from several countries and historical periods, illustrating the nature of the genre.
Prerequisites: ENGL 101 and 102 or equivalent.
Carolina Core: AIU

ENGL 287 - American Literature  (3 Credits)
An introduction to American literary history, emphasizing the analysis of literary texts, the development of literary traditions over time, the emergence of new genres and forms, and the writing of successful essays about literature. Designed for English majors.
Prerequisites: ENGL 101 and ENGL 102 or equivalent.
Carolina Core: AIU

ENGL 288 - English Literature  (3 Credits)
An introduction to English literary history, emphasizing the analysis of literary texts, the development of literary traditions over time, the emergence of new genres and forms, and the writing of successful essays about literature. Designed for English majors.
Prerequisites: ENGL 101 and ENGL 102 or equivalent.
Carolina Core: AIU

ENGL 309 - Teaching Writing in One-to-One Sessions  (3 Credits)
The study of theories and pedagogy of individualized writing instruction with intensive writing practice including hands-on one-on-one sessions. Recommended for prospective writing teachers.
Prerequisites: ENGL 101 and ENGL 102 or equivalent.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences
ENGL 340 - Literature and Law (3 Credits)
Introduction to the interdisciplinary study of literature and law.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 341 - Literature and Medicine (3 Credits)
Introduction to the interdisciplinary study of literature and medicine.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 350 - Introduction to Comics Studies (3 Credits)
Scholarly study of the formal and aesthetic evolutions of graphic novels, comic books, and other related forms.
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: FAMS 350

ENGL 360 - Creative Writing (3 Credits)
Workshop course on writing original fiction, poetry, drama, and creative nonfiction.
Prerequisites: ENGL 101 and ENGL 102.

Graduation with Leadership Distinction: GLD: Community Service

ENGL 363 - Introduction to Professional Writing (3 Credits)
Overview of concepts, contexts, and genres used in professional communication. Intensive practice in analyzing, emulating, and creating textual and multimedia documents for a variety of professional, non-academic purposes (including commercial, informative, persuasive, and technical).
Prerequisite or Corequisite: C or higher in both ENGL 101 and ENGL 102.

ENGL 370 - Language in the USA (3 Credits)
Linguistic examination of the structure, history, and use of language varieties in the U.S., with a particular focus on regional and sociocultural variation and relevant sociolinguistic issues.
Prerequisites: ENGL 101; ENGL 102.

Cross-listed course: LING 345

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ENGL 380 - Epic to Romance (3 Credits)
Comprehensive exploration of medieval and other pre-Renaissance literature using texts representative of the evolution of dominant literary forms.
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: CPLT 380

ENGL 381 - The Renaissance (3 Credits)
Literature of the Renaissance, in its cultural contexts, explored through representative works.
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: CPLT 381

ENGL 382 - The Enlightenment (3 Credits)
Literature of the Enlightenment in its cultural contexts, explored through representative works.
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: CPLT 382

ENGL 383 - Romanticism (3 Credits)
Literature of Romanticism, in its cultural contexts, explored through representative works.
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: CPLT 383

ENGL 384 - Realism (3 Credits)
Literature of Realism in its cultural contexts, explored through representative works.
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: CPLT 384

ENGL 385 - Modernism (3 Credits)
Literature of Modernism in its cultural contexts, explored through representative works.
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: CPLT 385

ENGL 386 - Postmodernism (3 Credits)
Literature of Postmodernism in its cultural contexts, explored through representative works.
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: CPLT 386

ENGL 387 - Introduction to Rhetoric (3 Credits)
Theories of human communication useful for understanding and informing the everyday work of writers. Emphasis on intensive analysis and writing.
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: SPCH 387

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ENGL 388 - History of Literary Criticism and Theory (3 Credits)
Representative theories of literature from Plato through the 20th century.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 389 - The English Language (3 Credits)
Introduction to the field of linguistics with an emphasis on English. Covers the English sound system, word structure, and grammar. Explores history of English, American dialects, social registers, and style.
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: LING 301

ENGL 390 - Great Books of the Western World I (3 Credits)
European masterpieces from antiquity to the beginning of the Renaissance.
Prerequisites: ENGL 101, ENGL 102, and one course between ENGL 270-ENGL 292.

Cross-listed course: CPLT 301

Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

ENGL 391 - Great Books of the Western World II (3 Credits)
European masterpieces from the Renaissance to the present.
Prerequisites: ENGL 101, ENGL 102, and one course between ENGL 270-ENGL 292.

Cross-listed course: CPLT 302

Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences
ENGL 392 - Great Books of the Eastern World (3 Credits)
Classical and contemporary poetry and prose of the Middle and Far East.
Prerequisites: ENGL 101, ENGL 102, and one course between ENGL 270-ENGL 292.

Cross-listed course: CPLT 303
Graduation with Leadership Distinction: GLD: Global Learning

ENGL 393 - Postcolonialism (3 Credits)
Literature of Postcolonialism in its cultural contexts, explored through representative works.
Prerequisites: ENGL 101 and ENGL 102, and one course between ENGL 270-ENGL 292.

ENGL 395 - Classical Drama (3 Credits)
Representative plays by Greek and Roman dramatists. 03: 07/05/2019.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 399 - Independent Study (3-9 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Prerequisites: ENGL 101 and ENGL 102.

Graduation with Leadership Distinction: GLD: Research

ENGL 400 - Early English Literature (3 Credits)
Major works of Old and Middle English literature (excluding Chaucer).
Prerequisites: ENGL 101 and ENGL 102.

ENGL 401 - Chaucer (3 Credits)
Chaucer’s works, with special attention to The Canterbury Tales.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 402 - Tudor Literature (3 Credits)
English non-dramatic poetry and prose of the 16th century.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 403 - The 17th Century (3 Credits)
Poetry and prose of major 17th-century writers (excluding Milton).
Prerequisites: ENGL 101 and ENGL 102.

ENGL 404 - English Drama to 1660 (3 Credits)
Drama in England, from the Middle Ages to the Restoration (excluding Shakespeare).
Prerequisites: ENGL 101, ENGL 102, and one course between ENGL 270-ENGL 292.

ENGL 405 - Shakespeare’s Tragedies (3 Credits)
Prerequisite: ENGL 101, ENGL 102, and one course between ENGL 270-ENGL 292.

ENGL 406 - Shakespeare’s Comedies and Histories (3 Credits)
Note: All Literature Courses 300 and above require ENGL 101, ENGL 102, and one course between ENGL 270-ENGL 292.

ENGL 407 - Milton (3 Credits)
Milton’s works, with special attention to Paradise Lost.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 410 - The Restoration and 18th Century (3 Credits)
Poetry and prose from 1660 to the later 18th century.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 411 - British Romantic Literature (3 Credits)
Poetry and prose of the English Romantic period.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 412 - Victorian Literature (3 Credits)
Poetry and prose from the 1830s to the end of the century.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 413 - Modern English Literature (3 Credits)
Poetry and prose of the 20th century.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 414 - English Drama Since 1660 (3 Credits)
Major dramatists from the Restoration to the present.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 415 - The English Novel I (3 Credits)
A study of the novel from the beginnings through Walter Scott.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 416 - The English Novel II (3 Credits)
A study of the novel from Walter Scott into the 20th century.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 419 - Topics in English Literature (3 Credits)
Intensive study of selected topics. May be repeated for credit under a different title. Course can be taken 2 times for credit. 6 is the maximum number of credit hours if course can be taken multiple times.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 420 - American Literature to 1830 (3 Credits)
Colonial, Revolutionary, and early Romantic poetry and prose.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 421 - American Literature 1830-1860 (3 Credits)
Poetry and prose of the American Romantic period.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 422 - American Literature 1860-1910 (3 Credits)
Poetry and prose from the Civil War to the early modern era.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 423 - Modern American Literature (3 Credits)
Poetry and prose of the 20th century.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 424 - American Drama (3 Credits)
Representative plays from the 18th century to the present.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 425A - The American Novel to 1914 (3 Credits)
Representative novels from the 18th century to World War I.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 425B - The American Novel Since 1914 (3 Credits)
Representative novels from 1914 to the present.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 426 - American Poetry (3 Credits)
Representative works from the 17th century to the present.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 427 - Southern Literature (3 Credits)
Representative works of Southern writers.
Prerequisites: ENGL 101 and ENGL 102.
ENGL 428A - African-American Literature I: to 1903 (3 Credits)
Representative works of African-American writers to 1903.
Prerequisites: ENGL 101 and ENGL 102.
Cross-listed course: AFAM 428A
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

ENGL 428B - African-American Literature II: 1903 – Present (3 Credits)
Representative works of African-American writers from 1903 to the present.
Prerequisites: ENGL 101 and ENGL 102.
Cross-listed course: AFAM 428B
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

ENGL 429 - Topics in American Literature (3 Credits)
Intensive study of selected topics. May be repeated for credit under a different title.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 430 - Topics in African American Literature (3 Credits)
Intensive study of selected topics. May be repeated for credit under a different title.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 431A - Children's Literature (3 Credits)
Literature written for children in a variety of historical periods and geographical regions, illustrating the nature of the genre.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 431B - Picture Books (3 Credits)
Literature written for children and young adults that communicates through interdependent visual and verbal modes.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 432 - Young Adult Literature (3 Credits)
Post-World War II literature in a variety of genres whose primary audience is young adults.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 433 - Special Topics in Children's and Young Adult Literature (3 Credits)
Intensive study of a genre, historical period, geographical regions, author, or theme in Children's or Young Adult Literature. May be repeated as content varies by title.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 434 - Environmental Literature (3 Credits)
Literature of the natural environment and of human interactions with nature, along with critical theories about human/nature interactions.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 435 - The Short Story (3 Credits)
The characteristics of the short story and its historical development in America and Europe.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 436 - Science Fiction Literature (3 Credits)
Representative masterworks of science fiction from the beginnings of the genre to the present.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 437 - Women Writers (3 Credits)
Representative works written by women.
Prerequisites: C or higher in both ENGL 101 and ENGL 102.
Cross-listed course: WGST 437
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ENGL 438A - South Carolina Writers (3 Credits)
Authors and literary forms representative of South Carolina.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 438B - Scottish Literature (3 Credits)
Authors and literary forms representative of Scotland.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 438C - Irish Literature (3 Credits)
Authors and literary forms representative of Ireland.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 438D - African Literature (3 Credits)
Authors and literary forms representative of Africa.
Prerequisites: ENGL 101 and ENGL 102.
Cross-listed course: AFAM 438D
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ENGL 438E - Caribbean Literature (3 Credits)
Authors and literary forms representative of the Caribbean.
Prerequisites: ENGL 101 and ENGL 102.
Cross-listed course: AFAM 438E
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ENGL 439 - Selected Topics (3 Credits)
Intensive study of selected themes, topics, currents of thought, or interdisciplinary concerns. May be repeated for credit under a different course title.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 440 - Principles of Modern Literary Theory (3 Credits)
Major 20th-century approaches to texts, from New Criticism to the present.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 441 - Global Contemporary Literature (3 Credits)
Prerequisites: ENGL 101, ENGL 102, and one course between ENGL 270-ENGL 292.

ENGL 445 - LGBTQ+ Literature (3 Credits)
This course will examine LGBTQ+ (lesbian, gay, bisexual, trans, queer, and other nonnormative sexual identities) literatures and cultures.
Prerequisites: C or better in ENGL 101 and ENGL 102.
Cross-listed course: WGST 445

ENGL 449 - Special Topics in Theory (3 Credits)
Approaches to criticism, such as feminism, Marxism, semiology, deconstruction, New Historicism, cultural materialism, and others; or genre, such as narrative, poetry, drama, and others.
Prerequisites: ENGL 101 and ENGL 102.
ENGL 450 - English Grammar (3 Credits)
Major structures of English morphology and syntax; role of language history and social and regional variation in understanding contemporary English.
Prerequisites: ENGL 101 and ENGL 102.
Cross-listed course: LING 421

ENGL 453 - Development of the English Language (3 Credits)
History of English from the earliest Old English texts through Middle English to Contemporary English. No previous knowledge of Old or Middle English is required.
Prerequisites: ENGL 101 and ENGL 102.
Cross-listed course: LING 431

ENGL 455 - Language in Society (3 Credits)
Patterns in language use as a reflection of social group memberships or the negotiation of interpersonal relationships; special attention to social dialects and stylistic differences in American English.
Prerequisites: ENGL 101 and ENGL 102.
Cross-listed course: LING 440
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

ENGL 457 - African-American English (3 Credits)
Linguistic examination of the structure, history, and use of African-American English, as well as literary presentations, language attitudes, and issues relating to education and the acquisition of Standard English.
Prerequisites: ENGL 101 and ENGL 102, and one course between ENGL 270-ENGL 292.
Cross-listed course: AFAM 442, ANTH 442, LING 442
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

ENGL 460 - Advanced Writing (3 Credits)
Extensive practice in different types of nonfiction writing.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 461 - The Teaching of Writing (3 Credits)
Theory and methods of teaching composition and extensive practice in various kinds of writing. Recommended for prospective writing teachers.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 462 - Technical Writing (3 Credits)
Preparation for and practice in types of writing important to scientists, engineers, and computer scientists, from brief technical letters to formal articles and reports.
Prerequisites: ENGL 101 and ENGL 102.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ENGL 463 - Business Writing (3 Credits)
Extensive practice in different types of business writing, from brief letters to formal articles and reports.
Prerequisites: ENGL 101 and ENGL 102.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences, GLD: Research

ENGL 464 - Poetry Workshop (3 Credits)
Workshop in writing poetry.
Prerequisites: C or better in ENGL 101 and ENGL 102 or equivalent.

ENGL 465 - Fiction Workshop (3 Credits)
Workshop in writing fiction.
Prerequisites: C or higher in both ENGL 101 and ENGL 102.

ENGL 466 - Internship (1-3 Credits)
Supervised professional experience writing in a workplace or community agency, including analysis and production of documents. Internship contract and department permission required. 6 is the Maximum number of credit hours if course can be taken multiple times. Internship contract and department permission required.
Prerequisites: ENGL 101 and ENGL 102.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

ENGL 467 - Topics in Rhetoric (3 Credits)
Intensive study of selected topics. May be repeated for credit under a different title.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 468 - Digital Writing (3 Credits)
Emphasis on writing in digital environments, exploring critically and creatively what it means to compose in emerging genres and media. Students will create multimedia texts that may include digital video, audio podcasts, social networks, and/or blogs and wikis, among other digital modes of expression.

ENGL 469 - Creative Nonfiction (3 Credits)
Explores the various subgenres and techniques of creative nonfiction, such as collage, memoir and literary journalism by reading polished examples and by responding to writing exercises designed to prompt ideas and hone skills.
Prerequisites: C or higher in both ENGL 101 and ENGL 102.

ENGL 470 - Rhetoric of Science and Technology (3 Credits)
Rhetorical study of science and technology in contemporary culture, emphasizing the ways scientific texts and technologies make their persuasive appeals.
Prerequisites: ENGL 101 and ENGL 102.
Cross-listed course: SPCH 470

ENGL 471 - Rhetoric and the Ancient Roots of Modern Life (3 Credits)
Classical rhetoric and its ongoing influence in the modern world, emphasizing how the study and use of language in ancient Greece and Rome continue to shape modern communication.
Cross-listed course: CLAS 471, SPCH 471

ENGL 472 - Rhetoric and Popular Culture (3 Credits)
Rhetorical study of popular culture, using the methods and theories of cultural analysis to examine how various popular cultural forms work as persuasion.
Prerequisites: ENGL 101 and ENGL 102.
Cross-listed course: SPCH 472

ENGL 473 - Film and Media Theory and Criticism (3 Credits)
Theory and criticism of film and media from the 1910s to the present. Considers a range of critical approaches to analyzing what different forms of audio-visual media do to and for the audiences they address and the worlds they depict. 03: 07/05/2019.
Prerequisites: FAMS 240.
ENGL 474 - History of Cinema I (3 Credits)
Survey of the international cinema from its inception until 1945. 03: 07/05/2019.
Prerequisites: ENGL 101, ENGL 102, and one course between ENGL 270 - ENGL 292.

ENGL 475 - History of Cinema II (3 Credits)
Survey of the international cinema from 1945 to the present.
Prerequisites: ENGL 101 and 102 or equivalent; ARTH 366.

ENGL 485 - Women's Rhetoric (3 Credits)
Study of rhetoric by and about women as manifested in speeches, essays, and other rhetorical artifacts.
Prerequisites: ENGL 101 and ENGL 102.
Cross-listed course: SPCH 485, WGST 485
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

ENGL 486 - African-American Rhetoric (3 Credits)
African-American rhetoric as manifested in speeches, essays, and other rhetorical artifacts.
Prerequisites: ENGL 101 and ENGL 102, and one course between ENGL 270-ENGL 292.
Cross-listed course: AFAM 486, SPCH 486
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

ENGL 487 - Black Women Writers (3 Credits)
An examination of literature by and about black women, including fiction, poetry, drama, and autobiography. This study will focus on issues that emerge from the creative representations of black women and the intersections of race, gender, sexuality, and class that interrogate what is both particular and universal experiences.
Prerequisites: ENGL 101 and ENGL 102.
Cross-listed course: AFAM 487, WGST 487
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ENGL 490 - Topics in Advanced Study (3 Credits)
Course content varies and will be announced in the schedule of classes by title. May be repeated as topics vary.
Prerequisites: ENGL 101 and ENGL 102; English major, junior or senior standing, or consent of instructor.

ENGL 491 - Advanced Poetry Workshop (3 Credits)
Students will study poetry writing at an advanced undergraduate level through close readings of professional poetry, composition of original work, and regular practice in the evaluation of peer work.
Prerequisites: C or higher in both ENGL 101 and ENGL 102.

ENGL 492 - Advanced Fiction Workshop (3 Credits)
Students will study the art and craft of writing literary fiction at an advanced level through close readings and the composition of original short stories.
Prerequisites: C or higher in both ENGL 101 and ENGL 102.

ENGL 493 - Advanced Creative Non-Fiction (3 Credits)
The art and craft of writing creative nonfiction at the advanced level.
Prerequisites: C or higher in both ENGL 101 and ENGL 102.

ENGL 494 - Advanced Professional Writing Workshop (3 Credits)
An advanced workshop on the genres, practices, and contexts of professional writing for experienced writers.
Prerequisites: C or higher in both ENGL 101 and ENGL 102.

ENGL 499 - Thesis (3 Credits)
Directed research resulting in a project of substantial length. Upper-level English majors; permission of undergraduate director and supervising faculty member.

ENGL 550 - Language of the Professions (3 Credits)
Practical survey of the syntactic structures of English; usage, social and regional variation emphasis on data.
Prerequisites: ENGL 450, LING 421 or ENGL 680, LING 600.

ENGL 565 - African American Theatre (3 Credits)
The major movements, figures, plays, and critical strategies that have marked the development of African American theatre in the 19th, 20th, and 21st centuries.
Prerequisites: ENGL 101 and ENGL 102, and one course between ENGL 270- ENGL 292.
Cross-listed course: AFAM 565, THEA 565
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

ENGL 566 - Special Topics in U.S. Film and Media (3 Credits)
Intensive study of a specific topic in U.S. film and media studies. May be repeated as content varies by title.
Prerequisites: FAMS 240.
Cross-listed course: MART 593

ENGL 600 - Seminar in Verse Composition (3 Credits)
First half of a year-long course in the writing of poetry taught by a contemporary poet. Limited to 15 students.
Prerequisites: ENGL 101 and ENGL 102, and one course between ENGL 270- ENGL 292.

ENGL 601 - Seminar in Verse Composition (3 Credits)
Second half of a year-long course in the writing of poetry taught by a contemporary poet. Limited to 15 students.
Prerequisites: ENGL 101 and ENGL 102, and one course between ENGL 270-ENGL 292.

ENGL 602 - Fiction Workshop: Short Story (3 Credits)
Instruction in the writing of short fiction taught by a contemporary prose writer. May be repeated once for credit.
Prerequisites: ENGL 101 and ENGL 102, and one course between ENGL 270-ENGL 292.

ENGL 603 - Non-Fiction Prose Workshop (3 Credits)
Instruction in the writing of the nonfiction essay taught by a contemporary prose writer. May be repeated once for credit.
Prerequisites: graduate status in the English department, or permission of instructor for undergraduates.

ENGL 604 - Seminar in Composition for the Visual Media (3 Credits)
Writing for the visual arts, the student will write a treatment (prospectus) and one or more multimedia scripts; or one or more teleplays; or a feature-length screenplay. Limited to 15 students.
Prerequisites: ENGL 101 and ENGL 102 or equivalent; ENGL 565 or equivalent experience in film as determined by the instructor.
ENGL 605 - Seminar in Composition for the Visual Media (3 Credits)
Writing for the visual arts, the student will write a treatment (prospectus) and one or more multimedia scripts; or one or more teleplays; or a feature-length screenplay. Limited to 15 students.
Prerequisites: ENGL 101 and ENGL 102 or equivalent; ENGL 565 or equivalent experience in film as determined by the instructor.

ENGL 606 - Playwriting Workshop (3 Credits)
Instruction in playwriting taught by a contemporary playwright. May be repeated once for credit.
Prerequisites: graduate status in the English department, or permission of instructor for undergraduates.

ENGL 610 - Fiction Workshop: Book-Length Manuscript (3 Credits)
Instruction in the writing of book-length manuscripts taught by a contemporary prose writer. May be repeated once for credit.
Prerequisites: ENGL 101 and ENGL 102, and one course between ENGL 270- ENGL 292.

ENGL 611 - Writing the Longer Nonfiction Project (3 Credits)
Instruction in the writing of a book-length nonfiction memoir or literary journalism project taught by a contemporary prose writer. May be repeated once for credit.
Prerequisites: graduate status in the English department, or permission of instructor for undergraduates.

ENGL 612 - Writing Poetry: Traditional and Modern Forms (3 Credits)
The writing of traditional and modern poetic forms. Exercises will give practice in composing metered and free verse. Representative masterpieces of traditional and modern poetry will also be studied.
Prerequisites: ENGL 101 and ENGL 102, and one course between ENGL 270- ENGL 292.

ENGL 613 - Writing the Full-Length Play (3 Credits)
Instruction in the writing of a full-length, two-act play for publication or production. May be repeated once for credit.
Prerequisites: graduate status in the English department, or permission of instructor for undergraduates.

ENGL 615 - Academic and Professional Writing (3 Credits)
A workshop course in the development and revision of writing for academic and professional audiences.
Prerequisites: ENGL 101 and ENGL 102, and one course between ENGL 270- ENGL 292.

ENGL 616 - Writing Children's and Young Adult Literature (3 Credits)
Critical study and practical crafting of literature for children and/or young adults, exploring the demands of these genres both through the reading of representative works and relevant secondary sources and through the writing of creative works. Undergraduate students must receive permission of instructor.

ENGL 620 - Computer Methods for Humanistic Problems (3 Credits)
Introduction to data processing concepts suitable for research interests in non-numerical areas such as the humanities. 03. 07/05/2019.

ENGL 620P - Laboratory for Computer Methods for Humanistic Problems (1 Credit)
Broad but intensive introduction to computer systems and programming for students in the humanities. No mathematical or scientific background is presumed. Laboratory experience with data-processing equipment; introduction to elementary digital computer programming in an appropriate language. 03. 07/05/2019.
Corequisite: ENGL 620.

ENGL 650 - Special Topics in Literature (1-3 Credits)
Course content varies and will be announced in the schedule of classes by title. May be repeated for credit as topics vary.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 680 - Survey of Linguistics (3 Credits)
Survey of core areas of linguistics and extensions to closely related disciplines. Introduction to the linguistic component of human cognition. Formal description and analysis of the general properties of speech and language, the organization of language in the mind/brain, and cross-linguistic typology and universals.
Cross-listed course: ANTH 600, LING 600

ENGL 690 - Special Topics in Composition (3 Credits)
Course content varies and will be announced in the schedule of classes by title.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 691 - Teaching of Literature in College (2 Credits)
Introduction to the methods of teaching literature, with emphasis on current pedagogical practice and theory and applications of electronic media. The course meets during the first seven weeks of the term and provides supervision of graduate students teaching English 101.

ENGL 692 - Teaching of Composition in College (1 Credit)
Introduction to the methods of teaching composition, with emphasis on current pedagogical practice and theory and applications of electronic media. The course meets during the first seven weeks of the term and provides supervision of graduate students teaching English 102.

Engr and Computing (ENCP)

ENCP 101 - Introduction to Engineering I (3 Credits)
Engineering problem solving using computers and other engineering tools.

ENCP 102 - Introduction to Engineering II (3 Credits)
Principles and practice of visualization and graphical representation using modern computer-aided design tools.

ENCP 103 - Exploratory Topics in Engineering and Computing (0-6 Credits)
Introduction to new, contemporary, and emerging issues in engineering and computing that are not regularly included in lower division courses. Course content varies and will be announced in the schedule of classes.

ENCP 105 - Professional Development and Ethics in Engineering and Computing (1 Credit)
Introduction to the field of engineering and computing in a seminar format. Open to first-year students only.

ENCP 200 - Statics (3 Credits)
Introduction to the principles of mechanics. Equilibrium of particles and rigid bodies. Distributed forces, centroids, and centers of gravity. Moments of inertia of areas. Analysis of simple structures and machines. A study of various types of friction.
Prerequisites: MATH 141.
ENCP 201 - Introduction to Applied Numerical Methods (3 Credits)
Introduction and application of linear algebra and numerical methods to
the solution of physical and engineering problems. Techniques include
iterative solution techniques, methods of solving systems of equations,
and numerical integration and differentiation.
Prerequisites: MATH 141.
Corequisite: MATH 142.

Cross-listed course: EMCH 201, PHYS 311

ENCP 210 - Dynamics (3 Credits)
Kinematics of particles and rigid bodies. Kinetics of particles with
emphasis on Newton's second law; energy and momentum methods for
the solution of problems. Applications of plane motion of rigid bodies.
Prerequisites: ENCP 200 or ECIV 200 or EMCH 200.

ENCP 260 - Introduction to the Mechanics of Solids (3 Credits)
Concepts of stress and strain; stress analysis of basic structural
members; consideration of combined stress, including Mohr's circle;
introductory analysis of deflection; buckling of columns.
Prerequisites: ENCP 200 or ECIV 200 or EMCH 200, MATH 241.

ENCP 290 - Thermodynamic Fundamentals (3 Credits)
Definitions, work, heat, and energy. First law analyses of systems and
control volumes. Second law analysis.
Prerequisites: MATH 241.

ENCP 330 - Introduction to Vibrations (3 Credits)
Theoretical and experimental analysis of systems involving one degree of
freedom, including measurement methods. Introduction to free vibrations
in systems with two degrees of freedom.
Prerequisites: ENCP 210 or ECIV 210 or EMCH 310, MATH 242.

ENCP 360 - Fluid Mechanics (3 Credits)
Basic principles of fluid statics and dynamics; conservation laws of
mass, momentum, and energy developed in the context of the control
volume formulation; application of dimensional analysis, dynamic
similitude, steady-state laminar viscous flow, and turbulent flow.
Prerequisites: D or better in ENCP 200 or ECIV 200 or EMCH 200 or
BMEN 212 or BMEN 260 or BMEN 263 or ECHE 300; D or better in
PHYS 211.

ENCP 399 - Independent Study (1-3 Credits)

ENCP 440 - Sustainable Development in Engineering (3 Credits)
An examination of political, social, technical, and economic issues
associated with sustainable development.

ENCP 460 - Special Topics in Engineering and Computing (1-6 Credits)
Emerging topics in engineering and computing. Course content varies
and will be announced in the schedule of classes by title. May be
repeated up to 8 hours as topic varies.

ENCP 481 - Project Management (1 Credit)
Estimating project time and resources, scheduling, Gantt and pert charts,
budgeting, monitoring and tracking results. Upper-division standing.
Graduation with Leadership Distinction: GLD: Research

ENCP 491 - Capstone Design Project I (3 Credits)
Major team-based design project to be undertaken in a student's final
year of study; project planning. Consent of advisor and instructor.
Prerequisite or Corequisite: ENCP 481 or ECIV 405.
Graduation with Leadership Distinction: GLD: Research

ENCP 492 - Capstone Design Project II (3 Credits)
System implementation, testing, verification and validation of results.
Written reports and oral presentations in a technical setting. Consent of
instructor.
Prerequisites: ENCP 491.

Graduation with Leadership Distinction: GLD: Research

ENCP 499 - Interdisciplinary Technical Elective (1-3 Credits)
Investigation or studies or special topics, typically in an interdisciplinary
team-based environment. A maximum of three credits may be applied
toward a degree. Advance approval of proposed project by instructor and
academic advisor.

Graduation with Leadership Distinction: GLD: Research

ENCP 540 - Environmentally Conscious Manufacturing (3 Credits)
Design for the environment, life cycle analysis; environmental
economics and global competitiveness; legal and regulatory affairs; and
management of technological change. Interdisciplinary collaboration
of engineering, science, math, and business majors. Graduate student
standing or consent of instructor.

ENCP 602 - Introduction to Engineering Design for Teachers (3 Credits)
An introduction to computer-aided design with solid modeling for
pre-service and in-service teachers. Design process, professional
communication and collaboration methods, design ethics, and technical
documentation. Non-engineering and computing majors only.
Prerequisites: usite: college algebra with trigonometry.

ENCP 603 - Gateway to Technology for Teachers (3 Credits)
Addresses the development of knowledge, skills, and understanding of
modern technology. For pre-service and in-service teachers. College of
Engineering and Computing majors are excluded.
Prerequisites: MATH 112 or MATH 115.

ENCP 605 - Principles of Engineering for Teachers (3 Credits)
Introduces technological processes employed in engineering and
engineering technology for K-12 teachers. For pre-service and in-service
teachers. College of Engineering and Computing majors are excluded.
Prerequisites: MATH 112 or MATH 115.

Environment (ENVR)

ENVR 101 - Introduction to the Environment (3 Credits)
Analysis of environmental issues and the role of science in their
identification and resolution.
Carolina Core: SCI

ENVR 101L - Introduction to the Environment Lab (1 Credit)
Demonstrations, field trips, data analyses, and discussion relating to
environmental issues, such as sustainability, resource management, and
pollution control.
Prerequisite or Corequisite: ENVR 101.
Carolina Core: SCI

ENVR 121 - Green Explorations (3 Credits)
Interdisciplinary seminar combining the intellectual exploration of
ecological perspectives with the physical exploration of the local
environment. First-year students only.
Cross-listed course: POLI 121
ENVR 122 - Green Engagements (3 Credits)
Interdisciplinary seminar on designing, researching, and implementing collaborative projects to promote ecological sustainability. First-year students only.
Cross-listed course: POLI 122
Graduation with Leadership Distinction: GLD: Community Service, GLD: Research

ENVR 200 - Natural History of South Carolina (4 Credits)
General review of plants, animals, and geological features of South Carolina, with an emphasis on connections to the natural world.
Carolina Core: SCI

ENVR 201 - Environmental Science and Policy I (4 Credits)
Introduction to interdisciplinary and multidisciplinary perspectives on environmental issues. Required for majors in the Environment and Sustainability Program. Integrative case studies address ways of understanding nature. Sophomore Standing.

ENVR 202 - Environmental Science and Policy II (4 Credits)
Continuing interdisciplinary and multidisciplinary exploration of relations between environment and society for majors in the Environment and Sustainability Program. Case studies raise issues, challenges, and strategies to achieving sustainability. Sophomore Standing.
Prerequisites: ENVR 201.

ENVR 231 - Introduction to Sustainability Management and Leadership (3-4 Credits)
Introduction to development, establishment, and implementation of sustainability management systems and organizational leadership for achieving environmental, social, and economic goals.

ENVR 295 - Green Technology in Germany (3 Credits)
Examination of roots and culture of environmentalism and related technological innovation in Germany. Comparison of green practices around the world to practices within Europe and U.S.
Cross-listed course: GERM 295
Graduation with Leadership Distinction: GLD: Community Service

ENVR 321 - Environmental Pollution and Health (3 Credits)
A survey of pollution (chemical, biological, physical) effects on environmental quality and public health with emphasis on how each pollutant class behaves and affects individual and community health over acute to chronic exposure periods.
Cross-listed course: ENHS 321

ENVR 322 - Environmental Ethics (3 Credits)
Examination of principles and arguments surrounding moral issues involving the environment.
Cross-listed course: PHIL 322
Carolina Core: VSR
Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences, GLD: Research

ENVR 332 - Global Environmental Health (3 Credits)
Concerns in global environmental health, with a focus on toxic pollution and disease burden in developing countries. Investigation of international treaties, corresponding environmental pollution processes, and human health effects.
Cross-listed course: ENHS 323

ENVR 331 - Integrating Sustainability (3 Credits)
Multidisciplinary approach to interrelated environmental, economic and social problems facing humans at local, regional and global scales.

ENVR 342 - Environmental Anthropology: Cross-cultural Perspectives on Environmental Change (3 Credits)
Cross-cultural perspectives on environmental issues.
Cross-listed course: ANTH 342

ENVR 348 - Environmental Racism and Justice (3 Credits)
History of the environmental justice movement and the unequal distribution of environmental harms on low income, minority, and historically marginalized groups.
Cross-listed course: AFAM 348

ENVR 352 - Energy, Society and Sustainability (3 Credits)
The role of energy in shaping society and geographic settings, as well as how energy production and consumption are shaped by the societal values and norms in which it is extracted, produced, and consumed.

ENVR 399 - Independent Study (1-6 Credits)
Contract approved by instructor, advisor, and dean of the School of the Environment is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

ENVR 460 - Congaree National Park: Field Investigations in Environmental Science (4 Credits)
Field research practices and analysis techniques in environmental science. Combines inquiry-based field investigations at Congaree National Park and laboratory sample analysis with integration of data and public policy concepts. Daily field trips required.
Prerequisites: ENVR 201 and ENVR 202.

ENVR 490 - Special Topics in Sustainability and the Environment (1-4 Credits)
Current developments in sustainability and global environmental issues selected to meet faculty and student interests. May be repeated as content varies.

ENVR 499 - Research in Environmental Science (1-3 Credits)
Independent student research in collaboration with faculty mentors. Contract approved by instructor, advisor, and department chair is required.
Graduation with Leadership Distinction: GLD: Research

ENVR 500 - Environmental Practicum (3 Credits)
Multidisciplinary research projects related to University or community environmental problems (e.g., energy, water conservation, solid waste, recycling).

ENVR 501 - Special Topics in the Environment (3 Credits)
An in-depth analysis course of a specific interdisciplinary environmental topic. Course content varies and will be announced in the schedule of classes by title.
Prerequisites: ENVR 101 or ENVR 201.

ENVR 531 - Sustainability Management and Leadership Strategies (3-4 Credits)
Integrated management system principles and advanced leadership strategies to create sustainable development initiatives.

ENVR 533 - Sustainability Projects Course (3 Credits)
Research, development and implementation of sustainability projects throughout the campus and community.

ENVR 538 - Global Food Politics (3 Credits)
Political, social, and cultural landscapes of food and farming around the world; issues of agricultural production, trade, consumption, and food security.
Cross-listed course: GEOG 538
ENVR 540 - Decolonizing the Environment: Race, Nature, Power (3 Credits)
Critical examination of the ways ideas about nature and racial difference are conceptually and materially entwined with the production of social and environmental inequalities.

ENVR 548 - Environmental Economics (3 Credits)
An analysis of the economics aspects of environmental decay, pollution control, and natural resource use. Analysis of the ability of the market system to allocate resources efficiently when economic activity is accompanied by environmental damage. Discussion of alternative public policy approaches to pollution control and natural resource conservation.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

Cross-listed course: ECON 548

ENVR 571 - Conservation Biology (3 Credits)
Principles of conservation biology. Importance of biodiversity, causes of decline and extinction, and restoration and conversation policy in terrestrial and aquatic ecosystems. 03: 07/05/2019.
Prerequisites: BIOL 301.

Cross-listed course: BIOL 571

ENVR 572 - Freshwater Ecology (3 Credits)
Quantitative study of the population, community and evolutionary ecology of freshwater habitats (lakes, ponds, rivers, streams, wetlands). Includes mandatory fieldtrips.
Prerequisites: BIOL 301.

Cross-listed course: BIOL 572

ENVR 590 - Environmental Issues Seminar (3 Credits)
Collaborative study of a contemporary environmental issue. Field trips may be required. Restricted to Environmental Science and Environmental Studies majors.
Prerequisites: BIOL 301.

Cross-listed course: BIOL 531, EPID 661

Environmental Hlth Sci (ENHS)

ENHS 223 - Introduction to Global Environmental Health (3 Credits)
Introduction to global environmental health, with a focus on toxic pollution and disease burden in developing countries. Investigation of international treaties, corresponding environmental pollution processes, and human health effects.

ENHS 321 - Environmental Pollution and Health (3 Credits)
A survey of pollution (chemical, biological, physical) effects on environmental quality and public health with emphases on how each pollutant class behaves and affects individual and community health over acute to chronic exposure periods.

Cross-listed course: ENVR 321

ENHS 323 - Global Environmental Health (3 Credits)
Concerns in global environmental health, with a focus on toxic pollution and disease burden in developing countries. Investigation of international treaties, corresponding environmental pollution processes, and human health effects.

Cross-listed course: ENVR 323

ENHS 324 - Environment and Obesity (3 Credits)
Role of the built environment and environmental toxins in the development and progression of obesity and metabolic syndrome from a public health perspective.

ENHS 450 - Introduction to Public Health Microbiology (3 Credits)
Public health microbiology and the intersection between microbial disease, the environment, and health, with a particular focus on critical public health issues in the 21st century.

ENHS 490 - Independent Study (1-3 Credits)
Enrollment and topic to be approved in advance by advisor and instructor. May be repeated.

Graduation with Leadership Distinction: GLD: Research

ENHS 492 - Special Topics in Environmental Health Sciences (3 Credits)
Issues and emerging themes in environmental health. May be repeated for a total of 9 credit hours as content varies by title.

ENHS 515 - Introduction to Public Health and Emergency Preparedness and Response (3 Credits)
Introduction to emergency preparedness and response in relation to environmental and public health. Historical context for the emergence of public health emergency preparedness and demonstration of articulation with community response partner agencies in the post-9/11 era.

ENHS 592 - Advanced Special Topics in Environmental Health (1-3 Credits)
Emerging issues and topics concerning environmental health. May be repeated as content varies by title up to a total of 9 credit hours.

ENHS 625 - Medical Mycology (3 Credits)
Advanced study of infectious diseases caused by fungi. Etiology, symptoms, and treatment of fungi related illnesses.

Cross-listed course: BIOL 625

ENHS 660 - Concepts of Environmental Health Science (3 Credits)
Environmental health sciences presenting the earth as a complex system in which people, plants, animals, and non-living physical-chemical components interact.

ENHS 661 - Parasitology (4 Credits)
Parasites of biological, economic, and public health importance.

Prerequisites: 300 level Biology course or equivalent.

Cross-listed course: BIOL 531, EPID 661

ENHS 662 - Industrial Health Programs (3 Credits)
Analysis, planning, and implementation of programs to protect workers' health in industry, legislative and regulatory background.

ENHS 664 - Environmental Genomics (3 Credits)
"State of the art" molecular techniques that elucidate mechanisms of environmental contaminants in model systems.

ENHS 665 - Biofilms in Environmental Health and Disease (3 Credits)
Effect of bacterial biofilm process on many diverse areas. Recognition, prevention, and control of biofilm-related problems in the environment, health care, industry, and engineering.

ENHS 666 - Metals and Human Health (3 Credits)
Trace metalloid(s), their fate and transport in the environment and their potential impacts on human health.

Prerequisites: BIOL 101 or BIOL 110; CHEM 101 and CHEM 102, or equivalent.

ENHS 670 - Environmental Pollutants and Human Health (3 Credits)
Overview of environmental pollutants and their impact on human health; case studies of environmental catastrophes; principles of ecotoxicology; air, water, and land pollution associated with neurotoxicity, toxicology, and carcinogenesis.

Prerequisites: BIOL 101 or BIOL 110; CHEM 101 and CHEM 102.
ENHS 671 - From Air to Alveoli: Exposure Scienceq (3 Credits)
A receptor-oriented approach for assessing human exposure to environmental contaminants by inhalation, dermal and ingestion routes. Covers methods for estimating exposures to protect health and well-being, to relate adverse effects to exposures, and to comply with regulations and guidelines.

ENHS 675 - Infectious Disease Ecology (3 Credits)
Ecological theories as the basis for environmental change and the (re)emergence of infectious agents that ultimately impact human and ecosystem health.

ENHS 681 - Occupational Ergonomics 1 (3 Credits)
Introduction to ergonomics: hazards identification and analysis; solution design and implementation; human musculoskeletal characteristics, injuries; effects of work on performance, safety, and health. Application to manufacturing and office environments.

**Epidemiology (EPID)**

EPID 394 - Special Topics in Epidemiology (1-3 Credits)
Novel and emerging themes in epidemiology. Content varies by instructor and title. May be repeated for a total of 9 credit hours.

EPID 410 - Principles of Epidemiology (3 Credits)
Introduction to descriptive and analytical epidemiology. Topics will include the distribution and determinants of disease, surveillance, outbreak investigations, measures of association, screening tests, bias, and causal reasoning.

Prerequisite or Corequisite: STAT 201 or STAT 205.

Graduation with Leadership Distinction: GLD: Research

EPID 490 - Independent Study (1-3 Credits)
Enrollment and topic to be approved in advance by advisor and instructor. May be repeated.

Prerequisites: Instructor Permission.

Graduation with Leadership Distinction: GLD: Research

EPID 594 - Special Topics in Epidemiology (1-6 Credits)
This course will introduce epidemiologic concepts and methods using cases studies examining current global health challenges. Students will gain an understanding of the role of epidemiology in understanding the distribution of disease and risk factors, and developing, implementing and evaluating public health interventions globally.

EPID 661 - Parasitology (4 Credits)
Parasites of biological, economic, and public health importance. Three lecture and three laboratory hours per week.

Prerequisites: 300 level Biology course or equivalent.

Cross-listed course: BIOL 531, ENHS 661

**European Studies (EURO)**

EURO 300 - Introduction to European Studies (3 Credits)
Team-taught interdisciplinary seminars, lectures, and readings with guest lecturers.

Graduation with Leadership Distinction: GLD: Global Learning

EURO 490 - Senior Seminar (3 Credits)
Topics in contemporary European studies. Applicable to EURO major only.

Graduation with Leadership Distinction: GLD: Research

EURO 499 - Senior Thesis (3 Credits)
Approval of topic by EURO advisor(s).

Graduation with Leadership Distinction: GLD: Research

**Exceptional Children (EDEX)**

EDEX 205 - Understanding the Foundations of Disability (3 Credits)
The role of historical events, politics, media, race, gender, and other issues in shaping how disability is viewed. A critical framework for understanding how disability is viewed in Western culture and the effects of those views on individuals with disabilities.

Carolina Core: GSS

EDEX 399 - Independent Study (3-15 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.

Graduation with Leadership Distinction: GLD: Research

EDEX 491 - Introduction to Inclusion of Students with Mild Disabilities (2 Credits)
Inclusion strategies and accommodation planning for students with mild disabilities in general education classrooms.

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

EDEX 523 - Introduction to Exceptional Children (3 Credits)
Overview of the field of education for exceptional children. Basic course for those entering the field of special education.

EDEX 525 - The Nature of Orthopedic and Special Health Problems (3 Credits)
Symptomatology, behavioral manifestations, and resources for care and treatment of orthopedic conditions and other types of health problems in children and youth.

EDEX 530 - Introduction to Early Childhood Special Education (3 Credits)
An overview of early childhood special education for young children with disabilities and their families.

EDEX 531 - Nature of Students with Specific Learning Disabilities (3 Credits)
Children with average/above average intelligence and specific learning impairments; diagnostic and remedial techniques. (Offered by both the College of Education and the Department of Psychology).

Prerequisites: EDEX 523 or PSYC 528.

Cross-listed course: PSYC 529

EDEX 540 - Nature and Needs of the Gifted and Talented (3 Credits)
Types and characteristics of the gifted and talented.

Prerequisites: EDEX 523 or PSYC 518.

EDEX 580 - Direct Instruction in Reading for At-Risk Learners (3 Credits)
A study of the skills and knowledge required to implement direct instruction procedures when teaching reading, with opportunity for application of skills. Research and theoretical foundations will also be evaluated.

Prerequisites: EDEX 523.

EDEX 581 - Teaching Reading in the Content Area to Adolescents with Reading Disabilities (3 Credits)
Research, theory, and instructional practices related to providing reading instruction in content areas for youth with disabilities, with a focus on developing disciplinary literacy in inclusive settings.
EDEX 582 - Teaching Mathematics to Students at Risk (3 Credits)
Research, theory, and instructional practices related to mathematical readiness and instruction for children and youth at risk for mathematical difficulties.
Prerequisites: EDEX 523 or EDEX 491.

EDEX 610 - Instruction of Students with Severe and Multiple Disabilities (3 Credits)
Data-based instruction for teaching students with significant disabilities: task and developmental analysis, individualizing instruction, and preparing and implementing instructional programs.
Prerequisites: EDEX 523 or EDEX 615.

EDEX 615 - Curriculum and Language Instruction for Students with Severe and Multiple Disabilities (3 Credits)
Design, development, adaptation, and implementation of curriculum, language and communication instruction for students with significant disabilities.
Prerequisites: EDEX 523 or EDEX 528.

EDEX 610 - Instruction of Students with Specific Learning Disabilities (3 Credits)
Theory and application of current evidence-based procedures for teaching children with specific learning disabilities.
Prerequisites: EDEX 523, EDEX 531, or EDEX 632 or equivalent.

EDEX 619 - Nature of Students with Intellectual Disabilities (3 Credits)
Nature and causes of intellectual disabilities, behavior, and potentialities of persons with intellectual disabilities.
Prerequisites: a course in the areas of child psychology or child development.

EDEX 630 - Educational Procedures for Early Childhood Special Education (3 Credits)
An initial course in educational procedures focusing on intervention strategies for serving young children with disabilities in inclusive environments.
Prerequisites: EDEX 530.

EDEX 632 - Nature of Students with Emotional and Behavior Disabilities (3 Credits)
Characteristics, etiology, and major theoretical models for children experiencing emotional and/or behavioral problems in school; special education curriculum, programming alternatives, assessment, and issues concerning this population.
Prerequisites: EDEX 523 or EDEX 528.

EDEX 640 - Managing Problem Behavior in the Classroom (3 Credits)
The development of a workable approach to classroom management through an examination of a research-based synthesis of current knowledge in classroom and behavior management.

EDEX 643 - Social/Emotional Development and Guidance for Young Children with Developmental Delays (3 Credits)
Prerequisites: EDEX 523.

EDEX 646 - Advanced Procedures for Assessment in Early Childhood Special Education (ECSE) (3 Credits)
Advanced assessment methods for serving young children with and without developmental delays and their families.
Prerequisites: EDEX 530.

EDEX 670 - Nature of Students with Multi-categorical Disabilities (3 Credits)
Personal, social, and educational implications of a mild to moderate multi-categorical disability (emotional/behavioral, intellectual, and learning disabilities) throughout the lifespan of an individual.
Prerequisites: C or better in EDEX 523.

EDEX 671 - Instruction of Students with Multi-categorical Disabilities (3 Credits)
Theoretical and application of current evidence-based procedures for teaching children with mild to moderate multi-categorical disabilities.
Prerequisite or Corequisite: C or better in EDEX 670.

EDEX 682 - Introduction to Braille (3 Credits)
Basic course for mastery of the literary braille code. Transcription of instructional materials in literary braille.

EDEX 685 - Nature of Students with Visual Disabilities (3 Credits)
The psychological, social, and educational implications for persons with visual disabilities; definitions, incidence, characteristics of, and rehabilitative and educational programs for persons with visual disabilities.

EDEX 686 - Introduction to Deafness (3 Credits)
Educational implications of philosophy, theory, and research about deafness.
Prerequisites: EDEX 523 or equivalent.

EDEX 687 - Communication Systems for Students who are Deaf or Hearing Impaired (3 Credits)
Knowledge and basic skills of finger-spelling and sign forms for communication.

EDEX 690 - Independent Study (1-3 Credits)

EDEX 691 - Collaborative Partnerships in PK-12 Special Education (3 Credits)
Communication and collaboration skills and strategies for creating and maintaining effective partnerships with a variety of stakeholders involved in educating students with disabilities in PK-12 settings.
Prerequisites: EDEX 523 or EDEX 528.

EDEX 692 - Partnerships in Early Childhood Special Education (3 Credits)
Strategies for collaborating and communicating with families and other professionals as members of interdisciplinary teams in Early Intervention and Early Childhood Special Education.
Prerequisites: EDEX 523.

Exercise Science (EXSC)

EXSC 191 - Physical Activity and Health (3 Credits)
Concepts of exercise, nutrition, behavior changes, and skills to promote lifelong physical activity and health.

EXSC 200 - Introduction to Sports Medicine and Athletic Training (3 Credits)
Examination of careers and specific practices within sports medicine, specifically athletic training.
Prerequisites: C or better in EXSC 223 and EXSC 223L.

EXSC 201 - Foundations of Physical Therapy (3 Credits)
Introduction to the profession and practice of physical therapy detailing the functions, disorders, and therapies of the major organ systems in applied context.
EXSC 223 - Anatomy and Physiology I (3 Credits)
The structure and functions of the human body: tissues, integument, skeletal, muscular, respiratory, and reproductive systems, and regulation of eating and metabolism.
Prerequisites: ENGL 102; BIOL 102; CHEM 111; MATH 122 or MATH 141.

EXSC 223L - Anatomy and Physiology I Laboratory (1 Credit)
Hands-on activities covering micro- and macroscopic anatomical topics including identification of tissues, bones and markings of the skeletal system, the joints, and the skeletal muscles of the body.
Prerequisites: ENGL 102; BIOL 102, CHEM 111; MATH 122 or MATH 141.
Prerequisite or Corequisite: EXSC 223.

EXSC 224 - Anatomy and Physiology II (3 Credits)
The structure and functions of the human body: nervous, cardiovascular, digestive, immune, urinary, and endocrine systems.
Prerequisites: C or better in EXSC 223 and EXSC 223L.

EXSC 224L - Anatomy and Physiology II Lab (1 Credit)
Hands-on activities covering the gross anatomy nervous, cardiovascular, digestive, and muscular systems.
Prerequisites: C or better in both EXSC 223 and EXSC 223L.

EXSC 275 - Functional Musculoskeletal Anatomy (2 Credits)
Human anatomy for allied health professions. Focus on anatomy relevant to providing health services; knowledge and skills of orthopedic anatomy relative to muscle, ligament, and tendon; muscle origins, insertions, innervations, and actions pertaining to joint motion.
Prerequisites: EXSC 223 and EXSC 223L.
Corequisite: EXSC 275L.

EXSC 275L - Functional Musculoskeletal Anatomy Lab (1 Credit)
Clinical application of human anatomy for allied health care professions using discussion, models, and charts. Anatomy relevant to providing health care to individuals.
Prerequisites: EXSC 223 and EXSC 223L.

EXSC 303 - Perceptual-Motor Development (3 Credits)
Theoretical foundations and observation of growth and motor development of children, age birth to 10 years. Observation will be provided via video and live subjects provided by the instructor.
Prerequisites: C or higher in both EXSC 224 and EXSC 224L.

EXSC 330 - Exercise Physiology (3 Credits)
The individual and combined roles of the major organ systems of the body in maintaining homeostasis during muscular exercise.
Prerequisites: C or better in EXSC 224 and EXSC 224L.
Corequisite: EXSC 330L.

EXSC 330L - Exercise Physiology Lab (1 Credit)
Laboratory procedures in exercise physiology; measurement of physical fitness components.
Prerequisites: EXSC 224 and EXSC 224L.
Corequisite: EXSC 330.

EXSC 335 - Biomechanics of Human Movement (3 Credits)
Kinetic and kinematic principles governing efficient human movement. Selected methods of analyzing human movement will be reviewed.
Prerequisites: C or better in EXSC 224, EXSC 224L, PHYS 201 and PHYS 201L.

EXSC 341A - Health Fitness Practicum (1 Credit)
First hour of a supervised practicum in a clinical setting for the Health Fitness Track.
Prerequisites: EXSC 223, EXSC 224.
Cross-listed course: EXSC 341B, EXSC 341C

EXSC 341B - Health Fitness Practicum (1 Credit)
Second hour of a supervised practicum in a clinical setting for the Health Fitness Track.
Prerequisites: EXSC 223, EXSC 224, EXSC 341A.
Cross-listed course: EXSC 341A, EXSC 341C

EXSC 341C - Health Fitness Practicum (1 Credit)
Third hour of a supervised practicum in a clinical setting for the Health Fitness Track.
Prerequisites: EXSC 223, EXSC 224, EXSC 341A, EXSC 341B.

EXSC 342A - Practicum in Life-Span Motor Development (2 Credits)
Part I of a supervised practicum in a clinical setting in life-span motor development.
Prerequisites: EXSC 223, EXSC 224, EXSC 303.
Cross-listed course: EXSC 342B

EXSC 342B - Practicum in Life-Span Motor Development (2 Credits)
Part II of a supervised practicum in a clinical setting in life-span motor development.
Prerequisites: EXSC 223, EXSC 224, EXSC 303, EXSC 342A.
Cross-listed course: EXSC 342A

Graduation with Leadership Distinction: GLD: Research

EXSC 343 - Practicum in Exercise Science (1-3 Credits)
Supervised practicum in a research or clinical setting for scientific-foundations track. Departmental special permission required.
Prerequisites: EXSC 223, EXSC 224.

EXSC 351 - Acquisition of Motor Skills (3 Credits)
Scientific and behavioral foundation of the learning and performance of motor skills.
Prerequisites: EXSC 223, EXSC 224.

Graduation with Leadership Distinction: GLD: Research

EXSC 355 - Special Topics in Exercise Science (1-3 Credits)
Novel and emerging themes in exercise science. Content varies by instructor and title. May be repeated for a total of 6 credit hours as content varies by title.

EXSC 395 - Research Seminar in Exercise Science (1-3 Credits)
The research process in exercise science; participation in, presentation and discussion of current research.
Prerequisites: EXSC 223, EXSC 224.

Graduation with Leadership Distinction: GLD: Research

EXSC 401 - Practicum Preparation (1 Credit)
Integration of major program of study and general education; issues of transition into senior practicum - EXSC 444.
Prerequisites: EXSC 330.
EXSC 410 - Psychology of Physical Activity (3 Credits)
Introduction to psychosocial factors in physical activity. Topics include mental health effects of exercise, behavior change theories applied to physical activity, and physical activity determinants and interventions. 03: 07/05/2019.
Prerequisites: PSYC 101.

EXSC 444 - Exercise Science Practicum (6 Credits)
Supervised experience in a field, clinical, or research setting. EXSC majors only.
Prerequisites: EXSC 401.

EXSC 454 - Health/Fitness Programs (3 Credits)
Design and implementation of health/fitness programs.
Prerequisites: EXSC 223, EXSC 224.

EXSC 464 - Conditioning Methods in Athletic Performance (3 Credits)
Students will learn how to perform pre-exercise assessments, develop appropriate exercise training programs based on these assessments, as well as lead and demonstrate safe and effective methods of exercise by the application of the primary theories and principles of exercise science.
Prerequisites: C or better in both EXSC 224 and EXSC 224L.

EXSC 481 - Practicum in Community Fitness Programs (9 Credits)
Supervised experience in the administration of community-based fitness programs. Concurrent seminar with the supervising instructor.
Prerequisites: EXSC 223, EXSC 224, EXSC 300, EXSC 310L, EXSC 351.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

EXSC 482 - Internship in Life-Span Motor Development (9 Credits)
Supervised practical experience in clinical and/or field setting; individualized program and activity planning, and evaluation of neuromuscular abilities.
Prerequisites: EXSC 223, EXSC 224, EXSC 305, EXSC 342A, EXSC 342B.

EXSC 483 - Internship in Scientific Foundations (3 Credits)
Supervised experience in a clinical, field, or research setting. Restricted to Exercise Science Majors; Junior and Senior Level Standing.
Prerequisites: EXSC 223, EXSC 224.

EXSC 499 - Independent Study (1-3 Credits)
Enrollment and topic to be approved in advance by advisor and instructor.
Prerequisites: EXSC 223, EXSC 224.

Graduation with Leadership Distinction: GLD: Research

EXSC 507 - Exercise, Sport, and Nutrition (3 Credits)
The relationship between exercise, sport performance, and nutrient metabolism.
Prerequisites: EXSC 223, EXSC 224, EXSC 330, EXSC 330L.

EXSC 531 - Clinical Exercise Physiology (3 Credits)
Scientific bases of clinical exercise programming. The fitness instructor's role in encouraging changes in exercise behavior.
Prerequisites: EXSC 223, EXSC 224, EXSC 330, EXSC 330L.
Corequisite: EXSC 531L.

EXSC 531L - Clinical Exercise Physiology Lab (0 Credits)
Prerequisite: EXSC 223, EXSC 224, EXSC 330, EXSC 330L.

EXSC 541 - Physiological Basis for Strength and Conditioning (3 Credits)
Investigation on the physiological basis for strength and conditioning. Principles of strength and conditioning through lecture based learning, demonstrations, and through laboratory activities.
Prerequisites: C or better in EXSC 330.

EXSC 555 - Current Topics in Exercise Science (1-3 Credits)
Content varies by title. Course may be repeated for a total of 6 credit hours.

EXSC 562 - Impairments of the Human Motor System (3 Credits)
Role of motor development in the growth and development of individuals exhibiting impaired motor control.
Prerequisites: biology, anatomy, physiology, or the equivalent.

EXSC 563 - Physical Activity and the Physical Dimensions of Aging (3 Credits)
The effects of age and physical activity on physical and motor functions of elderly individuals.
Prerequisites: EXSC 223, EXSC 224, EXSC 300, EXSC 330, EXSC 330L.

EXSC 585 - Women's Health and Physical Activity (3 Credits)
Sex differences in diseases, physiological function of sex hormones, hormonal changes in a woman's life, specific women's health issues, and role of physical activity and exercise in prevention and treatment of conditions and diseases specific to women or related to sex hormones. Restricted to 30 students, Special Permission by Instructor.

EXSC 608 - Apps, Wearables and Technology for Lifestyle Behavior Change and Weight Loss (3 Credits)
The course will increase students' understanding of the theoretical foundations, scientific evidence and practical application of technology-assisted lifestyle interventions, with an emphasis on behavioral weight control for adults.
Prerequisites: C or better in EXSC 410.

EXSC 620 - Nutrition and Immunology (3 Credits)
Examination of the interrelationships that link human nutrition to the immune system in health and disease. Topics will include basic immunology, overview of nutritional sources, deficiencies and excesses, and the impact on public health issues such as exercise, disease and aging.
Prerequisites: EXSC 330.

EXSC 626 - Cardiorespiratory Exercise Physiology (3 Credits)
Examination of the anatomy and function of the cardiovascular and respiratory systems of the exercising human organism, including acute adjustments and chronic adaptations to the systems.
Prerequisites: EXSC 330.

EXSC 666 - Cardiorespiratory Exercise Physiology (3 Credits)
Examination of the anatomy and function of the cardiovascular and respiratory systems of the exercising human organism, including acute adjustments and chronic adaptations to the systems.
Prerequisites: EXSC 330.

EXSC 669 - Skeletal Muscle Physiology: Form and Function (3 Credits)
Skeletal muscle physiology and exercise through select laboratory experiences and discussion of related research literature.
Prerequisites: C or better in both EXSC 330 and EXSC 330L.
EXSC 695 - Writing and Presenting in Research (3 Credits)
The research process in Exercise Science through participation, presentation, and discussion of current research.
Prerequisites: EXSC 224.

Film and Media Studies (FAMS)

FAMS 110 - Media Culture (3 Credits)
Introduction to the critical study of film, video, photography, audio, and new media.
Cross-listed course: MART 110
Carolina Core: AIU

FAMS 180 - Film Culture (3 Credits)
How the film industry developed and the impact the movies have had on global popular culture. Does not count toward the film studies major.
Carolina Core: AIU

FAMS 240 - Film and Media Analysis (3 Credits)
Introduction to the critical study of film and media. Students will closely analyze moving images and develop written arguments about film and media.
Carolina Core: AIU

FAMS 300 - Film and Media History (3 Credits)
Surveys the development of cinema and related media from the 1820s to the present. Attention to the relations among key technological, cultural, and industrial changes, their causes, and consequences.
Carolina Core: GHS

FAMS 301 - Media, Power & Everyday Life (3 Credits)
Foundational approaches to media as a means of defining and distributing social power in everyday life.
Prerequisite or Corequisite: C or better in FAMS 240 or FAMS 300.

FAMS 308 - Global Media Industries (3 Credits)
Provides the foundation for the study of globalization and media industries.
Cross-listed course: GLST 308

FAMS 310 - Special Topics In Popular Media (3 Credits)
Intensive study of a specific topic in popular film and media. May be repeated up to three times for a total of nine credit hours as content varies by title.
Prerequisite or Corequisite: C or better in FAMS 240 or FAMS 300.

FAMS 311 - Classical Hollywood Cinema (3 Credits)
Survey of Classical Hollywood Cinema in aesthetic, cultural, political, and economic contexts.
Prerequisite or Corequisite: C or better in FAMS 240 or FAMS 300.

FAMS 316 - Music and the Hollywood Film (3 Credits)
Examination of how music guides audience interpretation and shapes Hollywood film style.
Prerequisite or Corequisite: C or better in FAMS 240 or FAMS 300.

FAMS 325 - Superheroes across Media (3 Credits)
Examination of the superhero within and across media, industries, and eras addressing topics such as genre, style, seriality, remediation, franchising, and fandom.
Prerequisite or Corequisite: C or better in FAMS 240 or FAMS 350, or ENGL 350.

FAMS 328 - The Blockbuster (3 Credits)
Examination of the post-1975 blockbuster film phenomenon with an emphasis on marketing, finance, and reception.
Prerequisite or Corequisite: C or better in FAMS 308.

FAMS 330 - Special Topics in Non-Film Media (3 Credits)
Intensive study of a specific topic concerning a medium or mediums other than film. May be repeated up to three times for a total of nine credit hours as content varies by title.
Prerequisites: C or better in FAMS 240 or FAMS 300.

FAMS 332 - American Television (3 Credits)
Examination of American television as an industry, art form, medium of social representation, and set of viewer practices.
Prerequisite or Corequisite: C or better in FAMS 240 or FAMS 300.

FAMS 338 - Contemporary British Television Industry (3 Credits)
Examination of industrial structures, network histories, production cultures, and regulation contexts of contemporary British television.
Prerequisite or Corequisite: C or better in FAMS 308.

FAMS 350 - Introduction to Comics Studies (3 Credits)
Scholarly study of the formal and aesthetic evolutions of graphic novels, comic books, and other related forms.
Cross-listed course: ENGL 350

FAMS 360 - Special Topics in Global Media (3 Credits)
Intensive study of a specific topic in film and media centered outside the U.S. May be repeated up to three times for a total of nine credit hours as content varies by title.
Prerequisite or Corequisite: C or better in FAMS 240 or FAMS 300.

FAMS 361 - Middle East on Screen (3 Credits)
Examines representations of the Middle East on screen within multiple media-making traditions and considers their aesthetic, political, and ethical dimensions.
Prerequisite or Corequisite: C or better in FAMS 240 or FAMS 300.

FAMS 363 - Hong Kong Action Cinema (3 Credits)
Survey of the transnational history of Hong Kong action cinema and introduction to critical approaches through which it has been studied.
Prerequisite or Corequisite: C or better in FAMS 240 or FAMS 300.

FAMS 365 - Screening China (3 Credits)
Survey of Chinese language cinema. Chinese film history and vocabulary with which to discuss film texts. Covers classic leftwing cinema, Hong Kong martial arts films, as well as the Hong Kong, Taiwan, and PRC New Waves. Taught in English. Films subtitled.
Cross-listed course: CHIN 365

FAMS 380 - Special Topics in Alternative Media (3 Credits)
Intensive study of a specific topic concerning film and media forms and/or practices outside the commercial mainstream. May be repeated as many as three times for a total of nine credit hours as content varies by title.
Prerequisite or Corequisite: C or better in FAMS 240 or FAMS 300.

FAMS 381 - History of Experimental Film (3 Credits)
Survey of key examples and tendencies in the history of experimental film.
Prerequisite or Corequisite: C or better in FAMS 240 or FAMS 300.

FAMS 383 - Documentary Studies (3 Credits)
History, theory, and practices of documentary film and media.
Prerequisite or Corequisite: C or better in FAMS 240 or FAMS 300.
FAMS 399 - Independent Study (3-9 Credits)
Contract approved by instructor, advisor, and program director is required.
Graduation with Leadership Distinction: GLD: Research

FAMS 470 - Genre Studies Film & Media (3 Credits)
Critical study of a popular genre (e.g., horror, science fiction, melodrama), or set of genres, in film and media. Course content varies and will be announced in the schedule of courses by title. May be repeated as topics vary.

FAMS 499 - Internship in Film and Media Studies (3 Credits)
Internship in Film and Media Studies. (Variable) Supervised professional experience working with media production, distribution, exhibition, archiving, and/or education.
Prerequisite or Corequisite: C or better in FAMS 308.

FAMS 510 - Topics in Film Media Histories (3 Credits)
Intensive study of a specific topic in U.S. film and media studies. May be repeated as content varies by title.
Prerequisites: FAMS 240.

FAMS 511 - Special Topics in Film and Media Studies (3 Credits)
Intensive study of a specific topic in film and media studies. May be repeated as content varies by title.
Prerequisites: FAMS 240.
Cross-listed course: ARTH 551, MART 591

FAMS 566 - Topics in US Film and Media (3 Credits)
Intensive study of a specific topic in U.S. film and media studies. May be repeated as content varies by title. 03: 07/05/2019.
Prerequisites: FAMS 240.

FAMS 581 - Critical Interactives (3 Credits)
Foundational techniques in multidisciplinary software development, specifically of applications designed to present sensitive, sometimes controversial, materials in ways to engender empathic awareness of the interactor.
Cross-listed course: CSCE 571

FAMS 598 - Special Topics in Global Film and Media (3 Credits)
Intensive study of a specific topic concerning films produced in a country other than the United States. May be repeated as content varies by title.
Prerequisites: FAMS 240.
Cross-listed course: FORL 598, MART 594
Graduation with Leadership Distinction: GLD: Global Learning

Finance (FINA)

FINA 101 - Introduction to Personal Finance (1 Credit)
Course will provide a basic framework for student personal financial management while in college. Topics include money management skills, banking, credit cards, creditworthiness, credit reports, students loans, identity theft, and basic taxes.

FINA 301 - Money and Banking (3 Credits)
The role of money in the market economy. Commercial banks, the Federal Reserve System, and monetary policy. 03: 07/05/2019.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

FINA 333 - Finance and Markets (3 Credits)
In-depth introduction to the world of finance. Interaction of individuals and companies with financial markets.
Prerequisites: ECON 224 or ECON 221 and ECON 222, ACCT 222.

FINA 341 - Management of Risk and Insurance (3 Credits)
Introduction to decision making under uncertainty and overview of how various markets allow individuals and organizations to diversify risk. Includes measurement of risk, behavioral bias in decision making under uncertainty, diversification of risk, the role of capital in ensuring performance, moral hazard, adverse selection, insurance pricing, and applications to public policy issues such as health care, catastrophe risk, and safety regulation.
Prerequisite or Corequisite: FINA 363.

FINA 363 - Introduction to Finance (3 Credits)
Basic concepts of finance related to decision making.
Prerequisites: ECON 221, ACCT 225, and STAT 206.

FINA 364 - Financial Institutions (3 Credits)
A study of the functions and operations of financial institutions and their relationships to the commercial banking system and the general economy. Attention is devoted to savings institutions, insurance companies, rural and urban real estate credit, consumer credit, and associated topics. 03: 07/05/2019.

FINA 365 - Corporate Financial Analysis (3 Credits)
Analysis of business investment and financing decisions.
Prerequisites: FINA 363.

FINA 366 - Introduction to Real Estate and Urban Development (3 Credits)
Real estate analysis and administration; basic principles, concepts, terminology, and institutional factors related to real estate decisions in the urban environment. This course fulfills a pre-examination requirement of the South Carolina Real Estate licensing law (30-hour approved course).
Prerequisites: FINA 363.

FINA 367 - Real Estate Market Analysis (3 Credits)
Concepts, methodologies, and analytical tools used in urban real estate analysis.
Prerequisites: FINA 366.

FINA 369 - Personal Finance (3 Credits)
Life insurance, health insurance, wills, trusts, Social Security, stocks, bonds, real estate, mutual funds, and other uses of funds.

FINA 442 - Life and Health Insurance (3 Credits)
Individual financial management of economic losses caused by premature death, disability, and old age; functional aspects of life-health insurer management.
Prerequisites: C or better in FINA 341 and FINA 363.

FINA 443 - Property and Liability Insurance (3 Credits)
Functional aspects of property-liability insurer management and operations including detailed treatment of pricing, risk assessment, marketing, investment, contract design, financial statement analysis, and regulation.
Prerequisites: C or better in FINA 341 and FINA 363.

FINA 444 - Corporate Risk Management (3 Credits)
Tools and concepts used by corporations in managing all types of risk with a focus on the use of derivatives and insurance. Analysis of when risk reduction is beneficial.
Prerequisites: C or better in FINA 341, FINA 363, and MGSC 291.
FINA 445 - Employee Benefits (3 Credits)
Management of employer-sponsored benefits, especially group life, health, and retirement plans; emphasis on plan design and administration, cost, funding, regulation, and tax considerations.
Prerequisites: FINA 341.

FINA 446 - Insurance Operations (3 Credits)
Innovative insurance operations to compete in the modern world.
Prerequisites: C or better in FINA 341 and FINA 363.

FINA 463 - Case Studies in Corporate Finance (3 Credits)
Application of financial concepts and tools to corporate decisions.
Prerequisites: FINA 365.

FINA 464 - Financial Innovation (3 Credits)
Explores the history, current environment, and near term outlook of financial innovation (FinTech), focusing on applications of Blockchain technology and Machine Learning tools. The course is designed to provide hands on experience in writing a “smart contract” using a blockchain and in applying machine learning tools.
Prerequisites: C or better in FINA 365 or FINA 465 or FINA 469.

FINA 465 - Commercial Bank Practice and Policy (3 Credits)
Fundamental principles underlying the employment of bank funds. Allocation of funds among the various classes of loans and investments to banking operating costs and to changing bank practices.
Prerequisites: FINA 363.

FINA 466 - Real Estate Investment Fundamentals (3 Credits)
Analysis and decision-making; return and risk; financing; tax implications; pricing and investment strategies.
Prerequisites: FINA 366 or FINA 469.

FINA 467 - Real Estate Finance (3 Credits)
The nature and importance of credit in real estate development and operations; legal framework, sources of mortgage funds, role of public and private financial institutions.
Prerequisites: FINA 366 or FINA 469.

FINA 468 - Real Estate Appraisal (3 Credits)
Traditional appraisal concepts and methodologies; appraisal process, real property analysis.
Prerequisites: FINA 366.

FINA 469 - Investment Analysis and Portfolio Management (3 Credits)
Conceptual and analytical framework for formulating investment policies, analyzing securities, and constructing portfolios.
Prerequisites: C or better in FINA 363 and MGSC 291.

FINA 470 - Financial Statement Analysis (3 Credits)
This course focuses on the analysis of financial statements for profitability and risk assessment and for firm and segment valuation.
Prerequisites: ACCT 225 and ACCT 226 and FINA 363.

Cross-listed course: ACCT 470

FINA 471 - Derivative Securities (3 Credits)
Options, forward and futures contracts, and swap contracts are analyzed, along with their uses in risk management, portfolio management, and corporate financing. Markets where these contracts trade will be examined.
Prerequisites: FINA 469.

FINA 472 - Student-Managed Investments (3 Credits)
Hands-on experience in investment analysis; managing a real portfolio, decision-making in the design of a portfolio management process, asset allocation, security selection, and risk management. Enrollment in this course requires a special permission from the instructor.
Prerequisites: C or better in MGSC 291.

Prerequisite or Corequisite: C or better in FINA 469.

FINA 473 - Corporate Governance and Agency Conflicts (3 Credits)
Exploring conflicts of interest between corporate managers and the providers of capital, and studying various mechanisms to address the misalignment of incentives and therefore restore firm value.
Prerequisites: C or better in FINA 363.

FINA 475 - Fixed Income Securities (3 Credits)
Examine fundamental principles of fixed-income securities and fixed-income valuation models.
Prerequisites: FINA 469.

FINA 476 - Foundations of Capitalism (3 Credits)
Examines the foundations of capitalism and why it has prevailed over alternative systems. Topics include the justification of private property, distribution of wealth, profit motive, source of wealth creation, and others.
03: 07/05/2019.
Prerequisites: ECON 221 and ECON 222.

FINA 480 - Global Real Estate Capital Markets (3 Credits)
Global institutional investment in real estate; international capital markets viewed from the perspective of real estate investment and finance professionals.
Prerequisites: FINA 366.

FINA 490 - Special Topics in Finance (1-3 Credits)
1-3 credit hours for up to 9 credit hours total.

FINA 666 - Real Estate and Urban Development (3 Credits)
An overview of real estate in both the public and private sectors that serves as the basis for advanced study in the various disciplines of real estate and urban development. No prior knowledge of the field is assumed.

Foreign Languages (FORL)

FORL 398 - Selected Topics (3 Credits)
Studies in language not otherwise taught. May include a cultural and/or linguistic component.

FORL 448 - Teaching Internship in Foreign Languages (3 Credits)
Application of effective teaching techniques and organization of instructional settings in foreign languages for K-12.
Prerequisites: admission to the professional program in education.

Cross-listed course: EDTE 448
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships
Experiential Learning: Experiential Learning Opportunity

FORL 472 - Introduction to Technology in Language Education (3 Credits)
Acquaints students with principles and practices concerning the use of technology in foreign language teaching. Explores connection between second language acquisition and the implementation of Internet and multimedia technologies.
Cross-listed course: LING 472
FORL 474 - Directed Teaching in Foreign Languages (15 Credits)
Students apply methods of curriculum and assessment, professionalism, effective teaching, and organization of instructional settings during internship in foreign language classroom.
Prerequisites: admission to the professional program in education.

Cross-listed course: EDTE 474
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences
Experiential Learning: Experiential Learning Opportunity

FORL 501 - Spanish for Medical Personnel (3 Credits)
Basic course in health professions. Functional language and lexicon as well as cultural practices for interaction with Hispanic clients.
Prerequisites: 2 semesters of college-level Spanish or equivalent.

FORL 510 - Teaching Second Languages to Young Children (3 Credits)
To assist prospective teachers of young children in the development of a second language and multicultural learning activities. Practicum sessions are an integral part.
Prerequisites: 210 level of a foreign language or its equivalent.

Cross-listed course: EDEL 510
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

FORL 511 - Teaching Foreign Languages in Secondary Schools (3 Credits)
Current methods, techniques, and materials of instruction appropriate for secondary schools.
Prerequisites: 210 level of a foreign language or its equivalent.

Cross-listed course: EDSE 575

FORL 598 - Special Topics in Global Film and Media (3 Credits)
Intensive study of a specific topic concerning films produced in a country other than the United States. May be repeated as content varies by title.
Prerequisites: FAMS 240.

Cross-listed course: FAMS 598, MART 594

French (FREN)

FREN 109 - Beginning French I (3 Credits)
Introduction to grammar and practical vocabulary necessary for fundamental communication skills. Admission to FREN 109 restricted to those who have never studied French, who have not studied French in the previous five years, or who have a score of F-1 on the placement test.
Carolina Core: GFL

FREN 110 - Beginning French II (3 Credits)
Introduction to grammar and practical vocabulary necessary for fundamental communication skills. Admission to 110 restricted to those who have completed FREN 109. Credit may be received only for one of the following: FREN 109/FREN 110 or FREN 121.
Prerequisites: FREN 109.
Carolina Core: GFL

FREN 121 - Elementary French (3 Credits)
Grammar and vocabulary necessary for fundamental communication skills. Assumes prior experience in French. Admission to FREN 121 restricted to those who have a score of F-2 on the placement test. Credit may be received for only one of the following: FREN 109/FREN 100 or FREN 121.
Carolina Core: GFL

Carolina Core: FREN 121 may be received for only one of the following: FREN 109/FREN 100 or restricted to those who have a score of F-2 on the placement test. Credit may be received for only one of the following: FREN 109/FREN 100 or FREN 121.

FREN 122 - Basic Proficiency in French (3 Credits)
Practice and further development of essential listening, reading, speaking, and writing skills.
Prerequisites: FREN 110, FREN 121 or placement score of F-3.
Carolina Core: GFL

FREN 209 - Reading and Written Expression (3 Credits)
Readings in French; grammar, basic writing, and composition.
Prerequisites: FREN 122 or score of F-5 on placement exam.

FREN 210 - Oral Communication (3 Credits)
Practice in conversation involving authentic listening materials; vocabulary building.
Prerequisites: FREN 122 or score of F-5 on placement exam.

FREN 290 - French Literature in Translation (3 Credits)
Readings and discussion in English, with consideration of the cultural context.
Carolina Core: AIU

FREN 295 - Topics in French Culture (3 Credits)
Intensive one-term study of a particular topic identified by title. Taught in English.
Prerequisites: FREN 110, FREN 121, or equivalent.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

FREN 300 - French Phonetics (3 Credits)
Analysis of and practice in pronunciation and listening comprehension.
Prerequisites: C or better in both FREN 209 and FREN 210, or equivalents, or a score of F-6 on the French language placement exam.

Cross-listed course: LING 316

FREN 307 - Advanced Oral Practice (1 Credit)
Development and maintenance of speaking and listening skills at the advanced level. Offered Pass-Fail only. May be repeated.
Prerequisites: C or better in both FREN 209 and FREN 210, or equivalents, or a score of F-6 on the French language placement exam.

FREN 309 - Reading French Texts (3 Credits)
Reading, discussion, and written analysis of French texts, both literary and nonliterary. Not open to students with a score of F-7.
Prerequisites: C or better in both FREN 209 and FREN 210, or equivalents, or a score of F-6 on the French language placement exam.

FREN 310 - Advanced Oral Communication (3 Credits)
Current issues and events presented in French-language media. Discussion and presentations in French provide practice with advanced structures and idiomatic speech. Not open to students with score of F-7.
Prerequisites: C or better in both FREN 209 and FREN 210, or equivalents, or a score of F-6 on the French language placement exam.

FREN 311 - French Composition (3 Credits)
Practice in French composition; intensive review of French grammar. FREN 309 strongly recommended. Not open to students with score of F-7.
Prerequisites: Grades of C or better in both FREN 209 and FREN 210, or equivalents, or a score of F-6 on the French language placement exam.

FREN 316 - Introduction to Business French (3 Credits)
Practical oral and written communication in a commercial context; introduction to business terminology and correspondence.
Prerequisites: C or better in both FREN 309 and FREN 310, or equivalents.
FREN 330 - The French Theatre Experience (3 Credits)
Project work in the production of plays in French. Includes readings in and public performance of French theatre and related materials.
Prerequisites: C or better in both FREN 309 and FREN 310, or equivalents.

FREN 350 - French Language Study Abroad (1-6 Credits)
Intensive language practice with special attention to oral skills. Classroom instruction by native speakers.

FREN 351 - Service Learning in the French-Speaking World (3 Credits)
Cultural and linguistic service-learning experience in a French-speaking environment. Course may be repeated once in a different location.
Prerequisites: FREN 209 or 210.

FREN 397 - The French Film Experience (3 Credits)
An introduction to the history of the French film, with special emphasis on the aesthetic appreciation of the films in their artistic and cultural context. Films in French, with English subtitles. Taught in English. To be counted towards FREN major or minor.
Prerequisites: C or better in both FREN 209 and FREN 210 are required, and FREN 309 is strongly recommended.

FREN 398 - Selected Topics in French & Francophone Culture (3 Credits)
Intensive study of selected topics of the French-speaking world. May be repeated for credit under a different title. May not be counted for major or minor credit. Note: Taught in English. To be counted towards FREN major or minor.
Prerequisites: C or better in both FREN 209 and FREN 210 are required, and FREN 309 is strongly recommended.

FREN 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Prerequisites: C or better in both FREN 309 and FREN 310, or equivalents, or a score of F-6 on the French language placement exam.

Graduation with Leadership Distinction: GLD: Global Learning

FREN 400 - French Cultural History (3 Credits)
French history and the arts from early times through the Napoleonic era. FREN 311 strongly recommended.
Prerequisites: C or better in both FREN 309 and FREN 310, or equivalents, or a score of F-7 on the French language placement exam.

FREN 416 - Advanced Business French (3 Credits)
Commercial organizations and businesses in France. Practical business correspondence. Terminology and techniques in commercial transactions with the Certificat Pratique of the Paris Chamber of Commerce in view. Taught in French.
Prerequisites: FREN 316.

FREN 450 - Topics in Literature (3 Credits)
May be repeated for credit. FREN 311 strongly recommended.
Prerequisites: C or better in both FREN 309 and FREN 310, or equivalents, or a score of F-7 on the French language placement exam.

FREN 451 - French Literature and Culture Before 1800 (3 Credits)
Study and discussion of French works written before 1800 within their cultural and historical contexts. FREN 311 strongly recommended.
Prerequisites: C or better in both FREN 309 and FREN 310, or equivalents, or a score of F-7 on the French language placement exam.

FREN 452 - French Literature and Culture After 1800 (3 Credits)
Study and discussion of French works written after 1800 within their cultural and historical contexts. FREN 311 strongly recommended.
Prerequisites: C or better in both FREN 309 and FREN 310, or equivalents, or a score of F-7 on the French language placement exam.

FREN 453 - Francophone Literatures and Cultures (3 Credits)
Study and discussion of works from French-speaking societies outside France, with attention to their cultural contexts and historical contexts. FREN 311 strongly recommended.
Prerequisites: C or better in both FREN 309 and FREN 310, or equivalents, or a score of F-7 on the French language placement exam.

FREN 499 - Senior Thesis (3 Credits)
Graduation with Leadership Distinction: GLD: Research

FREN 510 - Current Events in the France and the Francophone World (3 Credits)
Development of advanced oral skills in French. Study of linguistic and cultural aspects of French language media. FREN 311 strongly recommended.
Prerequisites: C or better in both FREN 309 and FREN 310, or equivalents, or a score of F-7 on the French language placement exam.

FREN 511 - Techniques of Literary Analysis (3 Credits)
Texts from standard authors, with emphasis on explication de texte.
Prerequisites: C or better in each of FREN 309, FREN 310, and FREN 311, or equivalents, or a score of F-7 on the French language placement exam.

FREN 515 - Advanced French Stylistics (3 Credits)
Practice in descriptive and narrative composition with special attention to contrastive stylistics; thã́me et version.
Prerequisites: C or better in each of FREN 309, FREN 310, and FREN 311, or equivalents, or a score of F-7 on the French language placement exam.

FREN 516 - French Phonology (3 Credits)
The sound system and its functioning in the morphological system of French from the point of view of current phonological theory.
Cross-listed course: LING 512

FREN 517 - French Linguistics (3 Credits)
The structure, morphology, and syntax of modern French.
Cross-listed course: LING 502

FREN 595 - Special Topics in French (3 Credits)
Poetry, prose, theatre, cinema, civilization, language, linguistics. Unique opportunities will be announced by title. May be repeated. FREN 311 strongly recommended.
Prerequisites: C or better in both FREN 309 and FREN 310, or equivalents, or a score of F-7 on the French language placement exam.

FREN 615 - Intensive Readings in French (3 Credits)
Graduate students fulfill their foreign-language reading requirement with successful completion of the course. Undergraduates may take the course as an elective only. Grades S/U for graduates and undergraduates.
Genetic Counseling (HGEN)

HGEN 400 - Genetic Counseling: Career for the Future (1 Credit)
Introduction to the genetic counseling profession including professional literature and online resources. Preparation for graduation education in genetic counseling.

Geography (GEOG)

GEOG 103 - Introduction to Geography (3 Credits)
Carolina Core: GSS

GEOG 104 - Introduction to Physical Geography (3 Credits)
Basic concepts of landform geography, climatology and meteorology, and biogeography.
Carolina Core: SCI

GEOG 105 - The Digital Earth (3 Credits)
Introduction to geographic data; use of digital maps and aerial/satellite images as means of Earth observation; basics of spatial data analysis; location-based Web APPs; digital map services.
Carolina Core: ARP

GEOG 121 - Globalization and World Regions (3 Credits)
Introduction to political, economic, social, and environmental processes of global integration and regional differentiation.
Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

GEOG 201 - Landform Geography (4 Credits)
Hydrology, soil science, and interpretation of physical features formed by water, wind, and ice, with emphasis on environmental change. Three hours of lecture and one two-hour laboratory per week.
Carolina Core: SCI

GEOG 202 - Weather and Climate (4 Credits)
Processes that influence weather and climate patterns on the earth. Three lectures and one two-hour laboratory per week.
Carolina Core: SCI

GEOG 210 - Peoples, Places, and Environments (3 Credits)
Basic principles of human geography.
Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Community Service, GLD: Professional and Civic Engagement Leadership Experiences

GEOG 221 - Geography of South Carolina (3 Credits)
An intensive regional analysis of South Carolina. Selected phenomena such as urbanization, industrialization, land use, the physical environment, and their interrelationships.
Carolina Core: GSS

GEOG 223 - Geography of Latin America (3 Credits)
Physical and human geography of Latin America.
Cross-listed course: LASP 331
Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Global Learning

GEOG 224 - Geography of North America (3 Credits)
Physical and human geography of North America with emphasis on the United States.
Carolina Core: GSS

GEOG 225 - Geography of Europe (3 Credits)
Physical and human geography of Europe.
Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Global Learning

GEOG 226 - Geography of the Middle East (3 Credits)
A regional geographic approach to the environmental, social, economic, and political aspects of the Middle East (Southwest Asia and north Africa) with emphasis on contemporary problems.
Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Global Learning

GEOG 228 - Geography of Sub-Saharan Africa (3 Credits)
A regional approach to the physical, social, economic, and political aspects of Sub-Saharan Africa with emphasis on contemporary problems.
Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Global Learning

GEOG 285 - Introduction to Drones for Airborne Spatial Data (3 Credits)
This course is an introduction to the use of small unmanned aerial systems (UAS) in collecting/processing imagery for mapping/information analysis. Course content includes UAS characteristics, small camera considerations, project planning and processing, and legal requirements in the United States and selected European countries.

GEOG 310 - Topics in Geography (3 Credits)
Selected topics of special interest in geography. May be repeated as content varies by title.

GEOG 311 - Cultural Geography (3 Credits)
The temporal-spatial relationship between humans and the natural environment with emphasis on the role through time of human activity in changing the face of the earth.

GEOG 312 - Geography and Global Geopolitics (3 Credits)
Geographic perspectives on problems in international relations. Political geographic analysis of contemporary world problems.
Graduation with Leadership Distinction: GLD: Global Learning

GEOG 313 - Economic Geography (3 Credits)
Spatial interrelation and linking of economic activities and how location affects the nature of economic systems.

GEOG 321 - Sustainable Cities (3 Credits)
Overview of the relationships between urbanization and environmental processes and an exploration of pathways to greater sustainability.

GEOG 324 - Landscapes of the United States (3 Credits)
Geographic change through time in the United States, with emphasis on evolution of the American landscape. Physical environment as modified by human intervention over time within a regional framework.

GEOG 330 - The Geography of Disasters (3 Credits)
The study of disasters, their triggering mechanisms (natural, human, technological), their spatial distributions from local to global scales, and associated human responses.

GEOG 341 - Cartography (3 Credits)
Introduction to the theory and principles of map construction including discussions of equipment and materials, lettering and symbolization, scale and generalization, data manipulation and representation. Presentation of geographic information on maps.

GEOG 343 - Environment and Society (3 Credits)
A geographic consideration of the interactions between environment and society. The ways in which social, economic, and cultural processes interact across local to global scales and influence environmental practices, policies, and patterns of change will be emphasized.
**GEOG 344 - Geographies of American Cities** (3 Credits)
Overview of the development of American cities from industrial period to the present. Special attention given to the political, economic, social processes that shape urban space and urban ways of life.

**GEOG 345 - Interpretation of Aerial Photographs** (3 Credits)
Theory and use of basic photo interpretation instruments and methods. Practice in acquiring and interpreting data from aerial photography for use in the physical and social sciences.

**GEOG 346 - Climate and Society** (3 Credits)
Major theories and methodologies for studying the relationship between climate and society.

**GEOG 347 - Water as a Resource** (3 Credits)
Introduction to spatial and institutional aspects of water availability, demand, and quality. Water storage/conveyance strategies and facilities. Real and perceived flood, drought hazards.

**GEOG 348 - Biogeography** (3 Credits)
Spatial distributions of plants and animals as they relate to historical biogeographic patterns and human impact on the biosphere.

**GEOG 349 - Cartographic Animation** (3 Credits)
Introduction to theories and principles of cartographic animation. **Prerequisites:** GEOG 341 or GEOG 363.

**GEOG 360 - Geography of Wind** (3 Credits)
Fundamental principles of wind formation, measurement, and its impacts on the natural and human environment – landscape, human settlement and health, transportation, and energy.

**GEOG 363 - Geographic Information Systems** (3 Credits)
Introduction to principles and methods of geographic information systems including discussion of computers, spatial data, analysis, and display. Includes discussion of applications and hands-on experience.

**GEOG 365 - Hurricanes and Tropical Climatology** (3 Credits)

**GEOG 370 - America's National Parks** (3 Credits)
Resource, managerial, and recreational-use components of the national park system; contemporary issues, problems, and managerial alternatives.

**GEOG 371 - Air Pollution Climatology** (3 Credits)
Fundamentals, processes, and issues associated with air pollution. Emphasis is on the role of the atmosphere, how air pollution affects surface climate, and how climate and meteorology influence air quality.

**GEOG 378 - World Tourism Geography** (3 Credits)
Geographic analysis of tourism in America and selected world regions; demand, supply, transportation, and cultural/environmental impact of tourism and travel.

**GEOG 380 - Global Geography of Human Rights** (3 Credits)
Geopolitical, historical, cultural, and economic geographies of human rights around the world; issues of development, environment, health, inequality, violence.

**GEOG 399 - Independent Study** (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students. **Graduation with Leadership Distinction:** GLD: Research

**GEOG 495 - Seminar in Geography** (3 Credits)
Research methods and projects; restricted to students with at least 15 hours of credit in geography. Restricted to students with at least 15 hours of credit in geography.

**GEOG 498 - Undergraduate Research** (3 Credits)
Research on a significant geography problem in the local environment. Emphasis will be on the development of relatively individualized experiences in scientific investigation. **Graduation with Leadership Distinction:** GLD: Research

**GEOG 499 - Senior Thesis** (3 Credits)
Senior research thesis on a problem of fundamental geographic significance, supervised by faculty member; must include a written final project report. **Graduation with Leadership Distinction:** GLD: Research

**GEOG 501 - Political Geography** (3 Credits)
Concepts of space and power and their relationship to polities, elections, geopolitics, identities, law, economics, populations, and civil society.

**GEOG 510 - Special Topics in Geographic Research** (3 Credits)
Selected topics of special interest in geography. May be repeated as content varies by title.

**GEOG 511 - Planning and Locational Analysis** (3 Credits)
Scientific approaches to locational problems in urban and regional planning, including regional growth and decline, land use control, public facility location and provision, and locational efficiency.

**GEOG 512 - Migration and Globalization** (3 Credits)
A survey of the political, economic, and social causes and consequences of migration. Topics include immigration policy, border control, settlement patterns, transnationalism, multiculturalism, and integration. Selected contemporary and historical cases. **Prerequisites:** GEOG 210.

**GEOG 515 - Political Geography** (3 Credits)
Concepts of space and power and their relationship to polities, elections, geopolitics, identities, law, economics, populations, and civil society.

**GEOG 516 - Coastal Zone Management** (3 Credits)
Analysis of the competing demands for limited resources in the coastal zone with emphasis on the role of management in the resolution of conflicts over resource use. **Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Internships

**GEOG 521 - Landscapes of South Carolina** (3 Credits)
An examination of the factors responsible for creating the contemporary South Carolina cultural landscape.

**GEOG 525 - Geographical Analysis of Transportation** (3 Credits)
Analysis of transportation systems and the application of geographic tools to transportation planning.
GEOG 530 - Environmental Hazards (3 Credits)
Human and environmental contributions to the generation and management of hazards originating from extreme natural events to technological failures. Contemporary public policy issues at the national and international level.

GEOG 531 - Quantitative Methods in Geographic Research (3 Credits)
A survey of basic quantitative approaches for handling and interpreting geographically related data; univariate and bivariate procedures applicable to a variety of problems.

GEOG 535 - Hazards Analysis and Planning (3 Credits)
Examination of the geo-spatial aspects of hazards analysis and planning with specific reference to disaster preparedness, recovery, mitigation, and resilience.
Prerequisites: GEOG 363 and GEOG 530, or equivalents.

GEOG 538 - Global Food Politics (3 Credits)
Political, social, and cultural landscapes of food and farming around the world; issues of agricultural production, trade, consumption, and food security.
Cross-listed course: ENVR 538

GEOG 541 - Advanced Cartography (3 Credits)
Planning, compiling, constructing, and evaluating thematic maps. Theory and practice in scribing, separation and screening, color proofing, and map reproduction. Discussions of the process of map communication and the ways the cartographer can improve that communication.
Prerequisites: GEOG 341.

GEOG 542 - Dynamic Cartography (3 Credits)
Theories and principles of interactive and animated cartographic design.
Prerequisites: GEOG 341.

GEOG 544 - Geography of the City (3 Credits)
The influence of political boundaries, historical forces, settlement patterns, and transportation processes on urban life.

GEOG 545 - Synoptic Meteorology (4 Credits)
Analysis of synoptic-scale circulation using weather maps, soundings, cross sections, thermodynamic diagrams, numerical models, and imagery.
Prerequisites: GEOG 202 or equivalent.

GEOG 546 - Applied Climatology (4 Credits)
Analysis of climate applications in natural and human-modified environments. Content may include water resources, solar energy, urban planning, air quality, agriculture, and tourism. Course work includes lab and field experimentation.

GEOG 547 - Fluvial Geomorphology (3 Credits)
Introduction to landforms and processes associated with flowing water at the earth's surface. Hydrology, sedimentology, and theories of channel formation and drainage basin evolution.

GEOG 549 - Water and Watersheds (3 Credits)
Spatial variation of hydrology, water quality, and water-related hazards, including runoff generation, soil erosion, sedimentation, and flood hazards. Emphasizes a watershed perspective using geographic data and methods.
Prerequisites: GEOG 347, GEOL 371, or ECIV 360.

GEOG 551 - Principles of Remote Sensing (3 Credits)
Introduction to remote sensing. A variety of imaging systems including black and white, color, and high altitude color infrared photographs, LANDSAT, thermal infrared, and active microwave. Use of remote sensing for studying the extra-terrestrial environment and earth weather systems.

GEOG 552 - LiDARgrammetric and Photogrammetric Digital Surface Mapping (3 Credits)
Introduction to fundamental concepts used to map topographic and planimetric Earth surface features using digital LiDAR (LiDARgrammetric) and digital soft-copy photogrammetry (Photogrammetric).
Prerequisites: GEOG 363 or GEOG 341 or GEOG 345 or GEOG 551 or GEOG 563.

GEOG 554 - Spatial Programming (3 Credits)
Computer programming of spatial problems; spatial statistical analysis, interactive graphics, and computer maps.

GEOG 556 - WebGIS (3 Credits)
Web-based Geographic Information Systems (WebGIS), including concepts and principles of WebGIS, web programming fundamentals, web-based mapping techniques, and developing WebGIS applications.
Prerequisites: GEOG 363.

GEOG 560 - Source Materials for Geographic Instruction (3 Credits)
Introduction to selected materials available for all levels of instruction in geography. Emphasis on the substantive nature of the materials.
Cross-listed course: EDSE 505

GEOG 561 - Contemporary Issues in Geography Education (3 Credits)
Key concepts of geography and current approaches to teaching geography with specific attention to classroom materials, curriculum reform, cross-curricular integration, learning theory, and the use of geospatial/instructional technology.

GEOG 562 - Satellite Mapping and the Global Positioning System (3 Credits)
Technology and use of Global Positioning Systems (GPS). GPS space segment, receiver technologies, range observables, and positioning accuracy. Applications to large/medium scale mapping, remote sensing, and aerial photography.
Prerequisites: GEOG 345 or GEOG 363 or GEOG 551.

GEOG 563 - Advanced Geographic Information Systems (3 Credits)
Theory and application of geographic information systems including discussions of automated input, storage, analysis, integration, and display of spatial data. Use of an operational geographic information system.

GEOG 564 - GIS-Based Modeling (3 Credits)
Geographical information systems for modeling physical/human processes in space and time using raster and vector data. Cartographic modeling concepts, embedded models, and GIS-model coupling.

GEOG 565 - Geographic Information System (GIS) Databases and Their Use (3 Credits)
Representation, construction, maintenance, and analysis of spatial data in a geographic information system (GIS) database.
Prerequisites: GEOG 363 or GEOG 341 or GEOG 551 or GEOG 563.

GEOG 566 - Social Aspects of Environmental Planning and Management (3 Credits)
Geographical approach to environmental problems.
Prerequisites: GEOG 343.

GEOG 567 - Long-Term Environmental Change (3 Credits)
Climatic changes of the past and their impact on the physical landscape, with an emphasis on the Quaternary period.
Prerequisites: A 200-level course in physical geography or geology or equivalent.
Cross-listed course: GEOL 567
GEOG 568 - Human Dimensions of Global Environmental Change (3 Credits)
Consequences of increasing anthropogenic changes on environmental systems including the sources of change, regional impacts, and social and policy responses. 
**Prerequisites:** GEOG 343.

GEOG 569 - International Development and the Environment (3 Credits)
Intersections of international development and environmental change; study of general theoretical perspectives balanced with case studies from the Global South.
**Cross-listed course:** ANTH 569
**Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy, GLD: Global Learning

GEOG 570 - Geography of Public Land and Water Policy (3 Credits)
Geography of public land, water, and related public trust resources (wildlife, timber, minerals, fuels, recreation, wetlands, coastal zones, wilderness); historical geography of policy; spatial aspects of current research and management.

GEOG 571 - Microclimatology (4 Credits)
Field techniques and processes in the atmospheric boundary layer including radiation, soil heat fluxes, turbulence, momentum, latent and sensible heat fluxes, moisture, and evaporation.
**Prerequisites:** GEOG 202.

GEOG 573 - Climatic Change and Variability (3 Credits)
Observations and theories of climatic change and variability as they occur at different space and time scales. Projections of future climates. Techniques used in climatic change research and impact analysis.
**Prerequisites:** GEOG 202 or equivalent.

GEOG 575 - Digital Techniques and Applications in Remote Sensing (3 Credits)
Introduction to digital image processing techniques and applications. Image correction, enhancement, spatial and spectral transformation. Land use/land cover classification, and change detection.
**Prerequisites:** GEOG 551 or equivalent.

GEOG 581 - Globalization and Cultural Questions (3 Credits)
This course examines cultural understandings of and responses to globalization, examining topics such as its history and theories, migration, economic integration and inequality, identity, social movements, and the environment.
**Cross-listed course:** ANTH 581
**Graduation with Leadership Distinction:** GLD: Global Learning

GEOG 590 - Beach-Dune Interactions (3 Credits)
Influence of wind on coastal systems, with emphasis on nearshore currents, sediment transport and bedforms, aeolian transport, and dunes. Minimum Junior standing required.
**Cross-listed course:** MSCI 590

GEOG 595 - Internship in Geography (1-6 Credits)
Internship in government agencies, private-sector businesses, and non-profit organizations under the joint supervision of sponsor and departmental. A maximum of three credits may be applied to undergraduate Geography major or to Geography master's degree. May be repeated to a maximum of six credits.
**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Internships
**Experiential Learning:** Experiential Learning Opportunity

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**Geology (GEOL)**

GEOL 101 - Introduction to the Earth (4 Credits)
Origin and nature of the earth with emphasis on internal processes and phenomena such as earthquakes, volcanoes, and mountain building; surface processes, including landform evolution. Three lectures and three laboratory hours each week.
**Carolina Core:** SCI

GEOL 102 - Fossils and the Evolution of Life on Earth (4 Credits)
Basic overview of fossils, including dinosaurs, and their importance for understanding earth history and the evolution of life. Three lectures and three laboratory hours each week.

GEOL 103 - Environment of the Earth (4 Credits)
Analysis of basic energy cycles of the earth. Interaction of human activity with earth processes to affect the environment. Three lectures and three laboratory hours each week. Field trips required.
**Carolina Core:** SCI

GEOL 104 - Cultural Geology (3 Credits)
The growth of geological concepts, scientific and non-scientific. The impact of geological factors on human affairs. The role of time and evolution (biological and physical). Restricted to non-science majors.
**Carolina Core:** SCI

GEOL 201 - Observing the Earth (4 Credits)
An introduction to study of the earth through observation of ancient and modern earth systems in a field setting. Field trips required.

GEOL 205 - Earth Resources (3 Credits)
Mineral, energy, and water resources with emphasis on geological processes governing their distribution. Intended for non-science majors. Three lecture hours each week with occasional field trips.
**Carolina Core:** SCI

GEOL 215 - Coastal Environments of the Southeastern U.S. (3 Credits)
Coastal zones of South Carolina and neighboring states, including geologic history, geomorphology, stratigraphy, hydrogeology, shoreline processes, environmental issues, and effects of man. Not available for geology major credit. Three lecture hours each week plus optional field trips.
**Carolina Core:** SCI

GEOL 215L - Coastal Environments of the Southeastern U.S. (Laboratory) (1 Credit)
Exercises examining coastal ecology, geomorphology, hydrogeology, shoreline processes, environmental issues, and human impact. Two laboratory hours per week. Scheduled field trips required. Not available for marine science major credit.
**Cross-listed course:** MSCI 215L
**Carolina Core:** SCI

GEOL 230 - Geology of the National Parks (3 Credits)
Examination of the geologic setting and scientific significance of selected National Parks. Three lecture hours.
**Carolina Core:** SCI

GEOL 250 - Continental Drift and Ice Ages (3 Credits)
An introduction to geology and geophysics. The structure of the earth, core, mantle, and crust; problems of facies, plate motions, and their probable influence on climate and evolution. Future prospects.
Graduation with Leadership Distinction: for undergraduate students.

Contract approved by instructor, advisor, and department chair is required.

**GEOL 399 - Independent Study (1-6 Credits)**
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
**Graduation with Leadership Distinction:** GLD: Research

**GEOL 302 - Rocks and Minerals (4 Credits)**
Chemical and physical processes of mineral formation in earth systems including an overview of igneous, sedimentary, and metamorphic rock-forming processes. Includes laboratory. Field trips required.
**Prerequisites:** GEOL 101 or GEOL 103 or GEOL 201; CHEM 111 recommended.

**GEOL 305 - Earth Systems through Time (4 Credits)**
Survey of earth history, the evolution of continents and oceans, the history of life, and geological dating methods. Includes laboratory and recitation. Required field trips. Taught alternate years.

**GEOL 315 - Surface and Near Surface Processes (4 Credits)**
Overview of groundwater, surface water hydrology, sediment transport, river systems, and coastal processes. Includes laboratory and recitation. Required field trips.
**Prerequisites:** PHYS 201 or PHYS 211.

**Graduation with Leadership Distinction:** GLD: Research

**GEOL 308 - Field Studies in Geology (1 Credit)**
Directed field studies of extraordinary geological locations in North America. Requires a seven- to nine-day field trip during spring break.
**Prerequisites:** GEOL 101, GEOL 103, or GEOL 201 and consent of instructor.

**Graduation with Leadership Distinction:** GLD: Research

**GEOL 325 - Stratigraphy and Sedimentary Basins (4 Credits)**
Overview of sedimentary basins, sediment transport, sedimentation, depositional environments, stratigraphy, seismic stratigraphy, eustacy, and sedimentary petrology. Includes laboratory and recitation. Required field trips.
**Prerequisites:** GEOL 302.

**GEOL 335 - Processes of Global Environmental Change (4 Credits)**
The science of global change, its relation to the hydrosphere, atmosphere, lithosphere, and biosphere. Global system science, biogeochemical cycles, paleoclimatology, glaciation, and eustacy.
**Cross-listed course:** MSCI 335

**GEOL 345 - Igneous and Metamorphic Processes (4 Credits)**
**Prerequisites:** GEOL 302; MATH 122 or MATH 141.

**GEOL 355 - Structural Geology and Tectonics (4 Credits)**
Geologic structures and deformation of Earth materials. Stress and strain, deformation mechanisms, P-T-t paths, geologic maps, and structural regimes in plate tectonics. Includes laboratory and recitation. Required field trips.
**Prerequisites:** GEOL 302; PHYS 201 or PHYS 211.

**GEOL 371 - A View of the River (3 Credits)**
Introduction to terrestrial and tidal river morphology and processes, with case studies of South Carolina. Field trips required.
**Prerequisites:** GEOL 101 or GEOL 103 or GEOL 201.

**GEOL 399 - Independent Study (1-6 Credits)**
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
**Graduation with Leadership Distinction:** GLD: Research

**GEOL 498 - Undergraduate Research (3 Credits)**
Student research on problems of regional and fundamental significance, supervised by a faculty member of the student's choice. Emphasis is on the development of critical thinking and lucid scientific report writing.
**Graduation with Leadership Distinction:** GLD: Research

**GEOL 499 - Undergraduate Research (3 Credits)**
Student research on problems of regional and fundamental significance, supervised by a faculty member of the student's choice. Emphasis is on the development of critical thinking and lucid scientific report writing.
**Graduation with Leadership Distinction:** GLD: Research

**GEOL 500 - Field Geology (4-6 Credits)**
Geological field techniques including the use of field instruments and the preparation of geologic maps. Written and oral reports required.
**Prerequisites:** GEOL 325 and GEOL 355.

**Graduation with Leadership Distinction:** GLD: Research

**GEOL 501 - Principles of Geomorphology (3 Credits)**
The process of earth denudation with emphasis on chemistry of weathering, stream and erosion hydraulics, quantitative analysis of land form evolution.
**Prerequisites:** GEOL 101 and GEOL 102.

**Cross-listed course:** MSCI 501

**GEOL 502 - Principles of Coastal Geomorphology (4 Credits)**
Geological and physical controls on the morphology, development, and stability of coastlines. Analysis of waves and erosional processes, and coastal zone morphodynamics. Several required field trips.
**Prerequisite or Corequisite:** MATH 122 or MATH 141.

**Cross-listed course:** MSCI 502

**GEOL 503 - Regional Stratigraphy and Biostratigraphy of North America (3 Credits)**
Sedimentologic, biostratigraphic, and tectonic history of North America, approached from paleogeographic considerations with emphasis on the Atlantic Coastal Plain and Continental Margin. Three hours lecture and three hours recitation per week. Required field trips.

**GEOL 508 - Palynology (3 Credits)**
Fundamentals of pollen analysis including morphology of modern and fossil forms, use of pollen and spores for correlation, dating, establishing phylogenetic trends, and reconstruction of ancient environments. Two lectures plus one two-hour lab per week.

**GEOL 510 - Organic Sedimentation and Coal Genesis (3 Credits)**
Theories of origin of coal deposits and coal-forming ingredients. Basic concepts of coal composition and classification. Practical applications of coal petrographic techniques. Two lectures plus one two-hour lab. Two optional field trips.

**GEOL 511 - Advanced Paleontology (3 Credits)**
Systematic, ecologic, biogeographic, and evolutionary aspects of paleontology; lectures, practical exercises, field trips.
**Prerequisites:** GEOL 305.

**Cross-listed course:** MSCI 511

**GEOL 515 - Marine Micropaleontology (4 Credits)**
Marine microfossils; distribution, ecology, paleoecology, and biostratigraphy; use of microfossils in marine sediments to study oceanographic history. Three lectures and two laboratory hours per week.
**Cross-listed course:** MSCI 515
GEOL 516 - Sedimentology (4 Credits)
Modern concepts of sediment composition, sedimentary facies, depositional environments, and stratigraphy. Includes laboratory. 
Prerequisites: GEOL 325.

GEOL 518 - Surface to Subsurface Stratigraphy (3 Credits)
Surface to subsurface stratigraphic interpretation and techniques; litho- and biostratigraphy; geophysical log interpretation and subsurface presentation.

GEOL 520 - Isotope Geology and Geochronology (3 Credits)
Dating techniques for Pleistocene deposits, sediments, archaeological materials, igneous and metamorphic rocks.

GEOL 521 - Introduction to Geochemistry (3 Credits)
Investigation of low temperature chemical reactions controlling the geochemistry of the earth's surface. Emphasis on CO2, carbonates, oxidation-reduction, thermodynamics, isotopes, biogeochemistry. 
Cross-listed course: MSCI 521

GEOL 524 - Environmental Radiisotope Geochemistry (3 Credits)
Introduction to radioactivity and the use of radionuclides to study environmental processes, including age-dating and biogeochemical cycling in aquatic systems. Two lectures per week.
Prerequisites: CHEM 111, CHEM 112, MATH 141.

GEOL 526 - Igneous Petrology (4 Credits)
Petrography and petrogenesis of igneous rocks; evolution of contrasting petrotectonic terranes. Three lectures and three laboratory hours per week.
Prerequisites: GEOL 202.

GEOL 527 - Metamorphic Petrology (4 Credits)
Petrography and petrogenesis of metamorphic rocks in orogenic belts. Three lectures and three laboratory hours per week.
Prerequisites: GEOL 202.

GEOL 531 - Plate Tectonics (3 Credits)
Geological and geophysical evidence for plate tectonics, detailed development of the plate tectonics model, and present areas of research, including measurements of plate motion using satellite geodesy.
Prerequisites: Must have passed two GEOL courses numbered 300 or above, or consent of instructor.

GEOL 537 - Field Methods in Geophysics (3 Credits)
Application of two or more geophysical field methods to a current geological problem. Independent study contract required.

GEOL 540 - Earth Science for Teachers I (3 Credits)
Survey of topics related to the origin, internal structure, and internal processes of the earth, including plate tectonics, earthquakes, volcanoes, and mountain building. Required field trips, two lectures, and three lab hours per week. Cannot be used in M.S. or Ph.D. programs in geology. 
Cross-listed course: EDSE 548

GEOL 541 - Earth Science for Teachers II (3 Credits)
Surface processes acting on the earth; introduction to weather and climate, weathering, erosion, and sedimentary processes; landform evolution; ocean currents and tides, near-shore geologic processes. Required field trips, two lecture and three lab hours per week. Cannot be used in MS or PhD programs in geology. 
Prerequisites: EDSE 548/GEOL 540.

GEOL 542 - Methods in Geoscience Education Research (3 Credits)
Introduction to methods used in discipline-based education research and their application to research questions in the geosciences. 
Prerequisites: C or better in least one course in GEOL, ENVR, MSCI or GEOG.

GEOL 545 - Geological Oceanography (3 Credits)
A comprehensive study of the origin and development of the major structural features of the ocean basins and the continental margins. Discussion of the techniques used in obtaining geologic data and the interpretation of sedimentary processes, vulcanism, and the stratigraphy of the ocean basins. 
Cross-listed course: MSCI 545

GEOL 546 - Marine Geophysics (3 Credits)
Introduction to the nature and structure of the ocean floor as revealed by geophysical techniques. Two hours lecture and three hours laboratory.

GEOL 548 - Environmental Geophysics (4 Credits)
Practical geophysical techniques for exploring the shallow subsurface. Seismic, resistivity, well log, gravity, magnetic method. Includes lectures and field exercises to collect and analyze data. 
Prerequisites: MATH 141 and PHYS 201 or PHYS 211.

GEOL 550 - Sedimentary Simulations and Sequence Stratigraphy (4 Credits)
Problems of sequence stratigraphy resolved with graphic computer simulations. Sedimentary fill of basins by carbonates and/or clastics tracked as a function of rate of sediment accumulation, tectonic behavior, and sea level. Includes laboratory. 
Prerequisites: GEOL 325.
Cross-listed course: MSCI 550

GEOL 553 - Marine Sediments (3 Credits)
Marine sedimentary environments; physical/biological factors which control the formation and distribution of modern marine sediments. 
Prerequisites: GEOL 516.
Cross-listed course: MSCI 553

GEOL 554 - Applied Seismology (3 Credits)
Theory of seismic wave propagation. Seismic reflection data acquisition, processing, and interpretation. 
Prerequisites: MATH 141; PHYS 201 or PHYS 211.

GEOL 555 - Elementary Seismology (3 Credits)
Basic elements of seismology. Mathematical development of seismic wave equations; measurement, description, and interpretation of seismic data. 
Prerequisites: MATH 241.

GEOL 556 - Seismic Reflection Interpretation (3 Credits)
The interpretation of geologic structure using seismic sections. Recognition of apparent structure caused by velocity anomalies, multiples, and complex reflector geometry. Application to hydrocarbon exploration.

GEOL 557 - Coastal Processes (3 Credits)
Physical and geological processes controlling the formation and evolution of beach, barrier, and nearshore environments, including discussion of coastal management issues. 
Cross-listed course: MSCI 557
GEOL 560 - Earth Resource Management (3 Credits)
An approach to problems of resource management by lecture and seminar using case studies in mineral, energy, hydrogeological, and environmental science.
Graduation with Leadership Distinction: GLD: Research
Experiential Learning: Experiential Learning Opportunity

GEOL 561 - Environmental Field Geology (6 Credits)
An introduction to field methods in sedimentology, structural geology, hydrogeology and geophysics with special reference to geological hazards and environmental problems.

GEOL 567 - Long-Term Environmental Change (3 Credits)
Climatic changes of the past and their impact on the physical landscape, with an emphasis on the Quaternary period.
Prerequisites: A 200-level course in physical geography or geology or equivalent.

GEOL 568 - Introduction to Micrometeorology (3 Credits)
Small-scale processes in the atmospheric boundary layers, including energy budget, radiation, soil heat transfer, humidity, viscous flows, turbulence, momentum and heat exchanges, evaporation, and marine atmospheric boundary layer.
Prerequisites: PHYS 201 and MATH 141.

GEOL 570 - Environmental Hydrogeology (3 Credits)
Environmental considerations of the hydrologic cycle, occurrence and movement of ground water, aquifer analysis, and water well emplacement and construction. Water quality, pollution parameters, and the geochemistry of selected natural systems. The effects of environmental problems, waste disposal, and urban development upon the aqueous geochemical regime.
Prerequisites: GEOL 101 and CHEM 111 or their equivalents.

GEOL 571 - Soil Hydrology (4 Credits)
Saturated and unsaturated water flow through soils, pore pressure development, runoff generation, and watershed response to rainfall. Three lecture and three laboratory hours per week.
Prerequisites: PHYS 202 and MATH 142.

GEOL 575 - Numerical Modeling for Earth Science Applications (3 Credits)
Finite difference and finite element methods for solving the diffusion equation and advection-dispersion equation, with applications in hydrogeology, geophysics, geology, and marine science.
Prerequisites: MATH 142; MATH 241 is recommended.

GEOL 579 - Air-Sea Interaction (3 Credits)
The physical mechanism responsible for interaction between the ocean and the atmosphere and the influence of air-sea interaction on atmospheric and oceanic dynamics and thermodynamics on a wide variety of spatial/temporal scales.
Cross-listed course: MSCI 579

GEOL 580 - Satellite Oceanography (3 Credits)
This course provides knowledge of various techniques used in satellite remote sensing of the oceans. Key skills will be developed in satellite data processing, image analysis, and hands-on research.
Cross-listed course: MSCI 580

GEOL 581 - Estuarine Oceanography (3 Credits)
Estuarine kinematics and dynamics; classification of estuaries; estuarine circulation and mixing. Scheduled field trips are required.
Prerequisites: MSCI 314.

GEOL 582 - Marine Hydrodynamics (3 Credits)
Basic principles of fluid statics and dynamics. Conservation of mass, momentum, and energy; viscosity, vorticity, and boundary layers with examples from the marine environment. Applications to and analysis of ocean currents and waves. Scheduled field trips are required.
Prerequisites: differential equations, PHYS 201 or PHYS 211.

GEOL 583 - Geology and Geochemistry of Salt Marshes (3 Credits)
Geological and geochemical processes in salt marshes. Methods of geological research in marshes, including instrumental techniques, sampling design, and data analysis. Two lectures per week plus four weekends of project-oriented fieldwork and/or equivalent lab work. Scheduled field trips are required.

GEOL 584 - Marine Hydrodynamics (3 Credits)
Basic principles of fluid statics and dynamics. Conservation of mass, momentum, and energy; viscosity, vorticity, and boundary layers with examples from the marine environment. Applications to and analysis of ocean currents and waves. Scheduled field trips are required.

GEOL 586 - Fractional Flow and Transport (4 Credits)
Fundamental aspects of flow and transport processes in porous media. Two lectures per week plus four hours per week.

GEOL 587 - Marine Hydrodynamics (3 Credits)
Basic principles of fluid statics and dynamics. Conservation of mass, momentum, and energy; viscosity, vorticity, and boundary layers with examples from the marine environment. Applications to and analysis of ocean currents and waves. Scheduled field trips are required.

GEOL 588 - Marine Hydrodynamics (3 Credits)
Basic principles of fluid statics and dynamics. Conservation of mass, momentum, and energy; viscosity, vorticity, and boundary layers with examples from the marine environment. Applications to and analysis of ocean currents and waves. Scheduled field trips are required.

GEOL 589 - Marine Hydrodynamics (3 Credits)
Basic principles of fluid statics and dynamics. Conservation of mass, momentum, and energy; viscosity, vorticity, and boundary layers with examples from the marine environment. Applications to and analysis of ocean currents and waves. Scheduled field trips are required.

GEOL 590 - Marine Hydrodynamics (3 Credits)
Basic principles of fluid statics and dynamics. Conservation of mass, momentum, and energy; viscosity, vorticity, and boundary layers with examples from the marine environment. Applications to and analysis of ocean currents and waves. Scheduled field trips are required.

GEOL 591 - Marine Hydrodynamics (3 Credits)
Basic principles of fluid statics and dynamics. Conservation of mass, momentum, and energy; viscosity, vorticity, and boundary layers with examples from the marine environment. Applications to and analysis of ocean currents and waves. Scheduled field trips are required.

GEOL 592 - Marine Hydrodynamics (3 Credits)
Basic principles of fluid statics and dynamics. Conservation of mass, momentum, and energy; viscosity, vorticity, and boundary layers with examples from the marine environment. Applications to and analysis of ocean currents and waves. Scheduled field trips are required.

GEOL 593 - Marine Hydrodynamics (3 Credits)
Basic principles of fluid statics and dynamics. Conservation of mass, momentum, and energy; viscosity, vorticity, and boundary layers with examples from the marine environment. Applications to and analysis of ocean currents and waves. Scheduled field trips are required.

GEOL 594 - Marine Hydrodynamics (3 Credits)
Basic principles of fluid statics and dynamics. Conservation of mass, momentum, and energy; viscosity, vorticity, and boundary layers with examples from the marine environment. Applications to and analysis of ocean currents and waves. Scheduled field trips are required.

GEOL 595 - Marine Hydrodynamics (3 Credits)
Basic principles of fluid statics and dynamics. Conservation of mass, momentum, and energy; viscosity, vorticity, and boundary layers with examples from the marine environment. Applications to and analysis of ocean currents and waves. Scheduled field trips are required.

GEOL 596 - Marine Hydrodynamics (3 Credits)
Basic principles of fluid statics and dynamics. Conservation of mass, momentum, and energy; viscosity, vorticity, and boundary layers with examples from the marine environment. Applications to and analysis of ocean currents and waves. Scheduled field trips are required.

GEOL 597 - Marine Hydrodynamics (3 Credits)
Basic principles of fluid statics and dynamics. Conservation of mass, momentum, and energy; viscosity, vorticity, and boundary layers with examples from the marine environment. Applications to and analysis of ocean currents and waves. Scheduled field trips are required.

GEOL 598 - Marine Hydrodynamics (3 Credits)
Basic principles of fluid statics and dynamics. Conservation of mass, momentum, and energy; viscosity, vorticity, and boundary layers with examples from the marine environment. Applications to and analysis of ocean currents and waves. Scheduled field trips are required.

GEOL 599 - Marine Hydrodynamics (3 Credits)
Basic principles of fluid statics and dynamics. Conservation of mass, momentum, and energy; viscosity, vorticity, and boundary layers with examples from the marine environment. Applications to and analysis of ocean currents and waves. Scheduled field trips are required.

GFL - Senior Thesis (3-6 Credits)
Senior capstone experience, research on a problem on fundamental significance, supervised by faculty member; must include field study component, written final project report, and oral presentation at departmental seminar.

German (GERM)

GERM 109 - Beginning German I (3 Credits)
Introduction to grammar and practical vocabulary necessary for fundamental communication skills. Restricted to those who have never studied German or who have placed by examination into GERM 109. Credit may be received only for one of the following GERM 109; GERM 110; GERM 111; GERM 121.
Carolina Core: GFL

GERM 110 - Beginning German II (3 Credits)
Introduction to grammar and practical vocabulary necessary for fundamental communication skills. Credit may be received only for one of the following: GERM 109; GERM 110; GERM 111; GERM 121.
Carolina Core: GFL

GERM 111 - Intensive Beginning German (6 Credits)
Intensive introduction to grammar and practical vocabulary necessary for fundamental communication skills. Admission only to highly motivated beginning students who obtain permission of the department. Credit may be received only for one of the following: GERM 109 and GERM 110; GERM 111; GERM 121.
GERM 121 - Elementary German (4 Credits)
Grammar and vocabulary necessary for fundamental communication skills. Assumes prior experience in German. Admission only by proficiency examination. Credit may be received for only one of the following: GERM 109; GERM 110; GERM 111; GERM 121.

Carolina Core: GFL

GERM 122 - Basic Proficiency in German (3 Credits)
Practice and further development of essential listening, reading, speaking, and writing skills.
Prerequisites: Admission either by placement examination or successful completion of GERM 110, GERM 111, or GERM 121.

Carolina Core: GFL

GERM 210 - Intermediate German (3 Credits)
Further development of listening, reading, speaking, and writing skills; discussion of selected literary texts, and current issues; intensive review of basic grammar structures.
Prerequisites: GERM 122, or satisfactory score on Basic Proficiency Phase II placement test.

GERM 211 - Intermediate German (3 Credits)
Reading strategies, a review, and expansion of grammar structures, supplemented with materials concerning current issues.
Prerequisites: GERM 122, or satisfactory score on Basic Proficiency Phase II placement test.

Prerequisite or Corequisite: GERM 210.

GERM 230 - The Idea of Nature in Germany (3 Credits)
The idea of nature in Germany from the 18th century to today. Focus on scientific, philosophical, social and political entanglements that prompt radical shifts in how German thinkers view nature.

GERM 270 - Knights and Ladies (3 Credits)
Survey of medieval romances and love lyrics of Germany. History and culture of the High Middle Ages in Germany, especially courtly society. The function of chivalry and courtly literature in society.

Carolina Core: AIU

GERM 280 - German Culture and Civilization (3 Credits)
Survey of German cultural history from the Middle Ages to the present. Taught in English.

Carolina Core: GHS

Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

GERM 290 - Viking Mythology (3 Credits)
Survey of Germanic mythological and heroic texts of the Viking Age. History and culture of Germanic tribes, especially the Vikings. The function of myth in society.

Carolina Core: AIU

GERM 295 - Green Technology in Germany (3 Credits)
Examination of roots and culture of environmentalism and related technological innovation in Germany. Comparison of green practices around the world to practices within Europe and U.S.

Cross-listed course: ENVR 295

Graduation with Leadership Distinction: GLD: Community Service

GERM 310 - German Conversation (3 Credits)
Continued practice in the four skills with focus on a selected aspect of German culture and society.

Prerequisites: GERM 210 and GERM 211.

GERM 311 - German Conversation and Composition (3 Credits)
Continued practice in the four skills with emphasis on developing writing skills and with focus on a specific aspect of German culture.

Prerequisites: GERM 210 and GERM 211.

GERM 316 - Advanced German for Business and Other Professions I (3 Credits)
Development of advanced language and cultural skills necessary for functioning in the professional world of German-speaking countries.

Prerequisites: C or higher in GERM 210 and GERM 211.

GERM 320 - German Kabaret Production (3 Credits)
Literary-historical analysis and discussion of texts from German Kabarett, including comedic skits, political and social satire, parody, humorous poetry. Semester ends with a public performance in German.

Prerequisites: GERM 310.

GERM 333 - Study of German Abroad (3-6 Credits)
Intensive language practice and cultural studies. May be repeated for credit by permission.

GERM 340 - Readings in German Literature (3 Credits)
An introduction to the literary genres illustrated by masterpieces in German poetry, drama, and prose.

Prerequisites: GERM 310 and GERM 311.

GERM 398 - Selected Topics (3 Credits)
Taught in English. Intensive study of cultural and/or literary movements in German-speaking countries. Course content varies by title.

GERM 399 - Independent Study (1-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.

Graduation with Leadership Distinction: GLD: Research

GERM 401P - Practicum in Teaching German to Young Children (3 Credits)
Introduction to principles of foreign language instruction and field experience planning instruction and teaching German to children in local elementary schools.

Corequisite: GERM 210 or higher.

Graduation with Leadership Distinction: GLD: Community Service

Experiential Learning: Experiential Learning Opportunity

GERM 410 - Advanced German Grammar (3 Credits)
Emphasis on advanced grammar structures, with continued development of all four skills (reading, writing, listening, speaking).

Prerequisites: GERM 310 and GERM 311.

GERM 411 - Advanced German Conversation (3 Credits)
Advanced practice in correct spoken idiomatic German with special focus on issues of the 20th century and contemporary culture.

Prerequisites: GERM 310 and GERM 311.

GERM 416 - Advanced German for Business and Other Professions II (3 Credits)
Development of advanced language and cultural skills necessary for functioning in the professional world of German-speaking countries. Preparation for standardized exams.

Prerequisites: C or higher in GERM 310 and GERM 311.
GERM 420 - Medieval German Literature and Culture (3 Credits)
Survey of German literature and culture from the beginnings to 1350, including Germanic mythology and heroic poetry, conversion to Christianity, courtly romance and love lyric, mystical writings, art and architecture.
Prerequisites: GERM 340.

GERM 430 - The German Enlightenment and its Countercurrents (3 Credits)
German literature and culture of the 18th century with emphasis on the period between 1750 and Weimar Classicism. May include major works by Lessing, Goethe, and Schiller.
Prerequisites: GERM 340.

GERM 440 - German Literature and Culture from 1800-1871 (3 Credits)
German literary, cultural, and intellectual developments from Unification to the end of WWII, including Naturalism, Expressionism, the Weimar Republic, the Third Reich, and the exile period.
Prerequisites: GERM 340.

GERM 450 - German Literature from 1890-1945 (3 Credits)
German literary, cultural, and intellectual developments from 1890 to 1945, including Expressionism, Weimar Republic, the Third Reich, and exile period.
Prerequisites: GERM 440.

GERM 460 - Post-War and Contemporary German Literature (3 Credits)
German literary, cultural and political developments from Post-War destruction and reconstruction, through the Cold War period of division, with examination of the reunification process.
Prerequisites: GERM 340.

GERM 500 - Survey of German Culture (3 Credits)
Historical survey of the German contribution to the intellectual and cultural life of Europe. Texts and films in German.
Prerequisites: advanced reading ability in German.

GERM 515 - Introduction to German Linguistics (3 Credits)
Structural and descriptive linguistics applied to the German language.
Cross-listed course: LING 503

GERM 516 - History of the German Language (3 Credits)
Development of German in the Germanic, Old High German, Middle High German, and New High German periods. Phonology, morphology, syntax, semantics, and the relationship between dialects and the standard language.
Cross-listed course: LING 733

GERM 517 - Introduction to the Germanic Languages (3 Credits)
Introduction to historical Germanic linguistics including a survey of the Old Germanic languages (Old English, Old Frisian, Old Saxon, Old High German, Old Norse, Gothic); comparative phonology, morphology, and syntax, typology of modern Germanic languages and dialects; and common Germanic in its Indo-European context.
Cross-listed course: LING 533

GERM 518 - German Sociolinguistics (3 Credits)
Introduction to the study of variation in Modern German. Traditional German dialectology and dialect geography, language and society, multilingualism in the German-speaking countries, German in contact with other languages.
Cross-listed course: LING 548

GERM 580 - Topics in German Film (3 Credits)
Examination of recurring themes and issues or of significant periods and influential styles in German film. Course content varies and individual topics will be announced with course title.

GERM 598 - Selected Topics in German (3 Credits)

GERM 615 - Intensive Readings in German (3 Credits)
Intensive reading for non-majors. Graduate students fulfill their foreign-language requirement with successful completion of the course. Undergraduates may take the course as an elective only by permission of instructor. Grades S/U for graduates and undergraduates.

Global Studies (GLST)

GLST 220 - Introduction to Global Studies Through Literature (3 Credits)
Given that literature represents real policies and practices in the contemporary world and our ethical responsibility as global citizens, the course will focus on literature from different periods, nations, and regions across the world in order to better understand the way human experiences and different cultures relate. All literature will be read and taught in English.

GLST 300 - Introduction to International Development (3 Credits)
Critical, historical, and theoretical introduction to modern development practice. Includes extended discussions of contemporary best practices in the field.

GLST 308 - Global Media Industries (3 Credits)
Provides the foundation for the study of globalized film and media industries.
Cross-listed course: FAMS 308

GLST 369 - History of Capitalism 1: Ancient and Medieval World (3 Credits)
History of “capitalist” economic behavior and culture in various premodern societies: the Ancient Middle East, Classical Greece, the Roman Empire, early Islamic society, medieval Christian and Islamic states, the Mongol period and the era of global expansionism; evaluation of competing theories about premodern economic life and the meaning of “capitalism”

GLST 370 - History of Capitalism From the Industrial Revolution to the Global Economy (3 Credits)
A history of capitalism and its evolving definitions in Europe from the Middle Ages to the 20th Century, including its role in agriculture, mechanical industry, international trade, and colonialism and domination.

GLST 391 - Topics in Global Studies (3 Credits)
Selected topics in Global Studies. May be repeated with a change in topic. May be taken three times for credit.

GLST 490 - Global Studies Internship (1-3 Credits)
Academic counterpart to a professional work experience in which global or international affairs play a central role. Provides an introduction to foreign affairs and intercultural interactions in a working environment. Introduction to career possibilities for a student trained in global studies. Global Studies major with 3.0 or better GPA and completion of at least 45 credits.
Prerequisites: Two courses from the following: ANTH 102; GEOG 121; GEOG 210; LING 101; POLI 101; RELG 101.
Greek (GREK)

GREK 121 - Elementary Ancient Greek I (4 Credits)
Basic grammar and vocabulary necessary for reading Classical and Koine Greek. Assumes no prior experience in the language.
Carolina Core: GFL

GREK 122 - Elementary Ancient Greek II (4 Credits)
Additional grammar and vocabulary necessary for reading Classical and Koine Greek.
Prerequisites: GREK 121.

Carolina Core: GFL

GREK 305 - The Greek New Testament (3 Credits)
Readings in the Gospels and Epistles.
Prerequisites: GREK 121 and GREK 122.

Cross-listed course: RELG 320

GREK 321 - Plato (3 Credits)
The life of Socrates based on the reading of Plato's Apology and Crito in Greek. Supplementary reading in English from Xenophon's Memorabilia and Aristophanes' Clouds.
Prerequisites: GREK 121 and GREK 122.

GREK 322 - Homer (3 Credits)
Readings from the Iliad and the Odyssey in Greek. Discussion of the language, background, and composition of the poems.
Prerequisites: GREK 121 and GREK 122.

GREK 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

GREK 501 - Herodotus (3 Credits)
Readings from the Histories.

GREK 502 - Thucydides (3 Credits)
Readings from the History of the Peloponnesian War.

GREK 533 - Sophocles (3 Credits)
Selected plays.

GREK 534 - Euripides (3 Credits)
Selected plays.

GREK 543 - Hesiod and the Homeric Hymns (3 Credits)
Readings from the Works and Days, the Theogony, and the Homeric Hymns.

GREK 550 - Greek Seminar (3 Credits)
Authors and topics not covered in other Greek language courses, chosen to meet the needs of individual students. May be repeated with the approval of the department.

GREK 560 - Independent Study (1-3 Credits)
Special projects for independent study and research.

GREK 561 - Independent Study (1-3 Credits)
Special projects for independent study and research.

GREK 614 - Intensive Grammar Review of Ancient Attic Greek (3 Credits)
Intensive review for nonmajors designed to prepare them for GREK 615.

GREK 615 - Intensive Readings in Ancient Attic Greek (3 Credits)
Intensive reading for nonmajors. A review of grammar and syntax with reading of passages from Plato's Apology. Primarily for graduate students to fulfill the foreign-language reading requirement.
Prerequisites: GREK 614.

Hebrew (HEBR)

HEBR 121 - Elementary Hebrew (4 Credits)
Grammar and practical vocabulary for fundamental communication skills. Assumes no prior experience in the language. Offered only in fall.

HEBR 122 - Basic Proficiency in Hebrew (4 Credits)
Practice and further development of essential listening, reading, speaking, and writing skills. Offered only in spring.
Prerequisites: HEBR 121.

HEBR 201 - Intermediate Hebrew (3 Credits)
Review of the basic principles of grammar, with emphasis on reading, oral skills, and writing.

HEBR 202 - Intermediate Hebrew (3 Credits)
Review of the basic principles of grammar, with emphasis on reading, oral skills, and writing.

HEBR 310 - Conversation and Composition (3 Credits)
Practical training in the spoken and written language.
Prerequisites: HEBR 202 or equivalent.

HEBR 398 - Selected Topics (3 Credits)
Intensive study in selected and cultural topics related to Judaism. May be repeated for credit under different titles. Taught in English.

HEBR 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

Higher Education (EDHE)

EDHE 600 - Special Problems in Higher Education and Student Affairs (1-3 Credits)
The course is designed to provide opportunities for the study of special topics in higher education and student affairs administration.

History (HIST)

HIST 101 - European Civilization from Ancient Times to the Mid-17th Century (3 Credits)
The rise and development of European civilization from its Mediterranean origins through the Renaissance and Reformation.
Carolina Core: GHS

HIST 102 - European Civilization from the Mid-17th Century (3 Credits)
European development and expansion from the mid-17th century to the present.
Carolina Core: GHS
Graduation with Leadership Distinction: GLD: Global Learning

HIST 103 - Introduction to South Asian History (3 Credits)
Political, cultural, and economic forces that have conditioned the development of institutions and ideas in South Asia.
Carolina Core: GHS
HIST 104 - Introduction to the Civilization of the Islamic Middle East (3 Credits)
An analysis which treats the major cultural elements of traditional Islamic civilization and then concentrates upon the reactions of the Arabs, Turks, and Iranians to the problems of adjusting to the modern world.

Carolina Core: GHS
Graduation with Leadership Distinction: GLD: Global Learning

HIST 105 - Introduction to East Asian Civilization (3 Credits)
The evolution of social, political, and cultural patterns in East Asia, with emphasis on the development of philosophical, religious, and political institutions and their relationship to literary and artistic forms in China and Japan.

Carolina Core: GHS
Graduation with Leadership Distinction: GLD: Global Learning

HIST 106 - Introduction to African History (3 Credits)
An examination of several traditional sub-Saharan African societies and of their political and economic transformation in the modern, colonial, and post-independence periods.

Carolina Core: GHS
Graduation with Leadership Distinction: GLD: Global Learning

HIST 107 - Introduction to Ancient Near Eastern Civilization (3 Credits)
The political, social, religious, economic, military, and intellectual development of Ancient Egypt, Mesopotamia, and adjoining areas from the origins of civilization until the seventh century A.D.

HIST 108 - Science and Technology in World History (3 Credits)
The development of science and technology and their roles in world civilizations from antiquity to the present.

Carolina Core: GHS, VSR

HIST 109 - Introduction to Latin American Civilization (3 Credits)
A discussion of the political, cultural, and economic forces which have conditioned the development of institutions and ideas in Spanish and Portuguese America.

Carolina Core: GHS
Graduation with Leadership Distinction: GLD: Global Learning

HIST 110 - Conquest, Colonization, and Captivity: A Cultural History of the Americas from 1441 to 1888 (3 Credits)
Comparative examination of conquest, colonization, and human captivity in the history, cultural values, and social ethics of European, African, and Indigenous civilizations in the Americas, 1441-1888.

Carolina Core: GHS, VSR

HIST 111 - United States History to 1865 (3 Credits)
A general survey of the United States from the era of discovery to 1865, emphasizing major political, economic, social, and intellectual developments.

Carolina Core: GHS

HIST 112 - United States History since 1865 (3 Credits)
A general survey of the United States from 1865 to the present, emphasizing major political, economic, social, and intellectual developments. Honors sections are available for students in the honors program.

Carolina Core: GHS

HIST 201 - American Founding Documents (3 Credits)
Introduction to Declaration of independence, Constitution, Federalist Papers, Bill of Rights, landmark Supreme Court cases and constitutional amendments; exploration of these texts' historical context and debates about their meaning.

HIST 211 - Black Experience in the United States to 1865 (3 Credits)
The social, cultural, economic, and political life of black people in the United States to 1865.

Cross-listed course: AFAM 331
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

HIST 212 - Black Experience in the United States since 1865 (3 Credits)
The social, cultural, economic, and political life of black people in the United States since 1865.

Cross-listed course: AFAM 332
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

HIST 213 - History of the American West (3 Credits)
The history and development of an American region, “the West,” through the narratives of its diverse people and the effects of its complex geography.

HIST 214 - The Practice of Public History (3 Credits)
Introduction to the field of public history. Explores the challenges of portraying history in museums, parks, and other public history venues.

Carolina Core: GHS

HIST 215 - History of the Devil (3 Credits)
A survey of the beliefs and practices associated with the demonic and the Devil from c 500 B.C.E. to the 20th century.

Cross-listed course: RELG 206

HIST 300 - Introduction to the History Major: The Historian's Craft (3 Credits)
The nature of historical evidence, the formulation of historical questions, the process of historical research, and the construction of historical arguments using primary sources and secondary materials.

Graduation with Leadership Distinction: GLD: Research

HIST 301 - The Ancient Near East to 323 B.C. (3 Credits)
The formation of ancient Near Eastern cultures, the ultimate synthesis of these cultures and the resulting establishment of the Near East as an historical entity.

HIST 302 - Greek History and Civilization to 146 B.C. (3 Credits)
The origins and development of Greek civilization in its political, economic, social, and cultural aspects with special attention being given to the early and late classical periods and the Hellenistic Age.

HIST 303 - Roman Republic and Early Empire (3 Credits)
The origins of Rome and shaping of its republican government, the spread of Roman rule in Italy and across the Mediterranean, the establishment of the principate and formation of one diverse imperial society and culture.

HIST 304 - Late Antiquity: Imperial Rome to Islam (3 Credits)
Political, social and religious transformation of the Mediterranean world, 2nd to the 8th century, including the rise of Christianity, the decline of Roman power, and the rise of Islam.

HIST 305 - Greece and Rome in Film and Popular Culture (3 Credits)
Representations of antiquity in cinema, television, and other contemporary media, with emphasis on Hollywood’s reception of Greek and Roman history.

Cross-listed course: CLAS 305
HIST 306 - Medieval Europe, ca. 300-1492 (3 Credits)
Topics include the formation of monarchies, the rise of Christianity, learning and universities, knighthood and social orders, and heresy and crusades.

HIST 307 - Family and Society in Europe, c. 1200-1700 (3 Credits)
Explores the concerns and importance of families in pre-modern Europe. Topics include household furnishings and management, social classes, gender roles, family law, marriages, business, children, feuds, and sexuality.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 308 - Magic and Witchcraft in Europe, c. 1200-1700 (3 Credits)
Practices of, reactions against, and ideas surrounding magic and witchcraft during the late Middle Ages and the time of Europe’s "Great Witch Craze".

HIST 309 - Age of Renaissance (3 Credits)
Social, cultural, and artistic movements in Italy and northern Europe from the Black Death (c. 1350) to religious reforms and revolutions (c. 1520).

HIST 310 - Age of the Reformation (3 Credits)
Religious, social, and political reforms from the rise of local religious protests (c. 1450) to the crisis of the 17th century. The rise of Protestantism and reactions in Catholicism.
Graduation with Leadership Distinction: GLD: Research

HIST 311 - The Age of Absolutism, 1648-1789 (3 Credits)
A survey of European political, economic, and intellectual development from the age of Louis XIV to the eve of the French Revolution.

HIST 312 - French Revolution and Napoleon (3 Credits)
The changes in France and Europe during the revolutionary decade, the rise of Napoleon, and the establishment of French hegemony over the Continent.

HIST 313 - The Enlightenment (3 Credits)
Intellectual and cultural history of the Enlightenment with particular attention to its relationship with the colonial world and its challenges to eighteenth-century states. Readings focused on primary sources.

HIST 314 - Video Games and History (3 Credits)
History in video games; comparison of selected games with historical scholarship, to assess the validity of the games’ presentations of historical developments and the value of games to the understanding of history.

HIST 316 - Nineteenth-Century Europe (3 Credits)
Political, social, economic, and intellectual developments from 1815-1900, which brought European culture to its zenith and contributed to Europe's global domination.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 317 - Contemporary Europe from World War I to World War II (3 Credits)
The Great War, revolution, and reconstruction; the rise of authoritarian and totalitarian regimes and the coming of World War II.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 318 - Europe from World War II to the Present (3 Credits)
The Second World War and its origins; the Cold War; European recovery; a divided continent and Europe in the Global Era.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 320 - The History of Great Britain (3 Credits)
A survey of the political, social, economic, and cultural development of the British Isles from Anglo-Saxon times to the present. First semester: to the Restoration of 1660; second semester: since 1660.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 321 - The History of Great Britain (3 Credits)
A survey of the political, social, economic, and cultural development of the British Isles from Anglo-Saxon times to the present. First semester: to the Restoration of 1660; second semester: since 1660.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 323 - The British Empire (3 Credits)
Examination of the British Empire, tracing various historical themes as regions of world fell under British control, with particular attention to Ireland, India, and sub-Saharan Africa (especially South Africa) in the 17th Century-20th Century.

HIST 324 - Slavery and Freedom in the Ancient and Medieval World (3 Credits)
Exploration of varied forms of servitude in the ancient and medieval Mediterranean; examination of human bondage in the Hebrew Bible, ancient Greece, Roman society, late antique religious teachings, and medieval Christian and Islamic societies; study of ancient slavery in modern political debates, historians' writings, and television and film.

HIST 325 - Byzantine History: 4th to 11th Centuries (3 Credits)
The political, religious, and military developments within the Eastern Empire including its influence on Western and Slavonic Europe and Islam.

HIST 326 - Byzantine History: 11th to 15th Centuries (3 Credits)
The political and military developments within the Eastern Empire from the invasion of the Seljuk Turks to its final destruction by the Ottoman Turks.

HIST 327 - The Crusades (3 Credits)
Holy war and realpolitik in Mediterranean East-West relations from the 10th through the 15th centuries with emphasis on the role of the crusades in the cultural formation, development, and international relations of East and West.

HIST 328 - Nineteenth-Century Britain (3 Credits)
The political, economic, and social developments in Great Britain and Ireland during the Victorian Age.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 329 - Modern and Contemporary Britain (3 Credits)
The political, economic, and social developments in Great Britain and Ireland during the 20th century.
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

HIST 333 - France Since 1815 (3 Credits)
A political and social history from the Bourbon Restoration to the present.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 334 - The History of Russia from the Earliest Times to the Mid-19th Century (3 Credits)
The earliest life on the steppe, the Kievan State, the foundations of Moscow, and the Russian empire to the reign of Nicholas I.

HIST 335 - The History of Modern Russia and the Soviet Union (3 Credits)
The decline of Imperial Russia, the Revolution of 1917, Lenin, Stalin, and the Soviet Union since Stalin.

HIST 336 - Russian and Soviet Diplomatic History (3 Credits)
Imperial and Soviet foreign and military policies in the 19th and 20th centuries.

HIST 338 - Modern Germany (3 Credits)
A survey of German history including political, cultural, social, and economic developments from unification in 1871 to the present.
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences
HIST 342 - The Slavs in History (3 Credits)
An introductory survey of the civilization of the Slavic peoples. The historical traditions and culture of the peoples that occupy much of the Eurasian continent.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 343 - The Fall of the Eastern European Empires (3 Credits)
Nineteenth-century eastern European states and peoples; the political and social forces leading to World War I.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 344 - Eastern Europe Since WWI (3 Credits)
Survey of states in East-central and Southeastern Europe. Problems of national identity, modernization, and small state politics. Impact of WWII, the Cold war, the fall of communism, and the return to pluralism.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 347 - The Middle East in Modern Times (3 Credits)
The impact of modern civilization upon the Middle East, including the history of the Arab, Turkish, Iranian, and Israeli segments of the Middle East during the 19th and 20th centuries.
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

HIST 348 - North Africa from Colonialism to Revolution: 1830-1962 (3 Credits)
A survey of French North Africa (Morocco, Algeria, and Tunisia) and Libya under colonial rule. The creation, development, and triumph of the nationalist movements, with particular attention to Algeria and its revolution.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 349 - The Contemporary Middle East and North Africa (3 Credits)
Political, social, and economic history of the Middle East and North Africa in the years since World War II.
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

HIST 350 - Saving Africa: Development and Humanitarianism in Historical Perspective (3 Credits)
Exploration of how and why Africa is often represented as helpless, the colonial origins of common patterns of development and humanitarianism, and other possible models for these processes.

HIST 351 - Africa to 1800 (3 Credits)
Social, cultural, economic, and political developments, focusing on internally and externally generated changes.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 352 - Africa since 1800 (3 Credits)
Commercial and religious revolutions of the 19th century, imposition and ending of formal colonial rule, and post-colonial issues.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 353 - Problems in the History of Africa South of the Sahara (3 Credits)
Independent readings and written papers on appropriate topics.

HIST 354 - Modern East Asia (3 Credits)
Surveys modern development of East Asia from 1800 to the present.
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

HIST 355 - Late Imperial China (3 Credits)
Political, economic, social, and intellectual transformations of late imperial China from the Ming dynasty (1368-1644) through the last empire of China, the Qing dynasty (1644-1911).

HIST 356 - China Since 1949 (3 Credits)
Introduction to the major social, economic, and political changes in China from the Communist Revolution in 1949 to the present.

HIST 357 - Japan to 1800: Aristocrats and Warriors (3 Credits)
The growth of the ancient state and the evolution of the samurai class and its political authority.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 358 - Japan since 1800 (3 Credits)
The development of modern Japan: political evolution, industrial growth, social change, war, defeat, and occupation.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 360 - Into the Wild: Global Conservation since 1800 (3 Credits)
Global and comparative environmental-historical investigation of the ecological, socioeconomic, and cultural significance of wilderness protection, nature conservation, national parks, and nature tourism; field excursions required.

HIST 365 - East Africa and the Indian Ocean World (3 Credits)
East Africans' contributions to an Indian ocean World that transcends single nation-states (stretching from Mozambique and Somalia to the Middle east, India and China) from the deep past to the present, including sections on "piracy," Islam, slavery, race, and gender.

HIST 367 - Gandhi and the Nationalist Movement in India (3 Credits)
Development of anticolonial thought and political movements in British India from the early nineteenth century onwards. Focuses on Mohandas K. Gandhi, his critics, and Gandhi's continuing global legacy.

HIST 369 - History of Capitalism 1: Ancient and Medieval Worlds (3 Credits)
History of "capitalist" economic behavior and culture in various premodern societies: the Ancient Middle East, Classical Greece, the Roman Empire, early Islamic society, medieval Christian and Islamic states, the Mongol period and the era of global expansionism; evaluation of competing theories about premodern economic life and the meaning of "capitalism"

HIST 370 - History of Capitalism 2: From the Industrial Revolution to the Global Economy (3 Credits)
A history of capitalism and its evolving definitions in Europe from the Middle Ages to the 20th Century, including its role in agriculture, mechanical industry, international trade, and colonialism and domination.

HIST 371 - History of Aipower (3 Credits)
The evolution of airpower from the early 20th Century through the early 21st Century. The emphasis is on the development of various theories about the application of aerial force, and how operations in time of war have confirmed or challenged these theories from a multinational perspective.

HIST 372 - History of Modern Sea Power (3 Credits)
The evolution of sea power through the development of steam navies around the globe, 1860 CE - 2020 CE.

HIST 374 - The Contemporary Middle East and North Africa (3 Credits)
Political, social, and economic history of the Middle East and North Africa in the years since World War II.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 375 - Nazis and Fascists in European History, 1919-1945 (3 Credits)
A comparative examination of the origins and development of nationalism and its impact on the modern world.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 376 - Japan since 1800 (3 Credits)
The development of modern Japan: political evolution, industrial growth, social change, war, defeat, and occupation.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 377 - History of Modern Sea Power (3 Credits)
The evolution of sea power through the development of steam navies around the globe, 1860 CE - 2020 CE.

HIST 378 - History of Modern Sea Power (3 Credits)
The evolution of sea power through the development of steam navies around the globe, 1860 CE - 2020 CE.

HIST 379 - History of Airpower (3 Credits)
The evolution of airpower from the early 20th Century through the early 21st Century. The emphasis is on the development of various theories about the application of aerial force, and how operations in time of war have confirmed or challenged these theories from a multinational perspective.

HIST 380 - History of Capitalism 2: From the Industrial Revolution to the Global Economy (3 Credits)
A history of capitalism and its evolving definitions in Europe from the Middle Ages to the 20th Century, including its role in agriculture, mechanical industry, international trade, and colonialism and domination.

HIST 381 - History of Capitalism 1: Ancient and Medieval Worlds (3 Credits)
History of "capitalist" economic behavior and culture in various premodern societies: the Ancient Middle East, Classical Greece, the Roman Empire, early Islamic society, medieval Christian and Islamic states, the Mongol period and the era of global expansionism; evaluation of competing theories about premodern economic life and the meaning of "capitalism"

HIST 382 - History of Capitalism 2: From the Industrial Revolution to the Global Economy (3 Credits)
A history of capitalism and its evolving definitions in Europe from the Middle Ages to the 20th Century, including its role in agriculture, mechanical industry, international trade, and colonialism and domination.

HIST 383 - History of Capitalism 1: Ancient and Medieval Worlds (3 Credits)
History of "capitalist" economic behavior and culture in various premodern societies: the Ancient Middle East, Classical Greece, the Roman Empire, early Islamic society, medieval Christian and Islamic states, the Mongol period and the era of global expansionism; evaluation of competing theories about premodern economic life and the meaning of "capitalism"

HIST 384 - History of Capitalism 2: From the Industrial Revolution to the Global Economy (3 Credits)
A history of capitalism and its evolving definitions in Europe from the Middle Ages to the 20th Century, including its role in agriculture, mechanical industry, international trade, and colonialism and domination.

HIST 385 - History of Capitalism 1: Ancient and Medieval Worlds (3 Credits)
History of "capitalist" economic behavior and culture in various premodern societies: the Ancient Middle East, Classical Greece, the Roman Empire, early Islamic society, medieval Christian and Islamic states, the Mongol period and the era of global expansionism; evaluation of competing theories about premodern economic life and the meaning of "capitalism"
HIST 376 - War and European Society, 1914-1945 (3 Credits)
The thematic examination of the nature and impact of total war on European society; emphasis on socio-economic, cultural, and military aspects.

Graduation with Leadership Distinction: GLD: Global Learning

HIST 377 - Business in Historical Perspective (3 Credits)
Capitalism in the Western world; the rise of modern corporate enterprise in Europe and America since 1850.

Graduation with Leadership Distinction: GLD: Global Learning

HIST 378 - Urban Experience in Modern Europe (3 Credits)
Social and cultural impact of urbanization in Europe since 1789 through a comparison of major cities such as London, Paris, Vienna, and Berlin.

Graduation with Leadership Distinction: GLD: Global Learning

HIST 379 - Women in Modern Europe (3 Credits)
Survey of women in European history from the eighteenth to the twenty-first century. Focus on women's citizenship beginning with Enlightenment idea of rights through developments in modern feminism.

Cross-listed course: WGST 379

Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

HIST 380 - History of the Holocaust (3 Credits)
Introduction to Nazi Germany's systematic mass-murder of Europe's Jews and other minorities during World War II. Examination of forces that led to the Holocaust, including scientific racism, Nazi policy implementation, and dynamics of annihilation during war.

Cross-listed course: JSTU 492

HIST 381 - The Nobel Peace Prize: Peace, War, and Politics (3 Credits)
Modern history through the lens of the Nobel Peace Prize. Limitations of the Nobel as encouragement to peace.

HIST 382 - History of Medicine: Antiquity to the Scientific Revolution (3 Credits)
A survey of the history of premodern medicine. How Western cultures of the past approached health and illness; anatomy; nutrition; sexuality; disease and plague; mental and emotional health; and more. From ancient Greece, through medieval and early modern Islamic, Jewish, and Christian approaches to medicine and the body.

HIST 383 - Jewish History I: Late Antiquity to 1500 (3 Credits)
The religious, cultural, social, and political conditions that shaped the Jewish experience in the Near East and Europe from late antiquity to 1500.

Cross-listed course: JSTU 381, RELG 381

HIST 384 - Jewish History II: 1500 to the Present (3 Credits)
Case studies of Jewish history in Europe, America, and the land of Israel, 1500 to the present.

Cross-listed course: JSTU 382, RELG 382

HIST 385 - The Expansion of Christianity (3 Credits)
Critical epochs in the spread of Christianity. Consideration of the great crises that shaped the structure and form of Christianity during the last 20 centuries: the Hellenistic world; the medieval syntheses; the breakup of Western Christian unity; the transition to worldwide mission activity in the industrial age.

Graduation with Leadership Distinction: GLD: Global Learning

HIST 386 - Islamic Institutions and Traditions (3 Credits)
The religious, political, social and economic institutions and intellectual and scholarly traditions developed by Muslim societies throughout Afro-Eurasia from late antiquity to the present.

Cross-listed course: RELG 354

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

HIST 387 - Messiahs, Mystics and Rebels in the Islamic World (3 Credits)
Representative messianic movements, millenarian visionaries and apocalyptic imaginings in the Islamic world from the 7th century to the present, with attention to related developments in the Jewish and Christian traditions over the last two millennia.

Cross-listed course: RELG 368

HIST 388 - Kabbalah: Science, Religion and Nature in Western History (3 Credits)
Historical investigation of kabbalah, a philosophical system and mystical current common to Judaism, Islam and Christianity, from the medieval period to the present; focus on its formative role in early modern Western cosmology and science, and its ecological implications today.

Cross-listed course: JSTU 388, RELG 388

HIST 389 - Science, Magic and Religion (3 Credits)
Occultism as a link between science and religion and its central role in Western intellectual and cultural history; the historical development of the science-magic-religion continuum in the Islamo-Christian world from late antiquity to present.

Cross-listed course: RELG 362

HIST 390 - Engineering in History (3 Credits)
History of engineering practices, professions, and sciences, as well as development of engineered artifacts from the Middle Ages to the present.

HIST 391 - Information Technology: Past and Present (3 Credits)
The history of the computer; how it acquired various forms through the 20th century; how information, as defined by computers, had shaped the world over the past century.

HIST 392 - Making Modern Science: The Physical Sciences (3 Credits)
The history of physics, chemistry, geology, and related sciences since the Scientific Revolution.

HIST 393 - Making Modern Science: The Life Sciences (3 Credits)
The study of the life from antiquity to the present. Investigates the origins of modern biology and medicine and how life has shaped scientific, political, and economic thought.

HIST 394 - History of the Automobile (3 Credits)
Evolution of the automobile from a conceptual idea through the present-day. Emphasis on analysis of the automobile's impact on culture, economics, the environment, politics, science and technology, and society.

HIST 395 - Plagues and Societies in World History (3 Credits)
A survey of biopolitical, social, economic, and cultural aspects of epidemic diseases throughout world history.

HIST 396 - Evolution of Warfare I (3 Credits)
A history of tactics, strategy, weapons, and logistics from 500 B.C. to A.D. 1400.

HIST 397 - Evolution of Warfare II (3 Credits)
A history of tactics, strategy, weapons, and logistics from A.D. 1400 to the present. 03: 07/05/2019.
HIST 398 - Sustainability in World History from Early Times to the Anthropocene (3 Credits)
An interdisciplinary examination of sustainability around the world from social, environmental, technological, and economic perspectives from early times to the present.

HIST 399 - Independent Study (1-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.

Graduation with Leadership Distinction: GLD: Research

HIST 400 - Urban America in the Modern Age, 19th Century-present (3 Credits)
Survey of the urban history of the United States from the 19th Century through today.

HIST 401 - The Development of the American People to 1789 (3 Credits)
The founding of the English colonies, their developing maturity, the events leading to the Revolution, and the creation of a new nation.

HIST 402 - The New Nation, 1789-1828 (3 Credits)
The new republic and the developing democratic spirit in politics and culture.

HIST 403 - The Sections and the Nation, 1828-1860 (3 Credits)
The three cultures of East, South, and West; their interactions and the events leading to the Civil War.

HIST 404 - Civil War and Reconstruction, 1860-1877 (3 Credits)
The political, military, and social history of the War and the reorganization which followed.

HIST 405 - The Rise of Industrial America, 1877-1917 (3 Credits)
A survey of recent United States history with emphasis on the economic, social, and literary developments from 1877 to 1917.

HIST 406 - The United States and a World at War, 1917-1945 (3 Credits)
The United States and a World at War, 1917-1945.

HIST 407 - United States History Since 1945 (3 Credits)
A survey of the political, economic, social, and cultural developments in the period after World War II.

HIST 409 - The History of South Carolina, 1670-1865 (3 Credits)
A study of South Carolina origins and developments.

HIST 410 - History of South Carolina Since 1865 (3 Credits)
A survey of recent South Carolina history with emphasis on social and institutional development.

HIST 413 - History of Canada (3 Credits)
A survey of Canadian development from colony to modern nation.

HIST 415 - Voices of America: U.S. History Through Biography (3 Credits)
Historical exploration of the daily lives and personal stories of Americans through biographies and ethnographies.

HIST 416 - Histories of Native America (3 Credits)
Experiences of Native people in North America from the period before European colonization through the 21st Century.

HIST 420 - Colonial Latin America (3 Credits)
The establishment and consolidation of the Spanish and Portuguese empires in the Western hemisphere; interaction of Indians, Africans, and Iberians, and the formation of social, economic, and political traditions in Latin America; political independence.

Cross-listed course: LASP 341

HIST 421 - Modern Latin America (3 Credits)
Traditional society in the area and problems arising from social, economic, and political changes since independence; comparative studies of national responses to these problems.

Cross-listed course: LASP 342

Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

HIST 422 - Social and Economic History of Latin America (3 Credits)
The evolution of social groups and changes in economic patterns in Latin America from pre-Columbian times to the present.

Cross-listed course: LASP 441

HIST 423 - History of Mexico (3 Credits)
Mexico from the pre-conquest period to the present, with an emphasis on modern Mexico.

Cross-listed course: LASP 442

HIST 425 - Caribbean Race and Slavery, 1500-1900 (3 Credits)
The roles race and slavery played in shaping Colonial Caribbean History from the pre-Columbian Civilizations to the end of the 19th century.

HIST 434 - Everyday Life in Colonial America (3 Credits)
The customs, mores, attitudes, and living conditions of men and women of the 17th and 18th centuries. Emphasis on the common people of the American colonies.

HIST 435 - The American Revolution (3 Credits)
The causes of the Revolution; the events of the period and their implications.

HIST 442 - The Old South (3 Credits)
Development of Southern society and of the forces that made the South a distinctive section of the United States.

HIST 443 - The New South (3 Credits)
Reconstruction, the Bourbon era, agrarian revolt, industrial revolution, racial problems, and the changes resulting from the impact of two world wars and the New Deal (1865-1946).

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

HIST 444 - The Civil War in American History (3 Credits)
The causes, events, and results of the Civil War.

HIST 445 - The Reconstruction of the Nation (3 Credits)
The events and results of the attempt to reorder the American nation after the Civil War.

HIST 446 - Immigration and Ethnicity in America (3 Credits)
Issues of immigration, assimilation and nativism in the United States, 1840 to 1930.

HIST 447 - American Empire: Policy, Society, and Culture (3 Credits)
HIST 447 examines the full sweep of American history through the lens of empire, covering especially the linkages between U.S. foreign policy and American domestic culture.

HIST 448 - American Environmental History (3 Credits)
Interaction of cultural values, economic interests, public policy, and technology with the physical environment over time.

HIST 449 - American Popular Culture Since 1890 (3 Credits)
A history of the contributions of the popular aspects of American culture and their interactions with American institutions.

HIST 451 - The History of American Medicine (3 Credits)
The development of the art and science of medicine as practiced in the United States from colonial times to Medicare. Emphasis on the social history of American medicine.
HIST 452 - The History of Science in America (3 Credits)
The development of science in America from colonial times to the present. Special attention will be given to defining those factors, scientific, economic, and social, which have raised American science to its commanding position in the 20th century.

HIST 453 - Technology and American Society (3 Credits)
The historical development of technologies and technological systems in the American context.

HIST 455 - The American Civil Rights Movement (3 Credits)
Examination of the origins of Jim Crow and the multi-faceted struggle against it, and other forms of racial inequality, in the American South and the rest of the US since the early 20th century.

Cross-listed course: AFAM 335
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

HIST 460 - American Thought to 1865 (3 Credits)
The transfer and adaptation of European ideas to a new environment and the development of new patterns.

HIST 461 - American Thought since 1865 (3 Credits)
The maturation and extension of a national culture.

HIST 462 - Southern Intellectual and Cultural History (3 Credits)
Intellectual and cultural developments characteristic of the Southern region from colonial times to the recent past.

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

HIST 463 - Jim Crow: Histories & Revivals (3 Credits)
This course critically examines the continuities and discontinuities between Jim Crow and our current historical and political moment.

Cross-listed course: AFAM 463

HIST 464 - History of American Women (3 Credits)
The social, political, and economic roles and changing status of women in America.

Cross-listed course: WGST 464
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

HIST 465 - American Diplomatic History (3 Credits)

HIST 466 - American Diplomatic History (3 Credits)

HIST 468 - American Military Experience (3 Credits)
Transformation of war and of the institutions for waging war from the American Revolution to the present.

Cross-listed course: ARMY 406

HIST 469 - Constitutional History of the United States (3 Credits)
A study of the constitutional development of the United States from the creation of the Articles of Confederation to the Civil War. It deals primarily with problems of governmental organization, judicial interpretation, and sectional politics.

HIST 470 - Constitutional History of the United States (3 Credits)
An analysis of the growth of constitutional power from 1860 to the present, giving special attention to the constitutional problems of the Civil War period, the increasing role of the judiciary in national affairs, and the general extension of constitutional authority in the 20th century.

HIST 471 - American Jewish History (3 Credits)
Examination of experiences of Jews in the United States from Colonial Period to late 20th century, especially Jewish immigration, political behavior, social mobility, religious affiliation, group identity formation, and meaning of Anti-Semitism in American and global contexts.

Cross-listed course: JSTU 471

HIST 475 - Historic Preservation (3 Credits)
Overview of historic preservation as the practice of protecting and conserving places that tell stories about the past.

HIST 476 - Digital History (3 Credits)
Introduction to Digital History that examines ways to engage and adapt the discipline of history to technological trends and explores new approaches and interpretive techniques.

HIST 478 - Material Culture in the Digital Age (3 Credits)
Examination of material culture (objects and artifacts a society produces) as primary sources for historical research; how these sources are transformed when digitized; and the nature of born-digital resources.

HIST 479 - Oral History (3 Credits)
Methodology, application and usage, historic and current literature, identification and examination of available resources.

Graduation with Leadership Distinction: GLD: Research

HIST 480 - Internship in Public History (3 Credits)
Professional practice in museums, archives, preservation organizations, and other agencies involved in historical research, advocacy, and preservation of historical resources and history programming for public audiences.

Experiential Learning: Experiential Learning Opportunity

HIST 492 - Topics in History (3 Credits)
Reading and research on selected historical subjects. Open only to juniors and seniors with permission of the instructor.

Graduation with Leadership Distinction: GLD: Community Service, GLD: Research

HIST 493 - Topics in History (3 Credits)
Reading and research on selected historical subjects. Open only to juniors and seniors with permission of the instructor.

Graduation with Leadership Distinction: GLD: Research

HIST 494 - Topics in History (3 Credits)
Reading and research on selected historical subjects. Open only to juniors and seniors with permission of the instructor.

Graduation with Leadership Distinction: GLD: Research

HIST 497 - Senior Seminar (3 Credits)
Principles of historical research and writing as applied to the seminar topic. Open to history majors or by special permission of instructor.

Prerequisites: HIST 300.

Graduation with Leadership Distinction: GLD: Research

HIST 498 - Senior Seminar (3 Credits)
Principles of historical research and writing as applied to the seminar topic. Open to history majors or by special permission of instructor.

Prerequisites: HIST 300.

Graduation with Leadership Distinction: GLD: Research

HIST 499 - Senior Thesis (3 Credits)
Principles of historical research and writing. A senior year thesis related to one of the advanced courses in the major program.

Prerequisites: HIST 300.

Graduation with Leadership Distinction: GLD: Research
HIST 562 - The Middle East and the United States: 1800 to the Present (3 Credits)
Political, cultural, and economic ties which have linked the Middle East to the United States. Middle Eastern views of these relationships and their impact on modern Middle Eastern history.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 599 - Topics in History (3 Credits)
Reading and research on selected historical topics. Course content varies and will be announced in the schedule of classes by title.

HIST 640 - South Carolina History (3 Credits)
South Carolina since colonization.

HIST 641 - The American South Comes of Age (3 Credits)
Changes in the Southern region since 1940.

HIST 692 - Historic Preservation Field Experience--Charleston, S.C. (3 Credits)
On-site introduction to historic preservation including research, interpretation, management, and economics of preservation. Offered only in Charleston during summer term.

Hlth Promo Educ & Beh (HPEB)

HPEB 300 - Introduction to Health Promotion, Education, and Behavior (3 Credits)
The historical and philosophical basis, current problems, career opportunities, and literature in the health promotion, education, and behavior change professions.

HPEB 301 - Practicum in Health Promotion (1-6 Credits)
Practical experience in applying health promotion principles in the community or organization.
Prerequisites: HPEB 300.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

HPEB 321 - Personal and Community Health (3 Credits)
Psychosocial health, stress management, leading infectious and noninfectious diseases, nutrition, physical fitness, sexuality, consumer health and health care access, environmental health, aging, and death.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

HPEB 331 - Health Education for the Elementary School (3 Credits)
Methods and materials for elementary schools. Integration and correlation of materials with school subjects. Sample content developed for primary, intermediate, and upper grades.

HPEB 335 - First Aid and Emergency Preparedness (3 Credits)
Emphasis upon preparing school personnel to act responsibly in emergency situations. Includes the American National Red Cross standard and advanced first aid instruction.

HPEB 399 - Independent Study (1-3 Credits)
Enrollment and topic to be approved in advance by advisor and instructor. Open to sophomores and above.
Graduation with Leadership Distinction: GLD: Research

HPEB 434 - Health Education (3 Credits)
Methods of teaching health in school and community settings; techniques and strategies.
Prerequisites: HPEB 221, HPEB 223, and HPEB 224.

HPEB 468 - Safety and Safety Education (3 Credits)
Place of safety in modern life. Contributing factors to accidents, developing an awareness of the potential accident situation with special emphasis upon school setting, planning for and conduct of a safety education program.

HPEB 470 - Principles of Global Health (3 Credits)
Examination of major global health topics and approaches used by governmental, non-governmental, international institutions and donor agencies to improve health in low and middle income countries. Critical analysis and generation of intervention strategies to combat health issues in various country settings.
Graduation with Leadership Distinction: GLD: Global Learning

HPEB 471 - Social Determinants of Health (3 Credits)
The social, cultural, economic, and political factors that influence health and its distribution within and between populations. How society helps shape our health beliefs, behaviors, and status.

HPEB 488 - Food Systems (3 Credits)
Multiple dimensions of food systems along multiple dimensions of theory and practice. Restricted to Junior or Senior level standing.
Prerequisites: 12 hours of minor completed and ECON 101.

HPEB 489 - Food Systems Capstone Seminar (3 Credits)
Synthesis and application of content and competencies of the minor in nutrition and food systems in a practical setting with emphasis on student identified areas for professional growth. Restricted to Senior level standing.
Prerequisites: HPEB 488.

HPEB 492 - Special Topics in Health Promotion, Education, and Behavior (3 Credits)
A study of special topics in health promotion, education, and behavior. Individual topics to be announced in master schedule by title.

HPEB 501 - Human Sexuality Education (3 Credits)
Planning, implementation and evaluation of effective sexuality education programs. Includes strategies for educating about a variety of sexuality topics (e.g., reproductive biology, relationships, HIV/AIDS, sexual orientation, pregnancy, childbirth, and parenting).

HPEB 502 - Applied Aspects of Human Nutrition (3 Credits)
Application of nutrition principles including functions of food and nutrients in health and disease prevention throughout the life cycle. Applied topics include weight management, food safety, and other contemporary issues.
Graduation with Leadership Distinction: GLD: Community Service

HPEB 511 - Health Problems in a Changing Society (3 Credits)
Current and emerging health problems in society: causes, effects, and prevention.
Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy

HPEB 512 - Southern Discomfort: Public Health in the American South (3 Credits)
Investigation of the unique health and disease profile of the American South, including regional disparities that remain unresolved despite a public health revolution. Topics range from endemic diseases of the antebellum period to the current HIV/AIDS crisis, and ethics of research.


HPEB 513 - Race, Ethnicity, and Health: Examining Health Inequalities (3 Credits)
A comprehensive overview of race/ethnicity and health. Class discussions will focus on comparing health status and health outcomes of different racial/ethnic groups in the U.S. and discussing possible explanations for inequalities from a behavioral science perspective.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

HPEB 521 - The Total School Health Program (3 Credits)
A course designed to acquaint the student with the various facets of the modern school health program. Includes school responsibilities for health and safety instruction, school health services, school environmental health problems, school and community relationships, resources for health, and evaluation of programs.

HPEB 540 - Drug Prevention (3 Credits)
Nature of drug actions, motivational factors that influence the use and abuse of drugs, and examination and evaluation of procedures to provide effective drug prevention efforts.

HPEB 542 - Tobacco Prevention and Control in Public Health (3 Credits)
Examines policies and practices for tobacco prevention and control in public health.

HPEB 547 - Consumer Health in Contemporary Society (3 Credits)
An analysis and appraisal of issues related to the production and distribution of products and services as these activities affect consumer health.

HPEB 550 - Behavioral Concepts and Processes for the Health Professional (3 Credits)
The development of interpersonal skills in dealing with health clients in various settings.

HPEB 551 - Medical Anthropology: Field Work (3 Credits)
Application of observation techniques, field notes, informant interviewing, and secondary data analysis to interpreting differential perceptions of health problem solving in the community and clinic.

HPEB 552 - Medical Anthropology (3 Credits)
Socio-cultural factors in health, illness, healing, and in medical systems. Cross-cultural and ethnographic evidence for public health research and program applications.
Cross-listed course: ANTH 552
Graduation with Leadership Distinction: GLD: Research

HPEB 553 - Community Health Problems (3 Credits)
Identification and analysis of major community health problems, their causes, the roles of individuals, community agencies, and government in affecting their solutions. Emphasis upon personal involvement and the responsibility for community health.
Graduation with Leadership Distinction: GLD: Community Service

HPEB 555 - Managing Stress (3 Credits)
Conceptualizing the nature of the stress; psychological, emotional, and spiritual aspects of stress; competency in the active management of stress and mobilizing support.

HPEB 560 - Cooking Up a Storm: Food, Globalization, Localization, and Health in the South (3 Credits)
The role of food in defining our relationships to our family, community, nation, and world. How food underlies much of the political, economic, and social struggles throughout the world.

HPEB 620 - Nutrition Through the Life Cycle (3 Credits)
Examination of nutritional concerns, requirements, and metabolism from pre-conception through the aging process; analysis of cultural, environmental, psychosocial, physical, and economic factors affecting nutritional status through the life cycle; and methods for assuring adequate nutrition through dietary selection, promotion of healthy eating throughout the life cycle and nutritional assessment for each state of the life cycle.

HPEB 621 - Maternal and Child Health (3 Credits)
Public health issues, social and behavioral science, policies, programs, and services related to maternal and child health in the United States and other countries.
Cross-listed course: WGST 621
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

HPEB 627 - Lesbian, Gay, Bisexual and Transgender (LGBT) Health (3 Credits)
Health status and concerns of lesbian, gay, bisexual, and transgender communities. Includes an examination of measurement issues and methodological considerations in research, as well as intervention efforts targeting LGBT populations.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

HPEB 631 - Health Promotion for Elementary and Middle School Teachers (3 Credits)
A multimedia course emphasizing health education strategies for major S.C. health problems, risk factors, and concepts of positive health behavior.

HPEB 640 - Behavioral Economics in Public Health (3 Credits)
The ways behavioral economics can help achieve goals in public health and health care. How behavioral insights can be applied to reach promotion aims ranging from achieving weight loss to medication adherence to appointment attendance.

HPEB 653 - Nutrition Assessment and Counseling (3 Credits)
Assessment of nutritional outcomes and work with research participants/patients. Methods for collection of dietary data, anthropometry, and body composition, including the use of new technologies. Nutrition counseling and interviewing techniques useful in gathering nutrition information.

HPEB 654 - Maternal and Child Nutrition (3 Credits)
A survey of current concepts in clinical and public health nutrition which are unique to infants, children, and pregnant and lactating women.

HPEB 674 - Social Networks, Social Capital, and Health (3 Credits)
Examination of health sciences and sociological research on social networks, social capital, and health. Theoretical and methodological foundations for network analysis of social relationships and health, design of public health interventions, and use of online social networks to promote health. Key constructs include social support, social capital, and social diffusion.

HPEB 679 - Addressing Childhood Obesity through Community Approaches (2 Credits)
Approaches for prevention of childhood obesity, using perspectives from public health, social work, exercise science, pharmacy, medicine, and behavioral nutrition. Training to teach diet/physical activity lessons in elementary school settings.
Cross-listed course: SOWK 679
HPEB 680 - Laboratory Techniques in Physiological Measurement (3 Credits)
Practical laboratory skills and theoretical bases of measurements in human physiology, bioelectrical potentials, respiratory physiology, energy expenditure, body composition, temperature regulation, and biochemical assays.

HPEB 683 - Contemporary Topics in Sexual Health (3 Credits)
Comprehensive overview of contemporary topics in sexual health.

HPEB 684 - HIV/STI Prevention (3 Credits)
The role of effective behavioral interventions in preventing the spread of the human immunodeficiency virus (HIV) and other sexually transmitted infections (STI) among diverse populations.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Research

HPEB 690 - Independent Study (1-6 Credits)
Topics to be assigned and approved by advisor and department head.

Hlth Serv Policy Mgmt (HSPM)

HSPM 401 - Independent Study (3 Credits)
Enrollment and topic to be approved in advance by advisor and instructor.
Graduation with Leadership Distinction: GLD: Research

HSPM 412 - Health Economics (3 Credits)
Designed to serve as an introduction to economic principles and applications used in the health sector. The role economics plays in various aspects of health care, demand-side and supply-side factors and issues, how various health care systems are impacted.

HSPM 491 - Special Topics in Health Services Policy and Management (3 Credits)
Emerging issues in Health Services Policy and Management. May be repeated for a total of 6 credit hours as content varies by title.

HSPM 500 - Introduction to Health Care Management and Organization (3 Credits)
Provide students with overview of health services management, management techniques and the different roles and functions of the different health care services. Use of field trips and guest speakers from different health care providers.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

HSPM 509 - Fundamentals of Rural Health (3 Credits)
Overview of the delivery and financing of health care in the rural U.S., with emphasis on vulnerable rural populations and access to care.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

HSPM 510 - Comparative Health Systems and Health System Efficiency, Effectiveness, Sustainability and Equity (3 Credits)
Comparative health systems of the world including health system organization, management, financing, resource use and health outcomes.

HSPM 512 - Health Services Management (3 Credits)
An introduction to data management in healthcare institutions for undergraduate students and non-HSPM major graduate students. Topics include the nature of medical data, legal protections surrounding such information, and basis strategies for managing information technology resources.
Prerequisites: HSPM 500.

HSPM 514 - Introduction to Health Services Delivery and Policy (3 Credits)
Overview of health services delivery in the United States, including organization and financing of health care, health insurance practices, primary and long-term care among other topics.

HSPM 530 - Finance in Health Administration (3 Credits)
Introduction to health care finance. Course will teach reimbursement structures, regulatory mechanisms, cost control, and related factors unique to healthcare organizations.
Prerequisites: BADM 225.

Hosp Retail Sport Mgmt (HRSM)

HRSM 301 - HRSM Professional Development Seminar (3 Credits)
Strategies, tactics, and requisite skills for career success in the hospitality, retail, sport, entertainment, and technology industries. Course must be taken prior to HRSM internship.
Graduation with Leadership Distinction: GLD: Community Service, GLD: Professional and Civic Engagement Internships

HRSM 491 - Event Production, Evaluation, and Analysis (3 Credits)
This course examines and analyzes the effectiveness and efficiency of events in Hospitality, Tourism, Sport, Entertainment and Fashion and Retail Management industries. Event production, evaluation, and analysis will be conducted. Detailed activities involved in event production, evaluation, and analysis will be discussed and implemented.
Prerequisites: C or better in HRTM 364, and SPTE 203, and RETL 362.

HRSM 495 - Internship (1-6 Credits)
The internship is a supervised work experience in the student’s major area of study.

HRSM 497 - Senior Seminar (3 Credits)
Integration of prior academic work through the examination of problem inquiry, conduct of research, application of a solution development and the completion of a research paper.
Prerequisites: Senior status, and HRSM student (SPTE, HRTM, RETL, or BAIS).

Hotel Rest Tourism Mgmt (HRTM)

HRTM 160 - Breads, Pastas and Sauces (1 Credit)
Hands-on training in the basic foundations of breads, pastas, and sauces. Basic bread types, pasta shapes, pasta sauces, food safety, and new techniques to create personalized dishes.

HRTM 161 - Breakfast (1 Credit)
Hands-on training in the basic foundations of meal preparation, simple breakfast staples, egg cookery, alternative breakfasts, basic food safety, and new techniques to create personalized dishes.

HRTM 162 - Cooking for Two (1 Credit)
Hands-on training in the basic foundations of cooking complete dinners for two people. Includes effective purchasing, appetizers, complete meals, proper table set-up, desserts, and special meal ideas.

HRTM 163 - Desserts (1 Credit)
Hands-on training in the basic foundations of meal preparation, staple dessert items, basic food safety, and new techniques to create personalized dishes.
HRTM 164 - Introduction to Healthy Mediterranean Cooking (1 Credit)
Basic elements of the traditional Mediterranean diet, cooking techniques, and how to cook and eat to stay fit and healthy.

HRTM 165 - Introduction to Cooking (1 Credit)
Hands-on training in the basic foundations of meal preparation, cooking basics, simple sauces, complete meals, staple dessert items, basic food safety, and new techniques to create personalized dishes.

HRTM 166 - Simply French (1 Credit)
Hands-on training in the basic foundations of meal preparation, French cooking basics, simple sauces, complete meals, staple dessert items, basic food safety, and new techniques to create personalized dishes.

HRTM 167 - Simply Italian (1 Credit)
Hands-on training in the basic foundations of classical Italian dishes, including sautéing, frying, and braising, basic food safety, and new techniques to create personalized dishes.

HRTM 168 - Tailgating 101 (1 Credit)
Hands-on training in the basics of tailgating, including grilling, frying, and braising, basic food safety, and new techniques to create personalized dishes.

HRTM 169 - ServSafe Sanitation (1 Credit)
Food safety and sanitation in a commercial kitchen operation.

HRTM 190 - Special Topics in Culinary Arts (1-3 Credits)
Special topics within the culinary discipline designed to give students a hands-on approach to learning special techniques, cooking styles and preparation, and practical application used in the foodservice industry. Content varies by title. May be repeated.

HRTM 228 - Purchasing and Controls (3 Credits)
A study of the major foods, beverages, and supplies that are purchased in hotels, motels, and food-service establishments as well as techniques on how to control their distribution within the operation.

HRTM 230 - Hospitality Management (3 Credits)
Tools available to management and their utilization in the hospitality industry.

HRTM 250 - Hotel Management (3 Credits)
Management of the lodging phase of the hospitality industry to include front desk, housekeeping, and maintenance areas.

HRTM 270 - Quantity Food Production (3 Credits)
The basics of food production from storeroom to consumer. Various techniques of storage, preparation, merchandising, and menu-planning, as well as the many aspects of service. One lecture and three laboratory hours per week.

HRTM 280 - Foundations of Tourism (3 Credits)
Basic introduction to the social science of tourism in the US and the world, including definitional issues, motivations for travel, factors influencing demand-side and supply-side growth, the tourism product, market segmentation and marketing, socioeconomic, and ecological impacts, and destination life cycle dynamics. May not be used to satisfy Carolina Core requirements for HRTM majors.
Carolina Core: GSS

HRTM 285 - Club Management (3 Credits)
Unique problems and issues associated with private club management.

HRTM 289 - Hospitality and Tourism Practicum (6 Credits)
Supervised full-time work experience in an area of the hospitality and tourism industry, selected by the student and approved by the practicum coordinator. 400 hours required.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships
Experiential Learning: Experiential Learning Opportunity

HRTM 340 - Nutrition (3 Credits)
The utilization of food by the body; menu planning and food production for institutions in relation to regular and modified diets.

HRTM 344 - Personnel Organization and Supervision (3 Credits)
Recruitment, selection, utilization, and development of human resources; role of supervisors in management and personnel administration.
Cross-listed course: RETL 344

HRTM 352 - Software Applications for the Hospitality Industry (3 Credits)
Using microcomputer software in various areas of the hospitality industry.
Prerequisites: ITEC 264.

HRTM 355 - Physical Plant Design (3 Credits)
Design, equipment, and maintenance of hospitality facilities.

HRTM 357 - Hotel and Restaurant Law (3 Credits)
A comprehensive overview of laws and regulatory agencies governing the lodging and food services industries.
Prerequisites: ITEC 240.

HRTM 362 - Wedding Planning and Management (3 Credits)
Sociocultural, political, economic, religious, and legal influences on wedding planning and business strategies will be explored as background to practices relevant to successful wedding planning and consultancy for diverse clients.

HRTM 364 - Conference and Meeting Planning (3 Credits)
Planning and managing conferences and meetings in the tourism industry.

HRTM 370 - Restaurant Food Production Management (3 Credits)
Management techniques and operating problems in food service operations. One lecture and five laboratory hours per week.
Prerequisites: HRTM 270.

HRTM 372 - Catering Management (3 Credits)
Management techniques, including planning, production, and performance of off-premise catering.
Prerequisites: HRTM 270.

HRTM 375 - Wine, Beverage and Culture (3 Credits)
This course provides a broad base of knowledge, covering all commercially relevant beverages including origins, tradition and culture.

HRTM 376 - Contract Foodservice Management (3 Credits)
Issues related to the management of contract foodservice accounts.

HRTM 381 - Travel and Destination Management (3 Credits)
Describes role of travel agencies, tour operators, tour guides, transportation providers, and attractions as critical sectors within the travel industry.
Prerequisite or Corequisite: HRTM 280.

HRTM 382 - Travel and Tourism Law (3 Credits)
This course focuses on legal issues affecting the tourism industry, including international travel law, travel litigation, liability, and topics specific to travel agencies, carriers, attractions, and destinations.
HRTM 383 - Ecotourism (3 Credits)
Focuses on tourism that is nature-based and entails a learning component while being managed for environmental, economic, and sociocultural sustainability.
Prerequisite or Corequisite: HRTM 280.

HRTM 384 - Cultural and Heritage Tourism (3 Credits)
The effective presentation, development, management, and marketing of cultural and heritage tourist attractions, including battlefields, plantations, and pilgrimage sites.
Prerequisite or Corequisite: HRTM 280.

HRTM 386 - Tourism Festival Planning and Management (3 Credits)
Planning, marketing, sponsorship, budgeting, management, impacts, and evaluation of successful and sustainable special tourism festivals are discussed from both a theoretical and practical perspective.
Prerequisite or Corequisite: HRTM 280.

HRTM 387 - Cruise Ship Industry (3 Credits)
Organization, market segmentation, marketing, design, anatomy of experience, environmental and social impacts, health and safety, and trends within cruising.
Prerequisite or Corequisite: HRTM 280.

HRTM 388 - Resort Development and Management (3 Credits)
Examines effective practices in the sustainable planning, development, and management of resorts and spas, including host community relations, social effects, design, marketing, operations, finance, and recreation programming.
Prerequisite or Corequisite: HRTM 280.

HRTM 389 - International Tourism Field Experience (3 Credits)
An experiential field trip where students evaluate selected tourism issues and products in an international destination.
Prerequisite or Corequisite: HRTM 280.

HRTM 399 - Independent Study (1-6 Credits)
Contract approved by instructor, advisor, and department head is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

HRTM 410 - HRTM Current Issues (3 Credits)
Issues and problems concerning the hospitality industry.

HRTM 421 - Hospitality Financial Management (3 Credits)
Financial decision making including ratio analysis, asset management, leverage, short, intermediate, and long-term financing in the hospitality industry.
Prerequisites: RETL 262.

HRTM 428 - Sustainable Foodservice Systems (3 Credits)
Factors affecting the food supply in the United States and world. The class will explore the economic, political, legal, and societal forces affecting the distribution system of our food supply.
Prerequisites: HRTM 228.

HRTM 440 - Services Management for Hospitality and Tourism (3 Credits)
Management issues pertinent to quality service delivery in hospitality and tourism organizations.

HRTM 450 - Hospitality and Tourism Marketing (3 Credits)
Application of marketing principles and promotional techniques to the hospitality and travel industry.

HRTM 455 - Hospitality Sales Management (3 Credits)
Basic sales management policies and procedures within the hospitality industry with emphasis on sales planning, preparation, presentations and client contact within hospitality organizations.
Prerequisite or Corequisite: HRTM 260.

HRTM 470 - Current Issues in Nutrition (3 Credits)
Basic nutrition concepts as a foundation to address nutrition, health trends, concerns, and current nutritional issues in the modern world.
Prerequisites: HRTM 340.

HRTM 473 - Club Cuisine and Service (3 Credits)
Advanced topics in the management of production and service techniques for private clubs.
Prerequisites: HRTM 270, HRTM 285.

HRTM 475 - Wines and Spirits in Food Service Establishments (3 Credits)
Management overview and operating problems of beverages in the hospitality industry.

HRTM 476 - Craft Beer (3 Credits)
Study of craft beer through exploration of current trends, countries of origin, beer styles, flavor profiles, food flavor pairings and best business practices. Students must be 21 years old.

HRTM 481 - Analytical Techniques in Tourism and Hospitality (3 Credits)
Examination and application of analytical and research methods to tourism and hospitality problems.
Prerequisites: STAT 201 or equivalent.

Graduation with Leadership Distinction: GLD: Research

HRTM 482 - Sustainable Tourism Planning and Policy (3 Credits)
Principles and practice of tourism planning fostering sustainable tourism development at international, national, state, regional, local and site levels.

HRTM 483 - Tourism Economics (3 Credits)
Macro- and microeconomic dimensions of tourism are considered in relation to the demand and supply of tourism products at the national, state, regional, and local levels.
Prerequisites: ECON 224.

HRTM 484 - Tourism Information Technology Issues (3 Credits)
Information technologies such as e-commerce, e-marketing, and e-research are examined, critiqued, and applied within a tourism context.
Prerequisites: ITEC 264.

HRTM 485 - Sustainable Tourism (3 Credits)
Principles and practices of environmental, economic, and sociocultural sustainability in tourism are described and analyzed.

HRTM 490 - Hospitality Management Strategies (3 Credits)
Contemporary management strategies applied to the hospitality industry.
Prerequisites: MGMT 371.

HRTM 495 - Hospitality and Tourism Internship (6 Credits)
Structured industry practical experience in a hospitality or tourism company. 400 hours required.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships
Experiential Learning: Experiential Learning Opportunity
HRTM 518 - Hospitality Human Capital and Talent Management (3 Credits)
Effective methods for conducting, costing, and evaluating training and development procedures for hospitality supervisors and managers.

HRTM 521 - Revenue Management in the Hospitality Industry (3 Credits)
Examination of revenue management in the hospitality industry with an emphasis on the theory and dynamics of revenue management, the implementation of capacity management, forecasting and discounting.
Prerequisites: HRTM 450.
Corequisite: HTRM 421.

HRTM 537 - Multi-Cultural Dimensions of the Hospitality Industry (3 Credits)
Multicultural, multiracial, and multiethnic factors within the hospitality and tourism industry.
Prerequisites: MGMT 371 or RETL 344.

HRTM 550 - Theme Park and Attractions Management (3 Credits)
This course will give students an overview of the theme park and attractions industry. We will explore each of the areas of this industry including: history, venues, resources, ride operations, merchandising, food service and design.

HRTM 557 - Security Management of Hotels and Restaurants (3 Credits)
Individualized security programs, procedures, legal issues, and review of local, state, and federal laws that apply to the lodging and restaurant industry.
Prerequisites: HRTM 357 or equivalent.

HRTM 560 - Advanced Lodging Management (3 Credits)
Advanced principles of the management of hotels and resorts.
Prerequisites: HRTM 260.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences
Experiential Learning: Experiential Learning Opportunity

HRTM 564 - Advanced Meeting Management (3 Credits)
Analysis of current issues and problems in the meetings industry with emphasis on planning, organizing, managing, and enhancing meetings.
Prerequisites: HRTM 364.

HRTM 565 - International Lodging Management (3 Credits)
Analysis of the structure of international lodging companies, challenges of marketing U.S. lodging companies abroad, and cultural differences in international management.
Prerequisites: HRTM 260.

HRTM 567 - Timeshare and Vacation Ownership Management (3 Credits)
Management of the timeshare and vacation ownership industry.

HRTM 570 - Managing Food Service Operations (3 Credits)
An advanced study of the food-service industry and its operations both internally and externally to the physical plant.
Prerequisites: HRTM 270.

HRTM 575 - Advanced Topics in Wine (3 Credits)
A viticultural and enological study of wine and wine regions around the world; from the vineyard to the table including grape varietals, wine regions and wine service. Students must be 21 years old.
Prerequisites: HRTM 475.

HRTM 576 - Franchising within the Hospitality Industry (3 Credits)
This course will focus on the study of multi-unit and franchise operations within the hospitality and tourism industry.
Prerequisites: BADM 371.

HRTM 580 - Adventure Travel Management (3 Credits)
Analysis of the adventure travel industry throughout the world, with emphasis on the management, marketing, and operation of an adventure travel business.

HRTM 584 - Tourism Information Technology Issues (3 Credits)
Information technologies such as e-commerce, e-marketing, and e-research are examined, critiqued, and applied within a tourism context.
Prerequisites: ITEC 264 or equivalent.

HRTM 585 - Advanced Club Management (3 Credits)
Advanced topics in hospitality management for the club industry.
Prerequisites: HRTM 285.

HRTM 590 - Special Topics in HRTM (3 Credits)
Advanced concepts, issues, and trends in the hospitality and tourism industry. May be taken twice for degree credit.

HRTM 591 - Golf Tourism (3 Credits)
Effective practices used in the planning, development, and promotion of golf tourism. Experiential learning component for evaluating selected issues, problem solving, and participating in the operational performance of a large golf tournament. Employment with a pre-approved golf tournament or permission of instructor.

HRTM 592 - Golf Tourism Consumer Services (1 Credit)
Examines superior customer service in high-quality business operations for a mega golf-tourism event; includes an experiential learning/fieldwork component.
Prerequisites: HRTM 591.

HRTM 593 - Golf Tourism Supervisory Skills (1 Credit)
Examines basic supervisory skills in high-quality business operations for a mega golf-tourism event; includes an experiential learning/fieldwork component.
Prerequisites: HRTM 591, HRTM 592.

HRTM 594 - Golf Tourism Leadership Skills (1 Credit)
Examines management and leadership skills in high-quality business operations for a mega golf-tourism event; includes an experiential learning/fieldwork component.
Prerequisites: HRTM 591, HRTM 592, HRTM 593.

HRTM 597 - Global Travel and Tourism (3 Credits)
Study of the economic, social, cultural, political, and environmental considerations of international tourism management and development.
Prerequisites: HRTM 280.

Instr and Teacher Educ (EDTE)

EDTE 101 - Introduction to Careers in Education (2 Credits)
A survey of professional issues and concerns in education.

EDTE 101P - Practicum in Careers in Education (1 Credit)
Seminars and visits to schools and classrooms.
Prerequisite or Corequisite: EDTE 101.

EDTE 201 - Issues and Trends in Teaching and Learning (3 Credits)
Introduces and examines current issues and trends in teaching and learning.
EDTE 202 - Global Citizenship and Social Responsibility through Education (3 Credits)
Examining the continuing evolution of education and the direct impact on the development of social responsibility, values, and our place as global citizens.
Carolina Core: GSS, VSR

EDTE 218 - Convergence and Divergence in African American and Jewish Relations: Historical and Contemporary (3 Credits)
An examination of African American and Jewish American inter-ethnic, historical and contemporary connections and disconnections. Implications for educational, social, and social settings are considered.
Cross-listed course: AFAM 218, JSTU 218
Carolina Core: GSS, VSR

EDTE 400 - Learning Through Community Service (1 Credit)
Documentation and synthesis of community service activities designed to prepare professional educators.
Corequisite: EDFN 300 and enrollment in an approved community experience.

Graduation with Leadership Distinction: GLD: Community Service

EDTE 448 - Teaching Internship in Foreign Languages (3 Credits)
Application of effective teaching techniques and organization of instructional settings in foreign languages for K-12.
Prerequisite or Corequisite: admission to the professional program of education.
Cross-listed course: FORL 448
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships
Experiential Learning: Experiential Learning Opportunity

EDTE 474 - Directed Teaching in Foreign Languages (15 Credits)
Students apply methods of curriculum and assessment, professionalism, effective teaching, and organization of instructional settings during internship in foreign language classrooms.
Prerequisites: admission to the professional program of education.
Cross-listed course: FORL 474
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences
Experiential Learning: Experiential Learning Opportunity

EDTE 522 - Integrated Curriculum at the Middle Level (3 Credits)
Constructing, teaching, and assessing an integrated curriculum for students in middle schools. Upper level undergraduate students exploring middle level education.

EDTE 590A - Internship in Curriculum and Assessment (3 Credits)
Internship for practice in classrooms appropriate to the level of certification sought (early childhood or elementary) related to curriculum design and assessment.
Prerequisites: admission to internship II in early childhood or elementary education.
Corequisite: EDTE 590B and EDTE 590C.

Eduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships
Experiential Learning Opportunity: Experiential Learning Opportunity

EDTE 590B - Internship in Teaching (3 Credits)
Internship for practice in classrooms appropriate to the level of certification sought (early childhood or elementary) related to interactive teaching.
Prerequisites: admission to internship II in early childhood or elementary education.
Corequisite: EDTE 590A and EDTE 590C.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

EDTE 590C - Internship in Professional Roles (3 Credits)
Internship for practice in classrooms appropriate to the level of certification sought (early childhood or elementary) related to professional roles.
Prerequisites: admission to internship II in early childhood or elementary education.
Corequisite: EDTE 590A and EDTE 590B.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

EDTE 600 - Systematic Effective Teaching (3 Credits)
Application of research-supported effective teaching techniques to the teaching-learning process, including demonstration lessons, observations, and supervisory conferences.

EDTE 605 - Cooperative/Team Learning in Education (3 Credits)
Instructional approaches, materials, and procedures for utilizing cooperative/team learning in education.

EDTE 610 - Integrated Reading and Writing Instruction (3 Credits)
Theoretical bases and techniques for teaching reading and writing in the elementary school, using multiple subject areas.

EDTE 611 - Whole Language: Concepts and Practices (3 Credits)
Development of concepts, materials, and practices to implement a whole language philosophy.

EDTE 620 - Restructuring Schools: Teachers and Classrooms (3 Credits)
Examination of issues related to restructuring schools based on different assumptions about teaching, learning, and assessment.

EDTE 621 - Middle Level School Today (3 Credits)
National trends in the middle level school; emphasis on the relationship of early adolescent developmental characteristics to organization, curriculum, instruction, and teaching.

EDTE 625 - Integrating Character Education into Instructional Programs (3 Credits)
Rationale, processes, and methodologies for integrating character education into school or school district instructional programs.

EDTE 626 - Service Learning for Schools, Community, and Workplace Responsibility (3 Credits)
Assist school personnel in designing academic, personal, civic, and workplace responsibility.

EDTE 631 - Technology to Support Instruction (3 Credits)
Introduction to computers, educational technology, and selected applications for instructional management.

EDTE 671 - Computers in Science Education (3 Credits)
Use of computer technology in teaching and managing science classes and problems in grades K-12.
Integrated Info Tech (ITEC)

ITEC 101 - Thriving in the Tech Age (3 Credits)
Pervasive impact of computers on today’s global society; skills and strategies for using technology. How information technologies impact daily life and drive change.

ITEC 143 - Advanced Business Document Preparation (3 Credits)
Emphasis on production and versatility in preparing business documents. Not for TSTM majors. For business teacher certification.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ITEC 204 - Program Design and Development (3 Credits)
Fundamental algorithms and processes used in business information systems. Development and representation of programming logic. Introduction to implementation using a high-level programming language.
Prerequisites: C or better in either CSCE 101, MGSC 290 or ITEC 264.

Cross-listed course: CSCE 204, MGSC 298

ITEC 233 - Introduction to Computer Hardware and Software (3 Credits)
Understanding of current computer hardware and software through computer building, repairing, and troubleshooting.

ITEC 242 - Business Communications (3 Credits)
Theory and processes in written business communications; composing effective business letters and reports.
Prerequisites: C or better in both ENGL 101 and ENGL 102.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ITEC 243 - Word Processing Concepts and Technology (3 Credits)
Introduction to word processing concepts and applications.
Prerequisites: keyboarding.

ITEC 245 - Introduction to Networking (3 Credits)
Understanding the essential concepts of computer networks, including standards, topologies, security, media, switching, routing, and more.
Prerequisites: C or better in ITEC 233.

ITEC 264 - Computer Applications in Business I (3 Credits)
Survey of core skills and techniques for spreadsheet design and analysis of business problems.

ITEC 265 - Introduction to Databases (3 Credits)
Fundamentals of modern database design and applications.

ITEC 270 - Records Control (3 Credits)
Analysis and control of office records including creation, processing, maintenance, protection, and disposition.
Prerequisites: ITEC 264.

ITEC 293 - Cybersecurity Operations (3 Credits)
Operations in Security Operations Centers (SOC). Securing information systems by monitoring, analyzing, detecting, and responding to security events.
Prerequisites: C or better in ITEC 233 or CSCE 145.

ITEC 301 - Professional Internship Seminar (3 Credits)
Preparation for professional internship.
Prerequisites: C or better in both ITEC 242 and ITEC 370.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

ITEC 352 - Software Design (3 Credits)
Survey of core software development principles, application development from pseudocode and flow charting through coding process.
Prerequisites: C or better in CSCE 204 or ITEC 204.

ITEC 362 - Introduction to Web Systems (3 Credits)
Introduction to web based systems, including HTML, CSS, and JavaScript; working with Content Management systems (Wordpress, Joomla); Accessibility, SEO, and web development best practices.
Prerequisites: C or better in either ITEC 101, CSCE 101, or CSCE 102.

ITEC 370 - Database Systems in Information Technology (3 Credits)
Survey of techniques for working with enterprise-level database systems.
Prerequisites: C or better in ITEC 265.

ITEC 390 - Special Topics in Information Technology (1-3 Credits)
Advanced concepts, issues, and trends in information technology. Course content varies and will be announced in the schedule of classes by title. May be taken twice for credit.

ITEC 399 - Independent Study (1-6 Credits)
Contract approved by instructor, advisor, and department head for undergraduate students.

Graduation with Leadership Distinction: GLD: Research

ITEC 444 - Introduction to Human Computer Interaction (3 Credits)
Human computer interaction: human factors of interactive software, methods to develop and assess interfaces, interaction styles, and design considerations.
Prerequisites: C or better in either CSCE 204 or CSCE 145; and C or better in ITEC 362.

Graduation with Leadership Distinction: GLD: Research

ITEC 445 - Advanced Networking (3 Credits)
Advanced administration of client/server networks with major emphasis on network operating system software.
Prerequisites: C or better in ITEC 245.

ITEC 447 - Management of Information Technology (3 Credits)
Overview of current practices and trends in end-user technology and information system management.
Prerequisites: C or better in ITEC 101 and ITEC 245.

ITEC 472 - Directed Teaching in High School (Business Education) (12 Credits)
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

ITEC 475 - Mainframe Systems (3 Credits)
Introduction to the large scale computer systems used by businesses to support thousands of simultaneous users and process millions of transactions.
Prerequisites: C or better in ITEC 352, or C or better in CSCE 146.

Cross-listed course: CSCE 415

ITEC 476 - Job Control Language (3 Credits)
Programming in job control language used to process batch jobs on mainframe computers. Use of standard system utility programs.
Prerequisites: C or better in ITEC 352, or C or better in CSCE 146.

ITEC 493 - Information Technology Security for Managers (3 Credits)
Information technology security from a managerial perspective, including security awareness, risk assessment, and security policy development.
Prerequisites: C or better in ITEC 445.
ITEC 495 - Professional Internship (6 Credits)
Internship coordinated by a faculty member and supervised by an approved business supervisor. Contract approved by instructor, advisor, and department head is required for undergraduate students.
Prerequisites: C or better in ITEC 301.

Experiential Learning: Experiential Learning Opportunity

ITEC 544 - Training Systems (3 Credits)
Theory, design, and implementation of technology-based training systems, including hardware and software solutions.
Prerequisites: C or better in ITEC 444.

ITEC 545 - Telecommunications (3 Credits)
Telecommunications systems, applications, and equipment allowing for the global dissemination of information.
Prerequisites: C or better in ITEC 245.

ITEC 552 - Linux Programming and Administration (3 Credits)
Shell scripting and administration in the Linux operating system.
Prerequisites: C or better in ITEC 204, or C or better in CSCE 145.

ITEC 560 - Project Management Methods (3 Credits)
Project management principles and standard practices, including software applications for project management.
Prerequisites: C or better in ITEC 362; and C or better in either ITEC 264 or MGSC 290.

ITEC 562 - Advanced Web Support Systems (3 Credits)
The development of advanced, dynamic, Web-based information systems, including the integration of back-end database-records management systems.
Prerequisites: C or better in ITEC 362.

ITEC 564 - Capstone Project for Information Technology (3 Credits)
Application of project management software, technologies, and practices to the design and implementation of real-world capstone projects.
Prerequisites: C or better in both ITEC 362 and ITEC 560.

ITEC 570 - Database Management and Administration (3 Credits)
Introduction to database administration and implementation using an enterprise-level Relational Database Management System (RDBMS).
Prerequisites: C or better in ITEC 370.

ITEC 590 - Special Topics in Integrated Information Technology (3 Credits)
Advanced concepts, issues, and trends in technology support and training management. Course content varies and will be announced in the schedule of classes by title. May be repeated twice for credit.

Interdisciplinary Studies (IDST)
IDST 390 - Introduction to Interdisciplinary Inquiry (3 Credits)
A study of the history, philosophy, and theory of and modes of inquiry in interdisciplinary studies.

International Business (IBUS)
IBUS 301 - Introduction to International Business (3 Credits)
Provides an introduction to frameworks, tools, and factual knowledge useful for understanding the institutional and competitive environment and managerial challenges of firms engaged in international business. Restricted to business administration majors. International business majors excluded.
Prerequisites: MKTG 350, FINA 363.

Graduation with Leadership Distinction: GLD: Global Learning

IBUS 310 - Globalization and Business (3 Credits)
The business opportunities and threats for individuals, companies, and countries created by the growth of globalization, and how companies must operate in diverse foreign environments and engage in specialized transactions.
Graduation with Leadership Distinction: GLD: Global Learning

IBUS 401 - International Financial Management (3 Credits)
The financial management of a multinational business enterprise.
Prerequisites: ECON 222 and FINA 363.

Graduation with Leadership Distinction: GLD: Global Learning

IBUS 402 - International Marketing (3 Credits)
Cultural, legal, political, and economic factors affecting international marketing of products and services. Emphasis on differences in life styles, beliefs, attitudes, etc., and their influences upon marketing decisions.
Prerequisites: MKTG 350.

Graduation with Leadership Distinction: GLD: Global Learning

IBUS 403 - International Entrepreneurship (3 Credits)
Develop a business plan for a global startup, integrate international strategy into the business model and financing strategy, analyze the costs of internationalization.
Prerequisites: IBUS 310.

IBUS 405 - International Information Systems (3 Credits)
An examination of the challenges and opportunities associated with the development, management, and use of global information systems.
Cross-listed course: MGSC 405
Graduation with Leadership Distinction: GLD: Global Learning

IBUS 406 - International Human Resource Management (3 Credits)
This course examines how human resources are managed within a global context. It examines how human resources are managed within global firms as well as across different cultural settings.
Prerequisites: MGMT 374.

Cross-listed course: MGMT 406
Graduation with Leadership Distinction: GLD: Global Learning

IBUS 412 - Business Anthropology (3 Credits)
Analyze the relevance of anthropological theory for business, diverse business cultures, and their impact on global business practices.
Prerequisites: IBUS 310.

Graduation with Leadership Distinction: GLD: Global Learning

IBUS 421 - Foreign Market Entry and Growth (3 Credits)
International market selection, global market entry, and growth and regional expansion strategies. Topics covered through readings, case studies, and an international marketing simulation game.
Prerequisites: IBUS 310.
IBUS 423 - Cross-Cultural Behavior and Negotiations (3 Credits)
Understanding of cross-cultural differences and their effects on individual behavior and business practices in organizations.
Prerequisites: IBUS 310.

Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

IBUS 424 - Exporting and Importing (3 Credits)
The conduct of international trade, including terms of sale (INCOTERMS), financing arrangements, means of payment, credit insurance, shipping and insurance issues, support services, and trade facilitation.
Prerequisites: IBUS 310.

Graduation with Leadership Distinction: GLD: Global Learning

IBUS 425 - Competitive Strategies in Developing Countries (3 Credits)
Strategies multinational companies use to compete in developing countries. Topics include management of political risk, impact of culture, and corporate responsibility and ethics.
Prerequisites: IBUS 310.

Graduation with Leadership Distinction: GLD: Global Learning

IBUS 426 - Global Competitive Analysis (3 Credits)
The course examines how to leverage the competitive advantage of the firm to another country, access comparative advantages of another location, and link these two to create cross-country advantages.
Prerequisites: IBUS 310.

Graduation with Leadership Distinction: GLD: Global Learning

IBUS 427 - Global Stakeholder Management (3 Credits)
Survey of the managerial, political, economic, sociological and psychological foundations of global stakeholder management and engagement through extant theory and case study examples of successful and failed stakeholder management strategies in various industries and multiple countries.
Prerequisites: IBUS 310.

Graduation with Leadership Distinction: GLD: Global Learning

IBUS 428 - Islamic Economics and Finance (3 Credits)
Introduction to Islamic economics and financial systems and their relationship to multinational corporations and international business.
Prerequisites: IBUS 310.

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning

IBUS 429 - Comparative Innovation Systems (3 Credits)
To analyze how innovation is approached by firms in different institutional climates around the world.
Prerequisites: IBUS 310.

Graduation with Leadership Distinction: GLD: Global Learning

IBUS 430 - Research in International Business (3 Credits)
This seminar introduces students to research issues related to conducting studies in a cross-cultural setting. Students also develop an awareness of current international research programs.
Prerequisites: C or better in both IBUS 310, and MGSC 291.

Graduation with Leadership Distinction: GLD: Research

IBUS 431 - Intercultural Competencies for Working in International Teams (3 Credits)
How to recruit, lead, and collaborate more effectively in international teams by examining differences related to culture, work-values, economic climate, and career progression.
Prerequisites: IBUS 310.

Cross-listed course: MGMT 431

IBUS 432 - The Business Case for Services Offshoring (3 Credits)
How to formulate and present a professional judgment on a corporate initiative (like services offshoring) with a sound business case based on the elements of cost, benefit, risk, and strategic flexibility.
Prerequisites: IBUS 310.

IBUS 433 - Economic Globalization: Leadership and the Transnational Mindset (3 Credits)
Explore evolving and emerging issues facing international business leaders in the 21st century to develop a greater understanding of economic globalization and the intersection of the public, private, and non-profit sectors and their interrelationship with particular emphasis on security.
Prerequisites: IBUS 310.

IBUS 434 - Social Networks and Global Leadership (3 Credits)
Survey of social network theories and evidence, such that you are able to better identify, build, and navigate the social settings in which your career unfolds. Concepts are applied to several case studies of multinational enterprises to illustrate the network coordination challenges of global business.
Prerequisites: IBUS 310.

IBUS 435 - Market Development and Global Strategy (3 Credits)
Prerequisites: C or better in IBUS 310.

IBUS 436 - Risk Management and Security Strategies in International Business (3 Credits)
An interdisciplinary understanding of how multinational enterprises interact with political, sociocultural and economic environments worldwide and the ability of leaders to develop effective strategies in navigating complex security risks. Prerequisite: FINA 341 for Finance Majors.
Prerequisites: IBUS 310 for IB Majors. FINA 341 for Finance Majors.

IBUS 441 - Business in Latin America (3 Credits)
Discussion of the contemporary business environment of and business practices in the countries of Latin America.
Prerequisites: IBUS 310.

Graduation with Leadership Distinction: GLD: Global Learning

IBUS 442 - Business in Asia (3 Credits)
Discussion of business environments and business practices in countries in Asia.
Prerequisites: IBUS 310.

Graduation with Leadership Distinction: GLD: Global Learning
Graduate Level.

Prerequisite or Corequisite:

Prerequisites:

IBUS 443 - Business in Europe (3 Credits)
Discussion of business environments and business practices in the countries from Western, Central, and Eastern Europe and Russia.
Prerequisites: IBUS 310.

Graduation with Leadership Distinction: GLD: Global Learning

IBUS 444 - Business in Africa (3 Credits)
Discussion of business environments and business practices in the countries of Africa.
Prerequisites: IBUS 310.

Graduation with Leadership Distinction: GLD: Global Learning

IBUS 490 - Specialized Study in International Business (0-12 Credits)
Topics in international business. Reading and research on selected topics in the practices in the international business environment. Course content varies and will be announced in the schedule of courses by title.
Graduation with Leadership Distinction: GLD: Global Learning

IBUS 519 - Social Networks and Global Leadership (3 Credits)
A survey of social network theories and evidence that provide theoretical, empirical, and practical examples of how different social network configurations achieve different function goals. Concepts are applied to case studies of multinational enterprises to illustrate the network coordination challenges of global business.
Prerequisites: C or better in IBUS 310.

IBUS 521 - Ethnographic Methods in International Marketing (3 Credits)
Analyze the relevance of anthropological theory for business, diverse business cultures, and their impact on global business practices.
Graduation with Leadership Distinction: GLD: Global Learning

IBUS 541 - Business in Latin America (3 Credits)
Discussion and analysis of business environments and business practices in the countries of Latin America.
Prerequisites: IBUS 310 for Undergraduates.

Prerequisite or Corequisite: DMSB 714 or IBUS 705 or IBUS 707 for Graduate Level.

IBUS 542 - Business in Asia (3 Credits)
Discussion and analysis of business environments and business practices in the countries of Asia.
Prerequisites: IBUS 310 for Undergraduates.

Prerequisite or Corequisite: DMSB 714 or IBUS 705 or IBUS 707 for Graduate Level.

Graduation with Leadership Distinction: GLD: Global Learning

IBUS 543 - Business in Europe (3 Credits)
Discussion and analysis of business environments and business practices in the countries of Europe.
Prerequisites: IBUS 310 for Undergraduates.

Prerequisite or Corequisite: DMSB 714 or IBUS 705 or IBUS 707 for Graduate Level.

IBUS 544 - Business in Africa (3 Credits)
Discussion and analysis of business environments and business practices in the countries of Africa.
Prerequisites: IBUS 310 for Undergraduates.

Prerequisite or Corequisite: DMSB 714 or IBUS 705 or IBUS 707 for Graduate Level.

Graduation with Leadership Distinction: GLD: Global Learning

IBUS 590 - Specialized Study in International Business (0-3 Credits)
Topics in international business. Reading and research on selected topics in the practices in the international business environment.
Prerequisites: C or better in IBUS 310.

Italian (ITAL)

ITAL 121 - Elementary Italian (4 Credits)
Grammar and practical vocabulary necessary for fundamental communication skills.
Carolina Core: GFL

ITAL 122 - Basic Proficiency in Italian (3 Credits)
Practice and further development of essential listening, reading, speaking, and writing skills.
Prerequisites: ITAL 121.

Carolina Core: GFL

ITAL 130 - Accelerated Basic Proficiency in Italian (6 Credits)
Accelerated development of essential listening, reading, speaking, and writing skills to obtain the Basic Proficiency Level in Italian. Credit may be received only for one of the following: ITAL 121 and ITAL 122, or ITAL 130.

ITAL 221 - Intermediate Proficiency in Italian I (3 Credits)
Practice and rapid development of accurate skills in speaking, listening, reading and writing. Features BBC television course.
Prerequisites: ITAL 122.

ITAL 222 - Intermediate Proficiency in Italian II (3 Credits)
Practice and further rapid development of accurate skills in speaking, listening, reading and writing. Features BBC television course.
Prerequisites: ITAL 221.

ITAL 230 - Accelerated Intermediate Italian (6 Credits)
Accelerated development of intermediate level listening, reading, speaking, and writing skills in Italian. Credit may be received only for one of the following: ITAL 221 and ITAL 222, or ITAL 230.
Prerequisites: ITAL 122 or ITAL 130.

ITAL 310 - Italian Conversation (3 Credits)
Oral practice with advanced protocols of Italian conversation, focusing on perfecting rhythms and tonalities, and on a clear presentation of meaning.

ITAL 311 - Writing in Italian (3 Credits)
Introduction to letter, short essay, and creative writing, and to newspaper reports and selected essays as models of self-expression.
Prerequisites: ITAL 222.

ITAL 350 - Advanced Italian Study Abroad (3-6 Credits)
Intensive language practice, emphasizing oral proficiency skills and advanced conversational protocols. Classroom instruction by native speakers, extensive contact with native environment, field trips. May be repeated for credit by permission.
Prerequisites: ITAL 122.
ITAL 398 - Selected Topics (3 Credits)
Intensive study of selected literary and cinematic topics of the Italian world. May be repeated for credit as topic varies by title. Taught in English.

ITAL 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

ITAL 400 - Contemporary Italian Civilization (3 Credits)
Significant values in the Italian cultural heritage, as presented in native print and visual media.
Prerequisites: ITAL 310 and ITAL 311, or ITAL 350.

Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

ITAL 404 - Twentieth Century Italian Literature (3 Credits)
Selected plays, short stories, novels and poems which characterize quality achievements by Italians, and which promote a better understanding of Italian life.
Prerequisites: ITAL 310 and ITAL 311, or ITAL 350.

ITAL 405 - The Italian Love Lyric (3 Credits)
Italian love poetry, beginning with the "Dolce Stil Nuovo" of the late Middle Ages and ending with post-WWII avant-garde poetry.
Prerequisites: ITAL 310 and ITAL 311, or ITAL 350.

ITAL 406 - Business Readings in Italian (3 Credits)
Selected literature from the Italian business world, such as correspondence, brochures, specialized newspapers and magazines, biographies of businessmen, prospectuses, and annual reports.
Prerequisites: ITAL 310, ITAL 311 and ITAL 312, or ITAL 350.

ITAL 407 - Advanced Conversation and Composition (3 Credits)
Prepares students for making lengthy formal reports in Italian, both written and oral, on topics of importance for success within an Italian environment.
Prerequisites: ITAL 310 and ITAL 311, or ITAL 350.

ITAL 411 - Italian Literature in Translation (3 Credits)
Italian writers, focusing on the works of Dante, Petrarch, and Boccaccio, with additional selections from later authors.

ITAL 412 - Post-World War II Italian Cinema (3 Credits)
Italian films of high esthetic value that present major cultural concerns of post-WWII Italians. Skills in film criticism and analysis. Films are subtitled. Taught in English.

ITAL 499 - Senior Project (3-6 Credits)
Directed independent research project, with a formal presentation and public discussion.
Graduation with Leadership Distinction: GLD: Research

ITAL 560 - Independent Studies in Italian Literature (1-3 Credits)
Special topics in Italian literature.

ITAL 561 - Independent Studies in Italian Literature (1-3 Credits)
Special topics in Italian literature.

ITAL 615 - Intensive Readings in Italian (3 Credits)
Graduate students fulfill their foreign language reading requirement with successful completion of the course. Undergraduates may take the course as an elective only.

Japanese (JAPA)

JAPA 121 - Elementary Japanese (4 Credits)
Grammar and practical vocabulary necessary for fundamental communication skills. Assumes no prior experience in the language.
Carolina Core: GFL

JAPA 122 - Basic Proficiency in Japanese (3 Credits)
Practice and further development of essential listening, reading, speaking, and writing skills. Admission only by successful completion of Japanese 121.
Prerequisites: JAPA 121.

Carolina Core: GFL

JAPA 221 - Intermediate Japanese I (3 Credits)
Review and continuation of fundamentals of the language; development of oral and reading skills.
Prerequisites: JAPA 122 or JAPA 123.

JAPA 222 - Intermediate Japanese II (3 Credits)
Review and continuation of fundamentals of the language; development of written and oral expression.
Prerequisites: JAPA 221.

JAPA 224 - Reading and Writing Japanese (3 Credits)
Acquisition and advancement of kanji literacy and writing skills. Development of foundational skills to review basic kanji and to aid in inferring the meaning of higher level kanji. Covers 250 kanji characters with complementary instruction through many mediums (brush writing, postcards, meishi).
Prerequisites: JAPA 121 and JAPA 122.

JAPA 240 - Introduction to Japanese Culture (3 Credits)
Introduction to Japanese culture through an examination of cultural elements such as traditions, arts, history, geography, people, society, and religion. Taught in English.
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

JAPA 321 - Advanced Japanese I (3 Credits)
Improvement of skills in conversation and composition; advanced reading in modern Japanese materials.
Prerequisites: JAPA 222 or JAPA 223.

JAPA 322 - Advanced Japanese II (3 Credits)
Continuation of JAPA 321, with emphasis on strengthening proficiency in the use of Kanji.
Prerequisites: JAPA 321.

JAPA 331 - Japanese for Business I (3 Credits)
Development of language skills specific to the Japanese business world and its practices.
Prerequisites: JAPA 222 or JAPA 223.

JAPA 332 - Japanese for Business II (3 Credits)
This is a continuation of JAPA 331.
Prerequisites: JAPA 331.

JAPA 340 - Introduction to Japanese Culture and Literature (3 Credits)
Introduction to Japanese literature and its cultural background. Conducted in English, but some background of Japanese is recommended.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences
JAPA 341 - Modern Japanese Literature (3 Credits)
Survey of modern Japanese literature and its cultural background up to the present. Conducted in English, but some knowledge of Japanese is required.
Prerequisites: JAPA 340.

JAPA 350 - Japanese Culture and Society through Film (3 Credits)
Examination of Japanese culture and contemporary society using selected films. Taught in English.

JAPA 351 - Japanese Culture and Society through Theatre (3 Credits)
Introduction to Japanese traditional theater and its influences on Japanese culture and society. Taught in English.
Cross-listed course: THEA 369

JAPA 353 - Japanese Culture and Society through Animation (3 Credits)
Examination of Japanese culture and contemporary society through studying of popular animations. Taught in English.

JAPA 398 - Selected Topics (3 Credits)
Intensive study of selected topics in Japanese literature and culture. May be repeated for credit as topic varies by title. Taught in English.

JAPA 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

JAPA 421 - Advanced Japanese III (3 Credits)
Development of proficiency in speaking, reading, and writing through advanced studies of authentic Japanese materials.
Prerequisites: JAPA 322, JAPA 323.

JAPA 422 - Advanced Japanese IV (3 Credits)
Strengthening proficiency in writing and reading.
Prerequisites: JAPA 421.

JAPA 500 - Japanese Language in Society (3 Credits)
Japanese language and communication in its sociocultural context; emphasis on comparison with American English. Taught in English.

Cross-listed course: LING 546

**Jewish Studies (JSTU)**

JSTU 218 - Convergence and Divergence in African American and Jewish Relations: Historical and Contemporary (3 Credits)
An examination of African American and Jewish American inter-ethnic, historical and contemporary connections and disconnections. Implications for educational, social, and social settings are considered.
Cross-listed course: AFAM 218, EDTE 218
Carolina Core: GSS, VSR

JSTU 230 - Introduction to Judaism (3 Credits)
Overview of Jewish experiences, beliefs, practices from a contextual point of view.
Cross-listed course: RELG 230

JSTU 301 - Hebrew Bible (Old Testament) (3 Credits)
Modern study of the Hebrew Bible from historical, literary, and archeological points of view. Reading and analysis of texts in translation.
Cross-listed course: RELG 301

JSTU 373 - Literature and Film of the Holocaust (3 Credits)
Film, poetry and literature created in response to the Holocaust as the means for a decades long cultural discussion, in European and American societies, of the moral and religious implications of the Holocaust on our self-understandings as religious and moral beings.
Cross-listed course: RELG 373

Graduation with Leadership Distinction: GLD: Global Learning

JSTU 381 - Jewish History I: Late Antiquity to 1500 (3 Credits)
The religious, cultural, social, and political conditions that shaped the Jewish experience in the Near East and Europe from Late Antiquity to 1500.
Cross-listed course: HIST 383, RELG 381

JSTU 382 - Jewish History II: 1500 to the Present (3 Credits)
Case studies of Jewish history in Europe, America, and the land of Israel, 1500 to the present.
Cross-listed course: HIST 384, RELG 382

JSTU 387 - Jews and Muslims (3 Credits)
Jewish-Muslim relations in the Near East and the US; an exploration of Jewish-Muslim encounters, issues of religious law, politics, radical religious ideologies, and their repercussions for today.
Cross-listed course: RELG 387

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

JSTU 388 - Kabbalah: Science, Religion and Nature in Western History (3 Credits)
Historical investigation of kabbalah, a philosophical system and mystical current common to Judaism, Islam, and Christianity, from the medieval period to the present; focus on its formative role in early modern Western cosmology and science, and its ecological implications today.
Cross-listed course: HIST 388, RELG 388

JSTU 389 - Jewish History II: 1500 to the Present (3 Credits)
Examination of Jewish history in Europe, America, and the land of Israel, 1500 to the present; focus on its formative role in early modern Western cosmology and science, and its ecological implications today.
Cross-listed course: HIST 388, RELG 388

JSTU 390 - Jewish History I: Late Antiquity to 1500 (3 Credits)
Examination of Jewish history in Europe, America, and the land of Israel, 1500 to the present; focus on its formative role in early modern Western cosmology and science, and its ecological implications today.
Cross-listed course: HIST 388, RELG 388

JSTU 391 - Special Topics in Jewish Studies (3 Credits)
Intensive study of special topics in Jewish Studies; may emphasize interdisciplinary themes. Maybe be repeated as content varies by title.

JSTU 392 - History of the Holocaust (3 Credits)
Introduction to Nazi Germany's systematic mass-murder of Europe's Jews and other minorities during war. Examination of forces that led to the Holocaust, including scientific racism, Nazi policy implementation, and dynamics of annihilation during war.
Cross-listed course: HIST 380

**Journalism (JOUR)**

JOUR 101 - Media and Society (3 Credits)
Principles, history, philosophies, theories of the mass media and allied professions and their societal role and impact.
JOUR 201 - Principles of Public Relations (3 Credits)
Methods used by business, government, consumer groups, minorities, environmentalists, and others to influence public attitudes toward their activities.

JOUR 202 - Principles of Advertising and Brand Communications (3 Credits)
An introduction to the advertising and strategic communications industries. Discussion of the structure and history of the business, social impacts and regulation, research, planning, creative, media planning, sales promotion, event promotion and the integrated nature of all promotional communication.

JOUR 203 - Principles of Visual Communications (3 Credits)
Theory and history of visual communication in the mass media emphasizing informational and persuasive messages created by graphic, photographic, and multimedia processes.

JOUR 204 - Principles of Journalism (3 Credits)
Principles and foundations of journalism to reflect both how journalism serves communities and how its techniques are developed to effectively communicate to audiences.

JOUR 205 - History and Philosophy of the Mass Media (3 Credits)
Development of the mass media in the United States from colonial times to the present. The effects of American social, cultural, political, and economic theory on the media.

JOUR 215 - Special Topics in Mass Communications (3 Credits)
Readings, critical review, discussion and analysis addressing significant issues in mass communications. Topics may change from term to term. May be repeated for credit with different course topics.

JOUR 220 - Account Planning: Mining Insights (3 Credits)
Topics include data mining from secondary sources, and use of primary research tools such as surveys, focus groups, ethnography and projective techniques.

Prerequisites: JOUR 101 and STAT 201 or equivalent.

Graduation with Leadership Distinction: GLD: Research

JOUR 244 - Special Topics in Sports Media (3 Credits)
Topics addressing issues in the world of the sports media. Topics may change from term to term. May be repeated for credit with different topics.

JOUR 245 - Live Television Sports Production (3 Credits)
This course is designed to introduce students to all aspects of live television production of various venue sporting events. Through readings, lectures and hands-on experience, students will learn how major broadcast networks produce live sports events.

JOUR 261 - Journalism Trends (3 Credits)
Study and analysis of current and emerging issues in journalism philosophy and practice and how audiences perceive it. Emphases may change as practices evolve and issues emerge.

JOUR 291 - Writing for Mass Communications (3 Credits)
Basic writing skills for all areas of the mass media. Lecture-laboratory.
Prerequisites: C or better in ENGL 101 and ENGL 102.

JOUR 303 - Law and Ethics of Mass Communications (3 Credits)
Examination of First Amendment free speech and press guarantees and limitations, including commercial speech regulation, libel, privacy, copyright, trademark and open records and meetings, and related ethical principles for mass communications professionals.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

JOUR 304 - Internet and Social Media Law (3 Credits)
Examination of the origins and history of First Amendment and related law and ethics, with an emphasis on how they apply to the Internet and social media.

JOUR 306 - Theories of Mass Communications (3 Credits)
Survey of predominant theories in mass communications including mass media uses, functions, and effects. 
Prerequisites: JOUR 201.

JOUR 308 - Media and Youth (3 Credits)
An introduction to media uses and effects research, considering cognitive, affective, and social development as a framework for analyzing media effects on youth.

JOUR 311 - Minorities, Women, and the Mass Media (3 Credits)
The study of the relationship among persons of color, women, and the mass media in the United States.

Cross-listed course: WSST 311

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

JOUR 316 - Toolkit for Brand Communications (3 Credits)
The theories, principles and conventions of powerful brand communications, both visual and verbal.

Prerequisites: JOUR 202 and JOUR 291.

Corequisite: JOUR 316L.

JOUR 316L - Toolkit for Brand Communications Lab (1 Credit)
Project execution related to visual and verbal concepts of brand communications.

Prerequisites: JOUR 202 and JOUR 291.

Corequisite: JOUR 316.

JOUR 329 - A Focused Look at Brand Communications (1 Credit)
Topics in advertising and strategic communications. Individual topics and
Prerequisites: to be announced with title.

JOUR 330 - Advertising and Brand Communications Speakers Series (1 Credit)
Advertising and brand communications industry experts share insights about industry trends, innovative campaigns and careers.

Prerequisites: JOUR 101.

JOUR 331 - Social Media Marketing Strategy (3 Credits)
Instruction on how to align social media with business objectives and overall communication strategies; and exploration of how organizations have incorporated social media into various departmental functions.

Prerequisites: C or better in all of the following JOUR 291; JOUR 201 or JOUR 202.

JOUR 332 - Mass Communications Research (3 Credits)
Fundamentals of mass communications research methods and applications. Survey, observational and experimental research; primary research data-gathering techniques; secondary research sources; data analysis; message, market, competitive and audience research measures.

Prerequisites: JOUR 201 and a course in basic statistics.
JOUR 333 - Public Relations for Nonprofit Organizations (3 Credits)
Theory and practice of developing public relations strategies and messaging for nonprofit organizations with a focus on audience research, donor relations, membership recruitment and fund raising.
Prerequisites: JOUR 291.

Graduation with Leadership Distinction: GLD: Community Service

JOUR 340 - Special Topics in Public Relations (3 Credits)
Special topics course addressing current issues, problems, and/or trends in public relations. Topics may change from term to term. May be repeated for credit with different course topics.

JOUR 343 - Social Media for Sports Media (3 Credits)
Effective social media use in the world of the sports media. Topics relating to advertising, journalism, public relations, visual communications, and mass communications will be discussed. Provides contextual background on various social media and uses exercises to develop best practices.

JOUR 345 - Gender, Sexuality, and Sports Media (3 Credits)
How the sports media culture helps create and maintain, as well as challenge, inequalities based on gender and sexual identity. Students will learn how gender and sexuality are constructed through sports media and how they intersect with race, class, able-bodiedness and nationality.

JOUR 346 - Graphics for Visual Communications (3 Credits)
The personal computer and software related to the design and production of graphic and photographic images for print and onscreen media.
Prerequisites: JOUR 203.

JOUR 347 - Photography for Visual Communications (3 Credits)
Introductory photography that includes digital SLR camera use, multiple lenses, lighting, editing and distribution for web and display. Emphasis is on storytelling images for publication in editorial and persuasive media.
Prerequisites: JOUR 203.

JOUR 348 - Creative Thinking and Problem Solving (3 Credits)
This course introduces the fundamental principles of creative behavior. Theoretical and practical methods of problem-solving as well as discovery, evaluation, and implementation of new ideas.

JOUR 361 - Introductory Reporting and Writing (2 Credits)
Basics of news reporting: Story generation, critical thinking, story development, writing, shooting and editing broadcast stories, writing Web stories, using visual components of still pictures, graphics and video.
Prerequisites: JOUR 291.

JOUR 361L - Introductory Reporting and Writing Lab (1 Credit)
Basics of news reporting: Story generation, critical thinking, story development, writing, shooting and editing broadcast stories, writing Web stories, using visual components of still pictures, graphics and video.
Prerequisites: JOUR 291.

Corequisite: JOUR 361.

JOUR 362 - Editing (3 Credits)
Skills and techniques required in preparing stories for publication. Laboratory work includes editing various kinds of copy and writing headlines.
Prerequisites: JOUR 291.

JOUR 371 - Social Media and Mobile Journalism (3 Credits)
This course provides an introduction on how to use online social platforms and mobile tools following journalistic editorial guidelines. Students will get an overview of the digital-first mindset that informs and enriches their professional preparation.
Prerequisites: C or better in JOUR 204 and JOUR 291.

JOUR 382 - Business Basics for Communications (3 Credits)
Students will gain a fundamental understanding of business and how write about it. Students will learn how various aspects of business, finance and the economy relate to individuals, communities, companies, governments and world events and how to communicate that impact.

JOUR 384 - Professional Perspectives in Business Communications (1 Credit)
These classes focus on specific areas of business communications to either deepen students’ understanding of the subject or improve their ability with a particular skill (reporting, writing, editing, videography, social media, etc.). These topics may change from term to term.
Prerequisites: C or better in JOUR 382.

JOUR 391 - Sports Media and Society (3 Credits)
History of sports media and an analysis of current relationships between the sports industry, athletes, media, social media and the audience.

JOUR 392 - Podcasting and Audio Production (3 Credits)
This course is designed to teach you the fundamentals of audio storytelling, from conception and field gathering skills to editing for the ear and basic non-linear audio production. You will learn to distinguish the ways audio stories differ from those in print, and produce different types of media projects.
Prerequisites: JOUR 203.

JOUR 393 - Digital Signage (3 Credits)
This class is designed to teach students the what is rapidly becoming the “fifth screen” digital signage, its place in modern communications, some of the issues surrounding it and how to create and evaluate content for it. Students will evaluate the SJMC digital signage system and may create content for it.
Prerequisites: JOUR 291.

JOUR 398 - Diversity Topics in Mass Media (3 Credits)
Topics addressing the intersection of race, gender, sexual orientation, or other forms of diversity or marginality and mass media. Topics may change from term to term. May be repeated for credit with different topics.

JOUR 399 - Special Topics (3 Credits)
Topics in journalism and mass communications. Individual topics and Some topics may have prerequisites; check with student services or the syllabus for the section you are interested in.
Prerequisites: to be announced; check with student services or the syllabus for the section you are interested in.

JOUR 400 - Digital Media and Big Data Analysis (3 Credits)
Understanding digital media concepts including AI, blockchain, net neutrality, big data, privacy, and network analysis.

JOUR 416 - Creative: Strategy to Execution (3 Credits)
Principles and practices of developing creative and effective brand communications and to acquire proficiency in execution of brand communications.
Prerequisites: JOUR 220 and JOUR 316.
JOUR 419 - Special Topics in Advertising (3 Credits)
Topics addressing contemporary issues in advertising and brand communications. Topics may change from term to term. May be repeated for credit with different topics.

JOUR 421 - Media Analysis (3 Credits)
Research and development of a media plan using integrated communications approach and simulation models.
Prerequisites: JOUR 202.

Graduation with Leadership Distinction: GLD: Research

JOUR 428 - Super Bowl Commercials (3 Credits)
An exploration of how Super Bowl commercials reflect and influence our society. Topics include the way different groups are portrayed, the strategy behind the commercials, and how creative tactics have evolved.

JOUR 436 - Public Relations Writing (3 Credits)
Special areas of writing for public relations.
Prerequisites: JOUR 201 and JOUR 291.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

JOUR 437 - Advanced Public Relations Writing (3 Credits)
An applied writing skills laboratory that will review and create advanced types of public relations writing and study applicable theory, models and research methods.
Prerequisites: JOUR 101, JOUR 201, JOUR 291 and JOUR 436.

JOUR 438 - Media Relations (3 Credits)
Planning and writing skills to effectively execute media relations, including how to research reporters and outlets, build a media relations plan, create messaging platforms, identify and prepare spokespeople, manage crisis communications and employ social media.
Prerequisites: JOUR 436.

JOUR 440 - Leadership and Internal Relations Management (3 Credits)
Leadership and communication inside an organization as a component of public relations management; strategy, change management, ethics, employees from executive to labor, and organizational theory applied to engage internal stakeholders.
Prerequisites: C or better in JOUR 201.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

JOUR 443 - Sports Announcing (3 Credits)
This course is designed to introduce students to various aspects of live sports broadcasting. Students will learn skills and techniques that will prepare them to perform live on-air duties including game play-by-play and color analyst.
Prerequisites: C or better in JOUR 291.

JOUR 446 - Informational Graphics (3 Credits)
Visual presentation of quantitative and spatial information. Examines the planning, design, and preparation of statistical graphs, charts, timelines, diagrams, and maps.
Prerequisites: JOUR 203, JOUR 346 and STAT 110.

JOUR 447 - Photovisual Communications II: Advanced Photography (3 Credits)
Developing professional, portfolio-quality photographic images for use in the mass media.
Prerequisites: JOUR 347.

JOUR 448 - Multimedia for Visual Communications (3 Credits)
Team-based multimedia storytelling with an emphasis on studio and location lighting to produce professional-level photography projects and short videos for use in a variety of applications, including editorial assignments and persuasive communications.
Prerequisites: C or better in JOUR 347 and JOUR 447.

JOUR 449 - Design of Online Content (3 Credits)
Introduction to the skills and processes involved in the design and display of online content such as interactive graphics, animation, and video. Considerations for designing and delivering content on a variety of platforms from personal computers to mobile devices.
Prerequisites: JOUR 346.

JOUR 450 - Studio and Location Lighting for Still Photography (3 Credits)
Still photography lighting techniques for mass media applications. Emphasis on studio and on-location lighting of portraits, fashion, illustrations, food and product photography.
Prerequisites: JOUR 437.

JOUR 451 - Freelancing for Creative Professionals (3 Credits)
The theory and practice of entrepreneurship as they apply to creative professionals interested in starting their own freelance business.

JOUR 452 - Photojournalism (3 Credits)
Immersive course in long-form photojournalism storytelling. Students will spend the semester documenting a topic, with emphasis on gathering images with high technical level and compelling content. Class will edit content and create a presentation for the public compelling content.
Prerequisites: C or better in JOUR 347.

JOUR 455 - Special Topics in Visual Communications (3 Credits)
Introduction to issues surrounding the history, theory, skills and techniques of developing and niche visual communications technologies, topics, skills and concepts. Topics may change from term to term. May be repeated for credit with different topics.

JOUR 461 - Sports Journalism (3 Credits)
This course introduces students to the core principles, values, and best practices that guide the work of professional sports journalists. Students will develop skills that are necessary to function as sports journalists in today's media environment.
Prerequisites: C or better in JOUR 361.

JOUR 471 - Intermediate Reporting and Production (3 Credits)
Continuing development of students' ability to identify, gather, write, edit and present news, responsibly and ethically, across a range of formats, alone and in teams.
Prerequisites: JOUR 204, JOUR 303, JOUR 361.

Graduation with Leadership Distinction: GLD: Research

JOUR 472 - Power Producing (3 Credits)
Examines the art and skill of television news producing, providing students the opportunity to learn about the production process in a real-world, hands-on environment.
Prerequisites: C or better in JOUR 361, JOUR 346, or JOUR 347.
JOUR 475 - Special Topics in Nonfiction Storytelling with Emerging Technologies (3 Credits)
Students produce in-depth journalism projects using a range of storytelling tools and technologies, such as: websites, interactive graphics/maps, HD- and 360-video, drones, AR/VR technology, and podcasting. May be repeated for credit with different topics.
Prerequisites: C or better in JOUR 361 or JOUR 447.

Graduation with Leadership Distinction: GLD: Research

JOUR 480 - Media Management (3 Credits)
This course provides an introduction to and overview of issues and practices in media management. You will steep yourself in and become conversant about economic, industrial and societal forces that influence modern media content curation, production and distribution.

JOUR 482 - Business Reporting and Writing (3 Credits)
This course is designed to build on your basic knowledge of various aspects of business and give you the tools and skills you need to synthesize sometimes complex information and communicate it clearly and accurately to an audience.
Prerequisites: C or better in JOUR 382.

JOUR 483 - Reporting and Writing About the Economy (3 Credits)
This course is designed to build on your basic knowledge of various aspects of the economy and give you the tools and skills you need to synthesize sometimes complex information and communicate it clearly and accurately to an audience.

JOUR 491 - Communication and Information Transfer (3 Credits)
An overview of the communication models, major concepts, trends, and other related issues of information transfer with a focus on information seeking and use in digital age.
Prerequisites: JOUR 101 or SLIS 201.

Cross-listed course: SLIS 420

JOUR 499 - Special Topics (3 Credits)
Topics in journalism and mass communications. Individual topics will vary by title.
Prerequisites: to be announced in class schedule.

Graduation with Leadership Distinction: GLD: Research

JOUR 501 - Freedom, Responsibility, and Ethics of the Mass Media (3 Credits)
Historical development of freedom, responsibility, and ethics in the mass media, including communication theories, pressures, ownership.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

JOUR 504 - International Mass Communications (3 Credits)
A comparative study of world mass communications media, with particular attention to press systems, the sources and flow of international news, and the problems and implications of world communications.

JOUR 506 - Mass Media Criticism (3 Credits)
Development of critical thinking skills for analyzing mass media.
Prerequisites: JOUR 101.

JOUR 507 - Communicating Science, Health and the Environment (3 Credits)
Explores the role of journalism in shaping perceptions of scientific issues and task. Emphasis on methods of effectively communicating about science, health, and the environment.

JOUR 508 - Faith, Values, and the Mass Media (3 Credits)
Faith and values influence the media. An examination of the influence, why it happens, and of religious diversity and the increased public presence of religions, including Hinduism and Islam.
Prerequisites: JOUR 291 and junior or senior standing or consent of instructor

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

JOUR 515 - Mass Communications Capstone Portfolio (3 Credits)
Development of Mass Communications E-portfolio showcasing and reflecting on coursework and experiential learning, with a focus on leadership, as preparation for matriculation in higher education or careers in mass media.
Prerequisites: C or better in JOUR 501, JOUR 506, or JOUR 542.

JOUR 516 - Advanced Creative (3 Credits)
Development of writing styles for print and broadcast advertising.
Prerequisites: JOUR 416.

JOUR 517 - Integrated Campaigns (3 Credits)
The development of a complete, well coordinated integrated communications plan that incorporates research and analysis techniques, critical thinking, team work, creative and tactical skills.
Prerequisites: JOUR 416 and JOUR 421.

Graduation with Leadership Distinction: GLD: Research

JOUR 518 - Brand Communications Practicum/Competitions (3 Credits)
Application of advertising techniques and skills in preparation of full scale campaign.
Prerequisites: JOUR 332, JOUR 416, JOUR 421.

JOUR 521 - Interactive Communication Strategies (3 Credits)
The development of a complete, well-coordinated integrated communications plan that incorporates research and analysis techniques, critical thinking, team work, creative and tactical skills.
Prerequisites: JOUR 202 or MKTG 350.

JOUR 527 - Advertising Management (3 Credits)
The dynamics of leadership and management in the creative industries.
Prerequisites: JOUR 202.

JOUR 530 - Creative Leadership (3 Credits)
Theories of leadership as applied to creative industries. Students will engage and interact with community-based organizations to assess needs, plan communications strategies, lead student teams in developing those ideas, and present to clients. Junior standing or permission of instructor.

JOUR 531 - Public Relations Campaigns (3 Credits)
Development of public relations campaigns for business and social institutions. Case studies of public relations campaigns and programs.
Prerequisites: JOUR 201, JOUR 332, JOUR 436.

Graduation with Leadership Distinction: GLD: Community Service, GLD: Research

JOUR 533 - Public Relations Management (3 Credits)
Researching, programming, staff, budgeting, and planning public-relations programs by business, government, or consulting firms.
Prerequisites: JOUR 201, JOUR 436.
JOUR 534 - Publication Writing and Design (3 Credits)  
Publication writing and design as well as internal or constituent communications, specifically focused on an internal audience. Production of InterCom, the College of Mass Communications and Information Studies’ alumni magazine.  
Prerequisites: JOUR 291.

JOUR 536 - Crisis Communications (3 Credits)  
Introduction to crisis communications and management from a strategic, theory-based approach using research from historical and current case studies.  
Prerequisites: C or better in JOUR 436.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences  
JOUR 537 - The Carolina Agency (3 Credits)  
Participation in a functioning communications agency working for actual clients in a student-directed environment. Opportunity to both lead and be a part of a team servicing the communication needs of various clients.  
Prerequisites: JOUR 101; JOUR 201; JOUR 203 or JOUR 202; and JOUR 291.

Graduation with Leadership Distinction: GLD: Community Service, GLD: Professional and Civic Engagement Leadership Experiences  
JOUR 538 - The Bateman Team (3 Credits)  
Self-directed development and implementation of a public relations campaign as part of a national competition: PRSSA’s Bateman Competition.  
Prerequisites: JOUR 332 and JOUR 436.

JOUR 539 - Ethics in Public Relations and Public Policy (3 Credits)  
Review of the analytical process of resolving complex ethical issues and cases in public relations; study of the philosophical approaches to communication ethics.  
Prerequisites: JOUR 101.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences  
JOUR 542 - Public Opinion and Persuasion (3 Credits)  
Theory and practice of persuasive communication and the role of persuasion in shaping public opinion.

JOUR 550 - Advanced Magazine Article Writing (3 Credits)  
Writing techniques used in the preparation and marketing of major nonfiction articles for national, regional, and local publications.  
Prerequisites: JOUR 566.

JOUR 560 - Capstone Portfolio Development (3 Credits)  
Advanced techniques of graphic and multimedia design and their application to problem-solving situations in the mass media. Emphasis on portfolio development.  
Prerequisites: JOUR 446, JOUR 447, JOUR 449.

JOUR 563P - Public/Civic Journalism (3 Credits)  
To gain an understanding of theory and practice of public/civic journalism, seen by its advocates as socially responsible journalism that attempts to build civic participation and empower communities.  
Graduation with Leadership Distinction: GLD: Community Service  
JOUR 566 - Magazine Article Writing (3 Credits)  
Researching, organizing, writing, and marketing articles for publication in general and specialized publications.  
Prerequisites: JOUR 361 or JOUR 436.

JOUR 573 - Editorial and Opinion Writing (3 Credits)  
Content and style; writing of editorials, analyses, and commentaries.  
Prerequisites: JOUR 291.

JOUR 574 - Data Journalism (3 Credits)  
Acquiring, analyzing and presenting data using spreadsheets and other tools to uncover stories and provide depth and context to journalism.  
Prerequisites: JOUR 291.

JOUR 575 - Broadcast Journalism Practicum (3 Credits)  
Production of public affairs programs.  
Prerequisites: JOUR 326, JOUR 333, and JOUR 434.

Corequisite: JOUR 502, JOUR 503, and JOUR 526.

JOUR 576 - Reporting Public Affairs (3 Credits)  
Concentrated analyses of reporting in special fields, particularly in the South, including coverage of government, business, labor, the arts and sciences.  
Prerequisites: JOUR 361.

JOUR 579 - Broadcast Announcing (3 Credits)  
Theory and practice of professional broadcast announcing. Lecture-demonstration-laboratory course in principles underlying professional performance before microphones and cameras and the various broadcast performance functions.  
Prerequisites: JOUR 325.

JOUR 580 - Advanced Reporting Topics (3 Credits)  
Study and application of highly specialized reporting on topics related to current public discourse. May be repeated as content varies by title.  
Corequisite: JOUR 587, JOUR 589, and JOUR 590 or JOUR 586, JOUR 588 and JOUR 590.

JOUR 586 - Capstone I - Advanced Reporting - Broadcast and Online Journalism (3 Credits)  
Professional practice in meeting daily newscast deadlines through work on the Carolina News television newscast. Focus on polished reporting, performance and production techniques and demonstration of advanced television reporting skills under deadline pressure.  
Prerequisites: JOUR 471.

Corequisite: JOUR 588 and JOUR 590.

JOUR 587 - Capstone I - Advanced Reporting - Multimedia Journalism (3 Credits)  
Professional practice in shaping daily newscast deadlines through work on the Carolina News television newscast. Focus on polished reporting, performance and production techniques and demonstration of advanced television reporting skills under deadline pressure.  
Prerequisites: JOUR 471.

Corequisite: JOUR 588 and JOUR 590.

JOUR 588 - Capstone II - Advanced Broadcast and Online Journalism Production (3 Credits)  
Advanced newscast production skills developed in the context of producing daily Carolina News broadcast. Shape and coordinate reporting and production team under deadline pressure in newsroom setting.  
Prerequisites: JOUR 471.

Corequisite: JOUR 586 and JOUR 590.
JOUR 589 - Capstone II - Advanced Multimedia Journalism Production (3 Credits)
Editing and design employed to maximize effectiveness in the multimedia environment. Creating accurate and engaging content to reach consumers in varied ways reflecting contemporary consumer use of media.
Prerequisites: JOUR 471.
Corequisite: JOUR 587 and JOUR 590.

JOUR 590 - Capstone III - Digital Journalism (3 Credits)
Exposure to the evolving variety of journalism techniques, software programs and equipment to effectively tell compelling stories and convey information in multiple visual and interactive forms. Emphasis on extending professional skills while reinforcing current best practices.
Prerequisites: JOUR 471.
Corequisite: JOUR 586 and JOUR 588 or both JOUR 587 and JOUR 589.

JOUR 595 - Domestic Study Away in Journalism and Mass Communications (3 Credits)
Domestic study away course will focus on topics in journalism and mass communications and will be taught away from the University of South Carolina Columbia campus. Individual topics will vary by title.
Prerequisites: to be announced in class schedule.

JOUR 596 - Study Abroad in Journalism and Mass Communications (3 Credits)
Study abroad course will focus on topics in journalism and mass communications and will be taught as a study abroad experience. Individual topics will vary by title.
Prerequisites: to be announced in class schedule.

JOUR 597 - Internship in Mass Communications (1-3 Credits)
Supervised professional experience. Maximum of three hours credit. Contract approved by instructor, advisor, and department head is required.
Experiential Learning: Experiential Learning Opportunity
JOUR 598 - Directed Independent Studies (1-6 Credits)
Individual mass media projects. Contract approved by instructor, advisor, and department head is required for undergraduate students.
JOUR 599 - Advanced Special Topics (3 Credits)
Advanced topics in journalism and mass communications. Individual topics and
Prerequisites: to be announced by title in class schedule.

Latin (LATN)

LATN 109 - Beginning Latin I (3 Credits)
Introduction to grammar and practical vocabulary necessary for fundamental reading skills. Admission to 109 restricted to those who have never studied Latin, who have not studied Latin in the previous five years, or who have a score of L-1 on the placement test.
Carolina Core: GFL

LATN 110 - Beginning Latin II (3 Credits)
Introduction to grammar and practical vocabulary necessary for fundamental reading skills. Credit may not be received for both LATN 109/LATN 110 and LATN 121.
Prerequisites: LATN 109.

Carolina Core: GFL

LATN 121 - Elementary Latin (4 Credits)
Grammar and vocabulary necessary for fundamental reading skills. Assumes prior experience in Latin. Admission only by proficiency examination. Credit may be received for only one of the following: LATN 109/LATN 110 or LATN 121.
Carolina Core: GFL

LATN 122 - Basic Proficiency in Latin (3 Credits)
Practice and further development of essential reading skills.
Prerequisites: LATN 110 or LATN 121.

Carolina Core: GFL

LATN 301 - Advanced Readings in Latin Literature (3 Credits)
A survey of Latin literature designed for the student who wishes to develop a major or cognate in Latin.
Prerequisites: LATN 122.

LATN 321 - Virgil (3 Credits)
Readings from the Aeneid
LATN 322 - Latin Literature of the Golden Age (3 Credits)
Selected readings in prose and poetry of representative authors.
LATN 342 - Latin Composition (3 Credits)
A study of Latin syntax in order to translate English prose into Latin. Instruction is individualized.
LATN 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research
LATN 501 - Latin Drama (3 Credits)
Selected plays of Plautus and Terence.
LATN 502 - Cicero (3 Credits)
Readings from a variety of Cicero's works to gain a concept of the man as a humanist.
LATN 504 - Horace (3 Credits)
Readings from the Odes.
LATN 508 - Ovid (3 Credits)
Selected readings from the Metamorphoses.
LATN 513 - Tacitus (3 Credits)
Agricola or selections from the Annales.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>LATN 514</td>
<td>Livy (3 Credits)</td>
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<td>Readings from Ab Urbe Condita.</td>
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<tr>
<td>LATN 525</td>
<td>Roman Satire (3 Credits)</td>
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<td>Readings in Horace, Juvenal, and Petronius.</td>
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<tr>
<td>LATN 530</td>
<td>Latin Erotic Poetry (3 Credits)</td>
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<td>Readings from the elegies of Catullus, Tibullus, Propertius, and Ovid.</td>
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<tr>
<td>LATN 537</td>
<td>Lucretius (3 Credits)</td>
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<td>Readings from the De Rerum Natura.</td>
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<tr>
<td>LATN 540</td>
<td>Renaissance Latin (3 Credits)</td>
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<td>An examination of several genres of Latin writing from Europe during the period 1400-1600, emphasizing, but not limited to, Italian writers.</td>
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<tr>
<td>LATN 551</td>
<td>History of Latin Literature from the Origins to</td>
<td>(3 Credits)</td>
<td>Readings from the Twelve Tables to Virgil, supplemented by readings in history and scholarship. Designed to prepare majors and honors students for further study.</td>
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<td>the Golden Age</td>
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<tr>
<td>LATN 552</td>
<td>History of Latin Literature in the Silver Age</td>
<td>(3 Credits)</td>
<td>Readings from Ovid to Ammianus, supplemented by readings in history and scholarship. Designed to prepare majors and honors students for further study.</td>
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<tr>
<td>LATN 560</td>
<td>Independent Study (1-3 Credits)</td>
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<td>Special projects for independent study and research.</td>
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<td></td>
<td>Special projects for independent study and research.</td>
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<tr>
<td>LATN 580</td>
<td>Teaching Advanced Latin in Secondary School</td>
<td>(3 Credits)</td>
<td>Methods and materials for teaching the Latin Advanced Placement courses in secondary school.</td>
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<tr>
<td>LATN 614</td>
<td>Intensive Grammar Review in Latin (3 Credits)</td>
<td></td>
<td>Intensive grammar review for non-majors; designed as preparation for LATN 615.</td>
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<tr>
<td>LATN 615</td>
<td>Intensive Readings in Latin (3 Credits)</td>
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<td>Intensive reading for non-majors. Graduate students fulfill their foreign-language reading requirement with successful completion of the course. Undergraduates may take the course as an elective only.</td>
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</table>

**Latin American Studies (LASP)**

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>LASP 201</td>
<td>Latin American, Caribbean, and Latino/a Cultures</td>
<td>(3 Credits)</td>
<td>Interdisciplinary introduction to the diversity of landscapes and political and social issues in Latin America's history. Films, lectures, and readings provide an overall comprehensive perspective. Lectures by faculty in Spanish, Portuguese, anthropology, and history.</td>
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<td></td>
<td>through Film</td>
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<td>Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy. GLD: Global Learning</td>
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<tr>
<td>LASP 301</td>
<td>Interdisciplinary Study of Latin America (3</td>
<td>(3 Credits)</td>
<td>Anthropology, geography, history, politics, language, and culture of Latin America. Graduation with Leadership Distinction: GLD: Global Learning</td>
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<td>Credits)</td>
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<tr>
<td>LASP 305</td>
<td>Working with Hispanic Clients (3 Credits)</td>
<td></td>
<td>Crosscultural approaches to interactions with persons of Hispanic origin in a variety of professional settings. Readings, speakers, media. Taught in Spanish. Departmental permission required for transfer students.</td>
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<td>Prerequisites: B or better in SPAN 210 or SPAN 211; placement at 300 level on Phase II placement exam.</td>
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<td>Cross-listed course: SPAN 305 Graduation with Leadership Distinction: GLD: Community Service, GLD: Global Learning</td>
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<tr>
<td>LASP 311</td>
<td>Latin American Cultures (3 Credits)</td>
<td></td>
<td>Comparative study of selected Latin American cultures with emphasis on their significance for a broader anthropological theory.</td>
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<td>Cross-listed course: ANTH 301 Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences</td>
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<tr>
<td>LASP 315</td>
<td>South American Indian Cultures (3 Credits)</td>
<td></td>
<td>An examination of ethnographic data on South American Indians, emphasizing methods used to acquire those data and their applications to theoretical considerations.</td>
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<td>Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences</td>
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<tr>
<td>LASP 322</td>
<td>Mesoamerican Prehistory (3 Credits)</td>
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<td>Cultural development and variation in Mesoamerica from the first arrival of man to the arrival of Europeans. Particular attention to cultural continuities from prehistoric times.</td>
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<td>Cross-listed course: ANTH 331 Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences</td>
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<tr>
<td>LASP 325</td>
<td>Prehistoric Civilizations of the New World</td>
<td>(3 Credits)</td>
<td>Study of Mesoamerican and South American civilizations, particularly the Mayan, Aztec, and Inca states. Processes of state formation as reflected in archaeological data.</td>
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<td>Cross-listed course: ANTH 327 Graduation with Leadership Distinction: GLD: Global Learning</td>
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<tr>
<td>LASP 331</td>
<td>Geography of Latin America (3 Credits)</td>
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<td>Physical and human geography of Latin America.</td>
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<td>Cross-listed course: GEOG 223 Carolina Core: GSS Graduation with Leadership Distinction: GLD: Global Learning</td>
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<tr>
<td>LASP 341</td>
<td>Colonial Latin America (3 Credits)</td>
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<td>The establishment and consolidation of the Spanish and Portuguese empires in the Western hemisphere; interaction of Indians, Africans, and Iberians, and the formation of social, economic, and political traditions in Latin America; political independence.</td>
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<td>Cross-listed course: HIST 420 Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences</td>
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<tr>
<td>LASP 342</td>
<td>Modern Latin America (3 Credits)</td>
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<td>Traditional society in the area and problems arising from social, economic, and political changes since independence; comparative studies of national responses to these problems.</td>
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<td>Cross-listed course: HIST 421 Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences</td>
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<tr>
<td>LASP 351</td>
<td>Politics and Governments of Latin America (3</td>
<td>(3 Credits)</td>
<td>The development, principles, political thought, and politics of the several Latin American states.</td>
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<td>Credits)</td>
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<td>Cross-listed course: POLI 488 Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences</td>
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<tr>
<td>LASP 355</td>
<td>Latin American Cultures (3 Credits)</td>
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<td>Comparative study of selected Latin American cultures with emphasis on their significance for a broader anthropological theory.</td>
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<tr>
<td>LASP 380</td>
<td>Latin American, Caribbean, and Latino/a Cultures</td>
<td>(3 Credits)</td>
<td>Interdisciplinary introduction to the diversity of landscapes and political and social issues in Latin America's history. Films, lectures, and readings provide an overall comprehensive perspective. Lectures by faculty in Spanish, Portuguese, anthropology, and history.</td>
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<td>through Film</td>
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<td>Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy. GLD: Global Learning</td>
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</tbody>
</table>
LASP 361 - Spanish American Civilization (3 Credits)
Lectures, readings, and visuals on selected topics of Spanish American civilization and its cultural heritage.

LASP 371 - Literary Tendencies and Masterpieces of Spanish America (3 Credits)
A survey of the masterworks and literary tendencies of Spanish America.
Prerequisites: SPAN 312.

Cross-listed course: SPAN 405

LASP 398 - Special Topics in Latin American Studies (3 Credits)
Selected Topics on Latin America. May be repeated for credit as content varies by title.

LASP 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

LASP 425 - Prehistoric Archaeology of South America (3 Credits)
Prehistoric archaeology of the South American continent.
Cross-listed course: ANTH 534

LASP 441 - Social and Economic History of Latin America (3 Credits)
The evolution of social groups and changes in economic patterns in Latin America from pre-Columbian times to the present.

Cross-listed course: HIST 422

LASP 442 - History of Mexico (3 Credits)
Mexico from the pre-conquest period to the present, with an emphasis on modern Mexico.
Cross-listed course: HIST 423

LASP 451 - International Relations of Latin America (3 Credits)
Contemporary international relations among Latin American states, including economic and political security and relations with the United States.
Cross-listed course: POLI 437
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

LASP 471 - Contemporary Spanish-American Literature (3 Credits)
Survey of the most significant work from 1960 to the present.
Cross-listed course: SPAN 557

LASP 496 - Senior Seminar (3 Credits)
Study in depth of a topic on Latin America.
Graduation with Leadership Distinction: GLD: Research

LASP 501 - Contemporary Spanish America (3 Credits)
Analysis and discussion of the 20th-century Spanish American history and the sociocultural forces that have contributed to define this area's national identities. Taught in Spanish.
Cross-listed course: SPAN 501

LASP 541 - Colonial Spanish-American Literature to Neoclassicism (3 Credits)
Survey or pre-Columbian poetry and of texts dating from the time of Columbus to the end of the Colonial period.
Cross-listed course: SPAN 541

Libraries (LIBR)

LIBR 101 - Information Literacy (1 Credit)
Introduction to methods and ethics of information research, with emphasis on analyzing and defining information needs and resources, creating and refining search strategies, evaluating resources, and synthesizing and citing information. Admission restricted to undergraduates.
Carolina Core: INF

Library & Info Science (SLIS)

SLIS 201 - Introduction to Information Science (3 Credits)
Major concepts, principles, theories, issues, and trends in the development of Information Science.

SLIS 202 - Introduction to Information Literacy and Technology (3 Credits)
An introduction to the basic information technologies used in all types of information organizations and the essential concepts and skills needed for information literacy.
Carolina Core: INF

SLIS 220 - Using Information Resources (3 Credits)
Introduction to information services and sources available in print and electronic format. Techniques for locating, evaluating, and using information resources basic to academic work.
Prerequisites: CSCE 101 or equivalent.

SLIS 250 - Introduction to Content Management Systems and Information Design (3 Credits)
Overview of responsive website design, development and basic content management systems. Examine the current tools and standards and learn how they function together in a modern web environment. Emphasis on the myriad of viewing devices and specific reference to the unique needs of information intensive institutions.

SLIS 301 - Information Storage and Retrieval (3 Credits)
Introduction to the concepts, issues, theories, and techniques of information storage and retrieval systems.
Prerequisite or Corequisite: SLIS 201.

SLIS 310 - Research Methods in Information Science (3 Credits)
Overview of major types of research methods and techniques within the field of information science. Methods of data analysis, evaluation of published research, and ethical principles.
Prerequisite or Corequisite: SLIS 201, STAT 110 or STAT 201.

Graduation with Leadership Distinction: GLD: Research

SLIS 315 - Information Policy (3 Credits)
Problems and ethical issues that arise in the development and implementation of information policies in Information Science.
Prerequisites: SLIS 201.

SLIS 325 - Children’s Literature (3 Credits)
A study of materials for children from birth through elementary school (age 13) with emphasis on the evaluation, selection, and use of those materials to meet the educational, cultural, and recreational needs of children.
Graduation with Leadership Distinction: GLD: Community Service
SLIS 330 - Introduction to Computer Technology & Applications for Info Env (3 Credits)
The basic information technology concepts and applications relevant to library and related information environments. Unique information technology needs and applications of information-intensive organizations.

SLIS 402 - Introduction to Management Within Information Environments (3 Credits)
History, development, and implementation of theories and practices associated with managing information environments.
Prerequisite or Corequisite: SLIS 201.

SLIS 410 - Knowledge Management (3 Credits)
Introduction to the background, principles, practices, and technologies of knowledge management for library and information professionals.
Prerequisites: SLIS 301.

SLIS 415 - Social Informatics (3 Credits)
Examines the design, uses, and effects of information and communication technologies (ICTs) from the standpoint that society and technology mutually shape one another.

SLIS 420 - Communication and Information Transfer (3 Credits)
An overview of the communication models, major concepts, trends, and other related issues of information transfer with a focus on information seeking and use in digital age.
Prerequisites: SLIS 201 or JOUR 101.

Cross-listed course: JOUR 491

SLIS 429 - Information Management for Journalists (3 Credits)
Online resources specific to mass communications, research strategies, organization and creation of digital information.

SLIS 430 - User-Centered Information Architecture (3 Credits)
Processes and techniques for designing user-centered information systems on the Web. Issues of needs analysis, content development, cognitive models, human-computer interaction, interface design, and usability testing.
Prerequisites: SLIS 202.

SLIS 434 - Introduction to Knowledge Discovery (3 Credits)
The students will review knowledge discovery basics concepts, techniques, tools, and applications. This course is project based and the students will develop new Wikipedia pages by reading papers in a selected domain.
Prerequisites: MATH 122 or MATH 141 or MATH 142 or MATH 170 or MATH 172 or STAT 515 or STAT 201 or STAT 205.

SLIS 435 - Digital Information Infrastructure (3 Credits)
Theoretical and technological foundations of building the digital information infrastructure. Emphasis on technical aspects of managing digital assets for Intranet and Internet use.
Prerequisites: SLIS 202, SLIS 402.

SLIS 440 - Competitive Intelligence (3 Credits)
Strategies and techniques for locating competitive intelligence information.
Prerequisites: SLIS 201, SLIS 202, SLIS 301, SLIS 402.

SLIS 450 - Information Issues in Cultural Heritage Institutions (3 Credits)
Problem of identifying or defining cultural heritage and the issues and problems in preserving, accessing, and managing cultural heritage information. Issues such as copyright/ownership, technical problems of preservation and intellectual access, and the different ways in which libraries, archives, museums, zoos and other cultural heritage institutions operate.

SLIS 480 - Emerging Topics in Information Science (3 Credits)
Examination of selected current and emerging topics in the field of information science. May be repeated once for credit as topics vary.
Prerequisites: SLIS 201, SLIS 202, SLIS 301, SLIS 402.

SLIS 494 - Independent Study in Information Science (3 Credits)
Independent study in an area of information science relevant to the students professional goals. May be repeated once for credit as topics vary.
Prerequisites: SLIS 201, SLIS 202, SLIS 301, SLIS 402.

Graduation with Leadership Distinction: GLD: Research

SLIS 496 - Internship in Information Science (3 Credits)
Supervised field experience in an information agency relevant to students professional goals. Approval of the appropriate internship application must be submitted early in the semester preceding enrollment.
Prerequisites: SLIS 201, SLIS 202, SLIS 301, SLIS 402.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

SLIS 501 - Teaching and Training in Distributed Environments (3 Credits)
Knowledge and skills for applying complementary technologies for learning in distributed learning environments (Pre-K-lifelong) through lecture, demonstration, and discussion.

SLIS 523 - Materials for Early Childhood (3 Credits)
Media resources and techniques for children from birth to 9 years. Reading interests and developmental needs of young children. Authors, illustrators, indexes, bibliographic tools, evaluation sources, and professional literature. Not open to students enrolled in M.L.I.S. program.

SLIS 525 - Materials for Children (3 Credits)
Media resources for children. Reading interests of children and their curricular and independent needs for information. Authors, illustrators, indexes, bibliographic tools, and sources of evaluation of materials for children. Techniques and literature for read-aloud programs and storytelling. Not open to students enrolled in M.L.I.S. program.

SLIS 527 - Materials for Adolescents (3 Credits)
Media resources for adolescents. Reading interests of adolescents and their curricular and independent information needs. Study of relationships of media to information needs and critical comparison between classic and contemporary materials for adolescents. Indexes, bibliographic tools, and sources of evaluation of materials. Not open to students enrolled in M.L.I.S. program.

SLIS 529 - Special Topics in Library and Information Studies (3 Credits)
Specific topics of current concern to the library, information, and media professions to be identified by title. Not open to students enrolled in M.L.I.S. program.
SLIS 530 - Applications of Information Technology and the Infrastructure (3 Credits)
Introductory knowledge for school library media specialists, teachers, administrators, parents, and other citizens interested in practical applications of information technology to support learning, decision making, and community building.

SLIS 534 - Knowledge Discovery Techniques (3 Credits)
Knowledge discovery techniques and applications.
Prerequisites: SLIS 434 for Undergraduate Students.

SLIS 560 - Information Visualization (3 Credits)
Foster theoretical insights about information visualization. Prepare small and large-scale datasets for visual representations. Project-based and students will map real datasets and understand the methods to interpret the visualizations.

SLIS 600 - Storytelling: Theory, Practice, and Development (3 Credits)
Storytelling methods, techniques, and materials encompassing heritage, art, literature, and programming.

**Linguistics (LING)**

LING 101 - Linguistics 1: Introduction to Language (3 Credits)
Introduction to the human capacity for language and to how it is acquired. Investigation of the social and geographical factors that contribute to language variation and change.
Carolina Core: GSS

LING 102 - Integrated Linguistic Skills for Non-Native Speakers 1 (3 Credits)
Linguistic skills for low-advanced non-native speakers of English related to writing, grammar, reading, listening and speaking for academic purposes. Students enrolled in the International Accelerator Program.
Corequisite: LING 103.

LING 103 - Integrated Linguistic Skills for Non-Native Speakers 2 (3 Credits)
Linguistic skills for low-advanced non-native speakers of English related to writing, grammar, reading, listening and speaking for academic purposes with a focus on research skills. Students enrolled in the International Accelerator Program.
Corequisite: LING 102.

LING 104 - Integrated Linguistic Skills for Non-Native Speakers 3 (3 Credits)
Linguistic skills for advanced non-native speakers English related to writing, grammar, reading, listening and speaking for academic purposes with a focus on productive skills. Students enrolled in the International Accelerator Program.

LING 105 - Special Topics in Linguistics I (3 Credits)
Topics of a broad nature that require no previous study in linguistics. May be repeated as content varies by title.

LING 140 - Linguistic Diversity Awareness (2 Credits)
A course designed to cultivate awareness of phonological and grammatical differences among dialects of English and ability to switch comfortably between one’s dialect and standard usage. Two-hour lecture and laboratory.

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

LING 205 - Special Topics in Linguistics II (3 Credits)
Topics of a more focused nature that require no previous study in linguistics. May be repeated as content varies by title.

LING 240 - Language Conflict and Language Rights (3 Credits)
Examination of linguistic conflict and rights, as well as centrality of language rights to human rights and personal/cultural identity. Basic facts about language related to identity, culture, attitudes, dialects, bilingualism. Case studies (local, national, international) with particular attention to nationalism, language revitalization, language planning.
Cross-listed course: POLI 240
Carolina Core: VSR

LING 241 - Language and Popular Culture (3 Credits)
Linguistic anthropological study of forms of language through the lens of popular culture. Explore the ethnography of communication through play and performance, discursive and semiotic practices, and varieties of language invoked in popular cultural forms that provide resources for cultural reproduction and contestation.
Cross-listed course: ANTH 271

LING 242 - Language and Humor at the Intersections of Religion, Race, Ethnicity, and Gender (3 Credits)
Explores language and humor, looking at (i) the linguistic structure and psychology of humor, (ii) changing societal standards for humor, (iii) racial, ethnic, religious, and gender-based humor, and (iv) socio-political questions surrounding the use of these.

LING 243 - Korean Popular Culture and Language (3 Credits)
Introduction to linguistic and anthropological concepts through the lens of South Korean popular culture.

LING 273 - Cross-Cultural Communication (3 Credits)
This course introduces students to the fields of interactional sociolinguistics and linguistic anthropology. Students will learn how they approach the study of cross-cultural and intercultural forms of (mis)communication within the context of globally interconnected people, places, and systems of communication.
Cross-listed course: ANTH 273
Carolina Core: GSS

LING 300 - Introduction to Language Sciences (3 Credits)
Introduction to the linguistic component of human cognition. Properties of speech, the organization of language in the mind/brain, cross-linguistic universals, child language acquisition, and aspects of adult language processing.
Cross-listed course: ANTH 373, PSYC 470

LING 301 - The English Language (3 Credits)
Introduction to the field of linguistics with an emphasis on English. Covers the English sound system, word structure, and grammar. Explores history of English, American dialects, social registers, and style.
Cross-listed course: ENGL 389

LING 303 - Chinese Language and Society (3 Credits)
A comprehensive and up-to-date survey of Chinese language in a social context, teaching students not only the linguistic structure of modern standard Chinese but also how language and society mutually influence each other in history and today’s digital age. Hands-on instruction to carry out linguistic research.
Prerequisites: C or better in CHIN 121.
LING 305 - Special Topics in Linguistics III (3 Credits)
Reading and research on selected topics in linguistics that may require previous study in linguistics or a related field. May be repeated as content varies by title.
Prerequisites: listed for each course offering.

LING 314 - Spanish Phonetics and Pronunciation (3 Credits)
Analysis of and practice in pronunciation, listening comprehension, and dialect recognition based on study of the speech sounds, combinations, patterns, and processes of Spanish phonetics and phonology. Department permission required for transfer students.
Prerequisites: C+ or better in SPAN 302; placement at 300 level of Phase II placement exam.
Cross-listed course: SPAN 317

LING 316 - French Phonetics (3 Credits)
Analysis of and practice in pronunciation and listening comprehension.
Prerequisites: C or better in both FREN 209 and FREN 210, or equivalents, or a score of F-6 on the French language placement exam.
Cross-listed course: FREN 300

LING 340 - Language, Culture, and Society (3 Credits)
Language in its social setting. The relationship between linguistic categories and culture categories. Language and cognition.
Cross-listed course: ANTH 355
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

LING 345 - Language in the USA (3 Credits)
Linguistic examination of the structure, history, and use of language varieties in the U.S., with a particular focus on regional and sociocultural variation and relevant sociolinguistic issues.
Cross-listed course: ENGL 370
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

LING 395 - Teaching English Abroad (3 Credits)
An intensive, hands-on introduction to principles and techniques of teaching English language learners, exposing students to norms of the field of Teaching English to Speakers of Other Languages (TESOL), working with non-native English speakers, and discovering TESOL opportunities worldwide.

LING 399 - Independent Study (1-3 Credits)
Contract approved by instructor; advisor, and program director is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

LING 405 - Topics in Linguistics (3 Credits)
Intensive study of selected topics; may emphasize interdisciplinary themes.

LING 421 - English Grammar (3 Credits)
Major structures of English morphology and syntax; role of language history and social and regional variation in understanding contemporary English.
Cross-listed course: ENGL 450

LING 431 - Development of the English Language (3 Credits)
History of English from the earliest Old English texts through Middle English to Contemporary English. No previous knowledge of Old or Middle English is required.
Cross-listed course: ENGL 453

LING 440 - Language in Society (3 Credits)
Patterns in language use as a reflection of social group memberships or the negotiation of interpersonal relationships; special attention to social dialects and stylistic difference in American English.
Cross-listed course: ENGL 455

LING 442 - African-American English (3 Credits)
Linguistic examination of the structure, history, and use of African-American English, as well as literary presentations, language attitudes, and issues relating to education and the acquisition of Standard English.
Cross-listed course: AFAM 442, ANTH 442, ENGL 457

LING 472 - Introduction to Technology in Language Education (3 Credits)
Acquaints students with principles and practices concerning the use of technology in foreign language teaching. Explores connections between second language acquisition and the implementation of Internet and multimedia technologies.
Prerequisites: FORL 511.
Cross-listed course: FORL 472

LING 474 - Bilingualism (3 Credits)
Bilingual language development, social and cultural aspects of bilingualism, the bilingual brain, bilingualism throughout the lifespan.

LING 502 - French Linguistics (3 Credits)
The structure, morphology, and syntax of modern French.
Cross-listed course: FREN 517

LING 503 - Introduction to German Linguistics (3 Credits)
Structural and descriptive linguistics applied to the German language.
Cross-listed course: GERM 515

LING 504 - Introduction to Spanish Linguistic (3 Credits)
Phonology, morphology, and syntax of modern Spanish.

LING 505 - Interdisciplinary Topics in Linguistics (3 Credits)
Topics selected by the instructor for specialized study. Course content varies and will be announced in the schedule of classes title. May be repeated with different title.

LING 512 - French Phonology (3 Credits)
The sound system and its functioning in the morphological system of French from the point of view of current phonological theory.
Cross-listed course: FREN 516

LING 514 - Contrastive English-Spanish Phonetics and Phonology (3 Credits)
Introduction to the study of phonetics and phonology and their application to the sounds and sound systems of English and Spanish. Includes transcription practice and discussion of relevance to teaching.
Cross-listed course: SPAN 517

LING 521 - Advanced English Grammar (3 Credits)
Practical survey of the syntactic structures of English; usage, social and regional variation emphasis on data.
Prerequisites: LING 421/ENGL 450 or LING 600/ENGL 680.
LING 527 - Introduction to Mathematical Methods in Linguistics (3 Credits)
Introduction to mathematical methods that play a prominent role in the formalization of syntactic and semantic theories, showing how they are applied to an understanding of the working parts of human language. The topics covered include: set theory, logic, English as a formal language, and languages & grammars.

LING 530 - Language Change (3 Credits)
Major ways in which phonetics, phonology, syntax, morphology, and semantics change through language history; social factors which promote innovation.

LING 533 - Introduction to the Germanic Languages (3 Credits)
Introduction to historical Germanic linguistics including a survey of the Old Germanic languages (Old English, Old Frisian, Old Saxon, Old High German, Old Norse, Gothic); comparative phonology, morphology, and syntax, typology of modern Germanic languages and dialects; and common Germanic in its Indo-European context.

Cross-listed course: GERM 517

LING 540 - Topics in Language and Culture (3 Credits)
Introduction to sociolinguistic issues, focusing on a single language. Course content varies and will be announced by title. May be repeated twice as topics vary.

LING 541 - Language and Gender (3 Credits)
Approaches to gender and language emphasizing the social grounding of both; how language reflects sociocultural values and is a tool for constructing different types of social organization.

Cross-listed course: ANTH 555, WGST 555

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

LING 542 - Research in Language Conflict and Language Rights (3 Credits)
Research into the parameters governing linguistic conflicts and language rights issues, involving a close examination of the nexes of language and: individual and ethnic identity, culture, dialects, bilingualism. Examination of regional, national, and international case studies, with particular attention to nationalism, language revitalization, and language planning.

Cross-listed course: POLI 542

LING 543 - Discourse, Gender, and Politics of Emotion (3 Credits)
Anthropological approach to issues of discourse, gender, and emotion. Issues under consideration include the social control, force, and forms of emotional discourse and the relationship between emotion and culture from gender-oriented perspectives.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

LING 545 - Anthropological Approaches to Narrative and Performance (3 Credits)
The ways people from various cultures reflect on, reinforce, and construct their social realities through narrating, which will be considered as both artistic expression and social action.

Cross-listed course: ANTH 553

LING 546 - Japanese Language in Society (3 Credits)
Japanese language and communication in its socio-cultural context; emphasis on comparison with American English. Taught in English.

Cross-listed course: JAPA 500

LING 548 - German Sociolinguistics (3 Credits)
Introduction to the study of variation in Modern German. Traditional German dialectology and dialect geography, language and society, multiculturalism in the German-speaking countries, German in contact with other languages.

Cross-listed course: GERM 518

LING 554 - The Structure of Modern Spanish (3 Credits)
Description of the grammatical structures of Modern Spanish. Intensive study of the theory and practice of word formation and sentence structure of Spanish.

Cross-listed course: SPAN 516

LING 556 - Language and Globalization (3 Credits)
Anthropological approach to issues of language and globalization. Linguistic consequences of globalization under consideration include communicative patterns, linguistic change, and language and political economy.

Cross-listed course: ANTH 556

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

LING 555 - Philosophy of Language (3 Credits)
An examination of concepts and problems such as meaning, reference, analyticity, definition, and the relation between logic and philosophy.

Prerequisites: PHIL 202.

Cross-listed course: PHIL 517

LING 567 - Psychology of Language (3 Credits)
Theories of speech perception, linguistic theories of syntax and semantics, the brain mechanisms underlying language, the development of language in children, and the role of language in thought.

Cross-listed course: PSYC 506

LING 570 - Introduction to Language Development (3 Credits)
The language acquisition process in normal children, including the development of semantics, morphology, syntax, phonology, and pragmatics; American dialects and bilingualism.

Prerequisites: COMD 501 and COMD 507.

Cross-listed course: COMD 570

LING 600 - Survey of Linguistics (3 Credits)
Survey of core areas of linguistics and extensions to closely related disciplines. Introduction to the linguistic component of human cognition. Formal description and analysis of the general properties of speech and language, the organization of language in the mind/brain, and cross-linguistic typology and universals.

Cross-listed course: ANTH 600, ENGL 680

LING 627 - Introduction to Semantics and Pragmatics (3 Credits)
An introduction to the study of linguistic meaning, including the following topics: meaning, reference, and truth; the connections among language, thought, and reality; word meaning and sentence meaning; possible worlds and modality; thematic roles; meaning and context; presupposition and implicature; speech acts; formal semantics; and cognitive semantics.

Prerequisites: LING 300, LING 301, or LING 600.

LING 650 - Introduction to Morphology (3 Credits)
Foundations of generative morphology, focusing on morphological data collection and analysis; the structure of the lexicon; and the interfaces between morphology and phonology, semantics, and syntax.

Prerequisites: LING 300, LING 301, or LING 600.
Management (MGMT)

MGMT 250 - Professional Communication (3 Credits)
Theory and practice of oral and written communication skills required in the contemporary business environment. 03: 07/05/2019.
Prerequisites: ENGL 101, ENGL 102.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

MGMT 371 - Principles of Management (3 Credits)
A comprehensive survey of the basic principles of management applicable to all forms of business. The course provides the student with a basis for thinking about complex business situations in the framework of analysis of the management process.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

MGMT 374 - Strategic Human Resource Management (3 Credits)
A survey of the major approaches used in managing human resources. Covers selection, compensation, legal compliance, discipline, organizational restructuring, TQM, motivation, labor relations, and performance management.
Prerequisites: MGMT 371.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

MGMT 376 - Employee Engagement (3 Credits)
Introduction to human behavior in organizations. Emphasis on factors that contribute to the effectiveness of individuals and groups in organizations.
Prerequisites: MGMT 371.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

MGMT 401 - Negotiation and Conflict in the Workplace (3 Credits)
This course is designed to improve students' knowledge and skills in the areas of workplace conflict resolution and negotiations.
Prerequisites: MGMT 371.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

MGMT 402 - Managing Teams in the Workplace (3 Credits)
Team dynamics in organizational settings; basic concepts of interpersonal behavior, how to facilitate effective teamwork and create, motivate, and participate in effective teams based on concepts in team design and team process.
Prerequisites: MGMT 371.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

MGMT 403 - Leadership in Organizations (3 Credits)
Reviews research and practice in organizational leadership; provides students with self-assessment, developmental exercises, and case studies to prepare students for leadership roles.
Prerequisites: MGMT 371.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

MGMT 404 - Compensation and Retention (3 Credits)
An examination of how organizations use pay and other types of rewards (both intrinsic and extrinsic) to affect employee motivation and behavior.
Prerequisites: MGMT 374.

MGMT 405 - Talent Management (3 Credits)
An examination of how organizations can improve workforce quality by making effective use of recruiting and selection processes. Attention is also given to the training and development of new hires and to legal issues that surround the staffing process.
Prerequisites: MGMT 374.

MGMT 406 - International Human Resource Management (3 Credits)
This course examines how human resources are managed within a global context. It examines how human resources are managed within global firms as well as across different cultural settings.
Prerequisites: MGMT 374.

Cross-listed course: IBUS 406
Graduation with Leadership Distinction: GLD: Global Learning

MGMT 407 - Corporate Social Responsibility and Stakeholder Management (3 Credits)
This course examines the role of corporate social responsibility in managing organizations. Attention is given to the role of stakeholder management and ethics in organizational decision-making.
Prerequisites: MGMT 371.

MGMT 408 - Diversity and Inclusion (3 Credits)
An introduction to diversity and inclusion in the workplace. Topics include the nature of workforce diversity and inclusion, practices that enhance diversity, inclusion, and effectiveness, and approaches for building inclusion.
Prerequisites: MGMT 371.

MGMT 425 - Analytics for the Human Resources Professional (3 Credits)
Metrics and measurements of HR concepts; processes through which knowledge is gained; tools and techniques for gathering and analyzing data; and critical thinking centered on whether findings are likely to be reproducible and trustworthy.
Prerequisites: C or better in both MGMT 371 and MGSC 291.

MGMT 431 - Intercultural Competencies for Working in International Teams (3 Credits)
How to recruit, lead, and collaborate more effectively in international teams by examining differences related to culture, work-values, economic climate, and career progression.
Prerequisites: IBUS 310.

Cross-listed course: IBUS 431

MGMT 472 - Entrepreneurship and Small Business (3 Credits)
This course is an introduction to the ownership and management of small firms, emphasizing their role in the U.S. economy, their particular demands on owners, and the effects of newness and smallness on their managers' decisions.
Prerequisites: MGMT 371.
MGMT 473 - Developing and Launching New Ventures (3 Credits)
Analysis of proposed business opportunities; planning and establishing a business organization to exploit an opportunity; management of small business.
Prerequisites: MGMT 472.

Experiential Learning: Experiential Learning Opportunity

MGMT 474 - Executing Strategy in New Ventures (3 Credits)
Influencing the performance of new ventures through the strategies, metrics, and resources needed for their development, monitoring, and funding.
Prerequisites: MGMT 472 and MGMT 473.

Experiential Learning: Experiential Learning Opportunity

MGMT 476 - Collective Bargaining (3 Credits)
Practice and structure of collective bargaining, and administration of collective agreements, law of union-management relations, labor history, and bargaining theory and practice.
Prerequisites: MGMT 371 and junior standing.

MGMT 477 - Strategic Management (3 Credits)
A study of the formulation and application of functionally integrated business policy by top management. Emphasis is on decision making in the face of changing conditions.
Prerequisites: MKTG 350, FINA 363, MGMT 371.

MGMT 479 - Advanced Issues in Entrepreneurship (3 Credits)
Intensive examination of situations currently faced by entrepreneurs and their firms and of practicable recommendations for action. Customarily involves consulting projects for local firms.
Prerequisites: MGMT 472 and MGMT 473.

MGMT 490 - Special Topics in Management (1-3 Credits)
Current topics, issues and practices in various areas of Management. Course may be repeated up to three (3) times as content varies by title.
Experiential Learning: Experiential Learning Opportunity

MGMT 499 - Business Internship in Management (3-6 Credits)
Supervised work experience as approved by department. Generally three hours of academic credit, but upon special request of supervising professor and approval of appropriate area director, an internship may carry a maximum of six hours credit, however, only three hours may apply towards major credit. Pass-Fail only. Internship contract required. Cumulative GPA of 2.75 or consent of instructor.
Prerequisites: Completion of DMSB core curriculum except MGMT 478, plus at least one additional course in the student’s major field of study.

Experiential Learning: Experiential Learning Opportunity

MGSC 290 - Computer Information Systems in Business (3 Credits)
An introduction to the effective use of information systems tools in day-to-day business communications, analysis, and decision making.

MGSC 291 - Applied Statistics for Business (3 Credits)
Descriptive statistics, topics in probability, statistical inference and modeling. Emphasis on the collection, summarization, analysis, and reporting of numerical findings relevant to business decisions and economic analysis.
Prerequisites: STAT 206.

MGSC 298 - Program Design and Development (3 Credits)
Fundamental algorithms and processes used in business information systems. Development and representation of programming logic. Introduction to implementation using a high-level programming language.
Prerequisites: CSCE 101 or MGSC 290 or ITEC 264.

Cross-listed course: CSCE 204, ITEC 204

MGSC 390 - Business Information Systems (3 Credits)
Introduction to the planning, development, and management of Business Information Systems (BIS) and related information technologies in organizations. Topics include hardware, software, database, telecommunications, and the Internet.
Prerequisites: MGSC 290 or equivalent.

MGSC 391 - Applied Statistical Modeling (3 Credits)
Multiple regression, ANOVA, forecasting, quality control, and nonparametric techniques. Emphasis is on the application of these statistical models in business decision making.
Prerequisites: MGSC 291.

MGSC 392 - Quantitative Analysis for Business Decision Making (3 Credits)
Quantitative approaches for managerial problem solving and decision making. Formulation, solution, analysis, and interpretation of spreadsheet-based models for common business decision-making situations. Optimization, simulation, decision analysis.
Prerequisites: MGSC 291.

MGSC 393 - Advanced Management Science (3 Credits)
Advanced topics in management science; stochastic models, nonlinear programming, dynamic programming, Markov processes, and multiple criteria decision models.
Prerequisites: MGSC 392.

MGSC 394 - Data Analytics for Business (3 Credits)
Extracting, transforming, and analyzing data to support business intelligence and decision making. Business analytics, big data technologies, database and enterprise architecture, and information system project management and governance.
Prerequisites: MGSC 290, MGSC 291.

MGSC 395 - Operations Management (3 Credits)
Management of activities/resources that result in the production of competitive goods and services in the global market place. Integrates cross-functional concepts from marketing, finance, and management.
Prerequisites: ACCT 222, ECON 224 and 3 hours of Statistics.

MGSC 398 - Applied Problem Solving and Programming (3 Credits)
Systematic problem definition, solution formulation, and computer implementation for business and related areas. Internet and database applications. Programming exercises in a high-level programming language.
Prerequisites: CSCE 204 or MGSC 298.

Cross-listed course: CSCE 304
MGSC 405 - International Information Systems (3 Credits)
An examination of the challenges and opportunities associated with the development, management, and use of global information systems.
**Cross-listed course:** IBUS 405
**Graduation with Leadership Distinction:** GLD: Global Learning

MGSC 450 - Special Topics in Management Science (1-3 Credits)
Current topics, issues and practices in various areas of Management Science. Course may be repeated up to three (3) times as content varies by title.
**Prerequisites:** C or better in MGSC 395.

MGSC 485 - Business Process Management (3 Credits)
Course covers skills necessary to pursue sourcing-related careers in manufacturing, services, retailing, and government agencies, including discussion of cutting-edge negotiation and global sourcing strategies pursued in exemplar firms.
**Prerequisites:** MGSC 395.

MGSC 486 - Service Operations Management (3 Credits)
Course focuses on the management of service operations, with considerable attention paid to cutting-edge quantitative techniques. Topics covered include facility location, waiting line management, and revenue management, among others.
**Prerequisites:** MGSC 395.

MGSC 487 - Global Sourcing Strategies and Application (3 Credits)
Course covers skills necessary to pursue sourcing-related careers in various areas of Management Science. Course may be repeated up to three (3) times as content varies by title.
**Prerequisites:** C or better in MGSC 395.

MGSC 488 - Innovation and Design (3 Credits)
Creation and launch of viable businesses using innovation tournaments. Development of problem solving and design skills. Application to real innovation and entrepreneurial hurdles.
**Prerequisites:** C or better in MGSC 395.

MGSC 490 - Information Systems Analysis and Design (3 Credits)
Analysis and design of business information systems using modern tools, techniques, and methodologies.
**Prerequisites:** MGSC 394 or CSCE 145, and MGSC 390.

MGSC 491 - Supply Chain Management (3 Credits)
This course examines principles governing an integrated supply chain that includes the cross-functional processes of sourcing, inventory management, and logistics. Key tools for managing supply chains will also be discussed.
**Prerequisites:** C or better in MGSC 395.

MGSC 492 - Logistics, Transportation and Distribution (3 Credits)
This course is designed to provide a body of knowledge, technical know-how, and standards for those in the logistics, transportation and distribution industries.

MGSC 494 - Business Telecommunications (3 Credits)
Identifies and explains the principal technologies, concepts, and techniques currently applied in the business data communications field. Current and future hardware and software technologies, networking, protocols, and the OSI Model are covered.
**Prerequisites:** MGSC 390.

MGSC 495 - Supply Chain Planning and Execution (4 Credits)
Managing the flow of materials from suppliers to customers; supply chain concepts, terminology, and relationships; processes used to develop operations plans.
**Prerequisites:** MGSC 395.

MGSC 497 - GSCOM Capstone Project (4 Credits)
Course entails executing projects that apply GSCOM concepts to solve significant operational or supply-chain problems at simulated or actual firms. Teams write recommendation reports and oversee sourcing strategies pursued in exemplar firms.
**Prerequisites:** MGSC 395, MGSC 485, MGSC 486, and MGSC 487.

MGSC 499 - Project Management for Business (3 Credits)
An introduction to the qualitative and quantitative approaches to the management of projects as well as a review MS Project software.

MGSC 520 - Forecasting and Time Series (3 Credits)
Time series analysis and forecasting using the multiple regression and Box-Jenkins approaches.
**Prerequisites:** MGSC 292 or STAT 516.

**Cross-listed course:** STAT 520

MGSC 525 - Statistical Quality Control (3 Credits)
Statistical procedures for process control including CUSUM and Shewhart Control Charts, and lot acceptance sampling.
**Prerequisites:** MGSC 292 or STAT 509 or STAT 515.

**Cross-listed course:** STAT 525

MGSC 590 - E-Commerce Concepts and Research Topics (3 Credits)
Social, technological, commercial, marketing, and political implications of current and impending trends in E-Commerce.
**Prerequisites:** MGSC 390.

MGSC 591 - Simulation of Business Systems (3 Credits)
Theory and design of business simulation experiments, development and use of computer simulation models, and analysis of data generated by computer simulation experiments.
**Prerequisites:** MGSC 291.

MGSC 592 - Analysis of Decisions Under Uncertainty (3 Credits)
Theory and practice of making decisions in an environment of uncertainty; development of skill in the assessment of preferences and probability distributions.
**Prerequisites:** MGSC 291.

MGSC 594 - Strategic Management of Information Systems (3 Credits)
Strategic management and use of information systems in organizations.
**Cross-listed course:** CSCE 594

MGSC 596 - Database Management for Business (3 Credits)
Technology overview and principles of database design for business applications. Enterprise database administration and planning. Design exercises and projects using the latest database management systems software.
MGSC 690 - Quantitative Foundations for Business and Economics I (3 Credits)
Calculus and classical optimization methods applied to problems in business and economic analysis; matrices, derivatives, and integrals in the analysis of both univariate and multivariate business and economic models. 03: 07/05/2019.

MGSC 691 - Quantitative Foundations for Business and Economics II (3 Credits)
Statistics and probability theory applied to problems of business and economic analysis. 03: 07/05/2019.
Prerequisites: MGSC 690 or ECON 690.

MGSC 692 - Quantitative Methods I (3 Credits)
Probability and statistics necessary for graduate study in economics and business administration; estimation, hypothesis testing, regression, analysis of variance, and nonparametric methods. 03: 07/05/2019.

MGSC 694 - Quantitative Methods II (3 Credits)
Decision models useful in business and economics; linear programming, sensitivity analysis and duality, network models, integer programming, dynamic programming, inventory and queuing, and simulation. 03: 07/05/2019.
Prerequisites: MGSC 692 or equivalent.

Marine Science (MSCI)

MSCI 101 - The Ocean Environment (4 Credits)
Origin and evolution of the oceans, plate tectonics, ocean circulation, waves and tides, seawater and sediment composition, and influences on biology. Three lecture and three laboratory hours per week. Scheduled field trips required.
Carolina Core: SCI

MSCI 102 - The Living Ocean (4 Credits)
Origin, evolution, and diversity of marine life, biological production, trophic dynamics, nutrient cycles, marine resources, and environmental concerns. Three lecture and three laboratory hours per week. Scheduled field trips required.
Carolina Core: SCI

MSCI 210 - Oceans and Society (3 Credits)
A non-technical introduction to human interactions with the marine environment: marine organisms, marine systems, and the physical and chemical characteristics of oceans and estuaries. Not available for marine science major credit.
Carolina Core: SCI

MSCI 210L - Oceans and Society Laboratory (1 Credit)
Experiments and exercises which illustrate how specific components of marine environments are structured, function, and can be measured. Two laboratory hours per week. Not available for marine science major credit. Attendance on designated field trips may be required.
Prerequisite or Corequisite: MSCI 210.
Carolina Core: SCI

MSCI 215 - Coastal Environments of the Southeastern US (3 Credits)
Coastal zones of South Carolina and neighboring states, including geologic history, geomorphology, stratigraphy, hydrogeology, shoreline processes, environmental issues, and effect of man. Three lecture hours each week plus optional field trips. Not available for marine science major credit.
Carolina Core: SCI

MSCI 215L - Coastal Environments of the Southeastern U.S. (Laboratory) (1 Credit)
Exercises examining coastal ecology, geomorphology, hydrogeology, shoreline processes, environmental issues, and human impact. Two laboratory hours per week. Scheduled field trips required. Not available for marine science major credit.
Prerequisite or Corequisite: MSCI 215.

Cross-listed course: GEOL 215L
Carolina Core: SCI

MSCI 305 - Ocean Data Analysis (3 Credits)
Instrumentation, oceanographic time series, spatial and directional data sets, and basic parametric modeling.
Prerequisites: MSCI 101 and MATH 141.

Graduation with Leadership Distinction: GLD: Research

MSCI 311 - Biology of Marine Organisms (4 Credits)
Biological concepts emphasizing adaptation to marine environments. Laboratory experiments emphasize principles and techniques of marine biological study. Three lecture and three laboratory hours per week. Scheduled field trips are required.
Prerequisites: MSCI 102 or BIOL 101.

MSCI 312 - Physical and Chemical Oceanography (4 Credits)
Properties of seawater, mass balances, biogeochemical cycles, circulation, mixing, waves and tides, continental shelf processes, estuarine dynamics. Three lecture and three laboratory hours per week. Scheduled field trips are required.
Prerequisites: MSCI 101, MSCI 102, MATH 142, CHEM 112, PHYS 201 or PHYS 211.

MSCI 313 - The Chemistry of the Sea (4 Credits)
Biogeochemical cycling, carbonate chemistry, climate change, hydrothermal vents, stable isotopes, trace metals, radioactive tracers, mass balance, and properties of sea water. Three lecture and three laboratory hours per week.
Prerequisites: MSCI 101, CHEM 111, MATH 141.

Prerequisite or Corequisite: CHEM 112.

MSCI 314 - Physical Oceanography (4 Credits)
Properties of seawater, mass and momentum balances, circulation, mixing, waves and other processes in the marine environment.
Prerequisites: MSCI 101, MATH 141 and PHYS 201 or PHYS 211.

MSCI 335 - Processes of Global Environmental Change (4 Credits)
The science of global change, its relation to the hydrosphere, atmosphere, lithosphere, and biosphere. Global system science, biogeochemical cycles, paleoclimatology, glaciation, and eustacy.
Cross-listed course: GEOL 335

MSCI 375 - The Deep Sea (3 Credits)
The Deep Sea is an interdisciplinary, scientific survey of the geology, biology, chemistry, and physical setting of the deep-sea (more than 1000 m depth).

MSCI 390 - Policy and Marine Science (3 Credits)
Analysis of past and current issues in global and national marine policy. Relationship between science and policymakers.

MSCI 399 - Independent Study (1-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research
MSCI 450 - Principles of Biological Oceanography (3 Credits)
Principles and methods of measuring production in the sea. Emphasis on the ocean's role in the global carbon budget. Three lecture hours per week. Scheduled field trips are required.
Prerequisites: MSCI 311, BIOL 301.

Cross-listed course: BIOL 450

MSCI 460 - Field and Laboratory Investigations in Marine Science (4 Credits)
Intensive inquiry-based investigations combining oceanographic field sampling with laboratory measurements of collected samples using modern analytical instrumentation, and with analysis and integration of data into a final research report. Course conducted in residence at a marine field site.
Prerequisites: MSCI 311, MSCI 313 and MSCI 314.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships, GLD: Research

MSCI 495 - Internship in Marine Science (0-6 Credits)
Internship experience that offers practical field or laboratory experience in oceanography and/or related marine sciences. Course content varies and will be announced by title in schedule of courses. Usually conducted off campus and student must be able to access internship on their own.
Prerequisites: C or better in MSCI 311, MSCI 313 and MSCI 314.

MSCI 496 - Undergraduate Research (3 Credits)
Student research on problems of fundamental significance in collaboration with faculty mentors. Emphasis on critical thinking, problem solving, proposal development, scientific writing, and professional presentation. Nine hours of laboratory, field, or library work per week.
Graduation with Leadership Distinction: GLD: Research

MSCI 497 - Undergraduate Research (3 Credits)
Student research on problems of fundamental significance in collaboration with faculty mentors. Emphasis on critical thinking, problem solving, proposal development, scientific writing, and professional presentation. Nine hours of laboratory, field, or library work per week.
Graduation with Leadership Distinction: GLD: Research

MSCI 498 - Undergraduate Research (3 Credits)
Student research on problems of fundamental significance in collaboration with faculty mentors. Emphasis on critical thinking, problem solving, proposal development, scientific writing, and professional presentation. Nine hours of laboratory, field, or library work per week.
Graduation with Leadership Distinction: GLD: Research

MSCI 499 - Undergraduate Research (3 Credits)
Student research on problems of fundamental significance in collaboration with faculty mentors. Emphasis on critical thinking, problem solving, proposal development, scientific writing, and professional presentation. Nine hours of laboratory, field, or library work per week.
Graduation with Leadership Distinction: GLD: Research

MSCI 501 - Principles of Geomorphology (3 Credits)
The process of earth denudation with emphasis on chemistry of weathering, stream and erosion hydraulics, quantitative analysis of land form evolution.
Prerequisites: GEOL 101 and GEOL 102.

Cross-listed course: GEOL 501

MSCI 502 - Principles of Coastal Geomorphology (4 Credits)
Geological and physical controls on the morphology, development, and stability of coastlines. Analysis of waves and erosional processes, and coastal zone morphodynamics. Several required field trips.
Prerequisite or Corequisite: MATH 122 or MATH 141.

Cross-listed course: GEOL 502

MSCI 503 - Environmental Microbiology (3 Credits)
An overview of the microbial world including a survey of the distribution, functioning, and diversity of microorganisms in natural systems. Discusses the crucial roles that microorganisms play in ecosystem function, biogeochemical cycles, and environmental quality.
Prerequisites: MSCI 102 or BIOL 102, CHEM 112.

Cross-listed course: BIOL 502

MSCI 505 - Senior Seminar (1 Credit)

MSCI 509 - MATLAB-Based Data Analysis in Ocean Sciences (3 Credits)
MATLAB-based course in processing, analysis, and visualization of large oceanographic data sets. Includes scalar and vector time series measured at fixed locations as well as shipboard surveys of oceanographic characteristics varying both in 3-D and in time. Methods and techniques are relevant to other geoscience disciplines.
Prerequisites: MATH 141.

MSCI 510 - Invertebrate Zoology (4 Credits)
Phylogenetic and comparative aspects of anatomy, physiology, reproduction, and embryology of the invertebrates. Three lecture and one three-hour laboratory period per week.
Prerequisites: BIOL 301 or MSCI 311.

Cross-listed course: BIOL 510

Graduation with Leadership Distinction: GLD: Research

MSCI 511 - Advanced Paleontology (3 Credits)
Systematic, ecologic, biogeographic, and evolutionary aspects of paleontology. Lectures, practical exercises, occasional field trips.
Prerequisites: GEOL 311.

Cross-listed course: GEOL 511

MSCI 515 - Marine Micropaleontology (4 Credits)
Marine microfossils; distribution, ecology, paleoecology, and biostratigraphy; use of microfossils in marine sediments to study oceanographic history. Three lectures and two laboratory hours per week.
Cross-listed course: GEOL 515

MSCI 521 - Introduction to Geochemistry (3 Credits)
Investigation of low temperature chemical reactions controlling the geochemistry of the earth's surface. Emphasis on CO2, carbonates, oxidation reduction, thermodynamics, isotopes, biogeochemistry.
Cross-listed course: GEOL 521

MSCI 524 - Environmental Radioisotope Geochemistry (3 Credits)
Introduction to radioactivity and the use of radionuclides to study environmental processes, including age-dating and biogeochemical cycling in aquatic systems. Two lectures per week.
Prerequisites: CHEM 111, CHEM 112, MATH 141.
MSCI 525 - Marine Plants (4 Credits)
Diversity, distribution, physiology, ecology, evolution, and economic importance of marine algal, seagrass, and mangrove communities. Three lecture and three laboratory hours per week. Scheduled field trips are required.
Prerequisites: BIOL 301 or MSCI 311.
Cross-listed course: BIOL 525

MSCI 535 - Fishery Management (3 Credits)
Management and conservation of aquatic and marine resources, with emphasis on fisheries. Data procurement and analysis; commercial and recreational fisheries; sociological, political, legal, and environmental factors that affect fishery management; and fish biodiversity.
Prerequisites: BIOL 301.
Cross-listed course: BIOL 535

MSCI 536 - Ichthyology (4 Credits)
Phylogeny, morphology, behavior, and ecology of fishes. Three lecture and 3 laboratory hours plus three field trips to be arranged.
Prerequisites: BIOL 301 or MSCI 311.
Cross-listed course: BIOL 536

Graduation with Leadership Distinction: GLD: Research

MSCI 537 - Aquaculture (3 Credits)
Introduction to the practical and scientific aspects of the commercial culture of freshwater and marine organisms. Three lecture hours per week. One all-day field trip required.
Prerequisites: BIOL 301 or MSCI 311.

MSCI 538 - Behavior of Marine Organisms (4 Credits)
The identification of behavioral adaptations of estuarine and marine organisms: their ecology, physiology, development, and evolutionary history; field observations.
Prerequisites: BIOL 101 and BIOL 102 or MSCI 311.
Cross-listed course: BIOL 538

Graduation with Leadership Distinction: GLD: Research

MSCI 545 - Geological Oceanography (3 Credits)
A comprehensive study of the origin and development of the major structural features of the ocean basins and the continental margins. Discussion of the techniques used in obtaining geologic data and the interpretation of sedimentary processes, vulcanism, and the stratigraphy of the ocean basins.
Cross-listed course: GEOL 545

MSCI 550 - Sedimentary Simulations and Sequence Stratigraphy (4 Credits)
Problems of sequence stratigraphy resolved with graphic computer simulations. Sedimentary fill of basins by carbonates and/or clastics tracked as a function of rate of sediment accumulation, tectonic behavior and sea level. Includes laboratory.
Prerequisites: GEOL 301.
Cross-listed course: GEOL 550

MSCI 552 - Population Genetics (3 Credits)
An introduction to the principles of population genetics, with emphasis on the origin, maintenance, and significance of genetic variation in natural populations.
Prerequisites: BIOL 301, MSCI 311, and BIOL 303.
Cross-listed course: BIOL 552

Graduation with Leadership Distinction: GLD: Research

MSCI 553 - Marine Sediments (3 Credits)
Marine sedimentary environments; physical/biological factors which control the formation and distribution of modern marine sediments.
Prerequisites: GEOL 516.

Cross-listed course: GEOL 553

MSCI 555 - Conservation and Health in Marine Systems (3 Credits)
Introduces the field of conservation and explores the intersection between conservation and environmental health with a particular focus on coastal and marine case studies.

MSCI 557 - Coastal Processes (3 Credits)
Physical and geological processes controlling the formation and evolution of beach, barrier, and nearshore environments, including discussion of coastal management issues.
Cross-listed course: GEOL 557

MSCI 566 - Ecosystem Analysis (3 Credits)
The formulation and simulation of compartment models of marine and terrestrial ecosystems with complex nutrient cycling, food chains, and energy flow. Analog and digital simulation techniques. Ecosystem stability and sensitivity. Organization, structure, and diversity of an ecosystem.

MSCI 568 - Introduction to Micrometeorology (3 Credits)
Small-scale processes in the atmospheric boundary layers, including energy budget, radiation, soil heat transfer, humidity, viscous flows, turbulence, momentum and heat exchanges, evaporation, and marine atmospheric boundary layer.
Prerequisites: PHYS 201 and MATH 141.

Cross-listed course: GEOL 568

MSCI 574 - Marine Conservation Biology (3 Credits)
Exploration of how human activities affect marine natural populations, species, communities and ecosystems, including threats to biodiversity; approaches to marine conservation; and ecological and evolutionary responses to anthropogenic disturbance.
Prerequisites: BIOL 301.

Cross-listed course: BIOL 574

MSCI 575 - Marine Ecology (3 Credits)
Structure, dynamics, and interactions between populations and communities in marine ecosystems. Attendance at designated departmental seminars is required. Three lecture hours per week.
Prerequisites: CHEM 111 and BIOL 301 or MSCI 311.

Cross-listed course: BIOL 575

MSCI 575L - Marine Ecology Laboratory (1 Credit)
Laboratory and field exercises in coastal environments. Three hours per week plus field trips.
Prerequisite or Corequisite: MSCI 575.

Cross-listed course: BIOL 575L

MSCI 576 - Marine Fisheries Ecology (3 Credits)
Interdisciplinary examination of the distribution, reproduction, survival, and historical variation of the principal commercial marine fisheries.
Prerequisites: BIOL 301.
Cross-listed course: BIOL 576
MSCI 577 - Ecology of Coral Reefs (4 Credits)
Structure, productivity, and biodiversity of coral reefs, emphasizing their sensitivity, stability, and sustainability. Taught as an extended field experience with daily lectures and guided research activities.
Prerequisites: BIOL 301 or MSCI 311.

Cross-listed course: BIOL 577

MSCI 578 - Physiological and Pollution Ecology of Marine Organisms (3 Credits)
Functional adaptation of marine plants and animals to ecological stresses including pollution. Three lecture hours per week.
Prerequisites: MSCI 311 or equivalent.

MSCI 579 - Air-Sea Interaction (3 Credits)
The physical mechanism responsible for interaction between the ocean and the atmosphere and the influence of air-sea interaction on atmospheric and oceanic dynamics and thermodynamics on a wide variety of spatial/temporal scales.
Cross-listed course: GEOL 579

MSCI 580 - Satellite Oceanography (3 Credits)
This course provides knowledge of various techniques used in satellite remote sensing of the oceans. Key skills will be developed in satellite data processing, image analysis, and hands-on research.
Cross-listed course: GEOL 580

MSCI 581 - Estuarine Oceanography (3 Credits)
Estuarine kinematics and dynamics; classification of estuaries; estuarine circulation and mixing. Scheduled field trips are required.
Prerequisites: MSCI 314.

Cross-listed course: GEOL 581

MSCI 582 - Marine Hydrodynamics (3 Credits)
Basic principles of fluid statics and dynamics. Conservation of mass, momentum, and energy; viscosity, vorticity, and boundary layers with examples from the marine environment. Applications to and analysis of ocean currents and waves.
Prerequisites: differential equations, PHYS 201 or PHYS 211.

Cross-listed course: GEOL 582

MSCI 583 - Geology and Geochemistry of Salt Marshes (3 Credits)
Geological and geochemical processes in salt marshes. Methods of geological research in marshes including instrumental techniques, sampling design, and data analysis. Two lectures per week plus four weekends of project oriented fieldwork and/or equivalent lab work. Scheduled field trips are required.
Cross-listed course: GEOL 583

MSCI 585 - Coastal Tropical Oceanography (4 Credits)
Descriptive oceanography of mangrove and coral reef coasts with emphasis on physical processes. Taught as an extended field experience with daily lectures and guided research activities.
Prerequisites: MSCI 312.

MSCI 590 - Beach-Dune Interactions (3 Credits)
Influence of wind on coastal systems, with emphasis on nearshore currents, sediment transport and bedforms, aeolian transport, and dunes. Minimum Junior standing required.
Cross-listed course: GEOG 590

MSCI 599 - Topics in Marine Science (1-3 Credits)
Current developments in marine science selected to meet faculty and student interests. Course content varies and will be announced by title in schedule of courses.

MSCI 624 - Aquatic Chemistry (3 Credits)
Study of the chemical reactions and processes affecting the distribution of chemical species in natural systems. Three lecture hours per week.
Prerequisite or Corequisite: CHEM 321, MATH 142.

Cross-listed course: CHEM 624

MSCI 627 - Marine Phytoplankton (3 Credits)
Examines the physiology and ecology of phytoplankton, including environmental controls on community composition, primary productivity, and detection and characterization of water quality (eutrophication) and harmful algal blooms.
Prerequisites: MSCI 102 or MSCI 450 or BIOL 450.

Cross-listed course: BIOL 627

Marketing (MKTG)

MKTG 350 - Principles of Marketing (3 Credits)
Principles and concepts underlying marketing functions, including the conception, pricing, promotion, and distribution of products and services and the role of marketing in society. A. major sections; ECON 224, ACCT 224 for non-B.A. major sections.
Prerequisites: ECON 221/ECON 222, ACCT 225/ACCT 226 for B.

MKTG 351 - Consumer Behavior (3 Credits)
The consumer decision process, with emphasis on consumer decision making, satisfaction/dissatisfaction factors, perception, learning, group influences, and marketing strategy implications.
Prerequisites: MKTG 350.

MKTG 352 - Principles of Marketing Research (3 Credits)
Investigates the theory and practice of marketing research with emphasis on the problem-oriented nature of marketing research and how research activities are implemented by marketing researchers and used by managers.
Prerequisites: MKTG 350, MGSC 291.

Graduation with Leadership Distinction: GLD: Research

MKTG 445 - Sales Strategy (3 Credits)
Understand the fundamentals of the sales process and how to ensure client engagement. Learn follow-up skills that will help you in every walk of life. Learn the fundamentals of effective business communication (voicemail, email, and hand-written).
Prerequisites: MKTG 350.

MKTG 446 - Sales Automation and Customer Management (3 Credits)
The context, tools and conceptual understanding of the technology-related and managerial expectations of an entry level sales representative.
Prerequisites: MKTG 350.

MKTG 447 - Pricing Strategy and Analytics (3 Credits)
An in-depth understanding of the fundamentals of pricing strategy formulation and implementation.
Prerequisites: MKTG 350.

MKTG 448 - Data Science for Business Decision-Making (3 Credits)
The conceptual, applied, and managerial elements of advanced data science methods for business decision-making.
Prerequisites: B+ or better in MGSC 291.
Mathematics (MATH)

MATH 111 - Basic College Mathematics (3 Credits)
Basic college algebra; linear and quadratic equations, inequalities, functions and graphs of functions, exponential and logarithm functions, systems of equations.
Prerequisites: placement through Algebra version of the Mathematics Placement Test.

MATH 111I - Intensive Basic College Mathematics (4 Credits)
An intensive treatment of the topics covered in MATH 111.
Prerequisites: placement through Algebra version of the Mathematics Placement Test.

MATH 112 - Trigonometry (2 Credits)
Topics in trigonometry specifically needed for MATH 141, MATH 142, MATH 241. Circular functions, analytic trigonometry, applications of trigonometry. Credit may not be received for both MATH 112 and MATH 115.
Prerequisites: C or better in MATH 111 or MATH 111I, or placement through Algebra version of the Mathematics Placement Test.

MATH 115 - Precalculus Mathematics (4 Credits)
Topics in algebra and trigonometry specifically needed for MATH 141, MATH 142, MATH 241. Subsets of the real line, absolute value; polynomial, rational, inverse, logarithmic, exponential functions; circular functions; analytic trigonometry.
Prerequisites: C or better in MATH 111 or MATH 111I, or placement through Precalculus version of the Mathematics Placement Test.

MATH 116 - Brief Precalculus Mathematics (2 Credits)
Essential algebra and trigonometry topics for Calculus, including working with equations that involve polynomials, rational functions, exponential and logarithmic functions, and trigonometric and inverse trigonometric functions. Intended for students with prior experience in Precalculus, but not ready for MATH 141.
Prerequisites: C or better in MATH 112 or MATH 115, or placement through Precalculus version of the Mathematics Placement Test.

MATH 122 - Calculus for Business Administration and Social Sciences (3 Credits)
Derivatives and integrals of elementary algebraic, exponential, and logarithmic functions. Maxima, minima, rate of change, motion, work, area under a curve, and volume.
Prerequisites: C or better in MATH 111, MATH 111I or MATH 115 or placement through Algebra version of the Mathematics Placement Test.

Carolina Core: ARP

MATH 141 - Calculus I (4 Credits)
Functions, limits, derivatives, introduction to integrals, the Fundamental Theorem of Calculus, applications of derivatives and integrals. Four classroom hours and one laboratory hour per week.
Prerequisites: C or better in MATH 112, MATH 115, or MATH 116, or placement through Precalculus version of the Mathematics Placement Test.

Carolina Core: ARP

MATH 142 - Calculus II (4 Credits)
Methods of integration, sequences and series, approximations. Four classroom hours and one laboratory hour per week.
Prerequisites: C or better in MATH 141.

Carolina Core: ARP
MATH 151 - Calculus Workshop I (2 Credits)
Small study group practice in applications of calculus. For elective credit only.
**Corequisite:** MATH 141.

MATH 152 - Calculus Workshop II (2 Credits)
Small study group practice in applications of calculus. For elective credit only.
**Corequisite:** MATH 142.

MATH 170 - Finite Mathematics (3 Credits)
Elementary matrix theory; systems of linear equations; permutations and combinations; probability and Markov chains; linear programming and game theory.
**Prerequisites:** C or better in MATH 111 or MATH 111I or MATH 122, or placement through Algebra version of the Mathematics Placement Test.

**Carolina Core:** ARP

MATH 172 - Mathematical Modeling for the Life Sciences (3 Credits)
Biological modeling with differential and difference equations; techniques of model modifications; analytic, numerical, and graphical solution methods; equilibria, stability, and long-term system behavior; geometric series; vectors, matrices, eigenvalues, and eigenvectors. Applications principally to population dynamics and compartment models.
**Prerequisites:** C or better in MATH 122 or MATH 141.

**Carolina Core:** ARP

MATH 174 - Discrete Mathematics for Computer Science (3 Credits)
Logic, number theory, sequences, series, recursion, mathematical induction, set theory, enumeration, functions, relations, graphs and trees. Connections to computers and to programming are emphasized when possible.
**Prerequisites:** C or better in MATH 115, MATH 116, MATH 122, or MATH 141, or placement through the pre-calculus version of the Mathematics Placement Test.

**Carolina Core:** ARP

MATH 198 - Introduction to Careers and Research in the Mathematical Sciences (1 Credit)
An overview of different areas of mathematical research and career opportunities for mathematics majors. Pass/fail only.
**Prerequisites:** C or better in MATH 141.

**Graduation with Leadership Distinction:** GLD: Research

MATH 221 - Basic Concepts of Elementary Mathematics I (3 Credits)
The meaning of number, fundamental operations of arithmetic, the structure of the real number system and its subsystems, elementary number theory. Open only to students in elementary or early childhood teacher certification.
**Prerequisites:** C or better in MATH 111 or MATH 111I or placement through Algebra version of the Mathematics Placement Test.

MATH 222 - Basic Concepts of Elementary Mathematics II (3 Credits)
Informal geometry and basic concepts of algebra. Open only to students in elementary or early childhood teacher certification.
**Prerequisites:** C or better in MATH 221.

MATH 241 - Vector Calculus (3 Credits)
Vector algebra, geometry of three-dimensional space; lines, planes, and curves in space; polar, cylindrical, and spherical coordinate systems; partial differentiation, max-min theory; multiple and iterated integration, line integrals, and Green’s theorem in the plane.
**Prerequisites:** C or better in MATH 142.

MATH 242 - Elementary Differential Equations (3 Credits)
Ordinary differential equations of first order, higher order linear equations, Laplace transform methods, series methods; numerical solution of differential equations. Applications to physical sciences and engineering.
**Prerequisites:** C or better in MATH 142.

MATH 300 - Transition to Advanced Mathematics (3 Credits)
Rigor of mathematical thinking and proof writing via logic, sets, and functions. Intended to bridge the gap between lower-level (computational-based) and upper-level (proof-based) mathematics courses.
**Prerequisites:** C or better in MATH 142.

MATH 344 - Applied Linear Algebra (3 Credits)
General solutions of systems of linear equations, vector spaces and subspaces, linear transformations, determinants, orthogonality, characteristic polynomials, eigenvalues and eigenvectors, singular value decomposition, and generalized inverse. MATH 344L is an optional laboratory course where additional applications will be discussed.
**Prerequisites:** C or better in MATH 142.

MATH 344L - Applied Linear Algebra Lab (1 Credit)
Computer based applications of linear algebra for science and engineering students. Topics include numerical analysis of matrices, direct and indirect methods for solving linear systems, and least squares method (regression). Typical applications include practical issues related to discrete Markov processes, image compression, and linear programming. Credit not allowed for both MATH 344L and 544L.
**Prerequisite or Corequisite:** C or better or concurrent enrollment in MATH 344.

MATH 374 - Discrete Structures (3 Credits)
Propositional and predicate logic; proof techniques; recursion and recurrence relations; sets, combinatorics, and probability; functions, relations, and matrices; algebraic structures.
**Prerequisites:** C or better in both MATH 142 and CSCE 146.

MATH 399 - Independent Study (3-9 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
**Graduation with Leadership Distinction:** GLD: Research

MATH 401 - Conceptual History of Mathematics (3 Credits)
Topics from the history of mathematics emphasizing the 17th century to the present. Various mathematical concepts are discussed and their development traced. For elective or Group II credit only.
**Prerequisites:** C or better in MATH 122, or MATH 141.

MATH 490 - Mathematics Internship (1-3 Credits)
Academic counterpart to a professional work experience in which mathematics plays a central role. Introduction to the uses of problem formulation and problem solving in a working environment. Introduction to career possibilities for a student trained in mathematics. Restricted to MATH major with 3.0 or better GPA and completion of at least 60 credits.
**Prerequisites:** C or better in MATH 241, MATH 300 and at least one 500 level MATH course; CSCE 145 or CSCE 206 and one of the following STAT courses STAT 509, STAT 512, STAT 515.
MATH 499 - Undergraduate Research (1-3 Credits)
Research on a specific mathematical subject area. The specific content of the research project must be outlined in a proposal that must be approved by the instructor and the Undergraduate Director. Intended for students pursuing the B.S. in Mathematics with Distinction. Pass-Fail grading only.
Graduation with Leadership Distinction: GLD: Research

MATH 511 - Probability (3 Credits)
Probability and independence; discrete and continuous random variables; joint, marginal, and conditional densities, moment generating functions; laws of large numbers; binomial, Poisson, gamma, univariate, and bivariate normal distributions.
Prerequisites: C or better in MATH 241.
Corequisite: MATH 241.
Cross-listed course: STAT 511

MATH 514 - Financial Mathematics I (3 Credits)
Prerequisites: C or better in MATH 241.

MATH 515 - Financial Mathematics II (3 Credits)
Prerequisites: C or better in MATH 514 or STAT 522.

MATH 520 - Ordinary Differential Equations (3 Credits)
Differential equations of the first order, linear systems of ordinary differential equations, elementary qualitative properties of nonlinear systems.
Prerequisites: C or better in MATH 344 or MATH 544.

MATH 521 - Boundary Value Problems and Partial Differential Equations (3 Credits)
Laplace transforms, two-point boundary value problems and Green's functions, boundary value problems in partial differential equations, eigenfunction expansions and separation of variables, transform methods for solving PDE's, Green's functions for PDE's, and the method of characteristics.
Prerequisites: C or better in MATH 520 or in both MATH 241 and MATH 242.

MATH 522 - Wavelets (3 Credits)
Basic principles and methods of Fourier transforms, wavelets, and multiresolution analysis; applications to differential equations, data compression, and signal and image processing; development of numerical algorithms. Computer implementation.
Prerequisites: C or better in MATH 344 or MATH 544.

MATH 523 - Mathematical Modeling of Population Biology (3 Credits)
Applications of differential and difference equations and linear algebra modeling the dynamics of populations, with emphasis on stability and oscillation. Critical analysis of current publications with computer simulation of models.
Prerequisites: C or better in MATH 142, BIOL 301, or MSCI 311 recommended.

MATH 524 - Nonlinear Optimization (3 Credits)
Descent methods, conjugate direction methods, and Quasi-Newton algorithms for unconstrained optimization; globally convergent hybrid algorithm; primal, penalty, and barrier methods for constrained optimization. Computer implementation of algorithms.
Prerequisites: C or better in MATH 241 and one of MATH 344 or MATH 544.

MATH 525 - Mathematical Game Theory (3 Credits)
Two-person zero-sum games, minimax theorem, utility theory, n-person games, market games, stability.
Prerequisites: C or better in MATH 544 or in both MATH 300 and MATH 344.

MATH 526 - Numerical Linear Algebra (4 Credits)
Matrix algebra, Gauss elimination, iterative methods; overdetermined systems and least squares; eigenvalues, eigenvectors; numerical software. Computer implementation. Credit may not be received for both MATH 526 and MATH 544. Three lectures and one laboratory hour per week.
Prerequisites: C or better in MATH 142.

MATH 527 - Numerical Analysis (3 Credits)
Interpolation and approximation of functions; solution of algebraic equations; numerical differentiation and integration; numerical solutions of ordinary differential equations and boundary value problems; computer implementation of algorithms.
Prerequisites: C or better in MATH 520 or in both MATH 242 and MATH 344.

MATH 528 - Mathematical Foundation of Data Science and Machine Learning (3 Credits)
Unconstrained and constrained optimization, gradient descent methods for numerical optimization, supervised and unsupervised learning, various reduced order methods, sampling and inference, Monte Carlo methods, deep neural networks.
Prerequisites: C or better in MATH 344 or MATH 544.

MATH 531 - Foundations of Geometry (3 Credits)
The study of geometry as a logical system based upon postulates and undefined terms. The fundamental concepts and relations of Euclidean geometry developed rigorously on the basis of a set of postulates. Some topics from non-Euclidean geometry.
Prerequisites: C or better in MATH 300.

MATH 532 - Modern Geometry (3 Credits)
Projective geometry, theorem of Desargues, conics, transformation theory, affine geometry, Euclidean geometry, non-Euclidean geometries, and topology.
Prerequisites: C or better in MATH 300.
MATH 533 - Elementary Geometric Topology (3 Credits)
Topology of the line, plane, and space, Jordan curve theorem, Brouwer fixed point theorem, Euler characteristic of polyhedra, orientable and non-orientable surfaces, classification of surfaces, network topology.
Prerequisites: C or better in MATH 241 and MATH 300.

MATH 534 - Elements of General Topology (3 Credits)
Elementary properties of sets, functions, spaces, maps, separation axioms, compactness, completeness, convergence, connectedness, path connectedness, embedding and extension theorems, metric spaces, and compactification.
Prerequisites: C or better in MATH 241 and MATH 300.

MATH 540 - Modern Applied Algebra (3 Credits)
Finite structures useful in applied areas. Binary relations, Boolean algebras, applications to optimization, and realization of finite state machines.
Prerequisites: MATH 300.

MATH 541 - Algebraic Coding Theory (3 Credits)
Error-correcting codes, polynomial rings, cyclic codes, finite fields, BCH codes.
Prerequisites: C or better in MATH 544 or in both MATH 300 and MATH 344.

MATH 544 - Linear Algebra (3 Credits)
Vectors, vector spaces, and subspaces; geometry of finite dimensional Euclidean space; linear transformations; eigenvalues and eigenvectors; diagonalization. Throughout there will be an emphasis on theoretical concepts, logic, and methods. MATH 544L is an optional laboratory course where additional applications will be discussed.
Prerequisites: C or better in MATH 241 and MATH 300.

MATH 544L - Linear Algebra Lab (1 Credit)
Computer-based applications of linear algebra for mathematics students. Topics include numerical analysis of matrices, direct and indirect methods for solving linear systems, and least squares method (regression). Typical applications include theoretical and practical issues related to discrete Markov processes, image compression, and linear programming. Credit not allowed for both MATH 344L and 544L.
Prerequisite or Corequisite: C or better or concurrent enrollment in MATH 544.

MATH 546 - Algebraic Structures I (3 Credits)
Permutation groups; abstract groups; introduction to algebraic structures through study of subgroups, quotient groups, homomorphisms, isomorphisms, direct product; decompositions; introduction to rings and fields.
Prerequisites: C or better in MATH 544.

MATH 547 - Algebraic Structures II (3 Credits)
Rings, ideals, polynomial rings, unique factorization domains; structure of finite groups; topics from: fields, field extensions, Euclidean constructions, modules over principal ideal domains (canonical forms).
Prerequisites: C or better in MATH 546.

MATH 548 - Geometry, Algebra, and Algorithms (3 Credits)
Polynomials and affine space, Grobner bases, elimination theory, varieties, and computer algebra systems.
Prerequisites: C or better in MATH 300 and in one of MATH 344 or MATH 544.

MATH 550 - Vector Analysis (3 Credits)
Vector fields, line and path integrals, orientation and parametrization of lines and surfaces, change of variables and Jacobians, oriented surface integrals, theorems of Green, Gauss, and Stokes; introduction to tensor analysis.
Prerequisites: C or better in MATH 241.

MATH 551 - Introduction to Differential Geometry (3 Credits)
Parametrized curves, regular curves and surfaces, change of parameters, tangent planes, the differential of a map, the Gauss map, first and second fundamental forms, vector fields, geodesics, and the exponential map.
Prerequisites: C or better in MATH 241 and MATH 300.

MATH 552 - Applied Complex Variables (3 Credits)
Complex integration, calculus of residues, conformal mapping, Taylor and Laurent Series expansions, applications.
Prerequisites: C or better in MATH 241.

MATH 554 - Analysis I (3 Credits)
Least upper bound axiom, the real numbers, compactness, sequences, continuity, uniform continuity, differentiation, Riemann integral and fundamental theorem of calculus.
Prerequisites: C or better in MATH 300 and either at least one of MATH 511, MATH 520, MATH 534, MATH 550, or MATH 552.

MATH 555 - Analysis II (3 Credits)
Riemann-Stieltjes integral, infinite series, sequences and series of functions, uniform convergence, Weierstrass approximation theorem, selected topics from Fourier series or Lebesgue integration.
Prerequisites: C or better in MATH 554.

MATH 561 - Introduction to Mathematical Logic (3 Credits)
Syntax and semantics of formal languages; sentential logic, proofs in first order logic; Godel's completeness theorem; compactness theorem and applications; cardinals and ordinals; the Lowenheim-Skolem-Tarski theorem; Beth's definability theorem; effectively computable functions; Godel's incompleteness theorem; undecidable theories.
Prerequisites: C or better in MATH 300.

MATH 562 - Theory of Computation (3 Credits)
Basic theoretical principles of computing as modeled by formal languages and automata; computability and computational complexity.
Prerequisites: C or better in CSCE 350 or MATH 300.

Cross-listed course: CSCE 551

MATH 570 - Discrete Optimization (3 Credits)
Discrete mathematical models. Applications to such problems as resource allocation and transportation. Topics include linear programming, integer programming, network analysis, and dynamic programming.
Prerequisites: C or better in MATH 300 and in one of MATH 544 or MATH 344.

MATH 572 - Mathematical Foundation of Network Science (3 Credits)
Graphs and probability, Web graphs, random graphs, models for complex graphs, graph searching algorithms, eigenvalues, PageRank.
Prerequisites: C or better in MATH 374 and in one of MATH 344 or MATH 544.
MATH 574 - Discrete Mathematics I (3 Credits)
Mathematical models; mathematical reasoning; enumeration; induction and recursion; tree structures; networks and graphs; analysis of algorithms.
Prerequisites: C or better in MATH 300.

MATH 575 - Discrete Mathematics II (3 Credits)
A continuation of MATH 574. Inversion formulas; Polya counting; combinatorial designs; minimax theorems; probabilistic methods; Ramsey theory; other topics.
Prerequisites: C or better in MATH 574.

MATH 576 - Combinatorial Game Theory (3 Credits)
Winning in certain combinatorial games such as Nim, Hackenbush, and Domineering. Equalities and inequalities among games, Sprague-Grundy theory of impartial games, games which are numbers.
Prerequisites: C or better in MATH 300 or MATH 374.

MATH 580 - Elementary Number Theory (3 Credits)
Divisibility, primes, congruences, quadratic residues, numerical functions. Diophantine equations.
Prerequisites: C or better in MATH 300.

MATH 587 - Introduction to Cryptography (3 Credits)
Design of secret codes for secure communication, including encryption and integrity verification: ciphers, cryptographic hashing, and public key cryptosystems such as RSA. Mathematical principles underlying encryption. Code-breaking techniques. Cryptographic protocols.
Prerequisites: C or better in CSCE 145 or MATH 241, and at least one of CSCE 355, MATH 300, or MATH 374.

Cross-listed course: CSCE 557

MATH 590 - Undergraduate Seminar (1-3 Credits)
A review of literature in specific subject areas involving student presentations. Content varies and will be announced in the Master Schedule of Classes by title. For undergraduate credit only.

MATH 599 - Topics in Mathematics (1-3 Credits)
Recent developments in pure and applied mathematics selected to meet current faculty and student interest.

MATH 602 - An Inductive Approach to Geometry (3 Credits)
This course is designed for middle-level pre-service mathematics teachers. This course covers geometric reasoning, Euclidean geometry, congruence, area, volume, similarity, symmetry, vectors, and transformations. Dynamic software will be utilized to explore geometry concepts. This course cannot be used for credit toward a major in mathematics.
Prerequisites: C or better in MATH 122 or MATH 141 or equivalent.

MATH 603 - Inquiry Approach to Algebra (3 Credits)
This course introduces basic concepts in number theory and modern algebra that provide the foundation for middle level arithmetic and algebra. Topics include: algebraic reasoning, patterns, inductive reasoning, deductive reasoning, arithmetic and algebra of integers, algebraic systems, algebraic modeling, and axiomatic mathematics. This course cannot be used for credit towards a major in mathematics.
Prerequisites: C or higher in MATH 122 or MATH 141 or equivalent.

MATH 650 - AP Calculus for Teachers (3 Credits)
A thorough study of the topics to be presented in AP calculus, including limits of functions, differentiation, integration, infinite series, and applications. Not intended for degree programs in mathematics.
Prerequisites: current secondary high school teacher certification in mathematics and a C or better in at least 6 hours of calculus.

Mechanical Engineering (EMCH)

EMCH 101 - Introduction to Mechanical Engineering (3 Credits)
Introduction to Mechanical Engineering; Engineering thinking; Problem-solving skills; University life and academic expectations.

EMCH 111 - Introduction to Computer-Aided Design (3 Credits)
Principles and practice of visualization and graphical representation using modern computer-aided design tools.

EMCH 200 - Statics (3 Credits)
Principles of mechanics; Equilibrium of particles and rigid bodies; Distributed forces, centroids, and centers of gravity; Moments of inertia of areas; Analysis of simple structures and machines; Friction.
Prerequisites: C or better in MATH 141.

EMCH 201 - Introduction to Applied Numerical Methods (3 Credits)
Introduction and application of linear algebra and numerical methods to the solution of physical and engineering problems. Techniques include iterative solution techniques, methods of solving system of equations, and numerical integration and differentiation.
Prerequisites: MATH 141.

Corequisite: MATH 142.

Cross-listed course: ENCP 201, PHYS 311

EMCH 220 - Mechanical Engineering Fundamentals for Non-Majors (3 Credits)
Introduction to the fundamentals of mechanical engineering for other engineering disciplines. Excluded: Mechanical Engineering Majors.
Prerequisites: MATH 142, PHYS 211.

EMCH 260 - Solid Mechanics (3 Credits)
Study of forces and deformation in solids; Basic concepts of stress and strain; Elastic relations between stress and strain; Stress and strain transformations; Applications to mechanical components under axial, torsional, bending and pressure loads.
Prerequisites: C or better in MATH 241; C or better in EMCH 200 or ENCP 200.

EMCH 290 - Thermodynamics (3 Credits)
Definitions, work, heat, and energy; First law of analyses of systems and control volumes; Second law analysis.
Prerequisites: C or better in PHYS 211; C or better in MATH 142.

EMCH 308 - Introduction to Finite Element Stress Analysis (3 Credits)
Introduction to stress analysis for beams, plates, shells, and solids using finite element based computer tools.
Prerequisites: EMCH 260.

EMCH 310 - Dynamics (3 Credits)
Kinematics of particles and rigid bodies; Kinetics of particles, emphasis on Newton's second law; energy and momentum methods for the solution of problems; Applications of plane motion of rigid bodies.
Prerequisites: C or better in MATH 242; C or better in EMCH 200 or ENCP 200.
EMCH 327 - Machine Design (3 Credits)
Design against static failure and fatigue failure of structural members and machine parts; Design and selection of components including: fasteners, welds, shafts, springs, gears, bearings, and chain drives.
Prerequisites: EMCH 260 or ENCP 260.

Graduation with Leadership Distinction: GLD: Research

EMCH 330 - Mechanical Vibrations (3 Credits)
Analysis of forced and damped one-degree-of-freedom systems. Rotating unbalance and vibration isolation. Introduction to two-degrees-of-freedom systems.
Prerequisites: MATH 242 and either EMCH 310 or ENCP 210.

EMCH 332 - Kinematics (3 Credits)
The application of vector and graphical analysis for the determination of positions, velocities and accelerations of planar linkages used in modern machinery.
Prerequisites: D or better in EMCH 310 or ENCP 210.

EMCH 354 - Heat Transfer (3 Credits)
One- and two-dimensional steady and transient heat conduction; Free and forced convection; Boiling and condensation; Radiation; Heat exchangers.
Prerequisites: D or better in EMCH 360 or AESP 265 or ENCP 360.

EMCH 360 - Fluid Mechanics (3 Credits)
Mechanical engineering applications of fluid statics and dynamics. Conservation of mass, momentum, and energy. Similitude and dimensional analysis, open channel flow, lift and drag. Introduction to turbulent flow.
Prerequisites: C or better in EMCH 200 or ENCP 200; EMCH 201 or ENCP 201, MATH 241.

EMCH 361 - Mechanical Engineering Laboratory I (3 Credits)
Principles of measurement, analysis of data, and experimental planning. Written and oral presentation techniques.
Prerequisites: STAT 509, PHYS 212.
Prerequisite or Corequisite: EMCH 260 or ENCP 260, EMCH 290 or ENCP 290.

EMCH 362 - Mechanical Engineering Laboratory II (3 Credits)
Introduces design of experiments with emphasis on confidence levels, dimensional analysis, correlations or experimental data, experimental variance, and uncertainty analyses. Oral and written reports. Excluded: Mechanical Engineering majors.
Prerequisites: EMCH 361, ELCT 220 or ELCT 221.
Prerequisite or Corequisite: EMCH 360 or ENCP 360, EMCH 310 or ENCP 210.

EMCH 363 - Mechanical Engineering Laboratory III (3 Credits)
Experiments directly related to advanced mechanical engineering courses. Physical and statistical design of experiments. Written and oral reports.
Prerequisites: EMCH 362.
Prerequisite or Corequisite: EMCH 332, EMCH 354, EMCH 371.

EMCH 367 - Controls (3 Credits)
Introduction to closed-loop control systems in Mechanical Engineering; Development of concepts, including transfer function, feedback, frequency response, and system stability; Programmable logic controllers (PLC); Control system design methods.
Prerequisites: D or better in EMCH 310 or ENCP 210; D or better in EMCH 368.

EMCH 368 - Mechatronics (4 Credits)
Introduction to the principles of integrating mechanical, electrical and computer engineering disciplines within a unified framework towards designing mechatronic systems; Fundamental overview of mechatronics (sensors, signals, actuators, microprocessors and models of mechatronic systems); Experimental exercises using microcontrollers.
Prerequisites: D or better in CSCE 206; D or better in ELCT 220 or ELCT 221; D or better in EMCH 260 or ENCP 260.

EMCH 371 - Materials (3 Credits)
An introduction to the relationships between chemical bonding, crystal structure, phase equilibria, microstructure, and properties of engineering materials.
Prerequisites: D or better in EMCH 260 or ENCP 260.

EMCH 377 - Manufacturing (3 Credits)
Prerequisites: EMCH 371.

EMCH 380 - Project Management for Engineers (3 Credits)
Introduction to decision making for engineering projects. Planning methods, forecasting, exploratory charts, team building, leadership, quality control, project scheduling, and project economics.
Prerequisites: D or better in MATH 241.

EMCH 394 - Applied Thermodynamics (3 Credits)
Prerequisites: EMCH 201, EMCH 290.

EMCH 427 - Mechanical Design I (3 Credits)
Lecture topics include design specifications and planning, innovation, economic factors, safety, reliability, ethics and social impact. Selection, specification, and feasibility study of an open-ended design project to be completed in EMCH 428.
Prerequisites: EMCH 327, EMCH 354, EMCH 371, EMCH 394.
Prerequisite or Corequisite: EMCH 332, EMCH 362.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships, GLD: Research
EMCH 428 - Design II (3 Credits)
Open-ended design project continuation including: identifying and performing relevant engineering analyses, parametric design refinement, project life cycle economic analysis, product/prototype construction, testing, and evaluation of the design; Consideration of safety, reliability, sustainability, and social impact.
Prerequisites: D or better in EMCH 427.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships, GLD: Research

EMCH 441 - Automotive System Fundamentals (3 Credits)
Automotive engineering systems, descriptions, and associated operating and design principles. Past, present, and future automotive systems and components.
Prerequisites: EMCH 260, EMCH 394.

EMCH 460 - Special Problems (1-3 Credits)
Individual investigation or studies of special topics. A maximum of three credits may be applied toward a degree. Advance approval of project proposal by advisor and instructor.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships, GLD: Research

EMCH 497 - Design of Thermal Systems (3 Credits)
Methodology of design, mathematical modeling of thermal equipment, system simulation, system optimization using digital computer, and investment economics. Requires a semester-long design project. Two lectures and one problem session per week.
Prerequisites: EMCH 354, EMCH 394.

Graduation with Leadership Distinction: GLD: Research

EMCH 499 - Fundamentals of Engineering Preparation (1 Credit)
Preparation for the Fundamentals of Engineering Exam. Review general engineering and mechanical engineering-specific areas. Restricted to seniors. May not be used to satisfy program requirements.

EMCH 501 - Engineering Analysis I (3 Credits)
Engineering applications of solution techniques for ordinary and partial differential equations, including Sturm-Liouville theory, special functions, transform techniques, and numerical methods.
Prerequisites: MATH 242.

EMCH 502 - Engineering Analysis II (3 Credits)
Engineering applications of optimization methods, calculus of variations including approximate methods, and probability concepts.
Prerequisites: MATH 242.

EMCH 507 - Computer-Aided Design (3 Credits)
Solid modeling using commercial computer-aided design (CAD) applications package to reverse engineer-manufactured parts. Analytical curves and surfaces, transformation matrices, assembly modeling, and computer tools for analyzing parts and mechanisms.
Prerequisites: EMCH 201, EMCH 327.

EMCH 508 - Finite Element Analysis in Mechanical Engineering (3 Credits)
Prerequisites: EMCH 201, EMCH 327.

EMCH 509 - Computer-Aided Manufacturing (3 Credits)
Optimizing computer-controlled machining processes, programmable logic controllers (PLCs), motion control of servomechanisms, CNC machining practices and programming, and robotics.
Prerequisites: D or better in MATH 241.

EMCH 516 - Control Theory in Mechanical Engineering (3 Credits)
An introduction to closed-loop control systems; development of concepts, including transfer function, feedback, frequency response, and system stability by examples taken from mechanical engineering practice; control system design methods.
Prerequisites: MATH 242, EMCH 330.

EMCH 520 - Technology Planning (3 Credits)
Assessment of technological needs in the organization; coupling research and development to production; selection and evaluation of the technical project/program; technical planning, resource allocation, direction, and control; effective use and development of the engineering staff; the process of and barriers to technological change; technology, values, and policy. Senior or graduate standing.

EMCH 521 - Concurrent Engineering (3 Credits)
A systematic approach to the mechanical design of products, requiring the concurrent design of all related processes.
Prerequisites: EMCH 327.

EMCH 522 - Design for Manufacture and Assembly (3 Credits)
Product design principles for early consideration of issues to shorten product development time and to ensure smooth transition to manufacturing, thus accelerating time-to-market.
Prerequisites: EMCH 327 and EMCH 377.

EMCH 527 - Design of Mechanical Systems (3 Credits)
Summary of mechanical design, project management, product liability and the law, intellectual property ethics and professionalism.
Prerequisites: EMCH 327.

EMCH 528 - Product Safety Engineering (3 Credits)
Design considerations and methodologies for products to ensure adequate safeguards for the prevention of accidents, failures, and injuries. Senior standing.

EMCH 529 - Sustainable Design and Development (3 Credits)
System design and development accomplished with consideration of environmental/ecological, economic, and social constraints. Students will be introduced to sustainable design and accomplish a design project. Senior standing.

EMCH 530 - Introduction to Engineering Optimization (3 Credits)
Mathematical formulation of an optimum design problem, introduction to optimum design concepts and multidisciplinary design optimization. Use of mathematical programming methods for unconstrained and constrained minimization for engineering design optimization.
Prerequisites: C or better in MATH 142, Graduate standing.

EMCH 532 - Intermediate Dynamics (3 Credits)
Kinematics and dynamics of particles and rigid bodies using Newtonian mechanics. Work/energy, impulse/momentum, 3-D motion.
Prerequisites: EMCH 332.

EMCH 535 - Robotics in Mechanical Engineering (3 Credits)
Overview of robotics in practice and research: forward and inverse kinematics, statics and dynamics, trajectory generation, control, vision, and motion planning.
Prerequisites: EMCH 332.
EMCH 544 - Compressible Fluid Flow (3 Credits)
Application of the conservation laws of a compressible fluid to isentropic flows, flow with friction, and flows with heating or cooling. Shock and expansion waves. Nozzle and diffuser design.
Prerequisites: EMCH 354.

EMCH 550 - Introduction to Nuclear Safeguards (3 Credits)
International nuclear non-proliferation programs and activities, proliferation risk assessment, and nuclear materials management and safeguards, including physical protection systems, material accounting and control, monitoring, and regulatory issues.
Prerequisites: CHEM 112, PHYS 212, MATH 241, MATH 242.

EMCH 551 - Nuclear Energy in the Hydrogen Economy (3 Credits)
The current role of nuclear energy in the US and global energy mix will be described and the potential for future growth will be surveyed, particularly in the development of the hydrogen economy.
Prerequisites: EMCH 354.

EMCH 552 - Introduction to Nuclear Engineering (3 Credits)
Radioactivity and nuclear reactions; steady state and transient nuclear reactor theory.

EMCH 553 - Nuclear Fuel Cycles (3 Credits)
Processing of nuclear fuel including fabrication, irradiation, and waste disposal or storage. In-core and out-of-core fuel management. Fuel cycle economics.
Prerequisites: EMCH 552.

EMCH 554 - Intermediate Heat Transfer (3 Credits)
Radiant heat exchange, combined modes of heat transfer, computer techniques in heat transfer analysis and design, environmental heat transfer.
Prerequisites: EMCH 354.

EMCH 555 - Instrumentation for Nuclear Engineering (3 Credits)
Basic operational principles of radiation detection and nuclear instrumentation systems. Selection of the proper detector to measure radiation. Statistical analysis of results.
Prerequisite or Corequisite: EMCH 552 or PHYS 511.

EMCH 555L - Nuclear Instrumentation Laboratory (1 Credit)
Use of nuclear radiation detection and instrumentation systems and computers. Data acquisition and analysis.
Corequisite: EMCH 555.

EMCH 556 - Introduction to Risk Analysis and Reactor Safety (3 Credits)
An introduction to probabilistic risk assessment (PRA) methods as applied to nuclear power plants but also examples from the chemical industry, aerospace, transportation, and other sectors. Addresses failure and reliability analysis, fault trees, event trees, reactor safety, regulatory practice.
Prerequisites: STAT 509.

EMCH 557 - Introduction to Radiation Shielding and Sources (3 Credits)
Radiation interactions and transport, design of radiation shields, point kernel, and Monte Carlo methods. Dosimetry, buildup factors, radiation sources, and shield materials.

EMCH 558 - Introduction to Nuclear Reactor Systems (3 Credits)
PWR and BWR reactors, reactor system designs for accident prevention and mitigation, protection systems, containment design, emergency cooling requirements, code of federal regulations, and design criteria.
Corequisite: EMCH 552.

EMCH 560 - Intermediate Fluid Mechanics (3 Credits)
Prerequisites: EMCH 510, EMCH 360.

EMCH 561 - Current Topics in Mechanical Engineering (1-3 Credits)
Special topics related to current issues in mechanical engineering. Course content varies and will be announced in the schedule of classes by title.

EMCH 562 - Micro/nanofluidics and Lab-on-a-Chip (3 Credits)
Basic fluid mechanics, capillary, drop and micro/nanoparticle, electrokinetics; Micropump, mixer, preconcentrator, electrophoresis, microactuator and particle manipulator; Sensors for pressure, velocity, concentration, temperature in environmental monitoring/biodefence, clinical diagnostics, drug discovery/delivery. Restricted to: Upper division.
Prerequisites: CHEM 112, CHEM 112L, PHYS 212.

EMCH 566 - Bio Nano/Micro Electro-Mechanical Systems (3 Credits)
Nanomicrofabrication for nano/microstructures, photolithography, self-assembly, etching techniques, physical and chemical vapor deposition, surface and bulk micromachining, MEMS integration and packaging; applications in Biomedical Engineering; microactuators, biomicrosensors, and biomedical devices.
Prerequisites: CHEM 112, CHEM 112L, PHYS 212.

EMCH 567 - Introduction to Nuclear Reactor Systems (3 Credits)
Materials for nuclear applications; materials degradation processes occurring in the nuclear reactor environment. Restricted to Engineering Upper Division and Graduate Students.

EMCH 571 - Mechanical Behavior of Materials (3 Credits)
Micromechanisms of the deformation and fracture of structural materials; brittle versus ductile behavior; fatigue and creep; strengthening mechanisms; mechanical testing techniques; methods in analysis of mechanical failures.
Prerequisites: EMCH 260, EMCH 371.

EMCH 572 - Physical Metallurgy (3 Credits)
Equilibrium and phase relations in metallic systems; kinetics of phase transformations; annealing and precipitation phenomena.
Prerequisites: EMCH 371.

EMCH 573 - Introduction to Nuclear Materials (3 Credits)
Materials for nuclear applications; materials degradation processes occurring in the nuclear reactor environment. Restricted to Engineering Upper Division and Graduate Students.

EMCH 575 - Adaptive Materials and Smart Structures (3 Credits)
A multidisciplinary introductory course addressing the engineering field of adaptive materials and smart structures.
Prerequisites: EMCH 260, EMCH 310.

EMCH 576 - Fundamentals and Applications of Fuel Cells (3 Credits)
Study of fuel cell principles, fuel cell characterization, characteristics of the major types of fuel cells, fuel cell and stack components, fuel cell stack and system design, fuel cell applications in portable, transportation, and stationary areas, as well as the current status and future research focus of fuel cells. Restricted to: Upper division.
Prerequisites: EMCH 290 or ECHE 310 or ENCP 290.
EMCH 577 - Aerospace Structures I (3 Credits)
Static analysis of aerospace structural elements such as bars, beams, columns, plates, and shells. Topics include, but not limited to elasticity theory, simple beam theory, boundary value problems, and structural stability. Upper division or graduate status.

EMCH 578 - Introduction to Aerodynamics (3 Credits)
Fundamentals of aerodynamics, elements of compressible flow, thin airfoil theory, finite wing theory, flow through nozzles diffusers and wind tunnels, normal and oblique shock waves, elements of the methods of characteristics of finite difference solutions for compressible flows, aspects of hypersonic flow.

EMCH 580 - Mechanics of Solid Biomaterials (3 Credits)
Prerequisites: MATH 242.

EMCH 584 - Advanced Mechanics of Materials (3 Credits)
Topics in stress analysis, including unsymmetrical bending, three-dimensional stress-strain; torsion; rotational stress; thick-walled pressure vessels; beams on elastic foundations; and stress concentration.
Prerequisites: EMCH 260.

EMCH 585 - Introduction to Composite Materials (3 Credits)
Prerequisites: EMCH 327, EMCH 371, MATH 242.

EMCH 586 - Experimental Stress Analysis (3 Credits)
Stress analysis utilizing experimental techniques including transmission and scattered light photoelasticity, strain gauges, and brittle coatings. Introduction to modern concepts of coherent optics in stress analysis with emphasis on engineering applications.
Prerequisites: EMCH 260.

EMCH 592 - Introduction to Combustion (3 Credits)
Chemical thermodynamics, reaction kinetics, and combustion phenomena in energy production. Application to the modeling of coal combustion, incineration, and combustion engines.
Prerequisites: EMCH 354, EMCH 394.

EMCH 594 - Solar Heating (3 Credits)
Solar radiation; review of heat transfer and radiation characteristics of relevant materials; flat plate and focusing collectors; energy storage models for design of solar heating systems; system design by computer simulation; direct conversion by solar cells.
Prerequisites: EMCH 290, EMCH 354, or ECHE 321.

EMCH 597 - Thermal Environmental Engineering (3 Credits)
Prerequisites: EMCH 354, EMCH 394.

Media Arts (MART)

MART 101 - Making Media That Matters (3 Credits)
Introductory media arts creation and study for non-majors. Developing an individual aesthetic for the screen and related media by becoming proficient in the conception, creation, and refinement of graphics, audio, and video, while emphasizing the histories and theories that led to and support the current state of the media arts.

MART 110 - Media Culture (3 Credits)
Introduction to the critical study of film, video, photography, audio, and new media.
Cross-listed course: FAMS 110
Carolina Core: AIU

MART 201 - Foundations of Media Arts Production (3 Credits)
Fundamental conceptual and technical aspects of media.
Carolina Core: AIU

MART 210 - Digital Media Arts Fundamentals (3 Credits)
Introduction to theory and practice of origination, sequencing, and processing of screen-based and related media art.
Carolina Core: AIU

MART 262 - Digital Imaging (3 Credits)
Aesthetic and communicative elements of the production of digital images, including capture, processing, and output.

MART 321 - Media Writing (3 Credits)
Storytelling forms and formats for screen-based and related media arts.

MART 341 - Sound Design (3 Credits)
Aesthetic and communicative elements of audio design for screen-based and related media arts.
Prerequisites: MART 210.

MART 371 - The Moving Image (3 Credits)
Introduction to the theory and practice of motion picture production.
Prerequisites: MART 201 and MART 210.

MART 380 - New Media Art (3 Credits)
Introduction to the design and development of new media art, including internet-based art, media performance, installation, and interactivity.
Prerequisites: MART 210 or ARTS 102.

MART 399 - Independent Study (1-6 Credits)
Contract approved by instructor, advisor, and department head is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

MART 490 - Special Topics in Media Arts (3 Credits)
May be repeated once for credit as topic varies by title.

MART 495 - Research Seminar (3 Credits)
Research in a selected area of media arts.
Prerequisites: junior status
Graduation with Leadership Distinction: GLD: Research

MART 499 - Internship in Media Arts (3-6 Credits)
Supervised experience in media productions and media production facilities. Contract approved by instructor, advisor, and department head is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships
Experiential Learning: Experiential Learning Opportunity
MART 521A - Media Writing Advanced: Screenwriting (3 Credits)
Advanced study of screenwriting. Content varies by course title: 521A Screenwriting; 521B Feature Film; 521C Manga and Anime; 521D Television Writing. May be repeated as content varies by title up to 3 times.
Prerequisites: MART 321.

MART 521B - Media Writing Advanced: Feature Film (3 Credits)
Advanced study of feature film writing. Content varies by course title: 521A Screenwriting; 521B Feature Film; 521C Manga and Anime; 521D Television Writing. May be repeated as content varies by title up to 3 times.
Prerequisites: MART 321.

MART 521C - Media Writing Advanced: Manga and Anime (3 Credits)
Advanced study of Manga and Anime. Content varies by course title: 521A Screenwriting; 521B Feature Film; 521C Manga and Anime; 521D Television Writing. May be repeated as content varies by title up to 3 times.
Prerequisites: MART 321.

MART 521D - Media Writing Advanced: Television Writing (3 Credits)
Advanced study of television writing. Content varies by course title: 521A Screenwriting; 521B Feature Film; 521C Manga and Anime; 521D Television Writing. May be repeated as content varies by title up to 3 times.
Prerequisites: MART 321.

MART 571A - Moving Image Advanced: Narrative (3 Credits)
Narrative for motion picture.
Prerequisites: MART 371.

MART 571B - Moving Image Advanced: Documentary (3 Credits)
Documentary production.
Prerequisites: MART 371.

MART 571C - Moving Image Advanced: Animation (3 Credits)
Animation production.
Prerequisites: MART 371.

MART 571D - Moving Image Advanced: Experimental (3 Credits)
Experimental motion picture production.
Prerequisites: MART 371.

MART 571E - Moving Image Advanced: Cinematography (3 Credits)
Motion picture cinematography.
Prerequisites: MART 371.

MART 571F - Moving Image Advanced: Sound for Motion Picture (3 Credits)
Sound production for motion picture.
Prerequisites: MART 371.

MART 581A - New Media Advanced: Site-based and Installation Art (3 Credits)
Art and practice of site-based and installation art. Content varies by course title: 581A, Site-based and Installation Art; 581B, Mobile Platforms; 581C, Media Performance; 581D, Video Game Design; 581E, Sound Art. May be repeated as content varies by title up to 3 times.
Prerequisites: MART 380.

MART 581B - New Media Advanced: Mobile Platforms (3 Credits)
Art and practice of mobile platforms. Content varies by course title: 581A, Site-based and Installation Art; 581B, Mobile Platforms; 581C, Media Performance; 581D, Video Game Design; 581E, Sound Art. May be repeated as content varies by title up to 3 times.
Prerequisites: MART 380.

MART 581C - New Media Advanced: Media Performance (3 Credits)
Art and practice of media performance. Content varies by course title: 581A, Site-based and Installation Art; 581B, Mobile Platforms; 581C, Media Performance; 581D, Video Game Design; 581E, Sound Art. May be repeated as content varies by title up to 3 times.
Prerequisites: MART 380.

MART 581D - New Media Advanced: Video Game Design (3 Credits)
Art and practice of video game design. Content varies by course title: 581A, Site-based and Installation Art; 581B, Mobile Platforms; 581C, Media Performance; 581D, Video Game Design; 581E, Sound Art. May be repeated as content varies by title up to 3 times.
Prerequisites: MART 380.

MART 581E - New Media Advanced: Sound Art (3 Credits)
Art and practice of sound art. Content varies by course title: 581A, Site-based and Installation Art; 581B, Mobile Platforms; 581C, Media Performance; 581D, Video Game Design; 581E, Sound Art. May be repeated as content varies by title up to 3 times.
Prerequisites: MART 380.

MART 590 - Special Topics in Media Arts (3 Credits)
Selected topics in media arts. Course content varies and will be announced in the schedule of classes by title.
Prerequisites: FAMS 240.

MART 591 - Special Topics in Film and Media Histories (3 Credits)
Intensive study of a specific topic in film and media history. May be repeated as content varies by title.
Prerequisites: FAMS 300.

MART 592 - Special Topics in Film and Media Studies (3 Credits)
Intensive study of a specific topic in film and media studies. May be repeated as content varies by title. 03: 07/05/2019.
Prerequisites: FAMS 300.

MART 593 - Special Topics in U.S. Film and Media (3 Credits)
Intensive study of a specific topic in U.S. film and media studies. May be repeated as content varies by title. 03: 07/05/2019.
Prerequisites: FAMS 300.

MART 594 - Special Topics in Global Film and Media (3 Credits)
Intensive study of a specific topic concerning films produced in a country other than the United States. May be repeated as content varies by title.
Prerequisites: FAMS 300.

MART 598 - Media Management and Distribution (3 Credits)
Research in media management and distribution.
Prerequisites: MART 110 and MART 210.
Middle Level Education (EDML)

EDML 321 - Middle Level Teaching and Management (3 Credits)
Overview of national trends in the middle school with an analysis of the relationship of early adolescent developmental characteristics to organization, curriculum, instruction, and teaching in the middle school level.

EDML 470 - Foundations in Reading (3 Credits)
Reading foundations, curriculum, and assessments for teaching young adolescents across academic disciplines.

EDML 471 - Middle Level Content Area Reading and Writing (3 Credits)
Examination of planning, implementation, and assessment of reading strategy instruction across disciplines and content areas in middle level classrooms. Restricted to: teacher candidates enrolled in the middle level degree program.

EDML 553 - Methods and Materials for Teaching Science in the Middle Grades (3 Credits)
A study of methods, techniques, and materials of instruction appropriate to science teaching in the middle school.

EDML 563 - Methods and Materials for Teaching Social Studies in the Middle School (3 Credits)
A study of goals, content, methods, and materials of instruction in middle school social studies.

EDML 572 - Middle Level Literacy Assessment (3 Credits)
Introduces literacy assessment for individual and small groups or middle level students.

EDML 573 - Methods and Materials for Teaching English/Language Arts in the Middle Grades (3 Credits)
Introduces goals, content, and methods of teaching language arts at the middle level.

EDML 583 - Methods and Materials for Teaching Mathematics in the Middle Grades (3 Credits)
A study of methods, techniques, and materials of instruction appropriate to mathematics teaching in the middle school.

EDML 584 - Middle School Internship Seminar (3 Credits)
Inquiry into the issues that arise during internship B experiences including classroom management, adolescent development, legal/professional responsibilities, multicultural perspectives, and needs of exceptional children.

Corequisite: EDML 599.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

EDML 598 - Internship A in the Middle School (3 Credits)
Application of effective teaching techniques and organization of instructional settings for middle school students.

Prerequisites: admission to internship in middle level program.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

EDML 599 - Internship B in the Middle School (12 Credits)
Application of effective teaching techniques and organization of instructional settings for middle school students.

Prerequisites: B or better in EDML 598.

Corequisite: EDSE 584.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

Experiential Learning: Experiential Learning Opportunity

Military Science (ARMY)

ARMY 101 - Fundamentals of Military Science (2 Credits)
Development of leadership, management, and communication skills. Map reading, land navigation, and study/time management techniques.

ARMY 102 - Introduction to the Army (2 Credits)
History, organization, mission, and role of United States Army in national defense. Components of total Army structure. Emphasis on group dynamics and communication skills.

ARMY 201 - Fundamentals of Military Leadership (3 Credits)
Oral and written military communications, planning, and organizing techniques. Current military leadership doctrine and application. Combined arms concepts, organizations, and tactics.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ARMY 202 - Fundamentals of Military Decision Making (3 Credits)
Soldier skills, including map reading and land navigation. Introduces Army troop-leading procedures through practical exercises and principles of war using historical events.

ARMY 301 - Advanced Military Decision Making (4 Credits)
Small group leadership through practical applications. Individual leadership skills with emphasis on problem analysis, decision formulation, and steps of decision making.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ARMY 302 - Applied Military Leadership (4 Credits)
Continues development of leadership competencies and confidence. Tactical training exercises to enhance leadership development.

Prerequisites: ARMY 301.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ARMY 400 - Nurses Summer Training Program Clinical Elective (3 Credits)
A 3-week summer nursing experience conducted at an Army hospital in the United States, Europe, or Asia that orient the cadet nurse to the mission of the U.S. Army Medical Department and its health care delivery system. It provides a minimum of 120 hours of clinical experience to develop nursing, leadership, administrative, and interpersonal skills.

Prerequisites: completion of the Leadership Development Assessment Course [LDAC], NURS 412 or its equivalent, acceptance into any Army ROTC, and enrolled Army ROTC Nursing Cadets.
ARMY 401 - Leadership and Management Seminar I (4 Credits)
Current Army leadership, tactical, and training doctrine. Military law in context of peacekeeping/enforcement operations. Overview of Army's role in joint operations.
Prerequisites: ARMY 301.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ARMY 402 - Leadership and Management Seminar II (4 Credits)
Application of current Army leadership, tactical, and training doctrine. Evolution of military professionalism; civil-military relations, personal and professional ethics, and military justice system.
Prerequisites: ARMY 401.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ARMY 406 - American Military Experience (3 Credits)
Transformation of war and of the institutions for waging war from the American Revolution to the present.
Cross-listed course: HIST 468

Music (MUSC)

MUSC 100 - Recital Class (0 Credits)
Required attendance for music majors at recitals and seminars. Graded S or U.
MUSC 100A - Music Advocacy I: Understanding the Power of Your Music (0 Credits)
An introduction to advocacy methods, techniques and experiences to understand the positive effects of music in American society. Pass/Fail Grading.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

MUSC 100L - Recital Class Laboratory (1 Credit)
Introduction to the literature and styles of western music. Not auditable.
MUSC 101A - Secondary Applied Music/ Flute/ Piccolo (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.
MUSC 101B - Secondary Applied Music/ Oboe/ English Horn (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.
MUSC 101C - Secondary Applied Music/ Clarinet (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.
MUSC 101D - Secondary Applied Music/ Bassoon (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.
MUSC 101E - Secondary Applied Music/ Saxophone (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.
MUSC 101F - Secondary Applied Music/ French Horn (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.
MUSC 101G - Secondary Applied Music/ Trumpet (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 101H - Secondary Applied Music/ Trombone (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.
MUSC 101I - Secondary Applied Music/ Euphonium (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.
MUSC 101J - Secondary Applied Music/ Tuba (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.
MUSC 101K - Secondary Applied Music/ Percussion (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.
MUSC 101L - Secondary Applied Music/ Harpischord (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.
MUSC 101M - Secondary Applied Music/ Classical Guitar (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.
MUSC 101N - Secondary Applied Music/ Organ (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.
MUSC 101P - Secondary Applied Music/ Piano (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.
MUSC 101Q - Secondary Applied Music/ Harp (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Note: Not Auditable
MUSC 101R - Secondary Applied Music/ Violin (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.
MUSC 101S - Secondary Applied Music/ Viola (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.
MUSC 101T - Secondary Applied Music/ Violoncello (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.
MUSC 101U - Secondary Applied Music/ Double Bass (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.
MUSC 101V - Secondary Applied Music/ Voice (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.
MUSC 101W - Secondary Applied Music/ Service Playing (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.
MUSC 101Y - Secondary Applied Music/ Conducting (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.
MUSC 101Z - Secondary Applied Music/ Jazz (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.
MUSC 102 - Introduction to Classical Guitar (1 Credit)
Study of basic classical techniques, exercises, and repertory. Must be completed with at least a B before acceptance into applied sequence. Not Auditable.

MUSC 103 - Basic Guitar (2 Credits)
An introduction to playing the guitar as both a solo and an accompanying instrument. One class meeting and one private lesson per week.

MUSC 104 - Introduction to Piano (2 Credits)
An introductory course in the beginning techniques of making music at the piano. One group class and one private lesson each week. This class is designed for students with no prior formal training in piano.

MUSC 105 - Introduction to Singing (2 Credits)
An introduction to singing, designed for students with no prior formal training in music.

MUSC 110 - Introduction to Music (3 Credits)
Perceptive listening and appreciation of musical elements, forms and style periods, including composers' lives, individual styles and representative works. Emphasis on classical music; jazz and American popular music included.

Carolina Core: AIU

MUSC 110L - Introduction to Music Laboratory (0 Credits)

MUSC 111A - Lower Division Applied Music/ Flute/ Piccolo (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 111B - Lower Division Applied Music/ Oboe/ English Horn (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 111C - Lower Division Applied Music/ Clarinet (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 111D - Lower Division Applied Music/ Bassoon (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 111E - Lower Division Applied Music/ Saxophone (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 111F - Lower Division Applied Music/ French Horn (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 111G - Lower Division Applied Music/ Trumpet (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 111H - Lower Division Applied Music/ Trombone (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 111I - Lower Division Applied Music/ Euphonium (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 111J - Lower Division Applied Music/ Tuba (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 111K - Lower Division Applied Music/ Percussion (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 111L - Lower Division Applied Music/ Harpsichord (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 111M - Lower Division Applied Music/ Classical Guitar (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 111N - Lower Division Applied Music/ Classical Guitar (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 111O - Lower Division Applied Music/ Organ (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 111P - Lower Division Applied Music/ Piano (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 111Q - Lower Division Applied Music/ Harp (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 111R - Lower Division Applied Music/ Violin (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 111S - Lower Division Applied Music/ Viola (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 111T - Lower Division Applied Music/ Violoncello (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 111U - Lower Division Applied Music/ Double Bass (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 111V - Lower Division Applied Music/ Voice (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 111W - Lower Division Applied Music/ Service Playing (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 111Y - Lower Division Applied Music/ Conducting (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 111Z - Lower Division Applied Music/ Jazz (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 113 - Special Topics in Popular Music (3 Credits)
An investigation into the function of popular music in contemporary society. May be repeated as content varies by title.

Carolina Core: AIU

MUSC 114 - Introduction to Music Theory (3 Credits)

Carolina Core: AIU

MUSC 115 - Music Theory I (3 Credits)
An introduction to the basic elements, materials, and structure of Western tonal music with an emphasis on harmony, voice leading, and counterpoint.

Carolina Core: AIU
MUSC 116 - Music Theory II (3 Credits)
Continuation of MUSC 115.
Prerequisites: MUSC 115.

MUSC 117 - Aural Skills I (1 Credit)
Development of musical independence, including sightsinging, ear training, rhythmic reading, dictation, and partsinging.

MUSC 118 - Aural Skills II (1 Credit)
Continuation of MUSC 117.
Prerequisites: MUSC 117.

MUSC 120 - Ensemble - Accompanying (0-1 Credits)
Chamber ensembles; special ensembles of instruments and voices. Not Auditable.

MUSC 122 - University Band (1 Credit)
A large concert ensemble of brass, woodwind, and percussion instrumentalists.

MUSC 123 - The Marching Band (1 Credit)
Not Auditable.

MUSC 124 - Symphonic Winds (1 Credit)
Not Auditable.

MUSC 125 - University Concert Choir (1 Credit)
Not Auditable.

MUSC 126 - University Orchestra (1 Credit)
Not Auditable.

MUSC 129 - University Chorus (1 Credit)
Not Auditable.

MUSC 130 - Ensemble (0-1 Credits)
Chamber ensembles; special ensembles of instruments and voices. Not Auditable.

MUSC 130A - Ensemble - Winds (0-1 Credits)
Chamber ensembles; special ensembles of instruments and voices. Not Auditable.

MUSC 130D - Ensemble - Percussion (0-1 Credits)
Chamber ensembles; special ensembles of instruments and voices. Not Auditable.

MUSC 130E - Contemporary Music Ensemble (0-1 Credits)
Chamber ensembles; special ensembles of instruments and voices. Not Auditable.

MUSC 130F - Ensemble - Pep Band (0-1 Credits)
Chamber ensembles; special ensembles of instruments and voices. Not Auditable.

MUSC 130G - Ensemble - Choral (0-1 Credits)
Chamber ensembles; special ensembles of instruments and voices. Not Auditable.

MUSC 130H - Men's Chorus (0-1 Credits)
Chamber ensembles; special ensembles of instruments and voices. Not Auditable.

MUSC 130I - Ensemble - Strings and Piano (0-1 Credits)
Chamber ensembles; special ensembles of instruments and voices. Not Auditable.

MUSC 130K - Ensemble - Opera Workshop (0-1 Credits)
Chamber ensembles; special ensembles of instruments and voices. Not Auditable.

MUSC 130L - Ensemble - Guitar (0-1 Credits)
Chamber ensembles; special ensembles of instruments and voices. Not Auditable.

MUSC 130N - Ensemble - Strings (0-1 Credits)
Chamber ensembles; special ensembles of instruments and voices. Not Auditable.

MUSC 130O - Ensemble - Opera Orchestra (0-1 Credits)
Chamber ensembles; special ensembles of instruments and voices. Not Auditable.

MUSC 130P - Ensemble - Opera Production (0-1 Credits)
Chamber ensembles; special ensembles of instruments and voices. Not Auditable.

MUSC 130Q - Ensemble - Gospel Choir (0-1 Credits)
Chamber ensembles; special ensembles of instruments and voices. Not Auditable.

MUSC 130S - Ensemble - Wind Ensemble (0-1 Credits)
Chamber ensembles; special ensembles of instruments and voices. Not Auditable.

MUSC 130U - Chamber Music (0-1 Credits)
Groups of musicians with keyboard and wind instrument combinations.

MUSC 130X - Women's Chorus (0-1 Credits)
Chamber ensembles; special ensembles of instruments and voices. Not Auditable.

MUSC 130Y - Ensemble - Campus Choirs (0-1 Credits)
Chamber ensembles; special ensembles of instruments and voices. Not Auditable.

MUSC 131 - Jazz Ensemble (1 Credit)
Not Auditable.

MUSC 133 - Wind Ensemble (1 Credit)
Not Auditable.

MUSC 134 - Ensemble - Chamber Orchestra (1 Credit)
Chamber ensembles; special ensembles of instruments and voices. Not Auditable.

MUSC 135B - Brass Ensemble (0-1 Credits)
Ensembles of like Brass instruments, Trumpet, Trombone, Tuba, etc.

MUSC 135C - Ensemble - Steel Band (0-1 Credits)
Chamber ensembles; special ensembles of instruments and voices. Not Auditable.

MUSC 135E - Ensemble - Saxophone (0-1 Credits)
Chamber ensembles; special ensembles of instruments and voices. Not Auditable.

MUSC 140 - Jazz and American Popular Music (3 Credits)
Development of jazz and American popular music through the study of important soloists, ensembles, arrangers, and composers.
Carolina Core: AIU

MUSC 145 - Introduction to Music Literature (3 Credits)
Listening to examples of all style periods and genres of Western music. Analysis of form and other audible style characteristics. Study of major works of the concert repertory.
Prerequisites: MUSC 110 for non music majors.
MUSC 203 - Basic Guitar II (2 Credits)
A continuation of MUSC 103 in which students learn to play the guitar as both a solo and an accompanying instrument. One class meeting and one private lesson per week.
Prerequisites: MUSC 103.

MUSC 210 - Understanding the Psychology of Music (3 Credits)
Various psychological and psychosocial aspects of human musical behavior; including introductory musical acoustics, perception and cognition of music, music and the brain, music processing across world cultures, music and emotions, music and human health, music in social contexts, and principles of experimental design.
Carolina Core: GSS
MUSC 211A - Lower Division Applied Music--Performance Track/ Flute/ Piccolo (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 211B - Lower Division Applied Music--Performance Track/ Oboe/ English Horn (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 211C - Lower Division Applied Music--Performance Track/ Clarinet (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 211D - Lower Division Applied Music--Performance Track/ Bassoon (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 211E - Lower Division Applied Music--Performance Track/ Saxophone (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 211F - Lower Division Applied Music--Performance Track/ French Horn (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 211G - Lower Division Applied Music--Performance Track/ Trumpet (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 211H - Lower Division Applied Music--Performance Track/ Trombone (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 211I - Lower Division Applied Music--Performance Track/ Euphonium (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 211J - Lower Division Applied Music--Performance Track/ Tuba (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 211K - Lower Division Applied Music--Performance Track/ Percussion (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 211L - Lower Division Applied Music--Performance Track/ Harpsichord (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 211N - Lower Division Applied Music--Performance Track/ Classical Guitar (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 211O - Lower Division Applied Music--Performance Track/ Organ (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 211P - Lower Division Applied Music--Performance Track/ Piano (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 211Q - Lower Division Applied Music--Performance Track/ Harp (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 211R - Lower Division Applied Music--Performance Track/ Violin (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 211S - Lower Division Applied Music--Performance Track/ Viola (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 211T - Lower Division Applied Music--Performance Track/ Violoncello (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 211U - Lower Division Applied Music--Performance Track/ Double Bass (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 211V - Lower Division Applied Music--Performance Track/ Voice (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 211W - Lower Division Applied Music--Performance Track/ Service Playing (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 211Y - Lower Division Applied Music--Performance Track/ Conducting (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 211Z - Lower Division Applied Music--Performance Track/ Jazz (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 215 - Music Theory III (3 Credits)
Continuation of MUSC 116.
Prerequisites: MUSC 116.
MUSC 216 - Music Theory IV (3 Credits)
A study of organization in music of the late 19th, 20th, and 21st centuries.
Prerequisites: MUSC 215.

MUSC 217 - Aural Skills III (1 Credit)
Continuation of MUSC 118.
Prerequisites: MUSC 118.

MUSC 218 - Aural Skills IV (1 Credit)
Continuation of MUSC 217.
Prerequisites: MUSC 217.

MUSC 219 - Jazz Improvisation I (3 Credits)
Application of aural and theoretical skills in selected jazz repertory.
Prerequisites: MUSC 120.

MUSC 220 - Jazz Improvisation II (3 Credits)
Application of aural and theoretical skills in selected jazz repertory.
Prerequisites: MUSC 120.

MUSC 268 - Keyboard Harmony and Sight Reading Laboratory (1 Credit)
Functional keyboard skills in sight reading, harmonization, transposition, and improvisation.

MUSC 269 - Beginning Piano Accompanying (1 Credit)
Approaches to specific problems in vocal and instrumental accompanying; supervised accompanying in class. Repeatable for credit.
Prerequisites: MUSC 268.

MUSC 278 - Introduction to Singer’s Diction (2 Credits)
Techniques of pronunciation, phonetics, and international phonetic alphabet as applied to standard vocal repertory. Not auditible.

MUSC 305 - Introduction to Music Industry Studies (1 Credit)
An overview of the music industry. Students will explore a variety of music industry career paths in areas such as arts management, music products and merchandizing, public relations, music production and recording, publishing, online music distribution, and live music event organization.

MUSC 310 - Selected Topics (3 Credits)
Course content varies by title. Intended for nonmajors unless otherwise indicated.
Carolina Core: AIU

MUSC 311A - Upper Division Applied Music/ Flute/ Piccolo (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditble.

MUSC 311B - Upper Division Applied Music/ Oboe/ English Horn (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditble.

MUSC 311C - Upper Division Applied Music/ Clarinet (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditble.

MUSC 311D - Upper Division Applied Music/ Bassoon (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditble.

MUSC 311E - Upper Division Applied Music/ Saxophone (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditble.

MUSC 311F - Upper Division Applied Music/ French Horn (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditble.

MUSC 311G - Upper Division Applied Music/ Trumpet (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditble.

MUSC 311H - Upper Division Applied Music/ Trombone (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditble.

MUSC 311I - Upper Division Applied Music/ Euphonium (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditble.

MUSC 311J - Upper Division Applied Music/ Tuba (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditble.

MUSC 311K - Upper Division Applied Music/ Percussion (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditble.

MUSC 311L - Upper Division Applied Music/ Harpsichord (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditble.

MUSC 311N - Upper Division Applied Music/ Classical Guitar (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditble.

MUSC 311O - Upper Division Applied Music/ Organ (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditble.

MUSC 311P - Upper Division Applied Music/ Piano (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditble.

MUSC 311Q - Upper Division Applied Music/ Harp (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditble.

MUSC 311R - Upper Division Applied Music/ Violin (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditble.

MUSC 311S - Upper Division Applied Music/ Viola (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditble.

MUSC 311T - Upper Division Applied Music/ Violoncello (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditble.

MUSC 311U - Upper Division Applied Music/ Double Bass (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditble.

MUSC 311V - Upper Division Applied Music/ Voice (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditble.

MUSC 311W - Upper Division Applied Music/ Service Playing (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditble.
MUSC 311Y - Upper Division Applied Music/ Conducting (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 311Z - Upper Division Applied Music/ Jazz (1-3 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 316 - Music Composition I (3 Credits)
Introduction to music composition.
Prerequisites: MUSC 115 or equivalent experience.

MUSC 319 - Jazz Theory I (3 Credits)
Introduction to the language of jazz improvisation: rhythms, articulations, style, harmony and melody, forms, simple analysis, chord/scale relationships, ear training and keyboard harmony.
Prerequisites: MUSC 215.

MUSC 320 - Jazz Theory II (3 Credits)
Introduction to the language of jazz improvisation: rhythms, articulations, style, harmony and melody, forms, simple analysis, chord/scale relationships, ear training and keyboard harmony.
Prerequisites: MUSC 215.

MUSC 329 - Jazz Improvisation III (3 Credits)
Application of advanced aural and theoretical skills in selected jazz repertory.
Prerequisites: MUSC 220.

MUSC 330 - Jazz Improvisation IV (3 Credits)
Application of advanced aural and theoretical skills in selected jazz repertory.
Prerequisites: MUSC 220.

MUSC 333 - Basic Choral and Instrumental Conducting (2 Credits)
A course in organizing and conducting choral and instrumental ensembles in which basic conducting technique is acquired.
Prerequisites: MUSC 217.

MUSC 334 - Instrumental Conducting (2 Credits)
Emphasis upon advanced baton technique and its application through practical experience with laboratory ensembles.
Prerequisites: MUSC 333, MUSC 218, MUED 355.

MUSC 335 - Choral Conducting (2 Credits)
Further study of the techniques of choral conducting, principles of group tone production, and interpretative factors.
Prerequisites: MUSC 333, MUSC 218.

MUSC 336 - Introduction to Computer Music (3 Credits)
Techniques of computer-generated music production including aspects of MIDI, digital synthesis, and music programming. Open to students in any discipline. Not Auditable.

MUSC 340 - Jazz Literature (3 Credits)
Study of significant jazz recordings structured to foster familiarity with important jazz stylists, improvisers, composers, and arrangers in the post-swing era of jazz history.

MUSC 353 - History of Western Music I (3 Credits)
Western music from ancient times until ca. 1680, considering musical styles, genres and forms, and the contributions of composers through historical, analytical, and musical perspectives. Subdiscipline, Music - History and Literature.
Prerequisites: MUSC 100L, MUSC 115, MUSC 116.

MUSC 354 - History of Western Music II (3 Credits)
Western music from ca. 1680 until ca. 1860, considering musical styles, genre and forms, and the contributions of composers through historical, analytical, and musical perspectives. Subdiscipline, Music - History and Literature.
Prerequisites: MUSC 353.

MUSC 365 - An Introduction to Audio Recording Techniques (3 Credits)
Basic acoustics; miking techniques; analog tape: recording, editing, mixing and duplication; signal processing.

MUSC 399 - Independent Study (1-3 Credits)
Contract approved by instructor, advisor and department chair is required for undergraduate students. Not Auditable.

Graduation with Leadership Distinction: GLD: Research

MUSC 410 - Vocal Coaching (1-2 Credits)
A study of stylistic, linguistic, and other performance issues in solo operatic, oratorio, and recital repertoire for singers. Not Auditable.

MUSC 411A - Upper Division Applied Music--Performance Track/ Flute/Piccolo (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 411B - Upper Division Applied Music--Performance Track/ Oboe/English Horn (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 411C - Upper Division Applied Music--Performance Track/ Clarinet (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 411D - Upper Division Applied Music--Performance Track/ Bassoon (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 411E - Upper Division Applied Music--Performance Track/ Saxophone (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 411F - Upper Division Applied Music--Performance Track/ French Horn (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 411G - Upper Division Applied Music--Performance Track/ Trumpet (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 411H - Upper Division Applied Music--Performance Track/ Trombone (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 411I - Upper Division Applied Music--Performance Track/ Euphonium (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 411J - Upper Division Applied Music--Performance Track/ Tuba (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.
MUSC 411K - Upper Division Applied Music--Performance Track/ Percussion (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 411L - Upper Division Applied Music--Performance Track/ Harpsichord (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 411N - Upper Division Applied Music--Performance Track/ Classical Guitar (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 411O - Upper Division Applied Music--Performance Track/ Organ (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 411P - Upper Division Applied Music--Performance Track/ Piano (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 411Q - Upper Division Applied Music--Performance Track/ Harp (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 411R - Upper Division Applied Music--Performance Track/ Violin (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 411S - Upper Division Applied Music--Performance Track/ Viola (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 411T - Upper Division Applied Music--Performance Track/ Violoncello (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 411U - Upper Division Applied Music--Performance Track/ Double Bass (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 411V - Upper Division Applied Music--Performance Track/ Voice (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 411W - Upper Division Applied Music--Performance Track/ Service Playing (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 411Y - Upper Division Applied Music--Performance Track/ Conducting (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 411Z - Upper Division Applied Music--Performance Track/ Jazz (2-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 416 - Music Composition II (3 Credits)
Intermediate level composition class.
Prerequisites: MUSC 316.

MUSC 450 - Musical Theatre Workshop (2 Credits)
Intensive musical theatre training in areas of song interpretation, musical theatre, dance, voice and acting.
Cross-listed course: DANC 450, THEA 450

MUSC 455 - History of Western Music III (3 Credits)
Western music from ca. 1860 until the present time, considering musical styles, genre and forms, and the contributions of composers through historical, analytical, and musical perspectives. Subdiscipline, Music - History and Literature.
Prerequisites: MUSC 354.

MUSC 498 - Music Practicum (1-3 Credits)
PRACTicum in performance, teaching, management, and business operations in professional music environments. Can be taken three times for credit for a maximum of six credit hours.

MUSC 500 - Topics in Performance and Literature (1-3 Credits)
Course content varies and will be announced in the schedule of course title.

MUSC 501 - Secondary Applied Music (1-2 Credits)

MUSC 501A - Secondary Applied Music/ Flute/ Piccolo (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501B - Secondary Applied Music/ Oboe/ English Horn (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501C - Secondary Applied Music/ Clarinet (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501D - Secondary Applied Music/ Bassoon (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501E - Secondary Applied Music/ Saxophone (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501F - Secondary Applied Music/ French Horn (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501G - Secondary Applied Music/ Trumpet (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501H - Secondary Applied Music/ Trombone (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.
MUSC 501I - Secondary Applied Music/ Euphonium (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501J - Secondary Applied Music/ Tuba (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501K - Secondary Applied Music/ Percussion (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501L - Secondary Applied Music/ Harpsichord (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501N - Secondary Applied Music/ Classical Guitar (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501O - Secondary Applied Music/ Organ (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501P - Secondary Applied Music/ Piano (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501Q - Secondary Applied Music/ Harp (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501R - Secondary Applied Music/ Violin (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501S - Secondary Applied Music/Viola (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501T - Secondary Applied Music/ Violoncello (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501U - Secondary Applied Music/ Double Bass (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501V - Secondary Applied Music/ Voice (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501W - Secondary Applied Music/ Service Playing (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501Y - Secondary Applied Music/ Conducting (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501Z - Secondary Applied Music/ Jazz (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 505 - Violin Scales and Technique (2 Credits)
Improving and refining left hand and right hand technique on the violin through the use of scales.

MUSC 511A - Applied Music/ Flute/ Piccolo (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511B - Applied Music/ Oboe/ English Horn (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511C - Applied Music/ Clarinet (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511D - Applied Music/ Bassoon (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511E - Applied Music/ Saxophone (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511F - Applied Music/ French Horn (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511G - Applied Music/ Trumpet (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511H - Applied Music/ Trombone (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511I - Applied Music/ Euphonium (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511J - Applied Music/ Tuba (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511K - Applied Music/ Percussion (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511L - Applied Music/ Harpsichord (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511M - Applied Music/ Classical Guitar (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511O - Applied Music/ Organ (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511P - Applied Music/ Piano (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511Q - Applied Music/ Harp (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511R - Applied Music/ Violin (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.
MUSC 511U - Applied Music/Double Bass (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511V - Applied Music/Voice (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511W - Applied Music/Service Playing (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511Y - Applied Music/Conducting (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511Z - Applied Music/Jazz (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 515 - Orchestration (3 Credits)
Instrumentation and orchestration; possibilities and limitations idiomatic to specific orchestral instruments and ensemble combinations. Not auditable.

MUSC 516 - Composition (3 Credits)
Private study in music composition; may be repeated. Not auditable.
Prerequisites: MUSC 417 or equivalent experience.

MUSC 518 - Form and Analysis (3 Credits)
Examination of fundamental principles of musical forms; analysis of representative tonal works. Not auditable.

MUSC 520 - Studio Arranging and Composition (3 Credits)
Instruction and practice in arranging and composing in various jazz and commercial music styles and genres. May be repeated for credit. Not auditable.

MUSC 523 - Techniques and Materials of Tonal Music (3 Credits)
Study of the techniques and materials of tonal harmony and voice leading with integrated ear-training component. Not auditable.

MUSC 525 - Post-Tonal Music Theory (3 Credits)
Prerequisites: MUSC 216.

MUSC 526 - Analytical Studies (3 Credits)
Analytical techniques applied to music of a particular style, period, or genre. May be repeated for a total of 9 credits. Topic for any semester to be announced by title in the schedule of classes. Not auditable.

MUSC 528 - Seminar in Music Theory (3 Credits)
Advanced studies in music theory. Individual projects. Three meetings per week. Not auditable.

MUSC 529 - Eighteenth-Century Counterpoint (3 Credits)
Analysis and writing in contrapuntal forms with emphasis on the style of Bach. Not auditable.

MUSC 530 - Sixteenth-Century Counterpoint (3 Credits)
Analysis and writing in contrapuntal forms with emphasis on the style of Palestrina. Not auditable.

MUSC 540 - Projects in Computer Music (1-3 Credits)
Directed study in computer-music composition or research. Not auditable.
Prerequisites: MUSC 336.

MUSC 543 - Song Literature (3 Credits)
A study of the development of the solo art song, illustrated by major works of the song writers of all major nationalities. Not auditable.

MUSC 544 - Topics in Music History (3 Credits)
Topic for any semester to be announced by title in the schedule of classes. May be repeated for a total of nine credits. Not auditable.

MUSC 545 - Survey of the Opera (3 Credits)
A survey of the literature of Classic, Romantic, and modern opera, with special attention given to the recognition of the best-known works in each school. Recordings. Open to all students as an elective. Not auditable.

MUSC 548 - Orchestra Literature (3 Credits)

MUSC 549 - Survey of Chamber Music (3 Credits)
The literature for small instrumental ensembles from the Baroque era to the present. The string quartet, divertimento, keyboard-accompanied sonata, etc. Not auditable.

MUSC 555 - World Music (3 Credits)
Rhythms, scales, forms, and instrument types basic to all music. European and American folk song, African and Native American tribal music, Asian music. Not auditable.
Prerequisites: MUSC 110 or equivalent.

Graduation with Leadership Distinction: GLD: Global Learning

MUSC 557 - American Music (3 Credits)
Survey of the music composed in the United States from the colonial period to the present. The influences of European, African, Indian, and South American musical styles. Not auditable.

MUSC 558 - Piano Literature I (3 Credits)
Standard piano literature including major masterpieces from 1700 to 1850. Emphasis on instrumental and stylistic developments, and historical and theoretical background for interpreting the literature of the piano. Not auditable.

MUSC 559 - Piano Literature II (3 Credits)
Standard piano literature including major masterpieces from 1850 to present. Emphasis on instrumental and stylistic developments, and historical and theoretical background for interpreting the literature of the piano. Not auditable.

MUSC 560 - Renaissance Music (3 Credits)
Western music from ca. 1300 to the early Baroque; vocal and instrumental forms, national schools, and performance practices. Not auditable.
Prerequisites: MUSC 353, MUSC 354.

MUSC 561 - Music of the Baroque (3 Credits)
Music from 1600 to 1750, including Monteverdi and Schutz through Handel and Bach. Not auditable.
Prerequisites: MUSC 353, MUSC 354.

MUSC 562 - Music of the Classical Period (3 Credits)
The works of Haydn, Mozart, and Beethoven; the music of their predecessors and contemporaries; the characteristics of the Viennese classical style. Not auditable.
Prerequisites: MUSC 353, MUSC 354.
MUSC 563 - Romantic Music (3 Credits)
The music of the 19th and early 20th centuries; the relationship of music to other arts in works such as Schubert's songs, Wagner's drama, and Berlioz' program symphony. Not auditable.
Prerequisites: MUSC 353, MUSC 354.

MUSC 564 - Music of the 20th Century (3 Credits)
Music from 1900 to the present; major trends in contemporary music. Not auditable.
Prerequisites: MUSC 353, MUSC 354.

MUSC 565 - Advanced Audio Recording Techniques (3 Credits)
Multi-microphone and ambisonic stereo recording techniques; multi-track recording, signal processing and audio production; digital audio. Studio and field experience. Not auditable.
Prerequisites: MUSC 365.

MUSC 566 - Fundamentals of Sound Use for Media (3 Credits)
Music for use in media; midi applications and synchronization methods using time code; direct-to-hard-disc tapeless audio recording software. Not auditable.
Prerequisites: MUSC 565.

MUSC 567 - Recording Studio Techniques (3 Credits)
Technology and techniques in the recording studio including use of equalizers, limiters, reverberators, compressors, the mixing console, multi-track recording, microphone techniques, and basic acoustics related to the instrumental and vocal recording process. Not auditable.
Prerequisites: MUSC 564, MUSC 565.

MUSC 569 - Intermediate Piano Accompanying (3 Credits)
Approaches to specific problems in vocal and instrumental accompanying; supervised accompanying in class. Advanced work for experienced students. Not auditable.

MUSC 570 - Italian and Latin Diction (2 Credits)
Techniques of pronunciation, phonetics, and international phonetic alphabet as applied to standard vocal repertory, with emphasis on Italian and Latin languages. Not auditable.

MUSC 571 - Digital Audio Technology (3 Credits)
A study of the theory and practice of digital audio technology including analog to digital conversion, digital storage, error correction, transmission, basic digital signal processing, and synchronization.
Prerequisites: MUSC 365.

MUSC 572 - Advanced Audio Topics (3 Credits)
A study of the theory and practice of audio topics such as digital signal processing, psychoacoustics, data compression, sound reinforcement systems, wireless transmission, large scale system integration, and emerging technologies.

MUSC 573 - Performance Pedagogy I (3 Credits)
Basic concepts, techniques and materials for teaching a specific instrument. Not auditable.

MUSC 573L - Pedagogy Laboratory (2 Credits)
Directed teaching in laboratory and private settings. Not auditable.
Corequisite: MUSC 573 or MUSC 574.

Experiential Learning: Experiential Learning Opportunity

MUSC 574 - Performance Pedagogy II (3 Credits)
Basic concepts, techniques and materials for teaching a specific instrument intermediate studies. Not auditable.

MUSC 574L - Pedagogy Laboratory (2 Credits)
Directed teaching in laboratory and private settings. Not auditable.
Corequisite: MUSC 573 or MUSC 574.

MUSC 575 - Directed Teaching in Pedagogy I (3 Credits)
Supervised teaching in a performance area. Not auditable.

MUSC 575L - Pedagogy Laboratory (2 Credits)
Directed teaching in laboratory and private settings. Not auditable.
Corequisite: MUSC 575.

MUSC 576 - Teaching in Pedagogy II (3 Credits)
Supervised teaching in a performance area. Course may be repeated for credit (6 credits total). Not auditable.

MUSC 576L - Pedagogy Laboratory (1 Credit)
Practical experience in preparing lesson plans and teaching theory-performance classes for precollege piano students on electronic and acoustical instruments. May be repeated for credit. Not auditable.

MUSC 577 - Vocal Pedagogy (2 Credits)
Anatomy and function of the singing voice with practical application to teaching. Not auditable.

MUSC 578 - German and English Diction (2 Credits)
Techniques of pronunciation for singing in German and English. Not auditable.
Prerequisites: C or better in MUSC 570.

MUSC 579 - French Diction (2 Credits)
Techniques of pronunciation for singing in French. Not auditable.
Prerequisites: C or better in MUSC 570.

MUSC 580 - Music & Arts Entrepreneurship (3 Credits)
Entrepreneurial skills and context for arts-based careers and business ventures. Students develop arts projects related to their interests.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

MUSC 581 - The Alexander Technique (2 Credits)
Theoretical/experimental exploration of major body systems and developmental movements to bring more articulation to the body and more awareness and physical ease in performance. For music and education students. Not auditable.

MUSC 582 - Music and Money (3 Credits)
A survey of the for-profit and non-profit music economies and the broader policy that drives these economies. Restricted to Music majors.

MUSC 583 - Music and Worship (3 Credits)
The selection and leadership of music in the church service; music for the rural church; selecting and directing anthems and service music for the nonprofessional church choir; the transition from psalmody to hymnody in the 18th century; the Anglican Chant and the Lutheran Chorale. Not auditable.

MUSC 584 - Workshop in Music (1-3 Credits)
Selected topics in music. May be repeated as topic varies. Not auditable.

MUSC 585 - Organ Literature I (3 Credits)
Organ literature and registration from antiquity to 1750. Not auditable.

MUSC 586 - Organ Literature II (3 Credits)
Organ literature and registration 1750 to the present. Not auditable.

MUSC 587 - Repertories of Lute, Vihuela, and Guitar (3 Credits)
MUSC 588 - Business of Music (3 Credits)

MUSC 589 - Arts Management (3 Credits)
Management techniques for organizations with a musical component such as: orchestra, opera, ballet, artist series. Not auditable.

MUSC 590 - Seminar in Music Entrepreneurship (3 Credits)
Analyses of music businesses through the use of case studies. Restricted to Music majors.
Prerequisites: MUSC 582, MKTG 350.

MUSC 591 - Music Leadership Practicum (3 Credits)
A practicum to design and execute an entrepreneurial music leadership project in Columbia, South Carolina. Restricted to Music majors.
Prerequisites: MUSC 590.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

MUSC 592 - 21st Century Musician (3 Credits)
Issues confronting the professional performing musician. Topics will include performance-based income models and opportunities, program development, and promotional and supporting materials. Restricted to School of Music students.

MUSC 593 - Arts Marketing (3 Credits)
Arts marketing program challenges, arts organizations, building the successful private studio, marketing plans, social media and guerilla marketing, and market research.

MUSC 594 - Independent Music Teaching Business (3 Credits)
A study of all aspects of the creation and maintenance of a viable independent music teaching business. Restricted to School of Music students.

MUSC 595 - Community Engagement Through Music (2 Credits)
Community engagement as it relates to music, with a focus on developing practical skills in creating engaging, interactive performances for various audiences.

Experiential Learning: Experiential Learning Opportunity

MUSC 599 - Music Business Internship (1-3 Credits)
Supervised work experience as approved by area program director. May be repeated up to 6 credits. Not auditable.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

Music Education (MUED)

MUED 104 - Secondary Strings (1 Credit)
MUED 104A-violin; MUED 104B-viola; MUED 104C-cello; MUED 104D-string bass; MUED 104P-guitar. Fundamentals of playing and teaching string instruments in a homogeneous class. Special study of problems unique to the instrument relating to care and repair, tone production, bowing, articulation, fingering, intonation, and teaching materials. One class meeting per week. May be repeated for credit.

MUED 104A - Secondary Strings-Violin (1 Credit)
Secondary Strings-Violin. Fundamentals of playing and teaching string instruments in a homogeneous class. Special study of problems unique to the instrument relating to care and repair, tone production, bowing, articulation, fingering, intonation, and teaching materials. One class meeting per week. May be repeated for credit.

MUED 104B - Secondary Strings-Viola (1 Credit)
Secondary Strings-Viola. Fundamentals of playing and teaching string instruments in a homogeneous class. Special study of problems unique to the instrument relating to care and repair, tone production, bowing, articulation, fingering, intonation, and teaching materials. One class meeting per week. May be repeated for credit.

MUED 104C - Secondary Strings-Cello (1 Credit)
Secondary Strings-Cello. Fundamentals of playing and teaching string instruments in a homogeneous class. Special study of problems unique to the instrument relating to care and repair, tone production, bowing, articulation, fingering, intonation, and teaching materials. One class meeting per week. May be repeated for credit.

MUED 104D - Secondary Strings-String Bass (1 Credit)
Secondary Strings-String Bass. Fundamentals of playing and teaching string instruments in a homogeneous class. Special study of problems unique to the instrument relating to care and repair, tone production, bowing, articulation, fingering, intonation, and teaching materials. One class meeting per week. May be repeated for credit.

MUED 104P - Secondary Strings-Guitar (1 Credit)
Secondary Strings-Guitar. Fundamentals of playing and teaching string instruments in a homogeneous class. Special study of problems unique to the instrument relating to care and repair, tone production, bowing, articulation, fingering, intonation, and teaching materials. One class meeting per week. May be repeated for credit.

MUED 105A - Secondary Woodwinds-Flute (1 Credit)
Secondary Woodwinds - Flute. Fundamentals of playing and teaching woodwind instruments in a homogeneous class. Special study of problems unique to the instrument relating to care and repair, embouchure, tone production, articulation, fingering, intonation, and teaching materials. One class meeting per week. May be repeated for credit.

MUED 105B - Secondary Woodwinds-Oboe (1 Credit)
Secondary Woodwinds - Oboe. Fundamentals of playing and teaching woodwind instruments in a homogeneous class. Special study of problems unique to the instrument relating to care and repair, embouchure, tone production, articulation, fingering, intonation, and teaching materials. One class meeting per week. May be repeated for credit.

MUED 105C - Secondary Woodwinds-Clarinet (1 Credit)
Secondary Woodwinds - Clarinet. Fundamentals of playing and teaching woodwind instruments in a homogeneous class. Special study of problems unique to the instrument relating to care and repair, embouchure, tone production, articulation, fingering, intonation, and teaching materials. One class meeting per week. May be repeated for credit.

MUED 105D - Secondary Woodwinds-Bassoon (1 Credit)
Secondary Woodwinds - Bassoon. Fundamentals of playing and teaching woodwind instruments in a homogeneous class. Special study of problems unique to the instrument relating to care and repair, embouchure, tone production, articulation, fingering, intonation, and teaching materials. One class meeting per week. May be repeated for credit.
MUED 105P - Secondary Woodwinds-Saxophone (1 Credit)
Secondary Woodwinds - Saxophone. Fundamentals of playing and teaching woodwind instruments in a homogeneous class. Special study of problems unique to the instrument relating to care and repair, embouchure, tone production, articulation, fingering, intonation, and teaching materials. One class meeting per week. May be repeated for credit.

MUED 106A - Secondary Brass-Trumpet (1 Credit)
Secondary Brass - Trumpet. Fundamentals of playing and teaching brass instruments in a homogeneous class. Special study of problems unique to the instrument relating to care and repair, embouchure, tone production, articulation, fingering, intonation, and teaching materials. One class meeting per week. May be repeated for credit.

MUED 106B - Secondary Brass-French Horn (1 Credit)
Secondary Brass - French Horn. Fundamentals of playing and teaching brass instruments in a homogeneous class. Special study of problems unique to the instrument relating to care and repair, embouchure, tone production, articulation, fingering, intonation, and teaching materials. One class meeting per week. May be repeated for credit.

MUED 106C - Secondary Brass-Tuba Euphonium (1 Credit)
Secondary Brass - Tuba Euphonium. Fundamentals of playing and teaching brass instruments in a homogeneous class. Special study of problems unique to the instrument relating to care and repair, embouchure, tone production, articulation, fingering, intonation, and teaching materials. One class meeting per week. May be repeated for credit.

MUED 107 - Classroom Instruments (1 Credit)
Class instruction in guitar, recorder, non-pitched and pitched percussion, with emphasis on the development of performance skills, the understanding of pedagogical techniques and materials, and the ability to play and teach these instruments in a group setting. Prerequisites: C or better in both MUED 200 and MUED 356.

MUED 155 - Group Piano (2 Credits)
A course for beginning piano students meeting in groups. Emphasis on music reading and elementary techniques. Two meetings and two laboratory periods a week. Repeatable once for credit.

MUED 156 - Group Piano (2 Credits)
A course for beginning piano students meeting in groups. Emphasis on music reading and elementary techniques. Two meetings and two laboratory periods a week. Repeatable once for credit.

MUED 156 - Group Piano (2 Credits)
A course for beginning piano students meeting in groups. Emphasis on music reading and elementary techniques. Two meetings and two laboratory periods a week. Repeatable once for credit.

MUED 156 - Group Piano (2 Credits)
A course for beginning piano students meeting in groups. Emphasis on music reading and elementary techniques. Two meetings and two laboratory periods a week. Repeatable once for credit.

MUED 165 - Class Voice (Basic) (2 Credits)
Elementary courses in singing in which both group and individual techniques are employed. Study of voice production and principles of singing.

MUED 200 - Music Education Practicum (1 Credit)
Practicum experiences in various types of public school music settings. Seminars and group discussions included. Pass-Fail credit.
MUED 461 - Jazz/Pop Styles and Improvisation (1 Credit)
A study of the essential elements in jazz and popular music. Familiarization and practice with materials and methods of teaching improvisation and jazz performance.

MUED 462 - Technology for Music Teachers (1 Credit)
Familiarization with computer software and hardware for the teaching of music and administration of music programs.

MUED 465 - General Music in Elementary Schools (2 Credits)
Discussion of sequential music development; implementation of methods, techniques, and materials for teaching music in grades K-5. Prerequisites: C or better in MUED 200.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

MUED 465P - Practicum in Elementary Music (1 Credit)
Practical application of elementary methods and techniques studied in school settings. Corequisite: MUED 465.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

MUED 466 - General Music in Secondary Schools (2 Credits)
Middle-school and high-school general music education philosophy, teaching techniques, music objectives, curriculum development, administration, facilities, and equipment. Prerequisites: EDUC 300.

MUED 467 - Choral Methods and Materials (3 Credits)
Procedures and materials for choral instruction applicable to elementary, middle-school, and high-school choruses; basic concepts of choral tone and vocal development. Prerequisites: C or better in each of MUSC 216, MUED 200 and MUED 356.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

MUED 467P - Practicum in Choral Music (1 Credit)

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

MUED 469 - Marching Band Techniques (2 Credits)
Fundamentals of marching, maneuvering, and formations; special features such as drum majoring and auxiliary units; discussion and planning of halftime shows.

MUED 477 - Directed Teaching (Music) (12 Credits)
A clinical field experience in the public school setting. Note: Prior to enrolling in MUED 477, students must complete the following: 1) Admission to the Professional Program, and 2) All MUED courses, and conducting courses are required for the student's specific degree track. Courses must be passed with Grade of "C" or better. Students are strongly encouraged to complete all MUSC courses prior to the student teaching semester for optimum preparation for the pre-service internship. No additional course work may be taken during the Directed Teaching semester without permission of the School of Music Undergraduate Director. Restricted to seniors. Special Permissions: Department Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

MUED 533 - Methods for String Instruction I (2 Credits)
Fundamentals of teaching orchestral stringed instruments in school string and orchestra classes. Emphasis on sequential instruction, materials, and classroom management. Prerequisites: C or better in both MUED 104 and MUED 200.

Corequisite: MUED 533P.

MUED 533P - Practicum in Methods of String Instruction I (1 Credit)

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MUED 534 - Methods of String Instruction II (2 Credits)
Continued study of methods, materials, and concepts of teaching orchestral stringed instruments in school string and orchestra classes. Emphasis on rehearsal techniques and curricula. Prerequisites: MUED 533, MUSC 101.

Corequisite: MUED 534P.

MUED 534P - Practicum in Methods of String Instruction II (1 Credit)

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

MUED 551 - The Middle School Band (2 Credits)
Study of teaching materials, methods, literature, and educational practices used in middle school band settings. Prerequisites: C or better in each of MUED 105, MUED 106, and MUED 200.

MUED 552 - The High School Band (2 Credits)
Study of teaching materials, methods, literature, and educational practices used in high school band settings. Prerequisites: MUED 551.

MUED 554 - Workshop in Music Education (1-3 Credits)
Selected topics in music education. May be repeated as the topic varies. Credits 1-3 per registration; 12 maximum.

MUED 555 - Integrating Music into the Elementary Classroom (3 Credits)
Develop activities and learning plans that integrate music into language arts, math, science, social studies, ELA, and learning for students with special needs. Apply those lessons in practicums with children.

MUED 557 - Wind Pedagogy II (2 Credits)
Continued study of the issues in playing and teaching wind instruments in a heterogeneous class. Special study of problems unique to each woodwind and brass instrument regarding fingering and intonation. Prerequisites: MUED 357 or admission to MAT (music) program.

MUED 558 - Arranging for the Marching Band (2 Credits)
Instruction and practice in arranging music for the marching band.

MUED 564 - String Instrument Pedagogy (2 Credits)
Principles and practices in teaching string instruments, including Suzuki and Rolland. Emphasis on teaching in the private studio.
MUED 565 - Specialized Elementary Music Methods (2 Credits)
Advanced study of Orff, Kodaly, Dalcroze, and Gordon music learning theories as applied in elementary schools.
Prerequisites: MUED 465.

MUED 568 - Organization and Administration of Music Programs (2 Credits)
Topics include materials and techniques of class teaching, equipment purchase, budgeting, recruiting, public relations, and the music library.
Prerequisites: C or better in MUED 200.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

MUED 568P - Practicum in Instrumental Music (1 Credit)
Practical application of instrumental methods and techniques in school settings. Not auditable.
Corequisite: MUED 568.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

Navy (NAVY)

NAVY 101 - Fundamentals of Naval Science (3 Credits)
The Naval Service with emphasis on the mission, organization, regulation, and components of the Navy and Marine Corps.

NAVY 102 - U.S. Military History (3 Credits)
A historical survey on the importance of military doctrine and the many roles of the United States Military covering from the American Revolution to present day. HIST 468 or ARMY 406 may be taken in lieu of this course to meet the Naval ROTC History requirement.

NAVY 111 - Naval Military Laboratory (0 Credits)
Military drill, cruise preparation, customs, traditions, and special areas of knowledge required of commissioned officers in the Navy and Marine Corps. Pass/Fail grading.

NAVY 201 - Naval Ships Systems I (3 Credits)

NAVY 202 - Naval Ships Systems II (3 Credits)
Fire control systems, weapons types, capabilities, and limitations. Physical aspects of radar and underwater sound for target acquisition, threat analysis, tracking, weapons selection, delivery, and guidance. Explosives, fusing, and naval ordnance.

NAVY 301 - Navigation/Naval Operations I (4 Credits)
Navigation and piloting theory, principles, and procedures. Tides, current, weather, use of navigational instruments and equipments, and practicum. Laboratory required.

NAVY 301L - Navigation/Naval Operations Lab I (0 Credits)
Laboratory work in piloting and celestial navigation to complement Naval Science 301. One hour per week.

NAVY 302 - Navigation/Naval Operations II (4 Credits)
International and Inland Rules of the Road; relative motion-vector analysis; ship handling, employment, tactics, and afloat communications; and operations analysis. Laboratory required.

NAVY 302L - Navigation/Naval Operations II Lab (0 Credits)
Laboratory work in maneuvering board (vector analysis) and Rules of the Road to complement Naval Science 302. One hour per week.

NAVY 303 - Evolution of the Art of War (3 Credits)
A survey of military history emphasizing principles of warfare, strategy and tactics, and significant military leaders and organizations.

NAVY 401 - Naval Leadership and Management I (3 Credits)
Theory and principles of management, focusing on the officer-manager as an organizational decision maker. Includes interpersonal skills; behavior factors; group dynamics.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

NAVY 402 - Naval Leadership and Ethics (3 Credits)
Integration of professional military competencies and qualities of effective leadership with emphasis on moral and ethical responsibilities, accountability; communications, and military law for the junior officer.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

NAVY 403 - Fundamentals of Maneuver Warfare (3 Credits)
The history of Maneuver Warfare emphasizing doctrine and techniques while enabling students to become critical thinkers and better prepare them for future service.

Nursing (LANU)

LANU 104 - Nursing Care Management I (4 Credits)
This course focuses on the knowledge, skills, and abilities that are fundamental to nursing practice with application in acute or extended care settings.
Prerequisites: Admission to the nursing program
Corequisite: BOL 243, BOL 243L; ENGL 101; LANU 206, LANU 106

LANU 106 - Pharmacologic Basics (2 Credits)
This introductory course outlines the basic concepts of pharmaceutics, pharmacokinetics, pharmacodynamics, and pharmacotherapeutics. The process of clinical calculations is introduced, as well as the major drug classifications.
Prerequisites: Admission to the nursing program; LANU 159, LANU 211
Corequisite: BOL 243, BOL 243L; ENGL 101, ENGL 102; LANU 104, LANU 206

LANU 159 - Nurse Care Management II (6 Credits)
Focuses on the delivery of nursing care to an increasing number of individuals experiencing health problems emphasizing selected physiological systems.
Prerequisites: LANU 104, LANU 106, LANU 206
Corequisite: BOL 244, BOL 244L; PSYC 101; LANU 211

LANU 206 - Clinical Skills Application (2 Credits)
Involves the application of knowledge, skills, and abilities in a clinical setting.
Prerequisites: Admission to the nursing program
Corequisite: BOL 243, BOL 243L; ENGL 101; LANU 104, LANU 106

LANU 209 - Nursing Management III (5 Credits)
Focuses on the delivery of nursing care to an increasing number of individuals experiencing health problems emphasizing selected physiological systems.
Prerequisites: LANU 159, LANU 211
Corequisite: ENGL 102
LANU 211 - Care of the Childbearing Family (4 Credits)
This course facilitates the application of the nursing process to assist in meeting the needs of the childbearing and child-rearing family. Focus is on both normal and abnormal aspects.
**Prerequisites:** LANU 104, LANU 106, LANU 206
**Corequisite:** LANU 159, PSYC 101, BIOL 244, BIOL 244L

LANU 214 - Mental Health Nursing (4 Credits)
This course facilitates the utilization of the nursing process to assist in meeting the needs of patients with common mental health problems. Focus is on the dynamics of human behavior, ranging from normal to extreme.
**Prerequisites:** LANU 229

LANU 219 - Nursing Management and Leadership (4 Credits)
This course prepares the student for the professional nursing role through the introduction of management skills required to care for small groups of individuals and to function as a leader of a nursing team.
**Prerequisites:** LANU 214

LANU 229 - Nursing Care Management IV (6 Credits)
This course focuses on the delivery of nursing care to clients throughout the lifespan who are experiencing complex, multi-system health problems.
**Prerequisites:** LANU 209
**Corequisite:** BIOL 330, BIOL 330L; MATH 111

Nursing (NURS)

NURS 112 - Introduction to the Profession of Nursing: Focus on Roles and Opportunities (1 Credit)
The focus of this course is on various roles that nurses can fill as well as the sites for practice. A major focus is for students to develop an appreciation of the nursing profession, while at the same time exposing them to the challenges in our present health care system.

NURS 201 - Introduction to Human Genetics for Health Care Professionals (3 Credits)
A comprehensive introduction to the field of human genetics designed to raise nursing students’ awareness of the role of genetics in all areas of medical care. A clinical approach and emphasis.

NURS 210 - Facilitative Communication (3 Credits)
Examination of communication theory and development of communication skills. Focuses on non-directive and directive interviewing techniques with dyads, small groups, and families.
**Prerequisites:** ENGL 101.

NURS 212 - Evolution of Nursing Science (2 Credits)
Historical imperatives for nursing are explored to aid in understanding the scientific base of nursing. Internal and external factors influencing the evolution of nursing as a profession, science, art, and practice discipline are discussed. Sophomore nursing students.

NURS 216 - Biophysical Pathology (3 Credits)
Pathology associated with biophysical alterations.
**Prerequisites:** CHEM 102, BIOL 243 and BIOL 244 or EXSC 224 and accompanying labs.

NURS 220 - Clinical Nutrition (3 Credits)
Principles of normal and therapeutic nutrition, and the role of the nurse in nutritional care.
**Prerequisites:** NURS 216.

NURS 226 - Socio-Cultural Variations in Health and Illness (3 Credits)
Diverse health care belief systems and how they influence human responses to health and illness. Focus on African-American and other cultural groups.

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

NURS 250 - Nursing Science in Professional Practice (3 Credits)
Nursing as a science; selected concepts of self-care and communication within the context of nursing science. Transition course for registered nurse students only. Credit received for NURS 110 and NURS 210 upon completion.

NURS 309 - Nursing Health Assessment (3 Credits)
Cognitive skills, psychomotor skills and technologies necessary to perform health assessment.
**Prerequisite or Corequisite:** NURS 250.

NURS 311 - Introduction to Health Assessment (3 Credits)
Cognitive skills, psychomotor skills, and technologies necessary to perform health assessment. Laboratory required.
**Corequisite:** NURS 312, NURS 314.

NURS 312 - Foundations of Nursing Practice (5 Credits)
Cognitive, affective, and psychomotor skills and technologies necessary to nursing intervention. Practicum required.
**Corequisite:** NURS 311, NURS 314.

NURS 313 - Nursing Care of the Older Adult (3 Credits)
Nursing care focusing on health promotion, restoration, and support of older adults. Restricted to upper division nursing students.
**Prerequisites:** NURS 311 and NURS 312 for Generic BSN students; NURS 250 for RN-BSN students.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

NURS 314 - Clinical Reasoning in Nursing Practice (2 Credits)
The process of making clinical judgments.
**Corequisite:** NURS 311, NURS 312.

NURS 318 - Application of Pathophysiology and Pharmacology in Nursing (3 Credits)
Concepts of disease processes in the human body and related pharmacologic interventions. Focus on nursing assessments and interventions.
**Prerequisites:** NURS 250, BIOL 250.

NURS 324 - Chemical Therapeutics (3 Credits)
Pharmacology with an emphasis on clinical applications within the context of the nursing process and prioritization of needs.
**Prerequisites:** CHEM 102, NURS 216.
**Corequisite:** NURS 311, NURS 312, NURS 313, and NURS 314.

NURS 327 - Perioperative Nursing (3 Credits)
Perioperative care of clients with common, recurring nursing problems requiring surgical intervention. Perioperative practicum required.
**Prerequisites:** NURS 322, NURS 323.
NURS 398 - Selected Topics (3 Credits)
Topics of special interest in nursing. Individual topics to be announced in schedule by title.

NURS 399 - Independent Study (1-6 Credits)
Number of credits to be contracted with instructor at the beginning of the course. Contract approved by instructor, advisor and department head is required for undergraduate students.

Graduation with Leadership Distinction: GLD: Research

NURS 400 - Evidence-based Nursing Practice (3 Credits)
Introduction to the language and process of research and the use of best practices to guide nursing practice.
Prerequisites: STAT 110 and NURS 314 for Generic BSN students; NURS 250 for RN-BSN students.

Graduation with Leadership Distinction: GLD: Research

NURS 406 - Critical Care Nursing of Adults (3 Credits)
Introduction to nursing of the critically ill adult. Application in selected clinical settings.
Prerequisites: NURS 323 or equivalent.

NURS 411 - Psychiatric/Mental Health Nursing (5 Credits)
Nursing care of clients experiencing psychiatric/mental health problems, with focus on promotion, restoration, and support. Practicum required.
Prerequisites: NURS 311, NURS 312, NURS 314, and NURS 324.
Prerequisite or Corequisite: NURS 412.

NURS 412 - Acute Care Nursing of Adults I (5 Credits)
Nursing care of acutely ill adults in a variety of settings. Practicum required.
Prerequisites: NURS 311, NURS 312, NURS 314, and NURS 324.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

NURS 420 - Emerging Issues in Health Care (3 Credits)
Examination of emerging health-related issues and their relevance to professional nursing practice.
Prerequisites: NURS 250.

NURS 422 - Acute Care Nursing of Adults II (5 Credits)
Nursing care of acutely ill adults in a variety of settings. Practicum required.
Prerequisites: NURS 324 and NURS 412.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

NURS 424 - Maternal/Newborn Nursing (4 Credits)
Nursing care of childbearing women and their neonates and families. Focus on uncomplicated pregnancy and birthing processes. Practicum required.
Prerequisites: NURS 311, NURS 312, NURS 314, and NURS 324.
Corequisite: NURS 425.
Prerequisite or Corequisite: NURS 412.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

NURS 425 - Nursing of Children and Families (4 Credits)
Nursing care of families throughout their childrearing years, focusing on health promotion, restoration, and support of their children. Practicum required.
Prerequisites: NURS 311, NURS 312, NURS 314, and NURS 324.
Corequisite: NURS 424.
Prerequisite or Corequisite: NURS 412.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

NURS 428 - Nursing Leadership and Management (4 Credits)
Concepts and principles of leadership, management, policy, and politics in delivering patient care within health care systems and the implications related to nursing practice. Relationships between policies and politics in the health field and the impact on patient care and access to healthcare.
Prerequisites: NURS 250 for RN-BSN students.
Corequisite: NURS 435 for pre-licensure BSN students only.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

NURS 431 - Population Health Nursing (3-4 Credits)
Concepts and principles of aggregate and community health.
Prerequisites: NURS 250 RN-BSN students.

Graduation with Leadership Distinction: GLD: Community Service

NURS 434 - Community-Based Clinical Practicum for RNs (3 Credits)
Community-based application and synthesis of professional nursing roles and responsibilities with selected populations determined to be at risk for a variety of health-related problems. Restricted to: RN-BSN program students Special Permission required: By instructor

NURS 435 - Senior Nursing Capstone Practicum (8 Credits)
Clinical experiences in managing patient care and leading the healthcare team in a variety of agencies. Practicum required.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships
Experiential Learning: Experiential Learning Opportunity

NURS 491 - Community and Environmental Assessment (1 Credit)
Comprehensive assessment and analysis of a community and its environment within the framework of community health nursing. Practicum only.
Corequisite: NURS 708.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

NURS 504 - Emergency Preparedness: Implications for Health Care Professionals (3 Credits)
Principles of emergency preparedness with implications for health care at the local, regional, national, and global levels.

NURS 505 - Caring for Limited English Proficient Patients (3 Credits)
Principles and policies for clinical practice with Limited English Proficient patients.

NURS 506 - Special Topics in International Nursing (3 Credits)
Experiential field study to examine international nursing in another country. Course content varies and will be announced in the schedule of courses by title. May be repeated for credit.
Prerequisites: NURS 312.
NURS 534 - The Rural Interdisciplinary Practicum (1-6 Credits)
Students live and practice in a rural, interdisciplinary environment and participate in an organized community-based health care activity. Contract approved by instructor and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

NURS 541 - Issues in Women's Health (3 Credits)
An exploration of women's health and health care concerns from multiple perspectives.
Cross-listed course: WGST 541
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

NURS 553 - In-Service Education (3 Credits)
Organizing, developing, implementing, and evaluating the in-service education program.

NURS 571 - Special Topics (3 Credits)
Topics vary by title, consent of instructor.

Palmetto College (PCAM)

PCAM 101 - Nursing Concepts, Communication, and Calculations (2 Credits)
Introduction to concepts essential to basic nursing practice. Nursing's historical evolution through theory, concept and role development will be presented. Overview of medical terminology and calculations provided as rudimentary skills that promote effective interpretation and communication within health disciplines, and calculations required to administer pharmaceutical agents.

PCAM 104 - Foundations of Composition (3 Credits)
A course in writing skills with practice in composing essays, including intensive review of grammar, punctuation, and mechanics.

PCAM 105 - Contemporary College Mathematics (3 Credits)
Linear and quadratic equations and models, functions, exponential models, logarithms, systems of equations, fundamentals of probability and statistics.

PCAM 106 - Foundations of College Algebra (3 Credits)
Operations on real numbers, linear equations and inequalities, quadratic equations, factoring, absolute value equations, exponential and radical expressions, graphs, and functions. Additional topics may include math study skills, logarithms, exponential functions, probability, statistics, systems of equations, polynomial division, and mathematical modeling.
Prerequisites: C or better in PCAM 106 students must pass the math placement test (MPT) with a minimum score of MB1 or MA2.

PCAM 141 - Introduction to Computer Keyboarding (3 Credits)
Keyboarding using the touch method, inputting, editing, and printing. Designed for students without keyboarding skills. Elective credit only. This course might not apply toward associate's degrees or Columbia baccalaureate degrees.

PCAM 151 - Computer Literacy and Applications (3 Credits)

PCAM 201 - Introduction to Internet Research (3 Credits)
Developing the means by which students may learn to access the Internet through mainframe and PC connections to accomplish specific research needs. This course might not apply toward associate's degrees or Columbia baccalaureate degrees.
Prerequisites: CSCE 101.

PCAM 205 - Foundations of Leadership (3 Credits)
This course combines leadership theory with practical application, equipping students with the knowledge and skills needed to work more effectively with people, become better leaders, and reach their professional goals.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

PCAM 299 - Independent Study (1-6 Credits)
Contract approved by instructor, advisor, and academic dean is required for undergraduate studies. May be taken for elective credit only. May be repeated for up to 6 credit hours.

Palmetto Programs (PALM)

PALM 401 - Palmetto Senior Capstone Experience (3 Credits)
Integration of interdisciplinary program of study and general education; intensive writing and research project.
Prerequisites: PALM 493 and PALM 494 or PALM 495.

PALM 493 - South Carolina Studies (3 Credits)
Reading and writing about South Carolina from the perspective of multiple disciplines, incorporating elements of the student's major and cognate.

PALM 494 - Internship (3 Credits)
Supervised immersion and exploration in a field related to the major, with a career, cultural, or community focus.
Prerequisites: C or better in PALM 493.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

PALM 495 - Service-Learning (3 Credits)
An exploration of theories of service-learning with application of practical solutions to meet community needs.
Prerequisites: C or better in PALM 493.

Experiential Learning: Experiential Learning Opportunity

Patholgy & Microbiology (PAMB)

PAMB 620 - M-IV Pathology - RMH (2-12 Credits)

Philosophy (PHIL)

PHIL 101 - Special Topics in Philosophy (3 Credits)
Topics selected by the instructor for specialized study. Course content varies and will be announced in the schedule of classes by title.

PHIL 102 - Introduction to Philosophy (3 Credits)
An introduction to the main problems of philosophy and its methods of inquiry, analysis, and criticism. Works of important philosophers will be read. Honors section offered.

PHIL 103 - Special Topics in Ethics and Values (3 Credits)
A study of the moral principles of conduct and the basic concepts underlying these principles, such as good, evil, right, wrong, justice, value, duty, and obligation, as they relate to specific issues or areas of life. May be repeated as content varies by title.

Carolina Core: VSR
PHIL 110 - Introduction to Logic I (3 Credits)
Philosophical foundations of inductive inference, including probability, statistics, and decision theory; application of the methods and results of inductive inference to philosophical problems such as the problem of rationality, epistemology, theory confirmation, social and political philosophy.
Prerequisites: At least one of the following: PSYC 227; SOCY 220; STAT 110, STAT 112, STAT 201, STAT 205, or STAT 206; MGSC 291.
Carolina Core: ARP

PHIL 114 - Introduction to Formal Logic I (3 Credits)
Formal logic, including foundational logical concepts, syntax and semantics of first-order logic; derivations; applications.
Carolina Core: ARP

PHIL 115 - Introduction to Formal Logic II (3 Credits)
Intermediate topics in predicate logic, including second-order predicate logic; meta-theory, including soundness and completeness; introduction to non-classical logic
Prerequisites: C or higher in PHIL114 or PHIL 110, or a department-approved equivalent.
Carolina Core: ARP

PHIL 210 - Philosophical Themes in Literature (3 Credits)
Selected philosophical problems as they are presented in imaginative and theoretical literature. Works of fiction and philosophical treatments of issues involved in them will be read and discussed.

PHIL 211 - Contemporary Moral Issues (3 Credits)
Moral issues confronting men and women in contemporary society. Topics will vary but may include discussion of problems related to abortion, drugs, euthanasia, war, social engineering, and punishment of criminals.
Carolina Core: VSR
Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

PHIL 212 - Images of the Human Person (3 Credits)
Images of the human person in contemporary philosophy, literature, psychology, and religion, and an evaluation of these images as norms for human conduct and social policy. Particular attention may be given to images found in specific philosophical traditions, including existentialism, Marxism, behaviorism, and mysticism.

PHIL 213 - Communicating Moral Issues (3 Credits)
Moral issues confronting men and women in contemporary society and the challenges of communicating effectively about them. Topics will vary but may include access to health care, euthanasia, abortion, same sex marriage and the moral and environmental consequences of eating animals.
Cross-listed course: SPCH 213
Carolina Core: CMS, VSR

PHIL 214 - Science and Pseudo-Science (3 Credits)
Attempts to distinguish science from pseudo-science; inquiry into such cases as astrology, psychoanalysis, and parapsychology.
Graduation with Leadership Distinction: GLD: Research

PHIL 301 - Ancient Philosophy (3 Credits)
An introduction to the work of ancient philosophers, with special emphasis on Plato and Aristotle.
Cross-listed course: CLAS 301

PHIL 302 - Greek and Roman Philosophy after Aristotle (3 Credits)
Problems such as hedonism, providence, belief and evidence, and mysticism, as they appear in the writings of Epicureans, Stoics, Sceptics, and Plotinus.
Cross-listed course: CLAS 302

PHIL 303 - History of Medieval Philosophy (3 Credits)
Major philosophical traditions in the Middle Ages.

PHIL 304 - Seventeenth and Eighteenth-Century Philosophy (3 Credits)
An introduction to Continental and British philosophy running roughly from Descartes through Kant.

PHIL 305 - Nineteenth and Twentieth-Century Philosophy (3 Credits)
An introduction to Continental and British philosophy since Kant through study of the works of representative philosophers. Particular emphasis is placed on the development of Idealism, Marxism, Existentialism and Phenomenology, and analytic philosophy.

PHIL 310 - American Philosophy (3 Credits)
The principal movements of philosophical thought from Colonial times to the present, with special emphasis on the 19th and 20th centuries.

PHIL 311 - Existentialism (3 Credits)
An introduction to existentialist themes in contemporary philosophy, literature, psychology, and religion. The writings of existentialists such as Kierkegaard, Nietzsche, Camus, Sartre, Buber, May, and Binswanger will be read and discussed.

PHIL 312 - Classical Origins of Western Medical Ethics (3 Credits)
Examination of ancient Greek and Roman philosophical, medical, and literary works (in English) as sources for the origins of medical ethics. Priority enrollment for Medical Humanities students.
Cross-listed course: CLAS 360

PHIL 313 - Between Magic and Method: Ancient Medicine (3 Credits)
Introduction to ancient medicine: science and art, theory and practice, healing and predicting. Topics include: Medicine before Hippocrates, Hippocratic medicine, holism, naturalism, medicine, religion and magic, medicine and scientific explanation, Hellenistic medicine and methodology, Galenic medicine.
Cross-listed course: CLAS 361

PHIL 315 - Asian Religious Philosophy (3 Credits)
A historical overview and critical introduction to the philosophical practices of Asian religions; an examination of the basic worldviews, thought frameworks, and foundational questions of the main schools of premodern Asian religious philosophy.
Cross-listed course: RELG 334

PHIL 320 - Ethics (3 Credits)
A study of the moral principles of conduct and the basic concepts underlying these principles, such as good, evil, right, wrong, justice, value, duty, and obligation. The ethical works of influential philosophers are analyzed in terms of these concepts.
Carolina Core: VSR
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

PHIL 321 - Medical Ethics (3 Credits)
The concepts of Person and Justice as they relate to biomedical sciences and technologies.
Carolina Core: VSR
Graduation with Leadership Distinction: GLD: Community Service, GLD: Professional and Civic Engagement Leadership Experiences
PHIL 322 - Environmental Ethics (3 Credits)
Examination of principles and arguments surrounding moral issues involving the environment.
Cross-listed course: ENVR 322
Carolina Core: VSR
Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

PHIL 323 - Ethics of Science and Technology (3 Credits)
Role of ethical judgments in directing or curtailing scientific research; case studies from natural and social sciences.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

PHIL 324 - Business Ethics (3 Credits)
Ethical problems in business; application to business situations of philosophical theories of individual, corporate, and governmental rights and responsibilities.
Carolina Core: VSR
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

PHIL 325 - Engineering Ethics (3 Credits)
An investigation of ethical issues in engineering and engineering-related technology. Topics include whistleblowing, employee/employer relations, environmental issues, issues related to advances in information technology, and privacy.
Carolina Core: CMS, VSR
Graduation with Leadership Distinction: GLD: Community Service, GLD: Professional and Civic Engagement Leadership Experiences

PHIL 329 - Law and Religion (3 Credits)
An examination and critical assessment of the philosophical concepts, issues, and questions surrounding the relationship of church and state.

PHIL 330 - Social and Political Philosophy (3 Credits)
An overview of major themes in political philosophy such as the nature of politics, obligation, community, representation, freedom, equality, and justice.
Cross-listed course: POLI 300
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

PHIL 331 - Crime and Justice (3 Credits)
The fundamental concepts of a criminal justice system and their philosophical bases. Rights, privacy, responsibility, and the problem of justification of state control of private behavior through punishment and therapy.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

PHIL 332 - Philosophy of Education (3 Credits)
A critical examination of the theories of education of such philosophers as Plato, Rousseau, Dewey, Newman, and Whitehead. Emphasis is on the development of a philosophy of higher education.

PHIL 333 - Contemporary Marxism and Society (3 Credits)
Recent Marxist-inspired critiques of politics, science, technology, art, advertising, and other aspects of cultural life, with comparison both to Marx's philosophical and economic writings and to other types of contemporary criticisms.

PHIL 334 - Feminist Philosophy (3 Credits)
Introduces feminist philosophy and applications to philosophical problems.
Cross-listed course: WGST 334
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

PHIL 335 - Disobedience, Dissent, and Revolution (3 Credits)
This course explores central philosophical issues related to resisting and opposing claimed state authority. Focus will be on classic and modern texts regarding the intentional, ethically-, or politically-motivated violation of law and on the justification of revolution.
Carolina Core: VSR

PHIL 340 - Philosophy of Art (3 Credits)
Philosophical problems relating to the arts, with emphasis on questions pertaining to aesthetic experience.

PHIL 341 - Philosophy and Film (3 Credits)
Selected philosophical problems as they are presented in feature and documentary films.

PHIL 350 - Knowledge and Reality (3 Credits)
Examination of skeptical attacks, critical defenses, and philosophical theories of what we know and what is to be taken as ultimate reality.

PHIL 351 - Mind and Nature (3 Credits)
Philosophical theories about the nature of consciousness, the problem of qualia, phenomenal concepts, the explanatory gap hypothesis, higher-order consciousness, prospects for naturalistic accounts of consciousness.

PHIL 352 - Freedom and Human Action (3 Credits)
The principal movements of philosophical thought from Colonial times to the present, with special emphasis on the 19th and 20th centuries.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

PHIL 360 - History and Philosophy of Science (3 Credits)
Philosophy and history of science and their interaction from ancient Greece to the present. Emphasis on physics, astronomy, and chemistry.

PHIL 362 - Philosophy of Research Design in Science and Medicine (3 Credits)
A philosophical investigation of research methods used in science and medicine from systematic reviewing and randomized controlled trials to theories of sampling and causal inference.

PHIL 365 - Formal Theories of Rationality and Their Philosophical Implications (3 Credits)
Formal theories of rationality in the context of decision-making and games; uses of these formal theories to address traditional philosophical issues such as rationality, knowledge, choice, social welfare, cooperation, and communication.
Prerequisites: C or higher in any course that satisfies the ARP Carolina Core requirement.

PHIL 370 - Special Topics in Philosophy (3 Credits)
Topics selected by the instructor for specialized study. Course content varies and will be announced in the schedule of classes by title.

PHIL 390 - Junior Seminar in Philosophy (3 Credits)
Overview of philosophical theories and debates with attention to skills in discussion and presentation and in preparing and writing a research paper in philosophy. Topics selected by the instructor.
Graduation with Leadership Distinction: GLD: Research
PHIL 399 - Independent Study (3-9 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

PHIL 473 - Film Theory (3 Credits)
Theory and criticism of film and media from the 1910s to the present. Considers a range of critical approaches to analyzing what different forms of audio-visual media do to and for the audiences they address and the worlds they depict. 03: 07/05/2019.
Prerequisites: FILM 240.

PHIL 490 - Senior Seminar in Philosophy (3 Credits)
Review of central topics in philosophy serving as a capstone course for senior majors in philosophy.
Graduation with Leadership Distinction: GLD: Research
Experiential Learning: Experiential Learning Opportunity

PHIL 495 - Senior Thesis (3 Credits)
Directed research resulting in a written thesis. Senior philosophy major or double major, GPA of 3.30, permission of faculty member.
Graduation with Leadership Distinction: GLD: Research

PHIL 501 - British Empiricism (3 Credits)
A historical and critical survey of the British philosophers of experience. Principal concentration is on Locke, Berkeley, and Hume.
Prerequisites: C or better in PHIL 304.

PHIL 502 - Continental Rationalism (3 Credits)
A critical and historical study of the 17th-century European philosophers. The works of Descartes, Spinoza, and Leibniz are emphasized.
Prerequisites: C or better in PHIL 304.

PHIL 503 - Analytic Philosophy (3 Credits)
A critical study of recent and contemporary works in philosophical analysis, and an evaluation of the purposes, methods, and results of this movement.
Prerequisites: C or better on 3 hours in philosophy beyond the 100 level.

PHIL 504 - Phenomenology and Existentialism (3 Credits)
A critical study of some fundamental themes in phenomenology and the philosophy of existence. Emphasis is placed on an intensive study of selected works of such writers as Kierkegaard, Jaspers, Husserl, and Heidegger.
Prerequisites: C or better in PHIL 304 or PHIL 305.

PHIL 505 - Plato (3 Credits)
An intensive study of selected Dialogues by Plato.
Prerequisites: C or better in PHIL 301.

PHIL 506 - Aristotle (3 Credits)
An intensive study of some of the more important of Aristotle's works.
Prerequisites: C or better in PHIL 301.

PHIL 507 - Medieval Philosophy (3 Credits)
A historical and critical study of the works of the leading medieval philosophers.
Prerequisites: C or better in PHIL 303.

PHIL 508 - Hume (3 Credits)
An intensive study of the philosophical writings of Hume, especially A Treatise of Human Nature.
Prerequisites: C or better in PHIL 304.

PHIL 509 - Kant (3 Credits)
An intensive study of the work of Kant, especially the Critique of Pure Reason.
Prerequisites: C or better in PHIL 304.

PHIL 510 - Theory of Knowledge (3 Credits)
An examination of some representative theories of truth, meaning, probability, and perception.
Prerequisites: C or better in 3 hours in philosophy beyond the 100 level.

PHIL 511 - Symbolic Logic (3 Credits)
A presentation and philosophical examination of the fundamentals of modern symbolic logic.
Prerequisites: C or better in PHIL 115.

PHIL 512 - Philosophy of Science (3 Credits)
A critical examination of methods and concepts of the sciences. Topics include scientific revolutions, the unity of science, experimentation, explanation, and evidence.
Prerequisites: C or better in 3 hours in philosophy beyond the 100 level.

PHIL 513 - Philosophy of History (3 Credits)
A philosophical examination of historical inquiry. Theories of historical development. The logical problems of historical explanation.
Prerequisites: C or better in 3 hours in philosophy beyond the 100 level.

PHIL 514 - Ethical Theory (3 Credits)
Survey of recent and historical developments in ethical theory with special emphasis on the meaning of ethical language and the forms of reasoning employed in discussing moral values.
Prerequisites: C or better in PHIL 320.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

PHIL 515 - Philosophy of Religion (3 Credits)
A critical study of selected problems in the philosophy of religion. Emphasis is placed on problems relating to the existence of God, religious knowledge, and the language of religion.
Prerequisites: C or better in 3 hours in philosophy beyond the 100 level.

PHIL 516 - Advanced Aesthetics (3 Credits)
Detailed examination of the literature on aesthetics.
Prerequisites: C or better in 3 hours in philosophy beyond the 100 level.

PHIL 517 - Philosophy of Language (3 Credits)
An examination of concepts and problems such as meaning, reference, analyticity, definition, and the relation between logic and philosophy.
Prerequisites: C or higher in PHIL 114 or PHIL 511.

Cross-listed course: LING 565

PHIL 518 - Philosophy of the Social Sciences (3 Credits)
The goals of inquiry and problems such as objectivity, reduction, value freedom, and ideology.
Prerequisites: C or better in 3 hours in philosophy beyond the 100 level.

PHIL 519 - Metaphysics (3 Credits)
Major issues in classical and modern metaphysics. Topics include the idea of first philosophy, being, substance, the problem of universals, essentialism, causation, time and space, and metaphysical method.
Prerequisites: C or better in PHIL 350 or PHIL 351 or PHIL 360.
PHIL 520 - Philosophy of Mind (3 Credits)
The concept of mind, the mind-body problem, emotions and cognition, the possibility of artificial minds, theories of embodied cognition.
**Prerequisites:** C or better in PHIL 350 or PHIL 351 or PHIL 360.

PHIL 521 - Mathematical Logic (3 Credits)
Axiomatic development of logic and the set-theoretic foundations of mathematics.
**Prerequisites:** C or better in PHIL 511.

PHIL 522 - Introduction to Semantics (3 Credits)
Introduction to the study of linguistic meaning, including the following topics: meaning, reference, and truth; the connections among language, thought, and reality; word meaning and sentence meaning; possible worlds and modality; thematic roles; meaning and context; presupposition and implicature; speech acts; formal semantics; and cognitive semantics.
**Prerequisites:** C or better in any of LING 300, LING 301, LING 600, PHIL 114, PHIL 511.

PHIL 523 - Advanced Topics in Logic (3 Credits)
 Philosophical problems about logic, the development of philosophical logics, and the problems surrounding them.
**Prerequisites:** C or better in PHIL 511.

PHIL 524 - Philosophy of Biology (3 Credits)
Examination of major conceptual, theoretical, and methodological issues in biological science. Topics include reductionism, units of selection, adaptationism, relations between evolutionary and developmental biology and between biology and society.
**Prerequisites:** C or better in 3 hours of Philosophy beyond the 100 level.

PHIL 525 - Hellenistic Philosophy (3 Credits)
Survey of the major schools and trends in Hellenistic philosophy: Epicureans, Stoics, Academic Skeptics. Topics include eudaimonism, hedonism, monism, teleology, and the criterion of truth.
**Prerequisites:** C or better in PHIL 301 or PHIL 302.

PHIL 527 - Virtues, Acts, and Consequences (3 Credits)
Recent contributions to three central strands of ethical theory: virtue theory, deontology, and utilitarianism; historical roots and recent developments.
**Prerequisites:** C or better in PHIL 320.

**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Leadership Experiences

PHIL 528 - Concepts of Evidence (3 Credits)
Systematic approaches to data analysis—Bayesian, Fisherian and decision theoretic—will be critically appraised. Applications of these theories to some problems of inductive logic: the paradoxes of confirmation, the role of simplicity, and the probability of inductive generalizations.
**Prerequisites:** C or better in PHIL 350 or PHIL 351 or PHIL 360.

PHIL 532 - Social Justice (3 Credits)
Recent theories of distributive justice and their application to such issues as redistribution of wealth, reverse discrimination, and the conflict between liberty and equality. Authors include Rawls, Nozick, Hayek, and Popper.
**Prerequisites:** C or better in PHIL 320 or PHIL 321 or PHIL 322 or PHIL 330 or PHIL 331.

**Graduation with Leadership Distinction:** GLD: Community Service, GLD: Diversity and Social Advocacy, GLD: Global Learning

PHIL 534 - Contemporary European Social Philosophy (3 Credits)
An examination of European social philosophy associated with either the Frankfurt School of Social Research or contemporary French Poststructuralism.
**Prerequisites:** C or better in 3 hours in philosophy beyond the 100 level.

PHIL 535 - Ecofeminism (3 Credits)
An exploration of the connections between oppression of women and oppression of nature.
**Prerequisites:** 3 hours in philosophy beyond the 100 level.

**Cross-listed course:** WGST 535

**Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

PHIL 536 - Language and Interpretation in Contemporary European Philosophy (3 Credits)
Selected contemporary European philosophical movements, their views on language, and their approach to interpretation: hermeneutics, structuralism, poststructuralism.
**Prerequisites:** C or better in PHIL 114.

PHIL 540 - Renaissance Philosophy (3 Credits)
Humanism (e.g., Petrarch), Platonism (e.g., Pico and Ficino), Aristotelianism (e.g., Pomponazzi), philosophies of nature (e.g., Telesio, Campanella, and Bruno), and Nicholas of Cusa, Erasmus, Montaigne, and Suarez.
**Prerequisites:** C or better in PHIL 301 or PHIL 302 or PHIL 303.

PHIL 550 - Health Care Ethics (3 Credits)
An exploration of the ethical dimensions of patient care in the clinical setting.
**Prerequisites:** C or better in PHIL 320 or PHIL 321 or PHIL 322 or PHIL 330 or PHIL 331.

PHIL 598 - Readings in Philosophy (3 Credits)
Prerequisite: 6 hours in philosophy beyond the 100 level.

**Physical Education (PEDU)**

PEDU 100 - Contemporary Physical Activity (1 Credit)
Development of skills in an identified area. Course content will vary and be announced by title. May be repeated as topics vary.

PEDU 101 - Self-Defense For Women (1 Credit)
Basic knowledge and understanding of the culture and context in which interpersonal violence occurs, the root causes and patterns of behavior within violent relationships, self defense against forcible attacks, making immediate decisions when confronted with an assault, and the procedures necessary after an assault has occurred.

PEDU 102 - Contemporary Physical Activity (1-3 Credits)
Course content will vary and be announced by title. May be repeated as topics vary.
PEDU 103 - Jogging (1 Credit)
Exercise, lectures, and self-evaluation for weight control and fitness improvement.

PEDU 104 - Personal Fitness and Weight Control (1 Credit)
Advanced techniques for controlling weight and improving fitness through exercise, lectures, and self-evaluation.

PEDU 105 - Weight Training (1 Credit)
Fundamentals of progressive resistance exercise training.

PEDU 106 - Advanced Weight Training (1 Credit)
Advanced techniques.
Prerequisites: PEDU 105.

PEDU 107 - Group Exercise (1 Credit)
Cardio-respiratory fitness, flexibility, muscular strength and endurance, and agility through various group exercise formats while utilizing a variety of equipment.

PEDU 108 - Fitness Swimming (1 Credit)
Individualized physical conditioning through lap swimming and aquatic calisthenics, games, and activities.
Prerequisites: PEDU 140.

PEDU 109 - ROTC Conditioning (1 Credit)
Exercise testing, technique, and leadership, program design and implementation, nutrition, individual and team competitions, and other forms of training.

PEDU 110 - Orientation to Physical Education (1 Credit)
Experiences in a variety of physical-activity areas.

PEDU 111 - Badminton (1 Credit)
Basic strokes and introduction to the history, rules, and strategy of the game.

PEDU 112 - Basketball (1 Credit)
Fundamental skills of game performance. Strategy, rules, and basic offenses and defenses.

PEDU 113 - Bowling (1 Credit)
Fundamental skills and techniques of bowling.

PEDU 114 - Golf (1 Credit)
Basic strokes, rules, and strategy of golf.

PEDU 115 - Gymnastics (1 Credit)
Fundamentals of gymnastics on the trampoline and balance beam; tumbling, parallel bars, rings, and the horse.

PEDU 116 - Handball (1 Credit)
Fundamentals, strategy, and rules of handball.

PEDU 117 - Karate (1 Credit)
Fundamentals.

PEDU 118 - Rugby (1 Credit)
Fundamental skills for game performance.

PEDU 119 - Soccer (1 Credit)
Fundamental skills for game performance; history, rules, and game strategy.

PEDU 120 - Softball (1 Credit)
Fundamental skills for game performance; history, rules, and game strategy.

PEDU 121 - Beginning Tennis (1 Credit)
Basic strokes, history, rules, and strategy of the game.

PEDU 122 - Volleyball (1 Credit)
Recreational and competitive volleyball skills.

PEDU 123 - Pilates (1 Credit)
Focus is placed on mind-body exercises which help strengthen and condition the muscles. Each exercise will focus on building core strength, lengthening muscles, and improving flexibility. Proper breathing will also be demonstrated for each exercise in order to achieve the maximum benefits.

PEDU 124 - Fencing (1 Credit)
Basic foil-fencing techniques, rules, terminology, history, and etiquette.

PEDU 125 - Intermediate Karate (1 Credit)
Prerequisite: PEDU 117.

PEDU 126 - Badminton/Golf (1 Credit)
Students will learn to perform basic skills as well as to implement game strategies. Major consideration will be given on how to teach each sport.

PEDU 127 - Field Hockey (1 Credit)
Fundamental skills, rules, and terminology of field hockey.

PEDU 128 - Football (1 Credit)
Fundamental skills, rules, and terminology.

PEDU 129 - Racquetball (1 Credit)
Fundamental skills, rules, and terminology.

PEDU 130 - Intermediate Golf (1 Credit)
Intermediate strokes and strategies; heavier emphasis on the total golf swing.
Prerequisites: PEDU 114.

PEDU 131 - Basketball/Soccer (1 Credit)
Students will learn to perform basic skills as well as to implement game strategies. Major consideration will be given on how to teach each sport.

PEDU 132 - Intermediate Tennis (1 Credit)
Intermediate skills and strategies.
Prerequisites: PEDU 121.

PEDU 133 - Track and Field (1 Credit)
Fundamental skills, rules, and terminology.

PEDU 134 - Flying Disc Sports (1 Credit)
Fundamentals and strategies of disc golf, ultimate and various physical activities using flying discs in recreational and competitive situations.

PEDU 135 - Tai-Chi-Chuan (1 Credit)
Students will learn to perform basic Tai-Chi-Chuan skills. Major consideration will be given to breathing skills and meditation to relieve stress.

PEDU 136 - Yoga (1 Credit)
Fundamental skills and terminology.

PEDU 137 - Tae Kwon Do (1 Credit)
Fundamental skills of Tae Kwon Do.

PEDU 138 - Softball/Volleyball (1 Credit)
Students will learn to perform basic skills as well as to implement game strategies. Major consideration will be given on how to teach each sport.

PEDU 139 - Tennis/Track (1 Credit)
Students will learn to perform basic skills as well as to implement game strategies. Major consideration will be given on how to teach each sport.

PEDU 140 - Beginning Swimming (1 Credit)
Skills for safety and recreation.

PEDU 141 - Intermediate Swimming (1 Credit)
Prerequisite: PEDU 140.
PEDU 142 - Lifeguard Training (1 Credit)
Skills of lifesaving.
Prerequisites: swim 500 yards, tread water for one minute, and swim 20 feet underwater.

PEDU 143 - Water Safety Instructor Certification (1 Credit)
Skills, methods, and techniques to teach Red Cross Swimming and Life Saving.
Prerequisites: 17 years of age; sound physical condition; possession of the Red Cross Advanced Lifesaving Certificate, a Red Cross Swimmer Certificate, or the ability to perform the Swimmer Course.

PEDU 144 - Beginning Springboard Diving (1 Credit)
Basic dives and aesthetics of springboard diving.
Prerequisites: tread water and swim 20 feet underwater.

PEDU 145 - Skin and Scuba Diving (1 Credit)
Safe and effective use of equipment with emphasis on principles and physical laws of diving.
Prerequisites: ability to swim at the intermediate level.

PEDU 146 - Scuba (Open Water) (1 Credit)
Certification program in open water scuba instruction: safety, emergency procedures, equipment handling, navigation, and air consumption. Includes five open water dives.

PEDU 147 - Beginning Stand-Up Paddleboarding (1 Credit)
History and development of stand-up paddleboarding as a sport, safety protocol, paddleboard construction and design, terminology, fitness attributes and paddling techniques.

PEDU 148 - Team Water Sports (1 Credit)
Fundamental skills, rules, and strategies for participation in team water sports.
Prerequisites: intermediate swimming skills.

PEDU 149 - Survival Swimming (1 Credit)
Skills and techniques for survival under adverse conditions.
Prerequisites: swim 100 yards, tread water for one minute, and swim 20 feet underwater.

PEDU 150 - Basic Keelboat Sailing (1 Credit)
The course is designed to teach students to safely skipper and crew on a 20 to 27 foot sailboat with a tiller and outboard engine on lakes, bays, and sheltered waters in moderate weather conditions. Theory, history, safety, and teamwork will be emphasized.

PEDU 151 - Beginning Skateboarding (1 Credit)
History, rules, etiquette and techniques of skateboarding.

PEDU 152 - Power Yoga (1 Credit)
Vigorous yoga utilizing breath and movement to improve strength and flexibility.

PEDU 153 - Cardiopulmonary Resuscitation (1 Credit)
Knowledge and skills in providing artificial respiration, first aid for foreign body obstruction, one and two rescuer CPR for adults, infants, and children.

PEDU 154 - Advanced Open Water Scuba (1 Credit)
Development skills beyond open water scuba: underwater navigation, night diving, and deep diving.
Prerequisites: PEDU 146.

PEDU 155 - Personal Training Preparation (3 Credits)
Safe and effective methods of exercise by the application of theories and principles of exercise science. Discussion of facility organization, legal liability, and injury prevention and treatment within the scope of becoming a fitness professional.

PEDU 160 - Intermediate Yoga (1 Credit)
This course is designed to provide the historical and philosophical context of Mindfulness and how it relates to classical yoga of Pantanjali. Students will be guided in deepening their mindfulness meditation practice that includes analysis of the Four Establishments of Mindfulness and will develop an advanced asana sequence as part of their practice.
Prerequisites: PEDU 136.

PEDU 161 - Intermediate Fencing (1 Credit)
Basic footwork and bladework for foil and épée along with more complex skills, concepts, terminology, strategy, and understanding of the rules.

PEDU 168 - Zumba Fitness (1 Credit)
Principles of fitness interval training and resistance training applied to maximize caloric output, fat burning and total body toning with a fusion of Latin and International music-dance themes.

PEDU 169 - Geocaching (1 Credit)
History, rules, terminology, and strategy of geocaching. Strategies for seeking as well as creating geocaches.

PEDU 170 - Beginning Latin Dance (1 Credit)
Introductory course to multiple styles of social Latin dancing including Salsa, Merengue and Bachatta. Designed to develop the skills and techniques necessary for social level Latin dancing. Emphasis will be placed on basic social elements of dance, patterns, music, and leading and following.

PEDU 171 - Swing Dance (1 Credit)
Introduction to swing dances originating from the first half of the 20th century such as the Charleston, East Coast Swing, Lindy Hop, Jitterbug, Jive, and The Big Apple.

PEDU 172 - Rock Climbing and Bouldering (1 Credit)
Safe climbing and bouldering techniques. Movement on rock, rope systems, anchors, rappelling, belaying, risk management, spotting and lead climbing philosophy. Save use of equipment required for sport climbing and bouldering.

PEDU 173 - Folk and Square Dance (1 Credit)
Fundamental skills and terminology.

PEDU 174 - Social Dance (1 Credit)
Fundamental skills and terminology.

PEDU 175 - Intermediate Social Dance (1 Credit)
Development of skills to an intermediate level in six dances: fox trot, waltz, tango, swing, cha cha, rumba.
Prerequisites: PEDU 174.

PEDU 176 - Clogging (1 Credit)
History, folklore, and skills; individual steps and team routines.

PEDU 177 - Beginning Shag (1 Credit)
Techniques and history of the Shag, South Carolina’s state dance. Chronically development, style variations, and cultural contributions are emphasized.
PEDU 178 - Intermediate Shag Dance (1 Credit)
Introduction to more challenging shag moves for couples, based on steps, turns, spins, and passes. Emphasis on good shag form and rhythm, male lead, female follow, and tight couple positions going through step variations. Steps include Sugarfoot, Boogie Walk, Stagger, Walkup and others.
Prerequisites: PEDU 177.

PEDU 179 - Beginning Belly Dance (1 Credit)
Techniques, history, terminology, and dance combinations/choreography associated with Belly Dance at the fundamental level.

PEDU 180 - Archery (1 Credit)
Fundamentals of target and field archery shooting, history, scoring, and rules.

PEDU 181 - Equestrian (1 Credit)
English hunter-style riding for intermediate students.

PEDU 182 - Backpacking (1 Credit)
Living in the out-of-doors; gear selection, map and compass reading, backpacking, hiking, and camping.

PEDU 183 - Canoeing (1 Credit)
Fundamentals of lake, river, and whitewater canoeing.

PEDU 184 - Snow Skiing (1 Credit)
Fundamental skills and techniques.

PEDU 185 - Beginning Kayaking (1 Credit)
Fundamentals of whitewater kayaking including equipment selection and use, safety techniques, strokes, Eskimo roll, river strategies, rescue procedures, and trip planning.

PEDU 186 - Bicycle Touring (1 Credit)
Fundamental skills and techniques.

PEDU 187 - Rock Climbing (1 Credit)
Fundamentals of rock and mountain climbing including gear selection and use, knots and rope management, anchoring systems, belaying, rappelling, climbing techniques, and safety considerations.

PEDU 188 - Triathlon Training (1 Credit)
Intensive conditioning and cross training to achieve a high level cardiovascular fitness. Biking, running, and swimming in preparation for triathlon event.

PEDU 189 - Spinning (1 Credit)
Spinning to obtain physiological and psychological benefits.

PEDU 190 - Introduction to the Description and Analysis of Human Movement (2 Credits)
Analysis and performance of fundamental motor skills.

PEDU 194 - Educational Gymnastics (1 Credit)
Development of knowledge and skill in educational gymnastics. Designed to establish a content base for elementary and middle school physical education programs.

PEDU 195 - Educational Games (1 Credit)
Development of knowledge and skill in game activities appropriate for the elementary and middle school physical education game setting.

PEDU 196 - Educational Dance (1 Credit)
Development of personal skills in the use of movement for expressive purposes. Designed to establish a content base for elementary school physical education programs.

PEDU 197 - Fit Carolina (1 Credit)
Basic concepts associated with physical activity and the opportunities in community environments to engage in health-promoting and wellness activities.

PEDU 226 - Physical Education for Primary Grades (3 Credits)
Selection and development of appropriate content for elementary school physical education experiences.
Prerequisites: PEDU 190.

PEDU 232 - Philosophy and Principles of Physical Education (3 Credits)
Historical background, current problems, and publications.

PEDU 266L - Athletic Training Lab (1 Credit)
Techniques and skills used in the prevention or protection of injury.

PEDU 275 - Functional Musculoskeletal Anatomy (3 Credits)
Knowledge and skill of orthopedic anatomy relative to muscle, ligament, and tendon origin, insertion, innervation, and action.

PEDU 300 - First Aid and CPR (3 Credits)
Knowledge and skills necessary to meet the guidelines for professional certification. Skills include AED, adult, child, and infant CPR, breathing emergencies, and first aid.

PEDU 301 - Practicum in Physical Education Field Experiences (1-3 Credits)
Supervised field experiences for physical educators. Contract approved by instructor, advisor, and department head is required for undergraduate students.

PEDU 302 - Foundations of Coaching (3 Credits)
The philosophical bases, leadership theory, administrative practice, and organizational problems of competitive athletics.

PEDU 303 - Scientific Bases of Coaching I (3 Credits)
Anatomical, kinesiological, and biomechanical principles affecting performance in competitive athletics; use of biomechanical analysis techniques. Primarily for non-physical education majors who wish to coach.

PEDU 304 - Scientific Bases of Coaching II (3 Credits)
Physiological, psychological, ethical, and sport medicine principles affecting performance in competitive athletics; application of scientific principles. Primarily for non-physical education majors who desire to coach.
Prerequisites: PEDU 303.

PEDU 310 - Emergency Medical Responder (3 Credits)
Knowledge and skills necessary to work as an emergency medical responder (EMR) to help sustain life, reduce pain and minimize the consequences of injury or sudden illness until more advanced medical help takes over. Appropriate decision making about the care to provide in a medical emergency; skills an EMR needs to act as a crucial link in the emergency medical services (EMS) system.

PEDU 312 - Coaching Gymnastics, Volleyball, and Softball (3 Credits)
Prerequisite: PEDU 302 and PEDU 303.

PEDU 313 - Coaching Basketball, Track and Field, and Soccer (3 Credits)
Prerequisite: PEDU 302 and PEDU 303.

PEDU 314 - Coaching Football, Baseball, and Wrestling (3 Credits)
Prerequisite: PEDU 302 and PEDU 303.

PEDU 320 - Practicum in Coaching (3 Credits)
Supervised practical experience in interscholastic coaching settings; concurrent seminar.
PEDU 340 - Practicum in the Instructional Aspects of Physical Education (1 Credit)
Application of instructional principles to small group settings using open and closed gross motor skills.
Corequisite: PEDU 360.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

PEDU 341 - Practicum in Instruction of Young Learners in Movement Settings (1 Credit)
Application of curriculum and instructional principles to small group instruction with young learners. 75, have met the state basic skills testing requirement for educator preparation program admission.
Prerequisites: PEDU 340 and PEDU 360, cumulative GPA of 2.
Corequisite: PEDU 361.

PEDU 353 - Recreational Sports Programming (3 Credits)
Current program elements and techniques in recreational sports.

PEDU 360 - Instructional Aspects of Physical Education (3 Credits)
Instruction in physical education settings, including environmental arrangements, task presentation, content development, and feedback. 50.
Prerequisites: PEDU 190, cumulative GPA of 2.
Corequisite: PEDU 340.

PEDU 361 - Instruction of Young Learners in Movement Settings (3 Credits)
Development of knowledge and skills to teach physical education to young learners. 75, have met the state basic skills testing requirement for educator preparation program admission.
Prerequisites: PEDU 340 and PEDU 360, cumulative GPA of 2.
Corequisite: PEDU 341.

PEDU 398 - Seminar in Physical Education (1 Credit)
Various topics related to current events in physical education.

PEDU 399 - Independent Study (1-3 Credits)
Open to sophomores and above. Enrollment and topic to be approved in advance by advisor and instructor. Contract approved by instructor, advisor, and department head is required.
Graduation with Leadership Distinction: GLD: Research

PEDU 420 - Motor Learning in Physical Education (3 Credits)
Application of cognitive, sensory, and motor processes related to learning motor skills in physical education and sport settings.

PEDU 440 - Practicum in Secondary School Physical Education (1 Credit)
The application of curriculum and instructional principles to large group instruction in the secondary school.
Prerequisites: PEDU 341.
Corequisite: PEDU 462.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

PEDU 445 - Measurement & Evaluation in Physical Education (3 Credits)
The historic background of measurement in physical education; statistical techniques to be used in scoring and interpreting tests; evaluation of measures now available in the field; and the administration of a testing program. Available for undergraduate credit only.
Prerequisites: 15 credits in professional physical education, including PEDU 232 and 6 semester hours of professional skill courses.

PEDU 446 - Physical Education Curriculum (3 Credits)
The study of K-12 physical education school curriculum theory, issues, and design.
Prerequisites: Cumulative GPA of 2.75, Admission to Directed Teaching Semester.

PEDU 451 - Teaching Physical Education (3 Credits)
Analysis of teaching and learning in physical education.
Prerequisite or Corequisite: PEDU 462, PEDU 440.

PEDU 462 - Instruction in Secondary School Physical Education (3 Credits)
Physical education content and processes for the secondary school. 75, have met the state basic skills testing requirement for educator preparation program admission.
Prerequisites: PEDU 341 and PEDU 361, cumulative GPA of 2.
Corequisite: PEDU 440.

PEDU 479 - Directed Teaching in Physical Education (12 Credits)
Prerequisite: Cumulative GPA of 2.75, Admission to Directed Teaching Semester.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

Experiential Learning: Experiential Learning Opportunity

PEDU 498 - Advanced Seminar in Physical Education (1 Credit)
Advanced learning opportunities in professional physical education. and permission of instructor.
Prerequisites: 90 hrs.

Graduation with Leadership Distinction: GLD: Research

PEDU 510 - Teaching Health Related Physical Fitness (3 Credits)
Knowledge and application of processes and principles of health related physical fitness in physical education and sport settings.
Prerequisites: EXSC 223/EXSC 224 or BIOL 243/BIOL 244.

PEDU 515 - Physical Education for Inclusion (3 Credits)
Designing physical education programs for special populations and for students with special needs.
Prerequisites: PEDU 340, PEDU 360.

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

PEDU 520 - Observational Analysis of Sports Techniques and Tactics (3 Credits)
Qualitative and quantitative techniques to observe, describe, analyze, and evaluate human movement in physical education and sports settings.
Prerequisites: PEDU 190, EXSC 223, EXSC 224 or BIOL 243, BIOL 244; PHYS 101.
PEDU 553 - The Organization and Administration of Physical Education (3 Credits)
Organization of instructional, intramural, interscholastic, and recreational programs, with emphasis on criteria for the evaluation and selection of activities.
Prerequisites: 18 credits in physical education, including six semester hours of professional skill courses.

PEDU 555 - Current Topics in Physical Education (1-3 Credits)

PEDU 570 - Human Child/Adolescent Growth (3 Credits)
Human physical growth and development of children with emphasis on years 4 to 18.
Prerequisites: EXSC 223, EXSC 224, or equivalent.

PEDU 575 - Physical Education for the Classroom Teacher (3 Credits)
Appropriate movement experiences for children. Not available for physical education majors.
Prerequisites: EDTE 201.

PEDU 577 - Dance Performance (3 Credits)
Rehearsal, choreographic analysis, and dance performance. All components of dance production—including music, costume, lighting, and scenery—will be considered.
Cross-listed course: DANC 577

PEDU 635 - South Carolina Physical Education Curriculum (3 Credits)
Development of physical education programs using the South Carolina Physical Education Curriculum Materials.

PEDU 637 - Advanced Theory and Techniques of Coaching Football (3 Credits)
An intensive investigation of current theories of offensive and defensive football. Generalship, strategy, conditioning, staff utilization, film analysis, and practice organization are covered in depth.
Prerequisites: current responsibilities or previous experience in college or high school coaching.

PEDU 638 - Advanced Theory and Techniques of Coaching Basketball (3 Credits)
An intensive investigation of the latest techniques and theories of coaching basketball. Systems of offense and defense, generalship, conditioning, staff utilization, film analysis, and practice organization are covered in depth.
Prerequisites: current responsibilities or previous experience in college or high school coaching.

PEDU 639 - Advanced Theory and Techniques of Coaching Track and Field Events (3 Credits)
A thorough study of the latest techniques of coaching track and field events. Isometric, isotonic, and interval conditioning theories involving the cardiovascular and muscular systems are examined to acquaint the student with varying physiological approaches to conditioning.
Prerequisites: current responsibilities or previous experience in college or high-school coaching.

PEDU 640 - Advanced Theory and Techniques of Teaching and Officiating Girls' Gymnastics (3 Credits)
A thorough study of the latest techniques of teaching and officiating girls' gymnastics. Balance beam, vaulting, uneven bars, tumbling, dance skills and routines, and officiating methods.

PEDU 650 - The Art and Science of Coaching (3 Credits)
Coaching principles and application to sport programs across a variety of developmental levels.

PEDU 660 - Counseling Student Athletes (3 Credits)
Issues facing student athletes regarding their personal and career development beyond athletics.
Cross-listed course: EDCE 650

Physics (PHYS)

PHYS 101 - The Physics of How Things Work I (3 Credits)
A practical introduction to physics and science in everyday life—from concrete examples to basic physical principles.
Carolina Core: SCI

PHYS 101L - The Physics of How Things Work I Lab (1 Credit)
Experiments, exercises, and demonstrations to accompany PHYS 101.
Prerequisite or Corequisite: PHYS 101.
Carolina Core: SCI

PHYS 102 - The Physics of How Things Work II (3 Credits)
A continuation of PHYS 101 with emphasis on electricity, magnetism, optics, and atomic physics.
Prerequisites: PHYS 101.

PHYS 102L - The Physics of How Things Work II Lab (1 Credit)
Experiments, exercises, and demonstrations to accompany PHYS 102.
Prerequisite or Corequisite: PHYS 102.

PHYS 151 - Physics in the Arts (3 Credits)
The physics of sound, color, illumination; musical instruments and photographic processes. Credit may not be received for both PHYS 151 and PHYS 153 or both PHYS 151 and PHYS 155.

PHYS 151L - Physics in the Arts Laboratory (1 Credit)
Laboratory work on wave motion, including acoustic, optical, photographic, and electronic measurements. Credit may not be received for both PHYS 151L and PHYS 153L or both PHYS 151L and PHYS 155L.
Prerequisite or Corequisite: PHYS 151.

PHYS 153 - Physics in the Visual Arts (3 Credits)
Principals of optics: video, and photography, eye and vision, color, polarization, lasers, and holography. Credit may not be received for both PHYS 153 and PHYS 151.

PHYS 153L - Physics in the Visual Arts Laboratory (1 Credit)
Laboratory work in geometrical and wave optics. Credit may not be received for both PHYS 153L and PHYS 151L.
Prerequisite or Corequisite: PHYS 153.

PHYS 155 - Musical Acoustics (3 Credits)
The principles of musical and architectural acoustics, waves and vibrations, digital techniques for generating and recording sound, perception and measure of sound (psychoacoustics). Credit may not be received for both PHYS 155 and PHYS 151.

PHYS 155L - Acoustics Laboratory (1 Credit)
Laboratory work in musical and architectural acoustics. Credit may not be received for both PHYS 155L and PHYS 151L.
Prerequisite or Corequisite: PHYS 155.

PHYS 180 - Physics Concepts, Calculations, and Context (1 Credit)
Problem solving techniques and mathematical language using key concepts in introductory physics.
Corequisite: PHYS 201 or PHYS 202.
PHYS 199 - Measurement and Analysis in Physics (2 Credits)
Measurements in classical and modern physics are performed, and the
analyzed results are compared with basic principles. Four hours of mixed
lecture and laboratory per week.
Prerequisites: C or better in MATH 115 or equivalent or higher.

PHYS 201 - General Physics I (3 Credits)
First part of an introductory course sequence. Topics include mechanics,
and selections from wave motion, sound, fluids, and heat. No previous
background in physics is assumed.
Prerequisites: C or better in MATH 111, MATH 111L, MATH 112,
MATH 115, MATH 116, MATH 122, MATH 141, or by placement score into
MATH 122, MATH 141, or higher.

Carolina Core: SCI
PHYS 201L - General Physics Laboratory I (1 Credit)
Prerequisite or
Corequisite: PHYS 201.

Carolina Core: SCI
PHYS 202 - General Physics II (3 Credits)
Continuation of PHYS 201; includes electromagnetism, relativity,
quantum physics, atomic and nuclear physics.
Prerequisites: C or better in PHYS 201.

Carolina Core: SCI
PHYS 202L - General Physics Laboratory II (1 Credit)
Prerequisite or

Carolina Core: SCI
PHYS 211 - Essentials of Physics I (3 Credits)
Classical mechanics and wave motion. Calculus-level course for students
of science and engineering.
Prerequisites: C or better in MATH 141.

Corequisite: PHYS 211L.

Carolina Core: SCI
PHYS 211L - Essentials of Physics I Lab (1 Credit)
Prerequisite or
Corequisite: PHYS 206 or PHYS 211.

Carolina Core: SCI
PHYS 212 - Essentials of Physics II (3 Credits)
Classical electromagnetism and optics.
Prerequisites: C or better in PHYS 211 and MATH 142.

Corequisite: PHYS 212L.

Carolina Core: SCI
PHYS 212L - Essentials of Physics II Lab (1 Credit)
Prerequisite or
Corequisite: PHYS 207 or PHYS 212.

Carolina Core: SCI
PHYS 291 - Einstein's Relativity: Understanding by Example (3 Credits)
Special theory of relativity. Algebra-based course for students of all
majors.
Prerequisites: B or better in MATH 115 or equivalent.

PHYS 306 - Principles of Physics III (3 Credits)
Wave motion, optics, and thermodynamics. Calculus-level treatment; a
continuation of PHYS 207 and PHYS 212.
Prerequisites: C or better in PHYS 207 or PHYS 212 and MATH 142.
Corequisite: MATH 241.

PHYS 307 - Introduction to Modern Physics (3 Credits)
Experimental foundations and general concepts of quantum theory and
special relativity; with selected applications from atomic, condensed
matter, and nuclear physics.
Prerequisites: C or better in PHYS 212 and MATH 241.

PHYS 308 - Classic Experiments in Physics I (2 Credits)
A laboratory course in the performance and analysis of experiments
which have contributed to an understanding of basic concepts. One
lecture/recitation and one three-hour laboratory period each week.
Prerequisites: PHYS 202, PHYS 207, or PHYS 212.

PHYS 309 - Classic Experiments in Physics II (2 Credits)
Further experiments which have contributed to an understanding of basic
concepts. One lecture/recitation and one three-hour laboratory period
each week.
Prerequisites: PHYS 308.

PHYS 310 - Intermediate Experimental Physics (4 Credits)
Descriptive statistics, scientific ethics, and design, construction, and
reporting the results of experiments.
Prerequisites: C or better in PHYS 212.

PHYS 311 - Introduction to Applied Numerical Methods (3 Credits)
Introduction and application of linear algebra and numerical methods to
the solution of physical and engineering problems. Techniques include
iterative solution techniques, methods of solving systems of equations,
and numerical integration and differentiation.
Prerequisites: MATH 141.
Corequisite: MATH 142.

Cross-listed course: EMCH 201, ENCP 201
PHYS 340 - Introduction to Relativistic Astrophysics (3 Credits)
Final states of stellar evolution; white dwarfs, neutron stars, black holes.
Cosmology.
Prerequisites: ASTR 211, MATH 115 or equivalent, and PHYS 202, PHYS
207, or PHYS 212.

PHYS 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required
for undergraduate students.
Graduation with Leadership Distinction: GLD: Research
PHYS 498 - Senior Thesis (3 Credits)
An individual investigation in the library or laboratory or both under
supervision of the major professor. The preparation of a scientific report
is an integral part of the work.
Graduation with Leadership Distinction: GLD: Research
PHYS 499 - Undergraduate Research (3 Credits)
Introduction to and application of the methods of research. A written
report on work accomplished is required at the end of each semester.
Prerequisites: PHYS 308 and PHYS 309.
Graduation with Leadership Distinction: GLD: Research
**PHYS 501 - Quantum Physics I (3 Credits)**
A self-contained treatment of quantum theory and its applications, beginning with the Schrodinger equation.
**Prerequisites:** C or better in PHYS 307 and MATH 242.

**PHYS 502 - Quantum Physics II (3 Credits)**
Advanced topics in quantum physics, plus topics in special relativity, high-energy physics, and cosmology.
**Prerequisites:** C or better in PHYS 501.

**PHYS 503 - Mechanics (4 Credits)**
Classical mechanics of particles, systems, and rigid bodies; discussion and application of Lagrange's equations, introduction to Hamiltonian formulation of mechanics.
**Prerequisites:** PHYS 206 or PHYS 211, MATH 242 or MATH 520.

**PHYS 504 - Electromagnetic Theory (4 Credits)**
Field theory of electric and magnetic phenomena; Maxwell's equations applied to problems in electromagnetism and radiation.
**Prerequisites:** C or better in PHYS 503.

**PHYS 506 - Thermal Physics and Statistical Mechanics (3 Credits)**
Principles of equilibrium thermodynamics, kinetic theory, and introductory statistical mechanics.
**Prerequisites:** C or better in PHYS 306.

**PHYS 509 - Solid State Electronics (4 Credits)**
Topics include: basic electrical circuits; electronic processes in solids; operation and application of individual solid state devices and integrated circuits. Three lecture and three laboratory hours per week.
**Prerequisites:** PHYS 207 or PHYS 212.

**PHYS 510 - Digital Electronics (3 Credits)**
Basic operation of digital integrated circuits including microprocessors. Laboratory application of microcomputers to physical measurements.
**Prerequisites:** C or better in PHYS 509.

**PHYS 511 - Nuclear Physics (4 Credits)**
An elementary treatment of nuclear structure, radioactivity, and nuclear reactions. Three lecture and three laboratory hours per week.
**Prerequisites:** C or better in PHYS 501.

**PHYS 512 - Solid State Physics (4 Credits)**
Crystal structure; lattice dynamics; thermal, dielectric, and magnetic properties of solids. Free electron model of metals. Band structure of solids, semi-conductor physics. Three lecture and three laboratory hours per week.
**Prerequisites:** PHYS 502.

**PHYS 514 - Optics, Theory, and Applications (4 Credits)**
Geometrical and physical optics; wave nature of light, lenses and optical instruments, interferometers, gratings, thin films, polarization, coherence, spatial filters, and holography. Three lecture and three laboratory hours per week.
**Prerequisites:** PHYS 306.

**PHYS 515 - Mathematical Physics I (3 Credits)**
Analytical function theory including complex analysis, theory of residues, and saddlepoint method; Hilbert space, Fourier series; elements of distribution theory; vector and tensor analysis with tensor notation.
**Prerequisites:** MATH 242.

**PHYS 516 - Mathematical Physics II (3 Credits)**
Group theory, linear second-order differential equations and the properties of the transcendental functions; orthogonal expansions; integral equations; Fourier transformations.
**Prerequisites:** PHYS 515.

**PHYS 517 - Computational Physics (3 Credits)**
Application of numerical methods to a wide variety of problems in modern physics including classical mechanics and chaos theory, Monte Carlo simulation of random processes, quantum mechanics and electrodynamics.
**Prerequisites:** C or better in PHYS 212 and MATH 142.

**PHYS 521 - Biophysics (4 Credits)**
Principles of physics applied to living systems: diffusion, friction, low Reynolds-number world, entropy, free energy, entropic/chemical forces, self-assembly, molecular machines, membranes.
**Prerequisites:** MATH 142, PHYS 212, CHEM 112, BIOL 102.

**PHYS 531 - Advanced Physics Laboratory I (1-3 Credits)**
A laboratory program designed to develop a combination of experimental technique and application of the principles acquired in formal course work. A maximum of eight hours per week of laboratory and consultation.
**Prerequisites:** C or better in PHYS 531. Up to eight hours per week of laboratory and consultation.

**PHYS 532 - Advanced Physics Laboratory II (1-3 Credits)**
A continuation of PHYS 531. Up to eight hours per week of laboratory and consultation.

**PHYS 541 - Advanced Experimental Physics I (4 Credits)**
Continuation of PHYS 310. Optical apparatus (telescope, microscope, interferometer) and advanced project planning including equipment design and budgeting.
**Prerequisites:** C or better in PHYS 310.

**PHYS 542 - Advanced Experimental Physics II (4 Credits)**
Continuation of PHYS 541. Study of topics from Advanced Optics, Astronomy, Biophysics, Digital Electronics, Nuclear/Particle Physics, or Solid State Physics, plus conduct of a physics experiment, including a written paper and an oral presentation.
**Prerequisites:** C or better in PHYS 541.

**PHYS 546 - Introduction to Astrophysics (3 Credits)**
This is an astrophysics course for physics students. The course will cover the basics of observational techniques, structure and evolution of stars, interstellar medium and star formation, structure and properties of the Milky Way and nearby galaxies, and generation and transfer of radiation in astrophysical environments.
**Prerequisites:** C+ or better in PHYS 307.

**PHYS 599 - Topics in Physics (1-3 Credits)**
Readings and research on selected topics in physics. Course content varies and will be announced in the schedule of classes by title.

**Political Science (POLI)**

**POLI 101 - Introduction to Global Politics (3 Credits)**
Introduction to theories about global politics. Issues and controversies central to global politics.
**Carolina Core:** GSS
**Graduation with Leadership Distinction:** GLD: Global Learning
POLI 103A - Controversies in the Politics of Global Regions: Africa (3 Credits)
Social, cultural, and historical forces underlying contemporary political controversies in Africa POLI 103A, Asia POLI 103B, Europe POLI 103C, Latin America POLI 103D, and the Middle East POLI 103E; region will be identified by title.
Graduation with Leadership Distinction: GLD: Global Learning

POLI 103B - Controversies in the Politics of Global Regions: Asia (3 Credits)
Social, cultural, and historical forces underlying contemporary political controversies in Africa POLI 103A, Asia POLI 103B, Europe POLI 103C, Latin America POLI 103D, and the Middle East POLI 103E; region will be identified by title.
Graduation with Leadership Distinction: GLD: Global Learning

POLI 103C - Controversies in the Politics of Global Regions: Europe (3 Credits)
Social, cultural, and historical forces underlying contemporary political controversies in Africa POLI 103A, Asia POLI 103B, Europe POLI 103C, Latin America POLI 103D, and the Middle East POLI 103E; region will be identified by title.
Graduation with Leadership Distinction: GLD: Global Learning

POLI 103D - Controversies in the Politics of Global Regions: Latin America (3 Credits)
Social, cultural, and historical forces underlying contemporary political controversies in Africa POLI 103A, Asia POLI 103B, Europe POLI 103C, Latin America POLI 103D, and the Middle East POLI 103E; region will be identified by title.
Graduation with Leadership Distinction: GLD: Global Learning

POLI 103E - Controversies in the Politics of Global Regions: Middle East (3 Credits)
Social, cultural, and historical forces underlying contemporary political controversies in Africa POLI 103A, Asia POLI 103B, Europe POLI 103C, Latin America POLI 103D, and the Middle East POLI 103E; region will be identified by title.
Graduation with Leadership Distinction: GLD: Global Learning

POLI 105 - Introduction to Politics (3 Credits)
Concepts and problems involved in human relationship with governments, the nation-state, and political change.

POLI 107 - Controversies in Political Theory (3 Credits)
An introduction to the analysis of disputes about the nature of politics and of political ideas such as freedom, equality, and justice.

POLI 109 - Controversies in Public Policy (3 Credits)
An introduction to the analysis of contentious public policy questions in contemporary American society, such as welfare, gun control, health care financing, immigration, affirmative action, and/or abortion.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

POLI 111 - Controversies in American Politics (3 Credits)
An introduction to the analysis of key issues in contemporary American politics focusing on the arguments, the groups involved, and the political factors that influence the outcome of the debate.

POLI 121 - Green Explorations (3 Credits)
Interdisciplinary seminar combining the intellectual exploration of ecological perspectives with the physical exploration of the local environment. First-year students only.
Cross-listed course: ENVR 122
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 307</td>
<td>Feminist Theory</td>
<td>3</td>
<td>Historical development of feminist theory and contemporary debates within feminism.</td>
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<tr>
<td></td>
<td>Cross-listed course: WGST 307</td>
<td></td>
<td>GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences</td>
</tr>
<tr>
<td>POLI 315</td>
<td>International Relations</td>
<td>3</td>
<td>International political behavior and institutions.</td>
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<td></td>
<td>Graduation with Leadership Distinction: GLD: Global Learning</td>
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<tr>
<td>POLI 316</td>
<td>Comparative Politics</td>
<td>3</td>
<td>Comparative approaches to political systems, behavior, and institutions.</td>
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<td></td>
<td>Graduation with Leadership Distinction: GLD: Global Learning</td>
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<tr>
<td>POLI 330</td>
<td>International Organization</td>
<td>3</td>
<td>An introduction to the structure and functions of international political and economic organizations. Particular attention to the United Nations and its specialized agencies, and to emerging regional communities.</td>
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<td></td>
<td>Graduation with Leadership Distinction: GLD: Global Learning</td>
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<tr>
<td>POLI 340</td>
<td>The Conduct and Formulation of United States Foreign Policy</td>
<td>3</td>
<td>An analysis of how contemporary United States foreign policy is made and conducted.</td>
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<td></td>
<td>Graduation with Leadership Distinction: GLD: Global Learning</td>
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<tr>
<td>POLI 341</td>
<td>Contemporary United States Foreign Policy</td>
<td>3</td>
<td>A critical analysis of selected problems of United States foreign policy.</td>
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<td></td>
<td>Graduation with Leadership Distinction: GLD: Global Learning</td>
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<tr>
<td>POLI 342</td>
<td>National Security Policies of the United States</td>
<td>3</td>
<td>Formulation and implementation of contemporary United States defense and security policies.</td>
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<td></td>
<td>Graduation with Leadership Distinction: GLD: Global Learning</td>
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<tr>
<td>POLI 350</td>
<td>Public Opinion and Politics</td>
<td>3</td>
<td>A broad survey of the role and development of public attitudes toward political problems in a democracy. Emphasis on the origins, manifestations, and consequences of public opinion in American politics.</td>
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<td></td>
<td>Graduation with Leadership Distinction: GLD: Global Learning</td>
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<tr>
<td>POLI 352</td>
<td>Gender and Politics</td>
<td>3</td>
<td>Impact of gender on the distribution of power in society; foundations for intersections of gender, race, social class, and sexuality and their economic, social, and political concomitants.</td>
</tr>
<tr>
<td></td>
<td>Cross-listed course: WGST 352</td>
<td></td>
<td>GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences</td>
</tr>
<tr>
<td>POLI 353</td>
<td>Introduction to U.S. Racial and Ethnic Politics</td>
<td>3</td>
<td>Survey of theories of the impact of race, ethnicity, and racism on American politics, and analysis of major policies and racial group experience regarding American citizenship.</td>
</tr>
<tr>
<td></td>
<td>Cross-listed course: AFAM 353</td>
<td></td>
<td>GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences</td>
</tr>
<tr>
<td>POLI 357</td>
<td>Film, Politics, and Social Change</td>
<td>3</td>
<td>Critical analysis of film as expression and agent of political cultural, ideology, and change.</td>
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<tr>
<td></td>
<td>Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy</td>
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<tr>
<td>POLI 360</td>
<td>American Political Parties</td>
<td>3</td>
<td>A broad survey of the role of political parties in the American political system. Following an examination of the historical evolution of party systems in the United States, primary attention is given to three aspects of contemporary political parties: the party as an organization, the party as an electorate, and the party as a governing elite.</td>
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<tr>
<td>POLI 361</td>
<td>Elections and Voting Behavior</td>
<td>3</td>
<td>An analysis of elections and the voting process. Topics include candidate selection, campaigning, and the conduct of elections as well as public opinion, voting behavior, and the role of elections in the democratic political system.</td>
</tr>
<tr>
<td>POLI 362</td>
<td>Politics and the Mass Media</td>
<td>3</td>
<td>Survey of the role in American politics of mass communications media, including the press and electronic news reporting; influence of mass media on the conduct of political campaigns, political leadership style, and public opinion.</td>
</tr>
<tr>
<td>POLI 363</td>
<td>Southern Politics</td>
<td>3</td>
<td>Selected political patterns and trends within the 11 states of the American South. Historical developments with the central focus on Southern politics since 1950.</td>
</tr>
<tr>
<td>POLI 364</td>
<td>African-American Politics</td>
<td>3</td>
<td>African-American politics from the colonial period to the present. Emphasis on voting rights and strategies to advance black representation.</td>
</tr>
<tr>
<td></td>
<td>Cross-listed course: AFAM 364</td>
<td></td>
<td>GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences</td>
</tr>
<tr>
<td>POLI 365</td>
<td>State Government</td>
<td>3</td>
<td>A study of state-federal relations, relations among states, state constitutions, and the structure and functions of the three branches of government. Emphasis is given to South Carolina.</td>
</tr>
<tr>
<td>POLI 366</td>
<td>Interest Groups and Social Movements</td>
<td>3</td>
<td>The mobilization, organization, tactics, and results of group-based politics, including latent interests and the suppression of interests.</td>
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<tr>
<td></td>
<td>Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences</td>
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<tr>
<td>POLI 370</td>
<td>Introduction to Public Administration</td>
<td>3</td>
<td>A study of the basic principles and theory of administrative structure, responsibility, and control in relation to policy making in the modern state.</td>
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<td></td>
<td>Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences</td>
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<tr>
<td>POLI 371</td>
<td>Politics of Taxing and Spending</td>
<td>3</td>
<td>Principles and practices of financial administration, including organization, budgeting, assessment, treasury management, and debt.</td>
</tr>
<tr>
<td>POLI 373</td>
<td>Regulatory Policies</td>
<td>3</td>
<td>Types and limits of powers exercised by regulatory agencies; procedural law and remedies against administrative action.</td>
</tr>
<tr>
<td>POLI 374</td>
<td>Public Policy</td>
<td>3</td>
<td>Process of and major approaches to making public policy particularly, in the United States. Case study materials will focus on such major policies as welfare, health care, national security, and resource management.</td>
</tr>
</tbody>
</table>
POLI 379 - Public Affairs Internship (2-6 Credits)
Contract approved by Instructor, Advisor, and Department Chair is required for undergraduates.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

Experiential Learning: Experiential Learning Opportunity

POLI 380 - Comparative Politics of Developing Countries (3 Credits)
A comparative analysis of the political problems confronting new nations, the political consequences of the breakdown of traditional society and the problems of developing new institutional forms and procedures.
Graduation with Leadership Distinction: GLD: Global Learning

POLI 381 - Comparative Politics of Industrialized Countries (3 Credits)
Introduction to the development, structure, and functioning of government and politics in Western Europe, the former Soviet states, and other selected industrialized countries.
Graduation with Leadership Distinction: GLD: Global Learning

POLI 383 - Genocide: A Comparative Perspective (3 Credits)
An analysis of the causes of genocide and the application of those insights to explain how genocide has occurred repeatedly at various times and places across the globe.

POLI 391 - Topics in Political Science (3 Credits)
May be repeated once as topics change.
Graduation with Leadership Distinction: GLD: Community Service

POLI 393 - Race and Science Fiction (3 Credits)
Draws on science fiction to understand the contemporary history of American racial and ethnic politics and to speculate about the significance of race in America's political future.
Cross-listed course: AFAM 393
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

POLI 399 - Independent Study/Poli Sci (3 Credits)
Note: Prior approval of an individualized contract by the director of undergraduate studies in political science and the instructor who will supervise the project required.
Graduation with Leadership Distinction: GLD: Research

POLI 399A - Independent Study in Political Science (1-6 Credits)
Prior approval of individualized contract by the director of undergraduate studies in political science and the instructor who will supervise the project required.
Graduation with Leadership Distinction: GLD: Research

POLI 399B - Independent Study in International Studies (1-6 Credits)
Prior approval of individualized contract by the director of undergraduate studies in international studies and the instructor who will supervise the project required.
Graduation with Leadership Distinction: GLD: Research

POLI 400 - Selected Topics in Political Theory (3 Credits)
Intensive analysis of a particular topic or topics. To be identified by title each semester.

POLI 401 - Selected Thinkers in Political Theory (3 Credits)
Intensive analysis of particular theorist or theorists. To be identified by title each semester.

POLI 402 - African American Political Thought (3 Credits)
Survey of many of the major schools of historic and contemporary African American political thought.
Cross-listed course: AFAM 402
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

POLI 404 - Democratic Theory (3 Credits)
An introduction to contemporary theories and practices with focus on Western, especially American, experience.

POLI 406 - The State of American Politics (3 Credits)
Major factors that affect the state of contemporary American politics, including the Constitution, the Congress, the courts, the presidency, the states, federalism, political parties, special-interest groups, and the electoral process.

POLI 416 - Revolution and Political Violence (3 Credits)
Forms, causes, and consequences of domestic political violence with special attention to revolution.
Graduation with Leadership Distinction: GLD: Global Learning

POLI 417 - Theories of War in International Relations (3 Credits)
The contributions of the social sciences and social theorists to an understanding of the causes of war.
Graduation with Leadership Distinction: GLD: Global Learning

POLI 420 - International Law (3 Credits)
The origin, development, and principles of the international law of peace and the enforcement of these principles, the law of war and pacific settlement of disputes.
Graduation with Leadership Distinction: GLD: Global Learning

POLI 421 - Law and Contemporary International Problems (3 Credits)
The growth of law in several areas of increasing international concern: environmental protection, expropriation, outer space, individual rights and obligations, conservation of resources, state responsibility, and terrorism.
Graduation with Leadership Distinction: GLD: Global Learning

POLI 430 - Ideology and World Politics (3 Credits)
An introduction to the ideological context of world affairs, with attention to traditional democratic, totalitarian, and Third World "developmental ideologies".
Graduation with Leadership Distinction: GLD: Global Learning

POLI 431 - Science, Technology, and Public Policy (3 Credits)
Interaction between science and politics, the making of the national science and technology policy, and the role of public policy in promoting and managing scientific change.

POLI 432 - Nationalism and Ethnicity in World Politics (3 Credits)
Nationalism and ethnicity as factors in world politics, including the sources, nature, and analysis of conflicts associated with them.
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

POLI 433 - Economic Aspects of International Politics (3 Credits)
Economic problems and policies in international politics including theory of comparative advantage; international economic aid, trade and monetary issues; the United States’ role in the international economy; and the functions of international economic institutions.
Graduation with Leadership Distinction: GLD: Global Learning
POLI 437 - International Relations of Latin America (3 Credits)
Contemporary international relations among Latin American states, including economic and political security and relations with the United States.

Cross-listed course: LASP 451

Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

POLI 440 - Russian Foreign Policy (3 Credits)
Analysis of the development of foreign policies in Russia and other states of the former USSR with special attention to relations with Europe and the United States.

Graduation with Leadership Distinction: GLD: Global Learning

POLI 442 - Globalization and Security (3 Credits)
Exploration of the ways in which globalization may impact national and international security.

Graduation with Leadership Distinction: GLD: Global Learning

POLI 443 - International Relations of East Asia and the Pacific (3 Credits)
Political patterns and forces in the Asia/Pacific region in recent times including the process of decolonization, regional conflicts, great power relations, and economic interdependencies.

Graduation with Leadership Distinction: GLD: Global Learning

POLI 444 - International Relations in Japan (3 Credits)
The institutions, actors, and processes of Japan's contemporary political and economic foreign affairs.

Graduation with Leadership Distinction: GLD: Global Learning

POLI 445 - Political Economy of Africa's Regions (3 Credits)
The historic and contemporary political and economic processes and structures of one or more regions in Africa, such as North Africa, West Africa, East Africa, Central Africa, or Southern Africa.

Graduation with Leadership Distinction: GLD: Global Learning

POLI 446 - International Relations of Africa (3 Credits)
Contemporary international relations among African nations including decolonization, pan-Africanism, and movements of national liberation; Africa's role in the United Nations, relations between African states and the former colonial powers, the United States, and communist countries.

Graduation with Leadership Distinction: GLD: Global Learning

POLI 447 - Foreign Policies of Selected Powers (3 Credits)
Foreign policy-making institutions, processes, and policies of selected powers with special attention to the domestic determinants of foreign policy.

Graduation with Leadership Distinction: GLD: Global Learning

POLI 448 - Politics and Government of China (3 Credits)
Political institutions and processes of the People's Republic of China with secondary emphasis on the government and politics of the Republic of China on Taiwan.

Graduation with Leadership Distinction: GLD: Global Learning

POLI 449 - International Relations of the Middle East (3 Credits)
Examination of super- and great-power policies toward the Middle East; inter-regional relations and Middle East foreign relations.

Graduation with Leadership Distinction: GLD: Global Learning

POLI 450 - Constitutional Law (3 Credits)
Nature and functions of the national government and its relations with the states.

POLI 451 - Constitutional Law (3 Credits)
Due process and civil liberties.

POLI 452 - The Judicial Process (3 Credits)
A study of the growth of law, the law-making function of the courts, the structure and organization of federal and state courts, the procedures involved in civil and criminal cases, and the problems and proposals for reform in the administration of justice.

POLI 453 - Moot Court and Legal Research (3 Credits)
Introduction to fundamental legal research techniques and strategies applied to controversial court cases in both oral and written forms.

POLI 454 - Women and the Law (3 Credits)
Constitutional and statutory case law dealing with gender equality issues. Topics include abortion, affirmative action, pornography, sexual harassment, fetal protection policies, employment discrimination, and women in the military.

Cross-listed course: WGST 454

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

POLI 461 - Congress and the Presidency (3 Credits)
Analysis of the interaction between the legislative and executive branches within a separation-of-power system.

POLI 462 - The Legislative Process (3 Credits)
A study of the structure, organization, powers, functions, and problems of legislative bodies.

POLI 463 - The American Chief Executive (3 Credits)
Constitutional, statutory and political powers and roles of the American chief executive.

POLI 464 - Roosevelt Institution Seminar (3 Credits)
Analysis and discussion of contemporary public policy problems through exposure to campus experts and intensive writing and peer review.

POLI 465 - Psychology and Politics (3 Credits)
The role of psychology in political attitudes and behavior. Examination of individual psycho-political relationships and aggregate typologies. Particular emphasis on the psychological roots of the need for or the rejection of political authority.

Prerequisites: PSYC 101.

POLI 470 - Federalism and Intergovernmental Relations (3 Credits)
The origins and evolution of the American federal system, focusing on the constitutional, regulatory, and financial entanglements among federal, state and local governments.

POLI 475 - Survey Research (3 Credits)
Principles and practice of survey research/public opinion polling including sampling, questionnaire design, data collection, coding processing and analysis.

Graduation with Leadership Distinction: GLD: Research

POLI 476 - Black Activism (3 Credits)
Critical review of theories of community organizing, grassroots activism, and social movements, and examination of contemporary forms of black activism.

Cross-listed course: AFAM 476

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

POLI 477 - Green Politics (3 Credits)
An analysis of green political thought and environmental movements at the local, state, national, and global levels.

Graduation with Leadership Distinction: GLD: Community Service
POLI 478 - Environmental Policy (3 Credits)
Themes in environmental policy in industrialized nations. Analysis of issue framing, the role of the public and private tools, and conflicting perspectives. Incorporates analysis of policy process and public management.

POLI 480 - Politics and Government of Russia (3 Credits)
Political processes and institutions of Russia and other independent states of the former USSR.
Graduation with Leadership Distinction: GLD: Global Learning

POLI 481 - Politics and Governments of Europe (3 Credits)
Political processes and institutions of European nations.
Graduation with Leadership Distinction: GLD: Global Learning

POLI 483 - Middle East Politics (3 Credits)
Focuses on the internal politics of Middle East states; historical and cultural setting of Middle East politics, social institutions, and dynamics of the political process.
Graduation with Leadership Distinction: GLD: Global Learning

POLI 487 - Politics and Governments of Africa (3 Credits)
Political developments, processes, and institutions of the African nations.
Graduation with Leadership Distinction: GLD: Global Learning

POLI 488 - Politics and Governments of Latin America (3 Credits)
The development, principles, political thought, and politics of the several Latin American states.
Cross-listed course: LASP 351
Graduation with Leadership Distinction: GLD: Global Learning

POLI 489 - Politics and Government of Japan (3 Credits)
Political institutions and processes of Japan.
Graduation with Leadership Distinction: GLD: Global Learning

POLI 498 - Research Experience (3 Credits)
Working with a faculty mentor, students develop a research project and related search skills.
Prerequisites: minimum GPA of 3.60 in major courses, 3.30 overall.
Graduation with Leadership Distinction: GLD: Research

POLI 499 - Senior Thesis (3 Credits)
For intensive majors. Individual instruction in research techniques and supervised thesis preparation.
Graduation with Leadership Distinction: GLD: Research

POLI 500 - Selected Topics in Civilization and Culture (3 Credits)

POLI 502 - Methods of Political Analysis (3 Credits)
Quantitative techniques in political science; levels of measurement; problems of description, causation, and inference.

POLI 503 - American Political Thought (3 Credits)
Themes and thinkers in American political history.

POLI 504 - Politics and Ethics (3 Credits)
The nature of, and relationship between, politics and ethics.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

POLI 505 - Utopian Political Thought (3 Credits)
A critical examination of utopian and dystopian political ideas.

POLI 542 - Research in Language Conflict and Language Rights (3 Credits)
Research into the parameters governing linguistic conflicts and language rights issues, involving a close examination of the nexes of language and individual and ethnic identity, culture, dialects, bilingualism. Examination of regional, national, and international case studies, with particular attention to nationalism, language revitalization, and language planning.
Cross-listed course: LING 542

POLI 552 - Economic Development Policy (3 Credits)
The role government policies have in local and regional differences in economic performance; strategies governments and non-profits use to evaluate economic development policies; topical focus on a range of economic development policies, including land use, infrastructure, workforce development, and education.

POLI 554 - Law and Society (3 Credits)
The American judicial system, including the decision to resolve disputes by legal means, political influence on the legal system, the social impact of legal rulings, the relationship of the courts to other branches of government, and the applicability of higher law concepts in judicial decision making.

POLI 567 - American Local Government (3 Credits)
An introduction to the institutions, functions, policy-making processes, and politics of American local government.

POLI 569 - State and Local Government (3 Credits)
This course will examine the purpose, structure, and functions of state governments and their local subdivisions. Requires special permission of department. Restricted to social studies teachers.

POLI 570 - South Carolina Government and Politics (3 Credits)
South Carolina state and local government in the context of South Carolina history and U.S. state and local government.

POLI 591 - Special Topics in Political Science (3 Credits)
Intensive study of special topics in Political Science. May be repeated as content varies by title.

Portuguese (PORT)

PORT 121 - Elementary Portuguese (3 Credits)
Grammar and practical vocabulary necessary for fundamental communication skills. Assumes no prior experience in the language.
Carolina Core: GFL

PORT 122 - Basic Proficiency in Portuguese (3 Credits)
Practice and further development of essential listening, reading, speaking, and writing skills.
Prerequisites: PORT 121.

Carolina Core: GFL

PORT 201 - Intermediate Portuguese I (3 Credits)
Review of the basic principles of grammar with additional emphasis on reading and oral skills.
Prerequisites: PORT 122, PORT 130.

PORT 202 - Intermediate Portuguese II (3 Credits)
Continued review of the basic principles of grammar with additional emphasis on reading, writing, and oral skills.
Prerequisites: PORT 201.
PORT 299 - Accelerated Portuguese for Speakers of Spanish (3 Credits)
Accelerated Portuguese for speakers of Spanish, taught through a communicative approach. Students will develop intermediate-level oral and written communication skills in Portuguese and increase knowledge about multiple aspects of Luso-Brazilian cultures.
Prerequisites: SPAN 302, advanced proficiency or equivalent in Spanish.

PORT 309 - Advanced Conversation and Composition I (3 Credits)
Development of advanced conversational and compositional skills through systematic grammar study and review, reading, oral activities, and film discussion.
Prerequisites: Any 200-level PORT course.

PORT 310 - Advanced Conversation and Composition II (3 Credits)
Development of advanced conversational and compositional skills through systematic grammar study and review, reading, and the analysis of texts through both writing and oral discussion.
Prerequisites: Any 200-level PORT course.

PORT 312 - Introduction to Luso-Brazilian Literature (3 Credits)
Introduction to reading literary texts in Portuguese through carefully selected readings from different genres/periods.
Prerequisites: PORT 309 and PORT 310.

PORT 325 - The Brazilian Modern Short Story (3 Credits)
Examination of Brazilian short fiction and chronicas (literary journalistic pieces).
Prerequisites: PORT 309 and PORT 310.

PORT 375 - Special Topics in Luso-Brazilian Cultural Production (3 Credits)
Intensive study of special topics in Luso-Brazilian cultural production. May be repeated once as content varies by title. Taught in Portuguese.
Prerequisites: PORT 309 and PORT 310.

PORT 398 - Selected Portuguese Topics (1-3 Credits)
Intensive study of selected topics. May be repeated for credit under different title. Taught in English. Individual topics to be announced by title.

PORT 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

PORT 615 - Intensive Readings in Portuguese (3 Credits)
Intensive reading for non-majors. Graduate students fulfill their foreign-language reading requirements with successful completion of the course. Undergraduates may take the course as an elective only.

Psychology (PSYC)

PSYC 101 - Introduction to Psychology (3 Credits)
An introduction to and survey of the basic concepts and findings within the field of psychology.
Carolina Core: GSS

PSYC 103 - Psychology of Adjustment (3 Credits)
Introduction to theories and processes underlying and facilitating human adjustment in the community, family, and workplace.

PSYC 226 - Research Methods in Psychology (3 Credits)
Basic principles and methodology.
Prerequisites: PSYC 101 or SCHC 130.
Graduation with Leadership Distinction: GLD: Research

PSYC 227 - Psychological Statistics (3 Credits)
Introduction to statistical methods essential for psychological research.
Prerequisites: PSYC 226 and MATH 111 or placement out of MATH 111.

PSYC 228 - Laboratory in Psychology (2 Credits)
Laboratory in psychology in which research methods and statistical methods are integrated. One lecture and one two-hour laboratory per week.
Prerequisites: PSYC 226 and PSYC 227.

PSYC 300 - Human Sexual Behavior (3 Credits)
Psychological, physiological, and sociological factors of human sexual behavior and attitudes.

PSYC 301 - Psychology of Marriage (3 Credits)
The psychological, physiological, and social characteristics of marriage.
Cross-listed course: WGST 301
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

PSYC 310 - Psychology of Women (3 Credits)
Women's experiences: childhood and adolescence, work, family, cultural images, adjustment, and social change.
Cross-listed course: WGST 310
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

PSYC 320 - Psychology of Religion (3 Credits)
The development of the religious consciousness and its various expressions, the psychological dynamics of growth and conversion, response to crisis, and the relation of spiritual practice to health and wholeness.
Cross-listed course: RELG 361

PSYC 330 - Psychology and the African-American Experience (3 Credits)
Psychological theory and research as it applies to African Americans. Explores Africentric and other perspectives and roles of culture, racism, and historical phenomena.
Cross-listed course: AFAM 330
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

PSYC 350 - Industrial Psychology (3 Credits)
Psychological techniques applied to various industrial problem areas, such as management and supervision, morale, efficiency, training, personnel selection and placement, and relations among personnel.

PSYC 360 - Applied Psychology (3 Credits)
Uses of psychological knowledge and techniques in practical contexts; clinical, school, industrial, consumer, and environmental psychology.

PSYC 370 - Psychology of Consciousness (3 Credits)
Theories, controversies, and research findings on the nature of various states of consciousness; topics such as sleep/dreams, hypnosis, drug-induced states, and psychic phenomena.
PSYC 380 - Sport Psychology (3 Credits)
The role of sports in socialization, personality development and competence, including: spectator-performer interactions, motivation, competition effects; and the application of psychological techniques to performance enhancement.

PSYC 399 - Independent Study (1-6 Credits)
Closely supervised project or research experience in psychology. Approved contract required. May be repeated for up to six credits. Not for psychology major credit.
Prerequisites: PSYC 101.

Graduation with Leadership Distinction: GLD: Research

PSYC 400 - Survey of Learning and Memory (3 Credits)
Research and applications concerning the acquisition of new behavior and knowledge, including accounts based on classical and instrumental conditioning and on information-processing models.
Prerequisites: PSYC 101 or SCHC 130.

PSYC 405 - Cognitive Psychology (3 Credits)
Research and theories on sensory memory, attention, short-term and working memory, human learning and forgetting, imagery, long-term memory, speech perception, reading, language, thinking and problem solving, and decision making.

PSYC 410 - Behavioral and Mental Disorders (3 Credits)
Covers the classification, diagnosis, etiological theories, and treatments of the major mental and emotional disorders.
Prerequisites: PSYC 101 or SCHC 130.

PSYC 420 - Survey of Developmental Psychology (3 Credits)
Psychological development from conception to late adulthood. Topics include physical, cognitive, and social processes associated with development at each stage of the life cycle.
Prerequisites: PSYC 101 or EDPY 335 or SCHC 130.

PSYC 430 - Survey of Social Psychology (3 Credits)
Introduction to theory and research in social psychology from a psychological viewpoint. Topics include social perception, social cognition, attitudes, interpersonal relationships, aggression, prosocial behavior, and group processes.
Prerequisites: PSYC 101 or SCHC 130.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

PSYC 432 - Men and Masculinity (3 Credits)
This course provides an overview of psychological, social, physical, and emotional issues related to men's lives. Major topics include: gender construction, men and work, men and health, men in relationships, male sexualities, men in families, and masculinities in the media and popular culture.

PSYC 440 - Survey of Personality (3 Credits)
Covers the major theories and research on personality and the dynamics of human motivation.
Prerequisites: PSYC 101 or SCHC 130.

Graduation with Leadership Distinction: GLD: Research

PSYC 450 - Sensation and Perception (3 Credits)
Processing of information from the environment. Physiological, physical, psychological, and contextual determinants of perception.
Prerequisites: PSYC 101 or SCHC 130.

PSYC 455 - Introduction to Neuroscience (3 Credits)
Function of the brain including basic neuroanatomy, neurophysiology and neurochemistry, neural systems, and psychopharmacology as it relates to behavior.

PSYC 460 - Brain and Behavior (3 Credits)
How the brain mediates simple and complex behavior and how we can apply basic research about the brain to real world problems.
Prerequisites: PSYC 101 or SCHC 130.

PSYC 465 - Health Psychology (3 Credits)
Application of psychological theories and assessment and treatment methodologies for health maintenance and the diagnosis and treatment of illness.
Prerequisites: PSYC 101 or SCHC 130

PSYC 470 - Introduction to Language Sciences (3 Credits)
Introduction to the linguistic component of human cognition. Properties of speech, the organization of language in the mind/brain, cross-linguistic universals, child language acquisition, and aspects of adult language processing.
Cross-listed course: ANTH 373, LING 300

PSYC 474 - Cognitive and Social Aspects of Bilingualism (3 Credits)
Bilingual language development, social and cultural aspects of bilingualism, the bilingual brain, bilingualism throughout the lifespan.

PSYC 475 - Survey of Clinical Psychology (3 Credits)
The scientific basis of clinical psychology. Topics include history, theory, research, ethics, and best practices. For students interested in graduate school in psychology or other mental health professions.
Prerequisites: B or better in PSYC 228 and PSYC 410.

PSYC 480 - Multi-Cultural Psychology (3 Credits)
This course provides an introduction to theories and research in the study of psychosocial issues of racial, ethnic and cultural groups.
Prerequisites: PSYC 101.

PSYC 487 - Community Psychology (3 Credits)
Application of knowledge from other areas of psychology to the study of the role of the individual in the community.
Prerequisites: PSYC 101 or SCHC 130 and at least 3 hours in psychology at 400 level or above.

Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy, GLD: Research

PSYC 489 - Community Psychology Practicum (3 Credits)
Supervised, structured field experience in a community agency, applying psychological principles, theory, and research. May be repeated once for credit.
Prerequisites: 15 hours in psychology.

Graduation with Leadership Distinction: GLD: Community Service, GLD: Professional and Civic Engagement Internships, GLD: Research

Experiential Learning: Experiential Learning Opportunity

PSYC 495 - Internship in Psychology (1-6 Credits)
A supervised experiential course in psychology. Contract approved by instructor, advisor, and Office of Academic Programs is required for undergraduate students.
Prerequisites: C or better in PSYC 226.
PSYC 498 - Advanced Independent Study (1-6 Credits)
Closely supervised project or research experience in psychology. Approved contract required. May be repeated for up to six credits.
Prerequisites: 9 hours of psychology.
Graduation with Leadership Distinction: GLD: Research

PSYC 501 - Human Factors Psychology (3 Credits)
Application of research in experimental psychology to ergonomics, the design of human-environment systems, with emphasis on work settings.
Prerequisites: PSYC 101 and 9 hours of upper-level courses all in psychology, business, engineering, or nursing.

PSYC 503 - Psychology of Drug Use and Effects (3 Credits)
Research and theoretical considerations of substance abuse. Pharmacological, sociological, psychological, medical, economic, forensic, and other relevant research and treatment disciplines.
Prerequisites: PSYC 450 or PSYC 455 or PSYC 460.

PSYC 506 - Psychology of Language (3 Credits)
Theories of speech perception, linguistic theories of syntax and semantics, the brain mechanisms underlying language, the development of language in children, and the role of language in thought.
Cross-listed course: LING 567

PSYC 507 - Cognitive Neuroscience (3 Credits)
Research and theories on the role of the brain in facets of cognitive behavior, including attention, short-term and working memory, perception, language, executive function, thinking, and problem solving.
Prerequisites: C or better in PSYC 405, highly recommended PSYC 455 or PSYC 460.

PSYC 510 - Child Behavioral and Mental Disorders (3 Credits)
Theories, description, and assessment of child behavior problems and disorders; methods of intervention.
Prerequisites: PSYC 420 or PSYC 410.
Graduation with Leadership Distinction: GLD: Community Service

PSYC 520 - Psychology of Child Development (3 Credits)
Examination of development from conception through older childhood. Specific cognitive and social processes will be given in-depth study.
Prerequisites: PSYC 420.

PSYC 521 - Psychology of Adolescence (3 Credits)
Theories and research examining social, emotional, and intellectual development in adolescence. Explores influence of family, peer, school, and cultural contexts.
Prerequisites: PSYC 420.

PSYC 522 - Psychology of Early and Middle Adulthood (3 Credits)
Developmental changes in abilities, personality, and behavior which occur between adolescence and old age.
Prerequisites: PSYC 420.

PSYC 523 - Psychology of Aging (3 Credits)
Psychological, social, and biological phenomena associated with maturity and aging.
Prerequisites: PSYC 420.

PSYC 524 - Nature of Students with Mental Retardation (3 Credits)
Nature and causes of mental retardation; behavior and potentialities of persons with mental retardation.
Prerequisites: a course in the areas of child psychology-child development.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

PSYC 525 - The Psychology of the Midlife Woman (3 Credits)
Biological, social, and psychological aspects of the midlife woman.
Cross-listed course: WGST 525
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

PSYC 526 - Prevention of Psychological Problems in Children and Youth at Risk (3 Credits)
Etiology, prevention of, and intervention in behavioral, social, emotional, educational, and psychological problems in children and youth at risk.
Prerequisites: PSYC 410 or PSYC 420 or equivalent.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

PSYC 528 - Psychology of Children with Exceptionalities (3 Credits)
Characteristics, causes, needs, and intervention strategies for children with a broad range of exceptionalities including mental, physical, social/emotional difficulties and atypical gifts and talents.
Prerequisites: PSYC 420 or PSYC 520.

PSYC 529 - Nature of Students with Specific Learning Disabilities (3 Credits)
Children with average/above average intelligence and specific learning impairments; diagnostic and remedial techniques. Offered by both the College of Education and the Department of Psychology.
Prerequisites: EDEX 523 or PSYC 528.
Cross-listed course: EDEX 531

PSYC 530 - Advanced Social Psychology (3 Credits)
Intensive study of topics selected from the field of social psychology.
Prerequisites: PSYC 430.

PSYC 550 - Advanced Sensation and Perception (3 Credits)
Intensive study of topics selected from the field of sensation and perception.
Prerequisites: PSYC 450.

PSYC 560 - Advanced Topics in Neuroscience (3 Credits)
Intensive study of topics selected from the field of neuroscience.
Prerequisites: PSYC 455 or PSYC 460.

PSYC 565 - Psychology of Physical Activity (3 Credits)
Introduction to psychosocial factors in physical activity. Topics include mental health effects of exercise, behavior change theories applied to physical activity, and physical activity determinants and interventions. 03: 07/05/2019.
Prerequisites: PSYC 101, PSYC 228.

PSYC 570 - Neuroscience Laboratory (3 Credits)
Practice in surgical, histological, and behavioral testing methodology. Two lectures and one three-hour laboratory per week.
Prerequisites: PSYC 460.
PSYC 571 - Cognitive Neuroscience Laboratory (3 Credits)
Methods of observation and experimentation in cognitive neuroscience. Two lectures and one three-hour laboratory per week.
Prerequisites: PSYC 227 and C or better in two courses from PSYC 405, PSYC 450, PSYC 455, PSYC 460, or PSYC 507.

Prerequisite or Corequisite: one course from PSYC 400, PSYC 405, PSYC 450, PSYC 455, or PSYC 460.

PSYC 572 - Cognitive Psychology Laboratory (3 Credits)
Practice in the experimental techniques used in the study of cognitive psychology. Two lectures and one three-hour laboratory per week.
Prerequisite or Corequisite: PSYC 405.

PSYC 574 - Sensation and Perception Laboratory (3 Credits)
Concepts and principles in the study of sensation and perception in the laboratory. Two lectures and one three-hour laboratory per week.
Prerequisite or Corequisite: PSYC 450.

PSYC 575 - Developmental Psychology Laboratory (3 Credits)
Methods of observation and experimentation on human psychological development. Two lectures and one three-hour laboratory per week.
Prerequisites: PSYC 226 and PSYC 227.

Prerequisite or Corequisite: PSYC 420 or PSYC 520.

PSYC 580 - Intermediate Statistics for Psychologists (3 Credits)
Advanced analysis of the uses and applications of statistics to research in psychology, and interpretation of statistics in the psychological literature.
Prerequisites: B or better in PSYC 227.

PSYC 583 - Psychological Tests and Measurement (3 Credits)
Introduction to the theory and practice of measuring psychological attributes. Emphasis on test construction in a laboratory setting. Hands-on experience in designing, administering, and analyzing psychological tests and measures.
Prerequisites: B or better in PSYC 227 and PSYC 228.

PSYC 584 - History and Systems of Psychology (3 Credits)
Systematic approaches to psychology.
Prerequisites: 9 hours in psychology at 400 level or above.

PSYC 585 - Advanced General Psychology (3 Credits)
Review and integration of general principles of psychology. Primarily for students planning graduate study in psychology.
Prerequisites: 12 hours in psychology courses numbered above 300.

PSYC 589 - Selected Topics in Psychology (3 Credits)
Course content varies and will be announced in the schedule of classes by title.

PSYC 598 - Individual Research (3 Credits)
Planning and execution of supervised research in psychology. Approved contract required.
Prerequisites: 15 hours of psychology.

PSYC 599 - Individual Research (3 Credits)
Planning and execution of supervised research in psychology. Approved contract required.
Prerequisites: 15 hours of psychology.

Public Health (PUBH)

PUBH 302 - Introduction to Public Health (3 Credits)
An introduction to the history, theory, and practice of public health. Emphasis will be on the population perspective and the ecological model including the population impacts of health care systems.

PUBH 399 - Independent Study in Public Health (1-3 Credits)
Contract approved by instructor, advisor, and dean of the Arnold School is required for undergraduate students. May be repeated for up to 6 credits.

PUBH 492 - Special Topics in Public Health (3 Credits)
Issues and emerging themes in public health. May be repeated for a total of 9 credit hours as content varies by title.

PUBH 498 - Public Health Capstone Seminar (3 Credits)
Synthesis and application of BS/BA public health program content and competencies in a practice setting with emphasis on student identified areas for professional growth.

Prerequisites: PUBH 302.

Graduation with Leadership Distinction: GLD: Community Service Experiential Learning: Experiential Learning Opportunity

PUBH 499 - Foundations of Public Health Leadership (3 Credits)
An introduction to core principles in public health leadership. Areas included are ethics, public health issues, communication issues, leadership competencies, and leadership values.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

PUBH 678 - Transforming Health Care for the Future (1 Credit)
Foundation for beginning health professions students to gain an understanding of the complexities of the health care system through experiential activities conducted in interprofessional teams and the importance of interprofessional collaboration in order to improve the system.

Cross-listed course: SOWK 678

Reading (EDRD)

EDRD 345 - Teaching Reading in Early Childhood Education I (3 Credits)
Theory and practice in the teaching of reading for children from birth through age eight for undergraduate majors in early childhood.

Prerequisites: Admission to the professional program in Early Childhood Education.

Corequisite: EDEC 342, EDEC 342P, EDEC 344 and EDEC 347.

EDRD 399 - Independent Study (3-15 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.

Graduation with Leadership Distinction: GLD: Research

EDRD 430 - Elementary Literacy Instruction I (6 Credits)
Examination and implementation of the key concepts, content, goals, and strategies in teaching reading and the language arts in the elementary school. Students will work with elementary children in a school setting to learn literacy concepts and instructional strategies. Admission to the B.A. program in elementary education, children's literature course. Designated for undergraduate students seeking initial certification.
EDRD 431 - Reading Assessment (3 Credits)
Seminar and supervised one-on-one field experience focused on reading assessment of and instruction for individual children and groups of children. Restricted to: Undergraduate students pursuing teacher certification.
Prerequisites: admission to the professional program.

EDRD 445 - Teaching Writing in Early Childhood Education (3 Credits)
Theory and practice in the teaching of writing for children from birth through age eight. For undergraduate majors in early childhood education including literacy practicum. Restricted to: Early Childhood Education Majors.
Prerequisites: EDRD 345.
Corequisite: EDEC 443.

EDRD 500 - Content Area Literacy PK-12 (3 Credits)
A survey of research and practice which facilitates students' literacy skills in the content areas. For K-12 content area teachers of art, dance, physical education, foreign language, music and theatre.

EDRD 511 - Teaching Reading to Adults I (3 Credits)
Diagnostic and prescriptive modes of teaching reading to adults, based on the physical, psychological, intellectual, and social characteristics of the adult learner.

EDRD 512 - Teaching Reading to Adults II (3 Credits)
Preparation of materials for teaching basic reading skills to adults and practicum experiences in teaching adults to read.
Prerequisites: EDCO 511 or EDRD 511.

EDRD 514 - Teaching of Reading in the Elementary School (3 Credits)
Study of the various phases of reading in their relation to a modern program of education and the place of reading in the curriculum. Emphasis on modern practices in the classroom teaching of reading.

EDRD 518 - Reading in the Secondary School (3 Credits)
The place of reading instruction in high schools, the programming of special services in reading instruction, methods of teaching basic and developmental reading skills, and case studies of programs. Demonstrations of tests and devices.

EDRD 600 - Foundations of Reading Instruction (3 Credits)
An overview of reading and its curriculum implications: grades K-12 and adults. Emphasis is placed on current trends and issues and related methodologies.

EDRD 650 - Teaching Reading Through A Literature Emphasis (3 Credits)
Integrating appropriate literature into traditional and alternative reading programs. Identifying appropriate literature for classroom use and recreational reading. Use of literature as a means of developing and reinforcing reading skills.

EDRD 651 - Introduction to Teaching Media Literacy (3 Credits)
A survey of analysis of electronic and non-print media themes and messages aimed at youth, with special emphasis on design and implementation of curricula for enhancing children's media literacy.

EDRD 690 - Independent Study (1-3 Credits)

Religious Studies (RELG)

RELG 101 - Exploring Religion (3 Credits)
Beliefs and practices of the world's religions and the methods scholars use to study them.
Carolina Core: GSS

RELG 120 - Comparative Religion (3 Credits)
Issues, theories, and debates that shape global religious traditions, cultures, and communities; examination of historical contexts and development, applying social scientific inquiry and methods to analyze relevant current circumstances and concerns.

RELG 201 - Religion and Culture (3 Credits)
Exploration of the dynamic relationships between selected religions and cultures.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

RELG 202 - Introduction to Reason and Faith (3 Credits)
Critical study of the intellectual strands leading to Western disconnections between reason and faith; the search for balance between belief and reason with emphasis on contemporary developments.

RELG 204 - Introduction to Religions in America (3 Credits)
The diversity of religious traditions in America.

RELG 205 - Morality, Ethics, and Religion (3 Credits)
Values and ethics as developed, contested, and transmitted through a variety of religious practices.
Carolina Core: VSR

RELG 206 - History of the Devil (3 Credits)
A survey of the beliefs and practices associated with the demonic and the Devil from c 500 B.C.E. to the 20th century.
Cross-listed course: HIST 215

RELG 207 - Introduction to African American Religions (3 Credits)
The variety of religious traditions of African Americans, with emphasis on the contexts in which they developed.
Cross-listed course: AFAM 207
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

RELG 208 - Biblical Archaeology (3 Credits)
The fundamental elements of human culture as it relates to biblical archaeology. The defining characteristics of different kinds of society through interdependency of language and culture. The affects of modern world interests in defining / redefining this area.
Cross-listed course: ANTH 226

RELG 210 - Introduction to Hinduism (3 Credits)
An interdisciplinary examination of the complexity of the Hindu religious and philosophical traditions covering such topics as deity, self, cosmos, body ritual, karma, and yoga.
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

RELG 219 - Ethics and the Good Life in Asian Religions (3 Credits)
Fundamental questions of ethical and moral inquiry in the religious traditions of Asia.

RELG 220 - Introduction to Buddhism (3 Credits)
An introduction to Buddhism from a social historical perspective that examines Buddhist religious goals and practices in the local contexts of India, Sri Lanka, Tibet, China, and Japan.
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences
RELG 221 - Buddhist Meditation in Theory and Practice (3 Credits)
Buddhist methods of meditation, asceticism, and similar disciplinary practices for personal and social transformation. Examination of classic Buddhist works from diverse cultures with attention to modern American practices.

RELG 230 - Introduction to Judaism (3 Credits)
Overview of Jewish experiences, beliefs, practices from a contextual point of view.

RELG 240 - Introduction to Christianity (3 Credits)
Introduction to the Christian religion, with emphasis on the history of the major traditions and movements that have shaped the multicultural practices and social impact of modern global Christianity.

RELG 250 - Introduction to Islam (3 Credits)
Interpretation of primary materials reflecting many dimensions of the Islamic religious tradition, such as the Qur’an, Hadith, legal, and theological and mystical writings, art, rituals, and contemporary Muslim voices.

Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

RELG 260 - Anthropology of Magic and Religion (3 Credits)
A comparative examination of such topics as ritual, cosmology, revitalization movements, magic, witchcraft, myth, and possession.

Cross-listed course: ANTH 206

RELG 261 - Global Human Religiosity (3 Credits)
The human experience and expression of what it means to be religious.

RELG 270 - Religion and the Arts (3 Credits)
Literary, visual, and/or performance art associated with religious discourse and practice.

Carolina Core: AIU

RELG 291 - Special Topics in Religious Studies (3 Credits)
Special topics in Religious Studies. May be repeated as content varies by title.

RELG 301 - Hebrew Bible (Old Testament) (3 Credits)
Modern study of the Hebrew Bible from historical, literary, and archeological points of view. Reading and analysis of texts in translation.

Cross-listed course: JSTU 301

RELG 302 - New Testament (3 Credits)
Historical and critical study of the New Testament writings, with emphasis on origins, production, and transmission.

RELG 310 - Paul and the Philosophers (3 Credits)
Paul's teachings and practices, as shown in his letters and how these resemble those of various cultural formations of his time, with emphasis on moral teachings and schools of Hellenistic philosophy.

RELG 311 - Gospel Literature and the Formation of Christianity (3 Credits)
Gospels about Jesus from the 1st and 2nd centuries CE; analysis with attention to canonical texts as well as those not contained in today's major canonical collections; assessment of gospel literature in competing configurations of Christianity during its formative years.

RELG 312 - The Life and Letters of Paul (3 Credits)
A critical study in the life and thought of Paul, his letters to the early Christian churches, his role in the expansion of the Christian movement, and his continuing influence today.

RELG 313 - The Writings of John the Apostle (3 Credits)
Writings of the Apostle John in the context of first century Mediterranean history as well as the changing interpretations over the centuries up to and including current methodologies of academic study of these ancient texts.

RELG 314 - Religion and Culture (3 Credits)
The impact of religion on modern Western culture and, in turn, of culture on religion. Selected topics: Holocaust, Puritanism, fundamentalism, Islam, Freud, "love" wisdom tradition, "civil religion."

RELG 315 - Early Christianity (3 Credits)
Christianity in the 1st through 5th centuries; its formation as seen through the literature of early Christians and their detractors.

RELG 316 - Imagining Jesus: Antiquity to Present (3 Credits)
Conceptions and representations of Jesus in antiquity up to the present; including the gospel traditions as well as literature, art, and film.

RELG 320 - The Greek New Testament (3 Credits)
Readings in the Gospels and Epistles.

Prerequisites: GREK 121 and GREK 122.

Cross-listed course: GREK 305

RELG 321 - Old Testament Prophets (3 Credits)
Old Testament prophets, the nature of their prophetic experience, their place in the life of ancient Israel, their message, and their continuing theological significance.

RELG 332 - Christian Theology (3 Credits)
Basic Christian teachings concerning God, creation, sin, the person and work of Christ, and life after death.

RELG 333 - Sex, Gender, and Religion (3 Credits)
Gender and sexuality in the shaping of social and individual identity in religious contexts.

Cross-listed course: WGST 333

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy. GLD: Professional and Civic Engagement Leadership Experiences

RELG 334 - Asian Religious Philosophy (3 Credits)
A historical overview and critical introduction to the philosophical practices of Asian religions; an examination of the basic worldviews, thought frameworks, and foundational questions of the main schools of premodern Asian religious philosophy.

Cross-listed course: PHIL 315

RELG 335 - Christian Ethics (3 Credits)
Basic Christian teachings concerning human nature and conduct; historical foundations and contemporary applications.

RELG 336 - Social Justice & Religion (3 Credits)
Historical, contextual, and developmental aspects of social justice as a significant function of religion.

RELG 337 - Religion and Politics (3 Credits)
Relationships between religion and the structure, institutions, and content of a nation's political processes.

RELG 338 - Sociology of Religion (3 Credits)
Sociological perspectives related to selected aspects of religious behavior. Includes references to non-Western religions.

Cross-listed course: SOCY 307

Carolina Core: GSS

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy
RELG 339 - Law and Religious Traditions (3 Credits)
The study of the role of law, legal argumentation, and legal contexts in one or more religious traditions.

RELG 340 - God and the Gods (3 Credits)
The worship of Yahweh and other deities in ancient Israel with special attention to the evolution of monotheism.

RELG 343 - Religions of the African Diaspora (3 Credits)
Explore development/theologies of African/African Diaspora religions; examine misunderstandings; arrive at a more sophisticated and nuanced vision of these religions and the people who hold them.

Cross-listed course: AFAM 343
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

RELG 344 - Hindu Devotional Traditions (3 Credits)
One of the main paths to the divine in the Hindu tradition; deep devotion to a god or goddess, or bhakti, with expressions in art, poetry, mythology, theology, and ascetic fervor.

Prerequisites: At least one 100- or 200-level Religious Studies course.

RELG 349 - Tantra: Sex, Power, and Bliss in South Asian Religions (3 Credits)
Investigation of the Buddhist and Hindu religious ideas and practices know as tantra. Topics include tantric views of the human body, freedom, and consciousness; tantric use of sex, imagination, visualization, and manipulation of bodily energy; role of tantric traditions in south Asian religions and cultures.

RELG 350 - Buddhist Stories, Poetry, and Films (3 Credits)
Buddhist stories, poetry, novels, and films from various cultures and times examined for how they creatively convey their religious ideals. Study of great works of Buddhist writing, in English translation, analyzing their techniques and examining how Buddhists use film today for similar aims.

RELG 351 - Yoga: The Art of Spiritual Transformation (3 Credits)
Examination of major South Asian religions—Hinduism, Jainism, Buddhism, and Islam, emphasizing the historical context for changing religious ideals, and the commingling of traditions.

Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

RELG 352 - Religions of East Asia (3 Credits)
Expansion of Buddhism beyond India, development of Confucianism, Taoism, Shinto, and other national religious expressions in China and Japan.

Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

RELG 354 - Islamic Institutions and Traditions (3 Credits)
The religious, political, social and economic institutions and intellectual and scholarly traditions developed by Muslim societies throughout Afro-Eurasia from late antiquity to the present.

Cross-listed course: HIST 386
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

RELG 358 - The Qur’an and Hadith (3 Credits)
Intensive study of the Qur’an and Hadith: its major themes and literary quality, with attention to a range of classical and contemporary discourses about the Qur’an, both Islamic and Western.

Graduation with Leadership Distinction: GLD: Global Learning

RELG 359 - Islamic Theology and Philosophical Thought (3 Credits)
Close reading and discussion of primary texts (the Qur’an, Hadith, creeds, classical theological arguments, and modern writings) on major theological problems such as salvation, God, revelation, and religious pluralism.

Graduation with Leadership Distinction: GLD: Global Learning

RELG 361 - Psychology of Religion (3 Credits)
The development of the religious consciousness and its various expressions, the psychological dynamics of growth and conversion, response to crisis, and the relation of spiritual practice to health and wholeness.

Cross-listed course: PSYC 320

RELG 362 - Science, Magic and Religion (3 Credits)
Occultism as a link between science and religion and its central role in Western intellectual and cultural history; the historical development of the science-magic-religion continuum in the Islamo-Christian world from late antiquity to present.

Cross-listed course: HIST 389

RELG 366 - Messiahs, Mystics and Rebels in the Islamic World (3 Credits)
Representative messianic movements, millenarian visionaries and apocalyptic imaginings in the Islamic world from the 7th century to the present, with attention to related developments in the Jewish and Christian traditions over the last two millennia.

Cross-listed course: HIST 387

RELG 367 - Sufism (3 Credits)
A survey of Islamic mysticism, its foundation in the Quranic revelation doctrines and practices, subsequent development, significance within Islamic civilization, and role in the contemporary world, both Islamic and non-Islamic.

Graduation with Leadership Distinction: GLD: Global Learning

RELG 368 - Literature and Film of the Holocaust (3 Credits)
Film, poetry and literature created in response to the Holocaust as the means for a decades long cultural discussion, in European and American societies, of the moral and religious implications of the Holocaust on our self-understandings as religious and moral beings.

Cross-listed course: JSTU 373
Graduation with Leadership Distinction: GLD: Global Learning

RELG 369 - Islam and Christian Doctrine (3 Credits)
Close reading and discussion of primary texts (scriptural, classical, and modern) and accounts of court cases, focuses on one aspect of Islamic law such as equity, violence, authority, or gender.

Graduation with Leadership Distinction: GLD: Global Learning

RELG 371 - Religion and Existentialism (3 Credits)
Existentialist thought as adapted by theologians to interpret religious experience and the biblical message. The movement from philosophical protest against essentialism into imaginative description of existence revealed under stress.

RELG 372 - Literature of the Holocaust (3 Credits)
Film, poetry and literature created in response to the Holocaust as the means for a decades long cultural discussion, in European and American societies, of the moral and religious implications of the Holocaust on our self-understandings as religious and moral beings.

Cross-listed course: JSTU 373
Graduation with Leadership Distinction: GLD: Global Learning

RELG 374 - Psychology and Film of the Holocaust (3 Credits)
Film, poetry and literature created in response to the Holocaust as the means for a decades long cultural discussion, in European and American societies, of the moral and religious implications of the Holocaust on our self-understandings as religious and moral beings.

Cross-listed course: JSTU 373
Graduation with Leadership Distinction: GLD: Global Learning

RELG 375 - Religion in the South (3 Credits)
RELG 366 - Holy Women (3 Credits)
Holy women from various periods and religious traditions, and how they demonstrate the different ways communities understand ideas of holiness, from piety, martyrdom, monasticism and mysticism to social action.
Cross-listed course: WGST 376
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

RELG 377 - Religion and Literature (3 Credits)
Classic literary works from one or more religious traditions which have shaped and/or expressed the core ethos of a religious tradition or of the more general human concern for the religious and spiritual; and/or general literature (fiction, poetry, plays, essays, non-fiction) which incorporates religious or spiritual references, ideas, symbolism, allusions.

RELG 381 - Jewish History I: Late Antiquity to 1500 (3 Credits)
The religious, cultural, social, and political conditions that shaped the Jewish experience in the Near East and Europe from late antiquity to 1500.
Cross-listed course: HIST 383, JSTU 381

RELG 382 - Jewish History II: 1500 to the Present (3 Credits)
Case studies of Jewish history in Europe, America, and the land of Israel, 1500 to the present.
Cross-listed course: HIST 384, JSTU 382

RELG 387 - Jews and Muslims (3 Credits)
Jewish-Muslim relations in the Near East and the US; an exploration of Jewish-Muslim encounters, issues of religious law, politics, radical religious ideologies, and their repercussions for today.
Cross-listed course: JSTU 387
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

RELG 388 - Kabbalah: Science, Religion and Nature in Western History (3 Credits)
Historical investigation of kabbalah, a philosophical system and mystical current common to Judaism, Islam and Christianity, from the medieval period to the present; focus on its formative role in early modern Western cosmology and science, and its ecological implications today.
Cross-listed course: HIST 388, JSTU 388

RELG 390 - Theories of Religion (3 Credits)
A historical overview of major theories and approaches in the academic study of religion.

RELG 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

RELG 410 - Origins of Western Morality (3 Credits)
Greek and Roman ethical theory, its adaptation into Judean and Christian traditions and impact on Western models of morality.

RELG 412 - Faith, Doubt, and God (3 Credits)
Judeo-Christian views of God; modern criticism and contemporary responses.

RELG 471 - Interfaith Dialogues in the 21st Century (3 Credits)
The variety of contemporary discourse on interfaith issues and views of the diversity and range of religions with particular emphasis on global dynamics of religious dialogues.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

RELG 472 - Religion and Science: Human Questions (3 Credits)
Relationships between religion and science, especially considering impacts of mutual responses and questions with respect to human life in the 21st century.

RELG 473 - Religions, Medicines, and Healing (3 Credits)
Inter-relationships between religion, medicines, and healing; examining perspectives and practices, interfaces and influences across cultures.

RELG 474 - Spiritual Lives (3 Credits)
Contemporary and historical life-stories about spiritual or religious figures as presented in various forms such as biography, autobiography, hagiography, art, and/or film; explores both the specific issues within unique accounts and idealized, general models for spiritual lives.

RELG 475 - Visions of Apocalypse (3 Credits)
Symbolic visions, tours of heaven and hell, cosmic battles, divine judgment, messianic figures, prophecy, or other forms of revelation as found in literature, art, or social movements from diverse geographical and historical locations.
Cross-listed course: JSTU 475

RELG 488 - Perspective in Religious Studies (3 Credits)
Build an understanding of the contexts of religious studies; participate in ongoing scholarly discussions; and expand the serious student's skills in critically analyzing religions.

RELG 491 - Advanced Special Topics in Religious Studies (3 Credits)
Advanced special topics in Religious Studies. May be repeated as content varies by title.

RELG 492 - Special Topics in Research in Religious Studies (1 Credit)
Focused research on special topics in Religious Studies. May be repeated as content varies by title.

RELG 498 - Advanced Project (3 Credits)
A supervised research project or other creative work, required of intensive majors, to be completed in the senior year.
Graduation with Leadership Distinction: GLD: Research

RELG 514 - The Quest of the Historical Jesus (3 Credits)
Examination of studies on the historical Jesus from 1778 to the present. Attention given to the relationship between "the Jesus of history" and "the Christ of faith".

RELG 551 - Tradition and Transformations in Islamic Cultures (3 Credits)
Islam as a dynamic cultural tradition: emphasis on the tension between Islamization and the larger Islamic tradition.
Cross-listed course: ANTH 515
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning

RELG 552 - Buddhist Studies Seminar (3 Credits)
The examination of a theme or problem central to the study of Buddhism in a seminar emphasizing intensive reading and creative discussion. Course may be repeated since topics change.

Research & Measurement (EDRM)

EDRM 423 - Introduction to Classroom Assessment (2 Credits)
Development of assessments for different content areas and grade levels, and processes for making decisions based on assessment results.

EDRM 520 - Introduction to Testing and Evaluation (3 Credits)
The construction and use of teacher-made tests; descriptive statistics, measurement error, norms, and interpretation of scores; types of standardized instruments for use in elementary and secondary schools.
EDRM 690 - Independent Study (1-3 Credits)

**Retailing (RETL)**

**RETL 115 - Fashion History: A Global View (3 Credits)**
Examination of influences on fashion throughout history both domestically and globally.

**RETL 116 - Fashion Through the Ages: 1800 A.D. to Present (3 Credits)**
Introduction to the history of fashion from 1800 A.D. to the present.

**RETL 201 - Exploration of Retail Management and Fashion Merchandising Industries (3 Credits)**
Exploration of retail management and fashion merchandising curriculum and careers.

**RETL 216 - History of Designers (3 Credits)**
Survey of influential fashion designers since 1857, examining their design influences and their contributions to fashion.

**RETL 237 - The Changing Consumer Marketplace (3 Credits)**
The economic problems of everyday life presented within a business framework, promoting the student's well-being as a consumer. Consideration is given to the economics of consumption, real income, consumer buying, consumer protection, operations leading to family prosperity, security, and estate planning.

**RETL 242 - HRSM Professional Communications (3 Credits)**
Theory, processes, and applications of business communications. Prerequisites: C or better in ENGL 101 and ENGL 102.

**Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences**

**RETL 250 - Sustainability in Fashion and Retail (3 Credits)**
Examination of concepts, practices, and opportunities of fashion sustainability (such as social and environmental responsibility) available to designers, developers and consumers.

**RETL 261 - Principles of Accounting I (3 Credits)**
A study of the accounting cycle with emphasis on preparation and analysis of financial statements.

**RETL 262 - Principles of Accounting II (3 Credits)**
A study of the preparation and interpretation of corporate financial statements with an emphasis on analysis and decision making techniques. Prerequisites: RETL 261.

**RETL 265 - Principles of Retailing (3 Credits)**
Management methods, location analysis, store organization, personnel, planning, buying and pricing techniques, and customer service policies for retail firms.

**RETL 268 - Principles of Fashion Merchandising (3 Credits)**
The place of fashion in buying, selling, and promoting merchandise. Meets the needs of individuals in retail organizations from entry level to buyer.

**RETL 295 - Retailing Practicum (1-6 Credits)**
Supervised work experience in an area of the retail industry, selected by the student and approved by the instructor. May be repeated up to a maximum of 6 hours. Prerequisites: RETL 265.

**RETL 300 - Legal, Ethical, and Social Foundations of Retailing (3 Credits)**
Legal, ethical, and social issues that affect the retail industry. Prerequisites: D or better in RETL 261 and RETL 265.

**RETL 310 - Digital Retailing (3 Credits)**
Development of a comprehensive plan for implementing a retailing business online via digital technology. Prerequisites: RETL 265.

**RETL 330 - Asset Protection for Retailers (3 Credits)**
Examination of asset protection and risk management issues which affect the retailing industry, such as retail risk assessment and response, loss prevention, employee-related risks, facility security, crisis management, and intellectual property protection. Prerequisites: RETL 265.

**RETL 344 - Personnel Organization and Supervision (3 Credits)**
Recruitment, selection, utilization, and development of human resources; role of supervisors in management and personnel administration. Cross-listed course: HRTM 344

**RETL 350 - Sales Strategies (3 Credits)**
Theories, principles, and techniques of personal selling with application to different buyer-seller situations.

**RETL 351 - Retail Entrepreneurship (3 Credits)**
Essentials of creating and operating a new retail venture in physical and virtual environments.

**RETL 362 - Principles of Customer Service (3 Credits)**
Essential skills necessary to manage successful service operations, including retail, e-commerce, hospitality/tourism, food/beverage, and sports/event organizations.

**RETL 365 - Visual Merchandising and Store Design (3 Credits)**
Displays and visual merchandising strategies.

**RETL 366 - Retail Buying (3 Credits)**
Planning, purchasing, and controlling inventories. Prerequisites: RETL 261.

**RETL 368 - Fashion Product Analysis (3 Credits)**
Analysis of fashion products with emphasis on textile selection, product construction, life cycle, cost elements, and the changing demographics of the fashion consumer.

**RETL 369 - Retail Promotion (3 Credits)**
Planning and executing retail promotion strategies.

**RETL 371 - Advanced Retail Accounting (3 Credits)**
Accounting topics related to retail establishment with emphasis on managerial interpretation and use.

**RETL 385 - Global Sourcing in Retail and Fashion (3 Credits)**
Exploration of theoretical, political, economic, social, and environmental implications of global sourcing decisions in retail and fashion. Prerequisites: D or better in RETL 261 and RETL 265.

**RETL 388 - Fashion Forecasting (3 Credits)**
Forecasting fashion trends to impact retail merchandising performance.

**RETL 399 - Independent Study (1-6 Credits)**
Contract approved by instructor, advisor, and department head is required for undergraduate students. Graduation with Leadership Distinction: GLD: Research

**RETL 425 - Customer Experience Management (3 Credits)**
Study of customer trends and experience management. Prerequisites: C or better in RETL 265.

**RETL 460 - Retail Branding Strategies (3 Credits)**
Overview of retail branding strategies with emphasis on implications of the development of brand equity towards increasing customer loyalty.
The analysis of assortment planning and inventory management of apparel products utilizing merchandising principles and industry software.

**Prerequisites:** RETL 366 and RETL 368.

**RET1 472 - Category Management (3 Credits)**
Application of category management principles and models to competitive behavior in retailing with a focus on product category issues. Case-based analysis and/or JDA computer software will be applied to industry-specific problems related to inventory management.

**Prerequisites:** C or better in RETL 265.

**RET1 485 - Multi-National Retailing (3 Credits)**
Retail operations within foreign environments.

**RET1 487 - Retail Management Strategies (3 Credits)**
Application of strategic management principles and models to competitive behavior in retailing.

**Prerequisites:** RETL 366.

**RET1 495 - Retailing Internship (6 Credits)**
Supervised work experience within the retail industry that links classroom learning and student interest with the acquisition of knowledge in an applied work setting.

**Prerequisites:** RETL 295.

**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Internships

**Experiential Learning:** Experiential Learning Opportunity

**RET1 525 - Legal Aspects of Entrepreneurship and E-Commerce (3 Credits)**
Examination of domestic and international laws affecting retail entrepreneurship and online commerce, such as data privacy and breach response, intellectual property protection, sales tax, advertising and unfair trade practices, consumer protection laws, employment laws, and legal obligations involving physical locations.

**Prerequisites:** SPTE 240 or equivalent.

**RET1 530 - Fashion and the Law (3 Credits)**
Examination of domestic and international laws which affect the fashion industry, such as intellectual property protection, licensing agreements, operational and marketing issues, and international trade.

**Prerequisites:** SPTE 240 or equivalent.

**RET1 535 - Retail Logistics (3 Credits)**
Examination of the flow of retail inventory from initial production to final purchase. Meets the needs of individuals in retail organizations from entry-level sales floor personnel to buyers. Students must be qualified to enroll in a 500 level course at The University of South Carolina.

**RET1 551 - Retail and Fashion Business Planning (3 Credits)**
Essential skills for building a new or expanding an existing retail or fashion business in both brick-and-mortar and online venues by developing a marketing plan and corresponding e-Commerce website for a business or fashion organization.

**Prerequisites:** RETL 351.

**RET1 562 - Advanced Merchandising Management Strategies (3 Credits)**
The analysis of assortment planning and inventory management of apparel products utilizing merchandising principles and industry software.

**Prerequisites:** RETL 366 and RETL 368.

**RET1 579 - - Advanced Retail Promotion and Social Media Analytics (3 Credits)**
Essential principles and analytical tools used in retail promotion; appraisal of methods and outcomes via field experiences, visuals, and simulations.

**RET1 590 - Special Topics in Retail Management (3 Credits)**
Course content varies. May be repeated once under a different title.

**RET1 592 - Retailing/Fashion Merchandising Field Study (3 Credits)**
Study of international/domestic fashion manufacturers, retailers, ancillary businesses, and selected resident buying offices. May be repeated once for credit. Must be in good standing with a 2.0 GPA or better; No pending or past judicial council infractions.

**RET1 600 - Fundamentals of Omni-Channel Retailing (3 Credits)**
Exploration of the fundamentals of Omni-Channel Retailing.

**RET1 640 - Personnel Development & Relations Management (3 Credits)**
Advanced examination of human resource management within retail organizations.

**RET1 662 - Customer Relationship Management for the Retail Industry (3 Credits)**
The analysis of customer relationship management for retailers utilizing merchandising principles and industry software.

**Russian (RUSS)**

**RUSS 121 - Elementary Russian (4 Credits)**
Grammar and practical vocabulary necessary for fundamental communication skills. Assumes no prior experience in the language.

**Carolina Core:** GFL

**RUSS 122 - Basic Proficiency in Russian (4 Credits)**
Practice and further development of essential listening, reading, speaking, and writing skills.

**Prerequisites:** RUSS 121.

**Carolina Core:** GFL

**RUSS 201 - Intermediate Russian I (3 Credits)**
Continued exposure to the fundamentals of Russian grammar, along with increased focus on reading and speaking skills.

**Prerequisites:** RUSS 122 or satisfactory score on language placement test.

**RUSS 202 - Intermediate Russian II (3 Credits)**
Completion of exposure to the fundamentals of Russian grammar, with emphasis on writing, reading, and conversation.

**Prerequisites:** RUSS 201 or satisfactory score on language placement test.

**RUSS 280 - Introduction to Russian Civilization (3 Credits)**
A multimedia introduction to Russian culture from its beginnings to the present. No knowledge of Russian required.

**Carolina Core:** AIU

**Graduation with Leadership Distinction:** GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

**RUSS 298 - Selected Topics (1-3 Credits)**
Introductory-level study of selected topics in Russian culture. Does not apply toward the Russian major. May be repeated for credit under a different title.
RUSS 301 - Russian Conversation and Composition I (3 Credits)
Conversation, reading, composition, comprehensive review of grammar.
**Prerequisites:** RUSS 202 or satisfactory score on language placement test.

RUSS 302 - Russian Conversation and Composition II (3 Credits)
Emphasis on oral proficiency, using contemporary authentic materials from Russian newspapers, textbooks, and television newscasts.
**Prerequisites:** RUSS 301 or satisfactory score on language placement test.

RUSS 319 - Nineteenth-Century Russian Literature in Translation (3 Credits)
Masterworks of Russian literature by Tolstoy, Dostoevsky, Turgenyev, Pushkin, Chekov, and others.
**Graduation with Leadership Distinction:** GLD: Global Learning

RUSS 319L - Nineteenth-Century Russian Literature in Russian (1 Credit)
A Russian-language course designed to supplement 319. Reading and discussion in Russian of 19th-century poetry and prose.
**Prerequisites:** RUSS 302.

RUSS 320 - Twentieth-Century Russian Literature in Translation (3 Credits)
Masterworks of Russian literature by Bely, Pasternak, Bulgakov, Nabokov, Solzhenitsyn, and others.
**Graduation with Leadership Distinction:** GLD: Global Learning

RUSS 320L - Twentieth-Century Russian Literature in Russian (1 Credit)
A Russian-language course designed to supplement RUSS 320.

RUSS 340 - Russian Shorts: Stories and Essays (3 Credits)
An examination of Russian short stories and essays by Russian writers from the nineteenth century to the twentieth century.

RUSS 350 - Russian Folklore and Fairy Tales (3 Credits)
An introduction to Russian fairy tales and other genres of folklore, both in their original form within an oral tradition and as reworked in Russian art and literature.

RUSS 398 - Selected Topics (3 Credits)
Intensive study of selected topics in Russian cultural and/or literary movements. Taught in English. May be repeated for credit under a different title.

RUSS 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
**Graduation with Leadership Distinction:** GLD: Research

RUSS 401 - Advanced Russian I (3 Credits)
Acquisition of subtleties of Russian grammar. Increased focus on reading, writing, and discussion.
**Prerequisites:** RUSS 302 or satisfactory score on language placement test.

RUSS 402 - Advanced Russian II (3 Credits)
Exposure to prose and poetry from a wide variety of sources and periods. Focus on oral proficiency, reading, comprehension, and writing.
**Prerequisites:** RUSS 401 or satisfactory score on language placement test.

RUSS 518 - Medieval Russian Culture (3 Credits)
An introduction to the culture of medieval Russia through its written records, folklore, icons, and ancient religious chant.

RUSS 520 - Russian Modernism: Love, Sex and Politics in Revolutionary Russia (3 Credits)
An exploration of Russian modernist culture, with particular attention to the themes of social and political change. Authors under discussion include Kuzmin, Bely, and Zamiatin.

RUSS 530 - Homer in Russia (3 Credits)
An examination of the influence of Homer’s epic poems The Iliad and The Odyssey on Russian culture, as seen in works by Russian writers including Tolstoy, Pasternak, and Brodsky.

RUSS 540 - Writing Russian National Identity (3 Credits)
An examination of Russian writers reflecting on Russian national identity, including Solzhenitsyn, Dostoevsky, and Grossman.

RUSS 598 - Selected Topics in Russian (3 Credits)
Reading and research on selected topics in Russian. Course content varies and will be announced in the schedule of courses by title.

RUSS 615 - Intensive Readings in Russian (3 Credits)
Intensive reading course for non-majors. Primarily for graduate students to fulfill the foreign-language reading requirement. It will not be applied toward the degree language requirements nor will it be accepted as a substitute in the course sequence leading to the various degree requirements.

RUSS 616 - Intensive Readings in Russian (3 Credits)
Intensive reading course for non-majors. Primarily for graduate students to fulfill the foreign-language reading requirement. It will not be applied toward the degree language requirements nor will it be accepted as a substitute in the course sequence leading to the various degree requirements.

**Prerequisites:** RUSS 615.

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**SC Honors College (SCHC)**

SCHC 101 - HNRS: Principles of Biology (4 Credits)
Must be taken in sequence.

SCHC 102 - HNRS: Principles of Biology (4 Credits)
Must be taken in sequence.

SCHC 105 - HNRS: Principles of Geology (4 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 106 - HNRS: Principles of Geology (4 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 107 - HNRS: Principles of Marine Science I (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 107L - HNRS: Marine Science Lab I (1 Credit)

SCHC 108 - HNRS: Principles of Marine Science II (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 108L - HNRS: Marine Science Lab II (1 Credit)
**CL:** 2020.

SCHC 109 - HNRS: Principles of Physics (4 Credits)
Must be taken in sequence. The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum. May be substituted for PHYS 211.
SCHC 110 - HNRS: Principles of Physics (4 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum. Must be taken in sequence. May be substituted for PHYS 212.

SCHC 115 - HNRS: Descriptive Astronomy (4 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 115L - HNRS: Descriptive Astronomy Lab (0 Credits)

SCHC 116 - HNRS: Descriptive Astronomy (4 Credits)
Must be taken in sequence.

SCHC 125 - HNRS: Special Topics in History (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 126 - HNRS: Special Topics in History (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 158 - HNRS: Rhetoric (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem. May substitute for SPCH 140.

SCHC 166 - HNRS: Art History (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 167 - HNRS: Music History (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 201 - HNRS: Proseminar in Biology (4 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 202 - HNRS: Proseminar in Biology (4 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 203 - HNRS: Proseminar in Chemistry (4 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 204 - HNRS: Proseminar in Chemistry (4 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 205 - HNRS: Proseminar in Geology (3-4 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 206 - HNRS: Proseminar in Geology (3-4 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 207 - HNRS: Proseminar in Marine Science (4 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 208 - HNRS: Proseminar in Marine Science (4 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 209 - HNRS: Proseminar in Physics (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 209L - HNRS: Proseminar in Physics Lab (1 Credit)

SCHC 210 - HNRS: Proseminar in Physics (4 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 212 - HNRS: Proseminar: Mathematics (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 213 - HNRS: Proseminar: Mathematics (4 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 214 - HNRS: Proseminar: Mathematics (4 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 215 - HNRS: Proseminar in Economics (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 216 - HNRS: Proseminar in Economics (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 217 - HNRS: Proseminar in Economics (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 218 - HNRS: Proseminar in Economics (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 219 - HNRS: Proseminar in Economics (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 220 - HNRS: Proseminar in Economics (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 221 - HNRS: Proseminar in American History (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 222 - HNRS: Proseminar in American History (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 223 - HNRS: Proseminar in European History (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 224 - HNRS: Proseminar in European History (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 225 - HNRS: Proseminar in History (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 226 - HNRS: Proseminar in History (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 227 - HNRS: Proseminar in History (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 228 - HNRS: Proseminar in History (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 229 - HNRS: Proseminar in History (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 230 - HNRS: Proseminar in Psychology (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 231 - HNRS: Proseminar in Sociology (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 232 - HNRS: Proseminar in Anthropology (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 233 - HNRS: Proseminar in Political Science (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 234 - HNRS: Proseminar in International Relations (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 235 - HNRS: Proseminar in Economics (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 236 - HNRS: Proseminar in Economics (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 237 - HNRS: Proseminar in Geography (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.
SCHC 252 - HNRS: Studies in Writing (3 Credits)
Theory and practice of rhetoric and study of selected writings. Minimum of three papers and a term paper. The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 253 - HNRS: Comparative Studies in Literature (3 Credits)
Broad historical or generic topics in literature. Minimum of three papers and a term paper. The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 260 - HNRS: Proseminar in Philosophy (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 261 - HNRS: Proseminar in Religious Studies (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 262 - HNRS: Proseminar in Religious Studies (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 263 - HNRS: Proseminar in French (3 Credits)
Satisfies Track II requirement. The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 264 - HNRS: Proseminar in Spanish (3 Credits)
Satisfies Track II requirement. The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 265 - HNRS: Proseminar in German (3 Credits)
Satisfies Track II requirement. The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 266 - HNRS: Proseminar in Art (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 267 - HNRS: Proseminar in Music History (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 268 - HNRS: Proseminar in Music History (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 270 - HNRS: Proseminar in Engineering and Information Technology (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 271 - HNRS: Proseminar in Engineering and Information Technology (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 272 - HNRS: Proseminar in Journalism (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 273 - HNRS: Proseminar in Journalism (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 274 - HNRS: Proseminar in Business Administration (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 275 - HNRS: Proseminar in Business Administration (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 276 - HNRS: Proseminar in Public Health (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 277 - HNRS: Proseminar in Education (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 278 - HNRS: Proseminar in Pharmacy (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 279 - HNRS: Proseminar in Nursing (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 280 - HNRS: Interdisciplinary Proseminar in the Liberal Arts (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 281 - HNRS: Interdisciplinary Proseminar in the Liberal Arts (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 284 - HNRS: Interdisciplinary Proseminar in Science and Mathematics (3-4 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.
SCHC 285 - HNRS: Proseminar: Natural History of South Carolina (4 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 301 - HNRS: Proseminar in Biology (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 301L - HNRS: Biology Lab (1 Credit)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 302 - HNRS: Proseminar in Biology (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 302L - HNRS: Biology Lab (1 Credit)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 303 - HNRS: Proseminar in Chemistry (4 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 304 - HNRS: Proseminar in Chemistry (4 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 305 - HNRS: Proseminar in Geology (4 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 306 - HNRS: Proseminar in Geology (4 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 307 - HNRS: Proseminar in Marine Science (4 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 308 - HNRS: Proseminar in Marine Science (4 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 309 - HNRS: Proseminar in Physics (4 Credits)
Open to students with sophomore standing. The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 310 - HNRS: Proseminar in Physics (4 Credits)
Open to students with sophomore standing. The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 311 - HNRS: Proseminar in Mathematics (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 312 - HNRS: Proseminar in Statistics (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 321 - HNRS: Proseminar in American History (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 322 - HNRS: Proseminar in American History (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 323 - HNRS: Proseminar in European History (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 324 - HNRS: Proseminar in European History (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 325 - HNRS: Proseminar in History (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 326 - HNRS: Proseminar in History (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 328 - HNRS: Proseminar: History (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 330 - HNRS: Proseminar in Psychology (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 331 - HNRS: Proseminar in Sociology (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 332 - HNRS: Proseminar in Anthropology (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 333 - HNRS: Proseminar in Political Science (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 334 - HNRS: Proseminar in International Studies (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.
SCHC 335 - HNRS: Proseminar in Economics (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 337 - HNRS: Proseminar in Geography (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 350 - HNRS: Proseminar in American Literature (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 351 - HNRS: Proseminar in British Literature (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 352 - Proseminar in British Literature (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 353 - HNRS: Proseminar in Comparative Literature (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 354 - HNRS: Proseminar in Creative Writing (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 355 - HNRS: Proseminar in Poetry (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 356 - HNRS: Proseminar in the Novel (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 357 - HNRS: Proseminar in the Drama (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 358 - HNRS: Proseminar in Theatre and Speech (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 359 - HNRS: Proseminar in Philosophy (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 360 - HNRS: Proseminar in Philosophy (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 361 - HNRS: Proseminar: Religious Studies (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 362 - HNRS: Proseminar in Religious Studies (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 363 - HNRS: Proseminar in French (3 Credits)
Satisfies baccalaureus requirement. The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 364 - HNRS: Proseminar in Spanish (3 Credits)
Satisfies baccalaureus requirement. The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 365 - HNRS: Proseminar: German (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 366 - HNRS: Proseminar in Art (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 367 - HNRS: Proseminar in Music History (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 368 - HNRS: Proseminar in Theatre History (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 370 - HNRS: Proseminar in Engineering and Information Technology (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 371 - HNRS: Proseminar in Engineering and Information Technology (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 372 - HNRS: Proseminar in Journalism (3 Credits)

SCHC 374 - HNRS: Proseminar in Business Administration (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 375 - HNRS: Proseminar in Business Administration (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 376 - HNRS: Proseminar: Hlt & PE (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.
SCHC 377 - HNRS: Proseminar in Education (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 378 - HNRS: Proseminar in Pharmacy (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 379 - HNRS: Proseminar: Nursing (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 380 - HNRS: Interdisciplinary Proseminars (3-4 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 381 - HNRS: Interdisciplinary Proseminars (3-4 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 382 - HNRS: Interdisciplinary Proseminars (3-4 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 383 - HNRS: Interdisciplinary Proseminar (3-4 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 384 - HNRS: Interdisciplinary Proseminars (3-4 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 385 - HNRS: Interdisciplinary Proseminar (3-4 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 386 - HNRS: Interdisciplinary Proseminars (3-4 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 387 - HNRS: Interdisciplinary Proseminars (3-4 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 388 - HNRS: Interdisciplinary Proseminars (3-4 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 389 - HNRS: Interdisciplinary Proseminars (3-4 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 390 - HNRS: Proseminar (1-3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 391 - HNRS: Proseminar (1-3 Credits)
South Carolina Honors College courses offered for variable credit. The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 392 - HNRS: Proseminar (1-3 Credits)
South Carolina Honors College courses offered for variable credit. The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 393 - HNRS: Proseminar (1-3 Credits)
South Carolina Honors College courses offered for variable credit. The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 394 - HNRS: Proseminar (1-3 Credits)
South Carolina Honors College courses offered for variable credit. The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 395 - HNRS: Proseminar (1-3 Credits)
South Carolina Honors College courses offered for variable credit. The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 396 - HNRS: Proseminar (1-3 Credits)
South Carolina Honors College courses offered for variable credit. The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 397 - HNRS: Proseminar (1-3 Credits)
South Carolina Honors College courses offered for variable credit. The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 398 - HNRS: Proseminar (1-3 Credits)
South Carolina Honors College courses offered for variable credit. The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 399 - HNRS: Independent Study (3-15 Credits)
Required of all baccalaureate students. Contract approval by instructor, department advisor, and dean or associate dean is required.

Graduation with Leadership Distinction: GLD: Research
SCHC 401 - HNRS: Proseminar in Biology (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 401L - HNRS: Biology Lab (1 Credit)
Corequisite: SCHC 401.

SCHC 402 - HNRS: Proseminar in Biology (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 402L - HNRS: Biology Lab (1 Credit)
Corequisite: SCHC 402.

SCHC 403 - HNRS: Proseminar in Chemistry (4 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 404 - HNRS: Proseminar in Chemistry (4 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 405 - HNRS: Proseminar in Geology (4 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 406 - HNRS: Proseminar in Geology (4 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 407 - HNRS: Proseminar in Marine Science (4 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 408 - HNRS: Proseminar in Marine Science (4 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 409 - HNRS: Proseminar in Physics (4 Credits)
Open to students with sophomore standing. The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 410 - HNRS: Proseminar in Physics (4 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum. Open to students with sophomore standing.

SCHC 411 - HNRS: Proseminar in Mathematics (3-4 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 412 - HNRS: Proseminar in Mathematics (3-4 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 413 - HNRS: Proseminar in Chinese (3 Credits)
Specific topics to be selected as need and interests dictate. The course is an extensive study of a broad area or an intensive examination of a specific problem. Special permission by department.

SCHC 414 - HNRS: Proseminar in Italian (3 Credits)
Specific topics to be selected as need and interests dictate. The course is an extensive study of a broad area or an intensive examination of a specific problem. Special permission by department.

SCHC 415 - HNRS: Proseminar in Japanese (3 Credits)
Specific topics to be selected as need and interests dictate. The course is an extensive study of a broad area or an intensive examination of a specific problem. Special permission by department. Restricted to Honors College students.

SCHC 421 - HNRS: Proseminar in American History (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 422 - HNRS: Proseminar in American History (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 423 - HNRS: Proseminar in European History (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 424 - HNRS: Proseminar in European History (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 425 - HNRS: Proseminar in History (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 426 - HNRS: Proseminar in History (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 427 - HNRS: Proseminar in History (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 428 - HNRS: Proseminar in History (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 430 - HNRS: Proseminar in Psychology (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 431 - HNRS: Proseminar in Sociology (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 432 - HNRS: Proseminar in Anthropology (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 433 - HNRS: Proseminar in Political Science (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.
SCHC 434 - HNRS: Proseminar in International Relations (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 435 - HNRS: Proseminar in Economics (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 437 - HNRS: Proseminar: Geography (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 450 - HNRS: Proseminar in American Literature (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 451 - HNRS: Proseminar in Pre-1660 British Literature (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 452 - HNRS: Proseminar in Post-1660 British Literature (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 453 - HNRS: Proseminar: Comparative Literature (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 454 - HNRS: Proseminar in Writing (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 455 - HNRS: Proseminar in English Language and Linguistics (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 456 - HNRS: Proseminar: Criticism (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 457 - HNRS: Proseminar in Literature (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 458 - HNRS: Proseminar in Theatre and Speech (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 459 - HNRS: Proseminar in Philosophy (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 460 - HNRS: Proseminar in Philosophy (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 462 - HNRS: Proseminar in Religious Studies (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 463 - HNRS: Proseminar in French (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 464 - HNRS: Proseminar in Spanish (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 465 - HNRS: Proseminar in German (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 466 - HNRS: Proseminar in Art (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 467 - HNRS: Proseminar in Music History (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 468 - HNRS: Proseminar in Theatre History (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 470 - HNRS: Proseminar in Engineering and Information Technology (3-6 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 471 - HNRS: Proseminar in Engineering (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 472 - HNRS: Proseminar in Journalism (3 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 474 - HNRS: Proseminar in Business Administration (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.
SCHC 475 - HNRS: Proseminar in Business Administration (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 476 - HNRS: Proseminar in Public Health (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 477 - HNRS: Proseminar in Education (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 478 - HNRS: Proseminar in Pharmacy (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 479 - HNRS: Proseminar in Nursing (3 Credits)
The following courses are offered infrequently and should not be considered a regular part of the SCHC curriculum.

SCHC 480 - HNRS: Interdisciplinary Proseminar (3-4 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 481 - HNRS: Interdisciplinary Proseminar (3-4 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 482 - HNRS: Interdisciplinary Proseminar (3-4 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 483 - HNRS: Interdisciplinary Proseminar (3-4 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 484 - HNRS: Interdisciplinary Proseminar (3-4 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 485 - HNRS: Interdisciplinary Proseminar (3-4 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 486 - HNRS: Interdisciplinary Proseminar (3-4 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 487 - HNRS: Interdisciplinary Proseminar (3-4 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 488 - HNRS: Interdisciplinary Proseminar (3-4 Credits)
The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 489 - HNRS: Interdisciplinary Proseminar (3-4 Credits)
Note: The following course is a proseminar, with specific topics to be selected as need and interests dictate. Generally limited to 18 students, it is either an extensive study of a broad area or an intensive examination of a specific problem.

SCHC 490 - HNRS: Undergraduate Research (3-15 Credits)
Student research supervised by a faculty member. Emphasis is on the development of critical thinking, appropriate research skills, and writing.

Graduation with Leadership Distinction: GLD: Research

SCHC 491 - HNRS: Honors Internship (3-15 Credits)
Prerequisite: Sophomore standing or above; Honors College; approval of honors dean required.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

Experiential Learning: Experiential Learning Opportunity

SCHC 492 - HNRS: Senior Thesis/Project (1-15 Credits)
Required of all students graduating with honors from South Carolina Honors College.

Graduation with Leadership Distinction: GLD: Research

School Leadership (EDLP)

EDLP 517 - Law and Policy Studies in Education (3 Credits)
Policy issues affecting public and private educational institutions across the PK-20 continuum (pre-school through higher education).

EDLP 520 - The Teacher as Manager (3 Credits)
To help teachers, principals, and other personnel solve school problems by identifying and applying selected management techniques.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

Experiential Learning: Experiential Learning Opportunity

EDLP 525 - Resources for Teaching and Learning (3 Credits)
An introduction to educational technology, its increasing importance in the total school program, and its relationship to learning theories and communication.

EDLP 601 - The Effective Teacher (3 Credits)
Use of theory and research to understand and improve classroom teaching. Emphasis on teacher reflection and decision-making. The administrative role in enhancing effectiveness is highlighted.

EDLP 690 - Independent Study (1-3 Credits)

Sci, Tech, Engr, & Math (STEM)

STEM 101 - Concepts and Connections: An Introduction to Science, Technology, Engineering and Mathematics (3 Credits)
This course introduces concepts, connections, and evolving relationships among the sciences, engineering, and mathematics to strengthen understanding of current ideas and applications of advancing technologies.
Science and Math Educ (SMED)

SMED 510 - Life Science for Teachers I (3 Credits)
Topics appropriate for elementary and middle-school curricula; phylogenetic organization of major kingdoms, characteristics of plants and animals, including humans; ecological principles; communities; energy needs, resources, flow and balance; heredity and adaptation.

SMED 586 - Energy, Motion, and Matter (3 Credits)
Integrated study of the earth's atmosphere for pre-service and in-service middle school teachers combining concepts from earth, life, and physical science leading to an understanding of the interaction of all systems.
Prerequisites: introductory-level courses in life, earth, and physical sciences.

SMED 587 - Interdependence of Living Systems (3 Credits)
Integrated study of the biotic and abiotic environments combining life, earth, and physical science concepts to understand relationships in living systems. For pre-service and in-service middle school teachers.
Prerequisites: introductory-level courses in life, earth, and physical sciences.

SMED 588 - Origin and Evolution of Living and Non-Living Systems (3 Credits)
Study of the earth system for pre-service and in-service middle school teachers, with emphasis on the origin, evolution, and interactions of the subsystems of the earth system.
Prerequisites: introductory-level courses in life, earth, and physical sciences.

SMED 591 - Data Analysis for Teachers (3 Credits)
Introduction to statistics for elementary, middle, and high school teachers. The fundamentals of data collection, descriptive statistics, probability, and inference with special focus on methods of teaching statistical reasoning. For M.A.T. (excluding mathematics) / M.Ed. / M.T. and nondegree credit only. For M.A.T. (excluding mathematics) / M.Ed. / M.T. and nondegree credit only. Cross-listed course: STAT 591

Secondary Education (EDSE)

EDSE 110 - Introduction to Careers in Education (3 Credits)
An individualized survey of careers in education, utilizing practica, seminars, and input from various disciplines to focus on personal and professional development. Pass-fail credit.

EDSE 111 - Practicum in Education (1 Credit)
A sequence of supervised practica in various educational settings. Seminars and group discussions included.

EDSE 210 - Practicum in Education (1 Credit)
A sequence of supervised practica in various educational settings. Seminars and group discussions included.

EDSE 211 - Practicum in Education (1 Credit)
A sequence of supervised practica in various educational settings. Seminars and group discussions included.

EDSE 310 - Practicum in Education (1 Credit)
A sequence of supervised practica in various educational settings. Seminars and group discussions included.

EDSE 311 - Practicum in Education (1 Credit)
A sequence of supervised practica in various educational settings. Seminars and group discussions included.

EDSE 312 - Practicum in Education (1 Credit)
A sequence of supervised practica in various educational settings. Seminars and group discussions included.

EDSE 399 - Independent Study (3-15 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.

Graduation with Leadership Distinction: GLD: Research

EDSE 410 - Practicum in Education (1 Credit)
A sequence of supervised practica in various educational settings. Seminars and group discussions included.

EDSE 446 - Secondary School Curriculum (3 Credits)
The organization, historical context, foundations for curriculum development, process of curriculum planning, design of the curriculum, and strategy of curriculum change in the secondary school. A laboratory experience in teaching media is included. Open only to juniors and seniors or graduates completing certification requirements.

EDSE 472 - Directed Teaching in High School (Business Education) (12 Credits)
ACAF 2.03: 07/05/2019.

EDSE 473 - Directed Teaching in High School (English) (12 Credits)

EDSE 475 - Directed Teaching in High School (History and Social Studies) (12 Credits)

EDSE 480 - Directed Teaching in High School (Distributive Education) (12 Credits)

EDSE 481 - Directed Teaching in High School (Science) (12 Credits)

EDSE 482 - Directed Teaching in High School (Health) (12 Credits)

EDSE 483 - Directed Teaching in High School (Theatre and Speech) (12 Credits)

EDSE 484 - Secondary Student Teaching Seminar (3 Credits)
Classroom management, discipline, legal responsibilities, multicultural perspectives, and needs of exceptional children.

EDSE 500 - Equity and Community Engagement (3 Credits)
Field-based inquiry into theories of critical multicultural education, culturally relevant and equity pedagogies with an emphasis on middle/high school students and engaging parents and the larger school community.

EDSE 502 - Teachers and Teaching (3 Credits)
Teaching as reflective and ethical practice. Professional standards, teacher leadership and school change, and various roles of professional educators.

EDSE 505 - Source Materials for Geographic Instruction (3 Credits)
Introduction to selected materials available for all levels of instruction in geography. Emphasis on the substantive nature of the materials. Cross-listed course: GEOG 560

EDSE 508 - Teaching Middle and High School (Business Education) (3 Credits)
A study of methods, techniques, and materials of instruction in middle and high school business education. 03: 07/05/2019.

EDSE 528 - Study of the Teaching of Business Education in the Secondary School (3 Credits)
Teaching techniques and methodology related to the business education curriculum, emerging technology and software. 03: 07/05/2019.
EDSE 547 - Teaching Middle and High School (English) (3 Credits)
A study of methods, techniques, and materials of instruction in middle and high school English.
Prerequisites: Admission to MAT program for graduate students; EDSE 402 for undergraduate students.

EDSE 548 - Earth Science for Teachers I (3 Credits)
Origin, internal structure and internal processes of the earth, including plate tectonics, earthquakes, volcanoes, and mountain building. Required field trips, two lectures, and three lab hours per week. Cannot be used in MS or PhD programs in geology.
Cross-listed course: GEOL 540

EDSE 549 - Earth Science for Teachers II (3 Credits)
Surface processes acting on the earth; introduction to weather and climate, weathering, erosion, and sedimentary processes; landform evolution; ocean currents and tides, near-shore geologic processes. Required field trips, two lecture, and three lab hours per week. Cannot be used in MS or PhD programs in geology.
Prerequisites: EDSE 548/GEOL 540.
Cross-listed course: GEOL 541

EDSE 550 - Teaching Middle and High School (Mathematics) (3 Credits)
A study of methods, techniques, and materials of instruction in middle and high school mathematics.

EDSE 551 - Teaching Middle and High School (Health) (3 Credits)
A study of methods, techniques, and materials of instruction in middle and high school health.

EDSE 552 - Teaching Middle and High School (Marketing Education) (3 Credits)
A study of methods, techniques, and materials of instruction in middle and high school marketing education.

EDSE 553 - Teaching Middle and High School (Science) (3 Credits)
A study of methods, techniques, and materials of instruction in middle and high school science.

EDSE 554 - Teaching Middle and High School (Theatre and Speech) (3 Credits)
A study of methods, techniques, and materials of instruction in middle and high school theatre and speech.

EDSE 558 - Teaching Middle and High School (History and Social Studies) (3 Credits)
A study of methods, techniques, and materials of instruction in middle and high school history and social studies.

EDSE 559 - Teaching Foreign Languages in Secondary Schools (3 Credits)
Current methods, techniques, and materials of instruction appropriate for secondary schools.
Cross-listed course: FORL 511

EDSE 580 - Teaching Advanced Latin in Secondary School (3 Credits)
Methods and materials for teaching the Latin Advanced Placement courses in secondary school.
Corequisite: LATN 580.

EDSE 584 - Middle and High School Internship Seminar (3 Credits)
Classroom management, service learning, legal/professional responsibilities, multicultural perspectives and needs of exceptional children.
Corequisite: Internship II.

EDSE 585 - Secondary Internship Seminar I (1 Credit)
Integration of content, pedagogy, and disposition knowledge learned during coursework with Internship I field experiences.
Corequisite: Students must be enrolled in the Internship I field experiences.

EDSE 586 - Secondary Internship Seminar II (2 Credits)
Integration of content, pedagogy, and disposition knowledge learned during coursework with Internship II field experiences.
Corequisite: Students must be enrolled in the Internship II field experiences.

EDSE 660 - Teaching Mathematics with Manipulatives, Grades 7-12 (3 Credits)
Methods and materials for using manipulative devices to teach middle and high school level mathematics.

EDSE 670 - Graphics Calculators in High School Mathematics (3 Credits)
Methods and materials for using graphics calculators to teach algebra, elementary functions, and analytic geometry.

EDSE 690 - Independent Study (1-3 Credits)

Soc Advoc & Ethicl Life (SAEL)

SAEL 200 - Social Advocacy and Ethical Life (3 Credits)
Introduction to nature and relationship of ethics and oral forms of advocacy. Includes foundational training in ethical theory and its relevance to socio-political expression and training in the principles and performance of ethical oral communication, with emphasis on argumentation and audience engagement.
Carolina Core: CMS, VSR
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

Social Work (SOWK)

SOWK 201 - Introduction to Social Work Profession and Social Welfare (3 Credits)
Introduces the social work profession and its mission, purposes, principles, and values. Components of generalist practice with individuals, families, groups, communities and organizations are reviewed.
Graduation with Leadership Distinction: GLD: Community Service

SOWK 222 - Social Welfare Institutions, Policies, and Programs (3 Credits)
Explores the historical and current context of local and national social welfare policies and programs and their relationship to the social work profession. The historical and current context of local and national social welfare policies and programs and their relationship to the social work profession.
Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Community Service

SOWK 303 - Social Welfare Services for Children and Youth (3 Credits)
Social welfare services available to children and youth and the referral processes involved.
Prerequisites: PSYC 101, or SOCY 101, or SOWK 201.
SOWK 304 - Social Welfare Services to Older Adults and Their Families (3 Credits)
Social welfare services available to families, ranging from counseling services to specialized services for aged citizens.
Prerequisites: PSYC 101 or SOCY 101 or SOWK 201.

SOWK 305 - Social Welfare Services for Women and Minorities (3 Credits)
Social welfare services available to women and minorities and the forces that shape these services.
Prerequisites: C or better in PSYC 101, or SOCY 101, or SOWK 201.

Cross-listed course: WGST 306
Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

SOWK 307 - International Social Work and Social Justice (3 Credits)
This course provides a framework for understanding social work and social justice issues with an emphasis on vulnerable populations in the areas of survival, protection, and promotion of human rights in China, India, the Middle East, Africa, and Central and South America.
Prerequisites: PSYC 101, or SOCY 101, or SOWK 201.

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning

SOWK 309 - Life Transitions: Loss and Grief (3 Credits)
This course will examine the grief and loss process that is part of everyday life. This course surveys the knowledge and skills of human service practice with people as they cope with life transitions.
Prerequisites: PSYC 101, or SOCY 101, or SOWK 201.

SOWK 311 - Generalist Practice I: Introduction to Social Work Practice (3 Credits)
An educationally focused community service experience and seminar that emphasizes socialization into the profession of social work.
Graduation with Leadership Distinction: GLD: Community Service

SOWK 312 - Generalist Practice II: Social Work with Individuals and Families (3 Credits)
Provides knowledge and skills necessary for generalist social work practice with individuals and families using person and environment, strengths, and resiliency perspectives with diverse populations.
Prerequisites: SOWK 311.
Prerequisite or Corequisite: SOWK 342.

SOWK 322 - Social Policy Analysis (3 Credits)
Knowledge, values, and skills for social work practitioners to analyze the political and ideological factors and outcomes of policy development, implementation, evaluation, and advocacy.
Prerequisites: SOWK 201; SOWK 222.

SOWK 331 - Diversity and Social Justice in Contemporary Society (3 Credits)
Builds cultural competency through awareness, understanding, and skill necessary for proactive functioning in our diverse society with populations considered vulnerable and oppressed.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

SOWK 341 - Human Behavior and Social Environment I (HBSE): Individual Development Across the Life Span (3 Credits)
To enhance students' understanding of theories of individual development across the lifespan through various perspectives and within different cultural and sociological contexts. This includes knowledge of biological, psycho-social, and spiritual development.
Prerequisites: SOWK 201.

SOWK 352 - Social Work and Scientific Inquiry (3 Credits)
Foundational knowledge and skills for scientific inquiry and the use of quantitative and qualitative research to inform evidence-based practice.
Prerequisites: SOWK 201, SOWK 222 and select one course from the following: STAT 201 or higher, PSYC 227 or SOCY 220.

SOWK 360 - Refuge and Refugees (3 Credits)
This course provides students with foundational knowledge about forced migration and the institutions of humanitarian aid that address forced migration. Students will learn about global theories of forced migration, humanitarian aid policy, empirical studies of humanitarian aid, refugee resettlement, and displacement, and evaluate biographies and literature on forced migration.

SOWK 368 - Special Topics in Social Work (3 Credits)
An in-depth study of selected issues and social concerns related to being a generalist social worker. Content varies by title.

SOWK 382 - Introduction to Field Education (3 Credits)
An initial supervised field education experience in a human service agency under the supervision of a field instructor.
Prerequisites: SOWK 311.

Graduation with Leadership Distinction: GLD: Community Service Experiential Learning: Experiential Learning Opportunity

SOWK 399 - Independent Study (3 Credits)
Requires permission of the department.
Graduation with Leadership Distinction: GLD: Research

SOWK 404 - Current Issues in Social Welfare (3 Credits)
A project-type study of selected issues, social concerns, and applications of behavioral implications for practice. May be repeated for credit when the topics covered or subject matter is different.

SOWK 411 - Generalist Practice III: Social Work with Small Groups (3 Credits)
Knowledge, values, and skills essential for generalist social work practice with treatment and task groups across systems of all sizes. An emphasis is given to group practice interventions with diverse, vulnerable, and at-risk populations.
Prerequisites: C or better in SOWK 312.

SOWK 412 - Generalist Practice IV: Organizations and Communities (3 Credits)
Foundational knowledge, values, and skills essential for generalist practice with larger systems, organizations, and communities.
Prerequisite or Corequisite: SOWK 441.

SOWK 422 - Advocacy for Social and Economic Justice (3 Credits)
Knowledge and skills embedded in values of social and economic justice for all people across systems of all sizes that are essential in generalist practice.
Prerequisites: SOWK 322.

Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences
SOWK 441 - Human Behavior and the Social Environment (HBSE) III: Large Systems (3 Credits)
Examining how individuals and families are affected by, and affect, larger social systems.

SOWK 481 - Practicum I: Field Education (3 Credits)
Application of skills and theories taught in the classroom in a controlled and planned setting.
Corequisite: SOWK 483.
Prerequisite or Corequisite: SOWK 322.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

SOWK 482 - Practicum II: Field Education (3 Credits)
Further application of the generalist social work skills and theories taught in the classroom in a controlled and planned setting.
Prerequisite or Corequisite: SOWK 412, SOWK 422, SOWK 484.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

SOWK 483 - Practicum Seminar (3 Credits)
Taken with the field practicum, this seminar facilitates student’s integration of generalist practice knowledge with practice in a field agency.
Prerequisites: SOWK 382.
Corequisite: SOWK 481.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

SOWK 484 - Capstone (3 Credits)
Competent generalist social work practice demands integration of a wide range of theories, knowledge, skills, and values. This course is designed to draw on all previous courses and to engage students in integrating and applying all that they have learned.
Corequisite: SOWK 482.

SOWK 668 - Special Topics in Social Work (1-3 Credits)
Study of special populations, settings, and/or problems encountered by social workers and other human service professionals, and interventions and skills for dealing with them. May be repeated as content varies by title.

SOWK 678 - Transforming Health Care for the Future (1 Credit)
Foundation for beginning health professions students to gain an understanding of the complexities of the health care system through experiential activities conducted in interprofessional teams and the importance of interprofessional collaboration in order to improve the system.
Cross-listed course: PUBH 678

SOWK 679 - Addressing Childhood Obesity through Community Approaches (2 Credits)
Approaches for prevention of childhood obesity, using perspectives from public health, social work, exercise science, pharmacy, medicine, and behavioral nutrition. Training to teach diet/physical activity lessons in elementary school settings.
Cross-listed course: HPEB 679

Sociology (SOCY)

SOCY 101 - Introductory Sociology (3 Credits)
An introduction to sociological facts and principles: an analysis of group-making processes and products.
Carolina Core: GSS

SOCY 220 - Elementary Statistics for Sociologists (3 Credits)
An introduction to concepts and application of quantitative methods, including descriptive and inferential statistics. Emphasis on analysis of empirical sociological data.

SOCY 300 - Social Structures (3 Credits)
Selected theoretical orientations, methodological procedures, and illustrative substantive data pertaining to social structures.

SOCY 301 - Sex and Gender (3 Credits)
Offers a sociological lens to develop critical ways of thinking about sex and gender as social processes in everyday lives. This course considers how sex and gender shape and affect the experiences of women, men, girls, boys, and individuals who live in the spaces in-between (those who are intersex or transgender) across a wide range of social institutions (family, work, education, politics, etc.).
Prerequisites: SOCY 101.

Cross-listed course: WGST 300
Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

SOCY 302 - Sociological Theory (3 Credits)
Examination of key ideas from classical, modern, and contemporary sociological theories.

SOCY 303 - Sociological Research Methods (3 Credits)
Qualitative and quantitative methods of sociological research.

SOCY 304 - Race, Class, Gender, and Sexuality (3 Credits)
Historical and contemporary power relationships in race, social class, gender, and sexual orientation.
Prerequisites: SOCY 101.

Cross-listed course: POLI 305, WGST 304
Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

SOCY 305 - Sociology of Families (3 Credits)
Sociological perspectives related to various aspects of family behaviors, roles, and values.
Prerequisites: SOCY 101.

Cross-listed course: WGST 305
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

SOCY 307 - Sociology of Religion (3 Credits)
Sociological perspectives related to selected aspects of religious behavior. Includes references to non-Western religions.
Cross-listed course: RELG 338
Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy
SOCY 308 - Community Organization (3 Credits)
An analysis of formal and informal organization, the interrelationships among public and private agencies, and means through which community action programs are initiated, coordinated, and maintained.
Graduation with Leadership Distinction: GLD: Community Service, GLD: Professional and Civic Engagement Leadership Experiences

SOCY 309 - An Introduction to Social Inequality (3 Credits)
A sociological analysis of the distribution of wealth and income in selected societies.
Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

SOCY 310 - Social Demography (3 Credits)
Introduction to key areas of population studies. Methodological approaches, time trends, regional differences, and contemporary policy issues.
Carolina Core: GSS

SOCY 311 - Ecology of Human Social Systems (3 Credits)
Relationships among and changes in populations, social organization, technology, and the environment.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

SOCY 312 - Bureaucracy and Modern Society (3 Credits)
Bureaucracies in the public and private sector, their internal dynamics and relationship to the social environment.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

SOCY 313 - Sociology of Aging (3 Credits)
Analysis of aging as a process of socialization and the status of older people in society, their roles in the community, demographic aspects of aging, and the impact of aging upon social institutions.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

SOCY 315 - Global Population Issues (3 Credits)
Overview of global population history, theory, statistics, and issues related to recent population trends.
Graduation with Leadership Distinction: GLD: Global Learning

SOCY 320 - Individual and Society (3 Credits)
Selected theoretical orientations, methodological procedures, and illustrative substantive data pertaining to the relations between the individual and society.

SOCY 322 - Sociology of Suicide (3 Credits)
An introductory survey of the social aspects of suicidal behaviors and attitudes.

SOCY 323 - Sociology of Deviant Behavior (3 Credits)
Theories, methodology, and substantive issues in the study of social deviance.

SOCY 325 - Sociology of Childhood (3 Credits)
A consideration of the child in the family group, play group, school group, and community.

SOCY 326 - Sociology of Adolescence (3 Credits)
Sociological perspectives and research findings related to adolescence.

SOCY 330 - Sociology of the Paranormal (3 Credits)
A critical examination of factors that lead to the widespread acceptance of paranormal claims.
Prerequisites: SOCY 101.

SOCY 340 - Introduction to Social Problems (3 Credits)
Contemporary social issues such as poverty, health, the criminal justice system, globalization and the environment, their causes and possible solutions.
Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy

SOCY 350 - Juvenile Delinquency (3 Credits)
Social factors in the development, identification, and treatment of delinquents.
Prerequisites: SOCY 101.

Cross-listed course: CRJU 351
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

SOCY 351 - Urban Sociology (3 Credits)
Analysis of urban trends, characteristics, and functions of cities with reference to the social psychological factors in urban living. Attention is directed to the emergence of urbanism in the United States, with particular reference to the Southern region, and to institutions, problems, and city planning.

SOCY 353 - Sociology of Crime (3 Credits)
Social factors in the development, identification, and treatment of criminals.
Prerequisites: SOCY 101.

Cross-listed course: CRJU 341
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

SOCY 354 - Collective Behavior (3 Credits)
An analysis of crowds, publics, social movements, and the mass society in terms of their institutional and social psychological consequences.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

SOCY 355 - Race and Ethnic Relations (3 Credits)
Theoretical and empirical approaches related to race/ethnicity and the current state of race relations in America, with some attention to global issues.
Cross-listed course: AFAM 355
Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

SOCY 357 - Sociology of Education (3 Credits)
Analysis of educational institutions, organizations, processes, and their effects in contemporary society.
Cross-listed course: EDFI 357
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

SOCY 360 - Sociology of Medicine and Health (3 Credits)
Health and illness in relation to social institutions. The organization and professionalization of medicine and social barriers to medical care.

SOCY 368 - Society through Visual Media (3 Credits)
Analysis of social phenomena and sociological questions through various forms of media, including films, TV, photography, and other visual media.
Prerequisites: SOCY 101.

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy
SOCY 370 - Sociology of Sport (3 Credits)
Theories, methods, and substantive issues in the study of sport in contemporary societies.

SOCY 398 - Topics in Sociology (3 Credits)
Reading and research on selected sociological topics. Course content varies and will be announced in the schedule of classes by title.

SOCY 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

SOCY 460 - Sociology of Mental Health (3 Credits)
Social factors in the development, identification, and treatment of mental illness.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

SOCY 500 - Social Networks (3 Credits)
Analysis of personal, social and organizational networks, their structural patterns, practical consequences, and principles of formation and change.

SOCY 502 - Political Sociology (3 Credits)
Theory and research concerning the interrelationship between the polity and social structures.

SOCY 503 - Family and Social Stratification (3 Credits)
An analysis of the contemporary American family emphasizing social stratification, mobility, occupations, and urbanization.

SOCY 504 - Social Stratification (3 Credits)
Theory and research in social stratification.

SOCY 505 - Social Structures in Communities (3 Credits)
Interrelationships of major social structures within communities.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

SOCY 506 - Social Organizations (3 Credits)
Selected theoretical orientation, methodological procedures, and illustrative substantive issues pertaining to organizations.

SOCY 507 - Sociology of Social Control (3 Credits)
Theories and issues relating to the definition of and response to crime and/or deviance.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

SOCY 509 - Advanced Social Structures (3 Credits)
The analysis of core methodological and substantive issues in the study of social structures.

SOCY 510 - Life Course Demographics (3 Credits)
People’s demographic lives, structural contexts, and social change. Emphasis on the socioeconomic context in which lives unfold.
Prerequisites: SOCY 310.

SOCY 512 - Internal and International Migration (3 Credits)
A survey of methods of analysis and research findings with emphasis on the social and economic concomitants of internal migration. Cultural, economic, and historical aspects of international migration. Effects of governmental policies on immigration and emigration. Examination of selected countries.

SOCY 514 - Urbanization (3 Credits)
Analysis of urbanization using contemporary and historical data from developing societies. The demographic components of metropolitan growth and the changing structure of metropolitan communities.
Southern Studies (SOST)

SOST 101 - The Literary South (3 Credits)
Principles, practices, and contexts of major literary works of the American South.
Carolina Core: AIU

SOST 298 - Topics in the American South (3 Credits)
Reading and research on selected interdisciplinary topics in Southern Studies. Course content varies and will be announced in the schedule of classes by title. May be repeated for credit under a different title.

SOST 299 - Topics is South Carolina (3 Credits)
Reading and research on selected interdisciplinary topics about South Carolina. Course content varies and will be announced in the schedule of classes by title. May be repeated for credit under a different title.

SOST 301 - Introduction to Southern Studies 1580-1900 (3 Credits)
Examination of major social and cultural developments of American South from early exploration to 1900.

SOST 302 - Introduction to Southern Studies: The Twentieth Century (3 Credits)
An topical examination of the American South ranging from Reconstruction to the Civil Rights Movement.
Carolina Core: GHS
Graduation with Leadership Distinction: GLD: Research

SOST 305 - The Contemporary South (3 Credits)
An investigation of Southern regional identity.

SOST 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and program director is required for undergraduates.
Graduation with Leadership Distinction: GLD: Research

SOST 405 - Topics in Southern Studies (3 Credits)
Reading and research on selected topics in Southern studies. Course content varies and will be announced in the schedule of classes by title.
Graduation with Leadership Distinction: GLD: Research

SOST 500 - Topics in the American South (3 Credits)
Selected topics related to the study of the American South. Course content varies and will be announced in the schedule of classes by title. May be repeated for credit as topics vary.

Spanish (SPAN)

SPAN 109 - Beginning Spanish I (3 Credits)
Introduction to grammar and practical vocabulary necessary for fundamental communication skills. Restricted to those who have never studied Spanish or placed by examination into SPAN 109. Credit may be received only for one of the following: SPAN 109, SPAN 110; SPAN 111, or SPAN 121.
Carolina Core: GFL

SPAN 110 - Beginning Spanish II (3 Credits)
Introduction to grammar and practical vocabulary necessary for fundamental communication skills. Restricted to those who have completed SPAN 109. Credit may be received only for one of the following: SPAN 109, SPAN 110; SPAN 111, or SPAN 121.
Carolina Core: GFL

SPAN 111 - Intensive Beginning Spanish (6 Credits)
Intensive introduction to grammar and practical vocabulary necessary for fundamental communication skills. Admission only to highly motivated beginning students who obtain the permission of the department. Credit may be received only for one of the following: SPAN 109, SPAN 110, SPAN 111, or SPAN 121.
Carolina Core: GFL

SPAN 121 - Elementary Spanish (3 Credits)
Grammar and vocabulary necessary for fundamental communication skills. Assumes prior experience in Spanish. Admission only by proficiency examination. Credit may be received for only one of the following: SPAN 109, SPAN 110, SPAN 111, or SPAN 121.
Carolina Core: GFL

SPAN 122 - Basic Proficiency in Spanish (3 Credits)
Practice and further development of essential listening, reading, speaking, and writing skills.
Prerequisites: SPAN 109, SPAN 110, SPAN 111, or SPAN 121 or by placement examination.
Carolina Core: GFL

SPAN 209 - Intermediate Spanish I (3 Credits)
Further development of listening, speaking, reading, and writing skills. Use of authentic cultural materials.
Prerequisites: C or better in SPAN 122 or by Placement Exam.

SPAN 210 - Intermediate Spanish II (3 Credits)
Continued development of the four skills practiced in SPAN 209.
Prerequisites: C or better in SPAN 209 or by Placement Exam.

SPAN 211 - Intensive Intermediate Spanish (6 Credits)
Further development of listening, speaking, reading, and writing skills. Designed for highly motivated students. Credit not awarded for both SPAN 209-SPAN 210 and SPAN 211.
Prerequisites: SPAN 122 or placement at 209 level on Phase II placement exam.

SPAN 220 - Selected Works of Hispanic Literature in English Translation (3 Credits)
Selected major works, especially contemporary works, in all genres of Hispanic literature in English translation.
Carolina Core: AIU

SPAN 301 - Service Learning in Spanish (1-3 Credits)
Contract approved by instructor, director, and department chair required. May be repeated. Maximum of 3 hours may apply towards major or minor.
Prerequisites: SPAN 210.

SPAN 302 - Advanced Spanish (3 Credits)
In-depth study of advanced grammatical structures of Spanish to develop proficiency in all 4 skills and cultural competency. Gateway course for Spanish majors.
Prerequisites: B or better in SPAN 210, SPAN 211 or SPAN 230 or by placement.

SPAN 303 - Cultural Readings and Advanced Composition (3 Credits)
Development of advanced composition skills in Spanish on a variety of topics related to cultural production of the Spanish-speaking world.
Prerequisites: SPAN 302 or by placement on Phase II placement exam.

SPAN 304 - Cultural Readings and Advanced Conversation (3 Credits)
Cultural readings about the Spanish-speaking world, and advanced speaking skills practice through various strategies such as group discussions, debates, presentations.
SPAN 305 - Working with Hispanic Clients (3 Credits)
Coursedual approaches to interactions with persons of Hispanic origin in a variety of professional settings. Readings, speakers, media. Taught in Spanish. Departmental permission required for transfer students.
Prerequisites: B or better in SPAN 210 or SPAN 211; placement at 300 level on Phase II placement exam.

Cross-listed course: LASP 305
Graduation with Leadership Distinction: GLD: Community Service, GLD: Global Learning

SPAN 311 - Spanish for Heritage Speakers (3 Credits)
Intensive grammar practice, enhancement of reading and writing skills for individuals raised in a Spanish-speaking household but with little or no formal Spanish instruction. Restricted to heritage speakers, as defined in Bulletin description.
Prerequisites: Placement by Phase II Exam.

SPAN 312 - Introduction to Reading Hispanic Literary Texts (3 Credits)
Approaches to reading literary texts through carefully selected readings from different genres. D or better for non-Spanish majors. C or better for Spanish majors and minors.
Prerequisites: SPAN 303 or by placement.

SPAN 316 - Business Spanish (3 Credits)
Commercial organizations and business in Spanish-speaking countries, business correspondence, terminology, and techniques in commercial transactions. Standardized examinations available such as the Certificado de la Camara de Comercio de Madrid.
Prerequisites: C or better in SPAN 302 or by placement.

SPAN 317 - Spanish Phonetics and Pronunciation (3 Credits)
Analysis of and practice in pronunciation, listening comprehension, and dialect recognition based on study of the speech sounds, combinations, patterns, and processes of Spanish phonetics and phonology. Department permission required for transfer students.
Prerequisites: C+ or better in SPAN 302; placement at 300 level of Phase II placement exam.

Cross-listed course: LING 314

SPAN 350 - Spanish Language Study Abroad (3 Credits)
Intensive language practice in native environment with emphasis on oral skills. Instruction by native speakers; community contact and home stay. Prior placement test required. May be repeated once for credit.
Prerequisites: B or better in SPAN 210 or SPAN 211 or by placement at 300 level on Phase II placement exam.

SPAN 360 - Spanish for Healthcare Professionals (3 Credits)
Health professionals' functional and lexical language ability, cultural information, etiquette and protocol necessary to interact with Spanish speakers.
Prerequisites: SPAN 309.

SPAN 375 - Special Topics in Hispanic Literature (3 Credits)
Course content varies and will be announced in the schedule of classes by title. May be repeated as content varies by title.
Prerequisites: SPAN 303 or placement above the SPAN 303 level on Phase II placement exam.

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

SPAN 376 - Special Topics in Hispanic Language and Culture (3 Credits)
Course content varies and will be announced in the schedule of classes by title. May be repeated as content varies by title.
Prerequisites: C or higher in SPAN 302; Placement Exam score of SD or S7.

SPAN 380 - The Cinema of Spain (3 Credits)
Investigation of Spanish cultures through the study of its films and the cinematic medium.
Prerequisites: SPAN 303 or by placement.

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning

SPAN 381 - The Cinema of Latin America (3 Credits)
Investigation of Latin American cultures through the study of films and the cinematic medium. Department permission required for transfer students.
Prerequisites: Placement at 300 level on Phase II placement exam, grade of C+ or better in SPAN 303, or consent of instructor.

SPAN 389 - Special Topics in Hispanic Studies (3 Credits)
Intensive study of selected topics of the Hispanic world. Course content varies and will be announced in the schedule of classes by title. May be repeated as content varies by title. Taught in English.

SPAN 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students. Department permission required for transfer students.
Prerequisites: B or better in SPAN 210 or SPAN 211; Placement at 300 level on Phase II placement exam.

Graduation with Leadership Distinction: GLD: Research

SPAN 400 - Spanish Civilization (3 Credits)
Lectures, readings, and visuals on selected topics of Spanish civilization and its cultural heritage.
Prerequisites: C+ or better in SPAN 303 or placement at 300 level on Phase II placement exam.

Graduation with Leadership Distinction: GLD: Global Learning

SPAN 401 - Latin American Culture (3 Credits)
Lectures, visuals, and readings on selected topics of Spanish American civilization and its cultural heritage.
Prerequisites: SPAN 312.

SPAN 404 - Literary Tendencies and Masterpieces of Spain (3 Credits)
A survey of the masterworks and literary tendencies of Spain.
Prerequisites: SPAN 312.

SPAN 405 - Literary Tendencies and Masterpieces of Spanish America (3 Credits)
A survey of the masterworks and literary tendencies of Spanish America.
Prerequisites: SPAN 312.

Cross-listed course: LASP 371

SPAN 410 - Advanced Oral Communication for the Professions (3 Credits)
Designed to develop linguistic functions such as supporting opinions and hypothesizing, as well as communicative strategies and vocabulary that are essential to effective communication in Spanish in the workplace.
Prerequisites: SPAN 309, SPAN 310.
SPAN 417 - Advanced Spanish for Business and the Professions (3 Credits)
Vocabulary, concepts, and oral/written skills necessary to communicate effectively in the social, cultural, or economic infrastructure of Hispanic countries. Introduction to the use of technology for the acquisition and processing of materials relevant to students’ professional goals.
Prerequisites: SPAN 316.

SPAN 475 - Advanced Special Topics in Hispanic Literature (3 Credits)
Course content varies and will be announced in the schedule of classes by title. May be repeated as content varies by title.
Prerequisites: D or better in SPAN 312 or by placement.

SPAN 476 - Advanced Special Topics in Hispanic Language and Culture (3 Credits)
Course content varies and will be announced in the schedule of classes by title. May be repeated as content varies by title. This course will be taught in Spanish.
Prerequisites: D or better in SPAN 303 or by placement.

SPAN 498 - Advanced Special Topics in Hispanic Studies (3 Credits)
Course content varies and will be announced in the schedule of classes by title. May be repeated as content varies by title. Taught in English.

SPAN 499 - Senior Seminar (3 Credits)
A special seminar devoted to the in-depth study of selected subjects in Hispanic literature, culture, or language. Required for the intensive major in Spanish.
Prerequisites: 3.00 GPA; 18 hours of 300-level Spanish.

Graduation with Leadership Distinction: GLD: Research

SPAN 500 - Contemporary Spain (3 Credits)
Analysis and discussion of 20th-century Spanish history and the sociocultural forces that have contributed to define this country's national identity. Taught in Spanish.
Prerequisites: SPAN 303 for Undergraduates, Phase II placement exam above SPAN 303.

Graduation with Leadership Distinction: GLD: Global Learning

SPAN 501 - Contemporary Spanish America (3 Credits)
Analysis and discussion of 20th-century Spanish American history and the sociocultural forces that have contributed to define this area's national identities. Taught in Spanish.
Cross-listed course: LASP 501

SPAN 513 - Introduction to Professional and Technical Translation (3 Credits)
Introduction to translation and practice of skills required for professional and technical Spanish/English translation.
Prerequisites: SPAN 409.

SPAN 515 - Introduction to Spanish Linguistics (3 Credits)
Phonology, morphology, and syntax of modern Spanish.
Prerequisites: SPAN 303, Phase II placement exam above SPAN 303.

SPAN 516 - The Structure of Modern Spanish (3 Credits)
Description of the grammatical structures of Modern Spanish. Intensive study of the theory and practice of word formation and sentence structure of Spanish.
Cross-listed course: LING 554

SPAN 517 - Contrastive English-Spanish Phonetics and Phonology (3 Credits)
Introduction to the study of phonetics and phonology and their application to the sounds and sound systems of English and Spanish. Includes transcription practice and discussion of relevance to teaching.
Cross-listed course: LING 514

SPAN 518 - Introduction to Spanish Medieval Literature (3 Credits)
Survey of Spanish literature from its first manifestations to La Celestina. Introduction; early works; the epic; 13th- through 15th-century prose and verse; Berceo, Alfonso X, Juan Ruiz, Marques de Santillana; others.
Prerequisites: SPAN 312 for undergraduates.

SPAN 524 - Renaissance and Golden Age Literature (3 Credits)
Survey of the works of Garcilaso, the Spanish mystics, Lope, Quevedo, Tirso, Calderon, Gongora and others.
Prerequisites: SPAN 312 for undergraduates.

SPAN 534 - Nineteenth-Century Spanish Literature (3 Credits)
Survey of the works of the major literary figures of the period.
Prerequisites: SPAN 312 for undergraduates.

SPAN 538 - Twentieth-Century Spanish Literature (3 Credits)
Survey of major peninsular writers from the Generation of '98 to the present.
Prerequisites: SPAN 312 for Undergraduates.

SPAN 541 - Colonial Spanish-American Literature to Neoclassicism (3 Credits)
Survey of pre-Columbian poetry and of texts dating from the time of Columbus to the end of the Colonial period.
Cross-listed course: LASP 541

SPAN 543 - Spanish-American Literature from the Independence Through Modernism (3 Credits)
Survey of the most significant works of the Independence through Modernism.
Prerequisites: SPAN 312 for Undergraduates.

SPAN 550 - Advanced Language Study Abroad (3 Credits)
Intensive language practice in native environment with special emphasis on oral skills. Instruction by native speakers; extensive community contact and home stay. Prior placement test required.

SPAN 555 - Spanish-American Literature from Modernism Through 1960 (3 Credits)
Survey of the most significant works of this period.
Prerequisites: SPAN 312 for undergraduates.

SPAN 557 - Contemporary Spanish-American Literature (3 Credits)
Survey of the most significant works from 1960 to the present.
Cross-listed course: LASP 471

SPAN 575 - Special Topics in Spanish (3 Credits)
Course content varies and will be announced in the schedule of classes by title. May be repeated as content varies by title.
Prerequisites: D or better in SPAN 312 or graduate standing.

SPAN 615 - Intensive Readings in Spanish (3 Credits)
Intensive reading for non-majors. Graduate students fulfill their foreign-language requirement with successful completion of the course.
Undergraduates may take the course as an elective only by permission.
Speech (SPCH)

SPCH 140 - Public Communication (3 Credits)
Introduction to theory and practice of oral communication in public, social, and institutional contexts. Includes foundational and cumulative training in the invention, performance, and critical analysis of oral communication, with emphasis on argumentation, persuasion, audience analysis, delivery, and ethical forms of engagement.
Carolina Core: CMS
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

SPCH 145 - Online Public Communication (3 Credits)
Introduction to theory and practice of live and recorded online spoken communication in public, social, and institutional contexts. Training in invention, performance, and critical analysis of online spoken communication, including audience analysis, persuasion, delivery, and ethical engagement. Includes significant practice in preparing and presenting live online public communication.
Carolina Core: CMS, INF

SPCH 150 - Speaking Anxiety Reduction Laboratory (1 Credit)
Exercises, techniques, and demonstrations aimed toward reducing public speaking anxiety. Not for major credit.
Corequisite: THEA 140 or THEA 230.

SPCH 201 - Popular Communication and Public Culture (3 Credits)
Examination of historical and popular communication conflicts, texts, and events. Offers an introduction to critical concepts and analysis of public speech, rhetoric, and cultural discourse.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

SPCH 213 - Communicating Moral Issues (3 Credits)
Moral issues confronting men and women in contemporary society and the challenges of communicating effectively about them. Topics will vary but may include access to health care, euthanasia, abortion, same sex marriage and the moral and environmental consequences of eating animals.
Cross-listed course: PHIL 213
Carolina Core: CMS

SPCH 230 - Business and Professional Speaking (3 Credits)
Fundamentals of oral communication within business and professional settings. Includes performance.
Carolina Core: CMS
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

SPCH 260 - Argumentation and Debate (3 Credits)
Preparing and delivering the debate. Academic debate serves as a model.
Carolina Core: CMS

SPCH 330 - Small Group Communication (3 Credits)
The development of the skills and methods of effective participation in teams, committees, and other small groups.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

SPCH 331 - Organizational Communication (3 Credits)
Examines communication behavior and networks within organizations through the study of major theories of organizational communication, identifies and defines primary concepts, and applies them to organizational scenarios and case studies.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

SPCH 340 - Literature and Performance (3 Credits)
Introduction to the study of literature through performance; reading, analysis, and performance of prose, poetry, nonfiction, and drama.
Cross-listed course: THEA 340

SPCH 380 - Persuasive Communication (3 Credits)
Analysis of the process and functions of persuasive communication.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

SPCH 387 - Introduction to Rhetoric (3 Credits)
Theories of human communication useful for understanding and informing the everyday work of writers. Emphasis on intensive analysis and writing.
Prerequisites: ENGL 101; ENGL 102.

Cross-listed course: ENGL 387
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

SPCH 399 - Independent Study and Research (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

SPCH 411 - Arguments in Cultural Studies (3 Credits)
The study of texts and discourse from contemporary culture drawing from concepts such as politics, television, music, and other popular culture and entertainment.

SPCH 441 - Rhetorical Criticism (3 Credits)
Interpretation and evaluation of communication texts and events such as speeches, media, and social movements. Employs a variety of critical methods and approaches.

SPCH 448 - Contemporary Political Rhetoric (3 Credits)
Analysis and evaluation of speeches, political campaigns and controversies over political representation and recognition. Focus on case studies that illustrate the role of speech-making in political campaigns. Offered only in fall semesters in which national elections are held.

SPCH 463 - Great Debates (3 Credits)
A study of debates at the Constitutional Convention, Lincoln-Douglas debates (1858), vice presidential and presidential debates, and other national debates.

SPCH 464 - Speechwriting (3 Credits)
An exploration of the process of advanced policy advocacy emphasizing speechwriting strategies, issues management, and systematic advocacy campaigns.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

SPCH 470 - Rhetoric of Science and Technology (3 Credits)
Rhetorical study of science and technology in contemporary culture, emphasizing the ways scientific texts and technologies make their persuasive appeals.
Prerequisites: ENGL 101, ENGL 102.

Cross-listed course: ENGL 470

SPCH 471 - Rhetoric and the Ancient Roots of Modern Life (3 Credits)
Classical rhetoric and its ongoing influence in the modern world, emphasizing how the study and use of language in ancient Greece and Rome continue to shape modern communication.
Cross-listed course: CLAS 471, ENGL 471
SPCH 472 - Rhetoric and Popular Culture (3 Credits)
Rhetorical study of popular culture, using the methods and theories of cultural analysis to examine how various popular cultural forms work as persuasion.
Prerequisites: ENGL 101; ENGL 102.

Cross-listed course: ENGL 472

SPCH 485 - Women's Rhetoric (3 Credits)
Study of rhetoric by and about women as manifested in speeches, essays, and other rhetorical artifacts.
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: ENGL 485, WGST 485

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

SPCH 486 - African-American Rhetoric (3 Credits)
African-American rhetoric as manifested in speeches, essays, and other rhetorical artifacts.
Cross-listed course: AFAM 486, ENGL 486

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

SPCH 499 - Special Topics in Speech (3 Credits)
Reading and research on selected topics. Course content varies and will be announced in the schedule of classes by title. May be repeated once as topics vary.

Graduation with Leadership Distinction: GLD: Research

SPCH 543 - Communication, Law, and Society (3 Credits)
Examines the role of communication in legal and judicial contexts. Focus on case studies that illustrate the theoretical and practical significance of rhetoric in the work of the courts, lawyers, and public advocacy groups.

Sport & Entertainment Mgmt (SPTE)

SPTE 101 - The Student-Athlete Experience (3 Credits)
Examination of the functions and resources the university provides for students transitioning to college and the problems common to the first-year student-athlete experience.

SPTE 110 - Sport and Entertainment in American Life (3 Credits)
The American sport and entertainment enterprise: background, influences, and trends; collegiate and professional sport organizations; ownership and unionization; media portrayals.

SPTE 195 - Sport and Entertainment Careers (0 Credits)
Introduction of networking, interviewing, and career planning in the sport and entertainment industry.

SPTE 201 - Introduction to Sport Management (3 Credits)
Introduction to sport management industry career fields.

SPTE 202 - Introduction to Live Entertainment Management (3 Credits)
The study of underlying themes in entertainment management and its application to music, family shows, and other live entertainment business venues.

SPTE 203 - Introduction to Event and Venue Management (3 Credits)
An overview of the history, impact, types, and trends of events and venues, the principles of event planning, the role of venues, and career options in each field.

SPTE 240 - Business Law (3 Credits)
Formation of contracts and their operation as they apply to business; promissory notes and checks; agency and employment.

SPTE 274 - Computer Applications in Hospitality, Retail, and Sport Management (3 Credits)
Administrative tasks for computer usage, including software and hardware selection, applications, and solutions.

SPTE 295 - Practicum (6 Credits)
Supervised work experience in a sport or entertainment management area selected by the student with approval of advisor. Contract approved by advisor or department chair is required for undergraduate students.
Prerequisites: SPTE 195, SPTE 201 and SPTE 274.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

SPTE 302 - Artist Representation and Management (3 Credits)
This course focuses on the role of the manager in the entertainment industry and his or her relationships with artists, agents, buyers and industry executives.
Prerequisites: SPTE 202.

SPTE 303 - Live Entertainment Tour Management (3 Credits)
This course puts a fine point on performance tour management logistics, including booking, scheduling, shipping, budgeting, movement of equipment, and artist management challenges, including entertainment production.
Prerequisites: SPTE 202.

SPTE 305 - The Business of NASCAR (3 Credits)
The course is designed to present an overall view of the NASCAR industry through a series of guest speakers, who are subject matter experts in their respective NASCAR-related fields.

SPTE 310 - Collegiate Athletics (3 Credits)
Students are provided with an overview of college athletics. Though the course will cover the NJCAA and NAIA, it will particularly focus upon the NCAA, and more specifically, upon the business of "Big-Time" intercollegiate athletics.

SPTE 315 - NCAA Compliance (3 Credits)
Students will gain a basic understanding of NCAA Division I rules and regulations while learning how the rules are applied to member institution. An overview of the operations of an NCAA Division I compliance office and coaching regulations will be provided as well.

SPTE 320 - Sport and the Law (3 Credits)
Laws and regulatory bodies affecting the management of sport personnel, facilities, and events.
Prerequisites: SPTE 240 or equivalent.

Graduation with Leadership Distinction: GLD: Research

SPTE 325 - Resort and Club Recreation Programming (3 Credits)
Management of club and resort sport complexes.

SPTE 330 - The Summer Olympic Games (3 Credits)
Examination of the Summer Olympic Games and its impact on sport, entertainment, hospitality, tourism and the host community.

SPTE 335 - The Business of Baseball (3 Credits)
Overall view of the sport of baseball from a business perspective.

SPTE 340 - The Sporting Goods Industry (3 Credits)
Principles of manufacturing and retailing applied to the sporting goods industry.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPTE 342</td>
<td>Sport and Entertainment Contracts and Negotiations (3 Credits)</td>
<td>The formation and negotiation of contracts in Sport and Entertainment Management.</td>
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<td><strong>Prerequisites:</strong> SPTE 240 or ACCT 324 or equivalent.</td>
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<tr>
<td>SPTE 376</td>
<td>Risk Management in Sport and Entertainment (3 Credits)</td>
<td>Theoretical and practical approaches to managing risk in Sport and Entertainment venues and events.</td>
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<td></td>
<td><strong>Prerequisites:</strong> SPTE 240 or ACCT 324 or equivalent.</td>
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<tr>
<td>SPTE 380</td>
<td>Sport and Entertainment Marketing (3 Credits)</td>
<td>Marketing theory and practice and how it relates and applies to sport and entertainment.</td>
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<td><strong>Prerequisites:</strong> MKTG 350.</td>
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<tr>
<td>SPTE 385</td>
<td>Ethics in Sport and Entertainment Business (3 Credits)</td>
<td>The objective of this course is to familiarize students with the ethical issues that exist in the business of sport and entertainment. Students will learn theories of ethics and how they relate to issues faced by managers in the sport and entertainment industry. Ethical theories and philosophies – deontology, utilitarianism, and virtue - will be driving the discussions and understandings of ethical decision-making in this class.</td>
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<td><strong>Prerequisites:</strong> MKTG 350.</td>
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<tr>
<td>SPTE 399</td>
<td>Independent Study (1-6 Credits)</td>
<td>Students will have an opportunity to explore a specific area of sport and entertainment management. Individual students will indentify an area of study related to sport and entertainment management and complete a research paper on this topic under the guidance of the instructor.</td>
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<td><strong>Graduation with Leadership Distinction:</strong> GLD: Professional and Civic Engagement Leadership Experiences</td>
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<tr>
<td>SPTE 402</td>
<td>Entertainment and the Law (3 Credits)</td>
<td>Performing arts and entertainment industries’ social, economic, and legal issues, in addition to the development and role of entertainment in society, will be analyzed—from its roots to the present.</td>
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<td><strong>Prerequisites:</strong> SPTE 240.</td>
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<tr>
<td>SPTE 404</td>
<td>Promoting Entertainment Events (3 Credits)</td>
<td>This course should provide students with an understanding of various methods of promotion and approaches to the application of advertising and publicity in the broad spectrum of modern media.</td>
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<td><strong>Prerequisites:</strong> SPTE 240.</td>
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<tr>
<td>SPTE 410</td>
<td>Sport and Entertainment in Popular Culture (3 Credits)</td>
<td>Investigation of sport and entertainment as critical facets of American society.</td>
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<tr>
<td>SPTE 415</td>
<td>Sport in Film (3 Credits)</td>
<td>This class invites students to consider a variety of classic and contemporary, international and domestic sports films featuring heroes and villains from baseball, basketball, boxing, football, soccer and other sports stages. Students will develop a rhetorical analysis of socially significant sport films after exposure to numerous critical perspectives.</td>
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<td><strong>Prerequisites:</strong> MKTG 350.</td>
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<tr>
<td>SPTE 430</td>
<td>Sport and Entertainment Services Marketing (3 Credits)</td>
<td>Basic principles required to promote a service marketing strategy in sport and entertainment.</td>
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<td><strong>Prerequisites:</strong> MKTG 350.</td>
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<tr>
<td>SPTE 435</td>
<td>Spectator Facilities Management (3 Credits)</td>
<td>Programming, marketing, public relations, fiscal considerations, operation, labor relations, personnel, and event management for spectator sports and entertainment events.</td>
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<tr>
<td>SPTE 440</td>
<td>Sport and Entertainment Business and Finance (3 Credits)</td>
<td>Economic and finance theories applied to the management of sport and entertainment organizations.</td>
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<td><strong>Prerequisites:</strong> FINA 363 or FINA 333.</td>
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<tr>
<td>SPTE 444</td>
<td>Sports and Entertainment Event Management (3 Credits)</td>
<td>Application of management principles to sports and entertainment events.</td>
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<td><strong>Prerequisites:</strong> SPTE 380, SPTE 440.</td>
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<tr>
<td>SPTE 450</td>
<td>Sales in Sport and Entertainment Business (3 Credits)</td>
<td>Students will be provided with an overview of the sales process and learn how the sales process applies to sport and entertainment while using hands on exercises to perpetuate the understanding of the importance of sales.</td>
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<td><strong>Prerequisites:</strong> MKTG 350.</td>
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<tr>
<td>SPTE 490</td>
<td>Special Topics in Sport and Entertainment Management (3 Credits)</td>
<td>Current topics and trends in sport, live entertainment, and venue management. Content varies by title. May be repeated once.</td>
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<td><strong>Prerequisites:</strong> SPTE 440 and 444; 114 credit hours.</td>
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<tr>
<td>SPTE 495</td>
<td>Internship in Sport and Entertainment Management (6 Credits)</td>
<td>Placement with a sport or entertainment organization for a supervised learning experience in the student’s career specialization area.</td>
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<td><strong>Prerequisites:</strong> SPTE 440; 114 credit hours.</td>
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<tr>
<td>SPTE 499</td>
<td>Senior Thesis (3 Credits)</td>
<td>A senior thesis related to one of the advanced courses in the major program.</td>
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<td><strong>Prerequisites:</strong> minimum GPA of 3.50 in major courses, 3.30 overall.</td>
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<tr>
<td>SPTE 501</td>
<td>Trends and Issues in Sport and Entertainment Management (3 Credits)</td>
<td>Trends and Issues in Sport and Entertainment Management.</td>
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<tr>
<td>SPTE 545</td>
<td>Managing Part-Time Employees and Volunteers (3 Credits)</td>
<td>Recruiting, hiring, training, and retaining part-time employees and volunteers in sport and entertainment.</td>
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<td><strong>Prerequisites:</strong> SPTE 380, SPTE 440.</td>
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<tr>
<td>SPTE 550</td>
<td>The Business of Esports (3 Credits)</td>
<td>This course is designed to provide students with an overview of the business of esports. It will focus on the history of video games from creation to the present and will also cover the various business elements of the modern, competitive esports environment.</td>
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<tr>
<td>SPTE 560</td>
<td>Performing Arts Management and Leadership (3 Credits)</td>
<td>The study of performing arts management as it relates to nonprofits and organizational structure.</td>
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<td><strong>Prerequisites:</strong> C or better in SPTE 202 and SPTE 380.</td>
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</tbody>
</table>
SPTE 565 - Business of Broadway (3 Credits)
The study of the management of Broadway productions from script to play, including the creative process, business ventures, production houses, and investor relations.
Prerequisites: SPTE 202 and SPTE 380; C or higher for SPTE majors.

SPTE 570 - Special Topics in Global Sport (3 Credits)
This course examines a variety of global sport and entertainment management issues. The emphasis will be on an understanding of the concepts related to the sport and entertainment management in an international setting. Content varies by title. May be repeated once.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

SPTE 580 - Business Principles in Sport Management. (3 Credits)
Business principles in the management of public and private sector sport programs.

SPTE 585 - Sports Economics (3 Credits)
This course focuses on issues relevant to sport, entertainment, and related industries. The goal of the class will be for students to understand both basic and complex concepts within economics in a sport and entertainment context, in order to grasp the importance of economic decision-making.

SPTE 590 - Special Topics in Live Entertainment and Sport (3 Credits)
Investigation of Special topics pertinent to the sport and entertainment management industry. Content varies by title. May be repeated twice.

SPTE 635 - Sport and Entertainment Event Development (3 Credits)
Business concepts needed to develop sport and entertainment special events.

SPTE 640 - Venue Management: Principles and Practices (3 Credits)
Managing public assembly facilities and venues.
Prerequisites: SPTE 203 or equivalent.

SPTE 650 - Integrated Marketing Communication in Sport and Entertainment (3 Credits)
Use of integrated marketing communication concepts, theories, and strategies in sport and entertainment.
Prerequisites: MKTG 350.

SPTE 655 - Social Media in Live Entertainment and Sport (3 Credits)
In-depth investigation of social networks, digital platforms, and online marketing for the live entertainment and sport industries.

Statistics (STAT)

STAT 110 - Introduction to Statistical Reasoning (3 Credits)
A course in statistical literacy. Topics include data sources and sampling, concepts of experimental design, graphical and numerical data description, measuring association for continuous and categorical variables, introduction to probability and statistical inference, and use of appropriate software. Credit given only for STAT 110 or STAT 112.
Carolina Core: ARP

STAT 112 - Statistics and the Media (3 Credits)
Statistics and the Media. (3) Statistical and information literacy. Experimental and survey design; descriptive statistics; basic probability; simple confidence intervals and hypothesis tests; statistical software; collection, management, and evaluation of information; and presentation of statistics in the media. Credit given for only STAT 110 or STAT 112.
Carolina Core: ARP, INF

STAT 201 - Elementary Statistics (3 Credits)
Introduction to the fundamentals of modern statistical methods, including descriptive statistics, probability, random sampling, simple linear regression, correlation, tests of hypotheses, and estimation.
Prerequisites: MATH 111 or MATH 115 or STAT 110.

Carolina Core: ARP

STAT 205 - Elementary Statistics for the Biological and Life Sciences (3 Credits)
Introduction to fundamental statistical methods with applications in the biological and life sciences. Includes descriptive statistics; probability; one and two-sample models for population means; contingency tables (including relative risk, odds ratios, case-control studies, and estimation of sensitivity and specificity); linear regression; logistic regression; aspects of survival analysis, and ANOVA.
Prerequisites: MATH 111 or higher.

Carolina Core: ARP

STAT 206 - Elementary Statistics for Business (3 Credits)
Fundamental statistical methods with applications in business. Includes descriptive statistics, graphical methods, probability, distributions, sampling, inference, contingency tables, and linear regression.
Prerequisites: MATH 111 or higher.

Carolina Core: ARP

STAT 209 - Introduction to Experimental Design (3 Credits)
Techniques of experimentation based on statistical principles with application to quality improvement and other fields. Full and fractional factorial designs for factors at two levels; dispersion effects; related topics.
Prerequisites: C or higher in MATH 122 or MATH 141; or both MATH 111 or higher and any statistical class.

STAT 509 - Statistics for Engineers (3 Credits)
Basic probability and statistics with applications and examples in engineering. Elementary probability, random variables and their distribution, random processes, statistical inference, linear regression, correlation and basic design of experiments with application to quality assurance, reliability, and life testing. May not be taken concurrently with or after STAT 513, STAT 515, or STAT 516. Not for C.A.S., M.A.S., or Ph.D credit in Statistics.
Prerequisites: MATH 142 or equivalent.

STAT 511 - Probability (3 Credits)
Probability and independence; discrete and continuous random variables; joint, marginal, and conditional densities; moment generating functions; laws of large numbers; binomial, Poisson, gamma, univariate and bivariate normal distributions.
Prerequisites: C or better in MATH 241.
Corequisite: MATH 241.

Cross-listed course: MATH 511
STAT 512 - Mathematical Statistics (3 Credits)
Functions of random variables, order statistics, sampling distributions, central limit theorem, quality of estimators, interval estimation, sufficient statistics, minimum-variance unbiased estimator, maximum likelihood, large-sample theory, introduction to hypothesis testing.
Prerequisites: C or better in STAT 511 or MATH 511.

STAT 513 - Theory of Statistical Inference (3 Credits)
Hypothesis testing, Neyman-Pearson lemma, likelihood ratio tests, power, the theory of linear models including multiple linear regression and ANOVA, the Chi-square goodness-of-fit test, Chi-square inference for contingency tables, Bayesian inference, and advanced topics including survival analysis (only if time permits).
Prerequisites: C or better in STAT 512.

STAT 515 - Statistical Methods I (3 Credits)
Applications and principles of elementary probability, essential discrete and continuous probability distributions, sampling distributions, estimation, and hypothesis testing. Inference for means, variances, proportions, one-way ANOVA, simple linear regression, and contingency tables. Statistical packages such as SAS or R. May not be taken concurrently with or after STAT 509, STAT 513, or STAT 516. Not for CAS, MAS, MS, or PhD credit in Statistics.
Prerequisites: C or higher in MATH 122 or MATH 141; or both MATH 111 or higher and any statistics class.

STAT 516 - Statistical Methods II (3 Credits)
Applications and principles of linear models. Simple and multiple linear regression, analysis of variance for basic designs, multiple comparisons, random effects, and analysis of covariance. Statistical packages such as SAS. Not for CAS, MAS, MS, or PhD credit in Statistics.
Prerequisites: C or higher in STAT 515, STAT 509, STAT 512, or equivalent.

STAT 517 - Advanced Statistical Models (3 Credits)
Theory and applications of advanced statistical models. Includes implementation and assessment of generalized linear, nonlinear and nonparametric regression, mixed effect, repeated measures, multivariate regression, and spatial models.
Prerequisites: STAT 512 or STAT 516 or equivalent.

STAT 518 - Nonparametric Statistical Methods (3 Credits)
Applications and principles of nonparametric statistics. Classical rank-based methods, and selected categorical data analysis and modern nonparametric methods. Statistical packages such as R.

STAT 519 - Sampling (3 Credits)
Techniques of statistical sampling in finite populations with applications in the analysis of sample survey data. Topics include simple random sampling for means and proportions, stratified sampling, cluster sampling, ratio estimates, and two-stage sampling.
Prerequisites: C or higher in STAT 515, STAT 509, STAT 512, or equivalent.

STAT 520 - Forecasting and Time Series (3 Credits)
Time series analysis and forecasting using the multiple regression and Box-Jenkins approaches.
Prerequisites: STAT 516 or MGSC 391.

Cross-listed course: MGSC 520

STAT 521 - Applied Stochastic Processes (3 Credits)
An introduction to stochastic processes, including conditional probability, Markov chains, Poisson processes, and Brownian motion. Incorporates simulation and applications to actuarial science.
Prerequisites: C or higher in STAT 511.
STAT 582 - Bayesian Networks and Decision Graphs (3 Credits)
Normative approaches to uncertainty in artificial intelligence.
Probabilistic and causal modeling with Bayesian networks and influence diagrams. Applications in decision analysis and support. Algorithms for probability update in graphical models.
Prerequisites: CS 350, STAT 509, or STAT 515.
Cross-listed course: CSCE 582

STAT 587 - Big Data Analytics (3 Credits)
Foundational techniques and tools required for data science and big data analytics. Concepts, principles, and techniques applicable to any technology or industry for establishing a baseline that can be enhanced by future study.
Prerequisites: STAT 509, STAT 513, or STAT 515.
Cross-listed course: CSCE 587

STAT 588 - Genomic Data Science (3 Credits)
This course focuses on quantitative knowledge for interdisciplinary applications in genetics as well as hands-on experience in analyzing genetic data. In this course, students will have programming exercises in using analysis tools to conduct genome-wide analysis, annotation, and interpretation of genetic data using R/Bioconductor packages.
Prerequisites: C or better in STAT 201 or higher.
Cross-listed course: BIOL 588

STAT 591 - Data Analysis for Teachers (3 Credits)
Introduction to statistics for elementary, middle, and high school teachers. The fundamentals of data collection, descriptive statistics, probability, and inference with special focus on methods of teaching statistical reasoning. For M.A.T. (excluding mathematics) / M.Ed. / M.T. and nondegree credit only.
Cross-listed course: SMED 591

STAT 599 - Topics in Statistics (1-3 Credits)
Course content varies and will be announced in the schedule of courses by title.

STAT 600 - Statistics for Applied Management (3 Credits)
Introduction to data collection, descriptive statistics, and statistical inference with examples from hospitality, retail, sport, and entertainment management. Focus on selecting, implementing, and interpreting the appropriate statistical methods using software such as Excel and SPSS. Not for minor or degree credit in Mathematics or Statistics. Does not prepare students for STAT 516, STAT 518, STAT 519 or STAT 525.

STAT 650 - AP Statistics for Teachers (3 Credits)

SWAH 122 - Basic Proficiency in Swahili (3 Credits)
Practice and further development of essential listening, reading, speaking, and writing skills. Offered in spring and summer II semesters.
Prerequisites: SWAH 121.

SWAH 201 - Intermediate Swahili (3 Credits)
Development of reading, speaking, listening, and writing skills; introduction of East African culture. SWAH 201 offered in fall, SWAH 202 offered in spring.

SWAH 202 - Intermediate Swahili (3 Credits)
Development of reading, speaking, listening, and writing skills; introduction of East African culture. SWAH 201 offered in fall, SWAH 202 offered in spring.

SWAH 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

Theatre (THEA)

THEA 120 - Laboratory Theatre Production (1 Credit)
Procedures for implementation of processes involved in the Laboratory Theatre Production Program. Supervised preparation of all performance and production elements involved in the collaborative process of theatre production. Course content varies according to season production program. Permission of Instructor or by audition. May be repeated for credit.

THEA 121 - Theatre Running Crew Laboratory. (1 Credit)
Procedures and processes of running crews for the Mainstage Theatre Production Program. Collaborative teamwork through supervised participation in various theatre production running crews (management, scenic, lighting, sound, costumes and makeup). Course content varies according to season production program. May be repeated for credit.

THEA 122 - Theatre Performance Laboratory (1 Credit)
Preparation and procedures of the rehearsal and performance processes for the Mainstage Theatre Production Program. Collaborative teamwork through supervised participation in an acting company. Course content varies according to season production program. By audition only. May be repeated for credit.

THEA 123 - Theatre Production Studio (1 Credit)
Procedures and processes for the Mainstage Theatre Production Program. Collaborative teamwork through supervised participation in various theatre production student crews (scenic, lighting, sound, costumes, makeup, and promotions). Course content varies according to season production program. By audition only. May be repeated for credit.

THEA 170 - Fundamentals of Acting (3 Credits)
Introduction to the art and craft of acting. Practical exploration through improvisation and scripted scene work. Includes a brief history of the development of modern acting techniques.
Carolina Core: A1U

THEA 172 - Basic Stage Makeup (1 Credit)
The study and application of the principles of the art of makeup for the theatre.
THEA 181 - Shakespeare in Performance (3 Credits)
Introduction to Shakespeare's works on page, stage, and screen. Emphasis placed on performances of scripts. History of Shakespeare's works/productions, stage/screen technique. Viewings of film adaptations required.
Carolina Core: AIU

THEA 200 - Understanding and Appreciation of Theatre (3 Credits)
An introduction to the understanding and appreciation of theatrical experience. Attendance at theatrical performances required.
Carolina Core: AIU

THEA 201 - Introduction to Theatre Studies (3 Credits)
Introduction to methods of analyzing and interpreting drama, with emphasis on play structure, genre, and style. Designed for the theatre major in preparation for theatre scholarship, performance, production, and design.
Graduation with Leadership Distinction: GLD: Research
THEA 221 - Stage Management Laboratory (2 Credits)
Supervised participation in theatre stage management. May be repeated once for credit.
Prerequisites: THEA 120 and THEA 121.

THEA 225 - Introduction to Stage Management (3 Credits)
An introduction to the roles of the stage manager throughout theatrical productions that include pre-production planning, oversight of the rehearsal process, running technical rehearsals and performances, and completing post-production duties.

THEA 230 - Make-up Design for Theatre and Film (3 Credits)
Theory and practice of make-up design for theatre and film. The application of analytical and research skills in the visual development of the character.

THEA 240 - Beginning Voice and Speech (3 Credits)
Study and practical application of voice and speech fundamentals in performance. Emphasis on speaking with ease, power and clarity to impact an audience.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences
THEA 241 - Voice and Speech Studio (1-3 Credits)
Training in vocal skills needed by actors such as dialect, verse speaking and voice for a variety of media. Maybe repeated for credit.
Prerequisites: THEA 240.

THEA 252 - Stage Costume Construction (3 Credits)
An introductory course in the principles and practice of costume construction.

THEA 253 - Stagecraft (3 Credits)
A beginning course in the principles and practice of scenic technology.

THEA 270 - Beginning Acting (3 Credits)
An exploration of the acting process through scene study. Focus will be on developing the actor's personal technique, emphasizing emotional truthfulness and authenticity.
Prerequisites: THEA 170 or declaration of major.

THEA 280 - Elements of Design for Theatre Production (3 Credits)
Foundational application of design principles and vocabulary as applied to the creative process in production design for theatre. Play analysis, creative and visual thinking, and graphic representation.

THEA 283 - Introduction to Theatre Sound Design (3 Credits)
Introduces the students to the basic principles of sound design and technology. Related topics include physics of sound, use and maintenance of equipment, script analysis, and creative thinking.

THEA 288 - Introduction to Stage Lighting (3 Credits)
Principles and practices of theatrical lighting design. Course not available for major credit.

THEA 340 - Literature and Performance (3 Credits)
Introduction to the study of literature through performance; reading, analysis, and performance of prose, poetry, nonfiction, and drama.
Cross-listed course: SPCH 340

THEA 359 - Theatrical Imagery (3 Credits)
The theory and application of visual imagery in theatrical design; identification and selection of historical motifs.

THEA 369 - Japanese Culture and Society through Theatre (3 Credits)
Introduction to Japanese traditional theatre and its influences on Japanese culture and society. Taught in English.
Cross-listed course: JAPA 351

THEA 370 - Intermediate Acting (3 Credits)
Development of acting skills through study of acting techniques emphasizing emotional truthfulness and authenticity. Application to scene study, monologues and auditions. Intensive script analysis for character development.
Prerequisites: THEA 170 or THEA 270.

THEA 372 - Acting from a Physical Point of View (3 Credits)
Development of physical acting skills related to modern acting techniques emphasizing emotional truthfulness and authenticity. Promoting the experience of full body awareness and expressiveness in character development and storytelling. Includes performative states of relaxation, balance and presence and ensemble work.

THEA 373 - Movement Laboratory (1 Credit)
Training in specific physical skills for actors: stage combat, mime, folk dance, tap dance, etc. May be repeated for credit.

THEA 375 - Inner Mastery Thought Movement (3 Credits)
A mind/body integration course designed for performing artists.

THEA 380 - Production Design for Theatre (3 Credits)
Principles of production design in scenery, costumes, lighting and sound. Play analysis, periods styles, creative and visual thinking and graphic representation.
Prerequisites: THEA 280.

THEA 399 - Independent Study and Research (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

THEA 425 - Advanced Stage Management (3 Credits)
Delving deeper into the role of the stage manager in theatrical productions that includes problem solving, adapting to challenging situations, and distinguishing the various responsibilities of production assistants, assistant stage managers, and production stage managers and their collaborative contributions.
Prerequisites: C or better in THEA 225.

THEA 440 - Advanced Voice and Speech for the Actor. (3 Credits)
Advanced vocal techniques as applied to performance. Specific skills covered may include vocal flexibility and range, vocal dynamics, dialects, and voice-over technique.
Prerequisites: THEA 240.
THEA 442 - Accents and Dialects for the Actor (3 Credits)
Study and practical application of major accents and dialects used by actors in performance. Emphasis on acquiring the skills necessary for independent learning of an accent or dialect.
Prerequisites: C or better in THEA 240.

THEA 444 - Voice Over and Voice Acting (3 Credits)
Principles and practice of a wide range of voice-over including commercial and narrative styles. Development of character voice as applied to animation, gaming and/or other audio storytelling. Focus is on practical skills necessary for the profession.
Prerequisites: C or better in THEA 240.

THEA 450 - Musical Theatre Workshop (2 Credits)
Intensive musical theatre training in areas of song interpretation, musical theatre, dance, voice and acting.
Cross-listed course: DANC 450, MUSC 450

THEA 452 - Special Topics in Costume Technology (3 Credits)
A specialty skills course for advanced students of theatrical costume design and technology. Topics will include tailoring, fabric modification, needle arts, millinery, etc. Course may be repeated as topics vary.
Prerequisites: THEA 252.

THEA 453 - Computer Aided Drafting for Theatre (3 Credits)
Develop basic and intermediate skills in using computer aided drafting programs for theatrical designs and technical drawings.

THEA 480 - History of Cinema I (3 Credits)
Survey of the international cinema from its inception until 1945. 03: 07/05/2019.

THEA 481 - History of Cinema II (3 Credits)
Survey of the international cinema from 1945 to the present. 03: 07/05/2019.

THEA 489 - Introduction to Costume Design (3 Credits)
Introduction to the basic principles and elements of design as they apply to the costume designer. Script and character analysis, costume rendering, and production unity.
Prerequisites: THEA 280.

THEA 490 - Theatre Capstone Course (3 Credits)
Principles, procedures and practice of the creative and collaborative process. Aspects of the discipline with focus on creative and effective collaboration and communication skills among theatre artists, scholars and technicians. Practical and planning skills for professional success after graduation.
Prerequisites: THEA 270 and THEA 280, and 6 hours from 300 level class or above.

THEA 500 - Selected Topics in Theatre (1 Credit)
A series of courses, each lasting one-third of a semester. Topics and Prerequisites: are announced in the class schedule for each semester.

THEA 510 - Rendering Techniques for the Theatre (3 Credits)
Rendering techniques for the communication of concepts and mood in the design process.

THEA 520 - Playwright's Workshop (3 Credits)
Principles and practice of playwriting. Writing, adapting, and revising plays. May be repeated with consent of department chair.

THEA 522 - Drama in Education (3 Credits)
Comprehensive review of drama strategies, methods and pedagogical practices to be applied to non-drama learning contexts. Practical experience with the necessary skills, philosophies and techniques of drama in education.

THEA 526 - Children's Theatre (3 Credits)
Special problems in producing plays for child audiences.
Prerequisites: THEA 170 and THEA 253.

THEA 527 - Applied Theatre Arts (3 Credits)
Principles and practices of theatre-making within community contexts to address local issues and to provide aesthetic strategies for creative problem solving through theatre.

THEA 529 - Theatre Management (3 Credits)
Problems involved in organizing, administering, and promoting the non-professional theatre.

THEA 530 - Period Styles for Wig and Hair Design (3 Credits)
Research and execution of period styles for wigs, hair, and facial pieces as related to theatrical and media design.
Prerequisites: THEA 230 and THEA 550.

THEA 531 - Theatre Graphics (3 Credits)
Specialized graphic techniques used in the preparation of a theatrical production. Practice in the execution and interpretation of working drawings, perspective sketches, color renderings, scale models, etc.

THEA 540 - Voice and Movement: Practice and Performance (3 Credits)
A variety of vocal and movement techniques that apply to acting and coaching with special emphasis on the physical and vocal processes in performance.

THEA 547 - Global/Contextual Issues in Theatre Education Practice and Performance (3 Credits)
Survey and analysis of current drama teacher practice across international contexts in relationship to global, social and educational change.

THEA 550 - History of Costume (3 Credits)
A survey of clothing through the ages with emphasis on the dress of the actor in significant periods of theatrical activity. From ancient times to present day.

THEA 552 - Stage Costume Pattern Drafting and Drawing (3 Credits)
The principles of pattern making for costume construction using flat-pattern and draping techniques.

THEA 553 - Advanced Stagecraft (3 Credits)
Advanced principles and practice of stagecraft.
Prerequisites: THEA 253 or equivalent.

THEA 554 - Performing Arts Safety (3 Credits)
Study of health and safety hazards for actors, technicians, and audience members.

THEA 555 - Scene Painting for the Stage (3 Credits)
Techniques of scene painting. Application of principles of painting to the stage.

THEA 556 - Stage Design (3 Credits)
Survey of the history and principles of scene design. Assignments will involve drawings, watercolor sketches, and scale models.

THEA 557 - Advanced Scenic Design (3 Credits)
Advanced procedures and techniques of scenic design.
Prerequisites: THEA 556.
THEA 558 - Draping for the Modern Silhouette (3 Credits)
Apparel design through basic draping techniques on industry standard dress forms. Analysis of fit and design, problem solving and interaction of fabric characteristics with style features.
**Prerequisites:** B or better in THEA 551.

THEA 559 - Introductory Methods for K-12 Theatre Certification (3 Credits)
Developmental approaches to drama instruction in K-12 classroom settings.

THEA 561 - History of the Theatre I (3 Credits)
A survey of plays, playwrights, actors, production, and the physical development of theatres from the time of the Greeks to 1660; reading of representative plays required.

THEA 562 - History of the Theatre II (3 Credits)
A survey of plays, playwrights, actors, production, and the physical development of theatres from 1660 to the present; reading of representative plays required.

THEA 563 - History of Modern Theatre (3 Credits)
History of Western Theatre since the early 20th century. Students will be introduced to major figures, plays, and movements and explore influences from the broader culture on theatrical expression.

THEA 565 - African American Theatre (3 Credits)
The major movements, figures, plays, and critical strategies that have marked the development of African American theatre in the 19th, 20th, and 21st centuries.

**Cross-listed course:** AFAM 565, ENGL 565

**Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

THEA 567 - Dramatic Theory I (3 Credits)
A survey of the major works of dramatic theory and criticism, with emphasis on theories of theatrical performance. From Aristotle through 18th-century neo-classicism.

THEA 568 - Dramatic Theory II (3 Credits)
A survey of the major works of dramatic theory and criticism, with emphasis on theories of theatrical performance from the 18th century to the present.

THEA 569 - Dramaturgy (3 Credits)
A study of dramaturgic as it relates to theatrical production. Emphasis on script reading and analysis. Production and new works dramaturgy will be covered.

THEA 570 - Advanced Acting I (3 Credits)
Theory and practice in the development of a role and an understanding of the psychology of the audience-actor relationship.
**Prerequisites:** B or better in THEA 240 and THEA 372 and THEA 370.

THEA 571 - Advanced Acting II (3 Credits)
Technique of performing play scripts with heightened language and styles other than naturalism/reallism. Some examples of genres that may be taught are Classical Greek, Elizabethan, absurdist.
**Prerequisites:** B or better in THEA 240 and THEA 372 and THEA 370.

THEA 572 - Advanced Makeup for Theatre and Film (3 Credits)
Makeup design for specific character types, prosthetics and three-dimensional makeup effects. Special attention to the process of sculpting and modeling for makeup prosthetics.
**Prerequisites:** THEA 230.

THEA 575 - Rehearsal and Performance (3 Credits)
An intensive laboratory course in theatrical and media performances.

THEA 576 - Rehearsal and Performance (3 Credits)
An intensive laboratory course in repertory theatre.

THEA 577 - Special Topics in Physical Theatre (3 Credits)
Research and performance training in selected topics related to physical theatre. Course content varies and will be announced in the schedule of classes by title. May be repeated as topics vary.

THEA 578 - Play Direction I (3 Credits)
A study of the principles, procedures and practice of stage direction, with the selection, analysis, casting, and rehearsal of a one-act play to be presented in the laboratory theatre.
**Prerequisites:** THEA 270, THEA 280, and 6 hours from 300 level or above.

THEA 579 - Play Direction II (3 Credits)
A continuation of THEA 578.
**Prerequisites:** THEA 578.

THEA 581 - Film as Performance (3 Credits)
Study and analysis of film production, performance, and aesthetics.

THEA 582 - Costume Design (3 Credits)
Theory and practice in the design of theatre costumes.

THEA 583 - Advanced Practice in Sound Design (3 Credits)
Advanced study in sound, production and design. Emphasis will be on mounting designs and refining design skills for Theatre, Music, and Media Arts students.

THEA 585 - Design for Communications Media Production (3 Credits)
The study and application of techniques in theatrical stagecraft, design, lighting, costuming, and makeup applicable to specialized fields of communication media.
**Prerequisites:** THEA 253, THEA 351.

THEA 586 - The Articulate Body (3 Credits)
Theoretical and experimental exploration of the major body systems and developmental movements to bring more articulation to the body and more awareness and physical ease in performance.
**Cross-listed course:** DANC 586

THEA 587 - Film and Television Acting (3 Credits)
Theory and practice of film and television acting.
**Prerequisites:** THEA 170.

THEA 588 - Stage Light Design I (3 Credits)
The interrelationship of stage lighting and other production elements. Design techniques, equipment, and script analysis. Laboratory work on departmental productions. Restricted to theatre majors or those having special permission of instructor.

THEA 589 - Adv. Stage Lighting Des. II (3 Credits)
Stage lighting equipment and design techniques. Laboratory work on departmental productions.

THEA 599 - Special Topics in Theatre (3 Credits)
Reading and research on selected topics. Course content varies and will be announced in the schedule of classes by title. May be repeated once as topics vary.
University Campuses (UCAM)

UCAM 110 - Careers in Education (3 Credits)
Role of the teacher and profession of teaching; observation and activities within cooperating schools are involved. Designed to assist students in the career decision-making process. Note: This course might not apply toward associate degrees or Columbia baccalaureate degrees.

UCAM 120 - Effective Reading (3 Credits)
Techniques for reading comprehension and their application through assignments in varied genres and in parallel reading. Class discussions and compositions. Note: May not be used for credit toward any baccalaureate degree.

University Experience (UNIV)

UNIV 101 - The Student in the University (3 Credits)
The purposes of higher education and potential roles of the student within the university. Open to freshmen. Also open to other undergraduate students in their first semester of enrollment.

UNIV 150 - The International Student in the University I (2 Credits)
Building skills and strategies for success in the USA and at USC for international students during their first full credit-bearing semester in the International Accelerator Program.

UNIV 151 - The International Student in the University II (1 Credit)
Building skills and strategies for success in the USA and at USC for international students in their final semester of the International Accelerator Program.

UNIV 201 - Fundamentals of Integrative Learning (1-3 Credits)
Integrates concrete experience with theoretical foundations by reflecting and applying information. Includes a focus on one more experiential pathways such as community service, diversity and social advocacy, global learning, professional/civic engagement, or research. Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships, GLD: Research

UNIV 290 - Special Topics in the Residential College (1 Credit)
Interdisciplinary discussions for residential college students. Course content varies and will be announced in the schedule of classes by title. May be repeated three times as topics vary. Prerequisites: Residence hall students.

UNIV 401 - Senior Capstone Experience (1-3 Credits)
Integration of major program of study and general education; issues of transition into graduate school and/or employment; group project, intensive writing/speaking.

Women & Gender Studies (WGST)

WGST 112 - Introduction to Women's and Gender Studies (3 Credits)
A social science perspective of women in psychological, sociological, historical, anthropological, economic, and political contexts; the changing roles, images, and institutions. Carolina Core: GSS, VSR Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy

WGST 207 - Gender and Culture (3 Credits)
Anthropological study of gender, with emphasis on cross-cultural investigation of the interaction of biological, cultural, and environmental factors including intersections of race, social class, and sexuality as influences gender behavior. 03: 07/05/2019. Cross-listed course: ANTH 207

WGST 210 - Human Life Cycles in Different Cultures (3 Credits)
Childhood, maturity, old age, and gender socialization within the family. Cross-listed course: ANTH 210 Carolina Core: GSS Graduation with Leadership Distinction: GLD: Community Service, GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

WGST 298 - Issues in Women's and Gender Studies (1-3 Credits)
Course content varies and will be announced in the schedule of courses by title. May be repeated as content varies by title. Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 300 - Sex and Gender (3 Credits)
Offers a sociological lens to develop critical ways of thinking about sex and gender as social processes in everyday lives. This course considers how sex and gender shape and affect the experiences of women, men, girls, boys, and individuals who live in the spaces in-between (those who are intersex or transgender) across a wide range of social institutions (family, work, education, politics, etc.). Prerequisites: SOCY 101. Cross-listed course: SOCY 301

WGST 301 - Psychology of Marriage (3 Credits)
The psychological, physiological, and social characteristics of marriage. Cross-listed course: PSYC 301

WGST 399 - Women's and Gender Studies Internship for Non-Majors (3 Credits)
Supervised experience addressing a community organization's needs and allowing the student to explore an aspect of the community related to women's and gender studies issues. Contract approval by advisor required. Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 401 - Senior Capstone Experience (1-3 Credits)
Integration of major program of study and general education; issues of transition into graduate school and/or employment; group project, intensive writing/speaking.
WGST 304 - Race, Class, Gender, and Sexuality (3 Credits)
Historical and contemporary power relationships in race, social class, gender, and sexual orientation.
Cross-listed course: POLI 305, SOCY 304
Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

WGST 305 - Sociology of Families (3 Credits)
Sociological perspectives related to various aspects of family behaviors, roles, and values.
Cross-listed course: SOCY 305
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

WGST 306 - Social Welfare Services for Women and Minorities (3 Credits)
Social welfare services available to women and minorities and the forces that shape these services.
Cross-listed course: SOWK 305
Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

WGST 307 - Feminist Theory (3 Credits)
Historical development of feminist theory and contemporary debates within feminism.
Cross-listed course: POLI 307
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

WGST 308 - African-American Feminist Theory (3 Credits)
An interdisciplinary survey of the contributions of African-American women to feminist theory.
Cross-listed course: AFAM 308
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

WGST 309 - Sexual Diversities (3 Credits)
Introduction and overview of theories, history, literature, politics, legal, health and social issues within human sexual diversities, including the intersections of gender, race, and social class.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

WGST 310 - Psychology of Women (3 Credits)
Women's experiences: childhood and adolescence, work, family, cultural images, adjustment and social change.
Cross-listed course: PSYC 310
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 311 - Minorities, Women, and the Mass Media (3 Credits)
The study of the relationship among persons of color, women, and the mass media.
Cross-listed course: JOUR 311
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

WGST 320 - Sexuality and Gender in Ancient Greece (3 Credits)
Gender roles, standards of sexual behavior, evidence for women's lives, as manifested in ancient Greek literary and archaeological evidence; attitudes toward homosexuality; the modern media's representation of famous Greeks.
Cross-listed course: CLAS 320
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 321 - Sexuality, Gender, and Power in Ancient Rome (3 Credits)
Sexuality as a social construct exemplified in standards of sexual behavior in ancient Rome and their reinforcement of the ruling ideology; feminine virtue, definitions of manliness, attitudes toward homosexuality.
Cross-listed course: CLAS 321
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 333 - Sex, Gender, and Religion (3 Credits)
Gender and sexuality in the shaping of social and individual identity in religious contexts.
Cross-listed course: RELG 333
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

WGST 334 - Feminist Philosophy (3 Credits)
Introduces feminist philosophy and applications to philosophical problems.
Cross-listed course: PHIL 334
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

WGST 335 - Women in China (3 Credits)
Introduces the connection between gender and the Chinese national imagination. Readings include cultural and historical documents that purport to explain the experience of women in China. Readings in English. Taught in English.
Cross-listed course: CHIN 335
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

WGST 351 - The Family in Cross-Cultural Perspective (3 Credits)
Kinship, systems of descent, marriage, and domestic organization in different cultures. Variations in childrearing practices, gender, and other aspects of social relations in kin groups. Cross-listed Course: ANTH 351
Cross-listed course: ANTH 351
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

WGST 352 - Gender and Politics (3 Credits)
Impact of gender on the distribution of power in society; foundations for intersections of gender, race, social class, and sexuality and their economic, social, and political concomitants.
Cross-listed course: POLI 352
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences
WGST 376 - Holy Women (3 Credits)
Holy women from various periods and religious traditions, and how they demonstrate the different ways communities understand ideas of holiness, from piety, martyrdom, monasticism and mysticism to social action.

**Cross-listed course:** RELG 376

**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Leadership Experiences

WGST 379 - Women in Modern Europe (3 Credits)
Survey of women in European history from the eighteenth to the twenty-first century. Focus on women's citizenship beginning with Enlightenment idea of rights through developments in modern feminism.

**Cross-listed course:** HIST 379

**Graduation with Leadership Distinction:** GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

WGST 381 - Gender and Globalization (3 Credits)
Examines the dialectic between globalization and the social construction of gender. Topics include the global assembly line, transnational markets for domestic labor and sex workers, and global feminist alliances.

**Prerequisites:** WGST 111 or WGST 112 or ANTH 102.

**Cross-listed course:** ANTH 381

**Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy, GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

WGST 388 - Cultures, Pregnancy, and Birth (3 Credits)
Anthropological study of pregnancy and birth with a cross-cultural focus comparing the United States to other nations. Examination of cultural factors such as prenatal care, dietary practices, taboos, birth location, practitioners, and birthing styles.

**Cross-listed course:** ANTH 388

**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Leadership Experiences

WGST 392 - Global Women's Health (3 Credits)
This course examines health concerns important in the lives of women around the world through an overview of contemporary issues and challenges in the field of global health, broadly construed.

**Cross-listed course:** ANTH 392

**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Leadership Experiences

WGST 398 - Special Topics in Women's and Gender Studies (1-3 Credits)
Course content varies and will be announced in the schedule of courses by title. May be repeated as content varies by title.

**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Leadership Experiences

WGST 399 - Independent Study (3 Credits)
Contract approved by instructor, advisor, and director of women's studies required for undergraduate students.

**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Leadership Experiences, GLD: Research

WGST 430 - Topics in Women's Studies (1-3 Credits)
Course content varies and will be announced in the schedule of courses by title.

**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Leadership Experiences

WGST 431 - Women's Studies Workshop (1 Credit)
Selected small action-research project on selected issue(s) in women's studies.

**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Leadership Experiences, GLD: Research

WGST 432 - Men and Masculinities (3 Credits)
Overview of psychological, social, physical, and emotional issues related to men's lives.

**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Leadership Experiences

WGST 437 - Women Writers (3 Credits)
Representative works written by women.

**Prerequisites:** C or higher in both ENGL 101 and ENGL 102.

**Cross-listed course:** ENGL 437

**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Leadership Experiences

WGST 445 - LGBTQ+ Literature (3 Credits)
This course will examine LGBTQ+ (lesbian, gay, bisexual, trans, queer, and other nonnormative sexual identities) literatures and cultures.

**Prerequisites:** C or better in ENGL 101 and ENGL 102.

**Cross-listed course:** ENGL 445

WGST 454 - Women and the Law (3 Credits)
Constitutional and statutory case law dealing with gender equality issues. Topics include abortion, affirmative action, pornography, sexual harassment, fetal protection policies, employment discrimination, and women in the military.

**Cross-listed course:** POLI 454

**Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

WGST 464 - History of American Women (3 Credits)
The social, political, and economic roles and changing status of women in America.

**Cross-listed course:** HIST 464

**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Leadership Experiences

WGST 485 - Women's Rhetoric (3 Credits)
Study of rhetoric by and about women as manifested in speeches, essays, and other rhetorical artifacts.

**Cross-listed course:** ENGL 485, SPCH 485

**Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

WGST 487 - Black Women Writers (3 Credits)
An examination of literature by and about black women, including fiction, poetry, drama, and autobiography. This study will focus on issues that emerge from the creative representations of black women and the intersections of race, gender, sexuality, and class that interrogate what is both particular and universal experiences.

**Prerequisites:** ENGL 101; ENGL 102.

**Cross-listed course:** AFAM 487, ENGL 487

**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Leadership Experiences
WGST 499 - Community Service Internship (3 Credits)
Supervised experience addressing a community organization's needs and allowing the student to explore an aspect of the community related to women's studies issues. Contract approval by advisor required.
Prerequisites: WGST 111, WGST 112 or WGST 113, plus one additional WGST course.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences
Experiential Learning: Experiential Learning Opportunity

WGST 551 - Race, Gender, and Graphic Novels (3 Credits)
Representations of race and gender in comics with a special emphasis on the experiences of African Americans.
Cross-listed course: AFAM 515
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 525 - The Psychology of the Midlife Woman (3 Credits)
Biological, social, and psychological aspects of the midlife woman.
Cross-listed course: PSYC 525
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 535 - Ecofeminism (3 Credits)
An exploration of the connections between oppression of women and oppression of nature.
Prerequisites: 3 hours in philosophy beyond the 100 level.
Cross-listed course: PHIL 535
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 541 - Issues in Women's Health (3 Credits)
An exploration of women's health and health care concerns from multiple perspectives.
Cross-listed course: NURS 541
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 554 - Women and Crime (3 Credits)
Impact of gender-based relations on crime and the criminal justice system.
Cross-listed course: CRJU 554
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 555 - Language and Gender (3 Credits)
Approaches to gender and language emphasizing the social grounding of both; how language reflects sociocultural values and is a tool for constructing different types of social organization.
Cross-listed course: ANTH 555, LING 541
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 598 - Special Topics in Women's & Gender Studies (3 Credits)
Course content varies and will be announced in the schedule of courses by title. May be repeated as content varies by title.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 621 - Maternal and Child Health (3 Credits)
Public health issues, social and behavioral science, programs, policies, and services related to maternal and child health in the United States and other countries.
Cross-listed course: HPEB 621
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

Carolina Core Courses
The Carolina Core curriculum has 10 Core components, each with learning outcome and credit hour requirements (http://sc.edu/about/offices_and_divisions/provost/academicpriorities/undergradstudies/carolinacore/requirements/). Honors students have access to additional honors courses (http://students.schc.sc.edu/courses/) that may satisfy Carolina Core requirements.

Integrative Courses (by Major)
Students must complete an integrative course in their chosen major.

College of Arts and Sciences
African-American Studies, B.A.

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<thead>
<tr>
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<td>AFAM 498</td>
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Anthropology, B.A.

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<td>AFAM 366</td>
<td>Medicine, Disease, and Slavery</td>
<td>3</td>
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<tr>
<td>ANTH 261</td>
<td>Human Variation</td>
<td>3</td>
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<tr>
<td>ANTH 319</td>
<td>Principles of Archaeology</td>
<td>3</td>
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<tr>
<td>ANTH 320</td>
<td>Archaeology Theory</td>
<td>3</td>
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<tr>
<td>ANTH 355</td>
<td>Language, Culture, and Society</td>
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<td>ANTH 366</td>
<td>Medicine, Disease and Slavery</td>
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<tr>
<td>ANTH 371</td>
<td>Ethnography of Communication</td>
<td>3</td>
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<tr>
<td>ANTH 381</td>
<td>Gender and Globalization</td>
<td>3</td>
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<tr>
<td>ANTH 518</td>
<td>Visual Cultures</td>
<td>3</td>
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<tr>
<td>ANTH 581</td>
<td>Globalization and Cultural Questions</td>
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<td>GEOG 581</td>
<td>Globalization and Cultural Questions</td>
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<td>LING 340</td>
<td>Language, Culture, and Society</td>
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<td>WGST 381</td>
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Art Education, B.F.A.

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<td>ARTE 565</td>
<td>Field Experience Seminar</td>
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<td>ARTE 571</td>
<td>Directed Teaching in Art</td>
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Art History, B.A.

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<td>ARTH 501</td>
<td>Methodologies of Art History</td>
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<td>ARTH 511</td>
<td>Etruscan Art and Archaeology</td>
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<td>ARTH 514</td>
<td>Topics in Ancient Art</td>
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### ARTH 519
Topics in Medieval Art 3
### ARTH 520
History of Renaissance Painting 3
### ARTH 521
History of Renaissance Sculpture 3
### ARTH 522
History of Renaissance Architecture 3
### ARTH 523
Florentine Art 3
### ARTH 524
Topics in Renaissance Art 3
### ARTH 525
History of Baroque Painting 3
### ARTH 526
History of Baroque Sculpture 3
### ARTH 527
History of Baroque Architecture 3
### ARTH 529
Topics in 18th-Century Art 3
### ARTH 530
History of American Painting 3
### ARTH 531
Florentine Art 3
### ARTH 532
Intermediate Drawing II 3-6
### ARTH 533
Intermediate Ceramic II 3-6
### ARTH 534
Intermediate Ceramic III 3-6
### ARTH 535
Intermediate Ceramic IV 3-6
### ARTH 536
Intermediate Ceramic V 3-6
### ARTH 537
Intermediate Ceramic VI 3-6
### ARTH 538
Intermediate Ceramic VII 3-6
### ARTH 539
Intermediate Ceramic VIII 3-6
### ARTH 540
Intermediate Ceramic IX 3-6
### ARTH 541
Intermediate Ceramic X 3-6
### ARTH 542
Intermediate Ceramic XI 3-6
### ARTH 543
Intermediate Ceramic XII 3-6
### ARTH 544
Intermediate Ceramic XIII 3-6
### ARTH 545
Intermediate Ceramic XIV 3-6
### ARTH 546
Intermediate Ceramic XV 3-6
### ARTH 547
Intermediate Ceramic XVI 3-6
### ARTH 548
Intermediate Ceramic XVII 3-6
### ARTH 549
Intermediate Ceramic XVIII 3-6
### ARTH 550
Intermediate Ceramic XIX 3-6
### ARTH 551
Intermediate Ceramic XX 3-6
### ARTH 552
Intermediate Ceramic XXI 3-6
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Intermediate Ceramic XXII 3-6
### ARTH 554
Intermediate Ceramic XXIII 3-6
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Intermediate Ceramic XXV 3-6
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Intermediate Ceramic XXVI 3-6
### ARTH 558
Intermediate Ceramic XXVII 3-6
### ARTH 559
Intermediate Ceramic XXVIII 3-6
### ARTH 560
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### ARTH 561
Intermediate Ceramic XXX 3-6
### ARTH 562
Intermediate Ceramic XXXI 3-6
### ARTH 563
Intermediate Ceramic XXXII 3-6
### ARTH 564
Intermediate Ceramic XXXIII 3-6
### ARTH 565
Intermediate Ceramic XXXIV 3-6
### ARTH 566
Intermediate Ceramic XXXV 3-6
### ARTH 567
Intermediate Ceramic XXXVI 3-6
### ARTH 568
Intermediate Ceramic XXXVII 3-6
### ARTH 569
Intermediate Ceramic XXXVIII 3-6
### ARTH 570
Intermediate Ceramic XXXIX 3-6
### ARTH 571
Intermediate Ceramic XLI 3-6
### ARTH 572
Intermediate Ceramic XLII 3-6
### ARTH 573
Intermediate Ceramic XLIII 3-6
### ARTH 574
Intermediate Ceramic XLIV 3-6
### ARTH 575
Intermediate Ceramic XLV 3-6
### ARTH 576
Intermediate Ceramic XLVI 3-6
### ARTH 577
Intermediate Ceramic XLVII 3-6
### ARTH 578
Intermediate Ceramic XLVIII 3-6
### ARTH 579
Intermediate Ceramic XLIX 3-6
### ARTH 580
Intermediate Ceramic L 3-6
### ARTH 581
Intermediate Ceramic LI 3-6
### ARTH 582
Intermediate Ceramic LII 3-6
### ARTH 583
Intermediate Ceramic LIII 3-6
### ARTH 584
Intermediate Ceramic LIV 3-6
### ARTH 585
Intermediate Ceramic LV 3-6
### ARTH 586
Intermediate Ceramic LVI 3-6
### ARTH 587
Intermediate Ceramic LVII 3-6
### ARTH 588
Intermediate Ceramic LVIII 3-6
### ARTH 589
Intermediate Ceramic LIX 3-6
### ARTH 590
Intermediate Ceramic LX 3-6
### ARTS 310
Intermediate Painting I 4
### ARTS 311
Intermediate Painting II 4
### ARTS 315
Intermediate Printmaking I: Relief 4
### ARTS 316
Intermediate Printmaking II: Screen 4
### ARTS 320
Intermediate Ceramics I 4
### ARTS 321
Intermediate Ceramics II 4
### ARTS 325
Intermediate Three-Dimensional Studies I 4
### ARTS 326
Intermediate Three-Dimensional Studies II 4
### ARTS 331
Intermediate Drawing II 4
### ARTS 360
Advanced Black & White Photography 4
### ARTS 361
Digital Photography 4
### ARTS 531
Drawing Capstone II 6
### ARTS 560
Photography Thesis: Portfolio 6
### ARTS 561
Photography Thesis: Exhibition 6

### Biochemistry & Molecular Biology, B.S.

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<td>CHEM 541L</td>
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<td>Physical Chemistry Laboratory</td>
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### Biological Sciences, B.S.

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<tr>
<td>BIOL 301</td>
<td>Ecology and Evolution</td>
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<tr>
<td>BIOL 302</td>
<td>Cell and Molecular Biology</td>
<td>3</td>
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<td>BIOL 303</td>
<td>Fundamental Genetics</td>
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### Cardiovascular Technology, B.S.
None

### Chemistry, B.S.

<table>
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<tr>
<td>CHEM 541L</td>
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### Chemistry, B.S.Chem.

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<td>CHEM 541L</td>
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<tr>
<td>CHEM 542L</td>
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### Chinese Studies, B.A.

- None

### Classics, B.A.

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<th>Course</th>
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<tbody>
<tr>
<td>CLAS 305</td>
<td>Greece and Rome in Film and Popular Culture</td>
<td>3</td>
</tr>
<tr>
<td>CLAS 320</td>
<td>Sexuality and Gender in Ancient Greece</td>
<td>3</td>
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<tr>
<td>CLAS 321</td>
<td>Sexuality, Gender, and Power in Ancient Rome</td>
<td>3</td>
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<tr>
<td>CLAS 586</td>
<td>Classical Mythology</td>
<td>3</td>
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<tr>
<td>HIST 305</td>
<td>Greece and Rome in Film and Popular Culture</td>
<td>3</td>
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<tr>
<td>WGST 320</td>
<td>Sexuality and Gender in Ancient Greece</td>
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<tr>
<td>WGST 321</td>
<td>Sexuality, Gender, and Power in Ancient Rome</td>
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### Comparative Literature, B.A.

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<tr>
<td>CPLT 499</td>
<td>Senior Thesis</td>
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<tr>
<td>CPLT 500</td>
<td>What is Comparative Literature</td>
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### Criminology & Criminal Justice, B.A.

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<tr>
<td>CRJU 426</td>
<td>Criminal Justice and Mental Health</td>
<td>3</td>
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<tr>
<td>CRJU 430</td>
<td>Communities and Crime</td>
<td>3</td>
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<tr>
<td>CRJU 554</td>
<td>Women and Crime</td>
<td>3</td>
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<tr>
<td>CRJU 558</td>
<td>Crime Over the Life Course</td>
<td>3</td>
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<tr>
<td>CRJU 563</td>
<td>Race, Crime, and Criminal Justice</td>
<td>3</td>
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<tr>
<td>CRJU 575</td>
<td>The Death Penalty</td>
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<tr>
<td>CRJU 577</td>
<td>Law and Criminal Justice Policy</td>
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<td>CRJU 591</td>
<td>Selected Topics in Criminal Justice</td>
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<tr>
<td>WGST 554</td>
<td>Women and Crime</td>
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## Dance, B.A.

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<tbody>
<tr>
<td>DANC 360</td>
<td>Choreography I</td>
<td>3</td>
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<tr>
<td>DANC 478</td>
<td>Integrated Approaches in Dance Education</td>
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<td>DANC 479</td>
<td>Teaching Internship in Dance Education</td>
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<tr>
<td>DANC 490</td>
<td>Senior Capstone Dance Project</td>
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## Economics, B.A. & B.S.

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<tr>
<td>ECON 436</td>
<td>Introductory Econometrics</td>
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<tr>
<td>ECON 511</td>
<td>Senior Seminar in Economics</td>
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## English, B.A.

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<tbody>
<tr>
<td>AFAM 428A</td>
<td>African-American Literature I: to 1903</td>
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<tr>
<td>AFAM 428B</td>
<td>African-American Literature II: 1903 – Present</td>
<td>3</td>
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<tr>
<td>AFAM 442</td>
<td>African-American English</td>
<td>3</td>
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<tr>
<td>AFAM 486</td>
<td>African-American Rhetoric</td>
<td>3</td>
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<tr>
<td>AFAM 565</td>
<td>African American Theatre</td>
<td>3</td>
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<td>ANTH 442</td>
<td>African-American English</td>
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<tr>
<td>CLAS 471</td>
<td>Rhetoric and the Ancient Roots of Modern Life</td>
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<td>CPLT 301</td>
<td>Great Books of the Western World I</td>
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<td>CPLT 302</td>
<td>Great Books of the Western World II</td>
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<td>CPLT 303</td>
<td>Great Books of the Eastern World</td>
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<td>CPLT 380</td>
<td>Epic to Romance</td>
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<td>CPLT 381</td>
<td>The Renaissance</td>
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<td>CPLT 382</td>
<td>The Enlightenment</td>
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<td>CPLT 383</td>
<td>Romanticism</td>
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<td>CPLT 384</td>
<td>Realism</td>
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<td>CPLT 385</td>
<td>Modernism</td>
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<td>ENGL 360</td>
<td>Creative Writing</td>
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<td>ENGL 370</td>
<td>Language in the USA</td>
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<tr>
<td>ENGL 380</td>
<td>Epic to Romance</td>
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<tr>
<td>ENGL 381</td>
<td>The Renaissance</td>
<td>3</td>
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<tr>
<td>ENGL 382</td>
<td>The Enlightenment</td>
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<tr>
<td>ENGL 383</td>
<td>Romanticism</td>
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<tr>
<td>ENGL 384</td>
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<td>ENGL 385</td>
<td>Modernism</td>
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<tr>
<td>ENGL 386</td>
<td>Postmodernism</td>
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<tr>
<td>ENGL 387</td>
<td>Introduction to Rhetoric</td>
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<tr>
<td>ENGL 388</td>
<td>History of Literary Criticism and Theory</td>
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<td>ENGL 389</td>
<td>The English Language</td>
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<td>ENGL 390</td>
<td>Great Books of the Western World I</td>
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<td>ENGL 391</td>
<td>Great Books of the Western World II</td>
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<td>ENGL 392</td>
<td>Great Books of the Eastern World</td>
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<tr>
<td>ENGL 395</td>
<td>Classical Drama</td>
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<td>Early English Literature</td>
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<td>ENGL 401</td>
<td>Chaucer</td>
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<td>ENGL 402</td>
<td>Tudor Literature</td>
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<td>ENGL 403</td>
<td>The 17th Century</td>
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<td>ENGL 404</td>
<td>English Drama to 1660</td>
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<td>ENGL 405</td>
<td>Shakespeare's Tragedies</td>
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</tbody>
</table>

## Carolina Core Courses

- Shakespeare's Tragedies
- English Drama to 1660
- Tudor Literature
- The 17th Century
- English Drama to 1660
- Shakespeare's Tragedies
ENGL 472 Rhetoric and Popular Culture 3
ENGL 473 Film and Media Theory and Criticism 3
ENGL 485 Women's Rhetoric 3
ENGL 486 African-American Rhetoric 3
ENGL 490 Topics in Advanced Study 3
ENGL 491 Advanced Poetry Workshop 3
ENGL 492 Advanced Fiction Workshop 3
ENGL 493 Advanced Creative Non-Fiction 3
ENGL 499 Thesis 3
ENGL 550 Language of the Professions 3
ENGL 565 African American Theatre 3
ENGL 566 Special Topics in U.S. Film and Media 3
FAMS 566 Topics in US Film and Media 3
LING 301 The English Language 3
LING 345 Language in the USA 3
LING 421 English Grammar 3
LING 431 Development of the English Language 3
LING 440 Language in Society 3
LING 442 African-American English 3
LING 521 Advanced English Grammar 3
MART 593 Special Topics in U.S. Film and Media 3
PHIL 473 Film Theory 3
SPCH 387 Introduction to Rhetoric 3
SPCH 470 Rhetoric of Science and Technology 3
SPCH 471 Rhetoric and the Ancient Roots of Modern Life 3
SPCH 472 Rhetoric and Popular Culture 3
SPCH 485 Women's Rhetoric 3
SPCH 486 African-American Rhetoric 3
THEA 565 African American Theatre 3
WGST 437 Women Writers 3
WGST 485 Women's Rhetoric 3

Environmental Science, B.S.
Course Title Credits
ENVR 201 Environmental Science and Policy I 4
ENVR 202 Environmental Science and Policy II 4

Environmental Studies, B.A.
Course Title Credits
ENVR 201 Environmental Science and Policy I 4
ENVR 202 Environmental Science and Policy II 4

European Studies, B.A.
Course Title Credits
EURO 490 Senior Seminar 3

Experimental Psychology, B.A. & B.S.
Course Title Credits
ANTH 373 Introduction to Language Sciences 3
LING 300 Introduction to Language Sciences 3
PSYC 400 Survey of Learning and Memory 3
PSYC 405 Cognitive Psychology 3
PSYC 410 Behavioral and Mental Disorders 3
PSYC 420 Survey of Developmental Psychology 3
PSYC 430 Survey of Social Psychology 3
PSYC 440 Survey of Personality 3
PSYC 450 Sensation and Perception 3
PSYC 460 Brain and Behavior 3
PSYC 465 Health Psychology 3
PSYC 470 Introduction to Language Sciences 3
PSYC 487 Community Psychology 3
PSYC 503 Psychology of Drug Use and Effects 3
PSYC 507 Cognitive Neuroscience 3
PSYC 510 Child Behavioral and Mental Disorders 3

Film and Media Studies, B.A.
Course Title Credits
ARTH 551 Special Topics in Film and Media Studies 3
ARTH 569 Special Topics in Film and Media Histories 3
ENGL 566 Special Topics in U.S. Film and Media 3
FAMS 510 Topics in Film Media Histories 3
FAMS 511 Special Topics in Film and Media Studies 3
FAMS 566 Topics in US Film and Media 3
FAMS 598 Special Topics in Global Film and Media 3
FORL 598 Special Topics in Global Film and Media 3
MART 591 Special Topics in Film and Media Studies 3
MART 592 Special Topics in Film and Media Histories 3
MART 593 Special Topics in U.S. Film and Media 3
MART 594 Special Topics in Global Film and Media 3

French, B.A.
Course Title Credits
FREN 309 Reading French Texts 3
FREN 310 Advanced Oral Communication 3
FREN 311 French Composition 3

Geography, B.A. & B.S.
Course Title Credits
GEOG 495 Seminar in Geography 3

Geological Sciences, B.S.
Course Title Credits
GEOL 500 Field Geology 4-6

Geophysics, B.S.
Course Title Credits
GEOL 531 Plate Tectonics 3

German, B.A.
Course Title Credits
GERM 420 Medieval German Literature and Culture 3
GERM 430 The German Enlightenment and its Countercurrents 3
GERM 440 German Literature and Culture from 1800-1871 3
GERM 450 German Literature from 1890-1945 3
GERM 460 Post-War and Contemporary German Literature 3

Global Studies, B.A.
- Any integrative course from another department that is included in the Global Studies major.
### Carolina Core Courses

#### History, B.A.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIST 300</td>
<td>Introduction to the History Major: The Historian's Craft</td>
<td>3</td>
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<tr>
<td>HIST 497</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HIST 498</td>
<td>Senior Seminar</td>
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</tr>
<tr>
<td>HIST 499</td>
<td>Senior Thesis</td>
<td>3</td>
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#### Interdisciplinary Studies, B.A.I.S. (College of Arts & Sciences)
- None

#### Interdisciplinary Studies, B.S.I.S. (College of Arts & Sciences)
- None

#### International Studies, B.A.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>POLI 315</td>
<td>International Relations</td>
<td>3</td>
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<tr>
<td>POLI 316</td>
<td>Comparative Politics</td>
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#### Latin American Studies, B.A.

<table>
<thead>
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<tr>
<td>LASP 301</td>
<td>Interdisciplinary Study of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>LASP 496</td>
<td>Senior Seminar</td>
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#### Marine Science, B.S.

<table>
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<th>Course</th>
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<tr>
<td>MSCI 311</td>
<td>Biology of Marine Organisms</td>
<td>4</td>
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<tr>
<td>MSCI 313</td>
<td>The Chemistry of the Sea</td>
<td>4</td>
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<tr>
<td>MSCI 314</td>
<td>Physical Oceanography</td>
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#### Mathematics, B.S.

<table>
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<th>Course</th>
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<tbody>
<tr>
<td>MATH 554</td>
<td>Analysis I</td>
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#### Media Arts, B.A.

<table>
<thead>
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<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>FAMS 598</td>
<td>Special Topics in Global Film and Media</td>
<td>3</td>
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<tr>
<td>FORL 598</td>
<td>Special Topics in Global Film and Media</td>
<td>3</td>
</tr>
<tr>
<td>MART 521A</td>
<td>Media Writing Advanced: Screenwriting</td>
<td>3</td>
</tr>
<tr>
<td>MART 521B</td>
<td>Media Writing Advanced: Feature Film</td>
<td>3</td>
</tr>
<tr>
<td>MART 521C</td>
<td>Media Writing Advanced: Manga and Anime</td>
<td>3</td>
</tr>
<tr>
<td>MART 521D</td>
<td>Media Writing Advanced: Television Writing</td>
<td>3</td>
</tr>
<tr>
<td>MART 571A</td>
<td>Moving Image Advanced: Narrative</td>
<td>3</td>
</tr>
<tr>
<td>MART 571B</td>
<td>Moving Image Advanced: Documentary</td>
<td>3</td>
</tr>
<tr>
<td>MART 571C</td>
<td>Moving Image Advanced: Animation</td>
<td>3</td>
</tr>
<tr>
<td>MART 571D</td>
<td>Moving Image Advanced: Experimental</td>
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<tr>
<td>MART 571E</td>
<td>Moving Image Advanced: Cinematography</td>
<td>3</td>
</tr>
<tr>
<td>MART 571F</td>
<td>Moving Image Advanced: Sound for Motion Picture</td>
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<tr>
<td>MART 581A</td>
<td>New Media Advanced: Site-based and Installation Art</td>
<td>3</td>
</tr>
<tr>
<td>MART 581B</td>
<td>New Media Advanced: Mobile Platforms</td>
<td>3</td>
</tr>
<tr>
<td>MART 581C</td>
<td>New Media Advanced: Media Performance</td>
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</tr>
<tr>
<td>MART 581D</td>
<td>New Media Advanced: Video Game Design</td>
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<tr>
<td>MART 581E</td>
<td>New Media Advanced: Sound Art</td>
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<tr>
<td>MART 594</td>
<td>Special Topics in Global Film and Media</td>
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#### Philosophy, B.A.

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PHIL 490</td>
<td>Senior Seminar in Philosophy</td>
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#### Physics, B.S.

<table>
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<tr>
<td>PHYS 509</td>
<td>Solid State Electronics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 510</td>
<td>Digital Electronics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 511</td>
<td>Nuclear Physics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 512</td>
<td>Solid State Physics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 514</td>
<td>Optics, Theory, and Applications</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 531</td>
<td>Advanced Physics Laboratory I</td>
<td>1-3</td>
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<tr>
<td>PHYS 532</td>
<td>Advanced Physics Laboratory II</td>
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#### Political Science, B.A.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>POLI 315</td>
<td>International Relations</td>
<td>3</td>
</tr>
<tr>
<td>POLI 316</td>
<td>Comparative Politics</td>
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<tr>
<td>POLI 361</td>
<td>Elections and Voting Behavior</td>
<td>3</td>
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<tr>
<td>POLI 368</td>
<td>Interest Groups and Social Movements</td>
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<td>POLI 370</td>
<td>Introduction to Public Administration</td>
<td>3</td>
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<td>POLI 374</td>
<td>Public Policy</td>
<td>3</td>
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<td>POLI 451</td>
<td>Constitutional Law</td>
<td>3</td>
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<td>POLI 462</td>
<td>The Legislative Process</td>
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<td>POLI 504</td>
<td>Politics and Ethics</td>
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#### Religious Studies, B.A.

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<tr>
<th>Course</th>
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<td>RELG 488</td>
<td>Perspective in Religious Studies</td>
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#### Russian, B.A.

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<tr>
<td>RUSS 319</td>
<td>Nineteenth-Century Russian Literature in Translation</td>
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<tr>
<td>RUSS 320</td>
<td>Twentieth-Century Russian Literature in Translation</td>
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#### Sociology, B.A.

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<thead>
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<tbody>
<tr>
<td>SOCY 303</td>
<td>Sociological Research Methods</td>
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<tr>
<td>SOCY 561</td>
<td>Integrative Research Experience</td>
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#### Sociology, B.S.

<table>
<thead>
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<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>SOCY 561</td>
<td>Integrative Research Experience</td>
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#### Spanish, B.A.

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<th>Course</th>
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<tr>
<td>SPAN 312</td>
<td>Introduction to Reading Hispanic Literary Texts</td>
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#### Statistics, B.S.

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<tr>
<td>STAT 513</td>
<td>Theory of Statistical Inference</td>
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<td>Course</td>
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<td>Credits</td>
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<tr>
<td>THEA 490</td>
<td>Theatre Capstone Course</td>
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<tr>
<td>THEA 578</td>
<td>Play Direction I</td>
<td>3</td>
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<tr>
<td>ANTH 381</td>
<td>Gender and Globalization</td>
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<tr>
<td>WGST 381</td>
<td>Gender and Globalization</td>
<td>3</td>
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<tr>
<td>WGST 499</td>
<td>Community Service Internship</td>
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<tr>
<td>MGMT 478</td>
<td>Strategic Management</td>
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<td>MGMT 478</td>
<td>Strategic Management</td>
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<td>BMEN 427</td>
<td>Senior Biomedical Engineering Design I</td>
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<tr>
<td>ECHE 466</td>
<td>Chemical-Process Analysis and Design II</td>
<td>3</td>
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<tr>
<td>ECIV 470</td>
<td>Civil Engineering Design</td>
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<tr>
<td>CSCE 490</td>
<td>Capstone Computing Project I</td>
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<td>CSCE 490</td>
<td>Capstone Computing Project I</td>
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<td>CSCE 490</td>
<td>Capstone Computing Project I</td>
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<tr>
<td>ELCT 403</td>
<td>Capstone Design Project I</td>
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<td>ITEC 564</td>
<td>Capstone Project for Information Technology</td>
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<tr>
<td>EMCH 427</td>
<td>Mechanical Design I</td>
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</tr>
<tr>
<td>HRTM 490</td>
<td>Hospitality Management Strategies</td>
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</tr>
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</table>
### Policies and Regulations

Here you will find helpful information concerning undergraduate admissions and academic regulations for the University of South Carolina System.

#### Admissions Policies and Procedures

**General Information**

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

Applications must be accompanied by a nonrefundable application fee specified on the application form. Application forms are available online at [http://www.sc.edu/admissions/](http://www.sc.edu/admissions/).
Applications submitted more than one year in advance of the anticipated date of enrollment will be acknowledged, but no action will be taken until admission standards for the year in question have been established. The number of students admitted and enrolled in any year will be determined by the capacity of the institution to provide for the educational and other needs of the students and by budgetary or other appropriate considerations. Undergraduate admissions policies and procedures are subject to continuous review by the admissions staff and the Faculty Admissions Committee and may be changed without notice.

Selected applicants who present evidence of special talents for University programs requiring such special talents may be evaluated on the basis of these talents as well as high-school grades and entrance examination scores. The University reserves the right to place conditions on the admission of any student. In the event such action is taken, the conditions will be clearly explained in the letter of acceptance.

Proof of immunity to measles, mumps, rubella and meningitis is required before a student will be allowed to enroll in classes at the University of South Carolina.

Campus visits may be arranged through the University Visitor Center. Individual and group tours of the University leave the Visitor Center during regularly scheduled times on weekdays and by special arrangement. Admissions counselors are available Monday through Friday. The admissions office is usually open throughout the year except for established university holidays. A complete listing of university holidays can be found here [http://www.sc.edu/about/offices_and_divisions/human_resources/benefits/time_away/holidays/](http://www.sc.edu/about/offices_and_divisions/human_resources/benefits/time_away/holidays/).

**Freshman Admission**

A freshman applicant is a person who has not attended a regionally accredited college or university after high-school graduation.

Freshman applicants are encouraged to apply in the fall prior to the fall for which they seek admission, but no later than the December 1 priority deadline. Additional information about current admission deadlines, credential requirements and notification dates can be found on the undergraduate admissions website [http://sc.edu/about/offices_and_divisions/undergraduate_admissions/](http://sc.edu/about/offices_and_divisions/undergraduate_admissions/).

**Assessment of Academic Records**

Freshman applicants who satisfy the course requirements listed above will be evaluated on the basis of demonstrated academic achievement, including grades, rigor of courses, and test scores. These factors will be used to determine the applicant’s probability of completing the requirements for the desired degree. Click here [http://sc.edu/about/offices_and_divisions/undergraduate_admissions/requirements/for_freshmen/admitted_class_profile/](http://sc.edu/about/offices_and_divisions/undergraduate_admissions/requirements/for_freshmen/admitted_class_profile/) to view the profile of the admitted class. The overall strength of the applicant pool strongly impacts one’s chance of admission. When warranted, factors such as extenuating personal circumstances, activities, and evidence of leadership and service will be taken into consideration.

**Transfer Admission**

An applicant who, having graduated from high school, has attended another regionally accredited postsecondary institution and attempted one or more courses is a transfer student, regardless of credit earned. If fewer than 30 semester hours (45 quarter hours) of college-level work have been attempted, the applicant must meet both transfer and freshman entrance requirements.

Additional information about current transfer admission deadlines, credential requirements and notification dates can be found on the undergraduate admissions website [http://www.sc.edu/about/offices_and_divisions/undergraduate_admissions/requirements/](http://www.sc.edu/about/offices_and_divisions/undergraduate_admissions/requirements/).

Note: Deadlines are subject to change at any time. Visit [http://www.sc.edu/admissions](http://www.sc.edu/admissions) for the most up-to-date information.

All applicants for transfer admission must be eligible to return to the last institution attended as a degree-seeking student.

The applicant must submit official transcripts of all previous college courses attempted whether or not credit was earned and regardless of whether the applicant wishes to transfer any credit. An official transcript must be sent directly to the admissions office from each institution attended. Failure to report all attempted college courses may constitute sufficient cause for later dismissal from the University.

Transfer applicants from regionally accredited colleges and universities are required to have a minimum grade point average of 2.25 (on a 4.00 scale) on all college-level courses attempted.

In addition to the general requirements for admission outlined in this section, some departments and colleges within the University set additional requirements that may be higher than the University’s minimum standards. For more specific information concerning entrance requirements for individual colleges and departments, refer to the program section of this bulletin or the undergraduate admissions website.

For the purpose of admission, a transfer grade point average is calculated using all credits attempted and all grades earned on college-level courses (e.g. non-developmental, non-remedial) at other institutions. Colleges within the University have the right to consider all attempted college-level work in determining admission to particular programs and/or advancement into upper-division or professional-level courses. Transfer students should consult the section of this bulletin for the college in which the student plans to study for further information about the use of credits and grades from previous college work. For regulations on graduation with honors, see “Undergraduate Academic Regulations (p. 756).”

Regardless of the point in an academic career at which students enter the University, all must complete the final year (the last 30 semester hours before graduation) enrolled in classes approved by the appropriate dean of the college, school, or campus from which the degree will be granted. Some USC colleges require half of all degree credits to be earned while enrolled at this University.

**Evaluation of Transfer Credits**

Transfer credits to USC must be from regionally accredited institutions for academic courses completed with grades of C- or better. Applicability of credits toward a particular degree is determined by the college or major in which the student enrolls. The number of credits acceptable to the University and the number which may apply toward a particular degree may differ.

Students transferring from non-accredited colleges may be allowed to validate credit after admission to the University. Details of the validation procedure vary and may be obtained from the dean’s office of the college in which the student is enrolled.
Transferability refers to the conditions under which the University accepts credit for inclusion in the student’s record. Transfer courses must have been taken at a regionally accredited post-secondary institution, or, if taken at a foreign post-secondary institution, have been recommended by a NACES-member external evaluation service. Coursework classified as remedial by the University will appear on the student’s record, but will not be used to determine admission eligibility or a transfer GPA. Exceptions to this rule may be made by the Office of the Registrar when state scholarship eligibility rules require inclusion.

Equivalency entails equating transfer credit, both in hours and content, to University of South Carolina coursework. The Registrar’s Office works with USC colleges and schools to coordinate the process of transfer evaluation to equate transfer courses directly to courses in the USC course catalog; to subject codes which represent subjects not offered at USC; or to subject codes that identify courses as remedial/technical/non-accredited coursework. A list of transfer equivalencies for the Columbia catalog of courses can be found at: http://registrar.sc.edu/html/transfertable.stm

Applicability of credit toward a degree refers to the prerogative of academic divisions to count specific credit toward the fulfillment of a student’s degree requirements. The student’s college or school of enrollment is responsible for determining applicability.

However, a transfer course is not applicable towards any University of South Carolina academic program or degree if:

1. The transfer course was essentially remedial in nature (example: Developmental English).
2. The transfer course was occupational or technical in nature (examples: welding, paralegal, radiography courses).
3. A grade lower than 2.0 on a 4 point scale, or equivalent, was earned in the transfer course.
4. The transfer course was taken by a degree-seeking University of South Carolina student without prior approval as described in the Earning Credit in Transient Status section of this bulletin.
5. The transfer course was taken while a student was on an academic suspension from the university.
6. The student received any grade other than W an equivalent course at this university, unless the student was enrolled full time at least one year at the transfer institution.

Exceptions to the rules of applicability may be made only by petition to the dean for undergraduate studies of the College or School in which the student is majoring.

A maximum of 76 semester hours may be transferred for degree credit from a junior college or two-year institution which is accredited by a regional association such as the Southern Association of Colleges and Schools.

A maximum of 30 semester hours of credit by correspondence and credit awarded for educational experiences in the military may be applied toward meeting the requirements for a baccalaureate degree. The 30 semester hours of credit which may be awarded for educational experiences in the military should be in accordance with recommendations published by the American Council on Education and be consistent with University policy on the transfer of credit but will only be applied to a degree program upon the approval of the dean of the college from which the degree is to be awarded.

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

(Information regarding educational benefits to veterans and the children of deceased or disabled veterans may be found in the section on financial aid. Additional information for veterans is available from the Office of Veteran Student Services, University of South Carolina Columbia.)

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

A student planning to pursue work at other institutions or through correspondence must complete this work before attaining senior classification (90 semester hours).

Courses completed at any institution while the student is suspended by the University will not be accepted toward a degree at USC. All college-level coursework attempted under academic suspension will be used to evaluate a student’s eligibility for admission.

Transfer: State Policy and Procedures

Background

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

• An expanded list of 86 courses which transfer to four-year public institutions of South Carolina from the two-year public institutions;
• A statewide policy document on good practices in transfer to be followed by all public institutions of higher education in the State
of South Carolina, which was accepted in principle by the Advisory Committee on Academic Programs and the commission;

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

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

Act 137 directed the commission to adopt the following procedures for the transfer of courses from all two-year public to all four-year public institutions of higher education in South Carolina.

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

Admissions Criteria, Course Grades, GPAs, Validations
2. All four-year public institutions shall issue annually in August a transfer guide covering at least the following items:
   a. The definition of a transfer student and requirements for admission both to the institution and, if more selective, requirements for admission to particular programs.
   b. Limitations placed by the institution or its programs for acceptance of standardized examinations (e.g., SAT, ACT) taken more than a given time ago, for academic course work taken elsewhere, for course work repeated due to failure, for course work taken at another institution while the student is academically suspended at his/her home institution, and so forth.
   c. Institutional and, if more selective, programmatic maximums of course credits allowable in transfer.
   d. Institutional procedures used to calculate student applicants’ GPAs for transfer admission. Such procedures shall describe how nonstandard grades (withdrawal, withdrawal failing, repeated course, etc.) are evaluated; and they shall also describe whether all course work taken prior to transfer or just course work deemed appropriate to the student’s intended four-year program of study is calculated for purposes of admission to the institution and/or programmatic major.
   e. Lists of all courses accepted from each technical college (including the 72 courses in the Statewide Articulation Agreement) and the course equivalencies (including “free elective” category) found on the home institution for the courses accepted.
   f. Lists of all articulation agreements with any public South Carolina two-year or other institution of higher education, together with information about how interested parties can access these agreements.
   g. Lists of the institution’s Transfer Officer(s) personnel together with telephone and fax numbers and office address.
   h. Institutional policies related to “academic bankruptcy” (i.e., removing an entire transcript or parts thereof from a failed or underachieving record after a period of years has passed) so that re-entry into the four-year institution with course credit earned in the interim elsewhere is done without regard to the student’s earlier record.
   i. “Residency requirements” for the minimum number of hours required to be earned at the institution for the degree.

3. Course work (individual courses, transfer blocks, statewide agreements) covered within these procedures shall be transferable if the student has completed the course work with a “C” grade (2.00 on a 4.00 scale) or above, but transfer of grades does not relieve the student of the obligation to meet any GPA requirements or other admissions requirements of the institution or program to which application has been made.
   a. Any four-year institution which has institutional or programmatic admissions requirements for transfer students with cumulative grade point averages (GPAs) higher than 2.00 on a 4.00 scale shall apply such entrance requirements equally to transfer students from regionally accredited South Carolina public institutions regardless of whether students are transferring from a four-year or two-year institution.
   b. Any multi-campus institution or system shall certify by letter to the commission that all course work at all of its campuses applicable to a particular degree program of study is fully acceptable in transfer to meet degree requirements in the same degree program at any other of its campuses.

4. Any course work (individual courses, transfer blocks, statewide agreements) covered within these procedures shall be transferable to any public institution without any additional fee and without any further encumbrance such as a “validation examination,” “placement examination/instrument,” “verification instrument,” or any other stricture, notwithstanding any institutional or system policy, procedure, or regulation to the contrary.

Transfer Blocks, Statewide Agreements, Completion of the A.A./A.S. Degree
5. The following Transfer Blocks/Statewide Agreements taken at any two-year public institution in South Carolina shall be accepted in their totality toward meeting baccalaureate degree requirements at all four-year public institutions in relevant four-year degree programs, as follows:
   • Arts, Humanities, and Social Sciences: Established curriculum block of 46-48 semester hours
   • Business Administration: Established curriculum block of 46-51 semester hours
   • Engineering: Established curriculum block of 33 semester hours
   • Arts and Sciences, curriculum II: Established curriculum block of 48-51 semester hours
   • Teacher Education: Established curriculum block of 38-39 semester hours for early childhood, elementary, and special education students only. Secondary education majors and students seeking certification who are not majoring in teacher education should consult the Arts, Humanities, and Social Sciences or the Math and Science transfer blocks, as relevant, to assure transferability of course work.
   • Nursing: By statewide agreement, at least 60 semester hours shall be accepted by any public four-year institution toward the
baccalaureate completion program (BSN) from graduates of any associate degree program in nursing (ADN), provided that the program is accredited by the National League of Nursing and that the graduate has successfully passed the National Licensure Examination (NCLEX) and is a currently licensed registered nurse.

6. Any “unique” academic program not specifically or by extension covered by one of the statewide transfer blocks/agreements listed in #4 above shall either create its own transfer block of 35 or more credit hours with the approval of CHE staff or shall adopt either the Arts/Social Science/Humanities or the Science/Mathematics block by September 1996. The institution at which such program is located shall inform the staff of the CHE and every institutional president and vice president for academic affairs about this decision.

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

Related Reports and Statewide Documents

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

9. The policy paper entitled State Policy on Transfer and Articulation, as amended to reflect changes in the numbers of transfer blocks and other Commission action since July 6, 1995, is hereby adopted as the statewide policy for institutional good practice in the sending and receiving of all course credits to be transferred.

Assurance of Quality

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

Statewide Publication and Distribution of Information on Transfer

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

12. By September 1 of each year, all public four-year institutions shall on their own Home Page on the Internet under the title “Transfer Policies”:
   a. Print a copy of this entire document (without appendices).
   b. Print a copy of their entire transfer guide.
   c. Provide to the staff of the commission in satisfactory format a copy of their entire transfer guide for placing on the commission’s Home Page on the Internet.

13. By September 1 of each year, the staff of the State Board for Technical and Comprehensive Education shall on its Home Page on the Internet under the title “Transfer Policies”:
   a. Print a copy of this document (without appendices).
   b. Provide to the commission staff in format suitable for placing on the commission's Home Page of the Internet a list of all articulation agreements that each of the sixteen technical colleges has with public and other four-year institutions of higher education, together with information about how interested parties can access those agreements.

14. Each two-year and four-year public institutional catalog shall contain a section entitled “Transfer: State Policies and Procedures.” Such section at a minimum shall:
   a. Publish these procedures in their entirety (except Appendices)
   b. Designate a chief Transfer Officer at the institution who shall
      • provide information and other appropriate support for students considering transfer and recent transfers
      • serve as a clearinghouse for information on issues of transfer in the State of South Carolina
      • provide definitive institutional rulings on transfer questions for the institution's students under these procedures
      • work closely with feeder institutions to assure ease in transfer for their students.
   c. Designate other programmatic Transfer Officer(s) as the size of the institution and the variety
   d. Refer interested parties to the institutional Transfer Guide of the state’s four-year institutions
   e. Refer interested parties to the institution’s and the Commission on Higher Education’s Home Pages on the Internet for further information regarding transfer.

Admission to Columbia Campus for USC System Students

USC-System Common Curriculum

The purpose of the USC-System Common Curriculum is to recognize the essential curricular requirements that already exist at each of our USC institutions which are common to all. Collectively we are in agreement that we share the following competency categories: written and spoken communication, numerical and analytical reasoning, foreign language or culture studies, natural science, and history. As is the current practice, each institution will identify courses which meet the competency requirements and these will be accepted across the USC-System to meet the USC-System Common Curriculum. At each of our USC-system institutions the USC-System Common Curriculum is consistent with the individual institution’s own baccalaureate general education and major program requirements.

The USC-System Common Curriculum is described as follows:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication - Writing</td>
<td>6</td>
</tr>
<tr>
<td>Communication - Speech</td>
<td>3</td>
</tr>
<tr>
<td>Numerical/Analytical Reasoning</td>
<td>6</td>
</tr>
<tr>
<td>Foreign Language or Cultural Studies1</td>
<td>3</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>7</td>
</tr>
</tbody>
</table>
Social or Behavioral Science  
History

1. 3 hours or appropriate placement test score

University of South Carolina system students who wish to apply for admission to the Columbia campus must complete the system transfer application, which is available at [http://www.sc.edu/admissions](http://www.sc.edu/admissions). A student who wishes to be considered for admission from another USC campus must fulfill one of the following requirements:

1. Be in good standing, meet the admission requirements for a baccalaureate degree on the Columbia campus, and have a USC GPA of 2.0 or higher.
2. Be in good standing and have completed 30 semester hours with a GPA of 2.0 or higher on a USC campus.

Some colleges and schools have a higher GPA requirement to be considered for Columbia admission. Please review [http://www.sc.edu/admissions](http://www.sc.edu/admissions) or your intended academic department in the Undergraduate Bulletin for current system transfer requirements and deadlines.

**Admission to South Carolina Honors College**

Regardless of chosen major, qualified students at USC have the opportunity to participate in the University’s Honors College. A special application for admission into the South Carolina Honors College is required. Most students in the college enter as freshmen. Students who have already completed at least one semester - at USC or elsewhere - may apply as transfer students. Details are provided later in this bulletin; please consult the index. Those who wish to participate in the college should contact the Office of Undergraduate Admissions.

**Admission as a Non-Degree-Seeking Candidate**

Applicants who wish to attend the University for one semester or on some limited basis may be approved to do so upon submitting an application accompanied by an explanation of their educational goals. The admissions office reserves the right to determine the proper category of admission and to determine what credentials may be required.

**Special Students**

This category is for part-time applicants who are not interested in earning a degree at USC. A maximum of 30 semester hours may be earned in this category. Applicants who have been officially denied admission as degree-seeking students are not eligible for admission as non-degree students. Courses completed by special students carry full University credit; however, none of the hours is applicable to a degree until the student applies and qualifies for admission to a degree program. Visiting or transient students are required to submit transient permission from their home institution that includes verification of good academic standing. All special applicants who have completed a bachelor’s degree must present official proof of degree. Proof of degree is designated as an official transcript from the degree-granting institution or an official letter from the degree-granting institution certifying the degree and date earned.

**Concurrent**

High-school juniors and seniors who have excelled in their studies may enroll in appropriate courses at the University upon recommendation of the school counselor or principal and with approval of the USC department in which courses are to be taken. Interested students must submit high-school records and test scores that demonstrate exceptional performance and potential for success in college courses.

**Auditor**

An auditor may apply as a special student (see above). Classes that are audited at USC may not be retaken for credit towards a degree later.

**Military Special**

Certification of active duty military status is required.

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

**Readmission of Former Students**

An application for readmission must be submitted by any former student who wishes to return to the University after missing a major (fall or spring) semester. Summer sessions do not count as a major semester in this instance. The readmit application is available at [http://www.sc.edu/admissions](http://www.sc.edu/admissions). Readmission to the University and to the program in which the student was previously enrolled is not automatic. An interview may be requested and some basis for a favorable decision may be required.

The University of South Carolina’s minimum USC GPA requirement for readmission is 2.0, but some colleges and schools have a higher requirement. Please review [http://www.sc.edu/admissions](http://www.sc.edu/admissions) for current readmission requirements.

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

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

A student who leaves the University on suspension must apply for readmission upon completion of the period of suspension and qualify for readmission to the major program requested. To attempt to return to the University prior to the completion of the suspension period requires:
1. an application for readmission and a petition for reinstatement if a major semester has been missed; or
2. a petition for reinstatement if the attempt is being made after notification of suspension but prior to missing a major semester.
A petition for reinstatement is made to the University college from which the student was suspended.

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

Applications should be submitted before these deadlines:
- Fall term: July 1
- Spring term: November 1
- Summer term: April 1

Note: These deadlines are subject to change at any time. Check http://www.sc.edu/admissions/ for the most up-to-date information.

**Admission to Other Programs**

**Evening Program**
Application should be made through the Office of Undergraduate Admissions and all usual requirements for admission must be met.

**Senior and Regional Campuses**
For complete information, consult the admissions office on the campus where the student plans to enroll.

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

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

**Admission of International Students**
The University of South Carolina welcomes the applications of qualified international students. At least six months before the beginning of the semester they wish to enter, and in the case of freshman applicants, at least nine months beforehand, students must send a complete application, including standardized test scores, school records, and financial statements, to the Office of Undergraduate Admissions.

Students who have attended colleges or universities outside of the United States are required to submit a professional credential evaluation of all work completed.

International applicants must be proficient in the English language. A score of 550 or above on the paper version of the TOEFL (Test of English as a Foreign Language) is required. (A score of 210 or higher on the computerized version is required, and a minimum score of 77 on the Internet version is required.) The Office of Undergraduate Admissions also accepts the International English Language Testing System (IELTS) or the PTE Academic Test (PTE). Students must score at least a 6.5 on the IELTS, or at least a 53 on the PTE. English proficiency scores are not required for international students from countries where the primary language of instruction is English nor from graduates of high schools in the United States.

An English proficiency test will be administered to international students, except those from English-speaking countries, upon arrival at the University. All international students must demonstrate sufficient proficiency in written and oral English to progress at the University level. Students who are not proficient in English will be required to take noncredit, concentrated English language training until proficiency is demonstrated.

In addition, freshman applicants must have completed a level of education equivalent to that of students entering from accredited secondary schools in the United States and have superior grades on their school work. Applicants who seek to enter from another college or university in the United States must meet transfer admission requirements.

International applicants will not be allowed to enroll in classes until they establish their ability to pay education expenses. The policies of certain countries have created financial difficulties for their citizens studying at the University. Applicants from these countries will be so notified and required to make an advance deposit of expenses. Applicants from other nations must submit certification of financial support to satisfy this requirement. Some financial assistance from the University is available to qualified international students.

1. Applicants who are not citizens or permanent residents of the United States.

**Placement Examinations**

**Student Orientation and Testing Programs**
All new undergraduate students are expected to take placement tests (math and foreign language) and attend an orientation program (advisement and registration for classes) prior to their enrollment. Information on these programs may be obtained electronically at http://orientation.sc.edu or by calling 803-777-2780. Summer orientation days for parents, freshmen, and transfers are held in June and early July. Abbreviated orientations are also held immediately prior to classes beginning in August, January, and summer school. Optional programs include: Welcome Week, a fall, week-long schedule of events designed to ease the students’ transition to the University environment; and University 101, a semester-long, freshman seminar course offered for University credit.

**Math and Foreign Language Placement Examinations**
All students, both freshmen and transfers alike, must meet the prerequisites for any collegiate math courses that they take at the University of South Carolina.

For foundational math courses at the 100 level, these prerequisites can be met after taking one of two Math Placement Tests (Algebra and Precalculus, respectively) as described at this link (http://sc.edu/study/colleges_schools/artsandsciences/mathematics/study/math_placement/).
Likewise, all freshmen and transfer students must meet the prerequisite requirements for any foreign language courses they take at the University. These prerequisites can be met after taking the Foreign Language Placement Test. Students must take the level of course in which they have placed. For more information is available at this link (http://artsandsciences.sc.edu/language-placement/home/).

Candidates who do not pass a particular placement test are not permitted to repeat that test. The required credits must be obtained instead by enrollment and satisfactory completion of the course(s) involved. Specific information about placement test content and policies may be obtained from the appropriate department.

**Exam Credit**

Baccalaureate degree candidates may qualify for course credit through successful completion of select Advanced Placement (AP) Exams; International Baccalaureate (IB) Exams; College Level Examination Program (CLEP) Exams; Cambridge International A Level Exams; and Defense Activity for Non-Traditional Education Support (DANTES) Exams.

A complete listing of transferrable exam credit and minimum score thresholds can be found here (http://sc.edu/about/offices_and_divisions/registrar/transfer_credits/).

Official exam credit results must be submitted to the University of South Carolina directly from the exam provider.

Multiple successful exam credit scores submitted for the same equivalent course will only be recognized in one instance of the course on students’ official academic record at USC.

Exam credit will be transcribed to the academic record similar to a transfer course. Successful exam scores will be equated directly to courses in the USC course catalog or to subject codes which represent subjects not offered at USC. Exam credit course equivalencies will be posted to the record along with a grade of “CR,” the attempted hours, and earned hours. The exam credit will appear on students’ advising transcript in Self Service Carolina, while only exam credit earned hours will appear on the official transcript.

**Proof of Citizenship**

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

- Copy of the South Carolina driver’s license if the student first became a licensed driver in the state after January 1, 2002;
- A Certified Birth Certificate indicating that you were born in the United States or a territory of the United States;
- Current U.S. Passport or U.S. Passport that has not been expired more than 10 years;
- Certificate of Naturalization — USCIS Form (N-550 or N-570);
- U.S. government issued Consular Report of Birth Abroad;
- Certificate of Citizenship (N-560 or N-561);
- Unexpired U.S. Active Duty/Retiree/Reservist Military ID Card (DOD DD-2)

The University can accept photocopies of birth certificates and other citizenship documents so long as we reserve the right to demand production of the certified original in the event we have any questions about whether the copy is true and accurate, or in the event any of the information on the copy is unreadable.

For more information: http://registrar.sc.edu/html/citizenshipverification.stm

**Behavioral/Criminal Infractions Policy**

The University of South Carolina-Columbia expects students who join its community of scholars to uphold the tenets of the Carolinian Creed and to conduct themselves according to these standards. Therefore, all applicants for undergraduate admission must disclose any school behavioral, academic or criminal infraction charges occurring prior to their enrollment at the university. Questions pertaining to infractions will be asked on the application for admission. Applicants will be instructed to provide any updated information occurring after submission of the initial application for admission. The signature [or electronic signature] section of the application attests to the accuracy and completeness of all questions on the application. Failure to provide complete and correct information is grounds for immediate revocation of admission and cancellation of registration or enrollment at the University of South Carolina.

The questions dealing with infractions will direct the applicant to provide a written description of the infraction, appropriate date(s), and ultimate resolution or current disposition. Applicants disclosing an infraction will be flagged in the admissions system to prevent any definitive admission decision until the infraction is reviewed and the student cleared for final action by the director of admissions.

Behavioral infractions are defined as disciplinary violations at an educational institution (including a college or university) resulting in sanctions including suspension or expulsion since the 9th grade. A designated member of the admissions staff will review the application to first determine academic admissibility. If the student is admissible, the staff member will review the infraction and follow up as necessary, including contacting the applicant’s previous educational institutions. The facts of the case will be documented and sent to the director of admissions who will make the final determination of admission.

Criminal infractions include misdemeanors, felonies or other crimes more serious than minor traffic violations (e.g. speeding, driving without a license, etc.). A designated member of the admissions staff will review the application to first determine academic admissibility. If admissible, the staff member will review the criminal infraction to determine the appropriate course of action. If upon investigation the staff member deems the offense to be minor the case may be documented and referred to the director of admissions for a final determination of admission.

If the infraction is more serious, in most instances the case will be sent to a special ad hoc committee for review and determination of eligibility for admission and enrollment. The committee will have access to all application materials and information regarding the infraction and may at their discretion request additional information from the applicant or appropriate authorities outside the university.
The committee will make a formal recommendation of action to the director of admissions. If the committee approves admission they may also note any special conditions of enrollment or eligibility for on campus housing and/or referral to the campus Judicial Affairs Committee. The final decision will be made by the director of admissions.

The director of admissions will notify the applicant of the final admission decision. If there are special circumstances or conditions on the applicant’s admission these will be communicated to the applicant. If the student is deemed as unfit for university enrollment this will be communicated.

The director of admissions will provide an annual written report to the University Admissions Committee regarding number of cases reviewed and final action in each infraction category.

1 The ad hoc committee may include representation from the following offices: Judicial Affairs, Faculty Senate Committee on Admissions, Housing/Student Affairs, Campus Safety and Counseling Center. The director of admissions or designee will be ex officio and provide staff support to the committee.

Undergraduate Academic Regulations

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

The University reserves the right to make changes in curricula, degree requirements, course offerings, and all academic regulations whenever, in the judgment of the faculty, the president, or the Board of Trustees, such changes are in the best interest of the students and the University.

Registration at the University of South Carolina assumes the students’ acceptance of all published regulations, including both those which appear in this document and all others as applicable in any official announcement such as the Medical School Bulletin, Law School Bulletin, Graduate Studies Bulletin, the University Master Schedule of Classes, or the Carolina Community. Official policies of the University listed below are published in the Carolina Community, which is available online as well as through the Student Government Office or the Office of the Vice President for Student Affairs.

1. Student Rights and Freedoms within the Academic Community
2. Rule of Academic Responsibility and Academic Disciplinary Procedures
3. Grievance Policy and Procedures for Non-Academic Areas
4. University Policy on Use of Alcohol
5. University Policy on Campus Solicitation
6. University Policy on Student Patent and Copyright Matters
7. Student Right to Know

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

The University reserves the right to withdraw any course because of inadequate enrollment. Additional courses may be offered upon application of a sufficient number of students; a minimum of 10 applicants is the usual requirement. Registration in any course may be closed when the maximum enrollment for efficient work has been reached.

Bulletin Rights and Exclusions

Bulletin Rights

An undergraduate student may choose to obtain a degree in accordance with the curricular requirements in force for the particular degree at the time the student first enrolls as a degree-seeking student at any University campus, or under subsequent requirements published while the student is enrolled.

Bulletin Exclusions

The student’s choice is restricted to a specific bulletin and the curricular requirements described therein. Undergraduate students have a period of eight years, inclusive and continuous, in which to claim the rights of a specific bulletin.

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

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

Academic Calendar Policies

Academic Calendar

The University follows an early Semester Calendar, with Fall semester beginning the Thursday of the third full week in August and ending in December before the winter break. Spring classes begin the second Monday of January, provided neither Monday is a holiday (New Years or MLK). For Fall and Spring semesters, there are 70 class days with a minimum of 2100 minutes of instruction for a standard 3 hour class-28 Tuesday and Thursday classes of 75 minutes per class meeting and 42 Monday, Wednesday, Friday classes of 50 minutes per class meeting. All nonstandard one or two day per week classes must meet the minutes of instruction requirements as part of the calendar.
Summer Term

The summer term consists of multiple course sessions between the spring and fall terms.

Students regularly enrolled in the University may take work applicable to their degree during the summer term. Regulations governing the regular academic year also pertain to the summer term.

A complete listing of all courses offered in the summer term will be available by April 1 on the registrar’s Web site under “Master Schedule.” Course sessions and times may vary.

Please refer to the registration calendars on the registrar’s Web site for more detailed information.

Advisement Policies

Academic Advising

When students are accepted into the University, they are assigned an academic advisor. Students are expected to arrange to meet with their advisor at least once a semester to plan their course of study for the following semester. Students who do not know their assigned advisor should obtain this information from the appropriate departmental or academic dean’s office.

Information, advice, and interpretations of University policies offered by advisors do not supersede the official statement of policies and academic regulations described in the University Undergraduate Studies Bulletin. Exceptions to University regulations cannot be made by academic advisors. Any exceptions to the policies and regulations set forth in the University Undergraduate Studies Bulletin must be made by the appropriate College Scholastic Standards and Petitions Committee or by the dean of the college.

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

Classification of Students

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

Undeclared Freshmen

For various reasons it may be impossible or inappropriate for a student to declare a major. Nevertheless, all students will receive advisement in the college most closely related to their interests and abilities. Transient students are subject to the rules of their home institution and may take course work at the University of South Carolina without a declared major. University courses are open to those seeking career advancement or life enrichment and who meet stated course prerequisites. Freshmen who have been accepted by the University, but who are unsure of academic or career goals, may need a period in which to establish their major interest. To accommodate students in these categories, courses which are usually open to students with 30 or fewer hours (freshmen) are open to all students who meet prerequisites published in the University’s Undergraduate Studies Bulletin. Students who have earned 30 semester hours and wish to continue their studies at the University of South Carolina must declare a major in a program in which they meet entrance or progression requirements.

Course of Studies

Students are expected to follow the programs outlined by their school or college as closely as possible, particularly in the first two years when satisfying basic degree requirements and prerequisites for advanced work. Students must pursue required courses in the prescribed sequence. Failure to do so may lead to future schedule difficulties, and students may find that the subjects for which they wish to enroll are either not available or are closed to students with advanced standing. Students who fail to complete successfully all freshman requirements may not enroll in courses in their major field beyond the sophomore level. Students ineligible to continue courses in their major field may take electives until the deficiency is removed. Students who enroll in classes for which prerequisites or other defined requirements have not been met may be removed from these classes. Learning-disabled students who wish to take advantage of University-approved program accommodations must have an academic advisory plan on file with the Office of Student Disability Services and the dean of the college. This plan will be formulated by the student’s academic advisor with the assistance of the Office of Student Disability Services and will contain recommended accommodations which specifically relate to and are consistent with the student’s diagnosed disability. A copy of the student’s academic advisory plan must be provided to the course instructor for the student to be eligible for a particular accommodation. Any substitutions for degree requirements recommended in the student’s academic advisory plan must be referred to the Scholastic Standards and Petitions Committee of the student’s college for action.

Changes in Curriculum

Undergraduate students interested in changing majors should contact the college or school offering the new curriculum the student intends to follow. Once all necessary permissions are obtained, the college or school that offers the new curriculum will notify the Office of the University Registrar to update the student’s record. Curriculum changes can affect loan deferment, scholarship eligibility, athletic participation eligibility, tuition and fee assessment, and international student VISA regulations. For this reason, all curriculum changes must be completed before the end of the free drop/add period in Fall and Spring Terms (in Part of Term 30), and prior to June 1 during the Summer Term. Curriculum change requests that arrive at the Office of the University Registrar after these deadlines will be processed for the following term. Exceptions to this rule may be made in the event that a change request is being made in the semester that student is graduating from the University.

Course Substitutions

Only under unavoidable and exceptional circumstances will the faculty permit substitution for or exemption from the prescribed curricula. When it becomes necessary to request a deviation from the prescribed course of study, students should consult the dean of their college or the head of the department in which they are majoring before preparing a petition listing the substitutions or exemptions sought and the reasons for the request. Petitions are submitted on forms obtainable from the Scholastic Standards and Petitions Committee of the particular college, and must be returned to the dean of the college in which the student is enrolled. Deviations from degree requirements published in the bulletin must be approved by the student’s dean and the head of the student’s major department. The Scholastic Standards and Petitions Committee of each college functions as an appeal board in cases where agreement between the dean, department head, and the student cannot be reached.
Course and Academic Credit Policies

Course Numbering

Courses numbered from 101 to 699 are available at different levels for undergraduate credit. Courses numbered from 700 to 899 may be taken for graduate credit only and are described in the Graduate Studies Bulletin. All courses numbered from 101 to 499 are for four-year baccalaureate degree candidates. Courses numbered from 500 to 699 may be taken by advanced undergraduate and graduate students for undergraduate or graduate credit, respectively. A 500- to 600-level course taken for undergraduate credit cannot later be awarded graduate credit.

Course Credit

The credit value of each course is usually determined by the amount of formal instructional time per week for one semester. At least 700 minutes of instruction (and at least twice that for laboratory time) can be expected per credit hour. The semester hour credit for each course is included in each course description.

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

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

Credit by Examination

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

Transfer Credit

Students transferring to the University from another college or university must, before enrolling in class at the University, have their transcripts evaluated by the University. It is only in the light of such evaluation that students will know definitively the transferability and equivalency of each transfer course. Degree applicability will be determined by the college or school in which the student is enrolled.

Transferability refers to the conditions under which the University accepts credit for inclusion in the student’s record. Transfer courses must have been taken at a regionally accredited post-secondary institution, or, if taken at a foreign post-secondary institution, have been recommended by a NACES - member external evaluation service. Exceptions to this rule may be made by the Office of the Registrar when state scholarship eligibility rules require inclusion.

Equivalency entails equating transfer credit, both in hours and content, to University of South Carolina coursework. The Registrar’s Office works with USC colleges and schools to coordinate the process of transfer evaluation to equate transfer courses directly to courses in the USC course catalog; to subject codes which represent subjects not offered at USC; or to subject codes that identify courses as remedial/technical/non-accredited coursework. A list of transfer equivalencies for the Columbia catalog of courses can be found at: http://www.sc.edu/about/offices_and_divisions/registrar/transfer_credits/course_equivalency.php

Applicability of credit toward a degree refers to the prerogative of academic divisions to count specific credit toward the fulfillment of a student’s degree requirements. The student's college or school of enrollment is responsible for determining applicability.

However, a transfer course is not applicable towards any University of South Carolina academic program or degree if:

1. The transfer course was essentially remedial in nature (example: Developmental English).
2. The transfer course was occupational or technical in nature (examples: welding, paralegal, or radiography courses).
3. A grade lower than 2.0 on a 4 point scale, or equivalent, was earned in the transfer course.
4. The transfer course was taken by a degree-seeking University of South Carolina student without prior approval as described in the Earning Credit in Transient Status section of this bulletin.
5. The transfer course was taken while a student was on an academic suspension from the university.
6. The student received any grade other than W in an equivalent course at this university, unless the student was enrolled full time at least one year at the transfer institution.

Exceptions to the rules of applicability may be made only by petition to the dean for undergraduate studies of the College or School in which the student is majoring.

Effective Summer 2017 for all newly admitted and readmitted students, transfer grade points and GPAs will no longer appear on the USC record. Transfer course equivalencies, grades, attempted hours, and earned hours will appear on students’ advising transcript in Self Service Carolina, while only transfer earned hours will appear on the official transcript.

Earning Credit in Transient Status

Since the University is accountable for the integrity of its degrees, it is essential that degree programs be closely monitored by University faculty. Therefore, students entering the University to seek a degree should expect to complete the majority of their academic work at the University of South Carolina. Normally students who wish to earn more than a semester of credit at another institution should meet all requirements and transfer to that institution. In some programs, and with the permission of the academic dean, students may take up to 18 semester hours of courses in transient status provided they have a 2.00 USC grade point average; the courses are approved in advance by the academic advisor and dean; and the other institution is fully accredited and the course work meets University specifications for transfer credits.

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

Maximum credit limits, published in the Master Schedule of Classes, also vary according to college policy. Students will not be permitted to register for a semester load in excess of that prescribed for their program of study unless they earned an average of B or better on all courses for which they were enrolled (minimum 12 semester hours) for the preceding semester. New students are eligible for an extra course if they submit to the academic dean satisfactory evidence of equivalent academic achievement. Students eligible for an additional course on this basis must obtain prior approval for each course addition from the dean of their college. No course may be added after the last date to change course schedule or drop without a grade of W being recorded, as published in the academic and refund calendars on the registrar’s Web site. (Note: This regulation does not apply to aerospace studies, Army or naval science courses, which may be added to a course program during the regular registration period without special approval.)

Undergraduate students who are enrolled in 12 semester hours or more for the fall, spring, or summer semester are considered full-time for academic purposes. Students who have been verified as learning disabled by the Office of Student Disability Services must be enrolled in 9 semester hours or more for the fall, spring or summer semesters to be considered full-time students with regard to access to University residence halls and eligibility for financial aid, provided this is consistent with their academic advisory plan.

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

Full-time fees for undergraduate students are calculated on 12 to 16 semester hours. Full-time status for graduate students with assistantships is determined by the dean of Graduate Studies.

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

Auditing

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

Auditing a course consists of attending classes and listening without responsibility for any assignments or examinations. An auditor is not responsible for any assignments or examinations. No record of audit shall appear on a transcript unless a student attends 75 percent of the classes.

No credit may be earned in an audited course by examination or otherwise. No audited course may be repeated for credit at a later date except by those students who have been verified as learning disabled by the Office of Student Disability Services and whose academic advisory plan recommends auditing a specific course before it is taken for credit.

The applicant must complete the prescribed procedure for enrollment through the Office of the University Registrar before class attendance will be permitted.

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

Independent Study

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

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

A grade point average of 2.50 or greater is required to enroll in independent study courses. The amount of credit for independent study per semester is limited to 6 hours. Independent study credits applied toward any undergraduate degree may account for no more than 10 percent of the total required credit hours for that degree.

Repetition of Course Work

When a course is repeated, both grades will be entered on the student’s permanent academic record and included in the grade point average, unless the grade forgiveness policy is applied. Course credit toward graduation will be given only once, unless otherwise stipulated in the course description. Many academic programs restrict the number of times a course may be repeated. Consult the college and department section of the bulletin for such restrictions.

International Courses (INTL) / Study Abroad

- **501 — Study Abroad—USC Exchange.** (1-16) This course keeps a USC student active while on a pre-approved USC exchange program.
- **502 — Study Abroad—Non-USC Program.** (1-16) This course keeps a USC student active while on a pre-approved non-USC study abroad program.
- **503 — Study Abroad—Through Another U.S. Institution.** (1-16) This course keeps a USC student active while on a pre-approved non-USC study abroad program through another U.S. institution of higher education.

Senior Privilege - Enrollment in Graduate Courses

A special provision to earn graduate credit is available for USC undergraduate seniors in their final semester who need less than a normal course load to complete baccalaureate requirements. Overload enrollment that includes one or more courses under senior privilege is not allowed. Courses for graduate credit under senior privilege cannot be used toward undergraduate degree requirements. For senior privilege consideration, undergraduate seniors with a 3.00 GPA should submit to The Graduate School, for the graduate dean’s approval, form GS19 endorsed by the student’s advisor, the chair of the department offering the course, and the academic dean for that department. This action should be taken before registration.
Accelerated Degree Programs

Certain academic units offer accelerated programs whereby an undergraduate student with a GPA of 3.40 and 90 or more hours toward the baccalaureate degree may apply graduate credits to a baccalaureate program. Admission can be requested by students in consultation with their academic advisor, their undergraduate dean, and the graduate director of the proposed master’s program. An application form and associated guidelines may be obtained from The Graduate School.

Several of the University’s colleges and schools are involved with a variety of accelerated degree programs. For more information, contact:

Office of Undergraduate Admissions
USC
Columbia, SC 29208
phone 803-777-7700

Registration Policies

Registration

To be officially enrolled in the University students must be academically eligible, complete the registration process with the Office of the University Registrar, and possess a receipt issued by the Office of Financial Services for payment of current academic fees.

Students are expected to complete registration (including the payment of all required fees) by the dates prescribed in the registration calendars on the registrar’s Web site to avoid cancellation of classes and payment of a late registration fee of $5 per day ($350 maximum).

Changes in Enrollment

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

Dropping Courses and Withdrawal

Free Drop/Add Period

During the Free Drop/Add period, undergraduate students have the ability to add and remove courses from their schedule through Self Service Carolina. For each course, the Free Drop/Add period begins during the official first day of the course and extends to a minimum of 6% of the Part of Term in which the course is scheduled. Courses removed during the Free Drop/Add period will not be recorded on a student’s transcript. Details regarding Free Drop/Add dates can be found on the Self Service Carolina log-in page under the “Academics” sections. http://my.sc.edu/codes/

Students are prevented from dropping or adding courses during the Free Drop/Add Period if they have an active registration hold on their record.

Part of Term: Each course is associated with a specific part of the term for the semester or a specific date range in which the course is held. For example, Part of Term can refer to Full Term courses that run the full major semester (fall or spring) or Half Term courses that run only half of a major semester. Each Part of Term has specific drop/add, withdrawal, and withdrawal fail dates. Details regarding Part of Term dates can be found on the Self Service Carolina log-in page under the “Academics” sections.

Course Withdrawal Period

During the Withdrawal Period, undergraduate students have the ability to withdraw from a course with no grade penalty through Self Service Carolina. For each course, the Withdrawal Period begins after the Free Drop/Add Period and extends to a minimum of 72% of the Part of Term in which the course is scheduled. Courses from which a student withdraws during this period are recorded on a student’s transcript as a W; however, the semester hours will not be calculated in the computation of grade point average, count towards earned hours, or count towards graded hours. Courses that have a recorded grade of W will count towards attempted hours. Details regarding course Withdrawal dates can be found on the Self Service Carolina log-in page under the “Academics” sections. https://my.sc.edu/codes/

Students are prevented from withdrawing from courses during the Withdrawal Period if they have an active registration hold on their record.

Course Withdrawal Fail Period

During the Withdrawal Fail Period, undergraduate students have the ability to withdraw from a course with a penalty grade through Self Service Carolina. For each course, the Withdrawal Fail Period begins after the Withdrawal Period and extends up to 100% of the Part of Term in which the course is scheduled. Courses from which a student withdraws with a grade of WF during this period are treated as an F in the evaluation of academic standing, computation of grade point average, and graded hours. Details regarding course Withdrawal Fail dates can be found on the Self Service Carolina log-in page under the “Academics” sections. http://my.sc.edu/codes/

Students are prevented from withdrawing from courses during the Withdrawal Fail Period if they have an active registration hold on their record.

Hardship Withdrawal

During and after the Withdrawal Fail Period, it may be necessary for a student to withdraw from all courses for the semester due to a significant personal hardship (e.g., medical or family emergency, prolonged illness, other medical or traumatic event). In these situations, students are able to petition for a Hardship Withdrawal from courses through the Office of the Dean of Students or the Hardship Withdrawal Committee. Each Palmetto College Campus has an equivalent hardship withdrawal process for managing petitions from students enrolled on their campus.

Hardship Withdrawal petitions, including verified documentation of hardship, submitted during the Withdrawal Fail Period until the last day of courses for the semester will be reviewed by the Office of the Dean of Students. Approved petitions will be submitted to the Office of the Registrar for grade assignments of W for all courses that semester on the student’s transcript.

The Office of the Dean of Students will notify the student’s instructors and their home college of the withdrawal.

Hardship Withdrawal petitions, including verified documentation of hardship, submitted after the last day of courses for the semester will
be reviewed by the Hardship Withdrawal Committee that must include faculty and college/school representation. Approved petitions will be submitted to the Office of the Registrar for grade assignments of W for all courses that semester on the student’s transcript.

Prior to a Hardship Withdrawal decision being made, all documentation is subject to verification by the Office of the Dean of Students and/or the Hardship Withdrawal Committee, including but not limited to class attendance, class participation, or supporting documentation. If false documentation or misrepresented information is submitted, students will be referred for alleged violation of the USC Honor Code and the Hardship Withdrawal request will be denied.

A Hardship Withdrawal to selectively withdraw from some courses, while remaining enrolled in other courses, will be permitted only under exceptional circumstances and must be approved by the Office of the Dean of Students in consultation with appropriate colleges/schools. The Office of the Dean of Students will submit a report of selective withdrawal decisions for verification to the Hardship Withdrawal Committee at the end of each semester.

Information regarding the University’s Withdrawal Refund Appeals procedures can be found in the Fees and Refunds section of the bulletin.

**Title IX Obligations**
Information contained in Hardship Withdrawal petitions is private and not shared with instructors, departments, or colleges/schools outside of the Hardship Withdrawal Committee. However, in accordance with the provisions of Title IX of the Education Amendments Act of 1972 and University policy, if sexual misconduct information is included in a student’s petition, the Office of the Dean of Students and/or the Hardship Withdrawal Committee is obligated to report the matter to USC’s Title IX coordinator.

**Withdrawing via Self-Service Carolina**
Students can withdraw for the semester by withdrawing from all courses on Self Service Carolina. Students are encouraged to consider the Hardship Withdrawal Process if they are withdrawing during the Withdrawal Fail Period.

**Active Duty Military Withdrawal**
Students in the National Guard or armed forces reserves who are placed on active duty by order of the president of the United States or the governor of their state should pursue withdrawal from courses according to the provisions of the University’s policy titled “Withdrawal of Students Called to Active Military Service” (ACAF 3.05). Active duty military personnel who are reassigned during an academic term may also invoke the provisions of this policy. [http://www.sc.edu/policies/ppm/acaf305.pdf](http://www.sc.edu/policies/ppm/acaf305.pdf)

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<tr>
<th>Course Drop and Withdrawal Chart</th>
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<th>Considerations</th>
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<tr>
<td><strong>Name</strong></td>
<td><strong>Minimum Percentage of Class Time</strong></td>
<td><strong>Considerations</strong></td>
</tr>
<tr>
<td>Free Drop/Add Period</td>
<td>0-6% of classes</td>
<td>No Grade</td>
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<td></td>
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<td>• Financial Aid</td>
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<td>• Enrollment status</td>
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<th>Period</th>
<th>Percentage of Classes</th>
<th>Grade</th>
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<tr>
<td>Withdrawal</td>
<td>7-72% of classes</td>
<td>W grade will be recorded on transcript. W grade is not calculated in GPA.</td>
<td>• Financial Aid</td>
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<tr>
<td>Fail</td>
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<tr>
<td>73-100% of classes</td>
<td>WF grade will be recorded on transcript. WF grade is calculated as an F in GPA.</td>
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<td>• Progression towards degree</td>
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<tr>
<td>Hardship</td>
<td>73-100% of classes</td>
<td>W grades will be recorded for all courses for approved petitions. Petitions are subject to review by the Office of the Dean of Students</td>
<td>• Financial Aid</td>
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<td>Withdrawal</td>
<td>Period</td>
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<td>• Refund Appeals Process</td>
</tr>
<tr>
<td>After 100% of classes</td>
<td>W grades will be recorded for all courses for approved petitions. Petitions are subject to review by the Hardship Withdrawal Committee</td>
<td>• Financial Aid</td>
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<td>• Refund Appeals Process</td>
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**Indebtedness**
It is expected that students will discharge any indebtedness to the University as quickly as possible. No diploma, certificate, enrollment verification, or transcript will be issued to or for students who have not made satisfactory settlement with the Office of Financial Services for all of their indebtedness to the University.

**Attendance Policy**

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

Absence from more than 10 percent of the scheduled class sessions, whether excused or unexcused, is excessive and the instructor may choose to exact a grade penalty for such absences. It is of particular importance that a student who anticipates absences in excess of 10 percent of the scheduled class sessions receives prior approval from the instructor before the last day to change schedule as published in the academic and refund calendars on the registrar’s Web site [http://registrar.sc.edu/](http://registrar.sc.edu/).

It must be emphasized that the "10 percent rule" stated above applies to both excused and unexcused absences. Faculty members should notify
classes, specifically in the course syllabi, of the attendance policy which they intend to follow in each class, but it cannot be more restrictive than the “10 percent rule”. It is also recommended that the faculty include a policy statement in their syllabi requesting students to meet with the instructor early in the semester to discuss the consequences of potential excessive absences due to participation in University-sponsored events.

Faculty should consider the following events or circumstances as potentially excusable absences:

- participation in an authorized University activity (such as musical performances, academic competitions, or varsity athletic events in which the student plays a formal role in a University sanctioned event)
- required participation in military duties
- mandatory admission interviews for professional or graduate school which cannot be rescheduled
- participation in legal proceedings or administrative duties that require a student’s presence
- death or major illness in a student’s immediate family
- illness of a dependent family member
- religious holy day if listed on http://www.interfaithcalendar.org
- illness that is too severe or contagious for the student to attend class
- weather-related emergencies

The Student Ombudsperson in the Division of Student Affairs is available to assist faculty members with obtaining or verifying documentation when necessary. The faculty member has complete discretion regarding the specific nature of any accommodation offered in the event of an excused absence. Students should notify faculty members at least two weeks prior to the absence when possible. In all cases, students must contact the faculty member to request an accommodation upon return to class.

Examination Policies

Final Examinations

Final examinations for spring and fall semesters are held during a seven-day period at the close of each semester. Summer examinations are held during a two-day period at the close of each session. Semester examination schedules are published on the registrar’s Web site under the “Calendar” link. The results of these examinations, combined with the grades for class performance, determine the reports given at the end of the semester. No final examination may be held outside of the stated time without the special permission of the dean of the college concerned. Reading Day is specified in the University calendar and no exams, quizzes or required class attendance may be scheduled for that day.

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

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

Students who are absent from any final examination will be given the grade of F on the course if they have not offered an excuse acceptable to the instructor. If excused, they will be assigned a grade of I (see “I” entry under “Grading System”), and may complete the course under the conditions specified by the instructor in the “Assignment of Incomplete Grade” form.

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

Graduating Seniors

No early examinations are given for graduating seniors. Students who have submitted a degree application may attend the graduation ceremony. Diplomas are mailed after final examinations and after a student’s dean has verified that all degree requirements have been met.

Deferred Examinations

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

Grading Policies

Grading System

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

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

Class standing is determined by the quality of a student’s work and the regularity of attendance in lectures and laboratory sessions or other exercises of the course. Grading systems in graduate and professional schools are described in the appropriate bulletins.

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

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

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

FN and UN grades are displayed and calculated as F and U grades on the official transcript.

WF is assigned for student withdrawal from a course after the penalty deadline prescribed in the academic and refund calendars on the registrar's Web site. (See section on "Dropping A Course.") The grade of WF is treated as an F in the evaluation of suspension conditions and grade point average computation.

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

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

T, a Graduate School symbol, is assigned to indicate enrollment in Thesis Preparation (799) and Dissertation Preparation (899). Courses with this symbol will be counted as hours attempted and hours earned. Grade points will not be awarded. For unsatisfactory work the grade of U should be assigned. The grade of I cannot be assigned in courses numbered 799 and 899.

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

NR, No Record, is assigned in the event that the grade is not available at the time final grades are submitted. It is a temporary mark on the transcript and must be replaced by a grade. If replacement does not occur before the last week of the spring or fall semester following the term for which the grade was recorded, a grade of F will be assigned. The NR is ignored in computing the GPA.

**Academic Honor Code Violation**

A transcript notation on the graded course in which the violation occurred denotes “Honor Code Violation.”

**Pass-Fail Grading**

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

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

1. The Pass-Fail grading system is in effect for an indefinite period of time, subject to periodic review.
2. The Pass-Fail option is not available to undergraduate students whose semester or cumulative GPA is less than 2.00.
3. Students are permitted to exercise the Pass-Fail option only on free elective courses.
4. Students are permitted to take no more than eight courses on a Pass-Fail basis during their undergraduate career.
5. A student wishing to exercise the option must have the permission of the dean of the college and the student’s academic advisor. The Pass-Fail Option form (AS-20) is used for this purpose.
6. The option may be elected or revoked by the student no later than the last date for withdrawing from the course without a penalty.
7. Normal prerequisites may be waived for students taking a course on a Pass-Fail basis.
8. Courses taken under this option will be excluded from the calculation of the grade point average.
9. A grade of S will be entered by the Office of the University Registrar for a regularly assigned passing grade; a failing grade will be registered as U.
10. No course carried on a Pass-Fail basis will be counted toward the hours required for either the President’s or the Dean's Honor List.
11. A verified learning-disabled student may take on a Pass-Fail basis an elective or required course which is not in the major if the academic advisory plan so recommends the Pass-Fail option for that course. A student who desires use of this option must apply to the dean of the college at the beginning of the semester. With the approval of the academic dean, learning-disabled students may meet specific degree requirements with a satisfactory grade.

**Spring 2020 Undergraduate Pass-Fail Grading**

Approved by the UofSC Faculty Senate on April 1, 2020

To address complications presented by the COVID19 pandemic, the Faculty Senate Steering Committee approved the following grading accommodations for undergraduate students enrolled in Spring 2020.

- All courses will be graded as originally planned according to grading criteria in course syllabi. After grades are submitted at the end of the semester, undergraduates can choose, on a course-by-course basis, to request a pass/fail grade for the Spring 2020 semester with the exception of Graduate or professional school courses, which can be taken as pass/fail only when deemed appropriate by the program or school Dean.
The following pass/fail scale will be used: Earned grades of A, B+, B, C+, and C will be replaced with SC, earned grades of D+ and D will be replaced with S, and an earned grade of F will be replaced with U.

If students select the S+/S/U grading scale for a course, points will not be factored into the GPA. Courses with S+ and S will count towards earned semester hours.

Courses graded with the S+/S/U scale, under this exception for Spring 2020, will count towards applicable curricular, major, continuation, and graduation requirements. For example, if a course requires a C or better in a prerequisite, students selecting this alternative grading scale would need an S+ in the prerequisite course.

Faculty members will not be aware of students who select the pass/fail grading option when entering final grades. Grades will be entered in the format for which the course was approved.

Students who previously decided to take a course on a pass/fail basis will continue on a pass/fail basis using the University's established S/U system (e.g., S is earned if the grade is D or above and U is earned for grades below D).

For the Spring 2020 semester, undergraduate students who choose to replace a course letter grade with the S+/S/U option must do so no later than July 1, 2020.

This process will occur through the Office of the University Registrar. A form will be available on the University Registrar website for the student to request that a letter grade be replaced with the S+/S/U scale.

UofSC will include a transcript note on all academic records, regardless of grading basis, indicating the extraordinary circumstances of the global public health emergency during Spring 2020.

Because some graduate and professional programs require letter grades to be reflected on transcripts, when necessary, students will be allowed to request an official letter attesting to the letter grade earned in any courses that were converted to S+/S/U. This letter would attest only to grades, not to GPA. We will ensure that those who need evidence of your academic achievements this spring will be able to get it. A form will be available on the University’s website for students to request these letters.

Students will be allowed to retake undergraduate courses in which they earned an S+, S, or U during Spring 2020. Any undergraduate courses retaken under this provision will not count towards the number of courses currently allowed by the current course grade forgiveness policy. In addition, students who were retaking a class for grade forgiveness in Spring 2020 can retake the class another semester, without penalty.

**Grade Point Average**

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

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

**Course Grade Forgiveness**

It is the policy of the University of South Carolina that every currently enrolled, fully admitted, degree-seeking undergraduate earning a D+, D, F, or WF in a University course may take up to two undergraduate courses for a second time for the purpose of grade forgiveness. Both the first and second grades shall appear on the University permanent record, but only the second grade will be used in computing the University of South Carolina cumulative grade point average. An explanatory notice will appear on the record. Once grade forgiveness is applied to a repeated course, the action may not be revoked.

An eligible student wishing to apply the course grade forgiveness policy to a course enrollment may do so at any time during his/her undergraduate enrollment, but no applications will be honored after the degree is awarded. Grade forgiveness can only be applied once per course for a maximum of two courses (not to exceed 8 credits) on a student's undergraduate academic record, without regard to the number of degrees sought. Under the grade forgiveness policy, the forgiven and repeated class must be taken at the University of South Carolina-Columbia campus or a Regional campus. Courses transferred from other institutions are excluded from this policy.

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

Established requirements for repeating classes, admission to, or progression in, specific academic programs of the University take precedence over the grade forgiveness policy. Program or progression grade point averages are not affected by this policy. Refer to the guidelines for each program for specific requirements. Courses intended to be repeated for additional credit, such as research or applied music, are not eligible for grade forgiveness. Semester honors (dean's or president's honor list), or academic standing (scholastic deficiency, probation, suspension), or previous grade point totals will not change retroactively as a result of applying this policy.

Students who have been granted academic forgiveness to reset the grade point average after readmission are not eligible for course grade forgiveness. Please refer to the bulletin entry titled Academic Forgiveness for Former USC Students with Less Than a 2.00 Cumulative GPA.

An eligible student wishing to apply the grade forgiveness policy may begin the process by reading the criteria which must be met and completing the necessary documentation in order to apply grade forgiveness. The criteria and documentation can be found at http://www.sc.edu/about/offices_and_divisions/registrar/transcripts_and_records/grade_forgiveness/index.php (http://www.sc.edu/about/offices_and_divisions/registrar/transcripts_and_records/grade_forgiveness/).

Note that Academic Forgiveness is not the same as Grade Forgiveness. Please refer to the bulletin entry titled Academic Forgiveness for Former USC Students with Less than a 2.00 Cumulative GPA.

**Grade Reports**

Students' grades are reported on Self Service Carolina. Students can also access grade reports in person at the Office of the University Registrar.
Grade Change Policy

Grade changes based on transcription or computation errors shall be reported directly to the Office of the University Registrar on the appropriate grade change form signed by the instructor and the head of the student’s academic unit. Any request for a grade change must be submitted by the instructor no later than one calendar year from the date on which the grade was reported. Beyond this period, grade changes will be considered only in exceptional circumstances and must be handled through the petition procedure of the student’s college. Any other grade change request resulting from enrollment discrepancies, medical withdrawals, or perceived administrative errors (changes to W, WF, audit, credit, S/U, or to I) must be submitted on the appropriate forms with signatures and documentation to the dean of the student’s college for review through the petition procedure. This does not apply to the routine makeup and extension of an I (incomplete) and posting of a permanent grade to replace the recorded NR mark. An I turns into a grade of F after one year; an NR turns into a grade of F after one semester. Special makeup work or examinations to change grades already recorded are not permitted.

Academic Standards Policies

Academic Standards

The following standards for continuing at the Columbia and regional campuses of the University of South Carolina apply to all undergraduate students who first enroll at the Columbia and regional campuses of the University in the fall 2008 semester or thereafter, are admitted to the Columbia and regional campuses of the University in an undergraduate degree program in the fall 2008 or thereafter, or are enrolled in the fall 2010 semester or thereafter, regardless of when first enrolled at the University. Administration of these regulations is the responsibility of the academic deans, who are not empowered to waive any of the provisions.

Academic Review

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

Academic Standing

A student’s academic standing is based on his/her “Total Institutional GPA” and “Total Institutional GPA Hours” which can be viewed in Self Service Carolina at the end of a student’s “Unofficial Academic Transcript” under the heading, “Transcript Totals (Undergraduate).”

Academic Probation

When a student’s Total Institutional GPA at the end of any semester is less than a 2.00, he or she is placed on academic probation.

First-Year Freshmen Academic Recovery Program

First-year freshmen who have less than a 2.00 Total Institutional GPA at the end of their first semester of collegiate enrollment are considered at risk. During the first six weeks of their second semester, these students must participate in an academic coaching session before being eligible to register for courses for the third semester. These sessions will provide students with assistance in academic planning, general advisement, major exploration, degree audit, self-assessments, and success strategies. This requirement is in addition to any made by the student’s college, school, or academic program.

Removal from Academic Probation

When a student’s Total Institutional GPA at the end of any semester is a 2.00 or above, he or she is not on academic probation.

Continuing on Academic Probation

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

<table>
<thead>
<tr>
<th>Total Institutional GPA Hours</th>
<th>Placed on Probation</th>
<th>Continue on Probation (avoid suspension)</th>
<th>Removed from Probation</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-35</td>
<td>below 2.00 Total Institutional GPA</td>
<td>1.500 or higher Total Institutional GPA</td>
<td>2.00 or higher Total Institutional GPA</td>
</tr>
<tr>
<td>36-71</td>
<td>below 2.00 Total Institutional GPA</td>
<td>1.800 or higher Total Institutional GPA</td>
<td>2.00 or higher Total Institutional GPA</td>
</tr>
<tr>
<td>72+</td>
<td>below 2.00 Total Institutional GPA</td>
<td>only with semester reprieve (see below)</td>
<td>2.00 or higher Total Institutional GPA</td>
</tr>
</tbody>
</table>

Semester Reprieve: Regardless of the Total Institutional GPA, a student may continue on probation and avoid suspension if the Current Term grade point average is 2.50 or greater.

First Suspension

Students unable to meet the standards shown above are suspended from the University of South Carolina for one fall or spring semester and the contiguous summer (approximately eight months). Students have the right to appeal their suspension to the petitions committee of the college or school in which they were enrolled when suspended.

Returning After First Suspension

After the suspension has been served, a student will be considered for readmission by the college or school to which the student is seeking admission. A student readmitted following suspension continues on probation and is reviewed for suspension at the end of each fall and spring semester. A Current Term grade point average of 2.50 or higher must be achieved each semester until the Total Institutional GPA reaches the level above which suspension would occur (see chart).

During the first six weeks after returning from a first suspension, students must participate in an academic coaching session before being eligible to register for courses for the following semester. These sessions will provide students with the resources they need to meet their academic goals.

Returning after Subsequent Suspension

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

**Earning Academic Credit While on Suspension**

A student on suspension is given an opportunity to reorder priorities and reassess his or her situation before returning. While serving suspension, a student may not be admitted to, or continue in, any academic program of the University. Credit earned at any other institution while a student is on suspension from the University may not be applied toward a degree from USC, unless approved by the Standards and Petitions Committee of the college to which the student is readmitted. Prior approvals for transient study will be revoked for suspended students.

**Retention in Degree Programs**

Students are reminded that the above regulations are for all undergraduate students in the University. Many colleges and schools offer degree programs that have more stringent requirements for retention in those programs. Failure to meet the academic requirements of those degree programs may result in the student being asked to leave that program. Students should consult the colleges and schools section of the Academic Bulletin to review the specific degree retention requirements.

**Academic Progression and Program Dismissal**

Students dismissed from a program for failing to meet academic progression requirements will be reassigned to Undergraduate Studies and will be advised by the University Advising Center. Students assigned to Undergraduate Studies will have a maximum of two semesters before declaring a new program of study. At the conclusion of two semesters enrolled at full-time status, students who have not declared a major/program within a degree-granting college will have a registration hold placed and will be unable to enroll in coursework.

**Petition Procedures**

In addition to previously specified provisions by which a student may petition to waive the application of this suspension policy, a student suspended by this policy has the right to petition to the appropriate college scholastic standards and petitions committee to waive the application of the suspension rule at any time. Students placed on first suspension who wish to petition for a waiver of the suspension rule may petition only the committee of the college in which they were enrolled at the time of suspension.

**Academic Forgiveness Policy**

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

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

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

A student who has met these conditions and desires academic forgiveness must submit a written request for academic forgiveness to the dean of the college in which the student is enrolled. After verification of the student’s eligibility, the dean shall inform the registrar that academic forgiveness has been granted to the student.

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

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

**Academic Honors Policies**

**Honor Lists**

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

- **President’s Honor List:** a grade point average of 4.00 earned on a minimum of 12 credited semester hours.
- **Dean’s Honor List:** a grade point average of 3.50 or higher earned on a minimum of 12 credited semester hours.

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

**Graduation with Honors**

Graduation with honors will be based on a student’s Total Institutional GPA. Honors designators are determined at the time of graduation and may not be applied retroactively.

To graduate with such honors, a student must have earned at least 60 credit hours applicable toward the degree in residence at the University, 30 credit hours for an associate degree.
The following designations indicate a consistently high level of academic achievement at USC.

**Baccalaureate Degree Designations**
- Summa Cum Laude: a cumulative GPA of 3.95-4.00
- Magna Cum Laude: a cumulative GPA of 3.75-3.949
- Cum Laude: a cumulative GPA of 3.50-3.749

**Associate Degree Designations**
- Highest Honors: a cumulative GPA of 3.95-4.00
- High Honors: a cumulative GPA of 3.75-3.949
- Honors: a cumulative GPA of 3.50-3.749

With Honors from South Carolina Honors College: Any student who completes the requirements of the Honors College, regardless of the major or undergraduate degree, is awarded that degree “With Honors from South Carolina Honors College.”

With Distinction: Any student who earns an undergraduate degree and completes the appropriate requirements will be awarded graduation “With Distinction in [that major].” For details, refer to the degree requirements of specific majors.

With Leadership Distinction: Any undergraduate student who completes Leadership Distinction requirements in community service, diversity and social advocacy, global learning, professional and civic engagement, and/or research as specified by the Provost’s Office, regardless of the major or undergraduate degree, is awarded that degree “With Leadership Distinction in [that track].” For further details, contact the Office of USC Connect.

**Degree Conferral and Graduation Policies**

**In-Residence Requirement**

The last 25% of a student’s degree must be completed in residence at the University, and at least half of the hours in the student’s major courses and in the student’s minor courses (if applicable) must be taken at the University.

The chart below shows the minimum number of hours required to be completed in residence based on the total number of hours required for a degree.

<table>
<thead>
<tr>
<th>Total Number of Hours Required for Degree</th>
<th>Minimum Number of In-residence Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 Hours (Associates Degree)</td>
<td>15 Hours</td>
</tr>
<tr>
<td>70 Hours (Associates Degree)</td>
<td>18 Hours</td>
</tr>
<tr>
<td>120 Hours</td>
<td>30 Hours</td>
</tr>
<tr>
<td>121-124 Hours</td>
<td>31 Hours</td>
</tr>
<tr>
<td>125-128 Hours</td>
<td>32 Hours</td>
</tr>
<tr>
<td>129-132 Hours</td>
<td>33 Hours</td>
</tr>
<tr>
<td>133-136 Hours</td>
<td>34 Hours</td>
</tr>
<tr>
<td>137-140 Hours</td>
<td>35 Hours</td>
</tr>
<tr>
<td>141-144 Hours</td>
<td>36 Hours</td>
</tr>
</tbody>
</table>

Some programs impose greater student residence and/or major requirements.

Regardless of when students enter the University, they must complete the last 25% of the degree before graduation enrolled in classes approved by the appropriate dean of the college, school, or campus from which the degree will be granted. In addition, all degree applicants are urged to confer with the deans of their respective colleges about their programs and degree requirements prior to the beginning of their last semester of residence at the University.

“In residence” means that the student was regularly enrolled at USC; completed courses offered by Columbia or one of the other campuses of the University; was a member of a class which was supervised by a regular faculty member of USC; attended classes on a regular, pre-established schedule; and in other ways conformed to the requirements which are normally connoted by the term “in residence.” In-residence requirements may not be met by courses for which credit is earned by exemption or exam, courses taken by correspondence, or courses for which transfer credit was awarded. Courses taken under the Pass-Fail option meet in-residence requirements. If the student has not established credit for the prescribed number of hours in residence, then the student is not eligible either for graduation with honors or for graduation on the basis of having completed 25% of the degree during the final semesters at the University.

**Application Process**

All candidates for degrees and certificates must file formal applications during the last academic term before graduation with the deans of their respective colleges on forms obtained at the Office of the University Registrar or the appropriate dean’s office. Applications must be filed by the third week of the fall or spring semester in which the degree is to be awarded or within the first 10 days of the first summer session. If the student is not enrolled during the first summer session, the application must be filed within the first week of the second summer session for the student to graduate at the summer commencement.

**Graduation Requirements**

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

**Second Baccalaureate Degree**

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

The following specifications for a second baccalaureate degree apply:

1. The student must meet admission and progression requirements for the second degree, and must have received formal approval to pursue the second degree from both deans.
2. All requirements for the second degree must be fulfilled.
3. The additional requirements for the second degree must include a minimum of 24 semester hours beyond those required for the first degree.
4. No course that satisfies a general education, major, minor, cognate, or requirement other than a free elective for the first degree may be applied to the major field of the second degree.
5. The student must file a separate degree application for the second degree with the appropriate college or school.

Under this policy a student may apply for two degrees at one time or separately. In either case, the student receives two diplomas. It should be noted that a second major does not by itself lead to the conferral of a second degree.
Students who submit two degree applications for the same degree in the same college for a double major will receive one diploma.

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

1. The student must meet admission and progression requirements for the second major.
2. The student must have received approval from both deans for a second major.
3. All requirements for the second major must be fulfilled.
4. All general education and special departmental requirements normally associated with the second major must be fulfilled.
5. In cases where the first major and the second major lead to different degrees, the student must designate one as the official degree of record. A second major eliminates the cognate requirement; however, special departmental requirements normally completed as part of the cognate are not waived.

Fulfillment of the requirements for a second major are indicated on the student's official transcript upon graduation. No notation for a second major is placed on the official transcript for course work completed after graduation.

Students who submit two degree applications for the same degree in the same college for a double major will receive one diploma.

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

**Notification of Student Rights under FERPA**
The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the University discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent The University may disclose Directory Information

**Records, Transcript, and Enrollment Certification Policies**

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

**Transcripts**
A transcript of a student's record carries the following information: current status; a detailed statement of the scholastic record showing courses pursued with semester hours carried, semester hours earned, grades, grade points, grade point average, and system of grading; a permanent record of all failures, incomplete grades, and penalties (such as suspension); cumulative USC grade totals; and references to other college or universities attended, dates attended, and the total transfer credits accepted by the University of South Carolina.

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

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

No partial transcript will be issued.

The nonrefundable transcript processing fee is $12.

**Enrollment Certification**
Certification of enrollment is based upon the total number of credit hours for which a student is registered at the time of the certification request. Beginning and ending dates reported in enrollment certification conform to the official USC academic calendar dates for the term requested.

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

Fulfillment of the requirements for a second major are indicated on the student's official transcript upon graduation. No notation for a second major is placed on the official transcript for course work completed after graduation.

Students who submit two degree applications for the same degree in the same college for a double major will receive one diploma.
without prior written consent, unless the student has submitted a written request to the Office of the University Registrar not to release Directory Information pertaining to him or her. Students are notified annually, both in the academic bulletins and via email, of their rights under FERPA and are provided with instructions on how to request a “Confidentiality Indicator” on their academic record which prevents the disclosure of Directory Information. A Confidentiality Indicator will be placed on the release of Directory Information filed with the University Registrar, which will remain in effect until the student files a written request to remove it. A request not to disclose Directory Information applies to the entire category of such information and cannot be selective with regard to specific items defined as Directory Information. Similarly, a request not to disclose Directory Information applies to all individuals and cannot be selective with regard to specific individuals or organizations.

- The University discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, or research, or support staff position; a person or company on whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, service provider or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
- A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.
- To officials of other institutions in which the student seeks or intends to enroll provided that the student had previously requested a release of his/her record;
- To authorized representatives of the U.S. Department of Education, U.S. Department of Defense (Solomon Amendment), U.S. Attorney General, the Comptroller General of the United States, state education authorities, organizations conducting studies for or on behalf of the University, and accrediting organizations; to the Department of Homeland Security (DHS) and its Immigration and Customs Enforcement Bureau (ICE) in order to comply with the requirements of SEVIS.
- In connection with a student’s application for, and receipt of, financial aid;
- To comply with a judicial order or lawfully issued subpoena;
- To parents of dependent students as defined by the Internal Revenue Code, Section 152;
- To appropriate parties in a health or safety emergency; or
- To the alleged victim of any crime of violence of the results of any disciplinary proceedings conducted by the University.
- The University may disclose the result of a disciplinary proceeding to a parent or guardian so long as the student is under the age of 21 at the time of the incident and the proceeding has resulted in a violation of University drug or alcohol policies, or any federal, state, or local law.
- To students currently registered in a particular class, the names and email addresses of others on the roster may be disclosed in order to participate in class discussion.

In accordance with section 99.7 of the Family Educational Rights and Privacy Act (FERPA), the University of South Carolina provides students annual notification of their FERPA rights. The University of South Carolina has designated certain items as Directory Information. At the University of South Carolina, these items are as follows:

- Name
- Dates of Attendance
- Campus
- College or School
- Classification
- Primary Program of Study
- Full-time or Part-time Status
- Degree(s) Awarded Including Dates
- Honors and Award Including Dean’s and President’s List
- University Email Address
- City, State, and Zip Code Associated with a Student’s Permanent Address

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of South Carolina to comply with the requirements of FERPA.

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

**Academic Assessment Policy**

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

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

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

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

Primary responsibility for coordinating the assessment of general
education is with the Office of Institutional Assessment and Compliance.
The faculty is actively involved in planning assessment and using the
results of assessment to evaluate the effectiveness of general education.
The assessment of general education is administered through the use
of exams, interviews, surveys, questionnaires, or other instruments as
developed by the faculty and Office of Institutional Assessment and
Compliance.

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

For more information contact the Office of Institutional Assessment and
Compliance (http://www.ipr.sc.edu/).
Welcome to the Graduate Studies Bulletin

The Graduate Studies bulletin is the official document of record concerning graduate academic programs and regulations.

This bulletin is for information purposes only and does not constitute any contractual agreement between a student and the University of South Carolina. The University reserves the right to make changes in curricula, degree requirements, course offerings, or academic regulations at any time when, in the judgment of the faculty, the president, or the Board of Trustees, such changes are in the best interest of the students and the University.

Academic Bulletin Information

Which Bulletin Should You Use?

A graduate student may expect to be allowed to obtain a degree in accordance with requirements in force at the time he or she enters the degree program at the University, or under subsequent regulations published while enrolled in that degree program. However, a student's choice is restricted to the requirements of one bulletin. Graduate students in master's programs have a period of six years inclusive and continuous in which to claim the rights of a specific bulletin. Doctoral students have a period of eight years.

Administrative Copies

Printed administrative copies of the academic bulletins through the 2008-2009 academic year are available for reference in Thomas Cooper Library, the School of Medicine Library, Coleman Karesh Law Library, the Office of Undergraduate Admissions, The Graduate School, the Office of the Provost, and each college, school, and department office. Complimentary administrative copies are no longer produced.

Bulletin Updates and Corrections

Non-curricular information (i.e., faculty listings, contact information, college or departmental descriptive text) can be updated by contacting the Office of the University Registrar (bulletin@sc.edu). Any material pertaining to course descriptions or curriculum changes must have the approval of the Faculty Senate, Graduate Council, Board of Trustees, and/or S.C. Commission on Higher Education before it can be published in the bulletins.

Printing Portions of the Online Bulletins

Except for a limited run of administrative copies up to the 2008-2009 academic year (copies of which are available for reference in the UofSC libraries), the academic bulletins are available online only. However, you may produce hard copy of any portion or all of an online bulletin using your local printer.

Other Printed Academic Documents

Supplementary materials are available on request as follows: the School of Medicine bulletin may be obtained by writing to the medical school; the School of Law bulletin may be obtained by writing to the School of Law. These offices are at the University of South Carolina, Columbia, SC 29208.

Final authority for all aspects of content rests with the Office of the Provost. All material submitted for publication in the undergraduate bulletin must be cleared through the academic editor, Sandra Kelly, vice provost and dean of undergraduate studies. For the graduate bulletin, clearance must be obtained through Cheryl Addy, vice provost and dean of the Graduate School.

Registration at the University of South Carolina assumes the students' acceptance of all published regulations, including both those which appear in this document and all others as applicable in any official announcement such as Carolina Community: Student Handbook and Policy Guide.

Official policies of the University listed below are published annually in Carolina Community.

1. Student Rights and Freedoms within the Academic Community
2. Code of Student Academic Responsibility and Procedures for Implementation of this Code
3. Grievance Policy and Procedures for Non-Academic Areas
4. University Policy on Use of Alcohol
5. University Policy on Campus Solicitation
6. University Policy on Student Patent and Copyright Matters

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

The University of South Carolina provides equal opportunity in education and employment for all qualified persons regardless of race, color, religion, sex, national origin, age, disability, or veteran status. The University of South Carolina has designated as the ADA Title II, Section 504 and Title IX coordinator the Executive Assistant to the President for Equal Opportunity Programs. The Office of the Executive Assistant to the President for Equal Opportunity Programs is located in:

Suite 805
1600 Hampton St.
Columbia, South Carolina
telephone 803-777-3854

The Graduate School

Cheryl L. Addy, Vice Provost and Dean of the Graduate School
Murray F. Mitchell, Senior Associate Dean
Dale Moore, Assistant Dean and Ombudsman

2019-2020 Graduate Council Members

Suzanne Adolf, Communication Sciences and Disorders
Nate Bell, Nursing
Ron Benner, Earth and Ocean Sciences
Matt Boylan, Mathematics
Bobby Brame, Jr., Criminology and Criminal Justice
Joanna Casey, Anthropology
Maksymilian Chruszcz, Chemistry and Biochemistry
Rick Creswick, Physics and Astronomy
Robin DiPietro, Hotel, Restaurant and Tourism Management
Jean Ellis, Geography
Elise Ince, Marketing
Hippokratis Kiaris, College of Pharmacy
Jim Mensch, Vice Chair, Exercise Science
Spencer Platt, Education Leadership and Policies
Tom Regan, Chair, Sport and Entertainment Management
Jennifer Mandelbaum, Graduate Student Association Representative
Sriratch Shimpalee, Chemical Engineering
Nikki Wooten, Social Work
Songhua Xu, Integrated Information Technology
Cheryl L. Addy, Provost and Dean of the Graduate School
Heather Brandt, Associate Dean, Graduate School
Murray Mitchell, Senior Associate Dean, Council Secretary and Graduate School Representative
Dale Moore, Assistant Dean, Ombudsman and Graduate School Representative
Tena Crews, Associate Provost, Academic Programs and Office of the Provost Representative

2019-2020 Committees

Humanitites, Social Sciences, Education and Related Professional Programs
Robin DiPietro, Committee Chair, Hotel, Restaurant, and Tourism Management
Andrew Berns, History
Ryan Carlson, Educational Studies
Yvonne Ivory, German and Comparative Literature
Robert Oldendick, Philosophy

Science, Math and Related Professional Programs
Rick Creswick, Committee Chair, Physics and Astronomy
Ron Benner, Earth and Ocean Sciences
Maks Chruszcz, Chemistry and Biochemistry
Alica Ribar, Nursing
Vatch Shimpalee, Chemical Engineering

Academic Policy and Practices
Jim Mensch, Committee Chair, Exercise Science
Marcelo Frias, Darla Moore School of Business
Barbara Koons-Witt, Criminology and Criminal Justice
Caryn Outten, Chemistry and Biochemistry
Terry Wolfer, Social Work

Grievances, Appeals and Petitions
Bobby Brame, Committee Chair, Criminology and Criminal Justice
Nate Bell, Nursing
Matthew Boylan, Mathematics
Jennifer Mandelbaum, Graduate Student Association
Carmen Maye, Journalism and Mass Communications

Fellowships and Scholarships
Jean Ellis, Committee Chair, Geography
Nate Bell, Nursing
Kirk Foster, Social Work
Jim Mensch, Exercise Science
Mary Styslinger, Instruction and Teacher Education
Songhua Xu, Integrated Information Technology
Heather Brandt, Graduate School
Wright Culpepper, Graduate School

The Graduate Studies Bulletin is the official manual of regulations and guidelines for graduate study at the University of South Carolina. Its contents are approved by the Graduate Council and the dean of the Graduate School and supersede any conflicting information that may appear in a publication of an individual program at the University. Graduate students are expected to read and adhere to the regulations of this publication throughout their matriculation at the University. Students are bound by the Graduate Studies Bulletin in effect at the time they begin or renew their enrollment in the Graduate School. Change to a later

Graduate Studies Bulletin requires permission of the program and the dean of the Graduate School.

Mission Statement

The Graduate School at the University of South Carolina is a service unit committed to enhancing the experience of graduate students and the faculty and staff with whom they work. We provide timely, consistent, and accurate information; adapt and enforce meaningful policies to ensure academic integrity; track student success; and build bridges across campus and community as we showcase our diverse and talented graduate student body.

Vision Statement

An innovative, flexible and dynamic organization, the Graduate School at the University of South Carolina seeks to become a collaborative guide celebrated for responsive and efficient service. We strive to provide accessible and trusted leadership to the campus and higher education communities.

Goals

1. Better serve the needs of students, applicants, faculty, staff, and other members of the university community.
2. Provide meaningful professional development, academic enrichment activities and student services to enhance the graduate student experience.
3. Advance the reputation of UofSC as a top ranked research institution by promoting graduate education and building a collegial community of scholars.
4. Build public and university awareness of the importance and value of the Graduate School at UofSC.

Degree Programs

The Graduate School oversees postbaccalaureate degree programs designed to give qualified individuals professional competence in specialized disciplines and trains scholars, research specialists, teachers at all levels, and experts in various professions. The term “degree program” includes programs leading to a graduate certificate, specialist, master’s, or doctoral degree. Emphasis is placed on methodology as well as on mastery of defined areas of subject matter. Graduate work brings together a group of scholars actively engaged in research and thus provides a close association between students and mature investigators with a wide range of interests. While emphasizing specialization as basic to graduate work, the Graduate School encourages interdisciplinary study as a response to the complex problems of a rapidly changing world.

The degree of Doctor of Philosophy is offered in more than 50 academic areas, while professional doctorates are offered in education, music, nursing, pharmacy, physical therapy, and public health. The University’s School of Medicine offers the degree of Doctor of Medicine, the School of Law offers the degree of Juris Doctor, and the South Carolina College of Pharmacy offers the degree of Doctor of Pharmacy.

The University offers the Master of Arts, Master of Fine Arts, Master of Media Arts, Master of Science, and the Master of Arts in Teaching in several disciplines. It offers professional master’s degrees (e.g., Master of Business Administration, Master of Library and Information Science, Professional Science Master, and Master of Education) in many academic units, including arts and sciences; hospitality, retail, and sport management; business; education; engineering and information technology; mass communications and library and information studies;
education, teaching, educational administration, and counselor education).

In addition, certificates of graduate study are offered in advanced practice nursing, applied statistics, biomedical studies, business analytics, cost management, counselor education, criminal justice leadership, cyber security studies, drug and addictions studies, enterprise resource planning systems, financial and resource management, gerontology, global strategy, health communication, higher education leadership, historical archeology and cultural resource management, human resources, international finance, library and information science, museum management, music performance, nursing administration, play therapy, psychiatric rehabilitation, public health, qualitative research, railway engineering, social and behavioral health with military members, veterans, and military families, teaching English to speakers of other languages, visual anthropology, and women's and gender studies.

For a list of graduate programs offered on the Columbia Campus visit following link:

- Programs A-Z (p. 786)

**Graduate Dual Degree Programs**

Through special formal arrangement, the University offers dual degree programs in certain areas to permit a student to work on two degrees simultaneously, resulting in the student's taking fewer credits than the total required if each degree were pursued independently. The number of graduate credit hours required for dual degrees varies by approved dual degree program arrangement. Students wishing to enroll in two degree programs not formally approved may apply for concurrent enrollment.

For a list of dual degree programs offered on the Columbia Campus visit the following link:

- Graduate Dual Degree Programs (p. 1217)

**Degree Requirements**

Graduate degree programs are the certificate of graduate study, the specialist, the Master's, and the doctoral. Students enrolled in graduate programs are subject to the academic regulations and degree requirements of The Graduate School and the academic program in which enrolled.

- Certificate of Graduate Study and Specialist Requirements (p. 773)
- Doctoral Degree Requirements (p. 775)
- Master's Degree Requirements (p. 781)

**Certificate of Graduate Study and Specialist Requirements**

**Certificate Programs**

The Certificate of Graduate Study is a program of a minimum of 12 semester hours of graduate course work. The University of South Carolina currently offers the following certificate programs.

- Advanced Practice Nursing, Certificate
- Aging, Certificate
- Applied Statistics, Certificate
- Biomedical Studies, Certificate
- Business Analytics, Certificate
- Cost Management, Certificate
- Counselor Education, Certificate (Career Development Facilitator)
- Cyber Security Studies, Certificate
- Drug and Addiction Studies, Certificate
- Enterprise Resource Planning Systems, Certificate
- Financial and Resource Management, Certificate
- Global Health, Certificate
- Global Strategy, Certificate
- Health Care Compliance, Certificate
- Health Communication, Certificate
- Higher Education Leadership, Certificate
- Historical Archaeology and Cultural Resource Management, Certificate
- Human Resources, Certificate
- International Finance, Certificate
- Library and Information Science, Certificate
- Museum Management, Certificate
- Music Performance, Certificate
- Nursing Administration, Certificate
- Nursing Informatics, Certificate
- Play Therapy, Certificate
- Psychiatric Rehabilitation, Certificate
- Public Health, Certificate
- Qualitative Research, Certificate
- Railway Engineering, Certificate
- Social and Behavioral Health with Military Members, Veterans, and Military Families, Certificate
- Teaching English to Speaking of Other Languages, Certificate
- Women's and Gender Studies, Certificate

**Certificate Degree Requirements**

At least half of the program course work must consist of required courses although all hours may be prescribed; at least half the total hours in the
program of study must be in courses at the 700 level or above; and at least half of the hours required for a certificate must be University of South Carolina credits. There is no residency requirement, but all courses must be completed within six years of enrollment. The student must be enrolled for at least 1 credit during the term of graduation.

Certificate Program of Study
A program of study is a list of courses that satisfy the requirements for the certificate. Every degree-seeking student, including students enrolled in a certificate program, must complete a program of study (POS) form approved and signed by student’s academic advisor, and approved by the graduate director of the program that administers the certificate and the dean of the Graduate School. The signed POS is sent to the Graduate School and placed in the student’s file. This formal agreement serves a number of purposes that benefit both the student and the University. It causes the student and advisor to engage in early planning with a specific goal in mind; it provides information on program requirements and for the planning of course offerings; it facilitates subsequent advisement; and it protects the student in the event of unexpected curriculum or faculty changes. The student must file a completed POS form prior to graduation. If necessary, an approved program of study can be modified with a Request for Program Adjustment (G-RPA (http://www.sc.edu/study/colleges_schools/graduate_school/forms_library/)) form.

Transfer Credit
Course work not part of a completed certificate program or graduate degree from USC or another institution may be transferred for credit toward a Certificate of Graduate Study or Specialist Degree. No more than 6 hours of credit may be transferred into graduate programs of 12 to 17 hours; no more than 9 hours of credit may be transferred into graduate programs of 18 or more hours. Only credits with grades of B or better (equivalent to 3.0 on a 4.0 grading scale) may be transferred from another institution into a Certificate or Specialist program.

Course work transferred for credit toward a Certificate of Graduate Study or Specialist Program must be from an accredited institution and must be no more than six years old at the time of graduation.

Course work transferred from another institution for credit toward a graduate certificate or specialist program must be relevant to the program and have course content and a level of instruction equivalent to that offered by the University’s own graduate programs. Approval for acceptance of transfer credit to a student’s program of study must be approved and justified by the student’s academic department and submitted to the dean of the Graduate School for final approval on the request for transfer of academic credit (G-RTC (http://www.sc.edu/study/colleges_schools/graduate_school/)) form.

Transient Enrollment Privilege
A USC graduate student in a certificate program seeking transient enrollment privilege at another institution should complete and submit the Special Enrollment Request (AS-30 (http://www.sc.edu/study/colleges_schools/graduate_school/forms_library/)) form available on the Office of the Registrar’s website to the dean of The Graduate School for approval. Before enrolling in graduate courses at another institution, students should contact the graduate director of the certificate program for permission to enroll and to ensure that the credits from the other institution will be approved for inclusion on the student’s certificate program of study.

Revalidation of Out-of-Date Courses
Students enrolled in a certificate program may, with permission of the academic department administering the certificate, request revalidation of USC graduate courses over six years old for inclusion in the certificate program of study. Each academic program will determine whether a course is appropriate for revalidation. The Permit for Revalidation Examination (PRE (http://www.sc.edu/study/colleges_schools/graduate_school/forms_library/)) form must be completed and submitted to the dean of The Graduate School for approval prior to revalidation. Proof of payment of required fees must be submitted with the Permit for Revalidation Examination form. Complete revalidation instructions available: http://gradschool.sc.edu/forms/pre.pdf.

Note: Coursework taken at other institutions may not be revalidated.

Application for Graduation and Degree Audit
All students enrolled in a certificate program must file the application for degree/graduation (http://www.sc.edu/about/offices_and_divisions/registrar/) available on the website of the Office of the University Registrar (http://www.sc.edu/about/offices_and_divisions/registrar/) with The Graduate School within 5 class days of the start of the fall or spring semester in which the degree is to be awarded, or within the first 10 class days of Summer Session if the degree is to be awarded at the end of the summer. Although some departments do not require students to provide the academic program with copies of the application for graduation, The Graduate School recommends that students do provide a copy to the academic program to facilitate assessment of degree requirements. Applicants are encouraged to consult with the academic program to confirm that all requirements for graduation have been met.

The Graduate School forwards the application for degree/graduation to the Office of the University Registrar to start the degree audit process. At the end of the semester, the degree program and The Graduate School both assess for degree audit whether all requirements have been completed, and then forward a recommendation to the Registrar to approve or disapprove awarding of the degree.

At the time of graduation, the student’s cumulative grade point average (GPA) must be at least 3.00. Additionally, the student’s average on all grades recorded on the program of study for courses numbered 700 or above must be at least 3.00 and all courses listed on the program of study must be at least 3.00 on (a) all USC graduate coursework, (b) all courses listed on the program of study, and (c) all courses numbered 700 and above listed on the program of study.

Degree Conferral
Upon confirmation of a clear degree audit, the degree will be posted by the Office of the University Registrar to the student’s official academic record. The degree award is posted to the student’s transcript within 6 weeks after the commencement ceremony. Diplomas will be mailed to the address recorded on the application for graduation via first class mail to U.S. addresses and via registered airmail to international addresses. Graduates may expect to receive the diploma within three months after the commencement exercises.

Note: Degrees cannot be awarded retroactively.

To pursue further graduate study after completion of a graduate degree, a student must submit a new application to The Graduate School.
**Academic Regalia**

Attendance at graduation ceremonies is optional. Academic regalia worn for graduation is sold by the University Bookstore in the Russell House located on Greene Street in Columbia. To place an order for academic regalia to wear for graduation, please telephone the University Bookstore at 803-777-4160 or visit the website at https://sc.bncollege.com/shop/sc/home (https://sc.bncollege.com/shop/sc/home/). You may also order academic regalia from the Bookstore at https://usc.shopoakhalli.com/purchasewizard/Welcome/ (https://usc.shopoakhalli.com/purchasewizard/Welcome/).

**Specialist Programs**

The Specialist Program is generally considered a post-master’s program of 30-36 hours leading to a degree as a specialist in a certain discipline, but specialist programs guided by professional licensure may be defined differently to meet licensure requirements. The University of South Carolina has the following specialist programs:

- Library and Information Science, S.L.I.S
- Education Administration, Ed.S.
- Counselor Education, Ed.S.

Students enrolled in specialist programs must follow the admission, academic and graduation policies and requirements of The Graduate School. Contact the program administering a particular specialist program for admission and degree requirements.

**Doctoral Degree Requirements**

**Doctoral Degree Programs**

The University of South Carolina offers the Doctor of Philosophy (Ph.D.) in many disciplines. The University also offers other doctoral degrees, such as the Doctor of Education, the Doctor of Musical Arts, the Doctor of Nursing Practice, the Doctor of Physical Therapy, and the Doctor of Public Health. Students enrolled in doctoral programs are required to follow the academic policies of The Graduate School. Academic programs may have additional or exceptional requirements.

A complete listing of doctoral degree programs at the University of South Carolina is available:

- Programs A-Z (p. 786)

**Doctor of Philosophy**

The Doctor of Philosophy degree is a research-based degree designed to foster critical inquiry and expand and advance the knowledge of a discipline. Study for a specified time and accumulation of graduate credit hours are not by themselves sufficient to earn the Ph.D. The student must demonstrate scholarly distinction and the ability to advance knowledge through independent research by achieving admission to candidacy and writing a dissertation.

The doctoral degree requires a minimum of 60 graduate credit hours, including 12-30 hours of dissertation preparation (899), beyond the baccalaureate degree or a minimum of 30 graduate hours, including 12-30 hours of dissertation preparation (899), beyond the Master’s degree. Students in doctoral programs defined as post-baccalaureate must have on the Program of Study (D-POS) (http://www.sc.edu/study/colleges_schools/graduate_school/) a minimum of 60 hours that are in-date, 30 of which must be unique to the University of South Carolina. Students in doctoral programs defined as post-Master’s must have on the Program of Study (D-POS) (http://www.sc.edu/study/colleges_schools/graduate_school/) a minimum of 30 hours in-date and unique to the University of South Carolina. Programs requiring more than 60 hours post-baccalaureate or more than 30 hours post-master’s are restricted by University and departmental transfer policy, but no transfer credit is permitted in satisfying the 30-hour minimum requirement that must be unique to the University of South Carolina. Unless a graduate student successfully completes a master’s thesis, a student may use no more than 30 hours combined of thesis preparation (799) and dissertation preparation (899) on the doctoral program of study. Doctoral degree students must complete at least half of the hours on the Program of Study (D-POS) (http://www.sc.edu/study/colleges_schools/graduate_school/) in courses numbered 700 or higher.

A dissertation of original research is required for most doctoral programs. A period of residency, a foreign language or research methods proficiency, a comprehensive examination, and a dissertation defense or examination are also required. The specific curriculum for the doctoral degree varies with the discipline and some programs require additional credit hours. Students enrolled in a doctoral program have ten years from the first term of enrollment in which to complete the degree. Students must be enrolled for at least 1 credit during the term of graduation.

Information about specific requirements in a doctoral degree program is available from the faculty contact person or the graduate director of the respective doctoral program. Contact information for programs is available: https://sc.edu/study/colleges_schools/graduate_school/.

**Other Doctoral Degrees**

The general requirements for the Doctor of Philosophy degree apply to all doctoral programs offered by the University, except for adjustment in those requirements as approved by the Graduate Council and the dean of The Graduate School. Information about specific requirements in a doctoral degree program is available from the faculty contact person or the graduate director of the respective doctoral program. Contact information for programs is available: https://sc.edu/study/colleges_schools/graduate_school/.

**Course Enrollment Load**

A graduate student may enroll for a term load not to exceed 15 graduate hours. Some programs limit their students to a 9 or 12 hour maximum term course load. A student with a term course load of 9 or more hours during a fall or spring term is classified as full-time for academic purposes. The maximum course load in any summer session is 6 hours. A student must be enrolled for at least 1 credit during any semester in which dissertation progress is made and such University resources as the library, computer facilities, or faculty time are used.

**Special Enrollment (Z-status)**

**Under-Enrollment Exception (Z-status)**

The dean of The Graduate School, under certain circumstances, may certify that a student’s full time enrollment is less than the normal requirement of 9 hours for graduate students or 6 hours for students serving as graduate assistants. Students seeking exceptions to minimum enrollment requirements should submit written requests to the dean of The Graduate School with acceptable justification in a memo from the student’s academic advisor or the graduate director of the academic program. International students must also submit the approved Exemption from Full-Time Enrollment form (https://www.sc.edu/about/offices_and_divisions/international_student_services/immigration/).
maintaining-your-immigration-status/full-time-enrollment-requirements/) from International Programs for Students.

For a student whose need for under-enrollment results from an internship, practicum, or field experience required by the graduate program, a justification indicating the term requested and the nature of the experience should be submitted in a written memo to the dean of The Graduate School by the student's academic advisor or the program's graduate director.

Students nearing completion of a doctoral degree requiring a dissertation may be granted special enrollment status and certified as half-time or full-time if the student has completed course work required for the degree except dissertation preparation (899). Eligibility requires verification of three conditions by the student's academic advisor or program graduate director. The memo requesting Z-status must indicate that:

1. all course work on the program of study has been completed except for dissertation preparation (899);
2. the student is working on the dissertation full-time, or if applicable, at least half-time; and
3. the student is not employed outside their graduate assistantship or, if employed, no more than half-time if not on a graduate assistantship.

A Z-status request for under-enrollment privilege must be term-specific and is limited to two terms. Z-status for under-enrollment privilege may be extended beyond two terms with the approval of and justification from the academic unit and with the approval of the dean of The Graduate School.

Students who request exemption from full-time enrollment for financial aid purposes must submit the Special Academic Enrollment Release form (F 6.2) from the Office of Financial Aid.

**Family Leave (Z-status)**

A graduate student who is the primary child-care provider is eligible to take a one major term of family leave from graduate study the major term during or following the event for the birth of a child or adoption of a child less than 6 years old. The graduate student taking family leave will receive a one year extension of all academic responsibilities, including time to degree, removal of incomplete grades, and course in-date time. During family leave the graduate student will be on special enrollment (Z-status) status and must have health coverage. The student may waive out of University-sponsored health insurance if covered by other insurance or may elect to continue enrollment in the University-sponsored student health insurance plan. The student is responsible for submitting required waivers and/or for contacting the student health insurance contractor directly to enroll in the health insurance program and for paying premiums by the deadline. Students should be aware that a graduate assistantship position or other financial support may not be available upon return from family leave.

**Note:** While this policy does not mandate that programs continue financial support during family leave and/or guarantee student support or resumption of an assistantship after returning from family leave, programs are strongly encouraged to do so whenever possible.

Students contemplating family leave must advise their academic unit of the intention to take family leave and begin the family leave planning process at least six (6) weeks before the leave start date. Once planning has been completed at the unit level, a written petition for family leave with required supporting documentation and signatures must be submitted as a single packet to the dean of The Graduate School for approval at least three (3) weeks before the start of the leave. The petition must contain evidence of consultation and planning with the student's academic advisor(s) and a memo of support from the academic unit signed by the program's graduate director, a leave timeline, and appropriate documentation. Appropriately documented for a female student for childbirth includes written certification from the student’s health care provider confirming the pregnancy and anticipated due date or the baby's birth certificate and for a male student either certification confirming the anticipated due date or the baby's birth certificate. For adoption of a child less than 6 years old, a written certification of adoption from a certifying individual or agency specifying the date of adoption and the age of the child is the appropriate documentation.

This planning process with the academic unit should also be used to determine if any additional length of time beyond the one year extension of academic responsibilities period will be needed for the student opting for family leave to complete degree requirements. While a one year extension of academic responsibilities will be granted to any student on approved family leave, academic units often have specific timelines for exams, fieldwork, course sequences, etc., which may necessitate extension beyond the one year period. Graduate students with such circumstances may petition The Graduate School for extension of leave time. Academic unit requirements or limitations are a valid justification to petition for the extension. Petitions for extension of time beyond the one year family leave should be supported by the student's academic unit and will be reviewed by The Graduate School on an individual basis.

**Note:** Medical complications or other extenuating circumstances are not included in this policy. Such situations are more appropriately covered by the University's current policies regarding course incompletes and withdrawal and/or leave of absence due to extenuating circumstances.

The family leave policy is also intended to allow an international student to be coded as a "special enrollment" student and not affect current visa status. However, immigration regulations might dictate a different definition of enrollment than that defined as "special enrollment" for this policy. The Office of International Student Services is the authority on campus for interpreting current enrollment regulations for international students, so international students contemplating family leave must consult the Office of International Student Services to address proactively any individual or unique visa issues and/or to consider how the latest applicable regulations would affect eligibility for family leave. International students applying for family leave must discuss the intended leave period with the Office of International Student Services at the beginning of the six (6) week planning period and must include a signed memo from the Office of International Student Services detailing immigration status and any consequences of taking family leave in the written petition packet submitted to the student's program graduate director for signature and to the dean of The Graduate School for approval.

Once the family leave has been approved, a memo will be placed by The Graduate School in the student's academic file indicating the leave dates and the extension date for academic responsibilities. It is the student's responsibility to communicate with their academic unit while on leave. It is also the student's responsibility to work with faculty and program administrators on arrangements for course completion, achievement of degree requirements, and for continuation of research and/or teaching activities before and following the period of the leave.
Right to an Advisor

Every graduate student admitted to a degree program is entitled to an advisor. The academic program graduate director is the default academic advisor for graduate students until another academic advisor is assigned or an advisory committee is formed. Students are urged to consult with an advisor prior to enrollment. Doctoral students should have an Advisory Committee appointed by the program by the end of the first term of enrollment.

Doctoral Program Committees

Each of the two committees has an assigned function and must conform to policies of The Graduate School on doctoral committee membership. Membership on doctoral committees, excluding the outside member, is limited to regular and associate members of the graduate faculty and those who hold special term appointments with approval to serve as a regular member of a doctoral committee. Each doctoral committee must have no more than one outside member. The two committees may or may not have the same members.

As defined in The Faculty Manual, regular members of the graduate faculty on the Columbia campus shall include the president; provost; dean of The Graduate School; associate deans of The Graduate School; and chairs of academic departments offering degrees conferred by The Graduate School. Faculty members holding the Ph.D. or other terminal degree in their respective field of study are considered to become regular members of the graduate faculty upon appointment to a tenured or tenure-track position at the University’s Columbia campus.

Non-tenure-track USC faculty members and scholars who hold the Ph.D. or other terminal degree may be appointed to associate membership in the Graduate Faculty. Associate Membership appointments to the Graduate faculty are granted upon nomination by an academic unit to the dean of The Graduate School for a period not to exceed 6 years. Associate membership is appropriate for full-time USC clinical faculty, research faculty and other USC scholars holding an appropriate terminal degree. Associate members may teach graduate courses, direct theses and dissertations and participate in graduate student committees.

Faculty members and scholars not otherwise eligible for regular or associate membership on the graduate faculty may be appointed to term appointments. Term appointments are appropriate for USC faculty in the School of Law and the School of Medicine, emeriti USC professors, clinical and research faculty, faculty members at other institutions (including other campuses of the USC system), and others holding an appropriate terminal degree or other credentials that justify appointment as a regular committee member. Persons with term appointments to the graduate faculty may serve on, but may not chair, doctoral committees.

To continue to serve in the capacity as chair or regular member is a special exception. This request (with a valid academic justification) must have the endorsements of the academic program faculty, chair of the department, graduate director, and academic dean. Once these approvals are affirmed, the petition is presented to the dean of The Graduate School for final approval. Otherwise, a change in the committee composition must be presented to the dean of The Graduate School replacing the now ineligible member.

The outside member may be a regular or associate member of the graduate faculty in another department/program at USC, a faculty member from another institution, or a qualified professional from the private or governmental sectors. The outside member is nominated by the academic unit to the dean of The Graduate School. Approval is based on the nominee’s qualifications provided on a resume or curriculum vitae and relevance to the student’s major field or research as explained in the justification submitted by the graduate director of the program with the nomination. Outside members do not need to have term appointments to serve on the committee.

The Written and Oral Comprehensive Examination Committee administers the oral and written portions of the comprehensive examination.

The Dissertation Committee directs the research and preparation of the student’s dissertation, examines the student on the content of the dissertation, directs the student to complete documents required for graduation, and signs forms required for graduation. Other functions may be defined by the program.

Doctoral Advisory Committee

The Advisory Committee is appointed by the program by the end of the first term of enrollment and should include two or three faculty from the student’s academic program. This purpose of the Advisory Committee is to provide initial advisement of the student, guide academic planning and research efforts, and construct the program of study to file with The Graduate School. The Advisory Committee roster does not need to be submitted to the dean of The Graduate School for approval.

Major points that should be noted with regard to committee membership:

- At least half of the doctoral committee composition must be regular or associate members of The Graduate School faculty.
- The majority of each doctoral committee must be regular, associate, or term graduate faculty members in the student’s area of research.
- The committee must include no fewer than four members, one of whom must be from outside the student’s program.
- The chair of the doctoral committee must be a regular or associate member of the graduate faculty.
- A doctoral committee member whose Graduate School faculty eligibility expires (e.g., emeritus faculty) while a student is still pursuing the degree may continue to serve until the student completes the program or the committee is dissolved.
- To continue to serve in the capacity as chair is a special exception. This request (with a valid academic justification) must have the endorsements of the academic program faculty, chair of the department, graduate director, and academic dean. Once these approvals are affirmed, the petition is presented to the dean of The Graduate School for final approval. Otherwise, a change in the committee composition must be presented to the dean of The Graduate School replacing the now ineligible member.

Doctoral Program of Study

Every doctoral degree student must file a doctoral program of study (D-POS) in The Graduate School for approval by the dean of The Graduate School. A program of study is a list of courses that satisfy degree requirements and is one of the degree audit documents. It allows the student and the advisor to engage in early planning of course work, explore research interests, and discuss requirements for progress toward degree; facilitates subsequent advisement; and protects the student in the event of unexpected curriculum or faculty changes. The doctoral student must file a completed Program of Study (D-POS) form within the first 24 months of course work, but earlier if possible. The D-POS must be signed by the chair of the student’s Advisory Committee, the graduate director,
of the program, and the dean of The Graduate School. If necessary, an approved program of study can be modified with a Request for Program Adjustment form (http://www.sc.edu/study/colleges_schools/graduate_school/).

All doctoral candidates are required to successfully complete a minimum of 12 hours of dissertation preparation (899), but up to 30 hours of dissertation preparation (899) or 30 hours of a combination of dissertation (899) and thesis (799) preparation are allowed on a doctoral program of study. At least half of the hours on the Doctoral Program of Study (D-POS) must be in courses numbered 700 or higher.

**Concurrent and Dual Enrollment Programs of Study**

For dual degree and concurrent degree enrollment, students are required to submit an individual program of study for each degree program. With approval of the program and the dean of the Graduate School, students concurrently enrolled may use no more than 12 credit hours that are common to all programs of study. However, if a student is concurrently enrolled in a master's and a doctoral program in the same discipline, the number of credit hours applicable from the master's program toward the doctoral program is limited to 9 hours. Programs may allow fewer than 12 shared hours or the 9 shared hours for the same discipline concurrent enrollment.

**Transfer Credit**

Course work not part of a completed certificate program or graduate degree from USC or another institution may be transferred for credit toward a doctoral degree. A limited amount of course work may be transferred from another institution for credit toward a doctoral degree. The exact number of transfer hours varies by program, but may not constitute more than 50 percent of the hours listed on a program of study, not including dissertation preparation (899) or the equivalent.

The transfer course work must be relevant to the program and have course content and a level of instruction equivalent to that offered by the University's own graduate programs. Approval for acceptance of transfer credit to a student's program of study must be approved and justified by the student's academic program and submitted to the dean of the Graduate School for final approval on the Request for Transfer of Academic Credit (G-RTC (http://www.sc.edu/study/colleges_schools/graduate_school/)) form. Only credits with grades of B or better (equivalent to 3.0 on a 4.0 grading scale) may be transferred from another institution into a doctoral degree program. Course work transferred for credit toward a doctoral degree must be from an accredited institution and must be no more than ten years old at the time of graduation.

**Transient Enrollment Privilege**

A USC graduate student in a doctoral program seeking transient enrollment privilege at another institution should complete and submit the Special Enrollment Request (AS-30) form available on the Office of the University Registrar's Web site to dean of The Graduate School for approval. Before enrolling in graduate courses at another institution, permission to enroll should be obtained from the doctoral student's advisor and the program graduate director to ensure that the credits from the other institution will be approved for inclusion in the student's UofSC program of study.

**Revalidation of Out-of-Date Courses**

Students enrolled in a doctoral program at the University of South Carolina may, with permission of the academic program, request revalidation of USC graduate courses over ten years old for inclusion on the doctoral program of study. Each academic unit will determine whether a course is appropriate for revalidation. All instructions for revalidation (http://www.sc.edu/study/colleges_schools/graduate_school/forms_library/) must be followed and the Permit for Revalidation Examination (PRE (http://www.sc.edu/study/colleges_schools/graduate_school/forms_library/)) form must be completed and submitted to the dean of The Graduate School for approval prior to revalidation. Proof of payment of revalidation fees must be submitted with the Permit for Revalidation Examination form.

**Note:** Coursework taken at other institutions may not be revalidated.

**Independent Study**

The purpose of an independent study is to allow the student to pursue an area of academic interest not adequately covered by the regular course structure. Therefore, an independent study course cannot be used to fulfill a core requirement.

Prior to enrolling in an independent study course, a student must complete a graduate Independent Study Contract form (G-ISC (http://www.sc.edu/study/colleges_schools/graduate_school/)). The approval of the course instructor, the chair of the student's doctoral Advisory Committee, and the graduate director of the academic program is required. Students send an approved copy of the G-ISC to the Office of the University Registrar before registering for the course.

**Note:** Not more than 9 hours of independent study may be used on a doctoral program of study.

**Professional Development Course Work**

Professional development course work is designated on the academic record by a professional development designator. A maximum of 6 hours of professional development graduate course work may be included on a doctoral program of study. The academic program and the dean of The Graduate School must approve the inclusion of professional development graduate course work on a program of study.

**Reduced Tuition Course Work**

Course work taken with reduced tuition (usually a contract course) is designated on the academic record by a reduced tuition designation. A maximum of 6 hours of reduced tuition rate course work may be included on a doctoral program of study. The academic program and the dean of The Graduate School must approve the inclusion of reduced tuition graduate course work on a program of study.

**Admission to Doctoral Candidacy for Doctor of Philosophy and Other Doctoral Degrees**

Upon nomination from the doctoral program, the dean of The Graduate School considers students for admission to doctoral candidacy only after:

1. the student is fully admitted to the doctoral degree program by the academic unit,
2. passes the qualifying examination, and
3. submits an approved doctoral program of study to the dean of The Graduate School.

No student is admitted to candidacy by the dean of The Graduate School until after completion of all three conditions and written nomination is received from the academic program. The Graduate School will notify the student and the graduate director of the student's program when the student has been admitted to candidacy.

Note: Admission to candidacy must be granted at least one full academic year before the awarding of the degree.

Residency Requirement
The intent of a residency requirement is to ensure that doctoral students benefit from and contribute to the full spectrum of educational and professional opportunities provided by working closely with the graduate faculty and other students of a research university. The membership of the Graduate Faculty of The University of South Carolina subscribe to the position that a residency requirement may be met in a variety of ways, and that these ways may relate to the particulars of different degree programs.

All graduate programs are expected to encourage, design, provide and monitor the means for doctoral students to acquire the knowledge, skills, attitudes and values appropriate to their discipline through mechanisms that extend beyond mere course work. Regular attendance in courses to gain experience with specialized equipment and other scholarly materials and at seminars presented by scholars at The University of South Carolina and other invited guests is a beginning point. Additional experiences may include, but not be limited to, attending and presenting at professional conferences, participation in presentations of scholarly work, assisting with the conceptualization, and development and application for funding of scholarly efforts.

Given the diversity of disciplinary traditions at a major research university, residency requirements may be met in different ways. At The University of South Carolina, residency requirements may be met in one of two ways:

• **Option 1.** Two consecutive semesters of full-time enrollment. Full time enrollment is defined as enrollment for 6 hours for students serving as graduate assistants and 9 hours for students who are not graduate assistants; consecutive semesters could be fall/spring, spring/summer, summer/fall, or spring/fall. Programs are expected to provide enrichment opportunities beyond course enrollment to help doctoral students understand and meet the intention of the residency requirements.

• **Option 2.** Program-specific alternative residency plan. Diverse academic traditions and rapidly changing technology are factors that make a single approach to meeting the intention of a residency requirement problematic. Hence, program representatives may propose alternative methods to achieving the residency goals. This proposal would be submitted to the associate dean of The Graduate School for consideration by The Graduate Council.

The student’s advisory committee certifies on the doctoral program of study (D-POS (http://www.sc.edu/study/colleges_schools/graduate_school/)) form the term dates and courses or other means by which the student satisfies the residency requirement. In the event that unique circumstances arise, it may be possible for a student to meet the residency requirement through an individualized plan. A proposal for an individual residency plan can be submitted to the associate dean of The Graduate School for consideration and action.

Foreign Language and/or Research Methods Requirement
Language and research methods requirements for the doctoral degree vary from program to program. Satisfying the requirement may entail one or more of the following: successful completion of an intensive reading course in a language approved by The Graduate School (e.g., SPAN 615), successful completion of a course at the intermediate level of language proficiency within ten years previous of the award of the degree, or a passing grade on a language reading proficiency examination administered by the USC Department of Languages, Literatures, and Cultures (http://sc.edu/study/colleges_schools/artsandsciences/dllc/) (DLLC). Students should contact DLLC for language course and testing information. Programs which directly involve language study may have additional language requirements.

Students have three opportunities to pass the language course or satisfy the reading proficiency examination. The Graduate School must be notified by the graduate director of the student’s academic program of successful completion of the language requirement.

In some programs a student is allowed to substitute competency in computer science, statistics, or another research method or competency for a reading knowledge of a foreign language. The requirement may be satisfied by the appropriate course work or examination. Permission for substitution must be approved by the dean of The Graduate School. As with successful completion of the language requirement, The Graduate School must also be notified of a student’s successful completion of a substitution for the language requirement.

With approval of the academic program and the dean of The Graduate School, English may be accepted as a foreign language for students whose native language is not English and such students should submit the Certification of English as a Foreign Language (G-CIE (http://www.sc.edu/study/colleges_schools/graduate_school/)) form. In cases where it is relevant to a student’s research, American Sign Language may be used to satisfy the language requirement.

The student should make arrangements to complete the foreign language and/or research methods requirements at the earliest opportunity. Certification of foreign language and/or research methods competency for doctoral students remains valid for ten years, after which it must be revalidated.

Written and Oral Comprehensive Examination
Candidates must pass a written and oral comprehensive examination conducted by the student’s academic program under the direction of the Written and Oral Comprehensive Examination Committee. This Committee must be comprised of no fewer than four members, at least one of whom must be from outside the candidate’s major department. Normally, the comprehensive examination is given after the candidate has completed all course work on the program of study except for courses in which the student may be currently registered. The comprehensive examination may not be given less than 60 days before the student receives the degree.

Note: Certification of the comprehensive examination for doctoral students remains valid for five years from the academic term taken, after which it must be revalidated.
Dissertation

Students enrolled in a doctoral degree program are required to submit an approved dissertation to satisfy part of the requirements for the degree. The dissertation is the ultimate requirement of the doctoral program and becomes a permanent record of the student’s independent research or creative effort. The best academic tradition and professional practice require The Graduate School to preserve and share graduate student work with other scholars. To do that successfully means maintaining high standards concerning the form and appearance of the dissertation. The dissertation is based on original research and is completed under the direction of the Dissertation Committee. Dissertation formatting and organization guidelines (http://www.sc.edu/study/colleges_schools/graduate_school/) are available on the website of The Graduate School. No later than five years after passing the comprehensive examination, the student must present a dissertation that has been approved by the student’s Dissertation and Dissertation Defense Committee.

Courses numbered 899 in all departments are restricted to dissertation preparation. All doctoral candidates are required to successfully complete a minimum of 12 hours of dissertation preparation (899), but up to 30 hours of dissertation preparation (899) or 30 hours of a combination of dissertation (899) and thesis (799) preparation are allowed on a doctoral program of study. With permission of the student’s academic advisor and program graduate director, dissertation preparation hours (899) may be taken in any department if pertinent to the student’s research. Any student who uses University facilities or confers with faculty on dissertation work in any semester must be officially enrolled for at least one hour of graduate credit. It is recommended that the one hour of credit be in dissertation preparation (899).

On the student’s academic transcript completion or satisfactory progress in dissertation preparation will be indicated by the grade of T; unsatisfactory progress in dissertation preparation will be indicated by the grade of U. These grades will not be used to calculate the student’s grade point average. Programs may establish policies regarding progress to degree and eligibility for continued enrollment that are more stringent than the policies of The Graduate School.

Dissertation Submission

The dissertation is submitted to The Graduate School through the electronic thesis and dissertation (ETD) submission process. Instructions for submission (http://www.sc.edu/study/colleges_schools/graduate_school/) should be read thoroughly and followed explicitly, including deadlines for format check and final submission. The preliminary dissertation document will need to be submitted electronically to The Graduate School for a format check not later than five weeks before graduation through the ProQuest/UMI ETD portal. The Electronic Thesis and Dissertation coordinator (http://www.sc.edu/study/colleges_schools/graduate_school/) for the academic program will respond with any needed corrections or revisions. At least 20 days prior to graduation, the candidate must submit the final revision of the dissertation through the ETD process. Students will receive notification of receipt of the final dissertation submission from The Graduate School program coordinator.

The dissertation must be reproduced by ProQuest/UMI for archival purposes as per the laws of the State of South Carolina and must be archived by the University Library. The dissertation abstract will be published in the dissertation database. Additional information on publication (http://www.sc.edu/study/colleges_schools/graduate_school/).#Embargo_option_for_creative_works_or_intellectual_property_with_commercial_impact_and_copyright_options is available on the website of The Graduate School. Students using previously published articles as dissertation content must submit a copyright release (http://gradschool.sc.edu/thesisdissertation/dissertation-formating.htm#B_COPYRIGHT_RELEASE) from the publisher of the articles.

No paper copies of the dissertation are required by The Graduate School. If the academic program requires students to submit a bound copy of the dissertation, the department and student are responsible for obtaining the copy.

Dissertation Defense

A dissertation must be successfully defended before the Dissertation Committee. The dissertation defense should be no fewer than 30 days before the date of graduation.

Please consult the graduate director of the academic program for departmental, school, or college specific defense requirements, including scheduling procedures. The Graduate School requires that the dissertation defense be publicly announced. The Dissertation Defense Announcement (G-DDA (http://gradschool.sc.edu/ThesisDissertations/Dissertation_Defense_Announcements/gdda.asp)) form must be submitted at least 14 days prior to the defense.

When the defense has been approved by the Dissertation Committee, the signatures of the committee members must be obtained on the Dissertation Signature and Approval (G-DSF (http://gradschool.sc.edu/DocLibrary/documents/G-DSF.pdf)) form. The electronic submission of the dissertation will not have title page signatures; this is to prevent theft and unauthorized use of signatures that otherwise might occur. The graduate director of the academic program will also be asked to sign the G-DSF form to affirm that the dissertation follows the style manual endorsed by the program.

In addition, the student must complete the Survey of Earned Doctorates (SED (http://www.sc.edu/study/colleges_schools/graduate_school/)) available on the website of The Graduate School. The G-DSF with signatures and the SED must be delivered to the Graduate School program coordinator (http://www.sc.edu/study/colleges_schools/graduate_school/) who oversees the degree program. The G-DSF is to be submitted to the program coordinator in an envelope marked “Confidential.” The student may hand-deliver (http://gradschool.sc.edu/staff.asp) the completed SED and G-DSF to The Graduate School program coordinator or may send it through the mail (http://www.sc.edu/study/colleges_schools/graduate_school/).

Note: The G-DSF and SED must be received by the final submission deadline in order for the student to be cleared for graduation.

Application for Graduation and Degree Audit

All students enrolled in a doctoral degree program must file the application for degree/graduation (http://www.sc.edu/about/offices_and_divisions/registrar/) available on the website of the Office of the University Registrar (http://www.sc.edu/about/offices_and_divisions/registrar/) with The Graduate School within the first 15 class days of the fall or spring semester in which the degree is to be awarded, or within the first 10 class days of the Summer Session. Although some departments do not require students to provide the academic program with copies of the application for graduation, The Graduate School recommends that students do provide a copy to the academic program to facilitate
assessment of degree requirements. Applicants are encouraged to consult with the academic program to confirm that all requirements for graduation have been met.

Applications for graduation submitted after the announced filing deadline will be processed for the following term.

The Graduate School forwards the Application for Graduation form to the Office of the University Registrar to start the degree audit process. In Self Service Carolina, students should view their Graduation Degree Application information to confirm the accuracy of the information submitted and to correct any errors so the diploma is printed correctly. It is also important to check Self Service Carolina to determine if there are any holds that will prevent issue of an official transcript or mailing of the diploma. At the end of the semester, the degree program and The Graduate School both assess for degree audit whether all requirements have been completed, and then forward a recommendation to the Registrar to approve or disapprove award of the degree.

At the time of graduation, the student’s cumulative grade point average (GPA) must be at least 3.00. Additionally, the student’s average on all grades recorded on the program of study for courses numbered 700 or above must be at least 3.00 and all courses listed on the program of study must be at least 3.00.

**Degree Conferral**

Upon confirmation of a clear degree audit, the degree will be posted by the Office of the University Registrar to the student’s official academic record. The degree award is posted to the student’s transcript within 6 weeks after graduation. Degree candidates may wish to check Self Service Carolina to see if the degree is posted. Diplomas will be mailed to the address recorded on the application for graduation via first class mail to U.S. addresses and via registered airmail to international addresses. Graduates may expect to receive the diploma within three months after graduation. Degrees cannot be awarded retroactively.

**Note:** To pursue further graduate study after completion of a graduate degree, a student must submit a new application to The Graduate School.

**Academic Regalia**

A special doctoral hooding ceremony and commencement is held two times a year for graduating doctoral students. Attendance at graduation ceremonies is optional. Information on commencement exercises (http://www.sc.edu/study/colleges_schools/graduate_school/) is posted to The Graduate School webpage.

Academic regalia worn for the commencement ceremony is sold by the University Bookstore in the Russell House located on Greene Street in Columbia. To place an order for academic regalia to wear for graduation, please telephone the University Bookstore at 803-777-4160 or visit the website at https://sc.bncollege.com/shop/sc/home (https://sc.bncollege.com/shop/sc/home/).

**Master’s Degree Requirements**

**Master’s Degree Programs**

The University of South Carolina offers the Master of Arts and the Master of Science in many disciplines. The University also offers several professional master’s degrees, such as the Master of Arts in Teaching (M.A.T.), the Master of Fine Arts (M.F.A.), the Interdisciplinary Master of Arts in Art Education (I.M.A.), the Master’s in Library and Information Science (M.L.I.S), the Master’s in Social Work (M.S.W.), the Master’s of Business Administration (M.B.A.), and the Professional Science Master, (P.S.M.).

A complete listing of Master’s degree programs at the University of South Carolina is available at:

- Programs A-Z (p. 786)

All students enrolled in Master’s degree programs must follow the academic policies of The Graduate School. Academic programs may have additional or exceptional requirements.

**Master of Arts and Master of Science**

For Master of Arts and Master of Science degrees, the minimum requirement is 30 semester hours of graduate credit, but programs may require additional hours. A thesis or special project is required in most programs. Not more than 9 hours of 799 (thesis preparation) may be used on a master’s program of study. The department may require master’s students to make up deficiencies or may have additional requirements. At least half of the credit hours on the Program of Study, exclusive of thesis preparation (799), must be earned in courses numbered 700 and above. Master’s students must have a completed and approved Master’s Program of Study (M-POS (http://www.sc.edu/study/colleges_schools/graduate_school/forms_library/)) on file within 12 months of initial enrollment in the program. Students enrolled in a Master’s degree program have six years from the first term of enrollment in which to complete the degree. Students must be enrolled for at least 1 credit during the term of graduation.

**Professional Master’s Degrees**

Unless requirements are specifically waived by The Graduate School, the general requirements for the Master of Arts and Master of Science degrees apply to all master’s degrees offered by the University, but programs may have additional or exceptional requirements. A professional Master’s degree program must be at least 30 semester hours of graduate credit and at least half of the credit hours on the Master’s Program of Study, exclusive of thesis preparation (799), must be earned in courses numbered 700 and above. Students enrolled in a professional master’s degree program must have a completed and approved Master’s Program of Study (M-POS) form on file within 12 months of initial enrollment in the program.

**A Second Master’s Degree from USC**

When a student applies for a second master’s degree from USC, e.g., Master of Arts following a Master of Science, or a Master of Arts following a Master of Education, the candidate must meet the requirements of the second degree in full. However, with approval of the program and the dean of the Graduate Studies, up to 12 semester hours from the program of study of a previous USC graduate degree may be applied toward the second USC degree. Students are advised to seek approval for the inclusion of hours from the previous degree before applying to a second master’s degree program.

**Course Enrollment Load**

A graduate student may enroll for a term load not to exceed 15 graduate hours. Some programs limit their students to a 9 or 12 hour maximum term course load. A student with a term course load of 9 or more hours during a fall or spring term is classified as full-time for academic purposes. The maximum course load in any summer session is 6 hours.
A student must be enrolled for at least 1 credit hour during any semester in which thesis progress is made and such University resources as the library, computer facilities, or faculty time are used.

**Special Enrollment (Z-status)**

**Under-Enrollment Exception (Z-status)**

The dean of The Graduate School, under certain circumstances, may certify that a student's full-time enrollment is less than the normal requirement of 9 hours for graduate students or 6 hours for students serving as graduate assistants. Students seeking exceptions to minimum enrollment requirements should submit written requests to the dean of The Graduate School with acceptable justification in a memo from the student's academic advisor or the graduate director of the academic program. International students must also submit the approved Exemption from Full-time Enrollment form (http://sc.edu/about/offices_and_divisions/international_student_services/?option=com_docman&task=doc_view&gid=550&Itemid=) from International Programs for Students.

For a student whose need for under-enrollment results from an internship, practicum, or field experience required by the graduate program, a justification indicating the term requested and the nature of the experience should be submitted in a written memo to the dean of The Graduate School by the student's academic advisor or the program's graduate director.

Students nearing completion of a doctoral degree requiring a dissertation may be granted special enrollment status and certified as half-time or full-time if the student has completed course work required for the degree except dissertation preparation (899). Eligibility requires verification of three conditions by the student's academic advisor or program graduate director. The memo requesting Z-status must indicate that:

1. all course work on the program of study has been completed except for dissertation preparation (899);
2. the student is working on the dissertation full-time, or if applicable, at least half-time; and
3. the student is not employed outside their graduate assistantship or, if applicable, employed no more than half-time if not on a graduate assistantship.

A Z-status request for under-enrollment privilege must be term-specific and is limited to two terms. Z-status for under-enrollment privilege may be extended beyond two terms with the approval of and justification from the academic unit and with the approval of the dean of The Graduate School.

Students who request exemption from full-time enrollment for financial aid purposes must submit the Special Academic Enrollment Release form (F 6.2) from the Office of Financial Aid.

**Family Leave (Z-status)**

A graduate student who is the primary child-care provider is eligible to take a one major term of family leave from graduate study the major term during or following the event for the birth of a child or adoption of a child less than 6 years old. The graduate student taking family leave will receive a one year extension of all academic responsibilities, including time to degree, removal of incomplete grades, and course in-date time. During family leave, the graduate student will be on special enrollment (Z-status) status and must have health coverage. The student may waive out of University-sponsored health insurance if covered by other insurance or may elect to continue enrollment in the University-sponsored student health insurance plan. The student is responsible for submitting required waivers and/or for contacting the student health insurance contractor directly to enroll in the health insurance program and for paying premiums by the deadline. Students should be aware that a graduate assistantship position or other financial support may not be available upon return from family leave.

**Note:** While this policy does not mandate that programs continue financial support during family leave and/or guarantee student support or resumption of an assistantship after returning from family leave, programs are strongly encouraged to do so whenever possible.

Students contemplating family leave must advise their academic unit of the intention to take family leave and begin the family leave planning process at least six (6) weeks before the leave start date. Once planning has been completed at the unit level, a written petition for family leave with required supporting documentation and signatures must be submitted as a single packet to the dean of The Graduate School for approval at least three (3) weeks before the start of the leave. The petition must contain evidence of consultation and planning with the student's academic advisor(s) and a memo of support from the academic unit signed by the program's graduate director, a leave timeline, and appropriate documentation. Appropriate documentation for a female student for childbirth includes written certification from the student’s health care provider confirming the pregnancy and anticipated due date or the baby’s birth certificate and for a male student either certification confirming the anticipated due date or the baby's birth certificate. For adoption of a child less than 6 years old, a written certification of adoption from a certifying individual or agency specifying the date of adoption and the age of the child is the appropriate documentation.

This planning process with the academic unit should also be used to determine if any additional length of time beyond the one year extension of academic responsibilities period will be needed for the student opting for family leave to complete degree requirements. While a one year extension of academic responsibilities will be granted to any student on approved family leave, academic units often have specific timelines for exams, fieldwork, course sequences, etc., which may necessitate extension beyond the one year period. Graduate students with such circumstances may petition The Graduate School for extension of leave time. Academic unit requirements or limitations are a valid justification to petition for the extension. Petitions for extension of time beyond the one year family leave should be supported by the student's academic unit and will be reviewed by The Graduate School on an individual basis.

**Note:** Medical complications or other extenuating circumstances are not included in this policy. Such situations are more appropriately covered by the University's current policies regarding course incompletes and withdrawal and/or leave of absence due to extenuating circumstances.

The family leave policy is also intended to allow an international student to be coded as a "special enrollment” student and not affect current visa status. However, immigration regulations might dictate a different definition of enrollment than that defined as "special enrollment” for this policy. The Office of International Student Services is the authority on campus for interpreting current enrollment regulations for international students, so international students contemplating family leave must consult the Office of International Student Services to address proactively any individual or unique visa issues and/or to consider how the latest applicable regulations would affect eligibility for family leave. International students applying for family leave must discuss the intended leave period with the Office of International Student Services at the beginning of the six (6) week planning period and must
include a signed memo from the Office of International Student Services detailing immigration status and any consequences of taking family leave in the written petition packet submitted to the student's program graduate director for signature and to the dean of The Graduate School for approval.

Once the family leave has been approved, a memo will be placed by The Graduate School in the student's academic file indicating the leave dates and the extension date for academic responsibilities. It is the student's responsibility to communicate with their academic unit while on leave. It is also the student's responsibility to work with faculty and program administrators on arrangements for course completion, achievement of degree requirements, and for continuation of research and/or teaching activities before and following the period of the leave.

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

Master's Program of Study
Every degree student must file a Master's program of study (M-POS (http://gradschool.sc.edu/forms/Mastersprogramofstudy.pdf)) in The Graduate School for approval by the dean of The Graduate School. A program of study is a list of courses that satisfy degree requirements, and it must be approved by the student's advisor, the graduate director, and the dean of The Graduate School. This formal agreement serves a number of purposes that benefit both the student and the University. It allows the student and the advisor to engage in early planning of course work, explore research interests, and discuss requirements for progress toward degree; facilitates subsequent advisement; and protects the student in the event of unexpected curriculum or faculty changes. The student must file a completed Master's Program of Study form (M-POS (http://gradschool.sc.edu/forms/Mastersprogramofstudy.pdf)) within the first 12 months of course work. If necessary, an approved program of study can be modified with a Program Adjustment form (http://gradschool.sc.edu/forms/POSForm.pdf).

Concurrent and Dual Enrollment Programs of Study
For dual degree and concurrent dual degree enrollment, students are required to submit an individual program of study for each degree program. With approval of the program and the dean of the Graduate School, students concurrently enrolled may use no more than 12 credit hours that are common to all programs of study. However, if a student is concurrently enrolled in a master's and a doctoral program in the same discipline, the number of credit hours applicable from the master's program toward the doctoral program is limited to 9 hours. Programs may allow fewer than 12 shared hours or the 9 shared hours for the same discipline concurrent enrollment.

Transfer Credit
Course work not part of a completed certificate program or graduate degree from USC or another institution may be transferred for credit toward a master's degree. No more than 12 semester hours of graduate credit may be transferred into a master's program that requires 39-36 hours; no more than 15 semester hours of graduate credit may be transferred into a master's program that requires 37-45 hours; and no more than 18 semester hours of graduate credit may be transferred into a master's program that requires 46 or more semester hours. Only credits with grades of B or better (equivalent to 3.0 on a 4.0 grading scale) may be transferred from another institution into a Master's degree program. Course work transferred for credit toward a Master's degree must be from an accredited institution and must be no more than six years old at the time of graduation.

Course work transferred from another institution must be relevant to the program and have course content and a level of instruction equivalent to that offered by the University's own graduate programs. Approval for acceptance of transfer credit to a student's program of study must be approved and justified by the student's academic program and submitted to the dean of the Graduate School for final approval on the Request for Transfer of Academic Credit (G-RTC (http://gradschool.sc.edu/forms/G-RTC.pdf)) form.

Transient Enrollment Privilege
A USC graduate student in a Master's program seeking transient enrollment privilege at another institution should complete and submit the Special Enrollment Request (AS-30 (http://registrar.sc.edu/pdf/AS-30e.pdf)) form available on the Office of the University Registrar's website to dean of The Graduate School for approval. Before enrolling in graduate courses at another institution, contact the graduate director of the Master's program for permission to enroll and to ensure that the credits from the other institution will be approved for inclusion in the student's USC Master's program of study.

Revalidation of Out-of-Date Courses
Students enrolled in a Master's program at the University of South Carolina may, with permission of the academic program, request revalidation of USC graduate courses over six years old for inclusion on the Master's program of study. Each academic unit will determine whether a course is appropriate for revalidation. All instructions for revalidation (http://gradschool.sc.edu/forms/pre.pdf) must be followed and the Permit for Revalidation Examination (PRE (http://gradschool.sc.edu/forms/pre.pdf)) form must be completed and submitted to the dean of The Graduate School for approval prior to revalidation. Proof of payment of revalidation fees must be submitted with the Permit for Revalidation Examination form.

Note: Coursework taken at other institutions may not be revalidated.

Independent Study
The purpose of an independent study is to allow the student to pursue an area of academic interest not adequately covered by the regular course structure. Therefore, an independent study course cannot be used to fulfill a core requirement.

Prior to enrolling in a graduate independent study course, a student must complete a graduate Independent Study Contract form (G-ISC (http://gradschool.sc.edu/forms/G-ISC.independent.study.contract.GS50.pdf)). The approval of the instructor, advisor, and the graduate director of the program is required. Students send an approved copy of the G-ISC (http://gradschool.sc.edu/forms/G-ISC.independent.study.contract.GS50.pdf) to the Office of the University Registrar before registering for the course.

Note: Not more than 6 hours of independent study may be used on a master's program of study.
Professional Development Course Work
Professional development course work is designated on the academic record by a professional development designator. A maximum of 6 hours of professional development graduate course work may be included on a Master's program of study. The academic program and the dean of The Graduate School must approve the inclusion of professional development course work on a program of study.

Reduced Tuition Course Work
Course work taken with reduced tuition, usually a contract course, is designated on the academic record by a reduced tuition designation. A maximum of 6 hours of reduced tuition rate course work may be included on a graduate program of study. The academic program and the dean of The Graduate School must approve the inclusion of reduced tuition rate graduate course work on the program of study.

Foreign Language and/or Research Methods
Language and research methods requirements for the Master's degree vary from program to program and must be approved by the academic program's graduate director and the dean of The Graduate School. Programs which directly involve language study may have additional language requirements. Satisfying the requirement may entail one or more of the following: successful completion of an intensive reading course in a language approved by The Graduate School (e.g., SPAN 615), successful completion of a course at the intermediate level of language proficiency within six years previous of the award of the degree, or a passing grade on a language reading proficiency examination administered by the USC Department of Languages, Literatures, and Cultures (http://www.cas.sc.edu/dllc/) (DLLC). Students should contact DLLC for language course and testing information. Programs which directly involve language study may have additional language requirements.

Students have three opportunities to pass the language course or satisfy the reading proficiency examination. The Graduate School must be notified by the academic program of a student's successful completion of the language requirement.

In some programs a student is allowed to substitute competency in computer science, statistics, or another research method or competency for a reading knowledge of a foreign language. The requirement may be satisfied by the appropriate course work or examination. Permission for substitution must be approved by the dean of The Graduate School. As with successful completion of the language requirement, The Graduate School must also be notified of a student's successful completion of a substitution for the language requirement.

With approval of the program and the dean of The Graduate School, English may be accepted as a foreign language for students whose native language is not English and such students should submit the Certification of English as a Foreign Language (G-CIE (http://gradschool.sc.edu/forms/G-CIE.certification.in.english.pdf)) form. In cases where it is relevant to a student's research, American Sign Language may be used to satisfy the language requirement.

The student should make arrangements to complete the foreign language and/or research methods requirements at the earliest opportunity. Certification of foreign language and/or research methods competency for master's students remains valid for six years, after which it must be revalidated.

Comprehensive Assessment
All candidates for a Master's degree must complete a comprehensive assessment in the major field of study that is distinct from program course requirements. A comprehensive assessment is one that requires a student to synthesize and integrate knowledge acquired in coursework and other learning experiences and to apply theory and principles in a situation that approximates some aspect of professional practice or research in the discipline. It must be used as a means by which faculty judge whether the student has mastered the body of knowledge and can demonstrate proficiency in the required competencies. Many different models are possible, including written and oral comprehensive examinations, portfolios, supervised practice placements with comprehensive evaluation, a major written paper such as a thesis or an applied research project, or development of case studies.

Each degree program must require a comprehensive assessment. Completion of course requirements or satisfaction of a specified GPA does not satisfy the comprehensive assessment requirement. The Graduate School must be notified by the graduate director of the student's academic program of successful completion of the comprehensive assessment. Completion remains valid for two years after which the assessment must be repeated.

Thesis or Research Project
A thesis or research project is a requirement of most Master of Arts or Master of Science degree programs and some professional Master's programs. The thesis is the ultimate requirement of the Master's program and becomes a permanent record of the student's independent research or creative effort. The best academic tradition and professional practice require The Graduate School to preserve and share graduate student work with other scholars. To do that successfully means maintaining high standards concerning the form and appearance of the thesis. Thesis formatting and organization guidelines (http://gradschool.sc.edu/students/thesisdiss.asp?page=acad&sub=etd) are available on the website of The Graduate School.

No more than 9 hours of thesis preparation (799) may be included on the Masters program of study, but some programs may allow less hours. Completion or satisfactory progress in thesis preparation will be indicated by the grade of T; unsatisfactory progress in thesis preparation will be indicated by the grade of U, but thesis preparation grades are not calculated into the graduate cumulative grade point average. Programs may establish policies regarding eligibility for continued enrollment. Any student who uses University facilities or confers with faculty on thesis work in any semester must be officially enrolled for at least one hour of graduate credit. It is recommended that the one hour or credit be in thesis preparation (799).

Note: With approval of the Graduate Council and dean of The Graduate School, some programs elect to have students complete a project in lieu of a thesis or offer a nonthesis option which requires additional course work instead of a thesis.

Thesis Committee
The Thesis Committee is a program faculty committee approved by the department or school. The Thesis Committee should be composed only of faculty from the Columbia campus. Regular and Associate graduate faculty of any rank who hold the doctorate or the discipline's terminal
degree and tenured faculty at the rank of full professor who do not hold the terminal degree may serve on or chair thesis committees. Research, clinical, and adjunct faculty at any rank who hold the terminal degree may serve on and chair a thesis committee with approval of the program and the dean of The Graduate School. Instructors and lecturers who do not hold the terminal degree may serve as members of thesis committees with justification from the program and approval of the dean of The Graduate School. Emeritus or emeriti faculty may continue to chair the thesis committee of a student under their direction at retirement and may be appointed as a member or a thesis committee with the approval of the program and the dean of The Graduate School.

When the written thesis is completed, most programs require a thesis defense. Please consult the graduate director of the academic program for departmental, school, or college specific approval processes and submission deadlines. Completion of the thesis must be approved by the Thesis Committee and the signatures of the committee members must be obtained on the Thesis Signature Approval (G-TSF) form. The electronic submission of the thesis will not have title page signatures; this is to prevent theft and unauthorized use of signatures that otherwise might occur. The graduate director of the academic program will also be asked to sign the G-TSF form to affirm that your thesis follows The Chicago Manual of Style or another style manual endorsed by your program.

The G-TSF with signatures must be delivered to The Graduate School program coordinator who oversees the degree program. The G-TSF is to be submitted to the coordinator in an envelope marked “Confidential.” Student may hand-deliver the form to The Graduate School program coordinator (http://gradschool.sc.edu/graduate_programs.asp) or may send it through the mail. The G-TSF must be received by the final-submission deadline in order for the student to be cleared for graduation.

**Thesis Submission**

The thesis is submitted to The Graduate School through the electronic thesis and dissertation (ETD) submission process. Instructions for submission (http://gradschool.sc.edu/students/thesisdiss.asp?page=acad&sub=etd) should be read thoroughly and followed explicitly, including deadlines for format check and final submission. The preliminary thesis document will need to be submitted electronically to The Graduate School for a format check not later than five weeks before graduation through the ProQuest/UMI ETD portal. The Graduate School coordinator (http://gradschool.sc.edu/facstaff/gfd.asp?page=gf&sub=gfd) for the academic program will respond with any needed corrections or revisions. At least 20 days prior to graduation, the candidate must submit the final revision of the dissertation through the ETD process. Students will receive notification of receipt of the final dissertation submission from The Graduate School program coordinator.

The thesis must be reproduced by ProQuest/UMI for archival purposes as per the laws of the State of South Carolina and must be archived by the University library. Additional information on publication and copyright options is available on the website of The Graduate School.

No paper copies of the thesis are required by The Graduate School. If the academic program requires students to submit a bound copy of the thesis, the department and student are responsible for obtaining the copy. The website of The Graduate School provides several options for thesis binding and/or obtaining paper copies.

**Application for Graduation and Degree Audit**

All students enrolled in a Master's degree program must file the application for degree/graduation (http://Registrar.sc.edu/pdf/DegreeAppUpdated.pdf) available on the website of the Office of the University Registrar (http://Registrar.sc.edu/) with The Graduate School within the first 15 class days of the fall or spring semester in which the degree is to be awarded, or within the first 10 class days of Summer Session if the degree is to be awarded at the end of the summer. Although some departments do not require students to provide the academic program with copies of the application for graduation, The Graduate School recommends that students do provide a copy to the academic program to facilitate assessment of degree requirements. Applicants are encouraged to consult with the academic program to confirm that all requirements for graduation have been met.

Deadlines are posted for each term on the official academic calendar (http://Registrar.sc.edu/html/calendarSyr/5YrCalendar3.stm) of the University found on the website of the Office of the University Registrar. Late applications will be processed for the following term.

The Graduate School forwards the application for degree/graduation form to the Office of the University Registrar to start the degree audit process. In my.sc.edu (https://my.sc.edu/), students should view their Graduation Degree Application to confirm the accuracy of the information submitted and to correct any errors so the diploma is printed correctly. It is also important to inspect the graduation degree application information to determine if there are any holds that will prevent the diploma mailing. At the end of the semester, the degree program and The Graduate School both assess for degree audit whether all requirements have been completed, and then forward a recommendation to the Registrar to approve or disapprove award of the degree.

At the time of graduation, the student’s cumulative grade point average (GPA) must be at least 3.00. Additionally, the student’s average on all grades recorded on the program of study for courses numbered 700 or above must be at least 3.00 and all courses listed on the program of study must be at least 3.00.

**Degree Conferral**

Upon confirmation of a clear degree audit, the degree will be posted by the Office of the University Registrar to the student’s official academic record. The degree award is posted to the student’s transcript within 6 weeks after the commencement ceremony. Diplomas will be mailed to the address recorded on the application for graduation via first class mail to U.S. addresses and via registered airmail to international addresses.

Graduates may expect to receive the diploma within three months after the commencement exercises. Degrees cannot be awarded retroactively.

**Note:** To pursue further graduate study after completion of a graduate degree, a student must submit a new application to The Graduate School.

**Academic Regalia**

A special doctoral hooding ceremony and commencement is held three times a year for graduating doctoral students. Attendance at graduation ceremonies is optional. Information on commencement exercises (http://gradschool.sc.edu/current/commencement.asp) is posted to The Graduate School webpage.
Academic regalia worn for the commencement ceremony is sold by the
University Bookstore in the Russell House located on Greene Street in
Columbia. To place an order for academic regalia to wear for graduation,
please telephone the University Bookstore at 803-777-4160 or visit their
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• International Business / Shanghai Jiao Tong University Master of International Business, M.I.B./M.I.B. (p. 1224)
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• International Business/Aalto University, M.I.B/M.Sc. (p. 1224)
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• International Hospitality and Tourism Management, M.I.H.T.M. (p. 1093)
• International Hospitality and Tourism Management/ Master of Sport, Leisure and Hospitality Management with National Taiwan Normal University, M.I.H.T.M./ M.S. in S.L.H.M. (p. 1225)
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• Nurse Anesthesia, M.N.A. (p. 1125)
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• Nursing Informatics, Certificate (p. 1147)
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• Nursing Practice, D.N.P. (p. 1148)
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• Philosophy, M.A. (p. 869)
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• Physical Activity and Public Health, M.P.H. (p. 1194)
• Physical Education, M.A.T. (P-12 Certification) (p. 1009)
• Physical Education, Ph.D. (p. 1038)
• Physical Therapy, D.P.T. (p. 1195)
• Physician Assistant Studies, MSPAS (p. 1127)
• Physics, M.S. (p. 875)
• Physics, Ph.D. (p. 875)
• Play Therapy, Certificate (p. 995)
• Political Science, M.A. (p. 880)
• Political Science, Ph.D. (p. 881)
• Psychiatric Mental Health Nurse Practitioner, M.S.N. (p. 1151)
• Psychiatric Rehabilitation, Certificate (p. 1129)
• Psychology, M.A. (restricted to Clinical-Community Psychology, Ph.D. students) (p. 890)
• Public Administration / Law, M.P.A. / J.D. (p. 1227)
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• Qualitative Research, Certificate (p. 996)
• Railway Engineering, Certificate (p. 1058)
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• Speech-Language Pathology, M.C.D. (https://academicbulletins.sc.edu/graduate/public-health/communication-sciences-disorders/speech-language-pathology-mcd/)
• Speech-Language Pathology, M.S. (p. 1160)
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• Teaching, M.Ed. (p. 1033)
• Technology Innovation and Entrepreneurial Engineering, M.S. (p. 1086)
• Theatre, M.A. (p. 943)
• Theatre, M.A.T. (P-12 Certification) (p. 1019)
• Theatre, M.F.A. (p. 944)
• Women's and Gender Studies, Certificate (p. 946)

College of Arts and Sciences
College of Arts and Sciences
Dr. Joel Samuels, Interim Dean
Dr. Claudia Benitez-Nelson, Associate Dean for Instruction, Community Engagement, and Research
Dr. Cynthia J. Davis, Associate Dean for Arts, Humanities, and Academic Initiatives
Dr. Christy Friend, Interim Associate Dean for Enrollment Management, Advising, and Retention
Dr. Todd Shaw, Interim Associate Dean for Diversity, Equity, and Inclusion and for Social Sciences
Dr. Jeff Twiss, Interim Associate Dean for Research and Graduate Education
Dr. Qiana Whitted, Interim Associate Dean for College Initiatives and Interdisciplinary Programs

Overview of the College
The College of Arts and Sciences is the oldest, largest and most academically diverse college at the University of South Carolina. Its disciplines in the arts, humanities and sciences have formed the university's intellectual core since its founding in 1805. By providing most courses in the Carolina Core, the college provides a foundation for every University of South Carolina undergraduate student. Today, the college is also a vibrant community of learning on the forefront of advances in teaching, learning and research.

The college offers over 40 majors and minors and more than 70 graduate programs, giving students a broad selection of study areas. Rooted in the liberal arts tradition, the college provides a broad education that champions critical thinking, creativity, communication skills, resilience, teamwork and other skills and attributes that form the foundation of success in graduates' lives and careers.

The college enriches student learning through active teaching, academic advising, career development and learning beyond the classroom. The Student Excellence Collaborative provides student services and facilitates advising, study abroad, internships and career development with staff dedicated to the needs of arts and sciences students. The Incubator for Teaching Innovation assists faculty with enhancing classroom learning through a variety of teaching methods.

As the heart of a major research university, the college is a hub of research excellence and creative activity. Its faculty-led research programs advance knowledge and produce new work with impact in literature, medicine, education, climate science, public policy, and more. Its arts programs also make a cultural contribution to South Carolina and beyond. These programs provide hands-on, engaged learning for both undergraduate and graduate students, but they also serve as a catalyst for positive change in the local community, the state, the nation and the world. The College of Arts and Sciences transforms the lives of our students and improves the world they will inhabit by creating and sharing knowledge at the frontiers of inquiry.

Academic Departments
The College of Arts and Sciences consists of the Departments of Anthropology; Biological Sciences; Chemistry and Biochemistry; Criminology and Criminal Justice; English Language and Literature; Geography; History; Languages, Literatures, and Cultures; Mathematics; Philosophy; Physics and Astronomy; Political Science; Psychology; Religious Studies; Sociology; Statistics; and Theatre and Dance, as well as the School of the Earth, Ocean and Environment and the School of Visual Art and Design. Interdisciplinary Programs include African American Studies, Film and Media Studies, Global Studies, Jewish Studies, Linguistics, and Women's and Gender Studies.

Centers and Institutes
Centers and institutes within the college include the Belle W. Baruch Institute for Marine and Coastal Sciences, Center for Civil Rights History and Research, Center for Digital Humanities, Center for Geographic Education, Center for Science Education, Electron Microscopy Center, GISciences Research Laboratory, Hazards and Vulnerability Research Institute, Interdisciplinary Mathematics Institute, Institute for African American Research, Institute for Mind and Brain, Institute for Southern Studies, McCausland Center for Brain Imaging, Parenting and Family Research Center, Psychological Services Center, S.C. Institute of Archaeology and Anthropology, and the Walker Institute of International and Area Studies.

The college also is home to the McKissick Museum, which fosters awareness and appreciation for the history of the university and the community, culture and environment of the American South.

Accreditations
The School of Visual Art and Design is accredited by the National Association of Schools of Art and Design (NASAD). The Department of Chemistry and Biochemistry has been approved by the American Chemical Society's (ACS) Committee on Professional Training, and the curriculum for the Bachelor of Science in Chemistry meets ACS requirements. In the Department of Psychology, the graduate degrees in Clinical/Community Psychology are accredited by the American Psychological Association (APA); graduate degrees in School Psychology are accredited by the American Psychological Association (APA) and the National Association of School Psychologists (NASP) through a partnership with the National Council on Accreditation of Teacher Education (NCATE). The Master of Public Administration degree offered by the Department of Political Science is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA). The Department of Theatre and Dance is accredited by the National Association of Schools of Theatre (NAST) and the University/Resident Theatre Association (URTA). Through selected degree programs, the College of Arts and Sciences participates in the teacher education programs of the University that are accredited by the National Council for Accreditation of Teacher Education.

Oak Ridge Associated Universities
Since 1950, students and faculty of the University of South Carolina have benefited from its membership in Oak Ridge Associated Universities (ORAU). ORAU is a consortium of 98 colleges and universities and a contractor for the U.S. Department of Energy (DOE) located in Oak Ridge, Tennessee. ORAU works with its member institutions to help their students and faculty gain access to federal research facilities throughout the country; to keep its members informed about opportunities for fellowship, scholarship, and research appointments; and to organize research alliances among its members.

Through the Oak Ridge Institute for Science and Education (ORISE), the DOE facility that ORAU operates, undergraduates, graduates, postgraduates, and faculty enjoy access to a multitude of opportunities for study and research. Students can participate in programs covering a wide variety of disciplines including business, earth sciences, epidemiology, engineering, physics, geological sciences, pharmacology, ocean sciences, biomedical sciences, nuclear chemistry, and mathematics. Appointment and program length range from one month to four years. Many of these programs are especially designed to increase the numbers of underrepresented minority students pursuing degrees in science- and engineering-related disciplines.
ORAU’s Office of Partnership Development seeks opportunities for partnerships and alliances among ORAU’s members, private industry, and major federal facilities. Activities include faculty development programs, such as the Ralph E. Powe Junior Faculty Enrichment Awards, the Visiting Industrial Scholar Program, consortium research funding initiatives, faculty research, and support programs as well as services to chief research officers.

For more information about ORAU and its programs, visit the ORAU homepage at http://www.orau.org or contact the office of the Vice President for Research.

**Degrees and Certificates Offered**

The College of Arts and Sciences offers programs of study leading to the degrees of Doctor of Philosophy, Master of Arts, Master of Fine Arts, Master of Industrial Statistics, Master of Mathematics, Master of Public Administration, Master of Science, and Professional Science Master. In cooperation with the College of Education, the college offers the Master of Arts in Teaching in selected disciplines for uncertified teachers and the Interdisciplinary Master of Arts in Art Education and the Interdisciplinary Master of Arts in Sciences for teachers who have been certified. The Department of Statistics offers the Certificate of Graduate Study in Applied Statistics. The Linguistics Program offers the Certificate of Graduate Study in Teaching English to Speakers of Other Languages. The Certificate of Graduate Study in Museum Management is offered through the Department of History. The Certificate of Graduate Study in Women's and Gender Studies is available through the Women's and Gender Studies Program. The Department of Anthropology offers the Certificate of Graduate Study in Historical Archaeology and Cultural Resource Management and the Certificate of Graduate Study in Visual Anthropology. For further information about admission and degree requirements, please consult the Graduate Admissions and Degree Requirements sections of this bulletin and the individual departments and programs listed in the College of Arts and Sciences.

For more information about academic programs in the College of Arts and Sciences visit Programs by College/School or visit the departmental links below.

**Departments and Program Areas**

Click the links below to view programs and courses administered by each department.

Some programs offered by the College of Arts and Sciences are available as Graduate Dual Degree Programs:

- Anthropology (p. 790)
- Biological Sciences (p. 797)
- Chemistry and Biochemistry (p. 803)
- Criminology and Criminal Justice (p. 807)
- English Language and Literature (p. 812)
- Film and Media Studies (p. 820)
- Geography (p. 821)
- History (p. 827)
- Languages, Literatures, and Cultures (p. 834)
- Linguistics (p. 847)
- Mathematics (p. 855)
- Philosophy (p. 865)
- Physics and Astronomy (p. 872)
- Political Science (p. 876)
- Psychology, Clinical Community (p. 883)
- Psychology, Experimental (p. 891)
- Psychology, School (p. 894)
- Religious Studies (p. 903)
- School of the Earth, Ocean and Environment (p. 903)
- School of Visual Art and Design (p. 917)
- Sociology (p. 928)
- Southern Studies (p. 933)
- Statistics (p. 933)
- Theatre and Dance (p. 939)
- Women’s and Gender Studies (p. 944)

**Anthropology**

Department Website (http://artsandsciences.sc.edu/anth/)

Jennifer Reynolds, Chair
Sharon DeWitte, Graduate Director

The Department of Anthropology offers the M.A. and Ph.D. in anthropology in a program of study that provides students with a thorough grounding in the theories and research methods of the discipline. The department provides training in anthropology across all four subfields (archaeology, cultural anthropology, linguistics, and biological/physical anthropology), stressing interconnections between subfields and interdisciplinary activity. Students will also develop an expertise within a specific subfield or a crosscutting specialty such as bioarchaeology, ethnology, or medical anthropology. Department faculty have geographical specialization in Latin America, the Caribbean, Africa, North America, and Asia and pursue broad themes of inequality, globalization, cultural interaction, and human diasporas. The department also offers a certificate program in historical archaeology and cultural resource management. Special opportunities are also available for students interested in developing their skills and knowledge in museology and folklore. A more complete description of the graduate program, including the specialty areas of each faculty member, is provided at http://www.cas.sc.edu/anth/ (http://www.cas.sc.edu/anth/).

**Programs**

- Anthropology, M.A. (p. 794)
- Anthropology, Ph.D. (p. 795)
- Historical Archaeology and Cultural Resource Management, Certificate (p. 796)

**Courses**

**ANTH 512 - Gender Issues in China (3 Credits)**


**ANTH 513 - Anthropological Ethnobotany (3 Credits)**

Survey of how each anthropological subfield studies the interrelationships between plants and peoples. Application of methods, including interviewing and data analysis.
ANTH 515 - Tradition and Transformations in Islamic Cultures (3 Credits)
Islam as a dynamic cultural tradition: emphasis on the tension between Islamization and the larger Islamic tradition.
Cross-listed course: RELG 551
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning

ANTH 517 - An Anthropological View of Blacks in Film (3 Credits)
Cultural representations, constructions, production, and consumption of African-American identity in the popular culture medium of feature films.
Cross-listed course: AFAM 517
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

ANTH 518 - Visual Cultures (3 Credits)
Survey of visual anthropology including theoretical frameworks of ways of seeing, ethnographic photography and filmmaking, contemporary technologies, and their effects on culture.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ANTH 520 - Field Problems in Ethnology (6 Credits)
A two-semester class and field session. Research design, field methods, interpretation of data, and the development of theory from the data.

ANTH 525 - Ethnoecology (3 Credits)
Seminar exploring human-plant-animal-natural interactions within an anthropological framework.

ANTH 533 - North American Archaeology (3 Credits)
Prehistoric and historic archaeology.

ANTH 534 - Prehistoric Archaeology of South America (3 Credits)
Prehistoric archaeology of the South American continent.
Cross-listed course: LASP 425

ANTH 535 - Conflict Archaeology (3 Credits)
Anthropological and archaeological theories and methods in the study of conflict, war, and warfare. Causes, effects, outcomes of sustained social acts of violence of groups, tribes, states, and nations. Evolutionary, biological, social origins of warfare. History, strategy, and tactics, battlefield archaeology.

ANTH 536 - Public Archaeology (3 Credits)
Philosophy and mechanics of modern archaeological Cultural Resource Management (CRM). CRM legislation, regulation, and process. Contemporary issues and problems in Public Archaeology including Native American reburial negotiations, conflict resolution, ethics, looting, business practices, standards, contexts and protection.

ANTH 541 - Field Problems in Archaeology (3 Credits)
Archaeological field methods and techniques such as excavation, flotation, sampling, surveying, photography, and remote sensing.
Prerequisites: ANTH 320.

ANTH 546 - Forensic Archaeological Recovery (FAR) (3 Credits)

ANTH 550 - Archaeological Laboratory Methods (3 Credits)
Laboratory on basic prehistoric and historic artifact analysis, including analytical methods, laboratory equipment, and data interpretation. May be repeated.
Prerequisites: ANTH 319 or ANTH 322.

ANTH 551 - Medical Anthropology: Fieldwork (3 Credits)
Application of observation techniques, field notes, informant interviewing, and secondary data analysis to interpreting differential perceptions of health problem solving in the community and clinic.

ANTH 552 - Medical Anthropology (3 Credits)
Socio-cultural factors in health, illness, healing, and in medical systems. Cross-cultural and ethnographic evidence for public health research and program applications.
Cross-listed course: HPEB 552
Graduation with Leadership Distinction: GLD: Research

ANTH 553 - Anthropological Approaches to Narrative and Performance (3 Credits)
The ways people from various cultures reflect on, reinforce, and construct their social realities through narrating, which will be considered as both artistic expression and social action.
Cross-listed course: LING 545

ANTH 555 - Language and Gender (3 Credits)
Approaches to gender and language emphasizing the social grounding of both; how language reflects sociocultural values and is a tool for constructing different types of social organization.
Cross-listed course: LING 541, WGST 555
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

ANTH 556 - Language and Globalization (3 Credits)
Anthropological approach to issues of language and globalization. Linguistic consequences of globalization under consideration include communicative patterns, linguistic change, and language and political economy.
Cross-listed course: LING 556
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

ANTH 557 - Psychological Anthropology (3 Credits)
Psychological aspects of behavior from a cross-cultural perspective.

ANTH 561 - Human Osteology (4 Credits)
An intensive examination of the human skeleton and techniques for anthropological interpretation.

ANTH 565 - Health and Disease in the Past (3 Credits)
Varieties and effects of disease patterns among past populations illustrating biological, environmental, and cultural interrelationships.

ANTH 567 - Human Identification in Forensic Anthropology (3 Credits)
Theories and methodologies necessary for the identification of human skeletal remains in a forensic setting.

ANTH 568 - Nutritional Anthropology (3 Credits)

ANTH 569 - International Development and the Environment (3 Credits)
Intersections of international development and environmental change; study of general theoretical perspectives balanced with case studies from the Global South.
Cross-listed course: GEOG 569
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning
ANTH 570 - Ethnographic Film (3 Credits)
Problems in conveying and interpreting ethnographic information on film or tape. Includes syntax, suitability of subject matter to the medium, irrelevant or distracting information, and observer bias.

ANTH 572 - Temporal Processes in Culture (3 Credits)
Clocks, cycles, and contingencies as they affect human societies now and have done so in the past. Theories and models from biology and the other natural sciences will be used to interpret the history of culture.

ANTH 575 - Economic Anthropology (3 Credits)
A cross-cultural study of the economic behavior of pre-literate and literate societies.

ANTH 576 - Archaeology of the African Diaspora (3 Credits)
Foodways, architecture, crafts, and narrative of African-American cultures.

ANTH 577 - Advanced Topics in the Anthropological Study of Social Organization (3 Credits)
Selected recent theoretical and methodological developments in the study of social organization.

ANTH 579 - Cultural Ecology (3 Credits)
An interdisciplinary approach to prehistoric, historic, and contemporary relationships between the development of socio-cultural configurations and ecosystems.

ANTH 580 - Culture and Identity in the African Diaspora (3 Credits)
Students will explore the African Diaspora as a social, cultural, and historical formation with Africa at its center, focusing on US, Latin American, and Caribbean African-descended communities.

ANTH 581 - Globalization and Cultural Questions (3 Credits)
This course examines cultural understandings of and responses to globalization, examining topics such as its history and theories, migration, economic integration and inequality, identity, social movements, and the environment.

ANTH 586 - Discourse, Gender and Politics of Emotion (3 Credits)
Anthropological approach to issues of discourse, gender and emotion. Issues under consideration include the social control, force, and forms of emotional discourse and the relationship between emotion and culture from gender-oriented perspectives.

ANTH 591 - Selected Topics (1-3 Credits)
Topics of special interest. May be taken more than once as topics change.

ANTH 600 - Survey of Linguistics (3 Credits)
Survey of core areas of linguistics and extensions to closely related disciplines. Introduction to the linguistic component of human cognition. Formal description and analysis of the general properties of speech and language, the organization of language in the mind/brain, and cross-linguistic typology and universals.

ANTH 699 - Reading and Research (3-6 Credits)

ANTH 701 - Physical Anthropology and Archaeology for Teachers (3 Credits)
Human origins, human evolution, human prehistory, and cultural existence from its less complex forms to early civilizations. An introduction to the concepts, methods, and data of physical, biological, and archaeological anthropology primarily for teachers. May be taken with, or independently of, ANTH 702.

ANTH 702 - Social and Linguistic Anthropology for Teachers (3 Credits)
Selected contemporary cultures, including their languages. An introduction to the concepts, methods, and data of sociocultural anthropology and anthropological linguistics, primarily for teachers. May be taken with, or independently of, ANTH 701.

ANTH 703 - Anthropological Inquiry (3 Credits)
A discussion of the general topics of anthropological inquiry, theories, and methods.

ANTH 704 - Anthropological Connections (3 Credits)
Faculty representing subdisciplines of anthropology will explore with students the connections between subfields, theoretical and regional perspectives, and analyses of the past and present.

Prerequisites: ANTH 703.

ANTH 706 - Engendering Global Capitalism (3 Credits)
The origins of global capitalism, the nature of money and debt, the roles of gender, race and class in social formations, and the relationship between production and reproduction.

Cross-listed course: WGST 706

ANTH 711 - Professionalism and Ethics (3 Credits)
Presentations of critical skills to achieve career goals in a variety of anthropological applications, develop portfolios, prepare competitive job applications, and produce effective grant proposals. Ethics issues in anthropological research publishing and teaching.

ANTH 712 - Thesis Skills Seminar (1-3 Credits)
Skills needed for writing a master's thesis in anthropology, including literature review, current theory, research design, data analysis, and written presentation.

ANTH 714 - Teaching Practicum in Anthropology (1 Credit)
Uses the context of leading discussions in ANTH 101 and 102 to introduce and explore issues relating to pedagogy. Restricted to TA's for ANTH 101 and ANTH 102.

ANTH 718 - Seminar in European Archaeology (3 Credits)
Consideration and critique of current research in European archaeology.

ANTH 719 - Field Problems in Ethnology (3 Credits)
Advanced graduate seminar on methods of ethnology, including research design, field methods, and interpretation of data, and the development of theory from data. Includes class and field sessions.

ANTH 720 - Development of Anthropological Archaeology (3 Credits)
Anthropological archaeology: history, theory, contemporary issues, and relationship to other disciplines.

ANTH 721 - Community Anthropology for Professionals (3 Credits)
Those skills of social/cultural anthropology and anthropological linguistics which can aid practitioners in health, law, education, and other professional fields to function in community settings. Emphasis on cultural and sub-cultural differences in South Carolina, the Southeast, and the United States.

ANTH 722 - Summer Field School in Archaeology (3-6 Credits)
Experience in supervising archaeological research, making field decisions, and directing the collection, processing, and interpretation of archaeological data in the field.
ANTH 723 - Summer Field School in Ethnography (3-6 Credits)
Experience in designing and carrying out ethnographic research including project design, data collection, analysis, and description.

ANTH 724 - Visual Anthropology Research (3 Credits)
Exploring the range of anthropological research utilizing visual records (still photographs and video/film) including theoretical underpinnings and hands-on practice: how and why to use visual records in research.

ANTH 730 - Cultural Theory through Ethnography (3 Credits)
Theories of culture presented through ethnographies from different parts of the world. Issues in writing, reading, and interpreting ethnographic information.

ANTH 733 - Seminar in North American Prehistory (3 Credits)
Consideration and critique of current research in North American archaeology.

ANTH 740 - Current Issues in Archaeology (3 Credits)
Review of theoretical trends in American archaeology.

ANTH 741 - Ethnology for Archaeologists (3 Credits)
Ethnographic data important to archaeological thinking; archaeological models resting on ethnographic data. Emphasis on variation of ethnographic data.

ANTH 742 - Public Archaeology (3 Credits)
The legal, philosophical, and ethical foundations of archaeology in the United States. Considerations on relating archaeology to the non-professional.

ANTH 743 - Research Practicum in Archaeology (1 Credit)
Observation and participation in the on going management of archaeological resources.

ANTH 744 - Research Practicum in Conservation Archaeology (1 Credit)
Observation and participation in the on going management of archaeological resources.

ANTH 745 - Seminar in Historical Archaeology (3 Credits)
Advanced seminar on theoretical considerations and methodological approaches to the study of historical archaeological materials.

ANTH 747 - Language as Social Action (3 Credits)
Examines language as a social, cultural, and political matrix. Topics include ideology, gender, race, power, agency, and resistance. Students will apply linguistic theories in their own analyses of everyday speech.
Cross-listed course: LING 747

ANTH 748 - Introduction to Linguistic Anthropology (3 Credits)
A comprehensive introduction to linguistic anthropology, its relationship(s) to sociolinguistics, discourse analysis, and conversation analysis. Contributions made to social theory and theories of language and discourse will be understood.
Prerequisites: LING 600.

Cross-listed course: LING 748

ANTH 750 - Archaeological Laboratory Analysis (4 Credits)
Methods and techniques necessary to operationalize and test archaeological hypotheses in a laboratory context.

ANTH 751 - Archaeological Research Design and Analysis (3 Credits)
An overview of skills required to design and organize archaeological field and laboratory research.

ANTH 756 - Analysis of Conversation (3 Credits)
Types of interactive organization found within conversation and the methods and procedures used by participants to achieve order.
Cross-listed course: LING 743

ANTH 760 - Biocultural Adaptation (3 Credits)
Approaches to human adaptation emphasizing the interaction of biology and culture. Studies of biocultural adaptation to environmental, social, and economic constraints. Research design and methodology in adaptation studies.

ANTH 761 - Bioarchaeology Principles (3 Credits)
Methods and theories of application of physical anthropological data to archaeological problems.

ANTH 762 - Biological Anthropology Principles and Theory (3 Credits)
Major theories and principles of biological anthropology.

ANTH 771 - Migration and Culture (3 Credits)
Theories of migration; peopling of the earth; family structure and migration in different economic regimes and cultures; seasonal and cyclical patterns.

ANTH 772 - Gender and Culture (3 Credits)
Different cultures' ideas about gender and use of gender to organize social groups in a wide range of societies, including American subcultures.

Cross-listed course: WGST 772

ANTH 773 - Exploring Ethnohistory (3 Credits)
Cross-cultural study of history. Includes theoretical perspectives and cases from the Americas, Europe, Africa, and Asia.
Cross-listed course: HIST 772

ANTH 774 - Seminar in Environmental Anthropology and Development (3 Credits)
Findings of ecological and economic anthropology applied to problems of contemporary development. Emphasis on less developed countries.

ANTH 775 - Anthropology of Art (4 Credits)
Anthropological examination of the art of small-scale societies with attention, where appropriate, to the art of more complex societies.

ANTH 777 - Cinema and Archaeology (1 Credit)
Critical examination of films dealing with archaeological subjects.

ANTH 780 - Ethnography of Communication (3 Credits)
Ethnographic analysis of communication in groups and institutions in different cultures.

ANTH 781 - Human Interaction (3 Credits)
Introduction to basic research on how human beings interact with each other and an historically constituted material world.

ANTH 782 - Language Ideology: The Political Economy of Language Beliefs and Practices (3 Credits)
Linguistic anthropological approaches that examine the ideological systems that mediate social structures and linguistic/discursive forms and functions. Topics range from language and political economy, identity and identifications, institutions, and nation-building/nationalism.
Cross-listed course: LING 782

ANTH 787 - Material Culture Studies (3 Credits)
Seminar in historical study of material culture; principal disciplinary and theoretical perspectives; emphasis on material culture of North America.
Cross-listed course: HIST 787

ANTH 791 - Special Topics in Anthropology (3 Credits)
Seminar for advanced students. Topics vary according to student and instructor interest. May be repeated for different topics.

ANTH 797 - Reading and Research (3 Credits)
Independent study course designed to facilitate student's research.
An independent study contract with content approved by instructor is required.
ANTH 798 - Research Practicum in Anthropology (3-6 Credits)
Participation under faculty supervision of anthropological research. Development of the research project, collecting, recording, analyzing, and reporting on the data.

ANTH 799 - Thesis Preparation (1-9 Credits)

ANTH 899 - Dissertation Preparation (1-12 Credits)
T/U grading.

Anthropology, M.A.

Learning Outcomes

- Students in the Standard MA track will recognize and describe research themes and content area from all sub-fields, to generalize research findings and approaches across sub-fields, and to demonstrate competency in coursework in at least two sub-fields of anthropology. Students in the Professional MA Track in Archaeology will recognize and describe research themes and content area within archaeology that are relevant to the wider field of anthropology.
- All students will be able to describe and evaluate the historical development and contemporary expressions of anthropological theory.
- All students will be able to conduct document-based and field research, to engage in professional-level scholarly dialogue, to lead classroom discussions, and to present scholarly papers. Students will be able to plan and complete an original piece of scholarly research. Students will be able to identify and discuss important ethical issues in anthropology.
- All students will be able to design, conduct, analyze, and report the results of a research project. They will be able to use a variety of information technology resources to gather, analyze and present information.

Admission

Applicants for the Master's degree must have a baccalaureate degree from an approved college of university. Applicants must be recommended to the Graduate School for acceptance by the Department of Anthropology. Admission requirements include official transcripts from all previous colleges or universities (whether a degree was earned or not), a personal statement of the student’s interest and intent, a writing sample, at least two letters of recommendation, and official GRE score reports. Applicants to the non-thesis archaeology track must demonstrate completion of a field school or commensurate supervised field experience. A strong applicant should have GRE scores near 160 verbal and 148 quantitative and a 4.0 - 4.5 in analytical and 3.50 GPA. Practically speaking, an applicant intending to seek a MA should be supported by at least two faculty members willing to serve as mentors in order to be admitted into the program. The application and financial aid deadlines are December 15.

Standard MA Track Requirements (33 Hours)

Students are required to complete a minimum of 27 hours of course work and a master's thesis (6 hours) for a total of 33 hours. Of these, at least 14 hours must be courses at the 700-level, excluding the thesis hours (ANTH 799). Students must participate in supervised fieldwork and successfully pass a written comprehensive exam. Specific requirements for the Standard MA Track are listed below.

Required Core Courses (6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ANTH 703</td>
<td>Anthropological Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 711</td>
<td>Professionalism and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
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<td>6</td>
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</table>

Subfields - Core Course(s) (at least 3 hours)

Students must specialize in one of the following four subfields of anthropology and complete one or more *core courses* in theory and methodology from within that subfield.

Archaeology

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<thead>
<tr>
<th>Course</th>
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<tbody>
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Physical/Biocultural Anthropology

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<tbody>
<tr>
<td>ANTH 762</td>
<td>Biological Anthropology Principles and Theory</td>
<td>3</td>
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Cultural Anthropology

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<tr>
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<tbody>
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<td>6</td>
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</table>

Subfield Coursework (15 hours)

In this course work the student develops, in close consultation with their advisor, a specialty within anthropology. Coursework to build this strength will primarily be taken in Anthropology, but may include one or more courses from outside the Department.

Supervised Fieldwork

Students are required to undertake supervised fieldwork, usually during the summer between their first and second year. This requirement can be met through an approved field school or other supervised fieldwork either as a research assistant on field projects or in the course of collecting their own data. Archaeology students with no previous experience are encouraged to take the field school offered by this program or, when the student’s interests warrant it, at another institution with the approval of the student’s advisor.

Comprehensive Examination

Students must take and pass a comprehensive examination administered by the department.

Master’s Thesis (6 hours)

Students must complete a master’s thesis and six hours of thesis preparation.
Native American relations.

systems, historic preservation, museum studies, materials sciences, and geoarchaeology, geophysical prospecting, geographic information concentration. Concentrations may include, but are not limited, to archaeological enquiry and take at least 12 graduate credits in that concentration. Students must choose a concentration in a discipline that complements their subfield from the following list:

**Anthropological Breadth (3 hours)**

Each student is required to take one *core course* outside their subfield from the following list:

### Archaeology

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### Cultural Anthropology

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### Linguistic Anthropology

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<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td>6</td>
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</tbody>
</table>

**Professional MA Track in Archaeology Requirements (30 hours)**

Students are required to complete a minimum of 24 hours of coursework and a master’s thesis (6 hours of ANTH 799) for a total of 30 hours. Of these, at least 12 hours must be courses at the 700 level, excluding ANTH 799. Students must successfully pass a comprehensive exam and complete a master’s thesis. Specific requirements for the Professional MA Track in Archaeology are listed below:

### Required Core Courses (12 hours)

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>or ANTH 745</td>
<td>Seminar in Historical Archaeology</td>
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<tr>
<td>ANTH 750</td>
<td>Archaeological Laboratory Analysis</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 751</td>
<td>Archaeological Research Design and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 742</td>
<td>Public Archaeology</td>
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<td><strong>Total Credit Hours</strong></td>
<td>13</td>
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</table>

### Concentration (12 hours)

Students must choose a concentration in a discipline that complements archaeological enquiry and take at least 12 graduate credits in that concentration. Concentrations may include, but are not limited, to geoarchaeology, geophysical prospecting, geographic information systems, historic preservation, museum studies, materials sciences, and Native American relations.

**degree Requirements (30 Post Masters Hours)**

Residence and other basic requirements for the degree in anthropology are set by The Graduate School. Doctoral students are required to complete a minimum of 30 hours of graduate work beyond the M.A., including 12 hours of dissertation credit (ANTH 899). Additional hours may be specified by their advisor and approved by the graduate faculty. Students who enter the anthropology department at USC intending to take the M.A. and Ph.D. degrees will apply for admission to the Ph.D. program upon completion of all requirements for the M.A. (including course work, comprehensive exam, and thesis). Students entering the Ph.D. program with an M.A. in Anthropology or related field from another university must complete the M.A. requirements or demonstrate they

**Comprehensive Examination**

Students must take and pass a comprehensive examination administered by the department.

**Master's Thesis (6 hours)**

Students must complete a master's thesis and six hours of thesis preparation.

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<tr>
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<tbody>
<tr>
<td>ANTH 799</td>
<td>Thesis Preparation</td>
<td>1-9</td>
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**Anthropology, Ph.D.**

**Learning Outcomes**

- Students will recognize and describe research themes and content area from all sub-fields of anthropology, generalize research findings and approaches across the sub-fields, demonstrate competency in coursework in the four sub-fields of anthropology, and integrate theory and method across at least two sub-fields.
- Students will be able to describe and evaluate the historical development and contemporary expressions of anthropological theory. They will be able to demonstrate a deeper understanding and more sophisticated use of specific theories related to their dissertation project.
- Students will demonstrate familiarity with theory and/or method of one or more disciplines outside anthropology.
- Students will engage in the larger community of anthropological professionals by attending conferences, seminars, and other arenas where anthropological theory, methods, and results are presented.
- Students will demonstrate the skills necessary to engage in professional-level scholarly dialogue, to lead classroom discussions and to present scholarly papers.
- Students will be able to identify and discuss important ethical issues in anthropology.
- Students will critically evaluate anthropological research. Through their comprehensive exams and dissertation project, they will demonstrate the skills necessary to design, conduct, analyze, and report the results of a research project.
- At least 90% of students will find suitable employment in anthropology at the completion of their doctoral degree. We expect that 80% of anthropology PhD students will complete their dissertations in the median time to degree in the field of anthropology or less (median time to degree post BA: 8-10 yrs.).

**Degree Requirements (30 Post Masters Hours)**

Residence and other basic requirements for the degree in anthropology are set by The Graduate School. Doctoral students are required to complete a minimum of 30 hours of graduate work beyond the M.A., including 12 hours of dissertation credit (ANTH 899). Additional hours may be specified by their advisor and approved by the graduate faculty. Students who enter the anthropology department at USC intending to take the M.A. and Ph.D. degrees will apply for admission to the Ph.D. program upon completion of all requirements for the M.A. (including course work, comprehensive exam, and thesis). Students entering the Ph.D. program with an M.A. in Anthropology or related field from another university must complete the M.A. requirements or demonstrate they
have completed similar course work. The required distribution of the 30 hours beyond the M.A. include:

**Required Core Courses**

Unless taken at the master’s level.

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**Subfields - Core Courses**

One *core course* in each of the three subfields not in the student’s subfield to provide four field anthropological exposure. May be satisfied at the master’s level.

**Archaeology**

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**Physical/Biocultural Anthropology**

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**Cultural Anthropology**

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<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>6</strong></td>
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</table>

**Coursework within Another Department or Discipline**

A minimum of 1 (3-credit hour) course taken in a department/discipline other than anthropology.

**Other Courses**

- Any other appropriate courses chosen in consultation with the advisor.

**Dissertation Preparation**

A minimum of 12 credit hours of dissertation preparation.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ANTH 899</td>
<td>Dissertation Preparation</td>
<td>1-12</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>1-12</strong></td>
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</table>

Note: Students enrolled in the Ph.D. program will be admitted to candidacy after completing the following requirements:

1. a written and oral exam;
2. demonstration of two research skills (e.g. competency in a foreign language, statistical application, or visual anthropology methods and techniques, etc.); and
3. writing, presenting, and defending a dissertation prospectus.

This will normally take place at the end of the first or second year after entering the Ph.D. program (third or fourth year of study after entering the department with a bachelor’s degree).

**Historical Archaeology and Cultural Resource Management, Certificate**

The Department of Anthropology offers the Certificate in Historical Archaeology and Cultural Resource Management for students wishing to supplement their degree work in other historically oriented programs. The certificate is oriented toward professional practice and provides archaeologically based cultural resource management skills for preservation-related employment.

The certificate requires 18 semester hours (two required core seminars and four approved elective courses). Twelve semester hours must come from courses in the Department of Anthropology. The program of study should include a mix of courses in method and theory of historical archaeology and cultural resource management and their practical application.

**Learning Outcomes**

- Students will demonstrate their knowledge of the history and current approaches in Historical Archaeology.
- Students will demonstrate their knowledge of Cultural Resource Protection legislation at various government levels as well as develop an understanding of the ethical considerations of Public Archaeology and its various publics.
- HACRM Certificate Program students will demonstrate an understanding of the importance of an anthropological perspective to an ethical public archaeology and Historical Archaeology through the papers and project they do in these courses. These courses will include ANTH 720, ANTH 550, and ANTH 703, among others.

**Certificate Requirements (18 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Required Core Seminars</strong></td>
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<tr>
<td>ANTH 742</td>
<td>Public Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 745</td>
<td>Seminar in Historical Archaeology</td>
<td>3</td>
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<tr>
<td><strong>Elective Courses</strong></td>
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<tr>
<td>Select 12 hours of the following:</td>
<td>12</td>
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</tr>
<tr>
<td>ANTH 533</td>
<td>North American Archaeology</td>
<td></td>
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<tr>
<td>ANTH 541</td>
<td>Field Problems in Archaeology</td>
<td></td>
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<tr>
<td>ANTH 550</td>
<td>Archaeological Laboratory Methods</td>
<td></td>
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<tr>
<td>ANTH 576</td>
<td>Archaeology of the African Diaspora</td>
<td></td>
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<tr>
<td>ANTH 591</td>
<td>Selected Topics</td>
<td></td>
</tr>
<tr>
<td>ANTH 703</td>
<td>Anthropological Inquiry</td>
<td></td>
</tr>
<tr>
<td>ANTH 720</td>
<td>Development of Anthropological Archaeology</td>
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<tr>
<td>ANTH 722</td>
<td>Summer Field School in Archaeology</td>
<td></td>
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<tr>
<td>ANTH 733</td>
<td>Seminar in North American Prehistory</td>
<td></td>
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<tr>
<td>ANTH 741</td>
<td>Ethnology for Archaeologists</td>
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</tbody>
</table>
Programs on the TOEFL exam or 7 on the IELTS exam. English must obtain a minimum score of 600 (250 computer-based score) in an average of 3.00 in the sciences on a 4.00 scale. However, these guidelines are flexible, and slight deficiencies in one area can be compensated by strengths in another. In addition, applicants whose native language is not English must demonstrate ability to excel in the biological sciences. Generally, to be considered for admission, a student must have a minimum grade point average of 3.00 in the sciences. An introduction to the descriptive and experimental embryology of animals. Living and preserved specimens will be used to demonstrate the basic processes of embryogenesis. Three lecture hours per week.

**Courses**

**BIOL 502 - Environmental Microbiology** (3 Credits)
An overview of the microbial world including a survey of the distribution, functioning, and diversity of microorganisms in natural systems. Discusses the crucial roles that microorganisms play in ecosystem function, biogeochemical cycles, and environmental quality.

**Prerequisites:** MSCI 102 or BIOL 102, CHEM 112.

**Cross-listed course:** MSCI 503

**BIOL 505 - Developmental Biology** (3 Credits)
An introduction to the descriptive and experimental embryology of animals. Living and preserved specimens will be used to demonstrate the basic processes of embryogenesis. Three lecture hours per week.

**Prerequisites:** or Corequisite: BIOL 302.

**BIOL 505L - Developmental Biology Laboratory I (1 Credit)**
Descriptive and experimental exercises related to embryology. One three-hour laboratory per week.

**Corequisite:** BIOL 505.

**BIOL 506 - Developmental Biology II (3 Credits)**
Molecular aspects of development from gamete formation through tissue and organ differentiation in plants and animals. Three lecture hours per week.

**Prerequisites:** BIOL 505.

**BIOL 506L - Developmental Biology Laboratory II (1 Credit)**
A series of experimentally oriented laboratory exercises will be performed. One three-hour laboratory per week.

**Prerequisite or Corequisite:** BIOL 506.

**BIOL 510 - Invertebrate Zoology** (4 Credits)
Phylogenetic and comparative aspects of anatomy, physiology, reproduction, and embryology of the invertebrates.

**Prerequisites:** BIOL 301 or MSCI 311.

**Cross-listed course:** MSCI 510

**Graduation with Leadership Distinction:** GLD: Research

**BIOL 523 - Plant Development** (3 Credits)
Descriptive and molecular examination of the processes and mechanisms used by plants in organogenesis, differentiation, and morphogenesis. Three lecture hours per week.

**Prerequisites:** BIOL 302 and BIOL 303.

**BIOL 523L - Plant Developmental Laboratory (1 Credit)**
Experiments utilizing a genetic approach to the study of plant development. Three laboratory hours per week.

**Corequisite:** BIOL 523.

**BIOL 524 - Mycology** (4 Credits)
Taxonomy and morphology of fungi; cultivation, life histories, and economic importance; all classes and major orders considered. Three lecture hours per week.

**Prerequisites:** BIOL 301.

**BIOL 525 - Marine Plants** (4 Credits)
Diversity, distribution, physiology, ecology, evolution, and economic importance of marine algal, seagrass, and mangrove communities. Three lecture and three laboratory hours per week. Scheduled field trips are required.

**Prerequisites:** BIOL 301 or MSCI 311.

**Cross-listed course:** MSCI 525

**Admission**

An applicant must have a baccalaureate degree or its equivalent from an accredited college or university. The applicant's academic record must indicate adequate preparation for graduate study in biology and must demonstrate ability to excel in the biological sciences. Generally, to be considered for admission, a student must have a minimum grade point average of 3.00 in the sciences on a 4.00 scale. However, these guidelines are flexible, and slight deficiencies in one area can be compensated by strengths in another. In addition, applicants whose native language is not English must obtain a minimum score of 600 (250 computer-based score) on the TOEFL exam or 7 on the IELTS exam.

**Biological Sciences**

Department Website (http://www.biol.sc.edu/)

Jeff Twiss, Interim Chair

The Department of Biological Sciences offers programs leading to the Master of Science and Doctor of Philosophy degrees. The Master of Arts in Teaching in Sciences (Biology option) is offered in cooperation with the College of Education.

The purpose of the graduate program in the Department of Biological Sciences is to train biological scientists for careers in teaching, research, administration, and industry. The Department of Biological Sciences offers diverse research and training opportunities that span the Biological discipline, including but not necessarily restricted to Biology of Stress, Cancer Biology, Ecology, Evolution, Marine Biology, Neurobiology, Plant Biology, Stem Cell and Developmental Biology, and Computational Genomics. Students interested in multiple areas can construct an interdisciplinary curriculum with the consent of both the advisor and the advisory and examination committees.

The Biological Sciences M.S. and Ph.D. degrees are research based degrees focusing on animal, plant and/or microbial systems in the areas of ecology, evolutionary biology, physiology, molecular biology, cellular biology, and/or developmental biology.

**Total Credit Hours**

18

1 At least 6 hours from ANTH.
BIOL 526 - The Fall Flora (4 Credits)
Two lecture and four laboratory hours per week.
Prerequisites: BIOL 301.

BIOL 527 - The Spring Flora (4 Credits)
Two lecture and four laboratory hours per week.
Prerequisites: BIOL 301.

BIOL 528 - The Summer Flora (4 Credits)
Two lecture and four laboratory hours per week.
Prerequisites: BIOL 301.

BIOL 530 - Histology (4 Credits)
An introduction to the tissues that make up the human body. The microscopic anatomy of tissues is examined and discussed in terms of function and physiology. Three lecture hours and four laboratory hours per week.

BIOL 531 - Parasitology (4 Credits)
Parasites of biological, economic, and public health importance. Three lecture and three laboratory hours per week.
Prerequisites: 300 level Biology course or equivalent.

Cross-listed course: ENHS 661, EPID 661

BIOL 534 - Animal Behavior (3 Credits)
A comparative survey of behavior patterns of animals from protists to humans and the physiological mechanisms underlying behavior.

BIOL 534L - Animal Behavior Laboratory (1 Credit)
Observational and experimental methods used in classifying animal behavior patterns and in determining underlying control mechanisms. One three-hour laboratory per week.
Prerequisite or Corequisite: BIOL 534.

BIOL 535 - Fishery Management (3 Credits)
Management and conservation of aquatic and marine resources, with emphasis on fisheries. Data procurement and analysis; commercial and recreational fisheries; sociological, political, legal, and environmental factors that affect fishery management; and fish biodiversity.

Prerequisites: BIOL 301.

Cross-listed course: MSCI 535

BIOL 536 - Ichthyology (4 Credits)
Phylogeny, morphology, behavior, and ecology of fishes. Three lecture and 3 laboratory hours plus three field trips to be arranged.
Prerequisites: BIOL 301 or MSCI 311.

Cross-listed course: MSCI 536

Graduation with Leadership Distinction: GLD: Research

BIOL 537 - Aquaculture (3 Credits)
Introduction to the practical and scientific aspects of the commercial culture of freshwater and marine organisms. Three lecture hours per week. One all-day field trip required.
Prerequisites: BIOL 301 or MSCI 311.

BIOL 538 - Behavior of Marine Organisms (4 Credits)
The identification of behavioral adaptations of estuarine and marine organisms: their ecology, physiology, development, and evolutionary history; field observations.
Prerequisites: BIOL 101 and BIOL 102 or MSCI 311.

Cross-listed course: MSCI 538

Graduation with Leadership Distinction: GLD: Research

BIOL 541 - Biochemistry (3 Credits)
Description of biological macromolecules and major metabolic pathways.
Prerequisites: C or higher in CHEM 334.

Cross-listed course: CHEM 550

BIOL 541L - Biochemistry Laboratory (1 Credit)
Experiments and demonstrations illustrating the principles of biochemistry. Three laboratory hours per week.
Prerequisite or Corequisite: C or higher in CHEM 550 or BIOL 541 or CHEM 555 or BIOL 545.

Cross-listed course: CHEM 550L

BIOL 543 - Comparative Physiology (3 Credits)
An integrative and comparative study of the structure, function, and evolution of the physiological systems of animals. Three lecture hours per week.
Prerequisites: BIOL 302 or MSCI 311.

BIOL 543L - Comparative Physiology Laboratory (1 Credit)
Laboratory exercises to illustrate principles from BIOL 543. Three hours per week.
Corequisite: BIOL 543.

BIOL 545 - Biochemistry/Molecular Biology I (3 Credits)
Essentials of modern biochemistry. First semester of a two-semester course. Three lecture hours per week.
Prerequisites: C or higher in CHEM 334.

Cross-listed course: CHEM 555

BIOL 546 - Biochemistry/Molecular Biology II (3 Credits)
Essentials of modern biochemistry and molecular biology. Three lecture hours per week.
Prerequisites: C or higher in BIOL 302.

Cross-listed course: CHEM 556

BIOL 549 - Plant Physiology (4 Credits)
A general survey of the major physiological processes in plants. Two lecture and four laboratory hours per week.
Prerequisites: BIOL 302 and BIOL 425.

BIOL 550 - Bacteriology (3 Credits)
Introduction to bacteria and viruses emphasizing ultrastructure, physiology, genetics, and growth. Discussion of public health, industrial, and environmental microbiology. Three lecture hours per week.
Prerequisites: BIOL 302 or MSCI 311.

Corequisite: BIOL 550L.

Graduation with Leadership Distinction: GLD: Research

BIOL 550L - Bacteriology Laboratory (1 Credit)
Three laboratory hours per week.
Corequisite: BIOL 550.

BIOL 552 - Population Genetics (3 Credits)
An introduction to the principles of population genetics, with emphasis on the origin, maintenance, and significance of genetic variation in natural populations.
Prerequisites: BIOL 301, MSCI 302, and BIOL 303.

Cross-listed course: MSCI 552

Graduation with Leadership Distinction: GLD: Research
BIOL 553 - Genomics (3 Credits)
Current concepts and applications of genomics, addressing questions from throughout biological inquiry.
Prerequisites: BIOL 301, BIOL 303.

BIOL 558 - Stem Cells and The Physiological Environment (3 Credits)
Discussion of how physiological factors, like nutritional status, influence systemic signals to alter stem cell activity, and the physiological stimuli that impact stem cell activity in a variety of organisms (from worms to humans).
Prerequisites: C of higher in BIOL 302.

BIOL 570 - Principles of Ecology (3 Credits)
Interactions of organisms and the environment; ecosystem structure and functions. Three lecture hours per week.
Prerequisites: BIOL 301 or MSCI 311.

BIOL 570L - Principles of Ecology Laboratory (1 Credit)
Three hours per week.
Prerequisite or Corequisite: BIOL 570.

BIOL 571 - Conservation Biology (3 Credits)
Principles of conservation biology. Importance of biodiversity, causes of decline and extinction, and restoration and conversation policy in terrestrial and aquatic ecosystems. 03: 07/05/2019.
Prerequisites: BIOL 301.
Cross-listed course: ENVR 571

BIOL 572 - Freshwater Ecology (3 Credits)
Quantitative study of the population, community and evolutionary ecology of freshwater habitats (lakes, ponds, rivers, streams, wetlands). Includes mandatory field trips.
Prerequisites: BIOL 301.
Cross-listed course: ENVR 572

BIOL 574 - Marine Conservation Biology (3 Credits)
Exploration of how human activities affect marine natural populations, species, communities and ecosystems, including threats to biodiversity; approaches to marine conservation; and ecological and evolutionary responses to anthropogenic disturbance. 03: 07/05/2019.
Prerequisites: BIOL 301.
Cross-listed course: MSCI 574

BIOL 575 - Marine Ecology (3 Credits)
Structure, dynamics, and interactions between populations and communities in marine ecosystems. Attendance at designated departmental seminars is required. Three lecture hours per week.
Prerequisites: CHEM 111 and BIOL 301 or MSCI 311.

Cross-listed course: MSCI 575

BIOL 575L - Marine Ecology Laboratory (1 Credit)
Laboratory and field exercises in coastal environments.
Prerequisite or Corequisite: BIOL 575.

Cross-listed course: MSCI 575L

BIOL 576 - Marine Fisheries Ecology (3 Credits)
Interdisciplinary examination of the distribution, reproduction, survival, and historical variation of the principal commercial marine fisheries. 03: 07/05/2019.
Prerequisites: BIOL 301.
Cross-listed course: MSCI 576

BIOL 577 - Ecology of Coral Reefs (4 Credits)
Structure, productivity, and biodiversity of coral reefs, emphasizing their sensitivity, stability, and sustainability. Taught as an extended field experience with daily lectures and guided research activities.
Prerequisites: BIOL 301 or MSCI 311.

Cross-listed course: MSCI 577

BIOL 588 - Genomic Data Science (3 Credits)
This course focuses on quantitative knowledge for interdisciplinary applications in genetics as well as hands-on experience in analyzing genetic data. In this course, students will have programming exercises in using analysis tools to conduct genome-wide analysis, annotation, and interpretation of genetic data using R/Bioconductor packages.
Prerequisites: C or better in STAT 201 or higher.
Cross-listed course: STAT 588

BIOL 599 - Topics in Biology (1-3 Credits)
Current developments in biological sciences. Readings and research on selected topics. Course content varies and will be announced in the schedule of classes by title.

BIOL 610 - Hallmarks of Cancer (3 Credits)
Survey of current concepts regarding the molecular and genetic factors that regulate the origin and progression of cancer. Readings based on current primary literature.
Prerequisites: BIOL 302 and BIOL 303.

BIOL 612 - Virology - Classical and Emerging Concepts (3 Credits)
Advanced study of viruses with regard to biochemical, molecular, pathological, epidemiological, and biotechnological aspects. Focus on animal viruses with particular emphasis on human pathogens.
Prerequisites: BIOL 302.

BIOL 614 - Stem Cell Biology (3 Credits)
Focuses on the understanding of how stem cells can be used to make fundamental biological discoveries with a special focus in neuroscience.
Prerequisites: C or better in BIOL 302.

BIOL 620 - Immunobiology (3 Credits)
Basic immunological concepts including antibody structure, function, and genetics; cellular immunology; transplantation; hypersensitivity; autoimmunity; and immunity to infectious diseases.
Prerequisites: BIOL 302.

BIOL 625 - Medical Mycology (3 Credits)
Advanced study of infectious diseases caused by fungi. Etiology, symptoms, and treatment of fungi related illnesses.
Cross-listed course: ENHS 625

BIOL 627 - Marine Phytoplankton (3 Credits)
Examines the physiology and ecology of phytoplankton, including environmental controls on community composition, primary productivity; and detection and characterization of water quality (eutrophication) and harmful algal blooms.
Prerequisites: MSCI 102 or MSCI 450 or BIOL 450.
Cross-listed course: MSCI 627

BIOL 630 - Biology of Birds (3 Credits)
Biological of birds at molecular, organismal, and population levels, emphasizing unique adaptations of the class of Aves.
Prerequisites: BIOL 301, BIOL 302, and BIOL 303.
BIOL 634 - Biology of Neurological Diseases (3 Credits)
Advances in molecular and cellular neurobiology that bring new understanding for human neurological disease.
Prerequisites: BIOL 302 and SCHC 330 or BIOL 405.

BIOL 635 - Neurophysiology (4 Credits)
Descriptive and experimental aspects of the neural basis of behavior, emphasizing cellular and molecular mechanisms. Two lecture and six laboratory hours per week. Three lecture hours per week.
Prerequisites: BIOL 302.

BIOL 640 - Microbial Ecology (3 Credits)
Interactions of microorganisms with each other, with more complex organisms, and with their environments. Three lecture hours per week.
Prerequisites: BIOL 550 and either BIOL 301 or MSCI 311.

BIOL 641 - Biophysical Ecology (3 Credits)
This course examines how the mechanisms by which animals and plants interact with their physical environments influence organismal physiology.
Prerequisites: BIOL 301, MATH 141 or MATH 122.

BIOL 650 - Biochemical Evolution (3 Credits)
Advanced study of related aspects of biological evolution. Rose of life from physical and chemical precursors, biochemical basis of adaptation to ecological pressures, and biochemical aspects of the origins and maintenance of biodiversity.
Prerequisites: BIOL 301, BIOL 302, BIOL 303.

BIOL 651 - Limnology (4 Credits)
A study of the aquatic environment and its biota. Three lecture and four laboratory hours per week.
Prerequisites: BIOL 301.

BIOL 652 - Evolutionary Biology (3 Credits)
An advanced course in evolutionary biology, including natural selection, neutral evolution, molecular evolution, population genetics, quantitative genetics, sexual selection, speciation, human evolution, and the evolution of disease.
Prerequisites: BIOL 301 and BIOL 303.

BIOL 653 - Bioinformatics (3 Credits)
Studies of the principles of genetics and molecular biology as applied to adaptive evolution of genes and genomes.
Prerequisites: BIOL 302, BIOL 303.

BIOL 654 - Speciation (3 Credits)
Speciation as the source of biological diversity. Historical and biological viewpoints. Analysis of concepts of species and models of speciation. Two lectures and one recitation per week.
Prerequisites: BIOL 301 or BIOL 652.

BIOL 655 - Biotechnology (3 Credits)
Studies in molecular biology and genetics with emphasis on the use of newly developed techniques in biotechnology. Three lecture hours per week.
Prerequisites: BIOL 302 and BIOL 303.

BIOL 656 - Experimental Biotechnology (4 Credits)
Techniques used in biotechnology will be employed in the context of an experimental project. Twelve laboratory hours per week.
Prerequisites: BIOL 302, BIOL 302L.

BIOL 660 - Biology of Mammals (4 Credits)
Evolution, systematics, genetics, ecology, and adaptation of mammals. Emphasis on native South Carolina species. Two lectures and one two-hour laboratory per week, plus five field trips to be arranged.
Prerequisites: BIOL 301 or MSCI 311.

BIOL 662 - Signal Transduction and Pathogenesis (3 Credits)
Signaling pathways involved in human diseases, such as cancer, AIDS, autoimmune diseases and diabetes, and cellular processes involving apoptosis, cell cycle, cell-cell adhesion, growth factors, hormones, G protein-couples receptors, cytokines and immune response.
Prerequisites: BIOL 302 and BIOL 303.

BIOL 665 - Human Molecular Genetics (3 Credits)
Molecular mechanisms underlying gene action and differentiation in man; the genetic bases for human variability and inborn metabolic errors leading to inherited diseases.
Prerequisites: BIOL 302 and BIOL 303.

BIOL 667 - Molecular and Genetic Mechanisms of Disease Pathogenesis (3 Credits)
An advanced examination of the molecular mechanisms underlying gene action in humans. Current literature illustrating the genotype-phenotype relationship in human disease pathogenesis will be discussed.
Prerequisites: BIOL 302 and BIOL 303.

BIOL 668 - Metabolic Biochemistry of Human Disease (3 Credits)
Core concepts of biochemistry as applied to human health and disease.
Prerequisites: C or higher in CHEM 555/BIOL 545 or CHEM 550/BIOL 541.

Cross-listed course: CHEM 655

BIOL 670 - Plant Ecology (3 Credits)
Structure and dynamics of plant populations and communities, including life histories, adaptations, and plant interactions. Three lecture hours per week.
Prerequisites: BIOL 301.

BIOL 670L - Plant Ecology (1 Credit)
Laboratory and field exercises in plant ecology. Four hours per week.
Prerequisite or Corequisite: BIOL 670.

BIOL 671 - Plant Responses to the Environment (3 Credits)
Physiological, molecular, and genetic examination of induced plant responses to various biotic and abiotic environmental stresses.
Prerequisites: BIOL 302.

BIOL 690 - Ultramicroscopy (3 Credits)
Theoretical and practical aspects of scanning and transmission electron microscopy, digital image acquisition and energy dispersive x-ray spectroscopy. Two lecture and one laboratory hour per week, plus a research project to be arranged.
Prerequisites: BIOL 302 or MSCI 311.

BIOL 701 - Selected Topics in Biochemistry (1-3 Credits)
Selected biochemical topics emphasizing research literature. One lecture hour per credit per week.
Prerequisites: two semesters of biochemistry.

BIOL 702 - Selected Topics in Plant Biology (1-3 Credits)
Selected botanical topics emphasizing research literature. One lecture hour per credit per week.
Prerequisites: two semesters of botany.
BIOL 703 - Selected Topics in Ecology (1-3 Credits)
Selected ecology topics emphasizing research literature. One lecture hour per credit per week.
Prerequisites: two semesters of ecology.

BIOL 704 - Selected Topics in Genetics and Developmental Biology (1-3 Credits)
Selected genetic and developmental biology topics emphasizing research literature. One lecture hour per credit per week.

BIOL 705 - Selected Topics in Zoology (1-3 Credits)
Selected zoological topics emphasizing research literature. One lecture hour per credit per week.

BIOL 711 - Structure and Function of Nucleic Acids (3 Credits)
A detailed study of nucleic acids including their structure/chemistry, biosynthesis, processing, and biological functions.

BIOL 712 - DNA Transactions and Gene Expression (3 Credits)
Advanced topics in Mendelian genetics, DNA repair/recombination, and mechanisms of gene expression. Three lecture hours per week.
Prerequisites: BIOL 303 or equivalent and BIOL 711.

BIOL 714 - Advanced Cell Biology (3 Credits)
Problems of cellular organization, interactions, and control. Cell growth and death, cell-cell recognition and communication, intracellular transport, the structure and assembly of cellular organelles, somatic cell genetics, and evolution of cells. Three lecture hours per week.
Prerequisites: BIOL 541 or equivalent.

BIOL 717 - Biological Chemistry (3 Credits)
A comprehensive treatment of the chemistry, metabolism, regulation, and function of biological systems.

BIOL 718 - Biological Chemistry II (3 Credits)
A continuation of BIOL 717. Three lecture hours per week.
Prerequisites: BIOL 717.

BIOL 722 - Aquatic Bacteriology (3 Credits)
The ecology and physiology of freshwater and marine bacteria. The functions of bacteria in aquatic habitats and the public health aspects of pollution as they relate to microbiology. Three lecture hours per week.
Prerequisites: BIOL 330 or equivalent.

BIOL 722L - Aquatic Bacteriology Laboratory (1 Credit)
Three laboratory hours per week.
Prerequisite or Corequisite: BIOL 722.

BIOL 725 - Embryology of Angiosperms (3 Credits)
Two lectures and two laboratory periods per week.

BIOL 726 - Soil-Plant Relationships (3 Credits)
Two lecture and three laboratory hours per week.
Prerequisites: BIOL 102.

BIOL 727 - Marine Phytoplankton (3 Credits)
Three lecture hours and one three-hour laboratory per week.
Prerequisites: BIOL 627.

BIOL 728 - Advanced Phycology (3 Credits)
Three lecture hours and one three-hour laboratory per week.
Prerequisites: BIOL 627.

BIOL 729 - The Biology of Fish (3 Credits)
Three lecture hours per week.

BIOL 730 - The Biology of Fish (3 Credits)
One seminar and six laboratory hours per week.
Prerequisite or Corequisite: BIOL 729.

BIOL 731 - Advanced Invertebrate Zoology I (3 Credits)
Principles of systematic and an in-depth study of invertebrate phylogeny and ecology. Two lecture and three laboratory hours per week.
Prerequisites: invertebrate zoology.

BIOL 734 - The Vertebrates (3 Credits)
Three lectures or conferences per week.

BIOL 736 - Advanced Developmental Biology (3 Credits)
The biochemical and molecular mechanisms by which a variety of organisms develop. Three lecture hours per week.
Prerequisites: BIOL 340 or BIOL 505, or equivalent.

BIOL 741 - Fungal Physiology (3 Credits)
Three lecture and three laboratory hours per week.

BIOL 748 - Molecular Endocrinology (3 Credits)
A brief introduction to general endocrinology followed by an in-depth examination of the molecular mechanisms of hormone action, including receptors, second messengers, and hormonal control of transcription/translation. The evolution of hormone-receptor systems will also be examined.
Prerequisites: CHEM 332.

BIOL 749 - Methods in Molecular and Cell Biology (3 Credits)
Team-taught course on the theory and practice of laboratory techniques for investigating the structure and function of cellular components, especially organelles, proteins, and nucleic acids. Three lecture hours per week. Lectures will be supplemented with laboratory demonstrations.
Prerequisites: one semester of biochemistry.

BIOL 750 - Advanced Biological Oceanography (3 Credits)
Three lecture hours per week.
Prerequisites: BIOL 450/MSCI 450.

BIOL 752 - Marine Biogeochemistry (3 Credits)
Biological, chemical, geological, and physical processes that influence the cycling of major bioactive elements (C, O, N, P, S) in marine waters and sediments.
Cross-listed course: MSCI 752

BIOL 753 - Developmental Genetics (3 Credits)
The action of genes in development and differentiation at the molecular, cellular, and organ (tissue) levels, with examples taken from microorganisms, plants, animals, and man. Three lecture hours per week.
Prerequisites: BIOL 350 and two semesters of biochemistry or equivalents.

BIOL 754 - Oceanographic Techniques (1 Credit)
Shipboard experience with basic techniques used by geological, physical, chemical, and biological oceanographers.
Cross-listed course: GEOL 754

BIOL 755 - Quantitative Ecology (3 Credits)
An intensive field course centered around field problems in a variety of habitats (freshwater, terrestrial, estuarine). Students will use a variety of quantitative sampling methods to test ecological hypotheses on several two-day field trips.
Prerequisites: BIOL 570.
BIOL 757 - Special Topics in Biology (1-4 Credits)
An intensive consideration of topics of current interest in biology. One lecture hour per credit per week.

BIOL 758 - Research (1-3 Credits)
Appropriate designation will be made for the particular program in any given semester.

BIOL 759 - Physiological Ecology (3 Credits)
Two lecture and three laboratory hours per week.

BIOL 760 - Electron Microscopy (3 Credits)
Theory and design of modern electron microscopes; advancement in the theory and practice of specimen preparation of biological materials; interpretation of ultrastructure of cells and tissues. Three lecture hours a week.

BIOL 760L - Electron Microscopy Laboratory (1 Credit)
Four laboratory hours per week.
Prerequisite or Corequisite: BIOL 760.

BIOL 762 - Wetlands Ecology (3 Credits)
A survey of the structure and function of wetland ecosystems emphasizing the current literature.

BIOL 763 - Biology of Populations (3 Credits)
Three lecture and two laboratory hours per week.

BIOL 764 - Advanced Plant Physiology (3 Credits)
Study of modern advances in plant physiology. Plant biotechnology topics, such as tissue culture, nitrogen fixation, photosynthesis, weed and pest control, molecular cloning, and genetic manipulation. Three lecture hours per week.
Prerequisites: BIOL 549.

BIOL 765 - Theoretical Ecology (3 Credits)
Theoretical bases of ecology are explored from current literature with topics from organismal, populational, community, and ecosystem approaches. Principles for the construction and testing of hypotheses and models.
Prerequisites: BIOL 570.

BIOL 766 - Evolutionary Biology (3 Credits)
Theoretical and empirical studies of the evolutionary process. Historical perspective of major developments in evolution as well as modern quantitative and ecological genetic studies.

BIOL 768 - Ecological Modeling and Environmental Planning (4 Credits)
Concepts in systems ecology and ecological modeling. Emphasis on the use of models and computer simulations in examining environmental interactions, predicting environmental impact, and facilitating the process of environmental planning.
Cross-listed course: ENHS 767, MSC 767

BIOL 769 - Reproductive Ecology (3 Credits)
Theoretical aspects and examples of the variety of reproductive and life history patterns found in animals and plants as adaptations to various environmental constraints. Three lecture hours per week.
Prerequisites: BIOL 570.

BIOL 770 - Current Topics in Molecular Biology (3 Credits)
Recent developments in cellular and molecular biology including genetic mechanisms, ultrastructure, and function of organelles and membranes. Lectures supplemented with readings from current literature.Primarily for the M.A.T program. Not available for M.S. or Ph.D. credit in biology.

BIOL 771 - Current Topics in Developmental Biology (3 Credits)
Concepts of growth, differentiation, and morphogenesis of organisms in light of recent advances in biological knowledge. Lectures supplemented with readings from current literature. Primarily for the M.A.T. program. Not available for M.S. or Ph.D. credit in biology.

BIOL 772 - Current Topics in Ecology (3 Credits)
Ecological concepts with reference to recent advances in environmental sciences. Special attention to the ecology of the coast, swamps, and other habitats of importance in the Southeast. Primarily for the M.A.T. program. Not available for M.S. or Ph.D. credit in biology.

BIOL 775 - Plants of South Carolina (4 Credits)
Introduction to the major forms of plant life in the state. Includes fungi, algae, bryophytes, and vascular plants. Lecture-laboratory-field course primarily for the M.A.T. program. Not available for M.S. or Ph.D. credit in biology.

BIOL 776 - Animals of South Carolina (4 Credits)
Introduction to the major forms of animal life in the state. Animals will be studied and/or collected in their native habitat. Includes identification, behavior, and ecology of animals with emphasis on vertebrates. Lecture-laboratory-field course primarily for the M.A.T. program. Not available for M.S. or Ph.D. credit in biology.

BIOL 777 - Statistical Phylogenetics and Molecular Evolution (3 Credits)
Theory and applications of phylogenetics; estimation via Markov models, likelihood, distances and parsimony; hypothesis testing of evolutionary trees and parameters; related topics including molecular divergence time inference.
Prerequisites: B or better in MATH 241 or STAT 510.

BIOL 798 - Research in Biology (1-9 Credits)
Directed laboratory research and readings in the biological sciences for M.S. and Ph.D. students prior to preparation of theses and dissertations.

BIOL 799 - Thesis Preparation (1-9 Credits)

BIOL 801 - Directed Readings in Molecular, Cellular, and Developmental Biology (1 Credit)
Assigned readings in special topics in molecular, cellular, and developmental biology followed by classroom discussions. Designed to teach critical analysis of the scientific literature.

BIOL 802 - Seminar in Plant Biology (1-2 Credits)
A review of current literature in plant biology involving student presentations of seminars. One discussion hour per credit per week. The course may be repeated for credit.

BIOL 803 - Seminar in Ecology (1-2 Credits)
A review of current literature in ecology involving student presentations of seminars. One discussion hour per credit per week.

BIOL 804 - Seminar in Molecular, Cellular, and Developmental Biology (1 Credit)
Student presentations of papers from the current literature in molecular, cellular, and developmental biology. Designed to give experience in oral presentations. May be repeated.

BIOL 805 - Seminar in Zoology (1-2 Credits)
A review of current literature in zoology involving student presentations of seminars. One discussion hour per credit per week.

BIOL 806 - Perspectives in Biological Research (1 Credit)
Recent trends in biological research from the perspective of individual faculty members in the department. May be repeated.

BIOL 899 - Dissertation Preparation (1-12 Credits)

Cross-listed course: MSCI 769
Biological Sciences, M.S.

**Learning Outcomes**

- Students become broadly knowledgeable of their area of research as well as neighboring areas within their field of study.
- All students will possess the experimental design and problem solving skills needed for conducting independent research.
- All students will possess the critical thinking skills to design independent research and to assess their own work and the work of others.
- All students will possess the communication skills necessary to present their research orally and as publications.
- All students are encouraged to participate in the Graduate Association of Biological Sciences (GABS). All students are eligible to serve on Departmental Committees including serving as student representatives for Faculty Meetings, Faculty hiring committees, Graduate Studies.
- Production of Masters students ready to pursue advanced studies or productive careers.

**Degree Requirements (30 Hours)**

Students choose a Major Professor and form an Advisory Committee during the first year. This Advisory Committee serves as the students Thesis Committee. A curriculum, tailored to each student, is developed with and approved by the Advisory Committee and submitted to the Graduate School as the Program of Study. Students take a Qualifying Examination at the end of their first year, comprised of a short written and orally defended Research Plan focusing on planned research in the laboratory of their Major Professor; this Research Plan is developed in consultation with the Major Professor and presented to a committee selected by the Department Chair. Students present a thesis plan in the form of a Research Proposal to their Thesis Committee; the format of both Research Proposal and Comprehensive Examination are determined by the Dissertation Committee. Finally, students write and orally defend a research based Dissertation. PhD students entering without M.S. degrees must complete at least 60 hours of course credit including multiple credits of BIOL 798 and 12 credits of BIOL 899. Ph.D. students entering with a M.S. degree must complete at least 30 hours of course credit including multiple credits of BIOL 798 and 12 credits of BIOL 899. Ph.D. students are required to have teaching experience equivalent to one semester as a Teaching or Instructional Assistant, unless waived on appeal by the Department Graduate Studies Committee.

Biological Sciences, Ph.D.

**Learning Outcomes**

- Students will become broadly knowledgeable of their general discipline and relevant neighboring areas and gain detailed knowledge of areas they may choose to pursue post-graduation.
- All students will possess the experimental design and problem solving skills needed for conducting independent research.
- All students will possess the critical thinking skills needed to design independent research and to assess their own work and the work of others.
- All students will possess the communication skills necessary to present their research orally and as publications.
- Students become effective and proficient teachers.
- Students assume responsibilities within their professional community.

- Production of Doctoral students ready to pursue advanced studies or productive careers.

**Degree Requirements (30 Post-Masters Hours)**

Students choose a Major Professor and form an Advisory Committee during their first year. A curriculum, tailored to each student, is developed with and approved by the Advisory Committee and submitted to the Graduate School as the Program of Study. Students take a Qualifying Examination at the end of their first year, comprised of a short written and orally defended Research Plan focusing on planned research in the laboratory of their Major Professor; this Research Plan is developed in consultation with the Major Professor and presented to a committee selected by the Department Chair. Upon Advancement to Candidacy, the Advisory Committee becomes the student’s Dissertation Committee. Students present a dissertation plan in the form of a Research Proposal to their Dissertation Committee and take a Comprehensive Examination; the formats of both Research Proposal and Comprehensive Examination are determined by the Dissertation Committee. Finally, students write and orally defend a research based Dissertation. PhD students entering without M.S. degrees must complete at least 60 hours of course credit including multiple credits of BIOL 798 and 12 credits of BIOL 899. Ph.D. students entering with a M.S. degree must complete at least 30 hours of course credit including multiple credits of BIOL 798 and 12 credits of BIOL 899. Ph.D. students are required to have teaching experience equivalent to two semesters as a Teaching or Instructional Assistant, unless waived on appeal by the Department Graduate Studies Committee.

**Chemistry and Biochemistry**

Department Website [http://www.chem.sc.edu/](http://www.chem.sc.edu/)

Ken Shimizu, Chair

Sheryl L. Wiskur, Graduate Director

The Department of Chemistry and Biochemistry offers programs leading to the Ph.D. degree, with concentrations in analytical, biological, inorganic, organic, and physical chemistry. The Ph.D. program is flexible and is designed to maximize research opportunities and to encourage interdisciplinary research. Master of Science degrees in the same areas of concentration are awarded. The Master of Arts in Teaching in Science (Chemistry and Biochemistry Option) and the Interdisciplinary Master of Arts in Science (Chemistry and Biochemistry Option) are offered in cooperation with the College of Education.

On average, the Ph.D. degree is earned in less than five years. Thirty tenure-track and research faculty teach and supervise the research of the department’s approximately 130 graduate students and 30 postdoctoral fellows. Each year, around 30 new students are added to the program. Generally, 15-20 Ph.D. and four M.S. degrees are awarded per year.

The Ph.D. and M.S. degree programs prepare students for careers in industry, government, and academic settings.

**Admission**

An applicant must have a baccalaureate degree or its equivalent from an accredited college or university. The applicant’s academic record must indicate adequate preparation for graduate study in the Department of Chemistry and Biochemistry. Generally, to be considered for admission, a student should have a minimum grade point average of 3.00 in the sciences on a 4.00 scale and score at or above the 50th percentile on the
Cross-listed course: CHEM 555 or BIOL 545.

Prerequisite or Corequisite: biochemistry. Three laboratory hours per week. Experiments and demonstrations illustrating the principles of

Courses

CHEM 511 - Inorganic Chemistry (3 Credits)
Consideration of atomic structure, valence, complex compounds, and systematic study of the periodic table.
Prerequisites: C or higher in CHEM 334, PHYS 212, and MATH 241.

CHEM 541L - Physical Chemistry Laboratory (2 Credits)
Applications of physical chemical techniques. Five laboratory hours and one recitation hour per week.
Prerequisites: C or higher in CHEM 321L or in CHEM 322L or in CHEM 142.
Corequisite: CHEM 541 (unless grade of C or higher in CHEM 541 earned previously).

CHEM 542 - Physical Chemistry (3 Credits)
Spectroscopy, statistical mechanics, and chemical applications of quantum mechanics.
Prerequisites: C or higher in CHEM 112 or in CHEM 142, MATH 241 and PHYS 212.

CHEM 542L - Physical Chemistry Laboratory (2 Credits)
Applications of physical chemical techniques. Five laboratory hours and one recitation hour per week.
Prerequisites: C or higher in CHEM 321L or in CHEM 142.
Corequisite: CHEM 542 (unless grade of C or higher in CHEM 542 earned previously).

CHEM 545 - Physical Biochemistry (3 Credits)
A survey of physical methods essential for studies of biomacromolecules. Three lecture hours per week.
Prerequisites: C or higher in CHEM 541 and in CHEM 550 or CHEM 555.

CHEM 550 - Biochemistry (3 Credits)
Description of biological macromolecules and major metabolic pathways. Three lecture hours per week.
Prerequisites: C or higher in CHEM 334.

Cross-listed course: BIOL 541

CHEM 550L - Biochemistry Laboratory (1 Credit)
Experiments and demonstrations illustrating the principles of biochemistry. Three laboratory hours per week.
Prerequisite or Corequisite: C or higher in CHEM 550 or BIOL 541 or CHEM 555 or BIOL 545.

Cross-listed course: BIOL 541L

CHEM 555 - Biochemistry/Molecular Biology I (3 Credits)
Essentials of modern biochemistry. First semester of a two-semester course. Three lecture hours per week.
Prerequisites: C or higher in CHEM 334.

Cross-listed course: BIOL 545

CHEM 556 - Biochemistry/Molecular Biology II (3 Credits)
Essentials of modern biochemistry and molecular biology. Three lecture hours per week.
Prerequisites: C or higher in BIOL 302.

Cross-listed course: BIOL 546

CHEM 619 - Special Topics in Inorganic Chemistry (1-3 Credits)
Current developments in inorganic chemistry. Readings and research on selected topics. Course content varies by title and will be announced in the schedule of classes. May be repeated for credit.

CHEM 621 - Instrumental Analysis (3 Credits)
Chemical instrumentation including electronics, signal processing, statistical analysis, molecular/atomic spectroscopy, electrochemical methods, chromatography, and mass spectrometry. Three lecture hours per week.
Prerequisites: C or higher in CHEM 321 or CHEM 322.

CHEM 621L - Instrumental Analysis Lab (1 Credit)
Methods, principles and strategies for chemical instrumentation in analysis. Chemical instrumentation laboratory with environmental, forensic, and biotechnology applications. Three laboratory hours per week.
Corequisite: CHEM 621.

CHEM 622 - Forensic Analytical Chemistry (3 Credits)
Analytical chemical methods in forensic science, including gathering of evidence, toxicology, drug identification, analysis of trace evidence, arson analysis, and DNA/serology.
Prerequisites: C or higher in CHEM 321, CHEM 321L and in CHEM 334, CHEM 332L or CHEM 334L.

CHEM 623 - Introductory Environmental Chemistry (3 Credits)
Study of the chemical reactions and processes that affect the fate and transport of organic chemicals in the environment. Three lecture hours per week.
Prerequisites: C or higher in CHEM 321, in CHEM 333, and in MATH 142.

CHEM 624 - Aquatic Chemistry (3 Credits)
Study of the chemical reactions and processes affecting the distribution of chemical species in natural systems. Three lecture hours per week.
Prerequisite or Corequisite: CHEM 321, MATH 142.

Cross-listed course: MSCI 624

CHEM 629 - Special Topics in Analytical Chemistry (1-3 Credits)
Current developments in inorganic chemistry. Readings and research on selected topics. Course content varies by title and will be announced in the schedule of classes. May be repeated for credit.

CHEM 633 - Introduction to Polymer Synthesis (3 Credits)
Special emphasis on the modern synthesis of polymeric materials. Definitions, characterization, and applications of polymers will be briefly presented.
Prerequisites: C or higher in CHEM 334.

CHEM 639 - Special Topics in Organic Chemistry (3 Credits)
Current developments in organic chemistry. Readings and research on selected topics. May be repeated as content varies by title.
CHEM 643 - Computational Chemistry (3 Credits)
This course is designed to familiarize students with theory and use of modern electronic structure codes, as well as to develop critical thinking and problem-solving skills and to improve computer literacy.
Prerequisites: C or higher in CHEM 541 or CHEM 542.

CHEM 644 - Materials Chemistry (3 Credits)
Introduction to materials science; structural and electronic description of inorganic-based solids; experimental techniques in materials chemistry; interfacial energetics and optoelectronic processes at metal and semiconductor surfaces.
Corequisite: CHEM 542 (unless a grade of C or higher earned previously).

CHEM 649 - Special Topics in Physical Chemistry (1-3 Credits)
Current developments in physical chemistry. Readings and research on selected topics. Course content varies by title and will be announced in the schedule of classes. May be repeated for credit.

CHEM 655 - Metabolic Biochemistry of Human Disease (3 Credits)
Core concepts of biochemistry as applied to human health and disease.
Prerequisites: C or higher in CHEM 555/BIOL 545 or CHEM 550/BIOL 541.

Cross-listed course: BIOL 668

CHEM 659 - Special Topics in Biochemistry (3 Credits)
Selected topics in the field of biochemistry. May be repeated as content varies by title.
Prerequisites: C or higher in CHEM 555/BIOL 545 or CHEM 550/BIOL 541.

CHEM 700 - Methods of Solving Problems in Chemistry (3 Credits)
Various approaches to solving problems in gas laws, solution chemistry, and equilibrium. Comparison of the pedagogical merits of the different approaches. For teachers of chemistry, M.A. Students. Three lectures per week.

CHEM 701 - Seminar (1 Credit)
Required of all graduate students. Fall or Spring limit of 2 credits.

CHEM 701A - Seminar (1 Credit)
A survey of chemical research at the University of South Carolina. Required of all first-year degree candidates in chemistry.

CHEM 702 - Structure and Bonding in Covalent Molecules (4 Credits)
Covalent bonding in compounds of the first short period elements, with emphasis on those of boron, carbon, and nitrogen. Structure of molecules, some important functional groups, resonance in unsaturated compounds, stereochemistry, and organometallic compounds. For teachers of chemistry, M.A.T., or M.Ed. students. Three lectures and one discussion period per week.

CHEM 703 - Molecular Reactions (4 Credits)
General types of organic reactions, including those of biochemistry. Industrial preparations of both organic and inorganic compounds of major importance. For teachers of chemistry, M.A.T., or M.Ed. students. Three lectures and one discussion period per week.

CHEM 704 - Energy, Equilibrium, and Chemical Change (4 Credits)
The basic laws of chemical thermodynamics, chemical kinetics, and equilibrium, with emphasis on the practical and theoretical importance of the interconversion of chemical energy with other forms of energy. For teachers of chemistry, M.A.T., or M.Ed. students. Three lectures and one discussion period per week.

CHEM 705 - Modern Instrumental Methods in Chemistry (4 Credits)
A survey of the applications of modern instrumental techniques to the solution of chemical problems, with emphasis on development of a basic understanding of the experiment and on interpretation of data. For teachers of chemistry, M.A.T., or M.Ed. students. Three lectures and one discussion period per week.

CHEM 706 - Chemistry in Living Systems (4 Credits)
The structures and functions of proteins, nucleic acids, lipids, enzymes, and other biologically important molecules; the role of these molecules in the major metabolic pathways. For teachers of chemistry, M.A.T., or M.Ed. students. Three lectures and one discussion period per week.

CHEM 709 - Special Topics in Chemical Education (1-6 Credits)
Selected chemical topics with emphasis on modern chemical concepts. For teachers of chemistry, M.A.T., I.M.A. and M.Ed. students. Lectures, discussion, laboratories, depending on credit offered.

CHEM 711 - Physical-Inorganic Chemistry (3 Credits)
The use and interpretation of modern physical measurements of particular application to inorganic chemistry, including X-ray, ESR, magnetic measurements, Mössbauer spectra, ligand field theory, and reaction mechanisms.

CHEM 712 - The Chemistry of Transition Elements (3 Credits)
Systematic study of the reactions and bonding of the d and f transition elements.

CHEM 713 - The Chemistry of the Representative Elements (3 Credits)
Systematic study of the structure and bonding of the inorganic compounds of main group elements.

CHEM 719 - Special Topics in Inorganic Chemistry (3 Credits)
May be repeated as content varies by title.

CHEM 721 - Electroanalytical Chemistry (3 Credits)
Theory and application of classical and modern electrochemical techniques.

CHEM 722 - Spectrochemical Methods of Analysis (3 Credits)
A comprehensive study of the theory, instrumentation, methodology, and analytical applications of modern atomic and quantitative molecular spectrometry.

CHEM 723 - Separation Methods in Analytical Chemistry (3 Credits)
Modern techniques for analytical separations including distillation, extraction, gas chromatography, and liquid chromatography. Basic theory and practical applications. Three lecture hours per week.

CHEM 729 - Special Topics in Analytical Chemistry (3 Credits)
May be repeated as content varies by title.

CHEM 735 - Structural and Mechanistic Organic Chemistry (3 Credits)
Basic concepts of structure, bonding, stereochemistry, and reaction mechanisms as applied to organic compounds and synthetic transformations.

CHEM 736 - Mechanistic and Synthetic Organic Chemistry (3 Credits)
A continuation of CHEM 735 with special emphasis on organic synthesis.
Prerequisites: CHEM 735.

CHEM 739 - Special Topics in Organic Chemistry (3 Credits)
May be repeated as content varies by title.

CHEM 741 - Chemical Thermodynamics (3 Credits)
A development of classical thermodynamics and its application to chemical changes.
Prerequisites: CHEM 542.
CHEM 742 - Surface Science (3 Credits)
The principles of surface processes – structure and electronic properties, adsorption and reactions, surface characterization using spectroscopy and microscopy.

CHEM 743 - Quantum Chemistry (3 Credits)
An introduction to the application of quantum mechanics to problems in chemistry.
Prerequisites: CHEM 542; differential equations.

CHEM 744 - Statistical Mechanics (3 Credits)
Calculations of the thermodynamic properties of chemical systems from molecular properties. Theory and applications.
Prerequisites: CHEM 542; differential equations.

CHEM 745 - Introductory Crystallography (3 Credits)
Point and space groups. Matrix representation and the derivation of the space groups. Significance of general and special positions. Powder and single crystal methods. Limitation imposed upon molecules by space group considerations. Introduction to structure analysis. Patterson and electron density functions. Refinement techniques.

CHEM 747 - Spectroscopy and Molecular Structure (3 Credits)
Study of the rotational, vibrational, and electronic spectra of polyatomic molecules for the elucidation of molecular structures.

CHEM 749 - Special Topics in Physical Chemistry (3 Credits)
May be repeated as content varies by title.

CHEM 751 - Biosynthesis of Macromolecules (3 Credits)
A detailed consideration of the enzymological basis for the synthesis of DNA, RNA, and protein including mechanisms for the regulation of these processes. Focus will be on eucaryotic mechanisms though procaryotic systems will be covered as necessary for background.

CHEM 752 - Regulation and Integration of Metabolism (3 Credits)

CHEM 753 - Enzymology and Protein Chemistry (3 Credits)
An analysis of the isolation, composition, structure, and function of enzymes emphasizing their kinetic, mechanistic, and regulatory features. Protein chemistry: amino acid and protein sequence analysis; chemical modification methodologies; analysis of higher order structures of proteins.

CHEM 754 - Biomedical Biochemistry I (4 Credits)
First of a two-semester sequence covering the major areas of biochemistry in a biomedical context. Chemistry of amino acids and proteins, enzymology, metabolism of carbohydrates and lipids. Emphasis is on biomedical research applications. Four lecture hours per week. 03: 07/05/2019.

CHEM 755 - Biomedical Biochemistry II (4 Credits)
A continuation of CHEM 754. Topics include nucleic acids and protein biosynthesis, blood chemistry, respiration, acid-base chemistry, metabolism, and nutrition. Four lecture hours per week.
Prerequisites: CHEM 754.

CHEM 756 - Special Topics in Molecular Biochemistry (3 Credits)
May be repeated as content varies by title.

CHEM 790 - Introduction to Research (3 Credits)
A laboratory and introduction to modern research techniques. Six hours of laboratory per week and individual consultation with instructor.

CHEM 791 - Introduction to Research (1-3 Credits)
A continuation of CHEM 790. Six hours of laboratory per week and individual consultation with instructor.
Prerequisites: CHEM 790.

CHEM 798 - Research in Chemistry I (1-12 Credits)
Directed laboratory research and readings in chemistry.

CHEM 799 - Thesis Preparation (1-12 Credits)
A continuation of CHEM 798 for Ph.D. candidates.

CHEM 899 - Dissertation Preparation (1-12 Credits)

Chemistry, M.S.

Learning Outcomes
- Masters students in Chemistry will identify and conduct research scholarship or creative endeavors.
- Masters students in Chemistry will effectively communicate in their field of study through oral and written components.
- Masters students in Chemistry will critically and creatively solve problems in their field of study.
- Masters students in Chemistry will conduct ethical research in a responsible manner.
- Masters students in Chemistry will demonstrate attributes of professional development consistent with expectations within their field of study.

Degree Requirements (30 Hours)

Coursework
A candidate for the M.S. degree, while earning a minimum of 30 hours of course work beyond the baccalaureate degree, must complete the following:

Five 700-Level Courses
CHEM 701, CHEM 790, CHEM 791, CHEM 898, and CHEM 899 may not be used to satisfy this requirement.

Two Semesters of Thesis Research
Course Title Credits
CHEM 790 Introduction to Research 3
CHEM 791 Introduction to Research 3
Total Credit Hours 6

Present One Divisional Seminar
Course Title Credits
CHEM 701 Seminar 1
Total Credit Hours 1

Six Hours (minimum) of the Following
Course Title Credits
CHEM 898 Research in Chemistry II 6
Total Credit Hours 6

Note: The student must complete a Comprehensive Assessment. The Comprehensive Assessment is a combined oral and written exam which consists of a description of the thesis research progress to date and future plans.
Detailed departmental degree requirements are outlined in the Department of Chemistry and Biochemistry's Graduate Student Handbook, which is available on the website. An electronic copy can be requested from the graduate director.

Chemistry, Ph.D.

Learning Outcomes

- Doctoral students in Chemistry will Identify and conduct original research.
- Doctoral students in Chemistry will effectively communicate in their field of study through oral and written components.
- Doctoral students in Chemistry will critically and creatively solve problems in their field of study.
- Doctoral students in Chemistry will conduct ethical research in a responsible manner.
- Doctoral students in Chemistry will demonstrate attributes of professional development consistent with expectations within their field of study.

Degree Requirements (60 Post Baccalaureate Hours)

Course Work

A Ph.D. candidate, while earning a minimum of 60 hours of course work beyond the baccalaureate degree, must complete:

Five 700-Level courses

(CHEM 701, CHEM 790, CHEM 791, CHEM 898, and CHEM 899 may not be used to satisfy this requirement.)

Two Semesters of Thesis Research

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<tr>
<td>CHEM 791</td>
<td>Introduction to Research</td>
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Present Two Divisional Seminars

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At Least 12 Credit Hours of the Following Must be Completed

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<tr>
<th>Course</th>
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<tr>
<td>CHEM 899</td>
<td>Dissertation Preparation</td>
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</table>

Note: The student must complete an oral and written comprehensive exam. The Oral Comprehensive Exam consists of a description of the dissertation research progress to date and future plans. The Written Comprehensive Exam consists of an original research idea.

Criminology and Criminal Justice

Department Website (http://www.cas.sc.edu/crju/)

Brandon K. Applegate, Chair
Patricia Armstrong, Director of Academic Programs

The Department of Criminology and Criminal Justice offers programs leading to the M.A. degree with a major in Criminology and Criminal Justice and the Ph.D. in Criminology and Criminal Justice. Faculty research and teaching interests span a wide variety of crime- and criminal justice-related topics, including policing, courts, corrections, law and policy, macro- and microlevel criminological theory, sentencing, victimization, and program evaluation. Graduates from these programs are well-prepared to enter teaching, research, or policy-making positions in the criminal justice system.

Financial Assistance

The department offers financial support in the form of graduate assistantships and fellowships. Both are awarded on a competitive basis to incoming graduate students and are dependent on available resources. There is no separate application for an assistantship or fellowship. All full-time students who have a completed application, express a desire for funding, and have been accepted into a graduate program will be considered. Applicants requesting all other types of financial assistance should apply to the director of Student Financial Aid and Scholarships, University of South Carolina, Columbia, SC 29208.

M.A. / J.D. Dual Degree Program

The Department of Criminology and Criminal Justice, in cooperation with the University of South Carolina School of Law, offers a combined degree program which permits a student to obtain both the Juris Doctor and the M.A. in Criminal Justice degrees in approximately four years.

Programs

- Criminology and Criminal Justice, M.A. (p. 809)
- Criminology and Criminal Justice, Ph.D. (p. 810)

Courses

CRJU 510 - Critical Incident Management for Criminal Justice (3 Credits)
Leadership and management strategies for criminal justice agencies during critical incidents and disasters including multi-agency and multi-jurisdictional response.

CRJU 512 - Information-Based Management in Criminal Justice (3 Credits)
The collection and use of information and data-driven analysis in criminal justice organizations.

CRJU 535 - Inmates and Prisons (3 Credits)
Examination of issues affecting prisons and the inmates confined within them. Specific topics of study will include the philosophy and goals of imprisonment, institutional crowding, inmate rights, inmate adaptation, and individual and collective misconduct.
CRJU 554 - Women and Crime (3 Credits)
Impact of gender-based relations on crime and the criminal justice system.
Cross-listed course: WGST 554
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

CRJU 558 - Crime Over the Life Course (3 Credits)
Development of criminal and delinquent behavior over time.

CRJU 563 - Race, Crime, and Criminal Justice (3 Credits)
An historical overview of the intersection between issues of race, crime, and justice. The impact of the criminal justice system on minority groups.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

CRJU 565 - Organized Crime (3 Credits)
Origins and modern day activity of organized crime in the United States and internationally will be investigated. Attention is given to problems of criminal activity and the present day transnational character of criminal organizations.

CRJU 575 - The Death Penalty (3 Credits)
Overview of the history and evolution of the death penalty. Identification of key legal developments in death penalty jurisprudence.

CRJU 577 - Law and Criminal Justice Policy (3 Credits)
Legal and policy responses to crime and criminal justice issues.
Prerequisites: CRJU 313 or CRJU 314.

CRJU 582 - Computer Applications in Criminal Justice (3 Credits)
Computing, database systems, and software applications in research and professional practice.

CRJU 591 - Selected Topics in Criminal Justice (3 Credits)
A seminar for advanced students. Individual topics to be announced by title. May be repeated once with the consent of the advisor.

CRJU 701 - Survey of Criminal Justice (3 Credits)
Classical and recent literature in criminal justice. Trends and issues that transcend criminal justice.

CRJU 702 - Law and Justice (3 Credits)
Examination of law as an instrument of criminal justice policy, social control, and the protection of civil liberties.

CRJU 703 - Research Methods in Criminal Justice (3 Credits)
Scientific methods in criminal justice research to include methods of design, data collection, and interpretation of research findings.

CRJU 704 - Organization and Management in Criminal Justice (3 Credits)
Management strategies and selected analytic tools for the administration of criminal justice agencies. 03: 07/05/2019.

CRJU 705 - Quantitative Methods in Criminal Justice (3 Credits)
Descriptive and inferential statistics and the use of computers in criminal justice.

CRJU 706 - Advanced Quantitative Analysis for Criminology and Criminal Justice (3 Credits)
A detailed treatment of the general linear model, logistic regression analysis, and statistical models for event count data with applications in criminology and criminal justice. Restricted to criminology and criminal justice majors.

CRJU 711 - Police Practices and Problems (3 Credits)
Historical and contemporary role of the police, societal expectations, resource allocation, police policies, and the effectiveness of various police strategies in controlling crime.

CRJU 712 - Police Administration and Management (3 Credits)
Principles of leadership and management applied to law enforcement.

CRJU 714 - Ethics in Criminal Justice (3 Credits)
Classic and contemporary theories of ethics and their applications to criminal justice decision-making.
Cross-listed course: PHIL 715

CRJU 731 - Corrections (3 Credits)
Historical development of corrections, trends, and changes in the field of corrections and rehabilitation.

CRJU 732 - Correctional Policy (3 Credits)
Policy development, implementation, and evaluation in corrections.

CRJU 741 - Criminology (3 Credits)
The major theories of the etiology of criminal behavior, including biological, environmental, and other causative factors.

CRJU 751 - Juvenile Justice (3 Credits)
Historical evolution of the juvenile justice system. 03: 07/05/2019.

CRJU 752 - Prevention and Treatment of Delinquency (3 Credits)
Theories and methodologies for the organization of delinquency prevention and control programs. Emphasis on the role of the program evaluation.

CRJU 791 - Selected Topics in Criminal Justice (3 Credits)
Seminar for advanced students. Topics of current importance, such as drugs, judicial reform, or crime prevention. May be repeated for credit up to 6 semester hours with consent of advisor.

CRJU 792 - Directed Study in Criminal Justice (3 Credits)
Independent study for advanced students, under faculty supervision. May be repeated for credit up to 6 semester hours.

CRJU 794 - Internship in Criminal Justice (3 Credits)
Placement in a criminal justice agency under faculty supervision.

CRJU 799 - Thesis Research: Thesis Preparation (1-9 Credits)

CRJU 810 - Crime, Law, and Public Policy (3 Credits)
The study of the legal and policy-making processes as they apply to criminology and criminal justice. Examines the interrelationships between law, crime, and public policy and the research methodologies appropriate for the study of crime-related policies.

CRJU 814 - Research Design in Criminology and Criminal Justice (3 Credits)
Intensive coverage of the logic and practice of research design and measurement issues commonly encountered in criminology and criminal justice research. Emphasizes the use of experimental research designs as the preferred methodology for making causal inferences.

CRJU 816 - Applied Quantitative Data Analysis (3 Credits)
Review of applied quantitative methodological literature in criminology and criminal justice. Topics include analysis of data from randomized field experiments, interrupted time-series studies, regression discontinuity studies, instrumental variable estimation, treatment probability matching estimators, statistical power analysis, and study planning.
Criminology and Criminal Justice, M.A.

Learning Outcomes
- Students will be able to correctly frame research questions and/or hypotheses.
- Students will be able to synthesize and critically evaluate existing research studies in a given area, including the identification of any gaps in the literature.
- Students will be able to select the appropriate research design for their proposed research study.
- Students will be able to synthesize and critically evaluate research studies from a particular theoretical perspective, including the identification of any gaps in the literature.
- Students will be able to identify the major constitutional limitations governing the conduct of criminal justice actors in the United States.
- Students will be able to identify principles of distributive and corrective justice and their application to criminal justice settings.
- Students will be able to synthesize and critically evaluate research studies from a particular criminal justice policy area, including the identification of any gaps in the literature.

Admission to the M.A. Program
Applicants must possess a baccalaureate degree from an accredited college or university. An undergraduate major in criminology, criminal justice, or a related social science is desirable. In addition to meeting all admission requirements of the University’s Graduate School, applicants to the M.A. program must submit a university application through the Graduate School, including a written statement describing their interests in the criminology and criminal justice field and goals or objectives for their degree and career. Applicants must also submit scores obtained within the last five years on the Miller Analogies test (MAT) or Graduate Record Examination (GRE), two letters of academic reference, and official grade transcripts from all previous institutions.

Degree Requirements (30 Hours)
Requirements for the M.A. degree include in the following:

Core Courses (15 Hours)
Must be completed with a grade of B or higher.

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<tr>
<td>CRJU 701</td>
<td>Survey of Criminal Justice</td>
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<td>CRJU 702</td>
<td>Law and Justice</td>
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<td>CRJU 703</td>
<td>Research Methods in Criminal Justice</td>
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<td>CRJU 705</td>
<td>Quantitative Methods in Criminal Justice</td>
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<tr>
<td>CRJU 741</td>
<td>Criminology</td>
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Electives (9-15 Hours)
Students choosing the thesis option must take 9 hours of elective courses with no more than 6 credit hours below the 700 level (i.e. 500 or 600 level). Students choosing the non-thesis option must take an additional 6 credit hours of elective courses for a total of 15 credit hours of elective credit with no more than 9 credit hours below the 700 level (i.e. 500 or 600 level).

Comprehensive Assessment
Each student must successfully complete the general M.A. comprehensive assessment, which tests students’ knowledge of major philosophical, scientific, theoretical, and policy issues related to criminology and criminal justice. The comprehensive assessment examination varies depending on the chosen track (thesis vs. non-thesis). Students who fail the examination are permitted to retake it one time. Completion of the comprehensive assessment remains valid for two years after which the assessment must be repeated.

Thesis or Non-Thesis Option (6 Hours for thesis)
Students may choose to complete a 6 credit hour thesis. Successful completion of the thesis will require an oral defense before the student’s thesis committee. Students choosing the non-thesis option must take an additional 6 credit hours of elective courses in lieu of thesis credits for a total of 15 credit hours of elective credit with no more than 9 credit hours below the 700 level (i.e., 500 or 600 level).

Program Progress
Students who accumulate more than 6 hours of graduate credit below the grade of B will not be permitted to continue the program. No course may be repeated more than one time.

Audited Courses
Core courses may not be audited. Other courses may be audited, but students must remember that audited courses cannot be repeated for credit.

Transfer Credits
Students may transfer up to 6 credit hours from other programs and/or institutions provided they meet departmental requirements. Transfer credits may not be applied to core courses.
Criminology and Criminal Justice, Ph.D.

Learning Outcomes
- Students will be able to synthesize and critically evaluate existing research studies in a given area, including the indentification of any gaps in the literature.
- Students will be able to identify the strengths and weaknesses of different research designs used in criminology and criminal justice.
- Students will be able to identify under what circumstances specific research designs are appropriate.
- Students will be able to design their own independent research study addressing a relevant question in criminology and criminal justice.
- Students will be able to summarize the basic premise of each major criminological theory.
- Students will be able to evaluate the strengths and weaknesses of major criminological theories.
- Students will be able to identify linkages between criminological theories and criminal justice policies.
- Students will be able to synthesize and critically evaluate research studies from a particular theoretical perspective, including the identification of gaps in the literature.
- Students will understand core ideas and empirical evidence in the field concerning the development, implementation, analysis, and evaluation of law and policy related to the criminal justice system.
- Students will be able to identify and apply appropriate methods for public policy analysis.
- Students will complete the Ph.D. degree within a reasonable period of time and will obtain a research and/or teaching position that is appropriate for the degree.

Admission to the Ph.D. Program
Applicants must possess a baccalaureate or masters degree from an accredited college or university. An undergraduate or graduate degree in criminology, criminal justice, or a related social science is desirable. In addition to meeting all admission requirements of the University's Graduate School, applicants to the Ph.D. program must submit a university application through the Graduate School, including a written statement of research goals and objectives. The statement should outline the applicant's interests in criminology and criminal justice and discuss plans for developing a research agenda during the doctoral program of study. Applicant must also submit scores obtained within the last five years on the Graduate Record Examination (GRE), three letters of academic reference, official grade transcripts from all previous institutions, and a recent sole-authored writing sample or thesis chapter written during previous degree program.

Degree Requirements (36 Post-Masters Hours)
Requirements for the Ph.D. degree include the following:

Students Admitted with Master's (M.A./M.S.) or Law Degrees
Core Courses (15 Hours)
Must be completed with a grade of B or higher.

Electives (9 Hours)
All of which must be at the 700-level or above.

Qualifying Examination
All students admitted to the Ph.D. program in criminology and criminal justice must successfully complete a qualifying examination prior to formal admission to candidacy.

Comprehensive Examination
Each student must successfully complete both a written and an oral Ph.D. comprehensive examination after completing all required core courses (CRJU 706, CRJU 810, CRJU 814, and CRJU 821). Students are examined on their knowledge of research methods and design, law and policy issues related to criminology and criminal justice, and their understanding of important issues related to criminological theory. If a student fails the Ph.D. comprehensive examination, the student will be permitted to retake the exam one time.

Dissertation Preparation and Defense (12 Hours)
12 hours of dissertation credit must be successfully completed to earn the Ph.D. degree. The dissertation is an original research project that advances scientific knowledge in the student's chosen area of interest. The dissertation must be orally defended by the student before the student's dissertation examining committee. The oral defense before the examining committee cannot take place until after the successful completion of the comprehensive examination.

Foreign Language
The foreign language requirement established by The Graduate School can be satisfied either by passing a reading proficiency examination in one of the foreign language areas or by completing the research methods sequence with a grade of B or higher in each course. English is accepted as satisfying this requirement for those students whose native language is not English.

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<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>CRJU 706</td>
<td>Advanced Quantitative Analysis for Criminology and Criminal Justice</td>
<td>3</td>
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<td>CRJU 810</td>
<td>Crime, Law, and Public Policy</td>
<td>3</td>
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<td>3</td>
</tr>
<tr>
<td>CRJU 816</td>
<td>Applied Quantitative Data Analysis</td>
<td>3</td>
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Total Credit Hours:

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</table>

Total Credit Hours: 15

Note: With approval of the graduate director, substantially equivalent courses from outside the department may be substituted for CRJU 706, CRJU 814, CRJU 816, and/or CRJU 817.

Course Title
CRJU 706 Advanced Quantitative Analysis for Criminology and Criminal Justice 3
CRJU 810 Crime, Law, and Public Policy 3
CRJU 814 Research Design in Criminology and Criminal Justice 3
CRJU 821 Advanced Criminological Theory 3
CRJU 816 Applied Quantitative Data Analysis 3
or CRJU 817 Qualitative Research Methods and Data Analysis 3

Total Credit Hours: 15
Residency Requirement
Doctoral residency is established by meeting one of the following two options: (1) two consecutive semesters of full-time enrollment (9 or more credit hours per semester without an assistantship and 6 or more credit hours per semester with an assistantship); or (2) an approved program-specific alternative.

Program Progress
Students who accumulate more than 6 hours of graduate credit below the grade of B will not be permitted to continue the program. No course may be repeated more than one time.

Audited Courses
Core courses may not be audited. Other courses may be audited, but students must remember that audited courses cannot be repeated for credit.

Transfer Credits
Students may transfer up to 6 credit hours from other programs and/or institutions provided they meet departmental requirements. Transfer credits may not be applied to core courses.

Students Admitted with a B.A./B.S. Degree Only
Master's-Level Course Work (24 Hours)

<table>
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<tbody>
<tr>
<td>CRJU 701</td>
<td>Survey of Criminal Justice</td>
<td>3</td>
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<tr>
<td>CRJU 702</td>
<td>Law and Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJU 703</td>
<td>Research Methods in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJU 705</td>
<td>Quantitative Methods in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJU 741</td>
<td>Criminology</td>
<td>3</td>
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<tr>
<td></td>
<td>Three additional elective courses</td>
<td>9</td>
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<td>Total Credit Hours</td>
<td>24</td>
</tr>
</tbody>
</table>

Note: No more than two elective courses (6 credit hours) below the 700 level may be applied to the program. Students who accumulate more than 6 hours of master's-level graduate credit below the grade of B will not be permitted to continue the program. No course may be repeated more than one time.

Core Courses (15 Hours)
*Must be completed with a grade of B or higher.*

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Note: With approval of the graduate director, substantially equivalent courses from outside the department may be substituted for CRJU 706, CRJU 814, CRJU 816, and/or CRJU 817.

Electives (9 Hours)
*Must be at the 700-level or above.*

Qualifying Examination
All students admitted to the Ph.D. program in criminology and criminal justice must successfully complete a qualifying examination prior to formal admission to candidacy.

Comprehensive Examination
Each student must successfully complete both a written and an oral Ph.D. comprehensive examination after completing all required coursework. Students are examined on their knowledge of research methods and design, law and policy issues related to criminology and criminal justice, and their understanding of important issues related to criminological theory. If a student fails the Ph.D. comprehensive examination, the student will be permitted to retake the exam one time.

Dissertation Preparation and Defense (12 Hours)
12 hours of dissertation credit must be successfully completed to earn the Ph.D. degree. The dissertation is an original research project that advances scientific knowledge in the student's chosen area of interest. The dissertation must be orally defended by the student before the student's dissertation examining committee. The oral defense before the examining committee cannot take place until after the successful completion of the comprehensive examination.

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Residency Requirement
Doctoral residency is established by meeting one of the following two options: (1) two consecutive semesters of full-time enrollment (9 or more credit hours per semester without an assistantship and 6 or more credit hours per semester with an assistantship); or (2) an approved program-specific alternative.

Program Progress
Each student must successfully complete both a written and an oral Ph.D. comprehensive examination after completing all required coursework. Students will be examined on their knowledge of research methods and design, data analysis, law and policy issues related to criminology and criminal justice, and their understanding of important issues related to criminological theory. If a student fails the Ph.D. comprehensive examination, the student will be permitted to retake the exam one time.

Audited Courses
Core courses may not be audited. Other courses may be audited, but students must remember that audited courses cannot be repeated for credit.
Admission

Applicants for admission to the M.A., M.F.A., or Ph.D. degree programs in the Department of English must have completed a minimum of 24 semester hours of upper-division undergraduate courses in English or an appropriate related discipline, with grades indicating ability for successful graduate work in the department. Applicants for all degrees must submit all application forms required by The Graduate School, satisfactory scores on the GRE general test, a sample of academic writing, a statement of purpose, and at least two satisfactory letters of recommendation from persons familiar with their academic achievement.

To particularly well-qualified candidates, the Department offers the chance to apply for Direct Admission to the Ph.D. Program. All those applying for direct admission will also be considered for regular admission to the M.A. program.

Successful applicants to the M.A., M.A.T., and M.F.A. programs typically have GRE verbal scores of 550 and above (for tests taken before October 2002), GRE analytical scores in the 3-5 range (for tests taken October 2002 and after), and an undergraduate GPA of 3.00 or better. Students admitted to the Ph.D. program generally have GRE verbal and analytical scores of 600 (for tests taken before October 2002) and a GPA of 3.50 or better in their undergraduate (direct-admission applicants) or master's degree course work. These numbers are provided as guidelines; we do not set absolute cut-off scores. All parts of an application are carefully considered, with especially close attention given to the writing sample.

An applicant who lacks adequate undergraduate course work may have to take up to 12 credit hours of 400-level literature or communication courses (depending on the degree emphasis sought) before the application will be considered.

The application deadline is December 15 for those wishing to be considered for graduate assistantships and fellowships. For all others the deadline is April 15.

Programs

- Creative Writing, M.F.A. (p. 816)
- English, M.A. (p. 817)
- English, Ph.D. (p. 818)

Courses

ENGL 550 - Language of the Professions (3 Credits)
Prerequisites: ENGL 450, LING 421 or ENGL 680, LING 600.

ENGL 565 - African American Theatre (3 Credits)
The major movements, figures, plays, and critical strategies that have marked the development of African American theatre in the 19th, 20th, and 21st centuries.
Prerequisites: ENGL 101 and ENGL 102, and one course between ENGL 270- ENGL 292.

Cross-listed course: AFAM 565, THEA 565
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

ENGL 566 - Special Topics in U.S. Film and Media (3 Credits)
Intensive study of a specific topic in U.S. film and media studies. May be repeated as content varies by title.
Prerequisites: FAMS 240.

Cross-listed course: MART 593

ENGL 600 - Seminar in Verse Composition (3 Credits)
First half of a year-long course in the writing of poetry taught by a contemporary poet. Limited to 15 students.
Prerequisites: ENGL 101 and ENGL 102, and one course between ENGL 270- ENGL 292.
ENGL 601 - Seminar in Verse Composition (3 Credits)
Second half of a year-long course in the writing of poetry taught by a contemporary poet. Limited to 15 students.
Prerequisites: ENGL 101 and ENGL 102, and one course between ENGL 270-ENGL 292.

ENGL 602 - Fiction Workshop: Short Story (3 Credits)
Instruction in the writing of short fiction taught by a contemporary prose writer. May be repeated once for credit.
Prerequisites: ENGL 101 and ENGL 102, and one course between ENGL 270-ENGL 292.

ENGL 603 - Non-Fiction Prose Workshop (3 Credits)
Instruction in the writing of the nonfiction essay taught by a contemporary prose writer. May be repeated once for credit.
Prerequisites: graduate status in the English department, or permission of instructor for undergraduates.

ENGL 604 - Seminar in Composition for the Visual Media (3 Credits)
Writing for the visual arts, the student will write a treatment (prospectus) and one or more multimedia scripts; or one or more teleplays; or a feature-length screenplay. Limited to 15 students.
Prerequisites: ENGL 101 and ENGL 102 or equivalent; ENGL 565 or equivalent experience in film as determined by the instructor.

ENGL 605 - Seminar in Composition for the Visual Media (3 Credits)
Writing for the visual arts, the student will write a treatment (prospectus) and one or more multimedia scripts; or one or more teleplays; or a feature-length screenplay. Limited to 15 students.
Prerequisites: ENGL 101 and ENGL 102 or equivalent; ENGL 565 or equivalent experience in film as determined by the instructor.

ENGL 606 - Playwriting Workshop (3 Credits)
Instruction in playwriting taught by a contemporary playwright. May be repeated once for credit.
Prerequisites: graduate status in the English department, or permission of instructor for undergraduates.

ENGL 610 - Fiction Workshop: Book-Length Manuscript (3 Credits)
Instruction in the writing of book-length manuscripts taught by a contemporary prose writer. May be repeated once for credit.
Prerequisites: ENGL 101 and ENGL 102, and one course between ENGL 270- ENGL 292.

ENGL 611 - Writing the Longer Nonfiction Project (3 Credits)
Instruction in the writing of a book-length nonfiction memoir or literary journalism project taught by a contemporary prose writer. May be repeated once for credit.
Prerequisites: graduate status in the English department, or permission of instructor for undergraduates.

ENGL 612 - Writing Poetry: Traditional and Modern Forms (3 Credits)
The writing of traditional and modern poetic forms. Exercises will give practice in composing metered and free verse. Representative masterpieces of traditional and modern poetry will also be studied.
Prerequisites: ENGL 101 and ENGL 102, and one course between ENGL 270- ENGL 292.

ENGL 613 - Writing the Full-Length Play (3 Credits)
Instruction in the writing of a full-length, two-act play for publication or production. May be repeated once for credit.
Prerequisites: graduate status in the English department, or permission of instructor for undergraduates.

ENGL 615 - Academic and Professional Writing (3 Credits)
A workshop course in the development and revision of writing for academic and professional audiences.
Prerequisites: ENGL 101 and ENGL 102, and one course between ENGL 270-ENGL 292.

ENGL 616 - Writing Children's and Young Adult Literature (3 Credits)
Critical study and practical crafting of literature for children and/or young adults, exploring the demands of these genres both through the reading of representative works and relevant secondary sources and through the writing of creative works. Undergraduate students must receive permission of instructor.

ENGL 620 - Computer Methods for Humanistic Problems (3 Credits)
Introduction to data processing concepts suitable for research interests in non-numerical areas such as the humanities. 03: 07/05/2019.

ENGL 620P - Laboratory for Computer Methods for Humanistic Problems (1 Credit)
Broad but intensive introduction to computer systems and programming for students in the humanities. No mathematical or scientific background is presumed. Laboratory experience with data-processing equipment; introduction to elementary digital computer programming in an appropriate language. 03: 07/05/2019.
Corequisite: ENGL 620.

ENGL 650 - Special Topics in Literature (1-3 Credits)
Course content varies and will be announced in the schedule of classes by title. May be repeated for credit as topics vary.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 680 - Survey of Linguistics (3 Credits)
Survey of core areas of linguistics and extensions to closely related disciplines. Introduction to the linguistic component of human cognition. Formal description and analysis of the general properties of speech and language, the organization of language in the mind/brain, and cross-linguistic typology and universals.
Cross-listed course: ANTH 600, LING 600

ENGL 690 - Special Topics in Composition (3 Credits)
Course content varies and will be announced in the schedule of classes by title.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 691 - Teaching of Literature in College (2 Credits)
Introduction to the methods of teaching literature, with emphasis on current pedagogical practice and theory and applications of electronic media. The course meets during the first seven weeks of the term and provides supervision of graduate students teaching English 101.

ENGL 692 - Teaching of Composition in College (1 Credit)
Introduction to the methods of teaching composition, with emphasis on current pedagogical practice and theory and applications of electronic media. The course meets during the first seven weeks of the term and provides supervision of graduate students teaching English 102.

ENGL 700 - Introduction to Graduate Study of English (3 Credits)
Lectures, discussions, and practical assignments in the history, principles, and methods of research into writings in English, taught by various members of the department. Recommended for M.A. and Ph.D. students in the first year of course work.

ENGL 701 - Special Topics in Old English Literature and Culture (3 Credits)
Selected topics in Old English literature and culture. May be repeated up to five times for credit as topics vary.
ENGL 704 - Special Topics in Medieval Literature and Culture (3 Credits)
Selected topics in medieval literature and culture. May be repeated up to five times for credit as topics vary.

ENGL 706 - Special Topics in 16th and 17th Century British Literature and Culture (3 Credits)
Selected topics in 16th and 17th century British literature and culture. May be repeated up to five times for credit as topics vary.

ENGL 707 - Special Topics in 18th Century British Literature and Culture (3 Credits)
Selected topics in 18th century British literature and culture. May be repeated up to five times for credit as topics vary.

ENGL 709 - Special Topics in 19th Century British Literature and Culture (3 Credits)
Selected topics in 19th century British literature and culture. May be repeated up to five times for credit as topics vary.

ENGL 714 - Special Topics in 20th & 21st Century British Literature and Culture (3 Credits)
Selected topics in 20th and 21st century British literature and culture. May be repeated up to five times for credit as topics vary.

ENGL 719 - Special Topics in Colonial American Literature and Culture (3 Credits)
Selected topics in colonial American literature and culture. May be repeated up to five times for credit as topics vary.

ENGL 721 - Special Topics in 19th Century American Literature and Culture (3 Credits)
Selected topics in 19th century American literature and culture. May be repeated up to five times for credit as topics vary.

ENGL 722 - Special Topics in 20th & 21st Century American Literature and Culture (3 Credits)
Selected topics in 20th and 21st century American literature and culture. May be repeated up to five times for credit as topics vary.

ENGL 731 - Special Topics in Children's and Young Adult Literature (3 Credits)
Selected topics in children's and young adult literature. May be repeated up to five times for credit as topics vary.

ENGL 733 - Classics of Western Literary Theory (3 Credits)
Problems of literary theory in texts from the ancients to the 17th century, with an emphasis on the classical tradition.
Cross-listed course: CPLT 701

ENGL 734 - Modern Literary Theory (3 Credits)
Problems of literary theory from the 18th century to the 1960s.
Cross-listed course: CPLT 702

ENGL 736 - Special Topics in Gender and Sexuality Studies (3 Credits)
Selected topics in gender and sexuality studies. May be repeated up to five times for credit as topics vary.

ENGL 739 - Special Topics in Critical Race and Ethnic Studies (3 Credits)
Selected topics in critical race and ethnic studies. May be repeated up to five times for credit as topics vary.

ENGL 740 - Special Topics in Southern Literature and Culture (3 Credits)
Selected topics in literature and culture of the U.S. South. May be repeated up to five times for credit as topics vary.

ENGL 741 - Special Topics in African American Literature and Culture (3 Credits)
Selected topics in African American literature and culture. May be repeated up to five times for credit as topics vary.

ENGL 743 - Special Topics in Women's Literature and Culture (3 Credits)
Selected topics in women's literature and culture. May be repeated up to five times for credit as topics vary.

ENGL 746 - Special Topics in Transatlantic Literature and Culture (3 Credits)
Selected topics in transatlantic literature and culture. May be repeated up to five times for credit as topics vary.

ENGL 747 - Special Topics in Global Anglophone Literature and Culture (3 Credits)
Selected topics in global Anglophone literature and culture. May be repeated up to five times for credit as topics vary.

ENGL 748 - Special Topics in Postcolonial Literature and Culture (3 Credits)
Selected topics in postcolonial literature and culture. May be repeated up to five times for credit as topics vary.

ENGL 749 - Special Topics in Performance Studies (3 Credits)
Selected topics in performance studies. May be repeated up to five times for credit as topics vary.

ENGL 754 - Special Topics in Film and Media Studies (3 Credits)
Selected topics in film and media studies. May be repeated up to five times for credit as topics vary.

ENGL 764 - Special Topics in Theory and Critical Methods (3 Credits)
Selected topics in theory and critical methods. May be repeated up to five times for credit as topics vary.

ENGL 765 - Advanced Film Study (3 Credits)
Methods of film analysis, resources for research, and the major critical theories.
Cross-listed course: CPLT 765

ENGL 766 - Special Topics in Genre, Form, and Aesthetics (3 Credits)
Selected topics in genre, form, and aesthetics. May be repeated up to five times as topics vary.

ENGL 776 - Introduction to Bibliography and Textual Studies (3 Credits)
Introduction to analytical, descriptive, and textual bibliography, and to the principles and practice of editing. Non-degree students may not enroll without the consent of the Director of Graduate Studies in English. 03: 07/05/2019.

ENGL 781 - History of English Language (3 Credits)
The historical background of Modern English with attention to the major linguistic and cultural developments which distinguish English from other related languages. No prior knowledge of Old English or Middle English is required. Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.
Cross-listed course: LING 731

ENGL 782 - Varieties of American English (3 Credits)
Social and regional variation in American English since the colonial period. Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.
Cross-listed course: LING 745

ENGL 788 - Stylistics (3 Credits)
Linguistic analysis of literary texts. Linguistic definition of style; stylistic choices as the author's voice. Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.
ENGL 789 - Poetics (3 Credits)
The question of meaning in poetry with special attention to linguistic structure as the source of that meaning; also prosody and related formal effects. Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.

ENGL 790 - Survey of Composition Studies (3 Credits)
Comprehensive survey of the history and development of composition studies, and of the present state of knowledge about theories, principles, and practices in the field. Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.

ENGL 791 - Introduction to Research on Written Composition (3 Credits)
Introduction to the types and methods of research on written composition, both qualitative and quantitative, with intensive analysis of representative exemplars of these types and methods. Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.

ENGL 792 - Classical Rhetoric (3 Credits)
Survey of ancient Greek and Roman rhetorical theory. Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.

ENGL 793 - Rhetorical Theory and Practice, Medieval to Modern (3 Credits)
Survey of major theories of rhetoric from medieval to modern times. Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.

ENGL 794 - Modern Rhetorical Theory (3 Credits)
Survey of 20th-century contributions to rhetorical theory. Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.

ENGL 795 - The Teaching of Business and Technical Writing (3 Credits)
A study of theory and practice in business, technical, and scientific writing with emphasis on the pedagogical materials and techniques available to the business and technical writing teacher. Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.

ENGL 796 - Special Topics in the Teaching of English (1-3 Credits)
Exploration of issues relevant to the teaching of literature, composition, rhetoric, or speech communication. May be repeated for credit as topics vary.

ENGL 797 - Current Scholarship in Rhetoric and Composition (3 Credits)
Close study of annual issues of recent journals in the field to identify current trends in research and models for scholarly writing.

ENGL 799 - Thesis Preparation (1-9 Credits)
Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.

ENGL 803 - Special Topics: Seminar in Literary and Cultural Studies (3 Credits)
Specialized study in literary and cultural studies. May be repeated up to four times for credit as topics vary.

ENGL 804 - Special Topics: Seminar in Theory and Critical Methods (3 Credits)
Specialized study in theory and critical methods. May be repeated up to four times for credit as topics vary.

ENGL 805 - Special Topics: Seminar in Media Studies (3 Credits)
Specialized study in digital, print, and/or cinematic media. May be repeated up to four times for credit as topics vary.

ENGL 831 - Theory of Prose Fiction (3 Credits)
Various types of prose fiction from folk tales and fables to short stories and novels; including historical changes in fictional forms, the function of technical devices, and modern theories of narrative. Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.

ENGL 832 - Theory of Poetry (3 Credits)
A study of various aspects of poetry as an art form, including rhythm, meter, sound, color. Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.

ENGL 846 - Studies in Southern Literature (3 Credits)
Topics selected by the instructor for specialized study.

ENGL 850 - Studies in British and American Literature (3 Credits)
Topics selected by the instructor for specialized study. Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.

ENGL 862 - Special Topics in Children’s and Young Adult Literature (3 Credits)
Special topics selected by instructor for specialized study. May be repeated as content varies by title.

ENGL 870 - Seminar in Bibliography, Textual Criticism, and Editing (3 Credits)
Seminar in analytical and descriptive bibliography. Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.

ENGL 871 - Seminar in Bibliography, Textual Criticism, and Editing (3 Credits)
Seminar in textual criticism and editing of specific forms of publication (e.g., manuscripts, plays, poetry, novels). Non-degree students may not enroll without the consent of the Director of Graduate Studies in English. Prerequisites: ENGL 776 or equivalent.

ENGL 872 - Seminar in Bibliography, Textual Criticism, and Editing (3 Credits)
Seminar in textual criticism and editing of particular periods of English or American literature. Non-degree students may not enroll without the consent of the Director of Graduate Studies in English. Prerequisites: ENGL 776 or equivalent.

ENGL 890 - Studies in Rhetoric and Composition (3 Credits)
Topics selected by the instructor for specialized study. May be repeated as topics vary. Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.

ENGL 895 - Directed Reading and Research (1-3 Credits)
Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.

ENGL 896 - Directed Reading and Research (1-3 Credits)
Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.

ENGL 899 - Dissertation Preparation (1-12 Credits)
Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.
SPCH 543 - Communication, Law, and Society (3 Credits)
Examines the role of communication in legal and judicial contexts. Focus on case studies that illustrate the theoretical and practical significance of rhetoric in the work of the courts, lawyers, and public advocacy groups.

SPCH 700 - Introduction to the Advanced Study of Speech Communication & Rhetoric (3 Credits)
Introduction to theories, concepts, and analysis in critical rhetorical and communication research. Emphasis on rhetoric, public advocacy and discourse, performance, critical theory.

SPCH 701 - Pedagogies of Speech Communication & Rhetoric (3 Credits)
Survey of issues, theories, and methods of pedagogy in speech communication, rhetoric, and performance studies.

SPCH 734 - Theories of Public Argumentation (3 Credits)
Advanced study of theories and practices of public and cultural argumentation. Emphasis on critical argumentation theories and analysis of public arguments.

SPCH 736 - Critical Theory & Rhetoric (3 Credits)
Examination of the role of language, rhetoric, and argumentation in the historical and contemporary project of critical social theory.

SPCH 741 - Theory and Practice of Rhetorical Criticism (3 Credits)
Advanced study of theories of rhetorical criticism and the conceptual assumptions that motivate, compose, and justify critical interpretations of rhetorical acts, performances, and events.

SPCH 744 - Public Advocacy and Civil Society (3 Credits)
Examination of the rhetorical operations that define, sustain, and reshape historical and contemporary forms of civil society, including modes of public address, community engagement, non-profit advocacy, and political communication.

SPCH 746 - Rhetoric of Movements (3 Credits)
Advanced study of the rhetoric of political social movements.

SPCH 747 - Rhetorical Power, Institutional Discourse, and Recognition (3 Credits)
Advanced study of institutional discourse and the role of institutional argumentation in the formation and critique of power. Includes directed inquiry into the rhetorical dynamics of consensus-formation, dissent, and recognition as they unfold between institutions, publics, and cultures.

SPCH 749 - Performance and Cultural Studies (3 Credits)
Theories and research exploring the mutual contributions of performance and cultural studies. Emphasis on performance as both a subject of critical/cultural inquiry as well as a method of critical/cultural invention.

SPCH 751 - Performance Criticism (3 Credits)
Study of critical performance methods and the conceptual and paradigmatic assumptions that motivate, compose, and justify performance as a critical act, criticism as a performative act, and performance events as critical objects.

SPCH 755 - Theories of Performance, Representation, and Advocacy (3 Credits)
Exploration of performance as a site of and means for representing and creating social change.

SPCH 761 - Ethics & Politics of Rhetoric (3 Credits)
Examination of the ethical and political commitments in the rhetorical tradition. Emphasis on the intersection of rhetorical scholarship with issues in communication ethics and their implications for political rhetoric.

SPCH 762 - Rhetorics of Materiality, Technology, and Science (3 Credits)
Study of the rhetorical analysis of scientific and technological public discourse, implications of public science and technological changes for the theory and practice of rhetoric, and the rhetorical construction of sciences and technologies.

SPCH 764 - Rhetoric, Violence, and the Discourse of Human Rights (3 Credits)
Advanced study of the rhetorical violence that attends the human condition and its attempted redress through discourses of human rights. Special attention devoted to theories of violence and critical interpretation of legal discourse, human rights doctrine, and humanitarian advocacy.

SPCH 790 - Special Topics in Speech Communication, Rhetoric, and Performance (3 Credits)
Selected topics in speech communication, rhetoric, and performance studies. May be repeated as content varies by title.

SPCH 792 - Classical Rhetorical Theory (3 Credits)
Survey of ancient Greek and Roman rhetorical theory.

SPCH 793 - Medieval to Modern Rhetorical Theory (3 Credits)
Survey of important figures, debates, and perspectives in rhetorical theory from the Medieval period to the 19th century.

SPCH 794 - Contemporary Rhetorical Theory (3 Credits)
Survey of major figures, debates, and theories in the field of rhetoric from the 19th century to present.

SPCH 796 - Independent Study in Speech Communication, Rhetoric, and Performance (1-3 Credits)
Individually arranged studies in specialized areas of speech communication, rhetoric, or performance.

SPCH 797 - Special Projects in Speech Communication, Rhetoric, and Performance (1-3 Credits)
Individually research projects focused on a selected area of speech communication, rhetoric, or performance.

SPCH 799 - Thesis Preparation (1-9 Credits)
To be arranged by candidates for the Master of Arts degree with the instructor under whose direction the master's thesis is being written.

Creative Writing, M.F.A.

Learning Outcomes

- Students will develop and refine their individual writerly voices, produce literary work of a high quality, and demonstrate a comprehensive understanding of their own aesthetics, as well as the literary models and cultural sources of those aesthetics.
- Students will demonstrate an advanced comprehension of editing and revision techniques and strategies, which include synthesizing challenges, advice and critiques from professors and fellow M.F.A. students.
- Students will demonstrate at least the early stages of professionalization, which may include preparation to publish creative work, performance of work for an audience, experience in literary editing, exposure to creative writing pedagogy, and/or knowledge of academic and alternative careers for creative writers.
- Students will actively engage in a wider literary culture and community, whether at the local, regional, national, or international level.
Degree Requirements (45 Hours)
The student must choose one of three options within the program: poetry, fiction, or creative non-fiction. In addition to all the basic requirements for admission to the graduate English program, applicants must submit a writing sample in the genre that they wish to pursue (25 pages of fiction or writing for the media; at least 12 poems).

Workshop Courses (15 Hours)

Theory (6 Hours)
• Three hours may be in theory and teaching of composition, exclusive of ENGL 691 and ENGL 692.

Literature (9 Hours)
• Select 9 hours

Approved Electives (9 Hours)
• Select 9 hours

Thesis (6 Hours)
Course Title Credits
ENGL 799 Thesis Preparation 1-9

Total Credit Hours 1-9

• A thesis, which will be a book-length work (a novel, a collection of short stories, a group of poems, or a piece of writing for the visual media) of a quality that compares favorably with work being published by university presses and commercial publishers.

Oral Exam
• An oral examination on the thesis.

Comprehensive Exam
• A three-hour written comprehensive examination in the history and practice of the student's genre.

English, M.A.

Learning Outcomes
• Students will demonstrate in-depth knowledge of specific authors and works and/or central issues relevant to their fields of emphasis.
• Students will apply professionally relevant theoretical concepts to the analysis of canonical texts and/or central issues specific to their fields of emphasis.
• Students will demonstrate facility in basic research methods and the use of existing scholarship specific to their fields of emphasis.
• Students will develop in-depth knowledge in their field of emphasis, along with competency in at least one other area of literary and rhetorical studies.

Degree Requirements (30 Hours)

English, M.A. with an Emphasis in English and American Literature
The student must select one of the following areas for concentration: English literature before 1660, English literature after 1660, or American literature.

Requirements include the following:

Coursework (12 Hours)
• One course in American Literature
• One course in English Literature before 1660
• One course in English Literature after 1660
• One additional course in the Exam Area

Five Electives (15 Hours)
Two may be taken outside the department.

Recommended Course
Course Title Credits
ENGL 700 Introduction to Graduate Study of English 3

Thesis (3 Hours)
Course Title Credits
ENGL 799 Thesis Preparation 3

Total Credit Hours 3

Foreign Language
A reading knowledge of one foreign language.

English, M.A. with an Emphasis in Composition and Rhetoric
Requirements include the following:

Coursework (6 Hours)
Course Title Credits
ENGL 790 Survey of Composition Studies 3
ENGL 791 Introduction to Research on Written Composition 3

Total Credit Hours 6

Two Courses from the Following (6 Hours)
Course Title Credits
Select two of the following: 6
ENGL 690 Special Topics in Composition (see workshop course restrictions)
ENGL 792 Classical Rhetoric
ENGL 793 Rhetorical Theory and Practice, Medieval to Modern
ENGL 794 Modern Rhetorical Theory
ENGL 795 The Teaching of Business and Technical Writing
ENGL 890 Studies in Rhetoric and Composition

Total Credit Hours 6

English and/or American Literature, 700-800 Level (6 Hours)
No more than one workshop course may be counted in the 30 hours of classroom credits; students wishing to emphasize technical writing should consult the graduate director about special conditions.

Electives (9 Hours)
Electives must be approved by the Composition and Rhetoric Committee.

Foreign Language
A reading knowledge of one foreign language.

Thesis (3 Hours)
Course Title Credits
ENGL 799 Thesis Preparation 3

Total Credit Hours 3
English, M.A. with an Emphasis in Speech Communication

Requirements include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPCH 700</td>
<td>Introduction to the Advanced Study of Speech</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Communication &amp; Rhetoric</td>
<td></td>
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<tr>
<td>SPCH 701</td>
<td>Pedagogies of Speech Communication &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
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<td>6</td>
</tr>
</tbody>
</table>

Speech Communication (12 Hours)

Four additional courses in speech communication at the 700 or 800-level.

Electives (9 Hours)

Three electives at the 700 or 800-level reflecting the student’s particular professional or academic objectives; electives must be approved in advance by the student’s advisor.

Thesis (3 Hours)

Students may enroll in additional hours of SPCH 799, but only three hours count toward completion of the degree.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPCH 799</td>
<td>Thesis Preparation</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

English, Ph.D.

Learning Outcomes

- Students will demonstrate mastery of all available research methods and existing scholarship specific to their fields of emphasis.
- By the end of their coursework, students will demonstrate in-depth knowledge of their primary scholarly field of emphasis, including extensive knowledge of authors, texts, and central issues specific to a major area of literary and rhetorical studies.
- Students will extend the applicable range of professionally relevant theoretical concepts by using them in the analysis of canonical and/or marginalized texts and/or central issues specific to their fields of emphasis.
- By the end of their coursework, students will demonstrate in-depth knowledge of a secondary scholarly field of emphasis, including extensive knowledge of authors, texts, and central issues specific to a significant area of literary and rhetorical studies.

Degree Requirements (36 Post-Masters Hours)

Doctor of Philosophy in English with an Emphasis in English and American Literature (36 Hours)

For admission, the applicant must have a master’s degree or its equivalent. Each candidate must have a major and minor field. The major field may be chosen from the following: Medieval, Renaissance, Restoration and 18th-century English literature, 19th-century English literature, 20th-century English literature, colonial and 19th-century American literature, 20th-century American literature. The following may be used for the minor field only: linguistics, comparative literature, criticism theory, women’s studies, history of the book and authorship, composition and rhetoric, and Southern literature. Students may choose to design an ad hoc minor, subject to approval by the Graduate Program Committee. Examples of ad hoc minors approved in the past include religion and literature, children’s literature, and computers and literature.

Admission by the Department of English for graduate study does not mean admission as a candidate in the English and American literature Ph.D. program. Students are admitted to such candidacy on the basis of their record and a meeting with the Director of Graduate Studies and the major adviser, to be held at the beginning of the student’s third term. Prior to this meeting, the Graduate Director will review the student’s class grades with the expectation of at least a 3.0 GPA over the course of the first year of the study. The student will come to the meeting with a completed Program of Study form and an accompanying statement detailing progress thus far and plans for future study. In the event of an unsuccessful review, the student will be put on probation, not be admitted to candidacy, and be required to maintain a 3.5 GPA for each of the following two semesters. Additionally, field faculty will meet at the end of the student’s second year in order to make a recommendation to the Graduate Director about the student’s future in the program. The Graduate Director will factor this recommendation and the student’s GPA into a decision about whether the probationary student should be admitted to candidacy at the end of the second year and allowed to continue the program.

1 Students who have taken equivalent graduate courses prior to admission to the PhD program may petition the Graduate Program Committee to transfer up to six hours credit in lieu of courses required for the Ph.D. However, these courses cannot be more than eight years old by the time they receive their degree.

Requirements include the following:

Program of Study

Each student develops a program of study in consultation with the doctoral advisory committee (in place by the end of the first semester of coursework) that includes the following. ENGL 691 and ENGL 692 may not be used to fulfill this requirement.

Introductory Course (3 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENGL 700</td>
<td>Introduction to Graduate Study of English</td>
<td>3</td>
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<tr>
<td>Total Credit Hours</td>
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<td>3</td>
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</table>

800-Level Seminars (6 Hours)

Critical Theory (3 Hours)

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENGL 734</td>
<td>Modern Literary Theory</td>
<td>3</td>
</tr>
<tr>
<td>Equivalent Course</td>
<td></td>
<td></td>
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<tr>
<td>Total Credit Hours</td>
<td></td>
<td>3</td>
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</tbody>
</table>

Written Comprehensive Exam

A 72-hour take-home exam that consists of responses to one question in the primary field and one question in the secondary field. The completed exam should not exceed 7,500 words in length.

Oral Exam

On the Student’s Major Field.
Dissertation Preparation (12 Hours)

Foreign Languages
Reading proficiency in at least one language other than English, demonstrated in one of the following ways:

1. by passing a reading exam in a language other than English;
2. by passing a graduate-level course in a literature other than English, not in translation, with a grade of B or better;
3. by passing ENGL 701 with a grade of B or better.

Reading proficiency in two languages other than English may be required by the student’s doctoral advisory committee if, in its judgment, such proficiency is necessitated by the student’s research plans or by professional standards then current in the student’s field.

Doctor of Philosophy in English with an Emphasis in Composition and Rhetoric (42 Hours ¹)

For admission, the applicant must have a master’s degree, or its equivalent, in English, composition and rhetoric, or a related field.

Admission by the Department of English for graduate study does not mean admission as a candidate in the composition and rhetoric Ph.D. program. Students are admitted to such candidacy on the basis of their record and a meeting with the Director of Graduate Studies and the major adviser, to be held at the beginning of the student’s third term. Prior to this meeting, the Graduate Director will review the student’s class grades with the expectation of at least 3.0 GPA over the course of the first year of study. The student will come to the meeting with a completed Program of Study form and an accompanying statement detailing progress thus far and plans for future study. In the event of an unsuccessful review, the student will be put on probation, not be admitted to candidacy, and be required to maintain a 3.5 GPA for each of the following two semesters. Additionally, field faculty will meet at the end of the student’s second year in order to make a recommendation to the Graduate Director about the student’s future in the program. The Graduate Director will factor this recommendation and the student’s GPA into a decision about whether the probationary students should be admitted to candidacy at the end of the second year and allowed to continue in the program.

¹ Students who have taken equivalent graduate courses prior to admission to the Ph.D. program may petition the Graduate Program Committee to transfer up to six hours credit in lieu of courses required for the Ph.D. However, these courses cannot be more than eight years old by the time they receive their degree.

Requirements include the following:

Coursework (9 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 790</td>
<td>Survey of Composition Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 791</td>
<td>Introduction to Research on Written Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 890</td>
<td>Studies in Rhetoric and Composition</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Two Courses (6 Hours)

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENGL 792</td>
<td>Classical Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 793</td>
<td>Rhetorical Theory and Practice, Medieval to Modern</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 6

Note: Courses from speech communication, linguistics, English or American literature, or another composition and rhetoric course may be substituted with the approval of the student’s academic advisor.

Specialization (12 Hours)

To be approved by the department’s Committee on Composition and Rhetoric and the graduate director.

Written Comprehensive Exam
A 72-hour take-home exam that consists of responses to two questions in the primary field (rhetoric and composition) and one question in the specialization field. The completed exam should not exceed 11,250 words in length.

Oral Comprehensive Exam
This exam may be taken no more than twice.

Foreign Languages
Reading proficiency in at least one language other than English, demonstrated in one of the following ways:

1. by passing a reading exam in a language other than English;
2. by passing a graduate-level course in a literature other than English, not in translation, with a grade of B or better;
3. by passing ENGL 701 with a grade of B or better.

Reading proficiency in two languages other than English may be required by the student’s doctoral advisory committee if, in its judgment, such proficiency is necessitated by the student’s research plans or by professional standards then current in the student’s field.

Teaching Experience
At least one year’s experience teaching English composition at the school or college level.

Dissertation and Defense
Dissertation and defense, including 12 hours of ENGL 899, dissertation writing.

Direct-Admission Doctor of Philosophy in English with an Emphasis in English and American Literature (60 Hours)

Direct admission to the Ph.D. program may be offered to highly-qualified applicants who are completing or have completed their baccalaureate studies. Each candidate must have a major and minor field. The major field may be chosen from the following: Medieval, Renaissance, Restoration and 18th-century English literature, 19th-century English literature, 20th-century English literature, colonial and 19th-century American literature, 20th century American literature. The following may be used for the minor field only: linguistics, comparative literature, criticism theory, women’s studies, history of the book and authorship,
composition and rhetoric, and Southern literature. Students may choose to design an ad hoc minor, subject to approval by the Graduate Program Committee. Examples of ad hoc minors approved in the past include religion and literature, children's and young-adult literature, and computers and literature.

Direct admission by the Department of English for graduate study does not mean immediate admission as a candidate in the English and American literature Ph.D. program. Students are admitted to such candidacy on the basis of their record and a written qualifying exam (satisfied by successful completion of the Master's Comprehensive Examination and the readers' recommendation of candidacy). Students should take this qualifying exam no later than the spring term of their second year in the program. A student is allowed only two attempts to pass the admission-to-candidacy exam.

Requirements include the following:

Program of Study
By the end of the second year of study, students, in consultation with their advisors, will submit a PhD Program of Study form that maps out their intentions for the completion of coursework, and submit it to the Director of Graduate Studies. The Program of Study also serves as a statement of intent; this is the moment at which students may either recommit themselves to completing the PhD, or opt out and finish the MA, securing the degree by passage of the MA Comprehensive Exam and the completion of a thesis.

Years 1-2
12 Hours
- One Course in English Literature, pre-1660
- One Course in English Literature, post-1660
- One Course in American Literature
- One Additional Course in Exam Field

6 Hours
Course | Title | Credits
--- | --- | ---
ENGL 700 | Introduction to Graduate Study of English | 3
Select one of the following Critical Theory Courses: | | 3
ENGL 733 | Classics of Western Literary Theory | 3
ENGL 734 | Modern Literary Theory | 3
An equivalent course
Total Credit Hours 6

Years 3-6
18 Hours
- Electives (must include two 800-level seminars)

12 Hours
- Dissertation Preparation

M.A. Comprehensive Examination
Serves as the Ph.D. Qualifying Examination.

Comprehensive Exam
A comprehensive exam that consists of two written exams, one in the major field and one in the minor field.

Oral Comprehensive Exam
Focusing on the student's major field, this exam may be taken no more than twice. Successful completion of the written and oral comprehensive exams will signal the conferral of the MA degree.

Dissertation and Defense
Foreign Languages
Reading proficiency in at least one language other than English, demonstrated in one of the following ways:

1. by passing a reading exam in a language other than English;
2. by passing a graduate-level course in a literature other than English, not in translation, with a grade of B or better;
3. by passing ENGL 701 with a grade of B or better.

Reading proficiency in two languages other than English may be required by the student's doctoral advisory committee if, in its judgment, such proficiency is necessitated by the student's research plans or by professional standards then current in the student's field.

Admission to Candidacy
Admission by the Department of English for graduate study does not mean admission as a candidate in the composition and rhetoric Ph.D. program. Students are admitted to candidacy by The Graduate School on the basis of their academic record, an approved program of study, and successful completion of a written qualifying exam—the M.A. three-hour comprehensive exam in composition and rhetoric. Students should take this exam no later than the semester in which they are taking their 15th hour of course work. A student is allowed only two attempts to pass the exam. Students in the M.A. program who apply to and are accepted into the Ph.D. program may request that their M.A. exams be reread as a Ph.D. qualifying exam. In such a case, the rereading will count as one attempt. M.A. exams will not be read for Ph.D. qualifying purposes unless or until the student has been accepted into the Ph.D. program.

Film and Media Studies
Department Website (http://www.sc.edu/study/colleges_schools/artsandsciences/film_and_media_studies/our-people/)
Laura Kissel, Director

The Film and Media Studies Program (http://www.cas.sc.edu/film/) is an interdisciplinary program in the College of Arts and Sciences devoted to the critical study of moving image culture - its history, theory, and criticism. No graduate degree is offered, but courses are open to graduate students.

Courses
FAMS 510 - Topics in Film Media Histories (3 Credits)
Intensive study of a specific topic in U.S. film and media studies. May be repeated as content varies by title.
Prerequisites: FAMS 240.

FAMS 511 - Special Topics in Film and Media Studies (3 Credits)
Intensive study of a specific topic in film and media studies. May be repeated as content varies by title.
Prerequisites: FAMS 240.

Cross-listed course: ARTH 551, MART 591
FAMS 566 - Topics in US Film and Media (3 Credits)
Intensive study of a specific topic in U.S. film and media studies. May be repeated as content varies by title. 03: 07/05/2019.
Prerequisites: FAMS 240.
FAMS 598 - Special Topics in Global Film and Media (3 Credits)
Intensive study of a specific topic concerning films produced in a country other than the United States. May be repeated as content varies by title.
Prerequisites: FAMS 240.
Cross-listed course: FORL 598, MART 594
Graduation with Leadership Distinction: GLD: Global Learning

FAMS 710 - Advanced Special Topics in Film and Media (3 Credits)
Advanced study of a specific topic in film and media studies. May be repeated as content varies by title.

Programs
• Geography, M.A. (p. 824)
• Geography, M.S. (p. 825)
• Geography, Ph.D. (p. 826)

Courses
GEOG 510 - Special Topics in Geographic Research (3 Credits)
Selected topics of special interest in geography. May be repeated as content varies by title.

GEOG 512 - Migration and Globalization (3 Credits)
A survey of the political, economic, and social causes and consequences of migration. Topics include immigration policy, border control, settlement patterns, transnationalism, multiculturalism, and integration. Selected contemporary and historical cases.
Prerequisites: GEOG 210.

GEOG 515 - Political Geography (3 Credits)
Concepts of space and power and their relationship to polities, elections, geopolitics, identities, law, economics, populations, and civil society.

GEOG 516 - Coastal Zone Management (3 Credits)
Analysis of the competing demands for limited resources in the coastal zone with emphasis on the role of management in the resolution of conflicts over resource use.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

GEOG 521 - Landscapes of South Carolina (3 Credits)
An examination of the factors responsible for creating the contemporary South Carolina cultural landscape.

GEOG 525 - Geographical Analysis of Transportation (3 Credits)
Analysis of transportation systems and the application of geographic tools to transportation planning.

GEOG 530 - Environmental Hazards (3 Credits)
Human and environmental contributions to the generation and management of hazards originating from extreme natural events to technological failures. Contemporary public policy issues at the national and international level.

GEOG 531 - Quantitative Methods in Geographic Research (3 Credits)
A survey of basic quantitative approaches for handling and interpreting geographically related data; univariate and bivariate procedures applicable to a variety of problems.

GEOG 535 - Hazards Analysis and Planning (3 Credits)
Examination of the geo-spatial aspects of hazards analysis and planning with specific reference to disaster preparedness, recover, mitigation, and resilience.
Prerequisites: GEOG 363 and GEOG 530, or equivalents.

GEOG 538 - Global Food Politics (3 Credits)
Political, social, and cultural landscapes of food and farming around the world; issues of agricultural production, trade, consumption, and food security.
Cross-listed course: ENVR 538

GEOG 541 - Advanced Cartography (3 Credits)
Planning, compiling, constructing, and evaluating thematic maps. Theory and practice in scribing, separation and screening, color proofing, and map reproduction. Discussions of the process of map communication and the ways the cartographer can improve that communication.
Prerequisites: GEOG 341.
GEOG 562 - Satellite Mapping and the Global Positioning System (3 Credits)
Technology and use of Global Positioning Systems (GPS). GPS space segment, receiver technologies, range observables, and positioning accuracy. Applications to large/medium scale mapping, remote sensing, and aerial photography.
Prerequisites: GEOG 345 or GEOG 363 or GEOG 551.

GEOG 563 - Advanced Geographic Information Systems (3 Credits)
Theory and application of geographic information systems including discussions of automated input, storage, analysis, integration, and display of spatial data. Use of an operational geographic information system.

GEOG 564 - GIS-Based Modeling (3 Credits)
Geographical information systems for modeling physical/human processes in space and time using raster and vector data. Cartographic modeling concepts, embedded models, and GIS-model coupling.

GEOG 565 - Geographic Information System (GIS) Databases and Their Use (3 Credits)
Representation, construction, maintenance, and analysis of spatial data in a geographic information system (GIS) database.
Prerequisites: GEOG 363 or GEOG 341 or GEOG 551 or GEOG 563.

GEOG 566 - Social Aspects of Environmental Planning and Management (3 Credits)
Geographical approach to environmental problems.
Prerequisites: GEOG 343.

GEOG 567 - Long-Term Environmental Change (3 Credits)
Climatic changes of the past and their impact on the physical landscape, with an emphasis on the Quaternary period.
Prerequisites: A 200-level course in physical geography or geology or equivalent.

Cross-listed course: GEOL 567

GEOG 568 - Human Dimensions of Global Environmental Change (3 Credits)
Consequences of increasing anthropogenic changes on environmental systems including the sources of change, regional impacts, and social and policy responses.
Prerequisites: GEOG 343.

GEOG 569 - International Development and the Environment (3 Credits)
Intersections of international development and environmental change; study of general theoretical perspectives balanced with case studies from the Global South.
Cross-listed course: ANTH 569
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning

GEOG 570 - Geography of Public Land and Water Policy (3 Credits)
Geography of public land, water, and related public trust resources (wildlife, timber, minerals, fuels, recreation, wetlands, coastal zones, wilderness); historical geography of policy; spatial aspects of current research and management.

GEOG 571 - Microclimatology (4 Credits)
Field techniques and processes in the atmospheric boundary layer including radiation, soil heat fluxes, turbulence, momentum, latent and sensible heat fluxes, moisture, and evaporation.
Prerequisites: GEOG 202.
GEOG 573 - Climatic Change and Variability (3 Credits)
Observations and theories of climatic change and variability as they occur at different space and time scales. Projections of future climates. Techniques used in climatic change research and impact analysis.
**Prerequisites:** GEOG 202 or equivalent.

GEOG 575 - Digital Techniques and Applications in Remote Sensing (3 Credits)
Introduction to digital image processing techniques and applications. Image correction, enhancement, spatial and spectral transformation. Land use/land cover classification, and change detection.
**Prerequisites:** GEOG 551 or equivalent.

GEOG 581 - Globalization and Cultural Questions (3 Credits)
This course examines cultural understandings of and responses to globalization, examining topics such as its history and theories, migration, economic integration and inequality, identity, social movements, and the environment.
**Cross-listed course:** ANTH 581
**Graduation with Leadership Distinction:** GLD: Global Learning

GEOG 590 - Beach-Dune Interactions (3 Credits)
Influence of wind on coastal systems, with emphasis on nearshore currents, sediment transport and bedforms, aeolian transport, and dunes. Minimum Junior standing required.
**Cross-listed course:** MSC 590

GEOG 595 - Internship in Geography (1-6 Credits)
Internship in government agencies, private-sector businesses, and non-profit organizations under the joint supervision of sponsor and departmental. A maximum of three credits may be applied to undergraduate Geography major or to Geography master's degree. May be repeated to a maximum of six credits.
**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Internships

**Experiential Learning:** Experiential Learning Opportunity

GEOG 701 - History of Geographic Thought (3 Credits)
A survey of the development of geographic philosophy and an analysis of geographic methodology.

GEOG 705 - Directed Individual Studies in Geography (1-3 Credits)
Directed research topics individually assigned and supervised by graduate faculty. May be repeated for credit.

GEOG 706 - Selected Topics in Cartography and Remote Sensing (1-3 Credits)
Special topics are offered in the form of short courses, seminars, and workshops. Students may take these offerings, by permission of the instructor, for variable credit. The course may be taken more than once.

GEOG 709 - Women Explorers and Travelers (3 Credits)
Examines in geographical and historical contexts the activities of various women explorers and travelers.
**Cross-listed course:** WGST 709

GEOG 710 - Seminar in Geography Education (3 Credits)
Review of recent literature on geography education with an emphasis on the national geography standards, spatial thinking and the use of geospatial technology in pedagogic contexts.

GEOG 711 - Seminar in Regional Geography (3 Credits)
An analysis of the total geographic complex of selected major world regions.

GEOG 712 - Urban Geography (3 Credits)
An investigation into the concepts of the urban field and the urban region.

GEOG 713 - Advanced Economic Geography (3 Credits)
Investigation into the locational aspects and the spatial systems of selected economic activities, from both regional and systematic viewpoints.

GEOG 720 - World Regional Geography for Teachers (3 Credits)
The physical and human geography of major world regions with emphasis on basic principles of regional geography. Cannot be used in M.A., M.S., or Ph.D. programs in geography.

GEOG 721 - Seminar in Systematic Geography (3 Credits)
Studies of the characteristics, processes, and distributions over the world of the different cultural and physical environmental elements, such as economic, political, or social activities, climate and landforms.

GEOG 730 - Seminar in Environmental Geography (3 Credits)
Review of recent geographic literature on nature-society interactions with an emphasis on identifying research themes and methodologies employed by contemporary geographers.
**Prerequisites:** GEOG 530 or GEOG 568.

GEOG 731 - Seminar in Quantitative Analysis in Geography (3 Credits)
Advanced quantitative approaches for handling and interpreting geographically related data. Multivariate procedures applicable to a variety of problems will be presented. For each topic the students will analyze data relating to their individual interests.
**Prerequisites:** GEOG 531 or equivalent.

GEOG 734 - Field Seminar in Third World Development Projects (6 Credits)
The student works in a developing country for two to four months on projects designed by instructor and funded by the host country.

GEOG 735 - Seminar in Political Geography (3 Credits)

GEOG 737 - Seminar in Spatial Cognition (3 Credits)
Selected topics in spatial cognition.

GEOG 740 - Research Trends in Geography (1 Credit)
Seminar on research trends and writing research proposals in geography.

GEOG 741 - Seminar in Cartography (3 Credits)
A seminar to familiarize students with current experimental techniques, literature, and research topics in cartography.

GEOG 746 - Seminar in Climatology (3 Credits)
Major theories, measures of climatic change and variability, climate models, statistical analysis, and climate impacts.

GEOG 747 - Seminar in Physical Geography (3 Credits)
Investigation of physical systems and processes at the earth's surface. Topics vary; landforms, hydrology, pedology, biogeography, quaternary science, human impacts on physical systems.

GEOG 751 - Digital Techniques of Remote Sensing (3 Credits)
Introduction to the fundamental principles and methods of digital image processing of remotely sensed data. Algorithms are discussed for preprocessing, enhancement, and classification mapping of digital data for agricultural, urban, geological, and environmental problems.

GEOG 755 - Remote Sensing Modeling and Analysis (3 Credits)
Satellite-based information extraction; programming skills for digital image processing; self-developed modeling approaches; quantitative analysis of remote sensing data.
**Prerequisites:** GEOG 575 or equivalent.
GEOG 763 - Seminar in Geographic Information Systems (3 Credits)
Theory and application of modern automated approaches to handling geographic data. Includes computer oriented procedures for the input, analysis and display of spatial data. Areas covered range from census address matching to statewide natural resource systems.
Prerequisites: GEOG 563.

GEOG 789 - Area Analysis: Europe, the Latin American Republics, Asia, or the United States (3-6 Credits)
To provide the student with a substantial understanding and familiarity with the region of specialization; a multidisciplinary approach with an emphasis on geographic, political, and economic issues most significant for each region. Offered for the International Master of Business Administration program. 03: 07/05/2019.

GEOG 799 - Thesis Preparation (1-9 Credits)

GEOG 801 - Historical and Contemporary Geographic Thought (3 Credits)
A survey of (1) the philosophical and intellectual foundations of Geography as a discipline, and (2) contemporary ideas and debates in major subfields of geographic research.

GEOG 805 - Advanced Directed Individual Studies in Geography (1-3 Credits)
Advanced directed research by a PhD student on geographical topics to be individually supervised by graduate faculty. This course may be taken for 1-3 credit hours of independent study by a student working closely with a faculty member on a specific research project to be defined and agreed upon between the student and a supervising faculty member.

GEOG 810 - Advanced Seminar in Human Geography (3 Credits)
Reading intensive seminar focused on conceptual frontiers and methodological debates in contemporary human geography with a secondary emphasis on intradisciplinary and cross-disciplinary affinities.
Prerequisites: any 700-level GEOG seminar course.

GEOG 811 - Advanced Seminar in Regional Geography (3 Credits)
Advanced reading and discussion of the physical, economic, social and/or cultural geography of major selected world regions.

GEOG 830 - Advanced Seminar in Environmental Geography (3 Credits)
A research seminar where students critically evaluate relevant literature, develop a research proposal, and complete a related research project in environmental geography.
Prerequisites: GEOG 730.

GEOG 841 - Advanced Seminar in Cartography (3 Credits)
A topic central to cartography will be studied. Students will critically evaluate pertinent literature, develop a research proposal, and complete a related research project.

GEOG 847 - Advanced Seminar in Physical Geography (3 Credits)
Research and discussion on various topics in physical geography. Literature varies with seminar topic but will include prevailing theories, data types, and modeling strategies in climatology, meteorology, hydrology, biogeography, soils, or geomorphology.
Prerequisites: GEOG 547 or GEOG 746.

GEOG 851 - Advanced Seminar in Remote Sensing (3 Credits)
Advanced reading and discussion in the following areas - 1) the theoretical bases of remote sensing; 2) remote sensing of biophysical variables such as plant and soil temperatures and moisture content; 3) advanced principles of optical and digital image processing; and 4) economic aspects of remote sensing of the environment.

GEOG 863 - Advanced Seminar in Geographic Information Systems (3 Credits)
A research seminar in which students conduct a detailed analysis of specific aspects of geographical data handling. This will include the design, implementation, and management of an operational geographical information system.

GEOG 899 - Dissertation Preparation (1-12 Credits)

### Geography, M.A.

#### Learning Outcomes

- Students will demonstrate fluency in key concepts and debates in different subfields of the discipline, including physical/environmental geography, human geography, and geographical techniques.
- Students will formulate and execute an original research project in the form of a master’s thesis.
- Master's students must complete at least one GIScience or quantitative methods course in the Geography Department as part of breadth requirements. Advisors may require students to take additional methods courses in Geography or other departments depending on the intended area of research. All courses that appear on the Program of Study must be passed with a grade of B or higher.
- In order to demonstrate their preparedness for professional careers or doctoral study, students should participate in at least 2 professional development activities prior to graduation, including (but not limited to) presentation of a paper at a conference, attendance at teacher-training events and/or career workshops, community, departmental, or university volunteer service, submission of an application for research funding or academic fellowship, submission of a paper for publication, submission of a report to an agency or organization, completion of an internship or other work experience completion of language or other skill training.

#### Degree Requirements

Students who enter the M.A. program are expected to complete a majority of their coursework credit hours in human geography and/or environment-society courses. Master’s students must have an approved Master's Program of Study (M-POS) form within 12 months of initial enrollment. All courses appearing on the M-POS must have a grade of B or better.

There are two options for this degree:

1. Thesis Option (30 Hours)
2. Non-Thesis Option (36 Hours)

### Thesis Option (30 Hours)

#### Coursework

<table>
<thead>
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<td>Select a graduate-level (500-level or above) techniques or methods course with GEOG designator selected with advisor approval</td>
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<tr>
<td></td>
<td>Select 24 additional credit hours</td>
<td>24</td>
</tr>
</tbody>
</table>

Total Credit Hours 30
Learning Outcomes

• Students will demonstrate fluency in key concepts and debates in different subfields of the discipline, including physical/environmental geography, human geography, and geographical techniques.

Thesis

Students will publicly defend their proposal prior to the completion of the third regular semester. During preparation of the thesis, any student who wishes to use University facilities or to confer with faculty must be enrolled in GEOG 799. Students will publicly defend their thesis research.

Non-Thesis Option (36 Hours)

Students must declare their intention to pursue the non-thesis option no later than the end of the student's third regular semester. Students choosing this option should have an advisor and a second reader for the research paper. The advisor and second reader must be faculty within the Geography Department. Either may be a regular, associate, or term graduate faculty member.

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<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>36</strong></td>
<td></td>
</tr>
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</table>

1. Half the coursework (not including GEOG 799) listed on the M-POS must be at the 700- or 800-level.
2. No more than six (6) credit hours of independent study with any designator may be included on the M-POS.
3. A minimum of one (1) and maximum of six (6) credit hours of GEOG 799 must be included on the M-POS. Students cannot enroll in GEOG 799 until they have an approved thesis proposal.
4. A maximum of six (6) credit hours with non-GEOG designators may be included on the M-POS.

Research Paper

An extended research paper is written under the guidance of the student’s advisor. The completed paper will be submitted a minimum of six weeks prior to the Graduate School’s “Final Submission Deadline” to the student’s advisor and a second reader. Prior to the Graduate School’s “Final Submission Deadline,” the student must orally present their research paper to their advisor and second reader. The advisor and second reader will evaluate the research paper as “Pass,” “Conditional Pass,” or “Fail.” The student will have two weeks to complete remediation if a “Conditional Pass” or “Fail” is given. The remediated work will be evaluated as “Pass” or “Fail” within two weeks. Students only have one opportunity to remediate. The committee must assign a “Pass” to the paper for the student to pass the comprehensive assessment.

Degree Requirements

Students who enter the M.S. program are expected to complete a majority of their coursework credit hours in physical geography/environmental science and/or GIScience courses. Masters students must have an approved Masters Program of Study (M-POS) form within 12 months of initial enrollment. All courses appearing on the M-POS must have a grade of B or better.

There are two options for this degree:

• Thesis Option (30 Hours)
• Non-Thesis Option (36 Hours)

Thesis Option (36 Hours)

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1. Students will formulate and execute an original research project in the form of a master’s thesis.
2. Master’s students must complete at least one GIScience or quantitative methods course in the Geography Department as part of breadth requirements. Advisors may require students to take additional methods courses in Geography or other departments depending on the intended area of research. All courses that appear on the Program of Study must be passed with a grade of B or higher.
3. In order to demonstrate their preparedness for professional careers or doctoral study, students should participate in at least 2 professional development activities prior to graduation, including but not limited to: presentation of a paper at a conference, attendance at teacher-training events and/or career workshops, community, departmental, or university volunteer service, submission of an application for research funding or academic fellowship, submission of a paper for publication, submission of a report to an agency or organization, completion of an internship or other work experience completion of language or other skill training.

Thesis

• Students will publicly defend their proposal prior to the completion of the third regular semester. During preparation of the thesis, any student who wishes to use University facilities or to confer with faculty must be enrolled in GEOG 799. Students will publicly defend their thesis research.
Non-Thesis Option (36 Hours)
Students must declare their intention to pursue the non-thesis option no later than the end of the student’s third regular semester. Students choosing this option should have an advisor and a second reader for the research paper. The advisor and second reader must be faculty within the Geography Department. Either may be a regular, associate, or term graduate faculty member.

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</tr>
<tr>
<td>Select 30 additional credit hours ¹</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 36

¹ Half the coursework listed on the M-POS must be at the 700- or 800-level. GEOG 799 does not count towards this requirement.

Research Paper

- An extended research paper is written under the guidance of the student’s advisor. The completed paper will be submitted a minimum of six weeks prior to the Graduate School’s “Final Submission Deadline” to the student’s advisor and a second reader. Prior to the Graduate School’s “Final Submission Deadline,” the student must orally present their research paper to their advisor and second reader. The advisor and second reader will evaluate the research paper as “Pass,” “Conditional Pass,” or “Fail.” The student will have two weeks to complete remediation if a “Conditional Pass” or “Fail” is given. The remediated work will be evaluated as “Pass” or “Fail” within two weeks. Students only have one opportunity to remediate. The committee must assign a “Pass” to the paper for the student to pass the comprehensive assessment.

Geography, Ph.D.

Learning Outcomes

- Students will demonstrate the ability to think critically and reason scientifically about
- geographical concepts.
- Students will produce significant contributions to geographical scholarship through research, publication, and dissemination activities.
- Students will be prepared for careers in the field.
- Students will develop competence as instructors.

Degree Requirements (33 Post-Masters Hours)
The doctoral degree requires a minimum of 33 post-master’s degree credit hours comprising a minimum of 21 credit hours of coursework plus a minimum of 12 credit hours of dissertation preparation (GEOG 899).

Doctoral students must file a completed D-POS within the first 24 months of full-time enrollment. The specific course requirements include:

1. GEOG 801 (3 credit hours).
2. A techniques or methods course at the 700-level or above that is appropriate to the student’s specialization and selected with advisor approval (3 credit hours). Courses taken at the Master’s level cannot be applied toward this requirement.
3. A graduate-level statistics course (3 credit hours). If an equivalent course was taken at the master’s level, this requirement will be waived, but the credit hours will not count toward the doctoral degree.
4. Twelve (12) credit hours of Dissertation Preparation (GEOG 899). Students cannot enroll in GEOG 899 until they have an approved dissertation proposal.

Coursework

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<td>Historical and Contemporary Geographic Thought</td>
<td>3</td>
</tr>
<tr>
<td>Select an advanced techniques or methods course, taken at the 700-level or above, appropriate to the student’s specialization and dissertation topic and selected with advisor approval</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Select a graduate-level statistics course (3 credit hours). If an equivalent course was taken at the master’s level, this requirement will be waived, but the credit hours will not count toward the doctoral degree</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Select additional courses including at least one course outside of Geography</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 21

The following stipulations apply to doctoral coursework:

1. Half the coursework (not including GEOG 899) listed on the D-POS must be at the 700- or 800-level.
2. No more than 3 credit hours of independent study (e.g., GEOG 705, 706, 805) with any designator may be included on the D-POS.
3. A maximum of 6 credit hours with non-GEOG designators may be included on the D-POS.
4. During preparation of the dissertation, any student who wishes to use University facilities or to confer with faculty must be enrolled in at least one credit hour of GEOG 899

Admission to Candidacy
Doctoral students must complete the following to be admitted into candidacy:

1. Full admission into the doctoral program;
2. Approval of D-POS; and
3. The successful completion of the following course requirements (see above) with a grade of B or better. GEOG 801; the techniques or methods course at the 700-level or above; and the graduate-level statistics course (3 credit hours).

Comprehensive Examination
The comprehensive examination consists of the dissertation proposal, the oral defense of the proposal, and a written exam. The proposal defense and the written exam must take place within one regular semester (or the equivalent)
of each other. The comprehensive examination may not be given fewer than 60 days before the student receives the degree. Certification of the comprehensive examination for doctoral students remains valid for five years, after which it must be revalidated. Revalidation is not guaranteed.

The comprehensive examination committee must include no fewer than four members and must include one (but no more than one) member from outside USC Geography. Regular and research faculty who have been appointed to associate membership to the USC Graduate Faculty may also serve on or chair a doctoral committee. Faculty members with term appointments may serve on, but may not chair, doctoral committees.

**Dissertation Proposal and Oral Defense**

The dissertation proposal must be of a quality commensurate with proposal submitted to a nationally-recognized funding source. Committee members must be given a minimum of two weeks to review the proposal. The oral defense of the proposal, which is open to the public, should be announced at least one week in advance. A copy of the proposal should be placed in the departmental office at this time. The student will have up to one month after the oral proposal defense to complete remediation. Students have only one opportunity to complete the remediation.

**Written Exam**

The written exam occurs after coursework is completed or during the final semester of coursework; it can occur before or after the oral proposal defense. Students and individual committee members should agree on concepts and/or reading lists no fewer than 90 days prior to the start of the exam. Each committee member is responsible for evaluating written exam responses corresponding with his/her area of expertise within two weeks of the student's completion of the written exam. Each committee member will assign a grade of Pass, Conditional Pass, or Fail. A Conditional Pass or Fail indicates that a student must undertake remedial work on the exam response. The committee may allow a maximum of one month for the student to complete any remediation. Committee members will have a maximum of two weeks to evaluate the remediated work as Pass or Fail. Students have one opportunity to complete remedial work and must pass every section of the written comprehensive exam in order to pass the exam as a whole.

**Dissertation Committee**

The dissertation committee must include no fewer than four members and must include one (but no more than one) member from outside USC Geography. Regular and research faculty who have been appointed to associate membership of the USC Graduate Faculty may also serve on or chair a doctoral committee. Faculty members with term appointments may serve on, but may not chair, doctoral committees. The dissertation committee may or may not have the same members as the comprehensive examination committee.

**Format**

Dissertations may be traditional or manuscript style. Manuscript style dissertations must consist at least three manuscripts prepared for, but not necessarily accepted for, publication. The student must be senior author on all three manuscripts. All dissertations must follow the formatting guidelines defined by the Graduate School.

**Defense**

The student will submit a complete draft of the dissertation to the committee at least two weeks prior to the defense. The dissertation must be placed in the department office at least one week prior to the defense. The defense will be open to the public and typically involves a short (~30 minute) public talk with questions and answers, followed by a closed session with the dissertation committee. The dissertation defense should be no fewer than 30 days before graduation date. The committee may allow one month for a student to complete any required remediation. Students have only one opportunity to complete the remediation.

**Teaching Experience**

All students must have at least one semester's worth of experience as an instructor of record or as a laboratory instructor.

**Full-Length Research Presentation**

All students shall present a 35-45 minute public research presentation. This is a separate requirement (and presentation topic) from the dissertation defense.

**Academic Progress**

**Probation**

Students must demonstrate satisfactory academic progress at the end of each semester. Students who receive a grade lower than a "B" in a graduate course or who do not demonstrate satisfactory academic progress will be placed on academic probation for one academic semester. Students on probation may lose their funding.

**Termination**

Causes for termination may include, but are not limited to, the following:

1. Failure to complete all requirements from the previous degree by the end of the first semester.
2. Failure to have an academic advisor at all times.
3. Receiving two grades lower than a “B” in graduate courses.
4. Academic dishonesty.
5. Failure of the written comprehensive exam.
6. Failure to have an approved dissertation proposal by the end of the fifth regular semester for full-time students.
7. Failure to produce a defensible dissertation.

**History**

Department Website (https://www.sc.edu/study/colleges_schools/artsandsciences/history/)

Jessica Elfenbein, Chair

The Department of History at the University of South Carolina strives to achieve the highest standards of excellence in both conventional and applied history fields. A traditionally excellent Southern history department is complemented by a strong faculty that provides graduates and undergraduates a wide variety of American, European, Atlantic World, Latin American, and non-Western fields and periods from ancient to modern, and themes from Science, Technology, and the Environment to Culture, Identity, and Economic Development (see the Department's website for the most current listing of geographic and thematic fields). The public history program is among the best in the nation and prepares graduate students for the museum and historic preservation job markets.

**Degree Programs**

Degrees offered include the M.A. in History, M.A. in Public History, and the Ph.D. in History. In addition, a joint master's program in library and information science and public history is offered. For more information visit: Public History / Library and Information Science, M.A. / M.L.I.S. (p. 1228)The Department of History also oversees the Certificate of Graduate Study in Museum Management. Many Ph.D. students opt to
take an M.A. in History or M.A. in Public History as they progress toward the Ph.D.

No more than 12 hours of courses in either the M.A. or Ph.D. programs may be taken at the 500-600 level. All other courses shall be at the 700 or 800 level. Courses taken at the 800 level may be repeated only with permission of the Committee on Graduate Studies. Thesis or dissertation research and writing courses (799 and 899) may be taken as many times as deemed necessary by the student's advisor and with the approval of the Committee on Graduate Studies.

Admissions
The history department admits students once a year, in April, although accepted students ordinarily begin work in the fall, with approval from the graduate committee, they may defer enrollment for up to one year. Completed applications shall be received by The Graduate School no later than January 7 of the year they are to be considered.

For the 2012-2013 academic year, there were 180 applicants for our graduate programs; 17 enrolled (ten in the Ph.D. program and seven in the M.A. in Public History program). This class has an average GRE score of 1345 (old scoring scale) or 312 (new scoring scale) on two of the three components of the exam and an average undergraduate GPA of 3.65.

Incoming Ph.D. students who hold a master’s degree from another university must complete all of our Ph.D. requirements or demonstrate that they have completed similar course work. The Graduate Committee normally takes previous graduate work in history into account, which may speed the student’s progress toward the doctorate.

Programs

- History, M.A. (p. 831)
- History, Ph.D. (p. 831)
- Museum Management, Certificate (p. 832)
- Public History, M.A. (p. 833)

Courses

HIST 562 - The Middle East and the United States: 1800 to the Present (3 Credits)
Political, cultural, and economic ties which have linked the Middle East to the United States. Middle Eastern views of these relationships and their impact on modern Middle Eastern history.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 599 - Topics in History (3 Credits)
Reading and research on selected historical topics. Course content varies and will be announced in the schedule of classes by title.

HIST 640 - South Carolina History (3 Credits)
South Carolina since colonization.

HIST 641 - The American South Comes of Age (3 Credits)
Changes in the Southern region since 1940.

HIST 692 - Historic Preservation Field Experience--Charleston, S.C. (3 Credits)
On-site introduction to historic preservation including research, interpretation, management, and economics of preservation. Offered only in Charleston during summer term.

HIST 700 - Topics in History (3 Credits)
Reading and research in selected historical subjects.

HIST 701 - Reading Seminar in Colonial American History (3 Credits)
HIST 702 - Reading Seminar in American History, 1789-1876 (3 Credits)
HIST 703 - Reading Seminar in American History since 1876 (3 Credits)
HIST 704 - Reading Seminar in Ancient History (3 Credits)
HIST 705 - Reading Seminar in Medieval History (3 Credits)
HIST 706 - Reading Seminar in Early Modern European History (3 Credits)
HIST 707A - Reading Seminar in Modern European History, 1789-1900 (3 Credits)
Restricted to graduate students in history.
HIST 707B - Reading Seminar in European History, 1900-Present (3 Credits)
Restricted to graduate students in history.
HIST 708 - Reading Seminar in Russian and East European History (3 Credits)
HIST 709 - Reading Seminar in British History, 1500-1815 (3 Credits)
HIST 710 - Reading Seminar in British History since 1815 (3 Credits)
HIST 712 - Reading Seminar in Special Fields (3 Credits)
HIST 713 - The Age of the Antonines (3 Credits)
A consideration of the political, social, economic, and intellectual developments in the Roman world of the second century A.D.

HIST 715 - The Crusades (3 Credits)
Holy war and realpolitik in Mediterranean; East and West relations from the 10th through the 15th centuries.

HIST 716 - Normandy, France, and England, 911-1453 (3 Credits)
The development of the French and English monarchies from the establishment of Normandy to the end of the Hundred Years' War.

HIST 720 - Introduction to the Study of History (3 Credits)
Introduction to the field for students who intend to become professional historians. Covers debates concerning the writing of history with a focus on recent theoretical and methodological issues. Restricted to M.A. and Ph.D. students in history.

HIST 721 - England Under the Tudors and Stuarts (3 Credits)

HIST 722 - England Under the Tudors and Stuarts (3 Credits)

HIST 725 - Modern British History (3 Credits)
A reading course in the literature of British history since 1815.

HIST 726 - Modern British History (3 Credits)
A reading course in the literature of British history since 1815.

HIST 727 - European Intellectual History, 1815-1900 (3 Credits)
A reading course in art history, literature, and changing social thought in the 19th century.

HIST 728 - European Intellectual History, 1900-1960 (3 Credits)
A reading course in art, architecture, the cinema, literature, and social thought in the 20th century.

HIST 729 - France since 1815 (3 Credits)
Readings in the political, social, economic, and cultural history of modern France.

HIST 730 - Russia from Peter the Great to Nicholas I (3 Credits)
The history of Russia from 1675-1855.
HIST 731 - Russia, 1855-1930 (3 Credits)
A reading course dealing with specific problems of modern Russian history.

HIST 732 - European Diplomatic History, 1870-1914 (3 Credits)

HIST 733 - Contemporary Europe (3 Credits)

HIST 734 - Empire and Nation in Modern Europe (3 Credits)
Comparative study of the concepts and dynamics of empire and nation in 19th- and 20th-century Europe.

HIST 735 - State and Society in Eastern Europe (3 Credits)
Selected topics in the development of the area in the 19th and 20th centuries.

HIST 739 - Readings in Pre-Modern Chinese History (3 Credits)
Selected topics in the history of China from the founding of the Han Dynasty in 202 B.C. to the end of the Ming Dynasty in A.D. 1644.

HIST 740 - China and the West, 1840-1949 (3 Credits)
A reading course on political, intellectual, and social changes in China resulting from the increased contacts with the West.

HIST 741 - Readings in the Social History of Sport (3 Credits)
A reading and discussion of the analytical and critical literature on sport history.

HIST 744 - French Revolution and Napoleonic Era (3 Credits)
Reading course in the historical literature of the revolutionary era, including the 18th-century background.

HIST 745 - Readings in Modern Japanese History (3 Credits)
Topics include the Meiji Restoration, industrialization, nationhood and nationalism, World War II, and postwar changes.

HIST 748 - The Middle East and North Africa, 1798-1962 (3 Credits)
A reading course emphasizing political, intellectual, social, and religious movements in the Ottoman Empire and its successor states. Special attention to the growth of contacts between the Middle East and the West.

HIST 752 - Readings in American Colonial History (3 Credits)

HIST 753 - The Coming of the Civil War, 1815-1860 (3 Credits)
A study of the various factors which produced a breakdown of the democratic process in the United States and produced a domestic war.

HIST 754 - Rise of Industrialism (3 Credits)

HIST 755 - Contemporary United States (3 Credits)

HIST 756 - United States History, 1800-1850 (3 Credits)

HIST 757 - African American Women in Nineteenth and Twentieth Centuries (3 Credits)
This course will acquaint students with some of the secondary literature in African American women's history from the late nineteenth century through the twentieth century. The course examines the impact of race, gender, and class on the lives of black women and explores the historical relationship between African American women, work, family, community, and politics.

HIST 758 - Capital City Field School: Theory and Practice of Historic Preservation (3 Credits)
Introduction to theory and practice of historic preservation, taught in Columbia through on-campus classes, off-campus meetings with working professionals, and site visits around the Midlands.

HIST 761 - Southern Intellectual and Cultural History (3 Credits)
A study of the Southern mind together with an investigation of such other aspects of Southern civilization as are clearly related to the mental life of the region.

HIST 762 - The New South (3 Credits)
A survey of the economic, social, and political development of the Southern region since 1876.

HIST 763 - Victorian America (3 Credits)
Readings in the social and political history of the United States in the period from Reconstruction to the First World War.

HIST 764 - History of American Women (3 Credits)
Selected research topics on the cultural, social, economic, and political roles and contributions of American women.

HIST 765 - Readings in American Diplomatic History, 1776-1914 (3 Credits)

HIST 766 - Readings in American Diplomatic History, 1914-present (3 Credits)

HIST 770 - Latin American History (3 Credits)
Readings in selected topics in Latin American history.

HIST 772 - Exploring Ethnohistory (3 Credits)
Cross-cultural study of history. Includes theoretical perspectives and cases from the Americas, Europe, Africa, and Asia.

HIST 773 - History of Mexico (3 Credits)
Readings in the political, economic and social history of Mexico.

HIST 774 - Atlantic World History, 15th to 19th Century (3 Credits)
Analysis of the methodological, conceptual, and historiographical debates dealing with the social, political, and cultural process that linked the continents bordering the Atlantic Ocean from the 15th to the 19th century.

HIST 775 - Comparative History of Slavery in the Americas from the 15th to the 19th Century (3 Credits)
Comparative approaches to the methodological, conceptual, and historiographical debates of slavery and the African Diaspora in the Americas, 15th to the 19th century.

HIST 776 - History of Brazil (3 Credits)
Readings in the political, economic and social history of Brazil.

HIST 780 - Readings in Modern Military Thought (3 Credits)
Major military thought from the French Revolution to the present.

HIST 781 - History and Theory of Museums (3 Credits)
Museums as central places for the creation, presentation, and representation of human knowledge and enhancement of civic ritual in modern states. U.S. museums considered in international context.

HIST 782 - Business History (3 Credits)
Readings in the modern history of business in Europe and America.

HIST 783 - History and Theory (3 Credits)
Examination of theory and case studies highlighting current themes in cultural history. Topics may include memory, ethnicity and race, gender and sexuality, popular culture, and truth and objectivity.

HIST 784 - Modern British Material Culture (3 Credits)
Use of material culture by historians of modern Britain including the country house, food and drink, slums and suburbs, the seaside resort, and the public school.
HIST 785 - Comparative History of Time (3 Credits)
Historical study of time-consciousness; how different modes of production have stimulated different forms of time-consciousness in American and other cultures.

HIST 786 - Comparative Applied History, U.S. and U.K. (3 Credits)
Summer field school in the U.K. to provide comparisons with U.S. theory and practice in archives administration, museum management, and historic preservation.

HIST 787 - Material Culture Studies (3 Credits)
Seminar in historical study of material culture; principal disciplinary and theoretical perspectives; emphasis on material culture of North America. Cross-listed course: ANTH 787

HIST 788 - Memory, History, and Space (3 Credits)
A seminar in the historical study of buildings, the built environment, and cultural landscape.

HIST 789 - Historic Site Interpretation (3 Credits)
An examination of the issues and problems in the interpretation of historic house museums and historic sites, with special emphasis on the development of an interpretive exhibit related to state and local history. Field trips.

HIST 790 - Archival Administration and Techniques (3 Credits)
The nature, value, and use of public and private archives; the principles and techniques for preservation, arrangement, description, and reference service for archives, personal papers, and historical manuscripts.

HIST 791 - Historical Editing (3 Credits)
An introduction to and a synopsis of the editorial process, including canons of selection and textual criticism; the editorial commitment; annotation; preparing manuscript for the printer; and the one-person editorial project.

HIST 792 - Historic Preservation (3 Credits)
An examination of the preservation process, including the history of historic preservation, the development of preservation administrative systems, and preservation research methods and strategies. Field trips.

HIST 793 - State and Local History (3 Credits)
An intensive inquiry into the source materials of South Carolina and the unique problems associated with state and local history.

HIST 794 - Research for Teaching (3 Credits)
Course to familiarize M.A.T. students with the basic bibliographic aids and printed sources useful for the preparation of lectures.

HIST 795 - Special Topics: Study Travel in History (1-6 Credits)
Class time will be spent preparing a project that can be completed by faculty-supervised travel in the United States or abroad. Designed to be offered during summer sessions.

HIST 796 - European Historiography (3 Credits)
A course whose purpose is to acquaint students with the development of European historiography, schools of historical thought and interpretation. This course or HIST 797 is required of all history graduate students.

HIST 797 - American Historiography (3 Credits)
A course whose purpose is to acquaint students with the development of American historiography, schools of historical thought and interpretation. This course or HIST 796 is required of all history graduate students.

HIST 798 - Internship in History (3 Credits)
The application of historical skills in a sponsoring historical or public agency.

HIST 799 - Thesis Preparation (1-9 Credits)
For master's candidates.
MUSM 704 - Collecting, Collections Management, and Curatorial Practice (3 Credits)
Professional practice in collections management and care. Legal requirements and ethics of museum collecting. Curatorial collecting strategies and research.

History, M.A.

Learning Outcomes
- Students demonstrate excellence with a grade of B+ or above in HIST 700.
- Students successfully complete HIST 720 with a grade of B+ or above.
- Students successfully defend their MA thesis and are prepared for graduation.

Degree Requirements (30 Hours)
The M.A. in History is offered in the following fields:
- Ancient world
- Medieval world
- Early modern Europe
- Modern Europe
- History of culture, identity, and economic development
- History of science, technology, and environment
- Middle East
- East Asia
- Latin America
- Sub-Saharan Africa
- U.S. to 1877
- U.S. since 1789

Candidates for the M.A. degree shall file a program of study during their first semester of study and in no case later than 12 months after entering the program.

Candidates for the M.A. in History take a minimum of 30 semester hours, of which not more than 6 hours are for the thesis.

Course selection must take into account the Graduate School regulation for the M.A. that "at least half of the credit hours on the Program of Study, exclusive of thesis preparation (799), must be earned in courses numbered 700 and above.

Credit hours shall be distributed as follows:

Four Reading Seminars in the Major Field of Study (12 Hours)
These seminars should be at the HIST 500-797 levels. Students with a major field in U.S. History must take two of the following three courses:
- HIST 701
- HIST 702
- HIST 703

These courses must have advisor approval.

Required Introductory Course (3 Hours)
Required of all entering M.A. students.

Course Title Credits
HIST 720 Introduction to the Study of History 3

Total Credit Hours 3

800-level Research Seminar (3 Hours)
At least one is required.

Additional Coursework in a Second Field (9 Hours)

Thesis Preparation (3 Hours)
Course Title Credits
HIST 799 Thesis Preparation 1-9

Total Credit Hours 1-9

Additional Information
A reading knowledge of one foreign language or competence in an appropriate methodology is required. Choice of the latter must be approved by the Graduate Committee.

The M.A. thesis will be an expanded version of the student’s 800-level research seminar paper, revised to the standard of a potentially publishable article-length essay. Normally, students will submit the thesis in the semester after completion of the 800-level research seminar paper, but students who complete their 800-level seminar in their first year may petition the Graduate Committee to submit their thesis during their final semester in the M.A. program. The thesis must be submitted in accordance with the regulations of The Graduate School.

Following successful completion of an 800-level research seminar, students will take an oral comprehensive examination on their thesis. In this examination, students will be asked to place their thesis in historiographic perspective. Normally, students will take the comprehensive examination in the semester after they complete an 800-level seminar. However, students who complete an 800-level seminar in their first year may petition the Graduate Committee to take their M.A. examination during their final semester in the program.

History, Ph.D.

Learning Outcomes
- Students will demonstrate competence in three fields of history.
- Students will produce significant contributions to scholarship prior to completing the dissertation.
- Students will produce important doctoral dissertations.
- Students who serve as graduate teaching assistants will develop competence as teachers.
- Students will become familiar with the employment options for which the Ph.D. in History is a valuable credential and will learn the paths most likely to lead to fulfillment of their individual career goals.

Degree Requirements
Minimum of 60 hours post baccalaureate; minimum of 30 hours post Master’s Degree (additional hours post-Master’s may be required based on consultation with an advisory committee)

The Ph.D. is offered in the following major fields:
- U.S. to 1877
- U.S. since 1789
Ph.D. candidates will choose three fields of specialization. The major field in which the dissertation is written shall be one in which the Ph.D. is offered. Those fields can also be minor (secondary or tertiary) fields, though trans-national, thematic areas (such as cultural history, southern studies, comparative slavery, women and gender studies, or Atlantic World) can also be designated minor fields. Additionally, the second and third fields may include up to two of the following special fields: African American studies; diplomacy; Latin America; East Asia; sub-Saharan Africa; North Africa; Middle East; public history or one of the component areas of specialization in public history (archives, museum studies, historic preservation); military, legal, or constitutional history; U.S. South; women's history; gender studies; industrialization; labor; rural studies; environmental history; ethnicity; nationalism, or one cognate field in another discipline may be substituted for one of the minor fields.

The major field shall reflect the student’s main interest and shall be chronologically and/or geographically defined.

One of the student’s two minor fields also may be defined chronologically and/or geographically, provided that it covers a different area and/or time from the student’s major field; or it may be a topical, thematic, or comparative field, including culture, identity, economic development.

In order for graduate students to be trained broadly in the discipline of history, the secondary or tertiary field should not both be a subset of the primary field, and clearly distinguishable as a separate field of study. Normally, students will be expected to complete 9 hours of course work in the second field and 6 hours of course work in the third field.

The student’s third field can be in any approved field if the student’s second field is a topical, thematic, or comparative field; otherwise, it shall be a topical, thematic, comparative field, or cognate field. The student can choose to do one field outside of history—as either the secondary or tertiary field—with an examiner from outside the department.

Ph.D. candidates shall file a program of study immediately after their admission to candidacy, which follows the successful completion of the qualifying examination or comes no later than 24 months after entering the program.

Doctoral students are required to take a minimum of 18 hours of course work beyond the M.A., but additional hours may be specified by their advisor and approved by the Committee on Graduate Studies. Ph.D. students should expect to take at least 12 hours of dissertation preparation.

Credit hours shall be distributed as follows:

**Graduate-Level Reading Seminars (6 Hours)**

*Unless taken at the M.A. level.*

The seminars should be in two of the student’s fields of study. The student’s advisor may substitute other appropriate courses.

**Methodological and Theoretical Training Coursework (6 Hours)**

Courses will complement the 700-graduate reading seminars in historiography.

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HIST 720</td>
<td>Introduction to the Study of History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 783</td>
<td>History and Theory</td>
<td>3</td>
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<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>6</strong></td>
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</table>

**800-Level Research Seminar (3 Hours)**

Seminar will be in the student’s major field and is in addition to the research seminar required for the M.A.

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIST 815</td>
<td>Dissertation Prospectus Seminar</td>
<td>3</td>
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<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>3</strong></td>
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</table>

**Additional Information**

Every Ph.D. student shall prove competency in at least one foreign language or appropriate methodology. Additional languages and/or methodological requirements will be determined by the student’s program advisory committee when the chosen fields or research interests demand more.

Written comprehensive examinations in three fields are required and are offered in January, May, and August of each year. Minor-field examinations will be administered independently by the faculty in those areas and will consist of one four-hour examination for each field.

The major field will have two examiners, and there will be two four-hour examinations. All requirements for attaining the degree (except for completion of the dissertation) shall be accomplished prior to taking the comprehensive examination in the major field. This includes the satisfactory completion of the language requirement and the removal of any grades of incomplete.

If a student fails, the exam may be retaken one time and must be administered by the same examiner(s).

Oral examinations covering the major and minor fields will be scheduled after the successful completion of written examinations in all fields.

In order to achieve official ABD status, all students shall orally present and defend a written dissertation proposal to their committee and other interested members of the department. The dissertation prospectus defense will take place while the student is enrolled in HIST 815 or, with the approval of the committee, shortly after completion of the course.

Finally, candidates will prepare for submission a dissertation that is expected to represent a substantial contribution to historical knowledge.

**Museum Management, Certificate**

**Learning Outcomes**

- Student will demonstrate competencies required for professional practice in the museum field by distinguishing good and bad practices when assessing cases studies. In each class, students will complete assignments requiring them to present their own ideas, and justify their points of view, in both speaking and writing.
• Students will demonstrate their knowledge of the theory behind museum standards and best practices by answering exam questions in their own words. Students will also demonstrate their comprehension through practical application. For example, the instructor for MUSM 704 requires students to fill out condition reports, to move objects from storage to the galleries, and to evaluate environmental levels in storage areas.

• Students will write an exhibition proposal, which includes defining the subject of their exhibition, defining themes to be covered, researching the types of materials to be displayed, classify the objects by type, assess which will best illustrate their interpretative points, and select pieces for inclusion. They also write interpretive materials, design the layout of the gallery, physically install the exhibition, and evaluate the product. Students are also required to present their ideas to an audience of their peers, as well as museum professionals.

• Students are encouraged to propose independent scholarship for inclusion in conference sessions, which will provide students with opportunities to speak about their work demonstrating their research, writing, and public speaking skills.

Certificate Requirements (18 Hours)
Any matriculated graduate student at the University of South Carolina may apply to the Museum Management Certificate Program. The Certificate of Graduate Study in Museum Management will be awarded upon the completion of 18 semester hours, including one internship project. The content of the project will be designed to suit the needs of the individual student.

All students must complete the core curriculum of 12 semester hours. Six approved hours may be taken in subject areas of graduate degree study such as anthropology, art, business administration, history, library and information science, or public administration. A number of departments have integrated the certificate program within their own areas of study. Up to 6 semester hours are recognized by the Departments of Anthropology and Art, the Public History Program of the Department of History, the School of Library and Information Science, and the Master of Public Administration Program. Specific MUSM courses are listed below.

For more information about this program, write:

Museum Management Program
McKissick Museum
University of South Carolina
Columbia, SC 29208.

Coursework

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSM 700</td>
<td>Administration and Management of Museums</td>
<td>3</td>
</tr>
<tr>
<td>MUSM 701</td>
<td>Exhibition Development</td>
<td>3</td>
</tr>
<tr>
<td>MUSM 702</td>
<td>Museum Internship</td>
<td>3-6</td>
</tr>
<tr>
<td>MUSM 703</td>
<td>Museum Management: Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>MUSM 704</td>
<td>Collecting, Collections Management, and Curatorial Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 15-18

Public History, M.A.

Learning Outcomes
• All students in the Public History program will demonstrate specific competencies required for professional practice in the public history field in which they are specializing, including competencies with information and communication technologies, knowledge of public law or professional best practices, and familiarity with the special problems of the particular cultural resources (documents, objects, buildings, sites) with which they will be working in their professional careers.

• Students will gain practical experience in a non-classroom setting, performing work appropriate to their concentration and interests, mentored by a working public history professional through both internships and assistantships.

• Students will produce a comprehensive portfolio of their work as a public history degree student, including a resume, short reflective essay, and public history projects.

Degree Requirements (30 Hours)
The M.A. in Public History integrates traditional graduate study in history with professional training in the skills used in the public and private sectors. The curriculum offers a choice of two areas of concentration for the major field: historic preservation and museums. In addition, students complete course work in a minor field within the general graduate history curriculum, usually but not exclusively U.S. to 1877 or U.S. since 1789.

A reading knowledge of one foreign language or competence in an appropriate methodology is required. Choice of the latter must be approved by the Graduate Committee.

Candidates for the M.A. in Public History choose a major and a minor field, perform a 145-hour internship, present a portfolio of their work, and write a thesis. A minimum of 30 semester hours, of which 12 hours will be in public history courses, 15 hours will be in the history core, and 3 hours of thesis credits are required.

Course selection must take into account the Graduate School regulation for the M.A. that “at least half of the credit hours on the Program of Study, exclusive of thesis preparation (HIST 799), must be earned in courses numbered 700 and above.

Major Field (12 Hours)
Students take 6 hours of course work chosen from one of two concentrations, and 6 additional hours of courses with Public History content (and so designated by the Department’s Graduate Committee), some of which might be in the concentration, some of which might not.

Historic Preservation Concentration
Students must take at least two courses from the list below:

<table>
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<tr>
<th>Course</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HIST 758</td>
<td>Capital City Field School: Theory and Practice of Historic Preservation</td>
<td>3</td>
</tr>
<tr>
<td>HIST 788</td>
<td>Memory, History, and Space</td>
<td>3</td>
</tr>
<tr>
<td>HIST 792</td>
<td>Historic Preservation</td>
<td>3</td>
</tr>
<tr>
<td>HIST 692</td>
<td>Historic Preservation Field Experience–Charleston, S.C.</td>
<td>3</td>
</tr>
<tr>
<td>HIST 700</td>
<td>Topics in History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 789</td>
<td>Historic Site Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>HIST 786</td>
<td>Comparative Applied History, U.S. and U.K.</td>
<td>3</td>
</tr>
<tr>
<td>HIST 599</td>
<td>Topics in History</td>
<td>3</td>
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</tbody>
</table>

Museums Concentration
Students must take at least two courses from the list below:
the certificate program in Historical Archaeology and Cultural Resource
Certificate Program coordinated by the University’s McKissick Museum or
All students enrolled in public history may also enter the Museum
each degree but should submit them together to The Graduate School.
no later than 12 months after entering the program. A student in the
Candidates for the M.A. in Public History shall file a Program of Study
from their internship supervisor to be sent directly to the Director of the
of the internship and must solicit a work report about their performance
approved in advance of the work by the Director of the Public History
Students must complete an internship of at least 145 hours in a
portfolio at a public review.
In addition to the thesis, students will compile a portfolio of their public
historiographic perspective.
this examination, the student will be asked to place his/her thesis in
comprehensive examination on the student’s thesis will be given after
publishable article-length essay. The thesis must be submitted in
level research seminar paper, revised to the standard of a potentially
applicable article-length essay. The thesis must be submitted in
accordance with the regulations of The Graduate School. An oral
comprehensive examination on the student’s thesis will be given after
the student’s thesis advisor approves the thesis for the defense. In
this examination, the student will be asked to place his/her thesis in
historiographic perspective.
In addition to the thesis, students will compile a portfolio of their public
history work in accordance with departmental policy and will present that
portfolio at a public review.
Students must complete an internship of at least 145 hours in a
professional capacity. Students must have an internship contract
approved in advance of the work by the Director of the Public History
program. Students must submit a final report following the conclusion of the internship and must solicit a work report about their performance from their internship supervisor to be sent directly to the Director of the Public History program.
Candidates for the M.A. in Public History shall file a Program of Study
no later than 12 months after entering the program. A student in the
M.A./M.L.I.S. joint program should prepare and file separate forms for
each degree but should submit them together to The Graduate School.
All students enrolled in public history may also enter the Museum
Certificate Program coordinated by the University’s McKissick Museum or
the certificate program in Historical Archaeology and Cultural Resource
Management offered by the Department of Anthropology. Students may apply for dual degree status with the M.A./M.L.I.S. offered in conjunction with the School of Library and Information Science.
Additional information is available at Graduate Dual Degree Programs (p. 1217).

Languages, Literatures, and Cultures
Department Website (http://www.cas.sc.edu/dllc/)
Yvonne Ivory, Graduate Director

The department offers programs leading to the Master of Arts degree in comparative literature, French, German, or Spanish; the Doctor of Philosophy degree in comparative literature or Spanish; and, in collaboration with the College of Education, the Master of Arts in Teaching degree in foreign languages. There also exist options whereby students may pursue an M.A. in French, German, or Spanish leading to the Ph.D. in comparative literature or linguistics.

The Languages, Literatures, and Cultures Department offers the Foreign Language, M.A.T. (P-12 Certification) (p. 1005) degree in conjunction with the College of Education.

Programs
• Comparative Literature, M.A. (p. 842)
• Comparative Literature, Ph.D. (p. 843)
• French, M.A. (p. 844)
• German, M.A. (p. 845)
• Spanish, M.A. (p. 845)
• Spanish, Ph.D. (p. 847)

Courses

ARAB 615 - Intensive Readings in Arabic (3 Credits)
Intensive reading for non-majors. Graduate students fulfill their foreign-language requirement with successful completion of the course. Undergraduates may take the course as an elective only. Grades S/U for graduates and undergraduates.

ARAB 777 - Supervised Instruction in Teaching Foreign Languages in College (0 Credits)
Supervised direction of foreign language teaching in college. Required of all graduate assistants who are teaching. This course will not count toward the MA or PhD degree.

CHIN 550 - Advanced Special Topics in Chinese Studies (3 Credits)
Advanced special topics in Chinese studies. May be repeated as content varies by title.

CHIN 777 - Supervised Instruction in Teaching Foreign Languages in College (0 Credits)
Supervised direction of foreign language teaching in college. Required of all graduate assistants who are teaching. This course will not count toward the MA or PhD degree.

CLAS 586 - Classical Mythology (3 Credits)
The major Greek and Roman myths, with emphasis on their meaning, functions, and influence on ancient and later Western culture.

CLAS 598 - Classics of Western Literary Theory (3 Credits)
Problems of literary theory in texts from the ancients to the 17th century, with an emphasis on the classical tradition.

Cross-listed course: CPLT 701, ENGL 733
CLAS 777 - Supervised Instruction in Teaching Foreign Languages in College (0 Credits)
Supervised direction of foreign language teaching in college. Required of all graduate assistants who are teaching. This course will not count toward the MA or PhD degree.

CPLT 597 - Special Topics in Comparative Studies in Film and Media (3 Credits)
Topics in film and media from an international perspective. National cinematic traditions are compared and contrasted. May be repeated as content varies by title. 03: 07/05/2019.

Graduation with Leadership Distinction: GLD: Global Learning

CPLT 700 - Introduction to Graduate Studies in Languages, Literatures, and Cultures (3 Credits)
An introduction to graduate studies that includes a survey of contemporary literary theory, an overview of the current state of the profession, and instruction in how to carry out research and write at the graduate level.

Cross-listed course: FREN 700, GERM 700, SPAN 700

CPLT 701 - Classics of Western Literary Theory (3 Credits)
Problems of literary theory in texts from the ancients to the 17th century, with an emphasis on the classical tradition.

Cross-listed course: ENGL 733

CPLT 702 - Modern Literary Theory (3 Credits)
Problems of literary theory from the 18th century to the 1960s.

Cross-listed course: ENGL 734

CPLT 703 - Topics in Contemporary Literary Theory (3 Credits)
Presents an in-depth study of selected schools or trends in contemporary literary theory.

CPLT 720 - The Periods of Literature (3 Credits)
The study of one cultural period as an international movement. Topics will vary.

CPLT 730 - The Literary Genre (3 Credits)
Study of a genre from its inception to the present and its manifestations in the several literatures. Topics will vary.

CPLT 740 - Themes in Literature (3 Credits)
The study of recurrence and mutation in literary themes. Topics will vary.

CPLT 750 - Cross-Cultural Literary Relations (3 Credits)
Topics will vary and will be announced (e.g., Anglo-French literary relations, 1740-1900; 20th-century German-American literary relations).

CPLT 760 - Literature and Translation: Theory and Practice (3 Credits)
A survey of recent translation theory as it relates to literature, combined with translation analysis and actual translation of literary texts.

CPLT 765 - Advanced Film Study (3 Credits)
Methods of film analysis, resources for research, and the major critical theories.

Cross-listed course: ENGL 765

CPLT 777 - Supervised Instruction in Teaching Foreign Languages in College (0 Credits)
Supervised direction of foreign language teaching in college. Required of all graduate assistants who are teaching. This course will not count toward the MA or PhD degree.

CPLT 799 - Thesis Preparation (1-9 Credits)

CPLT 850 - The Teaching of Comparative Literature (3 Credits)
Open to Ph.D. candidates who have passed their comprehensive examinations.

CPLT 880 - Seminar in Comparative Literature (3 Credits)

CPLT 881 - Seminar in Comparative Literature (3 Credits)

CPLT 882 - Seminar in Comparative Literature (3 Credits)

CPLT 883 - Seminar in Comparative Literature (3 Credits)

CPLT 895 - Research (3 Credits)

CPLT 896 - Research (3 Credits)

CPLT 899 - Dissertation Preparation (1-12 Credits)

FORL 501 - Spanish for Medical Personnel (3 Credits)
Basic course in health professions. Functional language and lexicon as well as cultural practices for interaction with Hispanic clients.

Prerequisites: 2 semesters of college-level Spanish or equivalent.

FORL 510 - Teaching Second Languages to Young Children (3 Credits)
To assist prospective teachers of young children in the development of a second language and multicultural learning activities. Practicum sessions are an integral part.

Prerequisites: 210 level of a foreign language or its equivalent.

Cross-listed course: EDEL 510

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

FORL 511 - Teaching Foreign Languages in Secondary Schools (3 Credits)
Current methods, techniques, and materials of instruction appropriate for secondary schools.

Prerequisites: 210 level of a foreign language or its equivalent.

Cross-listed course: EDSE 575

FORL 598 - Special Topics in Global Film and Media (3 Credits)
Intensive study of a specific topic concerning films produced in a country other than the United States. May be repeated as content varies by title.

Prerequisites: FAMS 240.

Cross-listed course: FAMS 598, MART 594

FORL 700A - Language Training in International Business I (1-12 Credits)
An introduction to the fundamentals of Arabic and an intensive study of the culture and specialized language of the business world in which the language is used as may be necessary for I.M.B.A. candidates to function as business specialists in regions other than their native country. Not for graduate credit in a foreign language department. 03: 07/05/2019.

FORL 700C - Language Training in International Business I (1-12 Credits)
An introduction to the fundamentals of Chinese and an intensive study of the culture and specialized language of the business world in which the language is used as may be necessary for I.M.B.A. candidates to function as business specialists in regions other than their native country. Not for graduate credit in a foreign language department. 03: 07/05/2019.

FORL 700E - Language Training in International Business I (1-12 Credits)
An introduction to the fundamentals of English and an intensive study of the culture and specialized language of the business world in which the language is used as may be necessary for I.M.B.A. candidates to function as business specialists in regions other than their native country. Not for graduate credit in a foreign language department. 03: 07/05/2019.
FORL 700F - Language Training in International Business I (1-12 Credits)
An introduction to the fundamentals of French and an intensive study of the culture and specialized language of the business world in which the language is used as may be necessary for I.M.B.A. candidates to function as business specialists in regions other than their native country. Not for graduate credit in a foreign language department. 03: 07/05/2019.

FORL 700G - Language Training in International Business I (1-12 Credits)
An introduction to the fundamentals of German and an intensive study of the culture and specialized language of the business world in which the language is used as may be necessary for I.M.B.A. candidates to function as business specialists in regions other than their native country. Not for graduate credit in a foreign language department. 03: 07/05/2019.

FORL 700I - Language Training in International Business I (1-12 Credits)
An introduction to the fundamentals of Italian and an intensive study of the culture and specialized language of the business world in which the language is used as may be necessary for I.M.B.A. candidates to function as business specialists in regions other than their native country. Not for graduate credit in a foreign language department. 03: 07/05/2019.

FORL 700J - Language Training in International Business I (1-12 Credits)
An introduction to the fundamentals of Japanese and an intensive study of the culture and specialized language of the business world in which the language is used as may be necessary for I.M.B.A. candidates to function as business specialists in regions other than their native country. Not for graduate credit in a foreign language department. 03: 07/05/2019.

FORL 700K - Language Training in International Business I (1-12 Credits)
An introduction to the fundamentals of Korean and an intensive study of the culture and specialized language of the business world in which the language is used as may be necessary for I.M.B.A. candidates to function as business specialists in regions other than their native country. Not for graduate credit in a foreign language department. 03: 07/05/2019.

FORL 700P - Language Training in International Business I (1-12 Credits)
An introduction to the fundamentals of Portuguese and an intensive study of the culture and specialized language of the business world in which the language is used as may be necessary for I.M.B.A. candidates to function as business specialists in regions other than their native country. Not for graduate credit in a foreign language department. 03: 07/05/2019.

FORL 700R - Language Training in International Business I (1-12 Credits)
An introduction to the fundamentals of Russian and an intensive study of the culture and specialized language of the business world in which the language is used as may be necessary for I.M.B.A. candidates to function as business specialists in regions other than their native country. Not for graduate credit in a foreign language department. 03: 07/05/2019.

FORL 700S - Language Training in International Business I (1-12 Credits)
An introduction to the fundamentals of Spanish and an intensive study of the culture and specialized language of the business world in which the language is used as may be necessary for I.M.B.A. candidates to function as business specialists in regions other than their native country. Not for graduate credit in a foreign language department. 03: 07/05/2019.

FORL 703A - Training in International Business II (3 Credits)
A continuation of FORL 700A for practice in written and oral communication as may be required for students enrolled in the International Master of Business Administration program. Not for major credit in a graduate program in the foreign language departments. 03: 07/05/2019.

FORL 703C - Training in International Business II (3 Credits)
A continuation of FORL 700C for practice in written and oral communication as may be required for students enrolled in the International Master of Business Administration program. Not for major credit in a graduate program in the foreign language departments. 03: 07/05/2019.

FORL 703E - Training in International Business II (3 Credits)
A continuation of FORL 700E for practice in written and oral communication as may be required for students enrolled in the International Master of Business Administration program. Not for major credit in a graduate program in the foreign language departments. 03: 07/05/2019.

FORL 703F - Training in International Business II (3 Credits)
A continuation of FORL 700F for practice in written and oral communication as may be required for students enrolled in the International Master of Business Administration program. Not for major credit in a graduate program in the foreign language departments. 03: 07/05/2019.
FORL 703R - Training in International Business II (3 Credits)
A continuation of FORL 700R for practice in written and oral communication as may be required for students enrolled in the International Master of Business Administration program. Not for major credit in a graduate program in the foreign language departments. 03: 07/05/2019.

FORL 703S - Training in International Business II (3 Credits)
A continuation of FORL 700S for practice in written and oral communication as may be required for students enrolled in the International Master of Business Administration program. Not for major credit in a graduate program in the foreign language departments. 03: 07/05/2019.

FORL 705A - Lang Trng in Intl Bus III (6 Credits)
Intensive course for students in the I.M.B.A. program, intended to investigate on an advanced level the linguistic and cultural aspects of business and to prepare the student for an internship either in the United States or abroad. Not for major credit in a graduate program in the foreign language departments. 03: 07/05/2019.

FORL 705B - Lang Trng in Intl Bus III (6 Credits)
Intensive course for students in the I.M.B.A. program, intended to investigate on an advanced level the linguistic and cultural aspects of business and to prepare the student for an internship either in the United States or abroad. Not for major credit in a graduate program in the foreign language departments. 03: 07/05/2019.

FORL 705C - Lang Trng in Intl Bus III (6 Credits)
Intensive course for students in the I.M.B.A. program, intended to investigate on an advanced level the linguistic and cultural aspects of business and to prepare the student for an internship either in the United States or abroad. Not for major credit in a graduate program in the foreign language departments. 03: 07/05/2019.

FORL 705D - Lang Trng in Intl Bus III (6 Credits)
Intensive course for students in the I.M.B.A. program, intended to investigate on an advanced level the linguistic and cultural aspects of business and to prepare the student for an internship either in the United States or abroad. Not for major credit in a graduate program in the foreign language departments. 03: 07/05/2019.

FORL 705E - Lang Trng in Intl Bus III (6 Credits)
Intensive course for students in the I.M.B.A. program, intended to investigate on an advanced level the linguistic and cultural aspects of business and to prepare the student for an internship either in the United States or abroad. Not for major credit in a graduate program in the foreign language departments. 03: 07/05/2019.

FORL 705F - Lang Trng in Intl Bus III (6 Credits)
Intensive course for students in the I.M.B.A. program, intended to investigate on an advanced level the linguistic and cultural aspects of business and to prepare the student for an internship either in the United States or abroad. Not for major credit in a graduate program in the foreign language departments. 03: 07/05/2019.

FORL 705G - Lang Trng in Intl Bus III (6 Credits)
Intensive course for students in the I.M.B.A. program, intended to investigate on an advanced level the linguistic and cultural aspects of business and to prepare the student for an internship either in the United States or abroad. Not for major credit in a graduate program in the foreign language departments. 03: 07/05/2019.

FORL 705H - Lang Trng in Intl Bus III (6 Credits)
Intensive course for students in the I.M.B.A. program, intended to investigate on an advanced level the linguistic and cultural aspects of business and to prepare the student for an internship either in the United States or abroad. Not for major credit in a graduate program in the foreign language departments. 03: 07/05/2019.

FORL 705I - Lang Trng in Intl Bus III (6 Credits)
Intensive course for students in the I.M.B.A. program, intended to investigate on an advanced level the linguistic and cultural aspects of business and to prepare the student for an internship either in the United States or abroad. Not for major credit in a graduate program in the foreign language departments. 03: 07/05/2019.

FORL 705J - Lang Trng in Intl Bus III (6 Credits)
Intensive course for students in the I.M.B.A. program, intended to investigate on an advanced level the linguistic and cultural aspects of business and to prepare the student for an internship either in the United States or abroad. Not for major credit in a graduate program in the foreign language departments. 03: 07/05/2019.

FORL 705K - Lang Trng in Intl Bus III (6 Credits)
Intensive course for students in the I.M.B.A. program, intended to investigate on an advanced level the linguistic and cultural aspects of business and to prepare the student for an internship either in the United States or abroad. Not for major credit in a graduate program in the foreign language departments. 03: 07/05/2019.

FORL 705L - Lang Trng in Intl Bus III (6 Credits)
Intensive course for students in the I.M.B.A. program, intended to investigate on an advanced level the linguistic and cultural aspects of business and to prepare the student for an internship either in the United States or abroad. Not for major credit in a graduate program in the foreign language departments. 03: 07/05/2019.

FORL 705M - Lang Trng in Intl Bus III (6 Credits)
Intensive course for students in the I.M.B.A. program, intended to investigate on an advanced level the linguistic and cultural aspects of business and to prepare the student for an internship either in the United States or abroad. Not for major credit in a graduate program in the foreign language departments. 03: 07/05/2019.
FREN 501 - Contemporary France (3 Credits)
Readings in and discussion of the culture of contemporary France. FREN 311 strongly recommended.
Prerequisites: C or better in both FREN 309 and FREN 310, or equivalents, or a score of F-7 on the French language placement exam.

FREN 510 - Current Events in the France and the Francophone World (3 Credits)
Development of advanced oral skills in French. Study of linguistic and cultural aspects of French language media. FREN 311 strongly recommended.
Prerequisites: C or better in both FREN 309 and FREN 310, or equivalents, or a score of F-7 on the French language placement exam.

FREN 511 - Techniques of Literary Analysis (3 Credits)
Texts from standard authors, with emphasis on explication de texte. Prerequisites: C or better in each of FREN 309, FREN 310, and FREN 311, or equivalents, or a score of F-7 on the French language placement exam.

FREN 515 - Advanced French Stylistics (3 Credits)
Practice in descriptive and narrative composition with special attention to contrastive stylistics; thâ~me et version. Prerequisites: C or better in each of FREN 309, FREN 310, and FREN 311, or equivalents, or a score of F-7 on the French language placement exam.

FREN 516 - French Phonology (3 Credits)
The sound system and its functioning in the morphological system of French from the point of view of current phonological theory. Cross-listed course: LING 512

FREN 517 - French Linguistics (3 Credits)
The structure, morphology, and syntax of modern French. Cross-listed course: LING 502

FREN 595 - Special Topics in French (3 Credits)
Poetry, prose, theatre, cinema, civilization, language, linguistics. Unique opportunities will be announced by title. May be repeated. FREN 311 strongly recommended. Prerequisites: C or better in both FREN 309 and FREN 310, or equivalents, or a score of F-7 on the French language placement exam.

FREN 615 - Intensive Readings in French (3 Credits)
Graduate students fulfill their foreign-language reading requirement with successful completion of the course. Undergraduates may take the course as an elective only. Grades S/U for graduates and undergraduates.

FREN 700 - Introduction to Graduate Studies in Languages, Literatures, and Cultures (3 Credits)
An introduction to graduate studies that includes a survey of contemporary literary theory, an overview of the current state of the profession, and instruction in how to carry out research and write at the graduate level. Cross-listed course: CPLT 700, GERM 700, SPAN 700

FREN 715 - History of the French Language (3 Credits)
Development of the French language from its origins to 1600. Cross-listed course: LING 732

FREN 720 - La Nouvelle Vague et AprÃ¨s: The New Wave and After (3 Credits)
Modern French films in their cultural context beginning with the cinema of the Tradition of Quality and the Nouvelle Vague of the late 1950s.

FREN 730 - Francophone Literatures (3 Credits)
Literatures in French from Africa and the New World.

FREN 735 - Francophone Literature from Quebec (3 Credits)
Introduction to the literature and culture of French-speaking Canada and specifically of Quebec. A survey of influential works will be discussed in relation to their historical and cultural background.

FREN 740 - Old French Literature (3 Credits)
French literature from 842 to 1500.

FREN 750 - Sixteenth-Century French Literature (3 Credits)
Extensive readings and study in the prose, poetry, and drama of 16th-century literature.

FREN 760 - Seventeenth-Century French Literature (3 Credits)

FREN 770 - Eighteenth-Century French Literature (3 Credits)

FREN 775 - Seminars on Selected Topics in Foreign Language Education (3 Credits)
Topics will be identified by title in the schedule of classes. Each topic may be taken only once.

FREN 776 - The Teaching of Foreign Languages in College (3 Credits)
Basic principles of foreign language teaching in college combined with practical demonstrations. Note: Required of all graduate assistants. This course will not count toward the 30-hour M.A. or M.A.T. degree.

FREN 777 - Supervised Instruction in Teaching Foreign Languages in College (0 Credits)
Supervised direction of foreign language teaching in college. Required of all graduate assistants who are teaching. This course will not count toward the 30-hour M.A. or M.A.T. degree.

FREN 780 - Nineteenth-Century French Literature (3 Credits)

FREN 790 - Twentieth-Century French Literature (3 Credits)

FREN 795 - French Seminar (3 Credits)
May be repeated with approval of advisor.

FREN 796 - Special Projects in French (1-3 Credits)
Directed research and reading in subjects to be individually assigned. Prior written approval of professor required. May be repeated once for credit.

FREN 799 - Thesis Preparation (1-9 Credits)

GERM 500 - Survey of German Culture (3 Credits)
Historical survey of the German contribution to the intellectual and cultural life of Europe. Texts and films in German. Prerequisites: advanced reading ability in German.

GERM 515 - Introduction to German Linguistics (3 Credits)
Structural and descriptive linguistics applied to the German language. Cross-listed course: LING 503

GERM 516 - History of the German Language (3 Credits)
Development of German in the Germanic, Old High German, Middle High German, and New High German periods. Phonology, morphology, syntax, semantics, and the relationship between dialects and the standard language. Cross-listed course: LING 733

GERM 517 - Introduction to the Germanic Languages (3 Credits)
Introduction to historical Germanic linguistics including a survey of the Old Germanic languages (Old English, Old Frisian, Old Saxon, Old High German, Old Norse, Gothic); comparative phonology, morphology, and syntax, typology of modern Germanic languages and dialects; and common Germanic in its Indo-European context. Cross-listed course: LING 533
GERM 518 - German Sociolinguistics (3 Credits)
Introduction to the study of variation in Modern German. Traditional German dialectology and dialect geography, language and society, and linguistics in the German-speaking countries, German in contact with other languages.
Cross-listed course: LING 548

GERM 580 - Topics in German Film (3 Credits)
Examination of recurring themes and issues of significant periods and influential styles in German film. Course content varies and individual topics will be announced with course title.

GERM 598 - Selected Topics in German (3 Credits)

GERM 615 - Intensive Readings in German (3 Credits)
Intensive reading for non-majors. Graduate students fulfill their foreign-language requirement with successful completion of the course. Undergraduates may take the course as an elective only by permission of instructor. Grades S/U for graduates and undergraduates.

GERM 700 - Introduction to Graduate Studies in Languages, Literatures, and Cultures (3 Credits)
An introduction to graduate studies that includes a survey of contemporary literary theory, an overview of the current state of the profession, and instruction in how to carry out research and write at the graduate level.
Cross-listed course: CPLT 700, FREN 700, SPAN 700

GERM 710 - Middle High German (3 Credits)
A study of Middle High German language and literature with special emphasis on the lyric and epic poetry of the late 12th and early 13th centuries.

GERM 711G - Old Germanic Languages - Gothic (3 Credits)
Reading and translation of texts in the Old Germanic languages: Old High German 711H, Old Saxon 711S, Old Norse 711N, or Gothic 711G. May be repeated for credit with a different letter suffix from options noted above. Reading knowledge of Moderna German required.

GERM 711H - Old Germanic Languages - Old High German (3 Credits)
Reading and translation of texts in of the Old Germanic languages: Old High German 711H, Old Saxon 711S, Old Norse 711N, or Gothic 711G. May be repeated for credit with a different letter suffix from options noted above. Reading knowledge of Moderna German required.

GERM 711N - Old Germanic Languages - Old Norse (3 Credits)
Reading and translation of texts in of the Old Germanic languages: Old High German 711H, Old Saxon 711S, Old Norse 711N, or Gothic 711G. May be repeated for credit with a different letter suffix from options noted above. Reading knowledge of Moderna German required.

GERM 711S - Old Germanic Languages - Old Saxon (3 Credits)
Reading and translation of texts in of the Old Germanic languages: Old High German 711H, Old Saxon 711S, Old Norse 711N, or Gothic 711G. May be repeated for credit with a different letter suffix from options noted above. Reading knowledge of Moderna German required.

GERM 720 - The German Renaissance and Baroque (3 Credits)
Reading and interpretation of significant literary works of the 16th and 17th centuries.

GERM 730 - The German Enlightenment and its Counter-Currents (3 Credits)
Reading and interpretation of significant literary works of the 18th-century movements, including Enlightenment, Storm and Stress, and Weimar Classicism.
LATN 501 - Latin Drama (3 Credits)
Selected plays of Plautus and Terence.

LATN 502 - Cicero (3 Credits)
Readings from a variety of Cicero's works to gain a concept of the man as a humanist.

LATN 504 - Horace (3 Credits)
Readings from the Odes.

LATN 508 - Ovid (3 Credits)
Selected readings from the Metamorphoses.

LATN 513 - Tacitus (3 Credits)
Agricola or selections from the Annales.

LATN 514 - Livy (3 Credits)
Readings from Ab Urbe Condita.

LATN 525 - Roman Satire (3 Credits)
Readings in Horace, Juvenal, and Petronius.

LATN 530 - Latin Erotic Poetry (3 Credits)
Readings from the elegies of Catullus, Tibullus, Propertius, and Ovid.

LATN 537 - Lucretius (3 Credits)
Readings from the De Rerum Natura.

LATN 540 - Renaissance Latin (3 Credits)
An examination of several genres of Latin writing from Europe during the period 1400-1600, emphasizing, but not limited to, Italian writers.

LATN 551 - History of Latin Literature from the Origins to the Golden Age (3 Credits)
Readings from the Twelve Tables to Virgil, supplemented by readings in history and scholarship. Designed to prepare majors and honors students for further study.

LATN 552 - History of Latin Literature in the Silver Age (3 Credits)
Readings from Ovid to Ammianus, supplemented by readings in history and scholarship. Designed to prepare majors and honors students for further study.

GREK 615 - Intensive Readings in Ancient Attic Greek (3 Credits)
Intensive reading for nonmajors. A review of grammar and syntax with reading of passages from Plato’s Apology. Primarily for graduate students to fulfill the foreign-language reading requirement.

Prerequisites: GREK 614.

ITAL 560 - Independent Studies in Italian Literature (1-3 Credits)
Special topics in Italian literature.

ITAL 561 - Independent Studies in Italian Literature (1-3 Credits)
Special topics in Italian literature.

ITAL 565 - Intensive Readings in Italian (3 Credits)
Graduate students fulfill their foreign language reading requirement with successful completion of the course. Undergraduates may take the course as an elective only.

JAPA 500 - Japanese Language in Society (3 Credits)
Japanese language and communication in its sociocultural context; emphasis on comparison with American English. Taught in English.
Cross-listed course: LING 546

JAPA 777 - Supervised Instruction in Teaching Foreign Languages in College (0 Credits)
Supervised direction of foreign language teaching in college. Required of all graduate assistants who are teaching. This course will not count toward the MA or PhD degree.

LATN 501 - Latin Drama (3 Credits)
Selected plays of Plautus and Terence.

LATN 502 - Cicero (3 Credits)
Readings from a variety of Cicero's works to gain a concept of the man as a humanist.

LATN 504 - Horace (3 Credits)
Readings from the Odes.

LATN 508 - Ovid (3 Credits)
Selected readings from the Metamorphoses.

LATN 513 - Tacitus (3 Credits)
Agricola or selections from the Annales.

LATN 514 - Livy (3 Credits)
Readings from Ab Urbe Condita.

LATN 525 - Roman Satire (3 Credits)
Readings in Horace, Juvenal, and Petronius.

LATN 530 - Latin Erotic Poetry (3 Credits)
Readings from the elegies of Catullus, Tibullus, Propertius, and Ovid.

LATN 537 - Lucretius (3 Credits)
Readings from the De Rerum Natura.

LATN 540 - Renaissance Latin (3 Credits)
An examination of several genres of Latin writing from Europe during the period 1400-1600, emphasizing, but not limited to, Italian writers.

LATN 551 - History of Latin Literature from the Origins to the Golden Age (3 Credits)
Readings from the Twelve Tables to Virgil, supplemented by readings in history and scholarship. Designed to prepare majors and honors students for further study.

LATN 552 - History of Latin Literature in the Silver Age (3 Credits)
Readings from Ovid to Ammianus, supplemented by readings in history and scholarship. Designed to prepare majors and honors students for further study.

LATN 560 - Independent Study (1-3 Credits)
Special projects for independent study and research.

LATN 561 - Independent Study (1-3 Credits)
Special projects for independent study and research.

LATN 580 - Teaching Advanced Latin in Secondary School (3 Credits)
Methods and materials for teaching the Latin Advanced Placement courses in secondary school.

LATN 614 - Intensive Grammar Review in Latin (3 Credits)
Intensive grammar review for non-majors; designed as preparation for LATN 615.

LATN 615 - Intensive Readings in Latin (3 Credits)
Intensive reading for non-majors. Graduate students fulfill their foreign-language reading requirement with successful completion of the course. Undergraduates may take the course as an elective only.

LATN 703 - Medieval Latin (3 Credits)
Survey of the survival of the classical tradition in the middle ages from the birth of Ammianus Marcellinus to the fall of Constantinople (A.D. 330-1453).

LATN 775 - Seminars on Selected Topics in Foreign Language Education (3 Credits)
Topics will be identified by title in the schedule of classes. Each topic may be taken only once.

LATN 790 - Directed Reading and Research (3 Credits)

PORT 615 - Intensive Readings in Portuguese (3 Credits)
Intensive reading for non-majors. Graduate students fulfill their foreign-language reading requirement with successful completion of the course. Undergraduates may take the course as an elective only.

RUSS 518 - Medieval Russian Culture (3 Credits)
An introduction to the culture of medieval Russia through its written records, folklore, icons, and ancient religious chant.

RUSS 520 - Russian Modernism: Love, Sex and Politics in Revolutionary Russia (3 Credits)
An exploration of Russian modernist culture, with particular attention to the themes of social and political change. Authors under discussion include Kuzmin, Bely, and Zamyatin.

RUSS 530 - Homer in Russia (3 Credits)
An examination of the influence of Homer's epic poems The Iliad and The Odyssey on Russian culture, as seen in works by Russian writers including Tolstoy, Pasternak, and Brodsky.

RUSS 540 - Writing Russian National Identity (3 Credits)
An examination of Russian writers reflecting on Russian national identity, including Solzhenitsyn, Dostojevsky, and Grossman.

RUSS 598 - Selected Topics in Russian (3 Credits)
Reading and research on selected topics in Russian. Course content varies and will be announced in the schedule of courses by title.
RUSS 616 - Intensive Readings in Russian (3 Credits)
Intensive reading course for non-majors. Primarily for graduate students to fulfill the foreign-language reading requirement. It will not be applied toward the degree language requirements nor will it be accepted as a substitute in the course sequence leading to the various degree requirements.
Prerequisites: RUSS 615.

RUSS 777 - Supervised Instruction in Teaching Foreign Languages in College (0 Credits)
Supervised direction of foreign language teaching in college. Required of all graduate assistants who are teaching. This course will not count toward the MA or PhD degree.

RUSS 790 - Directed Reading and Research (1-3 Credits)

SPAN 500 - Contemporary Spain (3 Credits)
Analysis and discussion of 20th-century Spanish history and the sociocultural forces that have contributed to define this country's national identity. Taught in Spanish.
Prerequisites: SPAN 303 for Undergraduates, Phase II placement exam above SPAN 303.

Graduation with Leadership Distinction: GLD: Global Learning
SPAN 501 - Contemporary Spanish America (3 Credits)
Analysis and discussion of 20th-century Spanish American history and the sociocultural forces that have contributed to define this area's national identities. Taught in Spanish.
Cross-listed course: LASP 501

SPAN 513 - Introduction to Professional and Technical Translation (3 Credits)
Introduction to translation and practice of skills required for professional and technical Spanish/English translation.
Prerequisites: SPAN 409.

SPAN 515 - Introduction to Spanish Linguistics (3 Credits)
Phonology, morphology, and syntax of modern Spanish.
Prerequisites: SPAN 303, Phase II placement exam above SPAN 303.

SPAN 516 - The Structure of Modern Spanish (3 Credits)
Description of the grammatical structures of Modern Spanish. Intensive study of the theory and practice of word formation and sentence structure of Spanish.
Cross-listed course: LING 554

SPAN 517 - Contrastive English-Spanish Phonetics and Phonology (3 Credits)
Introduction to the study of phonetics and phonology and their application to the sounds and sound systems of English and Spanish. Includes transcription practice and discussion of relevance to teaching.
Cross-listed course: LING 514

SPAN 518 - Introduction to Spanish Medieval Literature (3 Credits)
Survey of Spanish literature from its first manifestations to La Celestina. Introduction; early works; the epic; 13th- through 15th-century prose and verse; Beceo, Alfonso X, Juan Ruiz, Marques de Santillana; others.
Prerequisites: SPAN 312 for undergraduates.

SPAN 524 - Renaissance and Golden Age Literature (3 Credits)
Survey of the works of Garcilaso, the Spanish mystics, Lope, Quevedo, Tirso, Calderon, Gongora and others.
Prerequisites: SPAN 312 for undergraduates.

SPAN 534 - Nineteenth-Century Spanish Literature (3 Credits)
Survey of the works of the major literary figures of the period.
Prerequisites: SPAN 312 for undergraduates.

SPAN 538 - Twentieth-Century Spanish Literature (3 Credits)
Survey of major peninsular writers from the Generation of '98 to the present.
Prerequisites: SPAN 312 for Undergraduates.

SPAN 541 - Colonial Spanish-American Literature to Neoclassicism (3 Credits)
Survey of pre-Columbian poetry and of texts dating from the time of Columbus to the end of the Colonial period.
Cross-listed course: LASP 541

SPAN 543 - Spanish-American Literature from the Independence Through Modernism (3 Credits)
Survey of the most significant works of the Independence through Modernism.
Prerequisites: SPAN 312 for undergraduates.

SPAN 550 - Advanced Language Study Abroad (3 Credits)
Intensive language practice in native environment with special emphasis on oral skills. Instruction by native speakers; extensive community contact and home stay. Prior placement test required.

SPAN 555 - Spanish-American Literature from Modernism Through 1960 (3 Credits)
Survey of the most significant works of this period.
Prerequisites: SPAN 312 for undergraduates.

SPAN 557 - Contemporary Spanish-American Literature (3 Credits)
Survey of the most significant works from 1960 to the present.
Cross-listed course: LASP 471

SPAN 575 - Special Topics in Spanish (3 Credits)
Course content varies and will be announced in the schedule of classes by title. May be repeated as content varies by title.
Prerequisites: D or better in SPAN 312 or graduate standing.

SPAN 615 - Intensive Readings in Spanish (3 Credits)
Intensive reading for non-majors. Graduate students fulfill their foreign-language requirement with successful completion of the course. Undergraduates may take the course as an elective only by permission.

SPAN 700 - Introduction to Graduate Studies in Languages, Literatures, and Cultures (3 Credits)
An introduction to graduate studies that includes a survey of contemporary literary theory, an overview of the current state of the profession, and instruction in how to carry out research and write at the graduate level.
Cross-listed course: CPLT 700, FREN 700, GERM 700

SPAN 711 - Introduction to Literary Theory and Criticism (3 Credits)
Overview of the main theories and methods in analyzing Spanish and Spanish-American literature.

SPAN 715 - History of the Spanish Language (3 Credits)
Development of the language from its origins to the present day.
Cross-listed course: LING 734

SPAN 722 - Cervantes (3 Credits)
Selected topics from among the works of Cervantes, including Don Quixote, the Galatea, the Persiles, the Novelas ejemplares, and his dramatic works.
SPAN 724 - Renaissance and Baroque Poetry and Drama (3 Credits)
In-depth study of the works of Lope de Vega, Quevedo, Góngora, Calderón, and others.

SPAN 730 - Contemporary Spanish Prose Fiction (3 Credits)
Emphasis on the post-Spanish Civil War narrative.

SPAN 732 - Nineteenth-Century Spanish Prose and Poetry (3 Credits)
Intensive reading of major works of Spanish Romanticism and Realism.

SPAN 733 - Trans-Atlantic Perspectives (3 Credits)
An exploration of the Inter-connection between Spain and the Americas including issues related to processes of articulation and assimilation between the Spanish legacy and America’s cultures, together with the African dimensions.

SPAN 734 - Spanish Poetry: Generation of ‘27 (3 Credits)
Intensive study of the works of Alberti, Aleixandre, Cernuda, GarcÃ­a Lorca, GuillÃ©n, Salinas and others.

SPAN 736 - The Generation of 1898 (3 Credits)
Essay, verse, drama, and fiction of the major writers of this generation.

SPAN 745 - Seminar in Spanish-American Drama (3 Credits)
Selected Spanish-American dramatic works from the colonial period to the present.

SPAN 746 - Post-Baroque Spanish Drama (3 Credits)
An application of major European stage theories to the Spanish modern stage (1800-2000).

SPAN 747 - The Modern Spanish-American Novel (3 Credits)
Seminar on selected Spanish-American novels from independence through the Hispanic Vanguard.

SPAN 751 - Twentieth-Century Spanish-American Short Story (3 Credits)
Seminar on selected Spanish-American novels from independence through the Hispanic Vanguard.

SPAN 752 - Twentieth-Century Spanish Exile Literature (3 Credits)
Study of the creative works written by high-profile Spanish writers while in exile (in Mexico, Puerto Rico, Argentina, and the United States) during the Spanish Civil War and ensuing Francoist regime.

SPAN 763 - Contemporary Spanish-American Narrative (3 Credits)

SPAN 765 - Contemporary Spanish-American Poets (3 Credits)
The works of Vallejo, Mistral, Neruda, Borges, Cardenal, Paz, and others.

SPAN 767 - Spanish-American Testimonial Literature (3 Credits)
Study of texts revealing patterns of disenfranchisement and human rights violations. All genres, including films.

SPAN 769 - Hispanic Women Writers (3 Credits)
The works of significant women authors in Spain and Spanish America.

SPAN 771 - Spanish-American Modernism (3 Credits)
Study of the poetry and prose of the most significant authors of the late 19th and early 20th centuries.

SPAN 775 - Seminars on Selected Topics in Foreign Language Education (3 Credits)
Topics will be identified by title in the schedule of classes. Each topic may be taken only once.

SPAN 776 - The Teaching of Foreign Languages in College (3 Credits)
Basic principles of foreign language teaching in college combined with practical demonstrations. Note: Required of all graduate assistants. This course will not count toward the 30-hour M.A. or M.A.T. requirements.

SPAN 777 - Supervised Instruction in Teaching Foreign Languages in College (0 Credits)
Supervised direction of foreign language teaching in college. Required of all graduate assistants who are teaching. This course will not count toward the 30-hour M.A. or M.A.T. degree.

SPAN 780 - Seminars in Hispanic Literature (3 Credits)
Topics to be announced each semester.

SPAN 783 - Seminars on Selected Topics (1-3 Credits)
Topics will be identified by title in the schedule of classes. Course can be repeated for credit for a maximum of 6 hours.

SPAN 796 - Independent Study (1-3 Credits)
Up to a maximum of 3 total hours, if repeated.

SPAN 799 - Thesis Preparation (1-9 Credits)

SPAN 880 - Seminar on Special Topics in Transatlantic Studies (3 Credits)
Topics will be identified by title in the schedule of classes. Course can be repeated for credit for a maximum of 6 hours.

SPAN 881 - Seminar on Special Topics in Spanish-American Literatures and Cultures (3 Credits)
Topics will be identified by title in the schedule of classes. Course can be repeated for credit for a maximum of 6 hours. Restricted to M.A. and Ph.D. students.

SPAN 882 - Seminar on Special Topics in Peninsular Spanish Literature and Culture (3 Credits)
Topics will be identified by title in the schedule of classes. Course can be repeated for credit for a maximum of 6 hours. Restricted to Graduate Students.

SPAN 899 - Dissertation Preparation (1-12 Credits)
Work on the research and writing of the Ph.D. dissertation.

Comparative Literature, M.A.

Learning Outcomes

- Students will demonstrate basic mastery of the history of literary theory.
- Students will demonstrate advanced linguistic competence in at least one foreign language.
- Students will demonstrate basic mastery of two literatures.
- Students will demonstrate an understanding of a broad literary culture.

Admission for M.A. (and Concurrent M.A. and Ph.D.)

The following are guidelines, not minimums for acceptance. It is recognized that each student is unique, and applicants are considered on an individual basis. Applicants should have a minimum 3.00 GPA in their undergraduate major, evidence of work in literature, and a foreign language. They should have minimum GRE scores of 500/153 on the verbal section and 4 on the analytical section (or scores of 400/146 and 3.5, respectively, for non-native English speakers). An applicant whose native language is not English is required to submit a satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam. The minimum acceptable score on the TOEFL is 80 (IBT), or 570 (paper-based). The minimum acceptable overall band score on the IELTS Intl. Academic Course Type 2 exam is 6.5
Application Procedure

- Students are invited to go to the Graduate School site (http://www.gradschool.sc.edu/) and apply online (http://gradschool.sc.edu/prospective/apply-grad.asp?page=apply). Paper applications are no longer available. All material should be sent to the graduate school in one packet. This material includes the following:
  - 3 letters of recommendation from instructors familiar with the student academic work, each sent in a sealed official envelope with the recommender’s signature across the seal
  - an undergraduate transcript
  - a 250 word statement of purpose: explain the connection between USC’s programs and your personal goals
  - a writing sample (in the relevant language; English for non-natives of the English language) of between 1000 and 2500 words. This could be a paper written for an undergraduate course or an essay prepared specifically for the application.
  - A five-minute sample of your spoken French, German, or Spanish is required of non-native speakers. Non-natives of English must also demonstrate proficiency in this language by a speech sample. The speech sample should be saved as an mp3 file on a CD.
  - Applicants who wish to be considered for an assistantship must apply by January 15.
  - Candidates who do not wish to request financial assistance should complete the application process no later than June 1.
  - Applications submitted to the Department after June 1 will not be processed for the Fall semester but for the following Spring.

Degree Requirements (33-36 Hours)

Candidates for the M.A. degree must take graduate-level literature courses in one foreign language and study at least two national literatures. The written portion of the M.A. comprehensive is identical to the Ph.D. qualifying exam. There is also an oral exam. Applicants will write a thesis on a topic chosen by them in conjunction with their committee and the graduate director. Additional information is available on the Web at http://www.cas.sc.edu/dllc/Geninfo/grad-all.html.

There is also an oral exam for students who do not continue on to the Ph.D.

Comparative Literature (9 Hours)

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<td>CPLT 702</td>
<td>Modern Literary Theory</td>
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<td>Topics in Contemporary Literary Theory</td>
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First Literature (12 Hours)

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Second Literature (6 Hours)

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Thesis (6 Hours)

Required of all graduate teaching assistants.

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<tr>
<td>FORL 776</td>
<td>The Teaching of Foreign Languages in College</td>
<td>3</td>
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<td>Total Credit Hours</td>
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Note: Requests for further information should be addressed to:

Director
Comparative Literature Program
University of South Carolina
Columbia, SC 29208

Comparative Literature, Ph.D.

Learning Outcomes

- Students will demonstrate basic mastery of the history of literary theory.
- Students will develop advanced linguistic competence in at least one foreign language.
- Students will demonstrate reading competence in a second foreign language.
- Students will demonstrate a mastery of three literatures, or two literatures and one outside area.
- Students will demonstrate an understanding of a broad literary culture.
- Students will comprehensively evaluate previous scholarship in their field.
- Students will produce a piece of original research and write at a professional level.
- Students will analyze texts.
- Students will complete the PhD program in a timely manner, and will pursue tenure-track job placement as appropriate.

Admission

Applicants should have a minimum 3.00 GPA in their undergraduate major and 3.50 GPA in graduate course work. They should have minimum GRE scores of 500/153 on the verbal section and 4 on the analytical section (or scores of 400/146 and 3.5, respectively, for non-native English speakers). An applicant whose native language is not English is required to submit a satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam. The minimum acceptable score on the TOEFL is 80 (iBT), or 570 (paper-based). The minimum acceptable overall band score on the IELTS Intl. Academic Course Type 2 exam is 6.5. Applicants are asked to submit a writing sample of 3,000 words and a statement of purpose (300 words maximum).

Application Procedure

- Students are invited to go to the Graduate School site (http://www.gradschool.sc.edu/) and apply online (http://gradschool.sc.edu/prospective/apply-grad.asp?page=apply). Paper applications are no longer available. All material should be sent to the graduate school in one packet. This material includes the following:
  - 3 letters of recommendation from instructors familiar with the student academic work, each sent in a sealed official envelope with the recommender’s signature across the seal
• an undergraduate transcript
• a 250 word statement of purpose: explain the connection between USC’s programs and your personal goals
• a writing sample (in the relevant language; English for non-natives of the English language) of between 1000 and 2500 words. This could be a paper written for an undergraduate course or an essay prepared specifically for the application.
• A five-minute sample of your spoken French, German, or Spanish is required of non-native speakers. Non-natives of English must also demonstrate proficiency in this language by a speech sample. The speech sample should be saved as an mp3 file on a CD.
• Applicants who wish to be considered for an assistantship must apply by January 15.
• Candidates who do not wish to request financial assistance should complete the application process no later than June 1.
• Applications submitted to the Department after June 1 will not be processed for the Fall semester but for the following Spring.

Degree Requirements (30 Post-Masters Hours)
Candidates for the Ph.D. degree are required to take 63-66 graduate hours beyond the baccalaureate degree (30-33 graduate hours beyond the master’s degree), including graduate-level course work in at least one foreign language, and demonstrate reading knowledge in two foreign languages. Each candidate must study three or more national literatures, although students may substitute an outside area for their third literature with the approval of the graduate director. Each student will pass a three-hour qualifying examination in two equal parts: an essay on literary theory and an explication of a passage in the student’s first foreign literature. The comprehensive examination will consist of three two-hour written exams on each of three reading lists that the student will draw up in conjunction with the committee, followed by a one-hour oral exam. Students whose first literature is not English may write one of their essays in the language of that literature. Each student will write a dissertation on a topic chosen in conjunction with the committee and the graduate director.

Comparative Literature (15 Hours)
5 graduate courses to include the following:

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<thead>
<tr>
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<tbody>
<tr>
<td>CPLT 701</td>
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</tr>
<tr>
<td>CPLT 703</td>
<td>Topics in Contemporary Literary Theory</td>
<td>3</td>
</tr>
<tr>
<td>Select two more CPLT Graduate courses</td>
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Total Credit Hours 15

Primary Literature (18 Hours)

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<th>Credits</th>
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</thead>
<tbody>
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Total Credit Hours 18

Second Literature (12 Hours)

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<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select four graduate courses</td>
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</tbody>
</table>

Total Credit Hours 12

Third Literature (6 Hours)

<table>
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<tr>
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<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Select two graduate courses</td>
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</tr>
</tbody>
</table>

Total Credit Hours 6

Foreign Languages (3 Hours)
Required of all graduate teaching assistants.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORL 776</td>
<td>The Teaching of Foreign Languages in College</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 3

Dissertation (12 Hours)
Note: Requests for further information should be addressed to:

Director
Comparative Literature Program
University of South Carolina
Columbia, SC 29208

French, M.A.

Learning Outcomes
• Students will analyze and discuss texts in French, both orally and in writing.
• Students will evaluate previous scholarship on French and/or Francophone literary and cultural expression.
• Students will demonstrate the ability to read competently in a second language.

Admission
Admission requirements include complete transcripts from all post-secondary institutions, three letters of recommendation, satisfactory GRE scores (described below), and an undergraduate major (or its equivalent) in French (for candidates who hold an undergraduate degree from a North American institution). They should have minimum GRE scores of 500/153 on the verbal section and 4 on the analytical section (or scores of 400/146 and 3.5, respectively, for non-native English speakers). Applicants to the interdisciplinary M.A.T. program may present a minimum score of 396 on the Miller Analogies Test in lieu of GRE scores. Candidates should have a minimum overall GPA of 2.75, with a minimum GPA of 3.00 in French. An applicant whose native language is not English is required to submit a satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam. The minimum acceptable score on the TOEFL is 80 (iBT), or 570 (paper-based). The minimum acceptable overall band score on the IELTS Intl. Academic Course Type 2 exam is 6.5.

Three letters of recommendation from previous French instructors are required for inclusion in the candidate’s application. Applicants are asked to submit a writing sample of 3,000 words, written in French (written in English for students whose native language is French), and a statement of purpose (300 words maximum) written in English. In order to test French speaking skills, a five-minute sample of spoken French is also required of non-native speakers. The file should be saved as an MP3 file on a CD.

Applicants who wish to be considered for an assistantship must apply by January 15.
Applications submitted to the Department after June 1 will not be processed for the Fall semester but for the following Spring.

In order to pursue the Master of Arts in French, candidates may be required to make up such deficiencies as may be shown by a diagnostic examination. The department reserves the right to require its degree candidates to audit or enroll in undergraduate courses when this appears to be advisable.

**Degree Requirements (33 Hours)**

The M.A. (languages, literatures, and cultures option) requires, in addition to course work, a written and oral comprehensive examination based on a reading list; demonstration of a reading knowledge in a second foreign language. Candidates who elect to write an M.A. thesis will take 27 semester hours of course work, at least 18 of which must be taken in 700-level or above courses. In addition, they will submit a thesis (6 hours of FREN 799) and will present a final oral defense of the thesis.

Candidates who elect to replace the M.A. thesis with extra course work must complete 33 hours of graduate-level courses (of which at least 24 must be at the 700 level or above), and they must submit a substantial research project, typically a revised and expanded version of a paper written for one of the M.A. courses.

Candidates, except for those minoring in linguistics, must take FREN 516 and FREN 517.

FORL 776 (3 hours) is required of all graduate teaching assistants.

The M.A. (language instruction option) is designed for college graduates who already hold a professional teaching certificate in French and who wish to earn a master’s degree adapted to the needs of teachers. The M.A. (language instruction option) requires reading knowledge of a second foreign language; 33 hours of graduate-level course work (of which at least half must be at the 700 level or above), and they must submit a substantial research project, typically a revised and expanded version of a paper written for one of the M.A. courses.

Candidates, except for those minoring in linguistics, must take FREN 516 and FREN 517.

**German, M.A.**

**Learning Outcomes**

- Students will demonstrate basic mastery of the literature, culture, and intellectual traditions of the German speaking countries.
- Students will demonstrate basic mastery of literary and cultural theory and research methods.
- Students will demonstrate near-native competence in the German language, both orally and written.
- Students will demonstrate familiarity with the history and structure of the German language.
- Students will demonstrate knowledge of a second language sufficient for reading and research purposes.
- Graduate teaching assistants will demonstrate applied and theoretical knowledge of second language acquisition as part of their professional development.

**Admission**

Generally, applicants should have minimum GRE scores of 500/153 on the verbal section and 4 on the analytical section (or scores of 400/146 and 3.5, respectively, for non-native English speakers). A minimum score of 396 on the Miller Analogies Test may be submitted in lieu of GRE scores for the M.A.T. An applicant whose native language is not English is required to submit a satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam. The minimum acceptable score on the TOEFL is 80 (IBT), or 570 (paper-based). The minimum acceptable overall band score on the IELTS Intl. Academic Course Type 2 exam is 6.5.

Three letters of recommendation from previous German instructors are required for inclusion in the candidate's application. Applicants are asked to submit a writing sample of 3,000 words, written in German (written in English for students whose native language is German), and a statement of purpose (300 words maximum). In order to test German speaking skills, a five-minute sample of spoken German is also required of non-native speakers. The file should be saved as an MP3 file on a CD.

Applicants who wish to be considered for an assistantship must apply by January 15.

Applications submitted to the Department after June 1 will not be processed for the Fall semester but for the following Spring.

In order to pursue the Master of Arts in German, candidates may be required to make up any such deficiencies demonstrated on a diagnostic examination. The background required in any foreign language is that normally completed by an undergraduate major in the field concerned. The department reserves the right to require its candidates for the degree of Master of Arts to take special examinations on any undergraduate courses when advisable.

**Degree Requirements (33 Hours)**

The three basic requirements for the degree of Master of Arts in German consist of: 33 semester hours of course work, a written and oral comprehensive examination, and demonstration of a reading knowledge in a second foreign language. Students who write a thesis must take a total of 33 semester hours, of which no more than 6 may be thesis credits (GERM 799) and at least 18 must be in non-thesis 700 level courses; there is a final oral examination for students who write a thesis. Students who do not write a thesis must submit an enhanced seminar paper; they are required to take a total of 33 semester hours of course work, at least 24 of which must be in 700-level courses.

FORL 776 (3 hours) is required of all graduate teaching assistants.

The final draft of the thesis signed by the professors concerned must be filed with The Graduate School not less than 20 days before the end of the final semester. GERM 799 may be included as part of the Master of Arts programs in the department.

**Spanish, M.A.**

**Learning Outcomes**

- Students will demonstrate advanced, graduate-level Spanish language competence in the courses they take at both the 500- and 700-level. In these courses both oral and written skills are measured. Students are required to present orally research on a topic and engage other students in class discussion. Additionally, they will further demonstrate these skills by passing a comprehensive examination that is given in Spanish. Those students who choose to write a thesis in Spanish (language in which it is written is left to the discretion of the thesis director and the student) will demonstrate graduate-level Spanish language competence. Those students who take the non-thesis option will demonstrate graduate-level
Spanish language competence by submitting a paper from one of the additional language courses they choose.

- Students will produce original research which will demonstrate their use of appropriate graduate-level discourse in Spanish pertinent to the topic at hand.
- Students will demonstrate their understanding of the mechanics of the Spanish language (phonetics, structure, relations to other languages, and linguistic/regional variations) by conducting research and interviews and by participating in classroom discussions and presentations on related topics.
- Students will demonstrate reading knowledge in an additional foreign language.

Admission

To be accepted into the M.A. and M.A.T. programs in Spanish, candidates must hold a B.A. degree in Spanish from an accredited college or university. Graduates of foreign university programs where Spanish is the official language may be able, with permission of the graduate director, to substitute this experience for a Spanish major. A minimum overall GPA of 2.75 on a 4.00 scale indicates candidates possess the capability to pursue graduate studies in Hispanic languages, literatures, and cultures. This is demonstrated by means of official college or university transcripts to be forwarded to this University. Also, three letters of recommendation from previous Spanish instructors are required for inclusion in the candidate’s application.

In order to pursue the Master of Arts in Spanish, the candidate should have minimum GRE scores of 500/153 on the verbal section and 4 on the analytical section (or scores of 400/146 and 3.5, respectively, for non-native English speakers). A minimum score of 396 on the Miller Analogies Test may be submitted in lieu of GRE scores for the M.A.T. An applicant whose native language is not English is required to submit a satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam. The minimum acceptable score on the TOEFL is 80 (iBT), 230 (computer-based) or 570 (paper-based). The minimum acceptable overall band score on the IELTS Intl. Academic Course Type 2 exam is 6.5.

Three letters of recommendation from previous Spanish instructors are required for inclusion in the candidate’s application. Applicants are asked to submit a writing sample of 2500 words, written in Spanish (in English for those students whose native language is Spanish), and 300 word maximum statement of purpose. In order to test Spanish speaking skills, a five-minute sample of spoken Spanish is also required of non-native speakers. The file should be saved as an MP3 file on a CD. For those who native language is Spanish, a sample of spoken English is required submitted in the same format.

In order to pursue the Master of Arts in Spanish, candidates may be required to make up any such deficiencies demonstrated on a diagnostic examination. The background required in any foreign language is that normally completed by an undergraduate major in the field concerned. The Department reserves the right to require its candidates for the degree of Master of Arts to take special examination on any undergraduate courses when advisable.

If a prospective student is seeking a departmental assistantship, all application materials as indicated above must be received by the Graduate School and the Dept. of Languages, Literatures and Cultures by January 15. Applications submitted to the Department after June 1 will not be processed for the Fall semester but for the following Spring.

Degree Requirements (30 Hours)

The following requirements are specific to the degree programs in Spanish.

Spanish, M.A. Thesis Option
To receive the M.A. in Spanish (thesis option), a student must complete the following:

Graduate Coursework in Spanish (30 Hours)

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<td>SPAN 515</td>
<td>Introduction to Spanish Linguistics</td>
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<tr>
<td>SPAN 700</td>
<td>Introduction to Graduate Studies in Languages, Literatures, and Cultures</td>
<td>3</td>
</tr>
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<td>SPAN 715</td>
<td>History of the Spanish Language</td>
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</tbody>
</table>

Note: With permission of the graduate director, one graduate course in another foreign language, linguistics, comparative literature, or women’s and gender studies may be taken as a cognate.

Reading Knowledge of a Second Language
Demonstrate a reading knowledge of a second language by passing the exam administered in the foreign language 615 courses.

Advanced Oral and Written Knowledge of Spanish
Demonstrate both oral and written control of Spanish at the advanced level.

Comprehensive Examination
Successfully complete a comprehensive examination.

Thesis
Present and successfully defend an M.A. thesis.

Spanish, M.A. Non-Thesis Option
To receive the M.A. in Spanish (non-thesis option), a student must complete the following:

Graduate Coursework in Spanish (30 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 515</td>
<td>Introduction to Spanish Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 700</td>
<td>Introduction to Graduate Studies in Languages, Literatures, and Cultures</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 715</td>
<td>History of the Spanish Language</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

Reading Knowledge of a Second Language
Demonstrate a reading knowledge of a second language by passing the exam administered in the foreign language 615 courses.

Advanced Oral and Written Knowledge of Spanish
Demonstrate both oral and written control of Spanish at the advanced level.

Comprehensive Examination
Successfully complete a comprehensive examination.

Graduate Teaching Assistants
The following is required for all graduate teaching assistants:
Students Admitted with a B.A.

Students with a B.A. and who are admitted to the doctoral program should complete 54 hours of graduate coursework, and 12 additional credit hours of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 899</td>
<td>Dissertation Preparation</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Credit Hours: 12

Students Admitted with an M.A.

Students who have not completed the following courses (or equivalents) as part of the M.A. degree must complete the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 700</td>
<td>Introduction to Graduate Studies in Languages, Literatures, and Cultures</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 711</td>
<td>Introduction to Literary Theory and Criticism</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 715</td>
<td>History of the Spanish Language</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 9

Graduate Teaching Assistants

The following is required of all graduate teaching assistants:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORL 776</td>
<td>The Teaching of Foreign Languages in College</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 3

Note: Students who have completed similar courses during their M.A. training at another institution will be exempt from this course.

Dissertation Requirement

In order to obtain the Ph.D. in Spanish, candidates should write a Dissertation that makes a relevant contribution to current scholarship in their chosen field. The candidate must designate as Doctoral Advisor a Graduate Faculty member of the Spanish program.

The proposal for the Dissertation and the composition of the Dissertation Committee should be endorsed by the Doctoral Advisor and approved by the Graduate Advisor in Spanish. A Prospectus will be presented and defended (after passing the Comprehensive Examination and no later than two semesters thereafter).

Linguistics

Department Website (http://www.cas.sc.edu/ling/)

Mila Tasseva-Kurktchieva, Director

Elaine Chun, Graduate Director

Linguistics at South Carolina has an interdisciplinary focus, while providing our graduate students with a strong background in linguistics theory. Students are trained to pursue research and teach in a wide range of linguistic sub-disciplines. The program affords the opportunity to take coursework or pursue specializations in areas such as English/French/German/Spanish linguistics, historical linguistics, linguistic anthropology, philosophy of language, phonology, psycholinguistics, second/foreign language acquisition and teaching, semantics, sociolinguistics and syntax.
The Linguistics program collaborates with departments including Anthropology; English Language and Literature; Languages, Literatures, and Cultures; Philosophy; Psychology; the English Programs for Internationals; Communication Sciences and Disorders; Computer Science and Engineering; and Education. We are committed to building bridges with many disciplines and to illuminating the important role of language and the study of language in all aspects of our lives.


**Programs**

- Linguistics, M.A. (p. 851)
- Linguistics, Ph.D. (p. 853)
- Teaching English to Speakers of Other Languages, Certificate (p. 854)

**Courses**

**LING 502 - French Linguistics (3 Credits)**
The structure, morphology, and syntax of modern French.
*Cross-listed course: FREN 517*

**LING 503 - Introduction to German Linguistics (3 Credits)**
Structural and descriptive linguistics applied to the German language.
*Cross-listed course: GERM 515*

**LING 504 - Introduction to Spanish Linguistic (3 Credits)**
Phonology, morphology, and syntax of modern Spanish.

**LING 505 - Interdisciplinary Topics in Linguistics (3 Credits)**
Topics selected by the instructor for specialized study. Course content varies and will be announced in the schedule of classes title. May be repeated twice as topics vary.

**LING 512 - French Phonology (3 Credits)**
The sound system and its functioning in the morphological system of French from the point of view of current phonological theory.
*Cross-listed course: FREN 516*

**LING 514 - Contrastive English-Spanish Phonetics and Phonology (3 Credits)**
Introduction to the study of phonetics and phonology and their application to the sounds and sound systems of English and Spanish. Includes transcription practice and discussion of relevance to teaching.
*Cross-listed course: SPAN 517*

**LING 521 - Advanced English Grammar (3 Credits)**
Practical survey of the syntactic structures of English; usage, social and regional variation emphasis on data.
*Prerequisites: LING 421/ENGL 450 or LING 600/ENGL 680.*

**LING 527 - Introduction to Mathematical Methods in Linguistics (3 Credits)**
Introduction to mathematical mechanisms that play a prominent role in the formalization of syntactic and semantic theories, showing how they are applied to an understanding of the working parts of human language. The topics covered include: set theory, logic, English as a formal language, and languages & grammars.

**LING 530 - Language Change (3 Credits)**
Major ways in which phonetics, phonology, syntax, morphology, and semantics change through language history; social factors which promote innovation.

**LING 533 - Introduction to the Germanic Languages (3 Credits)**
Introduction to historical Germanic linguistics including a survey of the Old Germanic languages (Old English, Old Frisian, Old Saxon, Old High German, Old Norse, Gothic); comparative phonology, morphology, and syntax, typology of modern Germanic languages and dialects; and common Germanic in its Indo-European context.
*Cross-listed course: GERM 517*

**LING 540 - Topics in Language and Culture (3 Credits)**
Introduction to sociolinguistic issues, focusing on a single language. Course content varies and will be announced by title. May be repeated twice as topics vary.

**LING 541 - Language and Gender (3 Credits)**
Approaches to gender and language emphasizing the social grounding of both; how language reflects sociocultural values and is a tool for constructing different types of social organization.
*Cross-listed course: ANTH 555, WGST 555*

**Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

**LING 542 - Research in Language Conflict and Language Rights (3 Credits)**
Research into the parameters governing linguistic conflicts and language rights issues, involving a close examination of the nesex of language and: individual and ethnic identity, culture, dialects, bilingualism. Examination of regional, national, and international case studies, with particular attention to nationalism, language revitalization, and language planning.
*Cross-listed course: POLI 542*

**LING 543 - Discourse, Gender, and Politics of Emotion (3 Credits)**
Anthropological approach to issues of discourse, gender, and emotion. Issues under consideration include the social control, force, and forms of emotional discourse and the relationship between emotion and culture from gender-oriented perspectives.

**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Leadership Experiences

**LING 545 - Anthropological Approaches to Narrative and Performance (3 Credits)**
The ways people from various cultures reflect on, reinforce, and construct their social realities through narrating, which will be considered as both artistic expression and social action.
*Cross-listed course: ANTH 553*

**LING 546 - Japanese Language in Society (3 Credits)**
Japanese language and communication in its socio-cultural context; emphasis on comparison with American English. Taught in English.
*Cross-listed course: JAPA 500*

**LING 548 - German Sociolinguistics (3 Credits)**
Introduction to the study of variation in Modern German. Traditional German dialectology and dialect geography, language and society, multilingualism in the German-speaking countries, German in contact with other languages.
*Cross-listed course: GERM 518*

**LING 554 - The Structure of Modern Spanish (3 Credits)**
Description of the grammatical structures of Modern Spanish. Intensive study of the theory and practice of word formation and sentence structure of Spanish.
*Cross-listed course: SPAN 516*
LING 556 - Language and Globalization (3 Credits)
Anthropological approach to issues of language and globalization.
Linguistic consequences of globalization under consideration include communicative patterns, linguistic change, and language and political economy.
Cross-listed course: ANTH 556
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

LING 565 - Philosophy of Language (3 Credits)
An examination of concepts and problems such as meaning, reference, analyticity, definition, and the relation between logic and philosophy.
Prerequisites: PHIL 202.
Cross-listed course: PHIL 517

LING 567 - Psychology of Language (3 Credits)
Theories of speech perception, linguistic theories of syntax and semantics, the brain mechanisms underlying language, the development of language in children, and the role of language in thought.
Cross-listed course: PSYC 506

LING 570 - Introduction to Language Development (3 Credits)
The language acquisition process in normal children, including the development of semantics, morphology, syntax, phonology, and pragmatics; American dialects and bilingualism.
Prerequisites: COMD 501 and COMD 507.
Cross-listed course: COMD 570

LING 600 - Survey of Linguistics (3 Credits)
Survey of core areas of linguistics and extensions to closely related disciplines. Introduction to the linguistic component of human cognition. Formal description and analysis of the general properties of speech and language, the organization of language in the mind/brain, and cross-linguistic typology and universals.
Cross-listed course: ANTH 600, ENGL 680

LING 627 - Introduction to Semantics and Pragmatics (3 Credits)
An introduction to the study of linguistic meaning, including the following topics: meaning, reference, and truth; the connections among language, thought, and reality; word meaning and sentence meaning; possible worlds and modality; thematic roles; meaning and context; presupposition and implicature; speech acts; formal semantics; and cognitive semantics.
Prerequisites: LING 300, LING 301, or LING 600.

LING 650 - Introduction to Morphology (3 Credits)
Foundations of generative morphology, focusing on morphological data collection and analysis; the structure of the lexicon; and the interfaces between morphology and phonology, semantics, and syntax.
Prerequisites: LING 300, LING 301, or LING 600.

LING 701 - Quantitative Approaches to Linguistic Analysis (3 Credits)
Description, visualization, and basic statistical analysis of both discrete and continuous linguistic data from various linguistic subfields using R.

LING 710 - Introduction to Phonology (3 Credits)
The phonetic basis of phonology; phonological structure; lexical representation; cross-linguistic survey of major types of phonological processes; emphasis on data analysis.
Prerequisites: LING 600.

LING 711 - Phonological Theory (3 Credits)
Advanced study of theoretical issues in phonology.
Prerequisites: LING 600 and LING 710.

LING 712 - Articulatory and Acoustic Phonetics (3 Credits)
Physical and anatomical mechanisms for producing speech, phonetic representations and models of speech perception and prosody, acoustic characteristics of the speech signal, use of international phonetic alphabet symbols (IPA) to describe speech sounds in the world's languages, training in experimental and field methods in phonetic research.
Prerequisites: LING 600.

LING 720 - Introduction to Syntax (3 Credits)
Foundations of generative grammar, focusing on the syntax of English; universal principles of basic clause structure and derived constructions; emphasis on syntactic argumentation and cross-linguistic generalization.
Prerequisites: LING 600.

LING 721 - Syntactic Theory (3 Credits)
Advanced exploration of a principled model of the syntactic component of universal grammar and the interface between this module and semantic interpretations and lexical information. Competing hypotheses are compared.
Prerequisites: LING 600 and LING 720.

LING 728 - Semantic Theory (3 Credits)
The formal study of linguistic meaning, including the following topics: Fregean truth-conditional semantics; lexical decomposition; predication and modification; lambda abstraction; generalized quantification; intentional and extensional contexts; tense, aspect, and modality; propositional attitudes; and indexicality.
Prerequisites: LING 600 or LING 627.
Cross-listed course: PHIL 719

LING 729 - Pragmatic Theory (3 Credits)
Study of formal approaches to pragmatic phenomena such as focus, presupposition, and implicature; examination of deictic, contextual and perspectival expressions; survey of pragmatic frameworks such as Relevance Theory and Discourse Representation Theory; study of information structural properties of natural languages, including topic-comment structure, given-new contrasts, definiteness versus indefiniteness.
Prerequisites: LING 600 or LING 627.
Cross-listed course: PHIL 717

LING 730 - Historical Linguistics (3 Credits)
Innovation in phonology, morphology, syntax, and semantics; evidence from texts, social and regional dialects; emphasis on theories of language change.
Prerequisites: LING 600 and LING 610.

LING 731 - History of English Language (3 Credits)
The historical background of Modern English with attention to the major linguistic and cultural developments which distinguish English from other related languages. No prior knowledge of Old English or Middle English is required.
Cross-listed course: ENGL 781

LING 732 - History of the French Language (3 Credits)
Development of the French language from its origins to 1600.
Cross-listed course: FREN 715
LING 733 - History of the German Language (3 Credits)
Development of German in the Germanic, Old High German, Middle High German, and New High German periods. Phonology, morphology, syntax, semantics, and the relationship between dialects and the standard language.
Cross-listed course: GERM 516

LING 734 - History of the Spanish Language (3 Credits)
Development of the language from its origins to the present day.
Cross-listed course: SPAN 715

LING 739 - The Evolution of Linguistic Theory, Practice, and Methods (3 Credits)
Introduces basic resources of discipline and focuses on the development of linguistics in terms of dominant issues and analytical methodology with emphasis on paradigm shifts.
Prerequisites: LING 600, LING 610, LING 620.

LING 740 - Introduction to Sociolinguistics (3 Credits)
An examination of choices speakers in the same community make between styles, dialects, and languages; their association with social group memberships; speakers' perceptions of interpersonal relationships.
Prerequisite or Corequisite: LING 600.

LING 741 - African American English (3 Credits)
Linguistic approaches to the history, structure, and use of African American English.

LING 742 - Language and Race (3 Credits)
Sociolinguistic examination of the relationship between language and race, including ethnolects, identity construction, linguistic appropriation, linguistic racism, and antiracism in everyday and institutional contexts.

LING 743 - Analysis of Conversation (3 Credits)
Types of interactive organization found within conversation and the methods and procedures used by participants to achieve order.
Cross-listed course: ANTH 756

LING 744 - Language Contact Phenomena (3 Credits)
The structural effects of contact between speakers of more than one language on the language involved. Borrowing, code-switching, convergence, language death, development of pidgins and creoles.
Prerequisites: LING 600.

LING 745 - Varieties of American English (3 Credits)
Social and regional variation in American English since the colonial period.
Cross-listed course: ENGL 782

LING 746 - Sociophonetics (3 Credits)
The intersection between variation in phonetic/phonological form and social factors (such as a speaker’s region, age, group identity, ethnic background, sexual orientation, level of education, etc.), acoustic production of variation, effects of sociophonetic variation on speech perception, on language change, and on language acquisition.

LING 747 - Language as Social Action (3 Credits)
Examines language as a social, cultural, and political matrix. Topics include ideology, gender, race, power, agency, and resistance. Students will apply linguistic theories in their own analyses of everyday speech.
Cross-listed course: ANTH 747

LING 748 - Introduction to Linguistic Anthropology (3 Credits)
A comprehensive introduction to linguistic anthropology, its relationship(s) to sociolinguistics, discourse analysis, and conversation analysis. Contributions made to social theory and theories of language and discourse will be understood.
Prerequisites: LING 600.

LING 765 - Studies in Philosophy of Language (3 Credits)
Examination of concepts such as meaning, reference, analyticity, and translational indeterminacy; evaluation of accounts of speech acts, the semantics of propositional attitudes, and metaphor and other pragmatic phenomena.
Cross-listed course: PHIL 718

LING 772 - Technology in Foreign Language Education (3 Credits)
Introduction to technology in language teaching and the connection between language acquisition and the implementation of Internet and multimedia technology.
Cross-listed course: EDTE 772, FORL 772

LING 780 - Discourse Analysis (3 Credits)
Underlying principles of how phonological, syntactic, and lexical features are organized above the sentence level; alternative choices of these features and how they contribute to the speaker's/writer's goals.
Prerequisites: LING 600.

LING 782 - Language Ideology: The Political Economy of Language Beliefs and Practices (3 Credits)
Linguistic anthropological approaches that examine how ideological systems mediate social structures and linguistic/discursive forms and functions. Topics range from language and political economy, identity and identifications, institutions, and nation-building/nationalism.
Cross-listed course: ANTH 782

LING 790 - Second Language Acquisition (3 Credits)
Study of current theory and research in second language acquisition and exploration of relationships between such work and classroom second language learning and teaching. Examination of research techniques used in applied linguistics.
Prerequisite or Corequisite: LING 600.

LING 791 - Theory and Methodology in Second Language Acquisition (3 Credits)
Current issues and research in adult second language acquisition, with special attention to developments in theory and to methodological issues and considerations.
Prerequisites: LING 600, LING 790.

LING 792 - Principles of Instructed Second Language Acquisition and Foreign Language Teaching (3 Credits)
An analysis of instructed second language acquisition (SLA). This course explores the historical development and up-to-date findings in foreign/second language research and applies that knowledge to classroom teaching methods. Students will be expected to conduct empirical investigation.
Prerequisites: FORL 511 or LING 790.

LING 795 - Principles and Strategies for Teaching ESOL (3 Credits)
Survey of teaching ESOL, including theoretical principles and practical strategies for approaches, methods, techniques, and materials as they concern elementary, secondary, and postsecondary learners.
LING 796 - Teaching Reading and Writing to ESOL Learners: Theory and Practice (3 Credits)
This course surveys research on the mental processes and linguistic contexts involved in reading and writing in a second language. Pedagogical implications for elementary, secondary, and postsecondary learners are discussed.
**Cross-listed course:** EDRD 796

LING 798 - Practicum in Teaching ESOL (3 Credits)
Observation and supervised teaching of English to speakers of other languages in an individually designed classroom setting. Course may be taken up to 3 times.
**Prerequisites:** LING 600, LING 795.

LING 799 - Thesis Preparation (1-9 Credits)

LING 805 - Topics in Linguistics (3 Credits)
Topics selected by the instructor for specialized study. May be repeated as topics vary.

LING 806 - Directed Reading and Research (1-3 Credits)

LING 820 - Seminar in Syntax (3 Credits)
Advanced exploration in syntactic theory, involving either cross-theoretical examination of specific linguistic phenomena or in-depth study of a particular theoretical model.

LING 830 - Seminar in Historical Linguistics (3 Credits)
Special topics in historical and comparative linguistics, such as historical phonology or syntax, Indo-European linguistics, and comparative Germanic or Romance linguistics.

LING 840 - Seminar in Language Variation (3 Credits)
Current theories relevant to specialized consideration of the social functions of linguistic choices at any level of analysis; variation as a reflection of region and social group membership or interpersonal relationships.

LING 890 - Seminar in Language Acquisition (3 Credits)
Special topics in the acquisition of language such as first language acquisition of English or other languages, cross-linguistic effects on acquisition, or issues in acquisition theory.

LING 891 - Seminar in English for Speakers of Other Languages (ESOL) (3 Credits)
Special topics in teaching English to speakers of other languages (ESOL), such as materials design, program design and evaluation, or teaching a particular language skill.

LING 899 - Dissertation Preparation (1-12 Credits)

**Linguistics, M.A.**

The M.A. in Linguistics at UofSC is a degree in general linguistics. Our M.A. program is designed to provide students with the broadest possible background in linguistics and encourages them to take advantage of the wide range of opportunities presented by the Program’s faculty and to discover connections between the various subdisciplines of the field. It is possible for all credit hours earned in a graduate certificate program in TESOL at UofSC to apply to this degree. Please speak to an advisor to see how these hours apply in your situation.

**Learning Outcomes**
- Students will demonstrate knowledge of general linguistics, including phonological and syntactic structure, and proficiency in problem-solving skills.
- Students will demonstrate effective oral communication of basic linguistic knowledge and knowledge in the core areas of phonology and syntax.
- Students will demonstrate knowledge of a subdiscipline in the field of linguistics and its application to general linguistics.

**Degree Requirements (30 Hours minimum)**

**Non-Thesis Option**

**Coursework (36 Hours minimum)**
Candidates must take a minimum of 12 courses (36 credit hours) of graduate work, to include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 710</td>
<td>Introduction to Phonology</td>
<td>3</td>
</tr>
<tr>
<td>LING 720</td>
<td>Introduction to Syntax</td>
<td>3</td>
</tr>
<tr>
<td>One more graduate-level core linguistics course in one of the following: phonetics, phonology, morphology, syntax, semantics or pragmatics (including LING 600: Survey of Linguistics)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours**

9

**Special Note on Grades**

Graduate students whose GPA falls below 3.00 will be placed on academic probation by The Graduate School and allowed one calendar year in which to raise the cumulative GPA to at least 3.00. Students who do not reach a cumulative 3.00 grade point average during the probationary period will be suspended from graduate study and will not be permitted to enroll for further graduate course work as a degree or a nondegree student.

**Foreign Language Requirement**

The study of languages is a necessary tool for linguists and candidates must demonstrate knowledge of at least one foreign language. This can be accomplished in one of the following ways:
- successful completion of an intensive reading course in a language approved by The Graduate School - while a graduate student at UofSC (e.g., FORL 615).
• successful completion of a course at the intermediate level of language proficiency no more than six years prior to award of the degree,
• a passing grade on a language reading proficiency examination administered by the UofSC Department of Language, Literatures, and Cultures,
• completing 6 hours of coursework in a non-Indo-European language with a grade of at least a B.

Students seeking the master’s degree will have three opportunities to pass the language course or satisfy the reading proficiency examination. Nonnative speakers of English may select English as a foreign language, upon submission of the Certification in English as a Foreign Language for Masters and Doctoral Programs.

Comprehensive Examination
Students must pass a comprehensive exam that includes an oral component in which students must demonstrate effective oral communication of their knowledge of general linguistics and the core areas of phonology and syntax as they apply to the student’s primary field. Students will be examined by a committee of two Linguistics Program faculty members, typically including the faculty advisor and a faculty member representing the student’s special field.

The oral examination should be scheduled no later than the middle of the fourth/last semester. Upon successful completion of an oral comprehensive examination, the examination committee chair will inform the Graduate Director.

Thesis Option
Coursework (30 Hours minimum)
Candidates must take a minimum of 10 courses (30 credit hours) of graduate work, to include the following:

Core Courses (9 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 710</td>
<td>Introduction to Phonology</td>
<td>3</td>
</tr>
<tr>
<td>LING 720</td>
<td>Introduction to Syntax</td>
<td>3</td>
</tr>
<tr>
<td>One more graduate-level core linguistics course in one of the following: phonetics, phonology, morphology, syntax, semantics or pragmatics (including LING 600: Survey of Linguistics)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Special Field (6 Hours)
• M.A. students should take at least 2 courses (6 credit hours) in a LING area approved by the student’s advisor.

Elective Courses (12 Hours)
• M.A. students should take four LING courses outside of the special field plus approved by the student’s advisor (12 hours). Permission is required for the inclusion of any non-LING course in the program of study.

Note: LING 806: The Graduate School’s official policy on independent study is to allow up to 6 hours towards the M.A.

Thesis Hours (3 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 799</td>
<td>Thesis Preparation</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 3

Only 3 hours of LING 799 may appear on the student’s Program of Study. Any additional credits needed to complete the thesis should be taken under LING 806.

Note: Students who proceed from the M.A. to the Ph.D. will need to take one more core course to satisfy the Ph.D. core requirements if LING 600 was counted as an M.A. core requirement.

Special Note on Grades
Graduate students whose GPA falls below 3.00 will be placed on academic probation by The Graduate School and allowed one calendar year in which to raise the cumulative GPA to at least 3.00. Students who do not reach a cumulative 3.00 grade point average during the probationary period will be suspended from graduate study and will not be permitted to enroll for further graduate course work as a degree or a nondegree student.

Foreign Language Requirement
The study of languages is a necessary tool for linguists and candidates must demonstrate knowledge of at least one foreign language. This can be accomplished in one of the following ways:

• successful completion of an intensive reading course in a language approved by The Graduate School - while a graduate student at UofSC (e.g., FORL 615),
• successful completion of a course at the intermediate level of language proficiency no more than six years prior to award of the degree,
• a passing grade on a language reading proficiency examination administered by the UofSC Department of Language, Literatures, and Cultures,
• completing 6 hours of coursework in a non-Indo-European language with a grade of at least a B.

Students seeking the master’s degree will have three opportunities to pass the language course or satisfy the reading proficiency examination. Nonnative speakers of English may select English as a foreign language, upon submission of the Certification in English as a Foreign Language for Masters and Doctoral Programs.

Comprehensive Examination
Students must pass a comprehensive exam that includes an oral component in which students must demonstrate effective oral communication of their knowledge of general linguistics and the core areas of phonology and syntax as they apply to the student’s primary
field. Students will be examined by a committee of two Linguistics Program faculty members, typically the faculty advisor and a faculty member representing the student’s special field.

Students who pursue the thesis M.A. option must successfully defend the thesis proposal, demonstrating knowledge of previous research in the field and methods for data collection and analysis. The written thesis proposal serves as the foundation for the oral examination. This should normally be completed (by full-time students) in the 3rd semester.

The exam committee will produce an overall rating of Pass/Fail by assessing basic knowledge of general linguistics; basic knowledge of phonology; basic knowledge of syntax; basic knowledge of the subfield; ability to apply knowledge to a given problem. Upon successful completion of an oral comprehensive examination, the examination committee chair will inform the Associate Director.

**Thesis Requirement**

In their fourth semester M.A. students should do the following:

- File an M.A. Thesis Form with the Program Office (usually before the start of the 3rd semester for full-time students). This must be done before the student may register for LING 799.
- Develop a thesis proposal (under the supervision of their thesis director) and defend this as part of their Comprehensive Exam. This should be done (by full-time students) in the 3rd semester.
- Write thesis (in the 4th semester) and have it approved by director and reader.

**Linguistics, Ph.D.**

The mission of the Ph.D. Program in Linguistics is to train students to pursue research and teach in the areas of general linguistics and a chosen subfield. The Ph.D. in Linguistics at USC typically involves a much broader range of coursework than what is found at more traditional Linguistics Departments and Programs in the United States. The program does not focus on the training of theoretical linguists, but instead sees its mission as that of training historical linguists, language acquisition specialists, sociolinguists, and others, who can apply linguistic theory to the pursuit of their research. Thus, it is typical for a student in this program to use current syntactic theory in investigations into language contact or language variation, or to apply phonological theory to research on second language acquisition.

The Ph.D. course requirements (see degree requirements) involve six core courses, plus a primary field of study of at least 12 hours, and either a secondary field of 9-12 hours or at least 9 hours breadth requirement outside the primary field. **Approved special fields are the following:**
- Linguistic anthropology, English/French/German/Spanish linguistics, historical linguistics, philosophy of language, phonological theory, psycholinguistics, second/foreign language acquisition, sociolinguistics, syntactic theory, and teaching English as a second/foreign language.

The secondary field may consist entirely of LING-designated courses; however, it also could include both LING-designated courses and courses from other departments. A student may also choose a secondary field made up entirely of courses from a cooperating department. Examples include English Composition and Rhetoric, Medieval and Early Modern English Literature, Experimental Psychology, Philosophy, or Communication Sciences and Disorders. It is possible for all credit hours earned in a graduate certificate program in TESOL at USC to apply to this degree. Please speak to an advisor to see how these hours apply in your situation.

**Learning Outcomes**

- Students will demonstrate knowledge of theory and research in core areas of linguistics.
- Students will demonstrate advanced knowledge in a subdiscipline in the field of linguistics.
- Students will demonstrate the ability to formulate and conduct a plan of linguistic research that advances the state of knowledge in the area of inquiry.
- Students will progress through the program in a timely manner and find suitable employment in the field of linguistics (or in a profession where their linguistic skills are being meaningfully used) at the completion of their doctoral degree.

**Degree Requirements (60 Post-Baccalaureate Hours)**

**Core Courses (18 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 710</td>
<td>Introduction to Phonology</td>
<td>3</td>
</tr>
<tr>
<td>LING 720</td>
<td>Introduction to Syntax</td>
<td>3</td>
</tr>
<tr>
<td>LING 711</td>
<td>Phonological Theory</td>
<td>3</td>
</tr>
<tr>
<td>or LING 721</td>
<td>Syntactic Theory</td>
<td></td>
</tr>
</tbody>
</table>

Select three more graduate level core linguistics courses in phonetics, phonology, morphology, syntax, semantics, and/or pragmatics 1

**Total Credit Hours**

1 Exclusive of LING 600. Other courses may be used to satisfy this requirement pending the approval of the student’s advisor and the graduate director.

Note: Students who proceed from the M.A. to the Ph.D. will need to take one more course to satisfy the Ph.D. core requirement if LING 600 was counted as an M.A. core requirement.

**Primary Field (12 Hours)**

- Ph.D. students should take at least 4 courses (12 credit hours) in an area approved by the student’s Ph.D. committee.

**Secondary Field or Breadth Requirement (9-12 Hours)**

- Students may decide on a secondary field in which they will take 3-4 courses (9-12 credit hours). Alternatively, students who do not wish to declare a secondary field will take course work in Linguistics outside of their primary field of at least nine hours.

**Methodology (3-6 Hours)**

Students are required to take at least 1 and up to 2 approved methodology courses. Approved courses include any Linguistic methodology course, in addition to the following courses offered by other departments:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 700</td>
<td>Introduction to Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 710</td>
<td>Educational Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 711</td>
<td>Educational Statistics II</td>
<td>3</td>
</tr>
</tbody>
</table>
### Teaching English to Speakers of Other Languages, Certificate

The TESOL Certificate Program provides a firm grounding in both linguistics and pedagogical theory paired with practical teaching experience. It prepares future teachers of English as a second or foreign language to apply their skills in settings around the world. Because the TESOL Certificate is a six-course program and because all six graduate courses from this certificate may apply towards an M.A., a student can earn a TESOL Certificate in conjunction with an M.A. in Linguistics with just one additional year’s coursework.

The Certificate Program has close relationships with the English Programs for Internationals (EPI) at South Carolina, which is among the top-ranked adult ESL programs in the nation. EPI faculty members typically are responsible for the instruction in pedagogically-oriented ESL theory courses, as well as for the practical training component of the Certificate Program.

#### Learning Outcomes

- Students will demonstrate knowledge of general linguistics and proficiency in problem-solving skills.
- Students will demonstrate understanding of second language acquisition theories.
- Students will demonstrate professional competencies in planning, implementing, and assessing English as second language instruction appropriate for specific groups and settings.

#### Certificate Requirements (18 Hours)

The program in linguistics offers a graduate certificate in teaching English to speakers of other languages (TESOL) — a six-course, 18-semester-hour program. There are two tracks, the EFL track for post-secondary ESOL and EFL (English as a Foreign Language) teaching and the K12 ESOL track for elementary and secondary ESOL teaching. Course requirements for each track are as follows:

#### EFL Track

**Primarily for post-secondary ESOL and EFL teaching**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 600</td>
<td>Survey of Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>LING 790</td>
<td>Second Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>LING 795</td>
<td>Principles and Strategies for Teaching ESOL</td>
<td>3</td>
</tr>
<tr>
<td>LING 798</td>
<td>Practicum in Teaching ESOL</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

#### Required Courses (6 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 514</td>
<td>Contrastive English-Spanish Phonetics and Phonology</td>
<td>3</td>
</tr>
<tr>
<td>LING 791</td>
<td>Theory and Methodology in Second Language Acquisition</td>
<td></td>
</tr>
<tr>
<td>LING 796</td>
<td>Teaching Reading and Writing to ESOL Learners: Theory and Practice</td>
<td></td>
</tr>
<tr>
<td>LING 890</td>
<td>Seminar in Language Acquisition</td>
<td></td>
</tr>
</tbody>
</table>

If a student claims a research methods course as a substitute for the second foreign language that is required, that course cannot be used to fulfill the research methods requirement.

Nonnative speakers of English may select English as a foreign language, upon submission of the following Certification in English as a Foreign Language for Masters and Doctoral Programs (https://www.sc.edu/study/colleges_schools/graduate_school/documents/gcie.certification.in.english.pdf).

The Department of Languages, Literatures, and Cultures has further information about Graduate Reading Proficiency Exams (https://www.sc.edu/study/colleges_schools/artsandsciences/dllc/study/graduate/grad_reading_exam.php).
LING 891 Seminar in English for Speakers of Other Languages (ESOL)
EDRD 811 Cultural Perspective on Psychological and Social Foundations of Literacy Learning
EDRM 723 Classroom Assessment Methods
ENGL 790 Survey of Composition Studies

Or any other course in English as a second language or in second language acquisition

Select one additional LING course ¹

Total Credit Hours 6

¹ Selected in consultation with the academic advisor.

K-12 ESOL Track
For elementary and secondary ESOL teaching

Required Courses (12 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 600</td>
<td>Survey of Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>LING 795</td>
<td>Principles and Strategies for Teaching ESOL</td>
<td>3</td>
</tr>
<tr>
<td>LING 796</td>
<td>Teaching Reading and Writing to ESOL Learners: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>LING 798</td>
<td>Practicum in Teaching ESOL ¹</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

¹ The practicum may be waived based on one year's experience teaching ESOL and replaced with an elective course.

It is recommended that the practicum, if waived, be replaced with one of the following courses:
- LING 514
- LING 791
- LING 891

Elective Courses (6 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one course from two of the following areas:</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

1. English Grammar/Structure
2. Second Language Acquisition for Teachers of Elementary and Secondary Learners
LING 790 Second Language Acquisition
3. Cultural Diversity in Education
EDTE 811 Developing Integrated Curricula
4. Testing/Assessment for Language Minority Learners
EDRM 723 Classroom Assessment Methods

Total Credit Hours 6

Additional Information
For this program, no courses may be transferred from another university, although up to 9 semester hours of overlapping course work from another program at the University of South Carolina may count toward completion of the certificate. For full-time students, the certificate course work and practicum can be completed in one academic year.

Mathematics

Department Website (http://www.math.sc.edu/)

Anton R. Schep, Chair

The Department of Mathematics has evolved into one of the premier centers in the Southeast for mathematics research and education. Its masters and doctoral programs have been cited for excellence by the S.C. Commission on Higher Education. With its internationally renowned faculty and supportive atmosphere, the department provides a stimulating environment for graduate studies. As the face of mathematics changes, the department responds with appropriate curriculum additions and revisions.

The department's degree programs provide first the core fundamentals, and then the specialized expertise and interdisciplinary skills required of the modern mathematician. Training for those who wish to pursue a career in teaching, those who plan mathematics-related careers in business, government, or industry, and those who wish to obtain the intensive training that will lead them into the contemporary research community is available.

The Department of Mathematics offers programs leading to the Master of Arts, Master of Science, and Doctor of Philosophy, including a Ph.D. option of a Concentration in Applied and Computational Mathematics. This Concentration emphasizes core mathematics that leads to the frontiers of research both within applied and computational mathematics and cuts across disciplinary boundaries.

The department also offers programs leading to the Master of Mathematics and, in conjunction with the College of Education, a program leading to the degree of Master of Arts in Teaching. A description of the basic M.A.T. requirements appears in the College of Education section of the Graduate Studies Bulletin.

For more comprehensive general information, see the website http://www.math.sc.edu/graduate/ (http://www.math.sc.edu/graduate/).

Inquiries concerning individual cases should be directed to:

Director of Graduate Studies
Department of Mathematics
University of South Carolina
Columbia, SC 29208
email: graddir@math.sc.edu

Degree Requirements (General)

There are certain requirements imposed by the Graduate School on all programs. We reiterate only the most pertinent ones here; others appear elsewhere in this Bulletin, and are routinely fulfilled over the course of the program of study.

The M.S. and M.A. degrees require 30 approved credit hours of course work, at least half of which (excluding the thesis) must be taken at the 700 level or above. In addition, a Comprehensive Examination taken upon conclusion of the program is required. Both the M.S. and the M.A. degrees require a thesis (3 credits of MATH 799).

Each candidate for the Ph.D. degree is required to complete a minimum of 60 hours of course work beyond the baccalaureate degree, including 12 credit hours of graduate course work separate from the course work covered by the Admission to Candidacy and Comprehensive Examinations (see below) and 12 credit hours of dissertation work (MATH 899). The Ph.D. program has three examinations: Admission to Candidacy, Comprehensive, and Doctoral Defense.

Note that “credit hours” are not earned if a course is taken on an “Audit” basis. Courses labeled 7xx-I may not be used to satisfy M.S., M.A., or
Admission

For admission into the M.S., M.A., or Ph.D. degree programs, applicants must have a bachelor’s degree from an approved institution and should have an undergraduate foundation in mathematics equivalent to that of a major in mathematics at the University of South Carolina. At a minimum, this should include a course in abstract algebra (equivalent to MATH 546) and one in advanced calculus (equivalent to MATH 554). A one year sequence in each is desirable. A minimum B (3.0) average in all college-level math courses is required for full admission. Applicants who do not have this preparation may be conditionally admitted and placed in such undergraduate courses as necessary to strengthen their backgrounds.

Applicants should submit an official transcript from each school or college previously attended, at least two letters of recommendation from persons familiar with their abilities in mathematics, and an official report of scores achieved on the GRE. A GRE score of at least 700 on the quantitative portion is expected. Applicants whose native language is not English are also required to submit a satisfactory score on the iBT TOEFL exam. The minimum score for admission to the program is 88. A minimum iBT TOEFL score of 100 is required for consideration for a teaching assistantship; there are also minimum levels for each subcategory (listening, speaking, reading, writing), which can be viewed on the departmental website. The GRE Mathematics Subject Exam is not required, but a strong score enhances the probability of admission with assistantship and the possibility of a supplemental fellowship.

For admission to the M.M. or M.A.T. degree programs, applicants must have a bachelor’s degree from an approved institution and have completed multivariable calculus (Calculus III, equivalent to MATH 241). Further, it is desirable that they have completed six credit hours in mathematics beyond multivariable calculus. At least a B (3.0) average for all college level mathematics courses is expected. Applicants with background deficiencies may be admitted on a conditional basis and placed in certain dual undergraduate/graduate courses to strengthen their foundation. Course work below the 500-level can not be used toward these degrees. Applicants should submit an official transcript from each school or college previously attended, at least two letters of recommendation from persons familiar with their abilities in mathematics, and a report of scores achieved on the GRE. A combined GRE score of 1000 is expected, with at least 550 on the quantitative portion.

Application materials should be submitted as much as possible online at http://www.gradschool.sc.edu/apply.htm, or be mailed to:

The Graduate School
University of South Carolina
Columbia, SC 29208

Programs

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- Mathematics, M.M. (p. 863)
- Mathematics, M.S. (p. 864)
- Mathematics, Ph.D. (p. 864)

Courses

MATH 511 - Probability (3 Credits)
Probability and independence; discrete and continuous random variables; joint, marginal, and conditional densities, moment generating functions; laws of large numbers; binomial, Poisson, gamma, univariate, and bivariate normal distributions.
Prerequisites: C or better in MATH 241.
Corequisite: MATH 241.

Cross-listed course: STAT 511

MATH 514 - Financial Mathematics I (3 Credits)
Prerequisites: C or better in MATH 514 or STAT 522.

Cross-listed course: STAT 522

MATH 515 - Financial Mathematics II (3 Credits)
Prerequisites: C or better in MATH 514 or STAT 522.

Cross-listed course: STAT 552

MATH 520 - Ordinary Differential Equations (3 Credits)
Differential equations of the first order, linear systems of ordinary differential equations, elementary qualitative properties of nonlinear systems.
Prerequisites: C or better in MATH 344 or MATH 544.

MATH 521 - Boundary Value Problems and Partial Differential Equations (3 Credits)
Laplace transforms, two-point boundary value problems and Green's functions, boundary value problems in partial differential equations, eigenfunction expansions and separation of variables, transform methods for solving PDE's, Green's functions for PDE's, and the method of characteristics.
Prerequisites: C or better in MATH 520 or in both MATH 241 and MATH 242.

MATH 522 - Wavelets (3 Credits)
Basic principles and methods of Fourier transforms, wavelets, and multiresolution analysis; applications to differential equations, data compression, and signal and image processing; development of numerical algorithms. Computer implementation.
Prerequisites: C or better in MATH 344 or MATH 544.

MATH 523 - Mathematical Modeling of Population Biology (3 Credits)
Applications of differential and difference equations and linear algebra modeling the dynamics of populations, with emphasis on stability and oscillation. Critical analysis of current publications with computer simulation of models.
Prerequisites: C or better in MATH 142, BIOL 301, or MSCI 311 recommended.
MATH 524 - Nonlinear Optimization (3 Credits)
Descent methods, conjugate direction methods, and Quasi-Newton algorithms for unconstrained optimization; globally convergent hybrid algorithm; primal, penalty, and barrier methods for constrained optimization. Computer implementation of algorithms.
Prerequisites: C or better in MATH 241 and one of MATH 344 or MATH 544.

MATH 525 - Mathematical Game Theory (3 Credits)
Two-person zero-sum games, minimax theorem, utility theory, n-person games, market games, stability.
Prerequisites: C or better in MATH 544 or in both MATH 300 and MATH 344.

MATH 526 - Numerical Linear Algebra (4 Credits)
Matrix algebra, Gauss elimination, iterative methods; overdetermined systems and least squares; eigenvalues, eigenvectors; numerical software. Computer implementation. Credit may not be received for both MATH 526 and MATH 544. Three lectures and one laboratory hour per week.
Prerequisites: C or better in MATH 142.

MATH 527 - Numerical Analysis (3 Credits)
Interpolation and approximation of functions; solution of algebraic equations; numerical differentiation and integration; numerical solutions of ordinary differential equations and boundary value problems; computer implementation of algorithms.
Prerequisites: C or better in MATH 520 or in both MATH 242 and MATH 344.

Cross-listed course: CSCE 561

MATH 528 - Mathematical Foundation of Data Science and Machine Learning (3 Credits)
Unconstrained and constrained optimization, gradient descent methods for numerical optimization, supervised and unsupervised learning, various reduced order methods, sampling and inference, Monte Carlo methods, deep neural networks.
Prerequisites: C or better in MATH 344 or MATH 544.

MATH 531 - Foundations of Geometry (3 Credits)
The study of geometry as a logical system based upon postulates and undefined terms. The fundamental concepts and relations of Euclidean geometry developed rigorously on the basis of a set of postulates. Some topics from non-Euclidean geometry.
Prerequisites: C or better in MATH 300.

MATH 532 - Modern Geometry (3 Credits)
Projective geometry, theorem of Desargues, conics, transformation theory, affine geometry, Euclidean geometry, non-Euclidean geometries, and topology.
Prerequisites: C or better in MATH 300.

MATH 533 - Elementary Geometric Topology (3 Credits)
Topology of the line, plane, and space, Jordan curve theorem, Brouwer fixed point theorem, Euler characteristic of polyhedra, orientable and non-orientable surfaces, classification of surfaces, network topology.
Prerequisites: C or better in MATH 241 and MATH 300.

MATH 534 - Elements of General Topology (3 Credits)
Elementary properties of sets, functions, spaces, maps, separation axioms, compactness, completeness, convergence, connectedness, path connectedness, embedding and extension theorems, metric spaces, and compactification.
Prerequisites: C or better in MATH 241 and MATH 300.

MATH 540 - Modern Applied Algebra (3 Credits)
Finite structures useful in applied areas. Binary relations, Boolean algebras, applications to optimization, and realization of finite state machines.
Prerequisites: MATH 300.

MATH 541 - Algebraic Coding Theory (3 Credits)
Error-correcting codes, polynomial rings, cyclic codes, finite fields, BCH codes.
Prerequisites: C or better in MATH 544 or in both MATH 300 and MATH 344.

MATH 544 - Linear Algebra (3 Credits)
Vectors, vector spaces, and subspaces; geometry of finite dimensional Euclidean space; linear transformations; eigenvalues and eigenvectors; diagonalization. Throughout there will be an emphasis on theoretical concepts, logic, and methods. MATH 544L is an optional laboratory course where additional applications will be discussed.
Prerequisites: C or better in MATH 241 and MATH 300.

MATH 544L - Linear Algebra Lab (1 Credit)
Computer-based applications of linear algebra for mathematics students. Topics include numerical analysis of matrices, direct and indirect methods for solving linear systems, and least squares method (regression). Typical applications include theoretical and practical issues related to discrete Markov processes, image compression, and linear programming. Credit not allowed for both MATH 344L and 544L.
Prerequisite or Corequisite: C or better or concurrent enrollment in MATH 544.

MATH 546 - Algebraic Structures I (3 Credits)
Permutation groups; abstract groups; introduction to algebraic structures through study of subgroups, quotient groups, homomorphisms, isomorphisms, direct product; decompositions; introduction to rings and fields.
Prerequisites: C or better in MATH 544.

MATH 547 - Algebraic Structures II (3 Credits)
Rings, ideals, polynomial rings, unique factorization domains; structure of finite groups; topics from: fields, field extensions, Euclidean constructions, modules over principal ideal domains (canonical forms).
Prerequisites: C or better in MATH 546.

MATH 548 - Geometry, Algebra, and Algorithms (3 Credits)
Polynomials and affine space, Grobner bases, elimination theory, varieties, and computer algebra systems.
Prerequisites: C or better in MATH 300 and in one of MATH 344 or MATH 544.

MATH 550 - Vector Analysis (3 Credits)
Vector fields, line and path integrals, orientation and parametrization of lines and surfaces, change of variables and Jacobians, oriented surface integrals, theorems of Green, Gauss, and Stokes; introduction to tensor analysis.
Prerequisites: C or better in MATH 241.
MATH 511 - Introduction to Differential Geometry (3 Credits)
Parametrized curves, regular curves and surfaces, change of parameters, tangent planes, the differential of a map, the Gauss map, first and second fundamental forms, vector fields, geodesics, and the exponential map.
Prerequisites: C or better in MATH 241 and MATH 300.

MATH 552 - Applied Complex Variables (3 Credits)
Complex integration, calculus of residues, conformal mapping, Taylor and Laurent Series expansions, applications.
Prerequisites: C or better in MATH 241.

MATH 554 - Analysis I (3 Credits)
Least upper bound axiom, the real numbers, compactness, sequences, continuity, uniform continuity, differentiation, Riemann integral and fundamental theorem of calculus.
Prerequisites: C or better in MATH 300 and either at least one of MATH 511, MATH 520, MATH 534, MATH 550, or MATH 552.

MATH 555 - Analysis II (3 Credits)
Riemann-Stieltjes integral, infinite series, sequences and series of functions, uniform convergence, Weierstrass approximation theorem, selected topics from Fourier series or Lebesgue integration.
Prerequisites: C or better in MATH 554.

MATH 561 - Introduction to Mathematical Logic (3 Credits)
Syntax and semantics of formal languages; sentential logic, proofs in first order logic; Godel's completeness theorem; compactness theorem and applications; cardinals and ordinals; the Lowenheim-Skolem-Tarski theorem; Beth's definability theorem; effectively computable functions; Godel's incompleteness theorem; undecidable theories.
Prerequisites: C or better in MATH 300.

MATH 562 - Theory of Computation (3 Credits)
Basic theoretical principles of computing as modeled by formal languages and automata; computability and computational complexity.
Prerequisites: C or better in CSCE 350 or MATH 300.

MATH 567 - Introduction to Cryptography (3 Credits)
Design of secret codes for secure communication, including encryption and integrity verification: ciphers, cryptographic hashing, and public key cryptosystems such as RSA. Mathematical principles underlying encryption. Code-breaking techniques. Cryptographic protocols.
Prerequisites: C or better in CSCE 145 or MATH 241, and at least one of CSCE 355, MATH 300, or MATH 374.

MATH 599 - Topics in Mathematics (1-3 Credits)
Recent developments in pure and applied mathematics selected to meet current faculty and student interest.

MATH 602 - An Inductive Approach to Geometry (3 Credits)
This course is designed for middle-level pre-service mathematics teachers. This course covers geometric reasoning, Euclidean geometry, congruence, area, volume, similarity, symmetry, vectors, and transformations. Dynamic software will be utilized to explore geometry concepts. This course cannot be used for credit toward a major in mathematics.
Prerequisites: C or better in MATH 122 or MATH 141 or equivalent.

MATH 603 - Inquiry Approach to Algebra (3 Credits)
This course introduces basic concepts in number theory and modern algebra that provide the foundation for middle level arithmetic and algebra. Topics include: algebraic reasoning, patterns, inductive reasoning, deductive reasoning, arithmetic and algebra of integers, algebraic systems, algebraic modeling, and axiomatic mathematics. This course cannot be used for credit towards a major in mathematics.
Prerequisites: C or higher in MATH 122 or MATH 141 or equivalent.

MATH 650 - AP Calculus for Teachers (3 Credits)
A thorough study of the topics to be presented in AP calculus, including limits of functions, differentiation, integration, infinite series, and applications. Not intended for degree programs in mathematics.
Prerequisites: current secondary high school teacher certification in mathematics and a C or better in at least 6 hours of calculus.

MATH 700 - Linear Algebra (3 Credits)
Vector spaces, linear transformations, dual spaces, decompositions of spaces, and canonical forms. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 701 - Algebra I (3 Credits)
Algebraic structures, sub-structures, products, homomorphisms, and quotient structures of groups, rings, and modules. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 701I - Algebra I (3 Credits)
Algebraic structures, sub-structures, products, homomorphisms, and quotient structures of groups, rings, and modules. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 707 - Foundations of Algebra I (3 Credits)
An introduction to algebraic structures; group theory including subgroups, quotient groups, homomorphisms, isomorphisms, decomposition; introduction to rings and fields. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
Prerequisites: MATH 241 or equivalent.
MATH 702 - Algebra II (3 Credits)
Fields and field extensions. Galois theory, topics from, transcendental field extensions, algebraically closed fields, finite fields. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
**Prerequisites:** MATH 701.

MATH 702I - Foundations of Algebra II (3 Credits)
Theory of rings including ideals, polynomial rings, and unique factorization domains; structure of finite groups; fields; modules. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
**Prerequisites:** MATH 701I or equivalent.

MATH 703 - Analysis I (3 Credits)

MATH 703I - Foundations of Analysis I (3 Credits)
The real numbers and least upper bound axiom; sequences and limits of sequences; infinite series; continuity; differentiation; the Riemann integral. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
**Prerequisites:** MATH 241 or equivalent.

MATH 704 - Analysis II (3 Credits)

MATH 704I - Foundations of Analysis II (3 Credits)
Sequences and series of functions; power series, uniform convergence; interchange of limits; limits and continuity in several variables. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
**Prerequisites:** MATH 703I or equivalent.

MATH 705 - Analysis III (3 Credits)
Signed and complex measures, Radon-Nikodym theorem, decomposition theorems. Metric spaces and topology, Baire category, Stone-Weierstrass theorem, Arzela-Ascoli theorem. Introduction to Banach and Hilbert spaces, Riesz representation theorems. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
**Prerequisites:** MATH 703, MATH 704.

MATH 706 - Foundations of Computational Mathematics I (3 Credits)
Approximation of functions by algebraic polynomials, splines, and trigonometric polynomials; numerical differentiation; numerical integration; orthogonal polynomials and Gaussian quadrature; numerical solution of nonlinear systems, unconstrained optimization. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
**Prerequisites:** MATH 554 or equivalent upper level undergraduate course in Real Analysis.

MATH 708 - Foundations of Computational Mathematics II (3 Credits)
Vectors and matrices; QR factorization; conditioning and stability; solving systems of equations; eigenvalue/eigenvector problems; Krylov subspace iterative methods; singular value decomposition. Includes theoretical development of concepts and practical algorithm implementation. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
**Prerequisites:** MATH 544 or MATH 526, or equivalent upper level undergraduate courses in Linear Algebra.

MATH 710 - Probability Theory I (3 Credits)
Probability spaces, random variables and distributions, expectations, characteristic functions, laws of large numbers, and the central limit theorem. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
**Prerequisites:** STAT 511, STAT 512, or MATH 703.

MATH 711 - Probability Theory II (3 Credits)
More about distributions, limit theorems, Poisson approximations, conditioning, martingales, and random walks. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 712 - Probability and Statistics (3 Credits)
This course will include a study of permutations and combinations; probability and its application to statistical inferences; elementary descriptive statistics of a sample of measurements; the binomial, Poisson, and normal distributions; correlation and regression. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 712I - Probability and Statistics (3 Credits)
This course will include a study of permutations and combinations; probability and its application to statistical inferences; elementary descriptive statistics of a sample of measurements; the binomial, Poisson, and normal distributions; correlation and regression. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 713 - Applied Mathematics I (3 Credits)
Modeling and solution techniques for differential and integral equations from sciences and engineering, including a study of boundary and initial value problems, integral equations, and eigenvalue problems using transform techniques, Green’s functions, and variational principles. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
**Prerequisites:** MATH 555 and MATH 520 or equivalent.

MATH 721 - Applied Mathematics II (3 Credits)
Foundations of approximation of functions by Fourier series in Hilbert space; fundamental PDEs in mathematical physics; fundamental equations for continua; integral and differential operators in Hilbert spaces. Basic modeling theory and solution techniques for stochastic differential equations. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
**Prerequisites:** MATH 720.
MATH 722 - Numerical Optimization (3 Credits)
Topics in optimization; includes linear programming, integer programming, gradient methods, least squares techniques, and discussion of existing mathematical software. Graduate standing or consent of the department. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 723 - Differential Equations (3 Credits)
Elliptic equations: fundamental solutions, maximum principles, Green's function, energy method and Dirichlet principle; Sobolev spaces: weak derivatives, extension and trace theorems; weak solutions and Fredholm alternative, regularity, eigenvalues and eigenfunctions. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
Prerequisites: MATH 703/MATH 704.

MATH 724 - Differential Equations II (3 Credits)
Detailed study of the following topics: method of characteristics; Hamilton-Jacobi equations; conservation laws; heat equation; wave equation; linear parabolic equations; linear hyperbolic equations. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
Prerequisites: MATH 723.

MATH 725 - Approximation Theory (3 Credits)
Approximation of functions; existence, uniqueness and characterization of best approximants; Chebyshev's theorem; Chebyshev polynomials; degree of approximation; Jackson and Bernstein theorems; B-splines; approximation by splines; quasi-interpolants; spline interpolation. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
Prerequisite or Corequisite: MATH 703.

MATH 726 - Numerical Differential Equations I (3 Credits)
Elliptic equations: fundamental solutions, maximum principles, Green's function, energy method and Dirichlet principle; Sobolev spaces: weak derivatives, extension and trace theorems; weak solutions and Fredholm alternative, regularity, eigenvalues and eigenfunctions. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
Prerequisites: MATH 708/MATH 709.

MATH 727 - Numerical Differential Equations II (3 Credits)
Ritz and Galerkin weak formulation. Finite element, mixed finite element, collocation methods for elliptic, parabolic, and hyperbolic PDEs, including development, implementation, stability, consistency, convergence analysis, and error estimates.
Prerequisites: MATH 726.

MATH 728 - Selected Topics in Applied Mathematics (3 Credits)
All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 729 - Nonlinear Approximation (3 Credits)
Nonlinear approximation from piecewise polynomial (spline) functions in the univariate and multivariate case, characterization of the approximation spaces via Besov spaces and interpolation, Newman's and Popov's theorems for rational approximation, characterization of the approximation spaces of rational approximation, nonlinear n-term approximation from bases in Hilbert spaces and from unconditional bases in Lp (p>1), greedy algorithms, application of nonlinear approximation to image compression.
Prerequisites: MATH 703.

MATH 730 - General Topology I (3 Credits)
Topological spaces, filters, compact spaces, connected spaces, uniform spaces, complete spaces, topological groups, function spaces. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 731 - General Topology II (3 Credits)
Topological spaces, filters, compact spaces, connected spaces, uniform spaces, complete spaces, topological groups, function spaces. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 732 - Algebraic Topology I (3 Credits)
The fundamental group, homological algebra, simplicial complexes, homology and cohomology groups, cup-product, triangulable spaces. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
Prerequisites: MATH 730 or MATH 705, and MATH 701.

MATH 733 - Algebraic Topology II (3 Credits)
The fundamental group, homological algebra, simplicial complexes, homology and cohomology groups, cup-product, triangulable spaces. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
Prerequisites: MATH 730 or MATH 705, and MATH 701.

MATH 734 - Differential Geometry (3 Credits)
Differentiable manifolds; classical theory of surfaces and hypersurfaces in Euclidean space; tensors, forms and integration of forms; connections and covariant differentiation; Riemannian manifolds; geodesics and the exponential map; curvature; Jacobi fields and comparison theorems, generalized Gauss-Bonnet theorem. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
Prerequisites: MATH 734.

MATH 735 - Lie Groups (3 Credits)
Manifolds; topological groups, coverings and covering groups; Lie groups and their Lie algebras; closed subgroups of Lie groups; automorphism groups and representations; elementary theory of Lie algebras; simply connected Lie groups; semisimple Lie groups and their Lie algebras. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
Prerequisites: MATH 705 or MATH 730.

MATH 736I - Modern Geometry (3 Credits)
Synthetic and analytic projective geometry, homothetic transformations, Euclidean geometry, non-Euclidean geometries, and topology. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
Prerequisites: MATH 241 or equivalent.

MATH 737 - Introduction to Complex Geometry (3 Credits)
Algebraic geometry over the complex numbers, using ideas from topology, complex variable theory, and differential geometry.
Prerequisite or Corequisite: MATH 701.

MATH 738 - Selected Topics in Geometry and Topology (3 Credits)
Course content varies and will be announced in the schedule of classes by title. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
MATH 739 - Introduction to Complex Geometry II (3 Credits)
Algebraic geometry over the complex numbers, using ideas from topology, complex variable theory, and differential geometry. 
**Prerequisites:** MATH 737.

MATH 741 - Algebra III (3 Credits)
Theory of groups, rings, modules, fields and division rings, bilinear forms, advanced topics in matrix theory, and homological techniques.  
**Prerequisites:** MATH 702.

MATH 742 - Representation Theory (3 Credits)
Representation and character theory of finite groups (especially the symmetric group) and/or the general linear group, Young tableaux, the Littlewood Richardson rule, and Schur functors.
**Prerequisites:** MATH 702.

MATH 743 - Lattice Theory (3 Credits)
Sublattices, homomorphisms and direct products of lattices; freely generated lattices; modular lattices and projective geometries; the Priestley and Stone dualities for distributive and Boolean lattices; congruence relations on lattices. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.  
**Prerequisites:** MATH 740.

MATH 744 - Matrix Theory (3 Credits)
Extremal properties of positive definite and hermitian matrices, doubly stochastic matrices, totally non-negative matrices, eigenvalue monotonicity, Hadamard-Fisher determinantal inequalities. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department. 
**Prerequisites:** MATH 700.

MATH 746 - Commutative Algebra (3 Credits)
Prime spectrum and Zariski topology, finite, integral, and flat extensions; dimension; depth; homological techniques, normal and regular rings. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department. 
**Prerequisites:** MATH 701.

MATH 747 - Algebraic Geometry (3 Credits)
Properties of affine and projective varieties defined over algebraically closed fields, rational mappings, birational geometry and divisors especially on curves and surfaces, Bezout’s theorem, Riemann-Roch theorem for curves. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department. 
**Prerequisites:** MATH 701.

MATH 748 - Selected Topics in Algebra (3 Credits)
Course content varies and will be announced in the schedule of classes by title. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department. 
**Prerequisites:** MATH 703 and MATH 704.

MATH 750 - Fourier Analysis (3 Credits)
The Fourier transform on the circle and line, convergence of Fejer means; Parseval’s relation and the square summable theory; convergence and divergence at a point; conjugate Fourier series, the conjugate function and the Hilbert transform, the Hardy-Littlewood maximal operator and Hardy spaces. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department. 
**Prerequisites:** MATH 703 and MATH 704.

MATH 751 - The Mathematical Theory of Wavelets (3 Credits)
The L1 and L2 theory of the Fourier transform on the line, bandlimited functions and the Paley-Weiner theorem, Shannon-Whittacker Sampling Theorem, Riesz systems, Mallat-Meyer multiresolution analysis in Lebesgue spaces, scaling functions, wavelet constructions, wavelet representation and unconditional bases, nonlinear approximation, Riesz’s factorization lemma, and Daubechies’ compactly supported wavelets. 
**Prerequisites:** MATH 703.

MATH 752 - Complex Analysis (3 Credits)
Normal families, meromorphic functions, Weierstrass product theorem, conformal maps and the Riemann mapping theorem, analytic continuation and Riemann surfaces, harmonic and subharmonic functions. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department. 
**Prerequisites:** MATH 703, MATH 704.

MATH 752I - Complex Variables (3 Credits)
Properties of analytic functions, complex integration, calculus of residues, Taylor and Laurent series expansions, conformal mappings. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department. 
**Prerequisites:** MATH 241 or equivalent.

MATH 754 - Several Complex Variables (3 Credits)
Properties of holomorphic functions of several variables, holomorphic mappings, plurisubharmonic functions, domains of convergence of power series, domains of holomorphy and pseudoconvex domains, harmonic analysis in several variables. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department. 
**Prerequisites:** MATH 703 and MATH 704.

MATH 755 - Applied Functional Analysis (3 Credits)
Banach spaces, Hilbert spaces, spectral theory of bounded linear operators, Fredholm alternatives, integral equations, fixed point theorems with applications, least square approximation. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department. 
**Prerequisites:** MATH 703, MATH 704.

MATH 756 - Functional Analysis I (3 Credits)
Linear topological spaces; Hahn-Banach theorem; closed graph theorem; uniform boundedness principle; operator theory; spectral theory; topics from linear differential operators or Banach algebras. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department. 
**Prerequisites:** MATH 703.

MATH 757 - Functional Analysis II (3 Credits)
Linear topological spaces; Hahn-Banach theorem; closed graph theorem; uniform boundedness principle; operator theory; spectral theory; topics from linear differential operators or Banach algebras. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department. 
**Prerequisites:** MATH 704.

MATH 758 - Selected Topics in Analysis (3 Credits)
Course content varies and will be announced in the schedule of classes by title. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
MATH 760 - Set Theory (3 Credits)
An axiomatic development of set theory: sets and classes; recursive definitions and inductive proofs; the axiom of choice and its consequences; ordinals; infinite cardinal arithmetic; combinatorial set theory. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 761 - The Theory of Computable Functions (3 Credits)
Models of computation; recursive functions, random access machines, Turing machines, and Markov algorithms; Church's Thesis; universal machines and recursively unsolvable problems; recursively enumerable sets; the recursion theorem; the undecidability of elementary arithmetic. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 762 - Model Theory (3 Credits)
First order predicate calculus; elementary theories; models, satisfaction, and truth; the completeness, compactness, and omitting types theorems; countable models of complete theories; elementary extensions; interpolation and definability; preservation theorems; ultraproducts. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 768 - Selected Topics in Foundations of Mathematics (3 Credits)
Course content varies and will be announced in the schedule of classes by title. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 770 - Discrete Optimization (3 Credits)
The application and analysis of algorithms for linear programming problems, including the simplex algorithm, algorithms and complexity, network flows, and shortest path algorithms. No computer programming experience required. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 774 - Discrete Mathematics I (3 Credits)
An introduction to the theory and applications of discrete mathematics. Topics include enumeration techniques, combinatorial identities, matching theory, basic graph theory, and combinatorial designs. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 775 - Discrete Mathematics II (3 Credits)
A continuation of MATH 774. Additional topics will be selected from: the structure and extremal properties of partially ordered sets, matroids, combinatorial algorithms, matrices of zeros and ones, and coding theory. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 776 - Graph Theory I (3 Credits)
The study of the structure and extremal properties of graphs, including Eulerian and Hamiltonian paths, connectivity, trees, Ramsey theory, graph coloring, and graph algorithms. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 777 - Graph Theory II (3 Credits)
Continuation of MATH 776. Additional topics will be selected from: reconstruction problems, independence, genus, hypergraphs, perfect graphs, interval representations, and graph-theoretical models. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 778 - Selected Topics in Discrete Mathematics (3 Credits)
Course content varies and will be announced in the schedule of classes by title. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 780 - Elementary Number Theory (3 Credits)
Diophantine equations, distribution of primes, factoring algorithms, higher power reciprocity, Schnirelmann density, and sieve methods. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 782 - Analytic Number Theory I (3 Credits)
The prime number theorem, Dirichlet's theorem, the Riemann zeta function, Dirichlet's L-functions, exponential sums, Dirichlet series, Hardy-Littlewood method partitions, and Waring's problem. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 783 - Analytic Number Theory II (3 Credits)
The prime number theorem, Dirichlet's theorem, the Riemann zeta function, Dirichlet's L-functions, exponential sums, Dirichlet series, Hardy-Littlewood method partitions, and Waring's problem. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 784 - Algebraic Number Theory (3 Credits)
Algebraic integers, unique factorization of ideals, the ideal class group, Dirichlet's unit theorem, application to Diophantine equations. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 785 - Transcendental Number Theory (3 Credits)
Thue-Siegel-Roth theorem, Hilbert's seventh problem, diophantine approximation. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 788 - Selected Topics in Number Theory (3 Credits)
Course content varies and will be announced in the schedule of classes by title. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 790 - Graduate Seminar (1 Credit)
Although this course is required of all candidates for the master's degree it is not included in the total credit hours in the master's program. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
Learning Outcomes

is usually narrower than the M.S. in scope but more intense in content. A student's program of study for this degree is designed primarily for students who wish to enter a Ph.D. program in mathematics. A student's program of study for this degree will replace the University's requirement for GRAD 701. Restricted to Mathematics graduate students teaching at some capacity.

MATH 792 - Mathematics Pedagogy II (0-1 Credits)
Second of two required math pedagogy courses for graduate assistants in the department. Pedagogical topics include student-learning and reflection theories, sociomathematical norms, and constructivism. Applications assist graduates with lesson/revision/reflection, student-centered investigations, curriculum problem solving and metacognition. This course will replace the University's requirement for GRAD 701. Restricted to Mathematics graduate students teaching at some capacity.

Prerequisites: Satisfactory grade in MATH 791.

MATH 797 - Mathematics into Print (3 Credits)
The exposition of advanced mathematics emphasizing the organization of proofs and the formulation of concepts; computer typesetting systems for producing mathematical theses, books, and articles.

MATH 798 - Directed Readings and Research (1-6 Credits)
Full admission to graduate study in mathematics. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 799 - Thesis Preparation (1-9 Credits)
For master's candidates. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 890 - Graduate Seminar (1-3 Credits)
A review of current literature in specified subject areas involving student presentations. Content varies and will be announced in the schedule of classes by title. Minimum of 3 credit hours required of all doctoral students. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 899 - Dissertation Preparation (1-12 Credits)
For doctoral candidates.

Mathematics, M.A.
The M.A. is designed primarily for students who wish to enter a Ph.D. program in mathematics. A student's program of study for this degree is usually narrower than the M.S. in scope but more intense in content. Course work for the degree is regarded as preparatory for the Ph.D.

Learning Outcomes

- All students who are GTA's will demonstrate teaching proficiency in the settings described in the Curriculum above.

Degree Requirements (30 Hours)
The M.A. degree requires a thesis and 30 approved semester hours of graduate mathematics course work, including the three-credit thesis course, MATH 799. All courses in the student's program must be numbered 700 and above (excluding 7xx-I courses) and must include a one-year sequence in real and complex analysis (MATH 703 - MATH 704) and one of the one-year sequences in abstract algebra (MATH 701 - MATH 702) or in the foundations of computational mathematics (MATH 708 - MATH 709). These courses form the core of the student's program and provide the topics upon which the Masters Comprehensive Examination (Admission to Candidacy) is based; a "master's pass" or "pass" is required.

The thesis for this degree is generally a short monograph (to be bound and delivered to the department), the content of which is drawn from several current research papers, possibly including the student's original contributions, which could lead to topics of suitable depth for a Ph.D. dissertation. The thesis is subject to the approval of the thesis committee, consisting of the major professor and a second reader. The student is invited to present the thesis to the department in a seminar format.

Mathematics, M.M.
The department offers two degree programs for students who wish to emphasize secondary and junior college mathematics education - the M.A.T. and the M.M. degrees. Courses at the 700-level specifically designed for these programs are designated by the letter I adjoined to the course number. These courses are generally offered in the late afternoon during the academic year and during the summer to provide area teachers the opportunity to work toward a degree on a part-time basis.

The Master of Mathematics degree is designed primarily for students who seek a broad, thorough training in mathematics which includes course work specifically designed to meet the needs of secondary-school teachers for whom SC certification is not an issue, and for those intending to teach at the junior/community college level.

Learning Outcomes

- MM students will demonstrate an understanding of algebra, calculus, statistics and geometry as taught at the secondary level, and the basic elements of group theory, ring theory, and real analysis, that is, the material of core curriculum courses listed above. MS and MA students will master the material of the core curriculum courses listed above, as well as the foundational material of their specialty. The level of problem formulation and solution, and written expository skill, should reach a level adequate for the writing of a thesis. [Note: specific topics could be itemized here as in the PhD plan, but since the three degrees have such different programs of study, this would probably be excessively lengthy.]

- All students who are GTA's will demonstrate teaching proficiency in the settings described in the Curriculum above.

Degree Requirements (30 Hours)
The M.M. degree requires 30 approved semester hours of graduate course work, up to 6 hours of which may be outside the departments of mathematics, computer science, and statistics. A core of four courses
is required of all students: MATH 701I, MATH 702I, MATH 703I, and MATH 704I.

In addition, students must include in their program (if similar courses have not been taken previously) a course in geometry (chosen from MATH 531 or MATH 736I) and a course in linear algebra (MATH 526 or MATH 544). To ensure breadth in the program of study, the remaining course work should include courses in discrete mathematics, number theory, and probability and statistics.

Each candidate for the M.M. degree is required to pass a written Comprehensive Examination, which is based primarily on the four core courses. The examination will consist of two, two-to-three hour written examinations. Students should take the Comprehensive Examination immediately upon completion of the core courses.

Mathematics, M.S.

The M.S. is designed primarily for students who seek broad and intensive preparation for teaching in a junior college or working in industry.

Learning Outcomes

- MM students will demonstrate an understanding of algebra, calculus, statistics and geometry as taught at the secondary level, and the basic elements of group theory, ring theory, and real analysis, that is, the material of core curriculum courses listed above. MS and MA students will master the material of the core curriculum courses listed above, as well as the foundational material of their specialty. The level of problem formulation and solution, and written expository skill, should reach a level adequate for the writing of a thesis.
- All students who are GTA's will demonstrate teaching proficiency in the settings described in the Curriculum above.

Degree Requirements (30 Hours)

The M.S. degree requires a thesis and 30 approved semester hours of graduate course work, including satisfactory completion of the three-credit thesis course MATH 799, MATH 703, and at least one of MATH 701, MATH 708, and MATH 709. The courses in the student's program should be numbered 700 and higher. However, in special circumstances some 500-level courses, or 7xx-I courses, may be approved for a student's program if the courses supplement 700-level course work. In general, a student's M.S. program should be fairly broad in scope and should include courses of both a pure and applied nature.

The thesis for this degree is generally a short monograph (to be bound and delivered to the department), the content of which is drawn from several research papers in an area of interest to the student. The thesis is subject to the approval of the thesis committee, consisting of the major professor and a second reader.

Upon conclusion of the program, each M.S. degree candidate either undergoes an oral examination administered by the thesis committee (the "defense", which includes an oral presentation of the thesis and also serves as the Masters Comprehensive Exam), or obtains a pass on the Masters Comprehensive Examination (a "master's pass" on the Admission to Candidacy Examination). Students who follow the second path are invited to present the thesis in a seminar format.

Mathematics, Ph.D.

The Ph.D degree in mathematics at the University of South Carolina serves to prepare students for professional careers in academic research, college and university teaching, business, industry, and government.

Learning Outcomes

- Students will demonstrate mastery of the core mathematical areas of analysis and either abstract algebra or foundations of computational mathematics. Students will not only master content in these areas, but they will also develop and hone expository skills approaching the level necessary for them to write a dissertation.
- Students will select a research problem or problems in consultation with their dissertation advisor (major professor). Students will then write a dissertation on the results of their research, consisting of publishable contributions that build on the existing literature.
- We expect all students to write cogent and convincing mathematics, using contemporary presentation standards.
- The Department expects graduates to be able to orally communicate sophisticated mathematics at the level of a professional mathematician.
- Students will demonstrate proficient teaching in a variety of settings. These include, for example, serving as a teaching assistant for calculus I or II, or serving as instructor of record for college algebra, pre-calculus, calculus for business and social sciences, finite math, discrete math, calculus I, II, III, or elementary differential equations.

Degree Requirements (60 Post-Baccalaureate Hours)

The PhD is designed to produce a skilled, professional mathematician who is trained to conduct research in mathematics, function effectively as a classroom teacher at the college level, or become a professional practitioner in an industrial, business, government, or national laboratory setting.

Each candidate for the PhD degree is required to complete a minimum of 60 hours of course work beyond the baccalaureate degree, including 12 credit hours of dissertation research and writing (MATH 899). Students are advised by a doctoral committee. This committee is generally chaired by the major professor (dissertation supervisor) and consists of at least four members, one from outside the department. The core members are writers of the student’s Comprehensive Exams.

Students pursuing the PhD degree in mathematics are required to take three examinations: the Admission to Candidacy, Comprehensive, and Doctoral Defense Examinations.

The Admission to Candidacy Examination in mathematics consists of two four-hour written examinations and is administered with two options. The first examination for both options is based primarily, but not exclusively, on the content of the one-year sequence in real and complex analysis (MATH 703 - MATH 704). The second examination for the first option is based primarily, but not exclusively, on the subject matter of the one-year sequence in abstract algebra (MATH 701 - MATH 702). The second examination for the second option is based primarily, but not exclusively, on the subject matter of the one-year sequence in the foundations of computational mathematics (MATH 708 - MATH 709). Two attempts of the Admission to Candidacy Examination are allowed. The first attempt should occur before the start of the second year. The second attempt must be made at the next scheduled examination.
Exceptions to the time constraint for unusual cases may be petitioned to the Graduate Director. Note that the exams are based upon the content of the various courses; it is not required that the well-prepared student take all, or even any, of these courses, although it is generally advisable to do so. Students need only be admitted to candidacy once; if a student passes the exam based upon one of the options, say MATH 708 - MATH 709 (or respectively MATH 701 - MATH 702); but later wishes to specialize in an area for which the other option is more appropriate, then the content of MATH 701 - MATH 702 (or respectively MATH 708 - MATH 709) should be learned either by taking these courses or by independent study.

The PhD Comprehensive is an in-depth examination consisting of a written part administered in three sessions of four hours each and an oral component. The written portion of the examination must either include the subject matter of one year sequences numbered 710 or higher selected from two (or, exceptionally, three) of the eight areas listed in the Graduate Handbook, or, for the Concentration in ACM, from Groups 1 and 2 as described in the Graduate Handbook. In both cases, the subject matter of the student’s research area should be tested in depth. The oral portion of the comprehensive will be based on the student’s program of study and may include topics not covered by either the Admission to Candidacy Examination or the written portion of the Comprehensive Examination.

The Comprehensive Examination may be repeated only once. All portions of the examination must be completed within three weeks. As a general rule, the exam is offered twice each year, once in August and again in January, and should be taken after candidates have completed all or most of the courses required in their program, and before commencement of dissertation research. The examination must be completed at least 60 days prior to the receipt of the degree.

To complete the program, the student must write a dissertation, under the direction of a member of the graduate faculty, and defend the content of the dissertation in a final examination before the doctoral committee. It is expected that the content of the student’s dissertation will be a significant contribution to the body of current research and will be published in a reputable journal.

To ensure breadth of mathematical training, each student is required to satisfactorily complete (B or better) 12 credit hours of course work in subject areas not covered by the Comprehensive Examination. Directed reading courses (MATH 798) may not be used to satisfy this requirement. Particular courses may be stipulated by the student’s doctoral committee. The selection of the courses is subject to approval by the Graduate Director.

**Doctor of Philosophy Degree: Concentration in Applied and Computational Mathematics (ACM)**

Within the course, exam, and dissertation framework of the PhD, a student may, by selecting courses with some care, complete a program of study with an ACM Concentration; this will be denoted as an “Area of Emphasis” on the final transcript. It is still possible, of course, to write a dissertation in an ACM area without participating in the formal concentration. The concentration is distinguished from the ordinary Ph.D. by three year-long sequences (12 credit hours). It is strongly recommended that the Admission to Candidacy Examination be based upon MATH 703 - MATH 704 and MATH 708 - MATH 709. If admission to candidacy is achieved by passing the exam based upon MATH 703 - MATH 704 and MATH 708 - MATH 709, then it is expected that the student either take MATH 708 - MATH 709 (6 credit hours) or learn this material independently. The ACM Concentration is also distinguished by the courses upon which the Comprehensive Exam is based. Two year-long sequences (12 credit hours) must be chosen from the ACM areas Groups 1 and 2 as described in the Graduate Handbook. The third sequence is not restricted.

The breadth requirement for the ACM Concentration is the same as for the ordinary PhD (12 credit hours drawn from subjects not covered by the Comprehensive Examination). A well-rounded program of study will normally encompass four different subjects, as listed in the Graduate Handbook. These should be selected in consultation with major professor, doctoral committee, and Graduate Director.

**Philosophy**

Department Website (http://www.cas.sc.edu/phil/)

Michael Dickson, Chair

The USC Department of Philosophy is an intellectually active and pluralistic community offering a congenial environment for graduate study. We host numerous invited speakers, workshops, and major conferences. The history of philosophy is foundational in the undergraduate and graduate programs and is a crucial part of the methodology of the faculty. The department has significant clusters of faculty who work in two special areas of research:

- The history and philosophy of science: We emphasize issues and methods that are closely tied to the actual content of the sciences, whether contemporary or historical. The faculty has particular strengths in the philosophy of physics, chemistry, mathematics, medicine, engineering, and technology.
- Theoretical and practical ethics: We see normative issues as intertwined with a host of other philosophical, scientific, and historical issues. The faculty has particular strengths in normative ethical theory, bioethics, engineering ethics, environmental ethics, and the ethics of emerging technologies.

Additionally, individual faculty members have research and teaching interests in the following areas: ancient philosophy, early modern philosophy, American pragmatism, twentieth century analytic philosophy, existentialism and phenomenology, contemporary European social philosophy, philosophy of language and mind, and philosophy of logic. The department collaborates with other units within the College of Arts and Sciences, including biology, chemistry, classics, comparative literature, history, linguistics, physics, psychology, religious studies, and women’s studies. Individual faculty members also work in collaboration with other units across campus, including the School of Medicine, the School of the Environment, and the Consortium for Science, Technology, Environment, and Medicine in Society.

**Deadlines**

Students are normally admitted to the program only in the fall semester. The absolute deadline for applying for the fall semester is July 1. However, to receive full consideration for financial assistance, applications should be completed before January 15. Applicants who do not meet the January deadline will still be considered for and may even be awarded support, but opportunities become increasingly limited after this date.
Admissions
The philosophy department admits new students into the M.A. and Ph.D. programs in the fall semester of each year. Applications for admission are reviewed during the previous spring term. Normally, to be admitted with full standing into either program, a student will have completed 18 hours of course work in philosophy above the introductory level. Applicants must also have met the general admission requirements of The Graduate School.

Applicants should arrange for three letters of recommendation, transcripts, and GRE scores to be sent to The Graduate School. Applicants whose native language is not English should also arrange for TOEFL or IELTS Intl. exam scores to be sent to The Graduate School. In addition, all applicants should send a sample of philosophical writing (maximum length 6,000 words) and a brief statement of purpose (400 words) to the department.

Letters of recommendation should come from persons familiar with the applicant’s academic achievement and potential and should specifically address the applicant’s potential for success in a graduate degree program.

Transcripts of prior undergraduate and graduate work must show sufficient promise of ability to do graduate work. Hence the department looks for GPAs in the range from 3.00 to 4.00 for all undergraduate work and 3.50 to 4.00 for all graduate work (on a 4.00 scale).

We look for GRE scores above 1250 on the verbal reasoning and quantitative reasoning portions of the exam. Scores of at least 5 on the analytical writing section are generally acceptable.

Applicants whose native language is not English are required to submit a satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam. For admission to the Ph.D. program, applicants should submit a TOEFL score of at least 590 PBT or 96 IBT. For admission to the M.A. program, applicants must achieve a minimum score of 570 PBT or 80 IBT, which is also the minimum requirement for entrance into The Graduate School. The minimum acceptable overall band score on the IELTS Intl. Academic Course Type 2 exam is 6.5.

Evidence of high potential from several parts of an applicant’s file may occasionally outweigh a low test score or a low GPA.

Students whose undergraduate major was not philosophy may be considered for admission on a conditional basis. If admitted, special programs will be arranged to provide them with the background necessary for graduate study. Unsuccessful applicants to the Ph.D. program who do not already have a master’s degree in philosophy will automatically be considered for admission to the M.A. program.

Programs
- Philosophy, M.A. (p. 869)
- Philosophy, Ph.D. (p. 870)

Courses
PHIL 501 - British Empiricism (3 Credits)
A historical and critical survey of the British philosophers of experience. Principal concentration is on Locke, Berkeley, and Hume.
Prerequisites: C or better in PHIL 304.

PHIL 502 - Continental Rationalism (3 Credits)
A critical and historical study of the 17th-century European philosophers. The works of Descartes, Spinoza, and Leibniz are emphasized.
Prerequisites: C or better in PHIL 304.

PHIL 503 - Analytic Philosophy (3 Credits)
A critical study of recent and contemporary works in philosophical analysis, and an evaluation of the purposes, methods, and results of this movement.
Prerequisites: C or better on 3 hours in philosophy beyond the 100 level.

PHIL 504 - Phenomenology and Existentialism (3 Credits)
A critical study of some fundamental themes in phenomenology and the philosophy of existence. Emphasis is placed on an intensive study of selected works of such writers as Kierkegaard, Jaspers, Husserl, and Heidegger.
Prerequisites: C or better in PHIL 304 or PHIL 305.

PHIL 505 - Plato (3 Credits)
An intensive study of selected Dialogues by Plato.
Prerequisites: C or better in PHIL 301.

PHIL 506 - Aristotle (3 Credits)
An intensive study of some of the more important of Aristotle’s works.
Prerequisites: C or better in PHIL 301.

PHIL 507 - Medieval Philosophy (3 Credits)
A historical and critical study of the works of the leading medieval philosophers.
Prerequisites: C or better in PHIL 303.

PHIL 508 - Hume (3 Credits)
An intensive study of the philosophical writings of Hume, especially A Treatise of Human Nature.
Prerequisites: C or better in PHIL 304.

PHIL 509 - Kant (3 Credits)
An intensive study of the work of Kant, especially the Critique of Pure Reason.
Prerequisites: C or better in PHIL 304.

PHIL 510 - Theory of Knowledge (3 Credits)
An examination of some representative theories of truth, meaning, probability, and perception.
Prerequisites: C or better in 3 hours in philosophy beyond the 100 level.

PHIL 511 - Symbolic Logic (3 Credits)
A presentation and philosophical examination of the fundamentals of modern symbolic logic.
Prerequisites: C or better in PHIL 115.

PHIL 512 - Philosophy of Science (3 Credits)
A critical examination of methods and concepts of the sciences. Topics include scientific revolutions, the unity of science, experimentation, explanation, and evidence.
Prerequisites: C or better in 3 hours in philosophy beyond the 100 level.

PHIL 513 - Philosophy of History (3 Credits)
A philosophical examination of historical inquiry. Theories of historical development. The logical problems of historical explanation.
Prerequisites: C or better in 3 hours in philosophy beyond the 100 level.
PHIL 514 - Ethical Theory (3 Credits)
Survey of recent and historical developments in ethical theory with special emphasis on the meaning of ethical language and the forms of reasoning employed in discussing moral values.
Prerequisites: C or better in PHIL 320.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

PHIL 515 - Philosophy of Religion (3 Credits)
A critical study of selected problems in the philosophy of religion. Emphasis is placed on problems relating to the existence of God, religious knowledge, and the language of religion.
Prerequisites: C or better in 3 hours in philosophy beyond the 100 level.

PHIL 516 - Advanced Aesthetics (3 Credits)
Detailed examination of the literature on aesthetics.
Prerequisites: C or better in 3 hours in philosophy beyond the 100 level.

PHIL 517 - Philosophy of Language (3 Credits)
An examination of concepts and problems such as meaning, reference, analyticity, definition, and the relation between logic and philosophy.
Prerequisites: C or higher in PHIL 114 or PHIL 511.

Cross-listed course: LING 565

PHIL 518 - Philosophy of the Social Sciences (3 Credits)
The goals of inquiry and problems such as objectivity, reduction, value freedom, and ideology.
Prerequisites: C or better in 3 hours in philosophy beyond the 100 level.

PHIL 519 - Metaphysics (3 Credits)
Major issues in classical and modern metaphysics. Topics include the idea of first philosophy, being, substance, the problem of universals, essentialism, causation, time and space, and metaphysical method.
Prerequisites: C or better in PHIL 350 or PHIL 351 or PHIL 360.

PHIL 520 - Philosophy of Mind (3 Credits)
The concept of mind, the mind-body problem, emotions and cognition, the possibility of artificial minds, theories of embodied cognition.
Prerequisites: C or better in PHIL 350 or PHIL 351 or PHIL 360.

PHIL 521 - Mathematical Logic (3 Credits)
Axiomatic development of logic and the set-theoretic foundations of mathematics.
Prerequisites: C or better in PHIL 511.

PHIL 522 - Introduction to Semantics (3 Credits)
Introduction to the study of linguistic meaning, including the following topics: meaning, reference, and truth; the connections among language, thought, and reality; word meaning and sentence meaning; possible worlds and modality; thematic roles; meaning and context; presupposition and implicature; speech acts; formal semantics; and cognitive semantics.
Prerequisites: C or better in any of LING 300, LING 301, LING 600, PHIL 114, PHIL 511.

PHIL 523 - Advanced Topics in Logic (3 Credits)
Philosophical problems about logic, the development of philosophical logics, and the problems surrounding them.
Prerequisites: C or better in PHIL 511.

PHIL 524 - Philosophy of Biology (3 Credits)
Examination of major conceptual, theoretical, and methodological issues in biological science. Topics include reductionism, units of selection, adaptationism, relations between evolutionary and developmental biology and between biology and society.
Prerequisites: C or better in 3 hours of Philosophy beyond the 100 level.

PHIL 526 - Hellenistic Philosophy (3 Credits)
Survey of the major schools and trends in Hellenistic philosophy. Epicureans, Stoics, Academic Skeptics. Topics include eudaimonism, hedonism, monism, teleology, and the criterion of truth.
Prerequisites: C or better in PHIL 301 or PHIL 302.

PHIL 527 - Virtues, Acts, and Consequences (3 Credits)
Recent contributions to three central strands of ethical theory: virtue theory, deontology, and utilitarianism; historical roots and recent developments.
Prerequisites: C or better in PHIL 320.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

PHIL 528 - Concepts of Evidence (3 Credits)
Systematic approaches to data analysis—Bayesian, Fisherian and decision theoretic—will be critically appraised. Applications of these theories to some problems of inductive logic: the paradoxes of confirmation, the role of simplicity, and the probability of inductive generalizations.
Prerequisites: C or better in PHIL 350 or PHIL 351 or PHIL 360.

PHIL 532 - Social Justice (3 Credits)
Recent theories of distributive justice and their application to such issues as redistribution of wealth, reverse discrimination, and the conflict between liberty and equality. Authors include Rawls, Nozick, Hayek, and Popper.
Prerequisites: C or better in PHIL 320 or PHIL 321 or PHIL 322 or PHIL 330 or PHIL 331.

Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy, GLD: Global Learning

PHIL 534 - Contemporary European Social Philosophy (3 Credits)
An examination of European social philosophy associated with either the Frankfurt School of Social Research or contemporary French Poststructuralism.
Prerequisites: C or better in 3 hours in philosophy beyond the 100 level.

PHIL 535 - Ecofeminism (3 Credits)
An exploration of the connections between oppression of women and oppression of nature.
Prerequisites: 3 hours in philosophy beyond the 100 level.

Cross-listed course: WGST 535
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

PHIL 536 - Language and Interpretation in Contemporary European Philosophy (3 Credits)
Selected contemporary European philosophical movements, their views on language, and their approach to interpretation: hermeneutics, structuralism, poststructuralism.
Prerequisites: C or better in PHIL 114.
PHIL 540 - Renaissance Philosophy (3 Credits)
Humanism (e.g., Petrarch), Platonism (e.g., Pico and Ficino), Aristotelianism (e.g., Pomponazzi), philosophies of nature (e.g., Telesio, Campanella, and Bruno), and Nicholas of Cusa, Erasmus, Montaigne, and Suarez.
Prerequisites: C or better in PHIL 301 or PHIL 302 or PHIL 303.

PHIL 550 - Health Care Ethics (3 Credits)
An exploration of the ethical dimensions of patient care in the clinical setting.
Prerequisites: C or better in PHIL 320 or PHIL 321 or PHIL 322 or PHIL 330 or PHIL 331.

PHIL 598 - Readings in Philosophy (3 Credits)
Prerequisite: 6 hours in philosophy beyond the 100 level.

PHIL 701 - Studies in Ancient Philosophy (3 Credits)

PHIL 705 - Studies in 17th- and 18th-Century Philosophy (3 Credits)

PHIL 706 - Studies in Continental Philosophy (3 Credits)
Study of the works of one or more major contemporary continental philosophers.

PHIL 707 - Studies in 19th-Century Philosophy (3 Credits)

PHIL 709 - Studies in 20th-Century Philosophy (3 Credits)

PHIL 710 - Ethics and the Health Sciences (1-4 Credits)
Students are introduced to formal and informal codes of professional conduct of various health science disciplines and understand the implications of these distinctions for interdisciplinary research, clinical practice, and administration. 03: 07/05/2019.

PHIL 711 - Studies in Ethics (3 Credits)

PHIL 712 - Studies in Theory of Knowledge (3 Credits)

PHIL 714 - Philosophy of Science (3 Credits)

PHIL 715 - Ethics in Criminal Justice (3 Credits)
Classic and contemporary theories of ethics and their applications to criminal justice decision-making.
Cross-listed course: CRJU 714

PHIL 716 - Philosophy of Mind (3 Credits)
Topics and problems arising in the philosophy of mind.

PHIL 717 - Pragmatic Theory (3 Credits)
Study of formal approaches to pragmatic phenomena such as focus, presupposition, and implication; examination of deictic, contextual and perspectival expressions; survey of pragmatic frameworks such as Relevance Theory and Discourse Representation Theory; study of information structural properties of natural languages, including topic-comment structure, given-new contrasts, definiteness versus indefiniteness.
Prerequisites: LING 600 or LING 627.
Cross-listed course: LING 729

PHIL 718 - Studies in Philosophy of Language (3 Credits)
Examination of concepts such as meaning, reference, analyticity, and translational indeterminacy; evaluation of accounts of speech acts, the semantics of propositional attitudes, metaphor, and other pragmatic phenomena.
Cross-listed course: LING 765

PHIL 719 - Semantic Theory (3 Credits)
The formal study of linguistic meaning, including the following topics: Fregean truth-conditional semantics; lexical decomposition; predication and modification; lambda abstraction; generalized quantification; intentional and extensional contexts; tense, aspect, and modality; propositional attitudes; and indexicality.
Prerequisites: LING 600 or LING 627.
Cross-listed course: LING 728

PHIL 720 - Studies in Philosophy of Religion (3 Credits)

PHIL 721 - Pragmatism (3 Credits)

PHIL 723 - Hegel (3 Credits)

PHIL 724 - Speculative Metaphysics (3 Credits)

PHIL 735 - Contemporary Political Philosophy (3 Credits)
Recent work in philosophy regarding political and social values, principles of justice, political authority, institutions, and related subjects.

PHIL 760 - Special Topics in Philosophy (3 Credits)

PHIL 763 - Epistemology (3 Credits)
Survey of historical and recent trends in epistemology.

PHIL 764 - Metaphysics (3 Credits)
Survey of historical and recent trends in metaphysics.

PHIL 767 - Case Study in the Philosophy of Science (3 Credits)
Introduction to the method of studying historical cases in the philosophy of science. This course revolves around the sustained treatment of one or two such cases.

PHIL 769 - Jurisprudence (2-3 Credits)
An examination of a number of philosophical problems about the law: the nature and function of rules, the difference between legal rules and other rules, the nature of reasoning from legal rules, the concept of a legal system, and the relation of law and morals. 03: 07/05/2019.

PHIL 790 - Teaching Philosophy (3 Credits)
Materials, techniques, and problems of teaching philosophy. Repeatable for credit.

PHIL 797 - Independent Study (3 Credits)
Requires permission of instructor.

PHIL 798 - Research Seminar (1 Credit)
Student and faculty presentations of current research in specified subject areas. Content varies. May be repeated for credit.

PHIL 799 - Thesis Preparation (1-9 Credits)

PHIL 835 - Seminar in Environmental Ethics (3 Credits)
Examination of the intellectual, cultural, and ethical frameworks within which environmental problems arise and are solved.
Cross-listed course: ENVR 835

PHIL 847 - Modern Philosophies of Education (3 Credits)
Critical comparison of present-day schools of thought on the nature, objectives, and functions of American education.
Prerequisites: Education 744 or equivalent.

Cross-listed course: EDFI 847

PHIL 899 - Dissertation Preparation (1-12 Credits)
Philosophy, M.A.

Learning Outcomes

- Students will demonstrate a breadth of knowledge of philosophy by successfully completing a diverse range of courses satisfying MA degree requirements.
- MA students, whether on the Thesis or No-Thesis track, will be able to conduct research and write up results of an extended investigation in philosophy.
- MA students are required to complete coursework and graduate in a timely fashion.
- MA students will be admitted into PhD programs, if they desire.

Degree Requirements (30 Hours)

Students in the M.A. program may elect either the thesis or non-thesis option.

Course Requirements

Students in the M.A. program may elect either the thesis or non-thesis option. Students in the M.A. program who choose to write a thesis are required to take eight graduate philosophy courses (24 non-thesis semester hours), at least four of which must be at the 700-level taken in face-to-face format. An additional 6 semester hours of PHIL 799 are also required. Without a thesis, eleven courses (33 non-thesis semester hours) are required, at least 6 of which must be at the 700-level taken in face-to-face format.

Logic Requirement

Successful completion of PHIL 511, taken either as an upper-level undergraduate course or as part of the graduate program, is required of all M.A. students.

History Requirement

Successful completion of at least two upper-level history-of-philosophy courses is required of all M.A. students: at least one from Ancient to Renaissance Philosophy, and at least one from Early to Late Modern Philosophy.

Ancient to Renaissance Philosophy

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<thead>
<tr>
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<tr>
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Early to Late Modern Philosophy

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<td>Studies in 20th-Century Philosophy</td>
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Language Requirement

A reading knowledge of one foreign language is required of all M.A. students. The Department of Languages, Literatures, and Cultures administers tests of foreign language competency.

Comprehensive Examination

The MA Comprehensive Exam is a written exam consisting of a revised version of one of the student's first-year papers or a similarly-high-quality paper on an approved topic of interest to the student. This paper will be assessed by two faculty members, to be designated by the Director of Graduate Studies in consultation with the student and possible examiners. Normally the paper will be written under the supervision of at least one of the examiners.

The MA comprehensive exam is intended to demonstrate mastery of the skills required for basic philosophical writing. These include the ability to articulate and defend a thesis on the basis of argument and textual interpretation. The standards for assessing the MA exam lie between the standards for evaluating undergraduate work and PhD-level work. While the MA comprehensive exam assesses many of the same skills involved in undergraduate writing, the exam holds students to a high standard, because it requires mastery of these skills. On the other hand, the MA comprehensive exam is less demanding than the PhD comprehensive exam, because the former does not require students to make an original contribution to the literature and, consequently, does not require the level of research needed to show that such a standard has been met. Rather, the extent of research involved in the MA comprehensive exam is variable and depends upon the paper topic and the judgment of the faculty advisor.

These papers vary in length (15 to 30 pages, 12pt, double-spaced, etc.). A final version must be submitted to the examiners and to the Director of Graduate Studies by August 15 prior to the beginning of the student's second year in the program.

These papers are graded “pass” or “fail.” The result will be reported to the Graduate Director and to the student within ten days of the examiners’ receipt of the paper. A student whose August 15 paper does not pass may resubmit a revised version at most once anytime before the following January 16. The result of that second assessment will determine whether the student passes or fails the MA Comprehensive Exam.

Thesis Option

Students who choose the thesis option must also write a master’s thesis. The thesis topic should be chosen in consultation with the Director of Graduate Studies and a member of the Graduate Faculty. The latter will act as thesis director and first reader. Another member of the faculty, appointed by the Director of Graduate Studies, will act as second reader. A thesis proposal approved by the two readers should be submitted to the Director of Graduate Studies, normally within sixty days of the date on which the MA Comprehensive Examination is passed. The proposal should be several pages in length, outlining the topic and argumentative structure of the proposed thesis. It should include a title, and be accompanied by a fairly substantial bibliography.
Theses vary in length, but are typically about 15,000 words long (60 pages, double-spaced). Normally a thesis goes through a number of drafts before it is approved. A final draft of the thesis must be submitted to the two readers for their approval at least five weeks before the end of the term in which the student plans to graduate.

Philosophy, Ph.D.

Learning Outcomes

• Students must demonstrate competence in three periods in the history of philosophy from the following periods:
  • I: Ancient
  • II: Medieval and Renaissance
  • III. Early Modern (17th - 18th Century)
  • IV: Modern (19th - 20th Century)
• Students must demonstrate knowledge in the following core areas:
  • Epistemology
  • Metaphysics
  • Ethics
  • Logic
  • Philosophy of Science
• Students will complete an original and substantive research project in their area of specialization.
• Students will develop the professional skills required to contribute to philosophical research.
• Students who have successfully submitted dissertation proposals will seek to place their work in professional venues (professional conferences and/or journals).
• Students will develop any language skills required for conducting research in their area of specialization.
• Students will develop specialized knowledge of a particular philosophical area.
• Students will be able to offer effective instruction at the undergraduate level in philosophy.

Degree Requirements (60 Post-Baccalaureate Hours)

Doctoral students who enter the Ph.D. program without a master’s degree in philosophy must pass 16 graduate courses. At least 8 of these courses must be 700-level and be taken in traditional face-to-face format.

Doctoral students who enter the Ph.D. program with a master’s degree in philosophy must pass 8 or more courses. At least 6 of these courses must be 700-level and be taken in traditional face-to-face format.

Both cases require at least 12 additional hours of dissertation preparation.

Core Courses

Must successfully pass within the first 2 years in the program.

Philosophy of Science Requirement

Pass at least one course. Course must be approved by the Director of Graduate Studies.

History Requirement

Ph.D. students must pass at least one course in each of three historical periods, normally to be one course from each of the following three lists:

Ancient to Renaissance

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<tr>
<td>PHIL 721</td>
<td>Pragmatism</td>
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Note: PHIL 760 (Special Topics in Philosophy) and PHIL 797 (Independent Study) may count as history courses depending on the material covered. PHIL 707 may count as satisfying either early or late modern history requirement depending on the material covered. These determinations are made by the Director of Graduate Studies in consultation with the instructor.

Language Requirement

Learning a foreign language is an important part of professionalization as a philosopher. Doing so is often central to gaining proficiency in the history of philosophy and it enables one to engage important work being done by scholars who write in languages other than English. If a student’s research area demands knowledge of a particular foreign language, the student will be expected to be proficient in that language. The Department of Languages, Literatures, and Cultures administers tests of foreign language competency.

Satisfying the foreign language requirement may entail one of the following:

• Successful completion of an intensive reading course in a language approved by The Graduate School
• Passing grade on a language reading proficiency examination administered by the Department of Languages, Literatures, and Cultures. A student may not take the competency test more than 3 times.
Students whose native language is not English may be able to use English to fulfill the foreign language requirement. An official TOEFL score of 243 for computer-based test or 590 for paper-based test.

If a doctoral student’s comprehensive examination committee determines that the research area demands knowledge of one or more foreign languages, the student is required to demonstrate proficiency in at least one of those languages. This applies to all students, including those whose native language is not English. Only if the required research language is the foreign student’s native language may English be used to fulfill this requirement. In rare cases, a comprehensive examination committee may determine it advisable to substitute a substantial competence in a research method relevant to their research for the foreign language requirement. The Director of Graduate Studies will give final approval of the substitution and ultimate approval of the substitution will be given by the Dean of the Graduate School.

Students should make arrangements to complete the foreign language and/or research methods requirement by discussing options with their advisory committee early in the program. Certification of foreign language (and any substitution) remains valid for 8 years.

**Requirement for Graduate Teaching Assistants**

Normally, Ph.D. students with teaching assistantships will be given full responsibility for teaching a course beginning in their 3rd year in the program. In the spring semester of their 2nd year, they will be required to take the 3-credit hour pedagogy course, PHIL 790. This course may count toward the 16 courses required for the Ph.D. degree.

**PhD Advisory Committees**

Each student in the Ph.D. program will be supervised by three successive advisory committees: an initial advisory committee, a comprehensive exam committee, and a dissertation committee. These committees assist the student in developing an appropriate course of study, evaluate student progress, provide guidance and counsel, certify the completion of various degree requirements, and ensure that professional standards have been met in completing those requirements. The composition of each committee should reflect the student’s interests and the area in which the student is likely to write a dissertation, though the constitution of these committees may change as the student progresses through the program.

**Student Portfolios**

Each doctoral student must maintain a “portfolio” of achievements in the program. This portfolio will be an essential tool for evaluating the student’s progress in the program. This portfolio will be an essential tool for tracking and assisting the student in developing an appropriate course of study, evaluate student progress, provide guidance and counsel, certify the completion of various degree requirements, and ensure that professional standards have been met in completing those requirements. The portfolio, including yearly writing samples and a dissertation proposal, will serve as the written portion of the Ph.D. comprehensive exam. It will also serve as a working basis for developing a job placement dossier. The student must therefore maintain an up-to-date portfolio at least until their date of graduation.

The Department’s annual assessment of the graduate program as a whole will be based to some degree on a summary review of current student portfolios. Student portfolios will include at least the following items:

- The student’s statement of purpose and writing sample submitted as part of their application for admission.
- One or more samples of one’s best writing from each year in the program (at least one expected by August 15 each year) until one has completed their coursework and is working exclusively on materials for the Ph.D. comprehensive exam.
- All signed advisement forms: two per year until the Ph.D. comprehensive exam is passed.
- A syllabus for each course for which the student is the instructor of record (due within a month after instruction begins).
- A summary of student evaluations of one’s teaching for each course where one serves either as an instructional assistant (GIA) or as a teaching assistant (GTA), for as long as one is involved in teaching at USC.
- Copies of all classroom visitation reports for any class for which the student serves in some instructional capacity and for which such a visitation was scheduled.
- An up-to-date curriculum vitae, including (but not limited to) a chronological record of all GSA/GRA/GIA/GTA duties, a list of publications and works submitted for publication, a list of public presentations at conferences, and any record of service to department, university, community, or profession.
- A dissertation proposal (expected at the beginning of the fourth year).

These items should be submitted to both the student's committee members and the graduate program coordinator who will maintain a physical copy of the complete portfolio. The portfolio itself will not serve as a placement dossier though students may make relevant materials directly available to prospective employers.

**Admission to Candidacy**

Students are evaluated every semester. The faculty meets at the end of the spring semester to review students’ overall progress through the degree requirements. Students will receive a letter from the Director of Graduate Studies summarizing the results of the annual review.

Where a student’s progress falls short of expectations, remedies may be prescribed that must be implemented within a specific time frame. Failure to resolve the issues within the specific time frame may result in dismissal from the program. To be considered for admission to candidacy, students must have resolved any issues identified. To be recommended for admission to candidacy, a student must have satisfied the following requirements:

- The student must have completed all required course work other than PHIL 899 (http://bulletin.sc.edu/preview_program.php?catoid=94&poid=6107#tt9602).
- The student must have submitted a Doctoral Program of Study (DPOS) form.
- The student must have submitted a Doctoral Committee Appointment Request (G-DCA) form.
- The student’s written work in graduate courses taken at USC must have been strong enough to justify a high expectation of success in the remainder of the program.
- The student must have demonstrated proficiency in any teaching duties assigned throughout the course of their graduate work, either as instructional assistants or teaching assistants.

Final approval for admission to candidacy for the Ph.D. degree is made by the Dean of the Graduate School.
Dissertation Proposal and Ph.D. Comprehensive Examination

The Ph.D. Comprehensive Examination is designed to assist the student in writing a dissertation. It is taken after all required course work has been completed, at a stage when a dissertation topic has been selected and a provisional but detailed proposal drawn up. The comprehensive exam is in two parts, written and oral. A dissertation proposal will serve as the cornerstone of the written portion of the Comprehensive Exam. Procedures for submitting a dissertation proposal and the structure of the Ph.D. Comprehensive Examination are as follows:

- Following admission to candidacy, the student in consultation with the Graduate Director and the student’s initial advisory committee should select an appropriate and willing Ph.D. comprehensive exam committee from among the department’s Graduate Faculty.

- A dissertation proposal should be formally approved by the student’s Ph.D. comprehensive exam committee no later than the midpoint of the fall semester of the fourth year (or the third year for students with a previous MA). Dissertation proposals can vary in format. For example, they can include one or more of the following: a dissertation outline, a multi-page dissertation overview, a synopsis of each chapter, a sample chapter in essentially finished form, one or more finished papers on a similar topic, a substantial bibliography, a literature review, etc. What is to be included should be determined in consultation with the student’s comprehensive exam committee. Overall, this written material should clearly and substantially identify the topic, thesis, and argumentative structure of the proposed dissertation. It should also provide ample evidence of the student’s familiarity with relevant primary and secondary literature.

- In conjunction with an overall review of a student’s portfolio of achievements in the program up to that point (including yearly writing samples), the combination of written materials constituting a dissertation proposal will serve as the written portion of the Ph.D. comprehensive exam.

- An oral examination will normally take place in the fall semester of the fourth year, roughly a week after approval of the written dissertation proposal. This exam takes as its starting point the written proposal but may range more broadly in order for the committee to ascertain the viability of the proposed research, specifically to determine that the proposed project is worth doing, that it is doable in a timely manner, and that the student is capable of completing the project.

- Immediately after the oral examination the committee meets to determine whether the student has passed or failed. The decision is made by majority vote. A student who fails may apply to take the examination a second time and may also apply to have the membership of the committee changed. Changes in committee membership must be approved by the Dean of the Graduate School. Normally the second examination will be taken no more than six months after the first. A student who fails the examination a second time or who chooses not to be re-examined will not be permitted to continue in the Ph.D. program but, upon request, may be awarded a terminal M.A. degree. If approved, the student must have fulfilled all MA degree requirements by the end of the respective academic year, including passing the MA Comprehensive Exam and filing the appropriate Change-of-Status form with the Graduate School.

Completion of the Ph.D. comprehensive examination is expected to occur by the end of the Fall semester of the fourth year, leaving time in the program for the student to work on an approved dissertation topic and to prepare for academic job placement.

Ph.D. Dissertation and Dissertation Defense

No later than five years after passing the Ph.D. Comprehensive Examination, a Ph.D. student must complete a dissertation. The dissertation topic must be approved by a committee of graduate faculty members, consisting of the advisor, two other graduate faculty members judged competent in the field, and one graduate faculty member from outside the Philosophy Department. The student is expected to have whatever specialized skills are required for the dissertation topic chosen (e.g., familiarity with one of the sciences, or proficiency in a foreign language). At the time the dissertation is submitted the student must also provide an abstract of the dissertation.

To complete the requirements for the Ph.D., the student must successfully defend his or her dissertation before an examining committee appointed by the Director of Graduate Studies and approved by the Dean of the Graduate School. The committee will consist of no fewer than four members, of whom at least one is from another department. Typically, these will be the same professors who are members of the student’s Dissertation Committee. The dissertation defense should take place not less than thirty days before the date at which the candidate expects to receive his or her degree. If a student does not complete their dissertation within the five year period that begins with passing the Ph.D. Comprehensive Examination, it is up to the student’s dissertation advisor to determine what counts as satisfactory progress in each subsequent year.

Physics and Astronomy

Department Website (http://www.physics.sc.edu/)

Ralf Gothe, Chair

The Department of Physics and Astronomy offers strong traditional curricula at the graduate level with additional courses in research. Comprehensive experimental research programs are available in high-energy physics, nuclear/intermediate energy physics, condensed matter physics/nanoscience, and astrophysics. There are broad efforts in theoretical research with programs in the foundations of quantum theory, nuclear and particle physics, statistical/condensed matter physics, cosmology and astrophysics, and computational physics.

The Department of Physics and Astronomy offers the degrees of Master of Science, Professional Science Master (area of emphasis: modeling for corporate applications\textsuperscript{1}), and Doctor of Philosophy. In cooperation with the College of Education, the department also offers the Master of Arts in Teaching in Sciences (Physics Option) and the Interdisciplinary Master of Arts in Sciences (Physics Option).

\textsuperscript{1} The Professional Science Master program is not currently accepting applicants into the modeling for corporate applications emphasis.

Admissions

Adequate preparation for graduate study ordinarily presupposes a bachelor’s degree in physics or an allied field. Prior to admission to this department, entering graduate students are expected to have passed with a grade of C or better the following courses or their equivalent: modern physics, mechanics, electromagnetic theory, kinetic theory and statistical mechanics, nuclear physics, and solid state physics. Mathematics through advanced calculus, including ordinary and particle differential
equations and vector analysis, should also have been completed in the undergraduate program. Students with deficiencies in these courses must make them up during their initial two years of graduate studies.

Requests for further information should be addressed to:

Director of Graduate Studies
Department of Physics and Astronomy
University of South Carolina
Columbia, SC 29208

Programs

- Physics, M.S. (p. 875)
- Physics, Ph.D. (p. 875)

Courses

ASTR 533 - Advanced Observational Astronomy (1-3 Credits)
Development of a combination of observational techniques and facility at reduction of data. A maximum of eight hours per week of observation, data reduction, and consultation. Offered each semester by arrangement with the department.

ASTR 534 - Advanced Observational Astronomy (1-3 Credits)
A continuation of ASTR 533. Up to eight hours per week of observation, data reduction, and consultation.

ASTR 599 - Topics in Astronomy (1-3 Credits)
Readings and research on selected topics in astronomy. Course content varies and will be announced in the schedule of classes by title.

PHYS 501 - Quantum Physics I (3 Credits)
A self-contained treatment of quantum theory and its applications, beginning with the Schroedinger equation.

PHYS 502 - Quantum Physics II (3 Credits)
Advanced topics in quantum physics, plus topics in special relativity, high-energy physics, and cosmology.

PHYS 503 - Mechanics (4 Credits)
Classical mechanics of particles, systems, and rigid bodies; discussion and application of Lagrange's equations, introduction to Hamiltonian formulation of mechanics.

PHYS 504 - Electromagnetic Theory (4 Credits)
Field theory of electric and magnetic phenomena; Maxwell's equations applied to problems in electromagnetism and radiation.

PHYS 506 - Thermal Physics and Statistical Mechanics (3 Credits)
Principles of equilibrium thermodynamics, kinetic theory, and introductory statistical mechanics.

PHYS 509 - Solid State Electronics (4 Credits)
Topics include: basic electrical circuits; electronic processes in solids; operation and application of individual solid state devices and integrated circuits. Three lecture and three laboratory hours per week.

PHYS 510 - Digital Electronics (3 Credits)
Basic operation of digital integrated circuits including microprocessors. Laboratory application of microcomputers to physical measurements.

PHYS 511 - Nuclear Physics (4 Credits)
An elementary treatment of nuclear structure, radioactivity, and nuclear reactions. Three lecture and three laboratory hours per week.

PHYS 512 - Solid State Physics (4 Credits)
Crystal structure; lattice dynamics; thermal, dielectric, and magnetic properties of solids. Free electron model of metals. Band structure of solids, semi-conductor physics. Three lecture and three laboratory hours per week.

PHYS 514 - Optics, Theory, and Applications (4 Credits)
Geometrical and physical optics; wave nature of light, lenses and optical instruments, interferometers, gratings, thin films, polarization, coherence, spatial filters, and holography. Three lecture and three laboratory hours per week.

PHYS 515 - Mathematical Physcis I (3 Credits)
Analytical function theory including complex analysis, theory of residues, and saddlepoint method; Hilbert space, Fourier series; elements of distribution theory; vector and tensor analysis with tensor notation.

PHYS 516 - Mathematical Physics II (3 Credits)
Group theory, linear second-order differential equations and the properties of the transcendental functions; orthogonal expansions; integral equations; Fourier transformations.

PHYS 517 - Computational Physics (3 Credits)
Application of numerical methods to a wide variety of problems in modern physics including classical mechanics and chaos theory, Monte Carlo simulation of random processes, quantum mechanics and electrodynamics.

PHYS 521 - Biophysics (4 Credits)
Principles of physics applied to living systems: diffusion, friction, low Reynolds-number world, entropy, free energy, entropic/chemical forces, self-assembly, molecular machines, membranes.

PHYS 531 - Advanced Physics Laboratory I (1-3 Credits)
A laboratory program designed to develop a combination of experimental technique and application of the principles acquired in formal course work. A maximum of eight hours per week of laboratory and consultation.

PHYS 532 - Advanced Physcis Laboratory II (1-3 Credits)
A continuation of PHYS 531. Up to eight hours per week of laboratory and consultation.

PHYS 541 - Advanced Experimental Physics I (4 Credits)
Continuation of PHYS 310. Optical apparatus (telescope, microscope, interferometer) and advanced project planning including equipment design and budgeting.

PHYS 542 - Advanced Experimental Physics II (1-3 Credits)
Continuation of PHYS 541. Laboratory work advanced in scope and complexity.
PHYS 542 - Advanced Experimental Physics II (4 Credits)
Continuation of PHYS 541. Study of topics from Advanced Optics, Astronomy, Biophysics, Digital Electronics, Nuclear/Particle Physics, or Solid State Physics, plus conduction of a physics experiment, including a written paper and an oral presentation.
Prerequisites: C or better in PHYS 541.

PHYS 546 - Introduction to Astrophysics (3 Credits)
This is an astrophysics course for physics students. The course will cover the basics of observational techniques, structure and evolution of stars, interstellar medium and star formation, structure and properties of the Milky Way and nearby galaxies, and generation and transfer of radiation in astrophysical environments.
Prerequisites: C+ or better in PHYS 307.

PHYS 599 - Topics in Physics (1-3 Credits)
Readings and research on selected topics in physics. Course content varies and will be announced in the schedule of classes by title.

PHYS 701 - Classical Mechanics (3 Credits)
Generalized coordinates, Lagrangian and Hamiltonian formulations, variational principles, transformation theory, and Hamilton-Jacobi equation.

PHYS 703 - Classical Field Theory I (3 Credits)
Development of classical fields; Maxwell's equations; boundary value problems; radiation theory.

PHYS 704 - Classical Field Theory II (3 Credits)
A continuation of PHYS 703.

PHYS 706 - Statistical Thermodynamics (3 Credits)
Statistics of Boltzmann, of Fermi and Dirac, and of Bose and Einstein, with applications.

PHYS 708 - General Relativity and Cosmology (3 Credits)
Introduction to the basic concepts of general relativity and a discussion of problems of current interest.
Prerequisite or Corequisite: PHYS 701, PHYS 704.

PHYS 711 - Quantum Mechanics I (3 Credits)
A development of non-relativistic quantum mechanics.

PHYS 712 - Quantum Mechanics II (3 Credits)
A continuation of PHYS 711.

PHYS 713 - Advanced Quantum Theory (3 Credits)
Second quantization. Relativistic formulations of quantum mechanics.
Prerequisites: PHYS 712.

PHYS 714 - Quantum Field Theory (3 Credits)
Theory of quantized fields. Introduction to renormalization. A continuation of PHYS 713.
Prerequisites: PHYS 713.

PHYS 715 - Many-Body Quantum Theory (3 Credits)
Effective field theory, particle-hole, quasiparticles.
Prerequisite or Corequisite: PHYS 713.

PHYS 721 - Subatomic Physics (3 Credits)
Nuclear physics, mainly from the experimental standpoint.

PHYS 723 - Elementary Particles I (3 Credits)
Prerequisites: PHYS 701, PHYS 703, PHYS 711.

PHYS 724 - Elementary Particles II (3 Credits)
Experimentally accessible processes and their description using the framework developed in PHYS 723. Gauge theories and the standard model. Particle experiments for the next decade and their underlying physics descriptions.
Prerequisites: PHYS 723

PHYS 725 - Solid State Physics (3 Credits)
The crystalline state of matter and its main characteristics. Electric and magnetic properties of metals, semiconductors, and insulators.

PHYS 726 - Superconductivity (3 Credits)
Theory and description of conventional and high temperature superconductors and their properties.

PHYS 727 - Magnetic Resonance (3 Credits)

PHYS 728 - Quantum Optics - Understanding Light-Matter Interactions (3 Credits)
Semi-classical and fully quantum-mechanical treatments of interactions between matter and electromagnetic fields on the microscopic level.
Prerequisites: Undergraduate quantum mechanics.

PHYS 729 - Applied Group Theory (3 Credits)

PHYS 730 - Graduate Seminar (1 Credit)
Presentation by the student of a designated topic. May be repeated for credit.

PHYS 731 - Extragalactic Astrophysics (3 Credits)
Extragalactic astrophysics, including nearby and distant galaxies, active galaxies, galaxy clusters, large-scale structure, galaxy formation/ evolution, scale structure, galaxy formation/evolution, basics of cosmology, cosmic radiation backgrounds, and observation constraints on cosmological models.
Prerequisites: PHYS 701, PHYS 703, and ASTR 211 or equivalent.

PHYS 740 - Selected Topics in Physics (1-3 Credits)
Course content varies and will be announced in the schedule of classes by title.

PHYS 745 - Topics in Nuclear Physics (1-3 Credits)
Course content varies and will be announced in the schedule of classes by title.

PHYS 746 - Principles of Astrophysics (3 Credits)
This is an astrophysics course for physics graduate students. The course will cover the basics of observational techniques, structure and evolution of stars, interstellar medium and star formation, structure and properties of the Milky Way and nearby galaxies, and generation and transfer of radiation in astrophysical environments.
Prerequisites: C+ or better in PHYS 307, PHYS 503, PHYS 506.
PHYS 750 - Topics in Solid State Physics (1-3 Credits)
Course content varies and will be announced in the schedule of classes by title.

PHYS 751 - The Physics of Radiation Therapy (3 Credits)
Description of ionizing and non-ionizing radiation, interaction of radiation with matter, and radiation detection and dosimetry.

PHYS 752 - Health Physics - Radiation and Nuclear Physics (3 Credits)

PHYS 753 - The Physics of Medical Imaging (3 Credits)
Describing basics of imaging science, x-ray imaging modalities including basic principles, detectors, scattered radiation, planar imaging, CT, fluoroscopic imaging, nuclear medicine imaging, ultrasound and MRI, and computers in imaging.

PHYS 755 - Topics in Theoretical Physics (1-3 Credits)
Course content varies and will be announced in the schedule of classes by title.

PHYS 760 - Research (1-6 Credits)
Introduction to and the application of the methods of research.

PHYS 761 - Research (1-6 Credits)
Introduction to and the application of the methods of research.

PHYS 781 - Astronomy for Teachers (3 Credits)

PHYS 782 - Topics in Contemporary Physical Sciences for Teachers (3-4 Credits)
Discussions designed to provide teachers with simple physical explanations of subjects including: nuclear energy, black holes, quarks, strange particles, perception of color, integrated circuits, computers, TV games, and other topics of current interest. Primarily for M.A.T. and M.Ed. students. Not available for M.S. and Ph.D. credit in physics.

PHYS 783 - Modern Physics for Teachers (3 Credits)

PHYS 784 - Topics in Light and Sound for Teachers (3 Credits)
Topics in modern optics and acoustics are discussed in a framework appropriate for school teachers. Primarily for M.A.T. and M.Ed. students. Not available for M.S. and Ph.D. credit in physics.

PHYS 785 - Electronics for Teachers (3 Credits)
Basic electronics with emphasis on measurement and laboratory procedures. Operation and application of semiconductor devices and integrated circuits. Primarily for M.A.T. and M.Ed. students. Not available for M.S. and Ph.D. credit in physics.

PHYS 786 - Teaching Physics on the Internet (3 Credits)
Web-based resources for assigning and grading individualized homework and tests and for creating instructional units in physics and physical sciences. Not available for M.S./Ph.D. physics majors.

PHYS 787 - Design of Physics Laboratory and Demonstration Experiments for Teachers (3 Credits)
Design and performance of demonstrations and experiments to display physical phenomena to students. Qualitative and quantitative experiments. Primarily for M.A.T. and M.Ed. students. Not available for M.S. and Ph.D. credit in physics.

PHYS 788 - Physics for AP Teachers (3 Credits)

PHYS 789 - Physics for Teachers of Mathematics (3 Credits)
Teacher preparation for creating and solving word problems using conservation laws and symmetries found in physics and physical science and linked to the South Carolina Mathematics Standards. Primarily for M.A.T./I.M.A. and M.Ed. students. Not available for M.S. of Ph.D. credit in physics.

PHYS 799 - Thesis Preparation (1-9 Credits)

PHYS 899 - Dissertation Preparation (1-12 Credits)

Physics, M.S.

Learning Outcomes
• Students will demonstrate their ability to master material of the major fundamental branches of physics and their applications.
• Students will apply and interpret standard physics models when completing a M.S. thesis.
• Students will arrange material in a coherent manner and illustrate scientific details in an understandable fashion for a scientific audience.

Degree Requirements (30 Hours)
The requirements for the Master of Science degree include 30 semester hours of course work, a thesis, and an oral comprehensive examination.

Physics, Ph.D.

Learning Outcomes
• Students will demonstrate comprehension of the major fundamental branches of physics and their applications.
• Students will conduct a program of original research leading to the completion of a Ph.D. dissertation.
• The students will arrange material in a coherent manner and illustrate scientific details in an understandable fashion for a scientific audience.
• Students will gain classroom experience by serving as instructor for undergraduate and/or graduate courses in physics. Service as instructor of one section of a course with multiple sections is sufficient to satisfy this requirement.

Degree Requirements (60 Post-Baccalaureate Hours)
The requirements for the degree of Doctor of Philosophy include 60 semester hours of advanced course work (or 30 semester hours beyond the master's degree), written and oral examinations for admission to candidacy, and a dissertation. Beyond the basic courses taken by most
graduate students, the formal course work of Ph.D. students is quite flexible and is decided by consultation between the student and the student's advisory committee. Usually five or six years are required to complete the doctoral program. The majority of time during the student's last two years of residence will be devoted to individual research under the guidance of a member of the faculty on a problem of mutual interest. This research forms the basis for the doctoral dissertation.

Political Science

Department Website (http://www.cas.sc.edu/poli/)

Timothy Peterson, Director of Graduate Studies

The department offers advanced programs leading to the M.A. and Ph.D. degrees in political science and international studies. In addition, the Master of Public Administration is also offered.

Admissions

The general regulations of The Graduate School of the University of South Carolina regarding admission, residency, and degree requirements are applicable to all graduate students in the Department of Political Science. In addition to The Graduate School's application (available online at http://www.gradschool.sc.edu), the department requires that applicants submit materials that will provide evidence of their ability to successfully pursue and complete graduate work.

Admission is open to students with baccalaureate degrees in any field, but it is recommended that students take undergraduate course work in such areas as international studies, political science, history, economics, geography, or public administration. All applicants to the international studies, political science, and public administration degree programs must submit official transcripts of their undergraduate (and graduate) degree programs; scores on the verbal, quantitative, and analytical sections of the GRE; three letters of recommendation; a personal statement; and a resume or curriculum vitae. Applicants whose native language is not English must also submit a TOEFL or IELTS score. Detailed guidelines for all programs can be found at http://www.cas.sc.edu/poli/graduate.html.

Programs

- International Studies, M.A. (p. 880)
- Political Science, M.A. (p. 880)
- Political Science, Ph.D. (p. 881)
- Public Administration, M.P.A. (p. 882)

Courses

POLI 502 - Methods of Political Analysis (3 Credits)
Quantitative techniques in political science; levels of measurement; problems of description, causation, and inference.

POLI 503 - American Political Thought (3 Credits)
Theories and thinkers in American political history.

POLI 504 - Politics and Ethics (3 Credits)
The nature of, and relationship between, politics and ethics.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

POLI 505 - Utopian Political Thought (3 Credits)
A critical examination of utopian and dystopian political ideas.

POLI 506 - Advanced Methods of Political Analysis (3 Credits)
Advanced techniques and approaches to multivariate analysis of empirical data in the context of political problems and events.
Prerequisites: POLI 502 or POLI 515.

POLI 542 - Research in Language Conflict and Language Rights (3 Credits)
Research into the parameters governing linguistic conflicts and language rights issues, involving a close examination of the nexes of language and individual and ethnic identity, culture, dialects, bilingualism. Examination of regional, national, and international case studies, with particular attention to nationalism, language revitalization, and language planning.
Cross-listed course: LING 542

POLI 554 - Law and Society (3 Credits)
The American judicial system, including the decision to resolve disputes by legal means, political influence on the legal system, the social impact of legal rulings, the relationship of the courts to other branches of government, and the applicability of higher law concepts in judicial decision making.

POLI 567 - American Local Government (3 Credits)
An introduction to the institutions, functions, policy-making processes, and politics of American local government.

POLI 569 - State and Local Government (3 Credits)
This course will examine the purpose, structure, and functions of state governments and their local subdivisions. Requires special permission of department. Restricted to social studies teachers.

POLI 570 - South Carolina Government and Politics (3 Credits)
South Carolina state and local government in the context of South Carolina history and U.S. state and local government.

POLI 591 - Special Topics in Political Science (3 Credits)
Intensive study of special topics in Political Science. May be repeated as content varies by title.

POLI 700 - The Political Science Discipline and Profession (3 Credits)
Examines political science as a profession and discipline, reviews teaching techniques and issues, and develops dissertation and original research proposals.

POLI 701 - Theories of Political Inquiry (3 Credits)
A brief overview of the growth of the social sciences and of the history of the American discipline of political science in the 20th century, including an examination of the rise of behavioralism. Study of the principles of neo-positivist political inquiry, including problems of empirical research and research design.

POLI 702 - Institutional and Behavioral Theories of Politics (3 Credits)
Introduction to the institutional and behavioral theories used to explain political phenomena.
Prerequisites: POLI 701.

POLI 703 - Democratic Theory (3 Credits)
Critical study of theories of democracy.

POLI 704 - Political Theory and Feminism (3 Credits)
How contemporary feminist theory has responded to and reformulated traditional theories about the role and nature of women.
Cross-listed course: WGST 704

POLI 705 - Theory of Marxism (3 Credits)
Critical study of the development of Marxist theory.

POLI 706 - Advanced Methods of Political Analysis (3 Credits)
Advanced techniques and approaches to multivariate analysis of empirical data in the context of political problems and events.
Prerequisites: POLI 502 or POLI 515.

POLI 707 - Classics of Political Theory (3 Credits)
Introduction to the nature and tradition of political theory; readings from selected political theorists.

876 Political Science
POLI 708 - Women in American Politics (3 Credits)
Impact of gender in American politics; elections, representation, rights, social movements, legal institutions, and public policy. Explores class, race, and sexuality issues within gender.
Cross-listed course: WGST 708

POLI 709 - Qualitative Methods of Political Analysis (3 Credits)
Techniques and approaches to qualitative analysis of political problems and events. Topics include field research, interviewing, case studies, content analysis, archival research, and presentation of data.

POLI 710 - Introduction to International Relations (3 Credits)
an introduction to the field of international relations, including causes of war, world order, international distribution of wealth, durability of state system, and the individual in the world system.

POLI 711 - Directed Research in Political Science (3 Credits)
Political science Ph.D. students will work with a faculty mentor in their primary field to produce an original paper suitable for presentation at a national or regional professional conference.

POLI 715 - International Relations Theory (3 Credits)
Systematic survey, analysis, and comparison of major contemporary theoretical works in international relations.

POLI 717 - Comparative Foreign Policy (3 Credits)
A seminar treating the development, interests, formulation, and conduct of the modern foreign policies of selected states, with special reference to their interactions with other states' policies.

POLI 718 - Revolution and Politics (3 Credits)
An analytical investigation of political violence in the international arena, its sources, internal and external bases, and consequences for political behavior within and among states in the contemporary international system.

POLI 719 - Political and Social Change (3 Credits)
Systematic survey, analysis, and comparison of major contemporary theoretical works on political and social change.

POLI 720 - Political Communication (3 Credits)
The role of communication in creating collective political reality, with particular attention to how governmental, economic, professional, and cultural factors influence media organizations.

POLI 721 - Race and Public Policy (3 Credits)
A survey of the most recent and state-of-the-art scholarship on race and American policy.

POLI 724 - Religion and Politics (3 Credits)
Religion as a factor in the comparative politics and international relations of states and societies.
Cross-listed course: RELG 724

POLI 725 - International Conflict (3 Credits)
Survey, analysis, and comparison of theory and research findings on the nature, conditions, and causes of international conflict and violence.

POLI 726 - Seminar in Judicial Politics (3 Credits)
An introduction to the academic literature on American courts and judicial politics.

POLI 727 - Models for Understanding Political Institutions (3 Credits)
A survey of the literature on empirical and game theory methods.
Prerequisites: POLI 502 and POLI 706.

POLI 728 - Judicial Politics in Europe and the Common Law World (3 Credits)
A comparative study of courts of Europe and the common law courts of modern democracies (especially Australia, Canada, India, and the United Kingdom). US state courts will also be examined from a comparative perspective.

POLI 729 - Courts in Developing Countries (3 Credits)
A comparative study of courts, judicial process, and judicial behavior, and the role of courts in politics focusing on the common law and civil law courts of Latin America, Africa, and Asia.

POLI 731 - Government and Politics of Latin America (3 Credits)
This course examines the nature of democracy and democratic transitions, the relationship between economic and political development, and the causes and effects of different economic development strategies in Latin America.

POLI 732 - International Law (3 Credits)
Study of the role of law in international relations, emphasizing both substantive and theoretical problems relating to development of systems of law in such areas as war, protection of human rights, outer space and oceans, and international commerce.

POLI 733 - International Organization (3 Credits)
Examination of theoretical and substantive problems relating to the development and functioning of international intergovernmental and nongovernmental organizations.

POLI 734 - Economics of International Politics (3 Credits)
Study of the international political significance of economic issues relating to monetary reform, trade, aid, and economic development.

POLI 735 - International Cooperation (3 Credits)
Approaches to the study of international cooperation, including international integration, community formation, regime formation, interdependence, international institutionalization, and global governance.

POLI 736 - Public Opinion and Political Attitudes (3 Credits)
Examines the determinants, content, and consequences of citizens' political beliefs and attitudes with attention to political culture, ideology, issue dynamics, and popular support for democratic principles.

POLI 737 - Nationalism and Politics (3 Credits)
Proseminar on the politics of nationalism from both the political sociology and international relations perspectives.

POLI 740 - Formulation and Conduct of United States Foreign Policy (3 Credits)
Study of the constitutional bases, institutions, instruments, and decision-making processes of U.S. foreign policy.

POLI 741 - Contemporary United States Foreign Policy (3 Credits)
Analysis and interpretation of the substantive problems of contemporary U.S. foreign policy.

POLI 742 - Problems in National Security (3 Credits)
Continuing problems and competing strategies involved in formulating a national security strategy for the U.S. Issues include the defense structure and budget; the National Security Council and the decision-making process; the volunteer Army and the role of the military in society; nuclear weapons and arms control.

POLI 745 - Russian Foreign Policy (3 Credits)
Study of the foreign policy of Russia and the other states of the former Soviet Union, including consideration of historical developments, institutions, capabilities, and strategic objectives.
POLI 746 - Chinese Foreign Policy (3 Credits)
A seminar on the Chinese tradition in foreign policy and the foreign policies of the Republic of China and the People’s Republic of China, emphasizing the impact of domestic Chinese affairs on their foreign relations in the post-World War II period.

POLI 747 - Japanese Foreign Policy (3 Credits)
A seminar on the foreign policy of Japan with emphasis on the post-World War II period and on the analysis of Japanese objectives and capabilities in international relations.

POLI 749 - International Relations of the Middle East (3 Credits)
Foreign policies and international relations of the Middle East, focusing on relations within the region and with the West and Soviet bloc.

POLI 751 - Policy Analysis I (3 Credits)
Introduction to the theory and practice of policy analysis.

POLI 752 - Policy Analysis II: Advanced Policy Analysis (3 Credits)
Overview of methods used to evaluate public policies.
**Prerequisites:** POLI 771 or equivalent.

POLI 753 - Capstone Seminar in Public Administration (3 Credits)
Critical issues in public administration; term project integrating the material from other courses in the analysis of a contemporary problem. Field work and applied project required.
**Prerequisites:** 30 credit hours MPA program.

POLI 754 - Public Accountability and Ethics (3 Credits)
An examination of the legal, political, professional, and organizational accountability demands made on administrators; the interplay of these demands with the needs for ethical decision making and integrity.

POLI 755 - Grants Administration (3 Credits)
Analysis of grant and contract functions in government agencies; proposal writing; legal and fiscal requirements of grants administration.
**Cross-listed course:** EDRM 800

POLI 756 - Introduction to Planning and Politics in the United States (3 Credits)
Overview of contemporary planning in the United States at local, state, and national levels, with emphasis on the politics of planning at the local level of government. Includes theory of planning, history, problems in the planning process, and implementation of planning.

POLI 757 - Health Politics (3 Credits)
Analysis of issues and forces affecting health delivery through the public sector; major models of political decision making; and current health legislation. 03: 07/05/2019.
**Prerequisites:** HSHPM 700 and HSHPM 782.

POLI 758 - The State and Economic Life (3 Credits)
A study of the relation of government to the economy in the modern world, including theories of the economic functions of the state.

POLI 759 - Information Systems and Public Administration (3 Credits)
The development and uses of information systems in local, state, and federal administrative agencies with emphasis on the management of information systems in the public agency environment; the problems of interagency and intergovernmental relations; the politics of technological innovation; privacy, confidentiality, and security and information policy; and the role of information technology in democratic government.

POLI 760 - American Government and Politics (3 Credits)
Advanced survey of the institutions and processes of the American political system.

POLI 761 - American National Government for Professionals (3 Credits)
Fundamental institutions, processes, values, and policies of the U.S. political system. Designed for master's and non-degree students in education, public administration, and business administration.

POLI 762 - Politics of the Budgetary Process (3 Credits)
Analysis of the political, economic, and social influences on the budgetary process.

POLI 763 - Legislative Process and Behavior (3 Credits)
The structure, organization, powers, functions, and problems of legislative bodies in America; the behavior of members of those bodies, with emphasis on the United States Congress.

POLI 764 - Problems of the Presidency (3 Credits)
A seminar on the problems of the contemporary presidency. Various approaches to the study of the presidency will be used as a means to uncovering and examining some of the major problems connected with the role of the president in the American system of government. Leading exponents of various approaches will be read and discussed.

POLI 765 - Political Parties and Interest Groups (3 Credits)
Intensive examination of contemporary development of political organizations in the United States.

POLI 766 - Electoral Behavior (3 Credits)
Examination of electoral behavior, including historical patterns in electoral history and forces affecting individual voting behavior such as partisan and class loyalties, political socialization, political attitudes, and candidate appeals. The role played by elections in the larger political system.

POLI 767 - State Government (3 Credits)
State government problems and policy issues. Emphasis on the modernization of government institutions and comparative state politics.

POLI 768 - Local Government Administration (3 Credits)
Administration of local government from the perspective of the professional administrator. Emphasis on the growth of the manager form of local government and the role of local government administrators with regard to policy making, management, and the delivery of services.

POLI 769 - Environmental Policy and Management (3 Credits)
An examination of issues related to environmental policy making, implementation and management.
**Cross-listed course:** ENVR 802

POLI 770 - Perspectives on Public Administration (3 Credits)
The study and practice of public administration in the United States.

POLI 771 - Public Data Analysis (3 Credits)
Problems of gathering and using public data for public administrators and policy analysts. Includes problems of research design and data gathering, interpretation, and use in the analysis of public problems.
**Prerequisites:** POLI 502.

POLI 772 - Contemporary Administrative Organization (3 Credits)
An examination of the problems, processes and theories of communication, decision making, agency planning, and control in administrative agencies.

POLI 773 - Human Resources Administration in Government (3 Credits)
Organization, techniques, and theories of personnel management; interpersonal relations in organizations; personnel change and development; changing conditions in the public service.

POLI 774 - The Public Policy Process (3 Credits)
An examination of the public policy process, including the role of public officials in the process and constraints on its outcomes.
POLI 775 - Financial Administration (3 Credits)
Organization and techniques of governmental financial management; budgetary theories, intergovernmental financial relations.

POLI 776 - Policy Formation and Program Planning (3 Credits)
Conceptual and analytic issues in formation and planning of public policies and programs, including problem identification, goal setting and criteria formulation, forecasting, prospective evaluation research, and modeling of programmatic cost and outcomes.

POLI 777 - Policy Evaluation (3 Credits)
Conceptual and analytic issues in policy and program evaluation, including problem definition, goal setting and criteria formulation, design of evaluation research, indicator design, treatments of uncertainty, and special problems raised by constraints of the political context.

POLI 778 - Practicum in Public Administration (3 Credits)
Selected problems in public administration. May be repeated or taken simultaneously as topics vary. Variations will be announced in the schedule of classes by title.

POLI 779 - Public Administration Internship (3 Credits)

POLI 780 - Theories of Comparative Politics (3 Credits)
Survey, analysis, and comparison of major contemporary theoretical works in comparative politics.

POLI 781 - Government and Politics of Japan (3 Credits)
Explores the key institutions, actors, and processes of contemporary Japanese domestic politics.

POLI 782 - Problems in Chinese Government and Politics (3 Credits)
The Chinese political tradition as it has merged with Communist theory and practice with special attention to problems of regionalism, localism, and central planning.

POLI 783 - Dynamics of Middle East Politics (3 Credits)
The comparative politics of the Arab countries and inter-Arab relations. Comparative analysis is used to study common political problems (authority, participation, integration) and political structures. Aspects of inter-Arab relations analyzed include: Arab unity, the Israeli conflicts, and East-West competition.

POLI 784 - Government and Politics of Europe (3 Credits)
Proseminar in European politics. Themes include party systems and voting behavior, parliamentary politics, public policy, democratization and privatization in Central and Eastern Europe, and research on the European Union.

POLI 785 - Contemporary Russian Politics (3 Credits)
An examination of current domestic issues in Russia and other states of the former Soviet Union, focusing on the institutions, processes, and results of policy decisions.

POLI 786 - Comparative Political Institutions (3 Credits)
Survey of theoretical and empirical work on democratic political institutions.

POLI 789 - Master of International Studies Internship (3-6 Credits)
Internships in various public, non-profit, and private organizations and agencies under joint supervision of agency personnel and departmental internship program director. Master of International Studies students only.
Prerequisites: Contract approved by departmental internship program director.

POLI 790A - Independent Readings in Political Science (1-3 Credits)

POLI 790B - Independent Readings in International Studies (1-3 Credits)

POLI 791 - Selected Topics in American Politics (3 Credits)
Topics selected for any semester will be identified by course title.

POLI 792 - Selected Topics in Comparative Politics (3 Credits)
Topics selected for any semester will be identified by course title.

POLI 793 - Selected Topics in Area Studies (3 Credits)
Topics selected for any semester will be identified by course title.

POLI 794 - Selected Topics in International Relations (3 Credits)
Topics selected for any semester will be identified by course title.

POLI 795 - Selected Topics in International Law and Organization (3 Credits)
Topics selected for any semester will be identified by course title.

POLI 796 - Selected Topics in Foreign Policy (3 Credits)
Topics selected for any semester will be identified by course title.

POLI 797 - Selected Topics in Public Administration (3 Credits)
Topics selected for any semester will be identified by title.

POLI 798 - Selected Topics in Public Law (3 Credits)
Topics selected for any semester will be identified by title.

POLI 799A - Thesis Preparation (1-9 Credits)
For candidates for the Master of Arts degree in Political Science.

POLI 799B - Thesis Preparation (1-9 Credits)
For candidates for the Master of Arts degree in International Studies.

POLI 800 - Selected Topics in Political Theory (3 Credits)
Analysis of particular topic or topics as chosen by the instructor. May be repeated as topics vary. Variations will be announced in the schedule of classes by title.

POLI 801 - Selected Thinkers in Political Theory (3 Credits)
Analysis of particular theorist or theorists as chosen by the instructor. May be repeated as topics vary. Variations will be announced in the schedule of classes by title.

POLI 802 - Seminar in Comparative Administration (3 Credits)

POLI 803 - Research Methods in Political Science (3 Credits)
Consideration of advanced methods in statistics and research design and their application and use in the writing of a major research paper.

POLI 806 - Seminar in Advanced Methods of Political Analysis (3 Credits)
Advanced methodological strategies for empirical analysis. The course will focus primarily on causal models, data theory, dimensional analysis, and scaling techniques.

POLI 815 - Seminar in Advanced International Relations Theory (3 Credits)
A critical examination of contemporary efforts to analyze international relations through the use of empirical methodologies, including: social-psychological studies, simulation, game theory, decision theory, quantitative analyses.

POLI 816 - Seminar in Comparative Study of Foreign Policy (3 Credits)
Research seminar stressing systematic research procedures in the investigation of the determinants of foreign policy, including the employment of empirical data for testing theoretical propositions.

POLI 817 - Seminar in International Organization and Cooperation (3 Credits)
Advanced research seminar in selected topics related to international organization, international law, world order, ethics of international affairs.
The admission deadline for the program is April 1 (Fall admission only). The admission deadline for the program is April 1 (Fall admission only).

Learning Outcomes

- Students will develop and complete a course of study that provides a sophisticated grounding in world affairs and policy analysis and includes specialization in a career-relevant field.
- Students will demonstrate their acquired skills in policy analysis, statistical analysis, and (optionally) foreign language facility.
- Students will demonstrate skills in searching for, identifying, and applying for professional positions in international affairs, including employment and internships.

Degree Requirements (30 Hours)

Students must take 12 hours of Core Substantive courses, 12 hours of Core Skills courses, and an additional 6 hours of electives or thesis hours. 12 hours (4 required courses) are taught in the Department of Political Science. For the remaining 18 hours, students may take a variety of additional Substantive and Skills courses offered in Political Science, or could substitute relevant courses in other departments, with the approval of the Director of the MAIS program. There is no language requirement, though students can take up to 6 credit hours of language courses as electives. Foreign language courses generally cannot be accepted as Core Substantive or Core Skills courses.

Core Substantive Courses (12 Hours)

Required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 715</td>
<td>International Relations Theory</td>
<td>3</td>
</tr>
<tr>
<td>POLI 780</td>
<td>Theories of Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>Select six additional hours of internationally-themed courses (which may include courses outside POLI)</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 12

Core Skills Courses (12 Hours)

Required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 502</td>
<td>Methods of Political Analysis</td>
<td>3</td>
</tr>
<tr>
<td>POLI 706</td>
<td>Advanced Methods of Political Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Select six additional hours of skills courses (which may include research design, Public Administration courses, and courses outside POLI)</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 12

Electives (6 Hours)

If not choosing the thesis option.

Electives can consist of additional substantive or skills courses. Additionally, students who prefer to take foreign language courses may take up to 6 hours as electives.

MAIS Thesis Option (6 Hours)

If not taking the additional electives.

Students who plan to apply for Ph.D. programs should choose the Thesis Option. Students who choose the Thesis Option must enroll in six credits of POLI 799B, which may be taken all in one semester or distributed across more than one semester. Students must defend the thesis in an oral examination conducted by the MAIS Director.

MAIS Non-Thesis Option

Students who do not take the thesis option, opting instead to take 6 hours of electives, must pass an oral examination during their final semester, conducted by the MAIS Director. Typically, this oral examination will cover the substance of a course paper of the student’s choice, which must be submitted to the MAIS Director.
Learning Outcomes

- Students will demonstrate their acquired skills in quantitative analysis.
- Students will demonstrate their research design skills.
- Students will demonstrate career-relevant knowledge of politics.

Degree Requirements (30–36 Hours)

Normally, the master's candidate will follow the non-thesis track, which involves completing 30 hours of substantive course work and six additional hours of substantive course work to replace the thesis requirement. Alternatively, master's candidates may pursue a thesis track option, which involves completing 24 hours of substantive course work plus six hours of thesis credit for a total of 30 hours. The program may require more hours in the event of deficiencies. An oral defense is required of master's candidates who chose the thesis option. Non-thesis track/additional course-work master's candidates may fulfill the comprehensive examination requirement in one of two ways:

1. successful completion of the Ph.D. comprehensive examination process fulfills the MA comprehensive examination process;
2. completion of a comprehensive examination in one subfield of Political Science to the satisfaction of a committee of the subfield selected in consultation with the Director of Graduate Studies.

Competency in one foreign language or political research methodology is required for the M.A. degree. Students must complete two graduate courses in statistics to demonstrate competency in research methodology.

Political Science, Ph.D.

The doctoral degree program with a major in political science is specifically designed to prepare students for academic and top-level public service careers. Students acquire a general knowledge of the discipline of political science, its history, its subject matter, its relationship to other disciplines and professions, and the aspirations and obligations of political scientists.

Learning Outcomes

- Students will demonstrate their knowledge of the discipline and their theoretical and substantive knowledge of two of the discipline's recognized fields.
- Students will demonstrate their knowledge of basic quantitative skills and, for those students for which it is appropriate, their knowledge of more advanced quantitative skills.
- Students will demonstrate the ability to design syllabi and other instructional materials and to be proficient in the classroom.
- Students will demonstrate their ability to conduct original research.

Admission is based on an evaluation of the applicant's potential for successful graduate work. It is expected that applicants to the political science doctoral program will demonstrate a strong potential for advanced scholarly study. Admission will be based on a holistic evaluation of the candidate's complete academic background, including grades, test scores, past research accomplishments, and the evaluations contained in letters of reference. The admission decision depends in part on the qualifications of the total pool of applicants. There are no formal minimums since strength in one area may offset relative weakness in another area. However, the admissions committee uses the following indicators as rough benchmarks of the probability of success in our graduate program: scores of at least 600 verbal, 600 quantitative, and 4.5 analytical on the three sections of the GRE, an undergraduate GPA of 3.50 or above, and a TOEFL score of 620 (if applicable) or a comparable score on the IELTS Intl. Academic Course Type 2 exam.

The admission deadlines for political science are:

December 15: fall admission with departmental financial support (applications received after this date will be considered for financial support depending on availability of aid);
July 1: fall admission.

Degree Requirements (63 Post-Baccalaureate Hours)

Distribution of Hours

- First Field: 15 credit hours (including Gateway Proseminar)
- Second Field: 9 credit hours (including Gateway Proseminar)
- Core Courses: 21 credit hours
- Electives: 6 credit hours
- Dissertation: 12 hours
- Total: 63 credit hours

Distribution of Fields

Students will choose a first field and a second field from the following list:

- American Politics
- Comparative Politics
- International Relations
- Political Theory
- Public Administration and Public Policy
- Public Law
- Research Methodology

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 502</td>
<td>Methods of Political Analysis</td>
<td>3</td>
</tr>
<tr>
<td>POLI 701</td>
<td>Theories of Political Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>POLI 706</td>
<td>Advanced Methods of Political Analysis</td>
<td>3</td>
</tr>
<tr>
<td>POLI 707</td>
<td>Classics of Political Theory</td>
<td>3</td>
</tr>
<tr>
<td>or POLI 703</td>
<td>Democratic Theory</td>
<td></td>
</tr>
<tr>
<td>POLI 803</td>
<td>Research Methods in Political Science</td>
<td>3</td>
</tr>
<tr>
<td>or POLI 709</td>
<td>Qualitative Methods of Political Analysis</td>
<td></td>
</tr>
</tbody>
</table>

Select two “Gateway Proseminars” taken outside first or second fields

Total Credit Hours 15

Field Requirements

Students are required to take the “Gateway Proseminar” in each of their fields. The majority of courses taken to satisfy a field requirement must be taken within the Department of Political Science. For the methods second field, students are required to take 9 hours of course work beyond the core POLI 502 and POLI 701 courses. Students taking political theory as a first (or second) field must take 15 (or 9) hours of course work beyond the POLI 703 or POLI 707 course taken in the core. Students taking POLI 707 as a core course can count POLI 707 as satisfying one of the Gateway Proseminar course requirements (since POLI 707 is the Gateway Proseminar for the field of political theory). Counting
POLI 707 twice in this way does not decrease the number of courses or credit requirements students need to meet the Ph.D. requirements.

Public Administration, M.P.A.

The Master of Public Administration degree program strives to provide a broadly focused professional degree in the essential management and analytical elements of public administration and public policy analysis. The program attracts a sizable number of both pre-career and mid-career students with a variety of academic and professional backgrounds. Moreover, the program draws students who want to pursue a diverse range of professional careers in both the public and nonprofit sectors, as well as those who are interested in finding employment at the local level, in state agencies, in federal regional offices, and in Washington, D.C. The program gives students the requisite skills and knowledge to become more intelligent consumers of policy issues and more capable actors in their chosen professional careers.

Learning Outcomes

- Students will believe that the program has improved their ability to lead and manage in public organizations.
- Internship supervisor/Capstone client rating of student ability to lead and manage in organizations like theirs.
- Students will be familiar with major theories and dilemmas of public management.
- Students will be familiar with legal environment and theories of human resource management.
- Students understand and apply theoretical and analytical tools to assess different tax profiles and financial health in different governmental agencies; students identify the potential challenges in managing public budgeting and evaluate the strength and weakness of different budgeting approaches.
- Students will be able to communicate effectively with colleagues and external actors.
- Students will believe that the program has improved their ability to participate in and contribute to the policy process.
- Internship Supervisor/Capstone client will believe that the student has the ability to participate in and contribute to the policy process.
- Students will demonstrate an ability to analyze policy alternatives and recommend policy changes to address social problems.
- Students will believe that the program has improved their ability to analyze, synthesize, think critically, solve problems and make decisions.
- Students will be able to provide reports demonstrating critical thinking and problem solving to colleagues and external stakeholders.
- Students will be able to use qualitative and quantitative reasoning when making decisions.
- Students will be able to produce and present original data analysis.
- Students will believe that their interest in/willingness to serve the public has improved in the program.
- Internship Supervisor/Capstone client will believe that the student has an interest/willingness to serve the public.
- Students will understand the ethical requirements and implications of public service.
- Students will understand the role of bureaucracy in a democracy.
- Students will see the significant of both the public and private solutions to the problems (as well as hybrid approaches to solving the wicked problems) and propose/apply choices with a distinct public service perspective.
- Students will pursue careers that allow them to serve the public.
- Students will believe that their ability to communicate and interact productively with a diverse and changing workforce and citizenry has improved in the program.
- Internship Supervisor/Capstone client will believe that the student has the ability to communicate and interact productively with a diverse and changing workforce and citizenry.
- Students will be able to communicate within diverse public organizations.

Applicants to the M.P.A. program are expected to have combined GRE verbal and quantitative scores of 300, an undergraduate grade point average of at least 3.00, and a TOEFL score of 600 (computer score of 250) or a comparable score on the IELTS Intl. Academic Course Type 2 exam, if applicable.

Applicants that meet all other requirements with five years or more of exemplary professional, managerial experience, as evidenced by letters of recommendation, may be granted a GRE exception at the discretion of the MPA admissions committee.

The M.P.A. program admits new students for the fall, spring, and summer semesters. Prospective students are encouraged to submit their applications early. This will enable the M.P.A. Admissions Committee and the UofSC Graduate School to process all materials in a timely fashion so that students can be considered for admittance during the requested academic terms. The deadlines for completed applicant files to be received at UofSC are:

April 1: Admittance for the summer semester
April 15: Admittance for the fall semester
November 15: Admittance for the spring semester

For more detailed information on the M.P.A. program, visit http://artsandsciences.sc.edu/poli/welcome-mpa-program-usc (http://artsandsciences.sc.edu/poli/welcome-mpa-program-usc/)

Degree Requirements (39 Hours)

The M.P.A. degree requires 39-48 semester hours of credit, depending on the prior preparation of the student. The program curriculum can be broken down into five components.

Prerequisites

Students must possess a basic proficiency in statistics and a basic understanding of American government. Students who lack such skills/expertise are required to take prerequisite courses in one or both of these areas, preferably at the beginning of their program of study.

Core Courses

All students must take classes in organizational theory and practice, human resource management, public finance, public policy-making, public data analysis, and public ethics and accountability. Taken together, these courses give students a comprehensive overview of the major elements of public administration and public policy-making.

Electives

All students must take a set of elective courses that will further their knowledge of, and administrative competency in, a particular area. The electives must constitute a coherent set of courses. But this component
Internship
An internship in a public organization or nonprofit agency is required of all students who lack significant administrative experience. The internship is an integral part of the curriculum, as it gives students an opportunity to experience the real world of public service.

Capstone Seminar
The capstone seminar is taken by all students, preferably during their last semester in the program. In the capstone seminar, students complete a project in which they integrate the material from other M.P.A. courses in their analyses of contemporary public problems. The M.P.A. program participates in two dual-degree programs with other academic units at the University of South Carolina, and two joint degree programs with other institutions in the state.

Information on dual degree opportunities can be found at Graduate Dual Degree Programs (p. 1217).

Concentration
Students have the option of declaring a concentration in Emergency Management and Planning. Courses taken as part of the concentration count toward program elective requirements.

Emergency Management and Planning Concentration Requirements
(9 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GEG 530</td>
<td>Environmental Hazards</td>
<td>3</td>
</tr>
<tr>
<td>GEG 535</td>
<td>Hazards Analysis and Planning</td>
<td>3</td>
</tr>
<tr>
<td>GEG 563</td>
<td>Advanced Geographic Information Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Dual Degrees
The M.P.A. program participates in three dual-degree programs with other academic units at the University of South Carolina, and two joint degree programs with other institutions in the state.

- Health Services Policy and Management/Public Administration, M.P.H./M.P.A.
- Public Administration/Social Work, M.P.A./M.S.W
- Public Administration/Law, M.P.A./J.D.

Psychology, Clinical Community

Department Website (http://www.psych.sc.edu/)

Jane Roberts, Department Chair

Graduate Directors
Each graduate director chairs the graduate faculty committee responsible for degrees in a given area.

Bret Kloos, Director, Clinical-Community
Amit Almor, Director, Experimental
Samuel McQuillin, Director, School

Overview
The Department of Psychology offers programs leading to the degrees of Master of Arts and Doctor of Philosophy. There are three graduate programs in the department, including clinical-community psychology, experimental psychology, and school psychology. Faculty in all three areas are available to each graduate student in every program. Detailed information concerning each of these programs (including details of admission procedures and degree requirements not included in this bulletin) may be obtained directly from the department, the director of each graduate program, and the graduate admissions office.

The clinical-community psychology program offers the Ph.D. degree for students who seek to be clinical scientists and researchers/scholars. In addition to formal courses, supervised training in diagnosis and intervention, and supervised research experience, the program offers a wide range of clinical skills and community-based intervention experiences. Applicants for the Ph.D. program in clinical-community psychology who do not already have a research-based master’s degree in psychology are required to earn the M.A. in Psychology in the course of earning their Ph.D. degrees. Graduates are employed in providing services within public and private institutions and service organizations, are engaged in independent practice as psychologists, and are employed as faculty members in colleges and universities. The program is fully accredited by the American Psychological Association as a doctoral program in clinical psychology.

The Department of Psychology also participates in the Certificate Program in Gerontology, which is administered by The College of Social Work, and in the Certificate Program in Drug and Addiction Studies, which is administered by the Department of Criminology and Criminal Justice. These certificates are interdisciplinary in nature and are open to qualified graduate students in psychology and other participating departments.

It is important to note that graduate training in psychology includes all of the following: core content courses in the discipline, training and supervision in delivery and application of professional skills, and integration of these components as part of a formal program. Although didactic courses are open, under appropriate conditions, to students not in the psychology degree programs, such students do not have access to professional skills courses and practica or to the integrative program as mentioned. This is to clarify that individual course work is a necessary component of professional training, but such course work is not appropriate for professional applications unless taken by a degree-seeking student in one of the graduate programs in psychology.

Admissions
Graduate students are permitted to begin programs only in the Fall term. The application deadline is December 1.

To be admitted to full graduate standing, a student should have an undergraduate major in psychology or a closely related discipline with a minimum of 18 semester hours of psychology courses. Admission is competitive and is based upon the content of undergraduate and prior graduate courses taken in degree-seeking programs; performance in those courses (grade point average of better than 3.00 in all courses, and 3.50 or better in psychology course work is desirable); performance on the GRE (successful applicants in the past year have had an average of 1175 quantitative and verbal GRE combined scores); three letters of recommendation; prior research involvement; and (for clinical-community psychology and school psychology programs) prior work and volunteer experiences relevant to the program practice area. The GRE Advanced Psychology test is recommended but not required for applicants to
all three programs: the clinical-community program, experimental and school psychology programs. Applicants also are asked for a written statement of career goals and educational expectations. Criteria are somewhat compensatory (that is, high performance on one criterion can compensate for somewhat lower performance on another).

**Programs**
- Clinical-Community Psychology, Ph.D. (p. 889)
- Psychology, M.A. (restricted to Clinical-Community Psychology, Ph.D. students) (p. 890)

**Courses**

**PSYC 501** - Human Factors Psychology (3 Credits)
Application of research in experimental psychology to ergonomics, the design of human-environment systems, with emphasis on work settings.
**Prerequisites:** PSYC 101 and 9 hours of upper-level courses all in psychology, business, engineering, or nursing.

**PSYC 503** - Psychology of Drug Use and Effects (3 Credits)
Research and theoretical considerations of substance abuse. Pharmacological, sociological, psychological, medical, economic, forensic, and other relevant research and treatment disciplines.
**Prerequisites:** PSYC 450 or PSYC 455 or PSYC 460.

**PSYC 506** - Psychology of Language (3 Credits)
Theories of speech perception, linguistic theories of syntax and semantics, the brain mechanisms underlying language, the development of language in children, and the role of language in thought.
**Cross-listed course:** LING 567

**PSYC 507** - Cognitive Neuroscience (3 Credits)
Research and theories on the role of the brain in facets of cognitive behavior, including attention, short-term and working memory, perception, language, executive function, thinking, and problem solving.
**Prerequisites:** C or better in PSYC 405, highly recommended PSYC 455 or PSYC 460.

**PSYC 510** - Child Behavioral and Mental Disorders (3 Credits)
Theories, description, and assessment of child behavior problems and disorders; methods of intervention.
**Prerequisites:** PSYC 420 or PSYC 410.

**Graduation with Leadership Distinction:** GLD: Community Service

**PSYC 520** - Psychology of Child Development (3 Credits)
Examination of development from conception through older childhood. Specific cognitive and social processes will be given in-depth study.
**Prerequisites:** PSYC 420.

**PSYC 521** - Psychology of Adolescence (3 Credits)
Theories and research examining social, emotional, and intellectual development in adolescence. Explores influence of family, peer, school, and cultural contexts.
**Prerequisites:** PSYC 420.

**PSYC 522** - Psychology of Early and Middle Adulthood (3 Credits)
Developmental changes in abilities, personality, and behavior which occur between adolescence and old age.
**Prerequisites:** PSYC 420.

**PSYC 523** - Psychology of Aging (3 Credits)
Psychological, social, and biological phenomena associated with maturity and aging.
**Prerequisites:** PSYC 420.

**PSYC 524** - Nature of Students with Mental Retardation (3 Credits)
Nature and causes of mental retardation; behavior and potentialities of persons with mental retardation.
**Prerequisites:** a course in the areas of child psychology-child development.

**Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy

**PSYC 525** - The Psychology of the Midlife Woman (3 Credits)
Biological, social, and psychological aspects of the midlife woman.
**Cross-listed course:** WGST 525

**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Leadership Experiences

**PSYC 526** - Prevention of Psychological Problems in Children and Youth at Risk (3 Credits)
Etiology, prevention of, and intervention in behavioral, social, emotional, educational, and psychological problems in children and youth at risk.
**Prerequisites:** PSYC 410 or PSYC 420 or equivalent.

**Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy

**PSYC 528** - Psychology of Children with Exceptionalities (3 Credits)
Characteristics, causes, needs, and intervention strategies for children with a broad range of exceptionalities including mental, physical, social/ emotional difficulties and atypical gifts and talents.
**Prerequisites:** PSYC 420 or PSYC 520.

**PSYC 529** - Nature of Students with Specific Learning Disabilities (3 Credits)
Children with average/above average intelligence and specific learning impairments; diagnostic and remedial techniques. Offered by both the College of Education and the Department of Psychology.
**Prerequisites:** EDEX 523 or PSYC 528.

**Cross-listed course:** EDEX 531

**PSYC 530** - Advanced Social Psychology (3 Credits)
Intensive study of topics selected from the field of social psychology.
**Prerequisites:** PSYC 430.

**PSYC 550** - Advanced Sensation and Perception (3 Credits)
Intensive study of topics selected from the field of sensation and perception.
**Prerequisites:** PSYC 450.

**PSYC 560** - Advanced Topics in Neuroscience (3 Credits)
Intensive study of topics selected from the field of neuroscience.
**Prerequisites:** PSYC 455 or PSYC 460.

**PSYC 565** - Psychology of Physical Activity (3 Credits)
Introduction to psychosocial factors in physical activity. Topics include mental health effects of exercise, behavior change theories applied to physical activity, and physical activity determinants and interventions. 03: 07/05/2019.
**Prerequisites:** PSYC 101, PSYC 228.
PSYC 570 - Neuroscience Laboratory (3 Credits)
Practice in surgical, histological, and behavioral testing methodology. Two lectures and one three-hour laboratory per week.
Prerequisites: PSYC 460.

PSYC 571 - Cognitive Neuroscience Laboratory (3 Credits)
Methods of observation and experimentation in cognitive neuroscience. Two lectures and one three-hour laboratory per week.
Prerequisites: PSYC 227 and C or better in two courses from PSYC 405, PSYC 450, PSYC 455, PSYC 460, or PSYC 507.
Prerequisite or Corequisite: one course from PSYC 400, PSYC 405, PSYC 450, PSYC 455, or PSYC 460.

PSYC 572 - Cognitive Psychology Laboratory (3 Credits)
Practice in the experimental techniques used in the study of cognitive psychology. Two lectures and one three-hour laboratory per week.
Prerequisite or Corequisite: PSYC 405.

PSYC 574 - Sensation and Perception Laboratory (3 Credits)
Concepts and principles in the study of sensation and perception in the laboratory. Two lectures and one three-hour laboratory per week.
Prerequisite or Corequisite: PSYC 450.

PSYC 575 - Developmental Psychology Laboratory (3 Credits)
Methods of observation and experimentation on human psychological development. Two lectures and one three-hour laboratory per week.
Prerequisites: PSYC 226 and PSYC 227.
Prerequisite or Corequisite: PSYC 420 or PSYC 520.

PSYC 580 - Intermediate Statistics for Psychologists (3 Credits)
Advanced analysis of the uses and applications of statistics to research in psychology, and interpretation of statistics in the psychological literature.
Prerequisites: B or better in PSYC 227.

PSYC 583 - Psychological Tests and Measurement (3 Credits)
Introduction to the theory and practice of measuring psychological attributes. Emphasis on test construction in a laboratory setting. Hands-on experience in designing, administering, and analyzing psychological tests and measures.
Prerequisites: B or better in PSYC 227 and PSYC 228.

PSYC 584 - History and Systems of Psychology (3 Credits)
Systematic approaches to psychology.
Prerequisites: 9 hours in psychology at 400 level or above.

PSYC 585 - Advanced General Psychology (3 Credits)
Review and integration of general principles of psychology. Primarily for students planning graduate study in psychology.
Prerequisites: 12 hours in psychology courses numbered above 300.

PSYC 589 - Selected Topics in Psychology (3 Credits)
Course content varies and will be announced in the schedule of classes by title.

PSYC 598 - Individual Research (3 Credits)
Planning and execution of supervised research in psychology. Approved contract required.
Prerequisites: 15 hours of psychology.

PSYC 599 - Individual Research (3 Credits)
Planning and execution of supervised research in psychology. Approved contract required.
Prerequisites: 15 hours of psychology.

PSYC 700 - Psychosocial Approaches to Gerontology (3 Credits)
Introduction to gerontology from the fields of demography, psychology, sociology, social welfare, and economics.
Cross-listed course: SOWK 771

PSYC 701 - Behavioral Assessment and Intervention with Children and Youth (3 Credits)
A combination of lecture and practicum experiences emphasizing the application of behavioral assessment and intervention techniques in educational, institutional, and home settings. Students receive individual and group supervision throughout the semester.
Prerequisites: PSYC 711.

PSYC 702A - Basics of Neuroscience (3 Credits)
Functional organization of the nervous system; research and theories of the neurological bases of behavior.

PSYC 702B - Basics of Cognitive Psychology (3 Credits)
Research and theories on attention, memory, language, thinking, and other cognitive processes.

PSYC 702C - Basics of Developmental Psychology (3 Credits)
Research and theories of psychological development across the lifespan.

PSYC 702D - Basics of Learning and Motivation (3 Credits)
Research and theories of instrumental conditioning, classical conditioning, learning, and motivation.

PSYC 702E - Experimental Design (3 Credits)
This course covers basic principles of sound experimental design, including such topics as internal and external validity, subject selection factors, and techniques for reducing sampling error and minimizing bias. In addition, the course will discuss practical limitations to ideal experimental design and have students identify the design conventions specific to their field of study.

PSYC 703A - Integration across Cognitive Psychology and Neuroscience (3 Credits)
Research and theories of cognitive neuroscience.

PSYC 703C - Integration across Developmental and Cognitive Psychology (3 Credits)
Research and theories of cognitive development.

PSYC 703D - Integration across Areas of Psychology (3 Credits)
Presentation of research and theories that cross different areas within psychology.

PSYC 704 - Group Dynamics (3 Credits)
Offered for an interdisciplinary student clientele interested in group processes and structures. Training is provided in observational methods and techniques of group assessment. Laboratory and field study required.

PSYC 705 - Psychological Systems and Theories (3 Credits)
Contemporary trends in systematic approaches and behavior theories.

PSYC 706 - Seminar in Judgment and Decision Making (3 Credits)
Research and theories of processes in judgment, choice, and decision making.
PSYC 709 - Basic Quantitative Methods in the Analysis of Behavioral Data I (3 Credits)
Quantitative methods for graduate students in psychology and other behavioral sciences. Emphasizes logical/intuitive understanding of the basic techniques, focuses heavily on the application of these methods to psychological research. Three lecture/discussion hours and a one-hour scheduled lab per week.
Prerequisites: introductory course in statistics, psychology or mathematics.

PSYC 710 - Basic Quantitative Methods in the Analysis of Behavioral Data II (3 Credits)
A continuation of PSYC 709. Three lecture/discussion hours and a one-hour scheduled lab per week.
Prerequisites: PSYC 709.

PSYC 713 - Survey of Psychoeducational Tests and Assessment (3 Credits)
Consideration of basic issues in evaluation of children, such as reliability, validity, item selection, standardization groups, criterion-referenced vs. norm-based testing, ethics, etc. Includes presentations via various instructional modes of a wide range of psychoeducational assessment procedures with a wide variety of children.

PSYC 714 - Psychoeducational Assessment of Children I (1-3 Credits)
A combination of lectures and practicum concerned with interviewing, behavioral observation and analysis, and cognitive-intellectual assessment. Requires involvement in school psychology training-service centers in the schools.
Prerequisites: acceptance in graduate psychology department program.

PSYC 715 - Psychoeducational Assessment of Children II (1-3 Credits)
A combination of lectures and practicum concerned with assessment of perceptual-motor processes, academic achievement, and personality and interpersonal skills. Requires involvement in school psychology training-service centers in the schools.
Prerequisites: PSYC 714 and acceptance in graduate psychology department program.

PSYC 716 - Assessment of Emotional-Behavioral Functioning (1-3 Credits)
Consideration, via lecture and/or practicum, of special areas of psychoeducational assessment. Topics will include infant assessment, criterion-referenced assessment, and assessment of neurological problems.
Prerequisites: PSYC 714, Acceptance in Department of Psychology graduate program.

PSYC 717 - Survey of Personality Theories (3 Credits)
Issues, theories, and research on personality.
Prerequisites: 18 hours in psychology.

PSYC 720 - Psychological Interventions with Children and Families (3 Credits)
Integration of theory, research, and practice in child clinical and family psychology. Focus on systemic, behavioral, and other orientations in the treatment of children and families.

PSYC 721 - Developmental Psychopathology and Resilience (3 Credits)
Theoretical, empirical, and methodological issues in the development of psychopathology or resilience in children, adolescents, and families. Emphasis on research topics related to nature, course, and etiology.
Prerequisites: acceptance in graduate psychology department or consent of instructor.

PSYC 725 - Systems and Theories of Psychological Intervention (3 Credits)
Seminar emphasizing a critical analysis of psychotherapy systems and theories.

PSYC 726 - Psychological Problems and Resilience (3 Credits)
A survey of clinical disorders, their origins and characteristics. Includes a review of contemporary diagnostic systems, research, and theory.
Prerequisites: PSYC 410.

PSYC 727 - Foundations of Community Psychology (3 Credits)
Survey of theoretical foundations, research and practice in community psychology. Topics include prevention, social systems intervention, community participation, innovation in community service delivery systems, and community change processes.

PSYC 728 - Laboratory in Community Study (1 Credit)
Designated to accompany Psychology 727. Laboratory will target specific problems, resources, or populations and will provide students with elementary exposure to a community system.
Prerequisite or Corequisite: PSYC 727.

PSYC 732 - Clinical Neuropsychology (3 Credits)
Overview of relationships between brain structures and function and the assessment of cognitive and emotional behavior in adults and children.
Prerequisite or Corequisite: PSYC 702A or comparable course in biopsychology.

PSYC 733 - Neuropsychological Syndromes in Childhood (3 Credits)
Applications of neuropsychological theory and research to the study of the learning process, with emphasis upon assessment and intervention with learning disabilities.

PSYC 734 - Neuropsychological Screening and Assessment (3 Credits)
Assessment procedures for screening neuropsychological factors in individuals with neurobehavioral deficits.

PSYC 735 - Survey of Psychopharmacology (3 Credits)
The effect of drugs upon internal psycho-physiological functioning and upon the behavior of human and animal subjects. Particular emphasis will be given to the psychoactive drugs.
Prerequisites: 18 hours in psychology.

PSYC 742 - Consultation and Systems Interventions (3 Credits)
Focus on understanding the theoretical bases of consultation and developing the skills necessary for the practice of mental health consultation.

PSYC 743 - Theory and Practice of Mental Health Consultation II (3 Credits)
Continues the practicum begun in Psychology 742 and develops the skills of administrative mental health consultation and evaluation of consultation programs.

PSYC 745 - Organizational Behavior (3 Credits)
Analysis of the organization as a complex interaction system.

PSYC 749 - Principles of Human Diversity (3 Credits)
Fundamental, conceptual and empirical knowledge regarding dimensions of diversity, social inequality and the application of this knowledge to psychological research, teaching and practice. Restricted to psychology students. Non-Psychology students need instructor permission to register.
PSYC 750 - Psychology of Women (3 Credits)
Women's diversity explored through research on personality, stereotypes, status and power, biological aspects, socialization, sexuality, relationships, mothering, work and achievement, violence against women, psychological disorders, and feminist therapies.

Cross-listed course: WGST 750

PSYC 751 - Race, Class, Gender, and Sexuality (3 Credits)
Historical and contemporary dimensions of social inequality centered in race, social class, gender, and sexuality.

PSYC 760 - Issues and Ethics in Clinical-Community Psychology (3 Credits)
The presentation of ethics in research and practice in clinical-community psychology and the discussion of current professional issues. Covering history and systems in psychology and providing in depth training on the ethical conduct of research.

PSYC 761 - Psychological Assessment I (3 Credits)
Develop assessment skills through interviewing, observation, performance testing, and report writing. Experience includes assessment of individuals, couples, and/or families from a variety of perspectives. Didactic/practicum.

PSYC 762 - Psychological Assessment II (4 Credits)
Theory of measurement and the construction of measures specific to clinical and community psychology. Intellectual achievement, objective personality, and projective measures. Didactic/practicum.

PSYC 763 - Clinical Psychology Assessment III (1-4 Credits)
Conceptualization of cases involving psychological measures. Clients include individuals, couples, and families. Didactic/practicum. May be repeated for up to 4 credits.

Prerequisites: PSYC 761.

PSYC 765 - Externship in School Psychology (3 Credits)
A closely supervised 20-hour-per-week externship in the techniques of psychological services in school systems. Staff.

PSYC 770 - Survey of Social Psychology (3 Credits)
Issues, research, and theories in social psychology.

Prerequisites: 18 hours in psychology.

PSYC 772 - Research Approaches to Human Behavior (3 Credits)
Nonquantitative aspects of research methodology and experimental design in laboratory and field settings. A critical investigation of artifacts and ethical issues in behavioral research.

Prerequisites: PSYC 709.

PSYC 773 - Research in Clinical-Community Psychology (1-3 Credits)
Supervised training in the conduct of empirical research in clinical-community psychology. May be repeated once for credit.

PSYC 777 - Environmental Psychology (3 Credits)
The study of human behavior and satisfaction in relation to the natural and person-made environment. Topics include environmental stress, risk, social ecology of families, behavior setting theory, and person-environmental relationships.

Prerequisites: PSYC 727.

PSYC 780 - Behavior Therapy (3 Credits)
A survey of principles, theory, methods, issues, and research in behavior therapy. Behavioral interventions with adults, children and families, organizations, and community settings.

PSYC 781 - Behavior Therapy Practicum: Adults (1-3 Credits)
Intensive practicum experience in the use of behavioral and cognitive-behavioral therapy with adult inpatients (psychiatric, geriatric, alcoholic, imprisoned), outpatients, and marital therapy clients.

Prerequisites: PSYC 720.

PSYC 782 - Child, Adolescent and Family Therapy Practicum (3 Credits)
Individually supervised practicum in therapy with children, adolescents, and families. Includes exposure to multiple approaches including behavioral and family systems modes of intervention.

Prerequisites: PSYC 720.

PSYC 783 - Health Psychology/Behavioral Medicine (3 Credits)
Scientific study of the application of psychological principles to prevention of illness, maintenance of health, and the treatment of related medical dysfunctions. Primary emphasis on the use of behavior therapy and behavior modification techniques.

Prerequisites: PSYC 711 or PSYC 730.

PSYC 784 - Clinical Health Psychology Practicum (1-3 Credits)
Applying clinical health psychology to health-related agencies in the community.

Prerequisites: PSYC 762, PSYC 783.

PSYC 785 - Seminar in Psychotherapy Research (3 Credits)
Psychotherapy research and selected topics in other clinical research, such as alcoholism and hypnosis.

PSYC 790 - College Teaching of Psychology I (1-3 Credits)
Didactic, seminar, and experiential coverage of the teaching of psychology at the college level.

Prerequisites: 18 hours in psychology.

PSYC 791 - College Teaching of Psychology II (1 Credit)
Didactic, seminar, and experiential coverage of the teaching of psychology at the college level.

Prerequisites: 18 hours in psychology or permission of instructor.

PSYC 792A - Responsible Conduct of Research in Psychology and Neuroscience (1 Credit)
Ethical issues and dilemmas in research. Compliance with national standards.

PSYC 792B - Issues and Ethics in Research in Psychology and the Teaching of Psychology II (1 Credit)
Presentation of ethics and issues pertaining to the teaching of psychology and psychological research.

PSYC 799 - Thesis Preparation (1-9 Credits)
To be arranged by candidates for the MA degree with the thesis advisor.

PSYC 801 - Cognitive Neuroscience I (3 Credits)
Techniques and methodologies of cognitive neuroscience, emphasizing classic research and theoretical perspectives as well as cutting-edge findings. Areas of focus include sensation and perception, attention, motor control, short-term/working memory, and reward/decision-making.

Prerequisites: or Corequisite: Completion of 6 credits from PSYC 702A-D.

PSYC 802 - Cognitive Neuroscience II (3 Credits)
Detailed exploration of the techniques and methodologies of cognitive neuroscience and the brain mechanisms sub-serving long-term memory, autobiographical memory, language, emotion, social cognition, and cognitive development.

Prerequisite or Corequisite: PSYC 801.
PSYC 816 - Advanced Research in Clinical-Community Psychology (1-3 Credits)
Supervised training in the conduct of empirical research in clinical-community psychology.

PSYC 818 - Research in the Schools (3 Credits)
Supervised psychological research on school-related problems; participation in ongoing program of research. Required of all doctoral candidates in psychology.

PSYC 819 - Seminar in Biological Psychology (3 Credits)
Theoretical and empirical issues in an area of current interest in biological psychology. May be repeated with different topics.
Prerequisites: PSYC 751.

PSYC 820 - Seminar in Developmental Psychology (3 Credits)
Theoretical and empirical issues in an area of current interest in developmental psychology. May be repeated with different topics.
Prerequisites: PSYC 821.

PSYC 821 - Theory of Psychological Measurement (3 Credits)
A survey of psychological scaling and factor theory, together with special techniques for achieving reliability and validity, including item analysis.
Prerequisites: PSYC 225 or the equivalent.

PSYC 822 - Seminar in Cognitive Psychology (3 Credits)
Theoretical and empirical issues in an area of current interest in cognitive psychology. May be repeated with different topics.
Prerequisites: PSYC 712.

PSYC 823 - Multivariate Analysis of Behavioral Data (3 Credits)
Advanced topics in multiple-variable research. Topics include multiple linear regression, polynomial regression, canonical correlation, discriminant function, and the analysis of variance using orthogonal polynomials and multidimensional scaling, both metric and nonmetric approaches.
Prerequisites: PSYC 710.

PSYC 824 - Special Topics in Quantitative Psychology (3 Credits)
Theoretical and empirical issues in an area of current interest in quantitative methods and quantitative psychology. May be repeated as content varies by title.
Prerequisite or Corequisite: PSYC 710.

PSYC 825 - Introduction to Statistical Mediation Analysis (3 Credits)
Mediation analysis and statistical methods for assessing mediating variables.
Prerequisites: PSYC 709 and PSYC 710 or STAT 700 and STAT 701.

PSYC 826 - Family Psychotherapy (3 Credits)
Advanced topics in family psychotherapy.
Prerequisites: PSYC 720, acceptance in clinical-community or school psychology graduate program, and consent of instructor

PSYC 827 - Applied Individual and Couples Psychotherapy (3 Credits)
Individually supervised practice in individual and couples psychotherapy.
Prerequisites: PSYC 725.

PSYC 828 - Applied Group Psychotherapy (1-3 Credits)
Advanced theory and research methods with supervised practice in the modification of personality and behavior through group interaction.

PSYC 829 - Community Psychology Practicum I (1-3 Credits)
Individually supervised field assignments in the community.

PSYC 830 - Advanced Child, Adolescent and Family Therapy Practicum (1-3 Credits)
Individually supervised advanced practicum in child, adolescent and family therapeutic intervention.
Prerequisites: PSYC 782.

PSYC 831 - Practicum in Psychological Assessment (1-3 Credits)
Training for advanced students in testing, assessment, and psychodiagnostics under the supervision of psychology staff.

PSYC 832A - Practicum in School Psychology (3 Credits)
Qualified advanced students will perform psychological evaluations and render other services in a public school setting under the supervision of the school psychology faculty. Cases dealt with include children with general or special learning difficulties.

PSYC 832B - Practicum in School Psychology (1-3 Credits)
Qualified advanced students will perform psychological evaluations and render other services in a public school setting under the supervision of the school psychology faculty. Cases dealt with include children with general or special learning difficulties.

PSYC 832C - Practicum in School Psychology (1-3 Credits)
Qualified advanced students will perform psychological evaluations and render other services in a public school setting under the supervision of the school psychology faculty. Cases dealt with include children with general or special learning difficulties.

PSYC 833 - Practicum in Mental Retardation (1-3 Credits)
Qualified advanced students will perform psychological evaluations and other clinical services under the supervision of mental retardation faculty in designated settings such as the USC Psychological Service Center, Midlands Training School, and other agencies providing services for persons with mental retardation. The assignment of cases will be based on a previous diagnosis of mental retardation or the probable involvement of mental retardation in client to be studied.
Prerequisites: PSYC 519.

PSYC 834 - Experimental Psychopathology (3 Credits)
A survey of experimental findings on psychological behavior in animals and humans and their theoretical implications. An introduction to applicable research procedures.

PSYC 835 - Advanced Psychotherapy Practicum (1-3 Credits)
Supervised psychotherapy with children, adolescents, or adults, together with additional training in marriage counseling, behavior therapy, and family therapy.
Prerequisites: PSYC 827 or PSYC 830.

PSYC 835A - Advanced Psychotherapy Practicum (1-3 Credits)
Supervised psychotherapy with children, adolescents, or adults, together with additional training in marriage counseling, behavior therapy, and family therapy.
Prerequisites: PSYC 827 or PSYC 830.

PSYC 835B - Advanced Psychotherapy Practicum (1-3 Credits)
Supervised psychotherapy with children, adolescents, or adults, together with additional training in marriage counseling, behavior therapy, and family therapy.
Prerequisites: PSYC 827 or PSYC 830.

PSYC 835C - Advanced Psychotherapy Practicum (1-3 Credits)
Supervised psychotherapy with children, adolescents, or adults, together with additional training in marriage counseling, behavior therapy, and family therapy.
Prerequisites: PSYC 827 or PSYC 830.
**PSYC 836 - Seminar in Psychopharmacology (3 Credits)**
Theoretical and empirical issues in an area of current interest in psychopharmacology. May be repeated with different topics.
**Prerequisites:** PSYC 735

**PSYC 837 - Autism Theory and Diagnostics (1-3 Credits)**
**Prerequisites:** PSYC 714 and PSYC 716 or equivalent.

**PSYC 838 - Seminar in Learning and Conditioning (3 Credits)**
Theoretical and empirical issues in an area of current interest in learning and conditioning. May be repeated with different topics.
**Prerequisites:** PSYC 711.

**PSYC 839 - Community Psychology Practicum II (3 Credits)**
Supervised practicum experience in community need assessment and the development of grant applications. Placement in state agencies and community programs.
**Prerequisites:** PSYC 727 and PSYC 829.

**PSYC 840 - Seminar in Professional School Psychology (3 Credits)**
A survey of the role of the psychologist functioning in a school setting, the associated problems and methods, including relationships with children and parents with teachers, administrators, and other school personnel.

**PSYC 841 - Advanced Study in Selected Topics (1-6 Credits)**
Special assignments to meet the needs of individual students. Conferences with instructor and staff. May be repeated with different topics.

**PSYC 843 - Seminar in Social Psychology (3 Credits)**
Theoretical and empirical issues in an area of current interest in social psychology. May be repeated with different topics.
**Prerequisites:** PSYC 770.

**PSYC 845 - Topics in Community Psychology (3 Credits)**
Theoretical and empirical issues in an area of current interest in community psychology. May be repeated with different topics.
**Prerequisites:** PSYC 727.

**PSYC 850 - Academic Interventions (3 Credits)**
Overview of consultation and systems-level interventions in psychological services.

**PSYC 860 - Advanced Study of Selected Problems in Clinical Psychology (3 Credits)**

**PSYC 865 - Internship in School Psychology (1 Credit)**
Two semesters required for Ph.D. Student is registered upon recommendation of the student's advisory committee. Will be graded as satisfactory (S) or unsatisfactory (U).

**PSYC 888 - Selected Topics in Psychology (1-6 Credits)**
Intensive study in an advanced area in psychology. May be repeated for credit.

**PSYC 889 - Independent Advanced Research (1-9 Credits)**
Doctoral-level research additional to that involved in the doctoral dissertation.

**PSYC 899 - Doctoral Research and Dissertation Preparation (1-12 Credits)**

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**Clinical-Community Psychology, Ph.D.**

**Learning Outcomes**

- Students will select and use appropriate assessment tools and methods, effectively conduct clinical interviews, and write integrated, systems-based assessment reports and case conceptualizations. Students will appropriately implement and evaluate evidence-based interventions in applied work. Students effectively give and receive feedback from supervisors. Students demonstrate effective interpersonal and communication skills in applied work. Students demonstrate awareness of how one's biases influence all aspects of applied work.
- Students demonstrate understanding of differences in beliefs and practices that emerge from various aspects of identity and how these affect one's own work. Students demonstrate an understanding of diversity issues and multi-cultural sensitivity issues in their own work and the broader field of psychology.

**Degree Requirements (81 hours)**
A minimum of 69 credit hours of course and practica work and 12 hours of dissertation work (PSYC 899) are required beyond the baccalaureate degree. Course work is distributed across five categories with a minimum number of credits in each category.

**Core Psychology Courses (19 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSYC 709</td>
<td>Basic Quantitative Methods in the Analysis of Behavioral Data I</td>
<td>3</td>
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<tr>
<td>PSYC 710</td>
<td>Basic Quantitative Methods in the Analysis of Behavioral Data II</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 761</td>
<td>Psychological Assessment I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 702A</td>
<td>Basics of Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 702B</td>
<td>Basics of Learning and Motivation</td>
<td>3</td>
</tr>
<tr>
<td>or PSYC 702B</td>
<td>Basics of Cognitive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 770</td>
<td>Survey of Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 820</td>
<td>Seminar in Developmental Psychology</td>
<td>3</td>
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**Total Credit Hours**
21

**Research Courses (23 hours)**

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PSYC 772</td>
<td>Research Approaches to Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 773</td>
<td>Research in Clinical-Community Psychology</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 799</td>
<td>Thesis Preparation</td>
<td>6</td>
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<tr>
<td>PSYC 899</td>
<td>Doctoral Research and Dissertation Preparation</td>
<td>12</td>
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</table>

**Total Credit Hours**
23

**Specialty Content Courses (18 hours)**

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>PSYC 725</td>
<td>Systems and Theories of Psychological Intervention</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 726</td>
<td>Psychological Problems and Resilience</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 727</td>
<td>Foundations of Community Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 760</td>
<td>Issues and Ethics in Clinical-Community Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>
Handbook

Clinical-Community Psychology Doctoral Program Graduate Student

Requirements

Quantitative Methods in Psychology Concentration

Students have the option of declaring a concentration in Quantitative Methods in Psychology. Also required are an approved Ph.D. dissertation, and a one-year, predoctoral, full-time internship. Most students obtain an APA-approved (or approval-seeking) internship. Students have the option of declaring a predoctoral, full-time internship. Most students obtain an APA-approved (or approval-seeking) internship. Students will be required to defend the Masters thesis and jointly take an oral comprehensive examination on their coursework to date at the time of the defense. All students who enter the program without a Masters Degree must complete the requirements for a Masters.

Degree Requirements (47 Hours)

Required courses for the Masters Degree include the following:

Research Methods and Statistics (9 Hours)

Core General Psychology Courses (15 Hours)

Foundations of Clinical Psychology (6 Hours)

Research Leading to Thesis (8 Hours)

Practicum (6 Hours)

- 6 hours of Intervention Practicum

Psychology, M.A. (restricted to Clinical-Community Psychology, Ph.D. students)

The Masters Degree was established as a way to formalize the research experience which students receive in the Clinical-Community Psychology, Ph.D. (p. 889) program, as well as to allow them to receive a degree mid-way in the program to enhance their viability for hiring in community assistantships and for acceptance at internship settings. The Masters Degree does not increase the course requirements which students will have to take to achieve their Ph.D. but rather specifies which courses required for the Ph.D. would apply toward a Masters Degree and formalizes the prior second year research project into a Masters thesis. Students will be required to defend the Masters thesis and jointly take an oral comprehensive examination on their coursework to date at the time of the defense. All students who enter the program without a Masters Degree must complete the requirements for a Masters.

Degree Requirements (47 Hours)

Required courses for the Masters Degree include the following:

Research Methods and Statistics (9 Hours)

Course | Title | Credits
--- | --- | ---
PSYC 709 | Basic Quantitative Methods in the Analysis of Behavioral Data I | 3
PSYC 710 | Basic Quantitative Methods in the Analysis of Behavioral Data II | 3
PSYC 772 | Research Approaches to Human Behavior | 3

Total Credit Hours | 9

Core General Psychology Courses (15 Hours)

Course | Title | Credits
--- | --- | ---
PSYC 726 | Psychological Problems and Resilience | 3
PSYC 727 | Foundations of Community Psychology | 3
PSYC 749 | Principles of Human Diversity | 3
PSYC 770 | Survey of Social Psychology | 3
PSYC 820 | Seminar in Developmental Psychology | 3

Total Credit Hours | 15

Foundations of Clinical Psychology (6 Hours)

Course | Title | Credits
--- | --- | ---
PSYC 725 | Systems and Theories of Psychological Intervention | 3
PSYC 761 | Psychological Assessment I | 3

Total Credit Hours | 6

Research Leading to Thesis (8 Hours)

Course | Title | Credits
--- | --- | ---
PSYC 773 | Research in Clinical-Community Psychology | 1-3
PSYC 799 | Thesis Preparation | 1-9

Total Credit Hours | 2-12

Practicum (6 Hours)

- 6 hours of Intervention Practicum

Electives (9 hours)

- Psychology courses numbered 700+ (500+ for other departments)

Additional Requirements

The Ph.D. degree in clinical-community psychology also requires successful completion of qualifying requirements (masters thesis and masters oral), a general comprehensive examination (comprehensive paper), a specialty comprehensive examination (either in clinical or community), an oral comprehensive examination, and a predoctoral research internship.

Also required are an approved Ph.D. dissertation, and a one-year, predoctoral, full-time internship. Most students obtain an APA-approved (or approval-seeking) internship. Students have the option of declaring a concentration in Quantitative Methods in Psychology.

Quantitative Methods in Psychology Concentration Requirements

- Must be accepted to a University of South Carolina Psychology Department Doctoral Program (Clinical-Community, School, or Experimental)
- Make a B or better in four courses (12 hours) that have 710 as a prerequisite (i.e., advanced quantitative courses.) 709/710 do not count, nor do assessment or methods classes. Courses must be at the 700 level or higher.
- Two of the four courses (6 hours) are required to be taught in the department. The third and fourth courses can optionally be taught in another department contingent upon approval from the Concentration Program Director.

The sequence of events and more details concerning specific aspects (including the required concurrent master's degree) are in the current Clinical-Community Psychology Doctoral Program Graduate Student Handbook, provided to all incoming students.
Electives (3 Hours)
• 3 hours (other Psyc courses 700 and higher or non-Psyc courses 500 and higher)

Psychology, Experimental

Department Website (https://sc.edu/study/colleges_schools/artandsciences/psychology/)

Jane Roberts, Department Chair

Graduate Directors
Each graduate director chairs the graduate faculty committee responsible for degrees in a given area.

Bret Kloos, Director, Clinical-Community
Amit Almor, Director, Experimental
Samuel McQuillin, Director, School

Overview
The Department of Psychology offers programs leading to the degrees of Master of Arts and Doctor of Philosophy. There are three graduate programs in the department, including clinical-community psychology, experimental psychology, and school psychology. Faculty in all three areas are available to each graduate student in every program. Detailed information concerning each of these programs (including details of admission procedures and degree requirements not included in this bulletin) may be obtained directly from the department, the director of each graduate program, and the graduate admissions office.

The experimental psychology program offers the Ph.D. degree for students who seek to be research scientists and scholars. Many students also complete the M.A. degree as they progress toward the doctoral degree. Specializations include behavioral neuroscience, cognitive psychology, cognitive neuroscience, and developmental psychology. Graduates are employed as faculty members in colleges and universities and research psychologists within public agencies and private industry.

The Department of Psychology also participates in the Certificate Program in Gerontology, which is administered by The College of Social Work, and in the Certificate Program in Drug and Addiction Studies, which is administered by the Department of Criminology and Criminal Justice. These certificates are interdisciplinary in nature and are open to qualified graduate students in psychology and other participating departments.

It is important to note that graduate training in psychology includes all of the following: core content courses in the discipline, training and supervision in delivery and application of professional skills, and integration of these components as part of a formal program. Although didactic courses are open, under appropriate conditions, to students not in the psychology degree programs, such students do not have access to professional skills courses and practica or to the integrative program as mentioned. This is to clarify that individual course work is a necessary component of professional training, but such course work is not appropriate for professional applications unless taken by a degree-seeking student in one of the graduate programs in psychology.

Admission
Graduate students are permitted to begin programs only in the Fall term and in special circumstances, the Spring semester. The application deadline is December 1.

To be admitted to full graduate standing, a student should have an undergraduate major in psychology or a closely related discipline with a minimum of 18 semester hours of psychology courses. Admission is competitive and is based upon the content of undergraduate and prior graduate courses taken in degree-seeking programs; performance in those courses (grade point average of better than 3.00 in all courses, and 3.50 or better in psychology course work is desirable); performance on the GRE (successful applicants in the past year have had an average of 1175 quantitative and verbal GRE combined scores); three letters of recommendation; prior research involvement; and (for clinical-community psychology and school psychology programs) prior work and volunteer experiences relevant to the program practice area. The GRE Advanced Psychology test is recommended but not required for applicants to all three programs: the clinical-community program, experimental and school psychology programs. Applicants also are asked for a written statement of career goals and educational expectations. Criteria are somewhat compensatory (that is, high performance on one criterion can compensate for somewhat lower performance on another).

Programs
• Experimental Psychology, M.A. (restricted to Experimental Psychology, Ph.D. students) (p. 893)
• Experimental Psychology, Ph.D. (p. 893)

Courses
PSYC 501 - Human Factors Psychology (3 Credits)
Application of research in experimental psychology to ergonomics, the design of human-environment systems, with emphasis on work settings.
Prerequisites: PSYC 101 and 9 hours of upper-level courses all in psychology, business, engineering, or nursing.

PSYC 503 - Psychology of Drug Use and Effects (3 Credits)
Research and theoretical considerations of substance abuse. Pharmacological, sociological, psychological, medical, economic, forensic, and other relevant research and treatment disciplines.
Prerequisites: PSYC 450 or PSYC 455 or PSYC 460.

PSYC 506 - Psychology of Language (3 Credits)
Theories of speech perception, linguistic theories of syntax and semantics, the brain mechanisms underlying language, the development of language in children, and the role of language in thought.
Cross-listed course: LING 567

PSYC 507 - Cognitive Neuroscience (3 Credits)
Research and theories on the role of the brain in facets of cognitive behavior, including attention, short-term and working memory, perception, language, executive function, thinking, and problem solving.
Prerequisites: C or better in PSYC 405, highly recommended PSYC 455 or PSYC 460.

PSYC 510 - Child Behavioral and Mental Disorders (3 Credits)
Theories, description, and assessment of child behavior problems and disorders; methods of intervention.
Prerequisites: PSYC 420 or PSYC 410.

Graduation with Leadership Distinction: GLD: Community Service

PSYC 520 - Psychology of Child Development (3 Credits)
Examination of development from conception through older childhood. Specific cognitive and social processes will be given in-depth study.
Prerequisites: PSYC 420.
PSYC 521 - Psychology of Adolescence (3 Credits)
Theories and research examining social, emotional, and intellectual development in adolescence. Explores influence of family, peer, school, and cultural contexts. 
Prerequisites: PSYC 420.

PSYC 522 - Psychology of Early and Middle Adulthood (3 Credits)
Developmental changes in abilities, personality, and behavior which occur between adolescence and old age. 
Prerequisites: PSYC 420.

PSYC 523 - Psychology of Aging (3 Credits)
Psychological, social, and biological phenomena associated with maturity and aging. 
Prerequisites: PSYC 420.

PSYC 524 - Nature of Students with Mental Retardation (3 Credits)
Nature and causes of mental retardation; behavior and potentialities of persons with mental retardation. 
Prerequisites: a course in the areas of child psychology-child development.

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

PSYC 525 - The Psychology of the Midlife Woman (3 Credits)
Biological, social, and psychological aspects of the midlife woman. 
Cross-listed course: WGST 525
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

PSYC 526 - Prevention of Psychological Problems in Children and Youth at Risk (3 Credits)
Etiology, prevention of, and intervention in behavioral, social, emotional, educational, and psychological problems in children and youth at risk. 
Prerequisites: PSYC 410 or PSYC 420 or equivalent.

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

PSYC 528 - Psychology of Children with Exceptionalities (3 Credits)
Characteristics, causes, needs, and intervention strategies for children with a broad range of exceptionalities including mental, physical, social/emotional difficulties and atypical gifts and talents. 
Prerequisites: PSYC 420 or PSYC 520.

PSYC 529 - Nature of Students with Specific Learning Disabilities (3 Credits)
Children with average/above average intelligence and specific learning impairments; diagnostic and remedial techniques. Offered by both the College of Education and the Department of Psychology. 
Prerequisites: EDEX 523 or PSYC 528.

Cross-listed course: EDEX 531

PSYC 530 - Advanced Social Psychology (3 Credits)
Intensive study of topics selected from the field of social psychology. 
Prerequisites: PSYC 430.

PSYC 550 - Advanced Sensation and Perception (3 Credits)
Intensive study of topics selected from the field of sensation and perception. 
Prerequisites: PSYC 450.

PSYC 560 - Advanced Topics in Neuroscience (3 Credits)
Intensive study of topics selected from the field of neuroscience. 
Prerequisites: PSYC 455 or PSYC 460.

PSYC 565 - Psychology of Physical Activity (3 Credits)
Introduction to psychosocial factors in physical activity. Topics include mental health effects of exercise, behavior change theories applied to physical activity, and physical activity determinants and interventions. 03: 07/05/2019. 
Prerequisites: PSYC 101, PSYC 228.

PSYC 570 - Neuroscience Laboratory (3 Credits)
Practice in surgical, histological, and behavioral testing methodology. Two lectures and one three-hour laboratory per week. 
Prerequisites: PSYC 460.

PSYC 571 - Cognitive Neuroscience Laboratory (3 Credits)
Methods of observation and experimentation in cognitive neuroscience. Two lectures and one three-hour laboratory per week. 
Prerequisites: PSYC 227 and C or better in two courses from PSYC 405, PSYC 450, PSYC 455, PSYC 460, or PSYC 507.

Prerequisite or Corequisite: one course from PSYC 400, PSYC 405, PSYC 450, PSYC 455, or PSYC 460.

PSYC 572 - Cognitive Psychology Laboratory (3 Credits)
Practice in the experimental techniques used in the study of cognitive psychology. Two lectures and one three-hour laboratory per week. 
Prerequisite or Corequisite: PSYC 405.

PSYC 574 - Sensation and Perception Laboratory (3 Credits)
Concepts and principles in the study of sensation and perception in the laboratory. Two lectures and one three-hour laboratory per week. 
Prerequisite or Corequisite: PSYC 405.

PSYC 575 - Developmental Psychology Laboratory (3 Credits)
Methods of observation and experimentation on human psychological development. Two lectures and one three-hour laboratory per week. 
Prerequisites: PSYC 226 and PSYC 227.

Prerequisite or Corequisite: PSYC 420 or PSYC 520.

PSYC 580 - Intermediate Statistics for Psychologists (3 Credits)
Advanced analysis of the uses and applications of statistics to research in psychology, and interpretation of statistics in the psychological literature. 
Prerequisites: B or better in PSYC 227.

PSYC 583 - Psychological Tests and Measurement (3 Credits)
Introduction to the theory and practice of measuring psychological attributes. Emphasis on test construction in a laboratory setting. Hands-on experience in designing, administering, and analyzing psychological tests and measures. 
Prerequisites: B or better in PSYC 227 and PSYC 228.

PSYC 584 - History and Systems of Psychology (3 Credits)
Systematic approaches to psychology. 
Prerequisites: 9 hours in psychology at 400 level or above.

PSYC 585 - Advanced General Psychology (3 Credits)
Review and integration of general principles of psychology. Primarily for students planning graduate study in psychology. 
Prerequisites: 12 hours in psychology courses numbered above 300.
The MA in Experimental Psychology is an option available for students enrolled in the Experimental Psychology, Ph.D. (p. 893) who choose to take the additional steps to obtain the master’s degree concurrent with the doctoral program in Experimental Psychology. Students seeking a terminal master’s degree are not admitted to the program; instead, students admitted to the doctoral program are automatically admitted to the master’s program, if they desire that degree.

The MA curriculum is designed to provide expertise in one area of Experimental Psychology, along with advanced knowledge of several additional areas within the field. The degree is awarded upon successful completion of course work, submission of an acceptable thesis, and satisfactory performance on a comprehensive, oral examination.

**Learning Outcomes**

- All graduates will demonstrate fundamental knowledge of theory and research in behavioral neuroscience, cognitive neuroscience, cognitive psychology and developmental psychology at the level to pursue a Ph.D. in Experimental Psychology.
- All graduates will demonstrate expertise in experimental design and data analyses in their field of inquiry at a good level or above in their Master's thesis.
- All graduates will be able to explain and apply the ethical standards of the field of psychology as they apply to their Master's Theses.

**Degree Requirements (30 hours)**

30 hours, with at least 15 hours at the 700 level or above.

**Required Courses (6 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSYC 709</td>
<td>Basic Quantitative Methods in the Analysis of Behavioral Data I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 710</td>
<td>Basic Quantitative Methods in the Analysis of Behavioral Data II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 6

**Electives (9-12 hours)**

Additional training tailored to each student to enhance specialized training in the field. Elective courses can include seminars and laboratory work done as individual research credit hours (PSYC 889; maximum 9 hrs). Elective courses may be taught by any graduate program or professional school at the University of South Carolina, although typically a student will take at least some of his or her elective courses within the program. Your Advising Committee must approve all elective courses. You must submit an Approval of Elective Courses to your committee. The standard time to do so is during your yearly Advising Committee Evaluation meeting. Electives are tailored to each student to enhance specialized training in the field.

**Thesis Preparation (3-6 hours)**

All students must take at least 3, but no more than 6 credit hours of PSYC 799 with their main advisor. The specific number of credit hours will be determined in consultation with the advising committee so as to ensure that, with the electives courses, the student meets the 30 credit hours requirement for the Masters degree.

**Thesis and Comprehensive Examination**

A research thesis is required, beginning with approval of a prospectus by the thesis committee and culminating in a defense of the written thesis. An M.A. comprehensive oral examination may be combined with the thesis defense or be conducted separately. The sequence of events and more details concerning specific aspects are in the current Graduate Program in Experimental Psychology Student Handbook, which is posted on the Web.

**Experimental Psychology, Ph.D. Learning Outcomes**

- Ph.D. students will be able to demonstrate fundamental knowledge in the areas of behavioral neuroscience, cognitive neuroscience, cognitive psychology, and developmental psychology as well as expert specialization within one of these domains.
- Students will demonstrate advanced knowledge in behavioral neuroscience, cognitive psychology, cognitive neuroscience or developmental psychology at a good or better level.
- Students will conduct and describe ethical psychological research that advances the state of knowledge in the field of inquiry in their dissertation at a good or better level.
- Graduating students and alumni from the Experimental Psychology Ph.D. program will achieve placement in the type of teaching, research or industry position that is compatible with their individual goals.
Degree Requirements (60 Post-Baccalaureate Hours)

<table>
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<td>Basic Quantitative Methods in the Analysis of Behavioral Data II</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one advanced quantitative methods course  
- PSYC 702E  
- PSYC 821  
- PSYC 823  
- PSYC 824  
- PSYC 825

Select one advanced area methods course: 
- PSYC 810  
- PSYC 811

Select one ethics and professional development course: 
- PSYC 792A  
- PSYC 792B

Select 6 hours of breadth courses  
- PSYC 899

Select 6 hours of core area courses  
- PSYC 899

Select 21 hours of electives

Dissertation Research Credits
- PSYC 899

Total Credit Hours  60

1 Basic Quantitative Methods 1 & 2 can also be satisfied by any of the following alternative sequences: BIOS 757, BIOS 758; STAT 700, STAT 701; STAT 702, STAT 703; EDRM 710, EDRM 711; NURS 810, NURS 811.
2 One Advanced Quantitative Methods Course may be satisfied by any three 3-credit hour quantitative or statistical graduate courses from another program (e.g., Public Health, School of Medicine, Statistics, College of Education).
3 Can include additional advanced quantitative courses as well as more specialized courses in research methods offered as PSYC 888.
4 Breadth courses are elective courses whose focus is outside the student’s primary area of study, but can be complementary to their research focus. Courses should be selected in conjunction with the student’s advising committee and approved by the program director.
5 Specialized seminar courses necessary for the student’s curriculum and research goals. Typically, these are core courses within the Department of Psychology, however with approval of the advising committee and graduate program director survey courses from other departments can be substituted (e.g., PHHP, Public Health, School of Medicine, Statistics).
6 Additional training tailored to each student to enhance specialized training in the field. Elective courses can include seminars and laboratory work done as individual research credit hours (PSYC 889; maximum 9 hrs). At least six of these credit hours must be done under the direction of a graduate faculty member other than the major professor. Elective courses may be taught by any graduate program or professional school at the University of South Carolina, although typically a student will take at least some of his or her elective courses within the program. Your Advising Committee must approve all elective courses. You must submit an Approval of Elective Courses to your committee. The standard time to do so is during your yearly Advising Committee Evaluation meeting. Electives are tailored to each student to enhance specialized training in the field.

Thesis and Comprehensive Examination
The Ph.D. degree in experimental psychology also requires successful completion of a qualifying examination, a written comprehensive examination, and a doctoral oral comprehensive examination. Also required is an approved Ph.D. dissertation. Students have the option of declaring a concentration in Quantitative Methods in Psychology. Concentration requirements are: a. Must be accepted to a University of South Carolina Psychology Department Doctoral Program (Clinical-Community, School, or Experimental) b. Make a B or better in four courses (12 hours) that have 710 as a prerequisite (i.e., advanced quantitative courses). 709/710 do not count, nor do assessment or methods classes. Courses must be at the 700 level or higher. c. Two of the four courses (6 hours) are required to be taught in the department. The third and fourth courses can optionally be taught in another department contingent upon approval from the Concentration Program Director.

The sequence of events and more details concerning specific aspects are in the current Graduate Program in Experimental Psychology Student Handbook, which is posted on the Web.

Psychology, School Overview
Department Website (http://www.psych.sc.edu/)
Jane Roberts, Department Chair

Graduate Directors
Each graduate director chairs the graduate faculty committee responsible for degrees in a given area.
Bret Kloos, Director, Clinical-Community
Amit Almor, Director, Experimental
Samuel McQuillin, Director, School

The Department of Psychology offers programs leading to the degrees of Master of Arts and Doctor of Philosophy. There are three graduate programs in the department, including clinical-community psychology, experimental psychology, and school psychology. Faculty in all three areas are available to each graduate student in every program. Detailed information concerning each of these programs (including details of admission procedures and degree requirements not included in this bulletin) may be obtained directly from the department, the director of each graduate program, and the graduate admissions office.

The school psychology program offers the Ph.D. degree for students who seek to be practitioners and researchers/scholars. In addition to formal courses, supervised training in diagnosis and intervention, and
supervised research experience, the program offers a wide range of experiences in the public school systems. Graduates are employed in providing services within public schools as well as other public and private institutions and service organizations, are engaged in independent practice as psychologists, and are employed as faculty members in colleges and universities. The program is accredited by the American Psychological Association.

The Department of Psychology also participates in the Certificate Program in Gerontology, which is administered by The College of Social Work, and in the Certificate Program in Drug and Addiction Studies, which is administered by the Department of Criminology and Criminal Justice. These certificates are interdisciplinary in nature and are open to qualified graduate students in psychology and other participating departments.

It is important to note that graduate training in psychology includes all of the following: core content courses in the discipline, training and supervision in delivery and application of professional skills, and integration of these components as part of a formal program. Although didactic courses are open, under appropriate conditions, to students not in the psychology degree programs, such students do not have access to professional skills courses and practica or to the integrative program as mentioned. This is to clarify that individual course work is a necessary component of professional training, but such course work is not appropriate for professional applications unless taken by a degree-seeking student in one of the graduate programs in psychology.

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To be admitted to full graduate standing, a student should have an undergraduate major in psychology or a closely related discipline with a minimum of 18 semester hours of psychology courses. Admission is competitive and is based upon the content of undergraduate and prior graduate courses taken in degree-seeking programs; performance in those courses (grade point average of better than 3.00 in all courses, and 3.50 or better in psychology course work is desirable); performance on the GRE (successful applicants in the past year have had an average of 1175 quantitative and verbal GRE combined scores); three letters of recommendation; prior research involvement; and (for clinical-community psychology and school psychology programs) prior work and volunteer experiences relevant to the program practice area. The GRE Advanced Psychology test is recommended but not required for applicants to all three programs: the clinical-community program, experimental and school psychology programs. Applicants also are asked for a written statement of career goals and educational expectations. Criteria are somewhat compensatory (that is, high performance on one criterion can compensate for somewhat lower performance on another).

Courses
PSYC 501 - Human Factors Psychology (3 Credits)
Application of research in experimental psychology to ergonomics, the design of human-environment systems, with emphasis on work settings.
Prerequisites: PSYC 101 and 9 hours of upper-level courses all in psychology, business, engineering, or nursing.

PSYC 503 - Psychology of Drug Use and Effects (3 Credits)
Research and theoretical considerations of substance abuse. Pharmacological, sociological, psychological, medical, economic, forensic, and other relevant research and treatment disciplines.
Prerequisites: PSYC 450 or PSYC 455 or PSYC 460.

PSYC 506 - Psychology of Language (3 Credits)
Theories of speech perception, linguistic theories of syntax and semantics, the brain mechanisms underlying language, the development of language in children, and the role of language in thought.
Cross-listed course: LING 567

PSYC 507 - Cognitive Neuroscience (3 Credits)
Research and theories on the role of the brain in facets of cognitive behavior, including attention, short-term and working memory, perception, language, executive function, thinking, and problem solving.
Prerequisites: C or better in PSYC 405, highly recommended PSYC 455 or PSYC 460.

PSYC 510 - Child Behavioral and Mental Disorders (3 Credits)
Theories, description, and assessment of child behavior problems and disorders; methods of intervention.
Prerequisites: PSYC 420 or PSYC 410.

Graduation with Leadership Distinction: GLD: Community Service

PSYC 520 - Psychology of Child Development (3 Credits)
Examination of development from conception through older childhood. Specific cognitive and social processes will be given in-depth study.
Prerequisites: PSYC 420.

PSYC 521 - Psychology of Adolescence (3 Credits)
Theories and research examining social, emotional, and intellectual development in adolescence. Explores influence of family, peer, school, and cultural contexts.
Prerequisites: PSYC 420.

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Developmental changes in abilities, personality, and behavior which occur between adolescence and old age.
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PSYC 523 - Psychology of Aging (3 Credits)
Psychological, social, and biological phenomena associated with maturity and aging.
Prerequisites: PSYC 420.

PSYC 524 - Nature of Students with Mental Retardation (3 Credits)
Nature and causes of mental retardation; behavior and potentialities of persons with mental retardation.
Prerequisites: a course in the areas of child psychology-child development.

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

Programs
- School Psychology, M.A. (restricted to School Psychology, Ph.D. students) (p. 900)
- School Psychology, Ph.D. (p. 902)
PSYC 525 - The Psychology of the Midlife Woman (3 Credits)
Biological, social, and psychological aspects of the midlife woman.
Cross-listed course: WGST 525
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

PSYC 526 - Prevention of Psychological Problems in Children and Youth at Risk (3 Credits)
Etiology, prevention of, and intervention in behavioral, social, emotional, educational, and psychological problems in children and youth at risk.
Prerequisites: PSYC 410 or PSYC 420 or equivalent.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

PSYC 528 - Psychology of Children with Exceptionalities (3 Credits)
Characteristics, causes, needs, and intervention strategies for children with a broad range of exceptionalities including mental, physical, social/emotional difficulties and atypical gifts and talents.
Prerequisites: PSYC 420 or PSYC 520.

PSYC 529 - Nature of Students with Specific Learning Disabilities (3 Credits)
Children with average/above average intelligence and specific learning impairments; diagnostic and remedial techniques. Offered by both the College of Education and the Department of Psychology.
Prerequisites: EDEX 523 or PSYC 528.
Cross-listed course: EDEX 531

PSYC 530 - Advanced Social Psychology (3 Credits)
Intensive study of topics selected from the field of social psychology.
Prerequisites: PSYC 430.

PSYC 550 - Advanced Sensation and Perception (3 Credits)
Intensive study of topics selected from the field of sensation and perception.
Prerequisites: PSYC 450.

PSYC 560 - Advanced Topics in Neuroscience (3 Credits)
Intensive study of topics selected from the field of neuroscience.
Prerequisites: PSYC 455 or PSYC 460.

PSYC 565 - Psychology of Physical Activity (3 Credits)
Introduction to psychosocial factors in physical activity. Topics include mental health effects of exercise, behavior change theories applied to physical activity, and physical activity determinants and interventions. 03: 07/05/2019.
Prerequisites: PSYC 101, PSYC 228.

PSYC 570 - Neuroscience Laboratory (3 Credits)
Practice in surgical, histological, and behavioral testing methodology. Two lectures and one three-hour laboratory per week.
Prerequisites: PSYC 460.

PSYC 571 - Cognitive Neuroscience Laboratory (3 Credits)
Methods of observation and experimentation in cognitive neuroscience. Two lectures and one three-hour laboratory per week.
Prerequisites: PSYC 227 and C or better in two courses from PSYC 405, PSYC 450, PSYC 455, PSYC 460, or PSYC 507.
Prerequisite or Corequisite: one course from PSYC 400, PSYC 405, PSYC 450, PSYC 455, or PSYC 460.

PSYC 572 - Cognitive Psychology Laboratory (3 Credits)
Practice in the experimental techniques used in the study of cognitive psychology. Two lectures and one three-hour laboratory per week.
Prerequisite or Corequisite: PSYC 405.

PSYC 574 - Sensation and Perception Laboratory (3 Credits)
Concepts and principles in the study of sensation and perception in the laboratory. Two lectures and one three-hour laboratory per week.
Prerequisite or Corequisite: PSYC 450.

PSYC 575 - Developmental Psychology Laboratory (3 Credits)
Methods of observation and experimentation on human psychological development. Two lectures and one three-hour laboratory per week.
Prerequisites: PSYC 226 and PSYC 227.
Prerequisite or Corequisite: PSYC 420 or PSYC 520.

PSYC 580 - Intermediate Statistics for Psychologists (3 Credits)
Advanced analysis of the uses and applications of statistics to research in psychology, and interpretation of statistics in the psychological literature.
Prerequisites: B or better in PSYC 227.

PSYC 583 - Psychological Tests and Measurement (3 Credits)
Introduction to the theory and practice of measuring psychological attributes. Emphasis on test construction in a laboratory setting. Hands-on experience in designing, administering, and analyzing psychological tests and measures.
Prerequisites: B or better in PSYC 227 and PSYC 228.

PSYC 584 - History and Systems of Psychology (3 Credits)
Systematic approaches to psychology.
Prerequisites: 9 hours in psychology at 400 level or above.

PSYC 585 - Advanced General Psychology (3 Credits)
Review and integration of general principles of psychology. Primarily for students planning graduate study in psychology.
Prerequisites: 12 hours in psychology courses numbered above 300.

PSYC 589 - Selected Topics in Psychology (3 Credits)
Course content varies and will be announced in the schedule of classes by title.

PSYC 598 - Individual Research (3 Credits)
Planning and execution of supervised research in psychology. Approved contract required.
Prerequisites: 15 hours of psychology.

PSYC 599 - Individual Research (3 Credits)
Planning and execution of supervised research in psychology. Approved contract required.
Prerequisites: 15 hours of psychology.

PSYC 700 - Psychosocial Approaches to Gerontology (3 Credits)
Introduction to gerontology from the fields of demography, psychology, sociology, social welfare, and economics.
Cross-listed course: SOWK 771

PSYC 701 - Behavioral Assessment and Intervention with Children and Youth (3 Credits)
A combination of lecture and practicum experiences emphasizing the application of behavioral assessment and intervention techniques in educational, institutional, and home settings. Students receive individual and group supervision throughout the semester.
Prerequisites: PSYC 711.
PSYC 702A - Basics of Neuroscience (3 Credits)
Functional organization of the nervous system; research and theories of the neurological bases of behavior.

PSYC 702B - Basics of Cognitive Psychology (3 Credits)
Research and theories on attention, memory, language, thinking, and other cognitive processes.

PSYC 702C - Basics of Developmental Psychology (3 Credits)
Research and theories of psychological development across the lifespan.

PSYC 702D - Basics of Learning and Motivation (3 Credits)
Research and theories of instrumental conditioning, classical conditioning, learning, and motivation.

PSYC 702E - Experimental Design (3 Credits)
This course covers basic principles of sound experimental design, including such topics as internal and external validity, subject selection factors, and techniques for reducing sampling error and minimizing bias. In addition, the course will discuss practical limitations to ideal experimental design and have students identify the design conventions specific to their field of study.

PSYC 703A - Integration across Cognitive Psychology and Neuroscience (3 Credits)
Research and theories of cognitive neuroscience.

PSYC 703C - Integration across Developmental and Cognitive Psychology (3 Credits)
Research and theories of cognitive development.

PSYC 703D - Integration across Areas of Psychology (3 Credits)
Presentation of research and theories that cross different areas within psychology.

PSYC 704 - Group Dynamics (3 Credits)
Offered for an interdisciplinary student clientele interested in group processes and structures. Training is provided in observational methods and techniques of group assessment. Laboratory and field study required.

PSYC 705 - Psychological Systems and Theories (3 Credits)
Contemporary trends in systematic approaches and behavior theories.

PSYC 706 - Seminar in Judgment and Decision Making (3 Credits)
Research and theories of processes in judgment, choice, and decision making.

PSYC 709 - Basic Quantitative Methods in the Analysis of Behavioral Data I (3 Credits)
Quantitative methods for graduate students in psychology and other behavioral sciences. Emphasizes logical/intuitive understanding of the basic techniques, focuses heavily on the application of these methods to psychological research. Three lecture/discussion hours and a one-hour scheduled lab per week.
Prerequisites: introductory course in statistics, psychology or mathematics.

PSYC 710 - Basic Quantitative Methods in the Analysis of Behavioral Data II (3 Credits)
A continuation of PSYC 709. Three lecture/discussion hours and a one-hour scheduled lab per week.
Prerequisites: PSYC 709.

PSYC 713 - Survey of Psychoeducational Tests and Assessment (3 Credits)
Consideration of basic issues in evaluation of children, such as reliability, validity, item selection, standardization groups, criterion-referenced vs. norm-based testing, ethics, etc. Includes presentations via various instructional modes of a wide range of psychoeducational assessment procedures with a wide variety of children.

PSYC 714 - Psychoeducational Assessment of Children I (1-3 Credits)
A combination of lectures and practicum concerned with interviewing, behavioral observation and analysis, and cognitive-intellectual assessment. Requires involvement in school psychology training-service centers in the schools.
Prerequisites: acceptance in graduate psychology department program.

PSYC 715 - Psychoeducational Assessment of Children II (1-3 Credits)
A combination of lectures and practicum concerned with assessment of perceptual-motor processes, academic achievement, and personality and interpersonal skills. Requires involvement in school psychology training-service centers in the schools.
Prerequisites: PSYC 714 and acceptance in graduate psychology department program.

PSYC 716 - Assessment of Emotional-Behavioral Functioning (1-3 Credits)
Consideration, via lecture and/or practicum, of special areas of psychoeducational assessment. Topics will include infant assessment, criterion-referenced assessment, and assessment of neurological problems.
Prerequisites: PSYC 714, Acceptance in Department of Psychology graduate program.

PSYC 717 - Survey of Personality Theories (3 Credits)
Issues, theories, and research on personality.
Prerequisites: 18 hours in psychology.

PSYC 720 - Psychological Interventions with Children and Families (3 Credits)
Integration of theory, research, and practice in child clinical and family psychology. Focus on systemic, behavioral, and other orientations in the treatment of children and families.

PSYC 721 - Developmental Psychopathology and Resilience (3 Credits)
Theoretical, empirical, and methodological issues in the development of psychopathology or resilience in children, adolescents, and families. Emphasis on research topics related to nature, course, and etiology.
Prerequisites: acceptance in graduate psychology department or consent of instructor.

PSYC 725 - Systems and Theories of Psychological Intervention (3 Credits)
Seminar emphasizing a critical analysis of psychotherapy systems and theories.

PSYC 726 - Psychological Problems and Resilience (3 Credits)
A survey of clinical disorders, their origins and characteristics. Includes a review of contemporary diagnostic systems, research, and theory.
Prerequisites: PSYC 410.

PSYC 727 - Foundations of Community Psychology (3 Credits)
Survey of theoretical foundations, research and practice in community psychology. Topics include prevention, social systems intervention, community participation, innovation in community service delivery systems, and community change processes.
PSYC 728 - Laboratory in Community Study (1 Credit)
Designated to accompany Psychology 727. Laboratory will target specific problems, resources, or populations and will provide students with elementary exposure to a community system.
Prerequisite or Corequisite: PSYC 727.

PSYC 732 - Clinical Neuropsychology (3 Credits)
Overview of relationships between brain structures and function and the assessment of cognitive and emotional behavior in adults and children.
Prerequisite or Corequisite: PSYC 702A or comparable course in biopsychology.

PSYC 733 - Neuropsychological Syndromes in Childhood (3 Credits)
Applications of neuropsychological theory and research to the study of the learning process, with emphasis upon assessment and intervention with learning disabilities.

PSYC 734 - Neuropsychological Screening and Assessment (3 Credits)
Assessment procedures for screening neuropsychological factors in individuals with neurobehavioral deficits.

PSYC 735 - Survey of Psychopharmacology (3 Credits)
The effect of drugs upon internal psycho-physiological functioning and upon the behavior of human and animal subjects. Particular emphasis will be given to the psychoactive drugs.
Prerequisites: 18 hours in psychology

PSYC 742 - Consultation and Systems Interventions (3 Credits)
Focus on understanding the theoretical bases of consultation and developing the skills necessary for the practice of mental health consultation.

PSYC 743 - Theory and Practice of Mental Health Consultation II (3 Credits)
Continues the practicum begun in Psychology 742 and develops the skills of administrative mental health consultation and evaluation of consultation programs.

PSYC 745 - Organizational Behavior (3 Credits)
Analysis of the organization as a complex interaction system.

PSYC 749 - Principles of Human Diversity (3 Credits)
Fundamental, conceptual and empirical knowledge regarding dimensions of diversity, social inequality and the application of this knowledge to psychological research, teaching and practice. Restricted to psychology students. Non-Psychology students need instructor permission to register.

PSYC 750 - Psychology of Women (3 Credits)
Women's diversity explored through research on personality, stereotypes, status and power, biological aspects, socialization, sexuality, relationships, mothering, work and achievement, violence against women, psychological disorders, and feminist therapies.
Cross-listed course: WGST 750

PSYC 751 - Race, Class, Gender, and Sexuality (3 Credits)
Historical and contemporary dimensions of social inequality centered in race, social class, gender, and sexuality.

PSYC 760 - Issues and Ethics in Clinical-Community Psychology (3 Credits)
The presentation of ethics in research and practice in clinical-community psychology and the discussion of current professional issues. Covering history and systems in psychology and providing in depth training on the ethical conduct of research.

PSYC 761 - Psychological Assessment I (3 Credits)
Develop assessment skills through interviewing, observation, performance testing, and report writing. Experience includes assessment of individuals, couples, and/or families from a variety of perspectives. Didactic/practicum.

PSYC 762 - Psychological Assessment II (4 Credits)
Theory of measurement and the construction of measures specific to clinical and community psychology. Intellectual achievement, objective personality, and projective measures. Didactic/practicum.

PSYC 763 - Clinical Psychology Assessment III (1-4 Credits)
Conceptualization of cases involving psychological measures. Clients include individuals, couples, and families. Didactic/practicum. May be repeated for up to 4 credits.
Prerequisites: PSYC 761.

PSYC 765 - Externship in School Psychology (3 Credits)
A closely supervised 20-hour-per-week externship in the techniques of psychological services in school systems. Staff.

PSYC 770 - Survey of Social Psychology (3 Credits)
Issues, research, and theories in social psychology.
Prerequisites: 18 hours in psychology.

PSYC 772 - Research Approaches to Human Behavior (3 Credits)
Nonquantitative aspects of research methodology and experimental design in laboratory and field settings. A critical investigation of artifacts and ethical issues in behavioral research.
Prerequisites: PSYC 709.

PSYC 773 - Research in Clinical-Community Psychology (1-3 Credits)
Supervised training in the conduct of empirical research in clinical-community psychology. May be repeated once for credit.

PSYC 777 - Environmental Psychology (3 Credits)
The study of human behavior and satisfaction in relation to the natural and person-made environment. Topics include environmental stress, risk, social ecology of families, behavior setting theory, and person-environmental relationships.
Prerequisites: PSYC 727.

PSYC 780 - Behavior Therapy (3 Credits)
A survey of principles, theory, methods, issues, and research in behavior therapy. Behavioral interventions with adults, children and families, organizations, and community settings.

PSYC 781 - Behavior Therapy Practicum: Adults (1-3 Credits)
Intensive practicum experience in the use of behavioral and cognitive-behavioral therapy with adult inpatients (psychiatric, geriatric, alcoholic, imprisoned), outpatients, and marital therapy clients.

PSYC 782 - Child, Adolescent and Family Therapy Practicum (3 Credits)
Individually supervised practicum in therapy with children, adolescents, and families. Includes exposure to multiple approaches including behavioral and family systems modes of intervention.
Prerequisites: PSYC 720.

PSYC 783 - Health Psychology/Behavioral Medicine (3 Credits)
Scientific study of the application of psychological principles to prevention of illness, maintenance of health, and the treatment of related medical dysfunctions. Primary emphasis on the use of behavior therapy and behavior modification techniques.
Prerequisites: PSYC 711 or PSYC 730.
PSYC 784 - Clinical Health Psychology Practicum (1-3 Credits)
Applying clinical health psychology to health-related agencies in the community.
Prerequisites: PSYC 762, PSYC 783.

PSYC 785 - Seminar in Psychotherapy Research (3 Credits)
Psychotherapy research and selected topics in other clinical research, such as alcoholism and hypnosis.

PSYC 790 - College Teaching of Psychology I (1-3 Credits)
Didactic, seminar, and experiential coverage of the teaching of psychology at the college level.
Prerequisites: 18 hours in psychology.

PSYC 791 - College Teaching of Psychology II (1 Credit)
Didactic, seminar, and experiential coverage of the teaching of psychology at the college level.
Prerequisites: 18 hours in psychology or permission of instructor

PSYC 792A - Responsible Conduct of Research in Psychology and Neuroscience (1 Credit)
Ethical issues and dilemmas in research. Compliance with national standards.

PSYC 792B - Issues and Ethics in Research in Psychology and the Teaching of Psychology II (1 Credit)
Presentation of ethics and issues pertaining to the teaching of psychology and psychological research.

PSYC 799 - Thesis Preparation (1-9 Credits)
To be arranged by candidates for the MA degree with the thesis advisor.

PSYC 801 - Cognitive Neuroscience I (3 Credits)
Techniques and methodologies of cognitive neuroscience, emphasizing classic research and theoretical perspectives as well as cutting-edge findings. Areas of focus include sensation and perception, attention, motor control, short-term/working memory, and reward/decision-making.
Prerequisite or Corequisite: Completion of 6 credits from PSYC 702A-D.

PSYC 802 - Cognitive Neuroscience II (3 Credits)
Detailed exploration of the techniques and methodologies of cognitive neuroscience and the brain mechanisms sub-serving long-term memory, autobiographical memory, language, emotion, social cognition, and cognitive development.
Prerequisite or Corequisite: PSYC 801.

PSYC 816 - Advanced Research in Clinical-Community Psychology (1-3 Credits)
Supervised training in the conduct of empirical research in clinical-community psychology.

PSYC 818 - Research in the Schools (3 Credits)
Supervised psychological research on school-related problems; participation in ongoing program of research. Required of all doctoral candidates in psychology.

PSYC 819 - Seminar in Biological Psychology (3 Credits)
Theoretical and empirical issues in an area of current interest in biological psychology. May be repeated with different topics.
Prerequisites: PSYC 730.

PSYC 820 - Seminar in Developmental Psychology (3 Credits)
Theoretical and empirical issues in an area of current interest in developmental psychology. May be repeated with different topics.
Prerequisites: PSYC 751.

PSYC 821 - Theory of Psychological Measurement (3 Credits)
A survey of psychological scaling and factor theory, together with special techniques for achieving reliability and validity, including item analysis.
Prerequisites: PSYC 225 or the equivalent.

PSYC 822 - Seminar in Cognitive Psychology (3 Credits)
Theoretical and empirical issues in an area of current interest in cognitive psychology. May be repeated with different topics.
Prerequisites: PSYC 712.

PSYC 823 - Multivariate Analysis of Behavioral Data (3 Credits)
Advanced topics in multiple-variable research. Topics include multiple linear regression, polynomial regression, canonical correlation, discriminant function, and the analysis of variance using orthogonal polynomials and multidimensional scaling, both metric and nonmetric approaches.
Prerequisites: PSYC 710.

PSYC 824 - Special Topics in Quantitative Psychology (3 Credits)
Theoretical and empirical issues in an area of current interest in quantitative methods and quantitative psychology. May be repeated as content varies by title.
Prerequisite or Corequisite: PSYC 710.

PSYC 825 - Introduction to Statistical Mediation Analysis (3 Credits)
Mediation analysis and statistical methods for assessing mediating variables.
Prerequisites: PSYC 709 and PSYC 710 or STAT 700 and STAT 701.

PSYC 826 - Family Psychotherapy (3 Credits)
Advanced topics in family psychotherapy.
Prerequisites: PSYC 720, acceptance in clinical-community or school psychology graduate program, and consent of instructor

PSYC 827 - Applied Individual and Couples Psychotherapy (3 Credits)
Individually supervised practice in individual and couples psychotherapy.
Prerequisites: PSYC 725.

PSYC 828 - Applied Group Psychotherapy (1-3 Credits)
Advanced theory and research methods with supervised practice in the modification of personality and behavior through group interaction.

PSYC 829 - Community Psychology Practicum I (1-3 Credits)
Individually supervised field assignments in the community.

PSYC 830 - Advanced Child, Adolescent and Family Therapy Practicum (1-3 Credits)
Individually supervised advanced practicum in child, adolescent and family therapeutic intervention.
Prerequisites: PSYC 782.

PSYC 831 - Practicum in Psychological Assessment (1-3 Credits)
Training for advanced students in testing, assessment, and psychodiagnostics under the supervision of psychology staff.

PSYC 832A - Practicum in School Psychology (3 Credits)
Qualified advanced students will perform psychological evaluations and render other services in a public school setting under the supervision of the school psychology faculty. Cases dealt with include children with general or special learning difficulties.

PSYC 832B - Practicum in School Psychology (1-3 Credits)
Qualified advanced students will perform psychological evaluations and render other services in a public school setting under the supervision of the school psychology faculty. Cases dealt with include children with general or special learning difficulties.
PSYC 832C - Practicum in School Psychology (1-3 Credits)
Qualified advanced students will perform psychological evaluations and render other services in a public school setting under the supervision of the school psychology faculty. Cases dealt with include children with general or special learning difficulties.

PSYC 833 - Practicum in Mental Retardation (1-3 Credits)
Qualified advanced students will perform psychological evaluations and other clinical services under the supervision of mental retardation faculty in designated settings such as the USC Psychological Service Center, Midlands Training School, and other agencies providing services for persons with mental retardation. The assignment of cases will be based on a previous diagnosis of mental retardation or the probable involvement of mental retardation in client to be studied.
Prerequisites: PSYC 519.

PSYC 834 - Experimental Psychopathology (3 Credits)
A survey of experimental findings on psychological behavior in animals and humans and their theoretical implications. An introduction to applicable research procedures.

PSYC 835 - Advanced Psychotherapy Practicum (1-3 Credits)
Supervised psychotherapy with children, adolescents, or adults, together with additional training in marriage counseling, behavior therapy, and family therapy.
Prerequisites: PSYC 827 or PSYC 830.

PSYC 835A - Advanced Psychotherapy Practicum (1-3 Credits)
Supervised psychotherapy with children, adolescents, or adults, together with additional training in marriage counseling, behavior therapy, and family therapy.
Prerequisites: PSYC 827 or PSYC 830.

PSYC 835B - Advanced Psychotherapy Practicum (1-3 Credits)
Supervised psychotherapy with children, adolescents, or adults, together with additional training in marriage counseling, behavior therapy, and family therapy.
Prerequisites: PSYC 827 or PSYC 830.

PSYC 835C - Advanced Psychotherapy Practicum (1-3 Credits)
Supervised psychotherapy with children, adolescents, or adults, together with additional training in marriage counseling, behavior therapy, and family therapy.
Prerequisites: PSYC 827 or PSYC 830.

PSYC 836 - Seminar in Psychopharmacology (3 Credits)
Theoretical and empirical issues in an area of current interest in psychopharmacology. May be repeated with different topics.
Prerequisites: PSYC 735

PSYC 837 - Autism Theory and Diagnostics (1-3 Credits)
Prerequisites: PSYC 714 and PSYC 716 or equivalent.

PSYC 838 - Seminar in Learning and Conditioning (3 Credits)
Theoretical and empirical issues in an area of current interest in learning and conditioning. May be repeated with different topics.
Prerequisites: PSYC 711.

PSYC 839 - Community Psychology Practicum II (3 Credits)
Supervised practicum experience in community need assessment and the development of grant applications. Placement in state agencies and community programs.
Prerequisites: PSYC 727 and PSYC 829.

PSYC 840 - Seminar in Professional School Psychology (3 Credits)
A survey of the role of the psychologist functioning in a school setting, the associated problems and methods, including relationships with children and parents with teachers, administrators, and other school personnel.

PSYC 841 - Advanced Study in Selected Topics (1-6 Credits)
Special assignments to meet the needs of individual students. Conferences with instructor and staff. May be repeated with different topics.
Prerequisites: PSYC 770.

PSYC 845 - Topics in Community Psychology (3 Credits)
Theoretical and empirical issues in an area of current interest in community psychology. May be repeated with different topics.
Prerequisites: PSYC 727.

PSYC 850 - Academic Interventions (3 Credits)
Overview of consultation and systems-level interventions in psychological services.

PSYC 860 - Advanced Study of Selected Problems in Clinical Psychology (3 Credits)

PSYC 865 - Internship in School Psychology (1 Credit)
Two semesters required for Ph.D. Student is registered upon recommendation of the student’s advisory committee. Will be graded as satisfactory (S) or unsatisfactory (U).

PSYC 888 - Selected Topics in Psychology (1-6 Credits)
Intensive study in an advanced area in psychology. May be repeated for credit.

PSYC 889 - Independent Advanced Research (1-9 Credits)
Doctoral-level research additional to that involved in the doctoral dissertation.

PSYC 899 - Doctoral Research and Dissertation Preparation (1-12 Credits)

School Psychology, M.A. (restricted to School Psychology, Ph.D. students)

The MA in School Psychology is an option available for students enrolled in the School Psychology, Ph.D. (p. 902) who choose to take the additional steps to obtain the master’s degree concurrent with the doctoral program in School Psychology. Students seeking a terminal master’s degree are not admitted to the program; instead, students admitted to the doctoral program are automatically admitted to the master’s program, if they desire that degree.

The purpose of the School Psychology MA degree is to provide training for students enrolled in the PhD program in School Psychology to develop introductory skills and knowledge in historical and current foundations of school psychology practice and in evidence-based assessment and
interventions related to students’ learning and behavior in school and school-related settings.

Learning Outcomes

- Students will successfully administer, score, and write a report describing performance on an individual intelligence test.
- Students will successfully administer, score, and write a report describing performance on tests of academic achievement and social-emotional development.
- Students will successfully develop an individual behavior plan for a student in a school setting.
- Students will successfully demonstrate an understanding of the history and current practices in the field of school psychology.
- Students will successfully demonstrate an understanding of basic statistical techniques, including analysis of variance and correlation/regression approaches.

Admissions

Students who enter the program with only a bachelor's degree must complete all program and Graduate School requirements for the completion of the Master of Arts degree. Information on The Graduate School requirements may be found at http://www.gradschool.sc.edu/, where the Graduate Studies Bulletin can be found online. Students are encouraged to consult the bulletin for their year of entry and to maintain up-to-date information about all university and program requirements.

Degree Requirements

Requirements for the Master's degree include the following:

- 33 hours of course work, as specified below;
- 6 hours of thesis credit; Program of Study;
- Successful completion of the master's thesis;
- And an oral comprehensive examination

Students are expected to complete all requirements for the master’s degree by the end of the fifth semester and to complete and submit all relevant paperwork to The Graduate School in a timely manner, as specified in time lines published by The Graduate School.

Course Requirements

School Psychology Core Courses (21 Hours)

Required for the Master's degree are as follows:

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSYC 714</td>
<td>Psychoeducational Assessment of Children I</td>
<td>1-3</td>
</tr>
<tr>
<td>PSYC 715</td>
<td>Psychoeducational Assessment of Children II</td>
<td>1-3</td>
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<tr>
<td>PSYC 716</td>
<td>Assessment of Emotional-Behavioral Functioning</td>
<td>1-3</td>
</tr>
<tr>
<td>PSYC 701</td>
<td>Behavioral Assessment and Intervention with Children and Youth</td>
<td>3</td>
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<tr>
<td>PSYC 832A</td>
<td>Practicum in School Psychology</td>
<td>3</td>
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<tr>
<td>PSYC 832B</td>
<td>Practicum in School Psychology</td>
<td>1-3</td>
</tr>
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</table>

Total Credit Hours 10-18

General Psychology Courses (12 Hours)

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSYC 709</td>
<td>Basic Quantitative Methods in the Analysis of Behavioral Data I</td>
<td>3</td>
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Select six hours of the following:

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSYC 710</td>
<td>Basic Quantitative Methods in the Analysis of Behavioral Data II</td>
<td>3</td>
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<tr>
<td>PSYC 702A</td>
<td>Basics of Neuroscience</td>
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<td>PSYC 702B</td>
<td>Basics of Cognitive Psychology</td>
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<td>PSYC 702C</td>
<td>Basics of Developmental Psychology</td>
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<td>PSYC 702D</td>
<td>Basics of Learning and Motivation</td>
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<td>PSYC 726</td>
<td>Psychological Problems and Resilience</td>
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<tr>
<td>PSYC 770</td>
<td>Survey of Social Psychology</td>
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Or equivalent courses

Total Credit Hours 12

The Master's Thesis (6 Hours)

USC requires a thesis of all graduate students seeking the Master of Arts degree. As indicated in the Graduate Studies Bulletin, students should obtain a copy of the general thesis regulations from The Graduate School. The thesis should be written to meet all graduate school requirements. Later in this Handbook is a detailed description of the steps and requirements for the doctoral dissertation (see "Psychology Department Guidelines for the Dissertation"). Information in that section will be very helpful in preparing your thesis and should be consulted for further suggestions and details for developing your research ideas, choosing a thesis advisor, proposing your thesis, carrying out the project, and completing the written thesis. Information specific to the thesis is also described below.

General Purpose

Completion of the master’s thesis is designed to assist students in becoming competent behavioral scientists. There are three specific objectives for this project:

1. provide an early introduction to research methodology and research applications;
2. provide support and knowledge that will help in the preparation and completion of a doctoral dissertation; and
3. demonstrate the role of school psychologists in the discovery of new knowledge.

Description of the Project

This research requirement will involve a completed data-based project conducted in conjunction with a research committee, and written following the guidelines of the Publication Manual of the American Psychological Association. The thesis must also meet all Graduate School requirements.

Scope of the Project

A variety of research approaches are acceptable for this project, including but not limited to:

- applied and basic experimental designs
- quasi-experimental designs
- survey data and methods
- archival data analysis
- meta-analysis of an area of research
- program evaluation
- qualitative analysis
- single-subject and small-sample designs
Implementation
New students will be oriented to thesis and dissertation research requirements in PSYC 832A. Students are encouraged to select their thesis and dissertation chairs and committees based on their individual research interests and career plans.

Regardless of the goal or the content of the thesis, the nature and scope of the project should be such that the student completes the project before the beginning of the third year. The student should develop a concise project prospectus (including a brief overview and description of the methodology; see below) no later than the beginning of the third semester so that the thesis committee can evaluate in a timely fashion whether the proposed project is in the student’s best interest.

The student should recognize that progression from lower to higher level courses, practica, assistantships, and other requirements is contingent upon satisfactory progress in research activities, including the thesis.

Composition of the Thesis Committee
The thesis committee must have two faculty members. At least one member must be from the core School Psychology area faculty. The second member of the committee can be either another School Psychology faculty member, another Psychology faculty member, a faculty member from another USC department, or a qualified person from a local school or agency, provided that he or she has been approved by the Graduate School in advance. Generally, students choose a thesis chairperson with whom they wish to conduct their research; together, the student and chairperson then select the second committee member.

The Thesis Prospectus
All students must submit a written proposal, describing the research they plan to conduct (see Dissertation Guidelines for further description of the components). The proposal must be approved by the student’s committee before the student may proceed with the study. In addition, approval to conduct research with either human participants or animal subjects must also be secured from the University Institutional Review Board (IRB) before the student may begin the study approved by the committee. Your committee will decide if a formal prospectus meeting should be held.

Evaluation of the Thesis
A thesis passes when both research committee members rate the project as acceptable. The global rating of each committee member is based on the following criteria:

- Clarity of the problem
- Rigor of the methodology/procedures
- Adequacy of the data
- Appropriateness of the data analysis
- Appropriateness of the data interpretation
- Clear relationship drawn to prior research
- Explicit discussion of implications and limitations
- Precision of writing
- Correct APA presentation style
- Correct use of tables, graphs, figures, & appendices

Oral Comprehensive Examination
After completing all requirements for the master’s thesis and all course work for the master’s degree, the student will complete an oral comprehensive examination. The committee for the oral examination consists of three faculty members, usually chaired by either the student’s academic advisor or thesis advisor. A minimum of two members must be from the core School Psychology faculty. The third member may be a School Psychology faculty member, another Psychology faculty member, or under special circumstances, an approved USC faculty member from outside the Department.

The content of the oral examination is at the discretion of the committee but focuses on prior course work and applied school psychology at the master’s level.

School Psychology, Ph.D.
Learning Outcomes

- Students will apply their appreciation of cultural, racial, and gender differences, similarities, and contributions to professional practice and research issues.
- Students will interpret information from a variety of sources (test and non-test data) to make appropriate diagnostic and intervention decisions with individuals of different ages, cultural backgrounds, and exceptionalities.
- Students will communicate effectively, both orally and in writing, with a variety of different constituents.
- Students will demonstrate systematic problem-solving and problem-finding skills.
- Students will evaluate and critique the existing applicable research literature in school psychology.
- Students will demonstrate an understanding of the roles and functions of school psychologists, understand the legal and ethical standards that relate to professional psychology and school practice, and understand the various employment contexts for school psychologists.
- Students will develop and evaluate appropriate intervention plans for individuals with learning and/or behavioral difficulties.
- Students will collaborate with others, including teachers, parents, and relevant others, and serve as effective members of multi-disciplinary teams.

Degree Requirements (92 Post-Baccalaureate Hours)
A minimum of 78 credit hours of course and practica work, two hours for internship, and dissertation work (PSYC 899) are required.

Course work includes 30 hours of core school psychology courses, 31 hours of general psychology courses, 6 hours of education electives, and 12 hours of specialty practica.

The Ph.D. degree in school psychology also requires successful completion of a qualifying examination, a written specialty examination, and a general oral comprehensive examination. Also required is an approved Ph.D. dissertation and a one-year, predoctoral, full-time internship. Many students obtain an APA-approved (or approval-seeking) internship. Students have the option of declaring a concentration in Quantitative Methods in Psychology. Concentration requirements are:

a. Must be accepted to a University of South Carolina Psychology Department Doctoral Program (Clinical-Community, School, or Experimental) b. Make a B or better in four courses (12 hours) that have 710 as a pre-requisite (i.e., advanced quantitative courses.) 709/710 do not count, nor do assessment or methods classes. Courses must be at the 700 level or higher. c. Two of the four courses (6 hours) are required to be taught in the department d. The third and fourth courses
can optionally be taught in another department contingent upon approval from the Concentration Program Director.

The sequence of events and more details concerning specific aspects are in the current Graduate Program in School Psychology Student Handbook, provided to all incoming students.

**Religious Studies**

Department Website (http://www.cas.sc.edu/relg/)

James S. Cutsinger, Chair

**Courses**

RELG 514 - *The Quest of the Historical Jesus* (3 Credits)
Examination of studies on the historical Jesus from 1778 to the present. Attention given to the relationship between “the Jesus of history” and “the Christ of faith”.

RELG 551 - *Tradition and Transformations in Islamic Cultures* (3 Credits)
Islam as a dynamic cultural tradition: emphasis on the tension between Islamization and the larger Islamic tradition. **Cross-listed course:** ANTH 515

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning

RELG 552 - *Buddhist Studies Seminar* (3 Credits)
The examination of a theme or problem central to the study of Buddhism in a seminar emphasizing intensive reading and creative discussion. Course may be repeated since topics change.

RELG 700 - *Problems in the Comparative Study of Religion* (3 Credits)
Introduction to formative thinkers in the discipline of religious studies, with attention to the methodological problems of comparison.

RELG 701 - *Foundational Readings* (3 Credits)
Foundational texts appropriate to the student’s area of specialization and required for advanced course work and thesis preparation.

RELG 710 - *The Christology of the New Testament* (3 Credits)
Examination of the four major New Testament titles: Son of Man, Christ, Lord, and Son of God. Attention also given to some lesser-known titles and to Christology in context.

RELG 724 - *Religion and Politics* (3 Credits)
Religion as a factor in the comparative politics and international relations of states and societies. **Cross-listed course:** POLI 724

RELG 740 - *Israelite Religion* (3 Credits)
Beliefs and practices in ancient Israelite religion, with particular attention to the emergence of monotheism. Comparison with other ancient Near Eastern religions.

RELG 760 - *Religion and Literature* (3 Credits)
Introduction to historical and contemporary approaches to the cross-disciplinary study of the inter-relations of the religious and the literary imaginations.

RELG 770 - *Black Christianity in America* (3 Credits)
Elements in the religion of the black slave in early America, the development of black churches and theological movements.

RELG 771 - *Black and Liberation Theology* (3 Credits)
Tenets, themes, and representative figures in black and liberation theology in the United States and in Central and South America.

RELG 772 - *Nineteenth-Century American Evangelical Thought* (3 Credits)
The diverse heritage of American evangelism, with special emphasis on its socio-political and theological origins in the late 18th and 19th centuries.

RELG 773 - *Twentieth-Century Christology* (3 Credits)
Various 20th-century christological perspectives, with special emphasis on the person and work of Jesus as bases for addressing life/death and hope/despair issues.

RELG 780 - *World Spirituality* (3 Credits)
An examination of the perennialist approach to the mystical and contemplative teachings of the major religious traditions.

RELG 789 - *Seminar in Philosophical Theology* (3 Credits)
Examination of contemporary problems in the philosophical foundations of religion.

RELG 792 - *Special Topics in Texts and Traditions* (3 Credits)
Topics related to the study of texts in the life of specific religious communities. Course content varies; individual topics will be announced.

RELG 793 - *Special Topics in Theology and Religious Thought* (3 Credits)
Topics related to the study of religious doctrines, cosmologies, spiritual practices, and ethics. Course content varies; individual topics will be announced.

RELG 794 - *Special Topics in Religion and Society* (3 Credits)
Topics examining religious institutions, practices, and experiences in relation to other cultural forms. Course content varies; individual topics will be announced.

RELG 797 - *Independent Study* (3 Credits)

RELG 799 - *Thesis Preparation* (1-9 Credits)

**School of the Earth, Ocean and Environment**

Department Website (https://www.sc.edu/study/colleges_schools/artsandsciences/earth_ocean_and_environment/study/graduate/)

Alicia Wilson, Director

The School of the Earth, Ocean & Environment offers the Ph.D. and the M.S. in Geological Sciences or Marine Science; the Master of Earth and Environmental Resources Management (MEERM) degree; and dual MEERM and Juris Doctor degrees in collaboration with the USC School of Law. The latter is a streamlined program for students seeking both the master’s and law degree.

**Admission**

Admission to the program of graduate study in geological sciences is obtained by application to The Graduate School. Requirements are satisfactory scores on the GRE (normally a minimum total verbal and quantitative GRE score of 1000), with a minimum quantitative score of 550. GRE scores expire after 5 years. However, for admission to the PhD program, students will not be required to retake the GRE if: 1) they have taken the exam and received a minimum total verbal and quantitative score of 1000, with a minimum quantitative score of 550, and 2) they have a Master of Science Degree from an accredited U.S. institution with an undergraduate GPA of 3.00 or higher, and 3) recommendations...
from qualified referees. Applicants whose native language is not English are also required to submit a satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam. The minimum acceptable score on the TOEFL is 80 (internet-based). The minimum acceptable overall band score on the IELTS Intl. Academic Course Type 2 exam is 6.5. The Department of Geological Sciences does not have a specific set of required undergraduate courses but bases its admission mainly on demonstrated ability to do academic work and interest in the field of earth and ocean sciences. Questions concerning admission should be submitted to the director of graduate studies for the School of the Earth, Ocean and Environment (GradDir@seoe.sc.edu).

Programs

- Earth and Environmental Resources Management, M.E.E.R.M. (p. 912)
- Geological Sciences, M.S. (p. 913)
- Geological Sciences, Ph.D. (p. 914)
- Marine Science, M.S. (p. 914)
- Marine Science, Ph.D. (p. 915)

Courses

ENVR 500 - Environmental Practicum (3 Credits)
Multidisciplinary research projects related to University or community environmental problems (e.g., energy, water conservation, solid waste, recycling).

ENVR 501 - Special Topics in the Environment (3 Credits)
An in-depth analysis course of a specific interdisciplinary environmental topic. Course content varies and will be announced in the schedule of classes by title.
Prerequisites: ENVR 101 or ENVR 201.

ENVR 531 - Sustainability Management and Leadership Strategies (3-4 Credits)
Integrated management system principles and advanced leadership strategies to create sustainable development initiatives.

ENVR 533 - Sustainability Projects Course (3 Credits)
Research, development and implementation of sustainability projects throughout the campus and community.

ENVR 538 - Global Food Politics (3 Credits)
Political, social, and cultural landscapes of food and farming around the world; issues of agricultural production, trade, consumption, and food security.
Cross-listed course: GEOG 538

ENVR 540 - Decolonizing the Environment: Race, Nature, Power (3 Credits)
Critical examination of the ways ideas about nature and racial difference are conceptually and materially entwined with the production of social and environmental inequalities.

ENVR 548 - Environmental Economics (3 Credits)
An analysis of the economics aspects of environmental decay, pollution control, and natural resource use. Analysis of the ability of the market system to allocate resources efficiently when economic activity is accompanied by environmental damage. Discussion of alternative public policy approaches to pollution control and natural resource conservation.
Prerequisites: ECON 221 and ECON 222, or ECON 224.
Cross-listed course: ECON 548

ENVR 571 - Conservation Biology (3 Credits)
Principles of conservation biology. Importance of biodiversity, causes of decline and extinction, and restoration and conversation policy in terrestrial and aquatic ecosystems. 03: 07/05/2019.
Prerequisites: BIOL 301.

Cross-listed course: BIOL 571

ENVR 572 - Freshwater Ecology (3 Credits)
Quantitative study of the population, community and evolutionary ecology of freshwater habitats (lakes, ponds, rivers, streams, wetlands). Includes mandatory fieldtrips.
Prerequisites: BIOL 301.

Cross-listed course: BIOL 572

ENVR 590 - Environmental Issues Seminar (3 Credits)
Collaborative study of a contemporary environmental issue. Field trips may be required. Restricted to Environmental Science and Environmental Studies majors.
Prerequisites: BIOL 301.

ENVR 700 - Current Topics in Environmental Studies (3 Credits)
Current issues, policies, and regulations pertaining to environmental studies. Emphasizes integrated multidisciplinary approaches toward identification, evaluation, preservation, mitigation, and/or utilization of environmentally sensitive material and sites.

ENVR 725 - International Environmental Management Systems (3 Credits)
International environmental management systems standards will be integrated with business planning to provide students with the best strategies for future growth in today's environmentally sensitive global economy.

ENVR 790 - Directed Individual Studies (1-6 Credits)
Directed research topics to be individually assigned.

ENVR 795 - Environmental Internship Preparation (1-3 Credits)
Preparation and presentation of a capstone project plan for conduct of multidisciplinary environmental research addressing public/private/non-profit sector issues through an internship in government agencies, NGOs or private industry.
Prerequisites: One semester full-time graduate enrollment or equivalent.

ENVR 796 - Environmental Internship (1-3 Credits)
Environmental internship in government agencies, NGOs, or private industry, culminating in a project deliverable. Typically includes data analyses/metrics, resource management options, and/or internal outreach education, with final assessment. Restricted to graduate students in the MEERM program.
Prerequisites: 3 credits of ENVR 795; successful completion of MEERM comprehensive examination.

ENVR 799 - Thesis Preparation (1-9 Credits)

ENVR 800 - Seminar in Environmental Studies (3 Credits)
Examination of the effectiveness of environmental policies and methods relative to current issues and needs.

ENVR 802 - Environmental Policy and Management (3 Credits)
An examination of issues related to environmental policy making, implementation and management.
Cross-listed course: POLI 769
ENVR 804 - Environmental Advocacy Seminar (3 Credits)
This seminar is designed to explore and develop practical advocacy skills in the area of environmental representation and to provide an understanding of advocacy in administrative, legislative, and litigation arenas.
Cross-listed course: LAWS 804

ENVR 835 - Seminar in Environmental Ethics (3 Credits)
Examination of the intellectual, cultural, and ethical frameworks within which environmental problems arise and are solved.
Cross-listed course: PHIL 835

GEOL 500 - Field Geology (4-6 Credits)
Geological field techniques including the use of field instruments and the preparation of geologic maps. Written and oral reports required.
Prerequisites: GEOL 325 and GEOL 355.

Graduation with Leadership Distinction: GLD: Research

GEOL 501 - Principles of Geomorphology (3 Credits)
The process of earth denudation with emphasis on chemistry of weathering, stream and erosion hydraulics, quantitative analysis of land form evolution.
Prerequisites: GEOL 101 and GEOL 102.

Cross-listed course: MSCI 501

GEOL 502 - Principles of Coastal Geomorphology (4 Credits)
Geological and physical controls on the morphology, development, and stability of coastlines. Analysis of waves and erosional processes, and coastal zone morphodynamics. Several required field trips.
Prerequisite or Corequisite: MATH 122 or MATH 141.

Cross-listed course: MSCI 502

GEOL 503 - Regional Stratigraphy and Biostratigraphy of North America (3 Credits)
Sedimentologic, biostratigraphic, and tectonic history of North America, approached from paleogeographic considerations with emphasis on the Atlantic Coastal Plain and Continental Margin. Three hours lecture and three hours recitation per week. Required field trips.

GEOL 508 - Palynology (3 Credits)
Fundamentals of pollen analysis including morphology of modern and fossil forms, use of pollen and spores for correlation, dating, establishing phylogenetic trends, and reconstruction of ancient environments. Two lectures plus one two-hour lab per week.

GEOL 510 - Organic Sedimentation and Coal Genesis (3 Credits)
Theories of origin of coal deposits and coal-forming ingredients. Basic concepts of coal composition and classification. Practical applications of coal petrographic techniques. Two lectures plus one two-hour lab. Two optional field trips.

GEOL 511 - Advanced Paleontology (3 Credits)
Systematic, ecologic, biogeographic, and evolutionary aspects of paleontology; lectures, practical exercises, field trips.
Prerequisites: GEOL 305.

Cross-listed course: MSCI 511

GEOL 515 - Marine Micropaleontology (4 Credits)
Marine microfossils; distribution, ecology, paleoecology, and biostratigraphy; use of microfossils in marine sediments to study oceanographic history. Three lectures and two laboratory hours per week.
Cross-listed course: MSCI 515

GEOL 516 - Sedimentology (4 Credits)
Modern concepts of sediment composition, sedimentary facies, depositional environments, and stratigraphy. Includes laboratory.
Prerequisites: GEOL 325.

GEOL 518 - Surface to Subsurface Stratigraphy (3 Credits)
Surface to subsurface stratigraphic interpretation and techniques; litho- and biostratigraphy, geophysical log interpretation and subsurface presentation.

GEOL 520 - Isotope Geology and Geochronology (3 Credits)
Dating techniques for Pleistocene deposits, sediments, archaeological materials, igneous and metamorphic rocks.

GEOL 521 - Introduction to Geochemistry (3 Credits)
Investigation of low temperature chemical reactions controlling the geochemistry of the earth's surface. Emphasis on CO2, carbonates, oxidation-reduction, thermodynamics, isotopes, biogeochemistry.
Cross-listed course: MSCI 521

GEOL 524 - Environmental Radioisotope Geochemistry (3 Credits)
Introduction to radioactivity and the use of radionuclides to study environmental processes, including age-dating and biogeochemical cycling in aquatic systems. Two lectures per week.
Prerequisites: CHEM 111, CHEM 112, MATH 141.

GEOL 526 - Igneous Petrology (4 Credits)
Petrography and petrogenesis of igneous rocks; evolution of contrasting petrotextonic terranes. Three lectures and three laboratory hours per week.
Prerequisites: GEOL 202.

GEOL 527 - Metamorphic Petrology (4 Credits)
Petrography and petrogenesis of metamorphic rocks in orogenic belts. Three lectures and three laboratory hours per week.
Prerequisites: GEOL 202.

GEOL 531 - Plate Tectonics (3 Credits)
Geological and geophysical evidence for plate tectonics, detailed development of the plate tectonics model, and present areas of research, including measurements of plate motion using satellite geodesy.
Prerequisites: Must have passed two GEOL courses numbered 300 or above, or consent of instructor.

GEOL 537 - Field Methods in Geophysics (3 Credits)
Application of two or more geophysical field methods to a current geological problem. Independent study contract required.

GEOL 540 - Earth Science for Teachers I (3 Credits)
Survey of topics related to the origin, internal structure, and internal processes of the earth, including plate tectonics, earthquakes, volcanoes, and mountain building. Required field trips, two lectures, and three lab hours per week. Cannot be used in M.S. or PhD. programs in geology.
Cross-listed course: EDSE 548

GEOL 541 - Earth Science for Teachers II (3 Credits)
Surface processes acting on the earth; introduction to weather and climate, weathering, erosion, and sedimentary processes; landform evolution; ocean currents and tides, near-shore geologic processes. Required field trips, two lecture and three lab hours per week. Cannot be used in MS or PhD programs in geology.
Prerequisites: EDSE 548/GEOL 540.

Cross-listed course: EDSE 549
GEOL 542 - Methods in Geoscience Education Research (3 Credits)
Introduction to methods used in discipline-based education research and their application to research questions in the geosciences.
Prerequisites: C or better in least one course in GEOL, ENVR, MSCI or GEOG.

GEOL 545 - Geological Oceanography (3 Credits)
A comprehensive study of the origin and development of the major structural features of the ocean basins and the continental margins. Discussion of the techniques used in obtaining geologic data and the interpretation of sedimentary processes, vulcanism, and the stratigraphy of the ocean basins.
Cross-listed course: MSCI 545

GEOL 546 - Marine Geophysics (3 Credits)
Introduction to the nature and structure of the ocean floor as revealed by geophysical techniques. Two hours lecture and three hours laboratory.

GEOL 548 - Environmental Geophysics (4 Credits)
Practical geophysical techniques for exploring the shallow subsurface. Seismic, resistivity, well log, gravity, magnetic method. Includes lectures and field exercises to collect and analyze data.
Prerequisites: MATH 141 and PHYS 201 or PHYS 211.

GEOL 550 - Sedimentary Simulations and Sequence Stratigraphy (4 Credits)
Problems of sequence stratigraphy resolved with graphic computer simulations. Sedimentary fill of basins by carbonates and/or clastics tracked as a function of rate of sediment accumulation, tectonic behavior, and sea level. Includes laboratory.
Prerequisites: GEOL 325.

Cross-listed course: MSCI 550

GEOL 553 - Marine Sediments (3 Credits)
Marine sedimentary environments; physical/biological factors which control the formation and distribution of modern marine sediments.
Prerequisites: GEOL 516.

Cross-listed course: MSCI 553

GEOL 554 - Applied Seismology (3 Credits)
Theory of seismic wave propagation. Seismic reflection data acquisition, processing, and interpretation.
Prerequisites: MATH 141; PHYS 201 or PHYS 211.

GEOL 555 - Elementary Seismology (3 Credits)
Basic elements of seismology. Mathematical development of seismic wave equations; measurement, description, and interpretation of seismic data.
Prerequisites: MATH 241.

GEOL 556 - Seismic Reflection Interpretation (3 Credits)
The interpretation of geologic structure using seismic sections. Recognition of apparent structure caused by velocity anomalies, multiples, and complex reflector geometry. Application to hydrocarbon exploration.

GEOL 557 - Coastal Processes (3 Credits)
Physical and geological processes controlling the formation and evolution of beach, barrier, and nearshore environments, including discussion of coastal management issues.
Cross-listed course: MSCI 557

GEOL 560 - Earth Resource Management (3 Credits)
An approach to problems of resource management by lecture and seminar using case studies in mineral, energy, hydrogeological, and environmental science.
Graduation with Leadership Distinction: GLD: Research
Experiential Learning: Experiential Learning Opportunity

GEOL 561 - Environmental Field Geology (6 Credits)
An introduction to field methods in sedimentology, structural geology, hydrogeology and geophysics with special reference to geological hazards and environmental problems.

GEOL 567 - Long-Term Environmental Change (3 Credits)
Climatic changes of the past and their impact on the physical landscape, with an emphasis on the Quaternary period.
Prerequisites: A 200-level course in physical geography or geology or equivalent.

Cross-listed course: GEOG 567

GEOL 568 - Introduction to Micrometeorology (3 Credits)
Small-scale processes in the atmospheric boundary layers, including energy budget, radiation, soil heat transfer, humidity, viscous flows, turbulence, momentum and heat exchanges, evaporation, and marine atmospheric boundary layer.
Prerequisites: PHYS 201 and MATH 141.

Cross-listed course: MSCI 568

GEOL 570 - Environmental Hydrogeology (3 Credits)
Environmental considerations of the hydrologic cycle, occurrence and movement of ground water, aquifer analysis, and water well development and construction. Water quality, pollution parameters, and the geochemistry of selected natural systems. The effects of environmental problems, waste disposal, and urban development upon the aqueous geochemical regime.
Prerequisites: GEOL 101 and CHEM 111 or their equivalents.

GEOL 571 - Soil Hydrology (4 Credits)
Saturated and unsaturated water flow through soils, pore pressure development, runoff generation, and watershed response to rainfall. Three lecture and three laboratory hours per week.
Prerequisites: PHYS 202 and MATH 142.

GEOL 575 - Numerical Modeling for Earth Science Applications (3 Credits)
Finite difference and finite element methods for solving the diffusion equation and advection-dispersion equation, with applications in hydrogeology, geophysics, geology, and marine science.
Prerequisites: MATH 142; MATH 241 is recommended.

GEOL 579 - Air-Sea Interaction (3 Credits)
The physical mechanism responsible for interaction between the ocean and the atmosphere and the influence of air-sea interaction on atmospheric and oceanic dynamics and thermodynamics on a wide variety of spatial/temporal scales.
Cross-listed course: MSCI 579

GEOL 580 - Satellite Oceanography (3 Credits)
This course provides knowledge of various techniques used in satellite remote sensing of the oceans. Key skills will be developed in satellite data processing, image analysis, and hands-on research.
Cross-listed course: MSCI 580
GEOL 581 - Estuarine Oceanography (3 Credits)
Estuarine kinematics and dynamics; classification of estuaries; estuarine circulation and mixing. Scheduled field trips are required.
Prerequisites: MSCI 314.
Cross-listed course: MSCI 581

GEOL 582 - Marine Hydrodynamics (3 Credits)
Basic principles of fluid statics and dynamics. Conservation of mass, momentum, and energy; viscosity, vorticity, and boundary layers with examples from the marine environment. Applications to and analysis of ocean currents and waves. Scheduled field trips are required.
Prerequisites: differential equations, PHYS 201 or PHYS 211.

GEOL 583 - Geology and Geochemistry of Salt Marshes (3 Credits)
Geological and geochemical processes in salt marshes. Methods of geological research in marshes, including instrumental techniques, sampling design, and data analysis. Two lectures per week plus four weekends of project-oriented fieldwork and/or equivalent lab work. Scheduled field trips are required.
Prerequisites: CHEM 111 or equivalent.

GEOL 600 - Senior Seminar in Geology and Geophysics (2 Credits)
Advanced research topics in geology and geophysics; critical reading of literature, technical presentations, and written reports. Senior standing.

GEOL 650 - Electron Microscopy and Microanalysis (4 Credits)
SEM, ESEM, TEM, and EMPA, WDS quantitative analysis, EDS semi-quantitative analysis, EBSD, methods of sample preparation, and applications in varieties of disciplines. Two lecture and three laboratory hours per week.
Prerequisites: CHEM 111 or equivalent.

GEOL 699 - Senior Thesis (3-6 Credits)
Senior capstone experience, research on a problem on fundamental significance, supervised by faculty member; must include field study component, written final project report, and oral presentation at departmental seminar.

GEOL 700 - Geology of South Carolina (3 Credits)
Survey of the surficial, coastal, and bedrock geology of South Carolina, its regional physiographic and tectonic setting, and the natural resources of the state.

GEOL 702 - Environmental Earth Science for Teachers (3 Credits)
The hydrologic cycle in geologic settings of this region, and the effects of urbanization and industrialization on groundwater, rivers, and coasts. The vulnerability of urban and industrial systems to natural geologic processes. Two lecture and three laboratory hours per week. Not available for graduate credit for students in M.S. or Ph.D. programs in geological sciences.
Prerequisites: introductory course in any of the earth sciences.

GEOL 703 - Field Studies in Pleistocene and Holocene Geology for Teachers (1 Credit)
Two weekend field courses dealing with Pleistocene and Holocene coastal geology, plate tectonics, sea-level change, global circulation patterns, shoreline change since 1850, and nearshore processes.

GEOL 704 - Field Studies for Teachers in Natural and Altered Barrier Island Systems (1 Credit)
Two weekend field courses dealing with barrier island and associated marsh environments, marsh productivity, the dune-beach-bar system, shoreline stabilization, and nearshore processes on natural and armored shorelines.

GEOL 711 - Paleoclimatology (3 Credits)
An overview of Earth's climate history during Cenozoic. Emphasis will be placed on Pleistocene glacial-interglacial climate variability and understanding the proxies used to reconstruct past climate changes.
Cross-listed course: MSCI 711

GEOL 715 - Stable Isotope Geochemistry (3 Credits)
Introduction to the analysis of stable isotopes of hydrogen, oxygen, carbon, nitrogen, and sulfur using mass spectrometry. Emphasis will be on the use of these isotopes in geological problems.
Prerequisites: GEOL 521.

GEOL 716 - Eustasy and Global Variations in Sequence Stratigraphy (3 Credits)
Relationship of sequence stratigraphy to sea level variations, tectonics and sedimentation. Construction and analyses of paleogeographic maps, regional cross-sections, and chronostratigraphic charts.
Cross-listed course: MSCI 716

GEOL 717 - Organic Geochemistry (3 Credits)
Sources, transport, and fate of organic matter in natural environments including soils, riverine, estuarine, coastal and open ocean sediments and waters.
Prerequisites: GEO 521L/MSCI 521.

GEOL 720 - Crystal Chemistry and Mineral Structure (3 Credits)
Principles of atomic structure and chemical variation of minerals.

GEOL 722 - Aqueous Geochemistry (3 Credits)
This course was not found in the supplied content but was listed in the program requirements. If possible, please provide us with the correct information.

GEOL 725 - Solid Earth Processes (3 Credits)
Examination of the structure and dynamics of the Earth's interior combining perspectives from geophysics and geochemistry. Focus on the lithospheric cycle.

GEOL 726 - Igneous Processes and Crustal Genesis (3 Credits)
An investigation of igneous processes and their role in crustal genesis and evolution.

GEOL 731 - Advanced Structural Geology (3 Credits)
A study of the deformation of the earth's crust including mechanics of folding, faulting, jointing, and cleavage formation. Consideration of current theories of orogenesis in relation to geophysical evidence for the structure of the earth's crust, mantle, and core.
Prerequisites: GEOL 331 and GEOL 536.

GEOL 733 - Rock Mechanics (3 Credits)
Behavior of rocks and minerals up to 10kb, 8000°C. Role of internal pore pressure and time. Interplay of theory and empiricism.
Prerequisites: MATH 300.

GEOL 735 - Regional Tectonics (3 Credits)
Integrated analysis (from both model and case history approaches) of the regional structural geology of selected classic areas and analysis of the interaction of tectonic and sedimentary processes in the production of the sedimentary sequences of selected geosynclines and basins.
Weekend field trips.
GEOL 743 - Decision Making in Environmental Resource Management (3 Credits)
Environmental project planning and management. Types and magnitudes of environmental problems; environmental pathways; environmental data acquisition and analysis; protection versus restoration; risk assessment; site assessment.
Prerequisites: GEOL 560.

GEOL 744 - Decision Making in Energy Resource Management (3 Credits)
An integrative seminar for science managers. Consideration of the technical, managerial, and financial aspects of decision making in geologic enterprises, with emphasis on hydrocarbon exploration.

GEOL 745 - Petroleum Geology (3 Credits)
An introduction to exploring for oil and natural gas; concentration on specific regions with energy resources.

GEOL 750 - Basin Analysis Seminar (3 Credits)
Development of the stratigraphic systems; detailed analysis of the aims, working methods, and relations between litho-, bio-, and chronostratigraphy. Three lecture hours per week with occasional field trips.

GEOL 751 - Carbonate Petrology (3 Credits)
Detailed analysis of the processes and products of carbonate sedimentation, diagenesis, and lithification, with special emphasis upon the role of organisms in forming carbonate sediments and sedimentary rocks. Three lecture hours per week with occasional field trips.

GEOL 752 - Sandstone Petrology (3 Credits)
Sandstone properties as a response to geologic processes. Relationships between the porous microstructure of sandstones and fluid transport. Automated petrography using image analysis and pattern recognition procedures.

GEOL 754 - Oceanographic Techniques (1 Credit)
Shipboard experience with basic techniques used by geological, physical, chemical, and biological oceanographers.
Cross-listed course: BIOL 754

GEOL 755 - Environmental Measurements and Analysis (3 Credits)
A field and laboratory course designed to acquaint students with basic techniques needed to measure and analyze various biotic and abiotic environmental parameters in estuarine and shallow water habitats. One lecture and six laboratory hours per week. 03: 07/05/2019.

GEOL 758 - Analysis of Geological Data (3 Credits)
Principles used in processing, smoothing, correlating and contouring geological data and simulating geologic processes.

GEOL 764 - Seismic Reflection Interpretation (3 Credits)
The interpretation of regional stratigraphy and structure using seismic sections. Recognition of stratigraphic sequences, sedimentary facies, and extensional and compressional structures. Application to hydrocarbon exploration.

GEOL 765 - Exploration Seismology (3 Credits)
Seismic refraction and reflection methods including sources, instrumentation, data processing, velocity analysis, seismic modeling, and interpretation.
Prerequisites: GEOL 536 or equivalent.

GEOL 766 - Advanced Seismology (3 Credits)
Advanced treatment of elastic wave propagation, ray theory, normal modes, and free oscillations; applications to determine earth structure, modeling of earthquakes.
Prerequisites: GEOL 555 or equivalent.

GEOL 770 - Ground Water Geology (3 Credits)
The evaluation of aquifer characteristics by flow nets, Theis equation and graphic solution technique for water table and artesian conditions. Methodology of pumping tests and data collection. Prediction of aquifer response through time. Analog and computer analysis and interpretation of data.
Prerequisites: GEOL 570 or equivalent.

GEOL 771 - Topics in Hydrogeology (3 Credits)
Selected topics germane to the qualitative and quantitative aspects of the hydrologic cycle.

GEOL 772 - Geologic Theories (3 Credits)
Survey of the origin and development of geologic principles.

GEOL 773 - Water Quality and Pollution (3 Credits)
The nature of water; physical, chemical, and biological quality parameters. Techniques of quantitative analysis, methods of water quality control, and pollution abatement. Hydrogeochemical interactions and effects on water quality and waste disposal.
Prerequisites: GEOL 570 or equivalent.

GEOL 774 - Solute Transport in Geologic Media (3 Credits)
Processes influencing conservative and reactive transport of solutes through porous media. Geochemistry of natural waters; transport processes for geologic and environmental/contaminant problems; mathematical equations; numerical methods; field techniques.
Prerequisites: GEOL 570 or ECIV 563.

GEOL 775 - Numerical Methods in Subsurface Hydrology (3 Credits)
Formation of groundwater flow and solute transport problems, theory and practice, numerical methods, solution techniques.
Cross-listed course: ECIV 761

GEOL 781 - Physical Oceanography (3 Credits)
Geographic and hydrodynamic aspects of oceanography, with emphasis on estuaries. Physical properties of sea water and theories and methods involved in ocean currents, air-sea interaction, waves, and tides.
Cross-listed course: MSCI 781

GEOL 782 - Chemical Oceanography (3 Credits)
Chemical characteristics of sea water, distribution of properties, and chemical processes in the oceans, with emphasis on estuaries.
Cross-listed course: MSCI 782

GEOL 783 - Oceanographic Time Series Analysis (3 Credits)
Techniques in the analysis of oceanographic data sequences, including filtering techniques, fast Fourier transforms, and empirical orthogonal functions.
Cross-listed course: MSCI 783

GEOL 784 - Geophysical Fluid Dynamics (3 Credits)
Equations governing the large-scale dynamics of the atmosphere and ocean, rotational influence, shallow water equations, vorticity, quasi-geostrophic dynamics, Rossby waves, energy and enstrophy, and geostrophic turbulence.
Prerequisites: MATH 241 or ENGR 360 or GEOL 582/MSCI 582 or GEOL 781/MSCI 781.

Cross-listed course: MSCI 784
GEOL 785 - Atmospheric Dynamics (3 Credits)
Elementary applications of the basic equations, scale analysis, planetary boundary layer, atmospheric oscillations, synoptic and mesoscale systems, hydrodynamic instability, cyclogenesis, frontogenesis, energy cycle, momentum budget, and tropical motion systems.

Cross-listed course: MSCI 785

GEOL 790 - Directed Individual Studies in Geology (1-6 Credits)
Directed research topics to be individually assigned and supervised by graduate faculty.

GEOL 799 - Thesis Preparation (1-9 Credits)

GEOL 800 - Seminar (General Geology) (0-1 Credits)
Required of all graduate students.

GEOL 801 - Seminar in Paleontology (2 Credits)

GEOL 802 - Seminar in Paleobotany (2 Credits)
Readings and discussions on current topics.

GEOL 803 - Seminar in Stratigraphy (2 Credits)
Critical analysis of recent papers dealing with the reconstruction of marine paleoenvironments based on deep sea sediments. Emphasis will be placed on specific intervals of geologic time. Two discussion hours per week.

GEOL 804 - Seminar in Stratigraphy (2 Credits)

GEOL 805 - Seminar in Earth and Ocean Science Education (1 Credit)
Interactive community outreach and middle school geoscience education for graduate students interested in outreach at the K-12 level. Pass/fail grading.

GEOL 818 - Seminar in Geophysics (2 Credits)
Seminar related to current topics in geophysics.

GEOL 819 - Seminar in Tectonophysics (2 Credits)
Readings and discussion on current tectonophysical problems.

GEOL 821 - Seminar in Mineralogy (2 Credits)

GEOL 824 - Seminar in Geochemistry (2 Credits)

GEOL 831 - Seminar in Structural Geology (2 Credits)

GEOL 832 - Seminar in Structural Geology (2 Credits)

GEOL 833 - Seminar in Structural Geology (2 Credits)

GEOL 834 - Seminar in Structural Geology (2 Credits)

GEOL 841 - Seminars in Petrology (2 Credits)

GEOL 842 - Seminar in Petrology (2 Credits)

GEOL 843 - Seminar in Petrology (2 Credits)

GEOL 844 - Seminar in Sedimentology (2 Credits)

GEOL 851 - Seminar in Sedimentology (2 Credits)

GEOL 854 - Seminar in Geomorphology (2 Credits)

GEOL 861 - Seminar in Hydrogeology (3 Credits)

GEOL 862 - Seminar in Hydrogeology (3 Credits)

GEOL 888 - Data Presentation Workshop (3 Credits)
Preparation and presentation, oral and written, of geological data, discussed via examples from students' own work and from published material.

GEOL 899 - Dissertation Preparation (1-12 Credits)

MSCI 501 - Principles of Geomorphology (3 Credits)
The process of earth denudation with emphasis on chemistry of weathering, stream and erosion hydraulics, quantitative analysis of land form evolution.

Prerequisites: GEOL 101 and GEOL 102.

Cross-listed course: GEOL 501

MSCI 502 - Principles of Coastal Geomorphology (4 Credits)
Geological and physical controls on the morphology, development, and stability of coastlines. Analysis of waves and erosional processes, and coastal zone morphodynamics. Several required field trips.

Prerequisite or Corequisite: MATH 122 or MATH 141.

Cross-listed course: GEOL 502

MSCI 503 - Environmental Microbiology (3 Credits)
An overview of the microbial world including a survey of the distribution, functioning, and diversity of microorganisms in natural systems. Discusses the crucial roles that microorganisms play in ecosystem function, biogeochemical cycles, and environmental quality.

Prerequisites: MSCI 102 or BIOL 102, CHEM 112.

Cross-listed course: BIOL 502

MSCI 505 - Senior Seminar (1 Credit)

MSCI 509 - MATLAB-Based Data Analysis in Ocean Sciences (3 Credits)
MATLAB-based course in processing, analysis, and visualization of large oceanographic data sets. Includes scalar and vector time series measured at fixed locations as well as shipboard surveys of oceanographic characteristics varying both in 3-D and in time. Methods and techniques are relevant to other geoscience disciplines.

Prerequisites: MATH 141.

MSCI 510 - Invertebrate Zoology (4 Credits)
Phylogenetic and comparative aspects of anatomy, physiology, reproduction, and embryology of the invertebrates. Three lecture and one three-hour laboratory period per week.

Prerequisites: BIOL 301 or MSCI 311.

Cross-listed course: BIOL 510

Graduation with Leadership Distinction: GLD: Research

MSCI 511 - Advanced Paleontology (3 Credits)
Systematic, ecologic, biogeographic, and evolutionary aspects of paleontology. Lectures, practical exercises, occasional field trips.

Prerequisites: GEOL 311.

Cross-listed course: GEOL 511

MSCI 515 - Marine Micropaleontology (4 Credits)
Marine microfossils; distribution, ecology, paleoecology, and biostratigraphy; use of microfossils in marine sediments to study oceanographic history. Three lectures and two laboratory hours per week.

Cross-listed course: GEOL 515

MSCI 521 - Introduction to Geochemistry (3 Credits)
Investigation of low temperature chemical reactions controlling the geochemistry of the earth's surface. Emphasis on CO2, carbonates, oxidation reduction, thermodynamics, isotopes, biogeochemistry.

Cross-listed course: GEOL 521
MSCI 524 - Environmental Radioisotope Geochemistry (3 Credits)
Introduction to radioactivity and the use of radionuclides to study environmental processes, including age-dating and biogeochemical cycling in aquatic systems. Two lectures per week.
Prerequisites: CHEM 111, CHEM 112, MATH 141.

MSCI 525 - Marine Plants (4 Credits)
Diversity, distribution, physiology, ecology, evolution, and economic importance of marine algal, seagrass, and mangrove communities. Three lecture and three laboratory hours per week. Scheduled field trips are required.
Prerequisites: BIOL 301 or MSCI 311.

Cross-listed course: BIOL 525

MSCI 535 - Fishery Management (3 Credits)
Management and conservation of aquatic and marine resources, with emphasis on fisheries. Data procurement and analysis; commercial and recreational fisheries; sociological, political, legal, and environmental factors that affect fishery management; and fish biodiversity.
Prerequisites: BIOL 301.

Cross-listed course: BIOL 535

Graduation with Leadership Distinction: GLD: Research

MSCI 536 - Ichthyology (4 Credits)
Phylogeny, morphology, behavior, and ecology of fishes. Three lecture and 3 laboratory hours plus three field trips to be arranged.
Prerequisites: BIOL 301 or MSCI 311.

Cross-listed course: BIOL 536

MSCI 537 - Aquaculture (3 Credits)
Introduction to the practical and scientific aspects of the commercial culture of freshwater and marine organisms. Three lecture hours per week. One all-day field trip required.
Prerequisites: BIOL 301 or MSCI 311.

Cross-listed course: BIOL 537

MSCI 538 - Behavior of Marine Organisms (4 Credits)
The identification of behavioral adaptations of estuarine and marine organisms: their ecology, physiology, development, and evolutionary history; field observations.
Prerequisites: BIOL 301 and BIOL 102 or MSCI 311.

Cross-listed course: BIOL 538

Graduation with Leadership Distinction: GLD: Research

MSCI 545 - Geological Oceanography (3 Credits)
A comprehensive study of the origin and development of the major structural features of the ocean basins and the continental margins. Discussion of the techniques used in obtaining geologic data and the interpretation of sedimentary processes, vulcanism, and the stratigraphy of the ocean basins.
Cross-listed course: GEOL 545

MSCI 550 - Sedimentary Simulations and Sequence Stratigraphy (4 Credits)
Problems of sequence stratigraphy resolved with graphic computer simulations. Sedimentary fill of basins by carbonates and/or clastics tracked as a function of rate of sediment accumulation, tectonic behavior and sea level. Includes laboratory.
Prerequisites: GEOL 301.

Cross-listed course: GEOL 550

MSCI 552 - Population Genetics (3 Credits)
An introduction to the principles of population genetics, with emphasis on the origin, maintenance, and significance of genetic variation in natural populations.
Prerequisites: BIOL 301, MSCI 311, and BIOL 303.

Cross-listed course: BIOL 552

Graduation with Leadership Distinction: GLD: Research

MSCI 553 - Marine Sediments (3 Credits)
Marine sedimentary environments; physical/biological factors which control the formation and distribution of modern marine sediments.
Prerequisites: GEOL 516.

Cross-listed course: GEOL 553

MSCI 555 - Conservation and Health in Marine Systems (3 Credits)
Introduces the field of conservation and explores the intersection between conservation and environmental health with a particular focus on coastal and marine case studies.

MSCI 557 - Coastal Processes (3 Credits)
Physical and geological processes controlling the formation and evolution of beach, barrier, and nearshore environments, including discussion of coastal management issues.

Cross-listed course: GEOL 557

MSCI 566 - Ecosystem Analysis (3 Credits)
The formulation and simulation of compartment models of marine and terrestrial ecosystems with complex nutrient cycling, food chains, and energy flow. Analog and digital simulation techniques. Ecosystem stability and sensitivity. Organization, structure, and diversity of an ecosystem.

MSCI 568 - Introduction to Micrometeorology (3 Credits)
Small-scale processes in the atmospheric boundary layers, including energy budget, radiation, soil heat transfer, humidity, viscous flows, turbulence, momentum and heat exchanges, evaporation, and marine atmospheric boundary layer.

MSCI 574 - Marine Conservation Biology (3 Credits)
Exploration of how human activities affect marine natural populations, species, communities and ecosystems, including threats to biodiversity; approaches to marine conservation; and ecological and evolutionary responses to anthropogenic disturbance.

MSCI 575 - Marine Ecology (3 Credits)
Structure, dynamics, and interactions between populations and communities in marine ecosystems. Attendance at designated departmental seminars is required. Three lecture hours per week.
Prerequisites: CHEM 111 and BIOL 301 or MSCI 311.

Cross-listed course: BIOL 574

MSCI 575L - Marine Ecology Laboratory (1 Credit)
Laboratory and field exercises in coastal environments. Three hours per week plus field trips.
Prerequisite or Corequisite: MSCI 575.

Cross-listed course: BIOL 575L
MSCI 576 - Marine Fisheries Ecology (3 Credits)
Interdisciplinary examination of the distribution, reproduction, survival, and historical variation of the principal commercial marine fisheries.
Prerequisites: BIOL 301.

Cross-listed course: BIOL 576

MSCI 577 - Ecology of Coral Reefs (4 Credits)
Structure, productivity, and biodiversity of coral reefs, emphasizing their sensitivity, stability, and sustainability. Taught as an extended field experience with daily lectures and guided research activities.
Prerequisites: BIOL 301 or MSCI 311.

Cross-listed course: BIOL 577

MSCI 578 - Physiological and Pollution Ecology of Marine Organisms (3 Credits)
Functional adaptation of marine plants and animals to ecological stresses including pollution. Three lecture hours per week.
Prerequisites: MSCI 311 or equivalent.

MSCI 579 - Air-Sea Interaction (3 Credits)
The physical mechanism responsible for interaction between the ocean and the atmosphere and the influence of air-sea interaction on atmospheric and oceanic dynamics and thermodynamics on a wide variety of spatial/temporal scales.
Cross-listed course: GEOL 579

MSCI 580 - Satellite Oceanography (3 Credits)
This course provides knowledge of various techniques used in satellite remote sensing of the oceans. Key skills will be developed in satellite data processing, image analysis, and hands-on research.
Cross-listed course: GEOL 580

MSCI 581 - Estuarine Oceanography (3 Credits)
Estuarine kinematics and dynamics; classification of estuaries; estuarine circulation and mixing. Scheduled field trips are required.
Prerequisites: MSCI 314.

Cross-listed course: GEOL 581

MSCI 582 - Marine Hydrodynamics (3 Credits)
Basic principles of fluid statics and dynamics. Conservation of mass, momentum, and energy; viscosity, vorticity, and boundary layers with examples from the marine environment. Applications to and analysis of ocean currents and waves.
Prerequisites: differential equations, PHYS 201 or PHYS 211.

Cross-listed course: GEOL 582

MSCI 583 - Geology and Geochemistry of Salt Marshes (3 Credits)
Geological and geochemical processes in salt marshes. Methods of geological research in marshes including instrumental techniques, sampling design, and data analysis. Two lectures per week plus four weekends of project oriented fieldwork and/or equivalent lab work. Scheduled field trips are required.
Cross-listed course: GEOL 583

MSCI 585 - Coastal Tropical Oceanography (4 Credits)
Descriptive oceanography of mangrove and coral reef coasts with emphasis on physical processes. Taught as an extended field experience with daily lectures and guided research activities.
Prerequisites: MSCI 312.

MSCI 590 - Beach-Dune Interactions (3 Credits)
Influence of wind on coastal systems, with emphasis on nearshore currents, sediment transport and bedforms, aeolian transport, and dunes. Minimum Junior standing required.
Cross-listed course: GEOG 590

MSCI 599 - Topics in Marine Science (1-3 Credits)
Current developments in marine science selected to meet faculty and student interests. Course content varies and will be announced by title in schedule of courses.

MSCI 624 - Aquatic Chemistry (3 Credits)
Study of the chemical reactions and processes affecting the distribution of chemical species in natural systems. Three lecture hours per week.
Prerequisite or Corequisite: CHEM 321, MATH 142.

Cross-listed course: CHEM 624

MSCI 627 - Marine Phytoplankton (3 Credits)
Examines the physiology and ecology of phytoplankton, including environmental controls on community composition, primary productivity, and detection and characterization of water quality (eutrophication) and harmful algal blooms.
Prerequisites: MSCI 102 or MSCI 450 or BIOL 450.

Cross-listed course: BIOL 627

MSCI 711 - Paleoclimatology (3 Credits)
An overview of Earth's climate history during Cenozoic. Emphasis will be placed on Pleistocene glacial-interglacial climate variability and understanding the proxies used to reconstruct past climate changes.
Cross-listed course: GEOL 711

MSCI 716 - Eustasy and Global Variations in Sequence Stratigraphy (3 Credits)
Relationship of sequence stratigraphy to sea level variations, tectonics and sedimentation. Construction and analyses of paleogeographic maps, regional cross-sections, and chronostratigraphic charts.
Cross-listed course: GEOL 716

MSCI 717 - Organic Geochemistry (3 Credits)
Sources, transport, and fate of organic matter in natural environments including soils, riverine, estuarine, coastal and open ocean sediments and waters.
Prerequisites: GEOL 521/MSCI 521.

Cross-listed course: GEOL 717

MSCI 750 - Advanced Biological Oceanograph (3 Credits)
Three lecture hours per week.
Prerequisites: BIOL 450/MSCI 450.

MSCI 752 - Marine Biogeochemistry (3 Credits)
Biological, geological, and physical processes that influence the cyling of major bioactive elements (C, O, N, P, S) in marine waters and sediments.
Cross-listed course: BIOL 752

MSCI 754 - Oceanographic Techniques (1 Credit)

MSCI 755 - Marine Conservation and Environmental Health (3 Credits)
Explores the intersection between conservation and environmental health with a particular focus on coastal and marine case studies.

MSCI 758 - Special Topics in Marine Sciences (1-3 Credits)
MSCI 767 - Ecological Modeling and Environmental Planning (4 Credits)
Concepts in systems of models and computer simulations in examining
environmental interactions, predicting environmental impact, and
facilitating the process of environmental planning. Lab practice in analog
and digital simulation and data interpretation.
Prerequisites: MATH 121 or equivalent, ecology, ENHS 660.
Cross-listed course: BIOL 768, ENHS 767
MSCI 769 - Reproductive Ecology (3 Credits)
Theoretical aspects and examples of the variety of reproductive and life
history patterns found in animals and plants as adaptations to various
environmental constraints. Three lecture hours per week.
Prerequisites: BIOL 570.
MSCI 770 - Ecological Modeling and Environmental Planning (4 Credits)
In depth research methods and techniques in preparation of thesis or
dissertation.
MSCI 799 - Thesis Preparation (1-9 Credits)
MSCI 800 - Marine Science Seminar (0 Credits)
Advanced topics in Marine Science research presented in Seminar
format. Class meets weekly, every semester, during the Marine Science
Program seminar.
MSCI 899 - Dissertation Preparation (1-12 Credits)

Earth and Environmental Resources Management, M.E.E.R.M.

The Master of Earth and Environmental Resources Management
(M.E.E.R.M.) degree is offered through the School of the Earth, Ocean and
Environment.

Learning Outcomes

- Students are required to demonstrate knowledge of business
  and policy by taking a minimum of twelve hours of courses from
  selectives offered and examine the scientific and engineering
  principles that govern this complex field by completing at least twelve
  hours of courses from selectives offered in these fields.
- Students, upon completing the program, should be able to
demonstrate that they can effectively integrate business and/or
policy concepts with scientific information.
- Students enrolled in the thesis option must successfully defend
a thesis proposal which demonstrates an understanding of the
interactions between earth resources, business, policy and the
environmental concepts.
- All students must demonstrate that they comprehend and can apply
the integrated concepts developed within the courses completed by
successfully completing a writing which indicates their proficiency in
this integration.

Admission

Requirements for admission conform with general regulations of The
Graduate School including satisfactory scores on the Graduate Record
Examination and successful academic performance at an accredited
institution. Applicants whose native language is not English are also
required to submit a satisfactory score on the TOEFL or the IELTS Intl.
Academic Course Type 2 exam. The minimum acceptable score on the
TOEFL is 80 (internet-based) and the minimum acceptable overall band
score on the IELTS Intl. Academic Course Type 2 exam is 6.5. Attention
will be given not only to the applicant’s academic record but also to
relevant scientific and administrative experience.

Requests for further information should be addressed to the Graduate
Director, School of the Earth, Ocean and Environment, via e-mail:
GradDir@seoe.sc.edu.

Degree Requirements (36 Hours)

This master’s degree program is focus-based on students’ backgrounds
and interests. Electives are available in geological, biological, marine, and
environmental health sciences; geography, chemistry and biochemistry;
chemical, civil, and environmental engineering; environmental law; policy;
and business administration, based on the background and needs of
the student. At least one-third of the course work must be in earth and
environmental resources and at least one-third in management, finance, policy, and economics, but no more than 50 percent in either field. Students will be required to complete six hours of integrative seminars. Courses exist in business administration for graduate students with nonbusiness backgrounds. Students will be required to demonstrate sufficient background in one or more fields, gained by academic study or experience, to qualify for graduate courses in earth or environmental resources.

Coursework

By design, no core curriculum is specified except the two required integrative seminars to be taken from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVR 700</td>
<td>Current Topics in Environmental Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 800</td>
<td>Seminar in Environmental Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 804</td>
<td>Environmental Advocacy Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 835</td>
<td>Seminar in Environmental Ethics</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 560</td>
<td>Earth Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 743</td>
<td>Decision Making in Environmental Resource Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 18

Additional Information

Additional course offerings will be tailored to the individual's interests and background of experience and education. Students will enroll in existing courses in the Environmental and Sustainability Program (formerly School of the Environment); geological, biological, or marine sciences; chemical, civil, or environmental engineering; environmental health; chemistry or biochemistry; geography; business administration; and other disciplines. The integrative seminars serve the purpose of relating science and nonscience subject matter. A program of study will be developed with the student's interdisciplinary committee according to the guidelines established by the coordinating committee and will be approved by the student's advisor and by the graduate director. Theses will be supervised by an appropriate advisor and interdisciplinary committee based on the student's research topic.

The program requires a total of 36 credit hours, which includes 6 hours of thesis credit or, with director's approval, 6 hours of approved electives in lieu of a thesis. There is no foreign language requirement.

All candidates for a degree in the MEERM graduate program must complete a comprehensive examination followed by a comprehensive assessment that is distinct from program course requirements. A comprehensive assessment requires the student to synthesize and integrate knowledge acquired in coursework and other learning experiences and to apply theory and principles in a situation that approximates some aspect of professional practice or research in the discipline. It must be used as a means by which faculty judge whether the student has mastered the body of knowledge and can demonstrate proficiency in the required competencies. Since the MEERM degree has three paths to degree (traditional thesis, traditional non-thesis, and internship), each distinct path has a separate comprehensive assessment model. Students in the traditional thesis track need only successfully defend their thesis and provide a copy of the approved thesis as evidence of successful completion of the comprehensive assessment. Similarly, traditional non-thesis students should petition the Director of the MEERM program for non-thesis status and provide evidence of scholarly research, including, but not limited to, an applied research project, comprehensive manual or other major written work. Students admitted into the traditional non-thesis track will be required to present a detailed public seminar prior to graduation that integrates this scholarly work with knowledge acquired in MEERM coursework. This integrated seminar may be used as evidence of successful completion of the comprehensive assessment. Internship track students ordinarily present a detailed, public seminar that outlines the internship experience after the internship has been completed. As the internship advisor, faculty advisor, all other committee members and the Graduate Studies Director are required to attend and critically evaluate this seminar, the internship seminar will be used as a means to judge the student's grasp of relevant knowledge and ability to synthesize a coherent body of knowledge.

It is expected that students with demonstrated course work in earth or environmental resources and pertinent experience should be able to complete the program in two years.

Geological Sciences, M.S.

Learning Outcomes

- Students will demonstrate their understanding of the principles of the primary areas of the Earth sciences and demonstrate their facility for advanced study in their chosen specialization.
- Students will learn the scientific method and use it to gain knowledge.
- Students will demonstrate their proficiency in the use of laboratory, computational and field equipment and have problem-solving skills.

Degree Requirements (30 Hours)

Degree requirements generally follow those of The Graduate School. The M.S. degree requires the satisfactory completion of 30 semester hours of graduate credit. A written thesis is required of all M.S. students. Students must successfully defend their thesis in a M.S. Thesis Defense. The M.S. Thesis Defense consists of a public seminar, public question and answer period, and a private consultation/examination with the Thesis committee. It must take place no earlier than sixty (60) days after a successful M.S. Thesis Proposal Presentation. This defense must be filed with the Graduate Studies Office at least one week in advance by submission of an abstract with the date, time, and place of the defense. This information will be distributed by the Graduate Studies Office to all faculty and students and posted on the department’s website. Students must be registered for at least one semester hour of graduate credit during the term in which the Thesis is completed and approved.

A Program of Study must be filed with the Graduate School before the Thesis Defense. The results of the Thesis Defense should be filed with the Graduate Studies Office within one week of the defense date using the appropriate form. If the student fails the Thesis Defense, he/she is required to repeat it within 120 days. Failure to do so or a second failure leads to disqualification of the student from the M.S. program.

Additional course work is determined by the student and his/her advisory committee in accordance with departmental requirements and the student’s background and specific needs. Qualifying and comprehensive exams are typically completed within the first year of study. The oral portion of the comprehensive exam consists, in part, of the defense of a paper written by the student.
Additional details are available from the director of graduate studies for the School of the Earth, Ocean and Environment via e-mail at: GradDir@seoe.sc.edu

Geological Sciences, Ph.D.

Learning Outcomes

- Students will demonstrate their ability to use appropriate laboratory and field equipment and have an understanding of scientific methodology, quantitative problem-solving skills and experimental/numerical techniques.
- Students will demonstrate an adequate level of understanding of the principles and practices of the primary areas of the Earth and Ocean sciences and demonstrate their facility for doctoral level study in their chosen specialized areas. This will be demonstrated through the preparation of two required articles for submission to peer-reviewed journals.
- Students will demonstrate the ability to conduct original scientific research at the doctoral level. In this regard the student will operate as an independent scientist.
- Students will prepare and publish a peer-reviewed manuscript and a doctoral Dissertation that demonstrate effective written communication skills, particularly those related to the Earth and Ocean Sciences. A second publication must be submitted prior to matriculation.
- Students will possess effective oral communication skills, particularly those related to the Earth and Ocean Sciences. This will be demonstrated in a public thesis defense, and question and answer session.
- Within two years of graduation with their Ph.D. degree, students will be engaged in professional careers.

Degree Requirements (30 Post-Masters Hours)

The Ph.D. degree requires the satisfactory completion of a minimum of 60 semester hours of graduate credit beyond the bachelor’s degree, or a minimum of 30 hours beyond the master’s degree, including at least 12 credit hours of GEOL 899. Additional course work is determined by the student and his/her advisory committee in accordance with departmental requirements and the student’s background and specific needs. Qualifying and comprehensive exams must be successfully completed in a timely manner. The oral portion of the comprehensive exam consists, in part, of the defense of a paper written by the student which has been submitted for publication in an approved peer-reviewed journal. All Ph.D. candidates are required to publish one paper in and submit a second paper to refereed scientific journals prior to graduation. A written dissertation is required which must be successfully defended. Additional details are available from the director of graduate studies for the School of the Earth, Ocean and Environment via e-mail at: GradDir@seoe.sc.edu.

Marine Science, M.S.

Learning Outcomes

- Students will conduct independent scientific research at the graduate level.
- Students will demonstrate teaching skills.
- Students will communicate orally to demonstrate their ability to present scientific results clearly, logically, and critically.
- Students will communicate in writing to demonstrate their ability to present scientific results clearly, logically, and critically.
- Students will apply scientific methodology, quantitative problem-solving, and experimental techniques within the core areas of marine science.

Degree Requirements (30 Hours)

General requirements for degrees in Marine Science are the same as those established by the Graduate School. The M.S. program of study and other specific degree requirements are planned in consultation with the graduate student, the graduate student’s advisory committee, the Marine Science Graduate Studies Committee, and the Marine Science Program Director.

The M.S. degree requires the satisfactory completion of a minimum of 30 credit hours, including 12 hours of core courses and one additional course numbered 700 or above (other than 799, Thesis Preparation). The remaining credits may be earned in courses numbered above 500, including 6 hours of 799.

M.S. students must achieve and maintain an overall GPA of 3.00 on all courses taken for graduate credit and complete each of the core courses with a minimum grade of B.

A written thesis is required of all Masters students. Students must successfully defend their thesis in a final Comprehensive Examination according to the calendar approved by the Graduate School. As a portion of the comprehensive assessment of the thesis, the material will be presented in a public seminar. This presentation must take place no earlier than sixty (60) days after successful MS Thesis Research Plan presentation. The student’s major professor must notify the Graduate Studies Director of an impending defense in writing (an email is sufficient) not less than 14 days prior to the scheduled defense date. This notification must include an abstract of the thesis. The defense must be publicly announced not less than seven days prior to the defense and is open to all faculty and students. At the end of the seminar, the audience will be excused and the defense will continue with only the candidate, the advisory committee and interested members of the faculty present. The thesis advisor must inform the Graduate Studies Director via appropriate form when the thesis is satisfactorily defended and accepted by the committee.

Required Courses for Marine Science Program

The following courses are required for students in the Marine Science Program unless they are specifically exempted:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSCI 545</td>
<td>Geological Oceanography</td>
<td>3</td>
</tr>
<tr>
<td>MSCI 750</td>
<td>Advanced Biological Oceanograph</td>
<td>3</td>
</tr>
<tr>
<td>MSCI 781</td>
<td>Physical Oceanography</td>
<td>3</td>
</tr>
<tr>
<td>MSCI 782</td>
<td>Chemical Oceanography</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Areas of Emphasis in Marine Science

A number of courses exist in various departments and colleges that enable students to specialize in a particular area of emphasis in marine science.
Non-MSCI Courses Acceptable for Major Credit

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOL 534</td>
<td>Animal Behavior</td>
<td>3</td>
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<tr>
<td>BIOL 534L</td>
<td>Animal Behavior Laboratory</td>
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<tr>
<td>BIOL 543</td>
<td>Comparative Physiology</td>
<td>3</td>
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<tr>
<td>BIOL 543L</td>
<td>Comparative Physiology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 570</td>
<td>Principles of Ecology</td>
<td>3</td>
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<tr>
<td>BIOL 570L</td>
<td>Principles of Ecology Laboratory</td>
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<tr>
<td>BIOL 651</td>
<td>Limnology</td>
<td>4</td>
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<tr>
<td>BIOL 722</td>
<td>Aquatic Bacteriology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 722L</td>
<td>Aquatic Bacteriology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 727</td>
<td>Marine Phytoplankton</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 728</td>
<td>Advanced Phycology</td>
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</table>

Total Credit Hours: 201

Marine Science, Ph.D.

Learning Outcomes

- Students will formulate clear and testable research hypotheses.
- Students will communicate orally to demonstrate their ability to present scientific results clearly, logically, and critically. For PhD students a higher level of communication is expected relative to the MS.
- Students will communicate in writing to demonstrate their ability to present scientific results clearly, logically, and critically. For PhD students a higher level of communication efficiency and clarity is expected relative to the MS.
- Students will apply scientific methodology, quantitative problem-solving, and experimental techniques within the core areas of marine science. PhD students must demonstrate a more detailed proficiency with these skill in order to demonstrate an ability to conduct independent research.
- Students will demonstrate clear understanding of the four core areas of Marine Science (Biology, Chemistry, Geology, and Physics). Each core area is a subfield of science. The PhD student is expected to have a more detailed grasp of issues in these core areas as they affect the underlying research questions and methodologies.

Degree Requirements (60 Post-Baccalaureate Hours)

General requirements for degrees in Marine Science are the same as those established by the Graduate School. The Ph.D. program of study and other specific degree requirements are planned in consultation with the graduate student, the graduate student's advisory committee, the
Marine Science Graduate Studies Committee, and the Marine Science Program Director.

The Ph.D. degree requires the satisfactory completion of a minimum of 60 credit hours (including only 12 hours of 899, Dissertation Preparation) beyond the baccalaureate, or a minimum of 30 credit hours (including only 12 hours of 899) beyond the master’s degree. The core courses (12 hours) are required unless exempted. Students must complete at least half of their credit hours, exclusive of 12 hours of 899, in courses numbered 700 and higher.

Ph.D. students must achieve and maintain an overall GPA of 3.00 on all courses taken for graduate credit and complete each of the core courses with a minimum grade of B.

The Ph.D. degree requires a research plan presentation, a comprehensive exam, a peer-reviewed publication, a written dissertation, and a dissertation defense.

Ph.D. students must achieve and maintain an overall GPA of 3.00 on all courses taken for graduate credit and complete each of the core courses with a minimum grade of B.

The Ph.D. degree requires a research plan presentation, a comprehensive exam, a peer-reviewed publication, a written dissertation, and a dissertation defense.

**Required Courses for Marine Science Program**

The following courses are required for students in the Marine Science Program unless they are specifically exempted:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>MSCI 545</td>
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<tr>
<td><strong>Total Credit Hours</strong></td>
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</table>

**Areas of Emphasis in Marine Science**

A number of courses exist in various departments and colleges that enable students to specialize in a particular area of emphasis in marine science.

- Marine biology/Biological oceanography
- Marine chemistry/Chemical oceanography
- Marine geology/Geological oceanography
- Physical oceanography/Atmospheric dynamics

**Non-MSCI Courses Acceptable for Major Credit**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</table>
For all programs:

by program-specific items. Please be sure to fulfill all appropriate

Requirements that are common to all programs are listed first, followed

Applications Requirements

Applications deadlines are as follows:

- Studio Art (MFA and MA): January 15
- Art History (MA): March 1
- Media Arts (MA): March 1
- Art Education (MA, IMA, MAT): March 1 for fall admission and
  November 1 for spring admission.

Applications Requirements

Requirements that are common to all programs are listed first, followed

by program-specific items. Please be sure to fulfill all appropriate

requirements.

For all programs:

1. completion of an online Graduate School application;

2. official transcripts from all institutions attended, including proof of
   baccalaureate degree from an accredited institution;

3. two letters of recommendation (at least one from a professor);

4. submission by applicants whose native language is not English of a
   satisfactory score on the TOEFL or the IELTS Intl. Academic Course
   Type 2 exam; or Pearson Test of English (Academic). The minimum
   acceptable overall band score on the IELTS Intl. Academic Course Type 2 exam is 6.5; and the minimum Pearson
   Score is 59;

5. measles immunization form (if born after December 1956).

Programs

• Art Education, M.A. (p. 923)
• Art Education, M.A.T. (P-12 Certification) (p. 1002)
• Art History, M.A. (p. 924)
• Art Studio, M.A. (p. 926)
• Art Studio, M.F.A. (p. 926)
• Media Arts, M.A. (p. 927)

Courses

ARTE 520 - Art for Elementary Schools (3 Credits)
Methods of teaching art to elementary and preschool children. Major
emphasis will be given to relevant studio experiences.

ARTE 525 - Elementary Methods for K-12 Art Certification (3 Credits)
Curriculum, methods, and materials for teaching art to elementary and
preschool children.

ARTE 525P - Elementary Methods for K-12 Art Certification Practicum (1
Credit)
Experiential practice and learning in elementary schools.
Prerequisites: ARTE 525.

ARTE 530 - Art of Children (3 Credits)
A study of prominent theories of the artistic development of children
from infancy through adolescence. Students will examine children's art
from various age groups and apply theoretical explanations to these
observations.

ARTE 540 - The School Art Program (3 Credits)
An introduction to art education as a profession. The history, curricular
development, and current issues are examined. Students practice proven
teaching techniques.
Prerequisites: ARTE 520.

ARTE 540P - Practicum in Art Education (1 Credit)
A sequence of supervised practicum experiences in middle and
secondary school art education settings. Seminars and group
discussions.
Prerequisites: ARTE 540.

ARTE 550 - Incorporating New Media in Art Education (3 Credits)
Applications new media such as digital photography, sound, and other
interactive hypermedia for the art classroom. Emphasis on integrating art
production with art history, criticism, and aesthetics.

ARTE 560 - Secondary Methods for K-12 Art Certification (3 Credits)
Curriculum, methods, and materials for teaching art to secondary school
students.
Prerequisites: ARTE 560.

ARTE 560P - Secondary Methods for K-12 Art Certification Practicum (1
Credit)
Experiential curriculum, methods, and materials for teaching secondary
schoolchildren.
Prerequisites: ARTE 560.

ARTE 565 - Field Experience Seminar (3 Credits)
Corequisite: EDSE 471.
ARTE 595 - Art Education Workshop (1-6 Credits)
A workshop especially for teachers and prospective teachers, featuring practical art experiences and projects for elementary and secondary school. Topic varies by title.

ARTE 701 - Seminar in Art Education (3 Credits)
Research methods used in art education and related areas.

ARTE 702 - Problems in the Teaching of Art (3 Credits)
Problems in teaching a discipline-based approach to art education; examination of the lives and works of famous artists and production of teaching materials.

ARTE 703 - Issues and Trends in Art Education (3 Credits)
Subject-centered approach to art history; the interrelationship of art and society, and the significance of art in social change.

ARTE 705 - Program Development in Art (3 Credits)
Comprehensive studies of curriculum designs and methods, methods and technologies from modernist to postmodernist assumptions in elementary and high school art education programs.

ARTE 725 - Elementary Pedagogy Methods for Art Instruction (3 Credits)
Art methods for elementary schools.
Corequisite: ARTE 725P.

ARTE 725P - Elementary Pedagogy Methods for Art Instruction Practicum (1 Credit)
Art methods for elementary schools practicum.
Corequisite: ARTE 725.

ARTE 740 - Art Program for Schools (3 Credits)
An introduction to the art education profession. Curriculum development and current issues are examined.
Prerequisites: ARTE 725 and ARTE 725P.
Corequisite: ARTE 741.

ARTE 740P - Art Program for Schools Practicum (1 Credit)
An introduction to the art education profession through practical experience.
Prerequisites: ARTE 725 and ARTE 725P.
Corequisite: ARTE 740.

ARTE 750 - Interactive Technology for Art Teachers (3 Credits)
Interactive technology in art programs using the computer as a creative tool in art education.

ARTE 760 - Secondary Pedagogy Methods for Art Instruction (3 Credits)
Secondary methods of art instruction.
Corequisite: ARTE 760P.

ARTE 760P - Secondary Pedagogy Methods for Art Instruction Practicum (1 Credit)
Practical experience in secondary methods of art instruction.
Corequisite: ARTE 760P.

ARTE 765 - Art Education Internship Seminar (3 Credits)
Seminar for art education internship. Students will be guided through practical field experience and the ADEPT evaluation system.
Corequisite: ARTE 771.

ARTE 771 - Art Education Internship (12 Credits)
Internship in art education.

ARTE 790 - Problems in Art Education (3 Credits)
May be repeated up to a maximum of nine hours.

ARTE 799 - Thesis Preparation (1-9 Credits)

ARTH 501 - Methodologies of Art History (3 Credits)
A seminar for art history majors and graduate students in the history and various methodologies of the discipline.

ARTH 503 - Internship in Art History (1-6 Credits)
Supervised experience in the field of art history, including museums, galleries, art dealers and auction houses. Requires a university internship contract and is subject to approval by advisor. May be repeated.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

ARTH 511 - Etruscan Art and Archaeology (3 Credits)
Seminar in the art and civilization of the pre-Roman Etruscan peoples of Italy. Slide lectures, discussion sessions, and some examination of archaeological field methods and pottery classification.

ARTH 514 - Topics in Ancient Art (3 Credits)
Topic varies by title.

ARTH 519 - Topics in Medieval Art (3 Credits)
Topic varies by title.

ARTH 520 - History of Renaissance Painting (3 Credits)
An analysis of the paintings and painters of importance during the period of the Renaissance in Europe.

ARTH 521 - History of Renaissance Sculpture (3 Credits)
A survey of the major developments in the art of sculpture associated with the European Renaissance.

ARTH 522 - History of Renaissance Architecture (3 Credits)
European architecture and architectural theory during the 15th and 16th centuries.

ARTH 523 - Florentine Art (3 Credits)
The artistic development of Florence from the age of Giotto to that of Michelangelo as seen in the context of social and cultural developments.

ARTH 524 - Topics in Renaissance Art (3 Credits)
Topic varies by title.

ARTH 525 - History of Baroque Painting (3 Credits)
17th-century European painting.
Prerequisites: ARTH 106 or ARTH 325 or ARTH 326.

ARTH 526 - History of Baroque Sculpture (3 Credits)
17th and 18th-century European sculpture.
Prerequisites: ARTH 106 or ARTH 325 or ARTH 326.

ARTH 527 - History of Baroque Architecture (3 Credits)
The architecture of Europe in the 17th century with special attention to the major architects of Italy, France, Germany, and England. Topics to be included are: the church, the palace, the garden, and city planning.
Prerequisites: ARTH 106 or ARTH 325 or ARTH 326.

ARTH 529 - Topics in 18th-Century Art (3 Credits)
Topic varies by title.
Prerequisites: ARTH 106 or ARTH 327.

ARTH 534 - Topics in 19th-Century Art (3 Credits)
Topic varies by title.
Prerequisites: ARTH 106 or ARTH 330.

ARTH 535 - History of Modern Painting (3 Credits)
A detailed examination of 20th century painting.
ARTH 536 - History of Modern Sculpture (3 Credits)
The development of sculpture in the 19th and 20th centuries with special attention to contemporary tendencies.

ARTH 537 - Topics in Modern Architecture (3 Credits)
Topic varies by title.
Prerequisites: ARTH 106 or ARTH 337.

ARTH 539 - Topics in Modern Art (3 Credits)
Topic varies by title.

ARTH 540 - History of American Painting (3 Credits)
Important aspects of American painting with emphasis on the 19th and 20th centuries.

ARTH 542 - History of American Architecture (3 Credits)
A consideration of the evolution of architecture in America including aspects of town and city planning.

ARTH 543 - The History of American Antiques and Decorative Arts (3 Credits)
A survey of our material culture concentrating upon the evolution of styles.

ARTH 544 - Topics in American Art (3 Credits)
Topic varies by title.

ARTH 545 - Special Topics in Modern Chinese Art (3 Credits)
Topics in modern Chinese art selected for specialized study. May be repeated as content varies by title.

ARTH 546 - Special Topics in Asian Art (3 Credits)
Topics in Asian art selected for specialized study. May be repeated as content varies by title.

ARTH 549 - Topics in Non-Western Art (3 Credits)
Topic varies by title.

ARTH 550 - Trends in Art History (3 Credits)
A critical examination of the development of the discipline of art history and an analysis of its major trends and theoretical positions.

ARTH 551 - Special Topics in Film and Media Studies (3 Credits)
Intensive study of a specific topic in film and media studies. May be repeated as content varies by title.
Prerequisites: FAMS 240.

Cross-listed course: FAMS 511, MART 591

ARTH 557 - History of Printmaking (3 Credits)
Technical, aesthetic, and historical study of the development of printmaking.

ARTH 560 - Museology I (3 Credits)
The history and theory of museums and an introduction to museum practices in the setting of a multi-disciplinary institution. Practical experience provided through the various units of the University Museums.

ARTH 561 - Museology II (3 Credits)
Museum practices emphasizing the conservation, installation, and interpretation of the object in the context of an art museum. Practical experience provided through the Columbia Museum of Art.

ARTH 562 - Art Conservation (3 Credits)
History, theory, practices, ethics, and procedures of modern art conservation. Practical experience provided through the South Carolina Institute of Archaeology and Anthropology.

ARTH 569 - Special Topics in Film and Media Histories (3 Credits)
Intensive study of a specific topic in film and media history. May be repeated as content varies by title.
Prerequisites: FAMS 300.

ARTH 590 - Topics in Art History (3 Credits)
Topic varies by title.
Prerequisites: ARTH 105 or ARTH 106 or any ARTH 300.

ARTH 599 - Independent Study (1-6 Credits)
Independent study for advanced undergraduate majors and graduate students in art history. Approved independent study contract required for enrollment. May be repeated, but no more than 12 credits of Independent Study may be applied to the degree.

ARTH 701 - Methodologies and Practices of Art History (3 Credits)
Critical study of the discipline of art history and scholarly approaches to practices of the discipline.

ARTH 720 - Problems in Renaissance Art (3 Credits)

ARTH 725 - Problems in Baroque and Rococo Art (3 Credits)
Prerequisite: A course in baroque or 18th-century art.

ARTH 730 - Problems in 19th-Century Art (3 Credits)

ARTH 735 - Problems in 20th-Century Art (3 Credits)

ARTH 737 - Contemporary Trends in Visual Arts (3 Credits)
A history of art seminar focusing on contemporary trends in the visual arts.

ARTH 739 - Special Topics: Problems in Modern Art (3 Credits)
Selected problems in the visual arts from c.1780 to the present. May be repeated as content varies by title.

ARTH 745 - Special Topics - Problem in Modern Chinese Art (3 Credits)
Selected problems in modern Chinese art. May be repeated as content varies by title.

ARTH 746 - Special Topics: Problems in Asian Art (3 Credits)
Selected problems in Asian art. May be repeated as content varies by title.

ARTH 769 - Problems in Film History (3 Credits)
Topic varies with title.
Prerequisites: FAMS 240, or MART 270, or ENGL 565, or ENGL 566, or THEA 580.

ARTH 790 - Problems in Art History (3 Credits)

ARTH 798 - Master's Project Planning (1-9 Credits)
Independent final project in art history.

ARTH 799 - Thesis Preparation (1-9 Credits)

ARTS 500 - Visual Meaning (4 Credits)
The analysis, structuring, and production of individual works of art using traditional and non-traditional approaches.

ARTS 501 - Art Business (3 Credits)
Business practices for the studio artist. Contracts, portfolio preparation, promotion, alternate professions, museums, galleries, copyright, and shipping will be discussed.

ARTS 510 - Painting I (6 Credits)
BFA Painting Capstone course stressing focus on further development of individual approaches to painting culminating in a cohesive body of work and a written thesis defense.
Prerequisites: ARTS 210, ARTS 211, ARTS 310, and ARTS 311.
ARTS 511 - Painting II (6 Credits)
BFA Painting Capstone course focusing on further development of individual approaches to painting culminating in a BFA Senior Thesis Exhibition and defense.
Prerequisites: ARTS 510.

ARTS 512 - Introduction to Watercolor (3 Credits)
Introduction to traditional and experimental transparent watercolor technique. Encompasses field work at off campus locations.

ARTS 513 - Advanced Watercolor (3 Credits)
Advanced study of watercolor and water-based media with emphasis on individual creative expression. Encompasses field work at off campus locations.

ARTS 514 - Workshop: Painting (4 Credits)
Advanced study in various painting problems, content varies by title.

ARTS 515 - Printmaking I (3 Credits)
Further development of individual approaches to printmaking.
Prerequisites: ARTS 416.

ARTS 516 - Capstone Printmaking I: Professional Practices (3-6 Credits)
Professional development practices including preparing a portfolio and oral presentation of work, researching career options, and preparing applications for exhibition and funding opportunities.
Prerequisites: ARTS 215 and one ARTS 300 - ARTS 400 level print course.

ARTS 517 - Capstone Printmaking II: Exhibition (3-6 Credits)
Preparing for an exhibition.
Prerequisites: ARTS 215 and one ARTS 300 - ARTS 400 level print course.

ARTS 519 - Workshop: Printmaking (3 Credits)
Advanced investigation and analysis of various printmaking techniques. Topic varies by title.

ARTS 520 - Ceramics I (6 Credits)
Further development of a personal approach to the ceramic process, supported by an investigation of ceramic history.
Prerequisites: ARTS 421.

ARTS 521 - Ceramics II (6 Credits)
Further development of a personal approach to the ceramic process, supported by an investigation of ceramic history.
Prerequisites: ARTS 520.

ARTS 524 - Workshop: Ceramics (3 Credits)
Advanced investigation and analysis of problems and methods in ceramics. Topics vary by title.

ARTS 525 - Three-Dimensional Studies I (3-6 Credits)
Personal concepts and expressions in various three-dimensional media.
Prerequisites: C or Better in ARTS 425 or ARTS 426.

ARTS 526 - Three-Dimensional Studies II (3-6 Credits)
Personal concepts and expressions in various three-dimensional media.
Prerequisites: C or better in ARTS 425 or ARTS 426.

ARTS 529 - Workshop: Three-Dimensional Studies (3 Credits)
Investigation and analysis of various three-dimensional concepts, processes, and techniques. Content varies by title.

ARTS 530 - Drawing Capstone I (3-6 Credits)
Further development of individual approaches to drawing with emphasis on intellectual and visual perception as content.
Prerequisites: ARTS 431.

ARTS 531 - Drawing Capstone II (6 Credits)
Further development of individual drawing with emphasis on intellectual and emotive approaches.
Prerequisites: ARTS 530.

ARTS 532 - Advanced Life Drawing (3 Credits)
Human anatomy and instruction in drawing and painting the model from life in a variety of media.
Prerequisites: ARTS 232 or ARTS 233.

ARTS 535 - Fiber Arts I (3 Credits)
Advanced study in the processes and materials of fiber arts.
Prerequisites: ARTS 436.

ARTS 536 - Fiber Arts II (3 Credits)
Advanced study in the processes and materials of fiber arts.
Prerequisites: ARTS 535.

ARTS 537 - Papermaking (3 Credits)
The art and techniques of handmade paper.

ARTS 539 - Workshop: Fiber Arts (3 Credits)
Advanced study in various technical aspects of fiber arts. Topic varies by title.

ARTS 545 - Internship in Graphic Design (4 Credits)
Work experience at a visual communication place of business.
Prerequisites: C or better in ARTS 346.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

ARTS 546 - Graphic Design II (3 Credits)
Advanced individual projects in graphic design.
Prerequisites: ARTS 545.

ARTS 555 - Jewelrymaking I (4 Credits)
The development of individual directions in jewelrymaking.
Prerequisites: C or better in ARTS 456.

ARTS 556 - Jewelrymaking II (3 Credits)
The development of individual directions in jewelrymaking.
Prerequisites: ARTS 555.

ARTS 558 - Crafts (3 Credits)
Contemporary applications of traditional craft media, emphasizing the design and conceptual development of works of art.

ARTS 559 - Workshop: Jewelymaking (3 Credits)
Advanced study in various technical aspects of jewelrymaking. Topic varies by title.

ARTS 560 - Photography Thesis: Portfolio (6 Credits)
Further development of individual approaches to photography.
Prerequisites: ARTS 460.

ARTS 561 - Photography Thesis: Exhibition (6 Credits)
Further development of individual approaches to photography.
Prerequisites: ARTS 461.

ARTS 564 - Workshop: Photography (4 Credits)
Advanced investigation and analysis of problems in photography. Topic varies by title.

ARTS 570 - Visual Arts Computing (3 Credits)
Advanced visual arts computing techniques on using software such as Photoshop, Studio Pro, and Netscape.
Prerequisites: ARTS 102.
ARTS 590 - Video Art: Theory and Practice (3 Credits)
Television as a medium; small format video systems are used in the creation of individual projects.

ARTS 595 - Independent Study (3 Credits)
Independent study for advanced undergraduate majors and graduate students in art studio. Approved independent study contract required for enrollment.

ARTS 710 - Painting (3 Credits)
A multi-level graduate painting class focusing on field work and studio practice through both individual tutorial and group exercises with a painting area faculty member. May be repeated up to a maximum of 15 hours.

ARTS 715 - Printmaking (3 Credits)
May be repeated up to a maximum of 15 hours.

ARTS 720 - Ceramics (3 Credits)
May be repeated up to a maximum of 15 hours.

ARTS 725 - Three-Dimensional Studies (3 Credits)
May be repeated up to a maximum of 15 hours.

ARTS 730 - Drawing (3 Credits)
May be repeated up to a maximum of 15 hours.

ARTS 735 - Fiber Arts (3 Credits)
May be repeated up to a maximum of 15 hours.

ARTS 760 - Photography (3 Credits)
May be repeated up to a maximum of 15 hours.

ARTS 790 - Special Topics in Art (3 Credits)
Individually directed studies in art. Content varies with instructor. May be repeated up to a maximum of 9 hours.

ARTS 795 - Independent Study (3 Credits)
Independent study for advanced graduate students in art studio. Approved independent study contract required for enrollment.

ARTS 799 - Thesis Preparation (1-9 Credits)
May be repeated up to a maximum of 18 hours.

ARTS 810 - Painting (3 Credits)
A multi-level graduate level painting class that includes both group seminar and individual tutorial under the direction of a painting area faculty member. The course will address student's individual initiatives in context of issues in the medium. May be repeated up to a maximum of 18 hours.

ARTS 815 - Printmaking (3 Credits)
May be repeated up to a maximum of 18 hours.

ARTS 820 - Ceramics (3 Credits)
May be repeated up to a maximum of 18 hours.

ARTS 825 - Three-Dimensional Studies (3 Credits)
May be repeated up to a maximum of 18 hours.

ARTS 830 - Drawing (3 Credits)
May be repeated up to a maximum of 18 hours.

ARTS 835 - Fiber Arts (3 Credits)
May be repeated up to a maximum of 18 hours.

ARTS 850 - Photography (3 Credits)
May be repeated up to a maximum of 15 hours.

ARTS 860 - Special Topics in Art (3 Credits)
May be repeated up to a maximum of 9 hours.

ARTS 865 - Project (3 Credits)
Formulation of a proposal for a creative terminal project and initiation of that project.

ARTS 870 - Project (3-6 Credits)
Creation of creative terminal project.

ARTS 880 - Project (3-6 Credits)
Creation of creative terminal project.

ARTS 890 - Project (3-6 Credits)
Creation of creative terminal project.

ARTS 895 - Project (3-6 Credits)
Creation of creative terminal project.

ARTS 896 - Project (3-9 Credits)
Formulation of a proposal for a creative terminal project and initiation of that project.

ARTS 897 - Project (3-6 Credits)
Creation of creative terminal project.

ARTS 898 - Project (3-6 Credits)
Creation of creative terminal project.

ARTS 899 - Project (3-6 Credits)
Creation of creative terminal project.

MART 521A - Media Writing Advanced: Screenwriting (3 Credits)
Advanced study of screenwriting. Content varies by course title: 521A Screenwriting; 521B Feature Film; 521C Manga and Anime; 521D Television Writing. May be repeated as content varies by title up to 3 times.

MART 521B - Media Writing Advanced: Feature Film (3 Credits)
Advanced study of feature film writing. Content varies by course title: 521A Screenwriting; 521B Feature Film; 521C Manga and Anime; 521D Television Writing. May be repeated as content varies by title up to 3 times.

MART 521C - Media Writing Advanced: Manga and Anime (3 Credits)
Advanced study of Manga and Anime. Content varies by course title: 521A Screenwriting; 521B Feature Film; 521C Manga and Anime; 521D Television Writing. May be repeated as content varies by title up to 3 times.

MART 521D - Media Writing Advanced: Television Writing (3 Credits)
Advanced study of television writing. Content varies by course title: 521A Screenwriting; 521B Feature Film; 521C Manga and Anime; 521D Television Writing. May be repeated as content varies by title up to 3 times.

MART 571A - Moving Image Advanced: Narrative (3 Credits)
Narrative for motion picture.

MART 571B - Moving Image Advanced: Documentary (3 Credits)
Documentary production.

MART 571C - Moving Image Advanced: Animation (3 Credits)
Animation production.

MART 571D - Moving Image Advanced: Experimental (3 Credits)
Experimental motion picture production.
MART 571E - Moving Image Advanced: Cinematography (3 Credits)
Motion picture cinematography.
Prerequisites: MART 371.

MART 571F - Moving Image Advanced: Sound for Motion Picture (3 Credits)
Sound production for motion picture.
Prerequisites: MART 371.

MART 581A - New Media Advanced: Site-based and Installation Art (3 Credits)
Art and practice of site-based and installation art. Content varies by course title: 581A, Site-based and Installation Art; 581B, Mobile Platforms; 581C, Media Performance; 581D, Video Game Design; 581E, Sound Art. May be repeated as content varies by title up to 3 times.
Prerequisites: MART 380.

MART 581B - New Media Advanced: Mobile Platforms (3 Credits)
Art and practice of mobile platforms. Content varies by course title: 581A, Site-based and Installation Art; 581B, Mobile Platforms; 581C, Media Performance; 581D, Video Game Design; 581E, Sound Art. May be repeated as content varies by title up to 3 times.
Prerequisites: MART 380.

MART 581C - New Media Advanced: Media Performance (3 Credits)
Art and practice of media performance. Content varies by course title: 581A, Site-based and Installation Art; 581B, Mobile Platforms; 581C, Media Performance; 581D, Video Game Design; 581E, Sound Art. May be repeated as content varies by title up to 3 times.
Prerequisites: MART 380.

MART 581D - New Media Advanced: Video Game Design (3 Credits)
Art and practice of video game design. Content varies by course title: 581A, Site-based and Installation Art; 581B, Mobile Platforms; 581C, Media Performance; 581D, Video Game Design; 581E, Sound Art. May be repeated as content varies by title up to 3 times.
Prerequisites: MART 380.

MART 581E - New Media Advanced: Sound Art (3 Credits)
Art and practice of sound art. Content varies by course title: 581A, Site-based and Installation Art; 581B, Mobile Platforms; 581C, Media Performance; 581D, Video Game Design; 581E, Sound Art. May be repeated as content varies by title up to 3 times.
Prerequisites: MART 380.

MART 590 - Special Topics in Media Arts (3 Credits)
Selected topics in media arts. Course content varies and will be announced in the schedule of classes by title.

MART 591 - Special Topics in Film and Media Studies (3 Credits)
Intensive study of a specific topic in film and media studies. May be repeated as content varies by title.
Prerequisites: FAMS 240.

MART 592 - Special Topics in Film and Media Histories (3 Credits)
Intensive study of a specific topic in film and media history. May be repeated as content varies by title. 03: 07/05/2019.
Prerequisites: FAMS 300.

MART 593 - Special Topics in U.S. Film and Media (3 Credits)
Intensive study of a specific topic in U.S. film and media studies. May be repeated as content varies by title. 03: 07/05/2019.
Prerequisites: FAMS 240.

MART 594 - Special Topics in Global Film and Media (3 Credits)
Intensive study of a specific topic concerning films produced in a country other than the United States. May be repeated as content varies by title.
Prerequisites: FAMS 240.

Cross-listed course: FAMS 598, FORL 598

MART 598 - Media Management and Distribution (3 Credits)
Research in media management and distribution.
Prerequisites: MART 110 and MART 210.

MART 701 - The Role of Research in Media Arts Practice (3 Credits)
Approaches to research methods as these inform media arts and practice. Emphasis on the development of critical (e.g., theoretical, historical, social, cultural, etc.) engagement.

MART 702 - Principles of Media Arts Practice (3 Credits)
Application of theoretical concepts to media arts practice.
Prerequisites: MART 701.

MART 721A - Research and Practice in Media Arts Production: Narrative (3 Credits)
Advanced study of media storytelling in one or more of the following topics: 721A Screenwriting; 721B Feature Film; 721C Manga and Anime; 721D Television Writing.

MART 721B - Research and Practice in Media Arts Production: Feature Film (3 Credits)
Advanced study of media storytelling in one or more of the following topics: 721A Screenwriting; 721B Feature Film; 721C Manga and Anime; 721D Television Writing.

MART 721C - Research and Practice in Media Arts Production: Manga and Anime (3 Credits)
Advanced study of media storytelling in one or more of the following topics: 721A Screenwriting; 721B Feature Film; 721C Manga and Anime; 721D Television Writing.

MART 721D - Research and Practice in Media Arts Production: Television Writing (3 Credits)
Advanced study of media storytelling in one or more of the following topics: 721A Screenwriting; 721B Feature Film; 721C Manga and Anime; 721D Television Writing.

MART 771A - Research and Practice in Media Arts Production: Narrative (3 Credits)
Advanced study of moving image production in one or more of the following topics: 771A Narrative; 771B Documentary; 771C Animation; 771D Experimental; 771E Cinematography; 771F Sound for Motion Picture. Course may be taken 2 times.

MART 771B - Research and Practice in Media Arts Production: Documentary (3 Credits)
Advanced study of moving image production in one or more of the following topics: 771A Narrative; 771B Documentary; 771C Animation; 771D Experimental; 771E Cinematography; 771F Sound for Motion Picture. Course may be taken 2 times.

MART 771C - Research and Practice in Media Arts Production: Animation (3 Credits)
Advanced study of moving image production in one or more of the following topics: 771A Narrative; 771B Documentary; 771C Animation; 771D Experimental; 771E Cinematography; 771F Sound for Motion Picture. Course may be taken 2 times.
MART 771D - Research and Practice in Media Arts Production: Experimental (3 Credits)
Advanced study of moving image production in one or more of the following topics: 771A Narrative; 771B Documentary; 771C Animation; 771D Experimental; 771E Cinematography; 771F Sound for Motion Picture. Course may be taken 2 times.

MART 771E - Research and Practice in Media Arts Production: Cinematography (3 Credits)
Advanced study of moving image production in one or more of the following topics: 771A Narrative; 771B Documentary; 771C Animation; 771D Experimental; 771E Cinematography; 771F Sound for Motion Picture. Course may be taken 2 times.

MART 781A - Research and Practice in New Media Art: Site-based and Installation Art (3 Credits)
Advanced study of new media art in one or more of the following topics: 781A Site-based and Installation Art; 781B Mobile Platforms; 781C Media Performance; 781D Video Game Design; 781E Sound Art. Course may be taken 2 times.

MART 781B - Research and Practice in New Media Art: Mobile Platforms (3 Credits)
Advanced study of new media art in one or more of the following topics: 781A Site-based and Installation Art; 781B Mobile Platforms; 781C Media Performance; 781D Video Game Design; 781E Sound Art. Course may be taken 2 times.

MART 781C - Research and Practice in New Media Art: Media Performance (3 Credits)
Advanced study of new media art in one or more of the following topics: 781A Site-based and Installation Art; 781B Mobile Platforms; 781C Media Performance; 781D Video Game Design; 781E Sound Art. Course may be taken 2 times.

MART 781D - Research and Practice in New Media Art: Video Game Design (3 Credits)
Advanced study of new media art in one or more of the following topics: 781A Site-based and Installation Art; 781B Mobile Platforms; 781C Media Performance; 781D Video Game Design; 781E Sound Art. Course may be taken 2 times.

MART 781E - Research and Practice in New Media Art: Sound Art (3 Credits)
Advanced study of new media art in one or more of the following topics: 781A Site-based and Installation Art; 781B Mobile Platforms; 781C Media Performance; 781D Video Game Design; 781E Sound Art. Course may be taken 2 times.

MART 790 - Independent Study (3 Credits)
Specialized research in media arts theory and/or practice.

MART 795A - Media Arts Research: Media Theory (3 Credits)
Advanced study in one or more of the following topics in the media arts: 795A Media Theory; 795B Media History; 795C Media Aesthetics; 795D Global Media Culture; 795E Media Management and Distribution. Course can be taken 2 times.

MART 795B - Media Arts Research: Media History (3 Credits)
Advanced study in one or more of the following topics in the media arts: 795A Media Theory; 795B Media History; 795C Media Aesthetics; 795D Global Media Culture; 795E Media Management and Distribution. Course can be taken 2 times.

MART 795C - Media Arts Research: Media Aesthetics (3 Credits)
Advanced study in one or more of the following topics in the media arts: 795A Media Theory; 795B Media History; 795C Media Aesthetics; 795D Global Media Culture; 795E Media Management and Distribution. Course can be taken 2 times.

MART 795D - Media Arts Research: Global Media Culture (3 Credits)
Advanced study in one or more of the following topics in the media arts: 795A Media Theory; 795B Media History; 795C Media Aesthetics; 795D Global Media Culture; 795E Media Management and Distribution. Course can be taken 2 times.

MART 795E - Media Arts Research: Media Management and Distribution (3 Credits)
Advanced study in one or more of the following topics in the media arts: 795A Media Theory; 795B Media History; 795C Media Aesthetics; 795D Global Media Culture; 795E Media Management and Distribution. Course can be taken 2 times.

MART 797 - Practicum in Media Arts (3 Credits)
Field experience in the media arts combined with directed research.

MART 798 - Project Research and Preparation (1-6 Credits)
Development and completion of a creative media arts project grounded in theory and research. May be repeated twice for up to 6 hours.

MART 799 - Thesis Research and Preparation (1-6 Credits)

Art Education, M.A.

Learning Outcomes

- Students will demonstrate the ability to make art using two and three-dimensional materials appropriate for use in elementary and early childhood settings.
- Students will demonstrate the ability to make art using two and three-dimensional materials appropriate for use in secondary settings.
- Students will write an arts unit of instruction centered on relevant themes and demonstrates the ability to write learning outcomes that match assessment.
- Students will recall the kinds of assessment used in the elementary and secondary art classroom and demonstrate its use in the arts unit of instruction by creating various assessment tools.
- Students will recall various teaching strategies used for challenging different kinds of learners and integrative learning.
- Students will develop effective communication skills while teaching in the Young Artist’s Workshop program.
- Students will develop two thematically based lessons to teach during the Young Artist’s Workshop program.
- Students will begin to master successful teaching skills and behavior indicated on the ADEPT assessment instrument.
- Students will examine, become knowledgeable of and begin to incorporate the Teacher Candidate Dispositions into their planning and teaching for the Young Artist’s Workshop.
- Students will write curricula that incorporates ethnically diverse artists and meaningful themes into their Young Artist's Workshop lessons.
• Students will analyze children's artwork created as a result of their teaching in the Young Artist's Workshop program.
• Students will write critically thoughtful reflections of each lesson taught during the Young Artist's Workshop program.
• Students will observe or practice teaching in a school setting for at least 3 hours each week for a total of 30 hours.
• Students will record observations of teaching content, interaction patterns, classroom management, use of technology, use of time and space, and knowledge of students.
• Students will write a case study on the interaction between one K-12 students and the teacher.
• Students will create digital artworks by utilizing contemporary interactive technologies.
• Students will analyze and respond to assigned course readings in writing.
• Students write original scripts for their animation and video films.
• Students will develop curriculum outlines for integrating digital technologies into the K-12 art curriculum.
• Students will conduct an independent research on a topic of new media and technologies and present it to class.
• Students will present assigned course readings to class.
• Students read and discuss research designs and effectiveness published in art education research journals.
• Students research, design, conduct, and write Historical research study.
• Students research, design, conduct, and write Aesthetic Response research study.
• Students research, design, conduct, and write Drawing Abilities and Method research study.
• Students research, design, conduct, and write Ethnographic research study.
• Students research, design, conduct, and write Experimental/Quasi-Experimental research study.
• Students will discuss and examine specific disabilities, looking specifically at characteristics of specific disabilities, and accommodations applicable for the art classroom.
• Students read articles and chapters and respond to them verbally and in writing.
• Students will write multicultural thematic art units of instruction related to a specific ethnic group and region in the world. Students will include connections to traditional and contemporary artists from that specific region.
• Students will discuss and then select a specific challenging research issue, set up a research design, and write a graduate level paper that explores difficult content
• Student will examine relevant theories through class discussions and completion of reading responses.
• Students will write a theoretical midterm essay on a topic of choice.
• Students will develop a curriculum rationale within an art unit of instruction on a critical issue of choice.
• Students will develop a curriculum unit plan, and one lesson that on a critical issue of choice.
• Students will read contemporary art education research journals and book chapters and discuss innovative curriculum theories related to teaching in the K-12 art classroom.
• Students will engage in community based art education settings.
• Students write a rationale for teaching a thematic curriculum in a community based setting
• Students write an art unit of instruction for a community based setting
• Students choose a major professor/advisor to guide the thesis study and writing.
• Students successfully complete and pass a thesis defense according to thesis requirements put forth by the Graduate School.

Admissions

Required Documents

• Online Application through the Graduate School
• Official Transcripts
• Official GRE or MAT Score
• 2 Letters of Recommendation (at least one must be from a professor)
• Personal Statement
• Curriculum Vitae/Resume
• Teaching Certificate
• Portfolio: Please upload a digital portfolio of 20 images of recent work and an identifying list of works, as a single .pdf document

Note: Successful applicants to the graduate programs in Art Education typically have an undergraduate GPA of 3.00 or higher on a 4.00 scale and acceptable scores on either the Miller Analogies Test (35 and above) or the GRE (total score of 170 and above). These numbers are provided as guidelines; meeting the minimum GPA and test scores does not guarantee admission. All parts of an application are carefully considered in admissions decisions.

Degree Requirements (33 Hours)

The MA degree in art education may be completed with a thesis or without a thesis.

The thesis option requires passing a written comprehensive exam, a thesis defense, and a minimum of 33 hours of graduate coursework:

• Minimum 15 hours graduate-level art education
• 8-9 hours of graduate-level electives in art education, studio art, art history, or other discipline (as approved)
• Maximum of 9 hours of thesis coursework (ARTE 799: Thesis Preparation)
• The above must total a minimum of 33 hours

The non-thesis option requires passing a written comprehensive exam and a minimum of 33 hours of graduate coursework:

• Minimum 9 hours of graduate professional education courses
• Minimum 15 hours of graduate courses in Art Education
• 6-8 hours of graduate courses in Studio Art and/or Art History
• One 3-4 hour elective course at the graduate level (as approved)
• The above must total a minimum of 33 hours

Art History, M.A.

Learning Outcomes

• MA art history students evidence knowledge of major movements in Asian and Western art.
MA art history students successfully demonstrate in writing the ability to apply the currently used methods in the history of art to the analysis of works of art and/or architecture.

MA art history students demonstrate in writing the ability to conduct research to develop original ideas about the meanings of works of art or architecture using one or more of the methodologies currently in use in the profession.

MA art history students demonstrate the ability to write and to speak persuasively and coherently about works of art or architecture using a sophisticated art historical vocabulary.

MA art history students demonstrate a reading proficiency in a foreign language selected with advisor approval.

Students successfully pursue their post-graduation career goals.

Admissions

Required Documents

- Online Application to the Graduate School
- Official Transcripts
- Official GRE or MAT Score
- Curriculum Vitae or Resume
- Cover Letter
- Writing Sample
- Personal Statement
- 2 or more Letters of Recommendation (at least one must be from a professor)

Note: Successful applicants to the graduate program in Art History typically have an undergraduate GPA of 3.00 or higher on a 4.00 scale and acceptable score on the GRE (160 verbal and 145 quantitative, or a combined minimum of 305). These numbers are provided as guidelines; meeting the minimum GPA and test scores does not guarantee admission. All parts of an application are carefully considered in admissions decisions.

Degree Requirements (30 Hours)

All students accepted into the program must take the M.A. proficiency examination in the history of art during the first semester of their residence. The examination consists of the identification and discussion of certain major works of Western and Asian art from antiquity to the present. Students who fail the exam may retake it at the beginning of their second semester. Failure to pass the exam on the second attempt results in dismissal from the program. Faculty advisors are assigned to students by the end of their first semester. All art history majors are required to pass a reading proficiency test in a foreign language approved by the faculty advisor.

Students are required to complete 24 hours of course work, at least half at the 700-level or above, including ARTH 701 and at least one course in three of the four areas of core study offered by the faculty:

- Renaissance, Baroque, and 18th-Century Art and Architecture
- Modern and Contemporary European Art and Architecture
- American Art and Architecture
- Asian Art and Architecture

Courses may only fulfill the requirement for a single area. With the advisor’s approval, up to 6 hours of electives may be fulfilled with courses outside of ARTH. Finally, students are required to complete a written thesis (ARTH 799, 6 hours) or master’s project (ARTH 798, 6 hours). The thesis or master’s project committee will consist of a director and two readers. Where appropriate, one of the two readers may be chosen from another department, school, or program. A 4-6 page thesis or master’s project proposal must be approved by the committee. A formal oral defense of the finished written thesis or master’s project will also be required. The oral defense of the thesis or master’s project serves as the student’s comprehensive assessment for the degree.

Degree Requirements

1. Proficiency exam (completed in the first semester)
2. ARTH 701
3. At least one course in three of the four areas of core study
4. ARTH 799 or ARTH 798
5. Reading proficiency in an approved foreign language
6. At least half of approved courses at or above the 700 level

Course Work (30 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 701</td>
<td>Methodologies and Practices of Art History</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 3

Core Study (15 Hours)

15 hours selected from the following courses with at least one course in three of the four areas.

Renaissance, Baroque, and 18th-Century Art and Architecture

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 520</td>
<td>History of Renaissance Painting</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 521</td>
<td>History of Renaissance Sculpture</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 522</td>
<td>History of Renaissance Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 523</td>
<td>Florentine Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 524</td>
<td>Topics in Renaissance Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 525</td>
<td>History of Baroque Painting</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 526</td>
<td>History of Baroque Sculpture</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 527</td>
<td>History of Baroque Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 529</td>
<td>Topics in 18th-Century Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 557</td>
<td>History of Printmaking</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 720</td>
<td>Problems in Renaissance Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 725</td>
<td>Problems in Baroque and Rococo Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 790</td>
<td>Problems in Art History</td>
<td>3</td>
</tr>
</tbody>
</table>

Modern and Contemporary European Art and Architecture

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 534</td>
<td>Topics in 19th-Century Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 535</td>
<td>History of Modern Painting</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 536</td>
<td>History of Modern Sculpture</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 537</td>
<td>Topics in Modern Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 539</td>
<td>Topics in Modern Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 569</td>
<td>Special Topics in Film and Media Histories</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 590</td>
<td>Topics in Art History</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 730</td>
<td>Problems in 19th-Century Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 735</td>
<td>Problems in 20th-Century Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 739</td>
<td>Special Topics: Problems in Modern Art</td>
<td>3</td>
</tr>
</tbody>
</table>
Art Studio, M.A.

American Art and Architecture

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 769</td>
<td>Problems in Film History</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 790</td>
<td>Problems in Art History</td>
<td>3</td>
</tr>
</tbody>
</table>

Asian Art and Architecture

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 534</td>
<td>Topics in 19th-Century Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 537</td>
<td>Topics in Modern Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 539</td>
<td>Topics in Modern Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 540</td>
<td>History of American Painting</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 542</td>
<td>History of American Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 543</td>
<td>The History of American Antiques and Decorative Arts</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 544</td>
<td>Topics in American Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 730</td>
<td>Problems in 19th-Century Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 735</td>
<td>Problems in 20th-Century Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 739</td>
<td>Special Topics: Problems in Modern Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 769</td>
<td>Problems in Film History</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 790</td>
<td>Problems in Art History</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (6 Hours)
Selected from ARTH or related disciplines, as approved by faculty advisor.

Art Studio, M.F.A.

Learning Outcomes

- Student will demonstrate a sophisticated level of technical skill in their chosen discipline.
- Student will produce original artworks that effectively convey the conceptual content of their project.
- Student will demonstrate mastery of the historical and theoretical underpinnings of their project.
- Student will be able to effectively critique visual artwork including their own and the work of others.
- Student will effectively research, write, and speak about their studio practice and its historical and conceptual origins.

Admissions

Required Documents

- Online Application to the Graduate School
- Official Transcripts
- 2 Letters of Recommendation (at least one must be from a professor)
- Curriculum Vitae or Resume
- Personal Statement
- Portfolio: Please upload a digital portfolio of 20 images of recent work and an identifying list of works, as a single .pdf document.

Degree Requirements (60 Hours)

The University of South Carolina offers the MFA degree program in Art Studio. The MFA degree provides the opportunity for professional growth and mastery of skills by requiring students to pursue major and minor areas of concentration from among the following subject.
areas: drawing, painting, printmaking, photography, ceramics, and/or sculpture (3-D studies). Completion of the degree primarily affirms a candidate’s mastery of studio production in their major and minor areas of concentration. Additionally, through competitively assigned assistantships, candidates may develop professional competency in the teaching of studio art at the college and university level. The MFA degree requires a minimum of 60 hours of graduate level course credit:

- 33 hours art studio-to include 18 hours in the major area of concentration, 9 hours in the minor area of concentration, and 6 hours of Art Studio electives.
- 12 hours from art history, theory, criticism, and/or art education.
- 6 to 9 hours of the MFA Project (ARTS 896 and ARTS 897), including a written proposal and project documentation, and oral defense.
- 6 to 9 hours of graduate electives.

All MFA candidates are also required to complete a first semester critique with the Art Studio faculty. The critique is non-evaluative, allowing for open discussion of the student’s work produced during the semester.

MFA candidates must then successfully complete and pass two progress reviews, one each at the completion of the second and third semesters. Each review intends to provide a forum for discussion and evaluation of work produced during the semester, to give students an opportunity for contact with studio faculty and to monitor the candidate’s progress. The reviews are equivalent to master’s comprehensive exams.

Failure to pass will result in a re-review at the end of the next semester by the entire faculty. Candidates who do not pass re-reviews may not continue in the program. Students will not be allowed to register for ARTS 896 prior to successfully completing the two reviews.

**Media Arts, M.A.**

The Master of Arts (M.A.) degree in Media Arts provides advanced education in media theory, history, and artistic practice. The program prepares students to pursue media arts in a variety of contexts including independent, commercial, and academic. Students pursuing the degree will refine their creative arts practice in one or more of the following areas: moving image, writing, new media, and media theory. Recognizing the interdisciplinarity of the media arts, the program encourages students to foster interests in and affiliations with other disciplines across the university. Students applying to the program should have academic and/or work experience in a field related to media arts and a portfolio that exhibits a capacity for theoretical, historical, and/or cultural inquiry.

**Learning Outcomes**

- Media Arts graduate students will demonstrate specialization and mastery appropriate to their developed program of practice.
- Media Arts graduate students will conceptualize, research and realize sophisticated and critically informed projects.
- Media Arts graduate students will submit and exhibit their artworks in appropriate external forums and proceedings.
- Media Arts graduate students will frame their own artwork in terms of current issues and theories in media culture.

**Admissions**

- Online Application to the Graduate School
- Official Test Scores (GRE or MAT)
- Official Transcripts
- Curriculum Vitae/Resume
- Personal Statement
- Link to online portfolio of media artworks
- 2 or more Letters of Recommendation (at least one must be from a professor)

**Degree Requirements (30 Hours)**

Candidates for the M.A. in Media Arts shall file a Program of Study during their second semester. The Program of Study outlines the student’s program requirements and should be planned in consultation with a faculty adviser. In order to advance to the second year of coursework and thesis preparation, M.A. candidates must successfully pass a comprehensive examination. Comprehensive exams are scheduled at the culmination of the first year of course work.

Candidates for the M.A. in Media Arts take 30 hours of coursework, of which 6 hours are for the project/thesis project. Credit hours are to be distributed as follows:

**Required Courses (6 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MART 701</td>
<td>The Role of Research in Media Arts Practice</td>
<td>3</td>
</tr>
<tr>
<td>MART 702</td>
<td>Principles of Media Arts Practice</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

**Media Arts Coursework (15 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 560</td>
<td>Photography Thesis: Portfolio</td>
<td>6</td>
</tr>
<tr>
<td>ARTS 561</td>
<td>Photography Thesis: Exhibition</td>
<td>6</td>
</tr>
<tr>
<td>MART 581</td>
<td>Special Topics in Research and Practice in Media Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:
MART 721A Research and Practice in Media Writing: Screenwriting
MART 721B Research and Practice in Media Writing: Feature Film
MART 721C Research and Practice in Media Writing: Manga and Anime
MART 721D Research and Practice in Media Writing: Television Writing

Special Topics in Research and Practice in Media Arts Production
Select one of the following: 3
- MART 771A Research and Practice in Media Arts Production: Narrative
- MART 771B Research and Practice in Media Arts Production: Documentary
- MART 771C Research and Practice in Media Arts Production: Animation
- MART 771D Research and Practice in Media Arts Production: Experimental

Special Topics in Research and Practice in New Media Art
Select one of the following: 3
- MART 781A Research and Practice in New Media Art: Site-based and Installation Art
- MART 781B Research and Practice in New Media Art: Mobile Platforms
- MART 781C Research and Practice in New Media Art: Media Performance
- MART 781D Research and Practice in New Media Art: Video Game Design

Special Topics in Research Seminar in Media Arts
Select one of the following: 3
- MART 795A Media Arts Research: Media Theory
- MART 795B Media Arts Research: Media History
- MART 795C Media Arts Research: Media Aesthetics
- MART 795D Media Arts Research: Global Media Culture

Total Credit Hours 24

Project/Thesis Preparation (6 Hours)
Course Title Credits
- MART 798 Project Research and Preparation 1-6
- MART 799 Thesis Research and Preparation 1-6

Total Credit Hours 2-12

Media Theory and/or Creative Production (3 Hours)
Must be taken outside of Media Arts to support the candidate’s research in media theory and/or creative production.

Sociology
Department Website (http://artsandsciences.sc.edu/socy/home/)

Matthew E. Brashears, Graduate Program Director

Overview
The Department of Sociology offers a program of study that provides students with a thorough grounding in the theories and research methods of the discipline. Students with a B.A. or B.S. should apply to the Masters program only. Students with post-graduate degrees should apply to the Ph.D. program. Emphasis is placed on training students to apply theories and research methods while conducting empirical inquiry. Courses are taught, and students are mentored, by a faculty composed of nationally and internationally recognized scholars. The research specialties of the faculty span several areas. It is expected that the master's and dissertation research projects of students will be carried out in specialty areas that fall in the purview of the faculty's expertise. A description of the graduate program, including the specialty areas of each faculty member, is provided at https://sc.edu/study/colleges_schools/artsandsciences/sociology/research/index.php (https://sc.edu/study/colleges_schools/artsandsciences/sociology/research/). Our graduates pursue careers in a wide range of academic and nonacademic fields. Graduates of the master's program often find employment in government agencies or in private firms that require professionals with research skills and experience in data management. Graduates of the doctoral program also work for government agencies and in private firms, but many accept appointments at universities and colleges.

Admission
Applications should be submitted to:
The Graduate School
University of South Carolina
901 Sumter St.
Columbia, SC 29208

Baccalaureates should apply to the M.A. program. Additionally, applicants must send a letter describing their academic interests and an example of recent written work to Director of the Graduate Program Committee, Department of Sociology, University of South Carolina, Columbia, SC 29208. Other materials that will be helpful in evaluating the application may be included. Electronic applications are available at http://www.gradschool.sc.edu. Application deadlines are July 1 for the fall semester and November 15 for the spring semester. The Department of Sociology encourages students to begin their graduate studies during the fall semester. Applications completed by February 15 receive priority in decisions about assistantships.

The Graduate Program Committee evaluates applications and makes recommendations about admission to the dean of The Graduate School. A minimum GPA of 3.20 (on a 4.00 scale) for the last 60 semester hours of undergraduate work is required for admission to the master’s program. For applicants with a master's degree, a minimum grade point average of 3.50 for all graduate work is required for admission to the doctoral program. GRE scores must be submitted with the application to The Graduate School. The department does not have a minimum GRE requirement, but scores approaching or exceeding 600 on the verbal and quantitative sections of the GRE and 4 on the analytical section increase the applicant's likelihood of being admitted and funded.

The College of Arts and Sciences encourages students to begin their graduate studies during the fall semester. Applications completed by February 15 receive priority in decisions about assistantships.

The College of Arts and Sciences encourages students to begin their graduate studies during the fall semester. Applications completed by February 15 receive priority in decisions about assistantships.

Programs
- Sociology, M.A. (p. 930)
- Sociology, Ph.D. (p. 931)

Courses
SOCY 500 - Social Networks (3 Credits)
Analysis of personal, social and organizational networks, their structural patterns, practical consequences, and principles of formation and change.
SOCY 502 - Political Sociology (3 Credits)
Theory and research concerning the interrelationship between the polity and social structures.

SOCY 503 - Family and Social Stratification (3 Credits)
An analysis of the contemporary American family emphasizing social stratification, mobility, occupations, and urbanization.

SOCY 504 - Social Stratification (3 Credits)
Theory and research in social stratification.

SOCY 505 - Social Structures in Communities (3 Credits)
Interrelationships of major social structures within communities.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

SOCY 506 - Social Organizations (3 Credits)
Selected theoretical orientation, methodological procedures, and illustrative substantive issues pertaining to organizations.

SOCY 507 - Sociology of Social Control (3 Credits)
Theories and issues relating to the definition of and response to crime and/or deviance.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

SOCY 509 - Advanced Social Structures (3 Credits)
The analysis of core methodological and substantive issues in the study of social structures.

SOCY 510 - Life Course Demographics (3 Credits)
People's demographic lives, structural contexts, and social change. Emphasis on the socioeconomic context in which lives unfold.
Prerequisites: SOCY 310.

SOCY 512 - Internal and International Migration (3 Credits)
A survey of methods of analysis and research findings with emphasis on the social and economic concomitants of internal migration. Cultural, economic, and historical aspects of international migration. Effects of governmental policies on immigration and emigration. Examination of selected countries.

SOCY 514 - Urbanization (3 Credits)
Analysis of urbanization using contemporary and historical data from developing societies. The demographic components of metropolitan growth and the changing structure of metropolitan communities.

SOCY 515 - Scientific Methods and Sociological Inquiry (3 Credits)
Introduction to methods used to answer theoretical, empirical, and practical sociological questions, including scientific inquiry and research design.

SOCY 520 - Advanced Social Psychology (3 Credits)
Advanced survey of social psychological perspectives and research on inequality, discrimination, power and status, cooperation and collective action, social norm and morality, networks and relationships.

SOCY 521 - Small Group Analysis (3 Credits)
A behavioral analysis of small groups.

SOCY 522 - Power and Authority Structures in Groups (3 Credits)
An exploration of theoretical perspectives, methodological approaches, and substantive issues in the study of interpersonal power and authority.

SOCY 523 - Social Processes of Deviance Control (3 Credits)
A systematic analysis of the interrelation among the creation, involvement, recognition, and control of deviance.

SOCY 524 - Interpersonal Behavior in Families (3 Credits)
Social psychological perspectives on family behavior.

SOCY 525 - Selves and Social Transaction (3 Credits)
A systematic analysis of interrelationships among social acts, selves, roles, transactions, and language.

SOCY 540 - Sociology of Law (3 Credits)
Review of theoretical and empirical developments in the sociology of law, including classical and modern sociological theories of law and selected sociological themes of law in various social settings.

SOCY 550 - Sociology of Science (3 Credits)
Interrelationships among society, culture, and contemporary science.

SOCY 557 - Sociology of Education and Inequality (3 Credits)
Advanced inquiry into the relationship between education and inequality.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

SOCY 560 - Advanced Sociological Theory (3 Credits)
Theoretical perspectives on society and social behavior.

SOCY 561 - Integrative Research Experience (3 Credits)
Design and conduct of original research using sociological research methods to meet Carolina Core Integrative course requirement for the BA and the BS.
Prerequisites: SOCY 101, SOCY 220 and SOCY 300-level or higher course.

Experiential Learning: Experiential Learning Opportunity

SOCY 562 - Advanced Sociological Research Methods (3 Credits)
Advanced survey of methods used in sociological research.

SOCY 598 - Selected Topics (3 Credits)
Readings and research on selected sociological topics. Course and content varies and will be announced in the schedule of classes by title.
Prerequisites: SOCY 101.

SOCY 599 - Advanced Independent Study (3-6 Credits)
Advanced independent study. Contract approved by instructor, advisor, and department chair is required.
Prerequisites: SOCY 101.

SOCY 698 - Special Topics (3 Credits)
Reading and research.
Prerequisites: SOCY 101.

SOCY 710 - Theoretical Foundations of Sociology (3 Credits)
Survey of theoretical and empirical works of sociological scholars.

SOCY 711 - Theory Construction (3 Credits)
Presentation and study of the major theory groups in contemporary sociology, including functionalism, exchange, and consistency theories. Analysis of theoretical perspectives using criteria of logical consistency and adequacy of explanation. Techniques of building formal theory in sociology.

SOCY 719 - Selected Topics in Sociological Theory (3 Credits)
Prerequisite: SOCY 710.

SOCY 720 - Survey of Research Methods (3 Credits)
Survey of data-gathering techniques used in sociology including questionnaires, interviews, surveys, archival searches, experiments, and observational techniques.

SOCY 721 - Selected Sociological Topics in Methodology (3 Credits)
Intensive focus on selected social research methods having applications to the study of sociology.

SOCY 729 - Selected Sociological Topics in Methodology (3 Credits)
Prerequisite: SOCY 701.
Sociology, M.A.

Learning Outcomes

- Sociology MA students will demonstrate an understanding of the components of the theoretical explanations used in the varied substantive areas of the discipline. The theoretical explanations will be based on classical and contemporary theorists central to the discipline.
- Sociology MA students will demonstrate an understanding and ability to use the following types of statistical tools: 1. the distinction between descriptive and inferential statistics 2. causal modeling techniques 3. use of appropriate statistical analysis packages 4. sampling.
- Students will become familiarized with aspects of presentation of research results and findings to a professional audience.
- Students will learn to successfully complete research projects and prepare results for professional dissemination.
- Students will demonstrate an aggregate integrated mastery of sociological skills appropriate to an MA degree in their substantive area.

Degree Requirements (30 Hours)

The M.A. requires a minimum of 30 credit hours beyond the B.A. or B.S. This includes 6 hours of thesis preparation. Consult the Sociology Graduate Student Handbook for further information (http://www.cas.sc.edu/socy/GradHandbook.pdf).

Theoretical and Substantive Foundations (12 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCY 515</td>
<td>Scientific Methods and Sociological Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 560</td>
<td>Advanced Sociological Theory</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select 6 hours in one of four areas of department specialization (No more than six hours can be at the 500-level):</td>
<td></td>
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<tr>
<td></td>
<td>Methods</td>
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<tr>
<td></td>
<td>Population &amp; Health</td>
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</tr>
<tr>
<td></td>
<td>Institutions &amp; Inequalities</td>
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</tbody>
</table>
provides a copy of this letter to the chair of the department and gives the
comprehensive examination. The director of the Thesis Committee
all members sign a letter stating that the student has passed the
oral examination. If the Thesis Committee approves the proposal and the
Thesis Committee has the right to approve, request revisions, or reject
the proposal. The committee also conducts an oral comprehensive
examination to determine if the proposed work has
been successfully completed. The committee members have the right
to approve, request revisions and further analysis to, or reject the thesis. If the M.A. degree is granted only after the Thesis Committee approves the thesis, all members sign the title page, The Graduate School accepts the
approved thesis, and all other requirements are met.

Sociology, Ph.D.

Learning Outcomes
• Students will recognize and be knowledgeable of the major theories and theoretical approaches of the discipline.
• Students will demonstrate an understanding and ability to use advanced statistical tools, and a range of research methods including but not limited to advanced causal modeling techniques, survey research, experimental methods, qualitative methods.
• PhD students should demonstrate a breadth and depth of knowledge in the student’s specialty area.
• Students will become familiar with aspects of the profession not covered in traditional coursework to prepare them for active professional involvement in the discipline.
• Students should develop research skills through regular contact hours of research mentorship and collaborative research experience in the years prior to defense of their dissertation proposal.
• Students should have direct teaching mentorship as a course assistant or class instructor in the years leading to their PhD degree completion.
• Students will have depth and breadth in the discipline (depth contingent on their specialty area) and the necessary research skills to bring a research project to fruition.
• Students will have knowledge of the job market for Sociologists and interviewing skills.

Degree Requirements (66 Post-Baccalaureate (minimum)/36 Post-Masters Hours)
The Ph.D. requires a minimum of 66 credit hours beyond the BA or BS. Students enrolled in the post-baccalaureate PhD program will concurrently work toward an MA while completing the requirements for the PhD. Thus, a minimum of 30 of the 66 hours of coursework will be applied to the MA.

Students entering the PhD program with an MA or MS in Sociology or a related field will be required to complete a minimum of 36 hours. Once enrolled in the program, the Graduate Program Committee and the student’s academic advisor will assess what, if any, of required courses and MA thesis work are satisfied by equivalent coursework and thesis research in the student’s MA or MS program. Consult the Sociology Graduate Student Handbook for further information http://www.cas.sc.edu/socy/GradHandbook.pdf).
Post Masters Requirements (36 Hours)

Theoretical and Substantive Foundations (9 Hours)
9 hours in one of four areas of departmental specialization:

- Methods
- Population & Health
- Institutions & Inequities
- Social Psychology

(No more than 3 hours at the 500-level)

Research Methods and Statistics (9 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCY 731</td>
<td>Topics in the Quantitative Analysis of Sociological Data</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 6 additional hours in methods or statistics at 500-level or higher; a maximum of 3 hours at the 500-level may be applied toward the PhD. No more than 3 hours may be taken outside the department without permission.

Total Credit Hours 9

Electives (6 Hours)

- A maximum of 3 hours at the 500-level may be applied toward the PhD
- A maximum of 3 hours may be earned from other departments

Research Apprenticeship (3 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCY 899</td>
<td>Dissertation Preparation</td>
<td>1-12</td>
</tr>
</tbody>
</table>

Total Credit Hours 1-12

Direct Admit Requirements for Students with a BA or BS (66 Hours)

Theoretical and Substantive Foundations (15 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCY 515</td>
<td>Scientific Methods and Sociological Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 560</td>
<td>Advanced Sociological Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

Select nine additional hours in one of four areas of departmental specialization (No more than 6 hours at the 500-level):

- Methods
- Population & Health
- Institutions & Inequities
- Social Psychology

Total Credit Hours 15

Research Methods and Statistics (15 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCY 562</td>
<td>Advanced Sociological Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 730</td>
<td>Statistical Analysis in Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 731</td>
<td>Topics in the Quantitative Analysis of Sociological Data</td>
<td>3</td>
</tr>
</tbody>
</table>

Select six additional hours in methods or statistics at 500-level or higher; no more than 3 hours may be taken outside the department without permission.

Total Credit Hours 15

Electives (18 Hours)

- A maximum of 6 hours at the 500-level may be applied toward the PhD
- A maximum of 9 hours may be earned from other departments

MA Thesis Preparation (6 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCY 799</td>
<td>Thesis Research and Preparation</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credit Hours 6

Dissertation Preparation (12 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCY 899</td>
<td>Dissertation Preparation</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

Additional Information

In accordance with The Graduate School's regulations, all students entering the Ph.D. program must pass a written Ph.D. candidacy examination. The candidacy examination is taken early in the first fall semester of residence. In passing the examination, the student is admitted to candidacy and may work toward meeting the remaining requirements that lead to the Ph.D. degree. Students who do not pass the candidacy examination will be expected to acquire the needed knowledge by attending courses beyond the Ph.D. requirements or by individual study. In either case, the examination must be taken again at the end of the following spring semester. Failing the candidacy examination a second time will result in removal from the program without further review. Administration of the examination is the responsibility of the Graduate Program Committee. For details, consult the department's Handbook for Graduate Students.

After advancement to candidacy, the Graduate Program Committee, acting as the Program Advisory Committee, oversees the subsequent progress of each doctoral candidate toward the Ph.D. degree. After advancement to candidacy, each doctoral candidate must file an approved program of study. This program of study should by completed before the end of a Ph.D. student's first year in the program.

Students must maintain a B average on all post-M.A. graduate courses taken at the University of South Carolina. After completing 12 hours of post-M.A. graduate credit at the University, students whose cumulative GPA falls below a 3.00 (on a 4.00 scale) are dropped from the program without further review. Also, students receiving a second post-M.A. grade of C+ or below are dropped from the program without further review.

For a transfer entrant with an M.A. degree, some program requirements can be waived if the student has taken a course or its equivalent in graduate work elsewhere and earned a grade of A (excluding A-). However, such waivers do not reduce the minimum number of post-M.A. credit hours (36) that must be completed at the University for the Ph.D. Students requesting a waiver must inform the Graduate Program Committee in writing. The Graduate Program Committee evaluates the files of students to determine whether a waiver is warranted.

The Graduate School's foreign language competence requirement may be fulfilled by passing an examination that demonstrates a reading knowledge of one foreign language. These examinations are normally administered by one of the foreign language programs at the University. English may be accepted as a foreign language for students whose native language is not English, with the approval of the dean of The Graduate School and the chair of the department. The foreign language
requirement may also be met by completing a fifth research methodology course with a grade of B or higher.

Area Requirements
In addition to successfully completing course work, three area requirements must be passed. Normally, completion of these requirements coincides with the completion of course work. All students must meet both the theory and the research methodology area requirements. Written theory and research methodology area examinations are given once a year, but students with excellent grades in the relevant courses earn a waiver from the examinations. All students must also pass a written and an oral examination in a research specialty of their choosing. Each student forms a Research Specialty Examination Committee made up of at least two faculty members from the Department of Sociology. Faculty members have the right of refusal. The student selects one member as chairperson of the committee. In consultation with the committee, each student prepares a list of appropriate readings. The length of the reading list will vary by research area, but as a guideline it should consist of about 25 books and 100 journal articles/book chapters. Reading lists must be approved by all members of the committee. The reading list should define a broad substantive area of sociological research that is roughly equivalent to a commonly recognized sociological specialty. Normally, students will conduct their dissertation research in the same specialty area that they choose for their research specialty examination. Guidelines for meeting the three area requirements are provided in the department's Handbook for Graduate Students.

Dissertation
As students near the end of their course work, they select a Dissertation Committee composed of at least four members, one of whom is from outside the department. Faculty members have the right of refusal. The student chooses one faculty member to serve as director. The director of the Dissertation Committee notifies the director of the Graduate Program Committee in writing of the composition of the Dissertation Committee. A student's Dissertation Committee assumes the role of the Program Advisory Committee. Working with the Dissertation Committee, the student prepares a dissertation proposal. Once the proposal is submitted to the Dissertation Committee, a comprehensive examination is held. By the rules of the Graduate School, a Comprehensive Examination Committee is appointed by the chair of the department and approved by the dean of The Graduate School. Normally, the Dissertation Committee serves as the Dissertation Examining Committee. In addition to reading the dissertation, the committee conducts an oral examination of the student. The committee members have the right to approve, request revisions and further analysis, or reject the dissertation. The Ph.D. is granted only after the Dissertation Examining Committee approves the dissertation, all members sign the title page, The Graduate School accepts the approved dissertation, and all other requirements are met.

Southern Studies

Department Website (http://artsandsciences.sc.edu/iss/)

Walter B. Edgar, Director
Robert H. Brinkmeyer, Director of Research
Bob Ellis, Assistant Director
Tara F. Powell, Assistant Professor
Mindi Spencer, Assistant Professor
Jodi Skipper, Post-Doctoral Fellow
Walter Liniger, Distinguished Lecturer

The interdisciplinary minor in Southern Studies offers training in analytic methods and research skills designed to help students excel in their departmental fields of concentration and establish a lasting basis for independent exploration of the South.

Courses

SOST 500 - Topics in the American South (3 Credits)
Selected topics related to the study of the American South. Course content varies and will be announced in the schedule of classes by title. May be repeated for credit as topics vary.

Statistics

Department Website (http://www.stat.sc.edu/)

Joshua Tebbs, Chair

Statistics plays a vital role in science, industry, business, and government. Competitive starting salaries and a promising job market make a career in statistics an excellent choice for those with mathematical talent, computer skills, and a desire to work with people. The Department of Statistics offers programs of study emphasizing a broad training in both applied and theoretical statistics, including statistical computing and the art of statistical consulting. The department houses the Statistical Laboratory, which offers statistical consulting services to clients throughout the University, government, and industry. The department offers programs of study leading to the Master of Science, Master of Applied Statistics, and Doctor of Philosophy degrees. It also offers the Post-Baccalaureate Certificate in Applied Statistics. Courses for the P.B.A.C.C. and M.A.S. programs are available within 24 hours anywhere in the world via video streaming.

Admission

Requirements for admission to all graduate programs conform with general regulations of The Graduate School, including official test scores on the GRE, two letters of recommendation, and successful academic performance at an accredited baccalaureate institution. The GMAT is acceptable in lieu of the GRE for M.A.S. applicants. At least two
Programs

- Applied Statistics, Certificate (p. 937)
- Applied Statistics, M.A.S. (p. 938)
- Statistics, M.S. (p. 938)
- Statistics, Ph.D. (p. 939)

Courses

STAT 506 - Introduction to Experimental Design (3 Credits)
Techniques of experimentation based on statistical principles with application to quality improvement and other fields. Full and fractional factorial designs for factors at two levels; dispersion effects; related topics.
Prerequisites: C or higher in MATH 122 or MATH 141; or both MATH 111 or higher and any statistical class.

STAT 509 - Statistics for Engineers (3 Credits)
Basic probability and statistics with applications and examples in engineering. Elementary probability, random variables and their distribution, random processes, statistical inference, linear regression, correlation and basic design of experiments with application to quality assurance, reliability, and life testing. May not be taken concurrently with or after STAT 513, STAT 515, or STAT 516. Not for C.A.S., M.A.S., or Ph.D credit in Statistics.
Prerequisites: MATH 142 or equivalent.

STAT 511 - Probability (3 Credits)
Probability and independence; discrete and continuous random variables; joint, marginal, and conditional densities; moment generating functions; laws of large numbers; binomial, Poisson, gamma, univariate and bivariate normal distributions.
Prerequisites: C or better in MATH 241.
Corequisite: MATH 241.
Cross-listed course: MATH 511

STAT 512 - Mathematical Statistics (3 Credits)
Functions of random variables, order statistics, sampling distributions, central limit theorem, quality of estimators, interval estimation, sufficient statistics, minimum-variance unbiased estimator, maximum likelihood, large-sample theory, introduction to hypothesis testing.
Prerequisites: C or better in STAT 511 or MATH 511.

STAT 513 - Theory of Statistical Inference (3 Credits)
Hypothesis testing, Neyman-Pearson lemma, likelihood ratio tests, power, the theory of linear models including multiple linear regression and ANOVA, the Chi-square goodness-of-fit test, Chi-square inference for contingency tables, Bayesian inference, and advanced topics including survival analysis (only if time permits).
Prerequisites: C or better in STAT 512.

STAT 515 - Statistical Methods I (3 Credits)
Applications and principles of elementary probability, essential discrete and continuous probability distributions, sampling distributions, estimation, and hypothesis testing. Inference for means, variances, proportions, one-way ANOVA, simple linear regression, and contingency tables. Statistical packages such as SAS or R. May not be taken concurrently with or after STAT 509, STAT 513, or STAT 516. Not for CAS, MAS, MS, or PhD credit in Statistics.
Prerequisites: C or higher in MATH 122 or MATH 141; or both MATH 111 or higher and any statistics class.

STAT 516 - Statistical Methods II (3 Credits)
Applications and principles of linear models. Simple and multiple linear regression, analysis of variance for basic designs, multiple comparisons, random effects, and analysis of covariance. Statistical packages such as SAS. Not for CAS, MAS, MS, or PhD credit in Statistics.
Prerequisites: C or higher in STAT 515, STAT 509, STAT 512, or equivalent.

STAT 517 - Advanced Statistical Models (3 Credits)
Theory and applications of advanced statistical models. Includes implementation and assessment of generalized linear, nonlinear and nonparametric regression, mixed effect, repeated measures, multivariate regression, and spatial models.
Prerequisites: STAT 512 or STAT 516 or equivalent.

STAT 518 - Nonparametric Statistical Methods (3 Credits)
Applications and principles of nonparametric statistics. Includes simulation and assessment of classical rank-based methods, and selected categorical data analysis and modern nonparametric methods. Statistical packages such as R.

STAT 519 - Sampling (3 Credits)
Techniques of statistical sampling in finite populations with applications in the analysis of sample survey data. Topics include simple random sampling for means and proportions, stratified sampling, cluster sampling, ratio estimates, and two-stage sampling.
Prerequisites: C or higher in STAT 515, STAT 509, STAT 512, or equivalent.

STAT 520 - Forecasting and Time Series (3 Credits)
Time series analysis and forecasting using the multiple regression and Box-Jenkins approaches.
Prerequisites: STAT 516 or MGSC 391.
Cross-listed course: MGSC 520

STAT 521 - Applied Stochastic Processes (3 Credits)
An introduction to stochastic processes, including conditional probability, Markov chains, Poisson processes, and Brownian motion. Incorporates simulation and applications to actuarial science.
Prerequisites: C or higher in STAT 511.

STAT 522 - Financial Mathematics I (3 Credits)
Prerequisites: C or better in MATH 241.
Cross-listed course: MATH 514
STAT 523 - Financial Mathematics II (3 Credits)
Prerequisites: C or better in MATH 514 or STAT 522.

Cross-listed course: MATH 515

STAT 525 - Statistical Quality Control (3 Credits)
Statistical procedures for process control including CUSUM and Shewhart Control Charts, and lot-acceptance sampling.
Prerequisites: STAT 509 or STAT 515 or MGSC 391.

Cross-listed course: MGSC 525

STAT 528 - Environmental Statistics (3 Credits)
Statistical analysis of environmental data. Review of multiple regression and ANOVA, nonlinear regression models and generalized linear models, analyses for temporally and spatially correlated data, and methods of environmental sampling.
Prerequisites: STAT 516.

STAT 530 - Applied Multivariate Statistics and Data Mining (3 Credits)
Introduction to fundamentals of multivariate statistics and data mining. Principal components and factor analysis; multidimensional scaling and cluster analysis; MANOVA and discriminant analysis; decision trees; and support vector machines. Use of appropriate software.
Prerequisites: C or higher in STAT 515, STAT 205, STAT 509, STAT 512, ECON 436, MGSC 391, PSYC 228, or equivalent.

STAT 535 - Introduction to Bayesian Data Analysis (3 Credits)
Principles of Bayesian statistics, including: one- and multi-sample analyses; Bayesian linear models; Monte Carlo approaches; prior elicitation; hypothesis testing and model selection; hierarchical models; selected advanced models; statistical packages such as WinBUGS and R.
Prerequisites: C or higher in STAT 512; or CSCE 582 [=STAT 582]; or both STAT 511 and either STAT 509 or STAT 515; or equivalent.

STAT 540 - Computing in Statistics (3 Credits)
An introduction to statistical packages such as R and SAS with special focus on data management and computing procedures such as Monte Carlo simulation.
Prerequisites: C or higher in STAT 515, STAT 509, STAT 512, or equivalent.

STAT 541 - Advanced SAS Programming (3 Credits)
Advanced programming techniques in SAS, including database management, macro language, and efficient programming practices.
Prerequisites: STAT 540.

STAT 582 - Bayesian Networks and Decision Graphs (3 Credits)
Prerequisites: CSCE 350, STAT 509, or STAT 515.

Cross-listed course: CSCE 582

STAT 587 - Big Data Analytics (3 Credits)
Foundational techniques and tools required for data science and big data analytics. Concepts, principles, and techniques applicable to any technology or industry for establishing a baseline that can be enhanced by future study.
Prerequisites: STAT 509, STAT 513, or STAT 515.

Cross-listed course: CSCE 587

STAT 588 - Genomic Data Science (3 Credits)
This course focuses on quantitative knowledge for interdisciplinary applications in genetics as well as hands-on experience in analyzing genetic data. In this course, students will have programming exercises in using analysis tools to conduct genome-wide analysis, annotation, and interpretation of genetic data using R/Bioconductor packages.
Prerequisites: C or better in STAT 201 or higher.

Cross-listed course: BIOL 588

STAT 591 - Data Analysis for Teachers (3 Credits)
Introduction to statistics for elementary, middle, and high school teachers. The fundamentals of data collection, descriptive statistics, probability, and inference with special focus on methods of teaching statistical reasoning. For M.A.T. (excluding mathematics) / M.Ed. / M.T. and nondegree credit only.
Cross-listed course: SMED 591

STAT 599 - Topics in Statistics (1-3 Credits)
Course content varies and will be announced in the schedule of courses by title.

STAT 600 - Statistics for Applied Management (3 Credits)
Introduction to data collection, descriptive statistics, and statistical inference with examples from hospitality, retail, sport, and entertainment management. Focus on selecting, implementing, and interpreting the appropriate statistical methods using software such as Excel and SPSS. Not for minor or degree credit in Mathematics or Statistics. Does not prepare students for STAT 516, STAT 518, STAT 519 or STAT 525.

STAT 650 - AP Statistics for Teachers (3 Credits)

STAT 700 - Applied Statistics I (3 Credits)
Introduction to probability and the concepts of estimation and hypothesis testing for use in experimental, social, and professional sciences. One and two-sample analyses, nonparametric tests, contingency tables, sample surveys, simple linear regression, various statistical packages. Not to be used for M.S. or Ph.D. credit in statistics or mathematics. Not to be used for M.S. or Ph.D. credit in statistics or mathematics.

STAT 701 - Applied Statistics II (3 Credits)
Continuation of STAT 700. Simple linear regression, correlation, multiple regression, fixed and random effects analysis of variance, analysis of covariance, experimental designs, some multivariate methods, various statistical packages. Not to be used for M.S. or Ph.D. credit in statistics or mathematics.
Prerequisites: STAT 700 or the equivalent.
STAT 702 - Introduction to Statistical Theory I (3 Credits)
Fundamental theory of statistics and how it applies to industrial problems. Topics include probability, random variables and vectors and their distributions, sampling theory, point and interval estimators, and application to the theory of reliability, regression, process control and quality issues. Not to be used for M.S. or Ph.D. credit in statistics.
Prerequisites: MATH 142.

STAT 703 - Introduction to Statistical Theory II (3 Credits)
Continuation of STAT 702. Topics include discussion of theoretical properties of point estimators and tests of hypotheses, elements of statistical tests, the Neyman-Pearson Lemma, UMP tests, likelihood ratio and other types of tests, and Bayes procedures in the decision process. Not to be used for M.S. or Ph.D. credit in statistics.
Prerequisites: STAT 702.

STAT 704 - Data Analysis I (3 Credits)
Primarily for graduate students in statistics and the mathematical sciences. Probability concepts, inferences for normal parameters, regression, correlation, use of computer statistical packages.
Prerequisite or Corequisite: STAT 712.

STAT 705 - Data Analysis II (3 Credits)
Continuation of STAT 704. Analysis of variance (fixed and random effects), analysis of covariance, experimental design, model building, other applied topics, and use of computer statistical packages.
Prerequisites: STAT 704 and STAT 712.

STAT 706 - Experimental Design (3 Credits)
Specialized experimental design: 2n and 3n factorials; fractional replication; confounding; incomplete block designs, including split-plot, split-block, and Latin square designs; general principles of design.
Prerequisites: STAT 701 or STAT 705.

STAT 708 - Environmetrics (3 Credits)
Statistical methods for environmental and ecological sciences, including nonlinear regression, generalized linear models, spatial analyses/kriging, temporal analyses, meta-analysis, quantitative risk assessment.
Prerequisites: STAT 701 or STAT 705 or BIOS 757.
Cross-listed course: BIOS 808

STAT 709 - Environmetrics II (3 Credits)
Theoretical underpinnings of environmetrics. Spatial statistics, temporal and longitudinal analysis, hierarchical modeling, and Bayesian inferences for environmental data.
Prerequisites: STAT 708 or BIOS 808; STAT 714.
Cross-listed course: BIOS 809

STAT 712 - Mathematical Statistics I (3 Credits)
Sample spaces, probability and conditional probability, independence, random variables, expectation, distribution theory, sampling distributions, laws of large numbers and asymptotic theory, order statistics, and estimation.
Prerequisites: advanced calculus.

STAT 713 - Mathematical Statistics II (3 Credits)
Further development of estimation theory and tests of hypotheses, including an introduction to Bayes estimation, sufficiency, minimum variance principles, uniformly most powerful and likelihood ratio tests, and sequential probability ratio tests.
Prerequisites: STAT 712.

STAT 714 - Linear Statistical Models (3 Credits)
A study of the general linear statistical model and the linear hypothesis. Topics include the multivariate normal distribution, distributions of quadratic forms, and parameter estimation and hypothesis testing for full-rank models, regression models, and less than full-rank models.
Prerequisites: STAT 513 and MATH 544 or STAT 712 or equivalent.

STAT 715 - Nonlinear Statistical Models (3 Credits)
Inference for general nonlinear parametric statistical models for univariate and multivariate response; linear and quadratic estimating equations; models for covariance structure; effects of model misspecification and robustness.
Prerequisites: STAT 713, STAT 714.

STAT 716 - Selected Topics in Probability (1-3 Credits)
Special topics in probability theory and stochastic processes not offered in other courses.

STAT 718 - Selected Topics in Statistics (1-3 Credits)
Special topics in statistics not offered in other courses.

STAT 720 - Times Series Analysis (3 Credits)
Stochastic properties, identification, estimation, and forecasting methods for stationary and nonstationary time series models.
Prerequisites: STAT 704 and STAT 512.

STAT 721 - Stochastic Processes (3 Credits)
Theory of stochastic processes, including branching processes, discrete and continuous time Markov chains, renewal theory, point processes, and Brownian motion.
Prerequisites: STAT 711 or STAT 712.

STAT 730 - Multivariate Analysis (3 Credits)
A survey of the theory and applications of the fundamental techniques for analyzing multivariate data.
Prerequisites: STAT 713.

STAT 740 - Statistical Computing (3 Credits)
A survey of current algorithms and software for solving fundamental problems of statistical computing with emphasis on computer generation of random variates.
Prerequisites: STAT 713 and knowledge of a computer programming language.

STAT 750 - Response Surface Methodology (3 Credits)
Methods for fitting (regression) response surfaces and interpreting them subject to random error. Includes designs and industrial process optimization methods.
Prerequisites: STAT 701 or STAT 705.

STAT 761 - Reliability and Life Testing (3 Credits)
The various statistical and probability models in reliability and life testing and inference procedures for such models, including life distributions, parametric and nonparametric inference methods, hazard and failure rate functions, plotting methods, analysis of mixtures, censoring.
Prerequisites: STAT 703 or STAT 713.

STAT 770 - Categorical Data Analysis (3 Credits)
Prerequisites: STAT 704 or BIOS 759.
Cross-listed course: BIOS 805
STAT 771 - Applied Longitudinal Data Analysis (3 Credits)
Modern methods for the analysis of repeated measures, correlated outcomes, and longitudinal data, including repeated measures ANOVA, generalized linear models, random effects, and generalized estimating equations.
Prerequisites: BIOS 757 or BIOS 758 or STAT 701 or STAT 705.
Cross-listed course: BIOS 770

STAT 772 - Binary Dose Response Theory and Methods (3 Credits)
Threshold, mass action, and target theory; empirical dose response functions; methods in current use among health science researchers. 03: 07/05/2019.
Prerequisites: STAT 712.

STAT 775 - Generalized Linear Models (3 Credits)
Statistical theory and applications extending regression and analysis of variance to non-normal data. Encompasses logistic and other binary regressions, log-linear models, and gamma regression models.
Prerequisites: STAT 713 or STAT 513, and STAT 705 or BIOS 757.
Cross-listed course: BIOS 815

STAT 777 - Statistics Phylogenetics and Molecular Evolution (3 Credits)
Theory and applications of phylogenetics; estimation via Markov models, likelihood, distances and parsimony; hypothesis testing of evolutionary trees and parameters; related topics including molecular divergence time inference.
Prerequisites: B or better in MATH 241 or STAT 510.

STAT 778 - Item Response Theory (3 Credits)
Statistical models for item response theory, Rasch and other models for binary and polytomous data, and applications. Use of statistical software.
Prerequisites: EDRM 711 or PSYC 710 or STAT 701 or STAT 704.
Cross-listed course: EDRM 828

STAT 790 - Seminar in Statistical Consulting (1 Credit)
An exposure to the techniques of statistical consulting through discussion and analysis of actual statistical problems which occur in fields of application.
Prerequisites: STAT 700 or equivalent.

STAT 791 - Practicum in Statistical Consulting (1 Credit)
Experiences in actual statistical consulting settings; participation and critiques.
Prerequisites: STAT 790.

STAT 798 - Independent Study (1-6 Credits)

STAT 799 - Thesis Preparation (1-9 Credits)

STAT 810 - Probability Theory I (3 Credits)
Probability spaces, random variables and distributions, expectations, characteristic functions, laws of large numbers, and the central limit theorem.
Prerequisites: STAT 511, STAT 512, or MATH 703.
Cross-listed course: MATH 710

STAT 811 - Probability Theory II (3 Credits)
More about distributions, limit theorems, Poisson approximations, conditioning, martingales, and random walks.
Cross-listed course: MATH 711

STAT 822 - Advanced Statistical Inference (3 Credits)
The advanced theory of statistical inference, including the general decision problem; Neyman-Pearson theory of testing hypotheses; the monotone likelihood ratio property; unbiasedness, efficiency, and other small sample properties of estimators; asymptotic properties of estimators, especially maximum likelihood estimators; and general sequential procedures.
Prerequisites: STAT 713.

STAT 823 - Large Sample Theory (3 Credits)
Modes of convergence, limit theorems, and the asymptotic properties of estimators and tests.
Prerequisites: STAT 713.

STAT 824 - Nonparametric Inference (3 Credits)
The general theory of nonparametric statistics, including order statistic theory, theory of ranks, U-statistics in nonparametric estimation and testing, linear rank statistics and their application to location and scale problems, goodness-of-fit, and other distribution-free procedures.
Prerequisites: STAT 713.

STAT 890 - Doctoral Seminar (3 Credits)
For doctoral candidates.

STAT 898 - Directed Readings and Research (1-12 Credits)

STAT 899 - Dissertation Preparation (1-12 Credits)
For doctoral candidates.

Applied Statistics, Certificate
The Post-Baccalaureate Certificate in Applied Statistics (PBACC) is designed to provide engineers and scientists with the modern data analytic tools needed for effective practice as a specialist in statistical methods.

Admission to the PBACC program typically requires a GRE score (verbal plus quantitative) of 300 or more and one upper-division or graduate statistics course with a B or better. Students currently enrolled in other graduate degree programs at USC are automatically eligible to pursue the certificate (with permission of their home department for concurrent enrollment) as long as they have taken the prerequisite calculus course.

Learning Outcomes
• The PBACC recipient should be able to apply and interpret general statistical methods, including their implementation in standard statistical packages.
• The PBACC recipient should have the maturity and writing ability to plan, carry out, and report on a self-directed course project, such as those required for elective courses STAT 506, STAT 540, STAT 541, or STAT 706. These courses are not required for the PBACC but nearly every PBACC graduate takes at least one of these courses.

Certificate Requirements (12 Hours)
The PBACC requires at least 12 semester hours of graduate credits in statistics, at least half of which must be courses at the 700-level or above with the STAT designator, completed within a period of six years before the award of the certificate.

The 12 Hours must include the following:
Basic Data Analysis (6 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 700</td>
<td>Applied Statistics I (Or the equivalent)</td>
<td>3</td>
</tr>
<tr>
<td>STAT 701</td>
<td>Applied Statistics II (Or the equivalent)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 6

Additional Courses (6 Hours)

- At least 6 Hours of additional courses must be selected with the approval of the graduate director or the director for part-time students.

**Learning Outcomes**

- The MAS degree recipient should have the ability to apply and interpret general statistical methods, including their implementation in standard statistical packages.
- The MAS degree recipient should have a solid knowledge of basic mathematical statistics at the level needed to understand and apply general statistical methods. Specifically, at least 90% should meet or exceed expectations as specified in the rubrics.
- The MAS degree recipient should have the writing ability to successfully explain on paper standard statistical methods and analyses.

**Electives**

- The remaining 15 hours will consist of elective courses, of which at least 3 semester hours are at the 700-level. No more than 9 semester hours may be taken outside the STAT designator.

**Two-Part Comprehensive Exam**

In addition to the 30 semester hours of course work, the MAS student must pass a two-part comprehensive exam. Part I is applied in nature and is based on required courses STAT 700-STAT 703. Part II is more theoretical and is based on required courses STAT 702-STAT 703. The two parts may be taken together or separately.

**Statistics, M.S.**

The M.S. degree is designed to provide students with the necessary background for employment as a professional statistician in business, industry, or government and to build a solid foundation for students interested in the Ph.D. program. Considerable flexibility in program emphasis is possible through the selection of elective courses.

**Learning Outcomes**

- The M.S. degree recipient should have solid knowledge of the standard methods of statistical data analysis, including their implementation in standard statistical packages.
- The M.S. degree recipient should have solid knowledge of the foundational results of mathematical statistics at the level needed to utilize the standard statistical texts and applied journals.
- The M.S. degree recipient should have the ability to apply their statistical knowledge to substantial problems that extend beyond their course work.
- The M.S. degree recipient should have the ability to successfully communicate their statistical knowledge to statisticians and statistical consumers.

**Degree Requirements (33 Hours)**

Students in the M.S. program may elect either the non-thesis or the thesis option. Both options require a total of 33 semester hours of approved course work built around a core of five three-credit courses. The remaining 18 credit hours are taken in electives.

**Core Courses (15 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 704</td>
<td>Data Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>STAT 705</td>
<td>Data Analysis II</td>
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</tr>
<tr>
<td>STAT 712</td>
<td>Mathematical Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>STAT 713</td>
<td>Mathematical Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>STAT 714</td>
<td>Linear Statistical Models</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 15

**Thesis Option**

Students who choose the thesis option may substitute 3 semester hours of thesis preparation for an elective.
Additional Requirements

Non-thesis M.S. students are required to obtain a “Masters Pass” or “Ph.D. Pass” on the Ph.D. Qualifying Examination. For thesis-option students, the examination will be the oral presentation and defense of the thesis.

Note

At least half of the elective credit hours satisfying the M.S. degree requirements must be at the 700-level or higher. Up to 9 credit hours may be taken outside of the STAT designator or transferred in from another accredited university with the approval of the Graduate Director.

Typically, the M.S. requires two full years (four major semesters) of study.

Statistics, Ph.D.

The Ph.D. degree is designed to prepare the student to teach statistics at the collegiate level, to do independent research, and/or to work as a lead statistician in business or industry.

The profile of a successful Ph.D. applicant includes either a master’s degree with excellent performance from an accredited institution, or post baccalaureate with an average GRE verbal in the 65th or higher percentile and an average GRE quantitative in the 80th or higher percentile with an average GPA of 3.30 or higher. He/she will also have a strong math background including 3 semester sequence in calculus, linear algebra, and often real analysis.

Learning Outcomes

• The Ph.D. recipient should have solid knowledge of the advanced theory of statistics and probability.
• The Ph.D. recipient should have the ability to substantially add to the body of knowledge in the field in statistics.
• The Ph.D. recipient who desires a career in academia should have the ability to teach at the collegiate level.
• Doctoral students should complete all required coursework, pass the qualifying exam at the Ph.D. level, then propose, write, and defend their dissertation in a timely manner.

Degree Requirements (63 Post-Baccalaureate Hours)

A total of 63 semester hours of approved course work built around a core of twelve three-credit courses. The remaining 27 credit hours are comprised of 3 hours of Doctoral Seminar, 12 hours of Dissertation Preparation and 12 hours of elective courses.

Core Courses (36 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 704</td>
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<td>STAT 721</td>
<td>Linear Statistical Models</td>
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</tr>
<tr>
<td>STAT 721</td>
<td>Stochastic Processes</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 36

Post Master’s Degree Requirements

Minimum of 48 hours

A minimum of 48 semester hours of approved course work built around a core of seven three-credit courses. The remaining 27 credit hours are comprised of 3 hours of Doctoral Seminar, 12 hours of Dissertation Preparation and 12 hours of elective courses. Some remedial coursework may be required by the Graduate Director.

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>STAT 721</td>
<td>Stochastic Processes</td>
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<tr>
<td>STAT 740</td>
<td>Statistical Computing</td>
<td>3</td>
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<td>STAT 810</td>
<td>Probability Theory I</td>
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<tr>
<td>STAT 811</td>
<td>Probability Theory II</td>
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<td>STAT 822</td>
<td>Advanced Statistical Inference</td>
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<td>STAT 823</td>
<td>Large Sample Theory</td>
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<tr>
<td>STAT 824</td>
<td>Nonparametric Inference</td>
<td>3</td>
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</table>

Total Credit Hours 21

Doctoral Seminar (3 Hours)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
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</table>

Total Credit Hours 3

Dissertation Preparation (12 Hours)

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<th>Course</th>
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</thead>
<tbody>
<tr>
<td>STAT 899</td>
<td>Dissertation Preparation</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

Note: The doctoral dissertation must be written in conjunction with the dissertation preparation (STAT 899).

Up to 9 semester hours may be taken outside of the STAT designator or transferred in from another accredited university with the approval of the Graduate Director. Credit hours used in fulfilling requirements for a previous degree may not be transferred.

Additional Requirements

The progression through the degree program involves three examinations: the admission-to-candidacy exam, usually taken after the first year of study; the comprehensive exam in the form of a dissertation proposal, usually completed near the end of required course work; and the dissertation defense.

Theatre and Dance

Department Website (http://www.cas.sc.edu/thea/)
Stephanie L. Milling, Ph.D., Interim Chair

The curricula in theatre arts are based on the belief that critical study, performance, and studio work are all necessary for the education of the theatre artist. Study of literature, theatre history, and theory deepens the artist's understanding of principles and perspectives. Likewise, the studio provides the necessary practical training for the artist, and productions become the laboratory for practice of new skills gained.

The production of plays is the principal means available for coordinating all the elements of theatre art. The play is the single experience in which the knowledge and insight gained from history, theory, and criticism are given substance by the arts of the playwright, director, actor, and designer. In this way the production program of the department is an integral component of the education of graduate students.

To excel in the practical disciplines of theatre, an individual's natural abilities must be developed through study combined with practice. Hence, while individual students with a high degree of natural talent are selected, it will be their ability to apply themselves with discipline and determination to the preparation and practice of classroom work that will lead to their final success in programs and in the profession.

An important aim of our graduate program is to produce theatre artists who have knowledge of representative plays from all periods of Western European theatre history and of the theoretical foundations of Western drama and the theatre arts. Students also have opportunities to explore non-Western theatre. Graduates should be capable of applying that knowledge in performance and production work.

The department uses a combination of permanent faculty and visiting professionals to provide its graduate population with appropriate instructional experiences. The department also uses artists-in-residence to augment graduate instruction, play production, and the dance program.

This faculty serves graduate students in the M.A., M.A.T., and M.F.A. degree programs. With an attractive student-teacher ratio, the graduate program in theatre provides a number of forums in which experiences, ideas, and knowledge can be shared.

Admissions

Master of Arts, Master of Arts in Teaching

Applicants for the M.A. and M.A.T. degrees should hold a baccalaureate degree that includes a minimum of 24 semester hours in theatre, with grades indicating graduate ability. Applicants for the M.A.T. should submit satisfactory scores on the Miller Analogies Test. Applicants for the M.A. degree must submit satisfactory scores on the general section of the Graduate Record Examination and a recent writing sample. While there is no absolute minimum score required on the MAT or GRE, students with less than a 40 (MAT) or 1000 (GRE verbal and quantitative) usually find it difficult to complete the program and may need to justify their scores during the application process.

Master of Fine Arts

Applicants for the M.F.A. degree should hold a B.F.A. or B.A. degree from an accredited institution with a major in theatre. Acceptance of an M.F.A. applicant, determined by the departmental admissions committee, will be based upon academic records, letters of recommendation, interviews, and either the critical examination of appropriate portfolio materials or the audition.

Programs

The Theatre and Dance Department offers the Theatre, M.A.T. (P-12 Certification) in conjunction with the College of Education.

- Theatre, M.A. (p. 943)
- Theatre, M.F.A. (p. 944)

Courses

DANC 500 - Selected Topics in Dance (1 Credit)
A series of courses, each lasting one-third of a semester. Topics and required courses are announced in the class schedule for each semester.

DANC 573 - Dancer's Workshop (1 Credit)
Individual advanced training in movement, improvisation, flexibility, and precision in dance styles including modern and ballet.

Prerequisites: graduate standing or three credits in dance.

DANC 577 - Dance Performance (3 Credits)
Rehearsal, choreographic analysis, and dance performance. All components of dance production—including music, costume, lighting, and scenery—will be considered.

Cross-listed course: PEDU 577

DANC 586 - The Articulate Body (3 Credits)
Theoretical and experimental exploration of the major body systems and development movements to bring more articulation to the body and more awareness and physical ease in performance.

Cross-listed course: THEA 586

DANC 599 - Special Topics in Dance (3 Credits)
Reading and research on selected topics. Course content varies and will be announced in the schedule of classes by title. May be repeated once as topics vary.

THEA 500 - Selected Topics in Theatre (1 Credit)
A series of courses, each lasting one-third of a semester. Topics and Prerequisites: are announced in the class schedule for each semester.

THEA 510 - Rendering Techniques for the Theatre (3 Credits)
Rendering techniques for the communication of concepts and mood in the design process.

THEA 520 - Playwright's Workshop (3 Credits)
Principles and practice of playwriting. Writing, adapting, and revising plays. May be repeated with consent of department chair.

THEA 522 - Drama in Education (3 Credits)
Comprehensive review of drama strategies, methods and pedagogical practices to be applied to non-drama learning contexts. Practical experience with the necessary skills, philosophies and techniques of drama in education.

THEA 526 - Children's Theatre (3 Credits)
Special problems in producing plays for child audiences.

Prerequisites: THEA 170 and THEA 253.

THEA 527 - Applied Theatre Arts (3 Credits)
Principles and practices of theatre-making within community contexts to address local issues and to provide aesthetic strategies for creative problem solving through theatre.

THEA 529 - Theatre Management (3 Credits)
Problems involved in organizing, administering, and promoting the non-professional theatre.
THEA 530 - Period Styles for Wig and Hair Design (3 Credits)
Research and execution of period styles for wigs, hair, and facial pieces as related to theatrical and media design.
Prerequisites: THEA 230 and THEA 550.

THEA 531 - Theatre Graphics (3 Credits)
Specialized graphic techniques used in the preparation of a theatrical production. Practice in the execution and interpretation of working drawings, perspective sketches, color renderings, scale models, etc.

THEA 540 - Voice and Movement: Practice and Performance (3 Credits)
A variety of vocal and movement techniques that apply to acting and coaching with special emphasis on the physical and vocal processes in performance.

THEA 547 - Global/Contextual Issues in Theatre Education Practice and Performance (3 Credits)
Survey and analysis of current drama teacher practice across international contexts in relationship to global, social and educational change.

THEA 550 - History of Costume (3 Credits)
A survey of clothing through the ages with emphasis on the dress of the actor in significant periods of theatrical activity. From ancient times to present day.

THEA 552 - Stage Costume Pattern Drafting and Drawing (3 Credits)
The principles of pattern making for costume construction using flat-pattern and draping techniques.

THEA 553 - Advanced Stagecraft (3 Credits)
Advanced principles and practices of stagecraft.
Prerequisites: THEA 253 or equivalent.

THEA 554 - Performing Arts Safety (3 Credits)
Study of health and safety hazards for actors, technicians, and audience members.

THEA 555 - Scene Painting for the Stage (3 Credits)
Techniques of scene painting. Application of principles of painting to the stage.

THEA 556 - Stage Design (3 Credits)
Survey of the history and principles of scene design. Assignments will involve drawings, watercolor sketches, and scale models.

THEA 557 - Advanced Scenic Design (3 Credits)
Advanced procedures and techniques of scenic design.
Prerequisites: THEA 556.

THEA 558 - Draping for the Modern Silhouette (3 Credits)
Apparel design through basic draping techniques on industry standard dress forms. Analysis of fit and design, problem solving and interaction of fabric characteristics with style features.
Prerequisites: B or better in THEA 551.

THEA 559 - Introductory Methods for K-12 Theatre Certification (3 Credits)
Developmental approaches to drama instruction in K-12 classroom settings.

THEA 561 - History of the Theatre I (3 Credits)
A survey of plays, playwrights, actors, production, and the physical development of theatres from the time of the Greeks to 1660; reading of representative plays required.

THEA 562 - History of the Theatre II (3 Credits)
A survey of plays, playwrights, actors, production, and the physical development of theatres from 1660 to the present; reading of representative plays required.

THEA 563 - History of Modern Theatre (3 Credits)
History of Western Theatre since the early 20th century. Students will be introduced to major figures, plays, and movements and explore influences from the broader culture on theatrical expression.

THEA 565 - African American Theatre (3 Credits)
The major movements, figures, plays, and critical strategies that have marked the development of African American theatre in the 19th, 20th, and 21st centuries.

Cross-listed course: AFAM 565, ENGL 565

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

THEA 567 - Dramatic Theory I (3 Credits)
A survey of the major works of dramatic theory and criticism, with emphasis on theories of theatrical performance. From Aristotle through 18th-century neo-classicism.

THEA 568 - Dramatic Theory II (3 Credits)
A survey of the major works of dramatic theory and criticism, with emphasis on theories of theatrical performance from the 18th century to the present.

THEA 569 - Dramaturgy (3 Credits)
A study of dramatic structure as it relates to theatrical production. Emphasis on script reading and analysis. Production and new-works dramaturgy will be covered.

THEA 570 - Advanced Acting I (3 Credits)
Theory and practice in the development of a role and an understanding of the psychology of the audience-actor relationship.
Prerequisites: B or better in THEA 240 and THEA 372 and THEA 370.

THEA 571 - Advanced Acting II (3 Credits)
Technique of performing play scripts with heightened language and styles other than naturalism/realism. Some examples of genres that may be taught are Classical Greek, Elizabethan, absurdist.
Prerequisites: B or better in THEA 240 and THEA 372 and THEA 370.

THEA 572 - Advanced Makeup for Theatre and Film (3 Credits)
Makeup design for specific character types, prosthetics and three-dimensional makeup effects. Special attention to the process of sculpting and modeling for makeup prosthetics.
Prerequisites: THEA 230.

THEA 575 - Rehearsal and Performance (3 Credits)
An intensive laboratory course in theatrical and media performances.

THEA 576 - Rehearsal and Performance (3 Credits)
An intensive laboratory course in repertory theatre.

THEA 577 - Special Topics in Physical Theatre (3 Credits)
Research and performance training in selected topics related to physical theatre. Course content varies and will be announced in the schedule of classes by title. May be repeated as topics vary.

THEA 578 - Play Direction I (3 Credits)
A study of the principles, procedures and practice of stage direction, with the selection, analysis, casting, and rehearsal of a one-act play to be presented in the laboratory theatre.
Prerequisites: THEA 270, THEA 280, and 6 hours from 300 level or above.
THEA 579 - Play Direction II (3 Credits)
A continuation of THEA 578.
Prerequisites: THEA 578.

THEA 581 - Film as Performance (3 Credits)
Study and analysis of film production, performance, and aesthetics.

THEA 582 - Costume Design (3 Credits)
Theory and practice in the design of theatre costumes.

THEA 583 - Advanced Practice in Sound Design (3 Credits)
Advanced study in sound, production and design. Emphasis will be on mounting designs and refining design skills for Theatre, Music, and Media Arts students.

THEA 585 - Design for Communications Media Production (3 Credits)
The study and application of techniques in theatrical stagecraft, design, lighting, costuming, and makeup applicable to specialized fields of communication media.
Prerequisites: THEA 253, THEA 351.

THEA 586 - The Articulate Body (3 Credits)
Theoretical and experimental exploration of the major body systems and developmental movements to bring more articulation to the body and more awareness and physical ease in performance.
Cross-listed course: DANC 586

THEA 587 - Film and Television Acting (3 Credits)
Theory and practice of film and television acting.
Prerequisites: THEA 170.

THEA 588 - Stage Light Design I (3 Credits)
The interrelationship of stage lighting and other production elements. Design techniques, equipment, and script analysis. Laboratory work on departmental productions. Restricted to theatre majors or those having special permission of instructor.

THEA 589 - Adv. Stage Lighting Des. II (3 Credits)
Stage lighting equipment and design techniques. Laboratory work on departmental productions.

THEA 599 - Special Topics in Theatre (3 Credits)
Reading and research on selected topics. Course content varies and will be announced in the schedule of classes by title. May be repeated once as topics vary.

THEA 701 - Research Methodology (1 Credit)
Introduction to research methods, sources, and practices for graduate work in theatre and theatre studies. Concentration on preparing for paper writing and thesis production.

THEA 710 - Graduate Design Studio (3 Credits)
The collaborative process between directors and theatrical designers.

THEA 720 - Dramatic Literature for Youth (3 Credits)
This course is designed to expand pre-service theatre teachers’ exposure to the canon of plays written for young audiences and actors. Students will gain insight into issues surrounding creating plays for young audiences.

THEA 721 - M.F.A. Practicum, Technical Direction (1-6 Credits)
A studio workshop for advanced study of theatre arts and crafts.
Prerequisites: admission into MFA program.

THEA 721A - M.F.A. Practicum, Technical Direction (1-6 Credits)
A studio workshop for advanced study of theatre arts and crafts.
Prerequisites: admission into MFA program.

THEA 721B - M.F.A. Practicum, Management (1-6 Credits)
A studio workshop for advanced study of theatre arts and crafts.
Prerequisites: admission into MFA program.

THEA 721C - M.F.A. Practicum, Costuming (1-6 Credits)
A studio workshop for advanced study of theatre arts and crafts.
Prerequisites: admission into MFA program.

THEA 721D - M.F.A. Practicum, Lighting (1-6 Credits)
A studio workshop for advanced study of theatre arts and crafts.
Prerequisites: admission into MFA program.

THEA 721E - M.F.A. Practicum, Acting (1-6 Credits)
A studio workshop for advanced study of theatre arts and crafts.
Prerequisites: admission into MFA program.

THEA 721F - M.F.A. Practicum, Scenery and Properties (1-6 Credits)
A studio workshop for advanced study of theatre arts and crafts.
Prerequisites: admission into MFA program.

THEA 721G - M.F.A. Practicum, Directing (1-6 Credits)
A studio workshop for advanced study of theatre arts and crafts.
Prerequisites: admission into MFA program.

THEA 730 - Stage Management (3 Credits)
The aim of this course is to train graduate students in the requirements of stage management production meetings, assisting the director, and running the show. Professional, community, and academic theatre will be covered.

THEA 731 - Technical Drawing for the Theatre (3 Credits)
Advanced training in the technique and practice of technical drawing for the theatre.

THEA 741 - Advanced Voice Lab (1-3 Credits)
Advanced training in vocal skills needed by actors. (A) Techniques of Berry and Linklater, (B) Technique of Skinner. May be repeated for a total of 15 hours.

THEA 741A - Advanced Voice Lab (1-3 Credits)
Advanced training in vocal skills needed by actors. Techniques of Berry and Linklater . Note: May be repeated for a total of 15 hours.

THEA 741B - Advanced Voice Lab (1-6 Credits)
Advanced training in vocal skills needed by actors. (A) Techniques of Berry and Linklater, (B) Technique of Skinner. Note: May be repeated for a total of 15 hours.

THEA 752 - Advanced Costume Construction (3 Credits)
Advanced procedures and techniques of drafting, draping, pattern making, and wig making. Fabrics, their selection and modification for stage use.

THEA 754 - Theatrical Rigging and Mechanics (3 Credits)
Traditional and modern techniques for solving problems from actual theatrical productions. 
Prerequisites: THEA 553.

THEA 755 - Advanced Scene Painting for the Stage (3 Credits)
Advanced techniques in scene painting. Application of principles of painting to the stage.

THEA 756 - Advanced Costume Design (3 Credits)
Advanced procedures and techniques of costume design: includes color theory, fabric potentiality, theatrical use of line, mass, and color.
THEA 757 - Problems in Theatre Practice I (3 Credits)
Analysis of selected problems in theatrical design, technical execution, or performance techniques. May be repeated once for credit.

THEA 758 - Problems in Theatre Practice II (3 Credits)
Analysis of selected problems in theatrical design, technical execution, or performance techniques. May be repeated once for credit.

THEA 759 - Design Motifs (3 Credits)
Practical and research projects on identification, isolation, and selection of historic motifs for theatrical purposes.

THEA 760 - Graduate Text Analysis (3 Credits)
Analytical skills, a shared vocabulary, and techniques for interpreting the dramatic text for the purposes of staging and performance. For theatrical collaborators.

THEA 761 - Studies in Theatre History (3 Credits)
May be repeated as topics vary for a total of 12 hours.

THEA 765 - Staging in the Non-Traditional Theatre (3 Credits)

THEA 770 - Problems in Acting, Rehearsal, and Performance (3 Credits)

THEA 771 - Problems in Acting, Rehearsal, and Performance (3 Credits)

THEA 773 - Performing in Period Plays I (3 Credits)
A synthesis of literary, critical, historical, and acting problems of selected period pieces with public performance providing the laboratory for testing alternative solutions. Registration by audition only.

THEA 774 - Performing in Period Plays II (3 Credits)
A synthesis of literary, critical, historical, and acting problems of selected period pieces with public performance providing the laboratory for testing alternative solutions. Registration by audition only.

THEA 775 - Advanced Methods in Drama Education (3 Credits)
Focus on dispositions and experiences applicable to developing comprehensive theatre arts programs in K-12 schools.
Prerequisites: THEA 559.

THEA 777 - Advanced Movement and Dance (1-3 Credits)
Advanced training in movement skills needed by actors. May be repeated for a total of 15 hours.

THEA 778 - Directorial Workshop I (3 Credits)
Principles and practice of directing for the stage. The advanced study of the director’s role in patterning the auditory stimuli for arena and proscenium theatres.

THEA 779 - Directorial Workshop II (3 Credits)
A continuation of THEA 778.
Prerequisites: THEA 778.

THEA 782 - Professional Costume Design Practices I (3 Credits)
Rendering techniques, script study, color, and textile applications, prepared for presentation.

THEA 783 - Professional Costume Design Practices II (3 Credits)
Complex design projects, advanced rendering techniques, and translation to stage.

THEA 784 - Teaching Internship in Theatre I (3 Credits)
A practical teaching experience in K-12 theatre classrooms consisting of a minimum of seven and a half to ten hours per week.

THEA 785 - Teaching Internship in Theatre B (9 Credits)
Practical experiences in observing, teaching lessons, and applying theory and student-centered approaches in order to implement K-12 theatre classroom strategies.
Prerequisites: THEA 784 and Acceptance to the Professional Program in Education and Internship as MAT Student.

THEA 786 - Professional Scene Design Practices I (3 Credits)
Production-related scene design problems and projects.
Prerequisites: THEA 559.

THEA 787 - Professional Scene Design Practices II (3 Credits)
Responsibilities of the professional scene designer; analysis of problems and preparation of projects.
Prerequisites: THEA 786.

THEA 788 - Professional Stage Lighting Practices I (3 Credits)
Large scale projects, such as musical theatre, ballet and multi-set plays, prepared with appropriate professional techniques for presentation and critique.
Prerequisites: THEA 589 or equivalent.

THEA 789 - Professional Stage Lighting Practices II (3 Credits)
Continuation of THEA 788, to include complex stage lighting problems as well as projects involving related lighting fields.
Prerequisites: THEA 788 or equivalent.

THEA 790 - Professional Theatre Internship (3-9 Credits)

THEA 796 - Special Projects (1-3 Credits)

THEA 797 - Special Projects (1-3 Credits)

THEA 799 - Thesis Preparation (1-9 Credits)

Theatre, M.A.

This program is designed for those seeking preparation for the Ph.D. or M.F.A. degree as well as for experienced and certified secondary-school teachers who wish intensive academic course work in theatre.

Learning Outcomes

- Students will demonstrate the ability to conduct in-depth analysis of theatre literature.
- Students will become proficient in methods of research and will demonstrate an ability to analyze texts and contexts by recognizing differences and comparisons for the purpose of generalizing the principles of the theatre art.
- Students will demonstrate an in-depth knowledge of theatre history and dramatic critical theory.

Degree Requirements (31 Hours)
Candidates for the M.A. degree must take a minimum of 31 semester hours in addition to 3 to 6 hours of thesis work, distributed as follows:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>History and Criticism</td>
<td>9-12</td>
</tr>
<tr>
<td>Research Methods</td>
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</tr>
<tr>
<td>Critical Studies</td>
<td>6-9</td>
</tr>
<tr>
<td>Dramaturgy or Historiography</td>
<td>3</td>
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</tbody>
</table>
Seminars in Production 3
Electives 6

At least 21 hours must be elected in the Department of Theatre and Dance. Candidates must pass a comprehensive examination. A scholarly thesis is required.

Theatre, M.F.A.

This degree program is intended primarily for those entering the profession of theatre.

Learning Outcomes

- Students will demonstrate a comprehensive understanding of the dramatic form through the process of written text analysis, as well as written description and critical analysis of the personal process of the theatre performing artist.
- Acting students will demonstrate the ability to express artistic choices of dramatic action and character development through the written documentation and performance presentations in the department's theatre production program.
- Design students will demonstrate the ability to express artistic choices of production design in scenery, costumes, and lighting through the written documentation, oral presentations, and production presentations in the department's theatre production program.

Degree Requirements (63 Hours)

It requires at least 63 hours of graduate credit and residency at the University of South Carolina. The M.F.A. degree may be taken with an emphasis in acting, directing, costume design, scene design or lighting design. Each student's program of courses will be determined by departmental guidelines with the agreement of the major advisor and will be formulated using three criteria: professional goals, past education and experience, and appropriate preparation for a thesis project and written comprehensive examination. All students in the program will complete a professional internship.

Women's and Gender Studies

Department Website (https://www.sc.edu/study/colleges_schools/artsandsciences/womens_and_gender_studies/)

Ed Madden, Director

The Women's and Gender Studies Program at the University of South Carolina promotes understanding of the diverse array of women's experiences through a complete program of teaching, research, and service to the University, the local community, the state, and the nation. Through its research mission, women's and gender studies reconceptualizes knowledge, creates new knowledge, and reinterprets existing knowledge through the lens of gender and the prism of diversity. Its teaching mission is to share this knowledge with students so they learn to think critically, to communicate effectively, to solve problems, and to interpret human experience. Emerging from an activist tradition, women's and gender studies serves university, local, state, and national communities by acting as a resource and guide for issues related to women and gender. Our research, teaching, and service missions interweave as we create, share, and apply the knowledge, skills, and values that promote the full participation of women in society.

Other Courses Offered From Other Disciplines

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH/LING 747</td>
<td>Language as Social Action</td>
<td>3</td>
</tr>
<tr>
<td>EDCS 723</td>
<td>Understanding Sexual Diversity in Schools and Other Social Institutions</td>
<td>3</td>
</tr>
<tr>
<td>EDCS 724</td>
<td>Gender Diversity in Schools and Communities</td>
<td>3</td>
</tr>
<tr>
<td>EDFI 845</td>
<td>Seminar of Advanced Students in Foundations of Education</td>
<td>3-9</td>
</tr>
<tr>
<td>HPEB 513</td>
<td>Race, Ethnicity, and Health: Examining Health Inequalities</td>
<td>3</td>
</tr>
<tr>
<td>HPEB 621</td>
<td>Maternal and Child Health</td>
<td>3</td>
</tr>
<tr>
<td>NURS 768</td>
<td>Psychiatric Mental Health Nurse Practitioner: Legal, Ethical, and Role Transition</td>
<td>2</td>
</tr>
<tr>
<td>SPAN 769</td>
<td>Hispanic Women Writers</td>
<td>3</td>
</tr>
</tbody>
</table>

Certificate of Graduate Study in Women's and Gender Studies

The Certificate of Graduate Study in Women's and Gender Studies is open to the graduate student seeking an interdisciplinary program in women's and gender studies in addition to the master's or doctoral degree that the student is pursuing in a traditional discipline. The program is also intended for postbaccalaureate working professionals such as psychologists, social workers, nurses, librarians, and teachers who wish to obtain information and skills in women's and gender studies to aid them in their professions.

Admission

Applicants will need to submit a completed application together with official transcripts; a CV or resumé; two letters of recommendation; a Statement of Intent explaining their interest in Women's and Gender Studies and how it relates to their future plans; and a sample of your own scholarly writing, preferably on a Women's and Gender Studies topic. For more information, contact the Women's and Gender Studies Program.

Programs

- Women's and Gender Studies, Certificate (p. 946)

Courses

WGST 515 - Race, Gender, and Graphic Novels (3 Credits)
Representations of race and gender in comics with a special emphasis on the experiences of African Americans.

Cross-listed course: AFAM 515
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 525 - The Psychology of the Midlife Woman (3 Credits)
Biological, social, and psychological aspects of the midlife woman.

Cross-listed course: PSYC 525
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences
WGST 535 - Ecofeminism (3 Credits)
An exploration of the connections between oppression of women and oppression of nature.
Prerequisites: 3 hours in philosophy beyond the 100 level.
Cross-listed course: PHIL 535
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

WGST 541 - Issues in Women's Health (3 Credits)
An exploration of women's health and health care concerns from multiple perspectives.
Cross-listed course: NURS 541
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 554 - Women and Crime (3 Credits)
Impact of gender-based relations on crime and the criminal justice system.
Cross-listed course: CRJU 554
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

WGST 555 - Language and Gender (3 Credits)
Approaches to gender and language emphasizing the social grounding of both; how language reflects sociocultural values and is a tool for constructing different types of social organization.
Cross-listed course: ANTH 555, LING 541
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

WGST 559 - Special Topics in Women's & Gender Studies (3 Credits)
Course content varies and will be announced in the schedule of courses by title. May be repeated as content varies by title.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 621 - Maternal and Child Health (3 Credits)
Public health issues, social and behavioral science, policies, programs, and services related to maternal and child health in the United States and other countries.
Cross-listed course: HPEB 621
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 706 - Engendering Global Capitalism (3 Credits)
The origins of global capitalism, the nature of money and debt, the roles of gender, race and class in social formations, and the relationship between production and reproduction.
Cross-listed course: ANTH 706

WGST 708 - Women in American Politics (3 Credits)
Impact of gender in American politics; elections, representation, rights, social movements, legal institutions, and public policy. Explores class, race, and sexuality issues within gender.
Cross-listed course: POLI 708

WGST 709 - Women Explorers and Travelers (3 Credits)
Examines in geographical and historical contexts the activities of various women travelers and explorers.
Cross-listed course: GEOG 709

WGST 714 - Nutrition in Women's Health (3 Credits)
An examination of the particular nutritional needs of women through the life cycle with emphasis on disease prevention and how nutrition is related to a woman's health and wellness. 03: 07/05/2019.

WGST 716 - Women's Studies Workshop (1 Credit)
Selected topics in women's studies that are grounded in community concerns with an emphasis on individual action-research. May be repeated for a total of 2 hours credit.

WGST 736 - Women, Work and Health: Global Perspectives (3 Credits)
Intersections of women's work and women's health in diverse social, cultural, economic, geographic, and political contexts.

WGST 737 - Topics in British Women Writers (3 Credits)
Selected topics related to works by British women authors from various periods, regions, or genres. May be repeated for credit as topics vary. 03: 07/05/2019.

WGST 738 - Topics in American Women Writers (3 Credits)
Selected topics related to works by American women authors from various periods, regions, or genres. May be repeated for credit as topics vary. 03: 07/05/2019.

WGST 750 - Psychology of Women (3 Credits)
Women's diversity explored through research on personality, stereotypes, status and power, biological aspects, socialization, sexuality, relationships, mothering, work and achievement, violence against women, psychological disorders, and feminist therapies. 03: 07/05/2019.
Cross-listed course: PSYC 750

WGST 757 - African American Women in Nineteenth and Twentieth Centuries (3 Credits)
This course will acquaint students with some of the secondary literature in African American women's history from the late nineteenth century through the twentieth century. The course examines the impact of race, gender, and class on the lives of black women and explores the historical relationship between African American women, work, family, community, and politics.
Cross-listed course: HIST 757

WGST 764 - History of American Women (3 Credits)
Selected research topics on the cultural, social, economic, and political roles and contributions of American women.
Cross-listed course: HIST 764
WGST 767 - Feminist Perspective in Social Work Practice (3 Credits)
Examines the application of feminist theories, concepts, and principles to social work practice. Assesses women’s experiences in society and the impact of social, political, and economic structures. Investigates feminist interventions pertaining to individuals, families, organizations, communities, and the larger social environment. 03: 07/05/2019.

WGST 772 - Gender and Culture (3 Credits)
Different cultures’ ideas about gender and use of gender to organize social groups in a wide range of societies, including American subcultures.
Cross-listed course: ANTH 772

WGST 790 - Directed Reading and Research (1-3 Credits)
Directed research and reading in subjects to be individually assigned.

WGST 796 - Special Topics in Women’s Studies (3 Credits)
A special topic focusing on an area within women’s studies not usually covered in other graduate courses in women’s studies.

WGST 797 - Seminar in Women’s Studies (3 Credits)
A capstone seminar applying women’s studies theories and methodologies to professional or discipline-based research projects.
Prerequisites: WGST 701 and WGST 702.

Women’s and Gender Studies, Certificate

The Certificate of Graduate Study in Women’s and Gender Studies is interdisciplinary and requires a total of 18 graduate credits within a six-year period in prescribed and elective courses.

Learning Outcomes

- Students will demonstrate the ability to apply feminist theory and methods across the curriculum in their scholarly and/or community work.
- Students will demonstrate understanding of intersectionality and social difference across the curriculum in their scholarly and/or community work.
- Students will demonstrate an engagement with their profession and the local and larger community.

Admission

Applicants will need to submit a completed application together with official transcripts; a CV or resumé; two letters of recommendation; a Statement of Intent explaining their interest in Women’s and Gender Studies and how it relates to their future plans; and a sample of your own scholarly writing, preferably on a Women’s and Gender Studies topic. For more information, contact the Women’s and Gender Studies Program.

Certificate Requirements (18 Hours)

Required Courses (9 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGST 701</td>
<td>Feminist Theories and Epistemologies</td>
<td>3</td>
</tr>
<tr>
<td>WGST 797</td>
<td>Seminar in Women's Studies</td>
<td>3</td>
</tr>
<tr>
<td>WGST or cross-listed course</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Electives (9 Hours)

Each student must take at least 9 credits in advisor-approved elective courses.

Note: Courses taken as part of another graduate degree program may, if appropriate, be applied also to the certificate program. The Certificate of Graduate Study in Women’s and Gender Studies is awarded upon completion of the student’s approved program of courses.

For more information, contact the women’s studies graduate director at 803-777-4007.

Darla Moore School of Business

Peter Brews, Dean
Mark Ferguson, Senior Associate Dean, Academics and Research
Kendall Roth, Senior Associate Dean, International Programs and Partnerships
Janice Bass, Associate Dean, Undergraduate Programs
Deborah Hazzard, Associate Dean for Diversity and Inclusion
Mark Cecchini, Associate Dean, Executive Development
Satish Jayachandran, Associate Dean, IMBA and MBA Programs
Robert Lipe, Associate Dean, PMBA

The Moore School of Business offers programs of study leading to the degrees of Doctor of Philosophy in Business Administration, Doctor of Philosophy in Economics, Professional Master of Business Administration, International Master of Business Administration, Executive International Master of Business Administration, Master of Accountancy, Master of Arts in Economics, Master of Human Resources and a Master of International Business. Joint programs such as the J.D./M.B.A., J.D./Master of Accountancy, and J.D./ Master of Human Resources are offered in cooperation with the law school.

Admission Requirements

Requirements for admission conform with the general regulations of the Graduate School and the accreditation standards of the AACSB International—the Association to Advance Collegiate Schools of Business. Each program is required to establish its own admission criteria, which include factors such as standardized test performance, scholastic achievement, statement of purpose, recommendations, and in some cases, professional experience and personal interview. Please contact the recruiting team for your program of interest to discuss your individual circumstances. Prospective students can apply online at http://app.applyyourself.com/AYApplicantLogin/ApplicantConnectLogin.asp?id=mooresch.

A graduate of a foreign university or college who has completed an academic program equivalent to an American four-year bachelor’s degree may apply for admission. International applicants are required to submit with their application a certified transcript indicating the nature and scope of their academic training. International applicants whose native language is not English are required to submit a satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam. The TOEFL is not required of international students who have an undergraduate or graduate degree from an American college or university. Prior to enrollment in a graduate program in the Moore School of Business, international students whose native language is not English are required to take an English diagnostic test administered by the English Program for Internationals. The results of this diagnostic test and an interview of the student by a member of the Office of International Students staff will be used to determine the student’s level of English-language proficiency.
Based upon this evaluation, a course of study will be recommended for those who have demonstrated deficiencies in oral communication and/or reading. Students for whom a course of study is designed are required to begin taking the recommended English courses during their first semester of graduate study and complete the course of study by the end of their second semester.

**Accountancy, M.A.C.C.**

The Master of Accountancy program is designed to prepare students for careers in public, private, or governmental accounting and for further graduate work. Two different tracks are offered:

1. business measurement and assurance and
2. taxation.

Although the program is a natural extension of study for students who have completed an undergraduate major in accounting at the University of South Carolina, the program is open to persons who satisfy the Moore School of Business admissions standards, regardless of their undergraduate major.

**Learning Outcomes**

- Students will develop communication skills; they will be able to effectively elicit and/or express information through written or oral means.
- Students will develop research abilities; they will be able to locate and extract relevant information from available resource materials.
- Students will develop analytical skills; they will be able to organize, process, and interpret data to develop options for decision making.
- Students will develop sound judgment; they will be able to evaluate options for decision making and provide an appropriate conclusion.
- Students will be able to recognize and comprehend the meaning and application of a particular matter.
- Students will understand the discipline from a global perspective.

**Admission**

Requirements for admission to the program conform to the general regulations of The Graduate School and the accreditation standards of the Association to Advance Collegiate Schools of Business International (AACSB International). Applicants submit the Moore School of Business application, an official transcript of their complete academic record, and competitive scores on the GMAT.

International applicants whose native language is not English are also required to submit a satisfactory score on the TOEFL or the IELTS International Academic Course Type 2 Exam. Otherwise-qualified candidates are required to achieve a TOEFL score of at least 600 or a score of at least 7.0 on the IELTS exam. The TOEFL is not required of international students who have a degree from an American college or university.

Please visit the Darla Moore School of Business website (http://www.sc.edu/study/colleges_schools/moore/) for admissions information.

**Degree Requirements (30 Hours)**

**Prerequisites**

A core of required undergraduate foundation courses must be completed as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 401</td>
<td>Financial Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 402</td>
<td>Cost/Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 403</td>
<td>Tax I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 404</td>
<td>Accounting Information Systems I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 405</td>
<td>Financial Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 406</td>
<td>Auditing I</td>
<td>3</td>
</tr>
</tbody>
</table>

Please see The Undergraduate Studies Bulletin (http://bulletin.sc.edu/) for course descriptions.

**In Addition to the Prerequisite Accounting Courses**

Students also must satisfy a business core and math/statistics requirement. Depending on their background, students may be required to complete courses in one or more of the following fields: calculus, statistics, marketing, management, finance, economics, and accounting principles.

Several of the above accounting and business core prerequisites may be taken concurrently with graduate-level courses while enrolled in the program.

**Course Work**

The Master of Accountancy program consists of 30 semester hours of course work beyond the necessary prerequisite undergraduate courses. In addition, students must demonstrate competency on a simulated professional accounting examination similar to the Certified Public Accountant (CPA) examination. Students who provide proof of passed sections of the CPA examination will be considered to have demonstrated competency in equivalent sections of the simulated professional accounting examination.

Students in the program must select one of two tracks (business measurement and assurance or taxation) and complete the degree requirements for that track.

**Business Measurement and Assurance Track**

The Business Measurement and Assurance Track is a professional program that provides students with the advanced knowledge and skills necessary for entry-level positions in the areas of auditing, assurance, services, and financial reporting and for further graduate work. Students are required to complete each of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 501</td>
<td>Financial Accounting III</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 732</td>
<td>Auditing II</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 734</td>
<td>Accounting Research and Communication</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 736</td>
<td>Information Technology Assurance, Control, and Security</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 737</td>
<td>Accounting Information Systems from a Strategic Perspective</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 751</td>
<td>Business Entity Tax Issue</td>
<td>3</td>
</tr>
</tbody>
</table>

**Approved Electives**
The remaining 12 semester hours are composed of approved electives.

Total Credit Hours 30

Taxation Track
The Taxation Track is a professional program that provides students with the advanced knowledge and skills necessary for entry-level positions as tax accountants in the accounting profession and for further graduate work. Students are required to complete each of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 501</td>
<td>Financial Accounting III</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 750</td>
<td>Tax Research and Communication</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 751</td>
<td>Business Entity Tax Issue</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 752</td>
<td>Advanced Business Entity Tax Issues</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 753</td>
<td>Advanced Individual Tax Issues</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 754</td>
<td>Multijurisdictional Tax Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

Approved Electives
The remaining 12 semester hours are composed of approved electives.

Total Credit Hours 30

Professional Examination Competency
All Master of Accountancy students must demonstrate competency on a simulated professional accounting examination approved by the School of Accounting, similar to the CPA exam. Students who provide proof of passed sections of the CPA examination will be considered to have demonstrated competency in equivalent sections of the simulated professional accounting examination.

Business Administration, A.M.B.A
The Accelerated M.B.A offers a rigorous twelve month program of graduate business study. The program must be taken on a full-time basis, with classes beginning each June and concluding the following June. Students complete at least 41 credit hours of graduate course work that is split between required core courses and student selected electives.

Learning Outcomes
- Our students will be able to appropriately use concepts and frameworks to analyze and evaluate business decisions that encompass ethical, analytical, and culturally sensitive dimensions within an organizational context.
- Our students will be able to analyze business situations and make decisions that demonstrate understanding through the use of cultural and ethical frameworks.
- Our students will appropriately evaluate and integrate concepts and frameworks articulated in core functional areas of business and within the international business arena.
- Our students will be able to evaluate and solve in-depth business problems using concepts and frameworks within at least one functional area of business.
- Our students will demonstrate effective verbal and written communications.

Admission
Requirements for admission to the program conform to the general regulations of The Graduate School and the accreditation standards of AACSB International—the Association to Advance Collegiate Schools of Business. Applicants submit the official graduate application, an official transcript of their complete academic record, and satisfactory scores on the GMAT or GRE. At least two years of meaningful work experience is expected.

International applicants whose native language is not English are also required to submit a satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam. Otherwise-qualified candidates are required to achieve a TOEFL score of at least iBT 100 or 600 paper-based or a score of at least 7.0 on the IELTS exam. The TOEFL is not required of international students who have a degree from an American college or university. Graduates of foreign universities or colleges who have completed an academic program equivalent to a bachelor's degree from a U.S. institution are encouraged to apply for admission.

Please visit the Darla Moore School of Business (p. 946) website for admissions information.

Degree Requirements (41 Hours)
AMBA candidates will complete a 41-credit-hour curriculum as follows:

Business Foundations Core (12 Hours Minimum)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMSB 710</td>
<td>Financial Accounting in the Global Environment</td>
<td>2-3</td>
</tr>
<tr>
<td>DMSB 712</td>
<td>Quantitative Methods in Business</td>
<td>2-3</td>
</tr>
<tr>
<td>DMSB 713</td>
<td>Global Economics</td>
<td>3</td>
</tr>
<tr>
<td>DMSB 717</td>
<td>Management Accounting in the Global Environment</td>
<td>2-3</td>
</tr>
<tr>
<td>MGSC 777</td>
<td>Advanced Quantitative Methods in Business</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 12-15

Functional Core (11 Hours Minimum)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMSB 711</td>
<td>Global Strategic Management I</td>
<td>2-3</td>
</tr>
<tr>
<td>DMSB 715</td>
<td>Global Finance</td>
<td>3</td>
</tr>
<tr>
<td>DMSB 716</td>
<td>Global Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>DMSB 718</td>
<td>Global Supply Chain and Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>DMSB 723</td>
<td>Leading Teams and Organizations</td>
<td>2-3</td>
</tr>
</tbody>
</table>

Total Credit Hours 13-15

Electives (18 Hours Minimum)
- These electives are chosen from the list of approved elective offerings of the Moore School of Business. Individual departments may require specific electives to be taken in order to fulfill requirements for identified specializations.

Business Administration, M.S.
The M.S. in Business Administration is offered in conjunction with the M.A. in English as a graduate dual degree program (p. 1217). Additional information can be found at the following link: Business Administration / English, M.S. / M.A. (p. 1218)

Learning Outcomes
- Students will have the ability to understand and apply concepts and practices in their major area of study.
• Students will have the ability to undertake research on an issue in their major area of study. This should include the abilities to critically review previous research, to develop approaches to answering relevant questions, and to appropriately draw inferences from the outcomes of these research activities.

• Students will have the ability to analyze data. Students should have the ability to collect, analyze, and interpret data to address a substantive issue in their major area of study.

• Students will have the ability to effectively communicate research findings. The student should be able to develop written and oral reports of their research that document their approach and findings in sufficient detail.

Business Administration, P.M.B.A.

The Professional Master of Business Administration program is an non-traditional M.B.A. program designed for working professionals and attracts students from a broad range of business and industry. The program is delivered live to many locations in South Carolina and Charlotte, N.C. Each location is equipped for two-way communication with the professor during class.

Learning Outcomes

• Communication skills: Students will be able to be able to engage in effective business communication, with competencies demonstrated for both oral and written communication.

• Business Acumen: Students will acquire in-depth knowledge in the core foundational courses of business to understand the operations of the modern business corporation.

• Data-driven decision-making skills: Students will examine the role of quantitative data in managerial decision-making. They will understand the importance and roles of different types of data (financial, economic, accounting, etc.) and utilize appropriate format for presentation of data.

• Global business competencies: Students will be able to draw upon their understanding of the international business environment to address complex business or economic questions.

Admission

Requirements for admission to the program conform to the general regulations of The Graduate School and the accreditation standards of AACSB International—the Association to Advance Collegiate Schools of Business. Admission decisions are based on a holistic review of standardized test score performance, professional experience, previous scholastic performance, professional recommendations, a clear statement of purpose and, in some cases, a personal interview. We are pleased to consider a waiver of the GMAT/GRE requirement for applicants with advanced degrees and/or progressive professional or military experience supported by an exceptional academic record. Please contact our recruiting team to discuss your individual circumstances. Prospective students can apply online at https://applymooregrad.force.com/apply

International applicants whose native language is not English are also required to submit a satisfactory score on the PTE Academic or IELTS International Academic Course Type 2 exam. Otherwise-qualified candidates are required to achieve a TOEFL score of at least iBT 100 or 600 paper-based or a score of at least 7.0 on the IELTS exam. The TOEFL is not required of international students who have a degree from an American college or university. Graduates of foreign universities or colleges who have completed an academic program equivalent to a bachelor’s degree from a U.S. institution are encouraged to apply for admission.

Please visit the Professional MBA program’s website for admissions information.

Degree Requirements (48 Hours)

Coursework (27 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 728</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 729</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MGSC 711</td>
<td>Quantitative Methods in Business</td>
<td>3</td>
</tr>
<tr>
<td>ECON 720</td>
<td>Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>FINA 760</td>
<td>Financial Policies</td>
<td>3</td>
</tr>
<tr>
<td>MBAD 702</td>
<td>Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 770</td>
<td>Competing Through People</td>
<td>3</td>
</tr>
<tr>
<td>MGSC 791</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 701</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>27</td>
</tr>
</tbody>
</table>

Elective Courses in the Moore School of Business (21 Hours)

These electives are chosen from a number of approved elective offerings of the Moore School of Business.

International Business Concentration

To complete the international business concentration, students are required to take four of their seven electives in international business. One of these electives must be IBUS 750, a course which requires travel and study abroad, an offshore learning experience.

International Business Concentration

The international business specialization develops skills in doing business across national boundaries and diverse cultures. Course offerings include a study abroad experience to learn firsthand how business is conducted in other countries, international management, international finance and foreign legal systems. To complete the international business concentration, students are required to take four of their seven electives in international business. One of these electives must be IBUS 750, a course which requires a study abroad experience.

Finance Concentration

An emphasis in finance will prepare students for senior positions in financial service industries such as banking and investment management firms, as well as corporate finance positions. Finance courses provide a core set of skills in financial modeling, valuation, mergers and acquisitions, risk management, financial reporting and analysis.

Course | Title                          | Credits |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FINA 761</td>
<td>Advanced Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>FINA 762</td>
<td>Investment Management</td>
<td>3</td>
</tr>
<tr>
<td>Select two of the following:</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>FINA 737</td>
<td>Derivative Products and Analysis</td>
<td></td>
</tr>
<tr>
<td>FINA 746</td>
<td>Risk Management</td>
<td></td>
</tr>
<tr>
<td>FINA 756</td>
<td>Financial Statement Analysis</td>
<td></td>
</tr>
<tr>
<td>FINA 765</td>
<td>Management of Financial Institutions</td>
<td></td>
</tr>
</tbody>
</table>
FINA 767  Real Estate Finance
FINA 770  Fixed-Income Securities
FINA 773  Project Finance
IBUS 701  International Financial Management

Total Credit Hours 12

**Innovation and Entrepreneurship Concentration**
The innovation and entrepreneurship concentration focuses on providing PMBA students with the skills and competencies needed to excel in the following areas:

- developing and launching new ventures, whether as standalone entities or as new businesses within established corporations
- managing and funding small businesses and scalable new ventures
- directing the development of new products and services
- ensuring that appropriate strategies are in place to protect/appropriate the value associated with these new ideas and initiatives

Select four of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 733</td>
<td>Strategic Management of Technology and Innovation</td>
<td>12</td>
</tr>
<tr>
<td>IBUS 709</td>
<td>International Intellectual Property Management</td>
<td></td>
</tr>
<tr>
<td>IBUS 790</td>
<td>Specialized Study in International Business</td>
<td></td>
</tr>
<tr>
<td>MGMT 777</td>
<td>Innovation and New Venture Analysis</td>
<td></td>
</tr>
<tr>
<td>MGMT 778</td>
<td>Small Business Management</td>
<td></td>
</tr>
<tr>
<td>MGMT/FINA 780</td>
<td>Entrepreneurial Finance and the Dynamics of Emerging Ventures</td>
<td></td>
</tr>
<tr>
<td>MGSC 779</td>
<td>Innovation and Design</td>
<td></td>
</tr>
<tr>
<td>MGSC 772</td>
<td>Project Management</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 12

**Marketing Concentration**
Marketing managers must see customers, products and services as assets. The PMBA Marketing Concentration builds skills in marketing strategy, research and consumer behavior. Courses in customer relationship management/datamining and internet marketing are also offered.

Select four of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 702</td>
<td>Marketing Research</td>
<td>12</td>
</tr>
<tr>
<td>MKTG 704</td>
<td>Consumer Behavior</td>
<td></td>
</tr>
<tr>
<td>MKTG 705</td>
<td>Marketing Communications</td>
<td></td>
</tr>
<tr>
<td>MKTG 707</td>
<td>Product and Branding Policies</td>
<td></td>
</tr>
<tr>
<td>MKTG 708</td>
<td>Customer Relationship Management and Data Mining</td>
<td></td>
</tr>
<tr>
<td>MKTG 712</td>
<td>Topics in Marketing Thought and Practice</td>
<td></td>
</tr>
<tr>
<td>MKTG 715</td>
<td>Pricing Strategy and Analysis</td>
<td></td>
</tr>
<tr>
<td>MKTG 717</td>
<td>Fundamentals of Marketing Analytics</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 12

**Human Resources Management Concentration**
Four courses are to be selected from the following list. Not all courses will be available at all times. Electives targeting Human Resource Management include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 701</td>
<td>Human Resources and the Global Firm</td>
<td>12</td>
</tr>
<tr>
<td>MGMT 718</td>
<td>Management of Human Resources</td>
<td></td>
</tr>
<tr>
<td>IBUS 717</td>
<td>Managing Cross-border Teams</td>
<td></td>
</tr>
<tr>
<td>MGMT 719</td>
<td>Management of Compensation</td>
<td></td>
</tr>
<tr>
<td>MGMT 720</td>
<td>Staffing</td>
<td></td>
</tr>
<tr>
<td>MGMT 722</td>
<td>Labor Relations</td>
<td></td>
</tr>
<tr>
<td>MGMT 726</td>
<td>Human Resource and Business Strategy</td>
<td></td>
</tr>
<tr>
<td>MGMT 730</td>
<td>Consulting and Organizational Development in MNCs</td>
<td></td>
</tr>
<tr>
<td>MGMT 772</td>
<td>Employee and Leadership Development</td>
<td></td>
</tr>
<tr>
<td>BADM 790</td>
<td>Special Topics in Business</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 12

**P.M.B.A. Banking Track**
The banking track of the Professional MBA program is designed for students and graduates of several graduate schools of banking. Students in the banking track take 13 courses (the 9 core courses and 4 electives).

**Business Administration, Ph.D.**
The program leading to the degree of Doctor of Philosophy in Business Administration is designed for students of outstanding ability who wish to do advanced work in preparation for careers in university teaching and research, business, and/or government. To achieve this objective, the program provides an advanced, specialized education in a business administration discipline and intensive training in research methods applicable to business problems.

More specifically, the program is designed to accomplish the following objectives:

- provide a thorough knowledge and deep insight into the main theoretical disciplines underlying the student’s fields of specialization built upon a basic understanding of business and its environment
- develop the skills, professional ethics, and competence required to design, execute, and evaluate creative and meaningful research in the student’s field of specialization
- promote individual programs of study which encourages students to customize their research and teaching interests and expertise, thereby better preparing them for successful roles as researchers, educators, business people, and policy makers.

Normally, the minimum time it will take a student to obtain the degree of Doctor of Philosophy in Business Administration is four academic years beyond the undergraduate degree (a minimum of 60 graduate hours beyond the undergraduate degree), although five years may be required in order to develop a professional resume that will be attractive to potential employers.

**Learning Outcomes**

- Students will demonstrate a thorough knowledge of the theories and underlying research in their areas of specialization.
- Students will develop the analytical and methodological skills required to evaluate and discuss existing and emerging theories in their fields of specialization.
- Students will be able to conduct original research in their areas of expertise.
Students will be able to communicate the results of their research in a clear and effective manner.

Students will develop the skills required to teach college-level classes in their area of expertise.

Admission
Criteria for admission vary by major area, and prospective applicants are encouraged to contact the director of the Ph.D. program in the Moore School of Business for details. All applicants must complete a Moore School of Business application and submit the following supporting documentation: official GMAT test scores (GRE may be substituted), official transcripts documenting all academic work, and letters of recommendation. International applicants whose native language is not English are also required to submit a satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam.

Degree Requirements (60 Post-Baccalaureate Hours)
The student, in consultation with a Ph.D. advisory committee, develops a program of study giving consideration to academic background and professional objectives. The program of study must meet the general requirements outlined below.

Prerequisites
A background in the functional areas of business is helpful, but not required to enroll in the doctoral program. Those applicants admitted without a business degree or minor may be required to complete additional coursework in one or more functional areas of business and some additional mathematics may be required. Specific prerequisites may vary by major areas of concentration, and prospective applicants are encouraged to contact the faculty coordinator of the Ph.D. program in their major area of concentration for details.

Foundation Courses (6 Hours)
Research Tools (18 Hours)
All doctoral students are required to complete at least 18 semester hours of research-tools course work as specified by the major area of concentration. The specific course work required will include no more than 6 semester hours of research-tools course work from the major area of concentration and must be approved by the student's Ph.D. advisory committee and the associate dean for research and academics.

Major Area (15 Hours Minimum)
In addition to the research-tools course work specified above, each student must complete at least 15 semester hours of course work in the major area of concentration approved by the Ph.D. advisory committee. The major areas are accounting, business policy/strategy, finance, international business, international finance, management information systems, marketing, operations research, organizational behavior/human resources, and production/operations management.

Cognate Area (9 Hours Minimum)
Students in all major areas except international business must take at least nine semester hours of cognate course work. Students in international business must complete at least 15 hours of cognate course work. The cognate area may include courses from the areas listed above, other than from the major area of concentration, or they may be taken from other areas inside or outside the Moore School of Business. All must be approved by the student's advisory committee and the associate dean for research and academics.

Dissertation Preparation (12 Hours)
A minimum of twelve hours of dissertation preparation credit are required.

Other Requirements
Admission to Candidacy
No later than three semesters, or the equivalent, into the program, all students must pass an admission-to-candidacy examination in their major areas of concentration.

Comprehensive Examination
Upon completion of the required course work, each candidate must pass a comprehensive examination consisting of a written part followed by an oral part. The oral part must be taken within three weeks of successfully completing the written examination. The examination may not be taken more than twice.

Language Requirements
Proficiency in statistical methods will be substituted for language proficiency. Evidence of proficiency will be demonstrated by successful completion of all statistical coursework on the program of study or earning a passing mark on a statistical qualifying exam administered by faculty in the student's major area of concentration.

Dissertation
Each candidate must present a dissertation that gives evidence of original and significant research. The dissertation must be defended not later than five years after successful completion of the comprehensive examination. The candidate must defend the dissertation before a committee consisting of no fewer than four members, as prescribed by The Graduate School. General requirements concerning library deposit and publication are available from The Graduate School.

Research and Teaching
Prior to receiving the Ph.D. degree, the student must teach and participate in research under the direction of a faculty member of the Moore School of Business.

Business Analytics, Certificate
To obtain this graduate certificate, students must complete a 4-course sequence in Business Analytics, with a GPA of 3.0 or better in these four courses. All students pursuing the BA certificate must apply for and be admitted to the BA certificate program. Note that this admissions process is separate from degree program admissions. There are three distinct channels through which this certificate can be delivered:

1. As an option for all DMSB graduate students. The certificate would appear on the graduate transcript of these students. Requirements for admission to the BA certificate program for these students are the same as those for the student's respective DMSB graduate program. These students must apply for the certificate prior to completing 24 hours of coursework in their graduate program.

2. As a standalone (non-degree) option, for which students pay a per-course fee and take the four courses with the DMSB graduate students. Students can use the credits obtained from the BA certificate for a future DMSB graduate degree program as long as the completion of the degree is within four years of the completion of the certificate. Requirements for admission to the BA certificate program for these students are similar to those for the DMSB PMBA program.
3. As an accelerated, customized executive education program. Students can use the credits obtained from the BA certificate for a future DMSB graduate degree program as long as the completion of the degree is within four years of the completion of the certificate.

Requirements

Courses Qualifying for the Certificate

The courses for this certificate were determined based on conversations with potential employers about critical business analytics skills, as well as an analysis of the curricula at the top 30 business analytics programs in the U.S.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGSC 790</td>
<td>Data Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MGSC 777</td>
<td>Advanced Quantitative Methods in Business</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 708</td>
<td>Customer Relationship Management and Data Mining</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

- MKTG 717 Fundamentals of Marketing Analytics
- MGSC 778 Revenue Management
- CSCE 587 Big Data Analytics
- FINA 772 Student-Managed Investments
- MGSC 796 Information Systems

Total Credit Hours 12

Note: Students may request that other courses be substituted for the courses listed above. All such requests must be approved by the Moore School Analytics Programs Committee.

Cost Management, Certificate

The Certificate is designed to complement graduate degree programs offered within the Moore School of Business. It is designed to enhance the student’s career opportunities by providing preparation in areas critical to those working within the finance and accounting function in private and public sector organizations. Requirements for admission to the Certificate program are the same as those for the Moore School MBA program.

Certificate Requirements (12 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select six hours minimum of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DMSB 710</td>
<td>Financial Accounting in the Global Environment</td>
<td>3</td>
</tr>
<tr>
<td>or ACCT 728 Financial Accounting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DMSB 717</td>
<td>Management Accounting in the Global Environment</td>
<td>3</td>
</tr>
<tr>
<td>or ACCT 729 Managerial Accounting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT 504</td>
<td>Legal Issues for Accountants &amp; Managers</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 505</td>
<td>Governmental and Nonprofit Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 737</td>
<td>Accounting Information Systems from a Strategic Perspective</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 738</td>
<td>Financial Statement Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 743</td>
<td>Accounting for Management Control</td>
<td>3</td>
</tr>
<tr>
<td>FINA 761</td>
<td>Advanced Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>Select four hours minimum of the following:</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>DMSB 718</td>
<td>Global Supply Chain and Operations Management</td>
<td></td>
</tr>
<tr>
<td>or MGSC 790</td>
<td>Operations Management</td>
<td></td>
</tr>
<tr>
<td>MGSC 771</td>
<td>Global Sourcing: Strategies and Applications</td>
<td></td>
</tr>
<tr>
<td>MGSC 772</td>
<td>Project Management</td>
<td></td>
</tr>
<tr>
<td>DMSB 723</td>
<td>Leading Teams and Organizations</td>
<td></td>
</tr>
<tr>
<td>or MGMT 77</td>
<td>Competing Through People</td>
<td></td>
</tr>
<tr>
<td>DMSB 740</td>
<td>Management of Human Capital</td>
<td></td>
</tr>
<tr>
<td>or MGMT 718</td>
<td>Management of Human Resources</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 10

Note: A student may pursue the certificate simultaneously with pursuing other graduate degrees in business and students are allowed to use up to 9 credit hours taken as part of the certificate for degree requirements. Students enrolled in a degree program within the Moore School of Business should seek admission to the certificate program prior to the completion of 24 hours of degree coursework. Students who earn a certificate and then enroll in a degree program may also use up to 9 credit hours from the certificate toward the completion of degree requirements, provided the degree is awarded within four years of the completion of the certificate.

Economics

Department Website (http://mooreschool.sc.edu/)

John H. McDermott, Chair

The Department of Economics offers programs of study leading to the degrees of Doctor of Philosophy in Economics, Master of Arts in Economics, and, in cooperation with the School of Law, J.D./Master of Arts in Economics (see Graduate Dual Degree Programs (p. 1217)).

Programs

- Economics, M.A. (p. 954)
- Economics, Ph.D. (p. 955)

Courses

ECON 500 - Urban Economics (3 Credits)

An analysis of economic forces affecting urbanization and the economic processes influencing urban form and structure. Spatial concepts are considered in addition to traditional micro-economic and macro-economic concepts. Topic coverage includes: the economic origin of cities; urban functions and the urban economic base; land-use structure and urban form; and urban efficiency.

Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 503 - International Trade Economics (3 Credits)

Theory of international specialization, commercial policy, customs unions, and the effects of trade liberalization and protectionism; economic growth and multinational enterprises.

Prerequisites: ECON 321.

Graduation with Leadership Distinction: GLD: Global Learning
ECON 504 - International Monetary Economics (3 Credits)
Exchange rate and balance of payments determination; purchasing-power parity; optimum currency areas, absorption, elasticity, monetary approaches, spot- and forward-exchange markets.
Prerequisites: ECON 322.

Graduation with Leadership Distinction: GLD: Global Learning

ECON 505 - International Development Economics (3 Credits)
Economic theories of growth in developing countries. Use of factor resources; role of social and economic institutions; use of financial trade policies for growth.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

Graduation with Leadership Distinction: GLD: Global Learning

ECON 506 - Labor Economics and Labor Markets (3 Credits)
Economics of labor demand, labor supply, wage determination in competitive markets, migration, discrimination, unemployment, and labor unions. Theoretical models and empirical knowledge will be considered.
Prerequisites: ECON 221 and ECON 222, or ECON 224; ECON 321.

ECON 507 - Comparative Economic Systems (3 Credits)
An analysis of the organization and operation of the world's major economic systems.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

Graduation with Leadership Distinction: GLD: Global Learning

ECON 508 - Law and Economics (3 Credits)
Economic analysis and interpretation of the law. The economic effect of current law and optimal design of law to meet social objectives.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 509 - Economics of Sustainable Development (3 Credits)
Exploration of the basic theory and practice of sustainable economic development. Topics include: environmental legislation, global agreements, sustainable development indicators, and economic strategies and methods to promote environmentally sound development.
Prerequisites: C or better in the following ECON 221 and ECON 222; or ECON 224; MATH 122.

Graduation with Leadership Distinction: GLD: Community Service

ECON 510 - Experimental Economics (3 Credits)
Exploration of the basic theory and techniques of experimental economics. Topics include: basic game theory, experimental design, and elements of behavioral economic thought.
Prerequisites: C or higher in ECON 321.

ECON 511 - Senior Seminar in Economics (3 Credits)
Philosophy and methodology of economics, perspectives on theory and empiricism, economic policy; individualized guided research.
Prerequisites: ECON 321, ECON 322, and ECON 436 with grade of C or higher.

ECON 514 - The Economics of Terrorism (3 Credits)
Focuses on the following aspects of terrorism: (1) its causes/determinants (historical, social, cultural, economic, political, and religious determinants); (2) the organizational and funding structure of terrorist groups; (3) the tactics and weapons of terrorist groups; (4) mobilization and recruitment within terror networks; and (5) counterterrorism methods. Restricted to: Business Majors and Economics Arts and Sciences Majors.
Prerequisites: C or better in ECON 321.

ECON 515 - Industrial Organization (3 Credits)
This course uses the tools of microeconomics and game theory to examine how firms compete and competition's impact on industry performance. Topics include: price discrimination, product differentiation, and oligopoly behavior.
Prerequisites: ECON 321.

ECON 516 - Political Economy (3 Credits)
This course covers fundamental models of collective decision making, studies their empirical relevance, and considers interactions between the economy and politics.
Prerequisites: C or better in ECON 221 and ECON 222 or C or better in ECON 224.

ECON 523 - Introduction to Mathematical Economics (3 Credits)
Mathematical formulation of economic theories; the use of mathematics in the development and demonstration of economic relationships.
Prerequisites: ECON 221 and ECON 222, or ECON 224; MATH 122, MATH 141, or the equivalent.

ECON 524 - Essentials of Economics (3 Credits)
A course designed to acquaint the student with the principles of operation of the American economic system. A survey course for social studies teachers in secondary schools.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 526 - Managerial Economics (3 Credits)
A study of the application of the economic theory of profits, competition, demand, and costs to analysis of problems arising in the firm and in decision making. Price policies, forecasting, and investment decisions are among the topics considered.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 530 - The Economics of Education (3 Credits)
Investment in human capital; the economic value of schooling; internal efficiency of schools; faculty compensation; equity and efficiency of school finance systems; financing higher education.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 531 - Health Economics (3 Credits)
Applications of economic analysis to health care. Structure and behavior of health-care markets. Description of health care policy issues.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 548 - Environmental Economics (3 Credits)
An analysis of the economic aspects of environmental decay, pollution control, and natural resource use. Analysis of the ability of the market system to allocate resources efficiently when economic activity is accompanied by environmental damage. Discussion of alternative public policy approaches to pollution control and natural resource conservation.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

Cross-listed course: ENVR 548

ECON 555 - Game Theory in Economics (3 Credits)
Game theory as used to understand decision making in business, economics, politics and other real-world environments. Topics covered include: basic terminology; strategic, extensive, and combinatorial models; and equilibrium strategy.
Prerequisites: ECON 321 or MATH 141 and STAT 201 or C or higher in STAT 206.
ECON 562 - Public Finance (3 Credits)
Theory and practice of taxation: public revenue, expenditure, and debt.
Prerequisites: C or higher in ECON 321.

ECON 589 - Topics in Economics (1-3 Credits)
Individual topics to be announced with title.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 594 - Introduction to Econometrics (3 Credits)
Statistical and economic tools applied to analysis of business and economic problems with the aid of computers.
Prerequisites: ECON 221 and ECON 222, or ECON 224; MGSC 291 or STAT 201, MATH 122 or MATH 141.

ECON 621 - Survey of Contemporary Economic Theory (3 Credits)
Neo-classical value and distribution theory combined with income and employment theory.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 690 - Quantitative Foundations for Business and Economics I (3 Credits)
Calculus and classical optimization methods applied to problems in business and economic analysis; matrices, derivatives, and integrals in the analysis of both univariate and multivariate business and economic models. 03: 07/05/2019.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 691 - Quantitative Foundations for Business and Economics II (3 Credits)
Statistics and probability theory applied to problems of business and economic analysis. 03: 07/05/2019.
Prerequisites: ECON 221 and ECON 222, or ECON 224; MGSC 690 or ECON 690.

ECON 692 - Quantitative Methods I (3 Credits)
Probability and statistics necessary for graduate study in economics and business administration; estimation, hypothesis testing, regression, analysis of variance, and nonparametric methods. 03: 07/05/2019.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 694 - Quantitative Methods II (3 Credits)
A study of decision models useful in business administration. Topics covered include linear programming, sensitivity analysis and duality, network models, integer programming, determinate and stochastic dynamic programming, inventory, and queues. 03: 07/05/2019.
Prerequisites: ECON 221 and ECON 222, or ECON 224; ECON 692, mathematics and computer portion of Fundamental Business Skills or equivalent.

Economics, M.A.
The Master of Arts in Economics program prepares the student for a career as a professional in economics, finance, business or government or for further graduate work in the field of economics or finance. Prior degree work in economics is not required.

Learning Outcomes
- Students will be able to engage in effective business communication, with competencies demonstrated for both oral and written communication.
- Students will be able to use specialized expertise in a functional area or domain area to address complex business or economic issues.

- Students will examine the role of quantitative data in managerial decision making. They will understand the importance and roles of different types of data. Students will be able to present data in various formats.

Admissions
Requirements for admission to the program conform to the general regulations of The Graduate School and the accreditation standards of the Association to Advance Collegiate Schools of Business International (AACSB International). Applicants submit the Moore School of Business application, an official transcript of their complete academic record and competitive scores on the GRE or GMAT.

International applicants whose native language is not English are also required to submit a satisfactory score on the TOEFL or the IELTS International Academic Course Type 2 Exam. Otherwise-qualified candidates are required to achieve a TOEFL score of at least 100 on the iBT exam, at least 600 paper-based exam, or at least 7.0 on the IELTS exam. The TOEFL is not required of international students who have a degree from an American college or university.

New students are admitted in the fall semester only. Students must have completed a Bachelor’s degree before enrolling in the MA program. Students must also have passed prerequisite courses in principles of economics and basic calculus before enrolling in the program. Please visit the Darla Moore School of Business website for admissions information.

Degree Requirements (30 Hours)
The M.A. in economics normally takes three full semesters of work. Each student must complete 30 credit hours, successfully complete a comprehensive exam, and maintain a B average (3.00) in the program. The student may elect the Economics track or the Financial Economics track. Within the Economics track, the student may elect the thesis option or non-thesis option. The thesis option requires 24 credit hours of coursework and a 6-credit hour thesis. The non-thesis option requires 30 credit hours of coursework. The Financial Economics track requires 30 credit hours of coursework.

In the first year of the program, all MA students must complete the four core courses listed below. Elective courses and thesis hours will depend on the track selected, and whether the thesis or non-thesis option is chosen, as specified below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 711</td>
<td>Applied Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 712</td>
<td>Applied Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 736</td>
<td>Applied Econometrics</td>
<td>3</td>
</tr>
<tr>
<td>STAT 700</td>
<td>Applied Statistics I</td>
<td>3</td>
</tr>
</tbody>
</table>

Tracks
Select one of the following tracks:
- Economics
- Financial Economics

Total Credit Hours 30

Economics Track
Non-Thesis Option
With this option, in addition to the 4 core courses, a total of 6 three-credit-hour elective courses must be taken. Up to three elective courses can...
be taken outside the department. All coursework must be completed within two years of passing the comprehensive exam and not later than six years after entering the program.

**Thesis Option**
With this option, in addition to the 4 core courses, a total of 4 three-credit-hour elective courses and 6 credit hours of thesis preparation must be taken. Up to two elective courses can be taken outside the department. The student must present and successfully defend a completed thesis that gives evidence of mature research within two years of passing the comprehensive exam and not later than six years after entering the program.

**Note**
For both option A and B, at least one of the Economics electives must be at the 700-level or above.

**Financial Economics Track**
Students in the Financial Economics Track take 6 three-credit hour courses in addition to the four core courses listed above. All coursework must be completed within two years of passing the comprehensive exam and not later than six years after entering the program.

Of the six courses, there are two required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINA 761</td>
<td>Advanced Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>FINA 762</td>
<td>Investment Management</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

**Electives**
The other courses will be chosen from finance courses at the 700-level or above, with approval by the academic advisor. Exceptions will be at the discretion of the advisor.

**Economics, Ph.D.**
The doctoral program in economics provides thorough training in economic theory supplemented by knowledge of quantitative tools and understanding of modern economic institutions and policy problems. This program prepares candidates to pursue successfully careers as economists in academia, research, government, and business.

**Learning Outcomes**
- Students will be able to approach economics-related issues theoretically. Students should demonstrate a mastery of the relevant literature and have an appreciation for the usefulness and limitations of a given theory.
- Students will be able to analyze data. Students should have the ability to construct, estimate, and interpret economic models.
- Students will be able to undertake original research on economic issues. This should include the abilities to critically review previous research, to develop approaches to answering relevant questions, and to appropriately draw inferences from the outcomes of these research activities. The stress is on the ability to use data appropriately to answer research questions empirically.
- Students will be able to clearly and effectively communicate the results of their research in written and oral form.

**Admission**
All applicants must complete a Moore School of Business application and submit the following supporting documentation: official transcripts of their complete academic record, two letters of reference, and scores. Prerequisite courses that must be taken prior to enrollment are intermediate micro- and macroeconomics, statistics (ECON 692 or equivalent), and calculus (MATH 141-MATH 142 or equivalent). International applicants whose native language is not English are also required to submit a satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam. Prospective applicants are encouraged to contact the director of the Ph.D. program in the Moore School of Business for further details.

Owing to the lock-step nature of the program, admission is for the fall semester only, and all students are required to take at least nine semester hours of course work during the fall and spring semesters.

**Degree Requirements (60 Post-Baccalaureate Hours)**
The Ph.D. in economics normally requires a minimum of four years of full-time work (a minimum of 60 graduate hours beyond the baccalaureate degree or 30 graduate hours beyond the master's degree with at least a B average, including 12 hours of dissertation credit).

A planned course of study shall be organized at the beginning of the student's period of residence. This plan shall be formulated by the student in conference with a three-person advisory committee designated by the graduate director. Changes and departures from this plan will be subject to the approval of the student's advisory committee, the graduate director, and the dean of The Graduate School.

Requirements for the Ph.D. include the following:

**First-Year Core Courses (18 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 811</td>
<td>Microeconomic Theory I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 821</td>
<td>Macroeconomic Theory I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 831</td>
<td>Econometrics and Regression I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 812</td>
<td>Microeconomic Theory II</td>
<td>3</td>
</tr>
<tr>
<td>ECON 822</td>
<td>Macroeconomic Theory II</td>
<td>3</td>
</tr>
<tr>
<td>ECON 832</td>
<td>Econometrics and Regression II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

**Second-Year Field Courses (18 Hours)**
There will be six field courses offered in the second year. All students will be required to take these six courses. The course offerings will be jointly determined by student interest and faculty expertise.

Up to two courses may be taken outside the department with the approval of the student's advisory committee and the graduate director.

**Third-Year Courses**
In the third year, the student must take the Third-Year Seminar, which consists of a 2-credit Fall course and a 1-credit Spring course. This course is designed to enable the student to conduct a research program in Economics.
Examinations

Admission to Candidacy
Students must successfully complete a written admission-to-candidacy examination following the first year in the program. This examination will cover all economic theory courses required during the first year in the program and will be constructed and evaluated by a committee of at least three faculty members appointed by the department chair.

Comprehensive Examination
Students must write and present a research paper demonstrating knowledge of their chosen fields of study. This paper will count as the comprehensive examination. Students will be supervised by two faculty members who have entered into an agreement with the student, as approved by the department chair. The student will present the initial version of the paper in a seminar to the faculty. This presentation will count as the oral portion of the comprehensive examinations. The presentation will be evaluated by a committee of at least four faculty members approved by the department chair, two of whom are the third year paper supervisors. After passing the oral examination, the student will submit the revised written paper to their two third paper supervisors. This will count as the written portion of the comprehensive exam.

Language Requirements
The candidate must demonstrate competency in a computer programming language or statistics as demonstrated by appropriate course work or examination by the student’s Ph.D. advisory committee.

Dissertation
Each candidate must present a dissertation that gives evidence of original and significant research. The dissertation must be completed no later than five years after successfully completing the oral comprehensive examination. The candidate must defend the dissertation before a committee consisting of not fewer than four members. A minimum of twelve hours of dissertation preparation credit are required.

Teaching and Research
Prior to receiving a Ph.D. degree, the student is required to teach and participate in research under the direction of a faculty member in the Department of Economics.

Enterprise Resource Planning Systems, Certificate
To obtain this certificate, students must complete a 4-course sequence in Enterprise resource Planning (ERP) systems, with an overall GPA of 3.0 or better across four courses.

Certificate Requirements (12 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 728</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 738</td>
<td>Financial Statement Analysis</td>
<td></td>
</tr>
<tr>
<td>ACCT 743</td>
<td>Accounting for Management Control</td>
<td></td>
</tr>
<tr>
<td>DMSB 710</td>
<td>Financial Accounting in the Global Environment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 702</td>
<td>Application of Advanced Databases to Accounting and Business</td>
<td>3</td>
</tr>
</tbody>
</table>

Information Systems Component

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 736</td>
<td>Information Technology Assurance, Control, and Security</td>
<td>3</td>
</tr>
<tr>
<td>or ACCT 737</td>
<td>Accounting Information Systems from a Strategic Perspective</td>
<td></td>
</tr>
</tbody>
</table>

Enterprise Resource Planning Component

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 739</td>
<td>Enterprise Resource Planning</td>
<td>3</td>
</tr>
<tr>
<td>or ACCT 741</td>
<td>Special Topics in Accounting</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 12

Executive International Master of Business Administration, E.I.M.B.A.

The Executive International Master of Business Administration program is designed for working professionals. The program delivery is at locations throughout the world in collaboration with partner institutions.

Learning Outcomes

- Students will be able to be able to engage in effective business communication, with competencies demonstrated for both oral and written communication.
- Students will acquire in-depth knowledge in the core foundational courses of business to understand the operations of the modern business corporation.
- Students will examine the role of quantitative data in managerial decision-making. They will understand the importance and roles of different types of data (financial, economic, accounting, etc.) Utilize appropriate format for presentation of data.
- Students will be able to draw upon their understanding of the international business environment to address complex business or economic questions.

Admission

Requirements for admission to the program conform to the general regulations of The Graduate School and the accreditation standards of the Association to Advance Collegiate Schools of Business. Admission decisions are based on a review of standardized test score performance, professional experience, previous scholastic performance, professional recommendations, a clear statement of purpose and, in some cases, a personal interview. The GMAT/GRE requirement may be waived for applicants with advanced degrees and/or significant and progressive professional experience. Applicants will normally be expected to have an undergraduate degree and 5 years of work experience.

Applicants whose native language is not English are required to submit a satisfactory score on the TOEFL, the IELTS Intl. Academic Course Type 2 exam, TOEIC, or the PTE Academic. This requirement may be waived if the applicant has graduated from a degree program taught in English.

Degree Requirements (48 Hours)

The required course work consists of 48 credit hours:

Nine Core Courses (27 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 720</td>
<td>Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>DMSB 712</td>
<td>Quantitative Methods in Business</td>
<td>2-3</td>
</tr>
</tbody>
</table>
Certificate Requirements (12 Hours)

Program.

The Certificate program are the same as those for the Moore School MBA private and public sector organizations. Requirements for admission to critical to those working within the finance and accounting function in the student's career opportunities by providing preparation in areas offered within the Moore School of Business. It is designed to enhance

The Certificate is designed to complement graduate degree programs offered within the Moore School of Business. It is designed to enhance the student's career opportunities by providing preparation in areas critical to those working within the finance and accounting function in private and public sector organizations. Requirements for admission to the Certificate program are the same as those for the Moore School MBA program.

Certificate Requirements (12 Hours)

Select at least six hours of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMSB 710</td>
<td>Financial Accounting in the Global Environment</td>
<td>3</td>
</tr>
<tr>
<td>DMSB 717</td>
<td>Management Accounting in the Global Environment</td>
<td>3</td>
</tr>
</tbody>
</table>

Select at least one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 708</td>
<td>Customer Relationship Management and Data Mining</td>
<td>3</td>
</tr>
<tr>
<td>MGS 777</td>
<td>Advanced Quantitative Methods in Business</td>
<td>3</td>
</tr>
<tr>
<td>MGS 790</td>
<td>Data Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 717</td>
<td>Fundamentals of Marketing Analytics</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses (12 Hours)

These electives are chosen from a number of approved elective offerings of the Moore School of Business and Tec de Monterrey.

Financial and Resource Management, Certificate

The Certificate is designed to complement graduate degree programs offered within the Moore School of Business. It is designed to enhance the student's career opportunities by providing preparation in areas critical to those working within the finance and accounting function in private and public sector organizations. Requirements for admission to the Certificate program are the same as those for the Moore School MBA program.

Certificate Requirements (12 Hours)

Select at least four hours of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMSB 710</td>
<td>Financial Accounting in the Global Environment</td>
<td>3</td>
</tr>
<tr>
<td>DMSB 717</td>
<td>Management Accounting in the Global Environment</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 504</td>
<td>Legal Issues for Accountants &amp; Managers</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 505</td>
<td>Governmental and Nonprofit Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 737</td>
<td>Accounting Information Systems from a Strategic Perspective</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 738</td>
<td>Financial Statement Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 743</td>
<td>Accounting for Management Control</td>
<td>3</td>
</tr>
<tr>
<td>FIN 761</td>
<td>Advanced Financial Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Select at least six hours of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMSB 718</td>
<td>Global Supply Chain and Operations Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses (12 Hours)

Select at least one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMSB 741</td>
<td>Comparative Institutional Systems</td>
<td>3</td>
</tr>
<tr>
<td>or IBUS 706</td>
<td>Nations States, Regional Networks and Global Markets</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMSB 714</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>IBUS 705</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>IBUS 703</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses

Select six hours of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IBUS 704</td>
<td>Comparative Corporate Governance</td>
<td>3</td>
</tr>
<tr>
<td>IBUS 710</td>
<td>Global Stakeholder Management</td>
<td>3</td>
</tr>
<tr>
<td>IBUS 726</td>
<td>The Business Case for Services Offshoring</td>
<td>3</td>
</tr>
<tr>
<td>IBUS 727</td>
<td>Economic Development and Global Strategy</td>
<td>3</td>
</tr>
<tr>
<td>IBUS 731</td>
<td>Global Competitive Analysis</td>
<td>3</td>
</tr>
<tr>
<td>IBUS 734</td>
<td>International Business Negotiations</td>
<td>3</td>
</tr>
<tr>
<td>IBUS 750</td>
<td>Exploring Global Business</td>
<td>3</td>
</tr>
</tbody>
</table>

Global Strategy, Certificate

The Global Strategy Certificate Program is a unique educational opportunity for those interested in global management careers in business, financial, or non-profit organizations. It provides specialized content knowledge in global strategy and related areas and facilitates further development of essential skills such as critical thinking, problem solving, and contextual intelligence. Specifically, participants will learn how to utilize global opportunities for growth, assess risks and benefits of different investment and locational choices, and manage effectively their activities across borders. They will develop valuable insights and practical skills for assessing and understanding the economic, institutional, and cultural differences across markets and for creating competitive global organizations in the new world economy.

Certificate Requirements (12 Hours)

To enroll in this program, participants must have a bachelor’s degree and have basic knowledge of frameworks and theories of strategic management. Those who lack such foundational knowledge will be required to complete a short intensive workshop about key strategy concepts. To be awarded this certificate, participants must complete four graduate courses for a total of 12 credit hours. Coursework includes Two Core and Two Elective courses as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMSB 741</td>
<td>Comparative Institutional Systems</td>
<td>3</td>
</tr>
<tr>
<td>or IBUS 706</td>
<td>Nations States, Regional Networks and Global Markets</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMSB 714</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>IBUS 705</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>IBUS 703</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses

Select six hours of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IBUS 704</td>
<td>Comparative Corporate Governance</td>
<td>3</td>
</tr>
<tr>
<td>IBUS 710</td>
<td>Global Stakeholder Management</td>
<td>3</td>
</tr>
<tr>
<td>IBUS 726</td>
<td>The Business Case for Services Offshoring</td>
<td>3</td>
</tr>
<tr>
<td>IBUS 727</td>
<td>Economic Development and Global Strategy</td>
<td>3</td>
</tr>
<tr>
<td>IBUS 731</td>
<td>Global Competitive Analysis</td>
<td>3</td>
</tr>
<tr>
<td>IBUS 734</td>
<td>International Business Negotiations</td>
<td>3</td>
</tr>
<tr>
<td>IBUS 750</td>
<td>Exploring Global Business</td>
<td>3</td>
</tr>
</tbody>
</table>
Human Resources, Certificate

The Certificate is designed to complement graduate degree programs offered within the Moore School of Business. It is designed to enhance the student’s career opportunities by providing preparation in areas critical to those working within Human Resources in private and public sector organizations. Requirements for admission to the Certificate are the same as those for the Moore School MBA program.

To obtain this graduate certificate, students must complete a 4-course sequence in Human Resources, with a GPA of 3.0 or better in those four courses. Delivery options may vary based on the market segment:

1. As an option for IMBA and PMBA students (akin to a "concentration").
2. As a standalone option.
3. As an accelerated, customized executive education program.

Certificate Requirements (12 Hours) Coursework

Choose four of the following. This list includes classes that are currently taken by all MHR students.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 701</td>
<td>Human Resources and the Global Firm</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 719</td>
<td>Management of Compensation</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 720</td>
<td>Staffing</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 721</td>
<td>Employment Relations Law</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 722</td>
<td>Labor Relations</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 725</td>
<td>Human Resource Metrics and Research</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 726</td>
<td>Human Resource and Business Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 730</td>
<td>Consulting and Organizational Development in MNCs</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 750</td>
<td>Finance for Human Resource Professionals</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 772</td>
<td>Employee and Leadership Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

Human Resources, M.H.R.

The Master of Human Resources program is designed to train individuals for careers as human resource professionals. Because of the increasingly complex and sophisticated nature of the profession, both business foundation courses and a high degree of specialization in the human resource area are needed in order to meet the needs of employers.

The M.H.R. program ensures students achieve the necessary specialized training through 12 semester hours selected from coursework in accounting, economics, finance, management science, and marketing.

Learning Outcomes

- Communication skills: Students will be able to engage in effective business communication, with competencies demonstrated for both oral and written communication.
- Functional/Domain expertise: Students will have specialized expertise in a functional area or domain area to address complex business or economic issues.
- Data-driven decision-making skills: Students will examine the role of quantitative data in managerial decision making. They will understand the importance and roles of different types of data. Students will be able to present data in various formats.
- Global Business Competencies: Students will be able to draw upon their understanding of the international business environment to address complex business or economic questions.
- Collaboration and influence skills: Students will be able to work effectively within a group context and use appropriate influence tactics when working with others.

Admission

Requirements for admission to the program conform to the general regulations of The Graduate School and the accreditation standards of the Association to Advance Collegiate Schools of Business International (AACSB International). Applicants submit the Moore School of Business application, an official transcript of their complete academic record and competitive scores on the GRE or GMAT.

International applicants whose native language is not English are also required to submit a satisfactory score on the TOEFL or the IELTS International Academic Course Type 2 Exam. Otherwise-qualified candidates are required to achieve a TOEFL score of at least iBT of 100 or 600 paper-based or a score of at least 7.0 on the IELTS exam. The TOEFL is not required of international students who have a degree from an American college or university.

Please visit the Darla Moore School of Business (https://www.sc.edu/study/colleges_schools/moore/) website for admissions information.

Degree Requirements (45 Hours)

Human Resource Core Courses (27 Hours)

Students are required to complete 27 hours of HR core courses listed below. Selected courses may be substituted with special topics coursework (MGMT 590) based on approval of the Program Academic Director.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 701</td>
<td>Human Resources and the Global Firm</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 719</td>
<td>Management of Compensation</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 720</td>
<td>Staffing</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 721</td>
<td>Employment Relations Law</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 722</td>
<td>Labor Relations</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 725</td>
<td>Human Resource Metrics and Research</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 726</td>
<td>Human Resource and Business Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 730</td>
<td>Consulting and Organizational Development in MNCs</td>
<td>3</td>
</tr>
</tbody>
</table>
participants who so choose to develop a significant area of specialized expertise. Graduates of the I.M.B.A. program are true internationalists, equipped to operate in the culturally diverse markets now open to the global firm.

The degree program prepares its graduates for global business careers. Each graduate has the opportunity to develop competency in a second language and will complete a rigorous program of graduate business study; develop an understanding of another culture and business environment, and integrate academic course work through the experience of an extensive internship. Each candidate for the degree is admitted to a language track or the global track. The language selected determines the culture to be studied and the region of the world where the internship is located. Language tracks currently offered are French, German, Italian, Portuguese, and Spanish (two-year programs), and Arabic, Chinese, and Japanese (three-year programs). Rather than learn another language, students in the global track pursue additional course work that focuses on the political, economic, and business factors affecting the investment climate of various regions of the world. The program must be taken on a full-time basis, with classes beginning each July. The courses in the program are taken in sequence over a two- or three-year period, depending on the track to which the candidate is admitted.

Learning Outcomes

- Communication skills: Students will be able to engage in effective business communication, with competencies demonstrated for both oral and written communication.
- Business Acumen: Students will acquire in-depth knowledge in the core foundational courses of business to understand the operations of the modern business corporation.
- Data-driven decision-making skills: Students will examine the role of quantitative data in managerial decision making. They will understand the importance and roles of different types of data. Students will be able to present data in various formats.
- Global business competencies: Students will be able to draw upon their understanding of the international business environment to address complex business or economic questions.
- Integrative understanding of business and government interactions globally: Students will possess the skills to capture and understand an insiders perspective of how business is conducted in a particular country.
- Foreign Language Proficiency: Students will acquire effective communication skills in other languages as identified in their program of study.
- Global Leadership: Students will acquire the specific skills to enable them to work and lead across borders.

Admission

Requirements for admission to the program conform to the general regulations of The Graduate School and the accreditation standards of AACSB International—the Association to Advance Collegiate Schools of Business. Applicants submit the official graduate application, an official transcript of their complete academic record, and satisfactory scores on the GMAT or GRE. At least two years of meaningful work experience is expected.

International applicants whose native language is not English are also required to submit a satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam. Otherwise-qualified candidates are required to achieve a TOEFL score of at least iBT 100 or 600 paper-based or a score of at least 7.0 on the IELTS exam. The TOEFL is not required for admission.
of international students who have a degree from an American college or university. Graduates of foreign universities or colleges who have completed an academic program equivalent to a bachelor’s degree from a U.S. institution are encouraged to apply for admission.

Please visit the Darla Moore School of Business website for admissions information.

**Degree Requirements (74 Hours)**

**Select from the Following (41 Hours minimum)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMSB 710</td>
<td>Financial Accounting in the Global Environment</td>
<td>2-3</td>
</tr>
<tr>
<td>DMSB 712</td>
<td>Quantitative Methods in Business</td>
<td>2-3</td>
</tr>
<tr>
<td>DMSB 713</td>
<td>Global Economics</td>
<td>3</td>
</tr>
<tr>
<td>DMSB 717</td>
<td>Management Accounting in the Global Environment</td>
<td>2-3</td>
</tr>
<tr>
<td>DMSB 706A</td>
<td>Globalization, Culture and the Business Environment</td>
<td>3</td>
</tr>
<tr>
<td>DMSB 706B</td>
<td>Internship in International Business</td>
<td>6</td>
</tr>
<tr>
<td>DMSB 711</td>
<td>Global Strategic Management I</td>
<td>2-3</td>
</tr>
<tr>
<td>DMSB 714</td>
<td>Global Finance</td>
<td>3</td>
</tr>
<tr>
<td>DMSB 715</td>
<td>Global Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>DMSB 716</td>
<td>Global Supply Chain and Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>DMSB 723</td>
<td>Leading Teams and Organizations</td>
<td>2-3</td>
</tr>
<tr>
<td>DMSB 741</td>
<td>Comparative Institutional Systems</td>
<td>3</td>
</tr>
<tr>
<td>DMSB 719</td>
<td>Information Systems</td>
<td>2</td>
</tr>
<tr>
<td>DMSB 740</td>
<td>Management of Human Capital</td>
<td>2</td>
</tr>
<tr>
<td>MGSC 777</td>
<td>Advanced Quantitative Methods in Business</td>
<td>3</td>
</tr>
</tbody>
</table>

**Select from the Following (12 Hours)**

**Language Track**
The Language Track consists of, but is not limited to, Arabic, Chinese, Japanese, Spanish, French, German and Portuguese.

Candidates in the language tracks will complete 12 credit hours of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMSB 700</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DMSB 703</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DMSB 705</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Candidates in the Arabic, Chinese, and Japanese tracks must also complete a prescribed overseas curriculum to meet the degree requirements. These three language tracks are full time programs that may require 36 months to complete. In such cases, students spend approximately one-and-a-half years abroad developing language competency and cultural understanding and completing their internship.

Candidates in the Language Track who demonstrate language capability to waive DMSB 700 or DMSB 703 must take additional Global track electives as approved by the Full-Time MBA Program office in place of the waived courses.

**Global Track**
Candidates in the Global Track will complete 12 credit hours of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Approved elective courses</td>
<td>6</td>
</tr>
<tr>
<td>DMSB 708</td>
<td>Global Business Issues I</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 12

**European Track**

*Note: As of 2008, the European track is no longer admitting students.*

Students with significant work experience may not need the on-the-job training that an international internship offers. To meet the needs of these students, the Moore School of Business has developed a joint program with the Wirtschaftsuniversitat Wien (WU-Wien, Vienna Economics and Business University), Austria’s leading business school. This all-English, 15-month program builds on the best of European and American management education.

Students gain international experience by taking classes at the WU-Wien for six months. Outstanding faculty from both institutions teach the internationalized business core. A distinguished speakers series and field trips reinforce material learned in class with actual European business practices. After finishing the core classes, students take two semesters of elective classes at the University of South Carolina along with students in the language and global tracks who have just returned from their internships.

**Required Courses taken at WU-Wien**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMSB 701</td>
<td>Introduction to the European Union</td>
<td>1</td>
</tr>
<tr>
<td>DMSB 711</td>
<td>Global Strategic Management I</td>
<td>2-3</td>
</tr>
<tr>
<td>DMSB 712</td>
<td>Quantitative Methods in Business</td>
<td>2-3</td>
</tr>
<tr>
<td>DMSB 713</td>
<td>Global Economics</td>
<td>3</td>
</tr>
<tr>
<td>DMSB 714</td>
<td>Global Finance</td>
<td>3</td>
</tr>
<tr>
<td>DMSB 715</td>
<td>Global Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>DMSB 716</td>
<td>Global Supply Chain and Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>DMSB 717</td>
<td>Leading Teams and Organizations</td>
<td>2-3</td>
</tr>
<tr>
<td>DMSB 718</td>
<td>Globalization, Culture and the Business Environment</td>
<td>3</td>
</tr>
<tr>
<td>DMSB 719</td>
<td>Information Systems</td>
<td>2</td>
</tr>
<tr>
<td>DMSB 721</td>
<td>Global Entrepreneurship</td>
<td>1.5</td>
</tr>
<tr>
<td>DMSB 722</td>
<td>Globalization and Corporate Responsibility</td>
<td>1.5</td>
</tr>
<tr>
<td>DMSB 723</td>
<td>Leading Teams and Organizations</td>
<td>2-3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 29-33

**Elective Courses Taken at the Moore School of Business (21 Hours)**

Electives are chosen from the list of approved elective offerings of the Moore School of Business.

**International Business, M.I.B.**

The M.I.B. program is an interdisciplinary program that equips students with the tools needed to analyze the cultural, legal, economic and political forces that profoundly shape global business. Our highly customizable program allows students to select from functionally based courses to hone relevant expertise for their future career.
Learning Outcomes
- Students will have knowledge of diverse institutional arrangements around the globe.
- Students will have understanding of the impact of government policies on business.
- Students will have knowledge of tools and concepts associated with complex negotiation skills.
- Students will have knowledge of governance-related issues.

Admission
Requirements for admission to the program conform to the general regulations of The Graduate School and the accreditation standards of the Association to Advance Collegiate Schools of Business International (AACSB International). Applicants submit the Moore School of Business application, an official transcript of their complete academic record, two letters of reference and may potentially need a competitive score on the GMAT or GRE.

International applicants whose native language is not English may be required to submit a satisfactory score on the TOEFL or the IELTS International Academic Course Type 2 Exam. Otherwise-qualified candidates are required to achieve a TOEFL score of at least iBT 100 or 600 paper-based or a score of at least 7.0 on the IELTS exam. The TOEFL is not required of international students who have a degree from an American college or university or who have earned a degree (in the top 25% of their class) fully administered in English. Graduates of foreign universities or colleges who have completed an academic program equivalent to a bachelor's degree from a U.S. institution are encouraged to apply for admission.

Please visit the Darla Moore School of Business (https://www.sc.edu/study/colleges_schools/moore/) website for admissions information.

Degree Requirements (30 Hours)
Core Courses (12 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IBUS 734</td>
<td>International Business Negotiations</td>
<td>3</td>
</tr>
<tr>
<td>IBUS 704</td>
<td>Comparative Corporate Governance</td>
<td>3</td>
</tr>
<tr>
<td>IBUS 705</td>
<td>Nations States, Regional Networks and Global Markets</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (18 Hours)
- These courses are chosen from the list of elective offerings approved by the program faculty director.

International Finance, Certificate
The International Finance Certificate is a unique opportunity for those with interests or careers in finance and related fields to gain specialized knowledge and skills in international finance and investments. The certificate offers courses that analyze the international financial environment and the multinational corporation, financial management of multinational corporations, international investments and portfolio management, and international corporate governance.

Certificate Requirements (12 Hours)
This program is currently restricted to students that are not already enrolled in a graduate degree program at the Darla Moore School of Business. To enroll in this graduate finance certificate, participants must have a bachelor's degree and have basic knowledge of and/or professional experience in corporate finance and financial management. Those who lack such foundational knowledge will be required to complete a one-week intensive workshop about key finance concepts. To be awarded this certificate, participants must complete 12 credit hours as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IBUS 701</td>
<td>International Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>IBUS 711</td>
<td>Global Corporate Valuation</td>
<td>3</td>
</tr>
<tr>
<td>IBUS 714</td>
<td>Global Equity Investments</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses
Select three hours of the following:
- IBUS 704 Comparative Corporate Governance
- IBUS 750 Exploring Global Business
- IBUS 790 Specialized Study in International Business

Total Credit Hours 12

Note: Subject to approval by the Moore School International Finance certificate Committee, students may request that other courses be substituted for the courses above. The certificate provides relevant coursework to apply for graduate programs such as PMBA and MS in Finance. Subject to approval by the Moore School Graduate Program Committee, students will have the opportunity to transfer 9 credit hours into a Master program.

College of Education
Department Website (https://www.sc.edu/study/colleges_schools/education/)
- Jon E. Pedersen, Dean
- Thomas E. Hodges, Executive Associate Dean for Faculty and Academic Affairs
- Michelle L. Bryan, Chief Equity Officer & Associate Dean for Diversity, Equity and Inclusion
- Rob L. Dedmon, Assistant Dean for Enrollment Management and Academic Program Development
- Ryan Inzana, Assistant Dean for Business Operations and Chief Financial Officer
- Cindy Van Buren, Assistant Dean for Professional Partnerships

The College of Education is a member of the National Network for Education Renewal and the American Association of Colleges of Teacher Education. The College of Education is the anchor of the Professional Education Unit (PEU) of USC, which includes five other colleges/schools and carries full accreditation from the Council for the Accreditation of Educator Preparation (CAEP). The College of Education, in cooperation with the other colleges and schools of the PEU, prepares collaborative educational leaders and advocates, offering programs for teacher certification, counselor certification, and advanced degrees for educators.

Admission
Regulations and requirements for admission to graduate study and graduate degree candidacy in the College of Education correspond...
to those of The Graduate School. Admission decisions in the College of Education are based on multiple indicators and vary by program. Application requirements for each program are specified on the Graduate School's prospective student page at http://gradschool.sc.edu/ prospective/graduate_programs.asp

Progression in the College of Education

All students enrolled in graduate courses are subject to the academic regulations of The Graduate School. It is the responsibility of each student to be aware of these rules and regulations. In addition to the Graduate School's academic standards for progression, the College of Education stipulates that 12 hours of credit below a grade of B on graduate work while admitted to a College of Education graduate degree or certificate program will disqualify a student from continuation in and completion of that program. Individual program areas may have more stringent progression requirements.

Students enrolled in a graduate degree program in the College of Education will have a maximum of two opportunities to pass required progression assessments. These progression assessments include the master's comprehensive assessment, doctoral qualifying exam, doctoral comprehensive exam, and doctoral dissertation defense.

Departments

- Educational Leadership Policies (p. 962)
- Educational Practice and Innovation, Ed.D. (p. 971)
- Educational Studies (p. 972)
- Initial Teacher Certification Programs (p. 1001)
- Instruction and Teacher Education (p. 1019)
- Physical Education (p. 1034)

Educational Leadership Policies

Peter Moyi, Interim Chair

Programs

- Education Administration, Ed.S. (p. 965)
- Education Administration, M.Ed. (p. 966)
- Education Administration, Ph.D. (p. 967)
- Higher Education and Student Affairs, M.Ed. (p. 969)
- Higher Education Leadership, Certificate (p. 970)

Courses

EDAD 690 - Independent Study (1-3 Credits)
EDAD 718 - School and Community Relationships (3 Credits)
EDAD 719 - Interpersonal and Group Relations in Educational Administration (3 Credits)
EDAD 795A - Practicum in School Administration (3 Credits)
EDAD 795B - Practicum in School Administration (3 Credits)
EDAD 795C - Practicum in School Administration (3 Credits)
EDAD 826 - Professional Negotiation in Elementary and Secondary Schools (3 Credits)
EDHE 600 - Special Problems in Higher Education and Student Affairs (1-3 Credits)
EDHE 730 - Evolution of Higher Education in America (3 Credits)
EDHE 731 - Student Affairs in Higher Education (3 Credits)
EDHE 732 - The American College Student (3 Credits)
EDHE 733 - The Ideas of American Higher Education (3 Credits)
EDHE 734 - The Community/Technical College (3 Credits)
EDHE 735 - Academic Advising in Higher Education (3 Credits)

EDAD 795B - Practicum in School Administration (3 Credits)
An internship in schools at the appropriate level for certification. Will include field experience seminars. Should be taken as last course in degree program.

EDAD 795C - Practicum in School Administration (3 Credits)
An internship in schools at the appropriate level for certification. Will include field experience seminars. Should be taken as last course in degree program.

EDAD 826 - Professional Negotiation in Elementary and Secondary Schools (3 Credits)
An advanced course designed for administrators and prospective administrators. Content for the course ranges from theoretical bases for negotiation through application of specific skills in the negotiating process. Also includes a survey of legislative enactments in various selected states.

EDHE 600 - Special Problems in Higher Education and Student Affairs (1-3 Credits)
The course is designed to provide opportunities for the study of special topics in higher education and student affairs administration.

EDHE 730 - Evolution of Higher Education in America (3 Credits)
Development of environments, institutions, and individuals relevant to American higher education since the 17th century. Covers foundational history as relevant to contemporary administration, students, faculty, curricula, and policies at institutional, state, and federal levels.

EDHE 731 - Student Affairs in Higher Education (3 Credits)
Objectives and philosophy of student affairs, organizations and administration of student affairs divisions, and current trends and issues.

EDHE 732 - The American College Student (3 Credits)
Study of theories of college student development and learning and application of theories to enhance administrative practices in American higher education. Also examines the impact of the college environment on students.

EDHE 733 - The Ideas of American Higher Education (3 Credits)
Analysis of competing ideas of higher education with the purpose of helping students construct consistent sets of beliefs about values in higher education as a guide to understanding administrative and academic decisions. 

EDHE 734 - The Community/Technical College (3 Credits)
Introduction to historical and current events shaping two-year college missions, programs, clienteles, and services. Preparation to assume student services and instructional positions within two-year colleges.

EDHE 735 - Academic Advising in Higher Education (3 Credits)
A comprehensive introduction to the field of academic advising with special emphasis on the topic Appreciative Advising.
EDHE 736 - Financial Aspects of Higher Education (3 Credits)
Survey of principles and practices of financing higher education institutions, including revenue generation and asset allocation. The course reviews methods of budgeting and business processes utilized by colleges and universities.

EDHE 737 - Legal Aspects of Higher Education (3 Credits)
Especially for faculty members and administrators in post-secondary institutions. Emphasis on techniques of legal research, constitutional provisions, statutory laws, court decisions, and regulations as they affect administration of higher education.

EDHE 738 - Principles of College Teaching (3 Credits)
Designed for prospective teachers in institutions of higher education. Considers the practice of teaching from philosophical, empirical, conceptual, and practical vantage points to prepare instructors for a changing and diverse student population.

EDHE 739 - Seminar on Diversity in Higher Education (3 Credits)
Survey of major topics related to social justice, diversity and inclusion in post-secondary institutions.

EDHE 740 - Equity and Access in Higher Education (3 Credits)
The legal, educational and public policy issues that affect access to higher education in America.

EDHE 741 - Seminar on Ethical Issues in Higher Education (3 Credits)
Examination of contemporary ethical issues and problems confronted by higher education administrators.

EDHE 747 - Program Design and Implementation (3 Credits)
An analysis of the theories, processes, and issues underlying the design and implementation of programs for learners in a post-secondary or professional context.

EDHE 748 - Staff Development and Training (3 Credits)
Review of the history, concepts, current techniques, and issues in staff development and training examination and application of skills required by the training practitioner and learning specialist.

EDHE 790 - Independent Study (1-3 Credits)
Independent Study Contract required.

EDHE 799 - Thesis Preparation (1-9 Credits)

EDHE 830 - Organization, Administration, and Governance of Higher Education (3 Credits)
Application of organization and administrative theory to post-secondary institutions of education, with emphasis on policy implementation.

EDHE 831 - Internship in Higher Education and Student Affairs (3-6 Credits)
Internship experience in higher education and student affairs offices. Students are placed in college, university, or agency administration offices under joint supervision of administrative personnel of these offices and faculty members. Prospectus must be submitted at least one month before start of the internship.

EDHE 832 - Special Topics in Higher Education (3 Credits)
Selected topical problems in higher education for advanced graduate students interested in the administration of higher education or college teaching. Possible topics include, evaluation, accountability, management, the learning society, the financial crisis, coordination vs. autonomy. May be used on a program of study up to three times.

EDHE 833 - Contemporary Trends/Issues in Higher Education (3 Credits)
Overview of the major trends and issues confronting American higher education.

EDHE 834 - Internship in College Teaching (3-6 Credits)
Designed to provide opportunity for supervised teaching experience in 2-year and 4-year institutions of higher education. Student will intern as teacher with day-to-day supervision by an experienced instructor. Weekly seminar on campus.

Prerequisites: EDHE 738.

EDHE 835 - Leadership in Higher Education (3 Credits)
Leadership theory and practice as applied to programs, units, and institutions in higher education. Addresses leadership strategies, options, characteristics, traits, and styles.

EDHE 837 - Higher Education and Student Affairs Practicum I (3 Credits)
Supervised experiences in different aspects of higher education and student affairs administration through work in various administrative offices at USC and other colleges.

EDHE 838 - Higher Education and Student Affairs Practicum II (3 Credits)
Additional opportunities for supervised experiences in higher education and student affairs administration.

Prerequisites: EDHE 837.

EDHE 839 - Institutional Assessment in Higher Education (3 Credits)
Concepts, models, and practice of institutional assessment. Student participation in an actual assessment project.

EDHE 851 - Comparative Higher Education (3 Credits)
Introduces students to the study of higher education in other countries, including policy and governance, finance, student life, the professoriate and related issues in comparative perspective. Includes a study abroad component with additional fees.

EDHE 890 - Independent Study (1-3 Credits)
Restricted to doctoral students. Independent Study Contract required.

EDHE 899 - Dissertation Preparation (1-12 Credits)

EDLP 517 - Law and Policy Studies in Education (3 Credits)
Policy issues affecting public and private educational institutions across the PK-20 continuum (pre-school through higher education).

EDLP 520 - The Teacher as Manager (3 Credits)
To help teachers, principals, and other personnel solve school problems by identifying and applying selected management techniques.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

Experiential Learning: Experiential Learning Opportunity

EDLP 525 - Resources for Teaching and Learning (3 Credits)
An introduction to educational technology, its increasing importance in the total school program, and its relationship to learning theories and communication.

EDLP 601 - The Effective Teacher (3 Credits)
Use of theory and research to understand and improve classroom teaching. Emphasis on teacher reflection and decision-making. The administrative role in enhancing effectiveness is highlighted.

EDLP 690 - Independent Study (1-3 Credits)

EDLP 700 - Introduction to Educational Administration (3 Credits)
A survey of basic principles of school administration, the conceptual and structural organization of public education, and the educational governance at the federal, state, and local levels.

EDLP 701 - School Leadership (3 Credits)
A study of interpersonal relations and communication within an educational organization and between the school and the community.
EDLP 702 - School Personnel Administration (3 Credits)
Personnel management in the public schools with attention to such issues as teacher supply, recruitment, selection, staff development, supervision, teacher welfare, legal rights/liabilities of school personnel.

EDLP 703 - Supervision of Instruction (3 Credits)
An introduction to the functioning of an educational supervisor. Emphasis on the improvement of instruction and instructional programs.

EDLP 704 - School Finance and Business Management (3 Credits)
Financial and business management functions of school administration. Local/state/national funding issues, economics and politics of school finance, budget preparation, accounting/auditing/plant operation/maintenance from school level.
Prerequisites: At least two of the following EDLP 700, EDLP 701, EDLP 702, EDLP 703.

EDLP 705 - Legal Basis of Educational Organization and Administration (3 Credits)
Emphasis on techniques of legal research, the legal relationships between the federal and state government as they relate to school district organization and administration, as well as legal case studies in all major areas of administrative concern.
Prerequisites: At least two of the following EDLP 700, EDLP 701, EDLP 702, EDLP 703.

EDLP 706 - The Principalship (3 Credits)
Principles, problems, competencies, and practices involved in the administration of schools.
Prerequisites: Completion 15 hours of EDLP courses prior to enrolling.
Corequisite: one of EDLP 707A, EDLP 707B, EDLP 708A, EDLP 708B, EDLP 709A or EDLP 709B.

EDLP 707A - The Elementary School Principal in Practice I (3 Credits)
One of two courses in a required two-semester internship in the elementary schools.
Corequisite: EDLP 706.

EDLP 707B - The Elementary School Principal in Practice II (3 Credits)
One of two courses in a required two-semester internship in the elementary schools.
Corequisite: EDLP 706.

EDLP 708A - The Middle School Principal in Practice I (3 Credits)
One of two courses in a required two-semester internship in the middle schools.
Corequisite: EDLP 706.

EDLP 708B - The Middle School Principal in Practice II (3 Credits)
One of two courses in a required two-semester internship in the middle schools.
Corequisite: EDLP 706.

EDLP 709A - The High School Principal in Practice I (3 Credits)
One of two courses in a required two-semester internship in the high schools.
Corequisite: EDLP 706.

EDLP 709B - The High School Principal in Practice II (3 Credits)
One of two courses in a required two-semester internship in the high schools.
Corequisite: EDLP 706.

EDLP 734 - Improvement Science and Action Research (3 Credits)
Using action research strategies and an improving science framework for continuous improvement.

EDLP 737 - Anti-racist Leadership (3 Credits)
An introduction to ideas supporting anti-racist educational leadership across the P-20 educational pipeline. Specific topics include contested definitions of racism, policy, praxis, and anti-racist research, scholarship and leadership.

EDLP 751 - Advanced School Law (3 Credits)
A seminar designed to give teachers and school administrators an opportunity to explore key legal issues.
Prerequisites: EDLP 705.

EDLP 752 - Computer Management in Educational Institutions (3 Credits)
Open to advanced graduate students of education. History of the management, movement, and application of techniques and processes for managing the modern educational institution, emphasizing computer technology.

EDLP 753 - Advanced Methods of Instructional Supervision (3 Credits)
An analysis of leadership techniques necessary to produce instructional improvement in educational organizations and of the technical methodology that distinguishes instructional supervision from other positions of school leadership.
Prerequisites: EDLP 703 or equivalent and employment in a position requiring supervisory responsibilities.

EDLP 754 - Educational Finance (3 Credits)
A study of principles of financing public education, analyses of revenue sources from all levels of government, existing plan of financing and possible alternatives for financing schools from district level.
Prerequisites: EDLP 704.

EDLP 755 - Educational Policy Analysis (3 Credits)
An introduction to policy making in education with emphasis on the local and state levels of policy formation.
Prerequisites: EDLP 705.

EDLP 756 - The Superintendency (3 Credits)
A two-semester course on the district superintendency.
Prerequisites: EDLP 706 and admission to EdS or PhD program.
Corequisite: EDLP 757A.

EDLP 757A - The Superintendent in Practice I (3 Credits)
The first of two courses in a required two-semester internship in the district superintendency.
Prerequisite or Corequisite: EDLP 706, EDLP 756, and admission to EdS or PhD program.

EDLP 757B - The Superintendent in Practice II (3 Credits)
The second of two courses in a required two-semester internship in the district superintendency.
Prerequisite or Corequisite: EDLP 757A and admission to the EdS or PhD program.

EDLP 758 - School Building Planning (3 Credits)
Study of the problems involved and the procedures utilized in a comprehensive approach to planning and constructing school plants, the personnel involved and the roles they play, and the problems related to the long-term financing of such facilities.
Prerequisites: Admission to EdS or PhD program.
EDLP 799 - Thesis Preparation (1-9 Credits)

EDLP 803 - Administrative Evaluation and Decision-Making (3 Credits)
A study of the requirements, practices, problems, and opportunities of administrative evaluation of programs and personnel as required by state and federal educational legislation.
Prerequisites: Admission to EdS or PhD program.

EDLP 804 - Advanced Educational Finance (3 Credits)
A study of funding schemes, the economics of financing, and construction and defense of a school district budget. Microcomputers are utilized.
Prerequisites: EDLP 704 and EDLP 754 and PhD candidate.

EDLP 805 - Advanced Educational Policy Analysis (3 Credits)
Advanced study of policy making at the federal level. The class will include a mandatory week-long stay in Washington, D.C.
Prerequisites: EDLP 705 and EDLP 755 and PhD candidate.

EDLP 806 - Theories of Educational Leadership (3 Credits)
Organization, leadership, motivation, and change theories as they apply to educational agencies and institutions.

EDLP 807 - Seminar in Selected Topics in Educational Administration (3 Credits)
Selected topics in educational administration in either finance, administration, supervision, evaluation, policy, and financial planning/management.
Prerequisites: Admission to doctoral program.

EDLP 808 - Field Problems in Educational Administration: The Literature (1-3 Credits)
This course is designed to help students identify a research literature that provides the context for their own dissertation research. Students will conduct a systematic review of this literature in order to refine their questions and methods for their dissertation research, and to build towards their own dissertation proposal and literature review chapter.

EDLP 809 - Field Problems in Educational Administration (1-3 Credits)
Opportunity for in-depth study of selected field problems in educational administration, utilizing research and other techniques.

EDLP 890 - Independent Study (3 Credits)
Independent study form required for authorization.

EDLP 899 - Dissertation Preparation (1-12 Credits)

Education Administration, Ed.S.

The Ed.S. degree is offered for students seeking certification as public school superintendents.

Learning Outcomes

- Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources of a district in a way that promotes a safe, efficient, and effective learning environment.
- Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
- Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.
- Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
- Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Admission

In addition to The Graduate School application requirements, applicants must complete the EDLP application supplement.

Degree Requirements (33 Post-Masters Hours)

A minimum of 33 hours beyond the master's degree is required.

Certification

The Ed.S. in Education Administration satisfies the academic requirements for certification as a superintendent in South Carolina.

Coursework

Coursework is designed to ensure that at the completion of the program the student can demonstrate the knowledge, skills, and dispositions developed in the following:

Area One (21 Hours)

Educational Administration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLP 753</td>
<td>Advanced Methods of Instructional Supervision</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 754</td>
<td>Educational Finance</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 755</td>
<td>Educational Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 756</td>
<td>The Superintendency</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 757A</td>
<td>The Superintendent in Practice I</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 757B</td>
<td>The Superintendent in Practice II</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 758</td>
<td>School Building Planning</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 21

Area Two (9 Hours)

A cognate is defined as an academic area outside the Department of Educational Leadership and Policies. All cognate courses must have prior approval of the student's advisor. Students are encouraged to select cognates from the following areas: special services, instruction, behavioral science, social science, and management science. At least 6
hours must be completed in a single academic discipline (e.g., business administration, psychology).

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select nine hours of course work in a cognate area</td>
<td>9</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 9

**Area Three (3 Hours)**
A 3-hour course in research/measurement/assessment to be selected with the approval of the advisor. This course is in addition to the research course taken at the master’s level. Students with no research courses at the master’s level will be required to take two research-related courses in the Ed.S. degree program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select three hours of course work in educational research</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 3

Note: Courses taken in a master’s degree program cannot be used to fulfill Ed.S. requirements.

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**Education Administration, M.Ed.**

**Learning Outcomes**
- Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community.
- Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
- Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
- Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.
- Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
- Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

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**Admission**
In addition to The Graduate School’s application requirements, applicants must complete the EDLP application supplement.

**Degree Requirements (36 Hours)**
*Must be completed no more than six years prior to graduation.*

**Certification**
The M.Ed. in CD-12 Education Administration incorporates the academic requirements for certification as a principal and supervisor in South Carolina.

**Coursework**
Coursework is designed to ensure that at the completion of the program the student can demonstrate the knowledge, skills, and dispositions developed in the following course work:

**Area A - Education Administration (27 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLP 700</td>
<td>Introduction to Educational Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 701</td>
<td>School Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 702</td>
<td>School Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 703</td>
<td>Supervision of Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 704</td>
<td>School Finance and Business Management</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 705</td>
<td>Legal Basis of Educational Organization and Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 706</td>
<td>The Principalship</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following areas: 6

**Elementary School**
- EDLP 707A The Elementary School Principal in Practice I
- EDLP 707B The Elementary School Principal in Practice II

**High School**
- EDLP 709A The High School Principal in Practice I
- EDLP 709B The High School Principal in Practice II

**Total Credit Hours** 27

Note:
1. It is recommended that students begin with one of the following courses: EDLP 700, EDLP 701, EDLP 702, and EDLP 703. However, there are no prerequisites to courses in the program other than the principalship block (see no. 3 below).
2. EDLP 707A and EDLP 707B or EDLP 709A and EDLP 709B must be taken concurrently with EDLP 706 over a two-semester period.
3. Students must have completed at least 15 hours of EDLP courses prior to enrolling in EDLP 706, EDLP 707A and EDLP 707B, EDLP 708A, or EDLP 709A and EDLP 708B. Three of these hours may be taken concurrently in the semester in which the principalship course begins.

**Area B (9 Semester Hours of Related Courses)**

*Curriculum Course (3 hours)*
A graduate credit course in curriculum to be selected with the approval of the advisor. Recommended:
to perform their professional roles and to keep abreast of the field's changing knowledge base.

- Inquiry Skills and Knowledge of Research Methods. Using systematic and professionally accepted approaches, advanced program candidates demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals.
- Skills in Collaborating, Teaching, and/or Mentoring. Advanced program candidates demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles.
- Advocacy Skills. Advanced program candidates demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all students.
- Leadership Skills. Advanced program candidates reflect on and use their abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for students, families, and the profession.
- Program Evaluation in Educational Leadership. Students enrolled in the PhD in Educational Leadership (CD-12 emphasis) demonstrate an awareness, understanding and application of multiple research methodologies that align with differing types of research questions.
- Application of Original Research in Educational Leadership: Students enrolled in the PhD in Educational Leadership (CD-12 emphasis) demonstrate an awareness, understanding and application of multiple research methodologies that align with differing types of research questions.
candidates demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals.

- Skills in Collaborating, Teaching, and/or Mentoring. Advanced program candidates demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles.
- Advocacy Skills. Advanced program candidates demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all students.
- Leadership Skills. Advanced program candidates reflect on and use their abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for students, families, and the profession.
- Knowledge of current theories and models of institutional organization, administration, and governance.
- Knowledge of legal research, constitutional provisions, statutory laws, course decisions, and regulations as they affect administration of higher education.

**Admission**

Applicants must complete the Graduate School application.

**Degree Requirements (51 Post-Masters Hours/36 Post-Specialist Hours)**

The total number of hours required may vary depending on prior graduate coursework completed, but must be no less than the hours stated. Based on the curriculum described below, a program of study will be developed with the student’s advisor and must be approved by the Graduate Director and the Dean of the Graduate School. Courses listed on the program of study must be completed no more than 10 years prior to graduation.

**Qualifying Examination**

A writing sample, as one part of a three-part interview process, serves as the qualifying examination.

**Coursework**

Coursework is designed to ensure that at the completion of the program the student can demonstrate the knowledge, skills, and dispositions developed in each of the following 4 areas.

**Area 1 - Doctoral Core Courses (15 Hours)**

15 hours of required doctoral core courses. Required for students completing the Higher Education Administration and the CD-12 Education Administration concentrations.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLP 805</td>
<td>Advanced Educational Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 806</td>
<td>Theories of Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 807</td>
<td>Seminar in Selected Topics in Educational Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 808</td>
<td>Field Problems in Educational Administration: The Literature</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 809</td>
<td>Field Problems in Educational Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 15

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**Area 2 - Concentration Courses (15 Hours)**

**CD-12 Education Administration Concentration**

A minimum of 15 hours of coursework related to CD-12 education administration as approved by advisor. Possible courses include, but are not limited to the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLP 753</td>
<td>Advanced Methods of Instructional Supervision</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 754</td>
<td>Educational Finance</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 755</td>
<td>Educational Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 756</td>
<td>The Superintendent</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 757A</td>
<td>The Superintendent in Practice I</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 757B</td>
<td>The Superintendent in Practice II</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 758</td>
<td>School Building Planning</td>
<td>3</td>
</tr>
</tbody>
</table>

**Higher Education Administration Concentration**

15 hours of EDHE (or EDLP) coursework related to higher education administration. Possible courses include, but are not limited to the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDHE 720</td>
<td>Advanced Study in Adult Education</td>
<td>3</td>
</tr>
<tr>
<td>EDHE 730</td>
<td>Evolution of Higher Education in America</td>
<td>3</td>
</tr>
<tr>
<td>EDHE 732</td>
<td>The American College Student</td>
<td>3</td>
</tr>
<tr>
<td>EDHE 734</td>
<td>The Community/Technical College</td>
<td>3</td>
</tr>
<tr>
<td>EDHE 736</td>
<td>Financial Aspects of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDHE 737</td>
<td>Legal Aspects of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDHE 738</td>
<td>Principles of College Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EDHE 830</td>
<td>Organization, Administration, and Governance of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDHE 832</td>
<td>Special Topics in Higher Education 1</td>
<td>3</td>
</tr>
<tr>
<td>EDHE 833</td>
<td>Contemporary Trends/Issues in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDHE 835</td>
<td>Leadership in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDHE 839</td>
<td>Institutional Assessment in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDHE 851</td>
<td>Comparative Higher Education</td>
<td>3</td>
</tr>
</tbody>
</table>

1 Course topics may include, e.g., Ethics, Diversity in Higher Education, Equity & Access in Higher Education, Curriculum in Higher Education, Disability in Higher Education, Film & Fiction.

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**Area 3 - Doctoral Research Cognate (9 Hours)**

**Research Methods Requirement**

9 hours in a doctoral research cognate area; courses must be post-master’s 700- and 800-level outside the EDLP Department. Possible courses include, but are not limited to the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRM 710</td>
<td>Educational Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 711</td>
<td>Educational Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 724</td>
<td>Design and Analysis of Educational Surveys</td>
<td>3</td>
</tr>
<tr>
<td>EDFI 731</td>
<td>Qualitative Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>EDFI 833</td>
<td>Narrative Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>EDFI 836</td>
<td>Ethnography and Education</td>
<td>3</td>
</tr>
<tr>
<td>EDFI 837</td>
<td>Qualitative Case Study</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 720</td>
<td>Survey of Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>
Area 4 - Dissertation Preparation (12 Hours)
A minimum of 12 hours in courses to prepare the student for the dissertation:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLP 899</td>
<td>Dissertation Preparation</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

Comprehensive Examination
The comprehensive examination for the Ph.D. degree includes a written and oral examination.

Dissertation
Every candidate for a doctoral degree is required to successfully complete and defend a dissertation. Prior to preparing a dissertation, a proposal is required. The dissertation proposal must be approved by the student’s Dissertation Committee. The degree candidate must successfully defend the dissertation [oral defense] before his or her Dissertation Defense Committee.

Higher Education and Student Affairs, M.Ed.
The master’s degree in higher education and student affairs is designed to prepare individuals for positions in higher education institutions in areas such as admissions and records, academic administration, alumni affairs, career development and employer relations, international student programs, new student orientation, student activities, student advisement, student financial aid, student housing, and student judicial programs.

Learning Outcomes
- Cultural Competence. Advanced program candidates demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity.
- Knowledge and Application of Ethical Principles. Advanced program candidates demonstrate in-depth knowledge and thoughtful application of the Code of Ethical Conduct and other guidelines relevant to their professional role.
- Communication Skills. Advanced program candidates possess a high level of oral, written, and technological communication skills, with specialization for the specific professional role(s) emphasized in the program. For programs for the advanced preparation of teachers, candidates meet ISTE standards. For doctoral programs, candidates are prepared to publish and present at conferences.
- Mastery of Relevant Theory and Research. Advanced program candidates demonstrate in-depth, critical knowledge of the theory and research relevant to the professional role(s) and focus area(s) emphasized in the program.
- Skills in Identifying and Using Professional Resources. Advanced program candidates demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform their professional roles and to keep abreast of the field’s changing knowledge base.
- Inquiry Skills and Knowledge of Research Methods. Using systematic and professionally accepted approaches, advanced program candidates demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals.
- Skills in Collaborating, Teaching, and/or Mentoring. Advanced program candidates demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles.
- Advocacy Skills. Advanced program candidates demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all students.
- Leadership Skills. Advanced program candidates reflect on and use their abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for students, families, and the profession.

Specialized Competencies
- Higher Education and Student Affairs graduates should understand the history of higher education in America and how history shapes and informs the practice of higher education and student affairs administration today.
- Higher Education and Student Affairs graduates should be able to use developmental theory to increase their understanding of students’ needs and plan appropriate learning interventions.
- Higher Education and Student Affairs graduates should select and be familiar with a sanction code of ethics that provides a foundation for their work.
- Higher Education and Student Affairs graduates should be able to conduct a sound research study or program evaluation.
- Higher Education and Student Affairs graduates should be able to identify students who need to be referred for additional resources and assistance, especially counseling.

Admission
The faculty of the Higher Education and Student Affairs Program make recommendations for admission to The Graduate School based upon five criteria: academic record, GRE or MAT scores, related work and/or leadership experience, letters of recommendation, and the personal statement.

Degree Requirements (39 Hours)
All master’s degree candidates must complete at least 39 hours of course work. The curriculum includes 18 hours of required core courses. Students also select from one of two major program areas of concentration (higher education administration or student affairs administration) and must take 9 hours of required courses plus 9 additional hours in their area of concentration. Students must also complete 3 hours of elective coursework.

Coursework
Required Core Courses (18 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDHE 730</td>
<td>Evolution of Higher Education in America</td>
<td>3</td>
</tr>
<tr>
<td>EDHE 732</td>
<td>The American College Student</td>
<td>3</td>
</tr>
<tr>
<td>EDHE 737</td>
<td>Legal Aspects of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDHE 830</td>
<td>Organization, Administration, and Governance of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDHE 839</td>
<td>Institutional Assessment in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>or EDCE 600</td>
<td>Communication Skills in Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>
All 39 hours must be completed within six years.

**Comprehensive Assessment**
Each candidate must receive a passing evaluation of a portfolio submitted to the faculty that demonstrates mastery of program learning outcomes and competencies.

**Higher Education Leadership, Certificate**

**Learning Outcomes**

- **Cultural Competence.** Advanced program candidates demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity.
- **Knowledge and Application of Ethical Principles.** Advanced program candidates demonstrate in-depth knowledge and thoughtful application of the Code of Ethical Conduct and other guidelines relevant to their professional role.
- **Communication Skills.** Advanced program candidates possess a high level of oral, written, and technological communication skills, with specialization for the specific professional role(s) emphasized in the program. For programs for the advanced preparation of teachers, candidates meet ISTE standards. For doctoral programs, candidates are prepared to publish and present at conferences.
- **Mastery of Relevant Theory and Research.** Advanced program candidates demonstrate in-depth, critical knowledge of the theory and research relevant to the professional role(s) and focus area(s) emphasized in the program.
- **Skills in Identifying and Using Professional Resources.** Advanced program candidates demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform their professional roles and to keep abreast of the field’s changing knowledge base.
- **Inquiry Skills and Knowledge of Research Methods.** Using systematic and professionally accepted approaches, advanced program candidates demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals.
- **Skills in Collaborating, Teaching, and/or Mentoring.** Advanced program candidates demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles.
- **Advocacy Skills.** Advanced program candidates reflect on and use their abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for students, families, and the profession.

**Specialized Competencies**

- **Provide the knowledge and skills required of mid-level and above leaders in a community college system.**
- **Serve as an incentive for engaging graduates of the Certificate Program in terminal degree programs.**

### Area of Concentration (18 Hours)

#### Higher Education Administration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDHE 734</td>
<td>The Community/Technical College</td>
<td>3</td>
</tr>
<tr>
<td>EDHE 736</td>
<td>Financial Aspects of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDHE 835</td>
<td>Leadership in Higher Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Select nine additional EDHE or Higher Education Administration related hours selected with prior approval of the assigned academic advisor 9

**Total Credit Hours** 18

#### Student Affairs Administration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDHE 731</td>
<td>Student Affairs in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDHE 833</td>
<td>Contemporary Trends/Issues in Higher Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**A Practicum or Internship**

Select one of the following: 3

- EDHE 831 Internship in Higher Education and Student Affairs
- EDHE 834 Internship in College Teaching
- EDHE 837 Higher Education and Student Affairs Practicum I

Select nine additional EDHE or Student Affairs Administration related hours selected with prior approval of the assigned academic advisor 9

**Total Credit Hours** 18

#### Electives (3 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select three additional hours selected with prior approval of the assigned academic advisor</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 3

### Notes

**Practicums and Internships**

No more than 12 hours of practicum and internship courses may be taken for credit towards the degree program.

Students who received the 18-hour Graduate Certificate in Higher Education Leadership must complete the following 21 hours to earn the master’s degree:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDHE 730</td>
<td>Evolution of Higher Education in America</td>
<td>3</td>
</tr>
<tr>
<td>EDHE 830</td>
<td>Organization, Administration, and Governance of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDHE 833</td>
<td>Contemporary Trends/Issues in Higher Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three hours in any graduate level research course with prior approval of the assigned academic advisor 3

Select nine elective hours selected with the approval of the assigned academic advisor 9

**Total Credit Hours** 21
Certificate Requirements (18 Hours)
The certificate in higher education leadership is open to faculty, administrators, and staff of technical colleges who hold a baccalaureate or higher degree.

Coursework

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDHE 734</td>
<td>The Community/Technical College</td>
<td>3</td>
</tr>
<tr>
<td>EDHE 736</td>
<td>Financial Aspects of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDHE 737</td>
<td>Legal Aspects of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDHE 738</td>
<td>Principles of College Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EDHE 835</td>
<td>Leadership in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDHE 839</td>
<td>Institutional Assessment in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>18</strong></td>
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</table>

M.Ed. in Higher Education and Student Affairs
Students interested in subsequent enrollment in the M.Ed. in Higher Education and Student Affairs should note that all certificate and master’s hours must be completed within six years to earn the M.Ed.

Educational Practice and Innovation, Ed.D.
The Doctorate in Education (Ed.D.) in Educational Practice and Innovation bridges the gaps among theory, research, and practice to promote excellence and innovation in teaching, learning, and leadership within and across educational contexts, while stressing the importance of diversity within those contexts. Students must complete a concentration in Curriculum Studies, Education Systems Improvement, Learning Design and Technologies, or STEM Education.

The Curriculum Studies concentration emphasizes concerns for equity and social justice, self-knowledge, cultural issues, and human growth and development through a balanced approach to diversity education consisting of theory and practice. This concentration provides an in-depth understanding of the theory, history, concepts, current techniques, strategies, and issues of diversity in schools, as well as other social institutions and community settings, and facilitates self-reflection for engaging in social justice education.

The Education Systems Improvement concentration develops capacity for school and district improvement with capabilities that include advanced understandings of inquiry and improvement science, organizational culture and change, transforming schools, districts and communities, economics and district finance, education policy and reform, school board relations, and systemic challenges and problems in urban and rural contexts. This concentration:

1. prepares practitioners with a strong foundation and strategies for systems improvement;
2. prepares practitioners with advanced understandings of district, state, and national policies; and
3. develops scholarly practitioners to use principles of improvement science to solve systemic problems of practice in their contexts.

The Learning Design and Technologies concentration develops capabilities essential to the design, development, implementation, evaluation, and research of technology-based learning, instruction, and training (e.g., computer-based training, multimedia development, technology integration, assistive technology modifications, online education, and distance learning). This concentration:

1. prepares practitioners with sound principles and techniques of instructional systems design plus leading-edge technological competency;
2. prepares leaders for the meaningful integration of educational technology in teaching, learning, and performance environments; and
3. develops scholarly practitioners to solve significant problems of practice within their respective contexts.

The STEM Education concentration of the Ed.D. emphasizes content and pedagogy related to integrated approaches to STEM (Science, Technology, Engineering and Mathematics) instruction in PK-12 settings. Through the use of instructional methods, such as project-based learning, the STEM Education concentration provides in-depth instruction related to the integration of science, technology, and engineering and mathematics practices. The STEM Education concentration prepares practitioners and instructional leaders to:

1. engage with and solve significant problems of practice within education settings related to STEM fields;
2. develop, integrate, and evaluate integrated STEM instruction; and
3. leverage project-based learning as a model for STEM practices.

Learning Outcomes
- Students understand issues of diversity in school curriculum from an institutional or structural perspective.
- Students utilize political economic and social mechanisms to equitably shape school curriculum.
- Students consider how the concepts of race, ethnicity, class, gender and sexual orientation intersect in school curriculum.
- Students demonstrate early proficiency at dissertation research skills successfully complete the Prospectus and submit the Doctoral Program of Study (DPOS).
- Students explore interpretive frameworks in a general educational setting.
- Students examine the relationship of the frameworks to human diversity.
- Students analyze the impact of the noted relationships upon established curricula.
- Students demonstrate traits of an Education Activist through the theoretical and conceptual constructs and outcome measures of the dissertation.
- Students finalize the Dissertation in Practice with Plan of Action to extend and expand their research at the classroom district state and/ or national levels.

Degree Requirements
Minimum of 60 hours beyond the master’s degree; or minimum of 39 hours beyond the Ed.S. in Education Administration for students selecting the Education Systems Improvement Concentration. Students must have completed an Ed.S. that leads to Superintendent Certification to be eligible to complete the program in 39 hours.

Note: Students entering with the Ed.S. in Education Administration will have their transcripts reviewed by an advisor to determine courses and credit hours needed to complete the Ed.D. program, but they must...
complete a minimum of 39 hours in the Ed.D. Students entering with the Ed.S. in Education Administration will typically take:

• 9 hours from the Core (EDCS 720, EDCS 820, and EDET 709)
• 9 hours in the concentration
• 9 hours in research
• 12 hours of dissertation preparation.

Qualifying Examination
Submission and approval of Doctoral Program of Study and passing written exam.

Program of Study
The student's program advisory committee will evaluate previous course work and experiences and recommend appropriate courses to ensure that at the completion of the program the student can demonstrate the knowledge, skills, and dispositions typically developed in the following course work:

Core Courses
Required for all concentrations.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDCS 720</td>
<td>Introduction to Diversity and the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDCS 820</td>
<td>Advanced Study of Diversity and Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDET 709</td>
<td>Applications of Learning Principles</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 755</td>
<td>Educational Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>12</td>
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</table>

Concentration (15 Hours)

Course Title                                                                                   Credits
Select one of the following:                                                                   15
Curriculum Studies Concentration
Complete 15 hours of Curriculum Studies courses as approved by advisor

Education Systems Improvement Concentration
Complete 15 hours of Education Systems Improvement courses as approved by advisor.

Learning Design and Technologies Concentration
Complete 15 hours of Learning Design and Technologies courses as approved by advisor.

STEM Education Concentration
Complete 15 hours of STEM Education courses as approved by advisor.

Total Credit Hours                                                                           15

Cognate (9 Hours minimum)
As approved by advisor.

Research (12 Hours)
As approved by advisor.

Dissertation Preparation (12 Hours)

Course Title                                                                                   Credits
Select one of the following depending on concentration and as advised:                           12
EDCS 899 Dissertation Preparation                                                             
EDET 899 Dissertation Preparation                                                             

EDLC 899 Dissertation Preparation                                                            
EDTE 899 Dissertation Preparation                                                             

Total Credit Hours                                                                           12

Comprehensive Examination
Written examination and oral examination

Educational Studies

Erik Drasgow, Chair

Programs

• Applied Behavior Analysis, M.Ed. (p. 982)
• Counselor Education, Certificate (Career Development Facilitator) (p. 983)
• Counselor Education, Ed.S. (p. 983)
• Counselor Education, Ph.D. (p. 988)
• Educational Psychology and Research, M.Ed. (p. 989)
• Educational Psychology and Research, Ph.D. (p. 990)
• Foundations of Education, Ph.D. (p. 993)
• Learning Design and Technologies, M.Ed. (Joint degree with USC Aiken) (p. 994)
• Play Therapy, Certificate (p. 995)
• Qualitative Research, Certificate (p. 996)
• Special Education, M.Ed. (p. 996)
• Special Education, Ph.D. (p. 1000)

Courses

EDCE 502 - Guidance Techniques for Classroom Teachers (3 Credits)
A comparative study of the major theories in the field of family counseling.

EDCE 503 - Family Counseling (3 Credits)
The course is designed to provide counselors, teachers, and administrators with increased awareness of a wide variety of work experiences.

EDCE 507 - Educators in Industry (3 Credits)
Orientation to the profession of counseling including its historical, social, and cultural foundations. Declaration of the minor in counseling or admission to the Ed.S. in Counselor Education.

EDCE 520 - Wellness and Mental Health (3 Credits)
An overview of the characteristics of optimal holistic wellness and human functioning. Practical application of theoretically and empirically supported wellness models and interventions to enhance social, emotional, mental, physical, and spiritual well-being.

EDCE 555 - Theory and Practice of College Mentoring (3 Credits)
Emphasis on current professional approaches to college mentoring and development of leadership and mentoring skills. Students must participate in Minority Assistance Program. Upper division undergraduate standing or admission to a graduate program and consent of instructors.

EDCE 570 - Seminar in Counseling (3 Credits)
Declaration of the minor in counseling.

EDCE 600 - Communication Skills in Counseling (3 Credits)
Human relations principles applied to the counseling interview.
EDCE 650 - Counseling Student Athletes (3 Credits)
Issues facing student athletes regarding their personal and career development beyond athletics.
Cross-listed course: PEDU 660

EDCE 690 - Independent Study (1-3 Credits)

EDCE 700 - Cross-Cultural Counseling (3 Credits)
Basic concepts and procedures related to cross-cultural counseling; relevant issues which constitute the core of counseling effectively from a cross-cultural perspective; the development of specific learning strategies through which counselor trainees acquire fundamental skills of cross-cultural counseling. This course number and title will be offered with a specific perspective each time, such as blacks, women, ethnic groups, etc.

EDCE 701 - Counseling Parents of Exceptional Children (3 Credits)
Principles and techniques of counseling parents of exceptional children.

EDCE 702 - Counselor as Consultant (3 Credits)
History, theories, and practices of consultation and counseling program coordination.
Prerequisites: EDCE 510.

EDCE 704 - Theory and Procedures of Group Counseling (3 Credits)
A comparative study of major theories of group counseling and related research with emphasis on group interaction within a counseling setting. Laboratory applications expedite understanding of theory and practice.
Prerequisites: EDCE 721, EDCE 722.

EDCE 705 - Educational Measurement (3 Credits)
The history of educational and psychological measurement. Consideration of concepts such as validity and reliability of educational and psychological measures, the rationale of the development and use of instruments for educational purposes.

EDCE 706 - Assessment in Counseling (3 Credits)
Knowledge and application of assessment techniques and instruments utilized in school, career, individual, and family counseling.

EDCE 707 - Career Development (3 Credits)
Career development principles and practices in school and other settings.

EDCE 708 - Critical Issues in School Counseling (3 Credits)
Study of school counseling programs, including school counseling issues; program development, implementation, and evaluation; and current trends.

EDCE 709 - Counseling Through Play (3 Credits)
Interpreting play and using play techniques to facilitate the counseling process.
Prerequisites: EDCE 510, EDCE 600.

EDCE 710 - Professional, Legal and Ethical Issues in Counseling (3 Credits)
Ethical concerns and legal mandates and constraints related to the counseling profession including issues regarding education, supervision, research, and policy development.
Prerequisites: EDCE 510.

EDCE 711 - Advanced Family Counseling (3 Credits)
Advanced study of children within the context of family counseling theories.
Prerequisites: EDCE 503 or equivalent.

EDCE 712 - Comprehensive Developmental School Counseling (3 Credits)
Study of the elements of and practices in a comprehensive developmental school counseling program.
Prerequisites: EDCE 510.

EDCE 714 - Clinical Mental Health Counseling (3 Credits)
Surveying required knowledge and skills for the clinical mental counselor.

EDCE 715 - Sexuality Counseling (3 Credits)
An overview of a family systems approach to understanding and treating clinical issues related to human sexuality.
Prerequisites: EDCE 503, EDPY 705.

EDCE 716 - Leaders in Counselor Education (3 Credits)
Survey and analysis of the works of prominent leaders in counselor education (i.e., behavioral, cognitive, existential approaches). Course content varies and will be announced in the schedule of classes by title.

EDCE 717 - Career Practicum (3 Credits)
A supervised experience in an approved setting that develops and assesses the individual's facilitation skills in career development.
Prerequisites: EDCE 502, EDCE 600, EDCE 700, EDCE 706, and EDCE 707.

EDCE 720 - Theories of Counseling (3 Credits)
An introduction to counseling theories and models.
Prerequisites: EDCE 600.

EDCE 721 - Techniques of Counseling (3 Credits)
Emphasis on development of techniques for assisting clients' personal, social, spiritual, and career development.
Prerequisites: EDCE 510, EDCE 700, EDCE 712, and EDCE 720.

EDCE 722 - Group Procedures in Counseling (3 Credits)
Group process and dynamics applied to counseling in group settings.
Prerequisites: EDCE 510 and EDCE 720.

EDCE 723 - Counseling Supervision Theory (3 Credits)
Comparative study of major approaches to counseling supervision and related research with emphasis on historical foundations of supervision, supervisee characteristics, and application of concepts and techniques to specific practice settings.

EDCE 724 - Techniques of Clinical Mental Health Counseling (3 Credits)
Assisting clients with personal, social, spiritual and career development.
Prerequisites: EDCE 600 and EDCE 720.

EDCE 730 - Counseling and Spirituality (3 Credits)
Current knowledge about counseling and spirituality, including theories of spiritual development, assessment of spirituality, and best practices interventions with children and families.

EDCE 799 - Thesis Preparation (1-9 Credits)

EDCE 800 - Special Topics in Counseling (1-3 Credits)
Advanced study of children within the context of family counseling theories.
Prerequisites: EDCE 503 or equivalent.

EDCE 801 - Advanced Techniques in School Counseling (3 Credits)
This course is designed to help students understand the connection between theory and practice and give them an opportunity to try out this new knowledge. This additional work in both theory and practice will help students to be better prepared for their practicum and internship experiences.
Prerequisites: EDCE 721.
EDCE 802 - Practicum in Human Development and Counseling (3 Credits)
Supervised counseling experience in an approved institution or agency.

EDCE 802E - Elementary School Counseling Practicum (3 Credits)
Supervised counseling experience in an approved elementary school setting. Approved elementary school counseling practicum application.

EDCE 802F - Marriage, Couples, and Family Counseling Practicum (3-6 Credits)
Supervised counseling experience in an approved institution or agency. Full admission into a counselor program and program specific courses as approved by faculty.

EDCE 802P - Practicum in Play Therapy (3 Credits)
Supervised counseling experience in an approved setting focusing on play therapy, counseling through play and expressive arts therapy.
Prerequisites: EDCE 709; EDCE 809; EDPY 705; EDCE 810; EDCE 811.

EDCE 802S - Secondary School Counseling Practicum (3 Credits)
Supervised counseling experience in an approved secondary school setting. Approved secondary school counseling practicum application.

EDCE 803 - Practicum in Clinical Mental Health Counseling (3 Credits)
Supervised counseling experience in an approved mental health agency or practice. Full admission into the counselor education program and program specific courses as approved by program faculty.

EDCE 804 - Internship in Clinical Mental Health Counseling (3-6 Credits)
Supervised counseling experience in an approved clinical mental health setting.
Prerequisites: EDCE 803.

EDCE 805 - Counseling Internship (3-6 Credits)
Counseling experience will be gained in a work setting similar to that in which a counselor will eventually be employed. Internship application must be submitted early in the semester preceding enrollment.
Prerequisites: EDCE 802.

EDCE 805E - Elementary School Counseling Internship (3-6 Credits)
Counseling experience in an elementary school setting.
Prerequisites: EDCE 802S and approved internship application.

EDCE 805F - Marriage, Couples and Family Counseling Internship (3-6 Credits)
Counseling experience will be gained in a work setting similar to that in which a counselor will eventually be employed.
Prerequisites: EDCE 802F and approved internship application.

EDCE 805S - Secondary School Counseling Internship (3-6 Credits)
Supervised counseling experience in an approved secondary school setting.
Prerequisites: EDCE 802E.

EDCE 807 - Advanced Career Development (1-3 Credits)
Theories of career development and career decision making. Critique of career development programs in institutions and agencies. Students may repeat the course for up to a total of 3 credit hours.
Prerequisites: EDCE 707.

EDCE 809 - Advanced Counseling Through Play (3 Credits)
Development of advanced theoretical and skill-based competencies in the practices of play therapy.
Prerequisites: EDCE 709, EDCE 802.

EDCE 810 - Theory and Practice of Play Therapy (3 Credits)
Basic concepts and practices related to the history of play therapy, developmental issues and ethical considerations in working theory to the practices of play therapy.
Prerequisites: EDCE 510, EDCE 600.

EDCE 811 - Creative Arts in Counseling (3 Credits)
An examination of the history, rationale, theories, research and techniques of using the creative arts in counseling. Particular attention will be given to the therapeutic values or visual and verbal arts.
Prerequisites: EDCE 510, EDCE 600.

EDCE 812 - Counseling Skills Assessment Lab (3 Credits)
Emphasis on assessment of counseling skill development and application of theory to practice through supervised work with clients in a laboratory setting in preparation for field-based practicum.
Corequisite: EDCE 813.

EDCE 813 - Professional Issues in Counseling (3 Credits)
Emphasis on ethical issues related to counseling practice, research, writing, and continuing education including assessment and development of professional writing skills.
Corequisite: EDCE 812.

EDCE 820 - Advanced Transcultural Counseling (3 Credits)
Advanced principles and practices for transcultural counseling.
Prerequisites: EDCE 700.

EDCE 822 - Advanced Practicum (3 Credits)
Doctoral level supervised counseling experience in field settings relevant to students professional goals.

EDCE 823 - Advanced Counseling Theory (3 Credits)
Emphasis on formulation and evaluation of the theoretical basis for approaches to counseling including, study of historical and contemporary perspectives.
Prerequisites: EDCE 802.

EDCE 825 - Empirical Basis of Counseling (3 Credits)
An analysis of the empirical basis of counseling practice and theory with attention to special problems related to counseling research.

EDCE 830 - Pedagogy in Counselor Education (3 Credits)
Examination of pedagogy instructional principles, and evaluation procedures for counselor education in higher education settings. Admission to the Ph.D. program in Counselor Education.

EDCE 832 - Practicum in Counseling Supervision (3 Credits)
Seminars and directed practice in counseling supervision. Contact department for application deadline. Internship application must be completed early in the semester preceding enrollment.
Prerequisites: EDCE 822 and EDCE 830.

EDCE 855 - Internship in Counselor Education (1-3 Credits)
Teaching, consultation, counseling, and/or supervision experience is gained in field settings relevant to student's professional goals; includes clinical supervision and professional development.

EDCE 856 - Supervised Internship in Counselor Education - Teaching (3 Credits)
Teaching experience is gained in field settings relevant to student's professional goals; includes supervision of teaching and professional development.
Prerequisites: EDCE 830.
EDCE 879 - Group Counseling Practicum (1-3 Credits)
Supervised experience in group counseling. Students may repeat the course for up to a total of 3 credit hours.
Prerequisites: EDCE 802.

EDCE 890 - Independent Study (3 Credits)

EDCE 899 - Dissertation Preparation (1-12 Credits)

EDET 603 - Design and Development Tools I (3 Credits)
Study of multimedia elements (e.g., graphics, animation, audio, and video) including the creation and editing of materials. Instructional applications, copyright issues, and technology limitations will be explored. 03: 07/05/2019.

EDET 650 - Internship in Educational Technology (3 Credits)
Supervised field-based experiences in the design, development, evaluation, and implementation of technology-based instructional and training projects.
Prerequisites: EDET 603, EDET 703, and EDET 722.

EDET 652 - Design and Evaluation of Games and Simulations (3 Credits)
Application of instructional design criteria to computer and noncomputer interactions. Analyses include requisite cognitive processes, affective outcomes, and ethical standards. Design and formative testing of interactive exercises.

EDET 703 - Design and Development Tools II (3 Credits)
Critical analysis of research in multimedia programs and implications for instruction. Application of instructional design criteria to develop, author, and evaluate multimedia projects.
Prerequisites: EDET 603.

EDET 709 - Applications of Learning Principles (3 Credits)
Behavioral and cognitive learning principles applicable to the design of technology-based instruction and performance training. 03: 07/05/2019.

EDET 722 - Instructional Design and Assessment (3 Credits)
Principles and models of instructional design and the assessment of learning. Applications of the instructional design process and assessment criteria to develop instruction and assessment tools for technology-based environments. 03: 07/05/2019.

EDET 735 - Technological Applications for Diverse Populations (3 Credits)
Application of Universal Design, assistive devices, and other technologies to assure access to information and productivity tools by persons with disabilities, English-language learners, students at risk, and the elderly. 03: 07/05/2019.

EDET 746 - Management of Technology Resources (3 Credits)
The organization and administration of media programs in school buildings and districts, regional and state centers, and colleges and universities. Procedures, problems, and trends for an integrated instructional support system will be emphasized.

EDET 755 - Design and Evaluation of Information Access and Delivery (3 Credits)
Telecommunications tools to support research and instruction across the curriculum. Study of distance education and issues related to instructional delivery, connectivity, and distribution methods. 03: 07/05/2019.

EDET 780 - Research Seminar in Educational Technology (3 Credits)
A study of contemporary trends, problem areas, and issues in educational technology through literature investigations, seminar discussions, and case studies. 03: 07/05/2019.
EDEX 531 - Nature of Students with Specific Learning Disabilities (3 Credits)
Children with average/above average intelligence and specific learning impairments; diagnostic and remedial techniques. (Offered by both the College of Education and the Department of Psychology).
Prerequisites: EDEX 523 or PSYC 528.
Cross-listed course: PSYC 529

EDEX 540 - Nature and Needs of the Gifted and Talented (3 Credits)
Types and characteristics of the gifted and talented.
Prerequisites: EDEX 523 or PSYC 518.

EDEX 580 - Direct Instruction in Reading for At-Risk Learners (3 Credits)
A study of the skills and knowledge required to implement direct instruction procedures when teaching reading, with opportunity for application of skills. Research and theoretical foundations will also be evaluated.
Prerequisites: EDEX 523.

EDEX 581 - Teaching Reading in the Content Area to Adolescents with Reading Disabilities (3 Credits)
Research, theory, and instructional practices related to providing reading instruction in content areas for youth with disabilities, with a focus on developing disciplinary literacy in inclusive settings.

EDEX 582 - Teaching Mathematics to Students at Risk (3 Credits)
Research, theory, and instructional practices related to mathematical readiness and instruction for children and youth at risk for mathematical difficulties.
Prerequisites: EDEX 523 or EDEX 491.

EDEX 610 - Instruction of Students with Severe and Multiple Disabilities (3 Credits)
Data-based instruction for teaching students with significant disabilities: task and developmental analysis, individualizing instruction, and preparing and implementing instructional programs.
Prerequisites: EDEX 523 or PSYC 528.

EDEX 615 - Curriculum and Language Instruction for Students with Severe and Multiple Disabilities (3 Credits)
Design, development, adaptation, and implementation of curriculum, language and communication instruction for students with significant disabilities.
Prerequisites: EDEX 523 or PSYC 528.

EDEX 616 - Instruction of Students with Specific Learning Disabilities (3 Credits)
Theory and application of current evidence-based procedures for teaching children with specific learning disabilities.
Prerequisites: EDEX 523, EDEX 531, or EDEX 632 or equivalent.

EDEX 619 - Nature of Students with Intellectual Disabilities (3 Credits)
Nature and causes of intellectual disabilities, behavior, and potentialities of persons with intellectual disabilities.
Prerequisites: a course in the areas of child psychology or child development.

EDEX 630 - Educational Procedures for Early Childhood Special Education (3 Credits)
An initial course in educational procedures focusing on intervention strategies for serving young children with disabilities in inclusive environments.
Prerequisites: EDEX 530.

EDEX 632 - Nature of Students with Emotional and Behavior Disabilities (3 Credits)
Characteristics, etiology, and major theoretical models for children experiencing emotional and/or behavioral problems in school; special education curriculum, programming alternatives, assessment, and issues concerning this population.
Prerequisites: EDEX 523 or PSYC 528.

EDEX 640 - Managing Problem Behavior in the Classroom (3 Credits)
The development of a workable approach to classroom management through an examination of a research-based synthesis of current knowledge in classroom and behavior management.

EDEX 643 - Social/Emotional Development and Guidance for Young Children with Developmental Delays (3 Credits)
Prerequisites: EDEX 523.

EDEX 644 - Advanced Procedures for Assessment in Early Childhood Special Education (ECSE) (3 Credits)
Advanced assessment methods for serving young children with and without developmental delays and their families.
Prerequisites: EDEX 530.

EDEX 670 - Nature of Students with Multi-categorical Disabilities (3 Credits)
Personal, social, and educational implications of a mild to moderate multi-categorical disability (emotional/behavioral, intellectual, and learning disabilities) throughout the lifespan of an individual.
Prerequisites: C or better in EDEX 523.

EDEX 671 - Instruction of Students with Multi-categorical Disabilities (3 Credits)
Theory and application of current evidence-based procedures for teaching children with mild to moderate multi-categorical disabilities.
Prerequisite or Corequisite: C or better in EDEX 670.

EDEX 672 - Introduction to Braille (3 Credits)
Basic course in mastery of the literary braille code. Transcription of instructional materials in literary braille.

EDEX 685 - Nature of Students with Visual Disabilities (3 Credits)
The psychological, social, and educational implications for persons with visual disabilities; definitions, incidence, characteristics of, and rehabilitative and educational programs for persons with visual disabilities.

EDEX 686 - Introduction to Deafness (3 Credits)
Educational implications of philosophy, theory, and research about deafness.
Prerequisites: EDEX 523 or equivalent.

EDEX 687 - Communication Systems for Students who are Deaf or Hearing Impaired (3 Credits)
Knowledge and basic skills of finger-spelling and sign forms for communication.
EDEX 690 - Independent Study (1-3 Credits)
Communication and collaboration skills and strategies for creating and maintaining effective partnerships with a variety of stakeholders involved in educating students with disabilities in PK-12 settings.
Prerequisites: EDEX 523 or PSYC 528.

EDEX 691 - Collaborative Partnerships in PK-12 Special Education (3 Credits)
Prerequisites: EDEX 523 and EDEX 540.

EDEX 692 - Partnerships in Early Childhood Special Education (3 Credits)
Strategies for collaborating and communicating with families and other professionals as members of multidisciplinary teams in Early Intervention and Early Childhood Special Education.
Prerequisites: EDEX 523.

EDEX 701 - Nature of Students with Autism (3 Credits)
Definitions, characteristics, and causes of autism; educational models, implications, and programming.
Prerequisites: EDEX 523 or equivalent.

EDEX 710 - Legal Issues in Special Education (3 Credits)
Analysis of legislation, litigation, and administrative rulings related to special education. Emphasis on the development of legally sound policies and procedures to ensure an appropriate education for students with disabilities.
Prerequisites: EDEX 610 or EDEX 640 or equivalent.

EDEX 711 - Ethics in Behavior Analysis (3 Credits)
Legal, ethical, and professional issues in behavior analysis.
Prerequisites: EDEX 610 or EDEX 715.

EDEX 712 - Instruction of Students with Intellectual Disabilities (3 Credits)
Methods and materials to teach students with intellectual disabilities.
Prerequisites: EDEX 523 or PSYC 528.

EDEX 713 - Practicum in Instruction of Exceptional Children I (3 Credits)
Experience in the observation of and participation in the education of children with disabilities in settings appropriate to student's specialization. Includes weekly seminar.
Prerequisites: EDEX 523.

EDEX 714B - Practicum in Instruction of Exceptional Children II: B (Behavioral Disorders) (3 Credits)
Experience in the direct teaching of children with disabilities in settings appropriate to student's area of specialization. Includes weekly seminar.
Prerequisites: EDEX 523 and EDEX 540.

EDEX 714C - Practicum in Instruction of Exceptional Children II: C (Multicategorical) (3 Credits)
Experience in the direct teaching of children with disabilities in settings appropriate to student's area of specialization.
Prerequisites: EDEX 715.

EDEX 714E - Practicum in Instruction of Exceptional Children II: E (Early Childhood Special Education) (3 Credits)
Experience in the direct teaching of children with disabilities in settings appropriate to student's area of specialization. Includes weekly seminar.
Prerequisites: EDEX 523 and EDEX 540.

EDEX 714H - Practicum in Instruction of Exceptional Children II: H (Hearing Impairments) (3 Credits)
Experience in the direct teaching of children with disabilities in settings appropriate to student's area of specialization. Includes weekly seminar.
Prerequisites: EDEX 523 and EDEX 540.

EDEX 714L - Practicum in Instruction of Exceptional Children II: L (Learning Disabilities) (3 Credits)
Experience in the direct teaching of children with disabilities in settings appropriate to student's area of specialization. Includes weekly seminar.
Prerequisites: EDEX 523 and EDEX 540.

EDEX 714M - Practicum in Instruction of Exceptional Children II: ID (Intellectual Disabilities) (3 Credits)
Experience in the direct teaching of children with disabilities in settings appropriate to student's area of specialization. Includes weekly seminar.
Prerequisites: EDEX 523 and EDEX 540.

EDEX 714S - Practicum in Instruction of Exceptional Children II: S (Severe/Multiple) (3 Credits)
Experience in the direct teaching of children with disabilities in settings appropriate to student's area of specialization. Includes weekly seminar.
Prerequisites: EDEX 523 and EDEX 540.

EDEX 715 - Applied Behavior Analysis in Special Education (3 Credits)
Application of principles of behavior to understanding and changing socially important behavior of students with disabilities.
Prerequisites: EDEX 610 or EDEX 715.

EDEX 716 - Functional Behavioral Assessment and Behavior Interventions (3 Credits)
Identification and assessment of problem behavior, design and implementation of positive behavior intervention plans.
Prerequisites: EDEX 610 or EDEX 640 or equivalent.

EDEX 717 - Practicum in Instruction of Exceptional Children II: E (Early Childhood Special Education) (3 Credits)
Experience in the direct teaching of children with disabilities in settings appropriate to student's area of specialization. Includes weekly seminar.
Prerequisites: EDEX 523 and EDEX 540.

EDEX 718 - Practicum in Instruction of Exceptional Children II: ID (Intellectual Disabilities) (3 Credits)
Experience in the direct teaching of children with disabilities in settings appropriate to student's area of specialization. Includes weekly seminar.
Prerequisites: EDEX 523 and EDEX 540.

EDEX 719 - Practicum in Instruction of Exceptional Children II: M (Multicategorical) (3 Credits)
Experience in the direct teaching of children with disabilities in settings appropriate to student's area of specialization. Includes weekly seminar.
Prerequisites: EDEX 523 and EDEX 540.

EDEX 720 - Applied Research Experience in Special Education (1-3 Credits)
Supervised student-led research experience in a school, state agency, department or bureau of the University, or cooperating organization or institution.

EDEX 721 - Seminar in Special Education for Student Teachers (3 Credits)
Synthesis of the knowledge and skills acquired through course work and field experiences during special education teacher preparation.
Corequisite: EDEX 796.

EDEX 722 - Seminar in Special Education for Student Teachers (3 Credits)
Synthesis of the knowledge and skills acquired through course work and field experiences during special education teacher preparation.
Corequisite: EDEX 796.

EDEX 723 - Seminar in Special Education for Student Teachers (3 Credits)
Synthesis of the knowledge and skills acquired through course work and field experiences during special education teacher preparation.
Corequisite: EDEX 796.

EDEX 724 - Seminar in Special Education for Student Teachers (3 Credits)
Synthesis of the knowledge and skills acquired through course work and field experiences during special education teacher preparation.
Corequisite: EDEX 796.

EDEX 725 - Seminar in Special Education for Student Teachers (3 Credits)
Synthesis of the knowledge and skills acquired through course work and field experiences during special education teacher preparation.
Corequisite: EDEX 796.

EDEX 726 - Seminar in Special Education for Student Teachers (3 Credits)
Synthesis of the knowledge and skills acquired through course work and field experiences during special education teacher preparation.
Corequisite: EDEX 796.

EDEX 727 - Seminar in Special Education for Student Teachers (3 Credits)
Synthesis of the knowledge and skills acquired through course work and field experiences during special education teacher preparation.
Corequisite: EDEX 796.

EDEX 728 - Seminar in Special Education for Student Teachers (3 Credits)
Synthesis of the knowledge and skills acquired through course work and field experiences during special education teacher preparation.
Corequisite: EDEX 796.

EDEX 729 - Seminar in Special Education for Student Teachers (3 Credits)
Synthesis of the knowledge and skills acquired through course work and field experiences during special education teacher preparation.
Corequisite: EDEX 796.

EDEX 730 - Seminar in Special Education for Student Teachers (3 Credits)
Synthesis of the knowledge and skills acquired through course work and field experiences during special education teacher preparation.
Corequisite: EDEX 796.

EDEX 731 - Seminar in Special Education for Student Teachers (3 Credits)
Synthesis of the knowledge and skills acquired through course work and field experiences during special education teacher preparation.
Corequisite: EDEX 796.

EDEX 732 - Seminar in Special Education for Student Teachers (3 Credits)
Synthesis of the knowledge and skills acquired through course work and field experiences during special education teacher preparation.
Corequisite: EDEX 796.

EDEX 733 - Seminar in Special Education for Student Teachers (3 Credits)
Synthesis of the knowledge and skills acquired through course work and field experiences during special education teacher preparation.
Corequisite: EDEX 796.

EDEX 734 - Seminar in Special Education for Student Teachers (3 Credits)
Synthesis of the knowledge and skills acquired through course work and field experiences during special education teacher preparation.
Corequisite: EDEX 796.

EDEX 735 - Seminar in Special Education for Student Teachers (3 Credits)
Synthesis of the knowledge and skills acquired through course work and field experiences during special education teacher preparation.
Corequisite: EDEX 796.

EDEX 736 - Seminar in Special Education for Student Teachers (3 Credits)
Synthesis of the knowledge and skills acquired through course work and field experiences during special education teacher preparation.
Corequisite: EDEX 796.

EDEX 737 - Seminar in Special Education for Student Teachers (3 Credits)
Synthesis of the knowledge and skills acquired through course work and field experiences during special education teacher preparation.
Corequisite: EDEX 796.

EDEX 738 - Seminar in Special Education for Student Teachers (3 Credits)
Synthesis of the knowledge and skills acquired through course work and field experiences during special education teacher preparation.
Corequisite: EDEX 796.

EDEX 739 - Seminar in Special Education for Student Teachers (3 Credits)
Synthesis of the knowledge and skills acquired through course work and field experiences during special education teacher preparation.
Corequisite: EDEX 796.

EDEX 740 - Cognitive and Affective Aspects of the Gifted and Talented (3 Credits)
The relationship of cognitive and affective factors to learning in the gifted and talented, including the self-concepts of the learner and the teacher.
Prerequisites: EDEX 523 and EDEX 540.

EDEX 741 - Educational Research Experience in Special Education (1-3 Credits)
Supervised student-led research experience in a school, state agency, department or bureau of the University, or cooperating organization or institution.

EDEX 742 - Educational Procedures for the Gifted and Talented (3 Credits)
Emphasis on methodologies and materials involved in the teaching of gifted and talented children and youth.
Prerequisites: EDEX 540.

EDEX 750 - Technology and Exceptional Populations (3 Credits)
The application of microcomputers and other technology in services for special populations. Case management, assessment, and instructional uses of technology are included.
Cross-listed course: RHAB 750
EDEX 760 - Secondary Transition Assessment, Planning, and Program Development (3 Credits)
Foundation for understanding and using assessment information in the transition process for youth with disabilities. Specifically, students will gain knowledge in the multiple domains of transition assessment (e.g., vocational, academic, independent living, self-determination). Students will also develop and determine appropriate transition plans, programs, services, and instruction.
Prerequisites: EDEX 523 or equivalent introductory course in special education.

EDEX 761 - Promoting Student Outcomes Through Collaboration (3 Credits)
Concepts, tools, and strategies essential for effective collaboration within and across systems supporting transition-age youth with disabilities. Best practices on how to partner with agencies, schools, and employers which provide students with support and advocacy as they transition to post-school life.
Prerequisites: EDEX 523 or equivalent introductory course in special education.

EDEX 762 - Career Preparation and Employment for Individuals with Disabilities (3 Credits)
Specific vocational practices and information used to assist persons with disabilities as they begin to make career decisions and transition to the workforce.
Prerequisites: EDEX 523.

EDEX 763 - Integrated Secondary Curriculum, Instructional Strategies, and Transition Programs (3 Credits)
Developing and selecting curricula that meet students’ transition needs and align with state academic standards. Students will evaluate and implement evidence-based practices as well as develop lessons and instructional units that promote the skills necessary for transition to adult life.
Prerequisites: EDEX 523.

EDEX 770 - Methods and Materials for Students with Low Vision (3 Credits)
Current educational methods and materials for students with partial sight including educational needs, assessment of visual functioning, and vision utilization. Educational plannings and instructional strategies will be considered.
Prerequisites: EDEX 685 and EDEX 773.

EDEX 773 - Anatomy, Physiology, and Pathology of the Eye (3 Credits)
Structure, function, and abnormalities of the eye stressing educational implications. Special attention is paid to interpretation of reports from eye specialists, theory and use of low vision aids, and vision screening techniques in schools.

EDEX 774 - Educational Procedures for Students with Visual Disabilities (3 Credits)
Current educational procedures for students who are blind or with partial sight, including programming alternatives, curriculum adaptations and additions, use of specialized equipment, instructional strategies, and educational planning.
Prerequisites: EDEX 682 and EDEX 773.

EDEX 775 - Orientation and Mobility for the Visually Handicapped (3 Credits)
Lectures, discussions, observation, and practice in teaching pre-care skills, orientation and mobility, and activities of daily living to visually handicapped individuals. Presented with reference to the responsibility of the teacher of the visually handicapped.

EDEX 780 - Speech Reading and Auditory Training I (3 Credits)
A study of the use of acoustic amplification and speech reading in developing language skills for deaf and hard-of-hearing children and adults. Theories, methods, and systems of speech reading and use of hearing aids and other amplification equipment are studied and analyzed.

EDEX 781 - Speech Reading and Auditory Training II (3 Credits)
Advanced study in methods of instruction for the hard-of-hearing in the principles and techniques of lip reading and auditory training.
Prerequisites: EDEX 780 or equivalent.

EDEX 784 - Instruction of Students with Emotional and Behavioral Disorders (3 Credits)
Application of current educational procedures for students with emotional and behavioral disorders including alternative administrative arrangements, education strategies, and sources of materials.
Prerequisites: EDEX 632.

EDEX 785 - Language Impairment, Disabilities, and Augmentative Communication (3 Credits)
The study of language disorders in students with disabilities. Focus on defining communicative acts and implementation of alternative and augmentative communication and assistive technology.

EDEX 790 - Introduction to Assessment in Special Education (3 Credits)
Concepts and methods of assessment in special education with emphasis on administering, scoring, and interpreting standardized education tests.

EDEX 791 - Procedures in Special Education Assessment and Intervention I (3 Credits)
Lectures and practicum experiences emphasizing the application of informal educational assessment and intervention planning procedures. Individually supervised case project.
Prerequisites: EDEX 790.

EDEX 792 - Issues in Special Education (3 Credits)
Critical reviews of research related to key issues in special education. A research paper is required.
Prerequisites: EDRM 700, EDEX 790, EDEX 640, 1 methods course.

EDEX 793 - Seminar in Aural Rehabilitation (3 Credits)
Experimental study of various aspects of lip-reading and auditory training.

EDEX 794 - Foundations of Secondary Transition Planning and Supports for Individuals with Disabilities (3 Credits)
Orientation to transition planning and vocational training as integrated components of secondary level education curriculum for students with disabilities.

EDEX 795 - Assessment in Early Childhood Special Education (3 Credits)
Assessment instruments, techniques, and procedures for non-discriminatory educational assessment of children with disabilities birth-eight years.
EDEX 796B - Directed Teaching in Special Education (12 Credits)
Application of effective teaching techniques and organization of instructional settings for exceptional learners in selected areas of specialization. B (Behavioral Disorders), L (Learning Disabilities), ID (Intellectual Disabilities), S (Severe/Multiple)
Prerequisites: Admission to the Professional Teacher Certification Program and completion of the special education core

EDEX 796C - Directed Teaching in Special Education: C (Multicategorical) (12 Credits)
Application of effective teaching techniques and organization of instructional settings for exceptional learners in selected areas of specialization.
Prerequisites: Admission to the Professional Teacher Certification Program and completion of the special education core.

EDEX 796L - Directed Teaching in Special Education (12 Credits)
Application of effective teaching techniques and organization of instructional settings for exceptional learners in selected areas of specialization. B (Behavioral Disorders), L (Learning Disabilities), ID (Intellectual Disabilities), S (Severe/Multiple)
Prerequisites: Admission to the Professional Teacher Certification Program and completion of the special education core

EDEX 796S - Directed Teaching in Special Education (12 Credits)
Application of effective teaching techniques and organization of instructional settings for exceptional learners in selected areas of specialization. B (Behavioral Disorders), L (Learning Disabilities), ID (Intellectual Disabilities), S (Severe/Multiple)
Prerequisites: Admission to the Professional Teacher Certification Program and completion of the special education core

EDEX 799 - Thesis Preparation (1-9 Credits)
EDEX 808 - Procedures in Special Education Assessment and Intervention II (3 Credits)
Educational assessment in clinical and school settings. Integration of assessment procedures including interviewing, observation, testing, consultation, and report writing. Individually supervised projects.
Prerequisites: EDEX 790 and EDEX 791.

EDEX 809 - Single-Case Research Designs in Special Education (3 Credits)
Applications of single-case study designs to the analysis of student behavior in special education, with emphasis on visual display of data and interpretation of research results.
Prerequisites: EDEX 715.

EDEX 810 - Advanced Single-Case Research (3 Credits)
Advanced concepts in single-case research, including the identification of evidence-based practices in special education through systematic reviews and meta-analyses.
Prerequisites: EDEX 809.

EDEX 815 - Coordination of Programs for Exceptional Children (3 Credits)
A study of administrative and supervisory issues in the operation of school programs for exceptional children; alternate instructional models and program organizations, budgeting and funding practices, certification requirements, and other operational factors are emphasized.
Prerequisites: EDEX 523 or equivalent.

EDEX 816 - Special Problems in Education of Students with Emotional and Behavioral Disabilities (3 Credits)
A critical review of research in the identification and education of children and adolescents with emotional and behavioral disabilities. A research project is required.
Prerequisites: PSYC 510 or equivalent and EDRM 700.

EDEX 817 - Advanced Educational Problems in Learning Disabilities (3 Credits)
Exploration of current issues, problems, and trends in the education of children with learning disabilities.
Prerequisites: PSYC 529 and EDEX 616 or their equivalents.

EDEX 890 - Independent Study (3 Credits)
EDEX 891 - Advanced Educational Procedures for Exceptional Children (3 Credits)
Procedures to be used in special education classrooms, emphasis on curriculum, methods, and materials for learners with disabilities.
Prerequisites: vary by specialization.

EDEX 892 - Internship in Exceptional Children (3-6 Credits)
Supervised field-based experiences related to special education administration, pedagogy, and university teaching.
Prerequisites: EDEX 891.

EDEX 892A - Internship in Exceptional Children: A (Administration) (3-6 Credits)
Supervised field-based experiences related to special education administration, pedagogy, and university teaching.
Prerequisites: EDEX 891 and consent of instructor

EDEX 892P - Internship in Exceptional Children: P (Pedagogy) (3-6 Credits)
Supervised field-based experiences related to special education administration, pedagogy, and university teaching.
Prerequisites: EDEX 891 and consent of instructor

EDEX 892T - Internship in Exceptional Children: T (Teaching Internship) (3-6 Credits)
Supervised field-based experiences related to special education administration, pedagogy, and university teaching.
Prerequisites: EDEX 891 and consent of instructor

EDEX 893 - Advanced Topics in Exceptional Children (3 Credits)
Selected topics in special education. With consent of advisor, may be repeated for credit as topics change.
Prerequisites: EDEX 891.

EDEX 894 - Research Seminar in Special Education (3 Credits)
Review and analysis of contemporary research topics in special education. May be repeated for up to 12 credit hours as topics vary.

EDEX 899 - Dissertation Preparation (1-12 Credits)
EDFI 592 - Historical Foundations of American Educational Thought (3 Credits)
A survey of the history, philosophy, administration, and legal bases of American education.

EDFI 643 - Southern Educational History (3 Credits)
Development of educational institutions in Southern society with special attention given to South Carolina.

EDFI 690 - Independent Study (1-3 Credits)

EDFI 722 - Contemporary Education in Europe (3 Credits)
A comparison of the impact of postwar forces on the educational systems of selected European nations. Analysis of current trends, movements, and problems in all levels of education. Examination of the educational purposes, systems, techniques, and facilities with implications for the future development of industrialized societies.

EDFI 730 - Qualitative Epistemologies, Paradigms, & Theories (3 Credits)
Foundations of qualitative research including historical, philosophical, and theoretical perspectives. Examination of different qualitative approaches and associated methodological issues.

EDFI 731 - Qualitative Inquiry (3 Credits)
Qualitative research methods including naturalistic inquiry, participant observation, interviewing, focus groups, and document analysis.

EDFI 740 - Qualitative Inquiry (3 Credits)
Qualitative research methods including naturalistic inquiry, participant observation, interviewing, focus groups, and document analysis.

EDFI 741 - International and Comparative Education (3 Credits)
Introduction to international education and the comparative method in the study of educational systems around the world. Provides students with an overview of comparative and international education theory, practice, and research methodology.

EDFI 743 - The History of Education in the United States (3 Credits)
The history of education in the United States from the colonial period through the contemporary moment. Placing the history of education in a larger American economic, social, political, and cultural context, students consider the development, purposes, effects, and evolution of public and private schools in the United States at the elementary, middle and secondary levels during this critical period in United States history and education.

EDFI 744 - Philosophy and Education (3 Credits)
The functional considerations governing educational theories and practices.

EDFI 747 - Critical Race Theory and Education (3 Credits)
An introduction to tenets and methodology in Critical Race Theory. The study of race and racism as the primary lens of analysis in educational, social, and political issues.

EDFI 749 - The School in Modern Society (3 Credits)
Basic concepts of the relation of the school to the social order: an analysis of the essential features of the changing social context within which American educational policy and practice now operate. The educational implications of recent social change in American life and of the emergence of a new world order.

EDFI 799 - Thesis Preparation (1-9 Credits)

EDFI 822 - Educational Biography (3 Credits)
Examination of biography as a form of educational research and scholarship.

EDFI 833 - Narrative Inquiry (3 Credits)
Exploration of the various forms of narrative inquiry as a distinct genre of qualitative research.

EDFI 834 - Participatory Action Research (3 Credits)
Theoretical, methodological, and pedagogical approaches to participatory action research.

EDFI 836 - Ethnography and Education (3 Credits)
Historical, methodological, and theoretical orientations to ethnographic research.

EDFI 837 - Qualitative Case Study (3 Credits)
The study and practice of qualitative case study methods. Topics include explanatory, descriptive, and exploratory approaches, single case, multi-case, and multi-site design strategies.

EDFI 843 - The School and the Social Order: the United States II (3 Credits)
The impact of education on the social order in the United States continued–1877 to the present. Research assignments will involve analysis and interpretation of primary source materials of 19th- and 20th-century thought and practice in South Carolina.

EDFI 845 - Seminar of Advanced Students in Foundations of Education (3-9 Credits)
Individual topics selected by student application and instructor acceptance. May be repeated for up to 9 hours as topics vary.

EDFI 847 - Modern Philosophies of Education (3 Credits)
Critical comparison of present-day schools of thought in the nature, objectives, and functions of American education.

EDFI 857 - Advanced Critical Race Theory and Education (3 Credits)
An advanced study of how Critical Race Theory is applied by researchers to investigate issues of racial justice. The study of race and racism is the primary lens of analysis in understanding disparities in educational, political, social and economic outcomes.

EDFI 868 - History of Student Activism (3 Credits)
An overview of the role of student activists who engaged in deliberate protest to demonstrate their dissatisfaction with the American social order and an examination of the rationale behind student rebellion and the role of high schools and colleges in facilitating student activism.

EDFI 879 - Equity and Justice Internship (1-3 Credits)
Internship dedicated to equity and justice in educational contexts.

EDTE 857 - Advanced Study of Education (3-15 Credits)

EDPY 644 - Free-Choice Learning and Informal Learning Environments (3 Credits)
Examines free-choice (or informal) learning and the characteristics of settings and activities outside of formal schooling that effectively promote learning and development.
EDPY 704 - The Field of Educational Psychology (3 Credits)
Introduction to current issues in educational psychology. Topics include, but are not limited to: learning and teaching, cognition, developmental theories, the brain, information processing, motivation, individual differences, and the social contexts of learning.

EDPY 705 - Human Growth and Development (3 Credits)
Overview of the contributions of the biological and social sciences to an understanding of the mental, emotional, social, and physical development from infancy through adulthood. Study of behavior problems.

EDPY 706 - Growth and Development: Childhood (3 Credits)
Presentation of theories and principles of human development that are particularly relevant to teaching. Application of such theories and principles to learning situations suitable to various age and grade levels.

EDPY 707 - Growth and Development: Middle Childhood and Adolescence (3 Credits)
A review of the literature concerning adolescence; nine years through teens. Emphasis on application to the educational setting.

EDPY 708 - Growth and Development: Adulthood (3 Credits)
Designed to further understanding of the adult and his/her endeavors in the learning process. Emphasis will be on the major contributing factors (physiological, psychological, and sociological) that affect the adult, on the relevant research findings, and on implications for educators.

EDPY 741 - Basic Processes: Cognition (3 Credits)
A study of the cognitive processes involved in complex learning, conceptualization, problem-solving, abstract reasoning, and other aspects of higher intellectual functioning as developed and used in the educational setting.

EDPY 751 - Learning and Instruction (3 Credits)
A systematic survey of major traditional and contemporary learning theories and principles relevant to the design and development of classroom teaching and instruction.

EDPY 752 - Research Methods in Educational Psychology (3 Credits)
Analysis of concepts and methodological approaches to research in the Educational Psychology field. Focus on critical reading and evaluation of published literature across a broad spectrum of areas.

EDPY 785 - Motivation and School Learning (3 Credits)

EDPY 799 - Thesis Preparation (1-9 Credits)

EDPY 805 - Contemporary Research in Human Development and Education (3 Credits)
Issues in research on human development with applications to educational settings.

EDPY 835 - Educational Psychology (3 Credits)
Advanced study of educational psychology with special emphasis on learning.

EDPY 873 - Advanced Problems in Educational Psychology (3 Credits)
Advanced problems in educational psychology as they apply to the public schools at all levels. Designed to meet the needs of candidates for graduate degrees.

EDPY 890 - Independent Study (3 Credits)

EDPY 899 - Dissertation Preparation (1-12 Credits)

EDRM 520 - Introduction to Testing and Evaluation (3 Credits)
The construction and use of teacher-made tests; descriptive statistics, measurement error, norms, and interpretation of scores; types of standardized instruments for use in elementary and secondary schools.

EDRM 690 - Independent Study (1-3 Credits)

EDRM 700 - Introduction to Research in Education (3 Credits)
Concepts and methods of conducting research in education. Admission to graduate standing.

EDRM 710 - Educational Statistics I (3 Credits)
Introductory course in statistics for graduate students in education and the other social sciences. Central tendency and variability, normal distribution, simple correlation and regression, z and t tests for one and two samples, and the chi-square test. Use of statistical software.

EDRM 711 - Educational Statistics II (3 Credits)
Continuation of Educational Statistics I. Inference for one and two samples, factorial designs, repeated measures designs, and multiple regression. Use of statistical software.

EDRM 712 - Nonparametric Statistics (3 Credits)
Applied nonparametric statistics in education and the social sciences. Distribution-free inference for repeated measures and factorial designs; logistic regression and log-linear analysis. Use of statistical software.

EDRM 715 - Mixed Methods Research (3 Credits)
The study and practice of mixed methods research. The integration of qualitative and quantitative approaches and methods in research practices. Emphasis on educational research and settings with consideration of other social science fields as needed.

EDRM 718 - Research and the Statistical Packages (1-3 Credits)
Advanced use of available statistical packages in educational research. Content varies; topics and credit announced in advance. May be repeated for up to six hours of credit. May be repeated for up to 6 hours of credit.

EDRM 720 - Educational Measurement (3 Credits)
The history of educational and psychological measurement. Consideration of concepts such as validity and reliability of educational and psychological measures and the rationale of the development and use of instruments for educational purposes.

EDRM 721 - Constructing Cognitive Instruments (3 Credits)
The rationale, construction, use, and appraisal of achievement tests as tools of educational evaluation and research.

EDRM 722 - Constructing Non-Cognitive Instruments (3 Credits)
Consideration and the construction of educational and psychological tests and measurement instruments.

EDRM 723 - Classroom Assessment Methods (3 Credits)
Emphasis in the linkages between curriculum, instruction, and assessment, and the development of assessments for learning outcomes. Methods include observations, interviewing, performance assessments, portfolios, and classroom tests.

EDRM 724 - Design and Analysis of Educational Surveys (3 Credits)
Topics in educational surveys: design of questionnaires, sampling, data collection, treatment of non-responses, survey interviewing, randomized response techniques, data tabulation, and graphical presentation. Use of statistical software.
EDRM 728 - Technical Aspects of Tests and Measurements (3 Credits)
Statistical techniques and theoretical concepts involved in educational and psychological measurement. Analysis and interpretation of test data, equating of equivalent forms, latent trait theories and models, multiple matrix sampling, and issues related to criterion-referenced testing.
Prerequisites: EDRM 710 and EDRM 720 or equivalent.

EDRM 736 - Program Evaluation (3 Credits)
Methods of designing and implementing evaluations of social and educational programs.
Prerequisites: EDRM 700 and EDRM 710.

EDRM 737 - Internship in Research (3 Credits)
Supervised research experience in a school, state agency, department or bureau of the University, or cooperating institution.

EDRM 789 - Principles and Applications of Structural Equation Modeling (3 Credits)
Theories and applications of covariance structure modeling, including reliability analysis, confirmatory factor analysis, and path analysis with observed and latent variables.
Prerequisites: EDRM 711 or equivalent and EDRM 721 or equivalent.

EDRM 799 - Thesis Preparation (1-9 Credits)

EDRM 800 - Grants Administration (3 Credits)
Analysis of grant and contract functions in government agencies; proposal writing; legal and fiscal requirements of grants administration.
Cross-listed course: POLI 755

EDRM 801 - Principles and Applications of Educational Research (3 Credits)
Concepts and application of designing research in education.
Prerequisites: EDRM 700 or equivalent.

EDRM 810 - Design and Analysis of Experiments (3 Credits)
Emphasis on the development of an understanding of the role of inferential statistics in educational experimentation, a working knowledge of the common tests in statistical analysis, and the student's ability to design and execute experiments involving application of the statistical tests.
Prerequisites: EDRM 711 or the equivalent.

EDRM 812 - Hierarchical Linear Modeling (3 Credits)
Advanced quantitative methods course in multilevel data analysis. Covers theoretical grounding, applications in the social sciences, and model building.
Prerequisites: EDRM 711.

EDRM 816 - Correlational and Multivariate Methods (3 Credits)
Advanced statistical applications including partial and multiple correlational methods, multiple regression, multivariate analysis of variance, discriminant analysis, and canonical correlation. Use of statistical software.
Prerequisites: EDRM 711.

EDRM 828 - Item Response Theory (3 Credits)
Statistical models for item response theory, Rasch and other models for binary and polytomous data, and applications. Use of statistical software.
Prerequisites: EDRM 711 or PSYC 710 or STAT 701 or STAT 704.
Cross-listed course: STAT 778

EDRM 840 - Advanced Qualitative Inquiry in Education (3 Credits)
Theory, methodology and practice of qualitative research in educational settings. Students will conduct research in applied settings using qualitative data collection methods including observation, interviews, focus groups, and document analysis.
Prerequisites: EDFI 731.

EDRM 842 - Educational Biography (3 Credits)
Examination of biography as a form of educational research and scholarship.

EDRM 878 - Seminar in Research Techniques (1-3 Credits)
Theoretical and empirical issues in qualitative and/or quantitative methods in educational research. Content varies; topics and credit announced in advance. May be repeated for up to 12 hours of credit.

EDRM 889 - Advanced Principles and Application of Latent Variable Modeling (3 Credits)
Study of advanced concepts, principles, techniques, and issues in structural equation modeling (SEM) and the latent variable framework.
Prerequisites: EDRM 789 or similar course.

EDRX 890 - Independent Study (3 Credits)

EDRX 897 - Dissertation Seminar in Education (3 Credits)
Topics involved with major issues in the planning and conducting of significant research in education. Several faculty members participate; a forum is provided in which candidates may present for analysis original research designs primarily related to their dissertations.

EDRX 899 - Dissertation Preparation (1-12 Credits)

Applied Behavior Analysis, M.Ed.

Program Description
The M.Ed. in Applied Behavior Analysis is designed to provide students with the knowledge and skills required to become Board Certified Behavior Analysts (BCBA). This 36 credit degree program includes classroom-based courses in applied behavior analysis and a practicum course designed to meet the supervised fieldwork requirements to sit for the national BCBA exam.

Degree Requirements

Applied Behavior Analysis Courses (21 credits)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDEX 610</td>
<td>Instruction of Students with Severe and Multiple Disabilities</td>
<td>3</td>
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<tr>
<td>EDEX 701</td>
<td>Nature of Students with Autism</td>
<td>3</td>
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<tr>
<td>EDEX 715</td>
<td>Applied Behavior Analysis in Special Education</td>
<td>3</td>
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<tr>
<td>EDEX 716</td>
<td>Functional Behavioral Assessment and Behavior Interventions</td>
<td>3</td>
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<tr>
<td>EDEX 717</td>
<td>Ethics in Behavior Analysis</td>
<td>3</td>
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<tr>
<td>EDEX 809</td>
<td>Single-Case Research Designs in Special Education</td>
<td>3</td>
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</tbody>
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Select one additional, related course in applied behavior analysis as approved by advisor 3

Total Credit Hours 21
licensure as an LPC is possible. Students are advised to contact the Professional Counselor Intern (LPC-Intern). After the completion of academic requirements for application for licensure as a Licensed Professional Counselor Intern (LPC-Intern), completion of this specialization may also satisfy South Carolina's academic requirements for information about the certification requirements of other states.

The Ed.S. in Counselor Education with a concentration in school counseling fulfills the certification requirements for endorsement as a school counselor or for a marriage and family counselor license. The student must also be aware that state licensing boards may have additional academic and/or supervised clinical requirements beyond the qualifying degree in order to obtain a license to practice. Students are advised to contact the appropriate licensing board for more details. Be advised that completion of this specific course of study does not prepare the graduate for licensure as a mental health counselor or for a marriage and family counselor license.

Counselor Education, Certificate (Career Development Facilitator)

The CDF certificate is open to individuals who hold a baccalaureate or higher degree. The program requires 18 hours of course work in counselor education. Students interested in subsequent enrollment in the Ed.S. in Counselor Education should note that all certificate and program hours must be completed within six years to earn the Ed.S. degree. Applicants for the CDF certificate program must meet Graduate School admission requirements for the University of South Carolina.

Once admitted to the CDF certificate program, students must complete 18 credit hours in prescribed courses to meet the requirements for the certificate. In addition, students must maintain a B average in all courses with no more than six hours of C credit.

Certificate Requirements (18 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCE 502</td>
<td>Guidance Techniques for Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDCE 600</td>
<td>Communication Skills in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDCE 700</td>
<td>Cross-Cultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDCE 706</td>
<td>Assessment in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDCE 707</td>
<td>Career Development</td>
<td>3</td>
</tr>
<tr>
<td>EDCE 717</td>
<td>Career Practicum</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

Counselor Education, Ed.S.

Overview

The counselor education program offers three areas of concentration leading to the degree of education specialist: school counseling, marriage and family counseling, and clinical mental health counseling. The Ed.S. degree requires 66 hours. The school counseling and the marriage and family counseling concentrations are accredited by the Council for the Accreditation of Counseling Related Educational Programs (CACREP). The Clinical Mental Health concentration is a newly added area and the program will apply for CACREP accreditation for this concentration at the earliest opportunity.

School Counseling

The Ed.S. in Counselor Education with a concentration in school counseling fulfills the certification requirements for endorsement as a K-12 school counselor in South Carolina. Students are advised to speak to the appropriate staff in the Office of Student Affairs (Wardlaw 113) for information about the certification requirements of other states. Completion of this specialization will also satisfy South Carolina's academic requirements for application for licensure as a Licensed Professional Counselor Intern (LPC-Intern). After the completion of the required post-degree clinical hours and supervision of these hours, licensure as an LPC is possible. Students are advised to contact the appropriate licensing board for more details. Be advised that completion of this specific course of study does not prepare the graduate for endorsement by the University as a school counselor or for a marriage and family counselor license. The student must also be aware that state licensing boards may have additional academic and/or supervised clinical requirements beyond the qualifying degree in order to obtain a license to practice. Students are advised to contact the appropriate licensing board for application materials and to discuss these requirements with their advisors.

Clinical Mental Health Counseling

The Ed.S. in Counselor Education with a concentration in clinical mental health counseling will satisfy South Carolina's academic requirements for application for licensure as a Licensed Professional Counselor Intern (LPC-Intern). After the completion of the required post-degree clinical hours and supervision of these hours, licensure as an LPC is possible. Students are advised to contact the appropriate licensing board for more details. Be advised that completion of this specific course of study does not prepare the graduate for endorsement by the University as a school counselor or for a marriage and family counselor license. The student must also be aware that state licensing boards may have additional academic and/or supervised clinical requirements beyond the qualifying degree in order to obtain a license to practice. Students are advised to contact the appropriate licensing board for application materials and to discuss these requirements with their advisors.
Learning Outcomes

School Counseling

Foundations

1. Knowledge
   a. Knows history, philosophy, and trends in school counseling and educational systems.
   b. Understands ethical and legal considerations specifically related to the practice of school counseling.
   c. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
   d. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.
   e. Understands current models of school counseling programs (e.g., American School Counselor Association (ASCA) National Model) and their integral relationship to the total educational program.
   f. Understands the effects of:
      i. atypical growth and development,
      ii. health and wellness,
      iii. language,
      iv. ability level,
      v. multicultural issues, and
      vi. factors of resiliency on student learning and development.
   g. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

2. Skills and Practices
   a. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.
   b. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program

Counseling, Prevention, and Interventions

1. Knowledge
   a. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.
   b. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.
   c. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.
   d. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.
   e. Understands group dynamics-including counseling, psychoeducational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.
   f. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

2. Skills and Practices
   a. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
   b. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
   c. Designs and implements prevention and intervention plans related to the effects of:
      i. atypical growth and development,
      ii. health and wellness,
      iii. language,
      iv. ability level,
      v. multicultural issues,
      vi. factors of resiliency on student learning and development.
   d. Demonstrates the ability to use procedures for assessing and managing suicide risk.
   e. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

Diversity and Advocacy

1. Knowledge
   a. Understands the cultural, ethical, economic, legal, and political issue surrounding diversity, equity, and excellence in terms of student learning.
   b. Identifies community, environmental, and institutional opportunities that enhance as well as barriers that impede the academic, career, and personal/social development of students.
   c. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.
   d. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

2. Skills and Practices
   a. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
   b. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
   c. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
   d. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

Assessment

1. Knowledge
   a. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social and academic functioning of students.
   b. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.
   c. Identifies various forms of needs assessments for academic, career, and personal/social development.

2. Skills and Practices
   a. Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
b. Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.

c. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

d. Makes appropriate referrals to school and/or community resources.

e. Assesses barriers that impede students’ academic, career, and personal/social development.

Research and Evaluation
1. Knowledge
   a. Understands how to critically evaluate research relevant to the practice of school counseling.
   b. Knows models of program evaluation for school counseling programs.
   c. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).
   d. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).
   e. Understands the outcome research data and best practices identified in the school counseling research literature.

2. Skills and Practices
   a. Applies relevant research findings to inform the practice of school counseling.
   b. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.
   c. Analyzes and uses data to enhance school counseling programs.

Academic Development
1. Knowledge
   a. Understands the relationship of the school counseling program to the academic mission of the school.
   b. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.
   c. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling and guidance-related material.

2. Skills and Practices
   a. Conducts programs designed to enhance student academic development.
   b. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
   c. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

Collaboration and Consultation
1. Knowledge
   a. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.

2. Skills and Practices
   a. Knows strategies to promote, develop, and enhance effective teamwork within the school and larger community.
   b. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.
   c. Understands systems theories, models, and processes of consultation in school system settings.
   d. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.
   e. Understands the various peer programming interventions (e.g., peer mediation, peer mentoring, peer tutoring) and how to coordinate them.
   f. Knows school and community collaboration models for crisis/disaster preparedness and response.

Leadership
1. Knowledge
   a. Knows the qualities, principles, skills, and styles of effective leadership.
   b. Knows strategies of leadership designed to enhance the learning environment of schools.
   c. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.
   d. Understands the important role of the school counselor as a system change agent.
   e. Understands the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings.

2. Skills and Practices
   a. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
   b. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

Marriage, Couple, and Family Counseling
Foundations
1. Knowledge
   a. Knows the history, philosophy, and trends in marriage, couple, and family counseling.
   b. Understands the ethical and legal considerations specifically related to the practice of marriage, couple, and family counseling.
c. Knows the roles and functions of marriage, couple, and family counselors in a variety of practice settings and in relation to other helping professionals.
d. Knows the professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling.
e. Understands a variety of models and theories of marriage, couple, and family counseling.
f. Understands family development and the life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and family issues, family violence, and related family concerns.
g. Understands the impact of crises, disasters, and other trauma-causing events on marriages, couples, families, and households.

2. Skills and Practices
   a. Demonstrates the ability to apply and adhere to ethical and legal standards in marriage, couple, and family counseling.
   b. Demonstrates the ability to select models or techniques appropriate to couples’ or families’ presenting problems.

Counseling, Preventions, and Intervention

1. Knowledge
   a. Understands issues of marriage, couple, and family life-cycle dynamics; healthy family functioning; family structures; and family of origin and intergenerational influences in a multicultural society.
   b. Recognizes specific problems (e.g., addictive behaviors, domestic violence, suicide risk, immigration) and interventions that can enhance family functioning.
   c. Understands human sexuality (e.g., gender, sexual functioning, sexual orientation) and its impact on family and couple functioning.
   d. Understands professional issues relevant to the practice of marriage, couple, and family counseling, including recognition, reimbursement, and right to practice.

2. Skills/Practices
   a. Uses preventive, developmental, and wellness approaches in working with individuals, couples, families, and other systems such as premarital counseling, parenting skills training, and relationship enhancement.
   b. Uses systems theory to conceptualize issues in marriage, couple, and family counseling.
   c. Uses systems theories to implement treatment, planning, and intervention strategies.
   d. Demonstrates the ability to use procedures for assessing and managing suicide risk.
   e. Adheres to confidentiality responsibilities, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice.
   f. Demonstrates the ability to recognize his or her own limitations as a marriage, couple, and family counselor and to seek supervision or refer clients when appropriate.

Diversity and Advocacy

1. Knowledge
   a. Understands how living in a multicultural society affects couples and families.

b. Recognizes societal trends and treatment issues related to working with multicultural and diverse family systems (e.g., families in transition, dual-career couples, blended families, same-sex couples).
c. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective in working with diverse family systems.

2. Skills and Practices
   a. Demonstrates the ability to provide effective services to clients in a multicultural society.
   b. Maintains information regarding community resources to make appropriate referrals.
   c. Advocates for policies, programs, and services that are equitable and responsive to the needs of couples and families.
   d. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse couples and families.

Assessment

1. Knowledge
   a. Knows principles and models of assessment and case conceptualization from a systems perspective, including diagnostic interviews, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments.
   b. Understands marriage, couple, and family assessment tools and techniques appropriate to clients’ needs in a multicultural society.
   c. Understands the impact of addiction, trauma, psychopharmacology, physical and mental health, wellness, and illness on marriage, couple, and family functioning.

2. Skills and Practices
   a. Applies skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system’s perspective.
   b. Uses systems assessment models and procedures to evaluate family functioning.
   c. Determines which members of a family system should be involved in treatment.

Research and Evaluation

1. Knowledge
   a. Understands how to critically evaluate research relevant to the practice of marriage, couple, and family counseling.
   b. Knows models of program evaluation relevant for the practice of marriage, couple, and family counseling.
   c. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in marriage, couple, and family counseling.

2. Skills and Practices
   a. Applies relevant research findings to inform the practice of marriage, couple, and family counseling.
   b. Develops measurable outcomes for marriage, couple, and family counseling programs, interventions, and treatments.
c. Analyzes and uses data to increase the effectiveness of marriage, couple, and family counseling interventions and programs.

Admission

The Counselor Education Program recommends students for admission once a year. Applicants should complete the following:

1. Apply to the Graduate School (http://www.gradschool.sc.edu)
2. Provide evidence of the admissions criteria listed below:
   a. A bachelor’s degree from an accredited college or university
   b. Official transcripts of all completed college level work
   c. Two letters of recommendation as follows:
      i. one from a former university instructor, when possible
      ii. one from a former or present employer
   d. Examination scores on the Graduate Record Examination (GRE): Verbal and Quantitative sections or the Miller Analogies Test (MAT)
   e. Letter of Intent stating the student's desire to enter the degree program and outlining his/her long-term professional goals and estimated length of time to complete a program of study
   f. Current resume
   g. Contact Counselor Education, jcattell@mailbox.sc.edu, after you have applied.

Degree Requirements (66 Hours)

Core Courses (33 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>EDCE 510</td>
<td>Introduction to Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDCE 600</td>
<td>Communication Skills in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDCE 700</td>
<td>Cross-Cultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDCE 702</td>
<td>Counselor as Consultant</td>
<td>3</td>
</tr>
<tr>
<td>EDCE 706</td>
<td>Assessment in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDCE 707</td>
<td>Career Development</td>
<td>3</td>
</tr>
<tr>
<td>EDCE 710</td>
<td>Professional, Legal and Ethical Issues in</td>
<td>3</td>
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<tr>
<td></td>
<td>Counseling</td>
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</tr>
<tr>
<td>EDCE 720</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDCE 722</td>
<td>Group Procedures in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>NPSY 757</td>
<td>Psychopathology for Counselors</td>
<td>3</td>
</tr>
<tr>
<td>NPSY 758</td>
<td>Classification and Assessment of Mental</td>
<td>3</td>
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<tr>
<td></td>
<td>Disorders</td>
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</table>

Total Credit Hours 33

Specialization and Elective Courses (6-12 Hours)

K-12 School Counseling (6 Hours)

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>EDCE 708</td>
<td>Critical Issues in School Counseling</td>
<td>3</td>
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<tr>
<td>EDCE 712</td>
<td>Comprehensive Developmental School Counseling</td>
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<tr>
<td>Electives</td>
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Total Credit Hours 12

Marriage, Couples & Family Counseling (6 Hours)

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<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCE 503</td>
<td>Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDCE 711</td>
<td>Advanced Family Counseling</td>
<td>3</td>
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Total Credit Hours 6

Clinical Mental Health Counseling (12 Hours)

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDCE 714</td>
<td>Clinical Mental Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>NPSY 760</td>
<td>Addictions Rehabilitation</td>
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<tr>
<td>Electives</td>
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</table>

Total Credit Hours 12

Clinical Preparation Courses (6-12 Hours)

K-12 School Counseling (6 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDCE 721</td>
<td>Techniques of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDCE 801</td>
<td>Advanced Techniques in School Counseling</td>
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Total Credit Hours 6

Marriage, Couples & Family Counseling (12 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDCE 715</td>
<td>Sexuality Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDCE 716</td>
<td>Leaders in Counselor Education (to be taken three times)</td>
<td>9</td>
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</table>

Total Credit Hours 12

Clinical Mental Health Counseling (6 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDCE 724</td>
<td>Techniques of Clinical Mental Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDCE 715</td>
<td>Sexuality Counseling</td>
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Total Credit Hours 6

Clinical Courses (9 Hours)

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<tr>
<td>Select one of the following:</td>
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<tr>
<td>EDCE 802F</td>
<td>Marriage, Couples, and Family Counseling Practicum</td>
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</tr>
<tr>
<td>EDCE 802E</td>
<td>Elementary School Counseling Practicum</td>
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</tr>
<tr>
<td>EDCE 802S</td>
<td>Secondary School Counseling Practicum</td>
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</tr>
<tr>
<td>EDCE 803</td>
<td>Practicum in Clinical Mental Health Counseling</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
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<td>6</td>
</tr>
<tr>
<td>EDCE 804</td>
<td>Internship in Clinical Mental Health Counseling</td>
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</tr>
<tr>
<td>EDCE 805F</td>
<td>Marriage, Couples and Family Counseling Internship</td>
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<tr>
<td>EDCE 805E</td>
<td>Elementary School Counseling Internship</td>
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</tr>
<tr>
<td>EDCE 805S</td>
<td>Secondary School Counseling Internship</td>
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</table>

Total Credit Hours 9

Research (3 Hours)

Human Growth and Development (3 Hours)

Students who received the 18-hour Graduate Certificate in Career Development Facilitator (CDF) must complete the following 48 hours to earn the education specialist’s degree.
Course Title Credits
EDCE 722 Group Procedures in Counseling 3
Select nine credit hours in EDCE clinical courses 9
Select six credit hours in EDCE specialization courses 6
EDCE 700 Cross-Cultural Counseling 3
EDCE 705 Educational Measurement 3
Select 3-12 credit hours of specialized studies in counseling 3-12
Select 3-12 credit hours of social and cultural foundations 3-12

Total Credit Hours 30-48

Note: All candidates will successfully complete a comprehensive assessment prior to graduation. Courses listed on the program of study cannot be older than six years.

Counselor Education, Ph.D.

Program Description
The University of South Carolina offers the Ph.D. degree with a major in counselor education. It emphasizes the training of professional counselor educators and counselors who will have competence in teaching, counseling, research, and supervision. Program objectives are centered around a primary goal, which is the education of outstanding counselor educators and counselors. Graduates are prepared to assume leadership roles in settings that provide counseling, teaching, and research with and about populations who are experiencing problems in daily functioning. The program is 63 post-master’s degree semester hours in length and is accredited by the Council for the Accreditation of Counseling Related Educational Programs (CACREP).

Learning Outcomes

Supervision
1. Knowledge
   a. Understands the purposes of clinical supervision
   b. Understands theoretical frameworks and models of clinical supervision.
   c. Understands the roles and relationships related to clinical supervision.
   d. Understands legal, ethical, and multicultural issues associated with clinical supervision.
2. Skill and Practices
   a. Demonstrates the application of theory and skills of clinical supervision.
   b. Develops and demonstrates a personal style of supervision.

Teaching
1. Knowledge
   a. Understands the major roles, responsibilities, and activities of counselor educators.
   b. Knows instructional theory and methods relevant to counselor education.
   c. Understands ethical, legal, and multicultural issues associated with counselor preparation training.
2. Skill and Practices
   a. Develops and demonstrates a personal philosophy of teaching and learning.
   b. Demonstrates course design, delivery, and evaluation methods appropriate to course objectives.
   c. Demonstrates the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors.

Research and Scholarship
1. Knowledge
   a. Understands univariate and multivariate research designs and data analysis methods.
   b. Understands qualitative designs and approaches to qualitative data analysis.
   c. Knows models and methods of instrument design.
   d. Knows models and methods of program evaluation.
2. Skill and Practices
   a. Demonstrates the ability to formulate research questions appropriate for professional research and publication.
   b. Demonstrates the ability to create research designs appropriate to quantitative and qualitative research questions.
   c. Demonstrates professional writing skills necessary for journal and newsletter publication.
   d. Demonstrates the ability to develop and submit a program proposal for presentation at state, regional, or national counseling conferences.
   e. Demonstrates the ability to write grant proposal appropriate for research, program enhancement, and/or program development.
   f. Demonstrates the ability to create and implement a program evaluation design.

Counseling
1. Knowledge
   a. Knows the major counseling theories, including their strengths and weaknesses, theoretical bases for efficacy, applicability to multicultural populations, and ethical/legal considerations.
   b. Understands various methods for evaluating counseling effectiveness.
   c. Understand the research base for existing counseling theories.
   d. Understands the effectiveness of models and treatment strategies of crises, disasters, and other trauma-causing events.
2. Skills and Practices
   a. Demonstrates a personal theoretical counseling orientation that is based on a critical review of existing counseling theories.
   b. Demonstrates effective application of multiple counseling theories.
   c. Demonstrates an understanding of case conceptualization and effective interventions across diverse populations and settings.

Leadership and Advocacy
1. Knowledge
   a. Understands theories and skills of leadership.
   b. Understands advocacy models.
   c. Identifies current multicultural issues as they relate to social change theories.
   d. Understands models, leadership roles, and strategies for responding to community, national, and international crises and disasters.
   e. Understands current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession.
2. Skills and Practices
a. Demonstrates the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs.

b. Demonstrates the ability to advocate for the profession and its clientele.

**Admission**

In addition to The Graduate School’s application requirements, applicants must submit:

1. proof of masters or specialist degree from an accredited college or university.
2. verification of the 30 semester hours of prerequisite work in the CACREP core and clinical areas of instruction.
3. a current resume documenting two years’ minimum work experience related to the field of counseling and related achievements, professional affiliations, and activities.
4. a letter of intent, which should include:
   a. long-term goals in terms of benefits (to self and society).
   b. skills or competencies needed to achieve the goals.
   c. a timeline for completion of your degree.
   d. barriers to achievement of those goals.
   e. a statement clarifying when you expect to meet the residency requirement.

**Degree Requirements (63 Post-Masters Hours)**

The total number of hours required may vary depending on prior graduate coursework completed, but must be no less than 63 hours beyond the masters degree. Based on the curriculum described below, a program of study will be developed with the student’s advisor and must be approved by the College of Education Graduate Director and the Dean of the Graduate School. Courses listed on the program of study must be completed no more than 10 years prior to graduation.

**Qualifying Examination**

Students must achieve a grade of B or better in the 18 hours of core courses. Once the student has applied for candidacy, the faculty reviews the application and votes whether to recommend the admission of the candidate. Admission recommendations are determined by a majority vote.

**Coursework**

**Area 1: Core Courses (18 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCE 723</td>
<td>Counseling Supervision Theory</td>
<td>3</td>
</tr>
<tr>
<td>EDCE 813</td>
<td>Professional Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDCE 820</td>
<td>Advanced Transcultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDCE 823</td>
<td>Advanced Counseling Theory</td>
<td>3</td>
</tr>
<tr>
<td>EDCE 830</td>
<td>Pedagogy in Counselor Education</td>
<td>3</td>
</tr>
<tr>
<td>EDCE 832</td>
<td>Practicum in Counseling Supervision</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

**Area 2: Clinical Requirements (12 Hours)**

**Practicum (3 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCE 822</td>
<td>Advanced Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

**Internship (9 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCE 855</td>
<td>Internship in Counselor Education (must successfully complete 3 times for one credit hour each)</td>
<td>3</td>
</tr>
<tr>
<td>EDCE 856</td>
<td>Supervised Internship in Counselor Education - Teaching (must successfully complete 2 times for three credit hours each)</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

**Area 3: Research (18 Hours)**

**Area 4: Dissertation (15 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCE 825</td>
<td>Empirical Basis of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDCE 899</td>
<td>Dissertation Preparation</td>
<td>12</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

**Foreign Language Requirement**

Students must meet the Foreign Language and/or Research Methods Requirement as defined by the Graduate School. The 18 hours of research meet this requirement.

**Comprehensive Examination**

A written and oral comprehensive examination is required.

**Educational Psychology and Research, M.Ed.**

**Program Description**

The M.Ed. in Educational Research requires the completion of 36 graduate hours. The coursework is designed to provide students with a set of research skills applicable to a variety of areas within education. Specifically, these skills include the critical reading of research, the use of statistical techniques, and the construction, selection, and interpretation of cognitive tests. Course work in this degree includes core requirements that are part of the Ph.D. degree in educational research. Students with a baccalaureate degree who are interested in pursuing doctoral work in educational research are encouraged to enroll in the M.Ed. in Educational Research.

**Learning Outcomes**

- Cultural Competence. Advanced program candidates demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity.
- Knowledge and Application of Ethical Principles. Advanced program candidates demonstrate in-depth knowledge and thoughtful application of the Code of Ethical Conduct and other guidelines relevant to their professional role.
- Communication Skills. Advanced program candidates possess a high level of oral, written, and technological communication skills, with specialization for the specific professional role(s) emphasized in the program. For programs for the advanced preparation of teachers,
candidates meet ISTE standards. For doctoral programs, candidates are prepared to publish and present at conferences.

- Mastery of Relevant Theory and Research. Advanced program candidates demonstrate in-depth, critical knowledge of the theory and research relevant to the professional role(s) and focus area(s) emphasized in the program.
- Skills in Identifying and Using Professional Resources. Advanced program candidates demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform their professional roles and to keep abreast of the field's changing knowledge base.
- Inquiry Skills and Knowledge of Research Methods. Using systematic and professionally accepted approaches, advanced program candidates demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals.
- Skills in Collaborating, Teaching, and/or Mentoring. Advanced program candidates demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles.
- Advocacy Skills. Advanced program candidates demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all students.
- Leadership Skills. Advanced program candidates reflect on and use their abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for students, families, and the profession.

**Specialized Competencies**

- Students will demonstrate a general knowledge of Research Principles and Design Issues in Educational Research.
- Students will demonstrate a general knowledge of Measurement and Assessment Issues in Theory and in Practice.
- Students will demonstrate general knowledge of Statistical Procedures and the Interpretation of Results of Various Designs.
- Students will demonstrate an expertise in the Development and Presentation of Research that Includes Purpose, Methods, Results, and Conclusions.
- Students will demonstrate knowledge of Ethics, Fairness, and Professionalism as Related to the Field of Educational Research.

**Admission**

To be considered for admission, all of The Graduate School's application requirements, curriculum vitae, and a letter of intent that delineates the applicant's professional goals and specific interest in the degree, and two letters of recommendation must be on file in:

The Graduate School
University of South Carolina
Columbia, SC 29208

Review of applications takes place in October and February.

The comprehensive examination for the M.Ed. in Educational Research consists of developing a proposal for a specific research problem.

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**Degree Requirements (36 Hours)**

**EDPY/EDRM Foundation Courses (18 Hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPY 704</td>
<td>The Field of Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 700</td>
<td>Introduction to Research in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 710</td>
<td>Educational Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 711</td>
<td>Educational Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 721</td>
<td>Constructing Cognitive Instruments</td>
<td>3</td>
</tr>
<tr>
<td>EDFI 731</td>
<td>Qualitative Inquiry</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 18

**Educational Psychology Courses (9 Hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPY 705</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>EDPY 741</td>
<td>Basic Processes: Cognition</td>
<td>3</td>
</tr>
<tr>
<td>EDPY 751</td>
<td>Learning and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDPY 785</td>
<td>Motivation and School Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 9

**Research and Measurement Courses (6 Hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRM 718</td>
<td>Research and the Statistical Packages</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 724</td>
<td>Design and Analysis of Educational Surveys</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 736</td>
<td>Program Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 6

**EDPY/EDRM Elective Courses (3 Hours)**

Elective course is selected with assistance from the student's advisor.

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**Educational Psychology and Research, Ph.D.**

**Program Description**

The doctoral program in educational psychology and research at the University of South Carolina offers two concentrations. Students choose either the educational psychology concentration or the educational research concentration.

**Educational Research Concentration**

Core skills acquired in the educational research concentration include using measurement and statistics, evaluating programs, designing research, constructing tests, and using computer statistical packages to analyze data. In addition to university faculty positions, graduates in research and measurement serve as directors and coordinators of educational research in school districts, government agencies, and the private sector.

Students may enter the doctoral program with a master's degree in any of a number of fields. Students with only a baccalaureate degree may wish to earn a master's degree in educational psychology and research or educational technology before entering the doctoral program.
Educational Psychology Concentration

The focus of the educational psychology concentration is to develop a sound knowledge base of both the biological and psychological factors that influence human learning and their relationship to the educational setting. Included are the applications of principles of learning to instruction and classroom situations, cognitive processes, the relationship of human development to the processes of learning, and methods to critique and analyze fundamental educational psychology research areas. Core skills acquired include using quantitative and qualitative research methodologies. This concentration is appropriate for qualified individuals who wish to assume a university faculty position and/or conduct research, as well as those who are responsible for classroom learning in other areas of education and industry.

Learning Outcomes

• Cultural Competence. Advanced program candidates demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity.
• Knowledge and Application of Ethical Principles. Advanced program candidates demonstrate in-depth knowledge and thoughtful application of the Code of Ethical Conduct and other guidelines relevant to their professional role.
• Communication Skills. Advanced program candidates possess a high level of oral, written, and technological communication skills, with specialization for the specific professional role(s) emphasized in the program. For programs for the advanced preparation of teachers, candidates meet ISTE standards. For doctoral programs, candidates are prepared to publish and present at conferences.
• Mastery of Relevant Theory and Research. Advanced program candidates demonstrate in-depth, critical knowledge of the theory and research relevant to the professional role(s) and focus area(s) emphasized in the program.
• Skills in Identifying and Using Professional Resources. Advanced program candidates demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform their professional roles and to keep abreast of the field’s changing knowledge base.
• Inquiry Skills and Knowledge of Research Methods. Using systematic and professionally accepted approaches, advanced program candidates demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals.
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• Advocacy Skills. Advanced program candidates demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all students.
• Leadership Skills. Advanced program candidates reflect on and use their abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for students, families, and the profession.

Specialized Competencies for Psychology Track

• Students will demonstrate mastery of Principles of Learning, Cognition, and Human Development.
• Students will develop a Knowledge Base in a Related Area.

Specialized Competencies for Research Track

• Students will develop expertise in Analyzing and Critiquing Research in the Discipline.
• Students will demonstrate proficiency in Designing, Implementing, and Reporting an Original Study.
• Students will demonstrate knowledge of Ethical Procedures for Protecting the Rights of Human Subjects in Educational Research.
• Students will develop and present research in a Fair, Complete, and Objective Manner.

Admission

To be considered for admission, all of The Graduate School's application requirements, curriculum vitae, a letter of intent that delineates the applicant's professional goals and specific interest in the degree and specifies the track (educational psychology or educational research) applied for, and three letters of recommendation from individuals who can attest to the applicant's professional potential in the chosen area of interest must be on file in:

The Graduate School
University of South Carolina
Columbia, SC 29208

Review of applications takes place in October and February.

Degree Requirements (63 Hours)

Doctoral students must complete residency requirements, a program of study, a qualifying examination, and a comprehensive (written and oral) examination and, finally, must complete and defend a dissertation.

Ph.D. in Educational Psychology and Research: Area of Concentration in Educational Research

Minimum hours required: 63 post-masters

The total number of hours required may vary depending on prior graduate coursework completed, but must be no less than 63 hours beyond the masters degree. Based on the curriculum described below, a program of study will be developed with the student’s advisor and must be approved by the Graduate Director and the Dean of the Graduate School. Courses listed on the program of study must be completed no more than 10 years prior to graduation.

General College Requirements (9 Hours)

Three post-masters courses at the 700-800 level in the College of Education, Columbia campus. Candidates in this degree may choose courses in educational foundations and inquiry, counselor education,
special education, and educational technology, as well as courses outside the Department of Educational Psychology.

**Prerequisite Courses** (9 Hours)
Prerequisite courses may not count towards the PhD degree

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRM 700</td>
<td>Introduction to Research in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 710</td>
<td>Educational Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 711</td>
<td>Educational Statistics II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 9

1 Substitution within program with approval by advisor.

**Area of Concentration (30 Hours Minimum)**
Students must earn a grade of B or higher in each course completed in the area of concentration. If a C is earned in a course in this area, the course may be repeated once only.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRM 712</td>
<td>Nonparametric Statistics</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 728</td>
<td>Technical Aspects of Tests and Measurements</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 789</td>
<td>Principles and Applications of Structural Equation Modeling</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 810</td>
<td>Design and Analysis of Experiments</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 812</td>
<td>Hierarchical Linear Modeling</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 816</td>
<td>Correlational and Multivariate Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 828</td>
<td>Item Response Theory</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 878</td>
<td>Seminar in Research Techniques (6 hours minimum - other doctoral seminars or independent studies may be approved by program of study committee)</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 27

**Elective Educational Research Courses**
Six additional hours of coursework. Elective courses must be approved by the student’s advisor and/or program of study committee.

The following courses may be considered as Educational Research Electives if not previously included as part of an M.Ed. program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRM 721</td>
<td>Constructing Cognitive Instruments</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 736</td>
<td>Program Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

**Related Electives (9 Hours)**
These courses must form a unified area of study that reflects a cohesive, secondary area of substantive expertise for the candidate, but may not include courses taken to meet the general college requirements. The related electives are a set of courses that reflect a cohesive, secondary area of emphasis for the candidate. They are supported by a sound rationale from the candidate as to the relevance for his or her study and future career. These courses should be selected in consultation with the advisor and/or students’ program of study committee. Students’ comprehensive examinations will include an examination covering the related electives area.

**Dissertation Preparation (12 Hours Minimum)**
Students are required to enroll in EDRM 899 while working on their dissertation.

**Ph.D. in Educational Psychology and Research: Area of Concentration in Educational Psychology**
Minimum hours required: 63 post-masters

The total number of hours required may vary depending on prior graduate coursework completed, but must be no less than 63 hours beyond the masters degree. Based on the curriculum described below, a program of study will be developed with the student’s advisor and must be approved by the Graduate Director and the Dean of the Graduate School. Courses listed on the program of study must be completed no more than 10 years prior to graduation.

**General College Requirements (9 Hours)**
Three post-masters courses at the 700-800 level in the College of Education, Columbia campus to expand doctoral level learning. Candidates in this degree may choose courses within the Educational Studies Department in educational foundations and inquiry, counselor education, special education, and educational technology.

**Prerequisite Courses** (12 Hours)
Students often complete these courses at the masters level

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRM 705</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 700</td>
<td>Introduction to Research in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 710</td>
<td>Educational Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 711</td>
<td>Educational Statistics II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 12

1 Substitution within program with approval by advisor.

**Area of Concentration Educational Psychology Core Courses (24 Hours Minimum)**
Consult with advisor and/or program of study committee to select core courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPY 704</td>
<td>The Field of Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDPY 751</td>
<td>Learning and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDPY 752</td>
<td>Research Methods in Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDPY 741</td>
<td>Basic Processes: Cognition</td>
<td>3</td>
</tr>
<tr>
<td>EDPY 785</td>
<td>Motivation and School Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 736</td>
<td>Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 721</td>
<td>Constructing Cognitive Instruments</td>
<td>3</td>
</tr>
<tr>
<td>EDET 722</td>
<td>Instructional Design and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDET 755</td>
<td>Design and Evaluation of Information Access and Delivery</td>
<td>3</td>
</tr>
</tbody>
</table>

Select at least one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFI 730</td>
<td>Qualitative Epistemologies, Paradigms, &amp; Theories</td>
<td>3</td>
</tr>
<tr>
<td>EDFI 731</td>
<td>Qualitative Inquiry</td>
<td>3</td>
</tr>
</tbody>
</table>

Select at least one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPY 706</td>
<td>Growth and Development: Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDPY 707</td>
<td>Growth and Development: Middle Childhood and Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>EDPY 708</td>
<td>Growth and Development: Adulthood</td>
<td>3</td>
</tr>
</tbody>
</table>
Select at least two of the following doctoral seminars: 6
- EDPY 805: Contemporary Research in Human Development and Education
- EDPY 835: Educational Psychology
- EDPY 873: Advanced Problems in Educational Psychology
- Other doctoral seminars approved by advisor and/or program of study committee

Quantitative or Qualitative Research Option
Students should choose either the quantitative or qualitative research option. (The research option should be selected in consultation with the student's advisor and/or program of study committee.)

Quantitative Research Option (9 Hours Minimum)
Select at least nine hours of the following: 9
- EDRM 712: Nonparametric Statistics
- EDRM 718: Research and the Statistical Packages
- EDRM 724: Design and Analysis of Educational Surveys
- EDRM 728: Technical Aspects of Tests and Measurements
- EDRM 789: Principles and Applications of Structural Equation Modeling
- EDRM 810: Design and Analysis of Experiments
- EDRM 812: Hierarchical Linear Modeling
- EDRM 828: Item Response Theory
- EDRM 878: Seminar in Research Techniques (3 hours minimum)

Other approved courses in quantitative research taught outside the department approved by the student's advisor and/or program of study committee.

Total Credit Hours 9

Qualitative Research Option (9 Hours Minimum)
Note: EDFI course completed as a core requirement does not count toward the 9 hr. minimum.
Select at least nine hours of the following: 9
- EDFI 730: Qualitative Epistemologies, Paradigms, & Theories
- EDFI 731: Qualitative Inquiry
- EDFI 832: Educational Biography
- EDFI 833: Narrative Inquiry
- EDFI 834: Participatory Action Research
- EDFI 836: Ethnography and Education
- Other approved courses in qualitative research taught outside the department approved by the student's advisor and/or program of study committee.

Total Credit Hours 9

Note: Students must earn a grade of B or higher in each course completed in the area of concentration. If a C is earned in a course in this area, the course may be repeated once only. Above credit hours for the research options are minimums. Students who plan on working in a research position and/or being a faculty member at a research university may need to take additional courses in order to be adequately prepared for those roles. In addition, students who may be interested in developing expertise in both quantitative and qualitative research methods and/or mixed methods research should consider completing research method courses in both research options. These decisions should be made in consultation with students' advisor and/or program of studies committee.

Related Electives (9 Hours Minimum)
These courses must be from a unified area of study that reflects a cohesive, secondary area of substantive expertise. This may not include courses taken to meet the general requirements. They are supported by a sound rationale from the candidate as to relevance for his or her study and future career. Students' comprehensive examinations will include a component covering the related electives area.

Dissertation Preparation (12 Hours Minimum)
Students are required to enroll in EDRM 899 while working on the dissertation.

Foundations of Education, Ph.D.
Program Description
The doctoral program in foundations of education at the University of South Carolina offers both breadth and depth in the study of social, philosophical, and historical issues in education. Faculty combine teaching and scholarship with involvement in the local community as well as work at the state and national levels. In addition to course work in foundations in education, doctoral students are offered the opportunity of an expansive social sciences and humanities education based on an individual program of study they can craft with their advisor and doctoral committee.

Learning Outcomes
- Cultural Competence. Advanced program candidates demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity.
- Knowledge and Application of Ethical Principles. Advanced program candidates demonstrate in-depth knowledge and thoughtful application of the Code of Ethical Conduct and other guidelines relevant to their professional role.
- Communication Skills. Advanced program candidates possess a high level of oral, written, and technological communication skills, with specialization for the specific professional role(s) emphasized in the program. For programs for the advanced preparation of teachers, candidates meet ISTE standards. For doctoral programs, candidates are prepared to publish and present at conferences.
- Mastery of Relevant Theory and Research. Advanced program candidates demonstrate in-depth, critical knowledge of the theory and research relevant to the professional role(s) and focus area(s) emphasized in the program.
- Skills in Identifying and Using Professional Resources. Advanced program candidates demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform their professional roles and to keep abreast of the field's changing knowledge base.
- Inquiry Skills and Knowledge of Research Methods. Using systematic and professionally accepted approaches, advanced program candidates demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals.
- Skills in Collaborating, Teaching, and/or Mentoring. Advanced program candidates demonstrate the flexible, varied skills needed to
work collaboratively and effectively with other adults in professional roles.
• Advocacy Skills. Advanced program candidates demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all students.
• Leadership Skills. Advanced program candidates reflect on and use their abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for students, families, and the profession.

Specialized Competencies
• Historical/Contemporary Perspective. Program candidates must demonstrate in-depth, critical knowledge of scholarly literature on historical and contemporary issues in education.
• School & Society. Program candidates should demonstrate an understanding of the complex relationship between schools and society from historical, sociological, cultural, political, and global perspectives.
• Human Growth. Program candidates teaching should demonstrate an understanding of human growth and development as a foundation for analyzing and understanding behavior.
• Development & Presentation of Research. Program candidates will demonstrate an expertise in the development and presentation of research that includes purpose, methods, results, and conclusions.

Examinations/Curriculum
For the comprehensive exam, students complete a Web-based professional portfolio and present to program faculty at the end of their degree program.

Admission
To be considered for admission all of The Graduate School’s application requirements, a letter of intent that expresses the applicant’s professional goals and specific interest in foundations of education, a curriculum vitae listing prior experiences and scholarly activities, and a writing sample (such as a class paper or a published article) must be on file in:

The Graduate School
University of South Carolina
Columbia, SC 29208

Degree Requirements (63 Post-Baccalaureate Hours)
Doctoral students must complete residency requirements, a program of study, a qualifying examination and written and oral comprehensive exam, and must complete and defend a dissertation.

Educational Foundations & Inquiry Core Courses (24 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFI 741</td>
<td>International and Comparative Education</td>
<td>3</td>
</tr>
<tr>
<td>EDFI 743</td>
<td>The History of Education in the United States</td>
<td>3</td>
</tr>
<tr>
<td>EDFI 747</td>
<td>Critical Race Theory and Education</td>
<td>3</td>
</tr>
<tr>
<td>EDFI 749</td>
<td>The School in Modern Society</td>
<td>3</td>
</tr>
</tbody>
</table>

Specialization in Educational Foundations or Qualitative Inquiry (6 Hours)
Students select either two additional educational foundations courses or two additional qualitative inquiry courses.

Multiple Methodologies (6 Hours)
Students complete 6 hours of coursework from different research traditions to establish competence in multiple methodological areas. Courses approved by advisor.

All Ph.D. programs in the College of Education require a minimum of 18 hours of research coursework. Students in the Ph.D. in Educational Foundations and Inquiry meet this requirement by completing 12 hours of research in the EDFI Inquiry Core and an additional 6 hours from different research traditions to establish competence in multiple methodological areas.

Cognate (12 Hours)
Students complete 12 hours of coursework toward a cognate as approved by advisor.

Equity and Justice Internship (3 Hours)
The Equity and Justice Internship may be completed once for 3 credit hours or in 1-2 credit hour increments across matriculation in the program for a total of 3 credit hours.

Dissertation Preparation (12 Hours)

Learning Design and Technologies, M.Ed. (Joint degree with USC Aiken)

Program Description
The Master’s Degree in Learning Design and Technologies is designed to provide advanced professional studies in graduate level coursework to develop capabilities essential to the effective design, evaluation, and delivery of technology-based instruction and training (e.g., software development, multimedia development, assistive technology modifications, web-based development, and distance learning). The program that consists of 36 hours is intended:

1. to prepare educators to assume leadership roles in the integration of educational technology into the school curriculum, and
2. to provide graduate-level instructional opportunities for several populations (e.g., classroom teachers, corporate trainers, educational software developers) that need to acquire both technological competencies and understanding of sound instructional design principles and techniques.

The graduate program is offered jointly by the USC Aiken School of Education and the USC Columbia College of Education. All courses are offered in web-based format.
Learning Outcomes

• Design. Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles of instructional systems design, message design, instructional strategies, and learner characteristics.

• Development. Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences using print, audiovisual, computer-based, and integrated technologies.

• Utilization. Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles and theories of media utilization, diffusion, implementation, and policy-making.

• Management. Candidates demonstrate knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles of project, resource, delivery system, and information management.

• Evaluation. Candidates demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles of problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning.

Examinations/Curriculum

For the comprehensive exam, students complete a Web-based professional portfolio and present to program faculty at the end of their degree program.

Admission

To be considered for admission, all of the Graduate School application requirements and a letter of intent detailing your rationale for proposed study in Learning Design and Technologies must be submitted to the Graduate School. Completed files are forwarded to the College of Education and reviewed as they are received.

Degree Requirements (36 Hours)

Foundational Courses (6 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRM 700</td>
<td>Introduction to Research in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDET 709</td>
<td>Applications of Learning Principles</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>6</td>
</tr>
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</table>

Design Courses (15 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDET 603</td>
<td>Design and Development Tools I</td>
<td>3</td>
</tr>
<tr>
<td>EDET 703</td>
<td>Design and Development Tools II</td>
<td>3</td>
</tr>
<tr>
<td>EDET 793</td>
<td>Advanced Instructional Design and Development</td>
<td>3</td>
</tr>
<tr>
<td>EDET 755</td>
<td>Design and Evaluation of Information Access and Delivery</td>
<td>3</td>
</tr>
<tr>
<td>EDET 722</td>
<td>Instructional Design and Assessment</td>
<td>3</td>
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<td></td>
<td>Total Credit Hours</td>
<td>15</td>
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</tbody>
</table>

Technology Courses (12 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDET 650</td>
<td>Internship in Educational Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDET 735</td>
<td>Technological Applications for Diverse Populations</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDET 746</td>
<td>Management of Technology Resources</td>
<td>3</td>
</tr>
<tr>
<td>EDET 780</td>
<td>Research Seminar in Educational Technology</td>
<td>3</td>
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</table>

Electives (3 Hours)

(Choose one of the following or other approved by advisor.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDET 652</td>
<td>Design and Evaluation of Games and Simulations</td>
<td>3</td>
</tr>
<tr>
<td>EDTE 731</td>
<td>Integration of Technology and Instruction</td>
<td></td>
</tr>
<tr>
<td>SLIS 706</td>
<td>Information Organization and Access</td>
<td></td>
</tr>
<tr>
<td>MGMT 722</td>
<td>Labor Relations</td>
<td></td>
</tr>
<tr>
<td>EDRM 736</td>
<td>Program Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>3</td>
</tr>
</tbody>
</table>

Play Therapy, Certificate

The Counselor Education Program offers a graduate certificate in play therapy that is designed for individuals who have already completed a Master’s degree or higher in counseling, psychology, or social work. The certificate is also available to students already enrolled in the Counselor Education degree programs at the Ed.S. and Ph.D levels.

The certificate program is designed to meet the requirements of the Association for Play Therapy for post-Master’s graduate education for individuals interested in pursuing the Registered Play Therapy credential. The Association for Play Therapy recommends the following topics be covered in coursework for individuals seeking the Registered Play Therapy credential:

• Play Therapy History
• Play Therapy Theories
• Play Therapy Techniques or Methods
• Play Therapy Applications

Admission

The Play Therapy Certificate is open to individuals holding at least a Master’s degree in Counseling, Social Work, or Psychology. Current Counselor Education Ed.S. students are also eligible for the certificate and may transfer credits (e.g. EDCE 709) into the certificate program with the guidance of their advisors. No more than 9 credit hours from the Ed.S. in Counselor Education can be applied to the Play Therapy Certificate.

Certificate Requirements (18 Hours)

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCE 810</td>
<td>Theory and Practice of Play Therapy</td>
<td>3</td>
</tr>
<tr>
<td>EDCE 709</td>
<td>Counseling Through Play</td>
<td>3</td>
</tr>
<tr>
<td>EDCE 809</td>
<td>Advanced Counseling Through Play</td>
<td>3</td>
</tr>
<tr>
<td>EDCE 811</td>
<td>Creative Arts in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDPY 705</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>EDCE 802P</td>
<td>Practicum in Play Therapy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>18</td>
</tr>
</tbody>
</table>
Qualitative Research, Certificate

Administered by the Department of Educational Studies in the College of Education, the Graduate Certificate in Qualitative Research program brings together several courses in qualitative research theory, method, and design in an effort to prepare graduate students, professors, professional researchers, program evaluators, etc. to conduct and apply best practices in the study of qualitative research and in conducting qualitative inquiry. The certificate program is open to all post-Masters students in education and related disciplines interested in developing expertise in qualitative research methods. This certificate may also meet the doctoral cognate requirements for a number of degree programs within the University.

Admission Criteria

Applicants with a Master’s degree (or the international equivalent) from an accredited college or university should submit the following materials to be considered for admission to the certificate program:

- USC Graduate School application form;
- Curriculum Vitae or Resume;
- A statement of purpose that expresses the applicant’s specific interest in the Graduate Certificate in Qualitative Research, details their professional goals, and outlines a relevant and well-defined career path;
- Official transcripts of all previous undergraduate and graduate coursework;
- Two letters of recommendation from professors or employers.

Previously submitted application materials will be accepted for post-Master’s students in good academic standing enrolled in any terminal degree program within the University system; however, a new statement of purpose must be submitted to the Graduate School. In addition, via the online application page, students should complete an “Update Request Form” through which they may request concurrent enrollment in a second program. A letter from faculty in both the certificate program and the student’s home program supporting their concurrent enrollment is also required by the Graduate School.

It is the applicant’s responsibility to make sure that all required application materials have been received. Applicants should list “Graduate Certificate in Qualitative Research” on the application form under degree pursued. The Program accepts applications on a rolling basis (students may begin the Program during the fall or spring semester).

Certificate Requirements (18 Hours)

The certificate program consists of 18 semester credit hours of course work. All of the required hours in the program must be in courses at the 700-level or above. 9 hours must come from the following courses in the College of Education:

Coursework

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFI 730</td>
<td>Qualitative Epistemologies, Paradigms, &amp; Theories</td>
<td>3</td>
</tr>
<tr>
<td>EDFI 731</td>
<td>Qualitative Inquiry</td>
<td>3</td>
</tr>
</tbody>
</table>

Advanced Qualitative Offerings

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFI 832</td>
<td>Educational Biography</td>
</tr>
</tbody>
</table>

Additional Requirements

Where appropriate 6 hours, and with the approval of the Certificate coordinator, other courses may be substituted for these required courses.

An additional 6 hours of elective courses in qualitative research are chosen based on the student’s interest. These elective courses, which require approval by the Certificate coordinator, may be taken in the College of Education, in other university units, or by transfer credit. The final three hours of coursework, selected with the Certificate coordinator, must include a public presentation of a culminating project.

Up to 6 semester hours of graduate credit with grades of B or better may be transferred from another institution into the certificate program; however, these hours must be approved by the Certificate coordinator, must come from an accredited institution, and must be no more than six years old at the time of graduation. Please contact the Certificate coordinator with any questions.

Certificate students must maintain a 3.0 cumulative grade point average (GPA) in all USC courses taken for graduate credit. Any grade lower than a “B” in a certificate course will make the student academically ineligible for certification. There is no residence requirement, but all courses must be completed within six years of enrollment.

Special Education, M.Ed.

The M.Ed. program in special education is designed for certified teachers who are seeking initial or additional certification in special education. The program includes 150 hours of practicum experience.

Learning Outcomes

Learning Disabilities, Emotional/Behavioral Disorders, Mild/Moderate, Severe

- Foundations. Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

- Development and Characteristics of Learners. Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between
and among individuals with and without exceptional learning needs (ELN)\(^1\). Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

- Individual Learning Differences. Special educators understand the effects that an exceptional condition\(^2\) can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

- Instructional Strategies. Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula\(^3\) and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

- Learning Environments and Social Interactions. Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

- Language. Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

- Instructional Planning. Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

- Assessment. Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

- Professional and Ethical Practice. Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit
individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others' attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.

- Collaboration. Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

Early Childhood

- Cultural Competence. Advanced program candidates demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity.
- Knowledge and Application of Ethical Principles. Advanced program candidates demonstrate in-depth knowledge and thoughtful application of the Code of Ethical Conduct and other guidelines relevant to their professional role.
- Communication Skills. Advanced program candidates possess a high level of oral, written, and technological communication skills, with specialization for the specific professional role(s) emphasized in the program. For programs for the advanced preparation of teachers, candidates meet ISTE standards. For doctoral programs, candidates are prepared to publish and present at conferences.
- Mastery of Relevant Theory and Research. Advanced program candidates demonstrate in-depth, critical knowledge of the theory and research relevant to the professional role(s) and focus area(s) emphasized in the program.
- Skills in Identifying and Using Professional Resources. Advanced program candidates demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform their professional roles and to keep abreast of the field’s changing knowledge base.
- Inquiry Skills and Knowledge of Research Methods. Using systematic and professionally accepted approaches, advanced program candidates demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals.
- Skills in Collaborating, Teaching, and/or Mentoring. Advanced program candidates demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles.
- Advocacy Skills. Advanced program candidates demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all students.
- Leadership Skills. Advanced program candidates reflect on and use their abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for students, families, and the profession.

National Board for Professional Teaching Standards

1. Teachers are Committed to Students and Learning.
   a. Demonstrate an understanding of students' cognitive development and the influence of context and culture.
   b. Foster all students' cognitive, affective, and social/cultural development, adjusting practice to meet individual needs.

2. Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.
   a. Know subject(s) they teach.
   b. Know students' typical understanding of subjects and how to teach subject(s).
   c. Foster problem posing and solving.

3. Teachers are Responsible for Managing and Monitoring Student Learning.
   a. Establish disciplined learning environment and effectively engage students using a range of appropriate teaching techniques.
   b. Enlist expertise of others to complement own teaching.
   c. Assess individual students and whole class using multiple measures and communicate assessment/data collection to parents.

4. Teachers Think Systematically about Their Practice and Learn from Experience.
   a. Demonstrate an experimental and problem solving approach to teaching applying theory, research, and personal experience to making decisions of practice.
   b. Critically examine practice on an on-going basis.

5. Teachers are Members of Learning Communities.
   a. Work collaboratively with others, including colleagues and parents, to foster school progress and improve educational experiences in the context of the community/state and through the development of curriculum, instruction, and staff.
   b. Use community resources to the benefit of students.

Examinations and Certification

Students must do the following:

- maintain an average grade of B or better on all courses taken for graduate credit. Grades of C+ or lower on any 12 hours of graduate work at the University will disqualify a student for a graduate degree from the College of Education.
- pass a comprehensive examination in the area of specialization.

Note: The M.Ed. program is not designed for initial teacher certification. Students wishing to use the M.Ed. program to add certification in an area of special education to their existing teaching certificates must meet requirements as mandated by the S.C. Department of Education. Further information may be obtained from the S.C. Department of Education or from the College of Education’s Office of Students Affairs.
Admission

1. To be considered for admission all of the following materials must be on file in The Graduate School, University of South Carolina, Columbia, SC 29208:
   - transcripts of all college and university credits
   - two letters of recommendation from former professors or work supervisors in the field of education
   - a completed graduate school application
   - a letter of intent for proposed study in special education
   - Graduate Record Examination (verbal and quantitative sections) or Miller Analogies Test scores, taken within five years of application date
   - evidence of initial certification

2. Upon verification of the above requirements, the applicant will interview with the Programs in Special Education Committee and participate in an extemporaneous writing sample.

3. Acceptance by The Graduate School and the programs in special education is based on the evaluation of the applicant's total academic profile by two admissions committee members. The admissions committee members will rate the applicant's letters of recommendation, GPA, test scores, writing sample, and interview on a 100-point scale and determine an overall average score. Specifically, a GPA of 2.5 to 3-C is equivalent to 75 points and an 800 on the GRE or 388 on the Millers is equivalent to 75 points. The averaged ratings of the committee must meet or exceed 75 for the applicant to be admitted to the M.A.T. program. The profile of typical students admitted into the M.Ed. in Special Education for the past three years on selected items is as follows: GPA: 3.5 or above; GRE425’500 or Miller Analogies: 400.

Degree Requirements (33 Hours)

Prerequisite Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEX 523</td>
<td>Introduction to Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>EDPY 705</td>
<td>Human Growth and Development (additional prerequisite for Early Childhood Special Education only)</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 891</td>
<td>Advanced Educational Procedures for Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 790</td>
<td>Introduction to Assessment in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 892</td>
<td>Collaborative Partnerships in PK-12 Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 792</td>
<td>Partnerships in Early Childhood Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 790</td>
<td>Introduction to Research in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 6

Note: EDEX 523 and EDPY 705 do not count toward the 33 hours required for the M.Ed. degree.

Professional Core Requirements (12 Hours)

Required for all concentrations

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDEX 580</td>
<td>Direct Instruction in Reading for At-Risk Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 714B</td>
<td>Practicum in Instruction of Exceptional Children II: B (Behavioral Disorders)</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 714E</td>
<td>Practicum in Instruction of Exceptional Children II: E (Early Childhood Special Education)</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 714L</td>
<td>Practicum in Instruction of Exceptional Children II: L (Learning Disabilities)</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 714M</td>
<td>Practicum in Instruction of Exceptional Children II: ID (Intellectual Disabilities)</td>
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</tbody>
</table>

Total Credit Hours 12

Specialization Area Requirements (21 Hours for each concentration)

A. Early Childhood Special Education (21 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEX 530</td>
<td>Introduction to Early Childhood Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 630</td>
<td>Educational Procedures for Early Childhood Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 643</td>
<td>Social/Emotional Development and Guidance for Young Children with Developmental Delays</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 646</td>
<td>Advanced Procedures for Assessment in Early Childhood Special Education (ECSE)</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 692</td>
<td>Partnerships in Early Childhood Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 701</td>
<td>Nature of Students with Autism</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 891</td>
<td>Advanced Educational Procedures for Exceptional Children</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 21

B. Emotional and Behavioral Disorders (21 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEX 582</td>
<td>Teaching Mathematics to Students at Risk</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 632</td>
<td>Nature of Students with Emotional and Behavior Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 640</td>
<td>Managing Problem Behavior in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 691</td>
<td>Collaborative Partnerships in PK-12 Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 784</td>
<td>Instruction of Students with Emotional and Behavioral Disorders</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 790</td>
<td>Introduction to Assessment in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 891</td>
<td>Advanced Educational Procedures for Exceptional Children</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 21

C. Learning Disabilities (21 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEX 531</td>
<td>Nature of Students with Specific Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 582</td>
<td>Teaching Mathematics to Students at Risk</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 616</td>
<td>Instruction of Students with Specific Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 640</td>
<td>Managing Problem Behavior in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 691</td>
<td>Collaborative Partnerships in PK-12 Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 790</td>
<td>Introduction to Assessment in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 891</td>
<td>Advanced Educational Procedures for Exceptional Children</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 21
D. Intellectual Disabilities (21 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEX 582</td>
<td>Teaching Mathematics to Students at Risk</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 619</td>
<td>Nature of Students with Intellectual Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 640</td>
<td>Managing Problem Behavior in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 691</td>
<td>Collaborative Partnerships in PK-12 Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 712</td>
<td>Instruction of Students with Intellectual Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 790</td>
<td>Introduction to Assessment in Special Education</td>
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</tr>
<tr>
<td>EDEX 891</td>
<td>Advanced Educational Procedures for Exceptional Children</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 21

E. Severe and Multiple Disabilities (21 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEX 610</td>
<td>Instruction of Students with Severe and Multiple Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 615</td>
<td>Curriculum and Language Instruction for Students with Severe and Multiple Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 619</td>
<td>Nature of Students with Intellectual Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 640</td>
<td>Managing Problem Behavior in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 701</td>
<td>Nature of Students with Autism</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 790</td>
<td>Introduction to Assessment in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 809</td>
<td>Single-Case Research Designs in Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 21

Special Education, Ph.D.

Tracks

1. University Teaching and Research

2. Special Education Leadership

Program Description

The Ph.D. program in special education focuses on preparing special education professionals with emphasis on either teacher education and research or administration and leadership. The Ph.D. program prepares its graduates to become successful and productive special education faculty members or administrators through an intensive course of advanced study. Courses include both seminars and experiential learning.

Learning Outcomes

- Cultural Competence. Advanced program candidates demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity
- Knowledge and Application of Ethical Principles. Advanced program candidates demonstrate in-depth knowledge and thoughtful application of the Code of Ethical Conduct and other guidelines relevant to their professional role.
- Communication Skills. Advanced program candidates possess a high level of oral, written, and technological communication skills, with specialization for the specific professional role(s) emphasized in the program. For programs for the advanced preparation of teachers, candidates meet ISTE standards. For doctoral programs, candidates are prepared to publish and present at conferences.
- Mastery of Relevant Theory and Research. Advanced program candidates demonstrate in-depth, critical knowledge of the theory and research relevant to the professional role(s) and focus area(s) emphasized in the program.
- Skills in Identifying and Using Professional Resources. Advanced program candidates demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform their professional roles and to keep abreast of the field's changing knowledge base.
- Inquiry Skills and Knowledge of Research Methods. Using systematic and professionally accepted approaches, advanced program candidates demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals.
- Skills in Collaborating, Teaching, and/or Mentoring. Advanced program candidates demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles.
- Advocacy Skills. Advanced program candidates demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all students.
- Leadership Skills. Advanced program candidates reflect on and use their abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for students, families, and the profession.

Specialized Competencies

- Demonstrate the ability to identify and discuss major theories and philosophies related to learning and the education of individuals with disabilities
- Demonstrate the ability to identify governmental and legal structures, requirements, and parameters relating to the education and life issues of individuals with disabilities.
- Demonstrate knowledge of the theoretical support for analysis of policies, procedures, and strategies that govern and direct educational programs (leadership).
- Demonstrate knowledge of theories in educational leadership and the application of these theories in practical settings (leadership).
- Demonstrate knowledge of pedagogical styles and the application of these styles in practical settings (higher ed).
- Demonstrate a personal philosophy of teacher-education and pedagogical preferences, and the application of this knowledge in practical settings (higher ed).

Admission

1. In addition to The Graduate School's application requirements, applicants must have the following materials on file at The Graduate School, University of South Carolina, Columbia, SC 29208, by the deadline of February 14. Students applying for grant positions must have all materials on file prior to faculty interview.
   - a supplemental application form for the Ph.D. in Special Education, and a letter of intent
   - evidence that the applicant holds a professional certification in education or a related field (e.g., speech/language pathology, school psychology)
   - evidence of five years of direct educational experience, which may include working with exceptional individuals in school, clinic, or residential settings.
2. Upon verification of the above requirements the applicant will interview with the Programs in Special Education Admissions Committee and participate in an extemporaneous writing sample.

Degree Requirements (63-66 Post-Masters Hours)

Prerequisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEX 710</td>
<td>Legal Issues in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 750</td>
<td>Technology and Exceptional Populations</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 891</td>
<td>Advanced Educational Procedures for Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 700</td>
<td>Introduction to Research in Education</td>
<td>3</td>
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</tbody>
</table>

Total Credit Hours 12

Foundation Courses (15 Hours)

Select one course from each section.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDFI 743</td>
<td>The History of Education in the United States</td>
<td>3</td>
</tr>
<tr>
<td>EDFI 744</td>
<td>Philosophy and Education</td>
<td>3</td>
</tr>
<tr>
<td>EDFI 847</td>
<td>Modern Philosophies of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDPY 706</td>
<td>Growth and Development: Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDPY 835</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 15

Educational Foundations

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDEX 815</td>
<td>Coordination of Programs for Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 892A</td>
<td>Internship in Exceptional Children: A (Administration)</td>
<td>3-6</td>
</tr>
<tr>
<td>EDEX 893</td>
<td>Advanced Topics in Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 894</td>
<td>Research Seminar in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDRP 702</td>
<td>School Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDRP 703</td>
<td>Supervision of Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDRP 704</td>
<td>School Finance and Business Management</td>
<td>3</td>
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</table>

Total Credit Hours 21-24

Emphasis 2 - Research/College Teaching - Special Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEX 892P</td>
<td>Internship in Exceptional Children: P (Pedagogy)</td>
<td>3-6</td>
</tr>
<tr>
<td>EDEX 893</td>
<td>Advanced Topics in Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 894</td>
<td>Research Seminar in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 712</td>
<td>Nonparametric Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Select six hours of two of the following or one of the following and an approved elective:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRM 718</td>
<td>Research and the Statistical Packages</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 721</td>
<td>Constructing Cognitive Instruments</td>
<td>3</td>
</tr>
<tr>
<td>EDFI 731</td>
<td>Qualitative Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 810</td>
<td>Design and Analysis of Experiments</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 816</td>
<td>Correlational and Multivariate Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 840</td>
<td>Advanced Qualitative Inquiry in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 18-21

Research and Dissertation (18 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRM 711</td>
<td>Educational Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 809</td>
<td>Single-Case Research Designs in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 899</td>
<td>Dissertation Preparation 1</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Credit Hours 18

1 Three hours of which may be taken as EDRM 897.

Cognate (9-12 Hours)

Outside Department of Educational Studies

Initial Teacher Certification Programs

The USC initial teacher certification programs prepare exemplary Collaborative Educational Leaders with the knowledge, skills, and dispositions they need to positively impact classrooms and a wide spectrum of educational enterprises. USC’s two graduate degree programs that lead to teacher certification are the Master of Arts in Teaching (M.A.T.) and the Master of Teaching (M.T.) degrees. Certified teachers are NOT eligible for these degrees.

Undergraduate initial teacher certification programs can be found in the Undergraduate Bulletin.

M.A.T. degrees are designed for career-changers or those deciding to become teachers after completing a bachelor’s degree in an area other than education. M.A.T. degrees are available in many areas including elementary education (grades 2-6); areas of P-12 certification (e.g., art, foreign languages, music, physical education, special education, and theatre), and secondary English, mathematics, science, and social studies (grades 9-12).

The College of Education offers M.A.T. programs in collaboration with departments in other college/schools, as appropriate for each program. In general, M.A.T. programs include a minimum of 45 credit hours with 6-15 credit hours in professional education coursework, 15-24 credit hours in the content area, and 15 credit hours of internship/directed teaching and seminar. See the specific requirements for each M.A.T. degree.
The M.T. degree program is a “fifth-year” program designed for candidates who attend USC as undergraduates, earn a bachelor’s degree in an appropriate content major, and complete a 12-15 credit hour education core of courses. The M.T. degree is specifically designed to prepare graduates to teach in the secondary education areas of English, mathematics, science, and social studies. The degree includes a minimum of 39 credit hours including 15-24 credit hours in professional education and 15 credit hours in internship and seminar.

Graduation from all M.A.T. and M.T. programs requires successful completion of all course work, including internship/directed teaching and a comprehensive examination. Placement for internships/directed teaching will be made only in the Columbia metropolitan area.

Questions about applying to the M.A.T. and M.T. programs should be directed to the College of Education, Office of Student Affairs in Wardlaw 113 (777-6732; teach@mailbox.sc.edu).

**Professional Program in Education and Internship/Directed Teaching**

Candidates are required to apply for and obtain formal admission to the professional program in education prior to the internship or directed teaching experience. All candidates seeking admission to the graduate Professional Program in Education must:

- be fully admitted to the Graduate School and to the program
- have a minimum overall graduate GPA of 3.00 or higher
- submit formal application to the Professional Program in Education
- submit a graduate program (Program of Study) form signed by appropriate advisor(s)
- satisfy all program-specific requirements
- submit a passing score on the state-mandated Education and Economic Development Act Assessment (EEDA) module
- be recommended by faculty

Some areas may have additional and/or more restrictive criteria. Requirements are specified under each program area. Candidates seeking teacher certification must also apply for internship or directed teaching in order to successfully complete their program of study.

**Certification**

In the teacher certification degree programs (M.A.T. and M.T.), the degree requirements and certification requirements are linked. Inasmuch as the certification requirements are the responsibility of the S.C. State Board of Education, if state regulations change, degree requirements are also subject to change. All candidates seeking teacher certification must:

- successfully complete the requirements of the degree program
- achieve test scores at or above those established by the state on the program-appropriate exams (Praxis II Series); scores earned on the Praxis must be submitted to the Office of Student Affairs, College of Education, Wardlaw 113, USC, and to the South Carolina Department of Education
- submit to an FBI and SLED background check for prior felony convictions and be cleared by the FBI and SLED prior to internship/directed teaching
- pay all certification fees as required
- successfully complete ADEPT requirements with a positive recommendation for certification.

**Admissions Criteria**

Regulations and requirements for admission to graduate study and graduate degree candidacy for Initial Teacher Certification Programs correspond to those of The Graduate School. In accordance with the general regulations of The Graduate School, the College of Education, and the various graduate Initial Teacher Certification Program Areas, any candidate for the M.A.T. or M.T. program is required to meet the following admissions criteria:

- hold a baccalaureate degree with a grade point average of 2.50 or higher (based on a 4.00 system)
- submit acceptable scores from either the GRE, Miller’s Analogy Test, or Praxis Subject Assessments as indicated by each program/degree
- obtain at least two letters of recommendation (some programs require more) from those who can clearly attest to the candidate’s knowledge, skills, and dispositions relevant to the degree sought
- submit supplemental application, letter or statement of intent, and/or be interviewed if required by the degree area

Some areas may have additional admission criteria.

**Programs**

- Art Education, M.A.T. (P-12 Certification) (p. 1002)
- Elementary Education, M.A.T. (2-6 Certification) (p. 1003)
- English, M.A.T. (Secondary Education) (p. 1005)
- Foreign Language, M.A.T. (P-12 Certification) (p. 1005)
- Mathematics, M.A.T. (Secondary Education) (p. 1006)
- Music Education, M.A.T. (P-12 Certification) (p. 1007)
- Physical Education, M.A.T. (P-12 Certification) (p. 1009)
- Sciences, M.A.T. (Secondary Education) (p. 1010)
- Secondary Education, M.T. (p. 1011)
- Social Studies, M.A.T. (Secondary Education) (p. 1016)
- Special Education, M.A.T. (P-12 Certification) (p. 1017)
- Theatre, M.A.T. (P-12 Certification) (p. 1019)

**Art Education, M.A.T. (P-12 Certification)**

**Art Education M.A.T. (P – 12 Certification)**

The Master of Arts in Teaching (M.A.T.) degree in Art Education is designed for initial teacher certification in Art Education (K-12) and requires a minimum of 48 semester hours of graduate course work, including: 6 hours in Professional Education, 27 hours in the Teaching Content Area, and 15 hours of Directed Study. In addition, students must complete a minimum of 21 hours of prerequisites in the Studio and Art History areas in order to be certified by the State of South Carolina.

Each candidate must successfully complete a comprehensive examination.

Additionally, in order to be certified by the State of South Carolina, the candidate must pass a series of Praxis Subject Assessment Tests (Praxis II and PLT) and the EEDA exam.

**Learning Outcomes**
Content of Art: Art teacher candidates have a thorough understanding of the content of art and make informed selections of instructional content.

Knowledge of Students: Art teacher candidates have a comprehensive knowledge of student characteristics, abilities, and learning styles; are sensitive observers in the classroom; and are able to use knowledge of students to plan appropriate instruction.

Curriculum Development: Art teacher candidates develop curriculum reflective of the goals and purposes of art education; curriculum reflective of understanding of the breadth, the depth, and the purposes of art; and curriculum inclusive of the goals, values, and purposes of education, the community, and society.

Instruction: Art teacher candidates are able to affect student learning in the content of art; create effective instructional environments conducive to student learning; are well versed in pedagogy; inquire into their own practices and the nature of art teaching; and are instructional collaborators.

Assessment: Art teacher candidates conduct meaningful and appropriate assessments of student learning, systematically reflect upon their own teaching practice, and deal with broader issues in the school setting beyond concern for individual students.

Professional Responsibility: Art teacher candidates continually reflect on their own practice, recognize their responsibilities to the schools and the community, and contribute to the growth of the profession.

Required Documents
- Online Application to the Graduate School
- Official GRE or MAT Scores
- Official Transcripts
- 2 Letters of Recommendation (at least one must be from a professor)
- Personal Statement
- CV or Resume
- Portfolio: Please upload a digital portfolio of 20 images of recent work and an identifying list of works, as a single .pdf document

Note: Successful applicants to the graduate programs in Art Education typically have an undergraduate GPA of 3.00 or higher on a 4.00 scale and acceptable scores on either the Miller Analogies Test (35 and above) or the GRE (total score of 170 and above). These numbers are provided as guidelines; meeting the minimum GPA and test scores does not guarantee admission. All parts of an application are carefully considered in admissions decisions.

Degree Requirements (48 Hours)
Professional Education (6 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPY 705</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>or EDPY 707</td>
<td>Growth and Development: Middle Childhood and Adolescence</td>
<td>3</td>
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</table>

Select one of the following:

| EDRD 500 | Content Area Literacy PK-12 | 3 |

Content Area (27 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTE 725</td>
<td>Elementary Pedagogy Methods for Art Instruction</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 725P</td>
<td>Elementary Pedagogy Methods for Art Instruction Practicum</td>
<td>1</td>
</tr>
<tr>
<td>ARTE 750</td>
<td>Interactive Technology for Art Teachers</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 740</td>
<td>Art Program for Schools</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 740P</td>
<td>Art Program for Schools Practicum</td>
<td>1</td>
</tr>
<tr>
<td>ARTE 760</td>
<td>Secondary Pedagogy Methods for Art Instruction</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 760P</td>
<td>Secondary Pedagogy Methods for Art Instruction Practicum</td>
<td>1</td>
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<tr>
<td>ARTE 701</td>
<td>Seminar in Art Education</td>
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</tr>
<tr>
<td>ARTE 702</td>
<td>Problems in the Teaching of Art</td>
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</tr>
<tr>
<td>ARTE 703</td>
<td>Issues and Trends in Art Education</td>
<td>3</td>
</tr>
<tr>
<td>ARTE 705</td>
<td>Program Development in Art</td>
<td>3</td>
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</table>

Total Credit Hours 6

Directed Teaching (15 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ARTE 771</td>
<td>Art Education Internship</td>
<td>12</td>
</tr>
<tr>
<td>ARTE 765</td>
<td>Art Education Internship Seminar</td>
<td>3</td>
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</tbody>
</table>

Total Credit Hours 15

Additional Hours

The following are required for certification if they were not taken at the undergraduate level.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEX 581</td>
<td>Teaching Reading in the Content Area to Adolescents with Reading Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 732</td>
<td>Teaching Reading and Writing in the Content Areas</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 6

Elementary Education, M.A.T. (2-6 Certification)

The M.A.T. program in Elementary Education is a 33 credit-hour degree designed for "career changers" to teach in the elementary grades 2 through 6. Candidates may or may not have taken any education courses as undergraduates.
Learning Outcomes

Development, Learning, and Motivation
- Development, Learning, and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

Curriculum Standards
- Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
- Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.
- Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation.
- Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.
- The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.
- Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.
- Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

Instruction Standards
- Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.
- Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.
- Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving.
- Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.
- Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

Assessment Standards
- Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

Professionalism Standards
- Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.
- Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

Admission

All application materials must be submitted to the UofSC Graduate School. Upon verification of all requirements, the applicant will interview with Elementary faculty.

Degree Requirements (33 Hours)

Students must complete the following requirements:

Professional Education Courses (24 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTE 733</td>
<td>Reading and Language Arts in Early Childhood and Elementary Education</td>
<td>6</td>
</tr>
<tr>
<td>EDTE 771</td>
<td>Studies and Internship I in Teaching Math-Early/Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 701</td>
<td>Culturally Sustaining Pedagogy for the Elementary Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 743</td>
<td>Studies and Internship in Teaching Social Studies-Elementary</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 744</td>
<td>Studies and Internship in Teaching Science-Elementary</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 600</td>
<td>Foundations of Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDPY 705</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>


Internship and Seminar (9 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEL 790</td>
<td>MAT Internship in Elementary Education</td>
<td>9</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

**English, M.A.T. (Secondary Education)**

In addition to fulfilling requirements for admission common to all degree programs, an applicant to the M.A.T. program must have at least 18 semester hours of the following upper-level literature courses or their equivalent: Black literature (ENGL 428A, ENGL 428B, ENGL 430, ENGL 438D, ENGL 438E, or ENGL 565 - may be taken after conditional admission); contemporary literature; pre-1800 literature; a non-Western literature; and 6 credits in survey-type, upper-division English and/or American literature survey courses. Applicants without a standard English major may fulfill this 18-semester-hour requirement only by taking upper-division courses that the Department of English M.A.T. advisor approves. Applicants with academic deficiencies may be required to take additional 400-level English courses

**Learning Outcomes**

- Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for preservice English language arts teachers.
- Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers.
- Candidates demonstrate knowledge of, and skills in the use of, the English language.
- Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.
- Candidates demonstrate knowledge of different composing processes.
- Candidates demonstrate knowledge of, and uses for, an extensive range of literature.
- Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.
- Candidates demonstrate knowledge of research theory and findings in English language arts.
- Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.

**Degree Requirements (48 Hours)**

Requirements include a minimum of 15 graduate credits in English.

Note: In order to meet SC Read to Succeed requirements, students completing the MAT degree in the content area of English must include on their program of study the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRD 600</td>
<td>Foundations of Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 651</td>
<td>Introduction to Teaching Media Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 786</td>
<td>The Teaching of Literature in the Secondary School</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 18

**Foreign Language, M.A.T. (P-12 Certification)**

Each M.A.T. degree in a foreign language area prepares graduates for teaching with professional licensure at the K-12 levels in a specific language. M.A.T. degrees are available in the foreign language areas of French, German, and Spanish.

**Learning Outcomes**

- Candidates (a) demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency (See the following supporting explanation and rubrics for required levels of proficiency); (b) know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own; and (c) know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own.
- Candidates (a) demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices; (b) recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time; and (c) integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.
- Candidates (a) demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction and (b) develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.
- Candidates (a) demonstrate an understanding of the goal areas and standards of the Standards for Foreign Language Learning and their state standards, and they integrate these frameworks into curricular planning; (b) integrate the Standards for Foreign Language Learning and their state standards into language instruction; and (c) use standards and curricular goals to evaluate, select, design, and adapt instructional resources.
- Candidates (a) believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures; (b) reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction; and (c) interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.
• Candidates (a) engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice and (b) know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.

Degree Requirements (45 Hours)

All candidates must complete 21 hours of graduate course work focusing specifically on their respective language and specific-language-teaching area, and 24 hours of graduate course work in professional education more generally, as well as fulfill all other requirements for Class I licensure. Course work in a respective language should cover a range of topics in the areas of linguistics, literature, culture, and the teaching of the respective language, and should be taken in consultation with the student’s academic advisor in order to prepare for the MAT comprehensive exam. A breakdown of required courses across the Spanish, French, and German programs are as follows:

Specific Language and Language Teaching Requirements (21 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORL/GERM/SPAN 500+</td>
<td>Three courses approved by academic advisor</td>
<td>9</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREN 517</td>
<td>French Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>GERM 515</td>
<td>Introduction to German Linguistics</td>
<td></td>
</tr>
<tr>
<td>SPAN 515</td>
<td>Introduction to Spanish Linguistics</td>
<td></td>
</tr>
<tr>
<td>FORL/GER/SPAN 700+</td>
<td>Course approved by academic advisor</td>
<td>3</td>
</tr>
<tr>
<td>FORL 510</td>
<td>Teaching Second Languages to Young Children (with focus on student’s respective language)</td>
<td>3</td>
</tr>
<tr>
<td>FORL 776</td>
<td>The Teaching of Foreign Languages in College (with focus on student’s respective language)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 21

Professional Licensure Course Requirements (24 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following courses focusing on teaching literacy, reading, and/or writing:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDRD 500</td>
<td>Content Area Literacy PK12</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 581</td>
<td>Teaching Reading in the Content Area to Adolescents with Reading Disabilities</td>
<td></td>
</tr>
<tr>
<td>EDRD 730</td>
<td>Teaching Reading and Writing in the Content Areas</td>
<td></td>
</tr>
<tr>
<td>EDRD 732</td>
<td>Teaching Reading and Writing in the Content Areas</td>
<td></td>
</tr>
<tr>
<td>EDPY 705</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>or EDPY 707</td>
<td>Growth and Development: Middle Childhood and Adolescence</td>
<td></td>
</tr>
<tr>
<td>FORL 511</td>
<td>Teaching Foreign Languages in Secondary Schools</td>
<td>3</td>
</tr>
<tr>
<td>FORL 772</td>
<td>Technology in Foreign Language Education</td>
<td>3</td>
</tr>
<tr>
<td>FORL 774A</td>
<td>Teaching Internship (Foreign Languages)</td>
<td>3</td>
</tr>
<tr>
<td>FORL 774B</td>
<td>Teaching Internship (Foreign Languages)</td>
<td>9</td>
</tr>
</tbody>
</table>

Total Credit Hours 24

Mathematics, M.A.T. (Secondary Education)

The department offers two degree programs for students who wish to emphasize secondary and junior college mathematics education—the M.A.T. and the M.M. degrees. Courses at the 700-level specifically designed for these programs are designated by the letter I adjoined to the course number. These courses are generally offered in the late afternoon during the academic year and during the summer to provide area teachers the opportunity to work toward a degree on a part-time basis.

The M.A.T. in mathematics is offered by the Department of Mathematics jointly with the College of Education. This degree program is designed specifically for students who wish to obtain teaching certification in mathematics at the secondary level.

Learning Outcomes

• Knowledge of Problem Solving. Candidates know, understand and apply the process of mathematical problem solving.
• Knowledge of Reasoning and Proof. Candidates reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry.
• Knowledge of Mathematical Communication. Candidates communicate their mathematical thinking orally and in writing to peers, faculty and others.
• Knowledge of Mathematical Connections. Candidates recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding.
• Knowledge of Mathematical Representation. Candidates use varied representations of mathematical ideas to support and deepen students’ mathematical understanding.
• Knowledge of Technology. Candidates embrace technology as an essential tool for teaching and learning mathematics.
• Dispositions. Candidates support a positive disposition toward mathematical processes and mathematical learning.
• Knowledge of Mathematics Pedagogy. Candidates possess a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning.
• Knowledge of Number and Operations. Candidates demonstrate computational proficiency, including a conceptual understanding of numbers, ways of representing number, relationships among number and number systems, and the meaning of operations.
• Knowledge of Different Perspectives on Algebra. Candidates emphasize relationships among quantities including functions, ways of representing mathematical relationships, and the analysis of change.
• Knowledge of Geometries. Candidates use spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties.
• Knowledge of Calculus. Candidates demonstrate a conceptual understanding of limit, continuity, differentiation, and integration and a thorough background in techniques and application of the calculus.
• Knowledge of Discrete Mathematics. Candidates apply the fundamental ideas of discrete mathematics in the formulation and solution of problems.
• Knowledge of Data Analysis, Statistics, and Probability. Candidates demonstrate an understanding of concepts and practices related to data analysis, statistics, and probability.
• Knowledge of Measurement. Candidates apply and use measurement concepts and tools.
• Field-Based Experiences: Engage in a sequence of planned opportunities prior to student teaching that includes observing and participating secondary mathematics classrooms under the supervision of experienced and highly qualified teachers.
• Field-Based Experiences: Experience full-time student teaching secondary-level mathematics that is supervised by an experienced and highly qualified teacher and a university or college supervisor with elementary mathematics teaching experience.
• Field-Based Experiences: Demonstrate the ability to increase students’ knowledge of mathematics.

Degree Requirements (48 Hours)
The M.A.T. degree requires 30 approved semester hours of graduate-level course work in mathematics and education (exclusive of directed teaching), no less than 6 and no more than 15 of which may be in education, and at least 15 of which must be in mathematics or statistics. The individual student’s program is planned according to that student’s background and goals. At least half of the student’s course work must be numbered 700 or higher.

Each student’s program of study must include at least one course in geometry (chosen from MATH 531 or MATH 736I), algebraic structures (MATH 701I), real analysis (MATH 703I), statistics (STAT 509 or STAT 515-STAT 516), and number theory (MATH 780I). If equivalent courses have already been taken, then appropriate substitutions will be made. Unless previously taken, the student must also take upper division courses in linear algebra (MATH 526 or MATH 544) and discrete mathematics (MATH 574). Normally theses two courses are taken prior to full admission to the program.

Course work in education must include human growth and development (EDPY 705 or EDPY 707), a curriculum course (EDSE 770), two Read to Succeed courses (EDRD 731 and EDRD 732), and methods of teaching (EDSE 764). The student must also complete an 18-semester-hour program of methods and internships in mathematics (EDSE 550, EDSE 584, EDSE 778A and EDSE 778B). Students must apply for admission to the professional program and internship through the College of Education’s Office of Student Affairs early in the fall or spring semester prior to the semester of Internship B.

Upon admission to the M.A.T. program, the student is assigned a faculty advisor in mathematics to assist in the development of the mathematics portion of the program. Approval of the candidate’s program will be granted by a committee of three faculty members, consisting of the faculty advisor in mathematics, the faculty advisor in education, and a faculty member from either mathematics or education. Each student must maintain a B average on all graduate-level course work in mathematics and a B average on all graduate-level course work in education. Candidates for the M.A.T. degree are required to pass a written Comprehensive Examination covering their program of study and emphasizing the theoretical underpinnings of calculus, the basic forms of mathematical reasoning, argumentation, and proof, a repertoire of fundamental examples and counter-examples, problem solving, and insight into how these can inform the teaching of secondary mathematics. Geometric and statistical reasoning will frequently be called upon; students will generally be free to draw on their knowledge of any of analysis, algebra, discrete mathematics, or number theory as they see fit to demonstrate forms of mathematical argumentation and proof.

Music Education, M.A.T. (P-12 Certification)

Learning Outcomes

Music Competencies

The profession of school music teacher now encompasses a wide range of traditional, emerging, and experimental purposes, approaches, content, and methods. Each institution makes choices about what, among many possibilities, it will offer prospective specialist music teachers. Institutions may offer a comprehensive curriculum involving two or more specializations and/or focus on one or more particular specializations. The following standards provide a framework for developing and evaluating a wide variety of teacher preparation program goals and achievements.

1. Conducting and Musical Leadership. (Advanced Conducting) The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations. Instruction in conducting includes score reading and the integration of analysis, style, performance practices, instrumentation, and conducting techniques. Laboratory experiences that give the student opportunities to apply rehearsal techniques and procedures are essential. Prospective teachers in programs with less focus on the preparation of ensemble conductors must acquire conducting and musical leadership skills sufficient to teach effectively in their area(s) of specialization.

2. Arranging. (Music Theory) The prospective music teacher must be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and in classroom situations.

3. Functional Performance. (Secondary Instruments; Piano) In addition to the skills required for all musicians, functional performance abilities in keyboard and the voice are essential. Functional performance abilities in instruments appropriate to the student’s teaching specialization are also essential.

4. Analysis/History/Literature. (Music History) The prospective music teacher should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. Teachers should be prepared to relate their understanding of music with respect to styles, literature, multiple cultural sources, and historical development, both in general and as related to their area(s) of specialization.

Specialization Competencies

Institutions and other educational authorities make decisions about the extent to which music teachers will be prepared in one or more specializations. The following competencies apply singly or in combination consistent with the specialization objectives of each teacher preparation program in music.

1. Vocal/Choral Music. Listed below are essential competencies and experiences for the vocal/choral teaching specialization:
   a. Vocal and pedagogical skill sufficient to teach effective use of the voice. (Vocal Pedagogy)
b. Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for vocal/choral music. (Choral methods/materials; Specialized Elementary Methods)

c. Experiences in solo vocal performance, as well as in both large and small choral ensembles. (Chorus)

d. Performance ability sufficient to use at least one instrument as a teaching tool and to provide, transpose, and improvise accompaniments. (Assessed via entrance audition)

e. Laboratory experience in teaching beginning vocal techniques individually, in small groups, and in larger classes. (Choral Methods and Materials)

2. Instrumental Music. Listed below are essential competencies and experiences for the instrumental music teaching specialization:

   a. Knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups. (Secondary instruments)

   b. Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for instrumental music. (Methods of String Instruction; String Pedagogy; Winds; Administration of Music Programs)

   c. Experiences in solo instrumental performance, as well as in both small and large instrumental ensembles. (Orchestra; Band; solo experiences will have been addressed during the undergraduate curriculum of the previous degree).

   d. Laboratory experience in teaching beginning instrumental students individually, in small groups, and in larger classes. (Practica associated with courses listed in 2b).

Teaching Competencies

The musician-teacher must be able to lead students to competency, apply music knowledge and skills in teaching situations, and integrate music instruction into the process of P—12 education. Essential competencies are:

1. Ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization. This set of abilities includes effective classroom and rehearsal management. (MUED 731)

2. An understanding of child growth and development and an understanding of principles of learning as they relate to music. (EDPY 705 Human Growth and Development)

3. The ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs. (EDRM 723 Classroom Assessment)

4. Knowledge of current methods, materials, and repertories available in various fields and levels of music education appropriate to the teaching specialization. (Instrumental Development and Related Materials, Choral Methods and Related Materials)

5. The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations. (Instrumental Development and Related Materials, Choral Methods and Related Materials)

6. An understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum. (Instrumental Development and Related Materials, Choral Methods and Related Materials)

Degree Requirements (45 Hours)

Three curriculum strands will be offered to meet the teaching certification standards and educational needs of the students who will enroll in the M.A.T. (Music).

Those three strands are:

- Vocal-Choral
- Instrumental — Strings
- Instrumental — Winds/Percussion

The three strands of the proposed curriculum will be unified by the following core courses. Students may be required to fulfill undergraduate prerequisites appropriate for their areas of concentration. None of the courses will be shared with MEd students.

Required Core Courses (30 Hours)

Required for Each M.A.T. Strand.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPY 705</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDRD 500</td>
<td>Content Area Literacy PK-12</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 581</td>
<td>Teaching Reading in the Content Area to Adolescents with Reading Disabilities</td>
<td></td>
</tr>
<tr>
<td>EDRD 732</td>
<td>Teaching Reading and Writing in the Content Areas</td>
<td></td>
</tr>
<tr>
<td>EDRM 723</td>
<td>Classroom Assessment Methods</td>
<td>3</td>
</tr>
<tr>
<td>Select advisor-approved 500 or 700 level course in Music History</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Select advisor-approved 500 or 700 level course in Music Theory</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MUED 731</td>
<td>Teaching Internship in Music</td>
<td>12</td>
</tr>
<tr>
<td>MUED 732</td>
<td>Music Teaching Internship Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 30

M.A.T. Strands (15 hours)

Following are the strand-specific courses required to meet the teacher certification standards and educational needs of students in each M.A.T. strand. Choose one of the following strands.

Vocal/Choral Strand Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUED 565</td>
<td>Specialized Elementary Music Methods</td>
<td>2</td>
</tr>
<tr>
<td>MUED 756</td>
<td>Choral Development and Related Materials</td>
<td>3</td>
</tr>
<tr>
<td>MUED 554</td>
<td>Workshop in Music Education (either choral or elementary)</td>
<td>1-3</td>
</tr>
<tr>
<td>MUSC 734</td>
<td>Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 577</td>
<td>Vocal Pedagogy</td>
<td>2</td>
</tr>
<tr>
<td>Select advisor-approved MUSC or MUED electives selected from diction, choral literature, conducting, independent study, applied voice, applied piano, or ensemble</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours: 12-14

Note: Students will need to satisfy prerequisite skills in piano, conducting, and elementary and choral materials and methods.
Learning Outcomes

- **Content Knowledge.** Physical education teachers understand physical education content and disciplinary concepts related to the development of a physically educated person.
- **Growth and Development.** Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.
- **Diverse Students.** Physical education teachers understand how individuals differ in their approaches to learning, and create appropriate instruction adapted to these differences.
- **Management and Motivation.** Physical education teachers use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self motivation.
- **Communication.** Physical education teachers use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings.
- **Planning and Instruction.** Physical education teachers plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national (NASPE K-12) standards.
- **Student Assessment.** Physical education teachers understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.
- **Reflection.** Physical education teachers are reflective practitioners who evaluate the effects of their actions on others (e.g., students, parents/guardians, fellow professionals), and seek opportunities to grow professionally.
- **Technology.** Physical education teachers use information technology to enhance learning and to enhance personal and professional productivity.
- **Collaboration.** Physical education teachers foster relationships with colleagues, parents/guardians, and community agencies to support students’ growth and well being.

Admissions Criteria

Regulations and requirements for admission to graduate study and graduate degree candidacy for Initial Teacher Certification Programs correspond to those of The Graduate School. In addition to those admissions criteria for all M.A.T. programs, candidates for the M.A.T. Physical Education Program must:

- Submit a qualifying score on either the Graduate Record Exam (target is at least 385) or the Miller Analogies Test (target is at least 385)
- At least two professional letters of reference
- A one to two page letter of intent where you outline your career goals

Degree Requirements (45 Hours)

Graduate course requirements include the following:

Physical Education Courses (39 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEDU 510</td>
<td>Teaching Health Related Physical Fitness</td>
<td>3</td>
</tr>
<tr>
<td>PEDU 515</td>
<td>Physical Education for Inclusion</td>
<td>3</td>
</tr>
<tr>
<td>PEDU 520</td>
<td>Observational Analysis of Sports Techniques and Tactics</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 500</td>
<td>Content Area Literacy PK-12</td>
<td>3</td>
</tr>
<tr>
<td>PEDU 710</td>
<td>Measurement and Research in Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PEDU 722</td>
<td>Curriculum Development in Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PEDU 729</td>
<td>Study of the Teaching of Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PEDU 730</td>
<td>Psychosocial Aspects of Athletic Performance and Injury Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>PEDU 732</td>
<td>Analysis of Instructional Behavior in Physical Activity Programs</td>
<td>3</td>
</tr>
<tr>
<td>PEDU 778A</td>
<td>Directed Student Teaching in Physical Education I</td>
<td>6</td>
</tr>
</tbody>
</table>
Educational Psychology Courses (3 Hours)
- As approved by the candidate’s program of study.

Foundations of Education Course (3 Hours)
- As approved by the candidate’s program of study

Sciences, M.A.T. (Secondary Education)

The MAT in Science is offered jointly by the College of Education and the College of Arts and Sciences. This degree includes options in biology, chemistry, earth science, natural sciences, and physics. The MAT in Science is designed specifically for candidates who wish to become certified in a secondary education area of science (i.e., biology, chemistry, physics, or science).

Learning Outcomes
- Content. Teachers of science understand and can articulate the knowledge and practices of contemporary science. They can interrelate and interpret important concepts, ideas, and applications in their fields of licensure; and can conduct scientific investigations. To show that they are prepared in content, teachers of science must demonstrate that they:
  a. understand and can successfully convey to students the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association;
  b. understand and can successfully convey to students the unifying concepts of science delineated by the National Science Education Standards;
  c. understand and can successfully convey to students important personal and technological applications of science in their fields of licensure;
  d. understand research and can successfully design, conduct, report and evaluate investigations in science; and understand and can successfully use mathematics to process and report data, and solve problems, in their field(s) of licensure.
- Nature of Science. Teachers of science engage students effectively in studies of the history, philosophy, and practice of science. They enable students to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science. To show that they are prepared to teach the nature of science, teachers of science must demonstrate that they:
  a. understand the historical and cultural development of science and the evolution of knowledge in their discipline;
  b. understand the philosophical tenets, assumptions, goals, and values that distinguish science from technology and from other ways of knowing the world; and
  c. engage students successfully in studies of the nature of science including, when possible, the critical analysis of false or doubtful assertions made in the name of science.
- Inquiry. Teachers of science engage students both in studies of various methods of scientific inquiry and in active learning through scientific inquiry. They encourage students, individually and collaboratively, to observe, ask questions, design inquiries, and collect and interpret data in order to develop concepts and relationships from empirical experiences. To show that they are prepared to teach through inquiry, teachers of science must demonstrate that they:
  a. understand the processes, tenets, and assumptions of multiple methods of inquiry leading to scientific knowledge; and
  b. engage students successfully in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.
- Issues. Teachers of science recognize that informed citizens must be prepared to make decisions and take action on contemporary science- and technology-related issues of interest to the general society. They require students to conduct inquiries into the factual basis of such issues and to assess possible actions and outcomes based upon their goals and values. To show that they are prepared to engage students in studies of issues related to science, teachers of science must demonstrate that they:
  a. understand socially important issues related to science and technology in their field of licensure, as well as processes used to analyze and make decisions on such issues; and
  b. engage students successfully in the analysis of problems, including considerations of risks, costs, and benefits of alternative solutions; relating these to the knowledge, goals and values of the students.
- General Skills of Teaching. Teachers of science create a community of diverse learners who construct meaning from their science experiences and possess a disposition for further exploration and learning. They use, and can justify, a variety of classroom arrangements, groupings, actions, strategies, and methodologies. To show that they are prepared to create a community of diverse learners, teachers of science must demonstrate that they:
  a. vary their teaching actions, strategies, and methods to promote the development of multiple student skills and levels of understanding;
  b. successfully promote the learning of science by students with different abilities, needs, interests, and backgrounds;
  c. successfully organize and engage students in collaborative learning using different student group learning strategies;
  d. successfully use technological tools, including but not limited to computer technology, to access resources, collect and process data, and facilitate the learning of science;
  e. understand and build effectively upon the prior beliefs, knowledge, experiences, and interests of students; and
  f. create and maintain a psychologically and socially safe and supportive learning environment. (optional to address this standard in the NSTA report)
- Curriculum. Teachers of science plan and implement an active, coherent, and effective curriculum that is consistent with the goals and recommendations of the National Science Education Standards. They begin with the end in mind and effectively incorporate contemporary practices and resources into their planning and teaching. To show that they are prepared to plan and implement an effective science curriculum, teachers of science must demonstrate that they:
  a. understand the curricular recommendations of the National Science Education Standards, and can identify, access, and/or create resources and activities for science education that are consistent with the standards; and
b. plan and implement internally consistent units of study that address the diverse goals of the National Science Education Standards and the needs and abilities of students.

• Science in the Community. Teachers of science relate their discipline to their local and regional communities, involving stakeholders and using the individual, institutional, and natural resources of the community in their teaching. They actively engage students in science-related studies or activities related to locally important issues. To show that they are prepared to relate science to the community, teachers of science must demonstrate that they:
  a. identify ways to relate science to the community, involve stakeholders, and use community resources to promote the learning of science; and
  b. involve students successfully in activities that relate science to resources and stakeholders in the community or to the resolution of issues important to the community.

• Assessment. Teachers of science construct and use effective assessment strategies to determine the backgrounds and achievements of learners and facilitate their intellectual, social, and personal development. They assess students fairly and equitably, and require that students engage in ongoing self-assessment. To show that they are prepared to use assessment effectively, teachers of science must demonstrate that they:
  a. use multiple assessment tools and strategies to achieve important goals for instruction that are aligned with methods of instruction and the needs of students;
  b. use the results of multiple assessments to guide and modify instruction, the classroom environment, or the assessment process; and
  c. use the results of assessments as vehicles for students to analyze their own learning, engaging students in reflective self-analysis of their own work.

• Safety and Welfare. Teachers of science organize safe and effective learning environments that promote the success of students and the welfare of all living things. They require and promote knowledge and respect for safety, and oversee the welfare of all living things used in the classroom or found in the field. To show that they are prepared, teachers of science must demonstrate that they:
  a. understand the legal and ethical responsibilities of science teachers for the welfare of their students, the proper treatment of animals, and the maintenance and disposal of materials;
  b. know and practice safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction;
  c. know and follow emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and the abilities of students; and
  d. treat all living organisms used in the classroom or found in the field in a safe, humane, and ethical manner and respect legal restrictions on their collection, keeping, and use.

• Professional Growth. Teachers of science strive continuously to grow and change, personally and professionally, to meet the diverse needs of their students, school, community, and profession. They have a desire and disposition for growth and betterment. To show their disposition for growth, teachers of science must demonstrate that they:
  a. engage actively and continuously in opportunities for professional learning and leadership that reach beyond minimum job requirements;
  b. reflect constantly upon their teaching and identify ways and means through which they may grow professionally;
  c. use information from students, supervisors, colleagues and others to improve their teaching and facilitate their professional growth; and
  d. interact effectively with colleagues, parents, and students; mentor new colleagues; and foster positive relationships with the community.

Degree Requirements (45 Hours)

Specific course requirements vary by area, but all must include a minimum of the following:

Content Area Courses (15-21 Hours)

Professional Education Courses (9 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPY 705</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>or EDPY 707</td>
<td>Growth and Development: Middle Childhood and Adolescence</td>
<td>3</td>
</tr>
</tbody>
</table>

Reading and Literacy Courses

EDRD 731    Assessment and the Foundations of Reading/Writing | 3
EDRD 732    Teaching Reading and Writing in the Content Areas | 3

Total Credit Hours | 9

Methods Courses (6 Hours)

At least 6 hours of graduate methods courses, one of which must be a technology course.

Internship and Seminar (15 Hours)

Note:

Each candidate must successfully complete a comprehensive examination as determined by the appropriate M.A.T. degree committee.

Secondary Education, M.T.

The Master of Teaching (M.T.) in Secondary Education is designed to prepare graduates to teach in the secondary education (grades 9-12) areas of English, mathematics, science, and social studies. The degree includes a minimum of 33 credit hours for those entering through the 5th-year route or a minimum of 36 credit hours for those entering through the career changer route.

All M.T. candidates must meet the program admission criteria, professional program and internship admission criteria, and certification criteria delineated in this bulletin for initial teacher certification programs. Graduation from the M.T. program requires successful completion of all coursework including internship and directed teaching and a comprehensive assessment. Placement for Internship II must be in a high school. Placement for Internship I and II are typically made in the Columbia metropolitan area.

Learning Outcomes

English Emphasis

Structure of the Basic Program: Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for preservice English language arts teachers.

Attitudes for English Language Arts: Through modeling, advisement, instruction, field experiences, assessment of performance, and
involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers.

- Candidates create an inclusive and supportive learning environment in which all students can engage in learning.
- Candidates use ELA to help their students become familiar with their own and others’ cultures.
- Candidates demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.
- Candidate use practices designed to assist students in developing habits of critical thinking and judgment.
- Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.
- Candidates engage their students in activities that demonstrate the role of arts and humanities in learning

Knowledge of English Language Arts: Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; and technology.

- Candidates demonstrate knowledge of, and skills in the use of, the English language.
- Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.
- Candidates demonstrate their knowledge of reading processes.
- Candidates demonstrate knowledge of different composing processes.
- Candidates demonstrate knowledge of, and uses for, an extensive range of literature.
- Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.
- Candidates demonstrate knowledge of research theory and findings in English language arts.

Pedagogy for English Language Arts: Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.

- Candidates examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.
- Candidates align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.
- Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.
- Candidates create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.
- Candidates engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.
- Candidates engage students in critical analysis of different media and communications technologies.
- Candidates engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.
- Candidates engage students in making meaning of texts through personal response.
- Candidates demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.
- Candidates integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.

Math Emphasis

- Knowledge of Problem Solving. Candidates know, understand and apply the process of mathematical problem solving.
- Knowledge of Reasoning and Proof. Candidates reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry.
- Knowledge of Mathematical Communication. Candidates communicate their mathematical thinking orally and in writing to peers, faculty and others.
- Knowledge of Mathematical Connections. Candidates recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding.
- Knowledge of Mathematical Representation. Candidates use varied representations of mathematical ideas to support and deepen students’ mathematical understanding.
- Knowledge of Technology. Candidates embrace technology as an essential tool for teaching and learning mathematics.
- Dispositions. Candidates support a positive disposition toward mathematical processes and mathematical learning.
- Knowledge of Mathematics Pedagogy. Candidates possess a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning.
- Knowledge of Number and Operations. Candidates demonstrate computational proficiency, including a conceptual understanding of numbers, ways of representing number, relationships among number and number systems, and the meaning of operations.
- Knowledge of Different Perspectives on Algebra. Candidates emphasize relationships among quantities including functions, ways of representing mathematical relationships, and the analysis of change.
- Knowledge of Geometries. Candidates use spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties.
- Knowledge of Calculus. Candidates demonstrate a conceptual understanding of limit, continuity, differentiation, and integration and a thorough background in techniques and application of the calculus.
- Knowledge of Data Analysis, Statistics, and Probability. Candidates demonstrate an understanding of concepts and practices related to data analysis, statistics, and probability.
- Knowledge of Measurement. Candidates apply and use measurement concepts and tools.
- Field-Based Experiences: Engage in a sequence of planned opportunities prior to student teaching that includes observing...
and participating secondary mathematics classrooms under the supervision of experienced and highly qualified teachers.

• Field-Based Experiences: Experience full-time student teaching secondary-level mathematics that is supervised by an experienced and highly qualified teacher and a university or college supervisor with elementary mathematics teaching experience.

• Field-Based Experiences: Demonstrate the ability to increase students' knowledge of mathematics.

Science Emphasis

• Content. Teachers of science understand and can articulate the knowledge and practices of contemporary science. They can interrelate and interpret important concepts, ideas, and applications in their fields of licensure; and can conduct scientific investigations. To show that they are prepared in content, teachers of science must demonstrate that they:
  a. understand and can successfully convey to students the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association;
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  c. understand and can successfully convey to students important personal and technological applications of science in their fields of licensure;
  d. understand research and can successfully design, conduct, report and evaluate investigations in science; and understand and can successfully use mathematics to process and report data, and solve problems, in their field(s) of licensure;

• Nature of Science. Teachers of science engage students effectively in studies of the history, philosophy, and practice of science. They enable students to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science. To show they are prepared to teach the nature of science, teachers of science must demonstrate that they:
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  b. understand the philosophical tenets, assumptions, goals, and values that distinguish science from technology and from other ways of knowing the world; and
  c. engage students successfully in studies of the nature of science including, when possible, the critical analysis of false or doubtful assertions made in the name of science.

• Inquiry. Teachers of science engage students both in studies of various methods of scientific inquiry and in active learning through scientific inquiry. They encourage students, individually and collaboratively, to observe, ask questions, design inquiries, and collect and interpret data in order to develop concepts and relationships from empirical experiences. To show that they are prepared to teach through inquiry, teachers of science must demonstrate that they:
  a. understand the processes, tenets, and assumptions of multiple methods of inquiry leading to scientific knowledge; and
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• Issues. Teachers of science recognize that informed citizens must be prepared to make decisions and take action on contemporary science- and technology-related issues of interest to the general society. They require students to conduct inquiries into the factual basis of such issues and to assess possible actions and outcomes based upon their goals and values. To show that they are prepared to engage students in studies of issues related to science, teachers of science must demonstrate that they:
  a. understand socially important issues related to science and technology in their field of licensure, as well as processes used to analyze and make decisions on such issues; and
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  d. successfully use technological tools, including but not limited to computer technology, to access resources, collect and process data, and facilitate the learning of science;
  e. understand and build effectively upon the prior beliefs, knowledge, experiences, and interests of students; and
  f. create and maintain a psychologically and socially safe and supportive learning environment. (optional to address this standard in the NSTA report)

• Curriculum. Teachers of science plan and implement an active, coherent, and effective curriculum that is consistent with the goals and recommendations of the National Science Education Standards. They begin with the end in mind and effectively incorporate contemporary practices and resources into their planning and teaching. To show that they are prepared to plan and implement an effective science curriculum, teachers of science must demonstrate that they:
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  b. plan and implement internally consistent units of study that address the diverse goals of the National Science Education Standards and the needs and abilities of students.

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  a. understand the legal and ethical responsibilities of science teachers for the welfare of their students, the proper treatment of animals, and the maintenance and disposal of materials;
  b. know and practice safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction;
  c. know and follow emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and the abilities of students; and
  d. treat all living organisms used in the classroom or found in the field in a safe, humane, and ethical manner and respect legal restrictions on their collection, keeping, and use.

• Professional Growth. Teachers of science strive continuously to grow and change, personally and professionally, to meet the diverse needs of their students, school, community, and profession. They have a desire and disposition for growth and betterment. To show their disposition for growth, teachers of science must demonstrate that they:
  a. engage actively and continuously in opportunities for professional learning and leadership that reach beyond minimum job requirements;
  b. reflect constantly upon their teaching and identify ways and means through which they may grow professionally;
  c. use information from students, supervisors, colleagues and others to improve their teaching and facilitate their professional growth; and
  d. interact effectively with colleagues, parents, and students; mentor new colleagues; and foster positive relationships with the community.

Social Studies Emphasis

• Culture and Cultural Diversity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.

• Time, Continuity, and Change. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.

• People, Places, and Environment. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment.

• Individual Development and Identity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.

• Individuals, Groups and Institutions. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.

• Power, Authority, and Governance. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority and governance.

• Production, Distribution, and Consumption. Candidates in social studies should possess the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services.

• Science, Technology and Society. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology and society.

• Global Connections. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence.

• Civic Ideals and Practices. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.

Social Science Disciplines

• History. Candidates who are to be licensed to teach history at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history.

• Geography. Candidates who are to be licensed to teach geography at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of geography.

• Civics and Government. Candidates who are to be licensed to teach civics and/or government at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics and government.

• Economics. Candidates who are to be licensed to teach economics at all school levels should possess the knowledge, capabilities, and
dispositions to organize and provide instruction at the appropriate school level for the study of economics.

- Psychology. Candidates who are to be licensed to teach psychology at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of psychology.

Programmatic Standards

- Course or Courses on Teaching Social Studies. Institutions preparing social studies teachers should provide and require prospective social studies teachers to complete a course or courses dealing specifically with the nature of the social studies and with ideas, strategies, and techniques for teaching social studies at the appropriate licensure level.

- Qualified Social Studies Faculty. Institutions preparing social studies teachers should provide faculty in the social studies and social studies education components of the program who are recognized as:
  a. exemplary teachers,
  b. scholars in the fields of social studies and social studies education, and
  c. informed about middle and secondary school classrooms and teaching.

There are two ways to enter and complete the M.T. degree:

1. Fifth-year Route- The 5th-year program, designed for candidates who attend The University of South Carolina as undergraduates, earn a bachelor's degree in an appropriate content major and complete a 12-credit hour education core of courses (EDFI 300, EDPY 401, EDSE 500, EDSE 502. Students pursuing the M.T. degree in Secondary English take EDSE 547 instead of EDSE 502.

2. Career Changer Route- The career change route is for those who have decided to become a teacher after completing or near the end of their bachelor’s degree program in an appropriate content major. Students entering with this path will not have had the 12-credit hour education core in their undergraduate program.

Prerequisite Content Area Courses

Most applicants who have completed an undergraduate degree in the content area they want to teach (English, science, social studies, or math) will have met the prerequisite content area courses. Prerequisites can be found on the College of Education website (https://www.sc.edu/study/colleges_schools/education/). A program advisor will review previous coursework completed to determine if any additional courses are necessary.

Degree Requirements (33-36 Hours)

Students entering program through the 5th-year route with the specified education cognate (12 hours), complete a minimum of 33 hours. Other students entering as career changers without the specified undergraduate education cognate complete a minimum of 36 hours.

Educational Psychology (3 Hours)

Required for Career Changer route students

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPY 705</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>or EDPY 707</td>
<td>Growth and Development: Middle Childhood and Adolescence</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours

Reading and Literacy Requirements (6 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRD 731</td>
<td>Assessment and the Foundations of Reading/ Writing</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 732</td>
<td>Teaching Reading and Writing in the Content Areas</td>
<td>3</td>
</tr>
</tbody>
</table>

Students in English must complete:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRD 600</td>
<td>Foundations of Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 651</td>
<td>Introduction to Teaching Media Literacy</td>
<td>3</td>
</tr>
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</table>

Professional Education and Teaching Methods (9 Hours)

Select three courses based on concentration area from the following:

<table>
<thead>
<tr>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>EDSE 786</td>
<td>The Teaching of Literature in the Secondary School</td>
</tr>
<tr>
<td>EDSE 787</td>
<td>The Teaching of Composition in the Secondary School</td>
</tr>
<tr>
<td>EDSE 728</td>
<td>Advanced Study of the Teaching of English in Secondary Schools</td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>EDSE 553</td>
<td>Teaching Middle and High School (Science)</td>
</tr>
<tr>
<td>EDTE 671</td>
<td>Computers in Science Education</td>
</tr>
<tr>
<td>EDSE 732</td>
<td>Advanced Study of the Teaching of Science in Secondary Schools</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>EDSE 550</td>
<td>Teaching Middle and High School (Mathematics)</td>
</tr>
<tr>
<td>EDSE 764</td>
<td>Advanced Study of the Teaching of Mathematics in Secondary Schools</td>
</tr>
<tr>
<td>EDSE 770</td>
<td>Technology in Mathematics Education</td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
</tr>
<tr>
<td>EDSE 558</td>
<td>Teaching Middle and High School (History and Social Studies)</td>
</tr>
<tr>
<td>EDSE 729</td>
<td>Advanced Study of the Teaching of History and Social Studies in Secondary Schools</td>
</tr>
<tr>
<td>EDSE 733</td>
<td>Selected Topics in Social Studies Education</td>
</tr>
</tbody>
</table>

Content and Pedagogy Elective (3 Hours)

Students will take one additional 3-hour content or pedagogy elective as approved by advisor.

Internship and Seminar (15 Hours)

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSE 775A</td>
<td>Teaching Internship in Middle or High School (History and Social Studies)</td>
<td>3</td>
</tr>
</tbody>
</table>
Social Studies, M.A.T. (Secondary Education)

The MAT in Social Studies is offered jointly by the College of Education and the College of Arts and Sciences. This minimum 48 credit hour degree program is designed specifically for students who wish to obtain initial teacher certification in social studies at the secondary level.

Learning Outcomes

- **Culture and Cultural Diversity.** Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.
- **Time, Continuity, and Change.** Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.
- **People, Places, and Environment.** Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment.
- **Individual Development and Identity.** Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.
- **Individuals, Groups, and Institutions.** Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.
- **Power, Authority, and Governance.** Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority, and governance.
- **Production, Distribution, and Consumption.** Candidates in social studies should possess the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services.
- **Science, Technology and Society.** Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology, and society.
- **Global Connections.** Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence.
- **Civic Ideals and Practices.** Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.

Social Science Disciplines

- **History.** Candidates who are to be licensed to teach history at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history.
- **Geography.** Candidates who are to be licensed to teach geography at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of geography.
- ** Civics and Government.** Candidates who are to be licensed to teach civics and/or government at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics and government.
- **Economics.** Candidates who are to be licensed to teach economics at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of economics.
- **Psychology.** Candidates who are to be licensed to teach psychology at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of psychology.

Programmatic Standards

- **Course or Courses on Teaching Social Studies.** Institutions preparing social studies teachers should provide and require prospective social studies teachers to complete a course or courses dealing specifically with the nature of the social studies and with ideas, strategies, and techniques for teaching social studies at the appropriate licensure level.
- **Qualified Social Studies Faculty.** Institutions preparing social studies teachers should provide faculty in the social studies and social studies education components of the program who are recognized as:
  a. exemplary teachers,
  b. scholars in the fields of social studies and social studies education, and
  c. informed about middle and secondary school classrooms and teaching.

Degree Requirements (48 Hours)

Specific course requirements include a minimum of the following:
**Content Area Courses (15-21 Hours)**

Additional undergraduate or graduate course work in the social sciences may be required to meet criteria for certification (e.g., history, economics, geography, political science, psychology, sociology, anthropology).

**Professional Education Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPY 705</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>EDPY 707</td>
<td>Growth and Development: Middle Childhood and Adolescence</td>
<td></td>
</tr>
</tbody>
</table>

**Reading and Literacy Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRD 731</td>
<td>Assessment and the Foundations of Reading/ Writing</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 732</td>
<td>Teaching Reading and Writing in the Content Areas</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

9

**Methods Courses (6 Hours)**

Select at least 6 hours of graduate methods courses, one of which must be a technology course

**Total Credit Hours**

6

**Internship and Seminar (15 Hours)**

*Note:* Each candidate must successfully complete a comprehensive examination as determined by the appropriate M.A.T. degree committee.

**Special Education, M.A.T. (P-12 Certification)**

The M.A.T. program in special education is designed for career-changers or those persons deciding to become teachers after graduation from college in an area other than education. These persons may or may not have taken education courses as undergraduates but have an interest in working with students with disabilities. The M.A.T. degree requires 60 semester hours of graduate-level course work. The program includes 12 credit hours of directed teaching. Candidates must complete requirements for the S.C. State Department of Education and appropriate accrediting agencies to receive Initial Certification in Special Education. Students must successfully complete a comprehensive assessment prior to directed teaching.

**Learning Outcomes**

- **Foundations.** Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.
- **Development and Characteristics of Learners.** Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.
- **Individual Learning Differences.** Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.
- **Instructional Strategies.** Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.
- **Learning Environments and Social Interactions.** Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.
- **Language.** Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language...
• Assessment. Assessment is integral to the decision-making and support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

• Instructional Planning. Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

• Assessment. Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making.

Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

• Professional and Ethical Practice. Special educators are guided by the profession’s ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.

• Collaboration. Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

Degree Requirements (60 Hours)
The degree requirements include the following:

Concentration Requirements (15 Hours)
Candidates choose one area from the following four:

**Intellectual Disabilities**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEX 619</td>
<td>Nature of Students with Intellectual Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 712</td>
<td>Instruction of Students with Intellectual Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Select 9 hours of electives as approved by advisor</td>
<td>9</td>
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**Total Credit Hours**
15

**Emotional and Behavioral Disorders**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDEX 632</td>
<td>Nature of Students with Emotional Behavior Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 784</td>
<td>Instruction of Students with Emotional and Behavioral Disorders</td>
<td>3</td>
</tr>
<tr>
<td>Select 9 hours of electives as approved by advisor</td>
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</table>

**Total Credit Hours**
15
Learning Disabilities

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEX 531</td>
<td>Nature of Students with Specific Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 616</td>
<td>Instruction of Students with Specific Learning Disabilities</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 9 hours of electives as approved by advisor 9

Total Credit Hours 15

Severe and Multiple Disabilities

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEX 610</td>
<td>Instruction of Students with Severe and Multiple Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 615</td>
<td>Curriculum and Language Instruction for Students with Severe and Multiple Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 619</td>
<td>Nature of Students with Intellectual Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 701</td>
<td>Nature of Students with Autism</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 809</td>
<td>Single-Case Research Designs in Special Education</td>
<td>3</td>
</tr>
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</table>

Total Credit Hours 15

Professional Core Requirements (45 Hours)

For all concentration areas.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDEX 523</td>
<td>Introduction to Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 580</td>
<td>Direct Instruction in Reading for At-Risk Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 640</td>
<td>Managing Problem Behavior in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 691</td>
<td>Collaborative Partnerships in PK-12 Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 713</td>
<td>Practicum in Instruction of Exceptional Children I</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 715</td>
<td>Applied Behavior Analysis in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 716</td>
<td>Functional Behavioral Assessment and Behavior Interventions</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 726</td>
<td>Seminar in Special Education for Student Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 750</td>
<td>Technology and Exceptional Populations</td>
<td>3</td>
</tr>
<tr>
<td>EDEX 790</td>
<td>Introduction to Assessment in Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one course from the following: 12

- EDEX 796B Directed Teaching in Special Education
- EDEX 796I Directed Teaching in Special Education
- EDEX 796L Directed Teaching in Special Education
- EDEX 796S Directed Teaching in Special Education
- EDPY 705 Human Growth and Development 3

Total Credit Hours 45

Theatre, M.A.T. (P-12 Certification)

Learning Outcomes

- Students will demonstrate theoretical and practical knowledge of the issues and topics of theatre for young audiences and actors.

Degree Requirements (45 Hours)

The M.A.T. degree requires 45 semester hours of graduate-level course work, with 6-15 credits in professional education, 15-24 credits in the teaching content area, and 15 hours in internship and seminar. To meet SC Read to Succeed requirements, students completing the MAT in Theatre must include in their program of study EDRD 732. Eligibility for admission is limited to those persons seeking initial teacher certification. Candidates must complete additional course work in professional education and/or their teaching content area at the undergraduate and graduate levels as necessary.

Instruction and Teacher Education

Fenice Boyd, Chair

Ph.D. Language/Research Tool Requirement

The candidate must have a reading knowledge of one foreign language or an approved alternative selected from the Department of Instruction and Teacher Education language/research tool options.

Option A

Demonstrate competency in a foreign language or in an alternative language for the visually or hearing impaired by completion of one of the following courses with a grade of B or better:

- Foreign Languages: 615 course or satisfactory performance on an examination administered by the Department of Languages, Literatures, and Cultures
- EDEX 682
- EDEX 687

(Substitute courses from other accredited institutions may be acceptable in place of EDEX 682 and EDEX 687.)

Option B

Demonstrate competency in a computer language or software package with potential for research applications by one of the following:

1. enroll in and pass EDET 603 with a grade of B or better,
2. enroll in and pass both EDRM 710 and EDRM 711 with grades of B or better,
3. submit artifacts at a time of comprehensive examination that demonstrate the ability to use a software package approved by the advisor for qualitative research; faculty in the program area will evaluate the artifacts using a departmental rubric, or
4. Demonstrate competency in a computer-related area of study outside of the College of Education by completion of one of the following courses or sets of courses with a grade of B or better (please check the bulletin section for the College of Engineering and Information Technology for prerequisites):
   a. Programming: CSCE 145 and CSCE 146 or CSCE 500
   b. Internet Resource: SLIS 703
   c. Online Databases: SLIS 706 and SLIS 740
Programs
- Early Childhood Education, M.Ed. (p. 1030)
- Language and Literacy, M.Ed. (p. 1031)
- Language and Literacy, Ph.D. (p. 1032)
- Teaching and Learning, Ph.D. (p. 1032)
- Teaching, M.Ed. (p. 1033)

Courses
EDCS 625 - Solving Practical Problems in School Curriculum (3 Credits)
An introduction to current and promising designs and approaches to curriculum development from grades K-12.

EDCS 690 - Independent Study (1-3 Credits)

EDCS 710 - Diversity Training for Staff Development (3 Credits)
Review of the history, concepts, current techniques, skills, and issues in diversity training as it applies to effective staff development.

EDCS 720 - Introduction to Diversity and the Curriculum (3 Credits)
An introduction to the vast array of differences among children, youth, and adults and the impact of these differences on the curriculum, their learning, and their social and emotional development.

EDCS 721 - Social Class Diversity and the Curriculum (3 Credits)
The interplay of social class diversity, curriculum development, and success in formal schooling. Promising programs and practices for educating children of poverty are critically examined.

EDCS 722 - Racial and Ethnic Diversity and the Curriculum (3 Credits)
A critical examination of theories of race and ethnicity and their impact on the curriculum. The dynamics of dominance, issues of social justice, and means of social action are explored.

EDCS 723 - Understanding Sexual Diversity in Schools and Other Social Institutions (3 Credits)
An examination of issues and concepts relating to sexual diversity as it applies to formal and nonformal educational settings with particular emphasis on curriculum, educational policy, and school practice.

EDCS 724 - Gender Diversity in Schools and Communities (3 Credits)
A study of gender, culture, and power; research and theory from educational psychology, sociology, history, and current feminist scholarship.

EDCS 725 - Principles of Curriculum Construction (3 Credits)
Presentation of methods and procedures to design, develop, implement, and evaluate curricula.

EDCS 726 - Curriculum Leadership (3 Credits)
Study of theory, research, and practice of curriculum leadership as a transformative enterprise with particular focus on embracing diversity and fostering social justice in schools and other social institutions.
Prerequisites: EDCS 725.

EDCS 727 - Curriculum Issues in Practice (3 Credits)
Each student identifies and studies a contemporary curriculum issue pertaining to diversity. Under faculty supervision, observations and interviews in schools and/or community agencies will take place throughout the semester.
Prerequisites: EDCS 725 or equivalent.

EDCS 728 - Curriculum in Higher Education (3 Credits)
A survey of the design and development of post-secondary curriculum.

EDCS 729 - Organizational Change in Education (3 Credits)
Investigation of the process of diffusion and adoption of innovations and change in schools and communities, with a particular emphasis on the inclusion of and impact on diverse populations.

EDCS 799 - Thesis Preparation (1-9 Credits)

EDCS 812 - Principles of Action Research (3 Credits)
Introductory analysis, interpretation, and systematic study, using action research methodology, of a significant question or issue related to teaching or administration in K12 schools, higher education, and/or other social institutions.

EDCS 813 - Advanced Principles of Action Research (3 Credits)
Advanced analysis, interpretation, and systematic study, using action research methodology, of a significant question or issue related to teaching, administration in K12 schools, higher education, and/or other social institutions.

EDCS 820 - Advanced Study of Diversity and Curriculum (3 Credits)
The formulation and use of interpretive frameworks to study and understand the relationships among human diversity, school structures, and the curriculum.

EDCS 821 - Curriculum Theory (3 Credits)
An advanced curriculum course designed to allow students to investigate and analyze curriculum studies discourse and its application to issues of diversity.

EDCS 822 - Curriculum Classics: Trends and Issues (3 Credits)
The systematic presentation of classic curriculum works as they relate to current theoretical issues in education.

EDCS 823 - Curriculum Inquiry (3 Credits)
Examination of empirical, critical, and phenomenological methods and issues in conducting curriculum research.

EDCS 824 - Curriculum Seminar (3 Credits)
Intensive study of a designated topic influencing curriculum theory and/or practice.

EDCS 890 - Independent Study (3 Credits)

EDCS 899 - Dissertation Preparation (1-12 Credits)

EDEC 510 - Parent/Family Dynamics in Early Childhood Education (3 Credits)
Principles, practices, and content of family dynamics, including practicum/service learning.

Graduation with Leadership Distinction: GLD: Community Service

EDEC 540 - The Young Child: Behavior and Development in Early Childhood (3 Credits)
Service-learning and seminar experiences addressing intellectual, physical, social, and emotional development, prenatal through grade three, within an ecological context. Child’s critical thinking, creative expression, and diagnosis/assessment emphasized.

EDEC 546 - Education of Young Children: An Ecological Approach (3 Credits)
An ecological study with emphasis on home-school relations, parent involvement, and community resources. Multicultural perspectives and needs of exceptional children addressed.
Corequisite: EDEC 469.

EDEC 547 - Field Problems: Teaching Mathematics Using Manipulative Materials, Grades K-3 (3 Credits)
Instructional approaches and materials for teaching elementary school mathematics, grades K-3.
EDEC 570 - Internship in Environments for Teaching and Learning (3 Credits)
Internship for practice in classrooms appropriate to early childhood education related to curriculum design and assessment. Admission to the professional program in early childhood education.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

EDEC 591 - Seminar on Teaching in Early Childhood (3 Credits)
Exploration of the principles and theories about teaching and learning as they apply to early childhood education in the context of schools in democratic societies.
Prerequisites: admission to internship in early childhood education.
Corequisite: ETEE 590A, ETEE 590B, and ETEE 590C.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships, GLD: Research

EDEC 608 - Parent Involvement in Early Childhood Education (3 Credits)
Analysis of programs and practices for involving parents in early childhood educational settings. Emphasizes objectives, methods, techniques, and materials for program development. Community resources for supporting programs for children in various instructional settings.
Prerequisites: EDEC 540 and EDEC 608 or EDEC 610.

EDEC 712 - Practicum in Parent Involvement in Early Childhood Education (3 Credits)
School- and home-based experience with parents. Emphasis upon home-school relationships and their effects upon the young child's development and learning. Participation with advisory groups, parent activities in the classroom, home visits, and parent-teacher communication. Weekly seminar sessions.
Prerequisites: EDEC 540 and EDPY 705.

EDEC 740 - The Young Child: Applying Theory and Research (3 Credits)
Analysis and discussion of theory and research related to the education of young children. Intellectual, social, emotional, and physical development of infants, toddlers, and young children will be examined. Special emphasis on implication for developing.
Prerequisites: EDEC 540 and EDPY 705.

EDEC 742 - Advanced Study of Early Childhood Curricula and Program Models (3 Credits)
An analysis of early childhood program models and curricula with theoretical orientation, related research, societal needs, and the student's philosophy of education.
Prerequisites: EDEC 540, EDEC 542, EDEC 544.

EDEC 744 - Advanced Study of Language Development and Communication Skills in Early Childhood Education (3 Credits)
Provides classroom teachers with an overview of the development of language and communication skills in children, birth through eight.
Prerequisites: EDEC 544 or equivalent.

EDEC 745 - Emergent Literacy (3 Credits)
Theories of emergent literacy and implications for literacy learning and instruction.
Prerequisites: EDEC 744.

EDEC 750 - Play Theory and Early Learning (3 Credits)
Theory, research, and practice related to the play of young children in various settings.

EDEC 754 - Studies and Internships I In Teaching Social Studies -Early Childhood (3 Credits)
Planning, designing and implementing a developmentally appropriate socio-cultural curriculum for young children, preschool through grade four.
Prerequisites: Admission to the MAT program.

EDEC 755 - Studies and Internship in Teaching Science (3 Credits)
The study and practice of science education for preschool and primary students focusing on appropriate content, goals, and methods.
Prerequisites: Admission to the MAT program.

EDEC 769A - Internship II: Early Childhood Curriculum and Assessment (4 Credits)
Internship for practice in prekindergarten through primary grade classrooms related to curriculum design and assessment, leading to initial certification.
Prerequisites: Admission to MAT program and successful completion of first semester internship.
Corequisite: EDEC 769B, EDEC 769C, and EDEC 770.

EDEC 769B - Internship II: Early Childhood Teaching (4 Credits)
Internship for practice in prekindergarten through primary grade classrooms related to interactive teaching, leading to initial certification.
Prerequisites: Admission to MAT program and successful completion of first semester internship.
Corequisite: EDEC 769A, EDEC 769C, and EDEC 770.

EDEC 769C - Internship II: Early Childhood Professional Roles (4 Credits)
Internship for practice in school settings related to professional development, leading to initial certification.
Prerequisites: Admission to MAT program and successful completion of first semester internship.
Corequisite: EDEC 769A, EDEC 769B, and EDEC 770.

EDEC 770 - Early Childhood Internship Seminar (3 Credits)
Seminar for students seeking initial certification. Consideration of principles and theories of teaching and learning and strategies to translate theory into personal classroom practice.
Prerequisites: Admission to MAT program and successful completion of first semester internship.
Corequisite: EDEC 769A, EDEC 769B, and EDEC 769C.

EDEC 794 - Leadership, Advocacy and Collaboration in Early Childhood Settings (3 Credits)
An overview of the purposes, organizational structure, sponsorship, funding sources, and advocacy for care and education programs and the characteristics, roles, and responsibilities of leaders in the field.

EDEC 795 - Technology in Early Childhood Education (3 Credits)
Strategies for integrating technology in early childhood education.
Prerequisites: ETEE 631.

EDEC 797 - Seminar in Early Childhood Education (3 Credits)
Synthesis of development, curriculum, cognition, and related issues in early childhood education.
Prerequisites: degree candidacy in early childhood education and 21 graduate hours completed.
EDEC 810 - Special Topics in Early Childhood Education (3 Credits)
Special and specific analyses of crucial issues in the field as they exist and emerge in the future. Provides an opportunity for students to do in-depth study of definitive areas of concern.

EDEC 811 - Current Trends and Issues in Early Childhood Education (3 Credits)
Analysis of innovations in the field within a historical perspective.

EDEC 812 - Advanced Internship in Early Childhood Education (3-6 Credits)
Supervised internship and related seminar participation in an approved setting.
Prerequisites: Admission to doctoral program.

EDEC 813 - Program Development and Implementation in Early Childhood Education (3 Credits)
Analysis of and participation in the development of program content, policy, and advocacy.
Prerequisites: EDEC 740, EDEC 742, EDEC 744, and admission to doctoral candidacy.

EDEC 814 - Analysis of Current Research in Early Childhood Education (3 Credits)
A critical evaluation of reported research in early childhood with special emphasis on recent and ongoing research programs.
Prerequisites: EDEC 740, EDEC 742, EDEC 744, and admission to doctoral candidacy.

EDEC 815 - Advanced Study of Early Childhood Curricula (3 Credits)
An analysis of early childhood curriculum alternatives that focus on theoretical orientation, related research, societal needs, and the student's philosophy of education.
Prerequisites: EDEC 740, EDEC 742, EDEC 744, and admission to doctoral candidacy.

EDEC 890 - Independent Study (3 Credits)
EDEL 505P - Inquiry Practicum: The Elementary School (1 Credit)
Identifying and understanding the various components of the elementary environment through the practice of inquiry through field-based experiences.
Corequisite: EDEL 305.

EDEL 506 - Integrated Curriculum in Elementary Schools (3 Credits)
Examining and practicing a variety of approaches that connect the content of different elementary school subjects.
EDEL 506P - Inquiry Practicum: Roles of Elementary Teachers (1 Credit)
Identifying and understanding the roles of elementary teachers through the practice of inquiry through field-based experiences.
Corequisite: EDEL 506.

EDEL 510 - Teaching Second Languages to Young Children (3 Credits)
To assist prospective teachers of young children in the development of a second language and multicultural learning activities. Practicum sessions are an integral part.
Prerequisites: 210 level of a foreign language or its equivalent.
Cross-listed course: FORL 510
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

EDEL 515 - Science in the Elementary School (3 Credits)
Reinforces the science background of prospective and practicing elementary teachers. Innovations are examined. Emphasis is placed on methods, materials, community resources, and evaluation procedures.

EDEL 544 - Modern Approaches to Mathematics Teaching (3 Credits)
Curriculum and pedagogy for mathematics topics taught in grades 3 through 8.

EDEL 548 - Field Problems: Teaching Mathematics Using Manipulative Materials, Grades 4-6 (3 Credits)
Instructional approaches and materials for teaching elementary school mathematics, grades 4-6. This course cannot be applied to a graduate degree in the elementary education program.

EDEL 560 - Social Studies in the Elementary/ Middle School (3 Credits)
Fundamentals of social studies education in the elementary/middle school.

EDEL 570 - Internship in Environments for Teaching and Learning (3 Credits)
Internship for practice in classrooms appropriate to elementary education related to curriculum design and assessment.
Prerequisites: Admission to internship in elementary education.

EDEL 571 - Internship in Planning and Motivation (3 Credits)
Field experience that emphasizes planning lessons that actively engage students in learning.
Prerequisites: Admission to the internship in elementary education.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships
EDEL 642 - Teaching Mathematics to Young Children (3 Credits)
Analysis of a developmental approach to teaching children under the age of 9.

EDEL 645 - Diagnostic Teaching of Arithmetic (3 Credits)
Analysis of the concepts and skills of arithmetic in the school mathematics curriculum; exploration of diagnostic-prescriptive teaching methods.

EDEL 670 - Language Arts in the Elementary and Middle School (3 Credits)
Examine the content, goals, and methods of teaching language arts in elementary and middle school.

EDEL 690 - Independent Study (1-3 Credits)
EDEL 701 - Culturally Sustaining Pedagogy for the Elementary Classrooms (3 Credits)
Theoretical and pedagogical approaches to Culturally Sustaining Pedagogy (CSP)—curriculum design tools and instructional strategies that reflect the diversity of students' cultural and linguistic backgrounds in elementary classrooms. Masters of Arts in Teaching for Elementary Education Majors.

EDEL 709 - Curriculum and Instruction Practices Designed to Teach Content & Literacy Across the Curriculum (3 Credits)
An investigation of the beliefs and practices of high quality instructional methods and materials designed to teach elementary readers, writers, mathematicians, scientists and social scientists. Individual content area instruction will be addressed as well as strategies for genuine integration across the curriculum. Special attention will be devoted to teaching diverse populations including English Language Users, in culturally responsive ways.

EDEL 715 - The Elementary School Curriculum (3 Credits)
Critical study of the modern elementary school curriculum.
EDEL 716 - The Elementary School Organization (3 Credits)
A course designed to examine the internal facets of the elementary school, including the library, health, guidance, and other pupil personnel services; curriculum revision; elementary school procedures; and pupil accounting.
Prerequisites: EDEL 715.

EDEL 717 - Curriculum Problems in the Elementary School (3 Credits)
A careful examination of the persistent problems of elementary schools (grouping, promotions, etc.) and the best solutions in terms of research findings and expert opinion.
Prerequisites: EDEL 715.

EDEL 720 - Middle School Organization and Curriculum (3 Credits)
An overview of the development of the middle school, history, purposes, and organization and an in-depth analysis of middle school organization and curriculum. The characteristics of middle school students, methods of evaluating students, and the overall curricular program are also considered.

EDEL 743 - Studies and Internship in Teaching Social Studies - Elementary (3 Credits)
The study and practice of social studies education for elementary students focusing on appropriate content, goals and methods.
Prerequisites: Admission to the MAT program.

EDEL 744 - Studies and Internship in Teaching Science - Elementary (3 Credits)
The study and practice of science education for elementary students focusing on appropriate content, goals and methods.
Prerequisites: Admission to the MAT program.

EDEL 745 - Teaching Elementary Problem Solving, Geometry and Measurement Topics (3 Credits)
Analysis of the school curriculum and instructional methods in the designated areas of mathematics; exploration of appropriate outcomes on instruction.
Prerequisites: MATH 221 or its equivalent.

EDEL 760 - Implementing Social Studies in the Elementary/Middle School (3 Credits)
The selection of teaching procedures and instructional materials used to teach social studies in the elementary/middle school.

EDEL 771 - Teaching Writing in Elementary and Middle School (3 Credits)
Writing instruction in relation to the developmental characteristics of children through preadolescence.

EDEL 780 - Seminar in Elementary Education (3 Credits)
Students will synthesize their graduate studies for a master's degree in elementary education. 24 semester hours of credit earned as specified on the master's degree program of study.

EDEL 790 - MAT Internship in Elementary Education (9 Credits)
Internship for practice in elementary classrooms (grades 2-6) related to curriculum design, assessment, interactive teaching, and professional roles. MAT in Elementary Education majors.
Prerequisites: Admission to Internship II in Elementary Education.
Corequisite: EDEL 791.

EDEL 790A - Internship II: Elementary School Instruction (4 Credits)
Internship for practice in classroom settings related to curriculum design and implementation, leading to initial certification.
Prerequisites: Admission to MAT program and successful completion of first semester internship.
Corequisite: EDEL 790B, EDEL 790C, EDEL 791.

EDEL 790B - Internship II: Elementary School Instruction (4 Credits)
Internship for practice in classroom settings related to instruction, leading to initial certification.
Prerequisites: Admission to MAT program and successful completion of first semester internship.
Corequisite: EDEL 790A, EDEL 790C, EDEL 791.

EDEL 790C - Internship II: Elementary School Professional Roles (4 Credits)
Internship for practice in classroom settings related to professional development, leading to initial certification.
Prerequisites: Admission to MAT program and successful completion of first semester internship.
Corequisite: EDEL 790A, EDEL 790B, EDEL 791.

EDEL 791 - Elementary Internship Seminar (3 Credits)
Seminar for students seeking initial certification. Consideration of principles and theories of curriculum development and strategies to translate curriculum into personal classroom practice.
Prerequisites: Admission to MAT program and successful completion of first semester internship.
Corequisite: EDEL 790A, EDEL 790B, EDEL 790C.

EDEL 815 - Models of Instruction (3 Credits)
Seminar on the relationship between different models of teaching and the cognitive, affective, social, and psychological outcomes of instruction.
Prerequisites: master's degree in education.

EDEL 840 - Advanced Study of Teaching Elementary School Mathematics (3 Credits)
Identification of instructional methods implied by recent research on mathematics teaching, learning, and curriculum.
Prerequisites: EDEL 645 or EDEL 745.

EDEL 858 - Advanced Study of Science in Elementary/Middle School (3 Credits)
Study of curriculum models and instructional theory underlying elementary and/or middle school science programs.
Prerequisites: EDEL 515 or equivalent.

EDEL 860 - Advanced Study of Social Studies in Elementary/Middle School (3 Credits)
Analysis and application of the concepts and skills that broaden the traditional scope of elementary/middle school social studies curriculum.
Prerequisites: EDEL 560 or EDEL 760.

EDEL 870 - Advanced Study of Language Arts for the Elementary School (3 Credits)
Examination of programs, content, and methods of teaching writing, speaking, reading and listening to grades 1-8 in the light of current research and theory in language learning.
Prerequisites: EDEL 670 or equivalent.

EDEL 890 - Independent Study (3 Credits)
EDML 553 - Methods and Materials for Teaching Science in the Middle Grades (3 Credits)
A study of methods, techniques, and materials of instruction appropriate to science teaching in the middle school.

EDML 563 - Methods and Materials for Teaching Social Studies in the Middle School (3 Credits)
A study of goals, content, methods, and materials of instruction in middle school social studies.

EDML 572 - Middle Level Literacy Assessment (3 Credits)
Introduces literacy assessment for individual and small groups or middle level students.

EDML 573 - Methods and Materials for Teaching English/Language Arts in the Middle Grades (3 Credits)
Introduces goals, content, and methods of teaching language arts at the middle level.

EDML 583 - Methods and Materials for Teaching Mathematics in the Middle Grades (3 Credits)
A study of methods, techniques, and materials of instruction appropriate to mathematics teaching in the middle school.

EDML 584 - Middle School Internship Seminar (3 Credits)
Inquiry into the issues that arise during internship B experiences including classroom management, adolescent development, legal/professional responsibilities, multicultural perspectives, and needs of exceptional children.
Corequisite: EDML 599.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

EDML 598 - Internship A in the Middle School (3 Credits)
Application of effective teaching techniques and organization of instructional settings for middle school students.
Prerequisites: admission to internship in middle level program.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

EDML 599 - Internship B in the Middle School (12 Credits)
Application of effective teaching techniques and organization of instructional settings for middle school students.
Prerequisites: B or better in EDML 598.
Corequisite: EDSE 584.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships
Experiential Learning: Experiential Learning Opportunity

EDRD 500 - Content Area Literacy PK-12 (3 Credits)
A survey of research and practice which facilitates students' literacy skills in the content areas. For K-12 content area teachers of art, dance, physical education, foreign language, music and theatre.

EDRD 511 - Teaching Reading to Adults I (3 Credits)
Diagnostic and prescriptive modes of teaching reading to adults, based on the physical, psychological, intellectual, and social characteristics of the adult learner.

EDRD 512 - Teaching Reading to Adults II (3 Credits)
Preparation of materials for teaching basic reading skills to adults and practicum experiences in teaching adults to read.
Prerequisites: EDCO 511 or EDRD 511.

EDRD 514 - Teaching of Reading in the Elementary School (3 Credits)
Study of the various phases of reading in their relation to a modern program of education and the place of reading in the curriculum. Emphasis on modern practices in the classroom teaching of reading.

EDRD 518 - Reading in the Secondary School (3 Credits)
The place of reading instruction in high schools, the programming of special services in reading instruction, methods of teaching basic and developmental reading skills, and case studies of programs. Demonstrations of tests and devices.

EDRD 600 - Foundations of Reading Instruction (3 Credits)
An overview of reading and its curriculum implications: grades K-12 and adults. Emphasis is placed on current trends and issues and related methodologies.

EDRD 650 - Teaching Reading Through A Literature Emphasis (3 Credits)
Integrating appropriate literature into traditional and alternative reading programs. Identifying appropriate literature for classroom use and recreational reading. Use of literature as a means of developing and reinforcing reading skills.

EDRD 651 - Introduction to Teaching Media Literacy (3 Credits)
A survey of analysis of electronic and non-print media themes and messages aimed at youth, with special emphasis on design and implementation of curricula for enhancing children's media literacy.

EDRD 690 - Independent Study (1-3 Credits)

EDRD 700 - Multimodal Multi-genre Writing (3 Credits)
An active and reflective experience of process writing within multiple genres and multimodal literalities with classroom applications.

EDRD 711 - Psychological Foundations of Reading (3 Credits)
Designed to familiarize students with research findings and theories in psychology as they relate specifically to the process of learning to read. Topics will range from perception, learning theory, and personality theory to the implications of cultural differences and language factors as they affect both the child's learning to read and the teacher's effective facilitation of this learning.
Prerequisites: EDRD 514, EDRD 716, EDRD 717.

EDRD 714 - Critical Foundations of Literacy (3 Credits)
An overview of major theoretical, conceptual, and historical foundations in literacy and their curricular implications. Emphasis is placed on actively analyzing current trends and related methodologies.

EDRD 715 - Instructional Strategies for Reading (3 Credits)
Demonstration and critical evaluation of teaching strategies and materials in reading.

EDRD 716 - Foundations of Reading Assessment (3 Credits)
Seminar and supervised one-on-one field experience focusing on assessing and meeting the needs of individual children as readers with emphasis on at-risk children.

EDRD 718 - Seminar in Classroom Reading Assessment (3 Credits)
Seminar and supervised field experience focusing on assessing and meeting the needs of small groups of children as readers.
Prerequisites: EDRD 600, EDRD 715, and EDRD 716.

EDRD 719 - Developing and Guiding the Reading Program (3 Credits)
Design, management, and evaluation of reading programs at the classroom, school, or district levels.
Prerequisites: EDRD 600 and EDRD 715.
EDRD 720 - Capstone Seminar in Language and Literacy (3 Credits)
Synthesis, critique, and evaluation of current research and educational practice in language and literacy.
Prerequisites: EDRD 600, EDRD 715, EDRD 716, EDRD 718, and EDRD 719.

EDRD 730 - Teaching Reading and Writing in the Content Areas (3 Credits)
A survey of the strategies and materials which facilitate students' reading and writing skill in the content areas. For P-12 reading education and content area teachers.

EDRD 731 - Assessment and the Foundations of Reading/Writing (3 Credits)
Overview of assessment theory and practice; the reading/writing processes and the curricular implications across content areas.

EDRD 732 - Teaching Reading and Writing in the Content Areas (3 Credits)
Survey of the strategies and materials which facilitate students' reading and writing skill in the content areas.

EDRD 750 - Literacy Curriculum Development (3 Credits)
Classroom, school, and district literacy curriculum will be explored through multicultural and global literature.

EDRD 760 - Literacy Research and Inquiry (3 Credits)
An overview of inquiry-based teaching and learning within literacy instruction. Affiliated field experience will occur with a focus on assessing and meeting the needs of small groups of students.

EDRD 776 - Coaching within Classrooms: Improving Teaching and Literacy Instruction (3 Credits)
Coaching principles and strategies related to improvements and innovations in classrooms and in literacy instruction. Emphasizes working with teachers in classrooms to bring about educational reform and improvements in teaching and literacy instruction.

EDRD 783 - Literacy Leadership and Supervision (3 Credits)
Developing as a literacy leader within school and district contexts through: engagement in effective collaboration; design, management, and evaluation of professional learning; design, management, and evaluation of family and community outreach.

EDRD 794 - Linguistics for Classroom Teachers PreK-12 (3 Credits)
An introduction to the concepts of linguistics specifically for preK-12 educators. Topics include syntax, morphology, semantics, pragmatics, and first and second language acquisition theories.

EDRD 795 - ESOL Principles and Strategies for PreK-12 Classrooms (3 Credits)
A survey course focused on English for Speakers of Other Languages (ESOL), including a focus on different theoretical principles and approaches within various learning context as they concern preK-12 learners.

EDRD 796 - Teaching Reading and Writing to ESOL Learners: Theory and Practice (3 Credits)
This course surveys research on the mental processes and linguistic contexts involved in reading and writing in a second language. Pedagogical implications for elementary, secondary, and postsecondary learners are discussed.
Cross-listed course: LING 796

EDRD 797 - Assessment for English Language Learners (3 Credits)
Seminar and supervised one-on-one field experience focusing on accessing and meeting the needs of English learners including approaches to classroom-based assessments in ESL, bilingual education, and preschool-grade 12 classrooms.

EDRD 798 - Curriculum Design and Materials Development for English Language Learners (3 Credits)
This course will engage students in the examination and creation of research and theory that support curriculum design and materials development for the ESOL classroom.

EDRD 800 - Literacy Education P-12 (3 Credits)
Impact of theories of teaching, learning, and texts on literacy instruction; social, historical, political, and cultural influences on literacy.

EDRD 801 - Critical Perspective on English/Language Arts (3 Credits)
Issues of literacy from a variety of critical stances such as democratic values, gender roles, and multiculturalism.

EDRD 802 - Internship in the Supervision of Reading (3 Credits)
Internship in supervision of reading. Prerequisites: EDRD 805, admission to a doctoral program in education or a related field. Credit/no credit only.

EDRD 803 - Pedagogical Applications of Reader Response Theory (3 Credits)
Research and theory, emphasizing the role of the reader's response in the reading process.

EDRD 805 - Teaching and Administrating the College Reading Program (3 Credits)
Emphasis on the acquiring of background and skills necessary for instruction and administration of college-level reading programs located in post-high school institutions (technical schools, two-year colleges, four-year colleges, and universities).
Prerequisites: EDRD 514, EDRD 518.

EDRD 806 - Practicum in Teaching and Administrating the College Reading Program (3 Credits)
Refining of counseling, evaluation, research, instructional, and administrative skills needed by college reading personnel. Practical application of the background and skills taught in EDRD 805.
Prerequisites: EDRD 514, EDRD 805.

EDRD 811 - Cultural Perspective on Psychological and Social Foundations of Literacy Learning (3 Credits)
Perspectives from psychology and sociocultural theory as they relate to literacy learning and research in literacy learning.

EDRD 815 - Critique of Qualitative Research in Language and Literacy Education (3 Credits)
A review and critique of qualitative perspectives on language and literacy research.

EDRD 824 - Seminar in Language and Literacy Education (3 Credits)
Intensive study of a designated topic influencing theory and/or practice in language and literacy education.
Prerequisites: Admission to a doctoral program in education or related field.

EDRD 840 - Semiotics, Reading, Literacy and Learning (3 Credits)
Peircean semiotics and the implications of such for language and literacy education.

EDRD 844 - Advanced Study of Language Acquisitions (3 Credits)
Theoretical frameworks and the relationship between current and classic studies in language acquisition.
Prerequisites: EDEC 744.
EDRD 845 - Advanced Study of Emergent Literacy (3 Credits)
Conceptual frameworks, findings, and connections among current and classic studies in emergent literacy; implications for further research.
Prerequisites: EDRD 844.

EDRD 848 - Feminist Investigation in Literacy Education (3 Credits)
Current theories of gender identity in relationship to literacy education.

EDRD 850 - Internship in Language and Literacy Education (3-6 Credits)
Placement in an agency or higher education setting to gain supervised experience in literacy program planning and/or research. May be repeated once for a total of 6 hours.
Prerequisites: 6 hours of required language and literacy courses in the language and literacy PhD program.

EDRD 890 - Independent Study (3 Credits)

EDSE 500 - Equity and Community Engagement (3 Credits)
Field-based inquiry into theories of critical multicultural education, culturally relevant and equity pedagogies with an emphasis on middle/high school students and engaging parents and the larger school community.

EDSE 502 - Teachers and Teaching (3 Credits)
Teaching as reflective and ethical practice. Professional standards, teacher leadership and school change, and various roles of professional educators.

EDSE 505 - Source Materials for Geographic Instruction (3 Credits)
Introduction to selected materials available for all levels of instruction in geography. Emphasis on the substantive nature of the materials.
Cross-listed course: GEOG 560

EDSE 508 - Teaching Middle and High School (Business Education) (3 Credits)
A study of methods, techniques, and materials of instruction in middle and high school business education. 03: 07/05/2019.

EDSE 528 - Study of the Teaching of Business Education in the Secondary School (3 Credits)
Teaching techniques and methodology related to the business education curriculum, emerging technology and software. 03: 07/05/2019.

EDSE 548 - Earth Science for Teachers I (3 Credits)
Origin, internal structure and internal processes of the earth, including plate tectonics, earthquakes, volcanoes, and mountain building. Required field trips, two lectures, and three lab hours per week. Cannot be used in MS or PhD programs in geology.
Cross-listed course: GEOL 540

EDSE 549 - Earth Science for Teachers II (3 Credits)
Surface processes acting on the earth; introduction to weather and climate, weathering, erosion, and sedimentary processes; land form evolution; ocean currents and tides, near-shore geologic processes. Required field trips, two lecture, and three lab hours per week. Cannot be used in MS or PhD programs in geology.
Prerequisites: EDSE 548/GEOL 540.

EDSE 550 - Teaching Middle and High School (Mathematics) (3 Credits)
A study of methods, techniques, and materials of instruction in middle and high school mathematics.

EDSE 551 - Teaching Middle and High School (Health) (3 Credits)
A study of methods, techniques, and materials of instruction in middle and high school health.

EDSE 552 - Teaching Middle and High School (Marketing Education) (3 Credits)
A study of methods, techniques, and materials of instruction in middle and high school marketing education.

EDSE 553 - Teaching Middle and High School (Science) (3 Credits)
A study of methods, techniques, and materials of instruction in middle and high school science.

EDSE 554 - Teaching Middle and High School (Theatre and Speech) (3 Credits)
A study of methods, techniques, and materials of instruction in middle and high school theatre and speech.

EDSE 558 - Teaching Middle and High School (History and Social Studies) (3 Credits)
A study of methods, techniques, and materials of instruction in middle and high school history and social studies.

EDSE 575 - Teaching Foreign Languages in Secondary Schools (3 Credits)
Current methods, techniques, and materials of instruction appropriate for secondary schools.
Cross-listed course: FORL 511

EDSE 580 - Teaching Advanced Latin in Secondary School (3 Credits)
Methods and materials for teaching the Latin Advanced Placement courses in secondary school.
Corequisite: LATN 580.

EDSE 584 - Middle and High School Internship Seminar (3 Credits)
Classroom management, service learning, legal/professional responsibilities, multicultural perspectives and needs of exceptional children.
Corequisite: Internship II.

EDSE 585 - Secondary Internship Seminar I (1 Credit)
Integration of content, pedagogy, and disposition knowledge learned during coursework with Internship I field experiences.
Corequisite: Students must be enrolled in the Internship I field experiences.

EDSE 586 - Secondary Internship Seminar II (2 Credits)
Integration of content, pedagogy, and disposition knowledge learned during coursework with Internship II field experiences.
Corequisite: Students must be enrolled in the Internship II field experiences.

EDSE 660 - Teaching Mathematics with Manipulatives, Grades 7-12 (3 Credits)
Methods and materials for using manipulative devices to teach middle and high school level mathematics.

EDSE 670 - Graphics Calculators in High School Mathematics (3 Credits)
Methods and materials for using graphics calculators to teach algebra, elementary functions, and analytic geometry.

EDSE 690 - Independent Study (1-3 Credits)
EDSE 702 - Teaching Information Management Technology (3 Credits)
Development of curriculum and educational materials for middle and high school information technology courses; selection of equipment; techniques of teaching information management technology; practical experience with software and hardware.

EDSE 703 - Perspectives in Teaching Secretarial Skills (3 Credits)
Strengthening the technical competence of the business teacher. Philosophy and psychology of skill development in secretarial subjects. 03: 07/05/2019.

EDSE 704 - Perspectives in Teaching Bookkeeping/Accounting and Basic Business (3 Credits)
Strengthening the technical competence of business teachers in bookkeeping/accounting and basic business, and improving instruction in these areas. 03: 07/05/2019.

EDSE 727 - Advanced Principles and Practices of Teaching in High School (3 Credits)
Study of the problems involved in all teaching in the secondary school.

EDSE 728 - Advanced Study of the Teaching of English in Secondary Schools (3 Credits)
A study of historical developments and recent innovations in curricula, resources, and techniques in the field of teaching English in secondary schools. Students will be expected to investigate research as it relates to the improvement of instruction.

EDSE 729 - Advanced Study of the Teaching of History and Social Studies in Secondary Schools (3 Credits)
A study of historical developments and recent innovations in curricula, resources, and techniques in the field of teaching history and social studies in secondary schools. Students will be expected to investigate research as it relates to the improvement of instruction.

EDSE 732 - Advanced Study of the Teaching of Science in Secondary Schools (3 Credits)
A study of historical developments and recent innovations in curricula, resources, and techniques in the field of teaching science in secondary schools. Students will be expected to investigate research as it relates to the improvement of instruction.

EDSE 733 - Selected Topics in Social Studies Education (3 Credits)
Topics will be selected from various social studies education fields, including trends, methods, and materials of social studies education. May be repeated; credit up to six hours may be applied toward a degree.
Prerequisites: EDSE 729 or its equivalent.

EDSE 764 - Advanced Study of the Teaching of Mathematics in Secondary Schools (3 Credits)
A study of historical developments and recent innovations in curricula, resources, and techniques in the field of teaching mathematics in secondary schools. Students will be expected to investigate research as it relates to the improvement of instruction.

EDSE 766 - Historical Topics in the Teaching of Mathematics (3 Credits)
Use of the history of mathematics in middle and secondary school teaching.
Prerequisites: EDSE 764.

EDSE 770 - Technology in Mathematics Education (3 Credits)
Topics in the use of electronic technology in the teaching of mathematics at the middle and secondary school levels.

EDSE 773 - Advanced Study of the Teaching of Computer Studies (3 Credits)
Recommendations for materials, content, and methods for teaching computer-related subject matter at the middle and high school level. Experience in writing computer programs for educational purposes in the Logo, BASIC, and Paschal languages will be given.
Prerequisites: EDTE 731.

EDSE 775A - Teaching Internship in Middle or High School (History and Social Studies) (3 Credits)
Application of effective teaching techniques and organization of instructional settings for middle or high school students.
Prerequisites: acceptance to the Professional Program in Education.
Corequisite: EDSE 558.

EDSE 775B - Teaching Internship in High School History and Social Studies (9 Credits)
Application of effective teaching techniques and organization of instructional settings for high school students.
Prerequisites: EDSE 775A.
Corequisite: EDSE 584 or EDSE 784.

EDSE 776A - Teaching Internship in Middle or High School (English) (3 Credits)
Application of effective teaching techniques and organization of instructional settings for middle or high school students.
Prerequisites: acceptance to the Professional Program in Education.

EDSE 776B - Teaching Internship in High School English (9 Credits)
Application of effective teaching techniques and organization of instructional settings for high school students.
Prerequisites: EDSE 776A.
Corequisite: EDSE 584 or EDSE 784.

EDSE 777A - Teaching Internship in Middle or High School (Business Education) (3 Credits)
Application of effective teaching techniques and organization of instructional settings for middle or high school students. 03: 07/05/2019.
Prerequisites: acceptance to the Professional Program in Education.

EDSE 777B - Teaching Internship in Middle or High School (Business Education) (9 Credits)
Application of effective teaching techniques and organization of instructional settings for middle or high school students. 03: 07/05/2019.
Prerequisites: EDSE 777A.
Corequisite: EDSE 784.

EDSE 778A - Teaching Internship in Middle or High School (Mathematics) (3 Credits)
Application of effective teaching techniques and organization of instructional settings for middle or high school students.
Prerequisites: acceptance to the Professional Program in Education.

EDSE 778B - Teaching Internship in High School Mathematics (9 Credits)
Application of effective teaching techniques and organization of instructional settings for high school students.
Prerequisites: EDSE 778A.
Corequisite: EDSE 584 or EDSE 784.
EDSE 871A - Teaching Internship in Middle or High School (Science) (3 Credits)
Application of effective teaching techniques and organization of instructional settings for middle or high school students.
Prerequisites: acceptance to the Professional Program in Education.

EDSE 871B - Teaching Internship in High School Science (9 Credits)
Application of effective teaching techniques and organization of instructional settings for high school students.
Prerequisites: EDSE 781A.
Corequisite: EDSE 584 or EDSE 784.

EDSE 873 - Advanced Study of the Teaching of Mathematics in the Middle or Junior High School (3 Credits)
Historical developments and recent innovations in curricula, resources, and techniques in the teaching of mathematics in the middle or junior high school. Investigative research into the improvement in instruction.

EDSE 875 - Seminars on Selected Topics in Foreign Language Education (3 Credits)
Topics will be identified by title in the schedule of classes. Each topic may be taken only once. 03: 07/05/2019.

EDSE 876 - The Teaching of Literature in the Secondary School (3 Credits)
Subject content of new literature programs; resources and innovative approaches; problems in organizing literature. Emphasis on specific teaching methodology and the development of materials.

EDSE 877 - The Teaching of Composition in the Secondary School (3 Credits)
New curricula in the teaching of oral and written composition; issues and problems in the composition phase of English programs; innovative teaching techniques and methodology. Development of materials appropriate to the teaching of oral and written composition.

EDSE 878 - The Teaching of the English Language in the Secondary School (3 Credits)
Recent innovations in curricula, resources, and teaching techniques for such topics as dialectology, usage, regional varieties of language, lexicography, language history and development, structural grammar, and transformational grammar.

EDSE 879 - The English Teacher and Special Problems in Reading (3 Credits)
Selected problems and solutions in reading at the secondary level. Ways to improve reading skills; research contributions to the improvements of instruction in reading.
Prerequisites: EDRD 514 or EDRD 518.

EDSE 882 - Research in English Education (3 Credits)
Research methodology and design in the field of English education. Interpretation of data and implications for further research. A preliminary dissertation proposal may be developed.

EDSE 850 - Advanced Readings in Secondary Education (3 Credits)
Analyses of select studies in the pertinent field(s) of specialization in secondary education. Consideration is given to implications for needed research in these fields.

EDSE 851 - Advanced Reading in Mathematics Education (3 Credits)
Selected topics in mathematics education, including teacher training, evaluation of programs and instruction, in-service programs, and the history of mathematics education. Current research in these areas with implications for needed research.

EDSE 890 - Independent Study (3 Credits)

EDSE 590A - Internship in Curriculum and Assessment (3 Credits)
Internship for practice in classrooms appropriate to the level of certification sought (early childhood or elementary) related to curriculum design and assessment.
Prerequisites: admission to internship II in early childhood or elementary education.
Corequisite: EDTE 590B and EDTE 590C.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

EDTE 590B - Internship in Teaching (3 Credits)
Internship for practice in classrooms appropriate to the level of certification sought (early childhood or elementary) related to interactive teaching.
Prerequisites: admission to internship II in early childhood or elementary education.
Corequisite: EDTE 590A and EDTE 590C.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

EDTE 600 - Systematic Effective Teaching (3 Credits)
Application of research-supported effective teaching techniques to the teaching-learning process, including demonstration lessons, observations, and supervisory conferences.

EDTE 605 - Cooperative/Team Learning in Education (3 Credits)
Instructional approaches, materials, and procedures for utilizing cooperative/team learning in education.

EDTE 610 - Integrated Reading and Writing Instruction (3 Credits)
Theoretical bases and techniques for teaching reading and writing in the elementary school, using multiple subject areas.

EDTE 611 - Whole Language: Concepts and Practices (3 Credits)
Development of concepts, materials, and practices to implement a whole language philosophy.

EDTE 620 - Restructuring Schools: Teachers and Classrooms (3 Credits)
Examination of issues related to restructuring schools based on different assumptions about teaching, learning, and assessment.

EDTE 621 - Middle Level School Today (3 Credits)
National trends in the middle level school; emphasis on the relationship of early adolescent developmental characteristics to organization, curriculum, instruction, and teaching.

EDTE 625 - Integrating Character Education into Instructional Programs (3 Credits)
Rationale, processes, and methodologies for integrating character education into school or school district instructional programs.
EDTE 626 - Service Learning for Schools, Community, and Workplace Responsibility (3 Credits)
Assist school personnel in designing academic, personal, civic, and workplace responsibility.

EDTE 631 - Technology to Support Instruction (3 Credits)
Introduction to computers, educational technology, and selected applications for instructional management.

EDTE 671 - Computers in Science Education (3 Credits)
Use of computer technology in teaching and managing science classes and problems in grades K-12.

EDTE 701 - Selected Topics in Teaching Science (3 Credits)
Primarily for elementary, middle, and secondary school teachers. Teachers at other levels may be accepted.

EDTE 710 - Developing as a Professional Educator (3 Credits)
Concepts and strategies to assist teachers in developing as effective and successful educators in PreK through 12 schools.

EDTE 711 - Ideas and Issues in Teaching (3 Credits)
Examination of theoretical and philosophical concepts fundamental to understanding learning and teaching.

EDTE 712 - Action Research in Teaching (3 Credits)
Introduction to action research through the investigation of a significant question or issue related to teaching in PreK through 12 schools.
Prerequisites: EDTE 710, EDTE 711, and EDRM 700 or an approved education research course.

EDTE 713 - Action Research Capstone Seminar (3 Credits)
Culminating experience that includes completion of an action research project and a thorough review of professional growth.
Prerequisites: EDTE 712.

EDTE 731 - Integration of Technology and Instruction (3 Credits)
Survey of the instructional uses of computers and other technologies.

EDTE 733 - Reading and Language Arts in Early Childhood and Elementary Education (6 Credits)
Examination and implementation of the content, goals, and methods of teaching reading and the language arts. Emphasis on the teaching of reading, oral and written expression, and listening. K-6.
Prerequisites: Admission to the MAT program.

EDTE 740 - Introduction to Project-Based Learning (3 Credits)
Introduction to Project-based Learning theory and basics of designing, delivering and assessing it. Designed for classroom teachers who have earned an initial teaching credential or its equivalent and who wish to continue their professional development through graduate education.

EDTE 741 - Applications of Project-Based Learning (3 Credits)
Acquisition of experiences required to plan, create, facilitate, and integrate appropriate instructional methodologies and technology within a Project-based Learning unit of study.
Prerequisites: EDTE 740.

EDTE 742 - Practicum in Project-based Learning (3 Credits)
A field-based practicum designed to provide experience and opportunities to demonstrate knowledge, skills, and dispositions for implementing PBL into a regular classroom setting.
Prerequisites: EDTE 740 and EDTE 741.

EDTE 750 - Evaluating Teacher Effectiveness (3 Credits)
Techniques currently being used to quantitatively analyze the behavior of a teacher and his/her students while in a classroom situation.

EDTE 755 - Teaching Environmental Education (3-6 Credits)
Rationale and strategies for teaching environmental education.

EDTE 759 - Teaching Reasoning and Inquiry Skills (3 Credits)
Definition of and methods for teaching reasoning and inquiry skills in various educational settings. Participants develop a plan of instruction based on a study of model programs.

EDTE 760 - Issues in Writing Instruction K-12 (6 Credits)
Issues in the teaching of writing, with emphasis on classroom applications K-12 and program development.

EDTE 771 - Studies and Internship I in Teaching Math-Early/Elementary Education (3 Credits)
Instructional approaches, materials and methods for primary and elementary classrooms.
Prerequisites: Admission to the MAT program.

EDTE 772 - Technology in Foreign Language Education (3 Credits)
Introduction to technology in language teaching and the connection between language acquisition and the implementation of Internet and multimedia technology.
Cross-listed course: FORL 772, LING 772

EDTE 774A - Teaching Internship (Foreign Languages) (3 Credits)
Application of effective teaching techniques and organization of instructional settings in foreign languages for K-12.
Prerequisites: acceptance to the Professional Program in Education.
Cross-listed course: FORL 774A

EDTE 777 - Analysis of Effective Instructional Practices (3 Credits)
Analysis of instructional techniques and strategies effective in fostering student achievement at various levels of schooling.
Prerequisites: master's degree and certification.

EDTE 778 - Teacher as Instructional and Professional Leader (3 Credits)
Major roles of the master teacher in instructional improvement and professional development. Emphasis on analysis and integration of instructional change and professional development classroom teaching practices.
Prerequisites: master's degree and certification.

EDTE 779 - Equity Pedagogies in Teacher Education (3 Credits)
Effects of cultural diversity on instruction with emphasis on teaching strategies and programs for multicultural student populations.
Prerequisites: EDTE 777, master's degree and certification.

EDTE 779A - Teaching Internship (Theatre) (3 Credits)
Application of effective teaching techniques and organization of instructional settings in theatre for K-12.
Prerequisites: acceptance to the Professional Program in Education.
EDTE 779B - Teaching Internship (Theatre) (9 Credits)
Application of effective teaching techniques and organization of instructional settings in theatre for K-12.
Prerequisites: EDTE 779A.
Corequisite: EDSE 584.

EDTE 780 - Field Study Preparation Seminar (3 Credits)
Instructional planning, including evaluation and dissemination strategies related to improvements and innovations in the classroom. Emphasis is on preparation of written instructional plan for implementation in EDTE 781 Advanced Field Study of Teaching.

EDTE 781 - Advanced Field Study of Teaching (1-6 Credits)
Students will conduct and report results of a field study of a selected instructional innovation as specified by an implementation plan developed in EDTE 780.
Prerequisites: EDTE 780.

EDTE 782A - Teaching Internship (Health) (3 Credits)
Application of effective teaching techniques and organization of instructional settings in healthcare for K-12.
Prerequisites: acceptance to the Professional Program in Education.
Cross-listed course: HPEB 782A

EDTE 782B - Teaching Internship (Health) (9 Credits)
Application of effective teaching techniques and organization of instructional settings in healthcare for K-12. 03: 07/05/2019.
Prerequisites: EDTE 780A.

EDTE 791 - Global Education (3 Credits)
An examination of global issues, including the concepts of interdependence and empowerment, as organizing principles in the design of instruction for internationalizing the curriculum.

EDTE 792 - International Perspectives of Instruction (3 Credits)
A Comparative examination of the educational and instructional processes of select nations in a variety of instructional areas.

EDTE 793 - Development Education (3 Credits)
An examination of the parameters of development education in select areas of the world and its implications for educators and other development workers.

EDTE 799 - Thesis Preparation (1-9 Credits)

EDTE 811 - Developing Integrated Curricula (3 Credits)
Theoretical foundation of an integrated curriculum and implications for current practice.

EDTE 820 - Principles of STEM (Science, Technology, Engineering, and Mathematics) Integration (3 Credits)
Exploration of pedagogical practices and methodological approaches for integrating instruction across STEM disciplines.

EDTE 841 - Genre Study: Academic Writing in Education (3 Credits)
An overview of academic writing in Education as a genre. Emphasis on defining and critiquing the genre, and producing papers, articles, proposals and/or dissertations.
Prerequisites: Admission to a doctoral program in education.

EDTE 850 - Internship in Teaching (1-3 Credits)
Placement in an educational agency, clinical experience, or teacher education setting to gain supervised experience in teacher education. This course is repeatable for up to 9 credit hours. Six (6) hours of required courses in the Ph.D. in Teaching and Learning program and approval of doctoral advisor and field supervisor.

EDTE 851 - Internship in Research in Teaching and Learning (1-3 Credits)
Placement in teaching and/or learning setting to gain supervised research experience. This course is repeatable for up to 9 credit hours. Six (6) hours of required courses in the Ph.D. in Teaching and Learning program and approval of doctoral advisor and field supervisor. Professional division contract approved by instructor, advisor and department chair is required for undergraduate students.

EDTE 857 - Advanced Critical Race Theory and Education (3 Credits)
An advanced study of how Critical Race Theory is applied by researchers to investigate issues of racial justice. The study of race and racism is the primary lens of analysis in understanding disparities in educational, political, social and economic outcomes.
Prerequisites: EDFI 747
Cross-listed course: EDFI 857

EDTE 870 - Seminar in Instruction and Teacher Education (3 Credits)
Major writers, issues, and research related to instruction and teacher education.
Prerequisites: advanced graduate standing.

EDTE 899 - Dissertation Preparation (1-12 Credits)

Early Childhood Education, M.Ed.

Learning Outcomes

- Promoting Child Development and Learning. Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

- Building Family and Community Relationships. Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

- Observing, Documenting, and Assessing to Support Young Children and Families. Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.

- Teaching and Learning. Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.

- Growing as a Professional. Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners.
who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

**Essential Professional Tools for All Candidates in Advanced Programs**

- Cultural Competence. Advanced program candidates demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity.
- Knowledge and Application of Ethical Principles. Advanced program candidates demonstrate in-depth knowledge and thoughtful application of NAEYC’s Code of Ethical Conduct and other guidelines relevant to their professional role.
- Communication Skills. Advanced program candidates possess a high level of oral, written, and technological communication skills, with specialization for the specific professional role(s) emphasized in the program.
- Mastery of Relevant Theory and Research. Advanced program candidates demonstrate in-depth, critical knowledge of the theory and research relevant to the professional role(s) and focus area(s) emphasized in the program.
- Skills in Identifying and Using Professional Resources. Advanced program candidates demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform their professional roles and to keep abreast of the field's changing knowledge base.
- Inquiry Skills and Knowledge of Research Methods. Using systematic and professionally accepted approaches, advanced program candidates demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals.
- Skills in Collaborating, Teaching, and Mentoring. Advanced program candidates demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles.
- Advocacy Skills. Advanced program candidates demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all young children.
- Leadership Skills. Advanced program candidates reflect on and use their abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for children, families, and the profession.

### Degree Requirements (36 Hours)

#### Core Courses (18 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 608</td>
<td>Parent Involvement in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 740</td>
<td>The Young Child: Applying Theory and Research</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 742</td>
<td>Advanced Study of Early Childhood Curricula and Program Models</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 744</td>
<td>Advanced Study of Language Development and Communication Skills in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 750</td>
<td>Play Theory and Early Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Specialized Requirement in Diversity (3 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTE 776</td>
<td>Educating African-American Students</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 18

#### Technology (3 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 795</td>
<td>Technology in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDTE 731</td>
<td>Integration of Technology and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>Other course approved by advisor</td>
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<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours** 3

#### Research, Measurement, or Assessment (3 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRM 700</td>
<td>Introduction to Research in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 720</td>
<td>Educational Measurement</td>
<td>3</td>
</tr>
<tr>
<td>Other course approved by advisor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours** 3

#### Related Study (9 Hours)

Must be pre-approved by advisor.

Note: No more than 6 hours of workshops, institutes, or field courses may be used in the degree program. Each candidate will successfully complete a comprehensive examination.

### Language and Literacy, M.Ed.

The M.Ed. in Language and Literacy is designed for individuals planning to be classroom teachers of literacy and other teachers who are responsible for teaching literacy. The program prepares candidates to serve as a literacy teacher, coach, or specialist in K-12 school and district settings.

### Learning Outcomes

- Foundational Knowledge. Candidates have knowledge of the foundations of reading and writing processes and instruction.
- Assessment, Diagnosis, and Evaluation. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.
- Creating a Literate Environment. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
- Professional Development. Candidates view professional development as a career-long effort and responsibility.
Admission
In addition to The Graduate School's application requirements, applicants must submit a letter of intent. Students in the M.Ed. program will follow the program of study outlined below and are required to complete a minimum of 30 hours.

Degree Requirements (30 Hours)

Language and Literacy (27 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRD 714</td>
<td>Critical Foundations of Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 715</td>
<td>Instructional Strategies for Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 716</td>
<td>Foundations of Reading Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 730</td>
<td>Teaching Reading and Writing in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 750</td>
<td>Literacy Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 760</td>
<td>Literacy Research and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 776</td>
<td>Coaching within Classrooms: Improving Teaching and Literacy Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 783</td>
<td>Literacy Leadership and Supervision</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 796</td>
<td>Teaching Reading and Writing to ESOL Learners: Theory and Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 27

Research (3 Hours)
3 hours in research as approved by advisor.

Comprehensive Assessment
The comprehensive assessment requires the student to organize and synthesize the skills, competencies, and knowledge gained in his/her coursework in the Language & Literacy Program.

Language and Literacy, Ph.D.
The Ph.D. degree prepares students to fill positions in a wide variety of settings: higher education, schools, agencies, and private practice. Students in the language and literacy Ph.D. program take a minimum of 60 semester hours beyond their master’s degree. At the end of their course work, students take a comprehensive examination, write a proposal, conduct research, compose a dissertation, and defend their work to program faculty.

Learning Outcomes
- Foundational Knowledge. Candidates have knowledge of the foundations of reading and writing processes and instruction.
- Assessment, Diagnosis, and Evaluation. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.
- Creating a Literate Environment. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
- Professional Development. Candidates view professional development as a career-long effort and responsibility.

Admission
In addition to The Graduate School's application requirements, applicants must submit a letter of intent.

Degree Requirements (60 Post-Masters Hours)

Required Courses in Language and Literacy (21 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRD 800</td>
<td>Literacy Education P-12</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 801</td>
<td>Critical Perspective on English/Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 803</td>
<td>Pedagogical Applications of Reader Response Theory</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 811</td>
<td>Cultural Perspective on Psychological and Social Foundations of Literacy Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 850</td>
<td>Internship in Language and Literacy Education (May be repeated once for a total of 6 hours.)</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credit Hours 21

Internship (6 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRD 850</td>
<td>Internship in Language and Literacy Education (May be repeated once for a total of 6 hours.)</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credit Hours 6

Required Courses in Research (15 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRM 710</td>
<td>Educational Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 720</td>
<td>Educational Measurement</td>
<td>3</td>
</tr>
<tr>
<td>EDFI 731</td>
<td>Qualitative Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 850</td>
<td>Internship in Language and Literacy Education (May be repeated once for a total of 6 hours.)</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credit Hours 15

Electives (6 Hours)
- 6 hours of electives as approved by advisor.

Dissertation Preparation (12 Hours)
- Select 12 hours

Teaching and Learning, Ph.D.
The curriculum in the Ph.D. in Teaching and Learning is grounded in bodies of research that encompass the complex relationship between teaching and learning and the various disciplines at diverse grade levels. The degree consists of a minimum of 60 hours beyond the masters degree.

Learning Outcomes
- Advanced program candidates demonstrate a high level of competence in understanding and responding to diversity of culture language and ethnicity.
- Advanced program candidates demonstrate in-depth knowledge and thoughtful application of the Code of Ethical Conduct and other guidelines relevant to their professional role.
• Advanced program candidates possess a high level of oral written and technological communication skills with specialization for the specific professional role(s) emphasized in the program. For doctoral programs candidates are prepared to publish and present at conferences.
• Advanced program candidates demonstrate in-depth critical knowledge of the theory and research relevant to the professional role(s) and focus area(s) emphasized in the program.
• Advanced program candidates demonstrate a high level of skill in identifying and using the human material and technological resources needed to perform their professional roles and to keep abreast of the field & changing knowledge base.
• Using systematic and professionally accepted approaches advanced program candidates demonstrate inquiry skills showing their ability to investigate questions relevant to their practice and professional goals.
• Advanced program candidates demonstrate the flexible varied skills needed to work collaboratively and effectively with other adults in professional roles.
• Advanced program candidates demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all students.
• Advanced program candidates reflect on and use their abilities and opportunities to think strategically build consensus create change and influence better outcomes for student’s families and the profession.
• PhD candidates demonstrate in-depth knowledge related to learning in their area of specialized expertise.
• PhD candidates demonstrate in-depth knowledge and skills related to teaching in their area of specialized expertise.

Specialized Competencies

• PhD candidates demonstrate in-depth knowledge related to learning in their area of specialized expertise.
• PhD candidates demonstrate in-depth knowledge and skills related to teaching in their area of specialized expertise.

In addition to The Graduate School’s application requirements, applicants must submit a letter of intent. Applicants who meet program criteria will be interviewed by a committee of faculty members.

Degree Requirements (60 Post-Masters Hours)

A minimum of 60 post-masters hours required.

The total number of hours required may vary depending on prior graduate coursework completed, but must be no less than 60 graduate hours. Based on the curriculum described below, a program of study will be developed with the student’s advisor and must be approved by the Graduate Director and the Dean of the Graduate School. Courses listed on the program of study must be completed no more than 10 years prior to graduation.

Program of Study

The student’s program advisory committee will evaluate previous course work and experiences and recommend appropriate courses to ensure that at the completion of the program the student can demonstrate the knowledge, skills, and dispositions typically developed in the following coursework:

Teacher Education (21 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDTE 870</td>
<td>Seminar in Instruction and Teacher Education</td>
<td>3</td>
</tr>
<tr>
<td>Select six hours in pedagogy courses at the 800-level within or across the content areas such as literacy, mathematics, science, language arts, the arts, and social studies</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>EDTE 759</td>
<td>Teaching Reasoning and Inquiry Skills</td>
<td>3</td>
</tr>
<tr>
<td>EDTE 776</td>
<td>Educating African-American Students</td>
<td>3</td>
</tr>
<tr>
<td>EDTE 779</td>
<td>Equity Pedagogies in Teacher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 815</td>
<td>Models of Instruction</td>
<td>3</td>
</tr>
<tr>
<td>Select six hours of advanced and doctoral (700 and 800-level) coursework involving instruction selected from below or other as approved by advisor</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours

21

Research (12 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRM 710</td>
<td>Educational Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>EDFI 731</td>
<td>Qualitative Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>Select six hours of educational research</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours

12

Internship (6 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTE 850</td>
<td>Internship in Teaching</td>
<td>1-3</td>
</tr>
<tr>
<td>EDTE 851</td>
<td>Internship in Research in Teaching and Learning</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Total Credit Hours

2-6

Cognate (9 Hours)

• A minimum of 9 hours must be in one area outside the Department of Instruction and Teacher Education.

Dissertation (12 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTE 899</td>
<td>Dissertation Preparation</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Credit Hours

12

Foreign Language and/or Research Methods

Students must meet the Foreign Language and/or Research Methods as required by the Graduate School.

Teaching, M.Ed.

The M.Ed. in Teaching is a 30-hour program designed for practicing teachers who have earned an initial teaching certificate or its equivalent and who wish to enhance their professional teaching practice or are seeking career advancement. The program includes a core of courses and experiences followed by continued study addressing an area of specialization.
Learning Outcomes

- Cultural Competence. Advanced program candidates demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity.
- Knowledge and Application of Ethical Principles. Advanced program candidates demonstrate in-depth knowledge and thoughtful application of the Code of Ethical Conduct and other guidelines relevant to their professional role.
- Communication Skills. Advanced program candidates possess a high level of oral, written, and technological communication skills, with specialization for the specific professional role(s) emphasized in the program. For programs for the advanced preparation of teachers, candidates meet ISTE standards. For doctoral programs, candidates are prepared to publish and present at conferences.
- Mastery of Relevant Theory and Research. Advanced program candidates demonstrate in-depth, critical knowledge of the theory and research relevant to the professional role(s) and focus area(s) emphasized in the program.
- Skills in Identifying and Using Professional Resources. Advanced program candidates demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform their professional roles and to keep abreast of the field's changing knowledge base.
- Inquiry Skills and Knowledge of Research Methods. Using systematic and professionally accepted approaches, advanced program candidates demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals.
- Skills in Collaborating, Teaching, and/or Mentoring. Advanced program candidates demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles.
- Advocacy Skills. Advanced program candidates demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all students.
- Leadership Skills. Advanced program candidates reflect on and use their abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for students, families, and the profession.

National Board for Professional Teaching Standards

1. Teachers are Committed to Students and Learning.
   a. Demonstrate an understanding of students' cognitive development and the influence of context and culture.
   b. Foster all students’ cognitive, affective, and social/cultural development, adjusting practice to meet individual needs.
2. Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.
   a. Know subject(s) they teach.
   b. Know students’ typical understanding of subjects and how to teach subject(s).
   c. Foster problem posing and solving.
3. Teachers are Responsible for Managing and Monitoring Student Learning.
   a. Establish disciplined learning environment and effectively engage students using a range of appropriate teaching techniques.
   b. Enlist expertise of others to complement own teaching.
   c. Assess individual students and whole class using multiple measures and communicate assessment/data collection to parents.
4. Teachers Think Systematically about Their Practice and Learn from Experience.
   a. Demonstrate an experimental and problem solving approach to teaching applying theory, research, and personal experience to making decisions of practice.
   b. Critically examine practice on an on-going basis.
5. Teachers are Members of Learning Communities.
   a. Work collaboratively with others, including colleagues and parents, to foster school progress and improve educational experiences in the context of the community/state and through the development of curriculum, instruction, and staff.
   b. Use community resources to the benefit of students.

Degree Requirements (30 Hours)
Required Core Courses (15 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTE 710</td>
<td>Developing as a Professional Educator</td>
<td>3</td>
</tr>
<tr>
<td>EDTE 711</td>
<td>Ideas and Issues in Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EDTE 712</td>
<td>Action Research in Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EDTE 713</td>
<td>Action Research Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EDRM 700</td>
<td>Introduction to Research in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:
- Another advisor-approved course in education research

Total Credit Hours 15

Area of Specialization (15 Hours)
Students will select 15 hours (5 courses) in an area of specialization as approved by the advisor. An area of specialization allows candidates to acquire a broad and extensive knowledge base of curriculum, pedagogy, and PreK-12 students.

Comprehensive Assessment
An action research project is completed as the required comprehensive assessment.

Physical Education

Linda Nilges, Chair

Admission
Regulations and requirements for admission to graduate study and graduate degree candidacy in the College of Education correspond to those of The Graduate School. In accordance with the general regulations of The Graduate School, any applicant for graduate study is required to hold a baccalaureate degree and must submit scores from either the GRE or Miller Analogies Test as listed for each program/degree. Each applicant must also obtain at least two letters of recommendation (some programs require more) from those who can clearly attest to the applicant’s knowledge, skills, and dispositions relevant to the degree sought. Many programs also require a supplemental application, a letter or statement of intent, and/or an interview. Requirements are specified under each program area in this document or may be viewed, in addition to further help information, at http://www.ed.sc.edu/sa/apply.html.
Admission decisions in the College of Education are based on multiple indicators of an applicant’s potential academic success. Indicators include test scores, GPA, letters of recommendation, statement of intent, and other factors such as relevancy of prior degrees, related work experience, leadership roles, and interview performance. The profile of typical students admitted into the College of Education degree programs in fall 2006 on selected items is as follows:

For master's and educational specialist degrees:
- GRE scores of 467 verbal, 550 quantitative
- Undergraduate GPA 3.38
- Two to five years experience in the field.

For doctoral degrees:
- GRE scores of 516 verbal, 575 quantitative
- Graduate GPA 3.78
- Five years or more of experience in the field.

Programs

The Physical Education Department offers the Physical Education, M.A.T. (P-12 Certification) in conjunction with the College of Education.

- Adapted Physical Education, M.S. (p. 1037)
- Physical Education, Ph.D. (p. 1038)

Courses

PEDU 510 - Teaching Health Related Physical Fitness (3 Credits)
Knowledge and application of processes and principles of health related physical fitness in physical education and sport settings. 
Prerequisites: EXSC 223/EXSC 224 or BIOL 243/BIOL 244.

PEDU 515 - Physical Education for Inclusion (3 Credits)
Designing physical education programs for special populations and for students with special needs.
Prerequisites: PEDU 340, PEDU 360.

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

PEDU 520 - Observational Analysis of Sports Techniques and Tactics (3 Credits)
Qualitative and quantitative techniques to observe, describe, analyze, and evaluate human movement in physical education and sports settings.
Prerequisites: PEDU 190, EXSC 223, EXSC 224 or BIOL 243, BIOL 244; PHYS 101.

PEDU 553 - The Organization and Administration of Physical Education (3 Credits)
Organization of instructional, intramural, interscholastic, and recreational programs, with emphasis on criteria for the evaluation and selection of activities.
Prerequisites: 18 credits in physical education, including six semester hours of professional skill courses.

PEDU 555 - Current Topics in Physical Education (1-3 Credits)
PEDU 570 - Human Child/Adolescent Growth (3 Credits)
Human physical growth and development of children with emphasis on years 4 to 18.
Prerequisites: EXSC 223, EXSC 224, or equivalent.

PEDU 575 - Physical Education for the Classroom Teacher (3 Credits)
Appropriate movement experiences for children. Not available for physical education majors.
Prerequisites: EDTE 201.

PEDU 577 - Dance Performance (3 Credits)
Rehearsal, choreographic analysis, and dance performance. All components of dance production—including music, costume, lighting, and scenery—will be considered.
Cross-listed course: DANC 577

PEDU 635 - South Carolina Physical Education Curriculum (3 Credits)
Development of physical education programs using the South Carolina Physical Education Curriculum Materials.

PEDU 637 - Advanced Theory and Techniques of Coaching Football (3 Credits)
An intensive investigation of current theories of offensive and defensive football. Generalship, strategy, conditioning, staff utilization, film analysis, and practice organization are covered in depth.
Prerequisites: current responsibilities or previous experience in college or high school coaching.

PEDU 638 - Advanced Theory and Techniques of Coaching Basketball (3 Credits)
An intensive investigation of the latest techniques of coaching basketball. Systems of offense and defense, generalship, conditioning, staff utilization, film analysis, and practice organization are covered in depth.
Prerequisites: current responsibilities or previous experience in college or high school coaching.

PEDU 639 - Advanced Theory and Techniques of Coaching Track and Field Events (3 Credits)
A thorough study of the latest techniques of coaching track and field events. Isometric, isotonic, and interval conditioning theories involving the cardiovascular and muscular systems are examined to acquaint the student with varying physiological approaches to conditioning.
Prerequisites: current responsibilities or previous experience in college or high school coaching.

PEDU 640 - Advanced Theory and Techniques of Teaching and Officiating Girls' Gymnastics (3 Credits)
A thorough study of the latest techniques of teaching and officiating girls' gymnastics. Balance beam, vaulting, uneven bars, tumbling, dance skills and routines, and officiating methods.

PEDU 650 - The Art and Science of Coaching (3 Credits)
Coaching principles and application to sport programs across a variety of developmental levels.

PEDU 660 - Counseling Student Athletes (3Credits)
Issues facing student athletes regarding their personal and career development beyond athletics.
Cross-listed course: EDCE 650

PEDU 702 - Interpretation and Implementation of Physical Education Programs for Children (3 Credits)
An intensive investigation of contemporary physical education programs for children.

PEDU 703 - Conceptual Issues in Teaching Physical Education (3 Credits)
Advanced study of current literature and research in physical education.
PEDU 704 - Readings and Research in Physical Education Teaching and Teacher Education (3 Credits)
Advanced study of seminal literature and research in physical education teaching and teacher education.
Prerequisites: PEDU 703.

PEDU 705 - Applied Theories of Perceptual-Motor Learning in Physical Education (3 Credits)
Analysis of theories and principles of perceptual-motor and motor development of infants and children. Emphasis is placed upon reviewing current research as it applies to the physical education setting.

PEDU 709 - Anthropometric Measures and Their Uses (3 Credits)

PEDU 710 - Measurement and Research in Physical Education (3 Credits)
The treatment of current theory and practice of testing, evaluation, and research in physical education, with emphasis on the methods and tools of research.
Prerequisites: PEDU 545.

PEDU 715 - Introduction to Adapted Physical Education, Activity, and Sport (3 Credits)
Focuses on content knowledge foundational to adapted physical education, activity, and sport programs in self-contained and/or itinerant settings for children with moderate to severe disabilities.

PEDU 716 - Universal Design for Learning in General Physical Education (3 Credits)
Focuses on knowledge and skills to design and implement an effective curriculum design, lesson planning and assessment for inclusive physical education settings.

PEDU 717 - Practicum in Adapted Physical Education (3 Credits)
Focuses on the techniques, methodologies, and philosophies of adapted physical education teachers.

PEDU 720 - Theories and Principles of Motor Learning and Control: Applications for Adapted Physical Education (3 Credits)
Focuses on the knowledge of principles/theories of learning and memory applied to motor skill acquisition with an emphasis on factors influencing and the development of successful instructional and training strategies among individuals with disabilities.

PEDU 722 - Curriculum Development in Physical Education (3 Credits)
Principles of physical education based upon physiology, psychology, and sociology; curriculum-making procedures; plans and regulations for the conduct of the curriculum in physical education; criteria for the evaluation and selection of activities; evaluation, measurement, and grading procedures; and the formulation of a curriculum outline for elementary, junior high, and senior high schools.

PEDU 725 - Supervision in Physical Education (3 Credits)
Theory and practice of supervision of student teaching practica in physical education.
Prerequisites: EDUC 731.

PEDU 729 - Study of the Teaching of Physical Education (3 Credits)
Study of the analysis of teaching applied to the development of effective teaching skills in physical education.

PEDU 730 - Psychosocial Aspects of Athletic Performance and Injury Rehabilitation (3 Credits)
The application of psychological principles from motivation, arousal regulation, individual differences and psychological skills for enhancing athletic performance and injury rehabilitation.

PEDU 731 - Motor Skill Learning (3 Credits)
Study of sensory, motor, and physical processes that underlie learning and performance of motor skills commonly performed in physical education, sport and dance.

PEDU 732 - Analysis of Instructional Behavior in Physical Activity Programs (3 Credits)
Research-based study of strategies, delivery systems, and clinical, school, and community-based programs in physical activity.

PEDU 741 - Readings in the Social History of Sport (3 Credits)
Reading and discussion of the critical and analytical literature on sport history.
Cross-listed course: HIST 741

PEDU 750 - Historical and Philosophical Foundations of Physical Education (3 Credits)
A study of the historical and philosophical bases of physical education. Emphasis will be placed on the integration and application of this information to the formulation of a practical philosophy of physical education.

PEDU 751 - Principles of Adapted Sport Coaching (3 Credits)
An overview of teaching and training athletes with different disabilities and challenges. Program management and preparing for coaching and competition.
Prerequisites: PEDU 715.

PEDU 755 - Selected Topics in Physical Education (3 Credits)
A study of selected issues confronted in physical education programs.
Prerequisites: 15 hours in graduate courses in physical education.

PEDU 770 - Research Methods in Physical Education (3 Credits)
A study of applicable methods and tools of research in physical education and motor behavior. Provision for students to engage in original research.

PEDU 771 - Theories and Principles of Growth and Motor Behavior: Applications for Adapted Physical Education (3 Credits)
Focuses on knowledge of growth and motor development principles from theory and research with applications for teaching and coaching individuals with disabilities.

PEDU 778A - Directed Student Teaching in Physical Education I (6 Credits)
Student teaching at the elementary or secondary level combined with planning and initiation of an action research project to demonstrate knowledge, skills, and dispositions related to teaching physical education.
Corequisite: PEDU 778B.

PEDU 778B - Directed Student Teaching in Physical Education II (6 Credits)
Student teaching at the elementary or secondary level combined with completion of an action research project to demonstrate knowledge, skills, and dispositions related to teaching physical education.
Corequisite: PEDU 778A.
**Adapted Physical Education, M.S.**

The masters degree in adapted physical education is designed to provide students with advanced preparation in physical education teaching for including students with disabilities into general physical education classes as well as teaching students with disabilities in self-contained classrooms. Admitted students must possess a general physical education teaching license. This degree does not lead to a teaching license.

**Learning Outcomes**

- Master of Science students will demonstrate an understanding of current public health practice and how various health-related disciplines contribute to achieving public health goals.
- Master of Science students will demonstrate an understanding of the principles and practices that are used in epidemiology to examine the health status of populations and translate epidemiologic findings into public health action.
- Master of Science students will evaluate scientific literature, create a research plan and analyze original research results in order to formulate an answer to one or more research questions.
- Applied Physiology Master of Science students will demonstrate laboratory proficiency through written and practical evaluations.
- Applied Physiology Master of Science students will explain, analyze and evaluate:
  a. physiological changes that occur during a single session of exercise,
  b. physiological adaptations that take place with repeated exercise sessions, and
  c. how environmental conditions influence these responses.
- Health Aspects of Physical Activity Master of Science students will explain, analyze, and evaluate the relationships between physical activity, behavior and health.
- Rehabilitation Science Master of Science students will explain, analyze, and evaluate the relationships between biomechanical, physiological, psychological and neural factors that influence learning and performance of motor skills in healthy and disabled populations.

**Admission**

In addition to The Graduate School’s application requirements, applicants must submit evidence of a teaching license from his/her state, a sample of expository writing to include future professional goals related to general and adapted physical education.

**Degree Requirements (30 Hours)**

Successful completion of 30 graduate hours in physical education selected from the following:

- PEDU 784 - Theory and Application of Effective Teaching Strategies in Physical Education (3 Credits)
  Study of effective teaching in physical education. Acquisition of advanced teaching skills beyond those required for basic certification.
- PEDU 788 - Action Research Project in Adapted Physical Education (3 Credits)
  Focuses on knowledge and skills to design and implement an action research project designed for self-reflective systematic inquiry and improvement of teaching in inclusive physical education settings.
- PEDU 790 - Independent Study (1-3 Credits)
  Topics to be assigned and approved by advisor, graduate director, and department head.
- PEDU 791 - Practicum in Physical Education (0-3 Credits)
  Clinical and/or field experience in a variety of settings related to or dealing with physical activity. The practicum is designed to provide the student with in-depth experiences in a particular aspect of motor skill acquisition.
- PEDU 829 - Advanced Topics in Child and Adolescent Growth and Development (3 Credits)
  An interdisciplinary study of individual (physical and psychological), environmental and task related variables as they relate to motor skill performance, physical activity participation and athlete development.
- PEDU 830 - Development of Skilled Sport Performance (3 Credits)
  Development of cognitive and motor processes necessary for skilled performance in sport.
- PEDU 832 - Research Practicum in Motor Learning/Motor Performance (3 Credits)
  Scientific investigation of specific research problems in motor learning/motor performance.
- PEDU 833 - Research Practicum in Physical Education (1-6 Credits)
  Designing, conducting and interpreting research studies in physical education.
- PEDU 840 - Historical and Contemporary Perspectives on the Study of Teaching and Instruction (3 Credits)
  A survey and critical analysis of the field of research on teaching and instruction.
- PEDU 841 - Seminar in Research on Teaching in Physical Education (3 Credits)
  Interpretation and critical analysis of research on selected topics on teaching and instruction in physical education.
- PEDU 850 - Research, Theory, and Practice of Teacher Education in Physical Education (3 Credits)
  Research, theory, and methods of teacher education in physical education.
- PEDU 860 - Advanced Curriculum and Philosophy in Physical Education (3 Credits)
  Curriculum theory and design in physical education; implications of major philosophical positions, developmental and learning theory, and culture on the design and implementation of physical education curriculum.
  **Prerequisites:** PEDU 722.
- PEDU 870 - Promoting Integrative Youth Physical Development (3 Credits)
  Examination of the synergistic nature of various physical, behavioral and psychological factors that promote positive trajectories of health in youth and how they are promoted across childhood and adolescence in physical education.
- PEDU 899 - Dissertation Preparation (1-12 Credits)

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**Prerequisites**

- Successful completion of 30 graduate hours in physical education.
- Prerequisite courses with credit, specifically PEDU 860, PEDU 784, PEDU 788, PEDU 790, PEDU 791, PEDU 829, PEDU 830, PEDU 832, PEDU 833, PEDU 840, PEDU 841, PEDU 850, PEDU 860, PEDU 870, and PEDU 899.

**Degree Requirements (30 Hours)**

Successful completion of 30 graduate hours in physical education selected from the following:
Learning Outcomes

- **Doctoral Study, Sample Programs of Study, and Other Required Experiences Behavior.** This document provides information about the expectations for who complete the doctoral program should be prepared to assume offered in physical education pedagogy and motor behavior. Individuals who complete the doctoral program should be prepared to assume leadership roles in physical education teacher education or motor behavior. This document provides information about the expectations for doctoral study, sample programs of study, and other required experiences for doctoral degree in physical education.

### Comprehensive Assessment

Successful completion of a masters comprehensive assessment.

### Physical Education, Ph.D.

The doctoral program in physical education is designed to prepare individuals for academic positions in departments of physical education and/or kinesiology at universities and colleges. Concentrations are offered in physical education pedagogy and motor behavior. Individuals who complete the doctoral program should be prepared to assume leadership roles in physical education teacher education or motor behavior. This document provides information about the expectations for doctoral study, sample programs of study, and other required experiences for doctoral degree in physical education.

### Learning Outcomes

- **Cultural Competence.** Advanced program candidates demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity.
- **Knowledge and Application of Ethical Principles.** Advanced program candidates demonstrate in-depth knowledge and thoughtful application of the Code of Ethical Conduct and other guidelines relevant to their professional role.
- **Communication Skills.** Advanced program candidates possess a high level of oral, written, and technological communication skills, with specialization for the specific professional role(s) emphasized in the program. For programs for the advanced preparation of teachers, candidates meet ISTE standards. For doctoral programs, candidates are prepared to publish and present at conferences.
- **Mastery of Relevant Theory and Research.** Advanced program candidates demonstrate in-depth, critical knowledge of the theory and research relevant to the professional role(s) and focus area(s) emphasized in the program.
- **Skills in Identifying and Using Professional Resources.** Advanced program candidates demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform their professional roles and to keep abreast of the field's changing knowledge base.
- **Inquiry Skills and Knowledge of Research Methods.** Using systematic and professionally accepted approaches, advanced program candidates demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals.
- **Skills in Collaborating, Teaching, and/or Mentoring.** Advanced program candidates demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles.
- **Advocacy Skills.** Advanced program candidates demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all students.
- **Leadership Skills.** Advanced program candidates reflect on and use their abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for students, families, and the profession.

### Specialized Competencies

- **Advanced knowledge essential to the field**
- **Application of professional knowledge in teaching/clinical settings**
- **Advanced knowledge of professional knowledge and standards following graduation**
- **Human growth and development/human learning**

### Admission Requirements

In addition to completing the Graduate School’s application, individuals applying for admission for the doctoral program in physical education must submit the following information:

- a sample of expository writing to include future goals and specific research interests
- a current curriculum vitae.

Applicants recently accepted for admission scored a minimum of 146 verbal and 140 quantitative scores on the GRE, had acceptable undergraduate and graduate grade point averages, had positive letters of recommendation, and demonstrated competence in English. Most applicants had prior professional experience and visited with faculty on the Columbia campus prior to admission and/or enrollment.

### Degree Requirements (60 Post-Masters Hours)

**Total Hours Required**

Minimum of 60 hours beyond the master’s degree; the degree must be completed in six years.

### Qualifying Assessment

Written and oral assessment that must be successfully completed prior to the completion of 18 hours of 700- and 800-level course work.

### Required Coursework

Students are expected to complete a minimum of 60 credits beyond the masters degree. The program of study committee may decide that more than 60 credits are necessary for an individual student to meet minimal expectations based on prior experiences and future professional goals.
There are at least five categories within which students will complete courses to successfully receive a Ph.D.

These five areas include the following:

1. Courses in the Department of Physical Education;
2. Research Methods;
3. Cognate;
4. Research Practica;
5. Dissertation

All doctoral students follow a similar template for selection of required course work with a focus on either physical education pedagogy or motor behavior. This template is presented below. Specific programs of study are determined by the program of study committee.

### Physical Education Program Content (15-18 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEDU 730</td>
<td>Psychosocial Aspects of Athletic Performance and Injury Rehabilitation</td>
<td>15-18</td>
</tr>
<tr>
<td>PEDU 731</td>
<td>Motor Skill Learning</td>
<td></td>
</tr>
<tr>
<td>PEDU 732</td>
<td>Analysis of Instructional Behavior in Physical Activity Programs</td>
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<td>Advanced Topics in Child and Adolescent Growth and Development</td>
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</tr>
<tr>
<td>PEDU 850</td>
<td>Research, Theory, and Practice of Teacher Education in Physical Education</td>
<td></td>
</tr>
<tr>
<td>PEDU 860</td>
<td>Advanced Curriculum and Philosophy in Physical Education</td>
<td></td>
</tr>
<tr>
<td>PEDU 870</td>
<td>Promoting Integrative Youth Physical Development</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 15-18

### Research Methods (15 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDRM 710</td>
<td>Educational Statistics I</td>
<td>15</td>
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<tr>
<td>EDRM 711</td>
<td>Educational Statistics II</td>
<td></td>
</tr>
<tr>
<td>EDFI 731</td>
<td>Qualitative Inquiry</td>
<td></td>
</tr>
<tr>
<td>PEDU 770</td>
<td>Research Methods in Physical Education</td>
<td></td>
</tr>
<tr>
<td>EDRM 840</td>
<td>Advanced Qualitative Inquiry in Education</td>
<td></td>
</tr>
<tr>
<td>EDRM 816</td>
<td>Correlational and Multivariate Methods</td>
<td></td>
</tr>
<tr>
<td>EDRM 810</td>
<td>Design and Analysis of Experiments</td>
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</table>

Total Credit Hours 15

### Cognate (9-12 Hours)

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PEDU 832</td>
<td>Research Practicum in Motor Learning/Motor Performance</td>
<td>3</td>
</tr>
<tr>
<td>PEDU 833</td>
<td>Research Practicum in Physical Education</td>
<td>1-6</td>
</tr>
</tbody>
</table>

Total Credit Hours 4-9

### Dissertation (12 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEDU 899</td>
<td>Dissertation Preparation</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

### Foreign Language

Students are required to meet competency in a foreign language or in computer and/or technology skills.

### Comprehensive Exam

Students are required to successfully complete a written comprehensive examination and an oral examination.

### College of Engineering and Computing

College Website (http://www.engr.sc.edu/)

Hossein Haj-Hariri, Dean
Abel M. Bayoumi, Associate Dean for Corporate Relations
M. Hanif Chaudhry, Associate Dean for International Programs and Continuing Education
Csilla Farkas, Associate Dean for Diversity, Engagement, and Inclusion
Jed S. Lyons, Senior Associate Dean for Academic Affairs
Michael A. Matthews, Vice Dean and Senior Associate Dean for Research and Graduate Studies
Ruth B. Patterson, Assistant Dean for Student Services
Paul H. Ziehl, Associate Dean for Research

### Overview

Graduate study in the College of Engineering and Computing has two objectives: to deepen the student’s knowledge in a given field of specialization and to expose the student to a broad range of educational experiences that build upon and complement the undergraduate education.

The College of Engineering and Computing offers research-based Master of Science and Doctor of Philosophy in the several disciplines. The college also offers the Master of Engineering degree, along with the Master of Health Information Technology, Master of Science in Engineering Management, and Master of Science in Technology Innovation and Entrepreneurial Engineering, as well as certificate programs in Artificial Intelligence, Cyber Security, and Railway Engineering.

### Departments and Programs

- Biomedical Engineering (https://academicbulletins.sc.edu/graduate/engineering-computing/biomedical-engineering/)
- Chemical Engineering (https://academicbulletins.sc.edu/graduate/engineering-computing/chemical-engineering/)
- Civil and Environmental Engineering (https://academicbulletins.sc.edu/graduate/engineering-computing/civil-environmental-engineering/)
- Computer Science and Engineering (https://academicbulletins.sc.edu/graduate/engineering-computing/computer-science-engineering/)
- Electrical Engineering (https://academicbulletins.sc.edu/graduate/engineering-computing/electrical-engineering/)
• Integrated Information Technology (https://academicbulletins.sc.edu/graduate/engineering-computing/integrated-information-technology/)
• Mechanical Engineering (https://academicbulletins.sc.edu/graduate/engineering-computing/mechanical-engineering/)
• Technology Innovation and Entrepreneurial Engineering (https://academicbulletins.sc.edu/graduate/engineering-computing/technology-innovation-entrepreneurial-engineering-ms/)

Biomedical Engineering Department Website (https://www.sc.edu/study/colleges_schools/engineering_and_computing/departments/biomedical_engineering/)

Biomedical Engineering degree programs at the University of South Carolina were designed and developed to train students to initiate, to integrate, to imagine and to invent new processes and new products in order to improve human health. The students who enter our programs are among the very best in the University and in the nation. Our existing faculty members, as well as faculty who we are recruiting for the programs, are all committed to helping students develop the intellectual, technological and personal skills that will allow them to thrive in academia, medicine, or industry. We anticipate that our graduates will unitize their unique education and research experience to excel in positions ranging from professors in top-ranked universities to executives in new medical device or large pharmaceutical companies.

Fields of Specialization
Research interests of the BME faculty cover a broad field of study in the areas of biomechanics, image processing, computational medicine, medical techniques and genetic engineering. The BME program incorporates these disciplines to equip students with knowledge and technical skills needed for a lifelong career in various areas of biomedical engineering.

The college also encourages cross-disciplinary research through four centers: the Center for Electrochemical Engineering, the Center for Industrial Research, the Center for Information Technology, and the Center for Mechanics of Materials and Nondestructive Evaluation. These centers use faculty and student expertise from all departments to pursue research and development projects in areas of interest to industry, government, and academics.

Admission Requirements
Requirements for admission to graduate degree programs in biomedical engineering (M.S., Ph.D.) include the general admission requirements of The Graduate School as well as more stringent program requirements. In general, the admissions process is highly competitive. Admissions decisions are based on the quality of the applicant’s previous university-level academic work (as reflected by grade point average, or GPA), letters of recommendation (at least two letters are required for evaluation), GRE scores, and other evidence of past accomplishments.

A student may transfer a master degree from another institution if approved by the Graduate Director and major professor. The student is also allowed to transfer from an institution where no degree was obtained with the approval by both the Biomedical Engineering Program and the Graduate School. The course work must be relevant to the current degree and have content and level of instruction equivalent to that offered by the University’s own graduate degree programs.

Programs
• Biomedical Engineering, M.E. (p. 1041)
• Biomedical Engineering, M.S. (p. 1041)
• Biomedical Engineering, Ph.D. (p. 1042)

Courses
BMEN 532 - Micro/nanoluidics and Lab-on-a-Chip (3 Credits)
Basic fluid mechanics, capillary, drop and micro/nanoparticle, electrodynamics; micropump, mixer, preconcentrator, electrophoresis, microactuator and particle manipulator; sensors for pressure, velocity, concentration, temperature in environmental monitoring/biodefense, clinical diagnostics, drug discovery/delivery.
Prerequisites: D or better in CHEM 112 and CHEM112L or CHEM 142; D or better in PHYS 212.

BMEN 537 - Bio Nano/Micro Electro-Mechanical Systems (3 Credits)
Fundamentals of nano- and microfabrication, metrology and their applications in biomedical engineering and science. The fabrication covers photolithography, nano/microfabrication for nano/ microstructures, etching and additive techniques, MEMS integration and packaging, etc. Metrology focuses on characterization of nanostructures with imaging technologies.
Prerequisites: D or better in CHEM 112 and CHEM 112L or CHEM 142; D or better in PHYS 212.

BMEN 546 - Delivery of Bioactive Agents (3 Credits)
Routes of administration; mechanisms of drug absorption and biological barriers; pharmacokinetic modeling of drug distribution; drug excretion and biotransformation; design and evaluation of controlled release systems, targeted release systems, and responsive release systems.
Prerequisites: BIOL 302, CHEM 333, MATH 142.

BMEN 547 - Immunoengineering (3 Credits)
Engineering approaches to study and control immune reactions and their applications in therapy and diagnostics for infectious disease, cancer, allergy, autoimmunity, and transplantation.
Prerequisites: C or better in BMEN 240 or BIOL 302.

BMEN 548 - Cardiovascular System: From Development to Disease (3 Credits)
Survey of cardiovascular development, anatomy, physiology and pathology. Recent advances in our understanding of the basic mechanisms of congenital cardiovascular defects and cardiovascular disease. Engineering principles, detection and treatment of cardiovascular defects.
Prerequisites: BMEN 240 or BIOL 302.

BMEN 556 - Advanced Biomechanics (3 Credits)
Mathematical and theoretical analysis of the mechanical properties and functions of soft biological tissues to include arterial vessels.
Prerequisites: BMEN 260 or BMEN 263.

BMEN 572 - Tissue Engineering (3 Credits)
Molecular basis of bioregenerative engineering; biomaterial design; biocompatibility assessment; cell isolation and characterization; rapid prototyping, scaffold fabrication, and biofabrication; protein and gene delivery; bioreactor design; transport in biological tissues; applications of tissue engineering in regenerative medicine.

BMEN 589 - Special Topics in Biomedical Engineering (1-3 Credits)
Course content varies and will be announced in the schedule of classes by title. May be repeated as topic varies.
BMEN 710 - Modeling and Simulation of Biomedical System (3 Credits)
Analytical and quantitative techniques applied to engineering problems in biomedical transport, tissue mechanics, cellular and organ physiology, and control of medical devices.
Prerequisites: MATH 242.

BMEN 713 - Human Cell and Molecular Biology for Biomedical Engineers (3 Credits)
Advanced examination of the organization and function of the cell with emphasis on the biophysical and quantitative aspects of cellular function. Emphasis will be on the biomedical engineering applications of regulation of cell division, protein transcription and translation within the cell, cellular energetics, and intracellular networks for cell signaling and cell function. 03: 07/05/2019.

BMEN 720 - Transport Phenomena in Biomedical Systems (3 Credits)
Conservation of momentum, energy, mass, physico-chemical properties of biofluids, blood rheology, circulation models and cardiovascular regulation, solute and oxygen transport in tissues, gas transport in lungs and respiratory gas exchange models, kinetics and compartmental modeling, modeling of artificial organs.
Prerequisites: D or better in BMEN 354.

BMEN 723 - Anatomy and Physiology for Biomedical Engineers (3 Credits)
An examination of human biological structure and function from an engineering perspective. Engineering principles will be used to analyze anatomical structures and physiological functions at the tissue, organ, and systems levels.
Prerequisites: EXSC 224 or BIOL 244.

BMEN 795 - Biomedical Engineering Literature (1 Credit)
Critical reading and literacy in the biomedical engineering discipline as it relates to students' research. Graduate Standing in the Biomedical Engineering Program.

BMEN 797 - Biomedical Engineering Doctoral Research (1-12 Credits)
Individual research to be arranged with the instructor. Graduate Standing in the Biomedical Engineering Program.

BMEN 798 - Graduate Seminar in Biomedical Engineering (1 Credit)
Graduate seminar on current topics in biomedical engineering. Instruction on critical analysis and communication in the discipline.

BMEN 799 - Biomedical Engineering Masters Thesis Preparation (1-12 Credits)

BMEN 898 - Doctoral Seminar in Biomedical Engineering (1 Credit)
Seminar for doctoral students on current biomedical engineering topics and instruction in professional preparation in the discipline. Graduate Standing in the Biomedical Engineering Program.

BMEN 899 - Biomedical Engineering Doctoral Dissertation Preparation (1-12 Credits)
Dissertation preparation for the Ph.D. Program. Graduate standing in the Biomedical Engineering program.

Biomedical Engineering, M.E.
Program of Study
It is the goal of the Biomedical Engineering Program to have students, with the advice of their academic advisor, create a program of study that fits their interests while ensuring that they are well educated in the multidisciplinary area of Biomedical Engineering. All students must complete a Program of Study form during the first semester of enrollment. A Program Adjustment form must be submitted whenever it is necessary to modify the program of study.

Bachelor's/Master's Degrees Accelerated Program
The Bachelor's/Master's Degrees Accelerated Program in Biomedical Engineering allows undergraduate students to utilize as many as twelve credits of their undergraduate degree toward their M.E. degree. Only 500-level and above courses can be used for this purpose. Although it is not necessary, it is recommended that students interested in this mechanism of transferring credits enroll in core BMEN graduate courses (BMEN 710, BMEN 713, BMEN 720, and BMEN 723) as part of B.S./M.E. studies.

Degree Requirements (30 Hours)
The Master of Engineering (M.E.) degree in biomedical engineering (BMEN) requires 30 credit hours of graduate level work beyond the B.S. degree. Students must complete 12 hours in mandatory core BMEN courses (BMEN 710, BMEN 713, BMEN 720, and BMEN 723), 6 hours in approved BMEN core electives and 12 hours of additional approved electives. In addition to the courses, students must pass the comprehensive assessment.

Biomedical Engineering, M.S.
Learning Outcomes
- The graduates will be able to demonstrate knowledge in Modeling and Simulation of Biomedical Systems. Specifically, the students should be able to describe the common features of mathematical and computational models used in Biomedical Engineering and be able to explain their utility and limitations.
- The graduates shall demonstrate knowledge in Human Cell and Molecular Biology. In addition to the acquired biological knowledge, the students will be able to articulate the application of this in biomedical engineering.
- The graduates shall demonstrate knowledge in Transport Phenomena in Biomedical Systems.
- The graduates shall demonstrate knowledge in Human Anatomy and Physiology for Biomedical Engineering.
- The graduates shall be able to assemble, interpret, summarize, and communicate information extracted from the scientific literature and focused on a topic related to biomedical engineering.

Transfer Credit
Transfer credits from a previous graduate degree program must be approved by both BME and the Graduate School. The credits must be dated within the six-year period allowed for a Master's degree. A maximum of 12 credits can be transferred from another school with a grade of B or better.

Other Program Requirements
Students are encouraged to plan their activities so as to complete the M.S. program of study within the recommended four semesters of full-time study (not counting summers). However, currently there is no imposed maximum allowed time for the completion of the M.S. program.
Bachelor’s/Master’s Degrees Accelerated Program
The Bachelor’s/Master’s Degrees Accelerated Program in Biomedical Engineering allows undergraduate students to utilize as many as twelve credits of their undergraduate degree toward their M.S. degree. Only 500 level and above courses can be used for this purpose. Although it is not necessary, it is recommended that students interested in this mechanism of transferring credits to enroll in core BMEN graduate courses (BMEN 710, BMEN 713, BMEN 720, and BMEN 723) as part of BS/MS studies.

Program of Study
All students must consult with their academic advisor and complete a Program of Study form during the first semester of enrollment. A Program Adjustment form must be submitted whenever it is necessary to modify the program of study.

It is the goal of the Biomedical Engineering Program to have students, with the advice of their academic advisor, create a program of study that fits their interests while ensuring that they are well educated in the multidisciplinary area of Biomedical Engineering. To that end, all students must consult with their academic advisor and complete a Program of Study during the first semester of enrollment.

All Master’s degrees require a minimum of 30 credit hours at the 500-level or above. An M.S. degree requires the successful completion of the course work described below as well as a thesis. Students earning an M.S. must have at least 7 hours of thesis preparation and only 7 hours of thesis preparation may be applied to the required 30 hours.

Publication Requirement for M.S. Students
An educational objective for M.S. students is that they have the ability to communicate their research results through oral presentations and written publications. Consistent with this objective, an M.S. student is required to submit, based on research performed while at USC, at least one conference paper or one journal paper related to their current research topic prior to graduation.

Master’s Thesis
A thesis is required of all students seeking the M.S. degree. The student’s academic advisor must approve the subject of the thesis. The Graduate School will furnish general thesis regulations upon request. Any student who wishes to use University facilities or to confer with the faculty on thesis work must be officially enrolled for thesis credit.

Students who plan to complete their Master’s degree requirements during the summer must submit their thesis in sufficient time to ensure the approval and signature of the final draft and its delivery to the Graduate School, twenty (20) days prior to the end of the second summer session. The student should anticipate the absence of the professor for at least part of the summer. Information on the fees associated with the thesis submission is available in the Master’s Thesis Guidelines or from the Graduate School.

Thesis Committee
A student’s M.S. Thesis Committee must consist of two faculty members, one of whom should be a BMEN faculty member. In addition to the two committee members, one designated graduate committee representative should be present at the time of examination.

Thesis Presentation and Defense
The thesis presentation is to be open to all members of the University community and guests. During the Fall and Spring semesters, the presentation and defense are to be conducted during normal business hours and on a day that faculty are expected to be on campus. The Graduate Director must approve the date and time of presentations given during the summer sessions. At least 7 days prior to the thesis presentation and defense, the student must submit a printed copy of a complete thesis to the two members of the thesis committee and the Graduate Director. At least 14 days prior to the presentation and defense, a notice consisting of presentation title, abstract, time, place, and the names of the thesis committee advisors to be delivered to the Graduate Director. The notice is to be approved by the Graduate Director, dated and placed in the student’s file. Using the information supplied, the Graduate Studies Committee will publicize the thesis and defense.

A Graduate Studies Committee representative will attend the presentation and defense. This representative will be selected by the Graduate Studies Committee and will be a faculty member who is not part of the student’s thesis committee. This representative will report to the Graduate Studies Committee the results of the presentation and defense.

Graduation
Within 15 days after the beginning of the semester of graduation, the student should submit an Application for Degree Form to the Graduate School. Dates for submission for each term are published by the USC Registrar’s Office (http://registrar.sc.edu/html/graduation/). If a student fails to meet the requirements for graduation, a new application must be submitted for the subsequent graduation term.

Degree Requirements (30 Hours)
The Master of Science (M.S.) degree in biomedical engineering (BMEN) requires 30 credit hours of graduate level work beyond the B.S. degree. Students must complete of 12 hours in core BMEN courses core BMEN courses (BMEN 710, BMEN 713, BMEN 720, and BMEN 723), 9 hours in BMEN or other approved electives, 1 hour in BMEN 795 seminar, 1 hour in BMEN 798 seminar, and 7 hours of BMEN 799, thesis preparation. The student must write and defend a thesis. The completed thesis must be submitted electronically with appropriate signatures to the Dean of the Graduate School.

Biomedical Engineering, Ph.D.
Learning Outcomes
- Graduates will be able to identify and explain fundamental concepts in the following core courses:
  - BMEN 710—Modeling and Simulation of Biomedical Systems
  - BMEN 713—Human Cell and Molecular Biology for Biomedical Engineering
  - BMEN 720—Transport Phenomena in Biomedical Systems
  - BMEN 723—Anatomy and Physiology for Biomedical Engineering
- In addition to acquiring foundation knowledge (represented by the core courses), students will be able in integrate driving concepts
in each course and most importantly articulate/practice the multidisciplinary approach inherent to Biomedical Engineering.

- Graduates should be able to explain the tools and techniques associated with mathematical modeling and simulation of biomedical systems, concepts in molecular, cell, and systems level biology, and transport phenomena.
- Students will prepare and deliver scientific presentations.

Other Program Requirements
Each Ph.D. student must select a research advisor during the first semester after admission to the doctoral program. After a Ph.D. student passes the admission to candidacy examination, an advisory committee of no less than four members will be selected. The committee must include the department chair and one outside member. A student Advisory Committee also serves as the students' Comprehensive Exam Committee, Dissertation Committee and Dissertation Examination Committee.

Qualifying Exam
The purpose of the Ph.D. qualifying exam is for a Ph.D. student to demonstrate his/her qualification to pursue the Ph.D. degree program. Prior to admission to candidacy, the student is required to pass a written qualifying examination. This examination is designed to test fundamental knowledge and conceptual understanding of the mainstream areas of biomedical engineering as presented through the core BMEN courses.

If the exam committee determines that a student is not qualified to pursue the Ph.D. degree program, then the student cannot continue in the Ph.D. degree program but may apply for entrance into the M.S. degree program in the Biomedical Engineering Program. A student may re-apply for the Ph.D. degree program:

1. after completing an M.S degree or
2. after not being enrolled as a USC biomedical engineering student for two years.

Admission to Candidacy
The dean of The Graduate School admits a student to doctoral candidacy after the student has:

1. passed the Ph.D. qualifying exam;
2. been fully admitted to the doctoral degree program; and
3. filed an approved doctoral program of study with The Graduate School.

The Graduate School will notify the student and the graduate director of the admission to candidacy. Completion of all three components of the admission to candidacy procedure should be at least one full academic year before granting of the degree.

Comprehensive Exam
The Ph.D. Comprehensive Exam for the Biomedical Engineering Program is to consist of both a written and oral parts. The examination is to be conducted by the student’s Comprehensive Exam Committee. The examination is to focus on the student’s proposed dissertation work. The student is to prepare a written dissertation proposal that will include background information, literature review, and proposed work. This written dissertation proposal will be considered the students written examination and will be delivered to the examination committee no less than 7 days prior to the oral portion of the exam. The oral portion of the examination will consist of a 30 to 45 minute presentation of the proposed work followed by questions from the attendees. The presentation is to be open to all members of the University community and guests. After questions are complete from the general audience all non-faculty guests will be asked to leave the room. The remaining faculty may ask question of the candidate on any subject related to the proposed work. The presentation is to be conducted during normal business hours and on a day on which faculty members are expected to be on campus.

At least 14 days prior to the oral portion of the examination, a notice consisting of a presentation title, abstract, time, place, name of student’s advisor, and names of the student’s Comprehensive Examination Committee members is to be delivered to the BME Graduate Director. The notice is to be approved by the Graduate Director and a copy of the notice placed in the student’s file. Using the information supplied, the Graduate Studies Committee will publicize the oral portion of the examination.

The Graduate Studies Committee will appoint a BMEN faculty member who is not part of the student's comprehensive exam committee to serve as the Graduate Studies Committee Representative. This representative will observe at the student's comprehensive exam and report the results of the exam to the Graduate Studies Committee.

Within 7 days after completion of the student’s exam, the examination committee and the committee representative will inform the Graduate Studies Committee of the examination committee’s assessment of the student’s performance on the exam. The examination committee shall recommend one of the following options:

1. the student’s proposal is satisfactory,
2. the student’s proposal is unsatisfactory but only minor revisions are needed or
3. the student’s proposal is unsatisfactory and major revisions are needed.

In the case of option 2), the student must revise the proposal to the satisfaction of the examination committee. Once the revisions are completed to the satisfaction of the examination committee the student will have passed the exam. In the case of option 3), the student will have one year to retake the exam. The student must complete both the written and oral portions. If a student's performance is unsatisfactory and major revisions are needed again, then the student will be removed from the Ph.D. program.

Passage of the exam is required at least 12 calendar months prior to graduation. A student must attempt the examination within 24 months (36 months for APOGEE students) after enrolling in the Ph.D. degree program. The student must successfully pass the exam within 36 months (48 months for APOGEE). Any student who does not pass the examination within the specified time limit cannot continue in the Ph.D. program.

A student may appeal to the Graduate Studies Committee for a 12-month extension. This appeal must include reasons for the student not completing the exam on time, the plan for the student to complete the exam within 12 months, and endorsement from the student's dissertation committee.

Publication Requirement
An educational objective for Ph.D. students is that they have the ability to communicate their research results through oral presentations and written publications. Consistent with this objective, a Ph.D. student is
required to submit, based on research performed while at USC, at least one accepted journal publication prior to graduation.

**Doctoral Dissertation**

No later than five years after the Comprehensive Exam, the student must present a dissertation based on research that has been approved by the student’s Dissertation Committee and the Dean of the Graduate School.

Information on the fees associated with dissertation submission is available in the Doctoral Dissertation Guidelines or from the Graduate School. During the preparation of the dissertation, any student who wishes to use University facilities or to confer with the faculty on dissertation work must be officially enrolled for dissertation credit. Registration for a minimum of 12 credits in Dissertation Preparation is required of all doctoral candidates.

**Residency**

At least three years of the Ph.D. program must be spent on the Columbia campus of the University of South Carolina and all must be within eight years of the date at which the degree is to be granted.

Residency on the Columbia campus after admission to a doctoral program can be fulfilled by successful completion of two consecutive semesters of 9 or more graduate credits per semester, or three consecutive semesters of 6 or more graduate credits per semester. Enrollment in a summer term (both sessions) may be counted as equivalent to a semester, but enrollment in summer is not required to maintain continuity. Of the 18 hours, only 12 may be Dissertation Preparation (899).

The intent of the residency requirement is to ensure that doctoral students benefit from and contribute to the complete spectrum of educational and professional opportunities provided on the campus of a comprehensive university. When establishing residency, the student should interact with faculty and peers by regularly attending courses, conferences, and seminars, and utilize the library and laboratory facilities provided for graduate education.

**Maximum Time Allowed**

Ph.D. students are expected to complete the degree requirements within four years from the time of admission. Although there is no imposed maximum time for completion of the program, students are strongly encouraged to complete their programs in less than eight years. Extension of the program beyond this limit may cause curriculum complications.

**Transfer Credit**

A student may transfer a master degree from another institution if approved by the Graduate Director and major professor. The student is also allowed to transfer 12 hours from an institution where no degree was obtained with the approval by both the Biomedical Engineering Program and the Graduate School. The course work must be relevant to the current degree and have course content and level of instruction equivalent to that offered by the University’s own graduate degree programs.

**Program of Study**

Prior to taking the Ph.D. qualifying exam, the student, in cooperation with the student’s Academic Advisor, must complete the Ph.D. Program of Study Form. This form lists courses to be taken, courses to be transferred to USC, and courses already taken at USC.

**Dissertation Presentation and Defense/Examination**

The dissertation presentation is to be open to all members of the University community and guests. During the Fall and Spring semesters, the presentation and defense is to be conducted during normal business hours and on a day that faculty are expected to be on campus. The Graduate Director must approve the date and time of presentations given during the summer sessions.

At least 14 days prior to the presentation and defense, a notice consisting of presentation title, abstract, time, place, name of student’s advisor, and names of the student’s Dissertation Examination Committee members is to be delivered to the Graduate Director. The notice is to be approved by the Graduate Director and a copy of the notice placed in the student’s file. Using the information supplied, the Graduate Studies Committee will publicize the dissertation and defense.

At least 7 days prior to the presentation and defense, the student must deliver a printed copy of the complete dissertation to members of the student’s Dissertation Examination Committee and to the Graduate Director.

The Graduate Studies Committee will appoint a Biomedical Engineering Program faculty member who is not part of the student’s dissertation committee to serve as the Graduate Studies Committee Representative. This representative will observe at the student’s dissertation presentation and defense and will report to the Graduate Studies Committee the results of the presentation and defense.

Immediately following the dissertation presentation, the student must orally defend the dissertation before their Dissertation Examination Committee and other members of the Biomedical Engineering Program Graduate Faculty. This dissertation exam is primarily concerned with evaluation of the student’s dissertation and understanding in the student’s area of specialization. The exam will be interpreted as pass or fail. Students who fail the exam may be allowed to correct the dissertation and/or re-stand the oral examination, depending upon the decision of their Dissertation Examination Committee. A student who is not granted a re-examination or does not properly correct the dissertation may not receive a Ph.D. degree in the Biomedical Engineering Program.

**Graduation**

Within 15 days after the beginning of the semester of graduation, the student should submit an Application for Degree Form to the Graduate School. Dates for submission for each term are published by the Graduate School. If a student fails to meet the graduation requirements, a new application must be submitted for the subsequent term.

**Degree Requirements (60 Post-Baccalaureate Hours)**

Requirements for the Ph.D. degree in biomedical engineering fall into four categories: course requirements, the qualifying examination, the comprehensive examination, and the doctoral dissertation. Additionally, students must submit at least three papers for publication in peer-reviewed technical journals prior to graduation.
The Ph.D. degree in biomedical engineering requires 60 credit hours of graduate level work beyond the B.S. degree. Students who enter the program with a bachelor’s degree must complete:

### Core BMEN Courses (12 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMEN 710</td>
<td>Modeling and Simulation of Biomedical System</td>
<td>3</td>
</tr>
<tr>
<td>BMEN 713</td>
<td>Human Cell and Molecular Biology for Biomedical Engineers</td>
<td>3</td>
</tr>
<tr>
<td>BMEN 720</td>
<td>Transport Phenomena in Biomedical Systems</td>
<td>3</td>
</tr>
<tr>
<td>BMEN 723</td>
<td>Anatomy and Physiology for Biomedical Engineers</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 12

### BMEN or Other Approved Electives (15 Hours)

#### Seminar (3 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMEN 795</td>
<td>Biomedical Engineering Literature</td>
<td>1</td>
</tr>
<tr>
<td>BMEN 798</td>
<td>Graduate Seminar in Biomedical Engineering</td>
<td>1</td>
</tr>
<tr>
<td>BMEN 898</td>
<td>Doctoral Seminar in Biomedical Engineering</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 3

#### Research (18 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMEN 797</td>
<td>Biomedical Engineering Doctoral Research</td>
<td>18</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 18

### Dissertation Preparation (12 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMEN 899</td>
<td>Biomedical Engineering Doctoral Dissertation Preparation</td>
<td>12</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 12

### Chemical Engineering

**Department Website** ([http://www.che.sc.edu/](http://www.che.sc.edu/))

John W. Weidner, *Chair*

The Department of Chemical Engineering offers research-oriented graduate study programs leading to the Master of Science and Doctor of Philosophy degrees in chemical engineering, as well as a program for professional development culminating in the Master of Engineering degree in chemical engineering. In addition, the department collaborates with the Department of Mechanical Engineering to offer Master of Science and Doctor of Philosophy degrees in biomedical engineering. Degree requirements for biomedical engineering are listed under the college offerings.

Advanced course work in chemical engineering has three objectives: to give students a solid foundation in core concepts at the graduate level, to prepare students for independent research in a field of specialization, and to expose students to a broad range of knowledge in chemical engineering and allied disciplines. The M.S. and Ph.D. programs emphasize independent research leading to the submission of a thesis or dissertation and publication of results in peer-reviewed technical journals. Students in the M.E. program may, at their option, propose a program of independent study, supervised by a faculty member, that may replace up to six hours of lecture courses.

In all cases, students should prepare and receive approval of a formal program of study that lists the specific courses to be used for their degree. In addition, proposals for independent study as a part of the M.E. degree program must be reviewed and approved by the faculty of the department before the work is initiated. Programs of study and plans for independent study and research should be developed in collaboration with the graduate director or the student’s research advisor.

Graduates from the Department of Chemical Engineering readily find entry-level employment in engineering research, development, management, marketing, sales, production, and design. Recent graduates have assumed positions in industry, government service, and academe.

### Fields of Specialization

The research interests of the faculty span all of the traditional core areas of chemical engineering and extend into many frontiers. Ongoing research may be found in fluid mechanics, heat and mass transfer, separations, kinetics and reactor design, process control, and process design. Building upon this traditional core, the department has developed more specialized research strengths in electrochemical and corrosion engineering, advanced materials, environmentally conscious manufacturing, and molecular simulations. A complete description of the current research interests of the faculty may be found in the department’s brochure or on its Web page, located at [http://www.che.sc.edu](http://www.che.sc.edu).

### Accelerated B.S.E./Master's Education Plans

The accelerated B.S.E./master’s plans in chemical engineering allows students to complete both the B.S.E. degree and a master’s degree in chemical engineering in as few as five years. The use of dual credit—courses that can be used toward both degrees—enables acceleration of the program, reducing the total enrollment of the student by one semester.

Chemical engineering students may apply for approval of an accelerated education plan in the semester in which they will complete 90 hours of undergraduate course work. In addition, students must have a sufficient foundation in chemical engineering course work to enable them to take graduate-level courses. University and department regulations stipulate that applicants must have a minimum GPA of 3.40, both overall and in chemical engineering courses. Students may apply by submitting an accelerated education plan, an application for senior privilege, and a copy of a Graduate School application to the graduate director in chemical engineering. The dean of The Graduate School has final authority for approving accelerated education plans.

Only graduate-level courses (numbered 500 and above) may be used for dual credit. No more than nine credit hours may be used as dual credit. The graduate courses used for dual credit must be taken during the student’s final undergraduate year. The student graduates with the B.S.E. degree after completing the B.S.E. degree requirements. At that time, the student is admitted to the graduate program with up to nine hours of graduate credit.

### Admission Requirements

Requirements for admission to graduate degree programs in chemical engineering (M.E., M.S., Ph.D.) conform to the general regulations of The Graduate School, as well as more stringent departmental requirements as described below. In general, the admissions process is highly competitive. Admissions decisions are based on the quality of the applicant’s previous university-level academic work (as reflected by...
grade point average), letters of recommendation, GRE scores, and other evidence of past accomplishments.

For admission to the M.E., M.S., and Ph.D. programs in chemical engineering, applicants normally hold the B.S. degree in chemical engineering from an accredited engineering program. Students holding B.S. degrees may apply for direct admission to the doctoral program; it is not necessary to complete a master's degree first. Applicants with degrees (B.S. or higher) in other engineering disciplines or chemistry may be admitted with additional remedial course requirements in chemical engineering at the undergraduate level. The required remedial courses will typically include the prerequisites to required graduate courses and may include additional undergraduate courses in chemical engineering, mathematics, and chemistry. The detailed specification of course requirements and substitutions of courses from other universities will be considered on a case-by-case basis.

For all applicants: GRE scores must be submitted by all applicants seeking financial aid, and are normally expected from all applicants. International applicants must also submit TOEFL or the IELTS Intl. Academic Course Type 2 exam scores. All applicants should submit a statement of purpose (or similar essay) that describes the applicant's background, research interests, and whether or not financial aid is required. Students admitted to the Ph.D. degree program usually receive financial aid. However, the department does not normally provide financial aid to students in the M.E. or M.S. degree programs.

**Programs**

- Chemical Engineering, M.E. (p. 1047)
- Chemical Engineering, M.S. (p. 1048)
- Chemical Engineering, Ph.D. (p. 1048)

**Courses**

**ECHE 520 - Chemical Engineering Fluid Mechanics (3 Credits)**
Multi-phase pressure drop, phase contacting, flow through porous media, fluidization, mixing, and turbulence.
**Prerequisites:** ECHE 320 or ENCP 360.

**ECHE 521 - Computational Fluid Dynamics for Engineering Applications (3 Credits)**
Introduction to the use of computational fluid dynamics codes to analyze flow, heat, and mass transfer problems of practical engineering applications.
**Prerequisites:** ECHE 320 or EMCH 360 or ECIV 360 or ENCP 360 or AESP 265.

**ECHE 530 - Intermediate Chemical Engineering Kinetics (3 Credits)**
Intermediate concepts of chemical kinetics, batch and flow reactors, catalysts and reactor design, including non-ideal systems.
**Prerequisites:** C or better in ECHE 311.
**Prerequisite or Corequisite:** D or better in ECHE 321.

**ECHE 540 - Intermediate Separation Process Design (3 Credits)**
Intermediate level design of stagewise chemical separation cascades; analysis of binary and ternary systems; multicomponent separations, plate and column specification procedures; distillation, crystallization, extraction, and leaching.
**Prerequisites:** C or better in ECHE 300.
**Prerequisite or Corequisite:** D or better in ECHE 311.

**ECHE 550 - Chemical-Process Dynamics and Control (3 Credits)**
Fundamental physical and chemical principles in mathematically modeling the dynamic response of chemical processes; feedforward and feedback control systems; design of control schemes for selected chemical processes.
**Prerequisites:** C or better in ECHE 300 and MATH 242; D or better in ECHE 456.

**ECHE 567 - Process Safety, Health and Loss Prevention (3 Credits)**
Reliability, availability, and fault-tree analyses, risk indices, hazard evaluation, vapor cloud modeling, toxicology, material safety classification and regulations, individual/corporate ethical responsibilities.
**Prerequisite or Corequisite:** ECHE 466.

**ECHE 571 - Corrosion Engineering (3 Credits)**
Basic principles of corrosion engineering developed from a chemical engineering approach to thermodynamics, kinetics, mass transfer, and potential theory.
**Prerequisites:** ECHE 311.

**ECHE 572 - Polymer Processing (3 Credits)**
Industrial polymers with emphasis on their characterization and on the modeling of the major polymer fabrication processes.

**ECHE 573 - Next Energy (3 Credits)**
An examination of energy technologies that will enable society to move from an economy based on fossil fuels to one based on sustainable energy.

**ECHE 574 - Combustion (3 Credits)**
Fundamental process and applications related to the broad field of combustion and energy generation including emissions control technologies.
**Prerequisites:** ECHE 430.

**ECHE 589 - Special Advanced Topics in Chemical Engineering (3 Credits)**
Course content varies and will be announced in the schedule of classes by title. May be repeated as topic varies.

**ECHE 700 - Chemical Process Analysis (3 Credits)**
Quantitative analysis of industrial chemical operations. Equilibrium relations, material and energy balances, and reaction kinetics principles are used to analyze a variety of chemical processes and systems.

**ECHE 709 - Selected Topics in Industrial Stoichiometry (3 Credits)**
Special topics in industrial stoichiometry with emphasis on current research.

**ECHE 710 - Advanced Chemical Engineering Thermodynamics (3 Credits)**
Mass, energy, and entropy balance analysis of complex systems; evaluation of thermodynamic property changes of pure materials; solution thermodynamics of single-phase multicomponent systems; phase and chemical reaction equilibrium.
**Prerequisites:** ECHE 311.

**ECHE 719 - Special Topics in Chemical Engineering Thermodynamics (3 Credits)**
Special topics in chemical engineering thermodynamics with emphasis on current research.
ECHE 720 - Advanced Fluid Flow Analysis (3 Credits)
Theory and application of fluid flow phenomena; momentum equations, conformal mapping, empirical methods, boundary layers, dimensional analysis.
Prerequisites: ENCP 360 and MATH 242.

ECHE 721 - Advanced Heat Flow Analysis (3 Credits)
Theory and application of heat flow phenomena; classical techniques and finite-difference numerical methods; conduction, convection, radiation, boiling.
Prerequisites: ECHE 321 and ECHE 720.

ECHE 722 - Advanced Mass Transfer (3 Credits)
Diffusive and convective mass transfer. Applications of the Stefan-Maxwell equations, prediction of diffusion coefficients, convective mass transport, correlations for mass transfer coefficients, and combined mass transfer and reaction modeling.
Prerequisite or Corequisite: ECHE 720.

ECHE 725 - Rheology (3 Credits)
Rheological characteristics of viscous, elastic, viscoelastic, and plastic substances; non-Newtonian fluid flow, viscometry, and rheogoniometry; rheological equations of state; engineering applications.

ECHE 728 - Selected Topics in Fluid Mechanics (3 Credits)
Special topics in fluid mechanics with emphasis on current research.

ECHE 729 - Selected Topics in Heat and Mass Transfer (3 Credits)
Special topics in heat and mass transfer with emphasis on current research.

ECHE 730 - Chemical Reactor Design (3 Credits)
Optimum temperature sequencing. Modeling of non-ideal reactors. Theories of catalysis with emphasis on the rate of diffusion. Interpretation of experimental catalytic data and use of these data in reactor design.

ECHE 739 - Selected Topics in Kinetics and Reactor Design (3 Credits)
Special topics in kinetics and reactor design with emphasis on current research.

ECHE 740 - Distillation (3 Credits)
Analytical, shortcut, and computer techniques for plate contacting of multicomponent systems. Review of binary separations, V-L-E models, azeotropic and extractive distillation, effects of non-key components, computational schemes, and convergence criteria.

ECHE 741 - Liquid-Liquid Extraction (3 Credits)
Principles of modeling liquid-liquid extraction cascades. Evaluation of L-L-E, ternary systems, design applications for hydrometallurgical systems, interlinked cascade structures for multiple solute systems, efficiency of process equipment, and synergism.

ECHE 742 - Adsorption Fundamentals and Processes (3 Credits)
Advanced principles of adsorption and adsorption processes including adsorbents, thermodynamics, kinetics, fixed bed adsorption and cyclic adsorption processes.

ECHE 749 - Selected Topics in Separations (3 Credits)
Special topics in separations with emphasis on current research.

ECHE 750 - Process Dynamics and Control (3 Credits)
Advanced topics in chemical process dynamics and control. Multivariate analysis, system identification, sampling, optimal process control.
Prerequisites: ECHE 550.

ECHE 759 - Selected Topics in Process Control (3 Credits)
Special topics in process control with emphasis on current research.

ECHE 769 - Selected Topics in Chemical Engineering Design (3 Credits)
Special topics in chemical engineering design with emphasis on current research.

ECHE 770 - Electrochemical Engineering (3 Credits)
Electrochemical engineering principles developed from thermodynamic, kinetic, mass transfer, and potential theory. Numerical analysis and design of electrochemical systems. Statistical analysis of experimental data and industrial experimental designs.

ECHE 771 - Corrosion Engineering (3 Credits)
Corrosion engineering principles developed from thermodynamic, kinetic, mass transfer, and potential theory. Numerical analysis of corroding systems, statistical analysis of experimental data, and industrial experimental designs.

ECHE 772 - Principles of Polymer Systems (3 Credits)
Theory and applications of polymer systems. Structure, physical properties, rheological, and mechanical behavior of polymers. Polymerization reactions and industrial polymerization processes. Fabrication techniques.

ECHE 789 - Selected Topics in Chemical Engineering (3 Credits)
Approved for special topic offerings.

ECHE 797 - Research (1-12 Credits)
Individual research to be arranged with instructor.

ECHE 798 - Graduate Seminar in Chemical Engineering (1-2 Credits)
Seminar on current topics in chemical engineering. Includes oral presentations by students on research projects.

ECHE 799 - Thesis Preparation (1-12 Credits)
To be arranged by candidates for the master's degree with the thesis advisor.

ECHE 865 - Chemical Process Safety and Loss Prevention (3 Credits)
Chemical process quantitative risk analysis, consequence modeling, risk estimation, and hazards assessment; design principles including inherent safety and mitigation techniques; elements of process safety management.
Prerequisites: ECHE 720.

ECHE 899 - Dissertation Preparation (1-12 Credits)

Chemical Engineering, M.E.

Learning Outcomes

- Graduates of the ME program will acquire and demonstrate expertise in the core subject areas of chemical engineering, which are chemical process analysis, thermodynamics, fluid flow analysis and mass transfer.
- Graduates of the ME program will acquire a working knowledge of various areas of chemical science and technology and in allied fields, including other engineering disciplines, business, the sciences, and/or mathematics. They will successfully complete three elective courses - these courses will be approved by their advisors and the Graduate Director.
- Graduates of the ME program will be made aware, through attendance at seminars and conferences, of advances at the frontiers of knowledge in chemical science and technology.
- Graduates of the ME program will acquire the basic skills needed for life-long learning and professional development.
Degree Requirements (30 Hours)

Core Courses (12 Hours)

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<tr>
<th>Course</th>
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<tr>
<td>ECHE 722</td>
<td>Advanced Mass Transfer</td>
<td>3</td>
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Total Credit Hours: 12

Six Additional Lecture Courses (18 Hours)

Two of the six additional courses (6 hours) must be chemical engineering lecture courses, and the remaining four courses (12 hours) may be from business, chemistry, engineering, or mathematics. A program of independent study (ECHE 797, three or six credit hours) may be substituted for one or two of the remaining four lecture courses. At least five of the lecture courses (15 hours) required for the Master of Engineering degree must be numbered 700 and above. Proposals for programs of independent study must be submitted and approved by the faculty of the department before the work is initiated.

Comprehensive Examination

Each M.E. candidate must pass a comprehensive examination before graduation. Students should consult the graduate director for information on the format and subjects of the comprehensive examination.

Advisement

The graduate director serves as the academic advisor for M.E. students.

Chemical Engineering, M.S.

Learning Outcomes

- Graduates of the MS program will acquire and demonstrate expertise in the core subject areas of chemical engineering, which are chemical process analysis, thermodynamics, fluid flow analysis and mass transfer.
- Graduates of the MS program will acquire a working knowledge of various areas of chemical science and technology and in allied fields, including other engineering disciplines, business, the sciences, and/or mathematics. They will successfully complete three elective courses - these courses will be approved by their advisors and the Graduate Director.
- Graduates of the MS program will be made aware, through attendance at seminars and conferences, of advances at the frontiers of knowledge in chemical science and technology.
- Graduates of the MS program will acquire the ability to identify pertinent research problems, to formulate and execute a research plan, to generate and analyze original research results, and to communicate those results through oral presentations and written publications submitted to refereed archival journals.
- Graduates of the MS program will acquire the basic skills needed for life-long learning and professional development.

Degree Requirements (30 Hours)

Core Courses (12 Hours)

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<td>Advanced Mass Transfer</td>
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</table>

Total Credit Hours: 12

Four Additional Lecture Courses (12 Hours)

Two of the additional four courses (6 hours) must be from chemical engineering, and the other two (6 hours) may be from chemistry, engineering, or mathematics. The student's research advisor specifies these courses after discussion with the student. Independent study (ECHE 797) cannot be used in place of lecture courses for the M.S. degree.

Thesis Preparation (6 Hours)

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<th>Course</th>
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<tr>
<td>ECHE 799</td>
<td>Thesis Preparation</td>
<td>6</td>
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Total Credit Hours: 6

Additional Requirements

Each M.S. student must select a research advisor during the first semester after admission. In addition, an advisory committee of no less than three members will be selected. The committee, which must include the department chair, conducts the comprehensive examination and reviews the student's thesis. Prior to graduation, each M.S. student must submit at least one paper for publication in a peer-reviewed technical journal. For the comprehensive examination, the M.S. student's research results are presented orally before an audience that includes the advisory committee. Other requirements pertaining to the final submission of the thesis conform to the general regulations of The Graduate School.

Note: No foreign language is required for any graduate degree in chemical engineering. Additional requirements follow.

Chemical Engineering, Ph.D.

Learning Outcomes

- Students will acquire and demonstrate expertise in selected core subject areas of chemical engineering: chemical process analysis, thermodynamics, fluid flow analysis, mass transfer and reactor design by earning a grade of B or better.
- Students will acquire a working knowledge of various areas of chemical science and technology and in allied fields, including other engineering disciplines, the sciences, and mathematics. They will successfully complete three elective courses; these courses will be approved by their advisors and the Graduate Director.
- Students will gain exposure to advances at the frontiers of knowledge in chemical science and technology. All PhD students are required to attend periodic departmental seminars by registering for a one-credit seminar class each semester.
- Students will acquire the ability to identify pertinent research problems, to formulate and execute a research plan, to generate and analyze original research results, and to communicate those results...
through oral presentations and written publications submitted to refereed archival journals.

- Students will acquire the basic skills needed for life-long learning and professional development. The ability to perform research and apply it to practical use is demonstrated by successful completion of a doctoral research project and related dissertation. Writing an article suitable for publication in peer-reviewed journals is a necessary skill, which students demonstrate by having three such articles accepted for publication prior to the granting of the PhD. A Graduate Symposium is held each year by the Department at which students present their research results to the Department Industrial Advisory Board.

Degree Requirements (60 Post-Baccalaureate Hours)

For Doctor of Philosophy students, a minimum of 60 credit hours is required beyond the B.S. degree. No more than two courses below the 700 level may be used on the program of study.

For students entering the Ph.D. degree program with a Master of Science or Master of Engineering degree in chemical engineering equivalent to that awarded at USC, the Program of Study must show a minimum of 30 credit hours beyond the Master’s degree, including at least 12 credit hours of dissertation preparation (ECHE 899 [http://bulletin.sc.edu/preview_program.php?catoid=94&poid=6180&returnto=2725#tt9959]) and six credit hours of independent research (ECHE 797 [http://bulletin.sc.edu/preview_program.php?catoid=94&poid=6180&returnto=2725#tt9959]). Elective courses are not required of students entering the Ph.D. program with a Master’s degree. The Department requires that these students also provide evidence that courses similar to the core graduate courses have been successfully completed in the Master’s program or these courses must be successfully completed at USC.

Each Ph.D. student must select a research advisor during the first semester after admission to the doctoral program. After a Ph.D. student passes the admission to candidacy examination, an advisory committee of no less than four members will be selected. The committee must include the department chair and one outside member. Doctoral students must pass the comprehensive examination before the start of the student’s fifth semester in the program (not including summer terms). Students should consult the graduate director for information on the format and subjects of the admission to candidacy and comprehensive examinations. Prior to graduation, each Ph.D. student must submit at least three papers for publication in peer-reviewed technical journals. Other requirements pertaining to the comprehensive examination, dissertation examination, and final submission of the dissertation conform to the general regulations of The Graduate School.

Under extenuating circumstances, students may seek relief from departmental degree regulations by written petition to the graduate director.

Coursework (24 Hours)

Core Courses (12 Hours)

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<td>Advanced Fluid Flow Analysis</td>
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Elective Courses (12 Hours)

The remaining four courses may be from many disciplines including chemistry, engineering, mathematics, statistics, physics, biology, medicine, etc. upon approval of the Ph.D. Committee and Graduate Director and shall be selected to acquire expertise in the area of the student’s dissertation research.

Research (6 Hours)

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<tr>
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<tbody>
<tr>
<td>ECHE 797</td>
<td>Research</td>
<td>6</td>
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Dissertation Preparation (12-30 Hours)

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<tr>
<td>ECHE 899</td>
<td>Dissertation Preparation</td>
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Total Credit Hours

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<td>Advanced Mass Transfer</td>
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<td>ECHE 797</td>
<td>Research</td>
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<td>Dissertation Preparation</td>
<td>12</td>
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Total Credit Hours

Civil and Environmental Engineering

Department Website ([https://www.sc.edu/study/colleges_schools/engineering_and_computing/departments/civil_and_environmental_engineering/](https://www.sc.edu/study/colleges_schools/engineering_and_computing/departments/civil_and_environmental_engineering/))

Dr. Juan Caicedo, Chair

Civil and environmental engineers are involved with the systems that are essential to our modern way of life. For example, civil and environmental engineers plan, design, and construct roads, bridges and airports, buildings, water supply and wastewater treatment plants, waterways, ports, and dams. They also work to protect the environment by developing and applying remedial technologies to contaminated groundwater and soil. Civil and environmental engineers are well qualified to participate in public and private decision-making processes regarding infrastructure systems, and, as such, serve as technical and policy advisors or elected officials.

The Department of Civil and Environmental Engineering offers programs leading to the Master of Science, Master of Engineering, and Doctor of Philosophy degrees. Students in the M.S. and Ph.D. degree programs specialize in at least one of the following program areas: environmental engineering, geotechnical engineering, structural engineering, transportation engineering, water resources engineering and railway engineering. Students in the M.E. program may opt to specialize in one area of study or obtain a broad range of experience across the civil and environmental engineering discipline.

Areas of Specialization

Environmental Engineering focuses on sustainability and environmental applications and implications of nanotechnology, including water and wastewater reclamation, bioreactor landfills, waste conversion processes, treatment technologies for developing countries, application of nanomaterials for developing innovative remediation technologies, quantum modeling of nanomaterials, and understanding fate, transport, and toxicity of nanomaterials in the environment.

Geotechnical Engineering focuses on soil, rock and engineered geomaterials with specific concentrations on field and laboratory investigations using standard and novel testing technologies, design
and performance of foundations and earth structures, slope stability analyses, soil dynamics and liquefaction, pavement design and performance, landfill design and instrumentation, and geoenvironmental studies.

**Structural Engineering** focuses on structural design, and analysis for buildings, bridges and other civil structures, materials characterization and modeling including concrete, steel and fiber reinforced polymers, multi-scale structural testing, advanced numerical simulations, structural health monitoring and prognosis, life-cycle and environmental performance analysis, and seismic engineering and design.

**Transportation Engineering** focuses on modeling transportation system operations, traffic sensing technologies and traffic data analyses, including intelligent transportation systems, modeling and simulation of large-scale transportation networks, weigh-in-motion systems, traffic studies, traffic signal simulation and pavement management systems and performance modeling.

**Water Resources Engineering** focuses on the study and computer modeling of natural and industrial flow and transport processes, both in the laboratory and in the field, including fluid mechanics, hydraulic transients, cardiovascular flow, river mechanics and marine sediment transport, scour, hydrology of landfills, storm water modeling and best management practices, and watershed scale hydrology.

**Accelerated B.S.E./Master’s Plans**
A combined B.S./M.S. or B.S./M.E. degree program is available to undergraduate civil and environmental engineering students with GPAs of 3.40 or above and 90 or more hours earned toward their B.S. degree. Up to six (6) credit hours at or above the 500-level may be applied toward a student’s B.S./M.S. program of study. Up to a total of six (6) credit hours of ECIV 797 and graduate course work at or above the 500-level toward a B.S. degree may be applied toward a student’s B.S./M.S. program of study. The approval of the student’s advisor and the Department’s graduate director are required. Questions about this program may be directed to the Department’s graduate director.

**Programs**
- Civil Engineering, M.E. (p. 1053)
- Civil Engineering, M.S. (p. 1055)
- Civil Engineering, Ph.D. (p. 1056)
- Railway Engineering, Certificate (p. 1058)

**Courses**

**ECIV 502 - Life Cycle Assessment of Civil and Environmental Engineering Systems (3 Credits)**
The steps of conducting and interpreting an environmental life cycle assessment on civil and environmental engineering systems. Fundamentals associated with conducting a life cycle assessment, including goal and scope, inventory analysis, impact assessment, and interpretation.

**Prerequisites:** D or better in ECIV 350 and D or better in either ECIV 303, ECIV 325, ECIV 327, ECIV 330, ECIV 340 or ECIV 362.

**ECIV 503 - Structural Modeling and Experimental Methods (3 Credits)**
Introduction of structural modeling; strain gauge instrumentation; force, displacement, acceleration, pressure, temperature measurements; concrete and steel modeling; size effects; analysis of experimental data.

**Prerequisites:** ECIV 327.

**ECIV 520 - Structural Analysis II (3 Credits)**
Advanced methods of structural analysis with emphasis on matrix methods. Development of the generalized matrix force and matrix displacement methods of static analysis, with applications to trusses and frames.

**Prerequisites:** ECIV 320.

**ECIV 521 - Numerical Methods in Mechanics (3 Credits)**

**Prerequisites:** D or better in ECIV 201 or ENCP 201.

**ECIV 524 - Structural Vibrations (3 Credits)**
Response of single- and multiple-degree of freedom structurally dynamic systems to impact, harmonic, wind, and seismic excitations.

**Prerequisites:** ECIV 320.

**ECIV 526 - Timber and Masonry Design (3 Credits)**
Basic engineering properties of timber and masonry materials, design methods and philosophies for timber and masonry structures. Particular attention is paid to current codes, specifications and analysis.

**Prerequisites:** C or better in ECIV 320.

**ECIV 530 - Foundation Analysis and Design (3 Credits)**
Subsurface investigation procedures. Theoretical and practical aspects of the design of earth retaining structures, spread footings, and pile foundations.

**Prerequisites:** ECIV 330.

**ECIV 531 - Design of Earth Structures (3 Credits)**
Geotechnical engineering problems associated with the behavior of earth masses. Soil shear strength, lateral earth pressure, design of retaining structures, slope stability, water flow through soils.

**Prerequisites:** ECIV 330.

**ECIV 533 - Geosynthetics and Geotechnical Design of Landfills (3 Credits)**
Principles for the design, construction, and performance of waste containment systems. Characterization of barrier materials; geosynthetics; design of liner and leachate collection systems; stability and deformation analyses of landfills.

**Prerequisites:** ECIV 330.

**ECIV 535 - Geotechnical Engineering in Transportation (3 Credits)**
Remote sensing and engineering geology. Field and laboratory testing. Design and maintenance methods for flexible and rigid pavements. Topics in tunnel design and buried conduit.

**Prerequisites:** ECIV 330.

**ECIV 539 - Experimental Methods in Geotechnical Engineering (3 Credits)**
Overview of transducers, signal conditioning and data acquisition; test control methods, data analysis and measurement errors; testing systems to measure soil strength, stiffness, and hydraulic conductivity; laboratory projects and examinations.

**Prerequisites:** ECIV 330, ECIV 330L.

**ECIV 540 - Transportation Systems Planning (3 Credits)**
Fundamental interactions between supply and demand in transportation systems. Modeling transportation demand and trip-making behavior. Evaluation of alternatives for decision making.

**Prerequisites:** ECIV 340.
ECIV 541 - Highway Design (3 Credits)
Design of transportation facilities using relevant tools and guidelines with emphasis on physical and operational aspects of arterials, freeways, intersections, and interchanges, including geometry, capacity, control, and safety.
Prerequisites: D or better in ECIV 111 or ENCP 102 and D or better in ECIV 340.

ECIV 542 - Traffic Engineering (3 Credits)
Capacity analysis of freeways and arterials. Traffic flow characteristics and basic relationships among traffic flow parameters. Signalized and unsignalized intersection control and signal timing design.
Prerequisites: ECIV 340.

ECIV 543 - Traffic Safety Analysis (3 Credits)
Research concepts and methodologies to enable students to identify the underlying reasons and factors that contribute to traffic crashes and determine appropriate countermeasures.
Prerequisites: D or better in ECIV 340.

ECIV 551 - Elements of Water and Wastewater Treatment (3 Credits)
Unit operations and processes employed in the physical, chemical, and biological treatment of water and wastewater. Design of water and wastewater treatment systems.
Prerequisites: ECIV 350.

ECIV 555 - Principles of Municipal Solid Waste Engineering (3 Credits)
Fundamentals and engineering principles of solid waste generation, characterization, collection and transport, source reduction and recycling, and physical, chemical, and biological treatment strategies.
Prerequisites: ECIV 350.

ECIV 556 - Air Pollution Control Engineering (3 Credits)
Introduction to the sources of air pollution and the engineering principles used for control and prevention.
Prerequisites: ECIV 350.

ECIV 557 - Sustainable Construction for Engineers (3 Credits)
Instruction to sustainable engineering design alternatives and principles for construction and site development from preconstruction through design and the construction phase.
Prerequisites: ECIV 350 and ECIV 570.

ECIV 558 - Environmental Engineering Process Modeling (3 Credits)
Modeling fate and transport phenomena in environmental processes with applications in engineered unit operators and natural systems.
Prerequisites: ECIV 350 and MATH 242.

ECIV 560 - Open Channel Hydraulics (3 Credits)
Steady and unsteady flows in single or multiple-channel systems.
Prerequisites: ECIV 360.

ECIV 562 - Engineering Hydrology (3 Credits)
Applications of hydrologic techniques to design problems; stormwater simulation models; urban stormwater.
Prerequisites: ECIV 360.

ECIV 563 - Subsurface Hydrology (3 Credits)
Hydrologic cycle, subsurface physical properties, equations of groundwater flow, well flow, well design, groundwater resource development, design of dewatering systems, groundwater contamination.
Prerequisites: ECIV 201, ECIV 360.

ECIV 570 - Land Development for Engineers (3 Credits)
Fundamentals of designing and permitting the conversion of land to new or altered states, including environmental issues, traffic and parking, utility resources, site engineering, ADA, safety, planning, and zoning requirements.
Prerequisites: Three from ECIV 320, ECIV 330, ECIV 340, ECIV 350, and ECIV 362.

ECIV 580 - Railway Engineering I (3 Credits)
Introduction to the analysis and design of the railway infrastructure for freight and passenger systems to include track and track support systems, grade crossings, special trackwork, construction, inspection, assessment, and compliance.
Prerequisites: ECIV 303, ECIV 320, ECIV 330, ECIV 340.
Corequisite: ECIV 303.

ECIV 582 - Operation and Logistics of Railway Systems (3 Credits)
Principles of rail operations; Network management; Best practices for train planning, performance management and delivery of service; technical elements of a railway from an operations perspective (train controls, signaling, communications, yards, tractive power etc).
Prerequisites: ECIV 340.

ECIV 585 - Design of Railway Bridges and Structures (3 Credits)
Introduction to railway infrastructure; Structural design considerations and criteria of railway structures; Bridge types and components; Planning and preliminary design of modern railway bridges; Loads and forces; Structural analysis and design of steel railway bridges and components.
Prerequisite or Corequisite: ECIV 330; ECIV 325 or ECIV 327.

ECIV 705 - Deterministic Civil and Environmental Systems Engineering (3 Credits)
Planning, design, and operation of large-scale, integrated civil and environmental engineering systems, with applications of mathematical programming and other search models.
Prerequisites: ECIV 405.

ECIV 706 - Probabilistic Civil and Environmental Systems Engineering (3 Credits)
Civil and environmental systems engineering under uncertainty, including decision rules, decision theory, uncertainty propagation, stochastic programming, and conservative design.
Prerequisites: STAT 509.

ECIV 707 - Management of Engineering Projects (3 Credits)
This course focuses in studying the life-cycle of a project using a systems engineering approach. Industry standards for engineering companies as well as practical considerations are studies through the semester.

ECIV 708 - Engineering Risk and Reliability (3 Credits)
Risk analysis is presented in the context of reliability in design including applications to mechanical and electrical systems with discussion of failure modes and life cycle costs.

ECIV 712 - Boundary Element Methods in Engineering (3 Credits)
Introduction to boundary element methods and their computer implementation. Steady-state and transient solutions of two- and three-dimensional problems of elasticity and potential flow.
Prerequisites: ENCP 260, MATH 242.
ECIV 720 - Advanced Structural Mechanics and Analysis (3 Credits)
Development of concepts and practical applications of the finite element method of structural analysis with emphasis on the displacement method approach. Initial strains, specified displacements, numerical integration, and isoparametric elements are included.
Prerequisites: ECIV 520.

ECIV 722 - Theory and Design of Plates and Shells (3 Credits)
Prerequisites: MATH 242.

ECIV 724 - Dynamics of Structures (3 Credits)
Lumped and continuous multidegree of freedom mechanical systems and structural assemblies. Steady-state, shock, and random excitation. Modal analysis, numerical methods. Introduction to wave propagation, earthquake engineering, and nonlinear vibrations.
Prerequisites: ENCP 260, MATH 242.

ECIV 725 - Advanced Analysis and Design in Structural Metals (3 Credits)
Analysis and behavior of metal structural components under general loading combinations. Buckling phenomena of thin-walled open sections in the elastic and inelastic regions, and correlation with design code criteria. Behavior and design of plate girders.
Prerequisites: ECIV 425.

ECIV 726 - Repair and Retrofit of Structures (3 Credits)
Analysis and modeling existing and repaired structures. Selection, modeling, and design of repair and/or retrofit measures.
Prerequisites: ECIV 520.

ECIV 727 - Advanced Analysis and Design of Reinforced Concrete (3 Credits)
Design of multistory structures, two-way slabs, joints in buildings, pavement design, and miscellaneous topics.
Prerequisites: ECIV 427.

ECIV 728 - Prestressed Concrete Analysis and Design (3 Credits)
Pre-stressing methods and materials; flexural analysis, shear and torsion, design of simple, composite and continuous beams. Deflections, slab design, and study of axially loaded members.
Prerequisites: ECIV 327.

ECIV 730 - Advanced Soil Mechanics (3 Credits)
Course covers the mechanical properties of soil; analysis of the field and laboratory tests to determine soil properties required for foundation analysis and design; consolidation theory; and settlement analysis.
Prerequisites: ECIV 530.

ECIV 731 - Slope Stability, Retaining Systems and Lateral Earth Pressure (3 Credits)
Prerequisites: ECIV 530.

ECIV 732 - Theoretical and Numerical Methods in Geomechanics (3 Credits)
Constitutive models and their numerical implementation. Elastic and plastic approaches to analysis. Finite element applications to geomechanics problems. Layer analysis, arching, and stability case studies.
Prerequisites: ECIV 530.

ECIV 733 - Physico-chemical Properties of Soils (3 Credits)
Prerequisites: ECIV 530.

ECIV 734 - Dynamics of Soils and Foundations (3 Credits)
Prerequisites: ECIV 330.

ECIV 736 - Ground Improvement Techniques (3 Credits)
Application of soil mechanics principles to improving the engineering characteristics of soil and rock. Topics include mechanisms of soil densification, preconsolidation, grouting, ground freezing, reinforced earth, and soil nailing.
Prerequisites: ECIV 530.

ECIV 737 - Advanced Foundation Design (3 Credits)
Prerequisites: ECIV 530.

ECIV 742 - Intermodal Freight Transport (3 Credits)
Marine container terminal design and operations, rail-yard design and operations, cross-dock terminal design and operations, drayage routing and scheduling, and network design. Application of operations research techniques to intermodal transportation.
Prerequisites: D or better in ECIV 705.

ECIV 744 - Discrete Choice Analysis of Travel Demand (3 Credits)
Individual choice theory; binary choice models; unordered multinomial and multi-dimensional choice models; sampling theory and sample design; ordered multinomial models, aggregate prediction with choice models; joint stated preference and revealed preference modeling, and longitudinal choice analysis; review of state-of-the-art and future directions.
Prerequisites: D or better in STAT 509.

ECIV 746 - Flows in Transportation Networks (3 Credits)
Design, operation, and management of traffic flows over complex transportation networks. Covers two major topics: traffic flow modeling and traffic flow operations. Includes deterministic and probabilistic models, elements of queueing theory, and traffic assignment. Concepts and methods are illustrated through various applications and examples.
Prerequisites: D or better in ECIV 706.
ECIV 748 - Traffic Flow Theory (3 Credits)
Prerequisites: ECIV 541, STAT 509.

ECIV 750 - Principles of Environmental Engineering Process (3 Credits)
Basic physical, chemical, and biological processes applied to aqueous systems.
Prerequisites: CHEM 112 and MATH 142.

ECIV 751 - Water and Wastewater Treatment Theory I (3 Credits)
Physical and chemical water and wastewater treatment processes. Topics include mixing, coagulation, sedimentation, filtration, oxidation, absorption, and ion exchange.
Prerequisites: ECIV 750.

ECIV 752 - Water and Wastewater Treatment Theory II (3 Credits)
Biological water and wastewater treatment process. Topics include activated sludge, biofilms, nutrient removal, lagoons, and sludge treatment and disposal.
Prerequisites: ECIV 750.

ECIV 753 - Unit Operations Laboratory for Water and Wastewater Treatment (3 Credits)
Laboratory experiments in selected processes for water and wastewater treatment.
Prerequisites: ECIV 350L.

ECIV 755 - Industrial Wastewater Treatment (3 Credits)
Industrial sources, characteristics, and treatment plant design.
Prerequisites: ECIV 751 or ECIV 752.

ECIV 760 - Computational Hydraulics (3 Credits)
Unsteady flow in open channels and pipes: theory, governing equations, and methods for their solution.
Prerequisites: ECIV 560.

ECIV 761 - Numerical Methods in Subsurface Hydrology (3 Credits)
Formation of groundwater flow and solute transport problems: theory and practice, numerical methods, solution techniques.
Cross-listed course: GEOL 775

ECIV 762 - Advanced Hydrology (3 Credits)
Advanced theories and techniques used in stormwater modeling: kinematic hydrology; soil physics infiltration; deterministic and parametric stormwater models; stochastic methods.
Prerequisites: ECIV 562.

ECIV 763 - Unsaturated Flow Theory (3 Credits)
Moisture content-matrix suction relationships, theory of flow in unsaturated soils, governing equations, measurement techniques, computer modeling of flow and transport.
Prerequisites: ECIV 563.

ECIV 764 - Contaminant Transport (3 Credits)
Quantitative study of conservative and non-conservative pollutant transport in groundwater. Special topics include: transport processes, field techniques to determine aquifer transport parameters, and computer modeling of flow and transport.
Prerequisites: ECIV 563.

ECIV 765 - Erosion and Sediment Control (3 Credits)
Erosion, sediment transport, methods for control, pond hydraulics and performance, nonpoint source pollution, stream water quality.
Prerequisites: ECIV 562.

ECIV 766 - Fluid Transients (3 Credits)
Definitions; derivation of governing equations; methods of solution; method of characteristics; transients caused by turbomachinery, and methods for controlling transients.
Prerequisites: ENCP 360.

ECIV 767 - Sediment Transport and River Mechanics (3 Credits)
Sediment properties, review of fluid mechanics of sediment transport as bedload and suspended load, stability analysis of bedforms, alternate bars, growth and migration of meander bends.
Prerequisites: ECIV 560.

ECIV 784 - Dynamic Analysis of Railway Systems (3 Credits)
Dynamic characteristics of railway systems and their components; Modeling and simulations of railway systems including trains, track and ballast; Dynamic interaction of components including wheel-rail and train-bridge interaction; Study of environmental vibrations; Advanced topics on infrastructure assessment, infrastructure upgrade and vibration mitigation.
Prerequisites: ECIV 524.

Prerequisite or Corequisite: ECIV 520.

ECIV 789 - Design Project in Railway Engineering (4 Credits)
Application of engineering design principles in railway projects; project management; project scheduling; cost estimation; ethics; environmental and social impact; design drawings; report documents.
Prerequisites: ECIV 580 or ECIV 582.

ECIV 790 - Selected Topics in Civil Engineering (3-9 Credits)
Individual studies and/or investigations of special topics in the field of civil engineering.

ECIV 797 - Research in Civil Engineering (1-12 Credits)
Credits to be designated upon registration.

ECIV 798 - Seminar in Civil and Environmental Engineering (0 Credits)
Seminar on current topics in civil and environmental engineering. Includes oral presentations by students on their research projects. Recommended by the department that all graduate students participate each semester the seminar series is offered.

ECIV 799 - Thesis Preparation in Civil Engineering (1-12 Credits)
To be arranged by candidates for the master's degree with the instructor under whose direction the master's thesis is being written.

ECIV 899 - Dissertation Preparation in Civil Engineering (1-12 Credits)

Civil Engineering, M.E.

All programs of study must be approved by the student's academic advisor and the Department of Civil and Environmental Engineering graduate director.

Learning Outcomes

- Graduates will be able to demonstrate expertise in a core subject area of civil and environmental engineering. Core subject areas of study include Environmental Engineering, Geotechnical Engineering, Structural Engineering, Transportation Engineering, and Water Resources Engineering.
Graduates will demonstrate a working knowledge of various areas of civil and environmental engineering (including Environmental Engineering, Geotechnical Engineering, Structural Engineering, Transportation Engineering, and Water Resource Engineering) and related fields, including other engineering disciplines, the sciences, and mathematics.

- Graduates will be able to describe and discuss advances of knowledge in civil and environmental engineering.
- Graduates will demonstrate the basic skills (e.g., leadership, presentation, time managements, problem solving, study, and organizing) required for life-long learning and professional development.

Admissions

Students with Bachelor of Science (B.S.) degrees in civil or environmental engineering are eligible to enter the M.E. degree program. The M.E. degree is only available to students with B.S. degrees in engineering. Students with engineering degrees in areas other than civil engineering may require to complete deficiency/prerequisite undergraduate courses. As a minimum, the following deficiency/prerequisite courses or equivalent will be required: MATH 141, MATH 142 and MATH 242; CHEM 111; PHYS 211 and PHYS 212; ECIV 200; ECIV 201; STAT 509. Students will also be required to take all undergraduate courses that are listed as prerequisites for courses taken for graduate credit. In general, deficiency/prerequisite courses must be completed with a B average. Specific Program Areas (Environmental Engineering, Geotechnical Engineering, Structural Engineering, Transportation Engineering and Water Resources Engineering) may require additional course work.

An undergraduate grade point average (GPA) of 2.8 on a 4.0 scale, and 3.0 on a 4.0 scale on any graduate course work is required for students wishing to enter the M.E. degree programs with B.S. degrees in engineering. Exceptions to the minimum undergraduate GPA requirements for admission to the M.E. degree program may be made for students with special qualifications.

The general Graduate Record Examination (GRE) is not required for students entering the M.E. degree program providing the student has a GPA > 2.8 and a B.S. degree in civil or environmental engineering from an ABET accredited school. The GRE is required for applicants not meeting these requirements. Typically, successful applicants have combined scores of at least 301 (1100 in the old scale) on the Verbal and Quantitative (V + Q) sections, and 3.5 on the Analytical Writing section.

Degree Requirements (30 Hours)

For the M.E. degree, a minimum of 30 credit hours is required. Students may take either 30 credit hours of course work or 24 hours of course work and 6 hours of ECIV 797 (as a master of engineering project). At least 18 hours of course work must be 700-level or higher. Up to 12 credit hours of course work may be taken outside of the department for degree credit with the approval of the student’s advisor and the graduate director. Prescribed core courses are required for each area of study (see “Core Courses” below).

Prior to graduation, each M.E. candidate must pass a comprehensive assessment based on program learning objectives by demonstrating the ability to integrate graduate level coursework into engineering practice in one of two ways:

1. a written career planning document; or
2. a written summary of the engineering project performed as part of ECIV 797.

Students should consult the graduate director for additional information.

Core Courses

Each area of study has a minimum core requirement for the M.S., M.E., and Ph.D. degrees. The core requirements in the different areas of study are as follows:

Environmental Engineering

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<thead>
<tr>
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<td>ECIV 555</td>
<td>Principles of Municipal Solid Waste Engineering</td>
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Total Credit Hours | 9

Geotechnical Engineering

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Total Credit Hours | 12

Structural Engineering

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<tbody>
<tr>
<td>ECIV 720</td>
<td>Advanced Structural Mechanics and Analysis</td>
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<td>Select three of the following:</td>
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<td>ECIV 722</td>
<td>Theory and Design of Plates and Shells</td>
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<tr>
<td>ECIV 724</td>
<td>Dynamics of Structures</td>
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<tr>
<td>ECIV 725</td>
<td>Advanced Analysis and Design in Structural Metals</td>
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Total Credit Hours | 12
Learning Outcomes

- Graduates will be able to demonstrate expertise in a core subject area of civil and environmental engineering.
- Graduates will demonstrate a working knowledge of various areas of civil and environmental engineering and in related fields, including other engineering disciplines, the sciences, and mathematics.
- Graduates will be able to describe and discuss advances of knowledge in civil and environmental engineering.
- Students will be able to apply knowledge of mathematics, science and engineering.
- Graduates will demonstrate the basic skills (e.g., leadership, presentation, time managements, problem solving, study, and organizing) required for life-long learning and professional development.

Admissions

Students with Bachelor of Science (B.S.) degrees in civil or environmental engineering are eligible to enter the M.S. degree program. Students with engineering degrees in areas other than civil engineering may be required to complete deficiency/prerequisite undergraduate courses. As a minimum, the following deficiency/prerequisite courses or equivalent will be required: MATH 141, MATH 142 and MATH 242, CHEM 111, PHYS 211 and PHYS 212, ECIV 200; ECIV 201; STAT 509. Students will also be required to take all undergraduate courses that are listed as prerequisites for courses taken for graduate credit. In general, deficiency/prerequisite courses must be completed with a B average. Specific Program Areas may require additional course work.

An undergraduate grade point average (GPA) of 2.8 on a 4.0 scale, and 3.0 on a 4.0 scale on any graduate course work is required for students wishing to enter the M.S. degree programs with B.S. degrees in engineering. Exceptions to the minimum undergraduate GPA requirements for admission to the M.S. degree program may be made for students with special qualifications.

For students with non-engineering baccalaureate degrees, or engineering degrees from programs not accredited by ABET, the minimum grade requirement is a GPA of 3.0 on a 4.0 scale on their undergraduate coursework, and 3.0 on a 4.0 scale on any graduate course work.

The general Graduate Record Examination (GRE) is required for all students entering the M.S. degree program. Typically, successful applicants have combined scores of at least 301 (1100 in the old scale) on the Verbal and Quantitative (V + Q) sections, and 3.5 on the Analytical Writing section.

Degree Requirements (30 Hours)

For the M.S. degree, 30 credit hours, of which 6 credit hours must be ECIV 799, are required. At least 15 hours of course work must be 700-level or higher. Up to 9 credit hours of course work may be taken outside of the department for degree credit with the approval of the student’s advisor and the graduate director. Prescribed core courses are required for each area of study (see “Core Courses” below). A maximum of 6 credits of ECIV 797 may be used toward the student’s program of study.

Credits earned in ECIV 798 do not count toward a student’s program of study.
## Core Courses

Each area of study has a minimum core requirement for the M.S., M.E., and Ph.D. degrees. The core requirements in the different areas of study are as follows:

### Environmental Engineering

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**Total Credit Hours** 9

### Geotechnical Engineering

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**Total Credit Hours** 12

### Structural Engineering

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**Total Credit Hours** 12

### Transportation Engineering

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<td>Select one from each group:</td>
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<td><strong>Group One</strong></td>
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<tr>
<td>ECIV 535</td>
<td>Geotechnical Engineering in Transportation</td>
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<tr>
<td>ECIV 540</td>
<td>Transportation Systems Planning</td>
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<tr>
<td>ECIV 541</td>
<td>Highway Design</td>
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<tr>
<td><strong>Group Two</strong></td>
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### Water Resources Engineering

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<tr>
<td>ECIV 541</td>
<td>Highway Design</td>
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</table>

**Total Credit Hours** 9

### Civil Engineering, Ph.D.

All programs of study must be approved by the student's academic advisor and the Department of Civil and Environmental Engineering graduate director.

### Learning Outcomes

- Graduates will be able to demonstrate expertise in a core subject area of civil and environmental engineering.
- Graduates will be able to demonstrate a working knowledge of various areas of CEE and related fields.
- Students will be able to describe and discuss sound research approaches and knowledge of advances in Civil and Environmental Engineering.
- Students will be able to demonstrate the ability to apply knowledge of mathematics, science and engineering.
are as follows:

Graduates will be able to identify pertinent research problems, to formulate and execute a research plan.

Graduates will be able to describe and discuss advances of knowledge in civil and environmental engineering.

Graduates will be able to generate and analyze original research results, and to communicate these results through oral presentations and written publications submitted to refereed archival journals.

Graduates will demonstrate the basic skills needed for life-long learning and professional development.

Admissions

Students should have the equivalent of an M.E. or M.S. degree in civil engineering or closely related engineering field. Exceptional students may be eligible to enter directly the Ph.D. degree program with a B.S. degree in civil engineering or closely related engineering field. Applicants must generally exceed the minimum grade point average and test score requirements listed for the M.S. degree program. Outstanding students with non-engineering baccalaureate degrees may qualify for admission to the Ph.D. degree program, with the understanding that they must complete specified deficiency/prerequisite courses.

Degree Requirements (60 Post-Baccalaureate Hours)

Completion of the doctoral degree requires a minimum of 60 credits beyond the baccalaureate degree, of which 12 must be ECIV 899.

Students having an earned M.S. or M.E. degree must complete a minimum of 30 credit hours beyond the master's degree. At least half of the course work must be completed at the 700 level or higher. Prescribed core courses are required for each area of study (see “Core Courses” below).

For students pursuing a Ph.D. degree in the same program area as their M.S. or M.E. degree, a minimum of 24 credit hours is required. Core courses may be satisfied during the M.S. or M.E. degree. For students pursuing a Ph.D. degree in a different program area from their M.S. or M.E. degree, a minimum of 24 credit hours of course work in the new area is required. “Program area” refers to environmental, geotechnical, structural, transportation or water resources engineering.

Credits earned in ECIV 798 do not count toward a student’s program of study.

The residency requirement for the Ph.D. degree ensures that students benefit from and contribute to the complete spectrum of educational and professional opportunities provided by the graduate faculty of a comprehensive university. The granting of a doctoral degree presupposes a minimum of three full years of graduate study following admission to the doctoral program. As such, the residency requirement may be fulfilled by enrollment in at least 18 graduate credit hours within a span of three consecutive semesters (excluding summers). Enrollment in a summer term is not required to maintain continuity, but credits earned during summer terms may be used to count toward residency. Enrollment through the APOGEE program does not satisfy the residency requirement for the Ph.D. degree.

Core Courses

Each area of study has a minimum core requirement for the M.S., M.E., and Ph.D. degrees. The core requirements in the different areas of study are as follows:

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Total Credit Hours 9

Geotechnical Engineering

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<td>Physico-chemical Properties of Soils</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 734</td>
<td>Dynamics of Soils and Foundations</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 736</td>
<td>Ground Improvement Techniques</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 737</td>
<td>Advanced Foundation Design</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

Structural Engineering

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECIV 720</td>
<td>Advanced Structural Mechanics and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 722</td>
<td>Theory and Design of Plates and Shells</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 724</td>
<td>Dynamics of Structures</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 725</td>
<td>Advanced Analysis and Design in Structural Metals</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 726</td>
<td>Repair and Retrofit of Structures</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 727</td>
<td>Advanced Analysis and Design of Reinforced Concrete</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 728</td>
<td>Prestressed Concrete Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 737</td>
<td>Advanced Foundation Design</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

Transportation Engineering

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECIV 535</td>
<td>Geotechnical Engineering in Transportation</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 540</td>
<td>Transportation Systems Planning</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 541</td>
<td>Highway Design</td>
<td>3</td>
</tr>
</tbody>
</table>

Group One

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECIV 542</td>
<td>Traffic Engineering</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 748</td>
<td>Traffic Flow Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

Group Three
Railway Engineering, Certificate

All programs of study must be approved by the student’s academic advisor and the director of the Graduate Certificate in Railway Engineering.

Learning Outcomes

- Students will identify and describe the technical elements of a railway system including (but not limited to):
  a. Track alignment, crossings, bridges,
  b. Train controls, signaling, communications,
  c. Traction power, freight, transit and passenger systems, and
  d. Methods of ensuring safe operation.
- Students will demonstrate the necessary skills to organize and present rail related project results in written and oral form.
- Students will apply appropriate engineering principles, solution methods and knowledge gained from engineering curriculum to accomplish a design at standards consistent with the railway industry practice.
- Students will describe the over-arching principles of rail operations including (but not limited to):
  a. The movement and control of trains,
  b. The management of terminals,
  c. Passenger and freight network management,
  d. The proper and optimal use of rail assets,
  e. The business and operating environment of a railway,
  f. Leadership, skill building and developing core competencies,
  g. The role and importance of safety and human factors in operating a railway and managing organizational performance and
  h. Emergency planning, management and investigation.

Certificate Requirements (12 Hours)
The Graduate Certificate in Railway Engineering consists of a minimum of twelve (12) credit hours of core and elective courses. Students shall take three (3) credit hours from a list of core courses, six (6) credit hours from a list of Railway Engineering technical elective courses, and three (3) credit hours from a list of other elective courses. Students can take up to three ECIV 790 courses with a Railway Engineering focus for a maximum of nine (9) credit hours, and up to two ECIV 797 courses with a Railway Engineering focus for a maximum of six (6) credit hours.

Core Course (3 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECIV 580</td>
<td>Railway Engineering I</td>
<td>3</td>
</tr>
<tr>
<td>or ECIV 582</td>
<td>Operation and Logistics of Railway Systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>3</td>
</tr>
</tbody>
</table>

Railway Engineering Technical Elective Courses (6 Hours)

Students shall take six (6) credit hours of Railway Engineering technical elective courses. Elective courses are: (i) any core course not applied as a core course; and (ii) any course from the following list:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECIV 588</td>
<td>Design of Railway Bridges and Structures</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 784</td>
<td>Dynamic Analysis of Railway Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 789</td>
<td>Design Project in Railway Engineering</td>
<td>4</td>
</tr>
<tr>
<td>ECIV 790</td>
<td>Selected Topics in Civil Engineering</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 797</td>
<td>Research in Civil Engineering</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>9</td>
</tr>
</tbody>
</table>

Other Elective Courses (3 Hours)

Students shall take three (3) credit hours of other elective courses. Other elective courses are: (i) any Railway Engineering elective course not applied as a Railway Engineering elective course; and (ii) any course from the following list:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECIV 705</td>
<td>Deterministic Civil and Environmental Systems Engineering</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 707</td>
<td>Management of Engineering Projects</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 708</td>
<td>Engineering Risk and Reliability</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 718</td>
<td>Management of Human Resources</td>
<td>3</td>
</tr>
</tbody>
</table>
Computer Science and Engineering

Department Website (https://www.sc.edu/study/colleges_schools/engineering_and_computing/departments/computer_science_and_engineering/)

Manton M. Matthews, Chair

The Department of Computer Science and Engineering offers master’s and doctoral-level degrees in computer science and engineering. In addition, a graduate certificate program in information assurance and security is offered. These programs emphasize student involvement in research programs and projects, many of which are supported by government agencies or are collaborative efforts with local industries. Current research emphasizes work in agent-based computing and artificial intelligence, bioinformatics, computer security and information assurance, computer vision and image processing, embedded and reconfigurable computing, quantum computing, robotics, software quality assurance, and wireless networks.

The M.S. and M.E. degrees are designed to provide a strong foundation for pursuing careers in the computer and information systems industry. The Ph.D. degree prepares graduates for careers in industrial research and university-level teaching and research. The graduate certificate program in information assurance and security is designed to provide information professionals with the background and knowledge needed for management of computer security and information assurance. Additional information on current research projects, detailed course outlines, and other aspects of the graduate program may be found on the departmental Web site, http://www.cse.sc.edu.

Academic Standards

All students are expected to meet the academic standards of The Graduate School.

Admissions

Requirements for admission to all graduate degree programs in computer science and engineering include the general admission requirements of The Graduate School as well as more stringent departmental requirements, as described below. In general, the admission process is highly competitive. Admissions decisions are based on the quality of the applicant’s previous university-level academic work, letters of recommendation, GRE scores, and other evidence of past accomplishments.

For admission to the M.E., M.S., or Ph.D. program, applicants normally hold the B.S. degree in computer science and engineering from an ABET-accredited program. Applicants should have completed courses in algorithmic design, data structures, computer organization, analysis of algorithms, operating systems, discrete mathematics, and calculus. Applicants not having courses in all of these subjects may be admitted conditionally while they take the remaining ones. Any required prerequisite courses are an integral part of the student’s degree program and must be completed before any graduate degree will be awarded.

For admission to the Certificate of Graduate Study in Information Assurance and Security program, applicants normally hold the B.S. degree in computer science, computer engineering, or a related field. In addition, they must have completed courses in data structures and algorithms, operating systems, database management systems, discrete mathematics, linear algebra, and probability and statistics. Students enrolled in other graduate degree programs at USC are automatically eligible to pursue the certificate as long as they have taken the prerequisite courses.

For admission to the Master of Software Engineering program, applicants normally hold the B.S. degree in computer science, computer engineering, computer information systems, management information systems, or a closely related field. Applicants should also have at least one year of experience in software development or maintenance. Students not having adequate experience in software development or maintenance will be required to take CSCE 793 Internship in Software Engineering must be completed before the degree will be awarded.

All applicants must submit GRE scores. International applicants must also submit TOEFL (IBT) or IELTS Intl. Academic Course Type 2 exam scores. The average GRE scores of the accepted applicants for fall 2008 were: verbal 545, quantitative 768, and analytical writing 4.3 (on a 1 to 6 scale).

In addition, all applicants should submit an official transcript from each school or college previously attended, and at least two letters of recommendation.

The admission committee will evaluate all aspects of each application and will make a recommendation on admission to The Graduate School. All application materials must be received by February 1 for fall and summer admission and by October 1 for spring admission.

Programs

• Artificial Intelligence, Certificate (p. 1064)
• Computer Engineering, M.S. (p. 1064)
• Computer Engineering, Ph.D. (p. 1065)
• Computer Science, M.S. (p. 1066)
• Computer Science, Ph.D. (p. 1066)
• Cyber Security Studies, Certificate (p. 1067)

Courses

CSCE 500 - Computer Programming and Applications (3 Credits)
Concepts and properties of algorithms; programming exercises with emphasis on good programming habits. Credit may not be received for both CSCE 500 and CSCE 145. Open to all majors. May not be used for major credit by computer science and engineering majors.

CSCE 510 - System Programming (3 Credits)
System software such as command language interpreters, client-server applications, debuggers; mail systems, browsers, macroprocessors, and revision control systems; file systems, processes, threads, and interprocess communication.

Prerequisites: CSCE 215, CSCE 240.

CSCE 512 - System Performance Evaluation (3 Credits)
Measuring, modeling, analyzing, and predicting performance of computer systems and networks; bottleneck analysis; Markovian queuing systems and networks; use of operational and probabilistic models.

Prerequisites: CSCE 311, STAT 509 or STAT 515.

CSCE 513 - Computer Architecture (3 Credits)
Design methodology; processor design; computer arithmetic: algorithms for addition, multiplication, floating point arithmetic; microprogrammed control; memory organization; introduction to parallel architectures.

Prerequisites: CSCE 211, CSCE 212.
CSCE 515 - Computer Network Programming (3 Credits)
Computer networks and communication protocols; socket programming; interprocess communication; development of network software; case studies.
Prerequisites: CSCE 311.

CSCE 516 - Computer Networks (3 Credits)
Structure, design, and analysis of computer networks; ISO/OSI network architecture.
Prerequisites: STAT 509 or STAT 515.

CSCE 517 - Computer Crime and Forensics (3 Credits)
Structure, design, and analysis of computer networks; ISO/OSI network architecture.
Prerequisites: CSCE 215.

CSCE 518 - Ethical Hacking (3 Credits)
Fundamental principles and techniques of ethical hacking, including penetration testing life cycle, planning and scouting, identifying targets and goals, active and passive reconnaissance, enumeration and scanning, exploitation, post-exploitation, and results reporting.
Prerequisites: CSCE 215 or previous Linux/UNIX experience.

CSCE 520 - Database System Design (3 Credits)
Database management systems; database design and implementation; security, integrity, and privacy.
Prerequisites: CSCE 240 or GEOG 563.

CSCE 522 - Information Security Principles (3 Credits)
Threats to information resources and appropriate countermeasures. Cryptography, identification and authentication, access control models and mechanisms, multilevel database security, steganography, Internet security, and intrusion detection and prevention.
Prerequisites: CSCE 146; MATH 374 or MATH 174.

CSCE 526 - Service Oriented Computing (3 Credits)
Cooperative information systems and service-oriented computing. Techniques for achieving coordinated behavior among a decentralized group of information system components. Distributed databases, multiagent systems, conceptual modeling, Web services, and applications.
Prerequisites: CSCE 311.

CSCE 531 - Compiler Construction (3 Credits)
Techniques for design and implementation of compilers, including lexical analysis, parsing, syntax-directed translation, and symbol table management.
Prerequisites: CSCE 240.

CSCE 546 - Mobile Application Development (3 Credits)
Development of mobile applications, including user interface design for mobile, local and cloud data storage techniques, and application architectures.
Prerequisites: CSCE 240 or previous programming experience with one of the following programming languages (C/C++, Java, Swift, Python, Matlab, Javascript).

CSCE 547 - Windows Programming (3 Credits)
Object-oriented methods and tools for application programming with graphically interactive operating systems.
Prerequisites: CSCE 240.

CSCE 548 - Building Secure Software (3 Credits)
Prerequisites: CSCE 240.

CSCE 551 - Theory of Computation (3 Credits)
Basic theoretical principles of computing as modeled by formal languages and automata; computability and computational complexity
Prerequisites: C or better in CSCE 350 or MATH 300.

Cross-listed course: MATH 562

CSCE 552 - Computer Game Development (3 Credits)
Design and development of computer games, with emphasis on the technologies used. Hands-on development of computer games.
Prerequisites: CSCE 240, CSCE 350.

CSCE 555 - Algorithms in Bioinformatics (3 Credits)
Concepts, algorithms and tools for important problems in Bioinformatics, including nucleotide and amino acid sequence alignment, DNA fragment assembly, phylogenetic reconstruction, and protein structure visualization and assessment.
Prerequisites: CSCE 350.

CSCE 557 - Introduction to Cryptography (3 Credits)
Design of secret codes for secure communication, including encryption and integrity verification: ciphers, cryptographic hashing, and public key cryptosystems such as RSA. Mathematical principles underlying encryption. Code-breaking techniques. Cryptographic protocols.
Prerequisites: C or better in CSCE 145 or MATH 241, and at least one of CSCE 355, MATH 300 or MATH 374.

Cross-listed course: MATH 587

CSCE 561 - Numerical Analysis (3 Credits)
Interpolation and approximation of functions; solution of algebraic equations; numerical differentiation and integration; numerical solutions of ordinary differential equations and boundary value problems; computer implementation of algorithms.
Prerequisites: C or better MATH 520 or in both MATH 242 and MATH 344.

Cross-listed course: MATH 527

CSCE 563 - Systems Simulation (3 Credits)
Computer simulation of real systems; principles of system organization; random number generation; programming exercises in a simulation language.
Prerequisites: CSCE 240, STAT 509 or STAT 515.

CSCE 564 - Computational Science (3 Credits)
Parallel algorithms; scientific visualization; techniques for solving scientific problems.
Prerequisites: MATH 526, CSCE 146 or CSCE 207 or CSCE 500.

CSCE 565 - Introduction to Computer Graphics (3 Credits)
Graphics hardware; graphics primitives; two-dimensional and three-dimensional viewing; basic modeling.
Prerequisites: CSCE 240, MATH 526 or MATH 544.
CSCE 567 - Visualization Tools (3 Credits)
Scientific visualization tools as applied to sampled and generated data; methods for data manipulation and representation; investigation of visualization techniques.
Prerequisites: CSCE 145 or CSCE 206 or CSCE 207.

CSCE 569 - Parallel Computing (3 Credits)
Architecture and interconnection of parallel computers; parallel programming models and applications; issues in high-performance computing; programming of parallel computers.
Prerequisites: knowledge of programming in a high-level language; MATH 526 or MATH 544.

CSCE 571 - Critical Interactives (3 Credits)
Foundational techniques in multidisciplinary software development, specifically applications designed to present sensitive, sometimes controversial, materials in ways to engender empathic awareness of the interactor.
Cross-listed course: FAMS 581

CSCE 572 - Human-Computer Interaction (3 Credits)
Interdisciplinary approach to interaction design, user-centered design, human abilities, survey development, experimental study methodology, heuristic evaluations, usability testing, universal design, and accessibility.
Prerequisites: Undergraduate or graduate standing in CSE or permission of the instructor.

CSCE 574 - Robotics (3 Credits)
Design and application of robotic systems; emphasis on mobile robots and intelligent machines.
Prerequisites: CSCE 211, CSCE 212, CSCE 240.

CSCE 578 - Text Processing (3 Credits)
Text and natural language processing; formal models and data structures appropriate for text processing; selected topics in computational linguistics, stylistics, and content analysis.
Prerequisites: CSCE 330, CSCE 355.

CSCE 580 - Artificial Intelligence (3 Credits)
Heuristic problem solving, theorem proving, and knowledge representation, including the use of appropriate programming languages and tools.
Prerequisites: CSCE 350.

CSCE 582 - Bayesian Networks and Decision Graphs (3 Credits)
Normative approaches to uncertainty in artificial intelligence. Probabilistic and causal modeling with Bayesian networks and influence diagrams. Applications in decision analysis and support. Algorithms for probability update in graphical models.
Prerequisites: CSCE 350; STAT 509 or STAT 515.

Cross-listed course: STAT 582

CSCE 585 - Machine Learning Systems (3 Credits)
Design and implementation of machine learning systems, Deep learning systems stack, machine learning platforms, scalable and distributed machine learning.
Prerequisites: C or better in CSCE 240 or CSCE 206.

CSCE 587 - Big Data Analytics (3 Credits)
Foundational techniques and tools required for data science and big data analytics. Concepts, principles, and techniques applicable to any technology and industry for establishing a baseline that can be enhanced by future study.
Prerequisites: STAT 509, STAT 513, or STAT 515.

Cross-listed course: STAT 587

CSCE 590 - Topics in Information Technology (3 Credits)
Reading and research on selected topics in information technology. Course content varies and will be announced in the schedule of courses by title. May be repeated for credit as topics vary.

CSCE 594 - Strategic Management of Information Systems (3 Credits)
Strategic management and use of information systems in organizations.
Cross-listed course: MGSC 594

CSCE 611 - Advanced Digital Design (3 Credits)
Design techniques for logic systems; emphasis on higher-level CAD tools such as hardware description languages and functional modeling.
Prerequisites: CSCE 212.

CSCE 612 - VLSI System Design (3 Credits)
VLSI design process models, introduction to EDA tools, HDL modeling and simulation, logic synthesis and simulation, benchmark design projects.
Prerequisites: CSCE 211.

CSCE 613 - Fundamentals of VLSI Chip Design (3 Credits)
Design of VLSI circuits, including standard processes, circuit design, layout, and CAD tools. Lecture and guided design projects.
Prerequisites: ELEC 371.

CSCE 711 - Advanced Operating Systems (3 Credits)
Operating system organization and interactive processing systems, multiprogramming systems, process management, task scheduling, resource control, deadlocks.
Prerequisites: CSCE 311.

CSCE 713 - Advanced Computer Architecture (3 Credits)
Architecture of high-performance computers, including array processors, multiprocessor systems, data flow computers, and distributed processing systems.
Prerequisites: CSCE 311 and CSCE 513.

CSCE 715 - Network Systems Security (3 Credits)
Prerequisites: CSCE 515 or CSCE 516.

CSCE 716 - Design for Reliability (3 Credits)
Design of more reliable systems through the application of reliability theory and models; reliability modeling; design techniques; testing; and requirement specifications.
Prerequisites: STAT 509 or STAT 511, or MATH 511.

CSCE 717 - Computer System Performance and Reliability Analysis (3 Credits)
Evaluation of computer system performance and reliability using reliability block diagrams, fault trees, reliability graphics, queuing networks, Markov models, and Markov reward models.
Prerequisites: STAT 509 or STAT 511.
CSCE 718 - Real-Time Computer Applications (3 Credits)
Problems of real-time computer applications in process control or similar areas; task scheduling; real-time operating systems; advanced interrupt structures; memory management techniques.
Prerequisites: CSCE 245, CSCE 311.

CSCE 719 - Security and Privacy for Wireless Networks (3 Credits)
This course focuses on the security and privacy issues associated with wireless networks. Various attacks against wireless networks and their defense strategies will be analyzed. Students are expected to embark in research of wireless network security.
Prerequisites: CSCE 416.

CSCE 721 - Physical Database Design (3 Credits)
Components of a database management system; implementation issues; query optimization; file organization; file organizations’ transaction management; fault recovery; security; system performance.
Prerequisites: CSCE 520.

CSCE 723 - Advanced Database Design (3 Credits)
Database design methodologies and tools; data models; implementation languages; user interfaces.
Prerequisites: CSCE 520.

CSCE 725 - Information Retrieval: Algorithms and Models (3 Credits)
Structure, design, evaluation, and use of information retrieval systems; algorithms and mathematical models for information retrieval; storage and retrieval of textual data in information systems.

CSCE 727 - Information Warfare (3 Credits)
Current trends and challenges in information warfare. High-level analysis of information warfare threats, like cyber terrorism, espionage, Internet fraud, intelligence activities, cyber ethics, and law enforcement.
Prerequisites: CSCE 522.

CSCE 730 - Programming Language Semantics (3 Credits)
Approaches for specifying programming language semantics, including operational, axiomatic, and denotational specification.
Prerequisites: CSCE 531.

CSCE 740 - Software Engineering (3 Credits)
Current practices and research in software development, requirements definition, design, program testing and reliability, maintenance, and management.
Prerequisites: CSCE 240.

CSCE 741 - Software Process (3 Credits)
Personal, team, and organizational software processes; personal and organizational maturity; application of software process and management concepts during software development, primarily at the individual level.

CSCE 742 - Software Architectures (3 Credits)
Structural organizations for software systems as collections of interconnected components: formal models and languages; design tools and guidelines.

CSCE 743 - Software Requirements (3 Credits)
Elicitation, analysis, and validation of software requirements, specification of software systems including formal specification methods; CASE tools.
Prerequisite or Corequisite: CSCE 740.

CSCE 744 - Object-Oriented Analysis and Design (3 Credits)
Fundamentals of object-oriented technology; object modeling of structure, function, and time-dependent behavior; system analysis and design.
Prerequisites: CSCE 350.

CSCE 745 - Object-Oriented Programming Methods (3 Credits)
Object-oriented programming paradigm, including encapsulation, inheritance, reusable classes, object classification, specialization, and message passing; case studies and applications.
Prerequisites: CSCE 245.

CSCE 747 - Software Testing and Quality Assurance (3 Credits)
Structural and functional techniques for testing software; code inspection, peer review, test verification and validation; statistical testing methods; preventing and detecting errors; testing metrics; test plans; formal methods of testing.
Prerequisites: CSCE 740.

CSCE 750 - Analysis of Algorithms (3 Credits)
Algorithm design techniques; algorithms and data structures for sets and graphs; time and space complexity; sorting and searching; NP-complete problems.
Prerequisites: CSCE 350.

CSCE 755 - Computability, Automata, and Formal Languages (3 Credits)
Formal models of computation, including finite state automata, Turing machines, recursive functions, formal grammars, and abstract complexity theory.
Prerequisites: CSCE 355 or CSCE 551.

CSCE 758 - Probabilistic System Analysis (3 Credits)
Application of probability theory and stochastic processes to analyze the dynamic behavior of engineering systems.
Prerequisites: STAT 509 or STAT 511.

CSCE 760 - Numerical Analysis I (3 Credits)
Numerical solution of equations and systems of linear equations, polynomial approximation, difference calculus, solution of ordinary and partial differential equations, least squares and sets of orthogonal polynomials, Gaussian quadrature.
Prerequisites: MATH 526 or MATH 544.

CSCE 761 - Numerical Analysis II (3 Credits)
Continuation of CSCE 760.
Prerequisites: CSCE 760.

CSCE 763 - Digital Image Processing (3 Credits)
Concepts and techniques for digital image processing; emphasis on low-level processes that analyze discrete images at the pixel level.

CSCE 765 - Computer Graphics System Design (3 Credits)
Graphics data structures, graphics languages, modeling, raster displays, 3-D shading, hidden surface algorithms.
Prerequisites: CSCE 565.

CSCE 766 - Scientific Visualization (3 Credits)
Visualization techniques for scientific computing; interactive steering of calculations; animation and rendering techniques for multivariate data analysis.
Prerequisites: CSCE 565.
CSCE 767 - Interactive Computer Systems (3 Credits)
Principles for the design of systems supporting effective human-computer interaction; interaction styles; displays and interactive devices; user assistance; system design and evaluation.

CSCE 768 - Pattern Recognition and Classification (3 Credits)
Bayesian classifiers; optimal risk schemes; error rates; numerical methods; implementation; architectures.
Prerequisites: STAT 509 or STAT 510 or STAT 511.

CSCE 769 - Computational Structural Biology (3 Credits)
Theoretical concepts and algorithmic tools currently utilized in the field of protein folding such as Xplor-NIH and ROSETTA are presented. Participants are enabled to embark in research of protein folding.
Prerequisites: linear algebra.

CSCE 770 - Introduction to Fuzzy Logic (3 Credits)
Principles of fuzzy set theory, fuzzy relations, and fuzzy logic; fuzzy "if-then" rules.
Prerequisites: MATH 174.

CSCE 771 - Computer Processing of Natural Language (3 Credits)
Computational models for the analysis and synthesis of natural language; representations for syntax and semantics; applications to text-to-speech conversion, speech recognition, and language understanding.
Prerequisites: CSCE 580.

CSCE 772 - Computer Speech Processing (3 Credits)
A/D conversion, digital filters, discrete Fourier transform and FFT, acoustics of speech, and synthesis and recognition of speech.
Prerequisites: CSCE 580.

CSCE 774 - Robotics Systems (3 Credits)
Design and operation of robot systems; dynamics, control, and motion trajectories of manipulators; visual, auditory, and tactile sensing systems; planning and learning.
Prerequisites: CSCE 574.

CSCE 780 - Knowledge Representation (3 Credits)
Representation techniques and languages for symbolic knowledge, including predicate calculus, frame-based systems, and terminological systems; computer reasoning using these systems.
Prerequisites: CSCE 580.

CSCE 781 - Knowledge Systems (3 Credits)
Expert system domains, knowledge representation techniques, inference engines, and knowledge acquisition methods.
Prerequisites: CSCE 580.

CSCE 782 - Multiagent Systems (3 Credits)
Coordinated problem solving by multiple knowledge systems.
Prerequisites: CSCE 580.

CSCE 784 - Neural Information Processing (3 Credits)
Mathematical foundations of biological and artificial neural networks, supervised and unsupervised systems, applications.
Prerequisites: MATH 526 or MATH 544.

CSCE 787 - Introduction to Fuzzy Logic (3 Credits)
Principles of fuzzy set theory, fuzzy relations, and fuzzy logic; fuzzy "if-then" rules.
Prerequisites: MATH 174.

CSCE 790 - Topics in Information Technology (1-3 Credits)
Reading and research on selected topics in information technology. Course content varies and will be announced in the schedule of courses by title. May be repeated for credit as topics vary.

CSCE 791 - Seminar in Advances in Computing (1 Credit)
Technical writing and presentations in major computing research areas; ethics in research and writing.

CSCE 793 - Internship in Software Engineering (1 Credit)

CSCE 797 - Individual Study and Research (1-12 Credits)
Individual research to be arranged with the instructor.

CSCE 798 - Directed Study and Research (1-12 Credits)
Individual research to be arranged with the instructor.

CSCE 799 - Thesis Preparation (1-12 Credits)

CSCE 813 - Internet Security (3 Credits)
Study security threats and prevention/detection/response techniques on the Internet, including hackers, masqueraders, information spoofing, sniffing, and distribution of damaging software. Security analysis of Web applications.
Prerequisites: CSCE 522 and CSCE 715.

CSCE 814 - Distributed Systems Security (3 Credits)
Security mechanisms of distributed software systems, including cryptographic applications. Secure multiparty computation, group-based cryptography, and security mechanisms for emerging distributed architectures.
Prerequisites: CSCE 522.

CSCE 815 - Computer Communications (3 Credits)
Contemporary computer communication protocols and network architectures.
Prerequisites: CSCE 515 or CSCE 516.

CSCE 818 - Top-Down VLSI Design (3 Credits)
VLSI system design automation, hardware description language-based design, multi-methodology design, and introduction to HDL support tools.
Prerequisites: CSCE 611 or CSCE 612.

CSCE 819 - Custom VLSI Design (3 Credits)
Custom design methodology design rules, stick notation, logic synthesis, and circuit layout; symbolic layout languages; introduction to CAD tools.
Prerequisites: CSCE 611 or CSCE 612.

CSCE 821 - Distributed Database Design (3 Credits)
Architecture, design, and implementation of distributed database management systems; data fragmentation, replication, and allocation; query processing and transaction management; distributed object database management systems.
Prerequisites: CSCE 520.

CSCE 822 - Data Mining and Warehousing (3 Credits)
Information processing techniques and mathematical tools to assemble, access, and analyze data for decision support and knowledge discovery.
Prerequisites: CSCE 520.

CSCE 824 - Secure Database Systems (3 Credits)
Prerequisites: CSCE 520.

CSCE 522.

Prerequisites:

MATH 526 or MATH 544.

CSCE 580.

CSCE 611 or CSCE 612.
Engineering. Example concentrations include knowledge representation
and reasoning, computer vision, natural language processing, reasoning
under uncertainty, and machine learning.

Degree Requirements (12 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 580</td>
<td>Artificial Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 582</td>
<td>Bayesian Networks and Decision Graphs</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 587</td>
<td>Big Data Analytics</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 768</td>
<td>Pattern Recognition and Classification</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 771</td>
<td>Computer Processing of Natural Language</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 774</td>
<td>Robotics Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 780</td>
<td>Knowledge Representation</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 822</td>
<td>Data Mining and Warehousing</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 883</td>
<td>Machine Learning</td>
<td>3</td>
</tr>
<tr>
<td>Other courses</td>
<td>as approved by the advisor and graduate director</td>
<td></td>
</tr>
<tr>
<td>Total Credit</td>
<td>Hours</td>
<td>12</td>
</tr>
</tbody>
</table>

1 At least 9 hours of additional courses must be selected with the approval of the advisor and graduate director. Up to 6 hours of appropriate courses may be taken from other departments and/or by transfer credit.

Computer Engineering, M.S.

Learning Outcomes

- Graduates should demonstrate the skills to develop and implement information security and information assurance policies and procedures.
- Graduates should demonstrate the ability to identify technical solutions to meet information security requirements.
- At the time of graduation a Master of Science/Engineering student should be able to describe the techniques and principles for the development of high performance computer systems, describe the details of extant computer architectures, and quantitatively analyze aspects of computer architecture and draw conclusions about performance.
- At the time of graduation a Master of Science/Engineering student should be able to use models of languages, such as regular expressions and context-free grammars, to develop parsers for specific languages and construct intermediate representations such as abstract syntax trees.
- At the time of graduation a Master of Science/Engineering student should be able to work with basic aspects of discrete math related to the analysis of algorithms and data structures, e.g., sums, probability, basic properties of trees and graphs, asymptotic analysis and amortized analysis.
- At the time of graduation a Master of Science/Engineering student should be able to integrate components to form coherent well designed system.

Degree Requirements (30 Hours)

The Master of Science in Computer Engineering (MSCE) degree requires 30 credit hours beyond the BS. Students in the MSCE program may elect either the thesis or the non-thesis option.
### Coursework

**Core (10 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 513</td>
<td>Computer Architecture</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 611</td>
<td>Advanced Digital Design</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 750</td>
<td>Analysis of Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 791</td>
<td>Seminar in Advances in Computing</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

10

**Electives (20 Hours)**

- A maximum of six hours in non-CSCE courses approved by the Graduate Director and at most three hours of CSCE 798 may be applied toward the degree. CSCE 797 may not be applied toward the degree.

Students who choose the non-thesis option must complete 6 hours from the following list:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 512</td>
<td>System Performance Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 516</td>
<td>Computer Networks</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 569</td>
<td>Parallel Computing</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 574</td>
<td>Robotics</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 613</td>
<td>Fundamentals of VLSI Chip Design</td>
<td>3</td>
</tr>
</tbody>
</table>

**Thesis Option**

Students who choose the thesis option must substitute 6 hours of thesis preparation (CSCE 799) for electives and defend the thesis in a public presentation. The electives must also include at least 8 hours in CSCE courses numbered 700 and above.

**Non-Thesis Option**

Students who choose the non-thesis option must complete at least 11 of the 20 hours of electives in CSCE courses numbered 700 and above, and pass a written comprehensive examination administered at the end of Fall or Spring semester.

### Degree Requirements (60 Post-Baccalaureate Hours)

Requirements for the Ph.D. degree in Computer Engineering fall into four categories: course requirements, the qualifying examination, the comprehensive examination, and the dissertation.

#### Core (10 Hours)

The coursework must include the following core courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>CSCE 750</td>
<td>Analysis of Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 791</td>
<td>Seminar in Advances in Computing</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

10

#### Computer Engineering Elective (3 Hours)

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 512</td>
<td>System Performance Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 516</td>
<td>Computer Networks</td>
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<tr>
<td>CSCE 569</td>
<td>Parallel Computing</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 574</td>
<td>Robotics</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 613</td>
<td>Fundamentals of VLSI Chip Design</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

3

#### Dissertation Preparation (12 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 899</td>
<td>Dissertation Preparation</td>
<td>12</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

12

#### Advanced CSCE Electives (20 Hours)

In addition to the above requirements, students must complete 20 hours in CSCE courses numbered 700 or above.

#### Other Electives (15 Hours)

- In addition to the above requirements, students must complete 15 hours of CSCE courses numbered above 500.
- Graduate level courses from other departments, with approval from Graduate Director, can satisfy this requirement.
- Students who enter the program with a Master's degree in Computer Engineering are exempt from this requirement.

Note: Students entering the program without a Masters degree are encouraged to enroll concurrently in and earn an MS in Computer Engineering.

At most 9 hours of CSCE 798 and not more than 12 hours of CSCE 899 may be applied toward the degree. Neither CSCE 797 nor CSCE 799 may be applied toward the degree.

The student's dissertation committee must approve the program of study, so this committee should be formed as early in a student's course of study as possible. Prior to admission to candidacy, the student is required to pass a written qualifying examination. This examination is designed to test fundamental knowledge and conceptual understanding of the mainstream areas of computer engineering. The Ph.D. comprehensive examination combines a written and an oral examination and seeks...
to discover whether the student has a sufficiently deep understanding of topics in the area of interest to carry out the proposed research. The dissertation committee, which also will make the final decision on whether the student has passed, constructs the research component. The oral examination is an in-depth test on the subject matter related to the student’s dissertation topic and written exam. The committee may also examine the student on any other material it deems relevant. After completing the research and writing the dissertation, the student must defend the work in a public presentation.

Computer Science, M.S.

Learning Outcomes

• At the time of graduation a Master of Science/Engineering student should be able to describe the techniques and principles for the development of high performance computer systems.
• At the time of graduation a Master of Science/Engineering student should be able to describe the details of extant computer architectures.
• At the time of graduation a Master of Science/Engineering student should be able to quantitatively analyze aspects of computer architecture and draw conclusions about performance.
• At the time of graduation a Master of Science/Engineering student should be able to use models of languages, such as regular expressions and context-free grammars, to develop parsers for specific languages and construct intermediate representations such as abstract syntax trees.
• At the time of graduation a Master of Science/Engineering student should be able to decorate abstract syntax trees according to the scope and type rules of a language, and use the decorated tree to generate intermediate code.
• At the time of graduation a Master of Science/Engineering student should be able to recognize optimizations that compilers apply to transform intermediate code into more efficient code.
• At the time of graduation a Master of Science/Engineering student should be able to work with basic aspects of discrete math related to the analysis of algorithms and data structures, e.g., sums, probability, basic properties of trees and graphs, asymptotic analysis and amortized analysis.
• At the time of graduation a Master of Science/Engineering student should be able to analyze the time and space resources used by complex algorithms.
• At the time of graduation a Master of Science/Engineering student should be able to analyze the time and space resources used by complex algorithms.
• At the time of graduation a Master of Science/Engineering student should be able to use high-order principles of algorithm construction, e.g., divide-and-conquer, dynamic programming, greedy algorithms, graph algorithms.
• At the time of graduation a Master of Science/Engineering student should be able to understand the concept of NP-completeness and be able to find simply polynomial reductions between decision problems.
• At the time of graduation a Master of Science/Engineering student should be able to integrate components to form coherent well designed system.
• At the time of graduation a Master of Science student should be able to independently explore a research topic.

Degree Requirements (30 Hours)
The Master of Science in Computer Science (MSCS) degree requires 30 credit hours beyond the BS. Students in the MSCS program may elect either the thesis or the non-thesis option. The course work must include:

Core (10 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 513</td>
<td>Computer Architecture</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 531</td>
<td>Compiler Construction</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 750</td>
<td>Analysis of Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 791</td>
<td>Seminar in Advances in Computing</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credit Hours 10

Electives (20 hours)

A maximum of six hours in non-CSCE courses and at most three hours of CSCE 798 may be applied toward the degree. CSCE 797 may not be applied toward the degree.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 799</td>
<td>Thesis Preparation</td>
<td>1-12</td>
</tr>
</tbody>
</table>

Total Credit Hours 1-12

Thesis Option

Students who choose the thesis option may substitute 6 hours of thesis preparation (CSCE 799) for electives. In addition, students must complete at least 12 hours in CSCE courses numbered 700 and above, and defend the thesis in a public presentation.

Non-Thesis Option

Students who choose the non-thesis option must complete at least 15 hours in CSCE courses numbered 700 and above, and pass a written comprehensive examination offered at the end of Fall and Spring semesters.

Computer Science, Ph.D.

Learning Outcomes

• Students will demonstrate knowledge of computer architecture.
• Students will demonstrate knowledge of compiler construction.
• Students will demonstrate knowledge of the theory of computation.
• Students will demonstrate knowledge of the analysis of algorithms.
• At the time of graduation a Doctor of Philosophy student should be able to perform research involving computer systems for the solution of problems.
• At the time of graduation a Doctor of Philosophy student should be able to formulate problems in their research area that are challenging and of wide interest in the area.
• At the time of graduation a Doctor of Philosophy student should be able to actively contribute to the research in their area.
• At the time of graduation a Doctor of Philosophy student should be able to communicate effectively about their research in computer science and engineering.
Degree Requirements (60 Post Baccalaureate Hours)

Requirements for the Ph.D. degree in computer science fall into four categories: course requirements, the qualifying examination, the comprehensive examination, and the dissertation.

Core (13 hours)
The coursework must include the following core courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 513</td>
<td>Computer Architecture</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 531</td>
<td>Compiler Construction</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 551</td>
<td>Theory of Computation</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 750</td>
<td>Analysis of Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 791</td>
<td>Seminar in Advances in Computing</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

Dissertation Preparation (12 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 899</td>
<td>Dissertation Preparation</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Advanced CSCE Electives (20 hours)
- In addition to the above requirements, students must complete 20 hours in CSCE courses numbered 700 or above.

Other Electives (15 hours)
- In addition to the above requirements, students must complete 15 hours of CSCE courses numbered above 500.
- Graduate level courses from other departments, with approval from Graduate Director, can satisfy this requirement.
- Students who enter the program with a Master's degree in Computer Science are exempt from this requirement.

Note: Students entering the program without a Masters degree are encouraged to concurrently enroll in and earn an MS in Computer Science.

At most 9 hours of CSCE 798 and not more than 12 hours of CSCE 899 may be applied toward the degree. Neither CSCE 797 nor CSCE 799 may be applied toward the degree.

The student's dissertation committee must approve the program of study, so this committee should be formed as early in a student's course of study as possible. The dissertation committee must consist of not fewer than 5 members, including one external member outside the Department of Computer Science and Engineering.

Prior to admission to candidacy, the student is required to pass a written qualifying examination. This examination is designed to test fundamental knowledge and conceptual understanding of the mainstream areas of computer science and engineering.

The Ph.D. comprehensive examination combines a written and an oral examination and seeks to discover whether the student has a sufficiently deep understanding of topics in the area of interest to carry out the proposed research. The written examination consists of two portions: the core, including architecture, algorithms, theory and compiler construction; and the research area of the student. The core portion is constructed and graded by the faculty as a whole. The dissertation committee, which will also make the final decision on whether the student has passed, constructs the research component. The oral examination is an in-depth test on the subject matter related to the student’s dissertation topic and written exam. The committee may also examine the student on any other material it deems relevant. After completing the research and writing the dissertation, the student must defend the work in a public presentation.

Cyber Security Studies, Certificate

Learning Outcomes

- At the time of graduation a Certificate of Graduate Studies in Cyber Security Studies student should be able to understand individual’s privacy rights, related laws and regulations, and the use of information assurance technology to support the enforcement of these rights.
- At the time of graduation a Certificate of Graduate Studies in Cyber Security Studies student should be able to describe national and international aspects of information assurance activities, related laws and policies, and develop information security measures that satisfy national and international restrictions and regulations.
- At the time of graduation a Certificate of Graduate Studies in Cyber Security Studies student should be able to apply fundamental information assurance principles to perform information security risk analysis.
- At the time of graduation a Certificate of Graduate Studies in Cyber Security Studies student should be able to analyze and verify security properties of network security designs.
- At the time of graduation a Certificate of Graduate Studies in Cyber Security Studies student should be able to communicate with and provide support to investigate personnel in incident handling activities.
- At the time of graduation a Certificate of Graduate Studies in Cyber Security Studies student should be able to describe national and international aspects of information assurance activities, related laws and policies, and develop information security measures that satisfy national and international restrictions and regulations.
- At the time of graduation a Certificate of Graduate Studies in Cyber Security Studies student should be able to design, implement, evaluate, and maintain information assurance policies and mechanisms, perform audit procedures, and educate end users about information assurance.
- At the time of graduation a Certificate of Graduate Studies in Cyber Security Studies student should be able to: communicate with and provide support to investigative personnel in incident handling activities.
Certificate Requirements (12 Hours)
The graduate certificate program in Cyber Security Studies requires at least 12 hours of graduate study, at least half of which must be courses at the 700-level or above with the CSCE designator, completed within a period of six years before the award of the certificate.

Core Courses (6 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE 522</td>
<td>Information Security Principles</td>
<td>3</td>
</tr>
<tr>
<td>CSCE 715</td>
<td>Network Systems Security</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 6

Additional Courses (6 Hours)
At least 6 hours of additional courses must be selected with the approval of the director of graduate studies. Up to 6 hours of appropriate courses may be taken from other departments and/or by transfer credit.

Electrical Engineering
Department Website (https://www.sc.edu/study/colleges_schools/engineering_and_computing/departments/electrical_engineering/)
Roger Dougal, Chair

Graduate programs of the Department of Electrical Engineering emphasize research-oriented graduate study through the Doctor of Philosophy (Ph.D.) and Master of Science (M.S.) programs, and professional development through the Master of Engineering (M.E.) program. Financial assistance is available for the EE graduate students pursuing Ph.D. and M.S. degrees, but applicants should be aware that both financial assistance and the availability of faculty to supervise research are decided on a highly competitive basis.

APOGEE (A Program of Graduate Engineering Education) provides a mechanism for qualified engineers to earn a graduate-level degree while maintaining full-time employment. The program delivers graduate courses through a media-based system incorporating television, videotapes, the Internet, digital video, and periodic visits to campus.

The electrical engineering department is currently highly ranked in both program quality and faculty research productivity in the South (as per National Research Council), and strives to prepare the graduate students for highly successful careers in academia, industry, and government laboratories.

Research Focus Areas
The EE Department’s core research expertise is in the following areas:

- Power and Energy Systems
- Communication and Electromagnets
- Electronic Materials and Devices
- Decision and Control

Admission Requirements
Requirements for admission to graduate degree programs in electrical engineering (M.E., M.S., Ph.D.) include the general admission requirements of The Graduate School as well as more stringent departmental requirements, as described below. In general, the admissions process is highly competitive. Admissions decisions are based on the quality of the applicant’s previous university-level academic work (as reflected by grade point average, or GPA), letters of recommendation (at least two letters are required for evaluation), GRE scores, and other evidence of past accomplishments.

For admission to the M.E., M.S., and Ph.D. degree programs in electrical engineering, applicants normally hold the B.S. degree in electrical engineering from an ABET-accredited engineering program. Students holding B.S. degrees may apply for direct admission to the doctoral program; it is not necessary to complete a master’s degree first. Applicants with degrees (B.S. or higher) in other engineering disciplines or physics may be admitted with additional remedial course requirements in electrical engineering at the undergraduate level. Remedial courses will typically include the prerequisites for required graduate courses, and may include additional courses in mathematics. The detailed specification of course requirements and substitutions of courses from other universities will be considered on a case-by-case basis.

M.S. and Ph.D. applicants are strongly encouraged to distinguish their area of specialization when applying to the Graduate Program in order to identify a Research Advisor. The M.S. and Ph.D. applicants must secure an advisor who is willing to supervise him or her before being admitted into the program.

GRE scores must be submitted by all applicants to Electrical Engineering graduate programs. Students who have obtained a BS degree from the University of South Carolina and are applying for the ME program are exempt from the GRE requirement. International applicants must also submit TOEFL or IELTS Intl. Academic Course Type 2 exam scores. All applicants should submit a statement of purpose (or similar essay) that describes the applicant’s background, research interests, and whether or not financial aid is required. For students seeking a research-oriented degree (M.S. or Ph.D.), a preliminary contact with a research advisor is strongly suggested.

Typical successful students have GRE scores of at least 153 (verbal), 155 (quantitative), and 3.0 (analytical). A TOEFL score greater than 80 (internet-based) or 570 (paper-based) is also required by the Graduate School. The typical overall band score on the IELTS Intl. Academic Course Type 2 exam is 6.5.

Programs
- Electrical Engineering, M.E. (p. 1070)
- Electrical Engineering, M.S. (p. 1071)
- Electrical Engineering, Ph.d. (p. 1071)

Courses
ELCT 510 - Photovoltaic Materials and Devices (3 Credits)
Fundamentals of photovoltaic solar cell technologies. Design and operation of solar cells, including efficiency analysis and cost benefit. Applications to green and sustainable energy systems.
Prerequisites: C or better in ELCT 363.

ELCT 521 - Introduction to Microwaves (3 Credits)
Introduction to plane electromagnetic wave propagation, transmission lines, transmission line equations, input impedance, waveguides and cavities, antennas and antenna arrays, microwave modeling.
Prerequisites: ELCT 361 or PHYS 504.
ELCT 530 - Industrial Controls (3 Credits)
The embedded electronics and software used in data acquisition, and process and instrument control in an industrial or manufacturing environment.
Prerequisites: ELCT 331.

ELCT 531 - Digital Control Systems (3 Credits)
Analysis and design of discrete-time control systems, implementation of control systems using digital electronic systems. Applications to electrical systems.
Prerequisites: ELCT 331.

ELCT 533 - System Health Management (3 Credits)
Sensing, data acquisition, and data processing for evaluation of performance and system health. Integration and implementation of health management systems.
Prerequisites: ELCT 321 or equivalent.

ELCT 541 - Sensors for Biomedicine (3 Credits)
Operating principles and design of bioelectric sensors and sensor systems for medical applications.
Prerequisites: C or better in ELCT 361, ELCT 363 and ELCT 371.

ELCT 551 - Power Systems Design and Analysis (3 Credits)
Transmission line design, load flow, and short circuit analysis of power systems.
Prerequisites: ELCT 331.

ELCT 553 - Electromechanical Energy Conversion (3 Credits)
Analysis and design of electromechanical energy conversion systems, including electrical machines and electronic drives.
Prerequisites: ELCT 331, ELCT 361.

ELCT 554 - Integration of Photovoltaics in Modern Power Systems (3 Credits)
Analysis and design of power systems in presence of photovoltaic generation with focus on protection systems, control, power quality.
Prerequisites: ELCT 551.

ELCT 559 - Special Topics in Distributed Energy Resources for Electric Energy Systems (3 Credits)
Special topics in distributed energy resources for modern electrical energy systems. Course content varies and will be announced in the schedule of classes by title. May be repeated as topics vary.
Prerequisite or Corequisite: ELCT 551.

ELCT 561 - Wireless Communications (3 Credits)
Fourier techniques and stochastic processes review, multiple access & cellular techniques, signal space representations for signals and noise, baseband modulations and optimal receivers in additive white Gaussian noise, bandpass and higher-order modulations, mobile & wireless propagation channel characteristics, effects of bandlimiting & distortion mitigation, diversity techniques.
Prerequisites: ELCT 332, ELCT 361.

ELCT 562 - Semiconductor Electronic Devices (3 Credits)
Basic semiconductor material properties. Principles and characteristics of semiconductor p-n junction and Schottky diodes, field-effect transistors (JFETs, MESFETs, and MOSFETs), and bipolar junction transistors.
Prerequisites: ELCT 363 or equivalent.

ELCT 564 - RF Circuit Design for Wireless Communications (3 Credits)
RF design fundamentals, lumped elements, transmission line theory, transmission lines and waveguides, S-parameters, impedance matching, microwave resonators.
Prerequisites: ELCT 361.

ELCT 566 - Semiconductor Optoelectronics (3 Credits)
Basic semiconductor material optical properties. Principles and structures of semiconductor lasers, Light Emitting Diodes, and photodetectors.
Prerequisites: ELCT 363 or equivalent.

ELCT 572 - Power Electronics (3 Credits)
Basic analysis and design of solid-state power electronic devices and circuitry.
Prerequisites: ELCT 371, ELCT 331.

ELCT 574 - Semiconductor Materials and Device Characterization (3 Credits)
Semiconductor material and device characterization; resistivity, carrier and doping density, contact resistance, Schottky barriers, series resistance, defects, trapped charges, and carrier lifetime.
Prerequisites: ELCT 363 or equivalent.

ELCT 582 - Semiconductor Laboratory (3 Credits)
Prerequisite: ELCT 363.

ELCT 732 - Radio Propagation & Wireless Channel Modeling (3 Credits)
Prerequisites: ELCT 562 or successful completion of undergraduate courses in electromagnetics, probability/statistics, and linear system theory.

ELCT 751 - Advanced Power Systems Analysis (3 Credits)
Network analysis methods suitable for computer implementation. System studies, including load-flow analysis, short-circuit analysis, and state estimation.
Prerequisites: ELCT 551.

ELCT 753 - Electrical Drives (3 Credits)
Dynamics of electrical machine and space phasor theory. Analysis and design of control architecture for electrical motors.
Prerequisites: ELCT 553.

ELCT 761 - Fundamental Electromagnetics (3 Credits)
Theorems and principles of EM theory. Maxwell's equations, vector and scalar potentials. Solution to Maxwell's equation in one-, two-, and three-dimensions. Green's functions and theorems with applications to radiation and guided-wave propagation.
Prerequisites: ELCT 361.

ELCT 762 - Signal Integrity for High Speed Circuits (3 Credits)
The concept of signal integrity for high speed circuits, signal parameters, transmission lines, I/O buffer models, clock schemes, serial data, package/die/connector modeling, I/O power delivery, and measurement.
Prerequisites: ELCT 561 or equivalent.
ELCT 763 - Semiconductor Device Modeling and Simulation (3 Credits)
Computer-aided semiconductor device modeling and simulation; Technology Computer-Aided Design (TCAD) tools for modern semiconductor devices.

ELCT 766 - Solid-State Lighting (3 Credits)
Solid-state light sources converting electricity directly into light and their societal impacts. Includes principles, fabrication, and applications of solid-state lamps and lighting systems.
Prerequisites: ELCT 566.

ELCT 771 - Optical Communications: Devices and Systems (3 Credits)
Principles of optical communications, optical signal modulation, optoelectronic devices for optical communications.
Prerequisites: ELCT 361, ELCT 363, and ELCT 581.

ELCT 772 - Advanced Power Electronics (3 Credits)
Advanced topics in power electronics to include rectifiers, inverters, resonant and soft switching converters, power converter system stability issues.
Prerequisites: ELCT 572.

ELCT 774 - Advanced Semiconductor Characterization (3 Credits)
Advanced semiconductor material characterization; Hall effect and mobility measurements, optical characterization, scanning probe microscopy, electron microscopy, X-Ray diffraction techniques; nanoscale characterization techniques.
Prerequisites: ELCT 574.

ELCT 782 - Power Semiconductor Devices (3 Credits)
The function and theory of operation of power semiconductor devices.
Prerequisites: ELCT 363.

ELCT 797 - Research (1-12 Credits)
Individual research to be arranged with the instructor.

ELCT 799 - Thesis Preparation (1-12 Credits)
The analysis and synthesis of linear, nonlinear, and discrete control systems employing the state space approach.
Prerequisites: ELCT 331.

ELCT 837 - Modern Control Theory (3 Credits)
Principles and technology involved in the growth of both bulk and thin films of advanced semiconductor materials used in the fabrication of next generation electronic devices. Topics include principles of crystal growth, types of defects, and defect generation mechanisms.
Prerequisites: ELCT 563.

ELCT 870 - Computing Methods for System Simulation (3 Credits)
Use and development of computer software applications for modeling and simulation of energy systems.
Prerequisites: ELCT 761, ELCT 766, ELCT 771, ELCT 775.

ELCT 871 - Advances in Semiconductor Devices (3 Credits)
Current topics in semiconductor devices.
Prerequisites: ELCT 771.

ELCT 874 - Advanced Semiconductor Materials (3 Credits)
Current topics in semiconductor devices.
Prerequisites: ELCT 766, ELCT 771, ELCT 775.

ELCT 881 - Advances in Pulsed Power (3 Credits)
Current topics in pulsed power.
Prerequisites: ELCT 781.

ELCT 882 - High-Speed Semiconductor Devices (3 Credits)
Physics of Negative Differential Resistance devices, 2D-electron gas and quantum wells; principles and characteristics of heterostructure field-effect transistors and bipolar transistors, heterostructure light-emitting diodes, lasers, and photodetectors.
Prerequisites: ELCT 581 or PHYS 512.

ELCT 883 - Power Systems Stability and Control (3 Credits)
Power system transient and dynamic stability analysis. Power system control, including excitation systems, automatic generation control and boiler-turbine-generator models.
Prerequisites: ELCT 751.

ELCT 891 - Selected Topics in Electrical Engineering (3 Credits)
Prerequisites: ELCT 751.

ELCT 897 - Directed Individual Study (1-3 Credits)
Approved plan of study must be filed.

ELCT 899 - Dissertation Preparation (1-12 Credits)

Electrical Engineering, M.E.

This degree is intended to enhance professional career opportunities by building depth of knowledge within selected electrical engineering sub-specialties. The degree requires 30 hours of course work beyond the B.S.

Learning Outcomes

- Become a specialist in a subdiscipline by successfully planning and executing a program of study in an area of interest.
- Ability to execute research or development in a specific area of interest.
• Ability to solve sophisticated engineering problems that require integration of knowledge and skills gained in multiple graduate courses.

Degree Requirements (30 Hours)
30 hours of graduate coursework tailored to the student’s professional interests and selected with approval from the student’s academic advisor so as to build depth of knowledge in at least one area, with not less than 15 hours being taken from ELCT courses at the 700-level or above.

Restrictions
• Not fewer than 15 hours taken from ELCT courses at the 700-level or above
• Not more than 6 hours of ELCT 897
• Not more than 6 hours of non-ELCT courses
• ELCT 797 - Research cannot be counted toward degree requirements
• Any changes to an approved program of study require approval of the graduate director and must be made at least one semester before graduation.

Additional Degree Requirements
The Comprehensive Exam, administered by the student’s academic advisor and one other faculty member from the student’s specialty area, must be passed at least 60 days prior to graduation.

Electrical Engineering, M.S.
This degree is intended to prepare students to perform advanced projects in a specific area of interest within the scope of research in the electrical engineering department. The degree requires 24 hours of course work beyond the BS and 6 hours of thesis preparation. Thesis preparation hours represent time spent by the student working closely with their advisor on a mutually-agreeable topic.

Learning Outcomes
• Become a specialist in a subdiscipline by successfully planning and executing a program of study in an area of interest.
•Ability to execute research or development in a specific area of interest.
• Ability to solve sophisticated engineering problems that require integration of knowledge and skills gained in multiple graduate courses.

Degree Requirements (30 Hours)
24 hours of graduate coursework (excluding thesis preparation hours) tailored to the student’s research interests and selected with approval from the student’s thesis advisor so as to build depth of knowledge in a focus area.

Course       Title            Credits
ELCT 799    Thesis Preparation 6

Restrictions
• Minimum of 12 hours taken from ELCT courses at the 700-level or above, exclusive of thesis preparation hours
• Not more than 6 hours of ELCT 897
• Not more than 6 hours of non-ELCT courses
• ELCT 797 - Research cannot be counted toward degree requirements

Any changes to an approved program of study require approval of the graduate director and must be made at least one semester before graduation.

Additional Degree Requirements
The Comprehensive Exam consists of a public presentation of the thesis topic followed by a private oral exam administered by the student’s Thesis Advisor and Second Reader.

Electrical Engineering, Ph.D.
The general requirements for the Ph.D. degree in Electrical Engineering are equivalent to those of The Graduate School.

Learning Outcomes
• An expertise in their specialty area that is requisite for conducting research in that area.
• An understanding of fundamental concepts and an ability to solve problems in their major area of research.
• An ability to solve basic problems in related areas of research other than their major area.
• Demonstrate an ability to perform research in one of the major areas of the department.
• Demonstrate an understanding of the discovery and innovation process as it relates to electrical engineering.
• Demonstrate the ability to describe complex ideas to others.

Degree Requirements
Students entering the Ph.D. program with a B.S. degree are required to complete a minimum of 48 hours of course work and 12 hours of dissertation preparation. At least 24 hours of coursework must be in the major and the level of 700 or above.

Students entering into the Ph.D. program with an approved M.S. or M.E. degree are required to complete 18 hours of course work and 12 hours of dissertation preparation. At least nine hours of coursework must be at the level of 700 or above.

The Program of Study (POS) must be defined in consultation with the student’s advisor and approved by the graduate director. Changes in the POS require permission of the student’s advisor and approval of the Graduate Director. Any such changes must be approved before the beginning of a student’s final semester.

Not more than 12 hours of ELCT 797 and not more than six hours of ELCT 897 may be approved. Ph.D. students conducting research in the area of Signal Integrity are required to complete three credit hours of ELCT 897.

Additional Requirements
Ph.D. Students must take and pass a Qualifying Examination within three academic semesters of initial enrollment in the program. The exam will be administered by a departmental committee for the purpose of ascertaining that the student has mastered the essentials of electrical engineering. Details of the exam format and contents will be made available to the concerned students well in advance of the exam.

Students are allowed to take the qualifying exam not more than twice.

Students must be admitted to Ph.D. Candidacy at least one year before graduation. Admission to candidacy requires passing the qualifying Exam
and filing an approved Program of Study. Each Ph.D. student must write and present a dissertation proposal and have it approved by his/her advisory committee, which constitutes the Comprehensive Exam. The dissertation proposal and its presentation must delineate the scope and depth of the original research that the student proposes to undertake.

**Engineering Management, M.S.**

**Learning Outcomes**
- Graduates will demonstrate the expertise to supervise and lead teams of engineers and other technical personnel, to perform to meet project objectives and to lead the negotiation teams.
- Graduates will demonstrate the expertise to analyze risk in engineering projects.

**Degree Requirements**

Students may follow one of the following three tracks: General, Cyber Security, and Energy. For the M.S. degree, 30 credit hours are required. At least 15 course credit hours must be 700-level or higher. A non-thesis option is available for the General track only.

**General Track Program of Study**

**Required Courses (12 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECIV 707</td>
<td>Management of Engineering Projects</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 708</td>
<td>Engineering Risk and Reliability</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 702</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>JOUR 790</td>
<td>Topics in Mass Communication</td>
<td>1-6</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 10-15

**Business Electives (9 Hours)**

Select three of the following:

- ACCT 728 Financial Accounting
- IBUS 734 International Business Negotiations
- MGMT 718 Management of Human Resources
- MGMT 770 Competing Through People
- MKTG 701 Marketing Management

**Total Credit Hours** 9

**Engineering and Computing Elective (3 Hours)**

Select one of the following technical courses or an approved 500-level or above course:

- CSCE 522 Information Security Principles
- CSCE 715 Network Systems Security
- CSCE 727 Information Warfare
- CSCE 790 Topics in Information Technology
- ECHE 573 Next Energy
- ECHE 789 Selected Topics in Chemical Engineering
- ECIV 790 Selected Topics in Civil Engineering
- ELCT 510 Photovoltaic Materials and Devices
- ELCT 891 Selected Topics in Electrical Engineering
- EMCH 529 Sustainable Design and Development

**Cyber Security Track Program of Study**

**Required Courses (9 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECIV 707</td>
<td>Management of Engineering Projects</td>
<td>3</td>
</tr>
<tr>
<td>or ECIV 708</td>
<td>Engineering Risk and Reliability</td>
<td></td>
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<tr>
<td>LAWS 702</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>JOUR 790</td>
<td>Topics in Mass Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 9

**Business Electives (9 Hours)**

Select three of the following:

- ACCT 728 Financial Accounting
- IBUS 734 International Business Negotiations
- MGMT 718 Management of Human Resources
- MGMT 770 Competing Through People
- MKTG 701 Marketing Management

**Total Credit Hours** 9

**Cyber Security Elective Courses (6 Hours)**

Select two of the following:

- CSCE 522 Information Security Principles
- CSCE 715 Network Systems Security
- CSCE 727 Information Warfare

**Total Credit Hours** 6

**Thesis Preparation (6 Hours)**

The Thesis Preparation requires a thesis related to cyber security. The course number for the thesis will be specific to the department in which the research is conducted (CSCE 799, ECIV 799, ELCT 799, or EMCH 799).

**Energy Track Program of Study**

**Required Courses (9 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECIV 707</td>
<td>Management of Engineering Projects</td>
<td>3</td>
</tr>
<tr>
<td>or ECIV 708</td>
<td>Engineering Risk and Reliability</td>
<td></td>
</tr>
<tr>
<td>LAWS 702</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>JOUR 790</td>
<td>Topics in Mass Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 9

**Business Electives (9 Hours)**

Select three of the following:

- ACCT 728 Financial Accounting
Health Information Technology, M.H.I.T.

Robert G. Brookshire, Ph.D., Director of Graduate Studies in Health Information Technology

Ronnie D. Horner, Ph.D., Department Chair, Health Services Policy and Management

Elizabeth A. Ragan, Ph.D., Department Chair, Integrated Information Technology

The Masters of Health Information Technology (MHIT) is an interdisciplinary program with the Arnold School of Public Health. The program is housed within the Integrated Information Technology (IIT) Department in the College of Engineering and Computing. This professional degree program prepares students with expertise in management of both health care systems and information technology. It is designed to create a workforce of highly skilled IT experts and managers in healthcare, and to provide leadership and know-how as the USA moves toward a more technologically advanced and efficient healthcare system.

Learning Outcomes

- Students use and apply current technical concepts and practices in the foundational health and information technology domains.
- Students are able to identify and analyze user needs and take them into account in the selection, creation, evaluation and administration of health IT.
- Students are able to integrate health IT based solutions into the user environment effectively.
- Students are able to identify health IT best practices and standards and their application.
- Students are able to assist in the creation of an effective health IT project plan.

Admission Requirements

Beyond completing the normal application process through the graduate school, applicants to the MHIT program must have an undergraduate grade point average (GPA) of at least a 3.0 and submit GRE or GMAT scores. An admissions scorecard will be used to evaluate applicants, weighing the applicant’s GPA, test scores, reference letters, previous professional experience, and career goal statement. This will allow the balancing of test scores, GPA, experience in or motivation for a health IT career, and letters of recommendation. Applicants with prior graduate degrees may be considered for waiver of GRE/GMAT scores on a case-by-case basis.

Degree Requirements (36 Hours)

Students take a combined 36 credit hours of coursework from both the IIT Department and from the Arnold School of Public Health. Students take a core of six courses (18 credit hours), four from IIT and two from the Arnold School’s Department of Health Services Policy and Management. Students then choose four elective courses (12 credit hours), including at least one from Integrated Information Technology and one from the Arnold School of Public Health, and complete an internship of six credit hours.

The required internship (6 credit hours) consists of a minimum of 250 hours of approved health information technology work experience to be completed during the summer. It also requires a research paper, which

### Degree Requirements (36 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IBUS 734</td>
<td>International Business Negotiations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGMT 718</td>
<td>Management of Human Resources</td>
<td></td>
<td></td>
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<tr>
<td>MGMT 770</td>
<td>Competing Through People</td>
<td></td>
<td></td>
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<tr>
<td>MKTG 701</td>
<td>Marketing Management</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Energy Elective Courses (6 Hours)</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Select two of the following:</td>
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<td></td>
</tr>
<tr>
<td>EMCH 791</td>
<td>Selected Topics in Thermal Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECHE 573</td>
<td>Next Energy</td>
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<td></td>
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<tr>
<td>ELCT 510</td>
<td>Photovoltaic Materials and Devices</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thesis Preparation (6 Hours)</td>
<td>6</td>
<td>6</td>
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<tr>
<td></td>
<td>The Energy Track requires a thesis related to energy. Course number for the thesis will be specific to the department in which the research is conducted (CSCE 799, ECIV 799, ELCT 799, or EMCH 799).</td>
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<tr>
<td></td>
<td>Comprehensive Exam</td>
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<tr>
<td></td>
<td>All candidates for a degree in the MS in Engineering Management graduate program must complete a comprehensive assessment that is distinct from program course requirements. A comprehensive assessment requires the student to synthesize and integrate knowledge acquired in coursework and other learning experiences and to apply theory and principles in a situation that approximates some aspect of professional practice or research in the discipline. It must be used as a means by which faculty judge whether the student has mastered the body of knowledge and can demonstrate proficiency in the required competencies. Students in the MS in Engineering Management graduate program will fulfill the comprehensive assessment requirement by successful completion and defense of the thesis. For students completing the Non-thesis Option, the comprehensive exam will be administered by the student’s advisor.</td>
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<tr>
<td></td>
<td>International Concentration</td>
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<td></td>
<td>For the international concentration, the student will have preliminary knowledge of a foreign language. Students will complete three credit hours for language instruction and six credit hours for professional experience in an internship program in a foreign country. The internship program must be approved by the College of Engineering and Computing prior to the student’s departure to the foreign site.</td>
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<tr>
<td></td>
<td>Integrated Information Technology</td>
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<tr>
<td></td>
<td>Department Website <a href="https://sc.edu/study/colleges_schools/engineering_and_computing/study/integrated_information_technology/">https://sc.edu/study/colleges_schools/engineering_and_computing/study/integrated_information_technology/</a></td>
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<tr>
<td></td>
<td>Elizabeth A. Ragan, Chair</td>
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<tr>
<td></td>
<td>The Integrated Information Technology Department offers the Master in Health Information Technology degree.</td>
<td></td>
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<tr>
<td>Programs</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>• Health Information Technology, M.H.I.T. (p. 1073)</td>
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<td></td>
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</tbody>
</table>
Any combination of minimum of three to maximum of 12 credit hours. The integration of work experience with academic research is designed to provide a structured format for students to reflect on their work experience and relate it to content and theory learned across the program.

Courses are conducted online or in a traditional classroom setting offered in the evenings and weekends to fit the schedules of working professionals. Depending on their professional experience and interest, students can tailor their program to gain breadth and depth in either the health or information technology components. Students with undergraduate degrees or extensive professional experience in healthcare would take most of their electives in information technology, while students with undergraduate degrees or experience in information technology would take their electives from the health component.

**Core Courses (18 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEC 747</td>
<td>Management of Health Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 752</td>
<td>Systems Analysis &amp; Design for Health Applications</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 764</td>
<td>Project Management for Health Information</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 770</td>
<td>Health IT Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 700</td>
<td>Approaches and Concepts for Health Administration</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 768</td>
<td>Health Services Administration II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

**Health Electives (3 to 12 Hours)**

Any combination of minimum of three to maximum of 12 credit hours.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 3-12 hours of the following:</td>
<td></td>
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</tr>
<tr>
<td>BIOS 710</td>
<td>Effective Data Management for Public Health</td>
<td></td>
</tr>
<tr>
<td>HSPM 711</td>
<td>Health Politics</td>
<td></td>
</tr>
<tr>
<td>HSPM 712</td>
<td>Health Economics</td>
<td></td>
</tr>
<tr>
<td>HSPM 726</td>
<td>Applied Public Health Law for Administrators</td>
<td></td>
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<tr>
<td>HSPM 730</td>
<td>Financing of Health Care</td>
<td></td>
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<tr>
<td>HSPM 769</td>
<td>Organizational Behavior</td>
<td></td>
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<tr>
<td>HSPM 777</td>
<td>Healthcare Policy and Principles of Health Insurance</td>
<td></td>
</tr>
<tr>
<td>HSPM 791</td>
<td>Selected Topics</td>
<td></td>
</tr>
<tr>
<td>NURS 717</td>
<td>Application of Basic Statistics for Nursing Practice &amp; Service Management</td>
<td></td>
</tr>
<tr>
<td>NURS 734</td>
<td>Conceptual Basis of Health Systems</td>
<td></td>
</tr>
<tr>
<td>NURS 738</td>
<td>Financing of Health Care</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>3-12</strong></td>
</tr>
</tbody>
</table>

**Information Technology Electives (3 to 12 Hours)**

Any combination of minimum of three to maximum of 12 credit hours.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 3-12 hours of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITEC 590</td>
<td>Special Topics in Integrated Information Technology</td>
<td></td>
</tr>
<tr>
<td>ITEC 743</td>
<td>Health Information Privacy and Security</td>
<td></td>
</tr>
<tr>
<td>ITEC 745</td>
<td>Telecommunications for Health Information Technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>3-12</strong></td>
</tr>
</tbody>
</table>

**Mechanical Engineering**

Department Website (https://sc.edu/study/colleges_schools/engineering_and_computing/departments/mechanical_engineering/)

Jamil A. Khan, Chair

The Department of Mechanical Engineering offers programs leading to the Master of Science, Master of Engineering, and Doctor of Philosophy degrees in both mechanical engineering and nuclear engineering. The department, jointly with the Department of Chemical Engineering, offers the Master of Science and Doctor of Philosophy degrees in biomedical engineering. Degree requirements for biomedical engineering are listed under the college offerings at Biomedical Engineering.

Faculty fields of specialization include mechanics and materials, thermal and fluid sciences, dynamics and controls, design and manufacturing, sustainable systems, biomedical engineering, and nuclear engineering. Current research areas include manufacturing (cutting, joining, simulation), fracture mechanics, experimental mechanics (computer vision methods, impact/fracture/creep testing), computational mechanics, biomechanics, MEMS, nanosystems, smart materials and active sensing, structural damage detection and health monitoring, mechatronics, combustion, solidification, sustainable design, production and medical applications of radioisotopes, microstructure-property-processing relationships in high performance/high temperature ceramics and nuclear fuels, advanced reactor design, nuclear space power, and propulsion.

**Bachelor's/Master's Degrees Accelerated Program**

The Bachelor's/Master's Degrees Accelerated Program in Mechanical Engineering allows undergraduate students to complete both the B.S.E. degree and M.E. or M.S. degree in as few as five years. The use of dual credit—courses that can be used toward both degrees—enables acceleration of the program, reducing the total enrollment of the student by one semester.

Mechanical engineering undergraduate students may apply for approval of an accelerated education plan in the semester in which they will complete 90 hours of undergraduate course work. In addition, students must have a sufficient foundation in mechanical engineering course work to enable them to take graduate-level courses. University and department regulations stipulate that applicants must have a minimum GPA of 3.40, both overall and in mechanical engineering courses. Students in the
accelerated program must maintain a GPA of 3.40 while pursuing the B.S.E. degree.

Students applying to this program must submit to The Graduate School a completed "Accelerated Bachelor/Graduate Study Plan Authorization (G-ABGSP)" with endorsements of the undergraduate advisor, the department graduate director, and the department chair. The dean of The Graduate School has final authority for approving accelerated education plans. A "Senior Privilege Course Work Authorization" must be submitted for each semester in which one or more of these courses are taken.

Participation in the accelerated program does not require acceptance into The Graduate School. After completing the B.S.E. degree, students wishing to continue toward a master's degree in mechanical engineering at USC must apply formally to The Graduate School by submitting the appropriate form and required supporting documents. Students in the accelerated program will be eligible for graduate assistantships upon admission to The Graduate School.

Only graduate-level courses (numbered 500 and above, including up to three credit hours of project/research work leading to a master's thesis) satisfying both B.S.E. and master's degree requirements may be used for dual credit. No more than 12 credit hours may be used as dual credit.

Admissions

The Department of Mechanical Engineering offers six graduate degree programs: the Master of Science (M.S.) in mechanical engineering and in nuclear engineering, Master of Engineering (M.E.) in mechanical engineering and in nuclear engineering, and Doctor of Philosophy (Ph.D.) in mechanical engineering and in nuclear engineering. The Graduate School, based on recommendations from the department, grants admissions to these degree programs. All applications to the degree programs must be processed through the Graduate School office on the Columbia campus. Application information and forms can be obtained from the Graduate School's "Future Students" website at http://www.gradschool.sc.edu/futurestudents/index.html (http://www.gradschool.sc.edu/futurestudents/). Applications can be made online at the above website or by submitting the application forms to:

The Graduate School
University of South Carolina
Columbia, SC 29208, U.S.A.

USC admission standards are described in the Graduate Studies Bulletin. Specific admission requirements for graduate degree programs offered by DME are described below.

Admission Requirements

In general, the admission processes for the M.E., M.S., and Ph.D. programs in Mechanical Engineering and in Nuclear Engineering are highly competitive. Admission decisions are based on the quality of the applicant’s previous university-level academic work (as reflected by grade point average or GPA), letters of recommendation, GRE scores, and other evidence of past accomplishments. GRE General Test scores must be submitted by all applicants seeking assistantships and/or tuition support and all applicants applying for a research based degree program (PhD or MS). A typical successful applicant has a GRE-Verbal score of at least 150 (450 prior scale) and GRE-Quantitative score of at least 155 (700 prior scale). Applicants applying for the Masters of Engineering program who graduate with a 3.0 or higher from an ABET accredited engineering program are not required to submit GRE scores.

International applicants must also submit internet based TOEFL (IBT) or IELTS International Academic Course Type 2 exam scores. An IBT minimum score of 80 or an IELTS score of 6.5 or better is required by the graduate school.

Programs

- Aerospace Engineering, M.E. (p. 1079)
- Aerospace Engineering, M.S. (p. 1080)
- Mechanical Engineering, M.E. (p. 1082)
- Mechanical Engineering, M.S. (p. 1082)
- Mechanical Engineering, Ph.D. (p. 1083)
- Nuclear Engineering, M.E. (p. 1083)
- Nuclear Engineering, M.S. (p. 1084)
- Nuclear Engineering, Ph.D. (p. 1085)

Courses

**EMCH 501 - Engineering Analysis I (3 Credits)**
Engineering applications of solution techniques for ordinary and partial differential equations, including Sturm-Liouville theory, special functions, transform techniques, and numerical methods.
**Prerequisites:** MATH 242.

**EMCH 502 - Engineering Analysis II (3 Credits)**
Engineering applications of optimization methods, calculus of variations including approximate methods, and probability concepts.
**Prerequisites:** MATH 242.

**EMCH 507 - Computer-Aided Design (3 Credits)**
Solid modeling using commercial computer-aided design (CAD) applications package to reverse engineer-manufactured parts. Analytical curves and surfaces, transformation matrices, assembly modeling, and computer tools for analyzing parts and mechanisms.
**Prerequisites:** EMCH 201, EMCH 327.

**EMCH 508 - Finite Element Analysis in Mechanical Engineering (3 Credits)**
**Prerequisites:** EMCH 201, EMCH 327.

**EMCH 509 - Computer-Aided Manufacturing (3 Credits)**
Optimizing computer-controlled machining processes, programmable logic controllers (PLCs), motion control of servomechanisms, CNC machining practices and programming, and robotics.
**Prerequisites:** D or better in MATH 241.

**EMCH 516 - Control Theory in Mechanical Engineering (3 Credits)**
An introduction to closed-loop control systems; development of concepts, including transfer function, feedback, frequency response, and system stability by examples taken from mechanical engineering practice; control system design methods.
**Prerequisites:** MATH 242, EMCH 330.
EMCH 520 - Technology Planning (3 Credits)
Assessment of technological needs in the organization; coupling research and development to production; selection and evaluation of the technical project/program; technical planning, resource allocation, direction, and control; effective use and development of the engineering staff; the process of and barriers to technological change; technology, values, and policy. Senior or graduate standing.

EMCH 521 - Concurrent Engineering (3 Credits)
A systematic approach to the mechanical design of products, requiring the concurrent design of all related processes.
Prerequisites: EMCH 327.

EMCH 522 - Design for Manufacture and Assembly (3 Credits)
Product design principles for early consideration of issues to shorten product development time and to ensure smooth transition to manufacturing, thus accelerating time-to-market.
Prerequisites: EMCH 327 and EMCH 377.

EMCH 527 - Design of Mechanical Systems (3 Credits)
Overview of robotics in practice and research: forward and inverse kinematics, statics and dynamics, trajectory generation, control, vision, and reliability analysis, fault trees, event trees, reactor safety, regulatory practice.
Prerequisites: EMCH 327.

EMCH 528 - Product Safety Engineering (3 Credits)
Design considerations and methodologies for products to ensure adequate safeguards for the prevention of accidents, failures, and injuries. Senior standing.

EMCH 529 - Sustainable Design and Development (3 Credits)
System design and development accomplished with consideration of environmental/ecological, economic, and social constraints. Students will be introduced to sustainable design and accomplish a design project. Senior standing.

EMCH 530 - Introduction to Engineering Optimization (3 Credits)
Mathematical formulation of an optimum design problem, introduction to optimum design concepts and multidisciplinary design optimization. Use of mathematical programming methods for unconstrained and constrained minimization for engineering design optimization.
Prerequisites: C or better in MATH 142, Graduate standing.

EMCH 532 - Intermediate Dynamics (3 Credits)
Kinematics and dynamics of particles and rigid bodies using Newtonian mechanics. Work/energy, impulse/momentum, 3-D motion.
Prerequisites: EMCH 332.

EMCH 535 - Robotics in Mechanical Engineering (3 Credits)
Overview of robotics in practice and research: forward and inverse kinematics, statics and dynamics, trajectory generation, control, vision, and motion planning.
Prerequisites: EMCH 332.

EMCH 544 - Compressible Fluid Flow (3 Credits)
Application of the conservation laws of a compressible fluid to isentropic flows, flow with friction, and flows with heating or cooling. Shock and expansion waves. Nozzle and diffuser design.
Prerequisites: EMCH 354.

EMCH 550 - Introduction to Nuclear Safeguards (3 Credits)
International nuclear non-proliferation programs and activities, proliferation risk assessment, and nuclear materials management and safeguards, including physical protection systems, material accounting and control, monitoring, and regulatory issues.
Prerequisites: CHEM 112, CHEM 112L, PHYS 212, PHYS 212L, MATH 241, MATH 242.

EMCH 551 - Nuclear Energy in the Hydrogen Economy (3 Credits)
The current role of nuclear energy in the US and global energy mix will be described and the potential for future growth will be surveyed, particularly in the development of the hydrogen economy.
Prerequisites: EMCH 354.

EMCH 552 - Introduction to Nuclear Engineering (3 Credits)
Radioactivity and nuclear reactions; steady state and transient nuclear reactor theory.

EMCH 553 - Nuclear Fuel Cycles (3 Credits)
Processing of nuclear fuel including fabrication, irradiation, and waste disposal or storage. In-core and out-of-core fuel management. Fuel cycle economics.
Prerequisites: EMCH 552.

EMCH 554 - Intermediate Heat Transfer (3 Credits)
Radiant heat exchange, combined modes of heat transfer, computer techniques in heat transfer analysis and design, environmental heat transfer.
Prerequisites: EMCH 354.

EMCH 555 - Instrumentation for Nuclear Engineering (3 Credits)
Basic operational principles of radiation detection and nuclear instrumentation systems. Selection of the proper detector to measure radiation. Statistical analysis of results.
Prerequisite or Corequisite: EMCH 552 or PHYS 511.

EMCH 555L - Nuclear Instrumentation Laboratory (1 Credit)
Use of nuclear radiation detection and instrumentation systems and computers. Data acquisition and analysis.
Corequisite: EMCH 555.

EMCH 556 - Introduction to Risk Analysis and Reactor Safety (3 Credits)
An introduction to probabilistic risk assessment (PRA) methods as applied to nuclear power plants but also examples from the chemical industry, aerospace, transportation, and other sectors. Addresses failure and reliability analysis, fault trees, event trees, reactor safety, regulatory practice.
Prerequisites: STAT 509.

EMCH 557 - Introduction to Radiation Shielding and Sources (3 Credits)
Radiation interactions and transport, design of radiation shields, point kernel, and Monte Carlo methods. Dosimetry, buildup factors, radiation sources, and shield materials.

EMCH 558 - Introduction to Nuclear Reactor Systems (3 Credits)
PWR and BWR reactors, reactor system designs for accident prevention and mitigation, protection systems, containment design, emergency cooling requirements, code of federal regulations, and design criteria.
Corequisite: EMCH 552.
EMCH 560 - Intermediate Fluid Mechanics (3 Credits)
Prerequisites: EMCH 310, EMCH 360.

EMCH 561 - Current Topics in Mechanical Engineering (1-3 Credits)
Special topics related to current issues in mechanical engineering. Course content varies and will be announced in the schedule of classes by title.

EMCH 562 - Micro/nanofluidics and Lab-on-a-Chip (3 Credits)
Basic fluid mechanics, capillary, drop and micro/nanoparticle, electrokinetics; Micropump, mixer, preconcentrator, electrophoresis, microactuator and particle manipulator; Sensors for pressure, velocity, concentration, temperature in environmental monitoring/biodefence, clinical diagnostics, drug discovery/delivery. Restricted to: Upper division.
Prerequisites: CHEM 112, CHEM 112L, PHYS 212.

EMCH 567 - Bio Nano/Micro Electro-Mechanical Systems (3 Credits)
Nanotechnology, microfabrication for nano/microstructures, photolithography, self-assembly, etching techniques, physical and chemical vapor deposition, surface and bulk micromachining, MEMS integration and packaging; applications in Biomedical Engineering, microactuators, biomicrosensors, and biomedical devices.
Prerequisites: CHEM 112, CHEM 112L, PHYS 212.

EMCH 571 - Mechanical Behavior of Materials (3 Credits)
Micromechanisms of the deformation and fracture of structural materials; brittle versus ductile behavior; fatigue and creep; strengthening mechanisms; mechanical testing techniques; methods in analysis of mechanical failures.
Prerequisites: EMCH 260, EMCH 371.

EMCH 572 - Physical Metallurgy (3 Credits)
Equilibrium and phase relations in metallic systems; kinetics of phase transformations; annealing and precipitation phenomena.
Prerequisites: EMCH 371.

EMCH 573 - Introduction to Nuclear Materials (3 Credits)
Materials for nuclear applications; materials degradation processes occurring in the nuclear reactor environment. Restricted to Engineering Upper Division and Graduate Students.

EMCH 575 - Adaptive Materials and Smart Structures (3 Credits)
A multidisciplinary introductory course addressing the engineering field of adaptive materials and smart structures.
Prerequisites: EMCH 260, EMCH 310.

EMCH 576 - Fundamentals and Applications of Fuel Cells (3 Credits)
Study of fuel cell principles, fuel cell characterization, characteristics of the major types of fuel cells, fuel cell and stack components, fuel cell stack and system design, fuel cell applications in portable, transportation, and stationary areas, as well as the current status and future research focus of fuel cells. Restricted to: Upper division.
Prerequisites: EMCH 290 or ECHE 310 or ENCP 290.

EMCH 577 - Aerospace Structures I (3 Credits)
Static analysis of aerospace structural elements such as bars, beams, columns, plates, and shells. Topics include, but not limited to elasticity theory, simple beam theory, boundary value problems, and structural stability. Upper division or graduate status.

EMCH 578 - Introduction to Aerodynamics (3 Credits)
Fundamentals of aerodynamics, elements of compressible flow, thin airfoil theory, finite wing theory, flow through nozzles and diffusers and wind tunnels, normal and oblique shock waves, elements of the methods of characteristics of finite difference solutions for compressible flows, aspects of hypersonic flow.

EMCH 580 - Mechanics of Solid Biomaterials (3 Credits)
Prerequisites: MATH 242.

EMCH 584 - Advanced Mechanics of Materials (3 Credits)
Topics in stress analysis, including unsymmetrical bending, three-dimensional stress-strain; torsion; rotational stress; thick-walled pressure vessels; beams on elastic foundations; and stress concentration.
Prerequisites: EMCH 260.

EMCH 585 - Introduction to Composite Materials (3 Credits)
Prerequisites: EMCH 327, EMCH 371, MATH 242.

EMCH 586 - Experimental Stress Analysis (3 Credits)
Stress analysis utilizing experimental techniques including transmission and scattered light photoelasticity, strain gauges, and brittle coatings. Introduction to modern concepts of coherent optics in stress analysis with emphasis on engineering applications.
Prerequisites: EMCH 260.

EMCH 592 - Introduction to Combustion (3 Credits)
Chemical thermodynamics, reaction kinetics, and combustion phenomena in energy production. Application to the modeling of coal combustion, incineration, and combustion engines.
Prerequisites: EMCH 354, EMCH 394.

EMCH 594 - Solar Heating (3 Credits)
Solar radiation; review of heat transfer and radiation characteristics of relevant materials; flat plate and focusing collectors; energy storage models for design of solar heating systems; system design by computer simulation; direct conversion by solar cells.
Prerequisites: EMCH 290, EMCH 354, or ECHE 321.

EMCH 597 - Thermal Environmental Engineering (3 Credits)
Prerequisites: EMCH 354, EMCH 394.

EMCH 701 - Methods of Engineering Analysis (3 Credits)
Variational methods of approximation are used with the finite element method to simulate the reliability predictions in design of mechanical systems. The functional relationship between geometry, materials, and physical laws of motion and energy are applied to solid, thermal, and fluid systems.
Prerequisites: EMCH 201.
EMCH 708 - Computer-Aided Product Design and Analysis (3 Credits)
Integration of computer-aided design and computer-aided engineering for shorter design cycles. Application of solid modeling and computer simulation tools to the design process.

EMCH 717 - Advanced Finite Element Methods (3 Credits)
Advanced finite element topics, including dynamic and nonlinear analyses. Computer projects will be assigned.
Prerequisites: EMCH 508.

EMCH 721 - Aeroelasticity (3 Credits)
Study the principles and applications of aircraft aeroelasticity with emphasis on aircraft structural dynamics, vibrations, unsteady aerodynamics, and interaction thereof.

EMCH 722 - Plasticity (3 Credits)
Basic experiments and observations of elastic-plastic material behavior; yield criteria; deformation and flow theories; slip line fields; numerical techniques; one and two dimensional applications.
Prerequisites: EMCH 260.

EMCH 727 - Advanced Mechanical Design (3 Credits)
Analysis of stresses involved in mechanical loading under various environmental conditions including failure criteria, impact and fatigue loading, residual stress, contact stress, and experimental stress analysis.
Prerequisites: EMCH 260.

EMCH 732 - Advanced Dynamics of Machinery (3 Credits)
Prerequisites: EMCH 532

EMCH 741 - Viscous and Turbulent Flow (3 Credits)

EMCH 742 - Advanced Gas Dynamics (3 Credits)

EMCH 743 - Aircraft and Rocket Propulsion (3 Credits)
Introduction to aircraft and rocket engines with emphasis on the performance and characteristics of various types of propulsion systems, including turbojet, turbofan, turboprop, ramjet, scramjet, and liquid and solid propellant rockets.
Prerequisite or Corequisite: EMCH 544.

EMCH 744 - Aerodynamics & Flight Mechanics (3 Credits)
Aerodynamics of wings and bodies in aircraft and the static and dynamic analysis of airplane flight mechanics. Topics include fundamentals of potential flows, thin airfoil theory, finite wing theory, laminar and turbulent boundary layers, trajectory analysis, and stability and control of an airplane.

EMCH 751 - Advanced Heat Transfer (3 Credits)
Development of the energy equation for convection and some exact solutions. Approximate analysis of the boundary layer by integral methods. Analogy between heat and momentum transfer. Experimental results.

EMCH 752 - Thermal Radiation Heat Transfer (3 Credits)
Radiation heat transfer between surfaces of enclosures; diffuse-gray and nondiffuse-gray surfaces. Radiative properties of real materials; metals, opaque nonmetals, transmitting solids. Gas radiation in enclosures.
Prerequisites: EMCH 751.

EMCH 753 - Chemical Thermodynamic Calculations and Modeling with Applications (3 Credits)
Principles of chemical thermodynamics; reactions, transformations, phase equilibria, and applications to engineering processes.

EMCH 754 - Thermal Hydraulic Design of Nuclear Reactors (3 Credits)
Power plant thermodynamics, reactor heat generation and removal (single-phase as well as two-phase coolant flow and heat transfer), and engineering considerations in reactor design.
Prerequisites: EMCH 552.

EMCH 755 - Advanced Nuclear Engineering (3 Credits)
Reactor physics including heterogeneous effects, multi-group calculations, reactor kinetics, stability and control, fuel depletion, and burnable poisons.
Prerequisites: EMCH 552.

EMCH 756 - Safety Analysis for Energy Systems (3 Credits)
Analysis of the safety of nuclear energy facilities focusing on reliability and probabilistic risk analysis.
Prerequisites: EMCH 552.

EMCH 757 - Radiation Shielding (3 Credits)
Prerequisites: EMCH 552.

EMCH 758 - Nuclear Reactor Systems (3 Credits)
PWR and BWR reactors, reactor system designs for accident prevention and mitigation, protection systems, containment design, emergency cooling requirements, and atmospheric dispersion of radioactive material.
Prerequisites: EMCH 552.

EMCH 759 - Waste Management in the Nuclear Industry (3 Credits)
Management of low- and high-level radioactive, hazardous, and mixed waste; transportation, treatment, storage, and disposal techniques. Political and social issues involved with nuclear waste.
Prerequisites: EMCH 552.

EMCH 764 - Mechanical Engineering Projects (3 Credits)
Guided independent work on current research or design projects, culminating either in a written report or in the construction of a prototype device.

EMCH 767 - Micro electromechanical Systems (MEMS) (3 Credits)
Fundamentals of micromachining and microfabrication technologies, microsystem design, MEMS integration and packaging issues, design and analysis of microsensors and microactuators, microfluidics and bioMEMS, and CAD for MEMS. Design project required.

EMCH 770 - Predictive Modeling: Combining Experiments with Computations (3 Credits)
Experimental and computational uncertainties; combining experiments with computations to obtain “best - estimate” results with reduced uncertainties; predictive modeling.
EMCH 771 - Design Properties of Plastics (3 Credits)
Physical properties of various commercial thermoset and thermoplastic resins. Linear viscoelastic theory and its relationship to measurable mechanical properties of plastics.

EMCH 772 - Nuclear Materials (3 Credits)
This course focuses on behavior and performance of materials in nuclear irradiation fields. Materials used in the core for reactivity control and materials used for structural support will be studied.

EMCH 774 - Radiation Damage (3 Credits)
Structural materials for nuclear application; Radiation interaction with matter; Microstructure evolution under irradiation; Material properties degradation under irradiation.
Prerequisites: EMCH 573.

EMCH 777 - Aerospace Structures II (3 Credits)
Principles and applications of aerospace structures with emphasis on the construction and analysis of thin-wall monocoque and semi-monocoque wings and fuselages.
Prerequisite or Corequisite: EMCH 577.

EMCH 778 - Nanomaterials: Synthesis, Characterization, and Applications (3 Credits)
Advances in nanomaterials; synthesis of nanomaterials; nanoparticles, nanotubes/wires, nanometer thick thin films, nanostructured bulk materials; assembly of nanostructures; biologically inspired structures; structure-property-correlations in nanomaterials and nanostructures; advanced characterization techniques; applications, especially those related to nanotechnology, information technology, MEMS/NEMS, and biotechnology.
Prerequisites: EMCH 371.

EMCH 780 - Energy Storage (3 Credits)
This course is aimed to provide graduate students with a comprehensive introduction to the various energy storage mechanisms and technologies that are currently being utilized. The content of the course includes methods and mechanisms of common energy storage (thermal, mechanical, chemical and electrochemical).

EMCH 785 - Design of Composite Materials for Aerospace Structures (3 Credits)
Property and performance requirements for aerospace structures. Design for stiffness, strength, durability, damage tolerance, and life at the lamina, laminate, and structural level (materials and analysis).

EMCH 790 - Mechanical Engineering for Teachers I (3 Credits)
Introduction to concepts of modeling, dimensional analysis, lift, and drag. For preservice teachers enrolled in a professional program (M.A.T. and M.T. students) and in-service teachers (M.Ed. and Ed.S. students) only.

EMCH 791 - Selected Topics in Thermal Systems (1-3 Credits)
Special topics related to current research in thermal systems.

EMCH 792 - Selected Topics in Mechanical Systems (1-3 Credits)
Special topics related to current research in mechanical systems.

EMCH 793 - Combustion Processes in Industry (3 Credits)
Development of the physics of turbulent flow, turbulent combustion, atomization, and vaporization of liquid sprays. Design and analysis of industrial combustion processes including incinerators and furnaces.
Prerequisites: EMCH 592.

EMCH 794 - Thermodynamics (3 Credits)
An advanced treatment of thermodynamics stressing fundamentals. Application of first and second laws; study of properties and criteria for reactive, non-reactive, and coupled systems.
Prerequisites: EMCH 354 and EMCH 394.

EMCH 797 - Research (1-3 Credits)
CL. 2020.

EMCH 799 - Thesis Preparation (1-12 Credits)

EMCH 847 - Fluid Systems Design (3 Credits)
Prerequisites: EMCH 741.

EMCH 857 - Advanced Heat Transfer II (3 Credits)
Solution of radiation problems through non-absorbing, non-emitting media. Heat exchanger design.

EMCH 881 - Fatigue of Materials (3 Credits)
Fatigue of materials presented from mechanics and microstructural points of view. Stress-life, strain life, and Linear Elastic Fracture Mechanics (LEFM) approaches will be covered.

EMCH 882 - Fracture Mechanics (3 Credits)
Prerequisites: EMCH 584.

EMCH 883 - Wave Propagation in Solids (3 Credits)
Prerequisites: ENCP 707.

EMCH 899 - Dissertation Preparation (1-12 Credits)

Aerospace Engineering, M.E.

The Graduate School has general requirements for M.E. students that must be met by all degree candidates (including earning at least 30 credit hours beyond the bachelor's degree for master's degrees). The Aerospace Engineering Program has added requirements (which are listed below) that must be met before students can complete their degrees.

Degree Requirements
An M.E. student must take a minimum of 30 hours of graded graduate courses. For M.E. degree, the student must take five required courses. All remaining course work must be taken from an approved list of courses, which includes engineering and mathematics courses numbered 500 or above. Other courses must be approved by the student's advisor and the graduate studies committee. All candidates for the M.E. degree must complete comprehensive assessment that is distinct from program course requirements.
Program of Study for the Masters Program in Aerospace Engineering: Proposed Curriculum

Required Courses
All M.S. and M.E. candidates in Aerospace Engineering will be required to take the five (5) core courses listed below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMCH 508</td>
<td>Finite Element Analysis in Mechanical Engineering</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 577</td>
<td>Aerospace Structures I</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 744</td>
<td>Aerodynamics &amp; Flight Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 585</td>
<td>Introduction to Composite Materials</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 721</td>
<td>Aeroelasticity</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 15

Elective Aerospace Courses
All students in Aerospace Engineering must take a minimum of two (2) courses from the following courses:

<table>
<thead>
<tr>
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<tr>
<td>EMCH 743</td>
<td>Aircraft and Rocket Propulsion</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 777</td>
<td>Aerospace Structures II</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 522</td>
<td>Design for Manufacture and Assembly</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 544</td>
<td>Compressible Fluid Flow</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 516</td>
<td>Control Theory in Mechanical Engineering</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 532</td>
<td>Intermediate Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 571</td>
<td>Mechanical Behavior of Materials</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 701</td>
<td>Methods of Engineering Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ENCP 707</td>
<td>Continuum Mechanics</td>
<td>3</td>
</tr>
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</tr>
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<td>3</td>
</tr>
<tr>
<td>EMCH 785</td>
<td>Design of Composite Materials for Aerospace Structures</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 881</td>
<td>Fatigue of Materials</td>
<td>3</td>
</tr>
</tbody>
</table>

Other Elective Courses
All remaining work must be taken from an approved list of courses which currently includes all engineering courses numbered 500 or above and math courses numbered 700 or above. Business courses numbered 500 or above may be taken with advance approval by the advisor and the Graduate Studies Committee. Other courses will be added to the list as approved by the faculty.

Additional Program of Study Requirements

Course and Program Grades
Courses not satisfying the requirements for a graduate degree are:

1. Any course with a grade of D+, D or F.
2. More than 12 credits with grade of C+ or below (the 4-C Rule).
3. Any course taken on a non-letter grade basis (except thesis).
4. More than 12 semester hours of credits from a previous graduate degree program.

The student must maintain a minimum grade point average of 3.0 in:

1. All courses taken as part of the official degree program.
2. All courses numbered 700 or above.
3. All courses taken for graduate credit, including those not included in the official degree program.
4. Pass/Fail — A “fail” grade counts toward the 4-C rule.

Publication Requirement for M.S. Students
An educational objective for M.S. students is that they have the ability to communicate their research results through oral presentations and written publications. Consistent with this objective, an M.S. student is required to submit, based on research performed while at USC, at least one conference paper (or abstract with presentation) or one journal paper prior to graduation.

Master’s Thesis
A thesis is required of all students seeking the M.S. degree. The student’s academic advisor must approve the subject of the thesis. The Graduate School will furnish general thesis regulations upon request. Any student who wishes to use University facilities or to confer with the faculty on thesis work must be officially enrolled for thesis credit.

Thesis Committee
A student’s M.S. Thesis Committee consists of the student’s advisor and the second reader of the student’s thesis.

Thesis Presentation and Defense
The thesis presentation is to be open to all members of the University community and guests. During the Fall and Spring semesters, the presentation and defense are to be conducted during normal business hours and on a day that faculty are expected to be on campus. The Graduate Director must approve the date and time of presentations given during the summer sessions.

Comprehensive Examination
For the M.E. degree, a student passes the comprehensive exam by demonstrating competence in a written exam.

Aerospace Engineering, M.S.
The Graduate School has general requirements for M.S students that must be met by all degree candidates (including earning at least 30 credit hours beyond the bachelor’s degree for master’s degrees). The Aerospace Engineering Program has added requirements (which are listed below) that must be met before students can complete their degrees.

Learning Outcomes
• Students will demonstrate a sound understanding of the characteristics of low speed aerodynamics, transonic aerodynamics and supersonic aerodynamics.
• Students will demonstrate a sound understanding of the modelling of incompressible inviscid, viscous and compressible flow.
• Students will demonstrate a sound understanding of applied aircraft aerodynamics, airfoil and wing theory and of aeroelastic design.
• Students will demonstrate a sound understanding of typical aerospace materials.
• Students will demonstrate a sound understanding of material failure modes.
• Students will demonstrate a sound understanding of the characteristics of thin walled aerospace structures.
• Students will demonstrate a sound understanding of mechanical and adhesive joints.
• Students will demonstrate a sound understanding of aero-elasticity.
• Students will demonstrate a sound understanding of testing and characterization of materials and structures.
• Students will demonstrate a sound understanding of manufacturing principles and technology used in aerospace industry.
• Students will demonstrate the ability to analyze aerospace structures.
• Students will demonstrate the ability to design aerospace structures.
• Students will demonstrate the ability to analyze steady gliding, horizontal and climbing flight, analyze turning performance (three dimensional equations of motion, coordinate systems, Euler angles, transformation matrices).
• Students will demonstrate the ability to estimate airfield performance (take-off and landing).
• Students will demonstrate the ability to analyze unsteady climb and descent (including minimum time to climb problem);
• Students will demonstrate the ability to analyze cruise flight and transport performance.
• Students will demonstrate the ability to develop equations of motion with a wind gradient present.
• Students will have a basic understanding of how complex aerodynamic problems can be solved with the finite element method.
• Students will demonstrate a sound understanding of how static structural problems can be solved with the finite element method.
• Students will demonstrate a sound understanding of the interaction between aerodynamic loads, structural deformations and structural instability.
• Students will demonstrate an in-depth understanding of compressible flows.
• Students will demonstrate a basic understanding of turbulent flow analysis.
• Students will demonstrate an in-depth understanding of thermodynamics.
• Students will demonstrate an in-depth understanding of fatigue.
• Students will demonstrate a basic understanding of buckling of plates and shells.
• Students will demonstrate an in-depth understanding of composite material design and analysis.
• Students will demonstrate a thorough understanding of manufacturing technology.
• Students will demonstrate a sound understanding of energy sources and power generation in current and future propulsion systems for air and space applications.
• Students will demonstrate a sound understanding of the working concepts of aircraft and rocket engines with emphasis on the performance and characteristics of various types of propulsion systems, including turbojet, turbofan, turboprop, ramjet, scramjet and liquid and solid propellant rockets.
• Students will demonstrate the ability to characterize and analyze propulsion systems based on thermodynamics, chemistry, fluid mechanics and combustion fundamentals.
• Students will demonstrate understanding of longitudinal, lateral and directional aircraft stability.
• Students will demonstrate understanding of longitudinal, lateral and directional control systems.
• Students will demonstrate understanding of control theory applied to aerospace systems.

• Students will demonstrate the ability to derive mathematical models (plant models) that govern flight for various aerospace systems such as airplanes, helicopters and satellites.
• Students will demonstrate the ability to create control laws for stable flight.

**Degree Requirements**

An M.S. student must take a minimum of 24 hours of graded graduate courses and 6 hours of thesis credits leading to a thesis. For the M.S. degree, the student must take five required courses. All remaining course work must be taken from an approved list of courses, which includes engineering and mathematics courses numbered 500 or above. Other courses must be approved by the student's advisor and the graduate studies committee. All candidates for the M.S. degree must complete comprehensive assessment that is distinct from program course requirements.

**Program of Study for the Masters Program in Aerospace Engineering: Proposed Curriculum**

**Required Courses**

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<tr>
<td>EMCH 508</td>
<td>Finite Element Analysis in Mechanical Engineering</td>
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<tr>
<td>EMCH 577</td>
<td>Aerospace Structures I</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 744</td>
<td>Aerodynamics &amp; Flight Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 585</td>
<td>Introduction to Composite Materials</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 721</td>
<td>Aeroelasticity</td>
<td>3</td>
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</tbody>
</table>

**Total Credit Hours**

15

**Elective Aerospace Courses**

All students in Aerospace Engineering must take a minimum of two (2) courses from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select at least two of the following:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>EMCH 743</td>
<td>Aircraft and Rocket Propulsion</td>
<td></td>
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<tr>
<td>EMCH 777</td>
<td>Aerospace Structures II</td>
<td></td>
</tr>
<tr>
<td>EMCH 522</td>
<td>Design for Manufacture and Assembly</td>
<td></td>
</tr>
<tr>
<td>EMCH 544</td>
<td>Compressible Fluid Flow</td>
<td></td>
</tr>
<tr>
<td>EMCH 516</td>
<td>Control Theory in Mechanical Engineering</td>
<td></td>
</tr>
<tr>
<td>EMCH 532</td>
<td>Intermediate Dynamics</td>
<td></td>
</tr>
<tr>
<td>EMCH 571</td>
<td>Mechanical Behavior of Materials</td>
<td></td>
</tr>
<tr>
<td>EMCH 701</td>
<td>Methods of Engineering Analysis</td>
<td></td>
</tr>
<tr>
<td>ENCP 707</td>
<td>Continuum Mechanics</td>
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<tr>
<td>ECH 721</td>
<td>Advanced Heat Flow Analysis</td>
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<tr>
<td>EMCH 751</td>
<td>Advanced Heat Transfer</td>
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<tr>
<td>EMCH 741</td>
<td>Viscous and Turbulent Flow</td>
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<tr>
<td>EMCH 794</td>
<td>Thermodynamics</td>
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<tr>
<td>EMCH 785</td>
<td>Design of Composite Materials for Aerospace Structures</td>
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</tr>
<tr>
<td>EMCH 881</td>
<td>Fatigue of Materials</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours**

6
Other Elective Courses
All remaining work must be taken from an approved list of courses which currently includes all engineering courses numbered 500 or above and math courses numbered 700 or above. Business courses numbered 500 or above may be taken with advance approval by the advisor and the Graduate Studies Committee. Other courses will be added to the list as approved by the faculty.

Additional Program of Study Requirements

Course and Program Grades
Courses not satisfying the requirements for a graduate degree are:
1. Any course with a grade of D+, D or F.
2. More than 12 credits with grade of C+ or below (the 4-C Rule).
3. Any course taken on a non-letter grade basis (except thesis).
4. More than 12 semester hours of credits from a previous graduate degree program.

The student must maintain a minimum grade point average of 3.0 in:
1. All courses taken as part of the official degree program.
2. All courses numbered 700 or above.
3. All courses taken for graduate credit, including those not included in the official degree program.
4. Pass/Fail - A “fail” grade counts toward the 4-C rule.

Publication Requirement for M.S. Students
An educational objective for M.S. students is that they have the ability to communicate their research results through oral presentations and written publications. Consistent with this objective, an M.S. student is required to submit, based on research performed while at USC, at least one conference paper (or abstract with presentation) or one journal paper prior to graduation.

Master's Thesis
A thesis is required of all students seeking the M.S. degree. The student’s academic advisor must approve the subject of the thesis. The Graduate School will furnish general thesis regulations upon request. Any student who wishes to use University facilities or to confer with the faculty on thesis work must be officially enrolled for thesis credit.

Thesis Committee
A student’s M.S. Thesis Committee consists of the student’s advisor and the second reader of the student’s thesis.

Thesis Presentation and Defense
The thesis presentation is to be open to all members of the University community and guests. During the Fall and Spring semesters, the presentation and defense are to be conducted during normal business hours and on a day that faculty are expected to be on campus. The Graduate Director must approve the date and time of presentations given during the summer sessions.

Comprehensive Examination
A comprehensive examination covering the major field of study is required of all candidates for the M.S. degree, which is conducted immediately following the thesis defense. The student’s thesis committee administers this exam.

Mechanical Engineering, M.E.

The Graduate School has general requirements for M.E., M.S., and Ph.D. students that must be met by all degree candidates (including earning at least 30 credit hours beyond the bachelor’s degree for master’s degrees and at least 60 credit hours beyond the bachelor’s degree for doctoral degrees). The Department of Mechanical Engineering has added requirements (some of which are described below) that must be met before students can complete their degrees. Consult the department for complete, current requirements.

Learning Outcomes
The students will demonstrate the ability to:

- Apply energy, momentum, continuity, state and constitutive equations to thermal, fluids and mechanical systems in a logical and discerning manner. The core classes offered in the program address one to several of these areas individually, and the aggregate as a whole. By measuring average aggregate grade performance in the core classes, this goal can be monitored and assessed.
- Identify, formulate, and solve thermal, fluid and mechanical engineering problems by applying first principles, including open-ended problems.
- Use modern modeling and simulation techniques, and computing tools.

Degree Requirements (30 Hours)

For master's degrees in mechanical engineering: An M.S. student must take a minimum of 24 hours of graded graduate courses and 6 hours of thesis credits leading to a thesis. An M.E. student must take a minimum of 30 hours of graded graduate courses. For both the M.S. and M.E. degrees, the student must take four required courses. All remaining course work must be taken from an approved list of courses, which includes engineering and mathematics courses numbered 500 or above. Other courses must be approved by the student’s advisor and the graduate studies committee. All candidates for both the M.S. and M.E. degrees must complete a comprehensive assessment that is distinct from program course requirements.

Mechanical Engineering, M.S.

The Graduate School has general requirements for M.E., M.S., and Ph.D. students that must be met by all degree candidates (including earning at least 30 credit hours beyond the bachelor’s degree for master’s degrees and at least 60 credit hours beyond the bachelor’s degree for doctoral degrees). The Department of Mechanical Engineering has added requirements (some of which are described below) that must be met before students can complete their degrees. Consult the department for complete, current requirements.

Learning Outcomes
The students will demonstrate the ability to:

- Apply energy, momentum, continuity, state and constitutive equations to thermal, fluids and mechanical systems in a logical and discerning manner. The core classes offered in the program address one to several of these areas individually, and the aggregate as a whole. By measuring average aggregate grade performance in the core classes, this goal can be monitored and assessed.
- Identify, formulate, and solve thermal, fluid and mechanical engineering problems by applying first principles, including open-ended problems.
• Use modern modeling and simulation techniques, and computing tools.

**Degree Requirements (30 Hours)**

*For master's degrees in mechanical engineering:* An M.S. student must take a minimum of 24 hours of graded graduate courses and 6 hours of thesis credits leading to a thesis. An M.E. student must take a minimum of 30 hours of graded graduate courses. For both the M.S. and M.E. degrees, the student must take four required courses. All remaining course work must be taken from an approved list of courses, which includes engineering and mathematics courses numbered 500 or above. Other courses must be approved by the student's advisor and the graduate studies committee. All candidates for both the M.S. and M.E. degrees must complete a comprehensive assessment that is distinct from program course requirements.

**Mechanical Engineering, Ph.D.**

The Graduate School has general requirements for Ph.D. students that must be met by all degree candidates (including earning at least 60 credit hours beyond the bachelor's degree for doctoral degrees). The Department of Mechanical Engineering has additional requirements (some of which are described below) that must be met before students can complete their degrees. Consult the department for complete, current requirements.

**Learning Outcomes**

- The graduates shall demonstrate expertise in a core subject area of mechanical engineering.

**Degree Requirements (60 Post-Baccalaureate Hours)**

*For doctoral degrees in mechanical engineering:* A Ph.D. student must complete 12 hours of dissertation credit leading to a dissertation. A student with a master's degree in mechanical engineering or a closely related field must take at least 18 hours of graded graduate courses. A student without a master's degree must take at least 48 hours of graduate courses, of which 42 or more hours must be graded graduate courses. The remaining hours can be in graded graduate courses and must include the core courses required of all master's degree students.

**Nuclear Engineering, M.E.**

The Graduate School has general requirements for M.E., M.S., and Ph.D. students that must be met by all degree candidates (including earning at least 30 credit hours beyond the bachelor's degree for master's degrees and at least 60 credit hours beyond the bachelor's degree for doctoral degrees). The Department of Mechanical Engineering has added requirements (some of which are described below) that must be met before students can complete their degrees. Consult the department for complete, current requirements.

**Learning Outcomes**

- Students will describe, explain, and compute the magnitude of radioactivity associated with nuclear reactions and reactor operation.
- Students will calculate the critical size of a nuclear reactor based on the specification of materials present in the reactor.
- Students will describe and compute reactivity effects of control materials, temperature changes, and fission product poisoning.
- Students will describe and compute neutron slowing down and thermalization processes for generating neutron cross data needed in modern reactor physics codes for designing and analyzing nuclear reactors.
- Students will evaluate fuel cycles in terms of processing, costs, and relative benefits.
- Students will evaluate fuel cycles for sustainability including resource availability and external costs such as environmental impact.
- Students will evaluate fuel management and refueling options in terms of cost and resource requirements.
- Students will describe the mechanisms involved in and compute quantities related to the interaction of various forms of radiation with matter and the methods of characterizing radiation fields and sources.
- Students will design radiological shielding for radioactive sources, accelerators, and nuclear reactors.
- Students will describe and explain the current PWR and BWR power plants' operating and protection systems.
- Students will describe and explain the new generation of PWR and BWR power plants’ enhanced systems' features and capabilities.
- Students will thermodynamically analyze current reactor system, plus future concepts being proposed and developed.
- Students will use one- and two-group diffusion theory to compute the critical size of a nuclear reactor based on the specification of materials present in the reactor.
- Students will describe and compute the time-dependent behavior of a nuclear reactor, including computation and control of reactivity changes.
- Students will describe, explain, and compute the effect of irradiation on materials behavior.
- Students will describe, explain, and compute quantities related to the in-reactor material degradation.
- Students will describe, explain, and compute how neutronics and thermal-hydraulics are coupled through heat generation rate and its distribution for both full power and shutdown conditions.
- Students will describe, explain, and compute the individual thermal-hydraulic behavior of key reactor system components (e.g., core, steam generator, containment, condenser, etc.) and their interaction with neighboring components within a power cycle.
- Students will compute pressure drops and heat transfer coefficients within single to two-phase flow channels under forced convection conditions.
- Students will compute fuel element temperatures (e.g., fuel centerline) and thermal transition criteria (e.g., critical heat flux) within reactor core “Hot” Channels.
- Students will analyze of the safety of nuclear energy facilities focusing on reliability and probabilistic risk analysis.
- Students will assess the reliability of an energy system from its basic elements.
- Students will describe the major features of nuclear reactors. Describe, explain, and compute fundamental materials behavior including phase equilibria, crystal structure, mechanical properties, and chemical thermodynamics.
- Students will calculate quantities related to heat transfer in a fuel pin, mass diffusion within cladding, radiation damage, uranium enrichment, and thermomechanical behavior in oxide fuels.
• Students will describe, explain, and compute the behaviour of irradiated nuclear fuel.
• Students will identify and explain the design criteria for materials selection in nuclear reactor systems.
• Students will describe, explain, and compute atomic and nuclear physics concepts such as nuclear structure and radioactive decay, and radiation sources in general.
• Students will describe, explain, and compute irradiation effects on materials at the microscopic level.
• Students will describe, explain, and compute radiation effects on materials at the macroscopic level.
• Students will describe, explain, and compute materials degradation mechanisms due to irradiation in nuclear cladding and structural materials.
• Students will combine experiments and computations, including associated uncertainties to predict best-estimate results with reduced uncertainties.
• Students will apply the adjoint method for computing sensitivities of model results to model parameters, initial and boundary conditions.
• Students will describe, explain, and compute radiation interaction with matter.
• Students will describe, explain, and compute quantities related to radiation detection and measurement, and nuclear instruments and detectors.
• Students will describe and explain an aspect of nuclear fuel properties and behavior.
• Students will explain the underlying principles of thermodynamics and the concepts of energy, enthalpy, entropy, and heat capacity.
• Students will use equilibrium calculations to predict behavior and be able to draw and interpret phase diagrams from free energy curves.
• Students will use a chemical equilibrium software package, FactSage, and apply it to practical problems.
• Students will compute uncertainties (variances, covariances) in model parameters and propagate these to compute uncertainties in model responses (results).
• Students will have the ability to execute a research plan, to generate and analyze original research results, and to communicate those results through oral presentations and written publications.
• The graduates shall have the basic skills needed for life-long learning and professional development.

Degree Requirements (30 Hours)

For master’s degrees in nuclear engineering: An M.S. student must complete 24 hours of graded graduate courses and 6 hours of thesis credit leading to a thesis. An M.E. student must complete 30 hours of graded graduate courses. All master’s degree students will have the core of three required common nuclear engineering courses and one required math course from a given list and will choose the remaining courses from a given list.

Nuclear Engineering, M.S.

The Graduate School has general requirements for M.E., M.S., and Ph.D. students that must be met by all degree candidates (including earning at least 30 credit hours beyond the bachelor’s degree for master’s degrees and at least 60 credit hours beyond the bachelor’s degree for doctoral degrees). The Department of Mechanical Engineering has added requirements (some of which are described below) that must be met before students can complete their degrees. Consult the department for complete, current requirements.

Learning Outcomes

• Students will describe, explain, and compute the magnitude of radioactivity associated with nuclear reactions and reactor operation.
• Students will calculate the critical size of a nuclear reactor based on the specification of materials present in the reactor.
• Students will describe and compute reactivity effects of control materials, temperature changes, and fission product poisoning.
• Students will describe and compute neutron slowing down and thermalization processes for generating neutron cross data needed in modern reactor physics codes for designing and analyzing nuclear reactors.
• Students will evaluate fuel cycles in terms of processing, costs, and relative benefits.
• Students will evaluate fuel cycles for sustainability including resource availability and external costs such as environmental impact.
• Students will evaluate fuel management and refueling options in terms of cost and resource requirements.
• Students will describe the mechanisms involved in and compute quantities related to the interaction of various forms of radiation with matter and the methods of characterizing radiation fields and sources.
• Students will design radiological shielding for radioactive sources, accelerators, and nuclear reactors.
• Students will describe and explain the current PWR and BWR power plants’ operating and protection systems.
• Students will describe and explain the new generation of PWR and BWR power plants’ enhanced systems’ features and capabilities.
• Students will thermodynamically analyze current reactor system, plus future concepts being proposed and developed.
• Students will use one- and two-group diffusion theory to compute the critical size of a nuclear reactor based on the specification of materials present in the reactor.
• Students will describe and compute the time-dependent behavior of a nuclear reactor, including computation and control of reactivity changes.
• Students will describe, explain, and compute the effect of irradiation on materials behavior.
• Students will describe, explain, and compute quantities related to the in-reactor material degradation.
• Students will describe, explain, and compute how neutronics and thermal-hydraulics are coupled through heat generation rate and its distribution for both full power and shutdown conditions.
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• Students will use equilibrium calculations to predict behavior and be able to draw and interpret phase diagrams from free energy curves.
• Students will use a chemical equilibrium software package, FactSage, and apply it to practical problems.
• Students will compute uncertainties (variances, covariances) in model parameters and propagate these to compute uncertainties in model responses (results).
• Students will have the ability to execute a research plan, to generate and analyze original research results, and to communicate those results through oral presentations and written publications.
• The graduates shall have the basic skills needed for life-long learning and professional development.

Degree Requirements (30 Hours)

For master's degrees in nuclear engineering: An M.S. student must complete 24 hours of graded graduate courses and 6 hours of thesis credit leading to a thesis. An M.E. student must complete 30 hours of graded graduate courses. All master's degree students will have the core of three required common nuclear engineering courses and one required math course from a given list and will choose the remaining courses from a given list.

Nuclear Engineering, Ph.D.

The Graduate School has general requirements Ph.D. students that must be met by all degree candidates (including earning at least 60 credit hours beyond the bachelor's degree for doctoral degrees). The nuclear engineering program has additional requirements (some of which are described below) that must be met before students can complete their degrees. Consult the department for complete, current requirements.

Learning Outcomes

• Students will describe, explain, and compute the magnitude of radioactivity associated with nuclear reactions and reactor operation.
• Students will calculate the critical size of a nuclear reactor based on the specification of materials present in the reactor.
• Students will describe and compute reactivity effects of control materials, temperature changes, and fission product poisoning.
• Students will describe and compute neutron slowing down and thermalization processes for generating neutron cross data needed in modern reactor physics codes for designing and analyzing nuclear reactors.
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• Students will describe and explain the new generation of PWR and BWR power plants’ enhanced systems’ features and capabilities.
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• Students will describe, explain, and compute the individual thermal-hydraulic behavior of key reactor system components (e.g., core,
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with neighboring components within a power cycle.

• Students will compute pressure drops and heat transfer coefficients
within single to two-phase flow channels under forced convection
conditions.

• Students will compute fuel element temperatures (e.g., fuel
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reactor core “Hot” Channels.

• Students will analyze of the safety of nuclear energy facilities
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• Students will assess the reliability of an energy system from its basic
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• Students will describe the major features of nuclear reactors.
Describe, explain, and compute fundamental materials behavior
including phase equilibria, crystal structure, mechanical properties,
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• Students will calculate quantities related to heat transfer in a fuel
pin, mass diffusion within cladding, radiation damage, uranium
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• Students will describe, explain, and compute the behaviour of
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• Students will describe, explain, and compute atomic and nuclear
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and radiation sources in general.

• Students will describe, explain, and compute irradiation effects on
materials at the microscopic level.

• Students will describe, explain, and compute radiation effects on
materials at the macroscopic level.

• Students will describe, explain, and compute materials degradation
mechanisms due to irradiation in nuclear cladding and structural
materials

• Students will combine experiments and computations, including
associated uncertainties to predict best-estimate results with
reduced uncertainties.

• Students will apply the adjoint method for computing sensitivities of
model results to model parameters, initial and boundary conditions.

• Students will describe, explain, and compute radiation interaction
with matter.

• Students will describe, explain, and compute quantities related to
radiation detection and measurement, and nuclear instruments and
detectors.

• Students will describe and explain an aspect of nuclear fuel
properties and behavior.

• Students will explain the underlying principles of thermodynamics
and the concepts of energy, enthalpy, entropy, and heat capacity.

• Students will use equilibrium calculations to predict behavior and be
able to draw and interpret phase diagrams from free energy curves.

• Students will use a chemical equilibrium software package, FactSage,
and apply it to practical problems.

• Students will compute uncertainties (variances, covariances) in
model parameters and propagate these to compute uncertainties in
model responses (results).

• Students will have the ability to identify pertinent research problems,
and formulate a research plan.

• Students will have the ability to execute a research plan, to generate
and analyze original results, and to communicate those results
through oral presentations and written publications.

• The students will demonstrate the ability to access reliable
information sources outside of those made available through the
normal coursework channels.

Degree Requirements (60 Post-Baccalaureate Hours)

For doctoral degrees in nuclear engineering: A Ph.D. student must
complete 12 hours of dissertation credit leading to a dissertation. A
student with a master’s degree in mechanical engineering or a closely
related field must take at least 18 hours of graded graduate courses.
A student without a master’s degree must take at least 48 hours of
graduate courses, of which 42 or more hours must be graded graduate
courses. The remaining hours can be in research (EMCH 797), and the
graded graduate courses must include the core courses required of all
master’s degree students.

Technology Innovation and
Entrepreneurial Engineering, M.S.

The goal of the program is to inspire and nurture the culture of innovation
among students of engineering and computing. The program includes an
integrated curriculum, new venture creation projects and an innovation
immersion module, and is taught by a blend of academic faculty as well
as experienced entrepreneurs and investors from private sector. Students
learn about innovation theories as well as real-world examples. It is
expected that the graduates of this program will demonstrate knowledge
in technology ideation, prototyping, business plan development,
venture creation, legal protection, corporate innovation strategies and
entrepreneurial practices.

Program Requirements

The admission criteria will generally conform to those currently required
by the USC Graduate School. Individuals with the following qualifications
will be considered for admission into the program:

• Must hold a B.S. degree from an accredited program (or
equivalent if from an international university) in engineering,
computing, technology disciplines, or science, and must provide
transcripts from the institution where the degree was obtained.

• A minimum undergraduate grade point average (GPA) of 3.0.

• International students are required to submit qualifying TOEFL or
equivalent test score.

• Individuals may request a waiver of some of the above requirements
(e.g., undergraduate GPA less than 3.0, or undergraduate degree
not in engineering) and admission to the program if they provide
sufficient evidence to the graduate program director that they have
had compensatory industrial experience to warrant an exception.

Learning Outcomes

• The student learning outcomes for the program is that students
demonstrate knowledge in navigating through the entrepreneurial
process including ideation feasibility analysis prototyping legal
protection business model development and capital raise.

• The student learning outcomes for the program is that students
demonstrate knowledge in navigating through the entrepreneurial
through the Department of Retailing; and the Doctorate and Master of Hotel, Restaurant, and Tourism Management; the Master of Retailing award the Master of International Hospitality and Tourism Management.

Jeffery M. Campbell, Associate Dean of Faculty Affairs, Diversity, and Operations
Robin B. DiPietro, Assistant Dean of Student Services
Adonis Sporty Jeralds, Assistant Dean of Academic Programs
Kathy Smiling, Assistant Dean of Diversity and Inclusion
Marianne C. Bickle, Director, Interdisciplinary Studies and Online Learning
Thomas H. Regan, Interim Chair, Department of Sport and Entertainment Management
Mark Rosenbaum, Chair

Degree Requirements (30 Hours)

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Engineering and Computing</td>
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<tr>
<td>Business</td>
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<tr>
<td>Law</td>
<td>3</td>
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Required Courses (24 Hours)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECIV 707</td>
<td>Management of Engineering Projects</td>
<td>3</td>
</tr>
<tr>
<td>EMCH 522</td>
<td>Design for Manufacturing and Assembly</td>
<td>3</td>
</tr>
<tr>
<td>ENCP 730</td>
<td>Cases in Technology Feasibility Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ENCP 735</td>
<td>Developing and Launching New Ventures in Supply and Technology</td>
<td>3</td>
</tr>
<tr>
<td>ENCP 737</td>
<td>Entrepreneurial Laboratory</td>
<td>6</td>
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<tr>
<td>COSM 701</td>
<td>Business and Legal Issues for Science Managers</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 777</td>
<td>Innovation and New Venture Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 24

Business Electives (6 Hours)

Choose two approved business courses (500-level or above). Students should consult with the program director prior to enrolling in elective courses.

Comprehensive Assessment

Upon the completion of 24 credit hours of coursework, students are required to complete successfully a comprehensive exam. The exam will include a case study report that synthesizes and integrates knowledge gained from the core courses of the program.

College of Hospitality, Retail, and Sport Management

Matt T. Brown, Interim Dean
David A. Cárdenas, Associate Dean of Academic Programs
Samuel Todd, Associate Dean of Faculty Affairs, Diversity, and Operations
Kathy Smiling, Assistant Dean of Student Services
Adonis Sporty Jeralds, Assistant Dean of Diversity and Inclusion
Marianne C. Bickle, Director, Interdisciplinary Studies and Online Learning
Thomas H. Regan, Interim Chair, Department of Sport and Entertainment Management
Robin B. DiPietro, Director, School of Hotel, Restaurant, and Tourism Management
Jeffery M. Campbell, Chair, Department of Retailing

The Master of Retailing degree is designed to provide individuals in a variety of retail settings the skills they need to rise above their peers and become leaders in today's dynamic retail industry. Whether you are a corporate industry professional looking to sharpen and upgrade your skill set, an entrepreneur who wants to learn how to set up and run a brick-and-mortar store and/or establish an online retail presence, or you are looking to enter the academic arena with the latest in software applications in an enriched learning environment, the Master of Retailing degree will provide you with career-ready skills coupled with the latest industry software. The Master of Retailing degree will provide individuals with the skills that are in demand across the retail industry in roles from operation and supply chain management to data analytics.

Admission Requirements

Admission requirements conform to the general regulations of The Graduate School and regional and national accreditation standards. Applicants must submit to The Graduate School an application form, and a nonrefundable application fee, one official transcript from each post-secondary institution attended (mailed to The Graduate School) showing their complete academic record, two letters of recommendation, records of immunization, and reports of examination scores on the GRE or GMAT.

Applicants for admission to the Master of Retailing program will be evaluated using a combination of academic and professional factors. They normally are expected to have an undergraduate GPA of at least 3.00 for all undergraduate coursework and either a combined GRE score of 300 on the verbal and quantitative components or a total of 500 on the GMAT. Applicants may request GRE/GMAT requirement to be waived under certain conditions (see GRE/GMAT Waiver Information).

Admission decisions may also take into consideration other criteria, such as professional experience, in the retailing industry, involvement in professional and/or student organizations, and strength of recommendations from professional and academic sources.

International applicants are required to submit with their application a certified transcript indicating the nature and scope of their academic training. An applicant whose native language is not English is required to submit a minimum TOEFL score of 570 (Paper-based Test, PBT), 230 (Computer-based Test, CBT), or 88 (Internet-based Test, iBT) on the TOEFL or 6.5 on the IELTS. Prior to enrollment in the Master of Retailing program, international students whose native language is not English are required to take an English diagnostic test administered by the English
Program for Internationals. Students with deficiencies are provided opportunities for further study in reading, writing, and speaking English.

**GRE/GMAT Waiver Information**

**Policy to Request GRE/GMAT Requirement Be Waived**
We understand every student is unique and students with different background can bring various experiences and perspectives to our classrooms.

Although our admissions criteria include GRE or GMAT score, the Department of Retailing at the University of South Carolina also values other important factors than the standardized test scores in determining a student's potential to succeed in our Master's program.

A student may petition for a GRE/GMAT requirement waiver when he or she meets at least ONE of the following criteria:

- Four or more years of professional (managerial) experience in a retailing or service-oriented organization.
- A completed baccalaureate degree from The University of South Carolina, or from an *accredited institution, with a cumulative GPA of 3.40/4.00.
- A completed Master's degree, with a 3.0 (or better) GPA from the University of South Carolina, or from an accredited institution.

1 To check if your school is accredited, visit http://ope.ed.gov/accreditation/Search.aspx

You may submit a GRE/GMAT Waiver Request Form demonstrating that you have satisfied the above criteria prior to submitting your application. It is recommended that applicants requesting to have the test requirement waived submit their Request Form, along with supporting documentation as soon as possible. This will allow the applicant time to take the exam in the event that the request is denied.

**Programs**

- Retailing, M.R. (p. 1089)

**Courses**

**RETL 525 - Legal Aspects of Entrepreneurship and E-Commerce (3 Credits)**
Examination of domestic and international laws affecting retail entrepreneurship and online commerce, such as data privacy and breach response, intellectual property protection, sales tax, advertising and unfair trade practices, consumer protection laws, employment laws, and legal obligations involving physical locations.

**Prerequisites:** SPTE 240 or equivalent.

**RETL 530 - Fashion and the Law (3 Credits)**
Examination of domestic and international laws which affect the fashion industry, such as intellectual property protection, licensing agreements, operational and marketing issues, and international trade.

**Prerequisites:** SPTE 240 or equivalent.

**RETL 535 - Retail Logistics (3 Credits)**
Examination of the flow of retail inventory from initial production to final purchase. Meets the needs of individuals in retail organizations from entry-level sales floor personnel to buyers. Students must be qualified to enroll in a 500 level course at The University of South Carolina.

**RETL 551 - Retail and Fashion Business Planning (3 Credits)**
Essential skills for building a new or expanding an existing retail or fashion business in both brick-and-mortar and online venues by developing a marketing plan and corresponding e-Commerce website for a business or fashion organization.

**Prerequisites:** RETL 351.

**RETL 562 - Advanced Merchandising Management Strategies (3 Credits)**
The analysis of assortment planning and inventory management of apparel products utilizing merchandising principles and industry software.

**RETL 569 - Advanced Retail Promotion and Social Media Analytics (3 Credits)**
Essential principles and analytical tools used in retail promotion; appraisal of methods and outcomes via field experiences, visuals, and simulations.

**RETL 590 - Special Topics in Retail Management (3 Credits)**
Course content varies. May be repeated once under a different title.

**RETL 592 - Retailing/Fashion Merchandising Field Study (3 Credits)**
Study of international/domestic fashion manufacturers, retailers, ancillary businesses, and selected resident buying offices. May be repeated once for credit. Must be in good standing with a 2.0 GPA or better; No pending or past judicial council infractions.

**RETL 600 - Fundamentals of Omni-Channel Retailing (3 Credits)**
Exploration of the fundamentals of Omni-Channel Retailing.

**RETL 640 - Personnel Development & Relations Management (3 Credits)**
Advanced examination of human resource management within retail organizations.

**RETL 662 - Customer Relationship Management for the Retail Industry (3 Credits)**
The analysis of customer relationship management for retailers utilizing merchandising principles and industry software.

**RETL 700 - Advanced Omni-Channel Retailing (3 Credits)**
Advanced examination of Omni-channel retailing.

**RETL 710 - Retailing E-Commerce (3 Credits)**
Examination of e-commerce elements and retailer implications.

**RETL 725 - Customer Experience Optimization in the Retail Environment (3 Credits)**
Study of customers' needs, activities, and trends to aid retail strategy formulation for enhancing customer experiences in retail environments.

**RETL 730 - Retail Loss Prevention (3 Credits)**
The analysis of current retail loss prevention issues from the perspective of the business and customer. Meets the needs of individuals in retail organizations from entry level sales floor personnel to senior management.

**RETL 740 - Omni-Channel Workforce Management (3 Credits)**
Advanced examination of workforce management for Omni-channel retailers.

**RETL 745 - International Retailing (3 Credits)**
Broad overview of retail marketing theories, principles, and methods for international operations focusing on the cultural, economic, and regulatory environments.

**RETL 747 - Competitive Strategies in Retailing (3 Credits)**
Fundamentals of strategic decision-making and performance measurement within the retail organization.
RET 748 - Advanced Retail Space Management (3 Credits)
Advanced examination of retail space allocation and management of merchandise via retail analytics and JDA software.

RET 749 - Advanced Category Management (3 Credits)
Advanced examination of category management strategies.

RET 750 - Advanced Sales Strategies for Retail (3 Credits)
Advanced strategic decision-making theories, principles, and techniques used in different buyer-seller situations by a retail organization.

RET 790 - Special Topics in Marketing Education (3 Credits)
Contemporary topics, trends, and issues in marketing education. Individual topics may be announced by titles.

RET 798 - Directed Study in Retailing (3 Credits)
Independent study for advanced students under faculty supervision.

RET 799 - Thesis Preparation (1-6 Credits)
CL: 2020. In addition, the student must enroll in 3 hours of thesis preparation (RET 799), an approved statistics course, an approved research methods course, and prepare and successfully defend a thesis.

Courses for Academic (Thesis) Option (30 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RETL 525</td>
<td>Legal Aspects of Entrepreneurship and E-Commerce</td>
<td>3</td>
</tr>
<tr>
<td>RETL 551</td>
<td>Retail and Fashion Business Planning</td>
<td>3</td>
</tr>
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<td>RETL 569</td>
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</tr>
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</tr>
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</tr>
<tr>
<td>RETL 747</td>
<td>Competitive Strategies in Retailing</td>
<td>3</td>
</tr>
<tr>
<td>RETL 748</td>
<td>Advanced Retail Space Management</td>
<td>3</td>
</tr>
<tr>
<td>RETL 749</td>
<td>Advanced Category Management</td>
<td>3</td>
</tr>
<tr>
<td>STAT 600</td>
<td>Statistics for Applied Management</td>
<td>3</td>
</tr>
<tr>
<td>HRSM 788</td>
<td>Business Analytics in Hospitality, Retail, and Sport Management</td>
<td>3</td>
</tr>
<tr>
<td>RETL 799</td>
<td>Thesis Preparation</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 30

1 At least 12 credits must be at the 700 level.

Professional (Non-Thesis) Option

A graduate student electing the Professional (non-thesis) option must take and successfully pass all courses listed below and pass a comprehensive exam.

Courses for Non-Thesis Option (30 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
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<td>RETL 747</td>
<td>Competitive Strategies in Retailing</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 30

Retailing, M.R.

Learning Outcomes

- Demonstrate a comprehensive knowledge of the retail industry using a multi-operational approach.
- Conduct a comprehensive market research plan within the retailing domain.
- Create and execute a retail business in the omnichannel environment by utilizing best entrepreneurial practices and emerging technologies.
- Analyze consumer and market environments to enhance customer experience and solve real-world business problems applying advanced research and data analytics.
- Analyze and develop applied solutions for retail merchandise categories.
- Apply the advanced knowledge and innovative skills to conduct an applied project or to develop a thesis.

Degree Requirements (30 Hours)

The Master of Retailing curriculum consists of 30 semester hours of graduate credit in approved courses. Required courses help students attain technological and decision-making skills to help solve real-world problems encountered in today's fast-paced retail environment. Additionally, faculty members use case studies and group projects to build competency in oral, written and applied analysis of complex business situations. There are two options from which a student may choose to earn a Master of Retailing degree. For students planning to continue their education with a higher degree, such as a Ph.D., the Academic (thesis) option is recommended. For students who want a Master of Retailing degree for the content in the courses and/or to benefit them in their career, the Professional (non-thesis) option may be more suitable. If you are unsure as to which option to pursue, the Department of Retailing Graduate Director (hereafter Graduate Director) may be able to help you decide.

According to academic regulations of The Graduate School, at least half of the credit hours in a Program of Study, exclusive of thesis preparation (RET 799), must be earned in courses numbered 700 and above.

Academic (Thesis) Option

A graduate student electing the Academic (thesis) option must successfully pass a comprehensive exam upon completion of 21 credits of course work (of which at least 12 credits must be at the 700 level).
School of Hotel, Restaurant, and Tourism Management

Department Website (http://www.hrsm.sc.edu/hrtm/)

Drew Martin, Director

Degree Offered (33 Hours)
Master of International Hospitality and Tourism Management

The School of Hotel, Restaurant, and Tourism Management offers a program leading to the Master of International Hospitality and Tourism Management (M.I.H.T.M.). The M.I.H.T.M. is a professional program designed to prepare students for advanced careers in the hospitality and tourism field. Students best suited for the program are career-directed individuals with previous management experience who are seeking advancement to upper-level management positions or taking advantage of emerging opportunities in resort and club management, tourism marketing, hospitality education, hospitality tourism and research, and consulting. Selected courses in the International Hospitality and Tourism Management curriculum may be used for teacher recertification in the areas of marketing, hospitality and tourism, or home economics education. Students choose from one of two tracks, either the academic track or the professional track. The associate credit hours are a minimum of 33 hours.

Degree Offered (60 Hours)
The Ph.D. program in Hospitality Management

The School of Hotel, Restaurant and Tourism Management offers a Doctor of Philosophy in Hospitality Management focused on lodging, foodservice, and travel and tourism management. Graduates will be prepared to conduct both theoretical and applied research within the broad array of domains of hospitality and tourism management. In addition, graduates will be equipped with the skills to be effective teachers and mentors to students, as well as to be valuable resources for industry professionals. The program is based on a four year program of study consisting of 60 credit hours.

Admission Requirements

Admission requirements conform with the general regulations of The Graduate School and regional and national accreditation standards. Applicants must submit to The Graduate School an application along with a $50 nonrefundable application fee; official transcripts (mailed to the USC Graduate School) showing their complete academic record; two letters of recommendation; resume; statement of purpose; records of immunization (if born after December 31, 1956); and reports of examination scores on the GRE or GMAT.

The admission process involves evaluation of applicant characteristics in an attempt to determine intellectual ability and willingness to do the work required to complete the curriculum. Realizing that many admission decisions are somewhat subjective, anyone reviewing applications for admission to the Master of International Hospitality and Tourism Management program must consider the overall academic record (GPA; course of study; school[s] attended; degrees earned; GRE or GMAT scores and scores on any other standardized tests; performance in quantitative, hospitality/tourism, or business-related courses; work experience and level of responsibility; extracurricular and community activities; and letters of recommendation). These items may be supplemented by personal or telephone interviews at the discretion of the reviewer or when requested by the graduate director.

International applicants whose native language is not English are also required to submit a satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam. The minimum acceptable score on the TOEFL is 80 (internet-based). The minimum acceptable overall band score on the IELTS Intl. Academic Course Type 2 exam is 6.5.

Students wishing to enter the M.I.H.T.M. program should have completed business courses in the areas of personal computers, statistics, finance, marketing, and management principles and hospitality courses in foodservice management, hotel operations, and tourism. Certain prerequisites may be waived for students who have demonstrated a high degree of competence in a related area.

Programs

- Hospitality Management, Ph.D. (p. 1092)
- International Hospitality and Tourism Management, M.I.H.T.M. (p. 1093)

Courses

HRTM 518 - Hospitality Human Capital and Talent Management (3 Credits)
Effective methods for conducting, costing, and evaluating training and development procedures for hospitality supervisors and managers.

HRTM 521 - Revenue Management in the Hospitality Industry (3 Credits)
Examination of revenue management in the hospitality industry with an emphasis on the theory and dynamics of revenue management, the implementation of capacity management, forecasting and discounting.
Prerequisites: HRTM 450.
Corequisite: HTRM 421.

HRTM 537 - Multi-Cultural Dimensions of the Hospitality Industry (3 Credits)
Multicultural, multiracial, and multiethnic factors within the hospitality and tourism industry.
Prerequisites: MGMT 371 or RETL 344.

HRTM 550 - Theme Park and Attractions Management (3 Credits)
This course will give students an overview of the theme park and attractions industry. We will explore each of the areas of this industry including: history, venues, resources, ride operations, merchandising, food service and design.

HRTM 557 - Security Management of Hotels and Restaurants (3 Credits)
Individualized security programs, procedures, legal issues, and review of local, state, and federal laws that apply to the lodging and restaurant industry.
Prerequisites: HRTM 357 or equivalent.

HRTM 560 - Advanced Lodging Management (3 Credits)
Advanced principles of the management of hotels and resorts.
Prerequisites: HRTM 260.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences
Experiential Learning: Experiential Learning Opportunity
**HRTM 564 - Advanced Meeting Management (3 Credits)**
Analysis of current issues and problems in the meetings industry with emphasis on planning, organizing, managing, and enhancing meetings.
Prerequisites: HRTM 364.

**HRTM 565 - International Lodging Management (3 Credits)**
Analysis of the structure of international lodging companies, challenges of marketing U.S. lodging companies abroad, and cultural differences in international management.
Prerequisites: HRTM 260.

**HRTM 567 - Timeshare and Vacation Ownership Management (3 Credits)**
Management of the timeshare and vacation ownership industry.

**HRTM 570 - Managing Food Service Operations (3 Credits)**
An advanced study of the food-service industry and its operations both internally and externally to the physical plant.
Prerequisites: HRTM 270.

**HRTM 575 - Advanced Topics in Wine (3 Credits)**
A viticultural and enological study of wine and wine regions around the world, from the vineyard to the table including grape varietals, wine regions and wine service. Students must be 21 years old.
Prerequisites: HRTM 475.

**HRTM 576 - Franchising within the Hospitality Industry (3 Credits)**
This course will focus on the study of multi-unit and franchise operations within the hospitality and tourism industry.
Prerequisites: BADM 371.

**HRTM 580 - Adventure Travel Management (3 Credits)**
Analysis of the adventure travel industry throughout the world, with emphasis on the management, marketing, and operation of an adventure travel business.

**HRTM 584 - Tourism Information Technology Issues (3 Credits)**
Information technologies such as e-commerce, e-marketing, and e-research are examined, critiqued, and applied within a tourism context.
Prerequisites: ITEC 264 or equivalent.

**HRTM 585 - Advanced Club Management (3 Credits)**
Advanced topics in hospitality management for the club industry.
Prerequisites: HRTM 285.

**HRTM 590 - Special Topics in HRTM (3 Credits)**
Advanced concepts, issues, and trends in the hospitality and tourism industry. May be taken twice for degree credit.

**HRTM 591 - Golf Tourism (3 Credits)**
Effective practices used in the planning, development, and promotion of golf tourism. Experiential learning component for evaluating selected issues, problem solving, and participating in the operational performance of a large golf tournament.Employment with a pre-approved golf tournament or permission of instructor.

**HRTM 592 - Golf Tourism Consumer Services (1 Credit)**
Examines superior customer service in high-quality business operations for a mega golf-tourism event; includes an experiential learning/fieldwork component.
Prerequisites: HRTM 591.

**HRTM 593 - Golf Tourism Supervisory Skills (1 Credit)**
Examines basic supervisory skills in high-quality business operations for a mega golf-tourism event; includes an experiential learning/fieldwork component.
Prerequisites: HRTM 591, HRTM 592.

**HRTM 594 - Golf Tourism Leadership Skills (1 Credit)**
Examines management and leadership skills in high-quality business operations for a mega golf-tourism event; includes an experiential learning/fieldwork component.
Prerequisites: HRTM 591, HRTM 592, HRTM 593.

**HRTM 597 - Global Travel and Tourism (3 Credits)**
Study of the economic, social, cultural, political, and environmental considerations of international tourism management and development.
Prerequisites: HRTM 280.

**HRTM 720 - Hospitality Finance Methods (3 Credits)**
The study of financial management related to the hospitality industry.

**HRTM 730 - Strategic Leadership in the Hospitality Industry (3 Credits)**
Strategic decision-making, planning, and leadership relative to the hospitality industry.

**HRTM 740 - Services Management and Customer Experience in the Hospitality Industry (3 Credits)**
Analysis, planning, and control of the service function in hospitality organizations with emphasis on management problems.

**HRTM 750 - Hospitality Marketing and Social Media (3 Credits)**
Strategic marketing process for hospitality organizations.
Prerequisites: MKTG 350.

**HRTM 755 - Properties Management (3 Credits)**
Feasibility studies, functional planning and design, equipment and utilities management.

**HRTM 768 - Contemporary Problems in the Lodging Industry (3 Credits)**
Consideration and analysis of relevant contemporary problems and issues presently facing managers in the lodging industry.

**HRTM 776 - Current Issues in Foodservice Management (3 Credits)**
Critical issues impacting the management of food-service organizations.

**HRTM 780 - Seminar in Travel and Tourism (3 Credits)**
Issues in travel and tourism.
Prerequisites: HRTM 750.

**HRTM 781 - Seminar on the Olympic Games (3 Credits)**
Examination of the Olympic Games, a mega sport and tourism event, and its impact on the sport, entertainment, hospitality and tourism sectors.
Cross-listed course: SPTE 781

**HRTM 785 - Resort Management (3 Credits)**
Management of resort complexes, including master plan development, ecological concerns, and recreational activities development.

**HRTM 795 - Tourism and Hospitality Field Project (3 Credits)**
Work experience and participation in management decision-making in a hospitality and tourism business environment. Positions assigned on an individual basis with emphasis on oral and written communication skills, planning, and problem solving.

**HRTM 798 - Directed Study in HRTM (3 Credits)**
Independent study for advanced students under faculty supervision. May be taken twice for degree credit.
The Ph.D. program in Hospitality Management is designed to meet the demand by industry and educational institutions for high quality academicians with a hospitality and tourism management background. Students will be given the opportunity to generate significant industry-specific knowledge through exposure to and participation in the highest levels of academic research, and subsequently, as professors and managers, to disseminate such knowledge to all stakeholders and to the public.

The Program is based on a three to four year period of residential study following the completion of a Master’s degree with an undergraduate or graduate degree in hospitality and tourism management or related fields. To meet its objectives, the Program will consist of a minimum of 60 credit hours in five components:

1. Hospitality Management Core,
2. Research Core,
3. Concentration in Hotel, Restaurant and Tourism Management (HRTM),
4. Cognates, and
5. Dissertation

The associated credit hours are a minimum of 60 hours.

This program of study provides students with the opportunity to generate significant industry-specific knowledge through exposure to and participation in the highest levels of academic research. The Ph.D. program requires 60 credit hours beyond the master’s degree, including a minimum of 15 hours devoted to original dissertation research. To complete the Ph.D. program, a student must successfully complete a comprehensive exam, propose and complete a dissertation study, and successfully pass a final examination on the dissertation administered by the students advisory committee.

The School of Hospitality and Tourism Management is home to world renown professors who have significant publication records in the most prestigious journals in hospitality and tourism. The college hosts several research centers and institutes, and collectively provides excellent opportunities for students to get involved in research projects with organizations like:

- South Carolina’s only Center of Economic Excellence in Tourism and Economic Development (CoEE)
- International Institute for Foodservice Research and Education
- International Tourism and Research Institute
- Alfred P. Sloan Foundation Travel & Tourism Industry Center
- Culinary and Wine Institute
- Center for Event Research and Education

**Learning Outcomes**

- Students will develop a general understanding of common research designs and methodological tools (quantitative and qualitative) used in the field of tourism and hospitality research, and become familiar with a wide variety of research publication outlets and quality standards.
- Students will be capable of critically evaluating published articles and existing research products in tourism and hospitality.
- Students will be familiar with a wide variety of ethical issues in research, collaboration, and institutional review board standards and practices.

**Admission Requirements**

Admission requirements conform with the general regulations of The Graduate School and regional and national accreditation standards. Admission to the Ph.D. program is voted on individually by the School of HRTM’s graduate faculty after consideration of a number of factors. These factors include the applicant’s academic record (especially work done at a Master’s level), promise of ability to adequately pursue advanced study and research, performance on the Graduate Record Examination (GRE) or Graduate Management Admissions Test (GMAT), sufficient preparation to enter graduate study, professional experience, willingness of HRTM faculty to work with the student, recommendations, the applicant’s personal statement outlining career objectives, research interests, and career aspirations and expectations, which all may be verified through a personal and/or phone interview. Admitted students must have a HRTM faculty member who is willing to serve as their dissertation committee chair. Therefore, some qualified students may not be admitted if a faculty member does not agree to be chair.

Applicants must submit to The Graduate School an application along with a $50 nonrefundable application fee; official transcripts (mailed to the USC Graduate School) showing their complete academic record; two letters of recommendation; personal statement of purpose; resume; records of immunization (if born after December 31, 1956); and reports and examination scores on the GRE or GMAT.

International applicants whose native language is not English are also required to submit a satisfactory score on the TOEFL or the IELTS Intl.
Academic Course Type 2 exam. The minimum acceptable overall score on the IELTS Intl. Academic Course Type 2 exam is 6.5.

Degree Requirements (60 Post-Masters Hours)

Hospitality Core (6 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRTM 850</td>
<td>Scientific Foundations of Hospitality Management</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 888</td>
<td>Advanced Research Seminar in Hospitality Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 6

Research Core (15 Hours)

These core courses expose students to the critical methodological and topical foundation that is crucial for anyone engaging in top-level hospitality research. The Program will include strong elements of statistics and research design.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select three courses in Statistics (two courses have to be in multivariate statistics)</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Select two Research Methods courses (one qualitative and one quantitative research)</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 15

Concentration in Hotel, Restaurant, and Tourism Management (HRTM) (12 Hours)

Students will also be required to take 12 credit hours in their area of interest based on the list of graduate courses offered in the School of Hotel Restaurant and Tourism Management.

Cognates (12 Hours)

Each student will take 12 hours of graduate-level cognates offered by other programs within the College or other academic units within the University of South Carolina. This is intended to encourage interdisciplinary synergy between College and University academic units and will enhance the concentration area of the program.

Dissertation (15 Hours minimum)

A minimum of fifteen credit hours will constitute the dissertation, which provides students with the opportunity to identify and rigorously analyze a relevant issue within their specialized field, with an aim toward generation of original knowledge.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRTM 899</td>
<td>Dissertation</td>
<td>15</td>
</tr>
</tbody>
</table>

Total Credit Hours 15

International Hospitality and Tourism Management, M.I.H.T.M.

The M.I.H.T.M. program provides a comprehensive study of the many facets of international hospitality and tourism management. Students receive thorough training in the major functional areas of multinational organizations, with an emphasis on professionalism and sophistication in decision making. Flexibility both in curriculum and in degree requirements allows students to design a program of study tailored to their career goals.

Learning Outcomes

- Students will identify and diagnose business problems accurately and effectively, including management practices, accounting and financial management, operations, marketing, and strategic management.
- Students will utilize theory learned in other courses to solve real-world business problems while applying and developing organizational leadership, communication, conflict resolution, and interpersonal skills.
- Students will develop marketing strategies that utilizes analysis of information about customers, competitors, and the environment and are consistent with overall corporate mission and goals.
- Students will understand the fundamental concepts and process of scientific research; examine viable research problems through survey research design, data collection, basic statistical techniques, and report write-up in a professional manner.
- Students will utilize investment and financial analysis tools to accurately assess a firm’s financial performance.

Degree Requirements (33 Hours)

The M.I.H.T.M. curriculum consists of 33 semester hours of graduate credit in approved courses. Students may choose either a professional (nonthesis) or academic (thesis) option.

Professional (Nonthesis) Option (33 Hours)

Students choosing to enroll in the professional option must complete the 24 credit hours of required courses listed below and at least 12 credit hours of elective course work, pass a comprehensive written examination upon completion of all course work, and complete a work experience requirement that includes participation in management decision-making in a hospitality or tourism business environment.

Required Courses for the Professional Option (24 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>HRTM 720</td>
<td>Hospitality Finance Methods</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 730</td>
<td>Strategic Leadership in the Hospitality Industry</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 740</td>
<td>Services Management and Customer Experience in the Hospitality Industry</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 750</td>
<td>Hospitality Marketing and Social Media</td>
<td>3</td>
</tr>
<tr>
<td>HRSM 788</td>
<td>Business Analytics in Hospitality, Retail, and Sport Management</td>
<td>3</td>
</tr>
<tr>
<td>HRSM 795</td>
<td>Field Project in Hospitality, Retail, and Sport Management</td>
<td>6</td>
</tr>
<tr>
<td>HRTM 518</td>
<td>Hospitality Human Capital and Talent Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 24

Academic (Thesis) Option (33 Hours)

Students choosing to enroll in the thesis option must complete 27 credit hours of required courses listed below-including 6 credit hours of thesis preparation (HRTM 799) and at least 6 hours of elective course work and prepare and successfully defend a thesis.
## Required Courses for the Academic Option (27 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRTM 518</td>
<td>Hospitality Human Capital and Talent Management</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 730</td>
<td>Strategic Leadership in the Hospitality Industry</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 740</td>
<td>Services Management and Customer Experience in the Hospitality Industry</td>
<td>3</td>
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<tr>
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<td>Hospitality Marketing and Social Media</td>
<td>3</td>
</tr>
<tr>
<td>HRSM 788</td>
<td>Business Analytics in Hospitality, Retail, and Sport Management</td>
<td>3</td>
</tr>
<tr>
<td>HRSM 700</td>
<td>Quantitative Methods in HRSM</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 799</td>
<td>Thesis Preparation</td>
<td>6</td>
</tr>
</tbody>
</table>

Select one of the following:
- STAT 515  Statistical Methods I  3
- STAT 600  Statistics for Applied Management  3
- STAT 700  Applied Statistics I               3

**Total Credit Hours**  27

## Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>HRTM 521</td>
<td>Revenue Management in the Hospitality Industry</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 537</td>
<td>Multi-Cultural Dimensions of the Hospitality Industry</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 557</td>
<td>Security Management of Hotels and Restaurants</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 560</td>
<td>Advanced Lodging Management</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 564</td>
<td>Advanced Meeting Management</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 565</td>
<td>International Lodging Management</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 567</td>
<td>Timeshare and Vacation Ownership Management</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 570</td>
<td>Managing Food Service Operations</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 575</td>
<td>Advanced Topics in Wine</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 576</td>
<td>Franchising within the Hospitality Industry</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 580</td>
<td>Adventure Travel Management</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 584</td>
<td>Tourism Information Technology Issues</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 585</td>
<td>Advanced Club Management</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 591</td>
<td>Golf Tourism</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 592</td>
<td>Golf Tourism Consumer Services</td>
<td>1</td>
</tr>
<tr>
<td>HRTM 593</td>
<td>Golf Tourism Supervisory Skills</td>
<td>1</td>
</tr>
<tr>
<td>HRTM 594</td>
<td>Golf Tourism Leadership Skills</td>
<td>1</td>
</tr>
<tr>
<td>HRTM 597</td>
<td>Global Travel and Tourism</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 720</td>
<td>Hospitality Finance Methods</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 755</td>
<td>Properties Management</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 768</td>
<td>Contemporary Problems in the Lodging Industry</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 776</td>
<td>Current Issues in Foodservice Management</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 780</td>
<td>Seminar in Travel and Tourism</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 781</td>
<td>Seminar on the Olympic Games</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 785</td>
<td>Resort Management</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 798</td>
<td>Directed Study in HRTM</td>
<td>3</td>
</tr>
</tbody>
</table>

## Admission Requirements

**Master of Sport and Entertainment Management**

Admission requirements conform to the general regulations of The Graduate School and regional and national accreditation standards. The Graduate School uses an online application process and there is a $50 fee to apply. Applicants must also submit a current resume, statement of career objectives, at least two letters of recommendation (with at least one being from a current or former professor who can comment on the applicant’s ability to succeed in graduate studies), one official transcript from each college or university attended, and official Graduate Management Admission Test (GMAT) or Graduate Record Exam (GRE) scores. See the Department of Sport and Entertainment Management’s website, http://www.sportandentertainment.org, for specific instructions on how to apply and for application deadlines.

Undergraduate preparation, grade point average, GMAT or GRE score, applicant’s statement of career objectives, letters of recommendation, work experience, extracurricular activities, and TOEFL scores for international students will be used in admissions decisions. International applicants whose native language is not English are required to submit a satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam. The minimum acceptable score on the TOEFL is 80 (internet-based) while the minimum acceptable overall band score on the IELTS Intl. Academic Course Type 2 exam is 6.5. Successful applicants generally score at least 300 (verbal and quantitative combined) on the GRE Revised General Test or an equivalent score (verbal and quantitative combined) on the GMAT. For those who took the GRE General Test prior to August 1, 2011, successful applicants generally score at least 1000 (verbal and quantitative combined). These scores, however, do not guarantee admission. Successful applicants also generally earn at least a 3.00 undergraduate grade point average on a 4.00 scale. Consideration will be given to the student’s entire application, when making admissions decisions.

Students who transfer into the degree program will be allowed up to 9 semester hours of degree-applicable transfer credit. The graduate director must approve the credits.

For students without undergraduate degrees in sport management, entertainment management, business administration or a related discipline, prerequisite courses in the areas of sport and entertainment

**Degrees Offered**

**Master of Sport and Entertainment Management**

The Department of Sport and Entertainment Management offers a Master of Sport and Entertainment Management focused on sport, entertainment, and venue management. Graduates will be prepared to conduct both theoretical and applied research within the broadening domain of sport and entertainment. In addition, graduates will be equipped with the skills to be effective teachers and mentors to students, as well as to be valuable resources for industry professionals.

**Doctor of Philosophy in Sport and Entertainment Management**

The Department of Sport and Entertainment Management offers a Doctor of Philosophy in Sport and Entertainment management focused on sport, entertainment, and venue management. Graduates will be equipped with the skills to be effective teachers and mentors to students, as well as to be valuable resources for industry professionals.

**Sport and Entertainment Management**

Department Website (http://sc.edu/study/colleges_schools/hrsm/study/areasofstudy/spete/)
finance, sport and entertainment marketing, and sport and entertainment accounting must be taken. These courses are offered during the Summer II term at the University of South Carolina and must be successfully completed prior to a student’s beginning the program in the Fall.

**Doctor of Philosophy in Sport and Entertainment Management**

Admission requirements conform to the general regulations of the Graduate School and regional and national accreditation standards. Admission to the Ph.D. program is voted on individually by the department's graduate faculty after considering several factors. These factors include the applicant’s academic record (especially work done at a Master’s level), promise of the ability to pursue adequately advanced study and research, performance of the Graduate Record Exam (GRE) or Graduate Management Admissions Test (GMAT), sufficient preparation to enter graduate study, professional experience, willingness of departmental faculty to work with the student, letters of recommendation, the applicant’s statement of career objectives, and a personal and/or phone interview. Students must have a departmental faculty member who is willing to serve as their dissertation committee chair prior to admission. Therefore, some qualified students may not be admitted if a faculty member does not agree to be chair.

Graduate students are admitted through a cooperative effort between the Graduate School of the University of South Carolina and the Department of Sport and Entertainment Management. The Graduate School uses an online application process and there is a $50 fee to apply.

The following supporting material is required with the application:

1. A current resume.
2. Statement of Career Objectives. This is a statement that specifically addresses how the department’s Ph.D program will help the applicant achieve these objectives.
3. At least two letters of recommendation. At least one of these letters must be from a current or former professor who can comment on the applicant’s ability to succeed in graduate studies.
4. One official transcript from each college or university attended (undergraduate and graduate). Successful applicants generally have a master’s GPA of 3.25 or above (on a 4.0 scale). Such a GPA, however, does not guarantee admission.
5. Official Graduate Management Admission Test (GMAT) or Graduate Record Exam (GRE) scores. Successful applicants generally score at least 300 (verbal and quantitative combined) on the GRE Revised General Test or an equivalent score (verbal and quantitative combined) on the GMAT. For those who took the GRE General Test prior to August 1, 2011, successful applicants generally score at least 1000 (verbal and quantitative combined). These scores, however, do not guarantee admission. GMAT/GRE scores more than five years old will not be accepted under any circumstances.
6. Applicants whose native language is not English must submit TOEFL of IELTS scores. International applicants who have received a degree from a college or university in the United States are not required to submit a TOEFL or IELTS. The minimum acceptable score on the TOEFL is 80 (internet-based) while the minimum acceptable overall band score on the IELTS Int. Academic Course Type 2 exam is 6.5.

**Programs**

- Sport and Entertainment Management, M.S.E.M. (p. 1097)
- Sport and Entertainment Management, Ph.D. (p. 1097)

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**Courses**

**HRSM 700 - Quantitative Methods in HRSM (3 Credits)**
This course introduces the basic knowledge of quantitative concepts, principles, and methods necessary for scientific investigation of research problems related to hospitality, retail, and sport management.

Corequisite: HRSM 788.

**HRSM 787 - Global Seminar in Hospitality, Retail, & Sport Management (3 Credits)**
This is an interdisciplinary learning experience where students apply major specific constructs and current trends in hospitality, retail, sport and technology management in a study abroad context. Students will visit destinations and venues where they will interact with on-site management. This course is for HRSM graduate students only and requires permission of the departmental graduate director. This course may be repeated twice for credit.

**HRSM 788 - Business Analytics in Hospitality, Retail, & Sport Management (3 Credits)**
The course is structured to help students apply concepts of scientific inquiry in practical business problems in the field of hospitality/tourism, retail, and sport management. This course will provide the student with an understanding of the process and the tools to support business problem identification, research design, information/data collection, data analytics, result visualization, and managerial decision-making of business cases.

Prerequisites: STAT 515.

**HRSM 795 - Field Project in Hospitality, Retail, & Sport Management (6 Credits)**
Work experience and participation in management decision-making in a hospitality/tourism, retail, or sport/entertainment business environment. Positions assigned on an individual basis with emphasis on oral and written communication skills, planning, and problem solving.

**HRSM 888 - Research Design in Hospitality, Retail, & Sport Management (3 Credits)**
The principles of research design, focusing on the application of these principles as they apply to sport and entertainment, hospitality, and/or tourism management.

**SPTE 501 - Trends and Issues in Sport and Entertainment Management (3 Credits)**
Trends and Issues in Sport and Entertainment Management.

**SPTE 545 - Managing Part-Time Employees and Volunteers (3 Credits)**
Recruiting, hiring, training, and retaining part-time employees and volunteers in sport and entertainment.

**SPTE 550 - The Business of Esports (3 Credits)**
This course is designed to provide students with an overview of the business of esports. It will focus on the history of video games from creation to the present and will also cover the various business elements of the modern, competitive esports environment.

**SPTE 560 - Performing Arts Management and Leadership (3 Credits)**
The study of performing arts management as it relates to nonprofits and organizational structure.

Prerequisites: C or better in SPTE 202 and SPTE 380.

**SPTE 565 - Business of Broadway (3 Credits)**
The study of the management of Broadway productions from script to play, including the creative process, business ventures, production houses, and investor relations.

Prerequisites: SPTE 202 and SPTE 380; C or higher for SPTE majors.
SPTE 570 - Special Topics in Global Sport (3 Credits)
This course examines a variety of global sport and entertainment management issues. The emphasis will be on an understanding of the concepts related to the sport and entertainment management in an international setting. Content varies by title. May be repeated once.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

SPTE 580 - Business Principles in Sport Management. (3 Credits)
Business principles in the management of public and private sector sport programs.

SPTE 585 - Sports Economics (3 Credits)
This course focuses on issues relevant to sport, entertainment, and related industries. The goal of the class will be for students to understand both basic and complex concepts within economics in a sport and entertainment context, in order to grasp the importance of economic decision-making.

SPTE 590 - Special Topics in Live Entertainment and Sport (3 Credits)
Investigation of Special topics pertinent to the sport and entertainment management industry. Content varies by title. May be repeated twice.

SPTE 635 - Sport and Entertainment Event Development (3 Credits)
Business concepts needed to develop sport and entertainment special events.

SPTE 640 - Venue Management: Principles and Practices (3 Credits)
Managing public assembly facilities and venues. 
Prerequisites: SPTE 203 or equivalent.

SPTE 650 - Integrated Marketing Communication in Sport and Entertainment (3 Credits)
Use of integrated marketing communication concepts, theories, and strategies in sport and entertainment.
Prerequisites: MKTG 350.

SPTE 655 - Social Media in Live Entertainment and Sport (3 Credits)
In-depth investigation of social networks, digital platforms, and online marketing for the live entertainment and sport industries.

SPTE 701 - Management in the Sport and Entertainment Industry (3 Credits)
Management principles in the sport and entertainment industry.

SPTE 720 - Advanced Live Entertainment Management (3 Credits)
The advanced study of underlying themes in entertainment management and its application to music, family shows, and other live entertainment business venues.

SPTE 730 - Advanced Sport and the Law (3 Credits)
Advanced knowledge of the legal issues that frequently arise in the context of sport will be covered. The focus of the course is law as it applies to sport as well as how the law affects participants, spectators, sport organizations, and facility managers, among others.

SPTE 736 - Sport and Entertainment Event Entrepreneurship (3 Credits)
Process of new venture creation with respect to sport and entertainment events.

SPTE 746 - Risk and Security Management in Public Assembly Facilities (3 Credits)
The risks and security issues associated with managing public assembly facilities.

SPTE 750 - Strategic Planning and Policy Development in Sport and Entertainment Management (3 Credits)
Policy development and implementation in the sport and entertainment industry.

SPTE 760 - Principles of Sport and Entertainment Marketing (3 Credits)
This course is designed to provide a foundation in the principles of sport and entertainment marketing.
Prerequisites: Undergraduate marketing class or equivalent.

SPTE 765 - Advances Sales in Sport and Entertainment Management (3 Credits)
Comparative approaches of revenue generation and sales processes/strategies used by sport and entertainment organizations.
Prerequisites: Completion of an introductory marketing course and/or relevant industry marketing experience.

SPTE 770 - Public Assembly Facility Management Programming and Sales (3 Credits)
Concepts, knowledge, and sales skills involved in programming public assembly facilities.

SPTE 775 - Event Programming and Production (3 Credits)
This course will examine the critical functions of booking and scheduling a public assembly facility and the production of events in such a venue.
Prerequisites: SPTE 640.

SPTE 780 - Public Assembly Facility Operations and Procedures (3 Credits)
Concepts, knowledge, and operational procedures associated with managing public assembly facilities.

SPTE 781 - Seminar on the Olympic Games (3 Credits)
Examination of the Olympic Games, a mega sport and tourism event and its impact on the sport, entertainment, hospitality and tourism sectors.
Cross-listed course: HRTM 781

SPTE 790 - Sport and Entertainment Finance (3 Credits)
This course examines financial information necessary to perform the usual duties and responsibilities associated with sport facilities, programs and organizations.

SPTE 798 - Directed Study in Sport and Entertainment Management (3 Credits)
Independent study for advanced students under faculty supervision. May be taken twice for degree credit.

SPTE 799 - Thesis Preparation (1-6 Credits)
Thesis preparation in sport and entertainment management.

SPTE 801 - Seminar in SPTE Management (3 Credits)
Acquaints sport management PhD students with advanced principles and applications of the sport and entertainment management discipline. This course will expose the doctoral student to research examining organization, leadership, and strategic management in the sport and entertainment industry and appropriate sub-industries.

SPTE 810 - Seminar in SPTE Education (3 Credits)
Provides Sport and Entertainment Management graduate students with insights that foster professional growth and development as a college instructor. This course examines the scholarship of teaching SPTE and developing optimal classroom environments and identification and guided reflective analysis of critical issues in SPTE education.

SPTE 830 - Seminar SPTE Law & Risk Management (3 Credits)
Acquaints students with advanced theory and application of law and risk management in sport and entertainment management through the review of scholarship about professional and amateur sport, laws impacting the entertainment industry, and risk management issues within sport and entertainment facilities.
SPTE 860 - Seminar in SPTE Marketing (3 Credits)
Acquaints sport management PhD students with advanced principles and application of the sport and entertainment marketing discipline. The course will take an in-depth look at how amateur/professional sport, and emerging sport business enterprises and trends affect the practice of sport and entertainment marketing. This course is designed for students to study sport and entertainment marketing theories and practical applications and principles by specifically learning about marketing information systems, pricing strategies, media relations, promotional methods and endorsements.

SPTE 880 - Sport and Society (3 Credits)
When sport is discussed, how we talk about them, and the possible viewpoints are all given beforehand by deeply entrenched social institutions. The objective of this course is to identify how these institutions are constructed, and how sport is an activity that embodies social relations.

SPTE 890 - Seminar in SPTE Finance (3 Credits)
This course covers advanced principles and applications of sport and entertainment finance. The course takes an in-depth look at the theory, concepts, and frameworks of sport and entertainment finance research. The focus will be on the optimum financial policies and decisions of nonfinancial firms in the sport and entertainment industry.

SPTE 899 - Dissertation Preparation (1-12 Credits)
Assists students through the proposal and dissertation writing process.

Sport and Entertainment Management, M.S.E.M.

Learning Outcomes

- Students should be able to apply learned concepts and theory to demonstrate an understanding of the nature of the sport and entertainment industry.
- Students will understand and have an appreciation for how research is used by and beneficial for sport and entertainment organizations and/or academics.
- Students will demonstrate an ability to develop and explain workable solutions to various industry problems.

Degree Requirements (36 Hours)

Thesis Option
Students electing the thesis option must complete 27 credit hours of required courses, complete at least 9 credit hours of elective course work from which a maximum of 9 credit hours may be taken outside of the Department of Sport and Entertainment Management, and pass a comprehensive examination upon completion of the course work and thesis.

Courses for Thesis Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPTE 640</td>
<td>Venue Management: Principles and Practices</td>
<td>3</td>
</tr>
<tr>
<td>SPTE 701</td>
<td>Management in the Sport and Entertainment Industry</td>
<td>3</td>
</tr>
<tr>
<td>SPTE 730</td>
<td>Advanced Sport and the Law</td>
<td>3</td>
</tr>
<tr>
<td>SPTE 760</td>
<td>Principles of Sport and Entertainment Marketing</td>
<td>3</td>
</tr>
<tr>
<td>SPTE 790</td>
<td>Sport and Entertainment Finance</td>
<td>3</td>
</tr>
<tr>
<td>SPTE 799</td>
<td>Thesis Preparation</td>
<td>1-6</td>
</tr>
<tr>
<td>STAT 515</td>
<td>Statistical Methods I</td>
<td>3</td>
</tr>
</tbody>
</table>

Non-Thesis Option
Students electing the non-thesis option must complete 21 credit hours of required courses, complete at least 15 credit hours of elective course work from which a maximum of 9 credit hours may be taken outside of the Department of Sport and Entertainment Management, and pass a comprehensive examination upon completion of all course work. Students selecting the non-thesis option may (but are not required to) enroll in HRSM 795 for 6 elective credit hours.

Courses for Non-Thesis Option

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
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<td>3</td>
</tr>
<tr>
<td>STAT 515</td>
<td>Statistical Methods I</td>
<td>3</td>
</tr>
<tr>
<td>HRSM 788</td>
<td>Business Analytics in Hospitality, Retail, and Sport Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Sport and Entertainment Management, Ph.D.

The Ph.D. program in Sport and Entertainment Management is designed to meet the demand by the industry and educational institutions for high quality academicians with a sport and entertainment management background. Students will be given the opportunity to generate industry-specific knowledge through exposure to and participation in academic research with a discipline-specific application. Subsequently, as professors, they will be equipped to disseminate such knowledge to the public and industry stakeholders.

Learning Outcomes

- Upon completion of all core coursework, students will be familiar with key research in the areas of sport and entertainment management, marketing, finance and law.
- Students will have the necessarily skills to lead and conduct their own research projects, and be able to cooperate with, or support other scholars in their scholarly endeavors.
- Students will acquire skills needed to teach in a college setting.

Degree Requirements (60 Post-Masters Hours minimum)

The Program is based on a three-year period of residential study beyond completion of a Master's degree in sport and entertainment management or a related field. It will consist of a minimum of 60 credit hours beyond the master's degree in the following four areas:
1. Core Seminars,
2. Statistics/Research Core,
3. Cognate(s), and
4. Dissertation

Prerequisites

Students who have not had prior exposure to the sport and entertainment industry through a related undergraduate or graduate degree are required to enroll in a 15-hour Prerequisite Core. Courses in this core in the following:

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
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<tr>
<td>SPTE 701</td>
<td>Management in the Sport and Entertainment Industry</td>
<td>3</td>
</tr>
<tr>
<td>SPTE 746</td>
<td>Risk and Security Management in Public Assembly Facilities</td>
<td>3</td>
</tr>
<tr>
<td>SPTE 760</td>
<td>Principles of Sport and Entertainment Marketing</td>
<td>3</td>
</tr>
<tr>
<td>SPTE 790</td>
<td>Sport and Entertainment Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 15

Note: These courses may be waived for those with prior academic exposure or significant industry experiences.

Program of Study

The Program will expose students to advanced and current research being conducted in the sport and entertainment industry. A substantial portion of the coursework will consist of courses that focus on research methodology and statistical analysis techniques. These courses are designed to develop students’ critical analysis skills while serving as the basis for developing a sustainable research agenda.

Because the department’s unique focus on both sport and entertainment management (as opposed to only sport management), students will develop a distinct and more holistic understanding of both sport management and entertainment management and be better positioned in the academic job market in that the breadth of their training should make them qualified for either sport-specific or entertainment-specific positions within those programs.

Core Seminars (15 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPTE 810</td>
<td>Seminar in SPTE Education</td>
<td>3</td>
</tr>
<tr>
<td>Remaining 12 credit hours must be selected from 800-level SPTE seminars</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 15

Statistics/Research Core (15 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected courses must be in the topic areas of research methods or statistics</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 15

Cognate (18 Hours)

The students should specialize in their chosen area of research interest. At least 6 hours of coursework must be taken outside the SPTE Department.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPTE 899</td>
<td>Dissertation Preparation</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Credit Hours 18

Dissertation (12 Hours)

A minimum of 12 credit hours will constitute the dissertation, which provides students with the opportunity to identify and rigorously analyze a relevant issue within their specialized field, with an aim toward generation of original knowledge.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPTE 899</td>
<td>Dissertation Preparation</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

College of Information and Communications

Department Website (http://www.sc.edu/study/colleges_schools/cic/)

Tom Reichert, Ph.D., Dean
Brooke McKeever, Ph.D., Associate Dean of Research
Kim M. Thompson, Ph.D., Associate Dean for Academic Affairs
David Lankes, Ph.D., Associate Dean and Director, School of Library and Information Science
Andrea Hickerson, Ph.D., Associate Dean and Director, School of Journalism and Mass Communications
Brytnee Leigh, Assistant Dean for Administration and Finance
Rushondra James, MSW, Assistant Dean for Student Services
Rachel Rolli, Assistant to the Dean

The challenge of 21st-century communications is to combine the information gathering function—research and data bases—with the disciplines of disseminating information—journalism, advertising, and public relations. The College of Information and Communications is the product of such a merger designed to convey what we know and how we know it.

The college’s School of Journalism and Mass Communications is professionally oriented and grounded strongly in the liberal arts. It offers instruction at the undergraduate and graduate levels and an extensive program in continuing education. Course work is offered in electronic and print journalism, advertising, public relations, and integrated communications to train students in both the processes and effects of mass communication.

The School of Library and Information Science offers a bachelor’s degree in information science and graduate-level programs that support the development of library and information services as an essential element of cultural enrichment. It provides a professional education for students entering into libraries and information centers in colleges, schools, communities, industries, and businesses.

Together, the schools will also develop a core research base for examining the practices of communications and the teaching of these disciplines.

The 2002 merger of two established colleges at the University of South Carolina was designed to prepare students to more effectively meet the challenges of the communications age. Both schools now in the new
College have long had admirable records of placing their graduates in newsrooms, advertising agencies, libraries, and academic institutions in and beyond South Carolina.

**Departments**
- School of Journalism and Mass Communications (p. 1099)
- School of Library and Information Science (p. 1106)

**School of Journalism and Mass Communications**

Department Website (http://www.sc.edu/study/colleges_schools/cic/)

Tom Reichert, Ph.D., Dean
Andrea Hickerson, Ph.D., Associate Dean and Director, School of Journalism and Mass Communications
David Lankes, Ph.D. Associate Dean and Director, School of Library and Information Science

The School of Journalism and Mass Communications offers the Master of Mass Communication, Master of Arts, and Doctor of Philosophy degrees. It also offers the Certificate of Graduate Study in Health Communication in cooperation with the School of Library and Information Science and the Department of Health Promotion, Education, and Behavior of the Arnold School of Public Health. There are no separate departments, as such, within the school, although course work is offered in electronic and print journalism, advertising, public relations, integrated communications, visual communications, and a wide range of other subjects dealing with the processes and effects of mass communications.

The general regulations of The Graduate School regarding admission, residency, theses and dissertations, admission to candidacy, and comprehensive examinations apply to all graduate work in the School of Journalism and Mass Communications. Beyond that, the school may request additional writing samples or other evidence of creative work.

Graduate study at the certificate, M.M.C, M.A., and Ph.D. levels in the school is designed to meet the needs of three categories of students:

1. graduates of approved colleges and universities who have little or no undergraduate work in journalism and mass communications but desire to complete a program of intensive academic and professional preparation for work in the mass communications field;
2. graduates in journalism and mass communications from accredited programs of journalism and mass communications and graduates of approved colleges or universities who have received a bachelor's degree in any field and who have one or more years of professional experience in journalism and mass communications;
3. graduates of approved master's degree programs who preferably have two or more years of professional experience in journalism and mass communications and who wish to obtain a doctoral degree.

Proficiency examinations may be required of applicants. Any deficiencies in an applicant's academic or professional background for the study of journalism and mass communications may require remedial course work that may not count toward the graduate degree.

Applicants for a graduate degree in journalism and mass communications who do not have professional experience or educational background for the field may be required to complete up to 15 semester hours of undergraduate work in journalism and mass communications.

Camp Carolina, an intensive summer experience, can be used to satisfy many of these requirements. Each applicant's case will be evaluated individually to determine the amount, if any, of remedial work required. These remedial courses are usually designated as prerequisites for more advanced courses, numbered 500 or above, which will become part of the student's plan of graduate study. Graduate students may, with approval of the associate director for graduate studies, enroll for some of these undergraduate courses at the same time they are enrolled in graduate courses. For example, a student enrolled in a 700-level seminar in media law may also be enrolled in an undergraduate skills course in basic news reporting; the student would earn graduate credit for the 700-level seminar but not for the 300-level news reporting class.

Applicants who cannot demonstrate a basic knowledge of statistics (e.g. successful completion of undergraduate basic statistics course) must complete a course from an approved list before registering for JOUR 701 or JOUR 801. Such a course should be completed early in the student's program and may count toward the graduate degree only if it is 500-level or above.

**Programs**
- Health Communication, Certificate (Journalism and Mass Communications) (p. 1103)
- Journalism and Mass Communications, M.A. (p. 1103)
- Journalism and Mass Communications, M.M.C. (p. 1104)
- Journalism and Mass Communications, Ph.D. (p. 1105)

**Courses**

JOUR 501 - Freedom, Responsibility, and Ethics of the Mass Media (3 Credits)
Historical development of freedom, responsibility, and ethics in the mass media, including communication theories, pressures, ownership.

**Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy. GLD: Professional and Civic Engagement Leadership Experiences

JOUR 504 - International Mass Communications (3 Credits)
A comparative study of world mass communications media, with particular attention to press systems, the sources and flow of international news, and the problems and implications of world communications.

JOUR 506 - Mass Media Criticism (3 Credits)
Development of critical thinking skills for analyzing mass media.

**Prerequisites:** JOUR 101.

JOUR 507 - Communicating Science, Health and the Environment (3 Credits)
Explores the role of journalism in shaping perceptions of scientific issues and task. Emphasis on methods of effectively communicating about science, health, and the environment.

JOUR 508 - Faith, Values, and the Mass Media (3 Credits)
Faith and values influence the media. An examination of the influence, why it happens, and of religious diversity and the increased public presence of religions, including Hinduism and Islam.

**Prerequisites:** JOUR 291 and junior or senior standing or consent of instructor

**Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy
JOUR 515 - Mass Communications Capstone Portfolio (3 Credits)
Development of Mass Communications E-portfolio showcasing and reflecting on coursework and experiential learning, with a focus on leadership, as preparation for matriculation in higher education or careers in mass media.
Prerequisites: C or better in JOUR 501, JOUR 506, or JOUR 542.

JOUR 516 - Advanced Creative (3 Credits)
Development of writing styles for print and broadcast advertising.
Prerequisites: JOUR 416.

JOUR 517 - Integrated Campaigns (3 Credits)
The development of a complete, well coordinated integrated communications plan that incorporates research and analysis techniques, critical thinking, team work, creative and tactical skills.
Prerequisites: JOUR 416 and JOUR 421.

Graduation with Leadership Distinction: GLD: Research

JOUR 518 - Brand Communications Practicum/Competitions (3 Credits)
Application of advertising techniques and skills in preparation of full scale campaign.
Prerequisites: JOUR 332, JOUR 416, JOUR 421.

JOUR 521 - Interactive Communication Strategies (3 Credits)
The development of a complete, well-coordinated integrated communications plan that incorporates research and analysis techniques, critical thinking, team work, creative and tactical skills.
Prerequisites: JOUR 202 or MKTG 350.

JOUR 527 - Advertising Management (3 Credits)
The dynamics of leadership and management in the creative industries.
Prerequisites: JOUR 202.

JOUR 530 - Creative Leadership (3 Credits)
Theories of leadership as applied to creative industries. Students will engage and interact with community-based organizations to assess needs, plan communications strategies, lead student teams in developing those ideas, and present to clients. Junior standing or permission of instructor.

JOUR 531 - Public Relations Campaigns (3 Credits)
Development of public relations campaigns for business and social institutions. Case studies of public relations campaigns and programs.
Prerequisites: JOUR 201, JOUR 332, JOUR 436.

Graduation with Leadership Distinction: GLD: Community Service, GLD: Research

JOUR 533 - Public Relations Management (3 Credits)
Researching, programming, staff, budgeting, and planning public-relations programs by business, government, or consulting firms.
Prerequisites: JOUR 201, JOUR 436.

JOUR 534 - Publication Writing and Design (3 Credits)
Publication writing and design as well as internal or constituent communications, specifically focused on an internal audience. Production of InterCom, the College of Mass Communications and Information Studies' alumni magazine.
Prerequisites: JOUR 291.

JOUR 536 - Crisis Communications (3 Credits)
Introduction to crisis communications and management from a strategic, theory-based approach using research from historical and current case studies.
Prerequisites: C or better in JOUR 436.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

JOUR 537 - The Carolina Agency (3 Credits)
Participation in a functioning communications agency working for actual clients in a student-directed environment. Opportunity to both lead and be a part of a team servicing the communication needs of various clients.
Prerequisites: JOUR 101; JOUR 201; JOUR 203 or JOUR 202; and JOUR 291.

Graduation with Leadership Distinction: GLD: Community Service, GLD: Professional and Civic Engagement Leadership Experiences

JOUR 538 - The Bateman Team (3 Credits)
Self-directed development and implementation of a public relations campaign as part of a national competition: PRSSA's Bateman Competition.
Prerequisites: JOUR 332 and JOUR 436.

JOUR 539 - Ethics in Public Relations and Public Policy (3 Credits)
Review of the analytical process of resolving complex ethical issues and cases in public relations; study of the philosophical approaches to communication ethics.
Prerequisites: JOUR 101.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

JOUR 542 - Public Opinion and Persuasion (3 Credits)
Theory and practice of persuasive communication and the role of persuasion in shaping public opinion.

JOUR 550 - Advanced Magazine Article Writing (3 Credits)
Writing techniques used in the preparation and marketing of major nonfiction articles for national, regional, and local publications.
Prerequisites: JOUR 566.

JOUR 560 - Capstone Portfolio Development (3 Credits)
Advanced techniques of graphic and multimedia design and their application to problem-solving situations in the mass media. Emphasis on portfolio development.
Prerequisites: JOUR 446, JOUR 447, JOUR 449.

JOUR 563P - Public/Civic Journalism (3 Credits)
To gain an understanding of theory and practice of public/civic journalism, seen by its advocates as socially responsible journalism that attempts to build civic participation and empower communities.
Graduation with Leadership Distinction: GLD: Community Service

JOUR 566 - Magazine Article Writing (3 Credits)
Researching, organizing, writing, and marketing articles for publication in general and specialized publications.
Prerequisites: JOUR 361 or JOUR 436.

JOUR 573 - Editorial and Opinion Writing (3 Credits)
Content and style; writing of editorials, analyses, and commentaries.
Prerequisites: JOUR 291.
JOUR 574 - Data Journalism (3 Credits)
Acquiring, analyzing and presenting data using spreadsheets and other tools to uncover stories and provide depth and context to journalism.
Prerequisites: JOUR 291.

JOUR 575 - Broadcast Journalism Practicum (3 Credits)
Production of public affairs programs.
Prerequisites: JOUR 326, JOUR 333, and JOUR 434.
Corequisite: JOUR 502, JOUR 503, and JOUR 526.

JOUR 576 - Reporting Public Affairs (3 Credits)
Concentrated analyses of reporting in special fields, particularly in the South, including coverage of government, business, labor, the arts and sciences.
Prerequisites: JOUR 361.

JOUR 579 - Broadcast Announcing (3 Credits)
Theory and practice of professional broadcast announcing. Lecture-demonstration-laboratory course in principles underlying professional performance before microphones and cameras and the various broadcast performance functions.
Prerequisites: JOUR 325.

JOUR 580 - Advanced Reporting Topics (3 Credits)
Study and application of highly specialized reporting on topics related to current public discourse. May be repeated as content varies by title.
Corequisite: JOUR 587, JOUR 589, and JOUR 590 or JOUR 586, JOUR 588 and JOUR 590.

JOUR 586 - Capstone I - Advanced Reporting - Broadcast and Online Journalism (3 Credits)
Professional practice in meeting daily newscast deadlines through work on the Carolina News television newscast. Focus on polished reporting, performance and production techniques and demonstration of advanced television reporting skills under deadline pressure.
Prerequisites: JOUR 471.
Corequisite: JOUR 588 and JOUR 590.

JOUR 587 - Capstone I - Advanced Reporting - Multimedia Journalism (3 Credits)
Professional practice in shaping journalistic reporting to the multimedia environment. Application of news gathering, synthesizing and reporting across platforms – print and online, textual and graphic – in timely fashion.
Prerequisites: JOUR 471.
Corequisite: JOUR 589 and JOUR 590.

JOUR 588 - Capstone II - Advanced Broadcast and Online Journalism Production (3 Credits)
Advanced newscast production skills developed in the context of producing daily Carolina News broadcast. Shape and coordinate reporting and production team under deadline pressure in newsroom setting.
Prerequisites: JOUR 471.
Corequisite: JOUR 586 and JOUR 590.

JOUR 589 - Capstone II - Advanced Multimedia Journalism Production (3 Credits)
Editing and design employed to maximize effectiveness in the multimedia environment. Creating accurate and engaging content to reach consumers in varied ways reflecting contemporary consumer use of media.
Prerequisites: JOUR 471.
Corequisite: JOUR 587 and JOUR 590.

JOUR 590 - Capstone III - Digital Journalism (3 Credits)
Exposure to the evolving variety of journalism techniques, software programs and equipment to effectively tell compelling stories and convey information in multiple visual and interactive forms. Emphasis on extending professional skills while reinforcing current best practices.
Prerequisites: JOUR 471.
Corequisite: JOUR 586 and JOUR 588 or both JOUR 587 and JOUR 589.

JOUR 595 - Domestic Study Away in Journalism and Mass Communications (3 Credits)
Domestic study away course will focus on topics in journalism and mass communications and will be taught away from the University of South Carolina Columbia campus. Individual topics will vary by title.
Prerequisites: to be announced in class schedule.

JOUR 596 - Study Abroad in Journalism and Mass Communications (3 Credits)
Study abroad course will focus on topics in journalism and mass communications and will be taught as a study abroad experience. Individual topics will vary by title.
Prerequisites: to be announced in class schedule.

JOUR 597 - Internship in Mass Communications (1-3 Credits)
Supervised professional experience. Maximum of three hours credit. Contract approved by instructor, advisor, and department head is required.
Experiential Learning: Experiential Learning Opportunity

JOUR 598 - Directed Independent Studies (1-6 Credits)
Individual mass media projects. Contract approved by instructor, advisor, and department head is required for undergraduate students.

JOUR 599 - Advanced Special Topics (3 Credits)
Advanced topics in journalism and mass communications. Individual topics and
Prerequisites: to be announced by title in class schedule.

JOUR 700 - Proseminar (1 Credit)
Recent ideas, procedures, and techniques that aid in the conduct of professional and scholarly work in mass communication.

JOUR 701 - Research Methods in Mass Communication (3 Credits)
Methods and techniques of quantitative mass communications research: content analysis; survey research applications; media effects studies.
Prerequisites: Statistics competency.

JOUR 702 - Communication Theory (3 Credits)
Theoretical approaches to the study of mass communication including empirical, interpretive, and critical perspectives.

JOUR 704 - Editorial Interpretation, Policy, and Management (3 Credits)
Social issues and responsibilities affecting the management of the mass media.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>JOUR 705</td>
<td>Strategic Communications Principles (3 Credits)</td>
<td></td>
<td>Integration of advertising, public relations, and marketing communication</td>
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<td>within an organization or agency.</td>
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<td>JOUR 706</td>
<td>Media Law (3 Credits)</td>
<td></td>
<td>General legal philosophy and law affecting the mass media.</td>
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<td>JOUR 707</td>
<td>Contemporary Issues in Mass Communication (3 Credits)</td>
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<td>Current issues in mass communication including control, ownership, and</td>
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<td>conflicts affecting the media.</td>
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<tr>
<td>JOUR 710</td>
<td>Organizational Communication (3 Credits)</td>
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<td>Communication within organizations including theories, research, and current</td>
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<td>issues of concern in the field.</td>
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<td>JOUR 711</td>
<td>Applied Mass Communication Research (3 Credits)</td>
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<td>Methods and techniques for designing, conducting, and analyzing research</td>
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<td>related to mass communication.</td>
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<td>Prerequisites: JOUR 701.</td>
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<tr>
<td>JOUR 715</td>
<td>Strategic Communications Strategies (3 Credits)</td>
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<td>The strategic planning process applied to integrated communication</td>
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<td>principles.</td>
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<td>Prerequisites: JOUR 705.</td>
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<tr>
<td>JOUR 720</td>
<td>History of Mass Media (3 Credits)</td>
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<td>Periods, movements, and developments in mass communication.</td>
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<td>JOUR 725</td>
<td>Strategic Communications Campaigns (3 Credits)</td>
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<td>Principles and strategies of integrated communication to prepare a</td>
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<td>communication campaign for a client organization.</td>
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<td>Prerequisites: JOUR 705, JOUR 715.</td>
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<tr>
<td>JOUR 730</td>
<td>Literary Aspects of Journalism and Mass</td>
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<td>Literary and creative aspects of journalism and mass communication</td>
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<td></td>
<td>Communication (3 Credits)</td>
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<td>as exemplified in the works of English and American prose and verse writers.</td>
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<td>JOUR 740</td>
<td>New Technologies and the Mass Media (3 Credits)</td>
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<td>New technologies related to the mass media.</td>
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<td>JOUR 746</td>
<td>Educational Broadcasting (3 Credits)</td>
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<td>History, nature, production-performance, evaluation, and means of</td>
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<td>improvement of educational/instructional broadcasting.</td>
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<td>JOUR 747</td>
<td>Independent Study in Journalism and Mass</td>
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<td>Independent study in an area of journalism and mass communications</td>
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<td>Communications (1-3 Credits)</td>
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<td>relevant to the student’s professional and/or research goals.</td>
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<tr>
<td>JOUR 749</td>
<td>Literature of Mass Communication (3 Credits)</td>
<td></td>
<td>Methods for locating, evaluating, and abstracting information from</td>
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<td>literature relevant to the study of mass communication.</td>
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<td>JOUR 750</td>
<td>Foundations of Multimedia Journalism (3 Credits)</td>
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<td>Course is designed to teach the foundations of multimedia journalistic</td>
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<td>storytelling. It will expose students to core concepts and practices</td>
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<td>associated with news gathering, news writing and field production.</td>
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<td>JOUR 762</td>
<td>Issues in Mass Communication Management (3 Credits)</td>
<td></td>
<td>Current management-related issues confronting the media, including</td>
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<td>management of creative people, budgeting, time management on deadline.</td>
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<td>JOUR 771</td>
<td>Media Economics (3 Credits)</td>
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<td>Media organizations as economic institutions, including microeconomic</td>
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<td>analysis, basic trends in revenues and expenditures, evaluation of</td>
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<td>financial health, and performance in covering business and economics.</td>
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<td>Prerequisites: ECON 224.</td>
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<td>JOUR 772</td>
<td>Seminar in Health, Science, and the Media (3 Credits)</td>
<td></td>
<td>The media representation of issues in science, technology and environment</td>
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<td>from a social science perspective, with emphasis on consequences in areas</td>
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<td>such as public opinion, public policy, public understanding attitude</td>
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<td>formation, persuasion and behavior change.</td>
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<td>JOUR 773</td>
<td>Risk Communication (3 Credits)</td>
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<td>The critical examination of classic and contemporary empirical research</td>
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<td>on risk communication as it pertains to health and environment issues,</td>
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<td>as well as emerging technologies.</td>
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<td>JOUR 774</td>
<td>Public Relations Theory (3 Credits)</td>
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<td>An analysis of the theoretical foundation and issues relevant to the</td>
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<td>practice of public relations.</td>
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<td>JOUR 775</td>
<td>Strategic Communication for Behavior and Social</td>
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<td>Theories of persuasion, principles and best practices of strategic</td>
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<td>Change (3 Credits)</td>
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<td>communication, as applied to health and cause communication campaigns.</td>
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<td>Recognize, and develop effective, persuasive communications for social and</td>
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<td>health topics.</td>
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<td>Prerequisites: JOUR 715.</td>
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<td>JOUR 776</td>
<td>Seminar in Interactive Media and Emerging</td>
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<td>Seminar that examines the social uses and impacts of interactive /</td>
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<td>Communication Technologies (3 Credits)</td>
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<td>emerging media technologies.</td>
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<td>JOUR 777</td>
<td>Practicum in Mass Communications Management (3</td>
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<td>Seminar and supervised professional management experience in a media</td>
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<td>Credits)</td>
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<td>organization.</td>
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<td>JOUR 779</td>
<td>Theories of Global Communication (3 Credits)</td>
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<td>Discussion of competing theories that attempt to explain current issues</td>
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<td>in global communication.</td>
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<td>JOUR 789</td>
<td>Selected Readings and Research (1-3 Credits)</td>
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<td>Selected readings course designed to facilitate student’s specialized</td>
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<td>research interest. Permission of instructor required.</td>
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<td>JOUR 790</td>
<td>Topics in Mass Communication (1-6 Credits)</td>
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<td>Specialized topics in mass communication, individual topics to be</td>
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<td>announced by title. May be repeated for credit.</td>
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<td>JOUR 797</td>
<td>Project Preparation (1-3 Credits)</td>
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<td>Individualized scholarly activity to develop and execute special projects</td>
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<td>relevant to the study of mass communication.</td>
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<td>JOUR 799</td>
<td>Thesis Preparation (1-9 Credits)</td>
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<tr>
<td>JOUR 801</td>
<td>Communication Research Design (3 Credits)</td>
<td></td>
<td>Principles and applications of quantitative and qualitative communication</td>
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<td>research designs.</td>
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<td>Prerequisites: JOUR 701 and statistics competency.</td>
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<tr>
<td>JOUR 802</td>
<td>Seminar in Ethical Reasoning in Mass Communications (3 Credits)</td>
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<td>Ethical reasoning approaches in production and consumption of media messages.</td>
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</tbody>
</table>
JOUR 803 - Seminar in Mass Communication Theory and Theory Construction (3 Credits)
Meta-theoretical issues relevant to building theory in mass communication, concept explication, and forms of theory.

JOUR 804 - Seminar in Mass Communication Historical Research Methods (3 Credits)
Application of historical research methods to the study of mass communication.

JOUR 805 - Seminar in Teaching Mass Communication (3 Credits)
Teaching and learning methodologies and theories appropriate to mass communication instruction.

JOUR 806 - Seminar in Mass Communication Legal Research Methods (3 Credits)
Application of legal research methods to the study of mass communication.

JOUR 807 - Advanced Communication Research (3 Credits)
Advanced methods and techniques for analyzing empirical data for communication research.

JOUR 808 - Communication Research: Critical, Cultural, and Naturalistic Approaches (3 Credits)
Designing and conducting critical, cultural and naturalistic research.

JOUR 809 - Seminar in Freedom of Speech (3 Credits)
Issues involving the governmental protection and regulation of speech, and how that affects those involved in mass communication.

JOUR 810 - Independent Research Project (3-6 Credits)
Working closely with a faculty member, a student will design, and conduct a research project, with the objective of submitting the final report for publication or for presentation at an academic conference in the discipline. May be repeated for a maximum of 6 credit hours.

JOUR 899 - Dissertation Preparation (1-12 Credits)
A three-credit-hour practicum or project in the student's home department.

Certificate Requirements (18 Hours)

Core Courses (9 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPEB 711</td>
<td>Applied Health Communication</td>
<td>3</td>
</tr>
<tr>
<td>SLIS 749</td>
<td>Health Sciences Information Resources</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 702</td>
<td>Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 803</td>
<td>Seminar in Mass Communication Theory and Theory Construction</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 772</td>
<td>Seminar in Health, Science, and the Media</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Directed Electives (6 Hours)
Six directed elective hours from an approved list provided by the school, depending on the student's interests as approved by the student's faculty advisor and the associate director for graduate studies.

Practicum/Project (3 Hours)
A three-credit-hour practicum or project in the student's home department.

Journalism and Mass Communications, M.A.
The M.A. is a traditional academic program involving a minimum of 24 semester hours of course work plus a 6-hour thesis, for a minimum of 30 graduate hours. The thesis, an extensive and well-documented research paper, is designed to demonstrate that the student is capable of independent research on a meaningful topic under the supervision of a faculty committee. A minimum of 21 hours must be earned in graduate-level journalism and mass communications courses, including the basic M.A. core listed below. With the approval of the faculty advisor, the M.A. student may take 9 semester hours of course work outside the School of Journalism and Mass Communications. The M.A. degree is especially appropriate for those students with extensive professional experience in journalism and mass communications who are interested in teaching and/or research careers in mass communication and those who may want to pursue a doctorate.

Learning Outcomes

- Students will demonstrate a familiarity with research designs, data collection methods and sampling techniques and should be able to organize and conduct basic market research and audience measurement studies. The students also should become familiar with and understand current journalism and mass communications research studies in scholarly journals.
- Students will demonstrate a thorough knowledge of mass communications theory. Students will become familiar with contemporary scholarship involving major mass communications theories.
- Students will demonstrate a thorough knowledge of mass media law. Students will demonstrate a familiarity with current trends in and interpretations of mass media law, including such areas as libel, privacy, access to public information, regulation of commercial speech, copyright and related matters, as well as an understanding of the philosophical considerations involved in free speech issues.
Students will demonstrate effective writing and critical thinking skills and the application of those skills in journalism and mass communications scholarship.

Students will demonstrate a thorough knowledge of mass communications history and will demonstrate an understanding of the mass media as social institutions. Students should be able to relate mass communications processes and effects to politics, culture and society in general.

Admissions Requirements
An applicant for admission to the M.A. degree program will be evaluated on a combination of factors: undergraduate grades; performance on the GRE; English proficiency scores (TOEFL or IELTS if international applicant); resume; recommendations and the written statement of objectives, in which the applicant outlines reasons for seeking a graduate degree in mass communications. Applicants who have already taken 12 credit hours of graduate-level courses before application, with a cumulative minimum GPA of 3.0 (or a B Grade equivalent) from those courses, will be eligible for a GRE waiver.

Successful applicants usually present an undergraduate grade average of at least 3.0 and a combined GRE score of 300 (153 Verbal and 147 Quantitative) and a 4.0 or higher on Analytical Writing. The typical graduate student in the program exceeds these standards. However, applicants who are unusually promising in other ways—e.g., they have compiled solid professional experience or have overcome formidable obstacles along the way—have been accepted and have done well. International applicants, in addition to the above, must present a score of at least 90 on the TOEFL exam or 6.5 on IELTS. Those with a degree from an English-speaking institution are eligible for an exemption from this requirement. More information is available in the Academic Programs section of the College of Information and Communications Website.

Degree Requirements (30 Hours)
To earn the M.A. degree, a student must successfully complete the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 701</td>
<td>Research Methods in Mass Communication</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 702</td>
<td>Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 706</td>
<td>Media Law</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 720</td>
<td>History of Mass Media</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 749</td>
<td>Literature of Mass Communication</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 799</td>
<td>Thesis Preparation</td>
<td>1-9</td>
</tr>
</tbody>
</table>

Total Credit Hours: 16-24

Electives (9 Hours)
Select nine additional hours of approved elective credits

Total Credit Hours: 9

Comprehensive Examination
A five-hour written examination based on the M.A. core courses.

Master's Thesis Defense
A master's thesis defended before the student's thesis committee.

Journalism and Mass Communications, M.M.C.
The M.M.C. emphasizes media management and is designed primarily for those who wish to become professionals in some aspect of mass communications. Students enrolled in the M.M.C. program do not write a thesis but are required to complete a minimum of 36 hours of course work, including a professional practicum experience with a newspaper, magazine, television or radio station, advertising or public relations department or agency, or some other approved mass media-related organization.

Learning Outcomes
- Students will demonstrate an understanding of the principles, processes, strategies, and tactics involved in the professions of strategic communication and multimedia journalism.
- Students will produce written products that show evidence of clear and critical thinking, and utilize proper grammar, sentence and paragraph structure, organization, transition, and tempo.
- Students will be able to identify various research designs and data collection methods, and be able to report and interpret research results.
- Students will be able to discuss the contemporary issues facing media and communication managers.
- Students will be able to discuss the various areas of media law such as libel, access to information, copyright, free speech, and more.

Admissions Requirements
An applicant for admission to the M.M.C. degree program will be evaluated on a combination of factors: undergraduate grades; performance on the GRE; English proficiency scores (TOEFL or IELTS if international applicant); resume; recommendations and the written statement of objectives, in which the applicant outlines reasons for seeking a graduate degree in mass communications. Applicants who have already taken 12 credit hours of graduate-level courses before application, with a cumulative minimum GPA of 3.0 (or a B Grade equivalent) from those courses, will be eligible for a GRE waiver.

Successful applicants usually present an undergraduate grade average of at least 3.0 and a combined GRE score of 300 (153 Verbal and 147 Quantitative) and a 4.0 or higher on Analytical Writing. The typical graduate student in the program exceeds these standards. However, applicants who are unusually promising in other ways—e.g., they have compiled solid professional experience or have overcome formidable obstacles along the way—have been accepted and have done well. International applicants, in addition to the above, must present a score of at least 90 on the TOEFL exam or 6.5 on IELTS. Those with a degree from an English-speaking institution are eligible for an exemption from this requirement. More information is available in the Academic Programs section of the College of Information and Communications Website.

Degree Requirements (36 Hours)
To earn the M.M.C. degree, a student must successfully complete the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 799</td>
<td>Thesis Preparation</td>
<td>1-9</td>
</tr>
</tbody>
</table>

Total Credit Hours: 36

Electives (24 Hours)
Select 24 additional hours of approved elective credits

Required courses include the basic M.M.C. core and a minimum of 24 hours of directed electives as listed below. Some of the electives are taught in the Moore School of Business.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>JOUR 701</td>
<td>Research Methods in Mass Communication</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 702</td>
<td>Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 706</td>
<td>Media Law</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 720</td>
<td>History of Mass Media</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 749</td>
<td>Literature of Mass Communication</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 750</td>
<td>Strategic Communication Management</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 755</td>
<td>Multimedia Journalism</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 760</td>
<td>Reporting</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 765</td>
<td>Editing</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 770</td>
<td>Strategic and Digital Publishing</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 780</td>
<td>Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 785</td>
<td>Advertising</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 790</td>
<td>Media Management</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 799</td>
<td>Thesis Preparation</td>
<td>1-9</td>
</tr>
</tbody>
</table>

Total Credit Hours: 36
Core Courses (12 Hours)
Required for both Strategic Communication Management and Multimedia Journalism Tracks.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>JOUR 701</td>
<td>Research Methods in Mass Communication</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 706</td>
<td>Media Law</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 762</td>
<td>Issues in Mass Communication Management</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 777</td>
<td>Practicum in Mass Communications Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

Select One of the Following Tracks (24 Hours Minimum)

Strategic Communication Management Track
A minimum of 24 hours from an approved list provided by the school, depending on the student’s interests as approved by the student’s academic advisor and the associate director for graduate studies.

Multimedia Journalism Track
A minimum of 24 hours from an approved list provided by the school, depending on the student’s interests as approved by the student’s academic advisor and the associate director for graduate studies.

Comprehensive Examination
Required for both Strategic Communication Management and Multimedia Journalism Track.

The comprehensive examination consists of a four-hour written examination based on the core courses.

Admissions Requirements
An applicant for admission to the doctoral program will be evaluated on a combination of factors: applicant’s academic record (especially work done at the master’s level), performance on the GRE, English proficiency scores (TOEFL or IELTS if international applicant), resume showing professional experience, recommendations, writing sample(s), and the applicant’s personal statement outlining reasons for applying for doctoral study and career hopes and expectations.

Preference is given to applicants with at least 3.0 GPA for undergraduate and graduate work, at least one year of experience as journalism and mass communications professionals. A GRE combined score of 300 (153 Verbal and 147 Quantitative) and a 4.0 or higher on the Analytical Writing is expected, though exceptions are occasionally made for applicants with unusually strong professional backgrounds or other evidence of outstanding professional and intellectual promise. International applicants, in addition to the above, must present a score of at least 100 on the TOEFL exam or 7.0 on IELTS. Those with a degree from an English-speaking institution are eligible for an exemption from this requirement.

More information is available in the Academic Programs section of the College of Information and Communications Website.

Degree Requirements (57 Post-Master’s Degree Hours)
To earn the Ph.D. in mass communications, the student must successfully complete the following:

Qualifying Examination
A qualifying examination, administered at the beginning of the student’s program. This examination, largely diagnostic in nature, will help the faculty in planning the student’s program of study.
Course Requirements (57 Hours)

Basic Doctoral Core (15 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 801</td>
<td>Communication Research Design</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 803</td>
<td>Seminar in Mass Communication Theory and Methodology</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 805</td>
<td>Seminar in Teaching Mass Communication and Communication</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 807</td>
<td>Advanced Communication Research</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 808</td>
<td>Communication Research: Critical, Cultural, and Naturalistic Approaches</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 15

Mass Communication Electives (21 Hours) 1

At least 21 hours in approved mass communication electives from JOUR courses at 700/800 levels.

Courses in Another Field of Study (9 Hours) 1

At least 9 hours in another field of study, such as economics, business, political science, history, education, library science, or English; normally the three courses would be in the same academic discipline. However, for example, a student interested in modern Africa might take one course in history, one in political science, and a third in sociology with approval from the faculty.

1 At least 6 hours from Mass Communications Electives and Courses in Another Field of Study must be in research methods beyond core course requirements of the Ph.D. and Master's degree programs (may include JOUR courses).

Dissertation Preparation (12 Hours minimum)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 899</td>
<td>Dissertation Preparation</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

Comprehensive Examination

A comprehensive examination is based on doctoral coursework; this examination is administered in 2 parts: a 12-hour written examination (4 three-hour sets of questions taken over 5 consecutive business days) and an oral defense before the student's comprehensive examination committee. The comprehensive exam and oral defense will cover theory, research, a third area of emphasis in mass communication and an outside area.

Residency Requirement

The University’s residency requirements apply, which means the student must be enrolled for at least 6 semester hours during 3 consecutive semesters.

Dissertation Defense

The doctoral dissertation must be successfully defended before the student’s dissertation committee.

School of Library and Information Science

Department Website (http://www.sc.edu/study/colleges_schools/cic/)

Tom Reichert, Dean

David Lankes, Ph.D., Associate Dean and Director, School of Library and Information Science

The mission of the School of Library and Information Science is to provide and promote education and leadership in library and information science, services, and studies through the highest levels of teaching, research and service. The school is committed to supporting the development and improvement of library and information services as an essential part of cultural enrichment, the dissemination of knowledge, and the enhancement of overall quality of life.

The School of Library and Information Science offers the Ph.D. in Library and Information Science, the Master of Library and Information Science degree, and two programs of advanced study beyond the master's degree: the Certificate of Graduate Study in Library and Information Science and the Specialist in Library and Information Science degree. In addition, the school offers the Certificate of Graduate Study in Health Communication in cooperation with the Department of Health Promotion, Education, and Behavior (of the Arnold School of Public Health) and the School of Journalism and Mass Communications. Joint master's degrees are offered in conjunction with the English department and with the Public History Program (see Graduate Dual Degree Programs (p. 1271)).

The Ph.D. in Library and Information Science is a research-intensive degree designed to prepare graduates for faculty and administrative careers in universities, research centers, and the public sector. The Ph.D. program is broadly interdisciplinary, with a curriculum balanced between the intellectual realms of library science and information science. While providing foundational courses covering theoretical and methodological approaches to information-seeking behavior and interactions with information in its many formats, the program also allows for study in a cognate discipline that sharpens and enriches a student's major research emphasis.

The Master of Library and Information Science degree is a program of professional education designed to prepare students for entry into positions in libraries and information centers in colleges, schools, communities, industries, and businesses. The M.L.I.S. program provides students not only a strong core of general knowledge of the profession but also the opportunity to explore individual areas of interest related to career preparation. Instruction is available to students in all areas of South Carolina through an extensive program of distance education. Advances in educational technology made it possible for the University of South Carolina to work cooperatively with appropriate agencies in Georgia, West Virginia, Maine, and Virginia to offer the complete M.L.I.S. program to students in those states who would not otherwise have access to an ALA-accredited program of library and information science.

The Certificate of Graduate Study in Library and Information Science is tailored to complement the Master of Library and Information Science program by providing post-master's degree instruction designed to enhance the student's career opportunities in a chosen area of specialization. Completion of the Certificate of Graduate Study in Library and Information Science will acknowledge to prospective employers the student's additional preparation for specific job responsibilities.

The Specialist in Library and Information Science is a sixth-year degree program for librarians, information managers, media specialists, and other related professionals who wish to refresh and update their knowledge and skills, gain greater specialization in their professional training, or redirect their careers from one area to another. The school meets the National Council for Accreditation of Teacher Education standards for teacher education programs.
Admission

Ph.D. in Library and Information Science

Admission to the Ph.D. program is competitive and is based on the strength of the applicant’s educational background (with the expectation of an M.L.I.S. or master’s-level degree in a related field), standardized test scores, work experience, a statement of research interests, and a personal interview.

Application requirements for the Ph.D. program include:

1. completing the Graduate School’s online application form, including a written statement describing the applicant’s anticipated research focus or interest and a nonrefundable $50 application fee;
2. official transcripts from all colleges or universities attended;
3. GRE scores taken within 3 years of application with a combined verbal and quantitative scores of 1000 or above and one of the score registering 600 or above; a resume or c.v.; and a personal interview;
4. an official report showing a minimum score of 570 (230 computer-based) on the TOEFL or a minimum overall band score of 6.5 on the IELTS Academic Course Type 2 exam for international students whose native language is not English;
5. three letters of recommendation from persons able to comment on the applicant’s academic ability and scholarly potential;
6. a resume or curriculum vitae outlining the applicant’s educational and professional achievements (sent directly to the School of Library and Information Science);
7. following the receipt of all documents listed above, an interview with a member of the graduate faculty, preferably in person but, if necessary, by phone.

Master of Library and Information Science Program

Admission to the School of Library and Information Science is selective and based on the faculty’s assessment of the applicant’s aptitude for graduate study and potential contribution to the profession. The School of Library and Information Science takes a holistic approach to the admissions process. Consequently, an applicant’s entire file and interview are taken into consideration before an admission decision is made.

Application requirements for the M.L.I.S. program include:

1. a completed USC Graduate School admissions form and a nonrefundable $50 application fee;
2. official transcripts showing possession of a baccalaureate degree from an institution that is regionally accredited (such as by the Southern Association of Colleges and Schools) or international credentials deemed by The Graduate School and the School of Library and Information Science to be acceptable; the undergraduate record should show promise for graduate study with a GPA of at least 3.00 (on a 4.00 scale) in the last two years or 60 semester hours of the applicant’s undergraduate degree;
3. official transcripts from all other colleges or universities attended;
4. two letters of reference from persons who can comment directly on the applicant’s professional and academic capabilities and potential (For example, college instructors could comment on an applicant’s previous academic performance in relation to potential for graduate study; an immediate supervisor could address job performance and potential for advancement. Letters which speak only of the applicant’s personal attributes will not be accepted.);
5. official score reports for the GRE taken within the last five years that indicate a total score of 950 on the combined verbal and quantitative portions. The verbal portion must have a score of at least 500. You may register online at http://www.ets.org/gre (http://www.ets.org/gre/). USC’s institution code is 5818. Miller Analogies Test (MAT) Official score reports for tests taken within the last five years must indicate a score of at least 410. For MAT information and testing center locations, go to http://www.milleranalogies.com. Test of English as a Foreign Language (TOEFL) International students whose native language is not English must also submit an official score report with a minimum score of 570 paper-based, a 230 computer-based total, and a score of 75 on the Internet-based test (TOEFL iBT). TOEFL scores are available from ETS for two years. Information can be found at http://www.ets.org/toefl (http://www.ets.org/toefl/);
6. the School of Library and Information Science supplemental information form, which includes a statement of purpose.

Non-degree applicants (persons with no degree objective) submit the appropriate graduate school application, the $50 application fee, and an official transcript bearing proof of completion of a bachelor’s degree or higher. Admission as a non-degree seeking student does not assure or imply admission to degree candidacy in the future. Applicants to degree programs will not be allowed to register as non-degree students in any course in library and information science until their applications are complete and an admission decision has been made.

Applications for admission are processed as they are received. Applicants who file after the deadline for a given semester may not be admitted for that term. Deadlines are available from the school’s admissions office and on the school’s Web page.

Graduate students who are degree candidates in other divisions of the University may enroll in some elective courses in the School of Library and Information Science. An individual who holds a master’s degree in library and information science from an ALA-accredited program may enroll in any course in which space is available after admission as a nondegree student to The Graduate School. Recertification (nondegree) admission is available for certified school teachers whose purpose in enrolling is for renewal of the teaching certificate only (applicants not intending to seek a master’s degree).

A number of assistantships and scholarships are available to students entering the school. To inquire about or apply for these, contact the School of Library and Information Science Student Services Office. Students interested in financial assistance are also encouraged to apply to the financial aid office of the University as early as possible.

Certificate of Graduate Study in Library and Information Science Program

The Certificate of Graduate Study in Library and Information Science complements the Master of Library and Information Science program by providing post-master’s degree instruction, enhancing the student’s career opportunities, and providing extended preparation for specific areas of library and information service.

Requirements for admission to the Certificate of Graduate Study in Library and Information Science are the same as those listed above for the M.L.I.S. program. Students enrolled in the M.L.I.S program should seek admission to the certificate program prior to the completion of 24 credit hours of course work; current M.L.I.S. students must submit an official application from The Graduate School for the certification program prior to the completion of 24 hours of M.L.I.S. course work.
Certificate of Graduate Study in Health Communication (LIS)

Applicants to the Certificate of Graduate Study in Health Communication must have, at a minimum, a bachelor’s degree and meet the general requirements of The Graduate School. Applicants may request that significant professional experience be substituted for standardized test scores.

Specialist in Library and Information Science Program

Admission to the Specialist in Library and Information Science degree program is selective and is based on the faculty’s assessment of the applicant’s aptitude for a particular level of graduate study and potential contribution to the profession. The school takes a holistic approach to the admissions process. Consequently, an applicant’s entire file is taken into consideration before an admission decision is made.

Application requirements for the specialist program include:

1. a completed USC Graduate School admissions form and a nonrefundable $50 application fee;
2. an official transcript showing possession of a master’s degree in library and information science from an ALA-accredited or NCATE-approved program (Applicants with a master’s degree from an NCATE-approved program must also have current certification as a librarian or school library media specialist); applicants with a master’s degree in library and information science that is not from an ALA-accredited or NCATE-approved program may also be admitted to the program upon satisfactory exemption of SLIS 701 and 707; any of these courses not exempted must be taken as part of the specialist degree program in addition to the required 30 hours; applicants may be accepted into the program upon satisfactory exemption of SLIS 701; any of these courses not exempted must be taken as part of the specialist degree program in addition to the required 30 hours;
3. a minimum of three years of full-time experience in a library, media center, or information agency (Requirements for work experience may be waived.);
4. official score reports for the GRE taken within the last five years that indicate a total score of 950 on the combined verbal and quantitative portions. The verbal portion must have a score of at least 500. You may register online at http://www.ets.org/gre (http://www.ets.org/gre/). USC’s institution code is 5818. Miller Analogies Test (MAT) Official score reports for tests taken within the last five years must indicate a score of at least 410. For MAT information and testing center locations, go to http://www.milleranalogies.com. Test of English as a Foreign Language (TOEFL) International students whose native language is not English must also submit an official score report with a minimum score of 570 paper-based, a 230 computer-based total, and a score of 75 on the Internet-based test (TOEFL iBT). TOEFL scores are available from ETS for two years. Information can be found at http://www.ets.org/toefl (http://www.ets.org/toefl/);
5. two letters of recommendation from persons able to comment on the applicant’s professional performance and potential;
6. a statement of professional purpose indicating the specialization the applicant seeks to develop (A resume outlining the applicant’s educational and professional record should be forwarded directly to the School of Library and Information Science.);
7. a personal interview with the specialist committee. (The committee may, at its discretion, waive or change the personal interview requirement and use other information in its place.)

Programs

- Health Communication, Certificate (Library and Information Science) (p. 1112)
- Library and Information Science, Certificate (p. 1113)
- Library and Information Science, M.L.I.S. (p. 1113)
- Library and Information Science, Ph.D. (p. 1114)
- Library and Information Science, S.L.I.S. (p. 1115)

Courses

SLIS 501 - Teaching and Training in Distributed Environments (3 Credits)
Knowledge and skills for applying complementary technologies for learning in distributed learning environments (Pre-K-lifelong) through lecture, demonstration, and discussion.

SLIS 523 - Materials for Early Childhood (3 Credits)
Media resources and techniques for children from birth to 9 years. Reading interests and developmental needs of young children. Authors, illustrators, indexes, bibliographic tools, evaluation sources, and professional literature. Not open to students enrolled in M.L.I.S. program.

SLIS 525 - Materials for Children (3 Credits)
Media resources for children. Reading interests and their curricular and independent needs for information. Authors, illustrators, indexes, bibliographic tools, and sources of evaluation of materials for children. Techniques and literature for read-aloud programs and storytelling. Not open to students enrolled in M.L.I.S. program.

SLIS 527 - Materials for Adolescents (3 Credits)
Media resources for adolescents. Reading interests of adolescents and their curricular and independent information needs. Study of relationships of media to information needs and critical comparison between classic and contemporary materials for adolescents. Indexes, bibliographic tools, and sources of evaluation of materials. Not open to students enrolled in M.L.I.S. program.

SLIS 529 - Special Topics in Library and Information Studies (3 Credits)
Specific topics of current concern to the library, information, and media professions to be identified by title. Not open to students enrolled in M.L.I.S. program.

SLIS 530 - Applications of Information Technology and the Infrastructure (3 Credits)
Introductory knowledge for school library media specialists, teachers, administrators, parents, and other citizens interested in practical applications of information technology to support learning, decision making, and community building.

SLIS 534 - Knowledge Discovery Techniques (3 Credits)
Knowledge discovery techniques and applications. Prerequisites: SLIS 434 for Undergraduate Students.

SLIS 560 - Information Visualization (3 Credits)
Foster theoretical insights about information visualization. Prepare small and large-scale datasets for visual representations. Project-based and students will map real datasets and understand the methods to interpret the visualizations.

SLIS 600 - Storytelling: Theory, Practice, and Development (3 Credits)
Storytelling methods, techniques, and materials encompassing heritage, art, literature, and programming.
SLIS 701 - Ethics, Values, and Foundational Principles of Library and Information Science Professions (3 Credits)
Introduction to the issues and core values of library and information professions, including equity of access, literacy and learning, information policy, collaboration, service, professional growth and development, and culturally responsive practice.

SLIS 702 - Community Engagement and Service (3 Credits)
Explores the role of library and information organizations in communities, with a focus on building community relationships, engagement, and outreach.

SLIS 703 - Reference and Instruction (3 Credits)
Introduction to the design and delivery of instructional services and assistance on the use of information resources to promote information literacy and informed decision-making.

SLIS 704 - Leadership in Information Organizations (3 Credits)
Introduction to the nature, development, roles, and fundamental issues of leadership in library and information organizations.

SLIS 705 - Research Design and Evaluation (3 Credits)
Introduces the research process as applied to library and information science topics with an emphasis on research methods, critical evaluation, and the practical application of research.

SLIS 706 - Information Organization and Access (3 Credits)
Explores the design, use, and evaluation of information organization and retrieval systems to support digital curation and preservation, metadata generation, and information-seeking.

SLIS 707 - Information Organization and Retrieval (3 Credits)
Issues and techniques of knowledge representation and information organization, information retrieval systems, and users' information seeking behavior.
Prerequisite or Corequisite: SLIS 701.

SLIS 710 - History of Information Organizations and Technologies (3 Credits)
A survey, from ancient times to the present, of the evolution and social role of information organizations (libraries, archives, information centers, etc.) and technologies (books, journals, computers, etc.). Emphasis on the U.S. in the 19th and 20th centuries.
Prerequisites: SLIS 701.

SLIS 711 - Introduction to Archival & Records Studies (3 Credits)
Nature and use of archives and records; functions of archives and records professionals; and legal, ethical, and political issues in archives and records.

SLIS 715 - Printing (1 Credit)
Introduction to printing with movable type. This course is designed to give students some experience in designing and printing books and broadsides. Examination of paper, typefaces, composition work, and simple bookbinding are included.

SLIS 716 - Introduction to Bibliography and Textual Studies (3 Credits)
Introduction to analytical, descriptive, and textual bibliography, and to the principles and practice of editing.

SLIS 717 - Special Collections Librarianship (3 Credits)
Introduction to the missions, professional standards and best practices of special collections librarianships. Topics include access and acquisitions, collection assessment and development, collection management and maintenance, donor relations, public programming and current issues and trends. Restricted to SLIS graduate students.

SLIS 718 - History of Children's and Young Adult Literature (3 Credits)
Historical overview of the literary content, illustration, and social values of children's and young adult literature written in English. Examines the influence of movements such as Romanticism, Rationalism, and postmodernism, as well as changing trends over time.

SLIS 719 - Preservation Planning and Administration (3 Credits)
The planning and administration of preservation programs in libraries, archives, records centers, and manuscript depositories.
Prerequisites: SLIS 701.

SLIS 720 - School Library Media Program Development (3 Credits)
Roles, functions, and organization of school library media programs. Systematic planning and evaluation, leadership, advocacy, and integration of program into the curriculum.

SLIS 721 - Seminar in School Library Programs (3 Credits)
Problems relating to contemporary school media programs will be identified and analyzed by students, drawing from their own experiences, pertinent literature in the field, and field investigations.
Prerequisites: SLIS 701, SLIS 703, SLIS 705, SLIS 707, SLIS 720.

SLIS 724 - Special Libraries (3 Credits)
An overview of industrial, business, governmental, and professional libraries and related information organizations. Study of their organizational characteristics, governance, services, distinctive features. Major part of course is simulation of information management problems in these organizations.

SLIS 725 - Digital Libraries (3 Credits)
History and current state of digital records, including their storage, organization, and preservation in digital libraries.
Prerequisites: SLIS 701, SLIS 707.

SLIS 726 - Knowledge Management for Library and Information Professionals (3 Credits)
An introduction to the background, principles, practices, and technologies of knowledge management for library and information professionals.

SLIS 727 - Health Sciences Library Services (1 Credit)
A detailed study of traditional and innovative services characteristic of health science libraries. Includes community study design and evaluation of services. For those students committed to careers in health sciences libraries.
Prerequisites: SLIS 726.

SLIS 728 - Public Library Systems (3 Credits)
Course focuses upon three topics: 1) organizational patterns for various library operations, local and regional; 2) the political environment of the public library; and 3) major problems confronting public library systems.
Prerequisites: SLIS 701.

SLIS 729 - Academic Libraries (3 Credits)
An analysis of the historical development and current issues in academic libraries.
Prerequisites: SLIS 704.

SLIS 730 - Cataloging Information Materials (3 Credits)
An in-depth study of AACR2 covering both print and nonprint materials; searching bibliographic materials in a database, editing and updating them; principles of coding, tagging, and entering the results into a database; discussion of administrative problems.
Prerequisites: SLIS 702.

Prerequisite or Corequisite: SLIS 707.
SLIS 731 - Subject Analysis and Classification (3 Credits)
Study of major classification and subject authority systems. Emphasizes the understanding and application of these systems in information agencies.
Prerequisites: SLIS 730.

SLIS 732 - Indexing and Abstracting (3 Credits)
Introduction to principles and practices in abstracting and indexing.
Prerequisite or Corequisite: SLIS 707.

SLIS 733 - Serials (3 Credits)
An introductory study of methods and problems in acquiring, organizing, and retrieving serial publications with an emphasis on the special features of serials. Includes an introduction to computer applications.
Prerequisites: SLIS 702.

SLIS 734 - Government Information Sources (3 Credits)
Creation, acquisition, organization, retrieval, and use of government-produced information. Emphasis is on U.S. government information but includes attention to state, local, and international sources.
Prerequisites: SLIS 703, SLIS 707.

SLIS 735 - Metadata (3 Credits)
Examination of metadata definition, selection and applications; Role of metadata in information discovery, acquaintance with various metadata schemes and standards for libraries, museums, archives and info centers.
Prerequisites: SLIS 707.

SLIS 738 - Seminar in Technical Services (3 Credits)
Management, personnel, and materials within technical service departments for all types of libraries. Standardization, centralized and cooperative efforts, automation and evaluation as applied to all functions within technical services departments.
Prerequisites: SLIS 702.

SLIS 740 - Online Information Services (3 Credits)
Direct experience searching online databases and examination of related administrative issues.
Prerequisites: SLIS 707.

SLIS 741 - Educational Services in Library and Information Organizations (3 Credits)
Applications of human learning theory and presentation techniques to information literacy programs and curriculum collaboration for library and information professionals.
Prerequisites: Completion of 9 semester hours of SLIS graduate-level classes.

SLIS 742 - Curricular Role of the School Librarian (3 Credits)
Role of the school library media specialist in integrating the school library media program into a K-12 standards-based curriculum, including best practices, needs assessment, collaboration, instructional design, and resource provision.
Prerequisites: SLIS 701, SLIS 706, SLIS 703 preferred and required education courses (for initial certification candidates).

SLIS 743 - Health Information Retrieval in Electronic Environments (3 Credits)
Presents a survey of electronic information resources in the health sciences and an introduction to advanced searching techniques and analytical skills to access biomedical literature.

SLIS 744 - Music Libraries and Information Services (3 Credits)
Acquisition of and special cataloging requirements for printed music, recordings, and multimedia; collection management; administration of music libraries; preservation/conservation of special materials.

SLIS 745 - Social Science Information Services (3 Credits)
Considers how literature and information services in the social sciences are organized for the purpose of interpretation and delivery. Students survey the literature of psychology, sociology, political science, and other disciplines in some detail. Practice in question consultation and database searching will be included.
Prerequisites: SLIS 703, SLIS 707.

SLIS 746 - Humanities and Arts Information Services (3 Credits)
A survey and evaluation of the nature, history, and bibliography of the literature of the humanities and arts. Emphasizes the distinctive features of materials, research, communication, and information-seeking patterns.
Prerequisites: SLIS 703.

SLIS 747 - Science and Technology Information Services (3 Credits)
A survey of literature in the basic sciences and applied technical fields. Examines distinctive features of materials, research, and information communication patterns in the various fields. Practice in question consultation and database searching will be included.
Prerequisites: SLIS 703, SLIS 707.

SLIS 748 - Business Information Sources and Services (3 Credits)
Coverage of the bibliographic and information systems relevant to contemporary managerial information needs, with emphasis on the literature of business and finance, and including statistical materials, literature guides, and investment services. Specialized problems related to the organization and operation of business information systems. Practice in question consultation and database searching will be included.
Prerequisites: SLIS 740.

SLIS 749 - Health Sciences Information Resources (3 Credits)
Characteristics and use of print and computer-based materials in the health sciences and for general reference librarians.

SLIS 750 - Information and Records Management (3 Credits)
An introduction to the role and functions of the information manager in organizations with emphases on use, retention, and management of information and records.
Prerequisites: SLIS 701.

SLIS 751 - Libraries, Literacy, and Literature (3 Credits)
Ways in which libraries and librarians become more effective providers and partners in the literacy movement.
Prerequisites: SLIS 701.

SLIS 752 - Diversity in Libraries (3 Credits)
Nontraditional library users in all types of libraries. Literacy programs, disabled and/or institutionalized persons, older adults, and members of select ethnic groups.

SLIS 753 - Seminar in Information Services (3 Credits)
Planning and evaluating information services. Emphasis on policy and decision making regarding current issues.
SLIS 754 - Library Programming for Children and Young Adults (3 Credits)
The nature, philosophy, and development of non-curricular programs for children and young adults in the school and public library. Among the types of programs to be discussed are storytelling, film programs, reading programs, programs for parents, and other activities associated with library service to young people. Students will study the principles and problems involved in designing, implementing, and evaluating programs of this nature.

SLIS 755 - Popular Materials and Programming for Adults (3 Credits)
Materials popular with adult readers and programs utilizing those materials. Extensive reading and experience in planning and presenting programs.

SLIS 756 - Children's Materials (3 Credits)
A study of materials intended for children of elementary school age (6-13) with emphasis on the process of evaluating them to meet the educational, cultural, and recreational needs of children.

SLIS 757 - Young Adult Materials (3 Credits)
A study of materials for young adults (13-19) with emphasis on the process of evaluating them to meet the educational, cultural, and recreational needs of young adults.

SLIS 758 - Consumer Health Resources and Information Services (3 Credits)
Concepts and current trends in the creation, implementation, and evaluation of adult consumer health resources and services, including consumer health informatics and e-health.

SLIS 759 - Materials for Early Childhood (3 Credits)
A study of picture books and audiovisual materials intended for the very young child through age 9 with emphasis on the process of evaluating these materials to meet the educational, cultural, and recreational needs of very young children.

SLIS 760 - Materials and Services for Latino Youth (3 Credits)
Introduces a wide range of print and nonprint materials appropriate for Latino youth. Provides resources for librarians and educators serving young Latinos literacy needs.

SLIS 761 - Information Technologies in the School Library Program (3 Credits)
Technology management, use of technology and nonprint resources, and their integration into the K-12 curriculum.
Prerequisites: SLIS 706.

SLIS 765 - Planning Library Facilities (3 Credits)
An introduction to the process of planning new and renovated spaces and facilities. Content covers roles of participants in planning preparation of building program and examines examples of recent buildings.
Prerequisites: SLIS 701, SLIS 704.

SLIS 766 - Collection Development and Acquisitions (3 Credits)
An examination of information agencies and their purposes, collections, collection policies, and acquisition procedures.
Prerequisites: SLIS 701.

SLIS 767 - Management of Public Library Youth Services (3 Credits)
Planning, implementation, and evaluation of public library services for children and young adults.
Prerequisites: SLIS 701.

SLIS 768 - Problems in Library and Information Agency Administration (3 Credits)
Examines in detail frequently occurring problems that require decision activity by library and information agency managers. May be repeated for credit as topics change.
Prerequisites: Completion of 9 semester hours of SLIS graduate-level classes.

SLIS 770 - Design and Management of Databases (3 Credits)
Databases used in libraries and other information agencies, including operational and functional design. Extensive hands-on evaluation of selected database software packages.
Prerequisites: SLIS 701, SLIS 707.

SLIS 772 - Strategic Intelligence for Information Professionals (3 Credits)
Principles and practices of information gathering and analysis of open source information, including competitive intelligence, environmental scanning, and issues management; information evaluation and synthesis; role of strategic intelligence in modern organizations.
Prerequisites: SLIS 740 or SLIS 748.

SLIS 775 - Practicum in Organizing and Managing Web Resources (3 Credits)
Concepts and practices necessary to organize and manage Web resources in libraries and in other information agencies.

SLIS 776 - Web Technologies for Information Specialists (3 Credits)
Evaluation and programming of Web technologies and related issues in libraries and in other information agencies.
Prerequisites: SLIS 775.

SLIS 777 - Design and Management of Digital Image Collections (3 Credits)
This course presents introductory concepts related to the creation, manipulation, and implementation of visual collections in various online environments. It identifies resources, procedures, and skills needed to successfully design, implement, and manage digital image collections in a collaborative environment.
Prerequisites: SLIS 706, passing of SLIS Technology Test.

SLIS 778 - Seminar in Information Science (3 Credits)
A critical examination of the principles, trends, and issues of modern information systems design and use.
Prerequisite or Corequisite: SLIS 707.

SLIS 780 - Information Networks (3 Credits)
Identification and evaluation of information networks in libraries and other information agencies. The nature of networks, including hardware and software applications.
Prerequisites: SLIS 701, SLIS 707.

SLIS 787 - Seminar in Applied Information Systems for Information Specialists (3 Credits)
Application, management and evaluation of information systems for libraries and other information agencies, including emerging technical, administrative and management issues related to these systems.
Prerequisites: SLIS 707.

SLIS 791 - Study Abroad: Great Libraries of the World (3 Credits)
Discussion and critical examination of selected topics of current international debate regarding information and related technologies. Specific topics to be identified by title. May be repeated three times for a maximum of 9 hours.
SLIS 794 - Internship in Library and Information Science (3-6 Credits)
Supervised field experience in library, media center, or other information agency relevant to student's professional goals.
Prerequisites: SLIS 701, SLIS 705, SLIS 707.

SLIS 795 - Special Topics in International Information Issues (1-3 Credits)
Discussion and critical examination of selected topics of current international debate regarding information and related technologies. Topics vary by title. May be repeated a maximum of 3 times.

SLIS 796 - Independent Study in Library and Information Science (1-6 Credits)
Independent study in an area of library and information science relevant to the student's professional goals.
Prerequisites: SLIS 701, SLIS 705, SLIS 707.

SLIS 797 - Selected Topics in Librarianship and Information Services (1-3 Credits)
Discussion and investigation of selected topics of current concern to the library and information profession. Specific topics to be identified by title.

SLIS 798 - Specialist Project Preparation (3-6 Credits)
Prerequisite: Specialist degree students only. Approval of the appropriate application for specialist project must be submitted early in the semester preceding enrollment.

SLIS 801 - Research Issues in Library and Information Science (3 Credits)
Seminar examining a range of issues, theories, and research questions that currently shape thinking and discourse in library and information science.

SLIS 802 - Theory and Research Methods in Library and Information Science (3 Credits)
Seminar exploring problems and issues in theory formulation and research methods, including quantitative, qualitative, and multi-method approaches. Not auditable.

SLIS 803 - Information and Society (3 Credits)
Seminar examining the historical and intellectual foundations of library and information science in relation to the nature and current roles of information organization and information transfer in societies. Not auditable.

SLIS 804 - Preparation for Academic Careers in Library and Information Science (3 Credits)
Seminar examining the history, trends, and current status of academic careers in library and information science, emphasizing knowledge and skills needed for successful teaching, scholarship, and service. Not auditable.

SLIS 805 - Information Policy and Ethics (3 Credits)
Seminar in the critical and analytical study of information policy and ethical issues at the individual, institutional, and international levels. Not auditable.

SLIS 806 - Communication Processes and Information-Seeking Behavior (3 Credits)
Seminar examining the characteristics of communication, human information interaction, and information-seeking behavior, with emphasis on social network models, and the relationship between information-seeking behaviors and the design of communication and information systems and services. Not auditable.

SLIS 809 - Planning and Evaluating Colloquia In Library and Information Science (1 Credit)
Involves students in planning, managing, and evaluating colloquia, including recruiting speakers, scheduling venues, attracting audiences, conducting the sessions, and evaluating the results. May be repeated up to three times for credit.

SLIS 810 - Human Information Interactions and Cultural Institutions (3 Credits)
Explores libraries and other cultural institutions as lifelong educational environments where complex human interactions take place. Over the past two years, the promising intersection of cultural organizations has been a topic of strong interest to practitioners and scholars associated with these institutions. This course introduces the interdisciplinary framework, social perspectives, and research methods required to development an understanding of this intersection, the changes that will be required as new technologies alter the way that people engage with these institutions, and the challenges that have begun to emerge as their boundaries become less defined. This type of interdisciplinary framework is needed to address these topics and address both the human information needs that impel cultural institutions and the steps and strategies by which these needs may be recognized and resolved in these information rich environments.

SLIS 811 - Technologies in Cultural Institutions (3 Credits)
This course provides an opportunity for doctoral students to explore the issues associated with the implementation, evaluation and management of various technologies found in cultural institutions. Students will gain practical experience working with different technologies through class demonstrations and will be exposed to different technical environments via class field trips.

SLIS 899 - Dissertation Preparation (1-12 Credits)

Health Communication, Certificate (Library and Information Science)

Learning Outcomes
- Students will demonstrate the ability to translate basic theories and frameworks of health and risk communication to the development of health communication campaigns to specific target audiences.
- Students will be able to explain the principles governing the selection and access of health information materials to serve the needs of diverse lay, professional, and cultural communities.
- Students will demonstrate an ability to develop, implement, and evaluate a health communication project for a specific target audience.

Certificate Requirements (18 Hours)
The certificate program consists of 18 credit hours of required and elective course work in a specific area of health communication.

Students must complete a minimum of 18 graduate credits, including the following:

Core Courses (9 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPEB 711</td>
<td>Applied Health Communication</td>
<td>3</td>
</tr>
<tr>
<td>SLIS 749</td>
<td>Health Sciences Information Resources</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 702</td>
<td>Communication Theory</td>
<td>3</td>
</tr>
</tbody>
</table>
Admission to the Certificate program is selective and based on a holistic approach to the admissions process. Consequently, an applicant’s entire file and interview are taken into consideration before an admission decision is made. The following materials are required for full consideration:

1. The School of Library and Information Science Supplemental Application (accessible through the Graduate School application), where applicants respond to statement provided;
2. Official transcripts from all other colleges or universities attended (whether or not a degree was earned);
3. Two letters of recommendation attending to your academic performance and/or job performance—letters from friends and relatives addressing personal attributes do not qualify;
4. A qualifying score on either the GRE or MAT—a previously earned master’s degree may be accepted in lieu of a test score at the discretion of the admissions committee; and, if appropriate for applicants whose native language is not English, a qualifying score on a test of English as another language and appropriate immigration documentation.

Library and Information Science, Certificate

Program Description
The Certificate of Advanced Graduate Study in Library and Information Science is tailored to complement the Master of Library and Information Science program by providing post-Master’s degree instruction designed to enhance the student’s career opportunities in his or her chosen area of specialization. Completion of the Certificate of Graduate Study in Library and Information Science will acknowledge to the prospective employer the student’s additional preparation for specific job responsibilities.

Learning Outcomes

• Students will demonstrate competency in the provision of information services.
• Students will demonstrate an understanding of their professional development goals.
• Students will demonstrate an understanding of what specialized knowledge and/or skills are needed to meet their professional development goals.
• Students will demonstrate specialized knowledge and/or skills in a specific chosen area of the field.

Academic Progress

Students must present a grade point average of at least 3.0 (B average) on all courses taken in the program at the time of graduation. Students who earn a grade below B on more than six hours of course work or a grade of D, F, WF, or U in any course will not be allowed to continue in the program. Students who receive a grade below C in a course cannot apply the course toward graduation. Students who receive a grade of D+ or D in a required course (i.e. joint program requirements or NCATE requirements) must retake the course to attain a grade of at least a C.

Additionally, Graduate School policy states that graduate students whose cumulative grade point average (GPA) drops below 3.00 will be placed on academic probation and allowed one calendar year to raise the GPA to at least 3.00. Students who do not reach a cumulative 3.00 GPA during this grace period will not be permitted to enroll for further graduate work.

Admission to the Certificate program is selective and based on the faculty’s assessment of the applicant’s aptitude for graduate study and potential contribution to the profession. The faculty take
• Students will demonstrate competency in leadership and management in the LIS field.
• Students will demonstrate competency in research in the LIS field.
• Students will demonstrate competency in technology in the LIS field.
• Students will demonstrate an understanding of the importance of lifelong learning and professional development within the LIS field.

**Academic Progress**

Students must present a grade point average of at least 3.0 (B average) on all courses taken in the program at the time of graduation. Students who earn a grade below B on more than six hours of course work or a grade of D, F, WF, or U in any course will not be allowed to continue in the program. Students who receive a grade below C in a course cannot apply the course toward graduation.

If a student is readmitted and received a grade of D+ or D in a required course, they must retake the course to attain a grade of at least C. Courses which will be more than six years old at the time the MLIS is awarded may not be included on the student's Program of Study.

Additionally, Graduate School policy states that graduate students whose cumulative grade point average (GPA) drops below 3.00 will be placed on academic probation and allowed one calendar year to raise the GPA to at least 3.00. Students who do not reach a cumulative 3.00 GPA during this grace period will not be permitted to enroll for further graduate work.

Admission to the Master of Library and Information Science (M.L.I.S.) program is selective and based on the faculty’s assessment of the applicant’s aptitude for graduate study and potential contribution to the profession. The faculty take a holistic approach to the admissions process. Consequently, an applicant’s entire file and interview are taken into consideration before an admission decision is made. The following materials are required for full consideration:

1. The School of Library and Information Science Supplemental Application (accessible through the Graduate School application), where applicants respond to statement provided;
2. Official transcripts from all other colleges or universities attended (whether or not a degree was earned);
3. Two letters of recommendation attending to your academic performance and/or job performance—letters from friends and relatives addressing personal attributes do not qualify;
4. A qualifying score on either the GRE or MAT—a previously earned master's degree may be accepted in lieu of a test score at the discretion of the admissions committee; and, if appropriate for applicants whose native language is not English, a qualifying score on a test of English as another language and appropriate immigration documentation.

**Degree Requirements (36 Hours)**

For the Master of Library and Information Science degree, an approved program of at least 36 semester hours of graduate course work must be completed with a minimum grade point average of 3.00 (B overall). Required courses and the technology competency requirement are designed to provide students with an understanding of the information profession. In partial fulfillment of the requirements for graduation, each student will submit an electronic portfolio documenting learning and professional growth during the MLIS program.

**Coursework**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLIS 701</td>
<td>Ethics, Values, and Foundational Principles of Library and Information Science Professions</td>
<td>3</td>
</tr>
<tr>
<td>SLIS 702</td>
<td>Community Engagement and Service</td>
<td>3</td>
</tr>
<tr>
<td>SLIS 703</td>
<td>Reference and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SLIS 704</td>
<td>Leadership in Information Organizations</td>
<td>3</td>
</tr>
<tr>
<td>SLIS 705</td>
<td>Research Design and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>SLIS 706</td>
<td>Information Organization and Access</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 18 hours of electives 18

Total Credit Hours 36

Students on the School Library track have a prescribed set of courses for certification.

**End-of-Program Portfolio**

**Program of Study**

Students and their advisors will choose a minimum of 18 hours of elective courses. No more than six (6) hours can be below the 700-level and courses below the 600-level will not be accepted on the Program of Study. Elective courses in the School of Library and Information Science and other graduate departments may be used to develop a specialization in one or more areas or to provide a broad, general preparation for the information professions. A minimum of 18 graduate hours must be completed within the School. The remaining 18 hours may be taken in other related academic units of the University. Students have the option of transferring up to six semester hours of graduate course work from colleges or universities other than the University of South Carolina. Courses which will be more than six years old at the time the MLIS degree is awarded may not be included on the student’s Program of Study.

**Library and Information Science, Ph.D.**

Students must complete an approved program of 54 credit hours of 700- and 800-level courses beyond the master’s level, including a minimum of 12 hours of dissertation preparation with a cumulative grade point average of 3.00 or above.

**Learning Outcomes**

- Students will understand theory development and research methods and their application in the field of library and information science.
- Students will demonstrate familiarity with seminal and contemporary scholarship involving major library and information science theories, problems, and practices.
- Students will understand the theory, practice, resources, and technologies of college-level instruction, and demonstrate proficiency in instructional techniques.

**Degree Requirements (54 Post-Masters Hours)**

**Core Courses (15 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLIS 801</td>
<td>Research Issues in Library and Information Science</td>
<td>3</td>
</tr>
</tbody>
</table>
Learning Outcomes

- Students will demonstrate an understanding of their professional development goals.
- Students will demonstrate an understanding of what specialized knowledge and/or skills are needed to meet their professional development goals.

Academic Progress

Students must present a grade point average of at least 3.0 (B average) on all courses taken in the program at the time of graduation. Students who earn a grade below B on more than six hours of course work or a grade of D, F, WF, or U in any course will not be allowed to continue in the program. Students who receive a grade below a C in a course cannot apply the course toward graduation. Students who receive a grade of D+ or D in a required course (i.e., joint program requirements or NCATE requirements) must retake the course to attain a grade of at least C.

Additionally, Graduate School policy states that graduate students whose cumulative grade point average (GPA) drops below a 3.0 will be placed on academic probation and allowed one calendar year to raise the GPA to at least 3.00. Students who do not reach a cumulative 3.00 GPA during this grace period will not be permitted to enroll in further graduate work.

Admissions Requirements

Admission to SLIS program is selective and based on the faculty’s assessment of the applicant’s aptitude for graduate study and potential contribution to the profession. The faculty take a holistic approach to the admissions process. Consequently, an applicant’s entire file and interview are taken into consideration before an admission decision is made. The following materials are required for full consideration:

1. The School of Library and Information Science Supplemental Application (accessible through the Graduate School application), where applicants respond to statement provided;
2. Official transcripts from all other colleges or universities attended (whether or not a degree was earned) indicating an earned MLIS degree;
3. Two letters of recommendation attending to your academic performance and/or job performance—letters from friends and relatives addressing personal attributes do not qualify;
4. A qualifying score on either the GRE or MAT—a previously earned master’s degree may be accepted in lieu of a test score at the discretion of the admissions committee; and, if appropriate for applicants whose native language is not English, a qualifying score on a test of English as another language and appropriate immigration documentation.

Degree Requirements (30 Hours)

For the Specialist Degree in Library and Information Science degree, an approved Program of Study with 30 semester hours of graduate course work must be completed with a minimum grade point ratio of 3.00 (B overall). In partial fulfillment of the requirements for graduation, each student will submit an electronic portfolio documenting learning and professional growth during the Specialist program.

Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLIS 794</td>
<td>Internship in Library and Information Science</td>
<td>3-6</td>
</tr>
<tr>
<td>SLIS 796</td>
<td>Independent Study in Library and Information Science</td>
<td>1-6</td>
</tr>
</tbody>
</table>
Select 24 hours of electives 24

Total Credit Hours 28-36

- Any student who has not taken SLIS 705 or shown evidence of having completed its equivalent, will be required to satisfactorily complete it (with a grade of B or better) in addition to the 30 minimum required hours. (A research methods course satisfactorily completed (with a grade of B or better) in another discipline may be substituted for SLIS 705 at the discretion of the advisor.)

End-of-Program Portfolio

Program of Study

A student may take up to 12 hours of course work in other colleges of the University upon approval by the advisor. No more than 9 of the total 30 hours of course work may be taken at another institution. Each student has the option of working with an advisor to complete a project adequate to the student's program of study that demonstrates the capacity to conduct, synthesize, and utilize research methodology in library and information science. The research project must be approved by the advisor. A maximum of 9 hours of SLIS 796 and SLIS 798 may be taken for the Specialist Degree. No more than 6 of these hours may be directly related to the optional research project. At the discretion of the Advisor up to six hours of graduate work taken prior to admission to the program may be included in the Specialist Degree provided the following:

1. none of the courses exceed the six year limitation noted above;
2. any course work in library and information science must be taken at a school accredited by ALA or approved by NCATE;
3. course work must be germane to the student's program and make a direct contribution to it;
4. course(s) must show on an official transcript (and a copy of the official course description and/or syllabus provided) and not have been used to earn another degree;
5. grades for the course(s) must be a B or higher.

Courses which will be more than six years old at the time the Specialist Degree is awarded may not be included in the student's Program of Study.

School of Medicine

Executive Dean: Leslie W. Hall, M.D.

Senior Associate Dean: R. Caughman Taylor, M.D.

Associate Dean for Administration and Finance: Jeffrey L. Perkins, CHFP, CIA, CPA, MBA

Associate Dean for Clinical Affairs and Chief Medical Officer: William D. Anderson III, M.D.

Associate Dean for Continuous Professional Development and Strategic Affairs: Morris J. Blachman, Ph.D.

Associate Dean for Diversity and Inclusion: Carol L. McMahon, M.D.

Associate Dean for Graduate Medical Education: Katherine G. Stephens, Ph.D.

Associate Dean for Medical Education and Academic Affairs: Joshua T. Thornhill IV, M.D.

Associate Dean for Research and Graduate Education, Francis G. Spinale, M.D., Ph.D.

Assistant Dean for Clinical Curriculum and Assessment: Nancy A. Richeson, M.D.

Assistant Dean for Clinical Learning: Suzanne M. Bertollo, M.D.

Assistant Dean for Diversity and Inclusion: Robert M. Rhinehart, Ph.D.

Assistant Dean for Executive Affairs and Director of Library Services: Ruth A. Riley, M.S.

Assistant Dean for Information Technology and Chief Information Officer: D. Lindsay Cone, M.D.

Assistant Dean for Medical Student Education-Florence: William H. Hester, MD

Assistant Dean for Preclinical Curriculum: Lynn K. Thomas, Dr.P.H.

Assistant Dean for Student Affairs: Donald J. Kenney, Ph.D.

Director of Admissions and Enrollment Services/Registrar: Robert M. Rhinehart, Ph.D.

Director of Medical Student Recruitment: James R. Stallworth, M.D.

A national leader in primary care medical education, the University of South Carolina School of Medicine also sponsors research and professional training focused on health care needs. In addition to the degree of Doctor of Medicine, the School of Medicine offers the Doctor of Philosophy degree with a major in biomedical science, the Master of Science degree with a major in biomedical science, the Master of Science in Genetic Counseling, the Master of Nurse Anesthesia, and the Master of Rehabilitation Counseling. A Certificate of Graduate Study in Psychiatric Rehabilitation has also been recently developed. An M.D./Ph.D. plan is available to students interested in careers in academic medicine or medical research. Correspondence concerning admission to the M.D. program and requests for the School of Medicine Bulletin should be addressed to:

School of Medicine
Office of Admissions
University of South Carolina
Columbia, SC 29208
phone: 803-733-3325

Extensive information about the School of Medicine may be accessed via our Web site at http://www.med.sc.edu/academic.asp. (https://sc.edu/study/colleges_schools/medicine/)

The school's administrative offices and basic science departments, which adjoin the Dorn VA Medical Center, have the advantages both of a beautiful, historic campus and well-equipped, modern laboratories and classrooms. Clinical departments are located on the rapidly expanding USC School of Medicine campus at Richland Medical Park in Columbia. Affiliated hospitals are the Bynnes Center for Geriatric Medicine, Education, and Research; the Dorn VA Medical Center; the Greenville Hospital System; the William S. Hall Psychiatric Institute; Moncrief Army Hospital; and Palmetto Richland Memorial Hospital. The school also collaborates closely with state agencies involved in health service delivery.

The University of South Carolina School of Medicine emphasizes research partnerships with affiliated hospitals and agencies to direct
investigations to areas of greatest potential health benefit. The Centers of Research Excellence, a joint interdisciplinary venture with Palmetto Richland Memorial Hospital, includes research centers focused on cancer, cardiovascular disease and stroke, biomedical ethics, and primary health care. The Rural Primary Care Education Projects in Winnsboro, Kershaw, and Bennettsville, S.C., serve as centers for research on rural health care delivery, including telemedicine.

Innovative research on geriatric health care and child and community mental health issues is under way in cooperation with the Byrnes Center for Geriatric Medicine, Education, and Research and the William S. Hall Psychiatric Institute. Other areas of research strength include developmental disabilities, neuroscience, infectious diseases and immunology, inflammation, cardiovascular disease, cancer, tissue engineering and reproductive biology and endocrinology.

Degree Programs

Ph.D. and MS, Biomedical Science
Designed to train students for careers in teaching and research, the doctoral program in biomedical science is an interdisciplinary program with participation of the basic medical science Departments of Pharmacology, Physiology, and Neuroscience; Cell and Developmental Biology and Anatomy; and Pathology, Microbiology and Immunology.

The Biomedical Science PhD program at the School of Medicine is a component of the Integrated Biomedical Science Graduate Program at the University. This is a cooperation between the graduate programs of the Schools of Medicine and Public Health (Exercise Science), the Departments of Biology, Chemistry (Biochemistry) and Psychology and the South Carolina College of Pharmacy (Basic Pharmaceutical Science). Doctoral students are admitted to the integrated program and pursue required common core courses. They also carry out up to three laboratory rotations from a choice of more than 80 laboratories in the participating departments.

Students who choose to work with a mentor from the School of Medicine transfer to the School's Biomedical Science Graduate Program for the remainder of their graduate studies. The curriculum includes elective courses and seminars as well as supervised laboratory research. The program’s size of approximately 40 students provides extensive student/faculty interaction.

The purpose of the MS program is to provide broadly based interdisciplinary training in biomedical science to individuals who wish to expand or change their educational background and training to fulfill personal, pre-professional, or other career advancement goals. This two year program consists of one year of core courses with a heavy emphasis on biochemistry and molecular and cellular biology and one year of research which can either be laboratory- or library-based.

Certificate of Graduate Study in Biomedical Studies
This one-year certificate program offers advanced graduate level training in a number of areas of biomedical sciences. It is designed for individuals seeking to enhance further their background in the basic health sciences prior to entry into professional schools including medical, dental, veterinary and osteopathic medicine schools. This program is not intended to provide undergraduate-level training in pre-medical course work needed to get admission into medical or professional schools. Instead, the program is designed to make postbaccalaureate students more competitive for admission through extensive graduate-level course work in the areas of physiology, pharmacology, biochemistry, cell and molecular biology, and neuroscience along with several other elective courses in the biomedical sciences. In addition, students will take courses in the ethics of medical science, MCAT (or similar) preparation and the preparation of a professional school application. Completion of the certificate requires 18 credit hours at the graduate level with required courses and additional electives.

Master of Science, Genetic Counseling
The master’s program in genetic counseling prepares genetic counselors to work with families at risk for genetic disease or birth defects. Graduates are also involved in teaching, research, and administrative aspects of this growing field. The curriculum includes course work and internship opportunities at the University of South Carolina, the Medical University of South Carolina, the Medical College of Georgia, the Greenwood Genetic Center, the Carolinas Medical Center in Charlotte, Savannah Perinatology Associates, UNC-Chapel Hill, Fullerton Genetic Center, the Duke University Medical Center, and Emory University. The first of its kind in the Southeast and one of only 32 in the United States, the genetic counseling master’s program is accredited by the American Board of Genetic Counseling.

Master of Nurse Anesthesia
The master’s program in nurse anesthesia trains registered nurses to develop, implement, and evaluate the anesthetic care of patients. Cosponsored with Palmetto Richland Memorial Hospital and Greenville Hospital System University Medical Center, the program includes both course work and clinical experience. The master’s program in nurse anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs. Graduates are eligible for certification by the Council on Certification of Nurse Anesthetists.

Master of Rehabilitation Counseling
The master’s program in rehabilitation counseling provides professional training that prepares counselors to aid in the rehabilitation of disabled and disadvantaged persons. The curriculum includes both classroom and field-based experiences. Most graduates pursue careers with the S.C. Departments of Vocational Rehabilitation, Mental Health, and Disabilities and Special Needs, as well as various substance abuse programs. The program is accredited by the Commission on Rehabilitation Education.

Certificate of Graduate Study in Psychiatric Rehabilitation
This cross-disciplinary program provides focused training in the area of psychiatric rehabilitation to meet a need for trained professionals with specialized knowledge and skills in assisting individuals with severe, long-term mental illnesses in securing and maintaining employment. Individuals with training in vocational rehabilitation have not typically been trained in working with mental illness, and individuals with expertise in mental health issues are not typically trained in vocational rehabilitation. This program presents a unique opportunity to address this need for professionals who are cross-trained to work with both mental health issues and vocational concerns. Key content areas of study in the certificate program include the characteristics of severe long-term mental illnesses, assessment, treatment, rehabilitation methods, and the recovery process. All course work is available on campus or online in distance education format.

Programs

- Biomedical Sciences, M.S.
- Biomedical Sciences, Ph.D.
- Biomedical Studies, Certificate
• Counseling and Rehabilitation, M.A.
• Genetic Counseling, M.S.
• Medicine, M.D.
• Nurse Anesthesia, M.N.A.
• Nursing Anesthesia, D.N.P.
• Physician Assistant Studies M.S.P.A.S.
• Psychiatric Rehabilitation, Certificate

Biomedical Sciences, M.S.

The Biomedical Science Graduate Program at the University of South Carolina School of Medicine offers a two year course of graduate study and significant research opportunities leading to the Master of Science (MS) degree with a major in biomedical science. Students have the option in this degree program of electing to complete a research-based thesis project or a non-thesis, coursework based program of study. Biomedical science is a multidisciplinary field of study aimed at advancing our knowledge of human disease. Scientists working in the USC SOM Biomedical Science program have diverse interests ranging from the study of molecular and cellular processes to the study of organ systems and whole organism functions. This interdisciplinary program prepares students for careers in biomedical fields including research positions in academia and industry. The MS degree is also ideal for students seeking advanced preparation for entry into professional (medical, dental, veterinary) schools. The program provides a broad foundation of knowledge in the basic medical sciences with an opportunity to focus further on a specific discipline(s) including immunology, neuroscience, cardiovascular biology, complimentary medicine and others.

The program is administered by the Biomedical Sciences Graduate Director in consultation with the Graduate Education Committee and the Biomedical Sciences Graduate Committee. These committees include faculty representatives from all of the School of Medicine Basic Science departments.

Learning Outcomes

• Students will demonstrate an understanding of the scientific principles underlying biomedicine.
• Students will demonstrate an understanding of responsible conduct of research and ethical issues related to biomedical research including animal use human subjects in research data management collaborative science authorship (including plagiarism) conflicts of interest and peer review.
• Students will obtain entry into desired professional schools (medical dental graduate etc) or obtain desired employment in the biomedical field following graduation from the School of Medicine Biomedical Sciences MS program. While this outcome does not directly assess student knowledge or appropriateness of the curriculum it is an important measure of program success.

Curriculum

The two year curriculum presents multiple training components designed to prepare students for a career in biomedical fields. In the first year of the two year program, there is a core of basic medical science courses together with multidisciplinary laboratory courses on research methods, facilities, and major equipment. These must be passed with a B average. The student will also participate in the Biomedical Sciences seminar programs that are designed to expose the student to modern, cutting-edge research in diverse biomedical areas.

In the second year, the MS student finishes required courses and performs research with a selected mentor. This can either be laboratory research or library research. The former leads to a thesis based upon a research hypothesis and data generated by the student. It is hoped that data generated by the student will also lead to the publication of research paper(s). The library-based research program requires the student to conduct an extensive literature review focused on a specific topic of interest. This leads to a thesis reviewing published literature and addressing current deficiencies in the area. It is hoped that this will culminate in the publication of a review paper by the student-mentor team. Opportunities for laboratory or library research are in such current areas of interest as cancer, reproductive biology, biodefense, complementary medicine, immunology, cell and molecular biology, neuroscience, microbiology, vision science, developmental biology, cardiovascular biology, AIDS and many more specialties. A detailed description of research activities within the biomedical science program may be found at the School of Medicine web site: http://www.med.sc.edu.

Admission Standards

An applicant must have a baccalaureate degree or its equivalent from an accredited college or university. Undergraduate courses should include two semesters each of biology, physics, inorganic chemistry, and organic chemistry as well as some math (preferably through calculus).

Admission is determined by the Dean of The Graduate School after recommendation by the Director of the Biomedical Science Graduate Program and the Biomedical Science Graduate Advisory Committee. Criteria examined include an appraisal of courses taken, grades achieved, letters of recommendation, research experience, scores on the GRE, and the student’s statement of purpose for graduate study. Applicants may designate a preferred academic specialization, but, because of the interdisciplinary nature of biomedical research, applications are reviewed by all departmental directors; when possible, highly ranked applicants are invited to interview and visit the program.

An GPA average of 3.00 or better is required in both the major and overall. GRE scores on the general section above the 50th percentile are preferred.

Application Information

Inquiries concerning admission and requests for printed program information should be directed to:

School of Medicine Office of Graduate Studies
University of South Carolina
Columbia, SC 29208
telephone: 803-216-3321 or 803-216-3896
e-mail: biomedicalsciences@uscmed.sc.edu

Degree Requirements (32 Hours)

Thesis Based MS Option

The MS degree in Biomedical Sciences requires the completion of a series of core courses in basicbiomedical topics as well as elective courses in focused areas. The MS degree in Biomedical Science requires at least 32 graduate credit hours, not more than 6 of which may be taken in thesis or dissertation research. Of the 32 credit hours, at least 50 percent must be in courses numbered 700 or above, exclusive
of dissertation credit. Not more than 6 hours of independent study, special topics, or directed research other than dissertation research are permitted, unless justified by the program of study and approved by the Dean of Graduate Studies. The remainder of the requirements may include courses numbered from 500 to 699 taken for graduate credit. As many as 12 hours of study may be taken in USC schools and colleges other than the School of Medicine; this option provides great flexibility to individually tailor programs and draw on the wider resources of a comprehensive university. At least 10 credit hours of graduate study must be taken from basic medical science graduate courses.

The curriculum consists of required core courses in the basic medical sciences and additional elective courses that depend upon the interest and career goals of the student.

**Core Courses**

Include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMSC 707</td>
<td>Biochemistry for the Biomedical Sciences</td>
<td>3-4</td>
</tr>
<tr>
<td>BMSC 754</td>
<td>Biomedical Biochemistry I</td>
<td></td>
</tr>
<tr>
<td>BIOL 717</td>
<td>Biological Chemistry</td>
<td></td>
</tr>
<tr>
<td>BMSC 700</td>
<td>Biomedical Science Interdisciplinary Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>BMSC 706</td>
<td>Ethics in Biomedical Research</td>
<td>2</td>
</tr>
<tr>
<td>BMSC 801</td>
<td>Seminar in Biomedical Science</td>
<td>2</td>
</tr>
</tbody>
</table>

Select one of the following:

- BMSC 702 Medical Cell Biology I
- BMSC 708 Human Cell and Molecular Biology for Biomedical Sciences
- BIOL 714 Advanced Cell Biology

**Total Credit Hours**

11-13

**Comprehensive Assessment**

Students will demonstrate their ability to synthesize and integrate knowledge across the biomedical discipline via writing and oral defense of the thesis. While focused on a specific biomedical research topic, the thesis will incorporate ideas that span the biomedical field. Likewise, the thesis defense will address topics and issues that span the biomedical sciences including ethical issues in biomedical research. The thesis and defense thereof will be evaluated by the student’s MS Advisory Committee.

**Non-Thesis Option**

Students who elect to pursue the Biomedical Sciences MS degree, non-thesis option, are required to complete the core course work outlined for the thesis option but in lieu of 6 hours of research credit can take an additional 6 hours of course work to better prepare them for their ultimate career goals. This track requires at least 32 graduate credit hours. Of the 32 credit hours, at least 50 percent must be in courses numbered 700 or above, exclusive of dissertation credit. Not more than 6 hours of independent study or special topics are permitted, unless justified by the program of study and approved by the Dean of Graduate Studies. The remainder of the requirements may include courses numbered from 500 to 699 taken for graduate credit. As many as 12 hours of study may be taken in USC schools and colleges other than the School of Medicine; this option provides great flexibility to individually tailor programs and draw on the wider resources of a comprehensive university. At least 10 credit hours of graduate study must be taken from basic medical science graduate courses.

**Biomedical Sciences, Ph.D.**

The School of Medicine Biomedical Sciences Ph.D. program provides extensive educational opportunities with the ultimate goal of training the next generation of biomedical researchers and educators. Biomedical science is a multidisciplinary field of study encompassing biological and chemical disciplines focused on medical issues including enhanced understanding, detection and treatment of human disease. Scientists working in the School of Medicine Biomedical Sciences program have diverse interests ranging from the study of molecular and subcellular processes to the study of organ systems and whole organism functions. This interdisciplinary program prepares students for careers in biomedical research (both in academia and industry), by providing a broad foundation of knowledge in the basic medical sciences with expanded focus in a specific discipline that is emphasized in the dissertation research. This is accomplished through extensive didactic courses, development of career skills and training in research laboratories involved in diverse areas of biomedical science. The Biomedical Sciences Ph.D. program is administered by a Graduate Director with the consultation of the Graduate Curriculum Committee and the Graduate Advisory Committee. These committees have representatives from the three basic science departments in the School of Medicine.

The School of Medicine also participates in the Integrated Biomedical Science Program. This program is composed of faculty from across the University of South Carolina and includes departments from the School of Medicine, the College of Arts and Sciences and the School of Public Health. Students in this program take a common core curriculum in the first year of the Ph.D. The students subsequently select a mentor and join one of the participating departments.

**Curriculum (62 Post-Baccalaureate Hours)**

The curriculum includes multiple training components designed to prepare students for their dissertation research and for a career in biomedical science. The curriculum includes the following components:

- A core of basic science courses including advanced biochemistry, molecular biology and cell biology. The student can follow two tracks in the first year: basic molecular and cellular biology or neuroscience. The tracks are sufficiently similar in content such that a student may switch tracks, if required.
- A multidisciplinary laboratory course that exposes the student to research methods, facilities, and major equipment.
- An ethics course which addresses topics important in biomedical research including human subjects, animals in research, authorship, plagiarism and others.
- Advanced graduate course work in specific areas of specialization such as neuroscience, developmental biology, immunology, molecular biology and cancer, reproductive biology, and cardiovascular sciences.

The Biomedical Sciences Ph.D. degree requires a minimum of 62 credit hours beyond the baccalaureate and a minimum of 30 hours beyond
the master’s degree, including at least 12 credit hours of dissertation preparation. Course work includes 12 or more hours of a core curriculum and at least 9 elective credit hours in specific content areas of the concentration.

Transfer of graduate credits earned prior to admission into the doctoral program will be determined by the Graduate Advisory Committee within limits determined by The Graduate School.

Admission Standards
An applicant must have a baccalaureate degree or its equivalent from an accredited college or university. Undergraduate courses should include two semesters each of biology, physics, inorganic chemistry, and organic chemistry as well as some math (preferably through calculus).

Admission to the Biomedical Sciences Ph.D. program is determined by the Dean of The Graduate School after recommendation by the Biomedical Sciences Graduate Director and the Biomedical Sciences Graduate Advisory Committee. Criteria examined include an appraisal of courses taken, grades achieved, letters of recommendation, research experience, scores on the GRE, and the student’s statement of purpose for graduate study. A MS degree in a biomedical subject or biotechnology, although not required, makes an application more competitive. Applicants may designate a preferred academic specialization, but, because of the interdisciplinary nature of biomedical research, this is not necessary. Highly ranked domestic applicants are invited to interview and visit the university. Selected overseas applicants receive a telephone interview.

A GPA average of 3.00 or better is required in both the major and overall. GRE scores on the general section above the 50th percentile are also required. A minimum TOEFL score of 80 (out of 120) is also required for students whose native language is not English; however, a score of 100 or above is preferred and this level has been achieved by almost all students admitted recently.

Application Information
Inquiries concerning admission and requests for printed program information should be directed to:

School of Medicine Office of Graduate Studies
University of South Carolina
Columbia, SC 29208
telephone: 803-216-3321 or 803-216-3896
email: biomedicalsciences@uscmed.sc.edu

Degree Requirements (62 Hours)
Graduate studies in biomedical science are designed to provide broad interdisciplinary training as well as specialization in an area of research. The Ph.D. degree requirements include an admission-to-candidacy examination, a comprehensive examination, participation in seminar programs and a dissertation based upon the student’s research.

Following completion of required courses, the student must successfully complete a written comprehensive examination in the format of a research grant proposal. The student must also complete an oral defense of the comprehensive examination. The written and oral components will be evaluated by the student’s Advisory Committee.

Ongoing seminar programs expose students to cutting-edge research by scientists at the School of Medicine, other departments of the University, and from around the nation and world. Students are required to present their own data in the Biomedical Sciences Graduate Seminar series.

The students also are required to present once at the annual Morgan W. Newton Graduate Research Symposium. These seminars provide students with the opportunity to share their research findings with student and faculty colleagues. They also provide the student with valuable opportunities to enhance their oral presentation skills.

Biomedical science graduate students may elect to carry out research in such current areas of interest as cancer, reproductive biology, immunology, biodefense, complementary medicine, cell and molecular biology, neuroscience, microbiology, vision science, developmental biology, cardiovascular biology, AIDS and many more specialties. A detailed description of research activities within the biomedical science program may be found at the USC School of Medicine web site: www.med.sc.edu. Research performed by the student culminates in the PhD dissertation. The dissertation research is presented at a seminar open to all students and faculty of the university. The student also must successfully complete an oral defense of the dissertation to their Advisory Committee.

Molecular and Cellular Biology Concentration
The required core courses in the molecular and cellular biology concentration are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BMSC 754</td>
<td>Biomedical Biochemistry I</td>
<td>4</td>
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<tr>
<td>or BIOL 717</td>
<td>Biological Chemistry</td>
<td></td>
</tr>
<tr>
<td>BMSC 700</td>
<td>Biomedical Science Interdisciplinary Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>BMSC 706</td>
<td>Ethics in Biomedical Research</td>
<td>2</td>
</tr>
<tr>
<td>BMSC 801</td>
<td>Seminar in Biomedical Science</td>
<td>2</td>
</tr>
<tr>
<td>BMSC 702</td>
<td>Medical Cell Biology I</td>
<td>4</td>
</tr>
<tr>
<td>or BIOL 714</td>
<td>Advanced Cell Biology</td>
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</tr>
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</table>

Total Credit Hours 13

Neuroscience Concentration
The required core courses in the neuroscience concentration are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHHP 750</td>
<td>Fundamental Neuroscience I</td>
<td>4</td>
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<tr>
<td>PHHP 751</td>
<td>Fundamental Neuroscience II</td>
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<tr>
<td>BMSC 754</td>
<td>Biomedical Biochemistry I</td>
<td>4</td>
</tr>
<tr>
<td>BMSC 700</td>
<td>Biomedical Science Interdisciplinary Laboratory I</td>
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<tr>
<td>BMSC 706</td>
<td>Ethics in Biomedical Research</td>
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</tr>
<tr>
<td>BMSC 801</td>
<td>Seminar in Biomedical Science</td>
<td>2</td>
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</tbody>
</table>

Total Credit Hours 17

Biomedical Studies, Certificate
This one-year certificate program offers advanced graduate level training in a number of areas of biomedical sciences. It is designed for individuals seeking to enhance further their background in the basic health sciences prior to entry into professional schools including medical, dental, veterinary and osteopathic medicine schools. This program is not intended to provide undergraduate-level training in pre-medical course work needed to get admission into medical or professional schools. Instead, the program is designed to make post baccalaureate students more competitive for admission through extensive graduate-level course work in the areas of physiology, pharmacology, biochemistry, cell and molecular biology, and neuroscience along with several other elective courses in the biomedical sciences. In addition, students will take
courses in the ethics of medical science, MCAT (or similar) preparation and the preparation of a professional school application. Completion of the certificate requires 18 credit hours at the graduate level with required courses and additional electives.

Learning Outcomes

- The student will have a fundamental knowledge of current biochemistry, cell biology, molecular biology and physiology as taught in the GCBS program and as judged by earning of 3.0 average (on a 4.0 scale) by more than 80% of the students in the program.
- Be able to formulate ideas and solve problems in various sub-disciplines of basic biomedical sciences. This will lead to an enhanced ability to solve problems encountered in medical science.
- Demonstrate fundamental knowledge in other aspects of current trends in biomedical sciences through elective courses such as bio ethics, medical genetics, etc.
- Successful completion of studies in GCBS, will allow the student to advance to their desired professional programs.

Admission Requirements

Admission requires a baccalaureate degree with training in chemistry (particularly organic chemistry), biology and physics. A GPA of 2.8-3.0 or above and a GRE score of at least 1100 (V+Q), or an MCAT score of 21 or greater are also needed.

Certificate Requirements (18 Hours)

Required Courses

Include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMSC 707</td>
<td>Biochemistry for the Biomedical Sciences</td>
<td>3</td>
</tr>
<tr>
<td>BMSC 708</td>
<td>Human Cell and Molecular Biology for Biomedical Sciences</td>
<td>3</td>
</tr>
<tr>
<td>MCBA 710</td>
<td>Special Topics in Gross Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>PHPH 701</td>
<td>Physiology for Health Sciences</td>
<td>6</td>
</tr>
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<td></td>
<td><strong>Total Credit Hours</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

Elective Courses

Include the following — one 3 credit course per semester:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMSC 705</td>
<td>Medical Cell Biology II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 752</td>
<td>Regulation and Integration of Metabolism</td>
<td>3</td>
</tr>
<tr>
<td>PHPH 750</td>
<td>Fundamental Neuroscience I</td>
<td>4</td>
</tr>
</tbody>
</table>

Counseling and Rehabilitation, M.A.

Academic Program

The Master of Arts (M.A.) in Counseling and Rehabilitation is a 60 semester-credit hour program that prepares professional counselors. This MA program includes a specialization in clinical rehabilitation counseling, which equips graduates with specialized knowledge and skills related to disability and disadvantaged-related issues.

Learning Outcomes

- Students will adopt a professional counseling orientation commensurate to beginning counselors. (EDCE 510)
- Students will engage in ethical decision-making process that demonstrates an understanding of ethical principles and is beneficial to the client. (RCON 704)
- Students will describe how student-centered and client-centered cultural factors may influence the counseling relationship across a variety of helping settings. (RCON 605)
- Students will demonstrate ability to work effectively with diverse clients in a counseling setting. (RCON 711, RCON 883)
- Students will identify psychosocial and psychoeducational strategies for promoting resilience and optimal development and wellness across the lifespan. (EDPY 705, RCON 711, NPSY 757, Comprehensive assessment)
- Students will accurately describe theories and models of career development and career decision-making. (RCON 725, Comprehensive assessment)
- Students will apply a theory and/or model of career development to a client. (RCON 725, RCON 883)
- Students will demonstrate the intentional use of interviewing and basic counseling skills. (RCON 601, RCON 880)
- Students will discuss and demonstrate counseling theories and related techniques. (RCON 711, RCON 883)
- Students will demonstrate group leadership skills by planning and carrying out purposeful group counseling activities. (RCON 720, RCON 880)
- Students will select and describe assessment and testing techniques with specific counseling populations. (RCON 714, NPSY 758)
- Students will utilize the results of scholarly research to inform and adapt counseling practice. (RCON 700, RCON 702, Comprehensive examination)
- Students will identify and strategically utilize community services and resources related to the provision of individualized rehabilitation services. (RCON 734, Comprehensive assessment)
- Students will develop and implement individualized service plan for a person with a disability that reflects principles of client choice and self-determination and include theory-based and evidence-based counseling and rehabilitation services. (RCON 733, RCON 883)
- Students will demonstrate fundamental competencies in Addictions and Mental Health counseling. (NPSY 760, NPSY 757, NPSY 758)

Clinical Rehabilitation Counseling

Graduates are specialized professionals who assist persons with physical, mental, developmental, cognitive, addictions-based and other disabilities, as well as other forms of disadvantage. They help these individuals deal with personal, interpersonal, and societal problems; plan careers; pursue educational goals; and find and maintain employment. The counseling process involves communication, goal setting, and facilitating personal growth or beneficial change through advocacy, psychological, vocational, social, and behavioral interventions. Clinical rehabilitation counselors also work with individuals, organizations, and advocacy groups that address environmental and social barriers that create obstacles for persons with disabilities. In effect, they build bridges between persons with disabilities, their families, communities, and work places. They also collaborate with physicians, psychologists, and others in assisting persons with disabilities in pursuing their educational, vocational, and independent-living goals. Because employment is a major
focus for persons with disabilities, clinical rehabilitation counselors work closely with employers and representatives of the business community to identify job opportunities and to make work environments more accommodating.

Major employers of clinical rehabilitation counselors in South Carolina include both public and private agencies, hospitals, and behavioral care settings such as the South Carolina Department of Mental Health, the South Carolina Vocational Rehabilitation Department, and the South Carolina Commission for the Blind. Other employers include a variety of addictions treatment agencies, local hospitals, and other care settings. Clinical rehabilitation counselors also serve as consultants to educational institutions, insurance companies, and industry. The profession of clinical rehabilitation counseling also has an important role in providing rehabilitation and transition services for school-aged children and adolescents, with focuses on transitioning from high school to college, or from education to employment. Also, geriatric services are provided to older persons who are experiencing changing lifestyles and health problems. Increasingly, workers injured on the job receive rehabilitation counseling services through private rehabilitation companies and employers’ in-house disability management and employee assistance programs. Persons who have severe disabilities that limit opportunities for full-time competitive employment may also be assisted through independent-living service programs and supported employment arrangements developed and provided by rehabilitation counselors.

Program Accreditation

On July 1, 2017, the Council for Accreditation of Counseling & Related Educational Programs (CACREP) assumed responsibility for carrying out the mission and vision of the Council on Rehabilitation Education (CORE). All graduate programs that were formerly accredited by CORE are now accredited by CACREP. The USC Rehabilitation Counseling Program's 48 credit hour degree was most recently accredited by CORE in 2012 and received a full 8-year accreditation (2012-2020). That program is accredited as a rehabilitation counseling program by CACREP through 2020 under the former CORE standards. The USC Rehabilitation Counseling Program intends to seek accreditation for the updated 60 credit hour program as a Clinical Rehabilitation Counseling program, under current CACREP standards, when the reaccreditation process begins in 2019.

Credentialing Information

Program graduates are eligible to take the national certification exam administered by the Commission on Rehabilitation Counselor Certification (CRCC) and either the National Counselor Examination (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE) that leads to counselor licensure in South Carolina and several states. It is important to note that each state has its own licensing board with its own counselor licensure requirements. The program’s website provides additional information about certification and licensure.

Learning Community

The program utilizes a Learning Community approach to the professional development of clinical rehabilitation counselors. We believe that a diverse group of faculty and students working collaboratively help students reach academic and professional goals best prepares students for success. We value diversity in age, gender, race and ethnicity, educational background, sexual orientation, ability status, and other multicultural characteristics. We encourage applications from all interested potential students, including persons from historically and typically underrepresented groups.

As a member of the clinical rehabilitation counseling Learning Community, students can expect to get to know the core counselor education program faculty as well as student peers. In addition to courses that meet in real-time and are open to both in-person and distance students, the program includes Learning Community in-person days during which faculty and students engage in hands-on learning and professional development.

Additional Information

For additional information, please contact the Program Director or the Student Services Coordinator at 803-434-4296. You may also visit the program website (http://sc.edu/study/colleges_schools/medicine/education/graduate_programs/rehabilitation_counseling/).

Admission Standards

Submitted materials, academic background and performance, work and volunteer experience, and personal interview findings are all considered in the admissions process. We consider the following information before inviting candidates for a personal interview:

- Bachelor’s degree GPA
- GRE or MAT scores
- TOEFL scores (for international students)
- Two letters of reference
- Statement of intent that address why you want to pursue a career in rehabilitation counseling, relevant experience and plans for completing the program requirements

In making admissions decisions, we consider all factors listed above, as well as each applicant’s potential for forming effective counseling relationships.

How to Apply

Prospective students apply online through the USC Graduate School (http://gradschool.sc.edu/apply.htm). The program reviews admissions throughout the year and new students may begin their studies in Fall or in Spring semester. For additional information, please contact the Student Services Coordinator at 803-434-4296. You may also visit the program website (http://sc.edu/study/colleges_schools/medicine/education/graduate_programs/rehabilitation_counseling/).

Minimum Degree Requirements (60 Hours)

Students complete a minimum of 60 semester credit hours of required coursework. Key content areas of study include professional counseling orientation and ethical practice, social and multicultural diversity, human growth and development, career development, counseling and helping relationships, group counseling and group work, assessment and testing, and research and program evaluation. Required coursework in clinical rehabilitation counseling, medical and psychosocial aspects of disability, rehabilitation assessment, the world of work, psychopathology, assessment of mental disorders, addictions counseling and rehabilitation, and professional issues in clinical rehabilitation is also included.

As part of the 60 credit hours, students complete a 150 hour practicum and a 600 hour internship in approved community agencies. Students
must receive a passing grade on the pre-practicum assessment before advancing to practicum.

Students may individualize their professional preparation by electing to participate in student organizations at the university, state, and national levels and by working with faculty members on rehabilitation research projects.

Students must receive a passing grade on the comprehensive assessment project in the semester in which they intend to graduate.

**Curriculum**

The 60-credit hour curriculum includes thirteen (13) required courses, three (3) clinical rehabilitation specialization courses, a practicum, an internship, and one (1) elective.

**Required Courses (39 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCE 510</td>
<td>Introduction to Counseling</td>
<td>3</td>
</tr>
<tr>
<td>RCON 605</td>
<td>Culture and Disability</td>
<td>3</td>
</tr>
<tr>
<td>EDPY 705</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>RCON 725</td>
<td>Career Counseling Theories and the World of Work</td>
<td>3</td>
</tr>
<tr>
<td>RCON 601</td>
<td>Helping Relationships: Fundamentals of Counseling Practice</td>
<td>3</td>
</tr>
<tr>
<td>RCON 711</td>
<td>Rehabilitation Counseling Theories and Practice</td>
<td>3</td>
</tr>
<tr>
<td>RCON 720</td>
<td>Group Counseling in Rehabilitation Settings</td>
<td>3</td>
</tr>
<tr>
<td>RCON 714</td>
<td>Rehabilitation Assessment</td>
<td>3</td>
</tr>
<tr>
<td>RCON 702</td>
<td>Introduction to Rehabilitation Research and Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>RCON 704</td>
<td>Ethics in Rehabilitation Counseling and Helping Relationships</td>
<td>3</td>
</tr>
<tr>
<td>NPSY 757</td>
<td>Psychopathology for Counselors</td>
<td>3</td>
</tr>
<tr>
<td>NPSY 758</td>
<td>Classification and Assessment of Mental Disorders</td>
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</tr>
<tr>
<td>NPSY 760</td>
<td>Addictions Rehabilitation</td>
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**Total Credit Hours** 39

**Specialization Courses (9 Hours)**

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<tbody>
<tr>
<td>RCON 700</td>
<td>Foundations of Clinical Rehabilitation Counseling</td>
<td>3</td>
</tr>
<tr>
<td>RCON 733</td>
<td>Medical and Psychosocial Aspects of Disability</td>
<td>3</td>
</tr>
<tr>
<td>RCON 734</td>
<td>Professional Issues in Clinical Rehabilitation Counseling</td>
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</table>

**Total Credit Hours** 9

**Field Experiences (9 Hours)**

<table>
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<tr>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>RCON 880</td>
<td>Counseling Practicum in Clinical Rehabilitation</td>
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<tr>
<td>RCON 883</td>
<td>Internship in Clinical Rehabilitation Counseling</td>
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</table>

**Total Credit Hours** 9

**Electives (3 Hours)**

A partial list of electives includes the following:

<table>
<thead>
<tr>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>RHAB 540</td>
<td>Assistive and Adaptive Technology</td>
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</tr>
<tr>
<td>RHAB 752</td>
<td>Disability and Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>RHAB 753</td>
<td>Rehabilitation and Severe Disability</td>
<td>3</td>
</tr>
</tbody>
</table>

**Genetic Counseling, M.S.**

Genetic counselors are specialized health professionals who counsel individuals and families about genetic conditions and birth defects. Counselors have initial contact with families and act as case managers and liaisons to the health care team throughout the evaluation process. Genetic counselors work with patients from varied sociocultural and educational backgrounds to obtain family history, assess psychosocial status, explain the ramifications of disorders, and provide support to assist in adjustment to the physical and emotional challenges of genetic diagnosis. Additionally, genetic counselors provide education to practicing professionals, health care students, and lay groups. Program administration, the development of new services, teaching, and research activities are often encompassed within the career.

The USC genetic counseling program began in 1985. One of 32 programs in the United States, it was the first program in the southeastern region. In 1991 the program received a rare Commendation for Excellence during the South Carolina Commission of Higher Education’s review, citing program strengths that include: an enthusiastic faculty, Master of Science thesis research, and students who have proven to be professionally active after graduation. In the 1998 state review of graduate health degrees, the site visit team recommended another Commendation for Excellence. The Program was accredited by the American Board of Genetic Counseling in 2000 and reaccredited in 2006.

Six to eight students are accepted each year from an applicant pool of approximately 125. Since 1985, more than 150 genetic counselors have graduated from the program. Over half of the practicing graduates are serving in the Southeast.

**Learning Outcomes**

- Students will be able to establish a mutually agreed upon genetic counseling agenda with the client.
- Students will be able to elicit an appropriate and inclusive family history, social and psychosocial history.
- Students will be able to convey genetic, medical, and technical information including, but not limited to, diagnosis, etiology, natural history, prognosis, and treatment/management of genetic conditions and/or birth defects to clients with a variety of educational, socioeconomic, and ethnicultural backgrounds. Can explain the technical and medical aspects of diagnostic and screening methods and reproductive options including associated risks, benefits, and limitations.
- Students will be able to understand, listen, communicate, and manage a genetic counseling case in a culturally responsive manner.
- Students will be able to document and present case information clearly and concisely, both orally and in writing, as appropriate to the audience.
- Students will be able to plan, organize, and conduct public and professional education programs on human genetics, patient care, and genetic counseling issues.
- Students will be able to assess and calculate genetic and teratogenic risks.
- Students will be able to identify, synthesize, organize and summarize pertinent medical and genetic information for use in genetic counseling.
• Students will be able to demonstrate successful case management skills. Can assess client understanding and response to information and its implications to modify a counseling session as needed.
• Students will be able to identify and access local, regional, and national resources and services.
• Students will be able to identify and access information resources pertinent to clinical genetics and counseling.
• Students will be able to to: Establish rapport, identify major concerns, and respond to emerging issues of a client or family; Elicit and interpret individual and family experiences, behaviors, emotions, perceptions, and attitudes that clarify beliefs and values; Use a range of interviewing techniques, Provide short-term, client-centered counseling and psychological support; promote client decision-making in an unbiased, non-coercive manner; Establish and maintain inter- and inter-disciplinary professional relationships to function as part of a health-care delivery team.
• Students will be able to act in accordance with the ethical, legal, and philosophical principles and values of the profession.
• Students will be able to serve as an advocate for clients.
• Students will be able to introduce research options and issues to clients and families.
• Students will be able to recognize his or her own limitations in knowledge and capabilities regarding medical, psychosocial, and ethnocultural issues and seek consultation or refer clients when needed. Students will be able to demonstrate initiative for continued professional growth.

Clinical Rotation Facilities
The clinical rotation portion of the genetic counseling program provides a range of prenatal, pediatric, adult, and specialty clinical experiences required for the American Board of Genetic Counseling (ABGC) certification examination. The student begins the transition from theory to practice during a summer clinical placement. During the senior year, each student has the opportunity to rotate through four of the following sites:

• USC School of Medicine, Columbia, S.C.
• Medical University of South Carolina, Charleston, S.C.
• Greenwood Genetic Center, Greenwood, Greenville, and Columbia, S.C.
• Medical College of Georgia, Augusta, Ga.
• Carolinas Medical Center, Charlotte, N.C.
• Savannah Perinatology, Savannah, Ga.
• Duke University Medical Center, Durham, N.C.
• University of North Carolina Chapel Hill, N.C.
• Fullerton Genetics Center, Asheville, N.C.
• Emory University, Atlanta, Ga.

Thesis Research
The field of genetic counseling has developed into a professional discipline of its own. As such, the capabilities of genetic counselors should include scientific evaluation of the tenets of genetic counseling and professional reporting of these studies. The student in genetic counseling is required to write a thesis based on original research. The resulting work is of publishable quality and is often presented at a national genetics society meeting.

Comprehensive Assessment Description
The Master of Science Genetic Counseling Program supports the development of practice based competencies as defined by the American Board of Genetic Counseling. These competencies are required of an entry level genetic counselor and define the Learning Objectives of the Genetic Counseling Program.

The Genetic Counseling Program Comprehensive Assessment evaluates the Program Learning Objectives through assessments of the following three curricular areas that require the student to synthesize and integrate knowledge acquired in coursework and other learning experiences and to apply theory and principles to their professional development.

1. First Year Learning Portfolio: in the first year of graduate study, students maintain an electronic portfolio of clinical observation and reflection papers, first year annotated open reading assignment, family interview paper, service learning activities, extra-curricular education opportunities, etc. Each Portfolio is reviewed with application of a rubric that documents first year progress toward Learning Objectives.

2. Clinical Rotation Evaluation: second year students are assigned five clinical rotations in prenatal, pediatric and adult settings. Clinical rotation evaluation is performed by certified genetic professionals centered on the Learning Objectives. Students meet with the Program Director(s) at the close of each rotation at which time the clinical rotation evaluations and case logbooks are reviewed, documenting progress/attainment of the learning objectives.

3. Master of Science Thesis: students develop an original research project on a current aspect of genetic counseling/medical genetics and conduct, analyze and report on the findings, guided by their thesis committee. The thesis is presented at the final academic meeting to the full Program faculty. The student’s Thesis Advisor and Readers, the Program Director(s) and full faculty provide data on student achievement of Learning Objectives applicable to thesis research.

Admission Standards
Applicants for the Master of Science in Genetic Counseling Program must have earned a baccalaureate degree at an accredited institution. Prerequisite course work includes: one year of general biology, one year of general chemistry, one semester of biochemistry, one semester of genetics, and one semester of statistics. Scores from the general aptitude test of the GRE are required. Subtest scores are invited but optional. Supporting material must include: undergraduate transcripts, three letters of recommendation, and a statement reflecting the student’s interest and experience in the field. A personal interview with the admissions committee is required.

Application Information
The application deadline is January 1. Extensive information for applicants is on the School of Medicine Web page, http://geneticcounseling.med.sc.edu.

Degree Requirements (56 Hours)
This is a two-year program that includes course work, clinical rotations, and a research-based thesis. The program is one of several health professional degrees offered by the School of Medicine. The curriculum includes 56 credit hours. Of these, 42 hours are devoted to classroom study, the majority of which are designed specifically for the genetic counseling program. Clinical rotations in regional genetic centers provide
8 credit hours, while 6 hours of credit are awarded for Master of Science thesis research.

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HGEN 701</td>
<td>Introduction to Genetic Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HGEN 702</td>
<td>Psychosocial Aspects of Genetic Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HGEN 703</td>
<td>Approaches to Ethical Challenges in Genetic Counseling</td>
<td>1</td>
</tr>
<tr>
<td>HGEN 704</td>
<td>The Genetic Counseling Process</td>
<td>3</td>
</tr>
<tr>
<td>HGEN 705</td>
<td>Clinical Skills Seminar</td>
<td>1</td>
</tr>
<tr>
<td>HGEN 710</td>
<td>Genetic Counseling Methods</td>
<td>3</td>
</tr>
<tr>
<td>HGEN 715</td>
<td>Contemporary Issues in Genetic Counseling</td>
<td>1</td>
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<tr>
<td>HGEN 720</td>
<td>Medical Genetics</td>
<td>4</td>
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<tr>
<td>HGEN 725</td>
<td>Human Developmental Biology I</td>
<td>4</td>
</tr>
<tr>
<td>HGEN 726</td>
<td>Human Developmental Biology II</td>
<td>4</td>
</tr>
<tr>
<td>HGEN 730</td>
<td>Advanced Medical Genetics I</td>
<td>3</td>
</tr>
<tr>
<td>HGEN 731</td>
<td>Advanced Medical Genetics II</td>
<td>3</td>
</tr>
<tr>
<td>HGEN 735</td>
<td>Cancer Genetics and Genetic Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HGEN 750</td>
<td>Summer Clinical Rotation</td>
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<tr>
<td>HGEN 760</td>
<td>Clinical Rotation I</td>
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<tr>
<td>HGEN 761</td>
<td>Clinical Rotation II</td>
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<tr>
<td>HGEN 799</td>
<td>Thesis Preparation</td>
<td>1-6</td>
</tr>
<tr>
<td>BIOL 667</td>
<td>Molecular and Genetic Mechanisms of Disease Pathogenesis</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 48-53

Medicine, M.D.

Correspondence concerning admission to the M.D. program and requests for the School of Medicine Bulletin should be addressed to:

School of Medicine
Office of Admissions
University of South Carolina
Columbia, SC 29208
Phone: 803-733-3325

Extensive information about the School of Medicine may be accessed via our website at http://www.med.sc.edu.

Nurse Anesthesia, M.N.A.

The nurse anesthetist is a highly trained medical care specialist who, under the supervision of a physician, is responsible for the anesthesia requirements of patients in all areas of surgery. The nurse anesthetist develops, implements, and evaluates the anesthetic plan of care for individual patients and is a vital part of the health care team. The nurse anesthesia program at the University of South Carolina is accredited for the maximum 10-year period by the Council on Accreditation of Nurse Anesthesia Education Programs and prides itself on a very high graduation rate and excellent pass success on the certification exam. Through careful selection of applicants, quality instruction, and supportive environment, 95% of our admitted students succeed in completing the program and earning their Master’s degree. All of the program graduates have passed the National Certification Examination of the Council on Certification of Nurse Anesthetists and have scored at or above the national average. The first-time rate for passing the Certification Exam has been 92% for the past five years. To date all graduates have found appropriate employment as Nurse Anesthetists.

The Masters of Nurse Anesthesia program is a cooperative program between the School of Medicine and its clinical training partner institutions, Palmetto Richland Hospital (PRH) in Columbia, SC and Greenville Hospital System University Medical Center (GHSUMC) in Greenville, SC. PRH began training nurse anesthetists in 1969 at the School of Nurse Anesthesia with involvement of School of Medicine faculty since 1986. A program leading to a Master of Nurse Anesthesia from University of South Carolina was accredited in 1993, and in 2010 GHSUMC was approved as an additional primary clinical site. Students may now complete their entire educational program either in Columbia or Greenville, with didactic educational content shared by two-way interactive videoconferencing between Columbia and Greenville classrooms.

Learning Outcomes

- Knowledge of human anatomy, physiology, pathophysiology and pharmacology.
- Demonstrate knowledge of all the indications, contraindications, pharmacokinetics and pharmacodynamics of currently available anesthetic agents and drugs.
- Demonstrate knowledge of the anesthetic related indications in the care of specialties (Advanced Principles of Anesthesia) such as neurosurgery, pediatrics, obstetrics, and cardio-thoracic anesthesia.

Admission Standards

1. a Bachelor of Science in Nursing degree from an NLN-accredited program or Bachelor of Science degree in a related science (official transcripts from each school or college previously attended with degrees posted are required); a GPA of 3.00 or higher on a 4.00 scale is preferred; the average GPA for students admitted for the Class of 2013 was 3.56;
2. current licensure as a registered nurse in one of the 50 states; South Carolina licensure is required for matriculation;
3. GRE - a combined minimum verbal and quantitative score of 1000 of preferred; the average GRE for students admitted for the Class of 2013 was 518 verbal and 613 quantitative;
4. a minimum of one year full-time critical care nursing experience prior to the application deadline of May 1; clinical experience within the past three years is preferred and must be direct hands-on patient care in an intensive or critical care unit; alternate clinical experiences to substitute shall be evaluated upon request;
5. satisfactory completion and current documentation of Basic Life Support, Pediatric Advanced Life Support, and Advanced Cardiac Life Support;
6. letters of recommendation from two health care professionals familiar with the applicant's clinical experience; a letter from an immediate manager or supervisor is preferred;
7. a current resume.

Prerequisites must be met prior to an offer for interview. Admission is competitive and students are chosen on the basis of their academic record, employment history and performance, character, and general fitness for the study of nurse anesthesia. To be accepted, the applicant must interview and demonstrate evidence of good physical health, emotional stability, and personality considered necessary for successful performance as a nurse anesthetist. Applicants to the Master of Nurse Anesthesia program are recommended by an interview admissions
committee composed of faculty from the USC School of Medicine, clinical coordinators, and nurse anesthesia students.

Final decision for admission is made by program faculty in conjunction with the University of South Carolina Graduate School.

Application Information
Application deadline is May 1. Selected applicants will be scheduled for a personal interview with the admissions committee to be held in July and/or August of the year prior to the January orientation and start of the program in spring semester. Letters of appointment will be sent in August; these notified applicants are required to send a reply with their intentions concerning matriculation within two weeks of the letter of appointment. A $250 nonrefundable deposit must accompany the letter of acceptance. This deposit will be applied to the first-year clinical fees when the student matriculates. For further questions pertaining to a career in nurse anesthesia, please contact Winston King, clinical director of the USC/PRMH Graduate Program in Nurse Anesthesia, at 803-434-6344 or e-mail winston.king@uscmed.sc.edu.

For more detailed information on the application process and the Anesthesia program, visit our Web site at http://anesthesia.med.sc.edu.

Curriculum and Degree Requirements (64 Hours)
Integration of clinical training with coursework is a key feature of the program with students beginning supervised clinical experience in the first semester. A state-of-art simulation laboratory provides an interactive system to teach both psychomotor clinical skills and crisis resource management. The curriculum consists of a 27-month course of study including clinical training and didactic courses in physiology, pharmacology, principles of anesthesia, and others. To meet the criteria for graduation and to meet the requirements to write the Certification Exam from the Council on Certification, students participate in a minimum of 550 anesthesia cases covering a variety of clinical experiences, including general and regional anesthesiatics for pediatrics, obstetrics, geriatrics, cardiovascular-thoracic, neurological, plastic otolaryngology, ophthalmology, urology, orthopedics, and radiological procedures. The majority of clinical training occurs at PRH and GHSUMC, however clinical affiliations currently exist at several additional enrichment sites where students may rotate to gain more diverse clinical experience. Enrichment sites for PRH include Providence Hospital/Providence Heart Institute, Lexington Medical Center, Moncrief Army Hospital, Bon Secours St. Francis Hospital, Providence Northeast Hospital, Palmetto Health Baptist-Columbia, Kershaw County Medical Center, Anderson Area Medical Center, Oconee Memorial Hospital, Springs Hospital, and Conway Medical Center. Enrichment sites for GHSUMC include Cross Creek Surgery Center, Patewood Memorial Hospital, Patewood Outpatient Surgery Center, Hillcrest Memorial Hospital, and Greer Memorial Hospital.

Required Courses
The following courses are required in the Masters of Nurse Anesthesia program:

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<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>PHPH 701</td>
<td>Physiology for Health Sciences</td>
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<tr>
<td>PHPH 705</td>
<td>Biomedical Pharmacology</td>
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<td>PHPH 760</td>
<td>Clinical Problems in Anesthesia</td>
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<td>PHPH 772</td>
<td>Seminar in Anesthesia</td>
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<td>PHPH 775</td>
<td>Practicum I in Nurse Anesthesia</td>
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<tr>
<td>PHPH 791</td>
<td>Principles of Anesthesia I</td>
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<td>PHPH 792</td>
<td>Principles of Anesthesia II</td>
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</tr>
<tr>
<td>PHPH 795</td>
<td>Physical-Chemical Basis of Anesthetic Action</td>
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<tr>
<td>PHPH 797</td>
<td>Professional Aspects of Nurse Anesthesia</td>
<td>3</td>
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<tr>
<td>PHPH 798</td>
<td>Biomedical Sciences for Nurse Anesthesia</td>
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Total Credit Hours 31-42

Self Evaluation Exam
Within the final 12 months of the program, all students complete the Self Evaluation Exam offered by the Council on Certification of Nurse Anesthetists. A minimum score of 350 on the SEE qualifies as satisfactory completion of the Comprehensive Exam.

Nursing Anesthesia, D.N.A.P.

Effective Summer 2020

The nurse anesthetist is a highly trained medical care specialist who, under the supervision of a physician, is responsible for the anesthesia requirements of patients in all areas of surgery. The nurse anesthetist develops, implements, and evaluates the anesthetic plan of care for individual patients and is a vital part of the health care team. The nurse anesthesia program at the University of South Carolina is an accredited program by the Council on Accreditation of Nurse Anesthesia Education Programs and prides itself on a very high graduation rate and excellent pass success on the certification exam. Through careful selection of applicants, quality instruction, and supportive environment, 95% of our admitted students succeed in completing the program and earning their Doctoral degree. All of the program graduates have passed the National Certification Examination of the Council on Certification of Nurse Anesthetists and have consistently scored at or above the national average. The first-time rate for passing the Certification Exam remains significantly above the national average. To date all graduates have found appropriate employment as Nurse Anesthetists.

The Doctorate of Nursing Practice program is a cooperative program between the School of Medicine Columbia and its clinical training partner institutions, Palmetto Health Richland (PHR) in Columbia, SC and Greenville Health System (GHS) in Greenville, SC. PHR began training nurse anesthetists in 1969 at the School of Nurse Anesthesia with involvement of School of Medicine (Columbia) faculty since 1986. A program leading to a Doctorate of Nursing Practice from University of South Carolina was accredited in 1993, and in 2010 GHS was approved as an additional required (primary) clinical site. Students may complete their entire educational program either in Columbia or Greenville sites, with didactic educational content shared by two-way synchronous interactive videoconferencing between Columbia and Greenville classrooms.

Learning Outcomes

- Integrate understanding of concepts in human anatomy, physiology, pathophysiology and pharmacology to clinical practice.
- Exhibit evidence of knowledge of all the indications, contraindications, pharmacokinetics and pharmacodynamics of currently available anesthetic agents and drugs.
- Utilize knowledge of the anesthetic related indications in the care of specialties such as neurosurgery, pediatrics, obstetrics, and cardiothoracic anesthesia.
Anesthesia:
The following courses are required in the Graduate Program in Nurse
Required Courses
of the The National Board of Certification and Recertification for Nurse
In addition to the below requirements, all students must maintain a RN
Spartanburg Regional Medical Center.
Center, Hillcrest Memorial Hospital, Greer Memorial Hospital and
Enrichment sites for GHSUMC include Cross Creek Surgery
Hospital, Lexington Medical Center, Bon Secours St. Francis Hospital,
diverse clinical experience. Enrichment sites for PRH include Providence
PHR and GHS, however clinical affiliations currently exist at several
radiological procedures. The majority of clinical training occurs at
PHR and GHS, however clinical affiliations currently exist at several
additional enrichment sites where students may rotate to gain more
diverse clinical experience. Enrichment sites for PRH include Providence
Hospital, Lexington Medical Center, Bon Secours St. Francis Hospital,
Palmetto Health Parkridge Hospital, Palmetto Health Baptist-Columbia,
Aiken Regional Medical Center, Anderson Area Medical Center, Oconee
Memorial Hospital, Orangeburg Regional Hospital, and Conway Medical
Center. Enrichment sites for GHSUMC include Cross Creek Surgery
Center, Patwood Memorial Hospital, Patwood Outpatient Surgery
Center, Hillcrest Memorial Hospital, Greer Memorial Hospital and
Spartanburg Regional Medical Center.

In addition to the below requirements, all students must maintain a RN
license in good standing, and ACLS, BLS, and PALS training must be
current at the time of graduation. Students must meet all the requirement
of the The National Board of Certification and Recertification for Nurse
Anesthetists (NBCRNA) to be eligible to take the Certification exam upon
graduation. These requirements can be found on the NBCRNA website.

Final decision for admission is made by program faculty in conjunction
with the University of South Carolina Graduate School.

Curriculum and Degree Requirements
(110 Hours)
Integration of clinical training with coursework is a key feature of the
program with students beginning supervised clinical experience in the third semester. A state-of-art simulation laboratory provides
an interactive system to teach both psychomotor clinical skills and
crisis resource management. The curriculum consists of a 36-month
course of study including clinical training and didactic courses in
physiology, pharmacology, principles of anesthesia, and others. To
meet the criteria for graduation and to meet the requirements to sit
for the Certification Exam from the Council on Certification, students
participate in a minimum of 600 anesthesia cases covering a variety of
clinical experiences, including general and regional anesthesias for
pediatrics, obstetrics, geriatrics, geriatrics, cardiovascular-thoracic, neurological, plastic otolaryngology, ophthalmology, urology, orthopedics, and
radiological procedures. The majority of clinical training occurs at
PHR and GHS, however clinical affiliations currently exist at several
addition enrichment sites where students may rotate to gain more
diverse clinical experience. In addition to the below requirements, all students must maintain a RN
license in good standing, and ACLS, BLS, and PALS training must be
current at the time of graduation. Students must meet all the requirement
of the The National Board of Certification and Recertification for Nurse
Anesthetists (NBCRNA) to be eligible to take the Certification exam upon
graduation. These requirements can be found on the NBCRNA website.

Admissions
Prerequisites must be met prior to an offer for an interview. Admission
is competitive and students are chosen on the basis of their academic
record, employment history and performance, character, and general
fitness for the study of nurse anesthesia. To be accepted, the applicant
must interview and demonstrate evidence of good physical health,
emotional stability, and personality considered necessary for successful
performance as a nurse anesthetist. Applicants to the Graduate Program
in Nurse Anesthesia are recommended by an interview admissions
committee composed of faculty from the USC School of Medicine, clinical
coordinators, and nurse anesthesia students.

Required Courses
The following courses are required in the Graduate Program in Nurse
Anesthesia:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPHH 701</td>
<td>Physiology for Health Sciences</td>
<td>6</td>
</tr>
<tr>
<td>PPHH 705</td>
<td>Biomedical Pharmacology</td>
<td>6</td>
</tr>
</tbody>
</table>

ASNR 700 Introduction to Nurse Anesthesia Practice 2
ASNR 750 Health Policy, Ethics, and Legal Concepts for the DNP Nurse Anesthetist 3
ASNR 760 Clinical Topics in Nurse Anesthesia Practice I 2
ASNR 860 Clinical Topics in Nurse Anesthesia Practice II 2
ASNR 772 Seminar in Nurse Anesthesia I 2
ASNR 872 Seminar in Nurse Anesthesia II 2
ASNR 771 Introduction to Nurse Anesthesia Practicum 1
ASNR 777 Clinical Practicum III 6
ASNR 779 Clinical Practicum IV 6
ASNR 781 Clinical Practicum V 6
ASNR 761 Basic Anesthesia Principles I 4
ASNR 762 Basic Anesthesia Principles II 4
ASNR 763 Advanced Principles in Nurse Anesthesia Practice 4
ASNR 773 Clinical Practicum I 2
ASNR 775 Clinical Practicum II 6
ASNR 795 Application of Physical and Chemical Concepts in Nurse Anesthesia Practice 3
ASNR 797 Professional Role of the DNP Nurse Anesthetist I 3
ASNR 798 Application of Biomedical Concepts in Nurse Anesthesia Practice 3
ASNR 800 Integration of Concepts Across Nurse Anesthesia Practice 2
ASNR 801 Specialty Focus Simulation I 1
ASNR 802 Specialty Focus Simulation II 1
ASNR 896 Professional Role of the DNP Nurse Anesthetist II 3
ASNR 897 DNP Project I 2
ASNR 898 DNP Project II 1-2
NURS 717 Application of Basic Statistics for Nursing Practice & Service Management 3
NURS 790 Research Methods for Nursing 3
NURS 707 Advanced Pathophysiology for Nurses 3
NURS 704 Advanced Health Assessment and Diagnostic Reasoning 3
NURS 737 Foundations for DNP Development 3
NURS 805 Advanced Nursing Leadership 3
NURS 780 Organizational Theories and Systems in Healthcare 3
NURS 819 Evidence and Nursing Practice 3
NURS 781 Applied Technology in Health Care 3

Total Credit Hours 110-111

Physician Assistant Studies, MSPAS
The University of South Carolina School of Medicine (USCSOM)-Columbia
is the academic home of the Master's degree program for Physician
Assistant (PA) education. Students will earn a Master of Science in
Physician Assistant Studies, and graduates are prepared to become
practicing Physician Assistants, once they successfully graduate and
pass the national board certification exam (PANCE). Physician Assistants
(PAs) are needed to address the growing needs for primary care in South
Carolina and throughout the nation, especially in rural and underserved
areas. In addition, PAs are able to assist with medical and surgical
procedures in a cost-effective manner. The role of PAs is expanding
as the population ages, and there is an increased need for additional
healthcare providers. PA Programs are accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

The Master of Science in Physician Assistant Studies program is a collaboration with USCSOM’s clinical partners at Palmetto Health (PH) and the Dorn VA Medical Center (Dorn VAMC) in addition to numerous other healthcare organizations throughout the state. These clinical partners will be providing training in both eight core medical disciplines as well as providing several elective clinical rotation options in medical subspecialties.

**UofSC PA Program Competency List**

**Knowledge**

1. Possess medical knowledge to evaluate and manage medical and surgical conditions of patients of all ages.
2. Possess pharmacology knowledge to prescribe medications appropriately bearing in mind patient safety, cost, and potential for abuse.

**Interpersonal Skills**

1. Elicit an accurate and appropriate problem-focused or comprehensive medical history using appropriate patient-centered interpersonal communication (verbal and non-verbal).
2. Utilizing the clinical presentation and diagnostic testing results, provide clear, concise oral presentations to other healthcare professionals and document accurate patient notes and orders.
3. Professionally exhibit interprofessional teamwork to improve patient care.
4. Provide relevant education to patients and families including treatment, compliance, available resources, and activity/lifestyle modification.

**Clinical and Technical Skills**

1. Perform a problem-focused or comprehensive physical exam directly related to the medical history and be able to recognize normal and abnormal health states.
2. Practice strategies to improve patient safety and decrease medical errors in patient care.
3. Demonstrate entry-level proficiency for technical skills and clinical procedures common to primary care practice.

**Professional Behaviors**

1. Reflect cultural awareness through exposure to diverse patient populations.
2. Develop life-long learning skills by using evidence-based medicine strategies and staying current with clinical practice guidelines.
3. Demonstrate the attributes of professional and ethical behavior to include resiliency, flexibility, adaptability, altruism, and ability to overcome adversity when evaluating and managing patients.

**Clinical Reasoning and Problem Solving**

1. Order and interpret appropriate, cost-effective laboratory or diagnostic studies to determine the differential diagnosis.
2. Demonstrate clinical reasoning, critical thinking, and problem-solving to develop differential diagnoses and select the most likely diagnosis.

---

**Program Goals**

1. Enroll diverse and highly-qualified students who reflect the dynamic population of South Carolina and the nation.
2. Encourage life-long professional involvement, scholarly activity, leadership and service.
3. Maintain a level of first-time PANCE pass rates that meets or exceeds the national average.
4. Maintain an overall graduation rate of 94 percent (current Physician Assistant Education Association national average) or better for entering University of South Carolina Physician Assistant students.
5. Maintain an accredited program with an innovative curriculum that prepares entry-level graduates for the contemporary practice of medicine.

View and download the full version of the Physician Assistant Program Goals and Outcomes [here](https://sc.edu/study/colleges_schools/medicine/education/graduate_programs/physician_assistant/documents/PA_program_goals_2020_2.pdf).

**Admission Standards**

An applicant must have a baccalaureate degree from a regionally accredited college or university located within the United States. Undergraduate coursework should include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Anatomy and Physiology - Lecture</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Human Anatomy and Physiology - Lab</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Genetics</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Chemistry - Lecture</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>General Chemistry - Lab</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Organic Chemistry - Lecture and Lab</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Biochemistry</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Microbiology</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Introductory Psychology or higher</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Medical Terminology</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Admission is determined by the PA Program Admissions Committee which consists of the PA Program Director, Medical Director and program faculty. Criteria examined include an appraisal of courses taken, grades achieved, letters of recommendation, research experience, scores on the GRE and the applicant’s personal narrative. Preference in admittance is given to SC residents, USC alumni and US veterans.

An overall GPA average and an overall science GPA of 3.00 or better is required for consideration of admittance. GRE scores of 300 or higher are considered competitive for program admittance.

**Application Information**

Inquiries concerning admission and requests for printed program information should be directed to:

University of South Carolina School of Medicine
Columbia Physician Assistant Program
Columbia, SC 29208
Telephone: 803-216-3950
email: paprogram@uscmed.sc.edu
Curriculum (114 Hours)

The Masters Degree Program for Physician Assistants is a 27-month medical model curricular plan (7 semesters) with 114 total credit hours. The 27-month curricular plan includes a strong basic science foundation in physiology, human gross anatomy and genetics with a systems-based instructional approach to clinical medicine which includes instruction in the pathophysiology of diseases, ordering and interpretation and of diagnostic studies, as well as pharmacological and nonpharmacological treatment options. The final 12 months of the program consists of clinical training under experienced preceptors. The required practicums are derived from those used for training medical students in these venues, with a strong focus on primary care training. There are also many elements associated with professional development for PAs and interprofessional interactions, as well as understanding population health, quality care, and using evidenced-based practices. Some of the foundational content will be taught with other health professional (graduate or medical) students to forge interprofessional team concepts. Many of the courses involve hands-on preparation for clinical practice, including clinical skills training and training in new technologies using the USCSOM Simulation Center and Ultrasound Institute.

PA Program Core Courses

Include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHPH 701</td>
<td>Physiology for Health Sciences</td>
<td>6</td>
</tr>
<tr>
<td>BMSC 740</td>
<td>Human Anatomy for Health Sciences</td>
<td>6</td>
</tr>
<tr>
<td>BMSC 742</td>
<td>Summative Experience for Physician Assistants</td>
<td>1</td>
</tr>
<tr>
<td>BMSC 743</td>
<td>Clinical Immersion for PAs</td>
<td>2</td>
</tr>
<tr>
<td>BMSC 744</td>
<td>Interprofessional Seminar for Health Professionals</td>
<td>1</td>
</tr>
<tr>
<td>BMSC 745</td>
<td>Medical Interviewing</td>
<td>2</td>
</tr>
<tr>
<td>BMSC 746</td>
<td>Physical Diagnosis</td>
<td>6</td>
</tr>
<tr>
<td>BMSC 747</td>
<td>Diagnostic Testing</td>
<td>2</td>
</tr>
<tr>
<td>BMSC 748</td>
<td>Surgery and Emergency Medicine</td>
<td>2</td>
</tr>
<tr>
<td>BMSC 749</td>
<td>Clinical Medicine-Across the Lifespan</td>
<td>2</td>
</tr>
<tr>
<td>BMSC 751</td>
<td>Behavioral Health</td>
<td>2</td>
</tr>
<tr>
<td>BMSC 752</td>
<td>Medical Law and Ethics</td>
<td>2</td>
</tr>
<tr>
<td>BMSC 753</td>
<td>Physician Assistant Professional Practice</td>
<td>1</td>
</tr>
<tr>
<td>BMSC 755</td>
<td>Medical Genetics and Laboratory Diagnostics</td>
<td>2</td>
</tr>
<tr>
<td>BMSC 756</td>
<td>Advancing Medical Practice through Research</td>
<td>3</td>
</tr>
<tr>
<td>BMSC 758</td>
<td>Internal Medicine</td>
<td>4</td>
</tr>
<tr>
<td>BMSC 759</td>
<td>Women's Health</td>
<td>4</td>
</tr>
<tr>
<td>BMSC 760</td>
<td>Pediatrics</td>
<td>4</td>
</tr>
<tr>
<td>BMSC 761</td>
<td>Behavioral Medicine</td>
<td>4</td>
</tr>
<tr>
<td>BMSC 762</td>
<td>General Surgery</td>
<td>4</td>
</tr>
<tr>
<td>BMSC 763</td>
<td>Emergency Medicine</td>
<td>4</td>
</tr>
<tr>
<td>BMSC 764</td>
<td>Orthopedics</td>
<td>4</td>
</tr>
<tr>
<td>BMSC 765</td>
<td>Practicum Elective</td>
<td>4</td>
</tr>
<tr>
<td>BMSC 766</td>
<td>PA Clinical Medicine and Therapeutics I</td>
<td>7</td>
</tr>
<tr>
<td>BMSC 767</td>
<td>PA Clinical Medicine and Therapeutics II</td>
<td>6</td>
</tr>
<tr>
<td>BMSC 768</td>
<td>PA Clinical Medicine and Therapeutics III</td>
<td>6</td>
</tr>
<tr>
<td>BMSC 769</td>
<td>PA Clinical Medicine and Therapeutics IV</td>
<td>7</td>
</tr>
<tr>
<td>BMSC 781</td>
<td>Family Medicine PA Program Practicum</td>
<td>4</td>
</tr>
<tr>
<td>BMSC 782</td>
<td>Family Medicine PA Program Practicum 2</td>
<td>4</td>
</tr>
</tbody>
</table>

Psychiatric Rehabilitation, Certificate

The Certificate of Graduate Study in Psychiatric Rehabilitation is an 18 credit-hour graduate certificate that is designed for post-bachelor's degree students and helping professionals who want to gain more knowledge and skills in working with individuals with severe mental illnesses. This program will give you the skills you need to provide superior client care.

The Certificate of Graduate Study in Psychiatric Rehabilitation is designed to meet the needs of students seeking a rehabilitation counseling or other related graduate degree, individuals seeking a specialty certificate (pre- or post-master’s), and non-degree seeking students needing courses in psychiatric or mental health areas for continuing education credit. Courses within the certificate program are appropriate for rehabilitation counselors; counselors; social workers; educational psychologists; marriage and family counselors; majors in psychology, public health, sociology, nursing, or education; or individuals pursuing vocational or personal interests in the area of psychiatric rehabilitation or mental health.

Program Goal

Students will be able to demonstrate specialized knowledge, skills, and values in working with individuals with psychiatric disabilities to help them achieve their personal, vocational, social, and independent living goals through counseling activity.

Student Learning Outcomes

- Students will demonstrate knowledge, skills, and values related to the recovery-focused philosophy of psychiatric rehabilitation.
- Students will be able to describe the nature, course, and impact of psychiatric disorders and co-occurring substance use disorders.
- Students will be able to design individualized rehabilitation strategies that enhance an individual’s ability to find and maintain satisfying employment.
- Students will be able to compare and contrast classroom-based learning of theory and principles to actual rehabilitation settings.

Admission Standards

Applicants to the Certificate of Graduate Study in Psychiatric Rehabilitation must have earned a baccalaureate degree from an accredited institution. Admissions decisions are made on the basis of an overall evaluation of the applicant’s preparation and ability to complete advanced study. Particular attention is paid to the applicant’s work experience, practice interests, leadership ability, and motivation. Appropriate supporting documentation for admissions include: GRE scores or MAT scores, transcripts of all undergraduate and graduate course work, written statement of goals for graduate study, work and volunteer experience, and references. Applications are made electronically through the Graduate School and, when all materials are received, are reviewed by the Rehabilitation Counseling/Psychiatric Rehabilitation program faculty.
Application Information

For additional information or application materials, contact Dr. Kerry Lachance or Mx. Brianna Newton at:

Certificate of Graduate Study in Psychiatric Rehabilitation
Department of Neuropsychiatry and Behavioral Science
University of South Carolina
Clinical Education Building/Medical Park 15
Suite B-20
3555 Harden Street Extension
Columbia, SC 29203
Phone: 803-434-4296
Fax: 803-434-4231
e-mail: brianna.newton@uscmed.sc.edu or kerry.lachance@uscmed.sc.edu

Certificate Requirements (18 Hours)

All course work is available on campus or online in distance education format. Students electing a distance education option must have a computer with Internet access and be willing to attend an orientation meeting on campus at the beginning of study. Periodic in-person meetings, if requested by the course instructor, are also required.

The Certificate of Graduate Study in Psychiatric Rehabilitation requires 18 graduate credit hours. The curriculum includes three (3) required classes, two (2) electives, and one (1) field study.

Required Courses (9 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPSY 755</td>
<td>Fundamentals of Psychiatric Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>NPSY 756</td>
<td>Vocational Implications of Psychiatric Disability</td>
<td>3</td>
</tr>
<tr>
<td>NPSY 761</td>
<td>Dual Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>9</td>
</tr>
</tbody>
</table>

Electives (6 Hours)

The following are recommended:

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCON 605</td>
<td>Culture and Disability</td>
<td>6</td>
</tr>
<tr>
<td>NPSY 757</td>
<td>Psychopathology for Counselors</td>
<td></td>
</tr>
<tr>
<td>NPSY 758</td>
<td>Classification and Assessment of Mental Disorders</td>
<td></td>
</tr>
<tr>
<td>NPSY 760</td>
<td>Addictions Rehabilitation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Any course from Rehabilitation Counseling Master’s Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Another course as approved by the Program Director</td>
<td></td>
</tr>
<tr>
<td>Students may choose from a broad list of electives including other graduate-level courses from the University of South Carolina or other accredited colleges or universities as approved by faculty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>6</td>
</tr>
</tbody>
</table>

Field Study (3 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>RHAB 890</td>
<td>Independent Study</td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>1-3</td>
</tr>
</tbody>
</table>

School of Music

Tayloe Harding, Dean

Clifford Leaman, Associate Dean and Director of Graduate Studies

With approximately 350 undergraduate and 150 graduate students, the School of Music is a comprehensive professional school that offers the Certificate of Graduate Study in Music Performance; the Master of Music degree in performance, composition, conducting, jazz studies, music history, opera theatre, or piano pedagogy; the Master of Music Education degree; the Doctor of Musical Arts degree in performance, composition, conducting, or piano pedagogy; and the Doctor of Philosophy degree in music education. The Master of Arts in Teaching is offered in conjunction with the College of Education.

The Certificate of Graduate Study and all master’s programs are available to applicants who have developed skills or knowledge in the major area beyond that expected of a typical undergraduate student. Both doctoral degrees are appropriate for those who desire to teach at the college level. The D.M.A. is a practice-oriented degree available to applicants who evidence not only exceptional abilities in the major area but well-developed musical intelligence and ongoing scholarly interest as well. The Ph.D. in music education is a research-oriented program, and applicants are expected to demonstrate a record of successful teaching experience in elementary or secondary schools, to offer evidence of academic excellence and ongoing scholarly inquiry, and to demonstrate the ability to conduct independent research. All master’s and doctoral programs require a comprehensive, functional knowledge of music history, music literature, and music theory. Specific requirements for graduate music programs, as well as the policies and procedures that govern those programs, can be found in the document Graduate Studies in Music, which is available online. To contact the music graduate office, please e-mail gradmusic@mozart.sc.edu or call 803-777-4106. The School of Music is accredited by the National Association of Schools of Music.

Music Education, M.M.Ed.

Learning Outcomes

- Candidates will be able to demonstrate masters-level ability to develop logical arguments and conclusions in written form, and base their positions on findings in relevant research literature.
- Candidates will be able to demonstrate masters-level knowledge of music history, music theory, and compositional styles by identifying, describing, comparing, and contrasting musical works from the Antiquity through modern times.
- Candidates will be able to demonstrate masters-level knowledge by identifying, describing, and comparing specific methods of teaching and predominant educational theories, and the uses of these approaches in the area of specialty (band, orchestra, choir, elementary, Pre-K/early childhood).

Admission

The general requirements for admission include the completion of an undergraduate degree in music education with a grade point average of 3.0 (4.0 scale) on relevant courses; valid teacher certificate; an interview; and fulfillment of the general requirements for admission to The Graduate School, including the submission of three recommendations. A list of additional admission materials specific to this program is available on the School of Music website. Unless they have completed an undergraduate degree at an English-speaking institution, applicants whose native language is not English must submit a TOEFL score of at least 80 (internet-based score) or 570 (paper-based). Admission decisions are based upon the applicant’s total portfolio with particular weight being
given to knowledge of and experience in elementary or secondary music teaching, the audition (for those desiring to present a recital), or research/writing abilities (for those desiring to write a thesis).

Degree Requirements (32 Hours)

Prior to taking any graduate music study, all M.M.Ed. students must take the Graduate Music Diagnostic Examination and, early in their studies, complete all deficiencies and required courses resulting from the exam. Degree candidates must complete a prescribed program of 32 hours of graduate work and successfully pass an oral comprehensive examination. In addition, candidates must complete a written thesis or present one full recital. Another option requires 35 hours but no thesis or recital.

Major Area (15-18 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUSC 790</td>
<td>Principles of Music Education</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 795</td>
<td>Research in Music Education and Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>Select additional MUED courses</td>
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<td>6</td>
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<tr>
<td>Select one of the following tracks:</td>
<td></td>
<td>3-6</td>
</tr>
<tr>
<td>Thesis Track</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSC 799</td>
<td>Thesis Preparation</td>
<td></td>
</tr>
<tr>
<td>Recital Track</td>
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<td></td>
</tr>
<tr>
<td>MUSC 711</td>
<td>Graduate Applied Music</td>
<td></td>
</tr>
<tr>
<td>MUSC 796</td>
<td>Solo Recital</td>
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</tr>
<tr>
<td>35-Credit Track</td>
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</tr>
<tr>
<td>Select additional MUED courses</td>
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</tr>
</tbody>
</table>

Total Credit Hours 15-18

Other Studies in Music (15-17 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisor-approved Music Theory</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Advisor-approved Music History</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MUSC 734</td>
<td>Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>Other 500 or 700-level courses in Music</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 7

Music Education, Ph.D.

Learning Outcomes

- Candidates will be able to identify, describe, and compare advanced elements of quantitative and qualitative research methods, including procedures for data collection, analysis and research design.
- Candidates will be able to identify and describe a pertinent research problem in music education, then develop and execute a research plan that includes a rationale, review of literature, methods for data collection, analysis, and interpretation of results, all of which will culminate in a completed dissertation.
- Candidates will be able to demonstrate doctoral-level knowledge of music history, music theory, and compositional styles by identifying, describing, comparing, and contrasting musical works from the Antiquity through modern times.
- Candidates will be able to identify, describe, and compare specific methods of teaching and predominant educational theories, as well as their use in modern music teaching settings.

Admission

The general requirements for admission are: a master’s degree in music education (or the equivalent); satisfactory score on the general section (verbal/quantitative/analytical) of the GRE or the Miller Analogies Test; master’s thesis or equivalent demonstration of the ability to undertake and complete significant, original scholarly work; evidence of successful full-time teaching at the elementary or secondary level (a minimum of three years and an expectation of five years); an interview; and fulfillment of the general requirements for admission to The Graduate School, including the submission of three recommendations preferably written on School of Music forms. Applicants whose native language is not English are also required to submit a satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam. The minimum acceptable score on the TOEFL is 100 (internet-based) or 600 (paper-based). The minimum acceptable overall band score on the IELTS Intl. Academic Course Type 2 exam is 7. Applicants for the Doctor of Music Arts degree in composition, conducting, or performance whose TOEFL score is below the minimum acceptable score will be considered on an individual basis for conditional admission. Such applicants must demonstrate exceptional abilities in the major area and evidence through past academic or professional activities strong promise for future professional success. Additional admission requirements for specific areas are listed online. Admission decisions are based upon the applicant’s total portfolio with particular weight being given to a record of successful music teaching at the elementary or secondary level and documented evidence of an ability to undertake and complete significant, independent research and writing.

Degree Requirements (60 Post-Master’s Hours)

Prior to taking any graduate music study, all doctoral students must take the Graduate Music Diagnostic Examination and, early in their studies, complete all deficiencies or courses resulting from the exam. Ph.D. students must be admitted to degree candidacy no later than the completion of the equivalent of two semesters of full-time study (12 credits total for graduate assistants and 18 credits total for others) and must complete a minimum of 60 credit hours of graduate work past the master’s degree. At least 18 of the credit hours must be completed as part of doctoral residency (18 approved credits taken within a span of three consecutive semesters, with at least one semester being spent in full-time study on the Columbia campus). Prior to the scheduling of the comprehensive examination, degree candidates must have satisfied the proficiency in research methods by successfully completing MUED 795, MUED 796, EDRM 710, and EDRM 711. Doctoral candidates in music education must also complete written comprehensive examinations in music education (and any minor area) as well as an oral comprehensive examination that covers music education, music history/literature, music theory, and any doctoral minor. In addition, degree candidates must complete a written dissertation. The final doctoral requirement is the successful oral defense of the dissertation.

Major Area (36 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 790</td>
<td>Principles of Music Education</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 795</td>
<td>Research in Music Education and Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 796</td>
<td>Seminar in Music Education Research</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 890</td>
<td>Research Project</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 899</td>
<td>Dissertation Preparation</td>
<td>12</td>
</tr>
</tbody>
</table>
three of which must be full-time study on the Columbia campus). The residency requirement for three consecutive semesters, with at least one semester being spent in part of doctoral residency (18 approved credits taken within a span of two semesters of full-time study (12 credits total for graduate assistants and 18 credits total for others) and must complete a minimum of 48 credit hours of graduate work past the master's degree. At least 18 of the credit hours must be completed as part of doctoral residency (18 approved credits taken within a span of three consecutive semesters, with at least one semester being spent in full-time study on the Columbia campus). The residency requirement for D.M.A. students in composition consists of a minimum of four full-time semesters of study on the Columbia campus, three of which must be consecutive. Prior to the scheduling of the comprehensive examination, degree candidates must have satisfied reading proficiency in a foreign language or completed an advisor-approved research course. Candidates for the D.M.A. must also complete written comprehensive examinations in the major area (and any minor area) as well as an oral comprehensive examination that covers the major area, music history/literature, music theory, and any doctoral minor. In addition, degree candidates must complete a dissertation or dissertation requirement, as follows: those in conducting or performance must present four full recitals and submit a research document; candidates in composition must complete a dissertation consisting of a musical work of major proportions and a research document; and candidates in piano pedagogy must complete a written dissertation or present two recitals and complete a written treatise. The final doctoral requirement is the successful oral defense of the dissertation or dissertation requirement.

**Admission**

Applicants must have earned an undergraduate degree (or the equivalent) in music performance, complete an on-campus audition (a recorded audition may be sufficient for consideration of provisional admission), and fulfill the general requirements for admission to The Graduate School, including the submission of three recommendations.

Applicants whose native language is not English are also required to submit a satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam. The minimum acceptable score on the TOEFL is 100 (internet-based) or 600 (paper-based). The minimum acceptable overall band score on the IELTS Intl. Academic Course Type 2 exam is 5.5. The program requires the completion of at least 18 approved graduate credits in music. Specific program requirements are listed online.

**Certificate Requirements (18 Hours)**

Prior to taking any graduate music study, all doctoral students must take the Graduate Music Diagnostic Examination and, early in their studies, complete all deficiencies and required courses resulting from the exam. Doctoral students must be admitted to degree candidacy no later than the completion of the equivalent of two semesters of full-time study (12 credits total for graduate assistants and 18 credits total for others) and must complete a minimum of 48 credit hours of graduate work past the master's degree. At least 18 of the credit hours must be completed as part of doctoral residency (18 approved credits taken within a span of three consecutive semesters, with at least one semester being spent in full-time study on the Columbia campus). The residency requirement for D.M.A. students in composition consists of a minimum of four full-time semesters of study on the Columbia campus, three of which must be
Performance is offered in selected areas. Admission decisions are based upon the applicant's total portfolio with particular weight being given to the audition (for those applying in the area of conducting, performance, or piano pedagogy).

Degree Requirements (48 Post-Masters Hours)

Prior to taking any graduate music study, all doctoral students must take the Graduate Music Diagnostic Examination and, early in their studies, complete all deficiencies and required courses resulting from the exam. Doctoral students must be admitted to degree candidacy no later than the completion of the equivalent of two semesters of full-time study (12 credits total for graduate assistants and 18 credits total for others) and must complete a minimum of 48 credit hours of graduate work past the master's degree. At least 18 of the credit hours must be completed as part of doctoral residency (18 approved credits taken within a span of three consecutive semesters, with at least one semester being spent in full-time study on the Columbia campus). The residency requirement for D.M.A. students in composition consists of a minimum of four full-time semesters of study on the Columbia campus, three of which must be consecutive. Prior to the scheduling of the comprehensive examination, degree candidates must have satisfied reading proficiency in a foreign language or completed an advisor-approved research course. Candidates for the D.M.A. must also complete written comprehensive examinations in the major area (and any minor area) as well as an oral comprehensive examination that covers the major area, music history/literature, music theory, and any doctoral minor. In addition, degree candidates must complete a dissertation or dissertation requirement, as follows: those in conducting or performance must present four full recitals and submit a research document; candidates in piano pedagogy must complete a research document; and candidates in composition must complete a thesis consisting of a musical work of major proportions and a research document; and candidates in music history or music theory must complete a written thesis; and candidates in musicology must complete a written dissertation or present two recitals and complete a written research document; and candidates in piano pedagogy must complete a research document; and candidates in composition must complete a thesis consisting of a musical work of major proportions and a research document; and candidates in musicology must complete a written dissertation or present two recitals and complete a written research document; and candidates in music history or music theory must complete a written thesis; and candidates in musicology must complete a written dissertation or present two recitals and complete a written research document; and candidates in musicology must complete a written dissertation.

Degree Requirements (32 Hours)

Prior to taking any graduate music study, all master's students must take the Graduate Music Diagnostic Examination and, early in their studies, complete all deficiencies and required courses resulting from the exam. Degree candidates must complete a prescribed program of 32 hours of graduate work and successfully pass an oral comprehensive examination. In addition, candidates in conducting or performance must present one full recital, and guitarists must also perform a concerto. The minimum acceptable score on the TOEFL is 80 (internet-based) or 570 (paper-based). The minimum acceptable overall band score on the IELTS Intl. Academic Course Type 2 exam is 6.5. Applicants for the Master of Music degree whose TOEFL/IELTS score is below the normal minimum standard will be considered on an individual basis for conditional admission. Such applicants must demonstrate exceptional abilities in the major area and evidence through past academic or professional activities strong promise for future professional success. Admission decisions are based upon the applicant's total application portfolio.

Major Area (22-26 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 811</td>
<td></td>
<td>1-4</td>
</tr>
<tr>
<td>MUSC 740</td>
<td>Music Literature</td>
<td>1-3</td>
</tr>
<tr>
<td>Pedagogy</td>
<td></td>
<td>2-4</td>
</tr>
<tr>
<td>MUSC 735</td>
<td>Recital Preparation</td>
<td>1-2</td>
</tr>
<tr>
<td>MUSC 891</td>
<td>Document Preparation</td>
<td>1-3</td>
</tr>
<tr>
<td>MUSC 896</td>
<td>Solo Recital</td>
<td>2</td>
</tr>
<tr>
<td>Select one hour of the following:</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>MUSC 892</td>
<td>Lecture Recital</td>
<td></td>
</tr>
<tr>
<td>MUSC 893</td>
<td>Opera/Oratorio Role</td>
<td></td>
</tr>
<tr>
<td>MUSC 894</td>
<td>Concerto Recital</td>
<td></td>
</tr>
<tr>
<td>MUSC 895</td>
<td>Chamber Recital</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 10-20

Other Studies in Music (22-26 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 747</td>
<td>Advanced Music Research</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 734</td>
<td>Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>Select advisor-approved 700-level Music Theory courses</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

Music Performance, M.M.

Learning Outcomes

• Candidates will demonstrate the ability to perform musical works representative of a wide array of music styles and genres, and do so in a manner commensurate with masters-degree level musicianship.
• Candidates will be able to demonstrate masters-level knowledge of music history, music theory, and compositional styles by identifying, describing, comparing, and contrasting musical works from the Antiquity through modern times.
• Candidates will be able to demonstrate masters-level knowledge of their primary instrument or voice (including instrument history, repertoire, notable composers, and renowned pedagogues) by identifying, describing, comparing, and contrasting these elements in relation to contemporary practice.

Admission

The general requirements for admission include the completion of an undergraduate degree in music (or the equivalent) with a grade point average of 3.0 (4.0 scale) on relevant courses, demonstration of excellent music performance skills through audition, and fulfillment of the general requirements for admission to The Graduate School, including the submission of three recommendations. A list of additional admission materials specific to this program is available on the School of Music website. Applicants whose native language is not English are also required to submit a satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam. Normally, the minimum acceptable score on the TOEFL is 80 (internet-based) or 570 (paper-based). The minimum acceptable overall band score on the IELTS Intl. Academic Course Type 2 exam is 6.5. Applicants for the Master of Music degree whose TOEFL/IELTS score is below the normal minimum standard will be considered on an individual basis for conditional admission. Such applicants must demonstrate exceptional abilities in the major area and evidence through past academic or professional activities strong promise for future professional success. Admission decisions are based upon the applicant's total application portfolio.
Degree Requirements - No Concentration

**Major Area (12-15 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 711</td>
<td>Graduate Applied Music</td>
<td>8-11</td>
</tr>
<tr>
<td>MUSC 796</td>
<td>Solo Recital</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 735</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 9-12

**Courses Selected from the Following (0-6 Hours)**

- Area Literature
- Pedagogy

**Other Studies in Music (17-20 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 707</td>
<td>Music Bibliography and Research</td>
<td>2</td>
</tr>
<tr>
<td>Select advisor-approved Music History courses</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Select advisor-approved Music Theory courses</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>MUSC 734</td>
<td>Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>Select advisor-approved Music courses</td>
<td>3-6</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 18-21

Degree Requirements - Community Engagement Concentration

**Major Area (12-15 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 711</td>
<td>Graduate Applied Music</td>
<td>8-11</td>
</tr>
<tr>
<td>MUSC 796</td>
<td>Solo Recital</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 735</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 9-12

**Courses Selected from: (0-6 Hours)**

- Area Literature
- Pedagogy

**Concentration Required Courses (9 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 595</td>
<td>Community Engagement Through Music</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 795</td>
<td>humber Recital</td>
<td>1</td>
</tr>
<tr>
<td>Select six hours of the following Music Entrepreneurship Courses:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>MUSC 580</td>
<td>Music &amp; Arts Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>MUSC 582</td>
<td>Music and Money</td>
<td></td>
</tr>
<tr>
<td>MUSC 590</td>
<td>Seminar in Music Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>MUSC 592</td>
<td>21st Century Musician</td>
<td></td>
</tr>
<tr>
<td>MUSC 593</td>
<td>Arts Marketing</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 9

**Other Studies in Music (10-11 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select advisor-approved Music History course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Select advisor-approved Music Theory course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MUSC 734</td>
<td>Ensemble</td>
<td>2</td>
</tr>
<tr>
<td>or MUSC 735</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Music, D.M.A., Composition

**Learning Outcomes**

- Candidates will create original works of significant duration and scope, reflective of doctoral-level compositional ability.
- Candidates will be able to demonstrate doctoral-level knowledge of music history, music theory, and compositional styles by identifying, describing, comparing, and contrasting musical works from the Antiquity through modern times.
- Candidates will demonstrate mastery of skills need to generate, write, and produce original research suitable for publication in their area of specialty.

**Admission**

The general requirements for admission are: completion of a master's degree in music (or the equivalent); evidence of an ability to pursue doctoral study in the desired area (see information online); and fulfillment of the general requirements for admission to The Graduate School, including the submission of three recommendations. Applicants whose native language is not English are also required to submit a satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam. Normally, the minimum acceptable score on the TOEFL is 100 (internet-based test) or 600 (paper-based). The minimum acceptable overall band score on the IELTS Intl. Academic Course Type 2 exam is 7. Additional admission requirements for specific areas are listed online. The D.M.A. in Performance is offered in selected areas. Admission decisions are based upon the applicant's total portfolio with particular weight being given to composing experience.

**Degree Requirements (48 Post-Masters Hours)**

Prior to taking any graduate music study, all doctoral students must take the Graduate Music Diagnostic Examination and, early in their studies, complete all deficiencies and required courses resulting from the exam. Doctoral students must be admitted to degree candidacy no later than the completion of the equivalent of two semesters of full-time study (12 credits total for graduate assistants and 18 credits total for others) and must complete a minimum of 48 credit hours of graduate work past the master's degree. At least 18 of the credit hours must be completed as part of doctoral residency (18 approved credits taken within a span of three consecutive semesters, with at least one semester being spent in full-time study on the Columbia campus). The residency requirement for D.M.A. students in composition consists of a minimum of four full-time semesters of study on the Columbia campus, three of which must be consecutive. Prior to the scheduling of the comprehensive examination, degree candidates must have satisfied reading proficiency in a foreign language or completed an advisor-approved research course. Candidates for the D.M.A. must also complete written comprehensive examinations in the major area (and any minor area) as well as an oral comprehensive examination that covers the major area, music history/literature, music theory, and any doctoral minor. In addition, degree candidates must complete a dissertation or dissertation requirement, as follows: those in conducting or performance must present four full recitals and submit a research document; candidates in composition must complete a dissertation consisting of a musical work of major proportions and a research document; and candidates in piano pedagogy must complete...
a written dissertation or present two recitals and complete a written treatise. The final doctoral requirement is the successful oral defense of the dissertation or dissertation requirement.

### Major Area (30 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 816</td>
<td>Composition</td>
<td>12</td>
</tr>
<tr>
<td>MUSC 890</td>
<td>Composition Recital</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 897</td>
<td>Document Preparation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Select two of the following:</td>
<td>6</td>
</tr>
<tr>
<td>MUSC 717</td>
<td>Advanced Orchestration</td>
<td></td>
</tr>
<tr>
<td>MUSC 737</td>
<td>Advanced Projects in Computer Music</td>
<td></td>
</tr>
<tr>
<td>MUSC 816</td>
<td>Composition</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours**

20

### Doctoral Minor (12 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select advisor-approved related 700-level courses</td>
<td>Music History, Technology, Performance</td>
<td>12</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

12

### Other Studies in Music (6 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select six hours of 700-level courses</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

6

### Music, D.M.A., Conducting

#### Learning Outcomes

- Candidates will demonstrate ability to conduct ensembles performing a wide array of musical styles reflective of doctoral-level work.
- Candidates will be able to demonstrate doctoral-level knowledge of music history, music theory, and compositional styles by identifying, describing, comparing, and contrasting musical works from the Antiquity through modern times.
- Candidates will demonstrate understanding of research methods and scholarly writing.

#### Admission

The general requirements for admission are: completion of master’s degree in music (or the equivalent); evidence of an ability to pursue doctoral study in the desired area (see information online); and fulfillment of the general requirements for admission to The Graduate School, including the submission of three recommendations. Applicants whose native language is not English are also required to submit a satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam. Normally, the minimum acceptable score on the TOEFL is 100 (internet-based) or 600 (paper-based). The minimum acceptable overall band score on the IELTS Intl. Academic Course Type 2 exam is 7. Additional admission requirements for specific areas are listed online. The D.M.A. in Performance is offered in selected areas. Admission decisions are based upon the applicant’s total portfolio with particular weight being given to the audition (for those applying in the area of conducting, performance, or piano pedagogy).

### Degree Requirements (48 Post-Masters Hours)

Prior to taking any graduate music study, all doctoral students must take the Graduate Music Diagnostic Examination and, early in their studies, complete all deficiencies and required courses resulting from the exam. Doctoral students must be admitted to degree candidacy no later than the completion of the equivalent of two semesters of full-time study (12 credits total for graduate assistants and 18 credits total for others) and must complete a minimum of 48 credit hours of graduate work past the master’s degree. At least 18 of the credit hours must be completed as part of doctoral residency (18 approved credits taken within a span of three consecutive semesters, with at least one semester being spent in full-time study on the Columbia campus). The residency requirement for D.M.A. students in composition consists of a minimum of four full-time semesters of study on the Columbia campus, three of which must be consecutive. Prior to the scheduling of the comprehensive examination, degree candidates must have satisfied reading proficiency in a foreign language or completed an advisor-approved research course. Candidates for the D.M.A. must also complete written comprehensive examinations in the major area (and any minor area) as well as an oral comprehensive examination that covers the major area, music history/literature, music theory, and any doctoral minor. In addition, degree candidates must complete a dissertation or dissertation requirement, as follows: those in conducting or performance must present four full recitals and submit a research document; candidates in composition must complete a dissertation consisting of a musical work of major proportions and a research document; and candidates in piano pedagogy must complete a written dissertation or present two recitals and complete a written treatise. The final doctoral requirement is the successful oral defense of the dissertation or dissertation requirement.

#### Major Area (26 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 891</td>
<td>Recital Preparation</td>
<td>6</td>
</tr>
<tr>
<td>MUSC 897</td>
<td>Document Preparation</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Doctoral Applied Study

Select eight hours of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 811</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>MUSC 733</td>
<td>Advanced Conducting</td>
<td></td>
</tr>
<tr>
<td>MUSC 736</td>
<td>Conductors Institute</td>
<td></td>
</tr>
</tbody>
</table>

Select eight hours of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Literature</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Pedaogy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Score-reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Applied Conducting</td>
<td></td>
</tr>
</tbody>
</table>

#### Recital Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 892</td>
<td>Lecture Recital</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 896</td>
<td>Solo Recital</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

26

#### Other Studies in Music (22 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 747</td>
<td>Advanced Music Research</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 734</td>
<td>Ensemble</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Select advisor-approved 700-level Music Theory courses</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Select advisor-approved 700-level Music History courses</td>
<td>6</td>
</tr>
</tbody>
</table>
consecutive. Prior to the scheduling of the comprehensive examination, the residency requirement (18 approved credits taken within a span of master's degree. At least 18 of the credit hours must be completed as part of doctoral residency (18 approved credits taken within a span of three consecutive semesters, with at least one semester being spent in full-time study on the Columbia campus). The residency requirement for D.M.A. students in composition consists of a minimum of four full-time semesters of study on the Columbia campus, three of which must be consecutive. Prior to the scheduling of the comprehensive examination, degree candidates must have satisfied reading proficiency in a foreign language or completed an advisor-approved research course. Candidates for the D.M.A. must also complete written comprehensive examinations in the major area (and any minor area) as well as an oral comprehensive examination that covers the major area, music history/literature, music theory, and any doctoral minor. In addition, degree candidates must complete a dissertation or dissertation requirement, as follows: those in conducting or performance must present four full recitals and submit a research document; candidates in composition must complete a dissertation consisting of a musical work of major proportions and a research document; and candidates in piano pedagogy must complete a written dissertation or present two recitals and complete a written treatise. The final doctoral requirement is the successful oral defense of the dissertation or dissertation requirement.

### Major Area (28 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 773</td>
<td>Seminar in Performance Pedagogy I</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 774</td>
<td>Seminar in Performance Pedagogy II</td>
<td>3</td>
</tr>
<tr>
<td>Piano Pedagogy</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Piano Literature or Pedagogy</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MUSC 811</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 22

### Dissertation Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 899</td>
<td>Dissertation Preparation</td>
<td>12</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 12

### Recital/Treatise Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 891</td>
<td>Recital Preparation</td>
<td>4</td>
</tr>
<tr>
<td>MUSC 898</td>
<td>Treatise Preparation</td>
<td>6</td>
</tr>
<tr>
<td>MUSC 896</td>
<td>Solo Recital</td>
<td>1</td>
</tr>
</tbody>
</table>

Select one of the following:

- MUSC 892 Lecture Recital
- MUSC 893 Opera/Oratorio Role
- MUSC 894 Concerto Recital
- MUSC 895 Chamber Recital
- MUSC 896 Solo Recital

**Total Credit Hours**: 12

### Other Studies in Music (20 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 747</td>
<td>Advanced Music Research</td>
<td>2</td>
</tr>
</tbody>
</table>

Select approved 700-level Music Theory courses 9
Select approved 700-level Music History courses 6
Select from 700-level Music courses not in major area 3

**Total Credit Hours**: 20

### Admission

The general requirements for admission are: completion of master's degree in music (or the equivalent); evidence of an ability to pursue doctoral study in the desired area (see information online); and fulfillment of the general requirements for admission to The Graduate School, including the submission of three recommendations. Applicants whose native language is not English are also required to submit a satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam. Normally, the minimum acceptable score on the TOEFL is 100 (internet-based) or 600 (paper-based). The minimum acceptable overall band score on the IELTS Intl. Academic Course Type 2 exam is 7. Additional admission requirements for specific areas are listed online. The D.M.A. in Performance is offered in selected areas. Admission decisions are based upon the applicant's total portfolio with particular weight being given to the audition (for those applying in the area of conducting, performance, or piano pedagogy).

### Degree Requirements (48 Post-Masters Hours)

Prior to taking any graduate music study, all doctoral students must take the Graduate Music Diagnostic Examination and, early in their studies, complete all deficiencies and required courses resulting from the exam. Doctoral students must be admitted to degree candidacy no later than the completion of the equivalent of two semesters of full-time study (12 credits total for graduate assistants and 18 credits total for others) and must complete a minimum of 48 credit hours of graduate work past the master's degree. At least 18 of the credit hours must be completed as part of doctoral residency (18 approved credits taken within a span of three consecutive semesters, with at least one semester being spent in full-time study on the Columbia campus). The residency requirement for D.M.A. students in composition consists of a minimum of four full-time semesters of study on the Columbia campus, three of which must be consecutive. Prior to the scheduling of the comprehensive examination,
Music, M.M. (Composition Concentration)

Learning Outcomes

- Candidates will demonstrate compositional ability of significant duration and scope.
- Candidates will be able to demonstrate masters-level knowledge of music history, music theory, and compositional styles by identifying, describing, comparing, and contrasting musical works from the Antiquity through modern times.
- Candidates will be able to demonstrate masters-level knowledge of compositional techniques by identifying, describing, comparing, and contrasting specific methods of composition and their uses in musical works from the Antiquity through modern times.

Admission

The general requirements for admission include the completion of an undergraduate degree in music (or the equivalent) with a grade point average of 3.0 (4.0 scale) on relevant courses and fulfillment of the general requirements for admission to The Graduate School, including the submission of three recommendations. The Master of Music with concentration in Music Theory requires submission of a satisfactory score on the Graduate Record Examination General Test or the Miller Analogies Test. A list of additional admission materials specific to each degree program is available on the School of Music website. Applicants whose native language is not English are also required to submit a satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam. Normally, the minimum acceptable score on the TOEFL is 80 (internet-based) or 570 (paper-based). The minimum acceptable overall band score on the IELTS Intl. Academic Course Type 2 exam is 6.5. Applicants for the Master of Music degree whose TOEFL/IELTS score is below the normal minimum standard will be considered on an individual basis for conditional admission. Such applicants must demonstrate exceptional abilities in the major area and evidence through past academic or professional activities strong promise for future professional success. Admission decisions are based upon the applicant’s total application portfolio.

Degree Requirements (32 Hours)

Master of Music with concentrations in composition, conducting, jazz studies, music history, music theory, opera theatre, and piano pedagogy

Prior to taking any graduate music study, all master’s students must take the Graduate Music Diagnostic Examination, and, early in their studies, complete all deficiencies and required courses resulting from the exam. Degree candidates must complete a prescribed program of 32 hours of graduate work and successfully pass an oral comprehensive examination. In addition, candidates in conducting or performance must present one full recital, and those whose performance medium is an orchestral instrument must also perform a concerto; candidates in composition must complete a thesis consisting of a musical work of major proportions; candidates in music history or music theory must complete a written thesis; and candidates in piano pedagogy must present a solo recital or complete a written thesis. Specific program requirements are listed online.

<table>
<thead>
<tr>
<th>Master of Music Required Courses</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 707</td>
<td>Music Bibliography and Research</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Select advisor-approved course in Music History</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Select advisor-approved course in Music Theory</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>8</strong></td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Composition Concentration Requirements</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 716</td>
<td>Composition</td>
<td>8-9</td>
<td></td>
</tr>
<tr>
<td>MUSC 799</td>
<td>Thesis Preparation</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>11-12</strong></td>
<td></td>
</tr>
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<table>
<thead>
<tr>
<th>Other Studies in Music (12-13 Hours)</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select advisor-approved course in Music Technology</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Select advisor-approved Music courses</td>
<td></td>
<td>9-10</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>12-13</strong></td>
<td></td>
</tr>
</tbody>
</table>

Music, M.M. (Conducting Concentration)

Learning Outcomes

- Candidates will demonstrate ability to conduct ensembles performing a wide array of musical styles reflective of masters-level work.
- Candidates will be able to demonstrate masters-level knowledge of music history, music theory, and compositional styles by identifying, describing, comparing, and contrasting musical works from the Antiquity through modern times.
- Candidates will be able to demonstrate masters-level knowledge of conducting methods by identifying, describing, comparing, and contrasting rehearsal techniques, musical repertoire, and approaches of expert conductors.

Admission

The general requirements for admission include the completion of an undergraduate degree in music (or the equivalent) with a grade point average of 3.0 (4.0 scale) on relevant courses and fulfillment of the general requirements for admission to The Graduate School, including the submission of three recommendations. The Master of Music with concentration in Music Theory requires submission of a satisfactory score on the Graduate Record Examination General Test or the Miller Analogies Test. A list of additional admission materials specific to each degree program is available on the School of Music website. Applicants whose native language is not English are also required to submit a satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam. Normally, the minimum acceptable score on the TOEFL is 80 (internet-based) or 570 (paper-based). The minimum acceptable overall band score on the IELTS Intl. Academic Course Type 2 exam is 6.5. Applicants for the Master of Music degree whose TOEFL/IELTS score is below the normal minimum standard will be considered on an individual basis for conditional admission. Such applicants must demonstrate exceptional abilities in the major area and evidence through past academic or professional activities strong promise for future professional
success. Admission decisions are based upon the applicant’s total application portfolio.

Degree Requirements (32 Hours)

Master of Music with concentrations in composition, conducting, jazz studies, music history, music theory, opera theatre, and piano pedagogy.

Prior to taking any graduate music study, all master’s students must take the Graduate Music Diagnostic Examination, and, early in their studies, complete all deficiencies and required courses resulting from the exam. Degree candidates must complete a prescribed program of 32 hours of graduate work and successfully pass an oral comprehensive examination. In addition, candidates in conducting or performance must present one full recital, and those whose performance medium is an orchestral instrument must also perform a concerto; candidates in composition must complete a thesis consisting of a musical work of major proportions; candidates in music history or music theory must complete a written thesis; and candidates in piano pedagogy must present a solo recital or complete a written thesis. Specific program requirements are listed online.

Master of Music Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 707</td>
<td>Music Bibliography and Research</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Select advisor-approved course in Music History</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select advisor-approved course in Music Theory</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

Conducting Concentration Requirements

Major Area (16 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 6-9 hours of Master’s Applied Study from the following:</td>
<td>6-9</td>
<td></td>
</tr>
<tr>
<td>MUSC 711</td>
<td>Graduate Applied Music</td>
<td></td>
</tr>
<tr>
<td>MUSC 733</td>
<td>Advanced Conducting</td>
<td></td>
</tr>
<tr>
<td>MUSC 736</td>
<td>Conductors Institute</td>
<td></td>
</tr>
<tr>
<td>MUSC 796</td>
<td>Solo Recital</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>7-10</strong></td>
</tr>
</tbody>
</table>

Courses Selected from the Following

- Literature
- Pedagogy
- Score-reading

Other Studies in Music (8 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 734</td>
<td>Ensemble</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Select advisor-approved Music History courses</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select advisor-approved Music Theory courses</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>

Music, M.M. (Jazz Studies Concentration)

Learning Outcomes

- Candidates will demonstrate the ability to perform a wide array of jazz styles.
- Candidates will be able to demonstrate masters-level knowledge of music history, music theory, and compositional styles by identifying, describing, comparing, and contrasting musical works from the Antiquity through modern times.
- Candidates will create original jazz works of significant duration and scope, reflective of masters-level compositional ability.

Admission

The general requirements for admission include the completion of an undergraduate degree in music (or the equivalent) with a grade point average of 3.0 (4.0 scale) on relevant courses and fulfillment of the general requirements for admission to The Graduate School, including the submission of three recommendations. The Master of Music with concentration in Music Theory requires submission of a satisfactory score on the Graduate Record Examination General Test or the Miller Analogies Test. A list of additional admission materials specific to each degree program is available on the School of Music website. Applicants whose native language is not English are also required to submit a satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam. Normally, the minimum acceptable score on the TOEFL is 80 (internet-based) or 570 (paper-based). The minimum acceptable overall band score on the IELTS Intl. Academic Course Type 2 exam is 6.5.

Applicants for the Master of Music degree whose TOEFL/IELTS score is below the normal minimum standard will be considered on an individual basis for conditional admission. Such applicants must demonstrate exceptional abilities in the major area and evidence through past academic or professional activities strong promise for future professional success. Admission decisions are based upon the applicant’s total application portfolio.

Degree Requirements (32 Hours)

Master of Music with concentrations in composition, conducting, jazz studies, music history, opera theatre, and piano pedagogy.

Prior to taking any graduate music study, all master’s students must take the Graduate Music Diagnostic Examination, and, early in their studies, complete all deficiencies and required courses resulting from the exam. Degree candidates must complete a prescribed program of 32 hours of graduate work and successfully pass an oral comprehensive examination. In addition, candidates in conducting or performance must present one full recital, and those whose performance medium is an orchestral instrument must also perform a concerto; candidates in composition must complete a thesis consisting of a musical work of major proportions; candidates in music history or music theory must complete a written thesis; and candidates in piano pedagogy must present a solo recital or complete a written thesis. Specific program requirements are listed online.

Master of Music Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 707</td>
<td>Music Bibliography and Research</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Select advisor-approved course in Music History</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select advisor-approved course in Music Theory</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>
Jazz Studies Concentration Requirements

Major Area (20 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 713</td>
<td>Advanced Jazz Theory</td>
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</tr>
<tr>
<td>MUSC 714</td>
<td>Advanced Jazz Arranging</td>
<td></td>
</tr>
<tr>
<td>MUSC 786</td>
<td>Advanced Jazz Improvisation</td>
<td></td>
</tr>
</tbody>
</table>

Select nine hours of the following:

- Composition Track
- Performance Track
- Non-jazz Composition

Select one of the following tracks:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 711</td>
<td>Graduate Applied Music</td>
<td></td>
</tr>
<tr>
<td>MUSC 796</td>
<td>Solo Recital</td>
<td></td>
</tr>
<tr>
<td>MUSC 735</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 20

Other Studies in Music (4 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 734</td>
<td>Ensemble</td>
<td>2</td>
</tr>
</tbody>
</table>

Select advisor-approved Music courses 2

Total Credit Hours 4

Music, M.M. (Music History Concentration)

Learning Outcomes

- Candidates will demonstrate mastery of skills need to generate, write, and produce original research reflective of masters-level work in music history.
- Candidates will be able to demonstrate masters-level knowledge of music theory and compositional styles by identifying, describing, comparing, and contrasting musical works from the Antiquity through modern times.
- Candidates will be able to demonstrate masters-level knowledge of music history by identifying, describing, comparing, and contrasting musical works from the Antiquity through modern times.

Admission

The general requirements for admission include the completion of an undergraduate degree in music (or the equivalent) with a grade point average of 3.0 (4.0 scale) on relevant courses and fulfillment of the general requirements for admission to The Graduate School, including the submission of three recommendations. The Master of Music with concentration in Music History requires submission of a satisfactory score on the Graduate Record Examination General Test or the Miller Analogies Test. A list of additional admission materials specific to each degree program is available on the School of Music website. Applicants whose native language is not English are also required to submit a satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam. Normally, the minimum acceptable score on the TOEFL is 80 (internet-based) or 570 (paper-based). The minimum acceptable overall band score on the IELTS Intl. Academic Course Type 2 exam is 6.5. Applicants for the Master of Music degree whose TOEFL/IELTS score is below the normal minimum standard will be considered on an individual basis for conditional admission. Such applicants must demonstrate exceptional abilities in the major area and evidence through past academic or professional activities strong promise for future professional success. Admission decisions are based upon the applicant’s total application portfolio.

Degree Requirements (32 Hours)

Master of Music with concentrations in composition, conducting, jazz studies, music history, music theory, opera theatre, and piano pedagogy.

Prior to taking any graduate music study, all master's students must take the Graduate Music Diagnostic Examination, and, early in their studies, complete all deficiencies and required courses resulting from the exam. Degree candidates must complete a prescribed program of 32 hours of graduate work and successfully pass an oral comprehensive examination. Reading proficiency in at least one foreign language (French, German, or Italian) is required for the Master of Music degree with concentrations in Music History and Opera Theatre (see the respective degree requirements). This proficiency, which must be demonstrated prior to registration for thesis credit or the comprehensive exam, may be satisfied by earning a grade of “S” in a foreign language reading course (e.g., GERM 615) or by successfully completing an examination given by the appropriate USC foreign language faculty. In addition, candidates in conducting or performance must present one full recital, and those whose performance medium is an orchestral instrument must also perform a concerto; candidates in composition must complete a thesis consisting of a musical work of major proportions; candidates in music history or music theory must complete a written thesis; and candidates in piano pedagogy must present a solo recital or complete a written thesis. Specific program requirements are listed in the Academic Bulletin.

Master of Music Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 707</td>
<td>Music Bibliography and Research</td>
<td>2</td>
</tr>
<tr>
<td>Select advisor-approved course in Music History</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Select advisor-approved course in Music Theory</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 8

Music History Concentration Requirements

Major Area (12 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 9 hours of Music History courses</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>MUSC 799</td>
<td>Thesis Preparation</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

Other Studies in Music (12 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 747</td>
<td>Advanced Music Research</td>
<td>2</td>
</tr>
<tr>
<td>Select advisor-approved course in Music Theory</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Select advisor-approved Music courses</td>
<td>4</td>
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</tr>
<tr>
<td>Select advisor-approved Non-music elective</td>
<td>3</td>
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</table>

Total Credit Hours 12
Music, M.M. (Music Theory Concentration)

Learning Outcomes

- Candidates will demonstrate the ability to perform musical works representative of a wide array of music styles and genres, and do so in a manner commensurate with masters-degree level musicianship.
- Candidates will be able to demonstrate masters-level knowledge of music history, music theory, and compositional styles by identifying, describing, comparing, and contrasting musical works from the Antiquity through modern times.
- Candidates will be able to demonstrate masters-level knowledge of their primary instrument or voice (including instrument history, repertoire, notable composers, and renowned pedagogues) by identifying, describing, comparing, and contrasting these elements in relation to contemporary practice.
- Candidates will demonstrate mastery of skills need to generate, write, and produce original research reflective of masters-level work in music theory.
- Candidates will be able to demonstrate masters-level knowledge of music history by identifying, describing, comparing, and contrasting musical works from the Antiquity through modern times.
- Candidates will be able to demonstrate masters-level knowledge of music theory and compositional styles by identifying, describing, comparing, and contrasting musical works from the Antiquity through modern times.

Admission

The general requirements for admission include the completion of an undergraduate degree in music (or the equivalent) with a grade point average of 3.0 (4.0 scale) on relevant courses and fulfillment of the general requirements for admission to The Graduate School, including the submission of three recommendations. The Master of Music with concentration in Music Theory requires submission of a satisfactory score on the Graduate Record Examination General Test or the Miller Analogies Test. A list of additional admission materials specific to each degree program is available on the School of Music website. Applicants whose native language is not English are also required to submit a satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam. Normally, the minimum acceptable score on the TOEFL is 80 (internet-based) or 570 (paper-based). The minimum acceptable score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam is 6.5. Applicants for the Master of Music degree whose TOEFL/IELTS score is below the normal minimum standard will be considered on an individual basis for conditional admission. Such applicants must demonstrate exceptional abilities in the major area and evidence through past academic or professional activities strong promise for future professional success. Admission decisions are based upon the applicant’s total application portfolio.

Degree Requirements (32 Hours)

Master of Music with concentrations in composition, conducting, jazz studies, music history, music theory, opera theatre, and piano pedagogy.

Master of Music Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 707</td>
<td>Music Bibliography and Research</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Select advisor-approved course in Music History</td>
<td>3</td>
</tr>
</tbody>
</table>

Music Theory Concentration Requirements

Major Area (12 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select 9 hours of Music Theory courses</td>
<td>9</td>
</tr>
<tr>
<td>MUSC 799</td>
<td>Thesis Preparation</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

Other Studies in Music (12 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 747</td>
<td>Advanced Music Research</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Select advisor-approved course in Music History</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select advisor-approved electives</td>
<td>7</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

1 No more than 3 Hours of Non-music electives.

Music, M.M. (Opera Theatre Concentration)

Learning Outcomes

- Candidates will demonstrate mastery of skills need to generate, write, and produce original research reflective of masters-level work in music theory.
- Candidates will be able to demonstrate masters-level knowledge of music history by identifying, describing, comparing, and contrasting musical works.
- Candidates will be able to demonstrate masters-level knowledge of music theory and compositional styles by identifying, describing, comparing, and contrasting musical works from the Antiquity through modern times.
- Candidates will demonstrate their knowledge and skill through executing level-appropriate tasks related to opera productions across a variety of styles and contexts, including one-act and full opera settings.
- Candidates will be able to demonstrate masters-level knowledge of music history, music theory, and compositional styles by identifying, describing, comparing, and contrasting musical works from the Antiquity through modern times.
- Candidates will be able to demonstrate masters-level knowledge by identifying, describing, and comparing specific methods and practices used in modern opera productions.

Admission

The general requirements for admission include the completion of an undergraduate degree in music (or the equivalent) with a grade point average of 3.0 (4.0 scale) on relevant courses and fulfillment of the general requirements for admission to The Graduate School, including the submission of three recommendations. The Master of Music with concentration in Music Theory requires submission of a satisfactory score on the Graduate Record Examination General Test or the Miller Analogies Test. A list of additional admission materials specific to each degree program is available on the School of Music website. Applicants whose native language is not English are also required to submit a satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam. Normally, the minimum acceptable score on the TOEFL is 80 (internet-based) or 570 (paper-based). The minimum acceptable score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam is 6.5. Applicants for the Master of Music degree whose TOEFL/IELTS score is below the normal minimum standard will be considered on an individual basis for conditional admission. Such applicants must demonstrate exceptional abilities in the major area and evidence through past academic or professional activities strong promise for future professional success. Admission decisions are based upon the applicant’s total application portfolio.
Performance Track

Select one of the following tracks:

Major Area (12-15 Hours)

Other Studies in Music (9-12 Hours)

Select advisor-approved courses from Dance

MUSC 581 The Alexander Technique

Writing an Original Composition (1-4 hours)

Directing Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 511</td>
<td>Graduate Applied Music</td>
<td>0-4</td>
</tr>
<tr>
<td>or MUSC 711</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSC 545</td>
<td>Survey of the Opera</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 780</td>
<td>Opera Theater</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 782</td>
<td>Opera Production</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credit Hours 5-9

Role Preparation

Opera Theater Concentration Requirements

Major Area (12-15 Hours)

Select one of the following tracks:

Performance Track

Select advisor-approved courses from Dance

Select advisor-approved courses from Theatre

Other Studies in Music (9-12 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 545</td>
<td>Survey of the Opera</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 711</td>
<td>Graduate Applied Music</td>
<td>1-4</td>
</tr>
<tr>
<td>MUSC 778</td>
<td>Advanced Diction</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 780</td>
<td>Opera Theater</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 781</td>
<td>Role Preparation</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credit Hours 8-11

Music, M.M. (Piano Pedagogy Concentration)

Learning Outcomes

- Candidates will demonstrate the ability to perform musical works representative of a wide array of music styles and genres, and do so in a manner commensurate with masters-degree level musicianship.
- Candidates will be able to demonstrate masters-level knowledge of music history, music theory, and compositional styles by identifying, describing, comparing, and contrasting musical works from the Antiquity through modern times.
- Candidates will be able to demonstrate masters-level knowledge by identifying, describing, and comparing specific methods of teaching and predominant educational theories, and the uses of these approaches in the field of piano pedagogy.

Admission

The general requirements for admission include the completion of an undergraduate degree in music (or the equivalent) with a grade point average of 3.0 (4.0 scale) on relevant courses and fulfillment of the general requirements for admission to The Graduate School, including the submission of three recommendations. The Master of Music with concentration in Music Theory requires submission of a satisfactory score on the Graduate Record Examination General Test or the Miller Analogies Test. A list of additional admission materials specific to each degree program is available on the School of Music website. Applicants whose native language is not English are also required to submit a satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam. Normally, the minimum acceptable score on the TOEFL is 80 (internet-based) or 570 (paper-based). The minimum acceptable overall band score on the IELTS Intl. Academic Course Type 2 exam is 6.5. Applicants for the Master of Music degree whose TOEFL/IELTS score is below the normal minimum standard will be considered on an individual basis for conditional admission. Such applicants must demonstrate exceptional abilities in the major area and evidence through past academic or professional activities strong promise for future professional success. Admission decisions are based upon the applicant’s total application portfolio.
Degree Requirements (32 Hours)
Master of Music with concentrations in composition, conducting, jazz studies, music history, music theory, opera theatre, and piano pedagogy.

Prior to taking any graduate music study, all master’s students must take the Graduate Music Diagnostic Examination, and, early in their studies, complete all deficiencies and required courses resulting from the exam. Degree candidates must complete a prescribed program of 32 hours of graduate work and successfully pass an oral comprehensive examination. In addition, candidates in conducting or performance must present one full recital, and those whose performance medium is an orchestral instrument must also perform a concerto; candidates in composition must complete a thesis consisting of a musical work of major proportions; candidates in music history or music theory must complete a written thesis; and candidates in piano pedagogy must present a solo recital or complete a written thesis. Specific program requirements are listed online.

Master of Music Required Courses
Course | Title | Credits
--- | --- | ---
MUSC 707 | Music Bibliography and Research | 2
Select advisor-approved course in Music History | 3
Select advisor-approved course in Music Theory | 3
Total Credit Hours | 8

Piano Pedagogy Concentration Requirements
Major Area (19-21 Hours)
Thesis Track
Course | Title | Credits
--- | --- | ---
MUSC 711 | Graduate Applied Music | 4
MUSC 747 | Advanced Music Research | 2
MUSC 799 | Thesis Preparation | 3
Total Credit Hours | 9

Recital Track
Course | Title | Credits
--- | --- | ---
MUSC 711 | Graduate Applied Music | 6
MUSC 796 | Solo Recital | 1
Total Credit Hours | 7

Other Studies in Music (3-5 Hours)
Course | Title | Credits
--- | --- | ---
Select 3-5 hours of Advisor-approved Music courses | | 3-5
Total Credit Hours | 3-5

Music, M.M. (Violin/Viola Pedagogy Concentration)
Admission
The general requirements for admission are the following: completion of an undergraduate degree in music (or the equivalent) with a grade point average of 3.0 (on a 4.0 scale) on relevant courses, strong violin performance skills as evidenced through an audition, and fulfillment of the general requirements for admission to The Graduate School, including the submission of three recommendations. Applicants whose native language is not English are also required to submit a satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam. The minimum acceptable score on the TOEFL is 80 (internet-based) or 570 (paper-based). The minimum acceptable overall band score on the IELTS Intl. Academic Course Type 2 exam is 6.5. Applicants whose scores fall below the published minimum must demonstrate exceptional abilities in the major area and evidence of past academic or professional activities strong promise for future professional success in order to be admitted. Admission decisions are based upon the applicant’s total application portfolio.

Degree Requirements (32 Hours)
Prior to taking any graduate music study, all master’s students must take the Graduate Music Diagnostic Examination, and, early in their studies, complete all deficiencies and required courses resulting from the exam. Degree candidates must complete a prescribed program of 32 hours of graduate work and successfully pass an oral comprehensive examination. In addition, candidates in violin/viola pedagogy must complete a final project. Specific program requirements are listed online. Candidates must begin matriculation in Fall semester.

Master of Music Required Courses
Course | Title | Credits
--- | --- | ---
MUSC 707 | Music Bibliography and Research | 2
Select advisor-approved course in Music History | 3
Select advisor-approved course in Music Theory | 3
Total Credit Hours | 8

Violin/Viola Pedagogy Concentration Requirements
Major Area (19 Hours)
Course | Title | Credits
--- | --- | ---
MUSC 573 | Performance Pedagogy I | 3
MUSC 770 | Suzuki String Pedagogy I | 3
MUSC 771 | Suzuki String Pedagogy II | 3
MUSC 784 | Suzuki Practicum I | 1
MUSC 785 | Suzuki Practicum II | 1
MUSC 505 | Violin Scales and Technique | 2
MUSC 700 | Independent Study | 1-3
MUSC 711 | Graduate Applied Music | 1-4
Total Credit Hours | 15-20

Other Studies in Music (5 Hours)
Course | Title | Credits
--- | --- | ---
MUSC 734 | Ensemble | 2
Select advisor-approved Music courses | | 3
Total Credit Hours | 5

College of Nursing
Jeannette O. Andrews, Dean
Alicia K. Ribar, Associate Dean for Academics and Graduate Director
Karen Worthy, Assistant Dean for Undergraduate Studies
Robin Dail, Associate Dean for Faculty Affairs
Bernardine Pinto, Associate Dean for Research
Coretta M. Jenerette, Associate Dean for Diversity, Equity, and Inclusivity
Joy P. Deupree, Associate Dean for Practice and Strategic Partnerships

The College of Nursing offers the degrees of Master of Science in Nursing (MSN), the Doctor of Nursing Practice (DNP), and the PhD in Nursing Science. Post-Master Certificates of Graduate Study (CGS) in Advanced
Practice Nursing and in Nursing Administration and Nursing Informatics are available.

The master’s degree programs in nursing and Doctor of Nursing Practice program at The University of South Carolina are accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

Courses are offered through various distance education formats as well as on the Columbia campus. A computer with broadband Internet capability is required.

The frequency with which courses are offered will depend upon projected enrollments and faculty availability. Students and prospective students should meet with an advisor for the respective program to project a curriculum plan of study.

Graduate students in other divisions of the University may enroll in nonclinical courses in the College of Nursing (CON) with the approval of the graduate director of the college and the consent of the course professor.

**General Admission Requirements**

Regulations governing admission to graduate study in nursing include those established by both The Graduate School and the College of Nursing. Applicants must complete an application to The Graduate School and a College of Nursing supplement. Specific requirements for admission to each of the academic programs in nursing are listed below in that program’s section.

Admission Deadlines are as follows:

- PhD priority admission: February 15
- Fall admissions: March 1
- Spring admissions: August 1
- Summer admissions: October 31

**Financial Aid**

Applicants requiring financial assistance should review additional information about financial aid provided on The Graduate School’s Web site.

Information about financial aid opportunities is shared with all students via the CON website and announcements from the CON Office of Student Affairs. Federal loan and scholarship opportunities as well as private scholarships are a few of the financial aid offerings available for graduate students in the CON after admission.

**General Requirements**

Residence, credit transfer, length of time allowed to complete the program, and other general requirements for graduate degrees in nursing are the same as those established by The Graduate School, except where otherwise noted. CGS students are expected to complete their programs of study in 3 years or fewer; MSN and Post-MSN DNP students are expected to complete their programs of study in 4 years or fewer; Post-BSN DNP students are expected to complete their program of study in 6 years or fewer; and PhD students are expected to complete their program of study in 10 years or fewer.

Current authorization to practice as SC Registered Nurse or possession of an unencumbered license in the state in which clinical practice will occur is required for all graduate clinical courses. The RN license must be issued on the basis of the National Council Licensure Examination (NCLEX-RN® exam). Full-time students (9 credit hours or more), graduate assistants, and international students are required to carry health insurance coverage and will be automatically enrolled in the University Plan unless comparable alternative health insurance coverage is on file in the Health Insurance Assistance Office at the Thomson Student Health Center. Part-time students are encouraged to carry health insurance throughout the course of their studies and all students must carry professional liability insurance through the College of Nursing, purchased each semester in conjunction with direct or indirect clinical courses at a cost of approximately $50 per course. Maintenance of current CPR certification by the American Heart Association (BLS) is required for enrollment in clinical courses.

In addition to meeting the health requirements of the University, students enrolled in direct or indirect clinical nursing courses are required to provide evidence of meeting contractual health requirements and must pass a drug screen and background check. Information on all clinical requirements is available in the College of Nursing Office of Academic Affairs. Maintenance of clinical requirements via CastleBranch is mandatory for enrollment in clinical courses.

**Academic Progression and Dismissal Policy**

The College of Nursing abides by the same probation policies outlined by the Graduate School at the University of South Carolina. Additionally, other detailed requirement for progression and academic standing/dismissal are outlined in the College of Nursing Graduate Student program specific handbooks here (https://www.sc.edu/study/colleges_schools/nursing/internal/current_students/).

**Progression in Thesis or Dissertation Work**

Satisfactory progress in thesis, DNP project, or PhD dissertation work results in a grade of T; unsatisfactory progress results in a grade of U. The accumulation of two U grades in NURS 799, NURS 897, or NURS 899, regardless of credit hours enrolled, is grounds for dismissal from the program.

**Programs**

- Adult Gerontology-Acute Care Nurse Practitioner, M.S.N.
- Advanced Practice Nursing, Certificate
- Family Nurse Practitioner, M.S.N.
- Master’s Entry to Practice, M.S.N.
- Nursing Administration, Certificate
- Nursing Administration, M.S.N.
- Nursing Informatics, Certificate
- Nursing Informatics, M.S.N.
- Nursing Practice, D.N.P.
- Nursing Science, Ph.D.
- Psychiatric Mental Health Nurse Practitioner, M.S.N.
Adult Gerontology-Acute Care Nurse Practitioner, M.S.N.

The Adult Gerontology Acute Care Nurse Practitioner program (AGACNP) prepares registered nurses to provide direct patient management in acute and complex care settings. Graduates are employed in a variety of acute care settings ranging from critical care, trauma, cardiology, pulmonary, nephrology, gastroenterology, and surgery.

This curriculum prepares nurses to sit for national certification as an Adult-Gerontology Acute Care Nurse Practitioner.

Learning Outcomes

• Apply theoretical knowledge to the practice of advanced nursing roles.
• Utilize evidence to address population health problems.
• Demonstrate professionalism at the advanced nursing level in the clinical setting.
• Pursue quality, effectiveness, and innovation in shared leadership of interprofessional health teams.

Requirements for Earning the M.S.N.

Degree Include the Following

1. Completion of an approved program of study;
2. Completion of an applied research course, NURS 791, or a thesis, NURS 799;
3. A GPA of 3.00 (on a 4.00 scale) on all courses attempted for graduate credit and all courses numbered 700 and above;
4. A GPA of 3.00 (on a 4.00 scale) on all courses on the approved program of study;
5. Passing a comprehensive assessment during the last semester of the program.

Courses Requirements

(Total program 46-49 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 700</td>
<td>Theoretical and Conceptual Foundation for Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 702</td>
<td>Pharmacologic Mgmt in Pediatric, Adult, &amp; Gerontological Patients Across Hlthcare Delivery Continuum</td>
<td>3</td>
</tr>
<tr>
<td>NURS 704</td>
<td>Advanced Health Assessment and Diagnostic Reasoning *</td>
<td>3</td>
</tr>
<tr>
<td>NURS 707</td>
<td>Advanced Pathophysiology for Nurses</td>
<td>3</td>
</tr>
<tr>
<td>NURS 717</td>
<td>Application of Basic Statistics for Nursing Practice &amp; Service Management</td>
<td>3</td>
</tr>
<tr>
<td>NURS 718</td>
<td>Diagnostic Interpretation and Therapeutic Modalities</td>
<td>3</td>
</tr>
<tr>
<td>NURS 720</td>
<td>Clinical Application of Population Analysis</td>
<td>3</td>
</tr>
<tr>
<td>NURS 772</td>
<td>Introduction of Acute Care Adult and Gerontological Health Problems</td>
<td>3</td>
</tr>
<tr>
<td>NURS 773</td>
<td>Principles of Acute Care Adult and Gerontological Health Problems I</td>
<td>6</td>
</tr>
<tr>
<td>NURS 774</td>
<td>Principals of Acute Care Adult and Gerontological Complex Health Problems II</td>
<td>6</td>
</tr>
</tbody>
</table>

Advanced Practice Nursing, Certificate

The Certificate of Graduate Study in Advanced Practice Nursing (nurse practitioner) is restricted to students who hold a master's degree in nursing. The program of study is designed to augment the student's prior graduate study through advanced practice preparation in one of three emphasis areas: Family Nurse Practitioner, Adult Gerontological Acute Care Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner.

Students who complete the program of study are eligible to apply to take a national certification examination in the applicable nurse practitioner specialty area.

Learning Outcomes

• Demonstrate professionalism at the advanced nursing level in the clinical setting.
• Pursue quality, effectiveness, and innovation in shared leadership of interprofessional health teams.

Entry Options

The Advanced Practice Nursing, Certificate program offers two entry points for students:

1. M.S.N. certified and practicing as an APRN (please note after admission a GAP analysis will be done to determine specific plan of study based on the National Organization of Nurse Practitioner Faculties LACE components).
2. M.S.N. not certified as Advanced Practice Nurses

Requirements for earning the Certificate include:

1. Completion of an approved program of study;
2. A GPA of 3.00 (on a 4.00 scale) on all courses attempted for graduate credit and all courses numbered 700 and above;
3. A GPA of a 3.00 (on a 4.00 scale) on all courses on the approved program of study
4. Minimum 18 Hours for students already certified for advanced practice nursing who need to obtain additional certification.

Course Requirements

All Advanced Practice Nursing, CGS students will take the following courses* and one of the following concentration areas (Total APRN Core 14 credit hours)
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 702</td>
<td>Pharmacologic Mgmt in Pediatric, Adult, &amp; Gerontological Patients Across Hlthcare Delivery Continuum</td>
<td>3</td>
</tr>
<tr>
<td>NURS 704</td>
<td>Advanced Health Assessment and Diagnostic Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>NURS 707</td>
<td>Advanced Pathophysiology for Nurses</td>
<td>3</td>
</tr>
<tr>
<td>NURS 718</td>
<td>Diagnostic Interpretation and Therapeutic Modalities</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the below courses based on the chosen concentration:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 760A</td>
<td>Family Nurse Practitioner Role Practicum</td>
<td>1,3</td>
</tr>
<tr>
<td>NURS 768A</td>
<td>Advanced Psychiatric Nurse Practicum III: Role Development</td>
<td>1,3</td>
</tr>
<tr>
<td>NURS 778A</td>
<td>Practicum of Advanced Practice Role: Adult Gerontology Acute Care NP (AGACNP)</td>
<td>1,3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 778</td>
<td>Advanced Practice Role: Adult Gerontology Acute Care NP (AGACNP)</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 14

1. Indicates courses with practicum hours.
2. Indicates on campus immersion course.

### Required Concentration Courses for Family Nurse Practitioner

18 specialty credit hours *(Total program 32 Hours)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 756</td>
<td>Advanced Primary Care of Children for the FNP</td>
<td>2</td>
</tr>
<tr>
<td>NURS 757</td>
<td>Advanced Primary Care of Women for the FNP</td>
<td>2</td>
</tr>
<tr>
<td>NURS 758</td>
<td>Acute Problems in Primary Care for the FNP</td>
<td>2</td>
</tr>
<tr>
<td>NURS 759</td>
<td>Management of Common Chronic Health Problems for the FNP</td>
<td>2</td>
</tr>
<tr>
<td>NURS 760</td>
<td>Family Nurse Practitioner Legal, Ethical, and Role Transition</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 18

1. Indicates courses with practicum hours.
2. Indicates on campus immersion course.

### Required Concentration Courses Adult Gerontology Acute Care Nurse Practitioner

18 specialty credit hours *(Total program 29 Hours)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 770</td>
<td>Emergent Diagnostics in Nursing (Only if 718 not required)</td>
<td>1</td>
</tr>
<tr>
<td>NURS 772</td>
<td>Introduction of Acute Care Adult and Gerontological Health Problems</td>
<td>3</td>
</tr>
<tr>
<td>NURS 786</td>
<td>Management of Acute Care Adult and Gerontological Health Problems I</td>
<td>5 or 6</td>
</tr>
<tr>
<td>NURS 787</td>
<td>Management of Acute Adult and Gerontological Health Problems II</td>
<td>5 or 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 778</td>
<td>Management of Acute Adult and Gerontological Health Problems II</td>
<td>5 or 6</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 18

1. Indicates courses with practicum hours.

### Family Nurse Practitioner, M.S.N.

The Family Nurse Practitioner program (FNP) program prepares registered nurses to provide direct patient management in primary care across many settings. Graduates are employed in a variety of primary care settings ranging from emergency departments, federally qualified health centers, urban and rural family practice/primary care practices.

This curriculum prepares nurses to sit for national certification as Family Nurse Practitioner.

**Learning Outcomes**

- Apply theoretical knowledge to the practice of advanced nursing roles.
- Utilize evidence to address population health problems.
- Demonstrate professionalism at the advanced nursing level in the clinical setting.
- Pursue quality, effectiveness, and innovation in shared leadership of interprofessional health teams.

**Requirements for Earning the M.S.N. Degree Include the Following**

1. Completion of an approved program of study;
2. Completion of an applied research course, NURS 791 (3), or a thesis, NURS 799 (6);
3. A GPA of 3.00 (on a 4.00 scale) on all courses attempted for graduate credit and all courses numbered 700 and above;
4. A GPA of 3.00 (on a 4.00 scale) on all courses on the approved program of study;
5. Passing a comprehensive assessment during the last semester of the program.

Course Requirements (47-50 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 700</td>
<td>Theoretical and Conceptual Foundation for Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 720</td>
<td>Clinical Application of Population Analysis</td>
<td>3</td>
</tr>
<tr>
<td>NURS 717</td>
<td>Application of Basic Statistics for Nursing Practice &amp; Service Management</td>
<td>3</td>
</tr>
<tr>
<td>NURS 790</td>
<td>Research Methods for Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 791</td>
<td>Seminar in Clinical Nursing Research</td>
<td>3-6</td>
</tr>
<tr>
<td>or NURS 799</td>
<td>Thesis Preparation</td>
<td></td>
</tr>
<tr>
<td>NURS 702</td>
<td>Pharmacologic Mgmt in Pediatric, Adult, &amp; Gerontological Patients Across Hlthcare Delivery Continuum</td>
<td>3</td>
</tr>
<tr>
<td>NURS 704</td>
<td>Advanced Health Assessment and Diagnostic Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>NURS 707</td>
<td>Advanced Pathophysiology for Nurses</td>
<td>3</td>
</tr>
<tr>
<td>NURS 718</td>
<td>Diagnostic Interpretation and Therapeutic Modalities</td>
<td>3</td>
</tr>
<tr>
<td>NURS 756</td>
<td>Advanced Primary Care of Children for the FNP</td>
<td>2</td>
</tr>
<tr>
<td>NURS 757</td>
<td>Advanced Primary Care of Women for the FNP</td>
<td>2</td>
</tr>
<tr>
<td>NURS 758</td>
<td>Acute Problems in Primary Care for the FNP</td>
<td>6</td>
</tr>
<tr>
<td>NURS 759</td>
<td>Management of Common Chronic Health Problems for the FNP</td>
<td>6</td>
</tr>
<tr>
<td>NURS 760</td>
<td>Family Nurse Practitioner Legal, Ethical, and Role Transition</td>
<td>2</td>
</tr>
<tr>
<td>NURS 760A</td>
<td>Family Nurse Practitioner Role Practicum</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credit Hours: 47-50

1 Indicates course on-campus immersion.
2 Indicates courses with practicum hours.

Master's Entry to Practice, M.S.N.

The Master's Entry to Practice (MEPN) program is an entry into practice master’s degree that provides students with a previously earned bachelor's degree the opportunity to gain education and experience as a direct care provider of nursing in a variety of settings. The degree also provides an advantage to adult learners choosing nursing as a second career allowing them to become a nurse in a shorter amount of time and to earn a higher degree as opposed to a second baccalaureate degree.

Graduates of this program are eligible to apply to sit for the National Council Licensure Examination (NCLEX-RN), examination in order to obtain a registered nurse license.

Learning Outcomes

- Apply theoretical knowledge to the practice of advanced nursing roles.
- Utilize evidence to address population health problems.
- Demonstrate professionalism at the advanced nursing level in the clinical setting.
- Pursue quality, effectiveness, and innovation in shared leadership of interprofessional health teams.

Requirements for Earning the M.S.N. Degree Include the Following:
1. Completion of an approved program of study;
2. Completion of an applied research course, NURS 791;
3. A GPA of 3.00 (on a 4.00 scale) on all courses attempted for graduate credit and all courses numbered 700 and above;
4. A GPA of 3.00 (on a 4.00 scale) on all courses on the approved program of study;
5. Passing a comprehensive assessment during the last semester of the program.

Course Requirements (76 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 700</td>
<td>Theoretical and Conceptual Foundation for Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 709</td>
<td>Pathophysiological Concepts for Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 711</td>
<td>Pharmacotherapies for Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 712</td>
<td>Health Assessment for Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 713</td>
<td>Nursing Practice Fundamentals</td>
<td>4</td>
</tr>
<tr>
<td>NURS 714</td>
<td>Maternal/Newborn Nursing Practice</td>
<td>4</td>
</tr>
<tr>
<td>NURS 715</td>
<td>Pediatric Nursing Practice</td>
<td>4</td>
</tr>
<tr>
<td>NURS 720</td>
<td>Clinical Application of Population Analysis</td>
<td>3</td>
</tr>
<tr>
<td>NURS 721</td>
<td>Gerontological Nursing Care</td>
<td>2</td>
</tr>
<tr>
<td>NURS 723</td>
<td>Medical Surgical Nursing Practice I</td>
<td>5</td>
</tr>
<tr>
<td>NURS 726</td>
<td>Medical Surgical Nursing Practice II</td>
<td>5</td>
</tr>
<tr>
<td>NURS 729</td>
<td>Psychiatric Nursing Practice</td>
<td>4</td>
</tr>
<tr>
<td>NURS 730</td>
<td>Population Health Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 745</td>
<td>Nursing Ethics, Policy &amp; Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>NURS 746</td>
<td>Informatics, Technology, and Emerging Issues</td>
<td>3</td>
</tr>
<tr>
<td>NURS 747</td>
<td>Leadership and Safety for Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 748</td>
<td>Care Coordination and Outcomes Management</td>
<td>3</td>
</tr>
<tr>
<td>NURS 750</td>
<td>Transition to Nursing Practice I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 751</td>
<td>Transition to Nursing Practice II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 789</td>
<td>Statistical and Research Methods for Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 791</td>
<td>Seminar in Clinical Nursing Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 6 hours of electives

Total Credit Hours: 76

* Indicates courses with field study hours
† Indicates courses with lab hours
1 All electives must be 500 level or higher and approved by the academic advisor prior to enrollment.

Nursing Administration, Certificate

The Certificate of Graduate Study in Nursing Administration is for students who hold a master’s degree in nursing and choose to pursue additional knowledge in the area of nursing administration. The program’s curriculum is designed to prepare professional nurses to enter leadership roles and work within interdisciplinary teams to improve system and population health services in a variety of health care settings.
Graduates of the program may be eligible to sit for certification examination as a nurse manager or nurse executive.

Learning Outcomes

- Demonstrate professionalism at the advanced nursing level in the clinical setting.
- Pursue quality, effectiveness, and innovation in shared leadership of interprofessional health teams.

Requirements for Earning the Certificate Include the Following

- Completion of an approved program of study;
- a GPA of 3.00 (on a 4.00 scale) on all courses attempted for graduate credit and all courses numbered 700 and above;
- a GPA of 3.00 (on a 4.00 scale) on all courses on the approved program of study

Coursework

(Total program 18 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 720</td>
<td>Clinical Application of Population Analysis</td>
<td>3</td>
</tr>
<tr>
<td>NURS 734</td>
<td>Conceptual Basis of Health Systems</td>
<td>3</td>
</tr>
<tr>
<td>NURS 738</td>
<td>Financing of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NURS 740</td>
<td>Facilitative Processes in Nursing Administration</td>
<td>3</td>
</tr>
<tr>
<td>NURS 741</td>
<td>Coordinating Processes in Nursing Administration</td>
<td>1</td>
</tr>
<tr>
<td>NURS 742</td>
<td>Integrative Processes in Nursing Administration</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credit Hours 18

1 Indicates courses with practicum hours.

Nursing Administration, M.S.N.

The program's curriculum is designed to prepare professional nurses to enter leadership roles and work within interdisciplinary teams to improve system and population health services in a variety of health care settings.

Graduates of the program may be eligible to sit for certification examination as a nurse manager or nurse executive.

Learning Outcomes

At the conclusion of the program, the master's graduate will be able to:

- Apply theoretical knowledge to the practice of advanced nursing roles.
- Utilize evidence to address population health problems.
- Demonstrate professionalism at the advanced nursing level in the clinical setting.
- Pursue quality, effectiveness, and innovation in shared leadership of interprofessional health teams.

Requirements for Earning the M.S.N. Degree Include the Following

1. Completion of an approved program of study;
2. Completion of an applied research course, NURS 791 (3), or a thesis, NURS 799 (6);
3. A GPA of 3.00 (on a 4.00 scale) on all courses attempted for graduate credit and all courses numbered 700 and above;
4. A GPA of a 3.00 (on a 4.00 scale) on all courses on the approved program of study;
5. Passing a comprehensive assessment during the last semester of the program.

Coursework

Total program 30-33 credit hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 700</td>
<td>Theoretical and Conceptual Foundation for Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 720</td>
<td>Clinical Application of Population Analysis</td>
<td>3</td>
</tr>
<tr>
<td>NURS 717</td>
<td>Application of Basic Statistics for Nursing Practice &amp; Service Management</td>
<td>3</td>
</tr>
<tr>
<td>NURS 790</td>
<td>Research Methods for Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 791</td>
<td>Seminar in Clinical Nursing Research</td>
<td>3-6</td>
</tr>
<tr>
<td>NURS 734</td>
<td>Conceptual Basis of Health Systems</td>
<td>3</td>
</tr>
<tr>
<td>NURS 738</td>
<td>Financing of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NURS 740</td>
<td>Facilitative Processes in Nursing Administration</td>
<td>3</td>
</tr>
<tr>
<td>NURS 741</td>
<td>Coordinating Processes in Nursing Administration</td>
<td>1</td>
</tr>
<tr>
<td>NURS 742</td>
<td>Integrative Processes in Nursing Administration</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credit Hours 30-33

1 Indicates courses with practicum hours.

Nursing Informatics, Certificate

The Certificate of Graduate Study in Nursing Informatics (N.I.) is for students who hold a master’s degree in nursing and seek additional preparation in the management of information and technology to improve health care quality, patient safety, efficiency, and patient outcomes.

Nursing informatics integrates nursing science, computer science, and informatics science to manage and communicate data, information, knowledge and wisdom in nursing practice. Graduates of the program may be eligible to sit for certification examination in nursing informatics.

Learning Outcomes

- Demonstrate professionalism at the advanced nursing level in the clinical setting.
- Pursue quality, effectiveness, and innovation in shared leadership of interprofessional health teams.
Requirements for Earning the Certificate
Include the Following
• completion of an approved program of study;
• a GPA of 3.00 (on a 4.00 scale) on all courses attempted for graduate credit and all courses numbered 700 and above;
• a GPA of a 3.00 (on a 4.00 scale) on all courses on the approved program of study

Course Requirements
(Total program 18 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEC 764</td>
<td>Project Management for Health Information</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 770</td>
<td>Health IT Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>NURS 734</td>
<td>Conceptual Basis of Health Systems</td>
<td>3</td>
</tr>
<tr>
<td>NURS 738</td>
<td>Financing of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NURS 775</td>
<td>Foundations in Nursing Informatics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 777</td>
<td>Nursing Informatics Practicum *</td>
<td>3</td>
</tr>
</tbody>
</table>

*Indicates courses with practicum hours.

Nursing Informatics, M.S.N.
The Masters in Nursing Informatics (N.I.) prepares nurses in the management of information and technology to improve health care quality, patient safety, efficiency, and patient outcomes. Nursing informatics integrates nursing science, computer science, and informatics science to manage and communicate data, information, knowledge, and wisdom in nursing practice. Graduates of the program may be eligible to sit for certification examination in nursing informatics.

Learning Outcomes
• Apply theoretical knowledge to the practice of advanced nursing roles.
• Utilize evidence to address population health problems.
• Demonstrate professionalism at the advanced nursing level in the clinical setting.
• Pursue quality, effectiveness, and innovation in shared leadership of interprofessional health teams.

Requirements
1. Completion of an approved program of study;
2. Completion of an applied research course, NURS 791 (3), or a thesis, NURS 799 (6);
3. A GPA of 3.00 (on a 4.00 scale) on all courses attempted for graduate credit and all courses numbered 700 and above;
4. A GPA of a 3.00 (on a 4.00 scale) on all courses on the approved program of study;
5. Passing a comprehensive assessment during the last semester of the program.

Course Requirements
(Total program 33-36 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEC 764</td>
<td>Project Management for Health Information</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 770</td>
<td>Health IT Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>NURS 700</td>
<td>Theoretical and Conceptual Foundation for Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 720</td>
<td>Clinical Application of Population Analysis</td>
<td>3</td>
</tr>
<tr>
<td>NURS 717</td>
<td>Application of Basic Statistics for Nursing Practice &amp; Service Management</td>
<td>3</td>
</tr>
<tr>
<td>NURS 790</td>
<td>Research Methods for Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 791</td>
<td>Seminar in Clinical Nursing Research</td>
<td>3-6</td>
</tr>
<tr>
<td>or NURS 799</td>
<td>Thesis Preparation</td>
<td></td>
</tr>
<tr>
<td>NURS 734</td>
<td>Conceptual Basis of Health Systems</td>
<td>3</td>
</tr>
<tr>
<td>NURS 738</td>
<td>Financing of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NURS 775</td>
<td>Foundations in Nursing Informatics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 777</td>
<td>Nursing Informatics Practicum *</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 33-36

Nursing Practice, D.N.P.
Objectives
The Doctor of Nursing Practice D.N.P. is a practice degree designed to prepare nurses as clinical practitioners/scholars to assume advanced practice clinical and leadership roles. The D.N.P. program has two entry points, depending upon prior educational experience. The curricular plan is designed for the student who has a B.S.N. or a master’s degree in nursing. The curriculum consists of course work equivalent to that of a master’s degree in nursing plus additional course work (beyond the master’s degree requirements) that extends the leadership skills and provides preparation for a variety of leadership roles in the health care arena.

Doctor of Nursing Practice graduates may be eligible to apply to take national certification examinations in at least one area of advanced practice or leadership areas based on major concentration.

Learning Outcomes
1. Identify direct and indirect clinical problems in complex health settings and work with interprofessional teams to address them.
2. Differentiate theoretical knowledge as it applies to direct or indirect clinical care.
3. Translate evidence to address population health problems.
4. Integrate data bases and information literacy in designing interventions for advanced practice.
5. Execute evidence-based interventions to improve health care outcomes.

Entry Options
The DNP program offers two entry points for students:
B.S.N. entry- a bachelor of science in nursing degree from a program that is nationally accredited;
M.S.N. entry- a bachelor of science in nursing degree and a master’s in nursing degree from nationally accredited programs.
Requirements for Earning the D.N.P. Degree Include

1. Doctoral residency of at least 18 graduate credit hours for three consecutive major semesters. Enrollment in a summer term is not required to maintain continuity, but credits earned during summer terms (including May session) will count toward the 18 hours required for Residency. The residency requirement may be met only after admission to the D.N.P. program;
2. Completion of an approved program of study;
3. Comprehensive assessment through defense of project proposal;
4. Completion of a research utilization / evidence-based practice project and oral defense.

Course Requirements

All DNP students will take the following courses and one of the following concentration areas (Total DNP Core 27 credits hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 737</td>
<td>Foundations for DNP Development</td>
<td>3</td>
</tr>
<tr>
<td>NURS 817</td>
<td>Application of Statistics for Evidence Based Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 779</td>
<td>Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>NURS 808</td>
<td>Advanced Nursing in Population Health</td>
<td>3</td>
</tr>
<tr>
<td>NURS 780</td>
<td>Organizational Theories and Systems in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>NURS 781</td>
<td>Applied Technology in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NURS 819</td>
<td>Evidence and Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 897</td>
<td>DNP Project Preparation and Residency</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credit Hours: 27

1 Indicates practicum course.

Required Concentration Courses for Post-Master's Entry; Nurse Executive Leadership

9 to 12 specialty credit hours (total program 36 to 39 credits hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 806</td>
<td>Nurse Executive Leadership I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 807</td>
<td>Nurse Executive Leadership II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 809</td>
<td>Advanced Healthcare Financing</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 9

1 Indicates practicum course
* MSN level finance course or NURS 738 is a prerequisite for NURS 809.

Required Concentration Courses for Post-Master's Entry; Family Nurse Practitioner Concentration

6 specialty credit hours (total program 33 credits hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 783</td>
<td>Clinical Project Immersion &amp; Proposal Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Concentration Courses for Post-Master's Entry; No Concentration (Active APRN Required)

6 specialty credit hours (total program 33 credits hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 783</td>
<td>Clinical Project Immersion &amp; Proposal Development</td>
<td>3</td>
</tr>
</tbody>
</table>

NURS 805 Advanced Nursing Leadership 3

Total Credit Hours: 6

1 Indicates practicum course.

Required Concentration Courses for Post-BSN Entry; Nurse Executive Leadership

33 specialty credit hours (total program 60 credit hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 717</td>
<td>Application of Basic Statistics for Nursing Practice &amp; Service Management</td>
<td>3</td>
</tr>
<tr>
<td>NURS 720</td>
<td>Clinical Application of Population Analysis</td>
<td>3</td>
</tr>
<tr>
<td>NURS 790</td>
<td>Research Methods for Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 734</td>
<td>Conceptual Basis of Health Systems</td>
<td>3</td>
</tr>
<tr>
<td>NURS 738</td>
<td>Financing of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NURS 740</td>
<td>Facilitative Processes in Nursing Administration</td>
<td>3</td>
</tr>
<tr>
<td>NURS 741</td>
<td>Coordinating Processes in Nursing Administration</td>
<td>3</td>
</tr>
<tr>
<td>NURS 742</td>
<td>Integrative Processes in Nursing Administration</td>
<td>3</td>
</tr>
<tr>
<td>NURS 806</td>
<td>Nurse Executive Leadership I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 807</td>
<td>Nurse Executive Leadership II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 809</td>
<td>Advanced Healthcare Financing</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 33

1 Indicates practicum course.

Required Concentration Courses for Post-BSN Entry; Family Nurse Practitioner Concentration

47 specialty credit hours (total program 74 credit hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 717</td>
<td>Application of Basic Statistics for Nursing Practice &amp; Service Management</td>
<td>3</td>
</tr>
<tr>
<td>NURS 720</td>
<td>Clinical Application of Population Analysis</td>
<td>3</td>
</tr>
<tr>
<td>NURS 790</td>
<td>Research Methods for Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 707</td>
<td>Advanced Pathophysiology for Nurses</td>
<td>3</td>
</tr>
<tr>
<td>NURS 702</td>
<td>Pharmacologic Mgmt in Pediatric, Adult, &amp; Gerontological Patients Across Hlthcare Delivery Continuum</td>
<td>3</td>
</tr>
<tr>
<td>NURS 704</td>
<td>Advanced Health Assessment and Diagnostic Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>NURS 718</td>
<td>Diagnostic Interpretation and Therapeutic Modalities</td>
<td>3</td>
</tr>
<tr>
<td>NURS 756</td>
<td>Advanced Primary Care of Children for the FNP</td>
<td>2</td>
</tr>
<tr>
<td>NURS 757</td>
<td>Advanced Primary Care of Women for the FNP</td>
<td>2</td>
</tr>
<tr>
<td>NURS 758</td>
<td>Acute Problems in Primary Care for the FNP</td>
<td>6</td>
</tr>
<tr>
<td>NURS 759</td>
<td>Management of Common Chronic Health Problems for the FNP</td>
<td>6</td>
</tr>
<tr>
<td>NURS 760</td>
<td>Family Nurse Practitioner Legal, Ethical, and Role Transition</td>
<td>2</td>
</tr>
<tr>
<td>NURS 760A</td>
<td>Family Nurse Practitioner Role Practicum</td>
<td>2</td>
</tr>
<tr>
<td>NURS 783</td>
<td>Clinical Project Immersion &amp; Proposal Development</td>
<td>3</td>
</tr>
</tbody>
</table>

1 Indicates practicum course
2 MSN level finance course or NURS 738 is a prerequisite for NURS 809.
Required Concentration Courses for Post-BSN Entry; Adult Gerontology Acute Care Nurse Practitioner Concentration

46 specialty credit hours (total program 73 credit hours):  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 717</td>
<td>Application of Basic Statistics for Nursing Practice &amp; Service Management</td>
<td>3</td>
</tr>
<tr>
<td>NURS 720</td>
<td>Clinical Application of Population Analysis</td>
<td>3</td>
</tr>
<tr>
<td>NURS 790</td>
<td>Research Methods for Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 707</td>
<td>Advanced Pathophysiology for Nurses</td>
<td>3</td>
</tr>
<tr>
<td>NURS 702</td>
<td>Pharmacologic Mgmt in Pediatric, Adult, &amp; Gerontological Patients Across Hlthcare Delivery Continuum</td>
<td>3</td>
</tr>
<tr>
<td>NURS 704</td>
<td>Advanced Health Assessment and Diagnostic Reasoning ¹</td>
<td>3</td>
</tr>
<tr>
<td>NURS 718</td>
<td>Diagnostic Interpretation and Therapeutic Modalities</td>
<td>3</td>
</tr>
<tr>
<td>NURS 773</td>
<td>Principles of Acute Care Adult and Gerontological Health Problems I ²</td>
<td>6</td>
</tr>
<tr>
<td>NURS 774</td>
<td>Principals of Acute Care Adult and Gerontological Complex Health Problems II ¹,²</td>
<td>6</td>
</tr>
<tr>
<td>NURS 778</td>
<td>Advanced Practice Role: Adult Gerontology Acute Care NP (AGACNP)</td>
<td>2</td>
</tr>
<tr>
<td>NURS 778A</td>
<td>Practicum of Advanced Practice Role: Adult Gerontology Acute Care NP (AGACNP) ²</td>
<td>2</td>
</tr>
<tr>
<td>NURS 783</td>
<td>Clinical Project Immersion &amp; Proposal Development ²</td>
<td>3</td>
</tr>
<tr>
<td>NURS 805</td>
<td>Advanced Nursing Leadership</td>
<td>3</td>
</tr>
<tr>
<td>NURS 772</td>
<td>Introduction of Acute Care Adult and Gerontological Health Problems ¹</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 46

¹ Indicates on campus immersion course.
² Indicates practicum course.

Required Concentration Courses for Post-BSN Entry; Psychiatric Mental Health Nurse Practitioner

47 specialty credit hours (Total 74 Program Credit Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 717</td>
<td>Application of Basic Statistics for Nursing Practice &amp; Service Management</td>
<td>3</td>
</tr>
<tr>
<td>NURS 720</td>
<td>Clinical Application of Population Analysis</td>
<td>3</td>
</tr>
<tr>
<td>NURS 790</td>
<td>Research Methods for Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 707</td>
<td>Advanced Pathophysiology for Nurses</td>
<td>3</td>
</tr>
<tr>
<td>NURS 702</td>
<td>Pharmacologic Mgmt in Pediatric, Adult, &amp; Gerontological Patients Across Hlthcare Delivery Continuum</td>
<td>3</td>
</tr>
<tr>
<td>NURS 704</td>
<td>Advanced Health Assessment and Diagnostic Reasoning ¹</td>
<td>3</td>
</tr>
<tr>
<td>NURS 718</td>
<td>Diagnostic Interpretation and Therapeutic Modalities</td>
<td>3</td>
</tr>
<tr>
<td>NURS 761</td>
<td>Neuroscientific Basis for Pharmacological &amp; Nonpharmacological Treatments for Psychiatric Conditions</td>
<td>4</td>
</tr>
<tr>
<td>NURS 763</td>
<td>Advanced Psychiatric Nurse Practicum I: Management of Psychiatric/Mental Health Conditions ²</td>
<td>6</td>
</tr>
<tr>
<td>NURS 764</td>
<td>Advanced Psychiatric Nurse Practicum II: Management of Complex Psychiatric/Mental Health Conditions ²</td>
<td>6</td>
</tr>
<tr>
<td>NURS 768</td>
<td>Psychiatric Mental Health Nurse Practitioner: Legal, Ethical, and Role Transition</td>
<td>2</td>
</tr>
<tr>
<td>NURS 768A</td>
<td>Advanced Psychiatric Nurse Practicum III: Role Development ²</td>
<td>2</td>
</tr>
<tr>
<td>NURS 783</td>
<td>Clinical Project Immersion &amp; Proposal Development ²</td>
<td>3</td>
</tr>
<tr>
<td>NURS 805</td>
<td>Advanced Nursing Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 47

¹ Indicates on campus immersion course.
² Indicates practicum course.

Nursing Science, Ph.D.

The Ph.D. degree is designed to prepare graduates for a lifetime of intellectual inquiry through creative scholarship and research. Students in this doctoral program acquire the knowledge and skills to conduct research that will contribute to furthering nursing science, practice, education, and administration.

Learning Outcomes

1. Utilize a biobehavioral scientific approach in collaboration with an interdisciplinary team in advancing knowledge to improve health for diverse populations.

2. Demonstrate, through the comprehensive examination, an understanding of the history, theory, and philosophy of science that serve as a foundation for a substantive research area.

3. Generate and communicate new knowledge to public and professional audiences to advance nursing and health.

4. Demonstrate conceptual, methodological, analytical and dissemination skills to advance nursing science within the context of planning, implementing, and evaluating research aimed at improving health and healthcare.

5. Incorporate, through program deliverables and the dissertation proposal, concepts of diversity and inclusion in research, advocacy, and policy to promote health equity.

Admission

The Ph.D. program offers four entry points for students:

- B.S.N. entry - a Bachelor of Science in nursing degree from a program that is nationally accredited (Total 75 credit hours);
- M.S.N. entry - a Bachelor of Science in nursing degree and a master’s in nursing degree from nationally accredited programs (Total 57 credit hours);
• non-M.S.N. master’s entry-a Bachelor of Science in nursing degree from a nationally accredited program and a master’s degree in another discipline (Total minimum 57 credit hours);
• D.N.P. entry - a Doctor of Nursing practice degree from a nationally accredited program (Total 39 credit hours).

Requirements for earning the Ph.D. degree include:

1. doctoral residency of at least 18 graduate credit hours for three consecutive major semesters. Enrollment in a summer term is not required to maintain continuity, but credits earned during summer terms (including May session) will count toward the 18 hours required for residency. The residency requirement may be met only after admission to the PhD program;
2. completion of an approved program of study totaling not less than 39 credits for D.N.P. entry options (at least 30 credits must be earned at the University of South Carolina); not less than 57 credit hours for master’s entry options and not less than 75 credit hours for B.S.N. entry option;
3. completion of the admission-to-candidacy examination at least one full academic year prior to the date on which the degree is to be granted;
4. completion of a foreign language and/or research methods requirement, met through a reading knowledge of a foreign language or competency in statistics/research methods specific to the student’s proposed course of study;
5. completion of a mentored research experience under the supervision of College of Nursing faculty (NURS 898);
6. completion of a comprehensive examination taken after admission to candidacy and completion of all course requirements except those courses in which the student is currently enrolled;
7. completion of an oral defense of a doctoral dissertation.

Course Requirements
All Ph.D. students will take the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 800</td>
<td>Philosophical and Theoretical Foundations of Nursing Science</td>
<td>3</td>
</tr>
<tr>
<td>NURS 801</td>
<td>Theory Analysis and Application for Nursing Science</td>
<td>3</td>
</tr>
<tr>
<td>NURS 803</td>
<td>Scientific Knowledge in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 804</td>
<td>The Role of the Nurse Scientist</td>
<td>3</td>
</tr>
<tr>
<td>NURS 810</td>
<td>Nursing Research Methods I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 811</td>
<td>Nursing Research Methods II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 813</td>
<td>Nursing Research Methods III</td>
<td>3</td>
</tr>
<tr>
<td>NURS 870</td>
<td>Research Proposal Development</td>
<td>3</td>
</tr>
<tr>
<td>NURS 898</td>
<td>Research Internship</td>
<td>3</td>
</tr>
<tr>
<td>NURS 899</td>
<td>Dissertation Preparation</td>
<td>12</td>
</tr>
</tbody>
</table>

Additional B.S.N¹, M.S.N. and non-M.S.N master’s² Entry Student Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 817</td>
<td>Application of Statistics for Evidence Based Nursing Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

Select a minimum of 15 hours of elective courses as required by advisement of Program of Study committee

Total Credit Hours 18

1 B.S.N. entry students need to complete 18 credit hours of master’s level courses which may be from one of the existing nursing majors or emphasis areas or in an individualized program of study. Typically, enrollment in the master’s courses occurs before enrollment in the Ph.D. core courses and includes courses in nursing theory, research methods and entry level statistics.
2 non-M.S.N. master’s entry students who do not have beginning level graduate courses in nursing theory, research, or statistics equivalent to those required in the UofSC College of Nursing Master of Science in Nursing degree program will need to complete these courses prior to beginning the Ph.D. core courses.

Psychiatric Mental Health Nurse Practitioner, M.S.N.

The Psychiatric Mental Health Nurse Practitioner (PMHNP) program is designed to prepare graduates to provide holistic, mental health care integrating neuroscientific principles of behavior, experience and psychopharmacology with psychotherapy, consultation and trauma-related care across the lifespan. The PMHNP will be prepared to practice in diverse settings including nurse-managed clinics, inpatient psychiatric facilities, home health, private psychiatric practices, addiction centers, general ambulatory clinics and schools.

This curriculum prepares nurses to sit for national certification as Psychiatric Mental Health Nurse Practitioner.

Learning Outcomes

• Apply theoretical knowledge to the practice of advanced nursing roles.
• Utilize evidence to address population health problems.
• Demonstrate professionalism at the advanced nursing level in the clinical setting.
• Pursue quality, effectiveness, and innovation in shared leadership of interprofessional health teams.

Requirements for Earning the M.S.N. Degree Include the Following

1. completion of an approved program of study;
2. completion of an applied research course, NURS 791 (3), or a thesis, NURS 799 (6);
3. a GPA of 3.00 (on a 4.00 scale) on all courses attempted for graduate credit and all courses numbered 700 and above;
4. a GPA of 3.00 (on a 4.00 scale) on all courses on the approved program of study;
5. and passing a comprehensive assessment during the last semester of the program.
Course Requirements

Total program 47-50 credit hours.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 700</td>
<td>Theoretical and Conceptual Foundation for Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 720</td>
<td>Clinical Application of Population Analysis</td>
<td>3</td>
</tr>
<tr>
<td>NURS 717</td>
<td>Application of Basic Statistics for Nursing Practice &amp; Service Management</td>
<td>3</td>
</tr>
<tr>
<td>NURS 790</td>
<td>Research Methods for Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 791</td>
<td>Seminar in Clinical Nursing Research</td>
<td>3-6</td>
</tr>
<tr>
<td>or NURS 799</td>
<td>Thesis Preparation</td>
<td></td>
</tr>
<tr>
<td>NURS 702</td>
<td>Pharmacologic Mgmt in Pediatric, Adult, &amp; Gerontological Patients Across Hlthcare Delivery Continuum</td>
<td>3</td>
</tr>
<tr>
<td>NURS 704</td>
<td>Advanced Health Assessment and Diagnostic Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>NURS 707</td>
<td>Advanced Pathophysiology for Nurses</td>
<td>3</td>
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<td>2</td>
</tr>
<tr>
<td>NURS 768A</td>
<td>Advanced Psychiatric Nurse Practicum III: Role Development</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credit Hours 47-50

1 Indicates on campus immersion course.
2 Indicates practicum course.

College of Pharmacy

The University of South Carolina College of Pharmacy is accredited by the Accreditation Council for Pharmacy Education and the Southern Association of Colleges and Schools.

The College of Pharmacy offers the M.S. and Ph.D. degrees in pharmaceutical sciences and is composed of two Departments. The Department of Drug Discovery and Biomedical Sciences (http://www.sc.edu/study/colleges_schools/pharmacy/departments/drug_discovery_and_biomedical_sciences/) offers advanced degrees with specialization in the areas of medicinal chemistry, pharmaceutics, and pharmacology. The Department of Clinical Pharmacy and Outcomes Sciences (http://www.sc.edu/study/colleges_schools/pharmacy/departments/clinical_pharmacy_and_outcomes_sciences/) offers advanced degrees with specialization in the area of Pharmacy Administration.

A graduate admissions committee reviews all applicants to the M.S. and Ph.D. programs. Review of complete applications begins by March 1st. The application deadline is April 15th. Preference will be given to applicants with a minimum overall grade point average equivalent of 3.0 on a 4.0 scale, and minimum GRE score of 294 (verbal and quantitative sections combined) and a 4 on the analytical section. Applicants whose native language is not English are also required to submit a satisfactory score on an approved test of English language proficiency.

For advanced degrees in the disciplines of medicinal chemistry, pharmaceutics, or pharmacology, an undergraduate degree in pharmacy or in related physical sciences, such as chemistry, biochemistry, or biology, is recommended. For advanced degrees in pharmacy administration, an undergraduate or professional degree in pharmacy or a health-related discipline is recommended. Requests for information regarding programs, policies, and the admission process can be submitted electronically via the website of the University of South Carolina at http://www.gradschool.sc.edu/ (http://www.gradschool.sc.edu/).

Programs

- Pharmaceutical Sciences, M.S.
- Pharmaceutical Sciences, Ph.D.

Pharmaceutical Sciences, M.S.

The University of South Carolina College of Pharmacy offers the MS in Pharmaceutical Sciences with an emphasis in either:

- Drug Discovery and Biomedical Sciences through the Department of Drug Discovery and Biomedical Sciences (DDBS), or
- Pharmacy Administration through the Department of Clinical Pharmacy and Outcomes Sciences (CPoS).

The learning outcomes are similar for both options in that students will demonstrate a proficiency in their respective fields. Specifically, students will be able to:

1. Demonstrate a basic knowledge of the theories, principles and methods underlying the pharmaceutical sciences as they relate to the area of emphasis.
2. Identify a research problem, formulate a research plan, analyze data and communicate findings through oral presentations, abstracts, and papers.
3. Critically analyze and synthesize relevant literature.

Drug Discovery and Biomedical Sciences

The MS track in Drug Discovery and Biomedical Sciences requires a minimum of 30 hours beyond the baccalaureate degree, including at least 9 credit hours of thesis preparation. The MS degree requirements include an admission-to-candidacy examination, a comprehensive examination, and a thesis.

Pharmacy Administration

Students who enter the MS program in Pharmacy Administration with a post-baccalaureate degree (BS or PharmD) must successfully complete at least 35 hours of graduate course work, including at least 6 credit hours of thesis. The MS degree requirements include an admission-to-candidacy examination, a comprehensive examination, and a thesis.
**MS Degree, Drug Discovery and Biomedical Sciences Option**

1. A research advisor must be chosen by the end of the first year.
2. Admission to candidacy must occur by the end of the third semester, and includes the following: a.) Submission of a program of study form. Satisfactory completion of all coursework taken in the first three semesters will be evaluated by the committee. b.) Submission of a written initial research proposal, followed by an oral presentation and defense of the proposal to the thesis committee.
3. The comprehensive written and oral examination must be completed.
4. A written thesis, along with an oral presentation and defense, is required for the completion of the MS degree.

In addition to the general requirements listed above, candidates for the MS degree are required to complete two departmental seminar courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHAR 700</td>
<td>Principles of Pharmacology, Medicinal Chemistry, and Pharmaceutics</td>
<td>4</td>
</tr>
<tr>
<td>PHAR 701</td>
<td>Current Topics in Pharmaceutical Sciences</td>
<td>4</td>
</tr>
<tr>
<td>PHAR 712A</td>
<td>Seminar in Pharmaceutical Sciences ¹</td>
<td>1</td>
</tr>
<tr>
<td>PHAR 712B</td>
<td>Seminar in Pharmaceutical Sciences ¹</td>
<td>1</td>
</tr>
<tr>
<td>PHAR 799</td>
<td>Thesis Preparation</td>
<td>1-6</td>
</tr>
</tbody>
</table>

Select 11 hours of electives ²

1 A maximum of 2 hours credit can be earned for PHAR 712.  
2 Electives will be chosen based on the needs of the graduate student. Areas of emphasis include Biomedical Chemistry, Synthetic Medicinal Chemistry, Pharmacoeconomics, and Pharmacology. Electives will be chosen based on the area of emphasis and must be approved by the advisory committee and the Graduate Program Director. Electives must be 700 level and above, or any course approved by the Graduate School for Graduate Credit.

**MS Degree, Pharmacy Administration Option**

All students must successfully complete at least 35 hours of graduate course work. In addition to the general requirements listed above, candidates for the MS degree are required to complete two departmental seminar courses (PHAR 711 A-B). All students must submit a thesis based upon original research, meeting all requirements of The Graduate School prior to award of the degree. No more than six hours of credit for PHAR 799 will be allowed for thesis research and writing. Further degree requirements are listed below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHAR 711</td>
<td>Seminar in Pharmacy Administration (A-B)</td>
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</tr>
<tr>
<td>PHAR 740</td>
<td>Socio-Economics of Pharmacy Practice</td>
<td>3</td>
</tr>
<tr>
<td>PHAR 742</td>
<td>Research Methods in Pharmaceutical and Health Outcomes Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PHAR 748</td>
<td>Principles of Pharmacoeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 720</td>
<td>Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 701</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 728</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 729</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 700</td>
<td>Introduction to Biostatistics ¹</td>
<td>3</td>
</tr>
</tbody>
</table>

or BIOS 701 Concepts and Methods of Biostatistics

¹ BIOS 757 Intermediate Biostatistics 3
PHAR 799 Thesis Preparation 1-6

¹ STAT 515/516 may be substituted for BIOS 701/757

**Pharmaceutical Sciences, Ph.D.**

**Learning Outcomes**

- Students will demonstrate proficiency in understanding principles of medicinal chemistry, pharmacology, and pharmacoeconomics. Students will also demonstrate knowledge in techniques of biochemistry, molecular biology, and physiology as applied to pharmaceutical research.
- Students will be able to identify pertinent research problems, and formulate a research plan.
- Students will be able to critically analyze relevant literature, and to communicate scientific findings with oral presentations.
- Students will be able to generate and analyze original research results, and to communicate these results to the scientific community.
- Within five years of graduation with their PhD degree, students will be engaged in professional careers and/or postdoctoral fellowship.
- Over time, graduates of our program will be successful in professional careers.

**Degree Requirements (60-61 Hours Post-baccalaureate)**

**Drug Discovery and Biomedical Sciences**

The Ph.D. track in Drug Discovery and Biomedical Sciences requires a minimum of 60 hours beyond the baccalaureate degree, or a minimum of 30 hours beyond the master's degree as approved by advisement, including at least 12 credit hours of dissertation preparation. The Ph.D. degree requirements include an admission-to-candidacy examination, a comprehensive examination, and a dissertation.

**Pharmacy Administration**

Students who enter the Ph.D. program in Pharmacy Administration with a post-baccalaureate degree (BS or PharmD) must successfully complete at least 61 hours of graduate course work. Students who enter the Ph.D. program in Pharmacy Administration with a Masters of Science (MS) degree in a health-related field must successfully complete at least 37 hours of graduate course work beyond the MS as approved by the advisor, including at least 12 credit hours of dissertation preparation. The Ph.D. degree requirements include an admission-to-candidacy examination, a comprehensive examination, and a dissertation.

**In the Department of Drug Discovery and Biomedical Sciences**

1. A research advisor must be chosen by the end of the first year.
2. Admission to candidacy must occur by the end of the second year, and includes the following:
   a. Submission of a doctoral program of study form. Satisfactory completion of all coursework taken in the first two years will be evaluated by the committee.
   b. Submission of a written initial research proposal, followed by an oral presentation and defense of the proposal to the thesis committee.
3. The comprehensive written and oral examination must be completed by the end of the third year.
4. A written dissertation, along with an oral presentation and defense, is required for the completion of the Ph.D. degree

In addition to the general requirements listed above, candidates for the Ph.D. degree are required to complete four departmental seminar courses:

**Ph.D., Pharmaceutical Sciences (60 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHAR 700</td>
<td>Principles of Pharmacology, Medicinal Chemistry, and Pharmaceutics</td>
<td>4</td>
</tr>
<tr>
<td>PHAR 701</td>
<td>Current Topics in Pharmaceutical Sciences</td>
<td>4</td>
</tr>
<tr>
<td>PHAR 712A</td>
<td>Seminar in Pharmaceutical Sciences ¹</td>
<td>1</td>
</tr>
<tr>
<td>PHAR 712B</td>
<td>Seminar in Pharmaceutical Sciences ¹</td>
<td>1</td>
</tr>
<tr>
<td>PHAR 712C</td>
<td>Seminar in Pharmaceutical Sciences ¹</td>
<td>1</td>
</tr>
<tr>
<td>PHAR 712D</td>
<td>Seminar in Pharmaceutical Sciences ¹</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Select 12 hours of electives ²</td>
<td>12</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 24

¹ A maximum of 4 hours credit can be earned for PHAR 712. ² Electives will be chosen based on the needs of the graduate student.

Areas of emphasis include Biomedical Chemistry, Synthetic Medicinal Chemistry, Pharmaceutics, and Pharmacology. Electives will be based on the area of emphasis and must be approved by the Ph.D. advisory committee and the Graduate Program Director. Electives must be 700 level and above, or any course approved by the Graduate School for Graduate Credit.

**Doctoral Directed Research (24 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHAR 896</td>
<td>Doctoral Directed Research ¹</td>
<td>1-6</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 1-6

¹ Other didactic electives may be applied toward the total hours of credit if approved by the Ph.D. advisory committee.

**Dissertation Preparation (12 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHAR 899</td>
<td>Dissertation Preparation</td>
<td>12</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 12

**Concurrent Pharm.D. and Ph.D. (60 Hours minimum)**

In addition to the general requirements listed above, students pursuing the Pharm.D. and Ph.D. concurrently will take elective courses that are approved for graduate credit and fulfill requirements for the Ph.D. program. Electives in the Pharm.D. curriculum: up to nine credit hours can count toward both degrees, with the following stipulations. The student must have completed at least 90 hours of undergraduate course work, have a minimum GPA of 3.40, and have form GS-59 on file in The Graduate School. A grade of B or higher must be earned for the course to count for graduate credit. At least half of the electives must be numbered 700 or above. Courses numbered 500-699 are acceptable only if they have been approved for graduate credit. Graduate courses taught in units other than pharmacy must be approved by the graduate faculty of pharmacy as appropriate for a Ph.D. degree in pharmaceutical sciences. Registration for each course requires approval of the student’s advisor, the chair of the student’s department, the graduate director of the Ph.D. program, and the dean of The Graduate School. Form GS-59A must be processed for each graduate credit course at the time of registration to permit the registrar’s office to properly enroll the student for graduate credit.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHAR 712A</td>
<td>Seminar in Pharmaceutical Sciences ⁴</td>
<td>1</td>
</tr>
<tr>
<td>PHAR 712B</td>
<td>Seminar in Pharmaceutical Sciences ⁴</td>
<td>1</td>
</tr>
<tr>
<td>PHAR 712C</td>
<td>Seminar in Pharmaceutical Sciences ⁴</td>
<td>1</td>
</tr>
<tr>
<td>PHAR 712D</td>
<td>Seminar in Pharmaceutical Sciences ⁴</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 4

**Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select up to three graduate-level courses taken as electives for the Pharm.D. ⁴</td>
<td>0-9</td>
</tr>
<tr>
<td></td>
<td>Select two to five graduate-level courses not taken for the Pharm.D. degree</td>
<td>7-15</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 7-24

¹ Electives must be approved by the Ph.D. advisory committee as appropriate for one of the following specialty areas.

**Doctoral Directed Research (up to 29 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHAR 896</td>
<td>Doctoral Directed Research ¹</td>
<td>1-6</td>
</tr>
</tbody>
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**Total Credit Hours** 1-6

¹ Other didactic electives may be applied toward the total hours of credit if approved by the Ph.D. advisory committee.

**Dissertation Preparation (12 Hours)**

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PHAR 899</td>
<td>Dissertation Preparation</td>
<td>12</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 12

**In the Department of Clinical Pharmacy and Outcomes Sciences**

The Ph.D. in Pharmaceutical Sciences with an emphasis in Pharmacy Administration prepares the graduate for many careers in academia and the pharmaceutical industry. The program is designed to meet the specific needs and objectives of the student and provide a strong foundation of course work and experiences in the areas of pharmaceutical outcomes research. In addition to the core coursework, students select a minor field to develop additional expertise in economics, pharmacoepidemiology, biostatistics, marketing or health policy. The program has a strong emphasis on developing quantitative, analytical and data management skills and uses a multidisciplinary approach in teaching and research activities.

Students who enter the Pharm.D. program in Pharmacy Administration with a post-baccalaureate degree (BS or PharmD) must successfully complete at least 61 hours of graduate course work. Students who enter the Ph.D. program in Pharmacy Administration with a Masters degree in a related field must successfully complete at least 37 hours of graduate course work.

After enrolling in the program, the student must choose a research advisor by the end of the first year of enrollment. Admission to candidacy must occur by the end of the second year after passing a qualifying
examination based on all courses completed in the business and analytical core. The comprehensive written and oral examination must be completed by the end of the third year of the program. A written dissertation, along with an oral presentation and defense, is required for the completion of the Ph.D. degree.

**Ph.D. Pharmacy Administration Option (61 Hours Minimum Post-Baccalaureate)**

**Pharmacy Core (28 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHAR 711A</td>
<td>Seminar in Pharmacy Administration</td>
<td>1</td>
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<tr>
<td>PHAR 711B</td>
<td>Seminar in Pharmacy Administration</td>
<td>1</td>
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<tr>
<td>PHAR 711C</td>
<td>Seminar in Pharmacy Administration</td>
<td>1</td>
</tr>
<tr>
<td>PHAR 711D</td>
<td>Seminar in Pharmacy Administration</td>
<td>1</td>
</tr>
<tr>
<td>PHAR 740</td>
<td>Socio-Economics of Pharmacy Practice</td>
<td>3</td>
</tr>
<tr>
<td>PHAR 741</td>
<td>Pharmaceutical Outcomes Database Development</td>
<td>3</td>
</tr>
<tr>
<td>PHAR 742</td>
<td>Research Methods in Pharmaceutical and Health Outcomes Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PHAR 748</td>
<td>Principles of Pharmacoeconomics</td>
<td>3</td>
</tr>
<tr>
<td>PHAR 899</td>
<td>Dissertation Preparation</td>
<td>12</td>
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</table>

**Total Credit Hours** 28

**Business Core (12 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECON 720</td>
<td>Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 701</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 728</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 729</td>
<td>Managerial Accounting</td>
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**Total Credit Hours** 12

**Analytic Core (12 hours)**

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>BIOS 700</td>
<td>Introduction to Biostatistics</td>
<td>3</td>
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<tr>
<td>or STAT 515</td>
<td>Statistical Methods I</td>
<td></td>
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<tr>
<td>BIOS 757</td>
<td>Intermediate Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>or STAT 516</td>
<td>Statistical Methods II</td>
<td></td>
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<tr>
<td>BIOS 754</td>
<td>Discrete Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>or STAT 518</td>
<td>Nonparametric Statistical Methods</td>
<td></td>
</tr>
<tr>
<td>EPID 701</td>
<td>Concepts and Methods of Epidemiology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 12

**Minor/Cognate (9 Hours Minimum)**

Students in the Ph.D. in Pharmacy Administration must also take at least 9 hours of minor/cognate graduate level courses in one of the following areas: biostatistics, marketing, health policy, economics, or epidemiology. Minor/cognate coursework will be determined by the advisor and graduate director in consultation with the student.

All students are required to submit a dissertation based upon original research, meeting all requirements of The Graduate School prior to award of the degree.

**Required Courses (28 hours)**

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<td>Dissertation Preparation</td>
<td>12</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 28

Additional coursework may be required as part of the program of study for post-MS entrants. Additional coursework will be determined by the advisor and graduate director after considering the skills, competencies and experiences of the post-MS student.

**Minor/Cognate (9 Hours Minimum)**

Students in the Ph.D. in Pharmacy Administration must also take at least 9 hours of minor/cognate graduate level courses in one of the following areas: biostatistics, marketing, health policy, economics, or epidemiology. Minor/cognate courses will be identified and approved by the major advisor and graduate director in consultation with the student.

**Arnold School of Public Health**

G. Thomas Chandler, Dean
Alan Decho, Associate Dean for Research
James Hardin, Associate Dean for Faculty Affairs and Curriculum and Interim Chair, Department of Health Services Policy and Management
Lee Pearson, Associate Dean for Operations and Accreditation
Toni Torres-McGehee, Associate Dean for Diversity, Equity and Inclusion
Sara J. Corwin, Associate Dean for Undergraduate Student Affairs
Jean Nells-Strunjas, Chair, Department of Communication Sciences and Disorders
Geoff Scott, Chair, Department of Environmental Health Sciences
Anthony Alberg Chair, Department of Epidemiology and Biostatistics
Shawn M. Arent, Chair, Department of Exercise Science
Daniela Friedman, Chair, Department of Health Promotion, Education, and Behavior

Public Health is an exciting and growing field of study. The field challenges its professionals to confront complex health issues, such as improving access to health care, controlling infectious disease, and reducing environmental hazards, violence, substance abuse, and injury. Professionals in Public Health come from varying educational backgrounds and can specialize in an array of fields. A host of specialists, including teachers, journalists, researchers, administrators, environmentalists, demographers, social workers, laboratory scientists, physicians, and attorneys, work to protect the health of the public. This is a field geared toward serving local, national, and international communities. Public Health professionals are leaders who meet the many
exciting challenges in protecting the public’s health today and in the future. The Arnold School of Public Health was established by legislative action in 1974 and has been fully accredited by the Council on Education for Public Health (CEPH) since 1979.

The mission of the Arnold School of Public Health is to improve population health and well-being by fostering innovative education and research that promotes health and healthy environments and will use that knowledge to prevent and effectively respond to disease, disability, and environmental degradation in diverse communities. An integral part of the training of students at the school is participation in research activities. Since the state is experiencing rapid demographic and industrial changes, health problems range from those of a traditional rural setting (infectious diseases, infant mortality, access to health care) to those of a modern industrial setting (impact of new industries on air and water quality and the safety of the workplace). The school has been committed to “action research” since its inception. The importance of dealing with operating programs and defined problems has led to close working relationships with human service programs, health care facilities, and governmental agencies throughout the state and region.

The school contains the Prevention Research Center, the Core for Applied Research and Evaluation, the Nutrition Consortium, the Cancer Prevention and Control Program, the Office for the Study of Aging, the Rural and Minority Health Research Center, the Consortium for the Latino Immigration Studies, the Center for Community Health Alignment, the PASOs Program, the Community Health Worker Institute and the Montgomery Speech-Language-Hearing Clinic.

Degrees Offered
The Arnold School of Public Health offers graduate programs of study leading to the degrees of Doctor of Philosophy (Ph.D.), Master of Public Health (M.P.H.), Master of Science (M.S.), and Master of Science in Public Health (M.S.P.H.). The Department of Exercise Science also offers the Doctor of Physical Therapy (D.P.T.); the Department of Communication Sciences and Disorders offers study that leads to the Master of Science (M.S.) in Speech-Language Pathology in two modalities, full-time face-to-face/residential (MS-Res) and part-time via distance-education (MS-DE); and the Department of Health Services Policy and Management also offers a Master of Health Administration (M.H.A.).

A Master of Social Work/M.P.H. dual degree is offered in cooperation with the College of Social Work. A dual Juris Doctor/M.H.A. is offered in cooperation with the School of Law. Within the Arnold School, a student can earn a dual PhD in Epidemiology and Environmental Health Sciences. The Certificate of Graduate Study in Health Communication is administered by the Department of Health Promotion, Education, and Behavior; the School of Journalism and Mass Communications; and the School of Library and Information Science. The Department of Health Promotion, Education, and Behavior also offers graduate certificates in Global Health and in Aging. The Department of Environmental Health Sciences offers a graduate certificate in Environmental Nanoscience and Risk.

Admission Requirements
Requirements for admission conform to the general regulations of The Graduate School of the University of South Carolina including satisfactory scores on the Graduate Record Examination, unless otherwise indicated in the program documentation. In addition, applicants must submit official transcripts of their entire academic record, evidence of academic performance at a B or better level, a curriculum vitae or resume, a brief statement of professional goals and objectives, and at least two letters of recommendation. Programs may have additional admission requirements.

Departments
- Communication Sciences Disorders (p. 1156)
- Environmental Health Sciences (p. 1161)
- Epidemiology and Biostatistics (p. 1166)
- Exercise Science (p. 1184)
- Health Promotion, Education, and Behavior (p. 1196)
- Health Services Policy and Management (p. 1202)
- Public Health Programs (Division of Academic Affairs) (p. 1210)

Communication Sciences Disorders
Department Website (http://www.sph.sc.edu/comd/)
Jean Neils-Strunjas, Chair

The Department of Communication Sciences and Disorders offers graduate training leading to the master’s and doctoral degrees. The master’s program is a professional degree program intended to prepare students for the clinical practice of speech-language pathology. The program has been continuously accredited for more than 30 years by the Council for Academic Accreditation of the American Speech-Language-Hearing Association (ASHA). Graduates of the master’s program are eligible for their state license to practice speech-language pathology, a teaching certificate from the South Carolina State Department of Education, and board certification from ASHA (the Certification for Clinical Competence in Speech-Language Pathology). The Department provides two paths to the master’s degree in speech-language pathology. The Master of Science (M.S.) in Speech-Language Pathology degree in the residential modality (MS-Res) is the traditional, on-campus program in which students are continuously enrolled on a full-time basis for two calendar years. The Master of Science (M.S.) in Speech-Language Pathology degree in the distance-education modality (MS-DE) is a part-time degree program, offered through distance education, requiring three to four years of study, depending on a student’s prior academic training. The Doctor of Philosophy (Ph.D.) degree in Communication Sciences and Disorders is designed to prepare individuals for careers in research and the scholarly study of the science of human communication and its disorders. Doctoral students, under the director of a mentor, regularly participate in laboratory activities and pursue a program of scholarly research leading to publication in scientific journals and grant writing. The Ph.D. is an academic degree and focuses on providing students with the skills necessary to be successful university professors at research-1 institutions.

Academic Requirements for Progression
Students pursuing a graduate degree in the Department of Communication Sciences and Disorders may not receive more than 11 semester hours of grades below B. Upon receipt of the twelfth semester hour of C+ or below, the student becomes academically ineligible to continue in the program. It should be noted that this academic requirement is more stringent than that of The Graduate School, which requires only that students maintain an overall graduate grade point average of 3.0.
Montgomery Speech-Language-Hearing Clinic

The Montgomery Speech-Language-Hearing Clinic is one of more than 600 practicum sites where students pursuing their master’s degree in speech-language pathology receive supervised clinical experience. Clinical services include speech, language, and hearing evaluations and treatment for persons of all ages, including University students and faculty members. The Clinic is located at 1705 College Street, Suite 220, Columbia, SC 29208 and employs three audiologists, nine speech-language pathologists, and four staff members.

Department Admissions Requirements

Due to the large number of applications received each year, admission to the master’s degree programs in speech-language pathology is highly competitive. The mean four-year undergraduate GPA for those admitted during the previous year was 3.75 (on a 4.0-point scale), while the average Verbal and Quantitative scores on the Graduate Record Exam were 154 and 15, respectively. Admission is holistic, and for 2021, submission of GRE scores is not required, but optional.

All applicants to the graduate programs in Communication Sciences and Disorders must have completed college-level coursework in the following four areas before entering our program:

1. a biological science,
2. a social/behavioral science,
3. statistics, and
4. chemistry or physics.

Under no circumstances will a student be permitted to begin our master’s degree program unless all four of these prerequisite courses have been completed. Previous coursework in speech-language pathology is not a requirement for admission to the master’s degree program and only affects the point of entry into the program.

While students’ undergraduate major and post baccalaureate courses are not a consideration for admission, they do affect when students begin their master’s program. Students in the MS-Res program begin course work during the fall semester while students in the MS-DE program begin in the summer, provided they have completed a minimum of 25 clock hours of supervised observation plus three semester hours of coursework in each of the following:

- anatomy and physiology of the speech and hearing mechanism
- phonetics
- language development
- articulation disorders.

MS-Res students who have not met these requirements enter the program in the summer; MS-DE students who have not met these requirements enter the program in the fall.

Since the purpose of the Ph.D. program is to prepare communication scientists to fill faculty positions at Research I institutions, applicants should demonstrate an interest in pursuing a career in scholarly teaching and research. Completion of a masters thesis, research presentations at professional meetings, published abstracts and peer review articles are examples of items on an applicant’s resume that show evidence of a research interest.

Applicants to the Ph.D. program should specify, in the personal statement accompanying their application, their area of research interest. The department currently has laboratories supporting research in neuroimaging, adult neurogenics, voice disorders and instrumentation, and child language. For information on this research and these laboratories, go to the department’s research web sites: http://www.sph.sc.edu/comd/research.htm.

Programs

- Communication Sciences and Disorders, Ph.D. (p. 1160)
- Speech-Language Pathology, M.S. (p. 1160)

Courses

COMD 500 - Introduction to Speech-Language Pathology and Audiology (3 Credits)
Human communication disorders with an overview of prevention and treatment programs.

COMD 501 - Anatomy and Physiology of Speech and Hearing Mechanisms (3 Credits)
An intensive study of the anatomy and physiology of the speech and hearing mechanisms.

COMD 507 - Language Theory and Phonetics (3 Credits)
Study of language theory and international phonetics alphabet transcription.

COMD 521 - Introduction to Clinical Procedures in Speech Pathology (1 Credit)
Diagnostic and therapeutic programs for the communicatively handicapped will be observed in the public school and various rehabilitative settings. Discussion and study of basic therapeutic theories and procedures utilized in speech therapy. Introduction to phonetics or equivalent or permission of instructor.

COMD 525 - Selected Topics (1-3 Credits)
Presentation of current experimental or innovative programs in diagnosis and treatment of the communicatively impaired. Course is designed to update the practicing clinician in specific areas of expertise. May be repeated for credit. Individual topics to be announced by title. Permission of instructor.

COMD 526 - Disorders of Articulation: Evaluation and Therapy (3 Credits)
The diagnosis and treatment of articulation problems in children and adults, including analysis of current research in testing and therapy for articulation disorders.

Prerequisites: COMD 501 and COMD 507 or equivalents.

COMD 560 - Observation of Speech Language Pathology (1-3 Credits)
Introduction to the clinical process through observation of various diagnostic reports and intervention programs included.

COMD 570 - Introduction to Language Development (3 Credits)
The language acquisition process in normal children, including the development of semantics, morphology, syntax, phonology, and pragmatics; American dialects and bilingualism.

Prerequisites: COMD 501 and COMD 507.

Cross-listed course: LING 570

COMD 700 - Advanced Seminars in Speech Sound Disorders (3 Credits)
Study of advanced alternative procedures for the evaluation and management of individuals with significant phonological disturbances.
COMD 701 - Stuttering: Evaluation and Therapy (1-3 Credits)
An introduction to the problem of stuttering; its possible causes; the management and training of clients.

COMD 702 - Cleft Palate-Craniofacial Disorders: Evaluation and Management (1-3 Credits)

COMD 703 - Genetics of Communication Disorders (1 Credit)
Genetic factors that contribute to disorders of speech, language, and hearing.

COMD 704 - Disorders of Voice: Evaluation and Therapy (1-3 Credits)
The diagnosis and treatment of voice disorders in children and adults. The neurological, physiological, and psychological bases of voice disorders will be considered.

COMD 705 - Adult Speech, Language, and Cognitive Disorders (3 Credits)
Neuropathological bases for language disorders in adults; includes differential diagnosis and remediation techniques. 
Prerequisite or Corequisite: COMD 744.

COMD 706 - Preschool Language Development and Disorders (3 Credits)
Components of communication, oral language, and speech in preschool children with diverse problems across all aspects of language learning, including factors that serve as precursors to literacy skills as well as evidence-based approaches to language assessment and intervention.

COMD 707 - Clinical Evaluation in Communicative Disorders (1-3 Credits)
Assigned readings and reports combined with clinical practice in the evaluation of cases in areas such as aphasia, cerebral palsy, voice disorders, articulation problems, stuttering, or cleft palate.

COMD 708 - Directed Study in Speech Pathology (3 Credits)
Directed readings and/or research in speech pathology. May be repeated for credit.

COMD 709 - Laryngectomy Clinical Management (1-3 Credits)
Pre- and postoperative clinical management of the laryngeal patient with emphasis on communication and related problems.

COMD 710 - Selected Topics in Speech Pathology (1-3 Credits)
Individually assigned directed readings in speech pathology. May be repeated for credit when the topics covered or subject matter is different.

COMD 711 - Seminar in Speech Pathology (1-3 Credits)
An in-depth study of selected issues. May be repeated for credit when the topics covered or subject matter is different.

COMD 712 - Management and Coordination of Programs in Speech Pathology and Audiology (1-3 Credits)
A study of management systems in funding, scheduling, and case load.

COMD 713 - Neurogenic Disorders of Speech (1-3 Credits)
Clinical management of the neurogenic speech disorders. Major emphasis on neuroanatomy and pathophysiology; sign and symptoms, etiology, and the diagnosis and treatment of the major disorders. 
Prerequisite or Corequisite: COMD 502, COMD 700, AND COMD 724 or equivalent course.

COMD 714 - Gerontology and Communicative Disorders (1-3 Credits)
Aging, communicative processes and problems associated with aging, and specific communicative disorders associated with aging. Methods of assessment and rehabilitation will be considered.

COMD 715 - Augmentative Communication: Assessment and Intervention (1-3 Credits)
A study of historical perspectives, current issues, assessment, intervention techniques, and training strategies in augmentative communication.

COMD 716 - Public Health Perspectives in Communication Sciences and Disorders (1 Credit)
Public health issues and historical context related to speech, language, and hearing from local, national and global perspectives.

COMD 717 - Professional Issues in Speech-Language Pathology (1 Credit)
Issues affecting speech-language pathologists including professional education, certification, licensure, legislation, standards, and ethics. 
Prerequisites: COMD 521 and COMD 712.

COMD 720 - School-Age Language & Literacy Development and Disorders (3 Credits)
The relationship between oral and written language and factors that impact reading and writing (phonological awareness, phonics, vocabulary). Reading (word-level, comprehension, fluency) and writing (composition, spelling) development, assessment, intervention and issues related to delivery of literacy services in the schools.

COMD 721 - Cognitive Rehabilitation (1-3 Credits)
Traumatic brain injury and implications for speech and language function including diagnostic evaluation and remediation. 
Prerequisite or Corequisite: COMD 502 or equivalent course.

COMD 722 - Dysphagia (1-3 Credits)
Normal function and pathologic changes of the swallowing mechanism, including evaluation and therapeutic techniques.

COMD 723 - Language Disorders in Adolescents (1-3 Credits)
Diagnosis and treatment of communication problems in adolescent children, including educational psychosocial sequelae.

COMD 724 - Introduction to Medical Speech-Language Pathology (1 Credit)
Practical application skills for speech-language pathology in the medical setting.

COMD 725 - Pediatric Dysphagia (1-3 Credits)
Anatomical and physiological orientation to oral-pharyngeal swallowing disorders in young children. 
Prerequisite or Corequisite: COMD 502, COMD 722, AND COMD 724 or equivalent course.

COMD 726 - Advanced Cognitive Retraining (3 Credits)
Issues in traumatic brain injury and implications for speech and language function.

COMD 727 - Advanced Study of Literacy for Speech-Language Pathologists (2 Credits)
Theories of reading development with regard to their implications for assessment and intervention. Connections between oral and written language skills, including vocabulary as a link between word level and text-level skills. Overall framework for thinking about literacy as a multi-component language skill.

COMD 735 - Counseling in Speech-Language Pathology (2 Credits)
The use of counseling skills by speech-language pathologists regarding the impact of communication disorders on the family system, the importance of interpersonal communication in counseling, and the principles and processes of counseling in facilitating behavior change.
COMD 738 - The Speech Pathologists Role in Working with Children with Autism Spectrum Disorders (2 Credits)
Speech-language pathologists (SLPs) are key team members in the assessment and treatment of individuals with Autism Spectrum Disorders (ASD), with 90% of school-based SLPs serving children with ASD. This course is intended to prepare students for the assessment and interventions targeting language and communication skills for children with ASD.

COMD 744 - Neurocognitive Bases of Language Behavior (3 Credits)
Neurocognitive bases for speech and language in the central nervous system including anatomy and physiology and theoretical constructs of language.
Prerequisites: COMD 501.

COMD 745 - Introduction to Speech Science and Acoustic Measurement (3 Credits)
The physical and related psychological attributes of speech. Use of electronic instruments and laboratory practices in measurement of acoustic variables. Introduction to information theory.
Prerequisites: COMD 501 and COMD 507.

COMD 748 - Speech Pathology Management of Patients with Tracheostomy & Ventilator Dependency (2 Credits)
Communication options and dysphagia management for speech-language pathologists working with tracheostomized patients.
Prerequisites: COMD 722.

COMD 750 - Introduction to Audiology and Aural Habilitation (3 Credits)
Basic anatomy and psycho-physics of hearing, pathologies of hearing loss, introduction to identification procedures including hearing screening and pure-tone audiometry, impact of hearing loss on preschool and school-aged children, and educational, psychological, and medical aspects of auditory habilitation.
Prerequisites: COMD 507 and COMD 504.

COMD 754 - Aural (Re)Habilitation of Children and Adults (3 Credits)
Effects of hearing loss on a child’s development and also on adult function and quality of life (linguistic, intellectual, social, and educational). Communication assessment and case management, including parent and patient training, education, and counseling.
Prerequisite or Corequisite: COMD 501, COMD 745, and COMD 750 or their equivalent.

COMD 755 - Aural Rehabilitation of Adults (3 Credits)
Comprehensive rehabilitation of hearing-impaired adults with emphasis upon amplification, auditory training, and speech reading in developing communication skills.

COMD 760 - Cochlear Implants (3 Credits)
Anatomy and physiology of the normal cochlea and the eighth cranial nerve. Evoked otoacoustic emissions as a diagnostic medium. Cochlear pathology with emphasis on candidacy for cochlear implantation.

COMD 761 - Habilitation of Individuals with Cochlear Implants (1-3 Credits)
Clinical techniques for the communication assessment and habilitation of the child post cochlear implantation.

COMD 762 - Aural Habilitation: Manual Communication (1-3 Credits)
Basic sign vocabulary for speech-language pathologists’ professional use with hearing-impaired clients. Focus on the nature and components of manual language systems.

COMD 772 - Practicum in Speech Language Pathology and Audiology (1-13 Credits)
Supervised clinical practice in screening, diagnosis, and therapy.

COMD 774 - Internship in Speech Pathology (3-13 Credits)
Supervised internship in diagnosis and treatment of children and adults with communicative disorders in clinical and public school settings in field situations.

COMD 790 - Introduction to Research in Speech Pathology and Audiology (3 Credits)
An introduction to research methods applicable to and utilized in speech pathology and audiology. An analysis of basic and applied research.

COMD 791 - Research Methodology (3 Credits)
Preparation of research designs, procedures of sampling and use of statistical measures.

COMD 799 - Thesis Preparation (1-9 Credits)

COMD 800 - Seminar in Speech Pathology (3 Credits)
An in-depth exploration of problems, theories, and research in a specific area of speech pathology. May be repeated for credit when the topic(s) covered is different. Individual topics to be announced with title.

COMD 801 - Advanced Topics in Speech Pathology (3 Credits)
A series of lectures, presentations, and discussion sessions in a selected area of speech pathology. May be repeated for credit when the topic(s) covered is different. Individual topics to be announced with title.

COMD 802 - Contemporary Issues In Speech Pathology (3 Credits)
Issues of local, state, and national import related to the prevention or solution of problems in speech pathology.

COMD 803 - Advanced Study of Clinical Phonology (3 Credits)
Introduction to nonlinear phonological theory (e.g., autosegmental, metrical) and its application for assessment and intervention of children with phonological disorders.

COMD 805 - Advanced Study of Language Disorders in Adults (3 Credits)
Theories of language processing, language development, and the effects of neural pathology on the normal language process.

COMD 820 - Advanced Speech Science (3 Credits)
Advanced study of the physical and related psychological attributes of sound and measurement of acoustic variables of sound and speech. Review of current research in speech science.

COMD 821 - Advanced Hearing Science (3 Credits)
The normal auditory system; middle ear and cochlear physiology as determiners of auditory psychophysics.

COMD 822 - Normal Bases of Speech Production (3 Credits)
Processes underlying speech production, including neural control, respiration, phonation, and articulation; theories explaining the processes; measurements of physical properties of speech.

COMD 823 - Normal Bases of Language (3 Credits)
Advanced study of the effects of pathology on the normal language processes. Theories of language processing and development over the life span. Effects of focal and diffuse neutral pathologies on language processes.

COMD 899 - Doctoral Research and Dissertation Preparation (1-12 Credits)
Communication Sciences and Disorders, Ph.D.

The Ph.D. degree in Communication Sciences and Disorders prepares professionals for academic careers, and therefore its emphasis is on research and the scholarly study of the science of human communication and its disorders. All students in the doctoral program must pursue their studies on a full-time basis, conducting scientific experiments in one or more of the department’s laboratories under the guidance of a research mentor. Ph.D. students also gain experience in curriculum development and classroom teaching.

Learning Outcomes

- Doctoral students will demonstrate entry level competency skills (for university teaching) in principles and methods of teaching college-level coursework.
- Doctoral students will demonstrate entry level competency skills (for university-level research) in the principles and methods of conducting and disseminating research.

Degree Requirements (57 Post-Masters Hours)

Doctoral students must complete a minimum of 45 semester hours of graduate course work beyond the master’s degree in speech-language pathology plus 12 semester hours of dissertation preparation (COMD 899). Students who are nationally certified by the American Speech-Language-Hearing Association generally pursue two years of academic/research preparation followed by one or more years to complete the dissertation. Master’s-level speech-language pathologists who are wishing to pursue their ASHA certification while enrolled in the doctoral program will take slightly longer. Finally, students with bachelor’s degrees from other related scientific disciplines (e.g., psychology, linguistics, engineering, exercise science), who aspire to become speech-language-hearing scientists with no interest in clinical practice, take three years of course work (up to 18 additional semester hours, as determined by their doctoral planning committee) prior to the dissertation year. In addition to the courses listed below, all Ph.D. students must take PUBH 700.

Speech, Language, & Hearing Science (9 Hours Minimum)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMD 820</td>
<td>Advanced Speech Science</td>
<td>3</td>
</tr>
<tr>
<td>COMD 821</td>
<td>Advanced Hearing Science</td>
<td>3</td>
</tr>
<tr>
<td>COMD 822</td>
<td>Normal Bases of Speech Production</td>
<td>3</td>
</tr>
<tr>
<td>COMD 823</td>
<td>Normal Bases of Language</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

Advanced Professional Course Work (24 Hours Minimum)

Examples include, but are not limited to the following. Courses in other departments may also be included, as approved by the students Doctoral Planning committee.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMD 714</td>
<td>Gerontology and Communicative Disorders</td>
<td>1-3</td>
</tr>
<tr>
<td>COMD 726</td>
<td>Advanced Cognitive Retraining</td>
<td>3</td>
</tr>
</tbody>
</table>

Research/Statistics Preparation (12 Hours minimum)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 700</td>
<td>Introduction to Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 757</td>
<td>Intermediate Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>EPID 701</td>
<td>Concepts and Methods of Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>COMD 791</td>
<td>Research Methodology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

Dissertation Preparation (12 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMD 899</td>
<td>Doctoral Research and Dissertation Preparation</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

Additional Information

Upon the completion of a program of study, approved by both the student’s academic program committee and The Graduate School, and prior to embarking upon a dissertation, doctoral students must successfully pass written and oral comprehensive examinations. The doctoral program culminates in the successful defense of the dissertation, consisting of the collection and analysis of original scientific data.

Speech-Language Pathology, M.S.

Learning Outcomes

- Students will demonstrate knowledge of basic human communication and swallowing processes across the life span.
- Students will demonstrate knowledge of human communication and swallowing disorders and differences across the life span.
- Students will collaborate with other professionals in case management and provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others. They will adhere to the ASHA Code of Ethics and behave professionally, meeting additional departmental standards for professional responsibility, interactions, and attitude.
- Students will demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Degree Requirements (Minimum 76 Hours)

Course Work and Clinical Experiences

The Department of Communication Sciences and Disorders offers the Master of Science degree (M.S.) in Speech-Language Pathology in a full-time face-to-face/residential format (MS-Res), as well as in a part-time distance education format (MS-DE). The M.S. degree offered in two pathways (MS-Res and MS-DE) is designed to ensure that its graduates obtain the academic course work and clinical experiences
necessary to meet the American Speech-Language-Hearing Association (ASHA) standards for the Certification of Clinical Competence in Speech-Language Pathology (CC-SLP). As such, the curricula require a minimum of 76 semester hours of academic course work plus the completion of 375 clock hours of supervised clinical practicum. Virtually all master's degree graduates, however, exceed these minimums, with most completing as much as 80 semester hours of study. Courses comprising the master's degree curriculum fall within three basic content areas: Basic Communication Sciences, Professional Coursework, and Clinical Practicum. In addition, the following courses have been verified by the State of South Carolina, Department of Education, Office of Educator Services, to meet the South Carolina Literacy Competencies (Administrators/Speech Language Therapist) for the Read to Succeed pre-service 6-credit requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMD 706</td>
<td>Preschool Language Development and Disorders</td>
<td>3</td>
</tr>
<tr>
<td>COMD 720</td>
<td>School-Age Language &amp; Literacy Development and Disorders</td>
<td>3</td>
</tr>
<tr>
<td>COMD 727</td>
<td>Advanced Study of Literacy for Speech-Language Pathologists</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>8</strong></td>
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</tr>
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</table>

### Basic Communication Sciences

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMD 501</td>
<td>Anatomy and Physiology of Speech and Hearing Mechanisms</td>
<td>3</td>
</tr>
<tr>
<td>COMD 744</td>
<td>Neurocognitive Bases of Language Behavior</td>
<td>3</td>
</tr>
<tr>
<td>COMD 745</td>
<td>Introduction to Speech Science and Acoustic Measurement</td>
<td>3</td>
</tr>
<tr>
<td>COMD 507</td>
<td>Language Theory and Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>COMD 560</td>
<td>Observation of Speech Language Pathology</td>
<td>1-3</td>
</tr>
<tr>
<td>COMD 570</td>
<td>Introduction to Language Development</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>16-18</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Professional Course Work

Of the minimum 45 semester hours of professional course work, a minimum of 36 semester hours must be within the area of Speech-Language Pathology. MS-Res and MS-DE students must also take PUBH 700.

- Speech Disorders (Minimum 6 semester hours at the graduate level, with 9 semester hours overall at the undergraduate and graduate levels)
- Language Disorders (Minimum 9 semester hours)
- Other Speech Pathology Courses (Minimum 15 semester hours)
- Audiology (Minimum 6 semester hours at the graduate level)
- Cochlear Implants (Minimum 3 semester hours)

### Clinical Practicum

Minimum 24 semester hours.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMD 772</td>
<td>Practicum in Speech Language Pathology and Audiology (minimum 12 semester hours total)</td>
<td>12</td>
</tr>
<tr>
<td>COMD 774</td>
<td>Internship in Speech Pathology</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>24</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Environmental Health Sciences

**Department Website** (http://www.sph.sc.edu/enhs/default.htm)

**Geoffrey L. Scott, Chair**

**Dwayne E. Porter, Associate Chair and Director of Graduate Studies**

The environmental health sciences examine the interactions between humans and their environment. Human activities impact on environmental quality and environmental factors, and, in turn, are principal determinants of human health. Exploration of these complex interactions often combines elements of both pure and applied sciences, e.g., biology, chemistry, marine sciences, geology, engineering, public health, and medicine.

Faculty members of the Department of Environmental Health Sciences (ENHS) have expertise in a broad range of disciplines necessary to solving the vexing and complex problems in environmental health sciences. Our expertise includes air pollution, nanosciences, mammalian toxicology, environmental and health-related microbiology, aquatic ecology, marine ecotoxicology, ecosystem modeling, risk and impact assessment, exposure analysis, environmental planning and engineering, environmental physiology, industrial hygiene, occupational epidemiology, landscape ecology, remote sensing and GIS, water quality and wastewater treatment, wetlands ecology, resource management, and environmental justice.

The mission of the Department of Environmental Health Sciences is founded on the philosophy that healthy environments enhance the health and well-being of individuals and the communities in which they live. Thus the broader goals of the department are to:

- develop improved methods for assessing the health and quality of the environment
- promote a clearer understanding of interactions between humans and their natural, home, and work environments
- achieve molecular to landscape levels of resolution for understanding health/environment interactions
- protect the natural resources upon which life depends
- provide scientifically sound information for policymakers to encourage social awareness of and societal actions toward sustaining a healthy relationship with the environment.

The Department of Environmental Health Sciences offers the following degrees: Master of Public Health (MPH), Master of Science (MS), and Doctor of Philosophy (PhD). A common level of core public health training is completed prior to undertaking advanced study and research.

### Programs Overview

#### Master’s Degrees

**Master of Public Health (MPH)**

The MPH degree is oriented toward development of a broad background in public health and preparation for professional practice. The MPH degree requires 42 credit hours of study and is practice-oriented. MPH students complete a supervised internship (practicum) in lieu of a thesis.

**Master of Science (MS)**

The MS degree is an academic research degree which may be tailored to individual interests and job market needs. The MS degree requires a minimum of 36 graduate hours and combines real-world problem solving and research skills with other technical, health, and related skills to
prepare effective environmental health researchers for the public and private sectors. Students complete a research thesis.

**Doctoral Degree**

**Doctor of Philosophy (PhD)**

Doctoral students complete a program of study that emphasizes professional development, scientific competence, and research expertise. The PhD requires a minimum of 60 hours of course work beyond the baccalaureate and includes 12 credit hours of dissertation preparation. Those students entering without a master’s degree are required to take additional foundation course work in environmental health sciences equivalent to the master’s degree. To achieve doctoral candidate status, students must pass a qualifying examination after the first year of study. Upon completion of all course and language requirements, doctoral candidates must pass an oral and/or written comprehensive examination. All doctoral candidates must prepare and defend a dissertation that represents significant research in their area of advanced study. Doctoral students must demonstrate a reading proficiency in a modern foreign language if deemed necessary by the doctoral advisory committee.

### Department Admission Requirements

**General**

Application forms for admission to the MPH, MS and PhD graduate programs in Environmental Health Sciences may be obtained at [http://gradschool.sc.edu/gap/](http://gradschool.sc.edu/gap/). Applicants should submit an application packet through the School of Public Health Application Service (http://www.sophas.org). Individuals who wish to pursue graduate work in the Department of Environmental Health Sciences must meet or exceed the general admission requirements of The Graduate School and the following departmental requirements:

- grade point average of at least 3.00 on a 4.00 scale
- evidence of previous training/experience in a pure or applied scientific discipline
- minimum score of 310 (new scoring) or 1050 (old scoring) (verbal plus quantitative) on the Graduate Record Examination
- completion of a minimum of 24 hours of science-based courses to include the following for the MPH degree: college algebra, pre-calculus, chemistry (general; quantitative-organic chemistry also desirable), biology (general, plus advanced courses)
- completion of a baccalaureate degree with 120 hours of science-based courses or equivalent for the MS, MPH, and PhD degrees to include:
  a. a minimum of 60 hours in physical or life sciences, mathematics, engineering, and/or technology
  b. at least 15 hours of the 60 hours in upper level junior, senior, or graduate level courses
  c. 21 or more semester hours in communication, humanities, and social sciences.

Applicants must submit the following:

- Graduate Record Examination scores
- official transcripts
- brief statement (maximum of two pages) that describes professional and educational objectives, work experiences, and activities applicable to the proposed plan for graduate study
- three letters of recommendation.

Applicants who do not meet all of the above requirements but who possess overall potential may be considered for conditional admission. Applicants should submit an application packet through the School of Public Health Application Service (www.sophas.org) unless advised otherwise by the Office of Academic Affairs.

**Doctor of Philosophy**

Applicants to the Ph.D. program must meet the above requirements and in addition must have at least baccalaureate degree in a pure or applied scientific discipline applicable to the environmental health sciences and from a university-accredited by a regional accrediting agency. Individuals with prior performance at the master’s level are preferred. A personal interview may also be required.

### Programs

- Environmental Health Sciences, M.P.H. (p. 1165)
- Environmental Health Sciences, M.S. (p. 1166)
- Environmental Health Sciences, Ph.D. (p. 1166)

### Courses

- **ENHS 515 - Introduction to Public Health and Emergency Preparedness and Response** (3 Credits)
  Introduction to emergency preparedness and response in relation to environmental and public health. Historical context for the emergence of public health emergency preparedness and demonstration of articulation with community response partner agencies in the post-9/11 era.
- **ENHS 592 - Advanced Special Topics in Environmental Health** (1-3 Credits)
  Emerging issues and topics concerning environmental health. May be repeated as content varies by title up to a total of 9 credit hours.
- **ENHS 625 - Medical Mycology** (3 Credits)
  Advanced study of infectious diseases caused by fungi. Etiology, symptoms, and treatment of fungi related illnesses.

**Cross-listed course:** BIOL 625

- **ENHS 660 - Concepts of Environmental Health Science** (3 Credits)
  Environmental health sciences presenting the earth as a complex system in which people, plants, animals, and non-living physical-chemical components interact.
- **ENHS 661 - Parasitology** (4 Credits)
  Parasites of biological, economic, and public health importance.
  **Prerequisites:** 300 level Biology course or equivalent.

**Cross-listed course:** BIOL 531, EPID 661

- **ENHS 662 - Industrial Health Programs** (3 Credits)
  Analysis, planning, and implementation of programs to protect workers’ health in industry; legislative and regulatory background.
- **ENHS 664 - Environmental Genomics** (3 Credits)
  “State of the art” molecular techniques that elucidate mechanisms of environmental contaminants in model systems.
- **ENHS 665 - Biofilms in Environmental Health and Disease** (3 Credits)
  Effect of bacterial biofilm process on many diverse areas. Recognition, prevention, and control of biofilm-related problems in the environment, health care, industry, and engineering.
ENHS 666 - Metals and Human Health (3 Credits)
Trace metal(loid)s, their fate and transport in the environment and their potential impacts on human health.
Prerequisites: BIOL 101 or BIOL 110; CHEM 101 and CHEM 102, or equivalent.

ENHS 670 - Environmental Pollutants and Human Health (3 Credits)
Overview of environmental pollutants and their impact on human health; case studies of environmental catastrophes; principles of ecotoxicology; air, water, and land pollution associated with neurotoxicity, toxicology, and carcinogenesis.
Prerequisites: BIOL 101 or BIOL 110; CHEM 101 and CHEM 102.

ENHS 671 - From Air to Alveoli: Exposure Science (3 Credits)
A receptor-oriented approach for assessing human exposure to environmental contaminants by inhalation, dermal and ingestion routes. Covers methods for estimating exposures to protect health and well-being, to relate adverse effects to exposures, and to comply with regulations and guidelines.

ENHS 675 - Infectious Disease Ecology (3 Credits)
Ecological theories as the basis for environmental change and the (re)emergence of infectious agents that ultimately impact human and ecosystem health.

ENHS 681 - Occupational Ergonomics I (3 Credits)
Introduction to ergonomics: hazards identification and analysis; solution design and implementation; human musculoskeletal characteristics, injuries; effects of work on performance, safety, and health. Application to manufacturing and office environments.

ENHS 740 - Environmental Nanoscience (3 Credits)
Fundamental principles of environmental nanoscience: unique properties of nanomaterials, synthesis and characterization of nanomaterials, and key processes determining their environmental fate and behavior of nanomaterials.

ENHS 750 - MPH Capstone Course (2 Credits)
Synthesis of foundational and ENHS MPH competencies in preparing high quality grant proposal to address a public health issue.
Prerequisites: PUBH 725, PUBH 726, PUBH 730, PUBH 735, ENHS 660.

ENHS 755 - Marine Conservation and Environmental Health (3 Credits)
Explores the intersection between conservation and environmental health with a particular focus on coastal and marine case studies. 03: 07/05/2019.

ENHS 760 - Fundamentals of Air Pollution (3 Credits)
Chemical and physical aspects of air pollution and their regulatory problems. An examination of air pollution sources; physical and chemical processes affecting pollutants after emission; pollutants and their effects and the ultimate fate of pollutants. Attention is also given to the legal, administrative, and technical aspects of air pollution control.
Prerequisite or Corequisite: ENHS 660.

ENHS 761 - Ecotoxicology of Aquatic Systems (3 Credits)
Lethal and sublethal effects of environmental stressors on organisms living in the water column and in sediments of aquatic systems. Practical techniques of aquatic toxicology, risk assessment and modeling.

ENHS 762 - Fundamentals of Industrial Hygiene (3 Credits)
Industrial hygiene, including health effects, occupational health standards, and the evaluation and control of occupational health hazards.

ENHS 763 - Medical Aspects of Occupational Health (3 Credits)
Emphasizes the medical aspects of exposure to hazardous materials, accidents, and mental and physical stresses on the job. Clinical spectrum of occupational illness with some emphasis on industrial toxicology.

ENHS 764 - Principles, Methods, and Issues in Air Quality (3 Credits)
Fate, transformation, and behavior of pollutants in the atmosphere. Exposure and human health impacts of atmospheric particles.
Prerequisite or Corequisite: ENHS 660.

ENHS 765 - Applied Research in the Environmental Health Sciences (3 Credits)
Current and prospective research associated with the multi-disciplinary areas of environmental health sciences. Critical evaluation of scientific research, and technical writing and oral presentations.

ENHS 766 - Applied Aquatic Sciences (3 Credits)
The quantitative application of principles of basic physical, biological, and geochemical principles in assessing and solving environmental problems in lakes, streams, and wetlands. Emphasis on watershed-water quality interactions, trophic state analyses, wastewater impact prediction, toxic chemical fate and transport, wetland values, and classification.
Prerequisites: ENHS 660, pre-calculus math, general ecology.

ENHS 766L - Applied Aquatic Sciences Laboratory (1 Credit)
Sampling and analysis of the interacting parameters used in assessing water quality and the functioning of aquatic systems.
Corequisite: ENHS 766.

ENHS 767 - Ecological Modeling and Environmental Planning (4 Credits)
Concepts in systems ecology and ecological modeling. Emphasis on the use of models and computer simulations in examining environmental interactions, predicting environmental impact, and facilitating the process of environmental planning. Lab practice in model development and computer simulation analysis.
Prerequisites: MATH 111 or equivalent, ecology, ENHS 660.
Cross-listed course: BIOL 768, MSCI 767

ENHS 768 - Industrial Ventilation and Hazard Control (3 Credits)
Control of chemical and physical hazards in the occupational environment. Course covers principles and design of health protection systems such as ventilation systems, collection mechanisms, control of physical factors (excluding radioactivity).
Prerequisites: college math and ENHS 762 or consent of instructor

ENHS 769 - Exposure and Risk Assessment (3 Credits)
Designing, implementing, and analyzing environmental exposures in the field; error analysis; computation of the value of improved information; hazard identification; dose-response evaluation; and risk characterization.
Prerequisites: MATH 141, CHEM 111 and CHEM 112, and BIOS 700 or STAT 701.

ENHS 770 - Microbial Processes and Pollution (3 Credits)
Microbial processes which alter the fate, bioavailability, and toxicity of environmental pollutants: biotransformations of metals and organic pollutants; resistance mechanisms and roles of microbial biofilms in toxin transfer.
ENHS 771 - Environmental Health Sciences Seminar (1 Credit)
Environmental Health Sciences Seminar is a one credit course that provides the opportunity for graduate students within the department and other related departments/programs to enhance and broaden their knowledge in environmental health by exploring current research and case studies.

ENHS 772 - Human and Ecological Risk Assessment (3 Credits)
Focuses on history, theory, and practice of predicting, managing, and communicating potential human health and environmental risks of hazardous chemicals. Reviews fundamental components and explores uncertainties, probabilistic approaches, and 'real-world' challenges of risk analysis.

ENHS 773 - Radiation Health Physics (3 Credits)
Physics of radiation and associated health hazards; hazard evaluation and measurements; radiation content and protection of the individual. Course covers ionizing radiation, ultraviolet, microwave, lasers, R.F. field, and ultra-sound.
Prerequisites: ENHS 660.

ENHS 774 - Risk Assessment and Interactions of Environmental Toxicants (3 Credits)
A study of biological interactions and transformation of environmental toxicants at the cellular and subcellular levels, and assessment of cellular damage as it relates to health hazards and risks. Topics to include: environmental toxicants; exposure measurements; factors affecting interactions and toxicity; metabolism of xenobiotics: types and levels of effects and interactions; and human health risks.
Prerequisites: ENHS 660.

ENHS 775 - Resource Management and Environmental Impact Assessment (3 Credits)
Prerequisites: BIOL 102 and BIOL 570.

ENHS 776 - Environmental Regulation and Planning (3 Credits)
Introduction to environmental planning. Survey of major federal environmental legislation. Review of processes and techniques of environmental planning including zoning, permits, management plans, assessments, and evaluation methods. Case studies of significant environmental projects.

ENHS 777 - Radiation Biology (3 Credits)
Fundamentals on the biological effects of ionizing radiation on living systems, especially man; basic biological mechanisms which bring about somatic and genetic effects.
Prerequisites: ENHS 660, ENHS 773.

ENHS 778 - Air Pollution Monitoring and Modeling (3 Credits)
Sources, sinks, transport, and transformation of air pollutants. Health effects that occur directly or by intermediate transport. Current monitoring methods and modeling techniques for air pollution.
Prerequisites: one year each of general chemistry and physics.

ENHS 779 - Applied Environmental Physiology (4 Credits)
Lecture and laboratory investigations concerning sublethal and lethal physiological responses of aquatic organisms to a variety of environmental pollutants. Stresses the in-depth understanding of the effects of: bacterial and thermal pollution, pesticides/herbicides, industrial chemicals, hazardous materials, and petroleum hydrocarbons on different physiological mechanisms.
Prerequisites: ENHS 660, ENHS 761.

ENHS 780 - Advanced Seminar in Environmental Modeling (1-2 Credits)
A critical review of recent advances and case histories in the formulation and use of ecological/ environmental models. Ecosystems analysis and environmental planning.

ENHS 781 - Occupational Ergonomics II (3 Credits)
Literature reviews and applications in evaluation of hazards and design of ergonomic interventions including human factors in information processing, design of displays and controls, vibration, macroergonomics, fatigue, and shiftwork.
Prerequisites: ENHS 681.

ENHS 787 - Analytical Concepts for Environmental Health Sciences (3 Credits)
Physical and chemical principles of environmental qualitative and quantitative analysis with emphasis on atmospheric, aquatic, and terrestrial samples. Includes use and limitations of instrumental techniques, sampling strategies, data management and reduction, and quality assurance programs.

ENHS 788 - Concepts of Hazardous Materials Management I (3 Credits)
Chemical and physical principles of multimedia contaminant transport, environmental effects of hazardous materials, statutes and regulations classification, treatment and disposal of hazardous materials.

ENHS 789 - Concepts of Hazardous Materials Management II (3 Credits)
Chemical and physical properties of hazardous materials; use and storage; disposal options; transportation requirements; site safety considerations; management systems involving hazardous materials.
Prerequisites: ENHS 788.

ENHS 790 - Independent Study (1-6 Credits)

ENHS 793 - Special Topics in Environmental Health Sciences (1-6 Credits)
Content varies by title. Course may be repeated for a total of 6 credit hours.

ENHS 794 - Introduction to Environmental Science Research (3 Credits)
The course is intended to develop theoretical and practical knowledge in environmental science research. The learning formats will permit focus on areas of interest as a means to develop the research skills for later projects. Guided by focus, students may work in the laboratory, field, and/ or use existing data.

ENHS 795 - Issues in Coastal Environmental Health (3 Credits)
Problems associated with coastal population growth and development. Emphasis is on the working group approach to ameliorating impacts on ecosystem and human health. 03: 07/05/2019.
ENHS 796 - Introduction to Nanoanalytics (3 Credits)
Laboratory based course aimed at developing theoretical and practical knowledge in regards to nanoscience in toxicology and in the environment. Students will perform nanoparticle syntheses, characterization, fate and behavior studies or toxicology exposures. Learning formats will permit focus on areas of interest aimed at developing research skills.

ENHS 797 - Global Environmental Health and Food Security (3 Credits)
Global environmental health with a focus on food security in developing nations, including crop responses to warming, soil changes, more variable precipitation inputs and expanding geographical range of pests.

ENHS 798 - Public Health Practice (1-6 Credits)
Performance of a limited work or service project in a public need setting, pursuit of planned learning objectives related to previously identified aspects of the student’s chosen role. Self-monitoring and regular seminars focusing on learning accomplishments.
Prerequisites: 9-10 hours of specified courses including BIOS 700, EPID 700.

ENHS 799 - Thesis Preparation (1-9 Credits)

ENHS 860 - Environmental Radiation Surveillance (4 Credits)
Technical coverage relevant to a practical evaluation of radiation sources and contaminants in the environment.
Prerequisites: ENHS 773.

ENHS 861 - Aerosol Science (3 Credits)
Physical and chemical principles applied to the behavior and properties of particles suspended in air. Course covers motion under applied forces, electrical properties, diffusion, removal from gas, cloud dynamics, and optical properties.

ENHS 862 - Special Research Topics in Environmental Health Sciences (3 Credits)
Discussion and/or laboratory participation involving techniques used in multidisciplinary research areas of environmental health sciences that have not been covered by other courses. May be repeated for credit on different topics.
Prerequisites: BIOS 700, EPID 700, ENHS 660.

ENHS 863 - Advanced Topics in Environmental Planning (3 Credits)
Detailed analyses of techniques, especially computer simulation modeling, used in environmental assessment and planning. Emphasis will be on the prediction of the ecological effects of development projects. Students will collectively construct a simulation model for the purpose of environmental assessment.
Prerequisites: ENHS 767, ENHS 775.

ENHS 864 - Advanced Graduate Seminar (3 Credits)
Seminar presentation and group discussion by students, faculty, and guest speakers on current topics in environmental health sciences. May be repeated for credit.
Prerequisites: Complete at least two semesters in environmental health sciences and courses to include ENHS 660, ENHS 765.

ENHS 880 - Ethics & Research Prep (1 Credit)
Overview of skills and standards, including ethics and research preparation, for Environmental Health Sciences doctoral students.

ENHS 899 - Dissertation Preparation (1-12 Credits)
Prerequisite: one full year (18 hrs) of graduate study beyond the master's level.

Environmental Health Sciences, M.P.H.

Learning Outcomes

- Define environmental stressors and hazards, and identify sources, pathways of exposure, and ecosystem components and human populations most susceptible to exposure, as well as reasons for community vulnerabilities and disparities in environmental hazard exposure.
- Apply principles of toxicology to identify and quantify acute and chronic hazards associated with individual compounds and contaminant mixtures in terms of ecotoxicology and human health.
- Discuss the basic principles of the environmental fate of contaminants and how they are introduced into the air, water, soil, sediments and food and then transported through the environment and how these processes define exposure.
- Apply toxicological hazard and exposure assessment and statistical techniques in assessing the risks associated with environmental stressor in the home, workplace and community environments and natural settings.
- Express knowledge of important local, state and federal laws that regulate and protect environmental quality and health, and explain the responsibilities of agencies, organizations, communities and individuals for protecting, maintain and enhancing the environment.
- Identify approaches for preventing, mitigating and remediating environmental hazards, protecting populations from environmental hazards, and working with communities to address issues of environmental hazards via pollution source identification and management, health promotion, education, ecological forecasting and behavior modification.
- Review, critique, evaluate and synthesize the scientific merit of environmental health research articles, presentations and evaluate the scientific merit and feasibility of environmental health study designs.
- Apply findings, methods and approaches from case studies to contemporary environmental issues
- Develop assessment tools to measure the effectiveness of environmental or risk management approaches used to prevent or minimize exposure or to reduce the environmental hazard.

Degree Requirements (42-43 Hours)
Curriculum requirements for degrees in the Department of Environmental Health Sciences are listed below.

Coursework

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PUBH 725</td>
<td>Quantitative Methods for Public Health Practice</td>
<td>5</td>
</tr>
<tr>
<td>PUBH 726</td>
<td>Qualitative Methods for Public Health Practice</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 730</td>
<td>Public Health Systems, Policy, and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 735</td>
<td>Practical Applications of Public Health Planning</td>
<td>4</td>
</tr>
<tr>
<td>PUBH 678</td>
<td>Transforming Health Care for the Future</td>
<td>1</td>
</tr>
<tr>
<td>ENHS 660</td>
<td>Concepts of Environmental Health Science</td>
<td>3</td>
</tr>
<tr>
<td>ENHS 761</td>
<td>Ecotoxicology of Aquatic Systems</td>
<td>3</td>
</tr>
<tr>
<td>ENHS 770</td>
<td>Microbial Processes and Pollution</td>
<td>3</td>
</tr>
<tr>
<td>ENHS 775</td>
<td>Resource Management and Environmental Impact Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>
Environmental Health Sciences, M.S.

Learning Outcomes

- Students are expected to demonstrate an overall mastery of the major concepts and applications of public health principles in environmental health sciences.
- Students are expected to understand and be able to discuss the major concepts and applications of environmental health practice specific to their respective research interest.
- Student will identify major issues and knowledge gaps in a specific area of the environmental health sciences, develop original hypotheses, design a research program, and defend research findings that make significant contributions to the identified issues and knowledge gaps.

Degree Requirements (36 Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENHS 771</td>
<td>Environmental Health Sciences Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ENHS 798</td>
<td>Public Health Practice</td>
<td>6</td>
</tr>
<tr>
<td>ENHS 750</td>
<td>MPH Capstone Course</td>
<td>2</td>
</tr>
<tr>
<td>Select Elective Departmental Major and Cognate Courses</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 31-39

Environmental Health Sciences, Ph.D.

The Ph.D. program in Environmental Health Sciences is designed to prepare students for research careers in the environmental health sciences; graduates are trained for entry into positions in universities, colleges, research institutes and research-oriented settings. Areas of research emphasis correspond to those of the departmental faculty.

Doctoral students complete a program of study that emphasizes professional development, scientific competence, and research expertise. The Ph.D. requires a minimum of 60 hours of course work beyond the baccalaureate and includes 12 credit hours of dissertation preparation. A limited number of graduate course-work hours from a graduate program may be applied toward the Ph.D. with advisory committee approval. A minimum of 30 hours, including 12 hours of dissertation preparation must be unique to the doctoral program of study. Those students entering without a master's degree are required to take additional foundation course work in environmental health sciences equivalent to the master's degree. To achieve doctoral candidate status, students must pass a qualifying examination after the first year of study. Upon completion of all course and language requirements, doctoral candidates must pass an oral and/or written comprehensive examination. All doctoral candidates must prepare and defend a dissertation that represents significant research in their area of advanced study. Doctoral students must demonstrate a reading proficiency in a modern foreign language if deemed necessary by the doctoral advisory committee.

The specific curriculum for the doctoral degree varies with the discipline and some programs require additional credit hours. Students enrolled in a doctoral program have eight years from the first term of enrollment in which to complete the degree. Students must be enrolled for at least one (1) credit during the term of graduation.

Learning Outcomes

- Students are expected to demonstrate an overall mastery of the core concepts of public health as it relates to environmental health sciences and display the ability to extend this understanding to relevancy and application to real-world environmental health sciences issues.
- Students will demonstrate an ability to write competitive research grant proposals.
- Students will demonstrate proficiency in effectively communicating technical and scientific information in oral, written, and web-based formats to scientific and public audience.
- Students will clarify critical gaps in scientific knowledge on environmental health issues and develop and perform original research that will lead to solutions.
- Students are expected to promote and actively participate in the dissemination of environmental health science research results in to further the overall knowledge of the field and broaden and diversify their communication skills.

Degree Requirements (60 Hours)

Specific curriculum requirements for the Ph.D. in the Department of Environmental Health Sciences are listed below.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENHS 660</td>
<td>Concepts of Environmental Health Science</td>
<td>3</td>
</tr>
<tr>
<td>EPID 700</td>
<td>Introduction to Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 700</td>
<td>Perspectives in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>ENHS 799</td>
<td>Thesis Preparation</td>
<td>1-9</td>
</tr>
</tbody>
</table>

Total Credit Hours 10-21

Other Program Requirements

Doctoral degree students must complete at least half of the hours on the Program of Study (D-POS) in courses numbered 700 or higher. A dissertation of original research is required. A period of residency, a foreign language or research methods proficiency, a comprehensive examination, and a dissertation defense and examination are also required. The specific curriculum for the doctoral degree varies with the discipline and some programs require additional credit hours. Students enrolled in a doctoral program have eight years from the first term of enrollment in which to complete the degree. Students must be enrolled for at least 1 credit during the term of graduation.

Epidemiology and Biostatistics

Department Website (http://www.sph.sc.edu/epid_bios/default.htm)

Anthony Alberg, Chair

Achieving gains in improving the public's health depends on the ability to identify and solve community health problems. As measurement and research sciences, epidemiology and biostatistics are critical disciplines for the ascertainment and characterization of public health problems.
and generating public health action. Combining epidemiology and biostatistics in the same department creates synergies in education and research. However, the two disciplines are unique and thus the Department is comprised of two divisions: the Division of Biostatistics and the Division of Epidemiology.

The Department of Epidemiology and Biostatistics offers the following degrees: Master of Public Health (M.P.H.) (Epidemiology only), Master of Science (M.S.)*, and Doctor of Philosophy (Ph.D.).

**Program in Epidemiology**

The major in epidemiology is designed for students pursuing careers in the study of patterns of diseases, disabling conditions, and other indicators of health in human populations. The field of epidemiology involves the study of the distribution and determinant of health and disease in human populations, and the application of this knowledge to better prevent and treat disease. Epidemiologists attempt to establish the causes of disease by describing the biological, environmental, social, and behavioral factors affecting illness and premature death, as well as factors that contribute to health and well-being. The evidence generated from epidemiologic research is translated into developing health promotion/disease prevention programs, and formulating health policy. Being an effective epidemiologist requires skills in working in interdisciplinary teams, both in leadership and collaborative roles, whether these teams are focused on advancing research or public health practice.

**Master of Public Health (M.P.H.) in Epidemiology (43 Hours)**

Our Master of Public Health (M.P.H.) degree students learn in a multi-faceted educational program; this includes an integrated core curriculum, epidemiologic and biostatistical methods, and experience and training in a public health practice setting.

**Master of Science (M.S.) in Epidemiology (43 Hours)**

The Master of Science in Public Health (M.S.) degree is designed for those who wish to acquire skills necessary for doing public health or biomedical research and want to focus on developing research skills for clinical research or the study of determinants of disease and other health-related outcomes. If you intend to further your study by pursuing a Ph.D. in Epidemiology, you will want to choose the M.S. rather than the M.P.H. degree.

**Program in Biostatistics**

The program in biostatistics is designed for individuals who wish to pursue careers in community health measurement, design and management of health data systems, and the development and application of quantitative methods to health problems. Biostatisticians apply statistical theory, methods, and techniques to the planning, development, and evaluation of health programs and problems. They collect and analyze various types of information; these include demographic and vital statistics, social and business data, health resources statistics, and other forms of social and economic data which are relevant to modern health problems. Biostatisticians design experiments and observational studies, use various computer operating systems and software packages to store and analyze data, develop methods to compare population groups, and prepare inferential and probabilistic statements based on biological, social, and environmental data. Biostatisticians are the theoretical researchers and applied statisticians of public health.

**Programs Overview**

Doctoral and master’s students in programs in the Department of Epidemiology and Biostatistics gain state-of-the-art knowledge and skills that empower them to function effectively and appropriately in identifying, evaluating, and solving public health problems. Upon completion of the program, the students demonstrate:

- knowledge base of the etiology of disease, disability, and other health conditions
- application of epidemiologic and biostatistical methods in identifying the determinants of disease, disability, and other health conditions
- understanding of the design and conduct of research in public health
- skill in data management and analysis and interpretation of research results in studies to describe the distribution of disease, determinants of disease, and clinical trials to advance disease prevention, screening, and treatment.

Departmental faculty are actively involved in research projects funded by the federal government and other sources. Faculty also contribute their expertise to address public health challenges and contribute to health policy at the local, state, national, and global level. Our degree programs are designed to help students achieve their career goals, whether the goals are an academic research career or a career in public health practice, and whether the preferred setting is in the public sector or in the private sector (such as health systems, pharmaceutical industry, etc.).

**Master’s Degrees**

**Epidemiology**

The broad objective of the M.P.H. with a major in epidemiology is to prepare an individual to apply epidemiologic skills in a public health setting. The M.S.P.H. with a major in epidemiology focuses on the development of basic research skills for the study of correlates and determinants of disease and other health conditions. Students in both M.P.H. and MSPH programs:

- develop an understanding of the integration of epidemiologic research methods into the principles and philosophy of public health
- develop knowledge of the basic epidemiology of commonly studied diseases and other health conditions and health promoting behaviors
- describe the natural history, biology/pathophysiology, risk factors, methods unique to the specific situation, and strategies for disease prevention and control for several diseases or health conditions or health promoting behaviors
- apply descriptive and analytic epidemiologic methods to investigate and identify factors associated with various health conditions
- understand statistical procedures commonly used in public health research and evaluation
- develop expertise in computer applications and usage necessary for successfully managing or conducting epidemiologic studies
- demonstrate ability to manage and summarize health-related data and statistics and to calculate and appropriately interpret associations and their relevance to public health
- develop skills in presenting demographic, statistical, programmatic, and scientific data accurately and effectively for professional and lay audiences.

In addition, the M.P.H. student will develop an understanding of concepts, methods of implementation, and evaluation of health surveillance systems and demonstrate the ability to integrate epidemiologic concepts
and analytic approaches to the study of a specific health problem by working with a mentor in a practice setting, preparing a written report, and giving an oral presentation to professionals who will be using the information generated. The MSPH student will demonstrate the ability to synthesize the current state of knowledge of a specific problem, critically evaluate findings, develop appropriate research questions to advance the field, and develop and implement a simple research protocol aimed at testing an epidemiologic hypothesis or estimating an effect of a risk factor on a health outcome and report results in a form suitable for dissemination to the scientific community. Both the M.P.H. and the MSPH require a minimum of 43 hours.

Biostatistics
The broad objective of the M.P.H. with a major in biostatistics is to provide opportunities for experienced professionals to expand their analytic and investigative skills in the application of biostatistical principles and techniques. The MSPH with a major in biostatistics provides the biostatistical concepts, principles, and skills necessary for scientific inquiry into health conditions and related methodological developments. Students in both programs develop the capacity to:

1. demonstrate the ability to evaluate a given health-related problem and to identify the most appropriate statistical technique for analysis
2. display mastery of a variety of traditional and newly developed statistical techniques, including multivariable methods for continuous and categorical data analysis
3. demonstrate the ability to interpret the results of a statistical analysis and to communicate such interpretations in an easily comprehensible manner
4. demonstrate knowledge of academic and non-academic issues and problems in epidemiology and biostatistics
5. demonstrate the ability to structure available data in an easily usable form using a variety of data management software tools
6. demonstrate the ability to use a variety of statistical software packages, to create and maintain databases, and to analyze data

In addition, students in the M.P.H. program will demonstrate the ability to apply analytic epidemiologic methods used to investigate health conditions, gain exposure to a wide variety of public health topics, and develop a basic understanding of the philosophy of public health practice, display the ability to apply an existing statistical technique to a current problem or question faced by a health agency, and demonstrate the ability to interpret the results of a statistical analysis, and to explain those results in understandable terms to public health practitioners. Students in the MSPH program will demonstrate the ability to work independently in a research problem outside of the classroom setting, and demonstrate the ability to modify and extend existing statistical techniques to answer questions posed by health related situations, and to synthesize such research results into acceptable research papers. The M.P.H. requires a minimum of 54 credit hours.

Master of Public Health (M.P.H.) in Epidemiology (43 Hours)
Our Master of Public Health (MPH) degree students learn in a multi-faceted educational program; this includes an integrated core curriculum, epidemiologic and biostatistical methods, and experience and training in a public health practice setting. In Fall 2019, the Arnold School of Public Health will launch our exciting redesigned MPH programs integrated across the public health disciplines. More details are available at - http://sph.sc.edu/mph.

Master of Science in Public Health (M.S.P.H) in Epidemiology (43 Hours)
The Master of Science in Public Health (MSPH) degree is designed for those who wish to acquire skills necessary for doing public health or biomedical research and want to focus on developing research skills for clinical research or the study of determinants of disease and other health-related outcomes. If you intend to further your study by pursuing a Ph.D. in Epidemiology, you will want to choose the MSPH rather than the MSPH degree.

Master of Public Health (M.P.H.) in Biostatistics
This program is not accepting applications at this time.

Master of Science in Public Health (M.S.P.H) in Biostatistics (45 Hours)
The Master of Science in Public Health (MSPH) degree in Biostatistics prepares students for involvement in biostatistical research, including applying statistical theory to health problems, formulation of designed population and clinical intervention trials, and adapting existing statistical theory to address newly emerging health-related problems.

Doctoral Degrees
The Doctor of Philosophy is an advanced graduate research degree designed for those who intend to pursue teaching and research careers. The major objective of the Ph.D. degree with a concentration in epidemiology is to prepare an individual to pursue original epidemiologic investigation of diseases of unknown etiology and other health conditions or health behaviors and develop novel methodological approaches. The major objective of the Ph.D. program with a concentration in biostatistics is to prepare an individual to develop and apply biostatistical principles and methods to public health problems.

Doctor of Philosophy (Ph.D.) in Epidemiology (54 Hours)
The Doctor of Philosophy (Ph.D.) is an advanced graduate degree for those who intend to pursue teaching and research careers. The major objectives are to prepare you to:

1. pursue original epidemiologic research,
2. develop novel methodological approaches,
3. teach epidemiologic methods courses, and
4. consult with non-epidemiologists in a collaborative research setting.

Doctor of Philosophy (Ph.D.) in Biostatistics (54 Hours)
The Doctor of Philosophy (Ph.D.) degree in Biostatistics prepares students for involvement in teaching and independent and collaborative biostatistical research; trains researchers to teach and to pursue original research on analytical approaches to investigating health conditions; and to develop novel biostatistical approaches.

Doctor of Public Health (Dr.P.H.) in Biostatistics (60 Hours)
The Doctor of Public Health degree in biostatistics is an advanced degree for experienced health professionals. It is designed to prepare practicing professionals in the application of research methods and to provide them with a broad knowledge base for solving public health problems. Students in this degree program will have an application area in which to apply biostatistical methods.

Dual Ph.D. Degree Program in Epidemiology and Environmental Health Sciences
The Department of Epidemiology and Biostatistics and the Department of Environmental Health Sciences jointly offer a dual Doctor of Philosophy (Ph.D.). Students explore the unique set of requirements in relation to study design, bias, measurement of environmental exposures,
and measurement of environmental-related health outcomes. The dual Ph.D. requires course work in epidemiology and environmental health sciences selected by the student in consultation with a joint epidemiology/environmental health sciences advisory committee, and successful completion of dissertation research on a topic spanning both disciplines. The successful applicant will have a faculty member in both departments who has agreed to be his/her mentor, and he/she will have a research area of Interest for which we have faculty expertise in both departments. Detailed program requirements for this highly competitive, rigorous dual degree program are available upon request.

Program Requirements for Epidemiology Degree Programs
A graduate student handbook and a list of specific courses needed to meet these requirements are available in the department.

Program Requirements for Biostatistics Degree Programs
A graduate student handbook and a list of specific courses needed to meet these requirements are available in the department.

Department Admission Requirements

**General Admission Requirements for Epidemiology**
Admissions decisions are based on an evaluation of the applicants’ entire file in relation to the pool of applicants that year. We also evaluate whether the applicant’s needs and goals fit well with our department’s strengths and resources. We review master’s degree applications once/year for fall matriculation, and we review doctoral student applications twice/year for fall and spring matriculation.

Applicants for graduate degree programs in Epidemiology must meet all requirements of The Graduate School (https://www.sc.edu/study/colleges_schools/public_health/apply/graduate_applicants/) for admission and the Arnold School of Public Health (https://www.sc.edu/study/colleges_schools/public_health/apply/graduate_applicants/). All applications are submitted through SOPHAS (http://www.sophas.org/), with the following required documents:

- Resume or CV
- Three letters of recommendation from academic and/or professional sources
- Official transcripts from all schools or colleges previously attended
- GPA 3.0 or higher (4.0 scale)
- GRE scores 50% or higher for each: Verbal, Quantitative, Analytical Writing
  - MCAT scores may not be substituted for GRE scores.
  - The percentiles above are general guidelines not cut points.
- Personal statement describing your academic and research interests and professional goals.
  - Master’s applicants should discuss how they became interested in epidemiology as a career choice.
  - Doctoral applicants must discuss their research area of interest along with the faculty member who has agreed to mentor them.
- Non-US institution transcripts must be verified by World Education Services (WES) or equivalent service. Submit course-by-course evaluation (WES ICAP).
- For those whose native language is not English, we require either a TOEFL (minimum 80) or IELTS (minimum 7.0) score.

**Masters Admission Requirements**
The Master of Public Health (M.P.H.) program and the Master of Science (M.S.)* program matriculate one cohort of students every fall. Admission requirements include a four-year baccalaureate degree or its equivalent from an accredited institution, preferably in the arts, sciences, or medicine. Prior professional work experience is considered an asset but is not a requirement.

Students admitted to either the M.P.H. or the M.S. program who do not have academic or professional experience that provides a strong understanding of the biological basis of public health are strongly encouraged to select courses that will provide this understanding.

*Note: The Master of Science in Public Health degree in epidemiology will undergo a name change. Effective Fall 2021, the new name for the degree program is Master of Science (M.S.). The curriculum remains the same.

**Doctoral Admission Requirements**
For the Doctor of Philosophy (Ph.D.) program, applicants must have a master’s degree in public health from an approved school of public health or related field or an equivalent advanced professional degree.

Before an application is reviewed, students must find an epidemiology faculty member in their research area of interest who agrees to be their mentor. This agreement should be mentioned in the personal statement. A holistic approach to application review process is utilized.

Research experience and publications are not required; however, prior experience is highly encouraged along with publications, including first author.

**Admission Requirements for Biostatistics**
Applicants for a graduate degree in Biostatistics must have a degree from an approved college or university. Applicants must meet all requirements of The Graduate School for admission and be recommended to the Graduate School for acceptance by the Department of Epidemiology and Biostatistics.

When we make our admissions decisions, we evaluate the applicant’s entire file in relation to the pool of applicants that year. We also evaluate whether the applicant’s needs and goals fit well with our department’s strengths and resources.

The admission criteria for all degree programs follow those of The Graduate School and the Arnold School of Public Health. Before you can be considered for admission, you must submit an Online Application via http://www.sophas.org. Your application must include:

- Completed Application submitted through SOPHAS — http://www.sophas.org
- At least two letters of recommendation for the MPH and MSPH programs and at least three letters of recommendation for the PhD program
- An updated Résumé or CV
- Official transcripts for all undergraduate and graduate work previously undertaken
- Official copies of Graduate Record Examination (GRE) scores
- A personal statement that addresses research or practice interests and long-term objectives

Candidates for all graduate programs in Biostatistics must demonstrate proficiency in communicating in English, working with mathematical
concepts, and in thinking analytically. While we do not set absolute cut points for grade point average and GRE scores (in part because of variability in test-taking ability that may not reflect competence to do well in the programs, and the fact that the percentile scores vary by year) we value their ability to provide us with global comparative criteria. Therefore, we provide the following as a general guideline for all our programs:

- Grade point average of 3.0
- GRE Verbal score > 151 (International students whose GRE Verbal score is > 146, and whose TOEFL score is at least the minimum defined below, will also be considered)
- GRE Quantitative score > 157 for the M.S.P.H. program and > 161 for the Ph.D. program

Committee members review the entire files carefully. Clear demonstration of competence in one or more domain(s) can supersede specific GRE score(s)

An electronic application packet should be submitted to SOPHAS as early as possible, and will not be processed until all the required credentials have been received and verified. Electronic applications can be submitted online. For information on how to apply electronically see the Arnold School of Public Health's admissions website.

International applicants whose native language is not English and who have not earned a degree in an English-speaking country are also required to submit a satisfactory score on the Test of English as a Foreign Language (TOEFL) or the University of Cambridge's International English Language Testing System (IELTS) Academic Course Type 2 exam. The minimum acceptable score on the TOEFL is 230 (computer-based) or 570 (paper-based) or 75 (Internet-based). The minimum acceptable overall band score on the IELTS Academic Course Type 2 exam is 6.5. Proficiency in English sufficient to undertake graduate study is expected upon entry. Students who do not meet proficiency levels established by the Graduate School and the department will be expected to take additional work to raise their level of performance. Also, any transcript from a non-US institution will need to be verified by World Education Services (WES). WES is an organization that provides international credential evaluation and checks documents for validity and accuracy. WES also offers an analysis of an individual's degrees and transcripts and will provide equivalents for each credential. For more information contact WES at http://www.wes.org or 212-219-7330.

Masters Admission Requirements

Departmental courses are sequenced so that students may begin their program of study in the fall semester. However, applications for spring admission will be accepted.

Applicants to the Master of Science in Public Health (M.S.P.H.) program must have a baccalaureate degree in arts, science or medicine. Applicants should also have completed with a B or greater Calculus-2 and Matrix or Linear Algebra. Prior professional work experience is considered an asset but is not a requirement.

Students admitted to the M.S.P.H. program who do not have academic or professional experience that provides a strong understanding of the biological basis of public health are strongly encouraged to select courses that will provide this understanding.

‡Note: Master of Science in Public Health degrees in biostatistics will undergo a name change. Effective Fall 2021, the new name for the degree program is Master of Science (M.S.). The curriculum remains the same.

Doctoral Admission Requirements

Departmental courses are sequenced so that students may begin their program of study in the fall or spring semester. Applications for summer admission will also be accepted.

For the Doctor of Philosophy (Ph.D.) program, preference for admission is given to applicants with breadth and depth of academic preparation in Biostatistics, Statistics, or a closely related field. Applicants must have a master's degree in one of these areas, or a master's degree in some other field and experience in these areas. Applicants should also have completed with a B or greater Vector Calculus and Matrix or Linear Algebra.

Programs

- Biostatistics, M.P.H. (p. 1176)
- Biostatistics, M.S.P.H. (p. 1179)
- Biostatistics, Ph.D. (p. 1180)
- Epidemiology, M.P.H. (p. 1182)
- Epidemiology, M.S.P.H. (p. 1183)

Courses

BIOS 650 - Quantitative Methods in the Health Sciences (3 Credits)
Designed for professionals and pre-professionals who wish to utilize quantitative methods in public and private decision-making; exploratory data analysis, research methods in natural and controlled environments, and elementary biostatistical methods.
Prerequisites: STAT 201.

BIOS 700 - Introduction to Biostatistics (3 Credits)
Health-related statistical applications. Descriptive statistics, probability, confidence intervals, hypothesis testing, regression, correlation, ANOVA. May not be used as part of a degree program in epidemiology or biostatistics. Three lecture hours and one laboratory hour per week.

BIOS 701 - Concepts and Methods of Biostatistics (3 Credits)
Descriptive and inferential statistical applications to public health. Probability, interval estimation, hypothesis testing, measures of association. Three lecture hours and one laboratory hour per week. Intended for those who will be involved in research applications of biostatistics.

BIOS 709 - Basic Software for Public Health (1 Credit)
Working with public health data using statistical software. Effective ways to store, clean, merge, and format public health data for analysis.

BIOS 710 - Effective Data Management for Public Health (3 Credits)
Statistical data management techniques. Microcomputer applications, communication between microcomputers and mainframe, tape and disk storage, access of large health-related databases.
Prerequisite or Corequisite: BIOS 700.
BIOS 711 - Introduction to R Programming (1 Credit)
Students will learn the software program R for performing data management. The course covers basic to advanced commands for properly formatting output, merging data, working with functions, graphing, using programming loops for preparing data for analysis for public health data.

BIOS 712 - Introduction to Stata Software (1 Credit)
Students will learn the software program Stata for performing data management. The course covers basic to advanced commands for properly formatting output, merging data, working with functions, graphing, using programming loops for preparing data for analysis for public health data.

BIOS 714 - Introduction to MS Access for Public Health (1 Credit)
This course focuses the uses of Microsoft Access for data management in public health. The course takes the student through building tables, forms, queries, reports and finishes with automated scripts for each of use with Access.

BIOS 719 - Advanced SAS Methods for Public Health (1 Credit)
This course focuses on advanced programming for managing and analyzing data using SAS. Building upon skills learned in BIOS 709 (Introduction to SAS), students will learn data management using PROC SQL. Students will also become familiar with the SAS Macro Language which prepares data for conducting efficient statistical analysis.

BIOS 745 - Seminar in Biostatistics (1-2 Credits)
Analysis of current and prospective issues in biostatistics, including historical foundations. Includes student exploration of unsolved problems and examination of central issues in biostatistics.

BIOS 746 - Introduction to Complex Survey Data Analysis (1 Credit)
Students will learn the basics of data collection methods, sampling design for linear, logistic, and survival analysis complex models using survey data. Students will also learn about weight adjustments, imputation methods with an emphasis on both applied models and the theory behind them.
Prerequisites: BIOS 701 and BIOS 709 or equivalent.

BIOS 748 - Surgery and Emergency Medicine (2 Credits)
Specialized medical topics in emergency and surgical medicine.

BIOS 751 - Health Data Systems (3 Credits)
Origin and operation of databases serving governmental and institutional policy and management of programs.
Prerequisites: BIOS 700, HSPM 700.

BIOS 752 - Vital Record and Health Survey Data Analysis (3 Credits)
Accessing, managing, analyzing, and interpreting results from state and national vital records and health survey data sets. Common problems, programming techniques, and analytic considerations.
Prerequisites: BIOS 700, BIOS 710, EPID 700.

BIOS 753 - Community Health Studies (3 Credits)
Process, skills, and management of undertaking health studies in the human community.
Prerequisites: BIOS 700, EPID 700.

BIOS 754 - Discrete Data Analysis (3 Credits)
Analysis of discrete data in public health studies. Relative risk, odds ratio, rates and proportions, contingency tables, logistic regression, introduction to other advanced topics. Not for biostatistics majors.
Prerequisites: EPID 701, BIOS 710, BIOS 757.

BIOS 755 - Introduction to Longitudinal Data Analysis (3 Credits)
Introduction to principles and methods for longitudinal & multi-level modeling. Focus on data analysis and interpretation.
Prerequisites: BIOS 757.

BIOS 757 - Intermediate Biostatistics (3 Credits)
Public health applications of correlation, regression, multiple regression, single and multi-factor analysis of variance and analysis of covariance.
Prerequisites: a course in introductory statistics.

BIOS 758 - Advanced Linear Models in Biostatistics (3 Credits)
Public health applications of correlation, regression, multiple regression, single and multi-factor analysis of variance and analysis of covariance. Additional topics in analysis of health data including regression diagnostics, multi-collinearity of observational data, ridge/nonlinear regression, principal components, random/mixed effects, unbalanced designs, repeated measures and sampling and design effects.
Prerequisites: BIOS 701.

BIOS 759 - Theory and Methods of Discrete Data Analysis (3 Credits)
The concepts, principles, and biostatistical techniques necessary to analyze categorical epidemiological data including dose response curves, life tables, and discrete measures of association. Estimation of parameters for logistic and other commonly used epidemiological models.
Prerequisites: EPID 701, BIOS 757.

BIOS 760 - Biostatistical Methods in Clinical Trials (3 Credits)
The basic and advanced statistical techniques necessary for the design, conduct, analysis, and interpretation of results of clinical trials.
Prerequisites: EPID 741, BIOS 757.

BIOS 761 - Survival Analysis (3 Credits)
Methods for the analysis of survival data in the biomedical setting. Underlying concepts; standard parametric and nonparametric methods for one or several samples; concomitant variables and the proportional hazards model.
Prerequisites: BIOS 757 or BIOS 758.

BIOS 762 - Biostatistical Modeling of Genomic Data (3 Credits)
This course is an introduction to important topics and key concepts in statistical genetics, with emphasis on statistics methods and their applications to human complex diseases. The course will cover major concepts and classical statistical methods for the analysis of family and population based human genetic data.
Prerequisites: BIOS 757 or equivalent.

BIOS 765 - Research Design in the Biomedical Sciences (3 Credits)
Fundamentals of constructing, analyzing, and interpreting biomedical studies; internal and external validity, sample size determination, completely random designs, blocking crossover designs, factorial designs, confounding, nested designs, repeated measure designs.
Prerequisites: EPID 741, BIOS 757.

BIOS 770 - Applied Longitudinal Data Analysis (3 Credits)
Modern methods for the analysis of repeated measures, correlated outcomes, and longitudinal data, including repeated measures ANOVA, generalized linear models, random effects, and generalized estimating equations.
Prerequisites: BIOS 757 or STAT 701 or STAT 705.

Cross-listed course: STAT 771
BIOS 775 - Biostatistical Aspects of Bioinformatics (3 Credits)
Bioinformatics analyses related to public health and biomedical research. Gene-gene and gene-environment interaction, phylogeny analysis in disease classification, and clustering for expression data. Data analyses, simulation studies, algorithms, and interpretation of health data.
Prerequisites: BIOS 757.

BIOS 780 - Introduction to Quantile Regression (3 Credits)
Principles and methods of quantile regression, a robust and distribution-free statistical approach that extends the classical mean regression to the analysis of complex treatment effects.
Prerequisites: BIOS 757.

BIOS 790 - Independent Study (1-6 Credits)
Directed research on a topic to be developed by M.P.H. or M.S.P.H. student and instructor. May be repeated.

BIOS 794 - Selected Topics in Biostatistics (1-6 Credits)
Content varies by title. Course may be repeated for a total of 6 credit hours.

BIOS 798 - Public Health Practice (1-6 Credits)
Performance of a limited work or service project in a public need setting, pursuit of planned learning objectives related to previously identified aspects of the student's chosen role. Self-monitoring and regular seminars focusing on learning accomplishments.
Prerequisites: 9-10 hours of specified courses including EPID 700, BIOS 700.

BIOS 799 - Thesis Preparation (1-9 Credits)
BIOS 805 - Categorical Data Analysis (3 Credits)
Prerequisites: BIOS 759 or STAT 704.

Cross-listed course: STAT 770

BIOS 808 - Environmetrics (3 Credits)
Statistical methods for environmental and ecological sciences, including nonlinear regression, generalized linear models, spatial analyses/kriging, temporal analyses, meta-analysis, quantitative risk assessment.
Prerequisites: BIOS 757 or BIOS 701 or STAT 705.

Cross-listed course: STAT 708

BIOS 809 - Environmetrics II (3 Credits)
Theoretical underpinnings of environmetrics. Spatial statistics, temporal and longitudinal analysis, hierarchical modeling, and Bayesian inferences for environmental data.
Prerequisites: STAT 708 or BIOS 808; STAT 714.

Cross-listed course: STAT 709

BIOS 811 - Survival Analysis II (3 Credits)
Parametric survival analysis, accelerated failure time model, frailty model, competing risk mode and multi-state model. Techniques motivated by applications in epidemiology and clinical medicine research, applications demonstrated using public health data sets.

BIOS 815 - Generalized Linear Models (3 Credits)
Statistical theory and applications extending regression and analysis of variance to non-normal data. An integrated treatment encompassing logistic and other binary regressions, log-linear models, and gamma regression models.
Prerequisites: STAT 713 or STAT 513 and STAT 705 or BIOS 757.

Cross-listed course: STAT 775

BIOS 816 - Advanced R Programming in Public Health (3 Credits)
R is a free and open source software environment for statistical computing and graphics. This course provides the principles and techniques to efficiently design, implement, and execute simulation and data analysis routines in quantitative fields like biostatistics, statistics, engineering, finance, and data science.
Prerequisites: BIOS 711.

BIOS 820 - Bayesian Biostatistics and Computation (3 Credits)
Bayesian statistical methods including hierarchical modeling and the use of the Markov Chain Monte Carlo (MCMC) methods.
Prerequisites: STAT 705 or BIOS 757.

BIOS 822 - Statistical Methods in Spatial Epidemiology (3 Credits)
A comprehensive introduction to the statistical methods used in the analysis of geo-referenced spatial health data. Topics range from disease mapping to prospective surveillance.
Prerequisites: BIOS 757 and BIOS 759.

BIOS 825 - Multivariate Biostatistics (3 Credits)
Analysis of multivariate data as found in biomedical studies: multivariate linear models, principal component analysis, factor analysis, discriminant and cluster analysis. Other special multivariate topics such as principal component regression.
Prerequisites: STAT 516 or BIOS 757.

BIOS 845 - Doctoral Seminar (1-3 Credits)
May be repeated for credit.
Prerequisites: complete at least one semester of course work and consent of instructor.

BIOS 850 - Binary Dose Response Theory and Methods (3 Credits)
Threshold, mass action and target theory; empirical dose response functions; methods in current use among health science researchers.
Prerequisites: STAT 512.

BIOS 890 - Independent Study (1-3 Credits)
Directed research on a topic to be developed by doctoral student and instructor. May be repeated.

BIOS 894 - Selected Topics in Biostatistics (3 Credits)
Discussion on current and emerging issues in biostatistics.

BIOS 898 - Doctor of Public Health Practicum (1-6 Credits)
Students are required to conduct applied public health methods and strategies as a part of their practicum experience. In particular, the student should successfully implement and interpret the results of biostatistical methods in the organization.

BIOS 899 - Dissertation Preparation (1-12 Credits)
Prerequisite: one full year (18 hours) of graduate study beyond the master's level.
EPID 594 - Special Topics in Epidemiology (1-6 Credits)
This course will introduce epidemiologic concepts and methods using cases studies examining current global health challenges. Students will gain an understanding of the role of epidemiology in understanding the distribution of disease and risk factors, and developing, implementing and evaluating public health interventions globally.

EPID 661 - Parasitology (4 Credits)
Parasites of biological, economic, and public health importance. Three lecture and three laboratory hours per week.
Prerequisites: 300 level Biology course or equivalent.

Cross-listed course: BIOL 531, ENHS 661

EPID 700 - Introduction to Epidemiology (3 Credits)
Principles of epidemiology with examples of selected health problems. Health status of populations and conceptual tools for translating epidemiologic findings into public health action. May not be used as part of a degree program in epidemiology or biostatistics.

EPID 701 - Concepts and Methods of Epidemiology (3 Credits)
Conceptual foundation of epidemiologic research, quantitative methods, and epidemiologic study design. Intended for those who will be involved in epidemiologic research.
Prerequisite or Corequisite: BIOS 701.

EPID 707 - Ethical Issues in Health Care and Research (3 Credits)
The ethical dimensions of decision making in health care delivery, administration and epidemiologic research. Provides ethical foundations for discussion of topics in health-related research and practice.
Cross-listed course: HSPM 707

EPID 711 - Epidemiologic Research Methods (3 Credits)
Theoretical and practical aspects of epidemiologic research methods.
Prerequisites: EPID 700

EPID 720 - Comprehensive Microbiology (6 Credits)
Prerequisites: consent of the instructor.

EPID 721 - Clinical and Population Research Protocol Development and Implementation (2 Credits)
The purpose of this course is to develop applied research skills related to the development of appropriate data collection protocols for a given public health issue and context.

EPID 722 - Scientific Writing and Appraisal of Epidemiologic Studies (2 Credits)
This course will familiarize students with techniques used to critically assess, interpret, evaluate, and synthesize epidemiologic literature. Students will be introduced to research databases, reference management software, reporting guidelines, and methods for systematic reviews. Students will learn how to effectively communicate research findings via manuscript and oral or poster format.
Prerequisites: EPID 700, EPID 701 or PUBH 725.

EPID 725 - Biologic Basis of Public Health (3 Credits)
Survey of the biology of human disease processes at cellular, tissue and body system levels: application of biological principles to contemporary public health problems.

EPID 730 - Public Health Surveillance Systems (3 Credits)
Introduction to the concepts, implementation, and evaluation of surveillance systems to monitor the health of human populations.
Prerequisites: EPID 701, PUBH 725, or equivalent course

EPID 741 - Intermediate Epidemiologic Methods (3 Credits)
Application of epidemiologic methods to current health problems through analysis of secondary data. Strategies for investigating etiologic hypotheses, assessment and control of confounding.
Prerequisites: EPID 701, PUBH 725, or equivalent.

Prerequisite or Corequisite: BIOS 757, BIOS 758 and BIOS 709, BIOS 710.

EPID 742 - Epidemiological Concepts in Selected Disease or Health Conditions (3 Credits)
The study of selected disease or health conditions illustrative of the interaction between host/agent/environment and the factors involved; and the application of epidemiologic methods to the investigation of such events. Two lecture and three laboratory hours per week.
Prerequisites: EPID 701.

EPID 743 - Nosocomial Disease Control (3 Credits)
Specialization in the identification of potential or existing health hazards in institutional settings of the health care system; and includes instruction in the application of scientific knowledge to the daily routines in the implementation of appropriate control behaviors. Two lecture and three laboratory hours per week.
Prerequisites: BIOS 700, EPID 700, EPID 742.

EPID 744 - Cardiovascular Disease Epidemiology (3 Credits)
Epidemiology of selected groups of cardiovascular diseases (CVD) including etiology, pathophysiology, identification and description of events of CVD, and outcomes.
Prerequisites: EPID 701, PUBH 725.

EPID 745 - Seminar in Epidemiology (1-2 Credits)
Analysis of current and prospective issues in epidemiology, including historical foundations. Includes student exploration and critical consideration of current research and unsolved problems in epidemiology.

EPID 746 - Cancer Epidemiology (3 Credits)
Epidemiology of selected cancers in humans, including etiology, pathophysiology, identification and description of events of cancer and outcomes.
Prerequisites: EPID 700.

EPID 747 - Environmental Epidemiology (3 Credits)
Emphasis on the epidemiology of selected environmental factors which may affect human health including the identification of health hazards and methods of investigation. Two lecture and three laboratory hours per week.
Prerequisites: EPID 700, BIOS 700.

EPID 748 - Epidemiologic Evaluation of Preventive and Personal Health Care (3 Credits)
Emphasis is on the use of epidemiologic methods and principles in the selection, design, and implementation of evaluation strategies in preventive and personal health service practice areas. Current models and strategies of evaluation appropriate to public health practice will be analyzed and compared. The student is expected to develop and implement an evaluation design. Two lecture and three laboratory hours per week.
Prerequisites: EPID 700, BIOS 700.
EPID 749 - Infectious Diseases Epidemiology (3 Credits)
Emphasis on epidemiological principles and methods basic to investigation, prevention and control of a variety of bacterial, viral, parasitic, and fungal diseases of public health importance.
Prerequisites: EPID 700 and BIOS 700.

EPID 750 - Methods in Infectious Disease Epidemiology (3 Credits)
Quantitative methods for the study of infectious disease dynamics, including study design and analysis, mathematical modeling, computer simulation, and phylogenetic inference.
Prerequisites: EPID 741 and EPID 749.

EPID 751 - Sexually Transmitted Diseases: Their Epidemiology and Control (3 Credits)
A study of the epidemiology of the various sexually transmitted diseases and their complications, with emphasis on their prevention and control.
Prerequisites: EPID 700 and BIOS 700.

EPID 752 - Epidemiology and Control of Parasitic Diseases of Public Health Importance (3 Credits)
Study of major parasitic diseases of public health importance. Emphasis on epidemiologic principles and patterns of human morbidity and mortality. Analyzes and evaluates various approaches in prevention and control programs.
Prerequisites: EPID 700, BIOS 700, and ENHS 661.

EPID 753 - AIDS: Epidemiology and Control (3 Credits)
A study of the epidemiology of Acquired Immunodeficiency Syndrome (AIDS) and its various implications and issues with emphasis on its prevention and control.

EPID 754 - AIDS Seminar (1 Credit)
Critical analysis of current scientific literature on various aspects and issues on Acquired Immunodeficiency Syndrome (AIDS).

EPID 755 - Emerging Infectious Diseases: Epidemiology and Pathobiology (3 Credits)
Principles and factors in emerging infectious diseases with emphasis on epidemiology, pathobiology, prevention, and control.
Prerequisites: EPID 749.

EPID 757 - Epidemiologic Applications to Occupational Health (3 Credits)
Introduction to clinical and epidemiologic aspects of occupational health and recognition and prevention of occupational diseases and injury. Epidemiologic applications to occupational health are highlighted and stressed, including design and implementation.
Prerequisites: EPID 700 or EPID 701.

EPID 758 - Application of Epidemiology in Public Health (3 Credits)
The course consists of the development of research skills in epidemiology in the context of public health.
Prerequisites: EPID 701, EPID 741.

EPID 760 - Epidemiological Methods in Clinical Trials (3 Credits)
Fundamental and practical issues related to the design, conduct, analysis, and interpretation of results of clinical trials.
Prerequisites: EPID 700, BIOS 700, EPID 741.

EPID 763 - Nutritional Epidemiology (3 Credits)
Covers methodology for investigating nutrition’s role in health, including nutritional assessment and the design and interpretation of research studies. Substantive issues emphasize major public health concerns of the 21st century.
Prerequisites: EPID 701, PUBH 725, or equivalent.

EPID 765 - Reproductive and Perinatal Epidemiology (3 Credits)
Epidemiology of reproductive and perinatal health with emphasis on current research, controversial issues and methodological approaches.
Prerequisites: EPID 701, PUBH 725, or equivalent course, BIOS 701.

EPID 767 - GIS and Public Health Applications (3 Credits)
Principles and application of basic and intermediate-level GIS technologies in public health practice and research.

EPID 768 - Psychiatric Epidemiology (3 Credits)
Methodologic issues in the epidemiologic study of psychiatric disorder, the epidemiology of major psychiatric outcomes, and issues in the study of special populations.
Prerequisites: EPID 701, PUBH 725, or equivalent course.

EPID 770 - Social Epidemiology (3 Credits)
Influence of social factors and the distribution of those factors on patterns of health and disease. Including individual-level examinations of the role of social determinants in producing health, as well as more macro-level examinations of patterns of social disparities in health status.
Prerequisites: EPID 701, PUBH 725, or equivalent course.

EPID 777 - Genetic and Epigenetic Epidemiology (3 Credits)
An introduction to genetic and epigenetic epidemiology and application of epidemiological tools, including statistical analyses, to the study of the genome and the epigenome in human populations.

EPID 785 - Laboratory Practice in Clinical Microbiology (3-6 Credits)
Laboratory practice in the subdisciplines of clinical microbiology. May be repeated for a total of 18 hours.
Prerequisites: EPID 700, EPID 742, BIOS 700, MBIM 720.

EPID 788 - Practical Methods for Secondary Data Analysis (3 Credits)
Introduction to data sources and methods commonly used by epidemiologists and health analysts in state or federal health departments and research settings. Methods include data management and analysis using SAS, data interpretation, survey designs, and innovative record linkages. Instructor reserves the right to waive course requirements.
Prerequisites: BIOS 700 BIOS 701; EPID 700 EPID 701; BIOS 757 BIOS 758, BIOS 754.

Prerequisite or Corequisite: EPID 741 or other equivalent research methods class.

EPID 790 - Independent Study (1-6 Credits)
Directed research on a topic to be developed by M.P.H. or M.S.P.H. student and instructor. May be repeated.

EPID 794 - Selected Topics in Epidemiology (1-6 Credits)
Content varies by title. Course may be repeated for a total of 6 credit hours.

EPID 796 - Integrated Learning Experience (1 Credit)
Demonstrate synthesis of MPH foundational and concentration competencies to address a public health issue in the form of a high-quality written product.
EPID 798 - Epidemiology Applied Practicum (2 Credits)
Apply and test public health concepts, theories, and analytical tools learned in the classroom to real-world public health issues outside of the classroom in any one of a variety of settings.
Prerequisites: PUBH 725, PUBH 726, PUBH 730, and PUBH 735.

EPID 799 - Thesis Preparation (1-9 Credits)

EPID 800 - Advanced Methodological Theory in Epidemiology (3 Credits)
Advanced epidemiologic methods in the design of epidemiologic studies, with emphasis on causal inference. Theories and frameworks of causation and interactions between causes and graphical visualization tools.
Prerequisites: EPID 741.

EPID 801 - Advanced Analytic Methods in Epidemiology (3 Credits)
Extension of research design and development issues with focus on grant writing.
Prerequisites: EPID 800.

EPID 802 - Grant Writing for Epidemiologists (3 Credits)
Extension of research design and development issues with focus on writing a major research grant application.
Prerequisites: EPID 741.

EPID 810 - Seminar in the Epidemiology of Trauma (3 Credits)
Seminar presentation and group discussion on the major issues in the study of trauma associated with accidents, injuries, or violence.
Prerequisites: EPID 741, BIOS 759.

EPID 820 - Seminar in the Epidemiology of Health Effects of Physical Activity (3 Credits)
Seminar presentation and group discussion on the major issues in the study of physical activity and exercise and their impact on health.
Prerequisites: EPID 700.

EPID 830 - Seminar in the Epidemiology of Aging (3 Credits)
Exploration in depth of theories, current health problems, research, and methodological issues in the epidemiology of aging.

EPID 844 - Advanced Cardiovascular Disease Epidemiology: Evidence Synthesis and Evaluation (3 Credits)
Epidemiology of cardiovascular disease and its risk factors, with a focus on evidence synthesis through systematic reviews.
Prerequisites: EPID 701.

EPID 845 - Doctoral Seminar (1-3 Credits)
May be repeated for credit.
Prerequisites: complete at least one semester of course work.

EPID 847 - Advanced Environmental Factors and Human Health (3 Credits)
Advanced methods encompassing the investigation of environmental factors and how they affect human health. Emphasis on reading and interpreting the peer reviewed scientific literature and developing a systematic literature review and grant proposal.
Prerequisites: EPID 700 EPID 701 and BIOS 700 BIOS 701.

EPID 865 - Methods in Reproductive & Perinatal Epidemiology (3 Credits)
This course provides an overview of reproductive and perinatal epidemiology and the applications in the field of Maternal and Child Health. It covers the current and emerging topics in this area. Designed for doctoral students with interests in conducting research related to reproductive and perinatal epidemiology.
Prerequisites: EPID 700 EPID 701 and BIOS 700 BIOS 701.

EPID 867 - Geographic Information Systems for Public Health Research (3 Credits)
Principles and application of basic and intermediate-level GIS technologies in public health research. Designed for doctoral students with interest in conducting health-related research using GIS methods.

EPID 869 - Clinical Effectiveness (3 Credits)
Clinical Effectiveness is a broad term that includes clinical trials and interventional study designs. The purpose of this course is to develop skills in the application of epidemiologic methods to clinical effectiveness research, by conceptualizing and designing an intervention study. Students will actively participate in teaching and learning through in-class activities and developing a protocol to test an intervention in a clinical trial design.
Prerequisites: EPID 701, PUBH 725, or equivalent course.

EPID 877 - Advanced Methods and Concepts in Nutrition Research (3 Credits)
Advanced Methods and Concepts in Nutrition Research addresses aspects of nutrition ranging from nutritional biochemistry to dietetics and community nutrition education. It covers disciplinary breadth encompassing the study of effects of dietary exposures on inflammation, epigenetics, immune function, psychological states and traits, physiologic states, and pathophysiologic processes, including carcinogenesis.
Prerequisites: EPID 763.

EPID 890 - Independent Study (1-3 Credits)
Directed research on a topic to be developed by doctoral student and instructor. May be repeated.

EPID 894 - Selected Topics in Epidemiology for Doctoral Students (1-3 Credits)
Variable credit doctoral level epidemiology course (1-3). The specific epidemiologic topic to be taught is determined by the course instructor in consultation with the department.

EPID 899 - Dissertation Preparation (1-12 Credits)
Prerequisite: one full year (18 hrs) of graduate study beyond the master's level.

PUBH 678 - Transforming Health Care for the Future (1 Credit)
Foundation for beginning health professions students to gain an understanding of the complexities of the health care system through experiential activities conducted in interprofessional teams and the importance of interprofessional collaboration in order to improve the system.
Cross-listed course: SOWK 678

PUBH 700 - Perspectives in Public Health (3 Credits)
Seminar format orientation to history, mission, and core services and disciplines of public health to develop understanding of current public health practice and how many health-related disciplines contribute to achieving public health goals.
Biostatistics, M.P.H.

The goal of the Master of Public Health degree in Biostatistics is to prepare students with prior public health experience, through quality lecture and field practice experiences and other research opportunities, to apply analytical and investigative biostatistical skills in a public health setting.

Learning Outcomes

- Students will evaluate a public health surveillance system and identify salient gaps and methods to address them.
- Students will determine the appropriate study designs for a given public health problem and context.
- Students will compare and contrast the strengths and limitations of epidemiologic study designs (randomized trials and observational studies), including biases and methods to minimize bias.
- Students will formulate a research question and manage and analyze data from public health administrative or surveillance data or electronic health data repositories.
- Students will develop appropriate data collection protocols for a given public health issue and context.
- Students will critically evaluate epidemiologic scientific literature.

Admission Requirements for Biostatistics

Applicants for a graduate degree in Biostatistics must have a degree from an approved college or university. Applicants must meet all requirements of The Graduate School for admission and be recommended to the Graduate School for acceptance by the Department of Epidemiology and Biostatistics.

When we make our admissions decisions, we evaluate the applicant’s entire file in relation to the pool of applicants that year. We also evaluate whether the applicant’s needs and goals fit well with our department’s strengths and resources.

The admission criteria for all degree programs follow those of The Graduate School for admission and be recommended to the Graduate School for acceptance by the Department of Epidemiology and Biostatistics.

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When we make our admissions decisions, we evaluate the applicant’s entire file in relation to the pool of applicants that year. We also evaluate whether the applicant’s needs and goals fit well with our department’s strengths and resources.
Therefore, we provide the following as a general guideline for all our programs:

- Grade point average of 3.0
- GRE Verbal score > 151 (International students whose GRE Verbal score is > 146, and whose TOEFL score is at least the minimum defined below, will also be considered)
- GRE Quantitative score > 157 for the M.S.P.H. program and > 161 for the Ph.D. program

Committee members review the entire files carefully. Clear demonstration of competence in one or more domain(s) can supersede specific GRE score(s)

An electronic application packet should be submitted to SOPHAS as early as possible, and will not be processed until all the required credentials have been received and verified. Electronic applications can be submitted online. For information on how to apply electronically see the Arnold School of Public Health's admissions website.

International applicants whose native language is not English and who have not earned a degree in an English-speaking country are also required to submit a satisfactory score on the Test of English as a Foreign Language (TOEFL) or the University of Cambridge's International English Language Testing System (IELTS) Academic Course Type 2 exam. The minimum acceptable score on the TOEFL is 230 (computer-based) or 570 (paper-based) or 75 (Internet-based). The minimum acceptable overall band score on the IELTS Academic Course Type 2 exam is 6.5. Proficiency in English sufficient to undertake graduate study is expected upon entry. Students who do not meet proficiency levels established by The Graduate School and the department will be expected to take additional work to raise their level of performance. Also, any transcript from a non-US institution will need to be verified by World Education Services (WES). WES is an organization that provides international credential evaluation and checks documents for validity and accuracy. WES also offers an analysis of an individual's degrees and transcripts and will provide equivalents for each credential. For more information contact WES at http://www.wes.org or 212-219-7330.

Masters Admission Requirements

Departmental courses are sequenced so that students should begin their program of study in the fall semester. However, applications for spring admission will be accepted.

Applicants to the Master of Science in Public Health (M.S.P.H.) program must have a baccalaureate degree in arts, science or medicine. Applicants should also have completed with a B or greater Calculus-2 and Matrix or Linear Algebra. Prior professional work experience is considered an asset but is not a requirement.

Students admitted to the M.S.P.H. program who do not have academic or professional experience that provides a strong understanding of the biological basis of public health are strongly encouraged to select courses that will provide this understanding.

‡Note: Master of Science in Public Health degrees in biostatistics will undergo a name change. Effective Fall 2021, the new name for the degree program is Master of Science (M.S.). The curriculum remains the same.

Degree Requirements (45 Hours)

A minimum of 45 credit hours is required for the Master of Public Health with a major in Biostatistics. Students are required to have two semesters of calculus or will be expected to make up the deficit beyond the minimum program of study. Additional courses may be required to meet prerequisites or to accommodate electives. All department core courses must be passed with a grade of “B” or better. Failure to do so will necessitate repeating the course; these courses can only be repeated once. Course requirements are given below.

School of Public Health Core (9 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENHS 660</td>
<td>Concepts of Environmental Health Science</td>
<td>3</td>
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<tr>
<td>HSPM 700</td>
<td>Approaches and Concepts for Health Administration</td>
<td>3</td>
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<tr>
<td>HPEB 700</td>
<td>Concepts and Methods in Health Promotion</td>
<td>3</td>
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Department Core (18 Hours)

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<tbody>
<tr>
<td>BIOS 701</td>
<td>Concepts and Methods of Biostatistics</td>
<td>3</td>
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<tr>
<td>EPID 701</td>
<td>Concepts and Methods of Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 757</td>
<td>Intermediate Biostatistics</td>
<td>3</td>
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<tr>
<td>EPID 741</td>
<td>Intermediate Epidemiologic Methods</td>
<td>3</td>
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<tr>
<td>EPID 745</td>
<td>Seminar in Epidemiology</td>
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<tr>
<td>BIOS 745</td>
<td>Seminar in Biostatistics</td>
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<tr>
<td>BIOS 710</td>
<td>Effective Data Management for Public Health</td>
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Major Courses (12 Hours)

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<tbody>
<tr>
<td>BIOS 758</td>
<td>Advanced Linear Models in Biostatistics</td>
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</tr>
<tr>
<td>BIOS 759</td>
<td>Theory and Methods of Discrete Data Analysis</td>
<td>3</td>
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<td>STAT 512</td>
<td>Mathematical Statistics</td>
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<td><strong>Select one of the following:</strong></td>
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<tr>
<td>BIOS 751</td>
<td>Health Data Systems</td>
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<tr>
<td>BIOS 752</td>
<td>Vital Record and Health Survey Data Analysis</td>
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<td>BIOS 760</td>
<td>Biostatistical Methods in Clinical Trials</td>
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<td>BIOS 765</td>
<td>Research Design in the Biomedical Sciences</td>
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<td>BIOS 770</td>
<td>Applied Longitudinal Data Analysis</td>
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<td>BIOS 775</td>
<td>Biostatistical Aspects of Bioinformatics</td>
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<tr>
<td>BIOS 805</td>
<td>Categorical Data Analysis</td>
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<td>BIOS 808</td>
<td>Environmetrics</td>
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<td>BIOS 809</td>
<td>Environmetrics II</td>
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<tr>
<td>BIOS 761</td>
<td>Survival Analysis</td>
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<tr>
<td>BIOS 815</td>
<td>Generalized Linear Models</td>
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<td>BIOS 820</td>
<td>Bayesian Biostatistics and Computation</td>
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<td>BIOS 825</td>
<td>Multivariate Biostatistics</td>
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<tr>
<td>STAT 513</td>
<td>Theory of Statistical Inference</td>
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<tr>
<td>STAT 518</td>
<td>Nonparametric Statistical Methods</td>
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<td>STAT 519</td>
<td>Sampling</td>
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**Practice (6 Hours)**

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<tbody>
<tr>
<td>BIOS 798</td>
<td>Public Health Practice</td>
<td>6</td>
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**Total Credit Hours** 6

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**Practicum Requirements for the M.P.H.**

Public Health in the United States is practiced in diverse settings that include both public and private agencies. Regardless of the type of agency in which it is practiced, public health includes a philosophy of social justice, concepts of community, and population perspectives. The range of public health activities in populations include preventing epidemics and the spread of disease, preventing injuries, protecting against environmental hazards, promoting and encouraging healthy behaviors, responding to disasters and assisting communities in recovery and assuring quality and accessibility of health services (Public Health in America, APHA, 1995). For epidemiologists and biostatisticians, one important aspect of public health practice is learning to bridge the gap between data collection/analysis and decision-making in addressing the goals of public health.

**Prerequisites**

Minimum course prerequisites for the practice experience: completion of at least one of the School of Public Health core courses and the department core. Students must pass the progression examination before beginning the practice.

**Selection of Appropriate Practice Setting, Mentor and Faculty**

A variety of public agencies offer practice opportunities for students. Mentors for the practice experience are in most instances individuals whose daily activity focuses primarily on public health practice, such as those who develop, manage, or evaluate programs at the SC Department of Health and Environmental Control. Faculty research projects are not appropriate for the practice experience. Faculty with joint appointments in the School of Public Health and a practice setting may serve as Mentors as long as the practice experience is clearly situated in the practice setting and has a practice focus, and the Mentor is functioning for the purposes of the student’s practice experience, primarily in his or her practice capacity. See 7 below: Developing a Work Task. Assistantships will not be offered to satisfy any academic requirements, including practice requirements and thesis/dissertation research.

**Academic Credit**

Students in the M.P.H. program must satisfactorily complete a total of six credit hours in Public Health Practice. Practice can be taken in more than one semester, and credit hours assigned are variable depending upon the nature and extent of the work tasks undertaken. Three hours of practice work in a regular semester (Fall or Spring terms) requires an average of 10 hours of actual work each week including writing the final report, or 20 hours per week for six credits. In a summer term, three hours of credit would require 20 hours per week and six hours of credit would require 40 hours per week.

**Ethics and Professional Standards**

Public Health Practice combines the accomplishment of a task with intentional learning on the part of a student. In Public Health Practice, students are responsible for initiating their work and establishing learning objectives. In Public Health Practice, the student's work is for the host organization's benefit, and must not be used outside its purview without specific permission, usually in writing. The results of this work are “controlled” by the host organization or its representative.

Professional conditions of confidentiality are to be honored according to prevailing practice of the sponsoring organization. In general, information received from an individual or organization belongs to that individual or organization and recipients (i.e., students) are not free to pass along this information to other parties without the consent of the individual or organization.

All practice projects involving human subjects must be reviewed and approved by the appropriate ethics review committee. Research qualifying for exemption (typically secondary data analysis of existing data, observational studies with adults, or evaluation of service/public activities) can be approved by the University Institutional Review Board. The IRB application must be completed online (https://sc.edu/about/offices_and_divisions/research_compliance/irb/). It will be necessary to register the first time you enter the site. Some projects must also be approved by the agency review committee at which the practicum is conducted. Any necessary approvals must be obtained prior to beginning work on the defined practicum tasks. Some practicum activities related to an ongoing research project may be covered under that project's IRB approval; this should be discussed with the project PI and/or practicum advisor; in most situations, notification of the IRB of a change in protocol is sufficient.

**Financial Support**

If financial resources are required for doing a Public Health Practice activity, the responsibility for negotiating these arrangements rests with the sponsoring agency and the student. These costs and responsibilities for coverage are included in the practice proposal. Responsibilities of a graduate assistantship cannot be used to satisfy practice requirements.

**Participant Roles in BIOS 798**

Students are expected to:

- Take initiative and responsibility in defining competence to be developed, arranging or selecting an appropriate setting for practice activity, developing clear work and learning objectives and completing work and learning tasks by the dates agreed upon.
- Arrange appropriate meetings with Faculty Advisor and Mentor, including the final oral presentation.

Faculty Advisors are expected to:

- Advise students in developing work and learning proposals.
- Advise students regarding ethics review required of the practice project.
- Participate in meetings with student and Mentor at the location of student's practice.
- Provide ongoing expert advice and guidance as needed or requested.
- Assess learning outcomes and assign pass/fail grade at appropriate times.
- Attend final oral presentation by student.

Mentors are expected to:

- Assist SPH staff and students to define short-term tasks of potential use to his or her organization.
- Review student's "proposal" for usefulness to organization, determine limits of Mentor's role with student, and provide on-site direction to the work component of the practice.
- Provide student logistical support (arranging space, equipment, use of phones, use of computer and/or computer software, secretarial
help, making introductions, providing data or helping gain access to it, and general advice within the organization.

• Attend the student’s required final oral presentation.
• Assist with assessment of student's work and growth in competence during the practice.

Developing a Work Task
For some students, a work task may be defined and negotiated for a practice activity prior to establishing specific learning objectives. In this case, discovering the learning potential of a given work task is required. For others who have developed and articulated learning objectives, the requirement is to locate and determine experiences that will enable the student to develop the specified skills.

There is no single proper way to find the “right” setting and task. The challenge is to locate something that needs to be done that some organization and persons within the organization care about, and then determine if that task can be done in the time you have available and if it allows you to pursue your learning objectives.

Experience with organizations that have sponsored SPH students suggests that if six major conditions are present, a sound practice activity can be developed. The conditions are:

• An organization wants or needs something done, and it “controls” or “owns” the work results.
• The student has some previously developed competence or experience that indicates the potential for contributions to the organization and citizenry. This includes knowledge gained in prerequisite courses.
• The student has well thought out and communicated learning objectives that can be pursued in the framework of doing the task.
• The student demonstrates a comprehensive understanding of what is to be done and is able to identify a supportive network of people.
• A Mentor is identified who both wants the work done and wants to assist the student in pursuing the designated learning objectives.
• The student seeks advice and monitoring from his/her Faculty Advisor.

The draft Work Task Proposal contains a minimal checklist of items that are considered important in preparing a work task proposal for Public Health Practice. Complete this draft first and discuss it with your Practice Faculty Advisor. The Public Health Practice Agreement form should be completed before the start of the practicum.

Individual sessions should be arranged by the student as needed with the Faculty Advisor or Mentor. It is recommended that the student schedule regular conferences with the Faculty Advisor.

Final Report and Oral Presentation
The student must write a final report on his/her practice experience and give an oral presentation based on this report. The report should address the objectives set down in the student’s practice plan. The faculty and the Mentor must approve the final version of the Practice Report. The student should provide a spiral bound copy of the report to the faculty, Mentor, and the department (a formal copy is not submitted to the Graduate School).

The student is responsible for arranging the time and place of the oral presentation. The Faculty Advisor and Mentor must be present at the presentation. The student should make a general announcement in the School of Public Health at least a week before the presentation so that anyone who wishes can attend the oral presentation.

Biostatistics, M.S.P.H.
A minimum of 44 credit hours is required for the Master of Science with a major in Biostatistics. Students are required to have two semesters of calculus or will be expected to make up the deficit beyond the minimum program of study. Additional courses may be required to meet prerequisites or to accommodate electives. All department core courses must be passed with a grade of “B” or better. Failure to do so will necessitate repeating the course; these courses can only be repeated once. Course requirements are given below.

Learning Outcomes
• Students will demonstrate the ability to evaluate a given health related problem and to identify the most appropriate statistical technique (e.g., t-test, contingency table, correlation) for analysis.
• Students will demonstrate the ability to interpret the results of a statistical analysis and to communicate such interpretations in an easily comprehensible manner.
• Display a mastery of traditional and newly developed statistical techniques, including multi-variable methods for continuous and categorical data analysis.
• Students will demonstrate the ability to use statistical software packages to obtain, manage, and analyze public health data.
• Students will demonstrate the ability to finish a thesis and communicate the results.

Requirements
School of Public Health Core (3 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>PUBH 700</td>
<td>Perspectives in Public Health</td>
<td>3</td>
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<td>Total Credit Hours</td>
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Department Core (16 Hours)

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<tbody>
<tr>
<td>BIOS 701</td>
<td>Concepts and Methods of Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>EPID 701</td>
<td>Concepts and Methods of Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 745</td>
<td>Seminar in Biostatistics</td>
<td>1</td>
</tr>
<tr>
<td>BIOS 757</td>
<td>Intermediate Biostatistics</td>
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<tr>
<td>BIOS 758</td>
<td>Advanced Linear Models in Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 709</td>
<td>Basic Software for Public Health</td>
<td>1</td>
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<tr>
<td>BIOS 711</td>
<td>Introduction to R Programming</td>
<td>1</td>
</tr>
<tr>
<td>BIOS 712</td>
<td>Introduction to Stata Software</td>
<td>1</td>
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Major Courses (16 Hours)

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<td>BIOS 746</td>
<td>Introduction to Complex Survey Data Analysis</td>
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<td>BIOS 759</td>
<td>Theory and Methods of Discrete Data Analysis</td>
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<td>BIOS 761</td>
<td>Survival Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 770</td>
<td>Applied Longitudinal Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>STAT 512</td>
<td>Mathematical Statistics</td>
<td>3</td>
</tr>
<tr>
<td>STAT 513</td>
<td>Theory of Statistical Inference</td>
<td>3</td>
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Select one of the following:  

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<tr>
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<tr>
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<td>Biostatistical Methods in Clinical Trials</td>
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<td>BIOS 765</td>
<td>Research Design in the Biomedical Sciences</td>
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</tr>
<tr>
<td>BIOS 775</td>
<td>Biostatistical Aspects of Bioinformatics</td>
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<tr>
<td>BIOS 780</td>
<td>Introduction to Quantile Regression</td>
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<td>BIOS 805</td>
<td>Categorical Data Analysis</td>
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<td>BIOS 811</td>
<td>Survival Analysis II</td>
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<tr>
<td>BIOS 815</td>
<td>Generalized Linear Models</td>
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<tr>
<td>BIOS 820</td>
<td>Bayesian Biostatistics and Computation</td>
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<tr>
<td>BIOS 825</td>
<td>Multivariate Biostatistics</td>
<td></td>
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<tr>
<td>EPID 741</td>
<td>Intermediate Epidemiologic Methods</td>
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<tr>
<td>STAT 518</td>
<td>Nonparametric Statistical Methods</td>
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<tr>
<td>STAT 519</td>
<td>Sampling</td>
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Total Credit Hours 19

The student may choose an elective from outside of this list, with the permission of their advisor.

**Thesis (6 Hours)**

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<td>Thesis Preparation</td>
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</tbody>
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Total Credit Hours 6

### Biostatistics, Ph.D.

The Doctor of Philosophy prepares students, through quality lecture and practical experiences and other research opportunities, for involvement in teaching and independent and collaborative biostatistical research; and trains researchers to teach and to pursue original research on analytical approaches to investigating health conditions, and to develop novel biostatistical approaches. The following objectives are premised upon having successfully met all of the objectives delineated previously that are common to the M.P.H. and M.S. degrees.

**Learning Outcomes**

- Students will display a mastery of advanced biostatistical techniques.
- Students will demonstrate the ability to teach topics in biostatistics in a formal classroom setting.
- Students will demonstrate the ability to consult with clients outside of the university setting and provide them with statistical assistance on a health-related problem.
- Students will demonstrate the ability to finish a dissertation and communicate the results.

**Admissions**

Applicants for a graduate degree in Biostatistics must have a degree from an approved college or university. Applicants must meet all requirements of The Graduate School for admission and be recommended to the Graduate School for acceptance by the Department of Epidemiology and Biostatistics.

When we make our admissions decisions, we evaluate the applicant’s entire file in relation to the pool of applicants that year. We also evaluate whether the applicant’s needs and goals fit well with our department’s strengths and resources.

The admission criteria for all degree programs follow those of The Graduate School and the Arnold School of Public Health. Before you can be considered for admission, you must submit an Online Application via [http://www.sophas.org](http://www.sophas.org). Your application must include:

- Completed Application submitted through SOPHAS — [http://www.sophas.org](http://www.sophas.org)
- At least two letters of recommendation for the MPH and MSPH programs and at least three letters of recommendation for the PhD program
- An updated Résumé or CV
- Official transcripts for all undergraduate and graduate work previously undertaken
- Official copies of Graduate Record Examination (GRE) scores
- A personal statement that addresses research or practice interests and long-term objectives

Candidates for all graduate programs in Biostatistics must demonstrate proficiency in communicating in English, working with mathematical concepts, and in thinking analytically. While we do not set absolute cut points for grade point average and GRE scores (in part because of variability in test-taking ability that may not reflect competence to do well in the programs, and the fact that the percentile scores vary by year) we value their ability to provide us with global comparative criteria. Therefore, we provide the following as a general guideline for all our programs:

- Grade point average of 3.0
- GRE Verbal score > 151 (International students whose GRE Verbal score is > 146, and whose TOEFL score is at least the minimum defined below, will also be considered)
- GRE Quantitative score > 157 for the M.S.P.H. program and > 161 for the Ph.D. program

Committee members review the entire files carefully. Clear demonstration of competence in one or more domain(s) can supersede specific GRE score(s)

An electronic application packet should be submitted to SOPHAS as early as possible, and will not be processed until all the required credentials have been received and verified. Electronic applications can be submitted online. For information on how to apply electronically see the Arnold School of Public Health’s admissions website.

International applicants whose native language is not English and who have not earned a degree in an English-speaking country are also required to submit a satisfactory score on the [Test of English as a Foreign Language (TOEFL)](http://www.toefl.org) or the University of Cambridge’s [International English Language Testing System (IELTS)](http://www.ielts.org) Academic Course Type 2 exam. The minimum acceptable score on the TOEFL is 230 (computer-based) or 570 (paper-based) or 75 (Internet-based). The minimum acceptable overall band score on the IELTS Academic Course Type 2 exam is 6.5. Proficiency in English sufficient to undertake graduate study is expected upon entry. Students who do not meet proficiency levels established by The Graduate School and the department will be expected to take additional work to raise their level of performance. Also, any transcript from a non-US institution will need to be verified by [World Education Services (WES)](http://www.wes.org). WES is an organization that provides international credential evaluation and checks documents for validity and accuracy. WES also offers an analysis of an individual’s degrees and transcripts and
will provide equivalents for each credential. For more information contact WES at http://www.wes.org or 212-219-7330.

Doctoral Admission Requirements

Departmental courses are sequenced so that students may begin their program of study in the fall or spring semester. Applications for summer admission will also be accepted.

For the Doctor of Philosophy (Ph.D.) program, preference for admission is given to applicants with breadth and depth of academic preparation in Biostatistics, Statistics, or a closely related field. Applicants must have a master’s degree in one of these areas, or a master’s degree in some other field and experience in these areas. Applicants should also have completed with a B or greater Vector Calculus and Matrix or Linear Algebra.

Degree Requirements (42 Post-Masters Hours)

Coursework

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PUBH 700</td>
<td>Perspectives in Public Health</td>
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<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
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Courses in Statistics (9 Hours)

<table>
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<tbody>
<tr>
<td>STAT 712</td>
<td>Mathematical Statistics I</td>
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<tr>
<td>STAT 713</td>
<td>Mathematical Statistics II</td>
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<tr>
<td>STAT 714</td>
<td>Linear Statistical Models</td>
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<td><strong>Total Credit Hours</strong></td>
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Seminar and Practica (9 Hours)

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOS 845</td>
<td>Doctoral Seminar (1 credit per semester for 3 semesters)</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 890</td>
<td>Independent Study (Teaching Practicum)</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 890</td>
<td>Independent Study (Consulting Practicum)</td>
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<td><strong>Total Credit Hours</strong></td>
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1. One credit hour of EPID 845 may be substituted.

Department Core (9 Hours)

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<tr>
<td></td>
<td><strong>Select 800-level Biostatistics</strong></td>
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Electives (9 Hours)

Cognate (3 Hours)

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<tbody>
<tr>
<td>BIOS 758</td>
<td>Advanced Linear Models in Biostatistics</td>
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<tr>
<td>BIOS 759</td>
<td>Theory and Methods of Discrete Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 760</td>
<td>Biostatistical Methods in Clinical Trials</td>
<td>3</td>
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<td>BIOS 761</td>
<td>Survival Analysis</td>
<td>3</td>
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<td>BIOS 765</td>
<td>Research Design in the Biomedical Sciences</td>
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</tr>
<tr>
<td>BIOS 770</td>
<td>Applied Longitudinal Data Analysis</td>
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Dissertation (12 Hours)

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<th>Title</th>
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</thead>
<tbody>
<tr>
<td>BIOS 899</td>
<td>Dissertation Preparation</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

Note: With the exception of Master's core courses (EPID 701, BIOS 701, BIOS 710, and BIOS 757, and their equivalents), up to 12 hours may be transferred from previous graduate coursework, with the approval of the student’s advisor and the Graduate Director.

To fulfill the Graduate School’s requirement that all doctoral programs have a minimum of 60 hours post-baccalaureate, an additional 9 hours must appear on the program of study. These may include the Master’s core courses listed above.

The requirement to take PUBH 700 may be waived with Graduate Director approval if a student has taken a similar course during his/her master’s degree program. If this requirement is waived, the student will be required to take 3 additional Biostatistics/Statistics credit hours to replace this course.

Dissertation Requirements for the Ph.D.

Dissertation Proposal

All doctoral students must complete a research project culminating in a dissertation. The dissertation must be based on original research, typically addressing a basic research problem. The first step in that process is the development of the dissertation proposal, and its oral defense before the student’s doctoral committee. The committee must approve the proposal in writing before the student can proceed with the research.

Ethics and Professional Standards

All dissertation research involving human subjects must be reviewed and approved by the appropriate ethics review committee. Research qualifying for exemption (typically secondary data analysis of existing data, observational studies with adults, or evaluation of service/public activities) can be approved by the University Institutional Review Board. The IRB application must be completed online at http://www.orc.research.sc.edu/eIRB_migration_info.html (https://sc.edu/about/offices_and_divisions/research_compliance/irb/). It will be necessary to register the first time you enter the site. Some projects must also be approved by the review committee at the agency where the dissertation research is conducted. Any necessary approvals must be obtained prior to beginning work on the defined research. Some dissertation activities related to an ongoing research project may be covered under that project’s IRB approval; this should be discussed with
the project PI and/or dissertation advisor; in most situations, notification of the IRB of a change in protocol is sufficient.

**Deadlines**

The dissertation must be read, critically evaluated, and approved by all members of the Dissertation Committee. In accordance with graduate School guidelines, the following deadlines must be met. The specific dates for a semester are available on the U.S.C. Graduate School home page [http://www.gradschool.sc.edu](http://www.gradschool.sc.edu).

1. The first complete draft of the dissertation must be in the hands of the Dissertation Committee at least 60 days before the end of the semester (Graduate Studies Bulletin); the approximate dates are October 15, March 15, and June 15 for fall, spring and summer sessions respectively. This is approximately six weeks before the filing date for the dissertation, and should be at least one month before the scheduled defense. The dissertation defense should be scheduled at this time; the Graduate Director must approve the scheduled time (see guidelines for scheduling in section 4 below).

2. The final copy is to be submitted to each committee member at least 30 days prior to the end of the semester (Graduate Studies Bulletin) or at least one week prior to the dissertation defense, whichever is earlier.

3. The dissertation defense must be held at least one week before the Graduate School filing date, which is 20 days before the end of the semester.

4. The student must file the final dissertation, with the designated number of copies, by the filing date. The Graduate Director of the student’s program, or the administrative assistant for education, will give preliminary approval to title page and general format. Final approval is given by the Graduate School when the thesis is filed at a scheduled appointment.

**Dissertation Defense and Examination**

1. The candidate must publically present the dissertation in a 45-60 minute presentation. Announcements of this presentation should be posted and sent to the EPID-BIOS listserv at least one week before the defense; at least one announcement must be posted on the seminar bulletin board outside the Department Office. The dissertation defense should be scheduled in an available classroom and not during the scheduled class time of any department core course. Department faculty are strongly encouraged to attend dissertation defenses.

2. The dissertation defense should be scheduled in an available classroom and not during the scheduled class time of any department core course. Department faculty are strongly encouraged to attend dissertation defenses.

3. The candidate must pass an oral comprehensive examination that shall be administered immediately following the presentation and evaluated by his/her Dissertation Examination Committee. This examination will focus on the technical and scientific aspects and the scholarly delineation of the dissertation topic, and may cover any other subject matter relevant to the student’s field of study.

**Final Version and Copies**

All Dissertation Committee members must approve the final version of the dissertation and sign the title page before the student submits it to the Graduate School. The student should provide each Dissertation Committee member a copy of the dissertation as submitted to the Graduate School, bound in a manner acceptable to the committee. These copies are in addition to the minimum number required by the Graduate School and any personal copies. Students are responsible to make sure the dissertation meets the Graduate School requirements (see: [http://gradschool.sc.edu/thesisdissertation/dissertation.htm](http://gradschool.sc.edu/thesisdissertation/dissertation.htm)).

**Epidemiology, M.P.H.**

**Overview**

The mission of the Master of Public Health (M.P.H.) degree in epidemiology is to prepare students to apply epidemiologic skills in a practice setting. Students will learn and develop skills in planning and conducting epidemiological studies; developing and evaluating surveillance programs; developing culturally appropriate protocols for data collection; performing data analysis and presenting results orally and in writing. Upon graduation, students will be competitive for positions available at state health or governmental health departments, private industry, clinical, or university settings.

Upon completion of the M.P.H. degree program, students will have successfully mastered:

- CEPH † M.P.H. foundational public health knowledge competencies (n=12)
- The 22 CEPH M.P.H. foundational competencies (n=22)
- Epidemiology learning outcomes listed below (n=6)

**Learning Outcomes**

- Students will evaluate a public health surveillance system, identify salient gaps, and methods to address them.
- Students will determine the appropriate study designs for a given public health problem and context.
- Students will compare and contrast the strengths and limitations of epidemiologic study designs (randomized trials and observational studies), including biases and methods to minimize bias.
- Students will formulate a research question and manage and analyze data from public health administrative or surveillance data, or electronic health data repositories.
- Students will develop appropriate data collection protocols for a given public health issue and context.
- Students will critically evaluate epidemiologic scientific literature.

† CEPH Council of Education for Public Health is the accrediting body for all schools and programs in public health.

**Degree Requirements (43 Hours)**

**School of Public Health Core (16 Hours)**

<table>
<thead>
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<td>PUBH 725</td>
<td>Quantitative Methods for Public Health Practice</td>
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<td>PUBH 726</td>
<td>Qualitative Methods for Public Health Practice</td>
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<td>PUBH 730</td>
<td>Public Health Systems, Policy, and Leadership</td>
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<td>PUBH 735</td>
<td>Practical Applications of Public Health Planning</td>
<td>4</td>
</tr>
<tr>
<td>PUBH 678</td>
<td>Transforming Health Care for the Future</td>
<td>1</td>
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<td><strong>Total Credit Hours</strong></td>
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</tbody>
</table>

**Department Core (15 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPID 721</td>
<td>Clinical and Population Research Protocol</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Development and Implementation</td>
<td></td>
</tr>
<tr>
<td>EPID 722</td>
<td>Scientific Writing and Appraisal of Epidemiologic</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Studies</td>
<td></td>
</tr>
</tbody>
</table>
### Learning Outcomes

- Students will formulate research questions and develop evidence-based hypotheses that are testable with quantitative data.
- Students will develop protocols for primary data collection and for documentation of secondary data analyses.
- Students will synthesize and critically evaluate public health literature.
- Students will choose and apply appropriate quantitative analysis methods to answer a specific research question using a public health dataset.
- Students will communicate epidemiological findings effectively in oral and written formats.
- Students will demonstrate proficiency in at least one software package (SAS, R, etc.) to manage a public health dataset.
- Students will demonstrate proficiency in quantitative analysis of health disparities and health inequities.

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### Epidemiology, M.S.P.H.

**Overview**

The mission of the M.S.* degree program in epidemiology is to prepare students for involvement in epidemiologic research that addresses the distribution and determinants of disease and other health-related conditions and behaviors. Students will develop a working knowledge in epidemiologic methods and in identifying the determinants of disease and other health conditions. Students will gain skills conducting ethical population-based research, analyzing data, interpreting results of data analyses, and effectively communicating public health information and epidemiologic data both orally and in writing. Upon graduation, students will be competitive for doctoral programs and master’s level trained positions in epidemiology available at state health or governmental health departments, clinical, private industry, or university settings.

### Electives (6 Hours)

- Electives may be chosen from epidemiology courses or courses in the University that support the overall educational goals of the student. The Faculty Advisor must approve all elective courses.

---

### Degree Requirements (43 Hours)

#### School of Public Health Core (3 Hours)

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>EPID 788</td>
<td>Practical Methods for Secondary Data Analysis</td>
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</tbody>
</table>

**Total Credit Hours**: 3

#### Department Core (22 Hours)

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>BIOS 701</td>
<td>Concepts and Methods of Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>EPID 707</td>
<td>Concepts and Methods of Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>EPID 721</td>
<td>Clinical and Population Research Protocol Development and Implementation</td>
<td>2</td>
</tr>
<tr>
<td>EPID 722</td>
<td>Scientific Writing and Appraisal of Epidemiologic Studies</td>
<td>2</td>
</tr>
<tr>
<td>EPID 741</td>
<td>Intermediate Epidemiologic Methods</td>
<td>3</td>
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<tr>
<td>BIOS 757</td>
<td>Intermediate Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 709</td>
<td>Basic Software for Public Health</td>
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</tr>
<tr>
<td>BIOS 714</td>
<td>Introduction to MS Access for Public Health</td>
<td>1</td>
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<tr>
<td>BIOS 719</td>
<td>Advanced SAS Methods for Public Health</td>
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</tr>
<tr>
<td>BIOS 754</td>
<td>Discrete Data Analysis</td>
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**Total Credit Hours**: 22

#### Major Courses (9 Hours)

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EPID 788</td>
<td>Practical Methods for Secondary Data Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two other epidemiology classes from the course listing: 6

**Total Credit Hours**: 9

#### Elective (3 Hours)

- Electives may be chosen from courses in the University that support the overall educational goals of the student. Typically, the elective course is chosen from the list of EPID courses, in addition to the two major courses. The Faculty Advisor must approve all elective courses.

---

### Thesis (6 Hours)

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EPID 799</td>
<td>Thesis Preparation</td>
<td>6</td>
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</tbody>
</table>

**Total Credit Hours**: 6

### Epidemiology, Ph.D.

The Doctor of Philosophy prepares students, through quality instruction, practical experiences and other research opportunities, for involvement in teaching and independent and collaborative epidemiological research; and trains researchers to teach and to pursue original research for investigating health-related conditions. Students will develop comprehensive knowledge in epidemiologic methods, applied biostatistics and at least one content area of epidemiology. Students will develop advanced skills in designing and conducting ethical population-based research, analyzing complex data, interpreting results of in-depth data analyses, effectively communicating results to scientific and lay audiences both orally and in writing, teaching, and grant writing.

Upon graduation, our students will have a solid foundation in epidemiologic research to improve health and be competitive for
positions as postdoctoral fellows, principal investigators, instructors, and leading epidemiologists to be employed by organizations in academia, government (state or federal), private industry, or clinical settings.

The Ph.D. requires 54 credit hours beyond a master’s degree, which includes 12 credit hours of dissertation preparation. A limited amount of graduate course work from a graduate program may be applied toward the Ph.D. with advisory committee and Graduate Director approval. A minimum of 30 hours must be unique to the University of South Carolina on the doctoral program of study, excluding 12 credits of dissertation preparation.

The following learning outcomes are premised upon having successfully met all the objectives previously that are common to the M.P.H. and M.S.* degrees.

**Learning Outcomes**

- Students will demonstrate in-depth expertise in at least one substantive content area of epidemiology.
- Students will formulate hypotheses of scientific significance, and design a study employing appropriate epidemiologic methods to address the hypotheses.
- Students will apply knowledge of relevant mechanistic pathways (e.g., physiological, genetic, behavioral, and social) to advance understanding of disease etiology.
- Students will critically appraise epidemiologic studies for internal and external validity and develop skills to synthesize published epidemiologic evidence.
- Students will apply a broad range of advanced statistical approaches to analyze epidemiological data.
- Students will apply the methods and principles of sound epidemiologic and ethical practice (including those related to data collection, processing, management, documentation, and security) in the design and conduct of epidemiologic research.
- Students will demonstrate the ability to prepare a competitive research grant application in the format specified by relevant government agencies and/or private foundations.
- Students will effectively communicate epidemiologic concepts methods results and implications to diverse audiences in oral and written formats.
- Students will effectively teach epidemiologic concepts and methods.

*Note: The Master of Science in Public Health degree in epidemiology will undergo a name change. Effective Fall 2021, the new name for the degree program is Master of Science (M.S.). The curriculum remains the same.

**Degree Requirements (54 Hours)**

**Prerequisites**

Coursework for the Ph.D. in epidemiology assumes that the applicant has taken sufficient courses in the biological or social sciences and has solid preparation at the master’s level in epidemiology. For students holding a master’s degree in a discipline other than epidemiology, preparatory course requirements are set by the Academic Advisor, in consultation with the Graduate Director and Admissions Committee. At a minimum, applicants must master the content and skills taught in the following master’s level courses: EPID 701, BIOS 701, EPID 741, BIOS 757, and BIOS 709. Other courses are required on a case-by-case basis.

**Coursework**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tr>
<td>PUBH 700</td>
<td>Perspectives in Public Health</td>
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</tr>
<tr>
<td>EPID 800</td>
<td>Advanced Methodological Theory in Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>EPID 801</td>
<td>Advanced Analytic Methods in Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>EPID 802</td>
<td>Grant Writing for Epidemiologists</td>
<td>3</td>
</tr>
<tr>
<td>EPID 845</td>
<td>Doctoral Seminar (1 credit taken 3 times)</td>
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</tr>
<tr>
<td>EPID 890</td>
<td>Independent Study (Teaching Practicum)</td>
<td>3</td>
</tr>
<tr>
<td>EPID 890</td>
<td>Independent Study (Consulting Practicum)</td>
<td>3</td>
</tr>
<tr>
<td>2 Two Epidemiology courses</td>
<td>6</td>
<td></td>
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<tr>
<td>3 Three Biostatistics courses</td>
<td>9</td>
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<tr>
<td>2 Two electives</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>EPID 899</td>
<td>Dissertation Preparation</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
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</table>

**Exercise Science**

Department Website (http://www.sph.sc.edu/exsc/)

Shawn M. Arent, Ph.D., Chair

The mission of the Department of Exercise Science is to expand and disseminate the body of knowledge concerning the relationship between physical activity and human health. A key objective of the Department of Exercise Science is to expand the body of knowledge in the exercise sciences by conducting and publishing research that contributes to an understanding of the following:

- effects of acute and chronic exercise on human function and health
- physiologic and biochemical mechanisms that underlie responses and adaptations to exercise
- physiologic responses to acute and chronic exercise in special populations including children, females, the elderly, chronic disease patients, and those with neurological and/or orthopedic impairments
- neuromuscular and neurophysiological processes associated with motor skill development
- developmental and aging aspects of motor function
- appropriate methods of designing and delivering physical activity programs for purposes of health enhancement, neuromuscular rehabilitation, and perceptual-motor functioning
- behavioral and psychosocial aspects of physical activity.

The Department of Exercise Science offers the following degrees: Master of Science in Athletic Training, Master of Science in Advanced Athletic Training, Master of Public Health, Master of Science, Doctor of Philosophy, and Doctor of Physical Therapy.

**Program Overviews**

**Master’s Degrees**

**Master of Science in Athletic Training/Advanced Athletic Training**

The UofSC AT Program is housed in the Department of Exercise Science in the Arnold School of Public Health. The UofSC AT Program has maintained its accreditation through the Commission on Accreditation of Athletic Training Education (CAATE) since 1996.

The UofSC AT Program provides students with the theoretical knowledge and understanding of the athletic training profession in the context
of the larger health care system as well as its current procedures and techniques in sport injury management. Students gain this knowledge through required coursework and clinical experiences as they prepare to make successful contributions to the athletic training profession. The program combines formal classroom instruction and clinical experiences in a process that culminates in the student graduating with eligibility to sit for the Board of Certification (BOC) examination. Students who graduate from the program and subsequently pass the BOC examination will be qualified to be employed as an athletic trainer in a variety of settings, including NFL, MLB, NBA, professional soccer, Division 1 (FBS) colleges, secondary schools, youth sports, orthopedic clinics, hospitals, wellness centers, industry, NASCAR, Cirque du Soleil, US Military, performing arts, and many other places/settings.

Master of Public Health in Physical Activity and Public Health (MPH-PAPH)
The Master of Public Health in Physical Activity and Public Health is the first academic program in the nation designed to prepare professionals to increase physical activity and improve health in populations. The MPH-PAPH program provides students with the essential knowledge, skills and experiences to design, implement and evaluate physical activity interventions. With the MPH-PAPH degree, there are many career opportunities in the areas of: health and wellness, active transportation to school, corporate wellness, transportation and community design, parks and recreation, chronic disease prevention, community-based physical activity interventions, policy and environmental change, and preparation for working in local and state health departments.

Master of Science (M.S.)
The Master of Science (JO1) (p. ) (MS) degree in Exercise Science provides students with foundational content in exercise physiology, research methods and statistics and offers flexibility to select coursework in specific areas of interest, including: applied physiology, neuro-rehabilitation, and sports performance. With the MS in Exercise Science, there are many career opportunities in the areas of: strength and conditioning, sport science, performance nutrition, clinical exercise physiology, cardiovascular rehabilitation, physical rehabilitation, corporate fitness, health and wellness, research and preparation for additional graduate training (e.g., PhD, DPT, MD, PA). There are many opportunities to participate in ongoing research through assistantships and independent study courses. Students have the option of completing a thesis (focus on research training) or a project (focus on clinical or applied skills training).

Doctoral Degrees
Doctor of Philosophy (Ph.D.)
The Ph.D. program in exercise science is designed to prepare students for research careers in the exercise sciences; graduates are trained for entry into positions in universities, colleges, research institutes and research-oriented clinical settings. Areas of research emphasis correspond to those of the departmental faculty. The Ph.D. degree requires an approved program of up to 60 hours beyond the baccalaureate degree. Students with a master’s or DPT degree admitted to the PhD program in Exercise Science, may complete the PhD program in Exercise Science by completing a minimum of 30 additional credit hours (including 12 credit hours of dissertation preparation). Students completing the PhD must meet minimum core requirements including at least 6 hours in Department of Exercise Science or specific area of emphasis, 6 hours in statistics and research design and 12 hours of dissertation preparation. Programs of study are developed by the student’s advisory committee and must conform to requirements described in the Graduate Studies Bulletin. Additional information may be found in the Handbook for Graduate Students in Exercise Science.

Doctor of Physical Therapy (D.P.T.)
The Physical Therapy Program at the University of South Carolina offers students a unique opportunity to develop clinical physical therapy skills in an intimate learning environment. The 3 year Clinical Doctoral program starts in August of each year and admits a small class size that allows students an opportunity to get individualized instruction and closely interact with instructors. Students complete a research project focused on clinical practice and learn the value of evidence-based practice. Following completion of the DPT, students are eligible to sit for the national physical therapy licensure exam.

Program Requirements for Exercise Science Degree Programs
A listing of specific courses needed to meet these requirements is available in the department’s Handbook for Graduate Students in Exercise Science. Areas of research emphasis in all degree programs correspond to those of the departmental faculty.

Department Admission Requirements
Admission to the MS in AT program must be completed through ATCAS: http://atcas.liaisoncas.org/

Application forms for admission to the M.S. and Ph.D. graduate programs in Exercise Science may be obtained at http://gradschool.sc.edu/gap/

Applicants to the D.P.T. Program should submit an application through the Physical Therapy Centralized Application Service (http://www.ptcas.org).

Applicants to the MPH program should submit an application packet through the School of Public Health Application Service (http://www.sophas.org).

Graduate assistantships are not ordinarily available to students enrolled in the Doctor of Physical Therapy program. In some instances students may be offered a graduate assistantship during their final two years of study. All graduate assistantships must be related to the student’s research and approved by the program director.

Master of Public Health (MPH) in Physical Activity and Public Health
Applicants to the MPH-PAPH must meet the general requirements of the University of South Carolina Graduate School. Applicants must also have completed an undergraduate program with appropriate preparation in the field in which graduate work is to be undertaken. A demonstration of a broad educational background reinforced with public health interests and experiences in physical activity must be included.

International applicants to the Master of Public Health in Physical Activity program are required to take the Graduate Record Examination (GRE) in order to meet admission requirements. Applicants whose native language is not English are also required to submit a satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam. The minimum acceptable score on the TOEFL is 230 (computer-based) or 570 (paper-based). The minimum acceptable overall band score on the IELTS Intl. Academic Course Type 2 exam is 6.5.

Applicants must include an official transcript from each school or college previously attended (all prior postsecondary school study
must be represented). In addition, there must be at least three letters of recommendation and a detailed written statement indicating the applicant's area of interest and career goals, along with a current and complete resume.

Other requirements include:

- graduated with a rank in the upper half of the class (GPA>3.00)
- acceptable GRE score of at least 900, combined verbal and quantitative sections (the 2004-05 incoming class averaged 460 on the verbal section and 562 on the quantitative section)
- an official transcript from each school or college previously attended (all prior postsecondary school study must be represented)
- a minimum of three letters of recommendation
- a detailed written statement describing the area of interest and specific career goals.

Master of Science (M.S.)

Admission Requirements

- A four-year baccalaureate degree or its equivalent in exercise science, kinesiology, biology, chemistry, pre-med, nutrition, health sciences, psychology, public health, physical therapy, medical doctor, from an accredited institution
- Academic prerequisites: Human Anatomy and Physiology
- Grade point average of 3.00/4.00 or higher
- Satisfactory GRE scores
- For international applicants, a satisfactory score on the Test of English as a Foreign Language (TOEFL) - minimum score of 80 internet-based, 230 computer-based, or 570 paper-based or the International English Language Testing System (IELTS) Academic Course Type 2 exam - minimum overall band score of 6.5. This requirement may be waived for applicants that have earned a prior degree from a US institution.

Application Requirements

- Resume or CV
- Statement of Purpose and Objectives describing your academic and research interests, relevant work experiences, academic/professional goals and objectives
- At least three letters of recommendation from academic and/or professional sources (at least one of these letters must be from an academic source)
- Official transcripts from all schools or colleges previously attended
- Non-US institution transcripts must be verified by World Education Services (WES) or equivalent evaluation service. Please submit a comprehensive course-by-course evaluation (WES ICAP)
- GRE scores
- TOEFL or IELTS scores are required for those whose native language is not English

Doctor of Philosophy (Ph.D.)

Applicants for the Ph.D. program in exercise science must have an earned baccalaureate degree in exercise science or related discipline from an accredited institution and should participate in a personal interview with the departmental admissions committee. A comprehensive academic profile is used in arriving at admission decisions. The following materials and standards are required:

- Graduate School application with stated desired area of research emphasis with the required, nonrefundable application fee
- Graduate Record Examination scores of 50th percentile or better on all three sections
- transcripts of all previous college/university work
- letters of recommendation from at least three professors with knowledge of the applicant's academic work
- a writing sample addressing future professional goals and specific research interests
- current curriculum vitae.

Doctor of Physical Therapy (D.P.T.)

Applicants for the D.P.T. degree in the Department of Exercise Science must have an earned baccalaureate degree from an accredited institution. Applicants are reviewed for admission by a faculty committee and are formally approved by the Graduate School. The following materials and standards are required:

- Completed PTCAS Application
- Graduate Record Examination scores of 300 or better required on combined verbal and quantitative sections, and 3.5 on the writing section.
- Two letters of recommendation from individuals familiar with the applicant's academic and/or clinical skills
- Official transcripts from all previous college/university work (upon acceptance to the DPT Program)
- $80 supplemental application fee paid through the USC Marketplace

The applicant’s transcripts, regardless of major, must demonstrate successful completion or enrollment in the following prerequisites:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>General Physics</td>
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<td>8</td>
</tr>
<tr>
<td>Statistics</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Anatomy and Physiology</td>
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<td>8</td>
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<tr>
<td>Biology</td>
<td></td>
<td>8</td>
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<td><strong>Total Credit Hours</strong></td>
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</tbody>
</table>

1 Courses must include a laboratory.

Programs

- Advanced Athletic Training, M.S. (p. 1192)
- Athletic Training, M.S. (p. 1193)
- Exercise Science, M.S. (p. 1194)
- Exercise Science, Ph.D. (p. 1194)
- Physical Activity and Public Health, M.P.H. (p. 1194)
- Physical Therapy, D.P.T. (p. 1195)

Courses

ATEP 700 - Introduction to Therapeutic Interventions in Athletic Training (3 Credits)
This course is designed to address the basic knowledge and techniques needed to plan, operate, document, and evaluate therapeutic interventions used in treatment of athletic injuries/illnesses. Includes basic knowledge and techniques of therapeutic interventions; modalities and rehabilitation used by athletic trainers.
ATEP 701 - Principles of Evidenced-Based Medicine (3 Credits)
Development of essential skills for integrating evidence into healthcare practice. Students will learn how to explore critical questions by accessing, interpreting, evaluating, and integrating relevant research literature in healthcare.

ATEP 702L - Principles of Athletic Training Lab (1 Credit)
Foundational knowledge and skills for athletic trainers in injury prevention, care and recognition, emergency management and their role as a healthcare provider within the larger context of a changing healthcare system.

ATEP 711 - Clinical Experiences in Athletic Training I (3 Credits)
A 350-hour clinical education experience to develop clinical skills of the practicing Athletic Training professional in a mentor guided model. Improvement in a selected area of clinical practice, specifically assessment, treatment and rehabilitation of lower/upper extremity injuries will be measured via formative and summative assessment that employs quantitative measures.

Prerequisites: ATEP 711.

ATEP 712 - Clinical Experiences in Athletic Training II (3 Credits)
A 150-hour clinical education experience to develop the clinical skills of the practicing Athletic Training professional in a mentor guided model. Improvement in a selected area of clinical practice, specifically assessment, treatment and rehabilitation of non-orthopedic conditions will be measured via formative and summative assessment that employs quantitative measures.

Prerequisites: ATEP 712.

ATEP 713 - Clinical Experiences in Athletic Training III (3 Credits)
A 150-hour clinical education experience to develop the clinical skills of practicing Athletic Training professionals in a mentor guided model. Improvement in selected areas of clinical practice, specifically prevention and management of medical emergencies in athletic settings will be measured via formative and summative assessment that employs quantitative measures.

Prerequisites: ATEP 713.

ATEP 714 - Clinical Experiences in Athletic Training IV (3 Credits)
A 350-hour clinical education experience to develop the clinical skills of the practicing Athletic Training professional in a mentor guided model. Improvement in a selected area of clinical practice, specifically behavioral health and wellness of patients will be measured via formative and summative assessment that employs quantitative measures.

Prerequisites: ATEP 713.

ATEP 715 - Clinical Experiences in Athletic Training V (6 Credits)
A 450-hour clinical education immersive experience to develop clinical skills of the practicing Athletic Training professional in a setting preferred by the student. Improvement in a selected area of clinical practice will be measured via formative and summative assessment that employs quantitative measures.

Prerequisites: ATEP 714.

ATEP 730 - Behavioral Health and Wellness (3 Credits)
Integration of physiological, psychological, and social constructs in relationship to physical performance and clinical decision making to enhance patient care. Specific focus will be on understanding individual differences in behavior in the areas of physical fitness, nutrition, and mental health.

ATEP 732 - Emergency Management Practices in Athletic Training (3 Credits)
Examination of common injuries and illnesses that can cause medical emergencies in sport and physical activity. The majority of the class will be analyzing research related to these conditions to determine prevention and treatment strategies. Education, gender issues, politics, and media will also be a platform for class discussions.

ATEP 733 - Evidence Based Practice in Medical Emergencies (3 Credits)
Examination of common injuries and illnesses that lead to medical emergencies (e.g., sudden death) in sport and physical activity. Critical analysis of research to determine prevention and treatment strategies.

ATEP 734 - Evidence-Based Approach to Evaluation, Treatment, and Rehabilitation (3 Credits)
Advanced study of principles of evidence-based medicine and the interpretation of clinical research that assesses evaluation, treatment, and rehabilitation of injuries.

ATEP 735 - Contemporary Issues in Athletic Training (3 Credits)
Examination of issues shaping the athletic training profession with an emphasis on practical application and professional development.

ATEP 736 - Advanced Treatment and Rehabilitation of Athletic Injuries (3 Credits)
Advanced study of the treatment of athletic injuries focusing on the concepts and principles of a comprehensive rehabilitation program, including therapeutic exercise and therapeutic modalities.

ATEP 737 - Current Research in Athletic Training Education (3 Credits)
Examination of current literature in athletic training education as it pertains to the clinical and didactic experiences of athletic training students, clinical instructors, and practicing professionals.

ATEP 738 - Advanced Athletic Training Practicum I (1-3 Credits)
Provides advanced practical experience and the integration of evidence-based practice in the sports medicine settings. Course content will focus on graduate research project and topics related to athletic training education.

ATEP 739 - Advanced Clinical Practicum in Athletic Training II (1-3 Credits)
Provides advanced practical experience and the integration of evidence-based practice on the sports medicine settings. Course content will focus on graduate research project and topics related to athletic training administration and management.

ATEP 740 - Evidence Based Practice in Weight Management Assessment (3 Credits)
Critical analysis of the current literature on weight control and health, metabolism, energy balance, and roll of diet and exercise in prevention and/or treatment in weight management in the physically active population.

ATEP 741 - Advanced Clinical Skills in Athletic Training (3 Credits)
This course is designed to assess the advanced clinical skills of graduate athletic training students in their ability to evaluate, manage and prevent athletic injuries. The content of this course will focus on advanced athletic training clinical skills and evidence-based practice.

ATEP 748 - Evaluation and Therapeutic Intervention of Lower Extremity Injuries (4 Credits)
Study of the lower extremities as they relate to the prevention; recognition, evaluation and assessment; immediate care; and treatment, rehabilitation and reconditioning of injuries and illnesses to athletes and others engaged in physical activity.
ATEP 748L - Evaluation & Therapeutic Intervention of Lower Extremity Injuries Lab (1 Credit)
Integration of knowledge and skills for orthopedic/physical assessment of common injuries to the lower body.
Corequisite: ATEP 748.

ATEP 749 - Evaluation and Therapeutic Intervention of Head, Neck and Spine Injuries (4 Credits)
Study of the Head, Neck and Spine as they relate to the prevention; recognition, evaluation and assessment; immediate care; and treatment, rehabilitation and reconditioning of injuries and illnesses to athletes and others engaged in physical activity.

ATEP 749L - Evaluation & Therapeutic Intervention of Head, Neck, & Spine Injuries Lab (1 Credit)
Integration of knowledge and skills for orthopedic/physical assessment of common injuries to the head, neck and spine.
Corequisite: ATEP 749.

ATEP 750 - Evaluation and Therapeutic Intervention of Upper Extremity Injuries (4 Credits)
Study of the upper extremities as they relate to the prevention; recognition, evaluation and assessment; immediate care; and treatment, rehabilitation and reconditioning of injuries and illnesses to athletes and others engaged in physical activity.

ATEP 750L - Evaluation & Therapeutic Intervention of Upper Extremity Injuries Lab (1 Credit)
Integration of knowledge and skills for orthopedic/physical assessment of common injuries to the upper body.
Corequisite: ATEP 750.

ATEP 770 - Research Methods & Prospectus Writing in Athletic Training (3 Credits)
The study of applicable methods and tools of research in athletic training. Introduction of methods of research in athletic training, encompassing aspects of study planning, research design, participant sampling, measurement, data analysis, ethics, and reporting in sports medicine.

ATEP 796 - Athletic Training Administration (3 Credits)
Examination of fundamental principles of administration and assessment of the delivery of athletic training services in the context of the larger health care system. Specific focus business management principles associated with athletic training clinical practice and as well as leadership and professional development to achieve the best patient outcomes.

ATEP 797 - Clinical Pathology and Pharmacology in Athletic Training (2 Credits)
Examination of injury, illness and/or disease of various body systems; specific understanding of medical diagnostics, interventions (including pharmacology) and participation considerations for the athletic population are addressed.

ATEP 797L - Clinical Pathology & Pharmacology in Athletic Training Lab (1 Credit)
Integration of knowledge and skills for athletic trainers in the physical assessment of common injury, illness and/or disease of various body systems.
Corequisite: ATEP 797.

ATEP 798 - Project in Athletic Education (3 Credits)
Independently executed project designed to expand the student's knowledge of athletic training.

ATEP 799 - Thesis Preparation (1-9 Credits)

EXSC 507 - Exercise, Sport, and Nutrition (3 Credits)
The relationship between exercise, sport performance, and nutrient metabolism.
Prerequisites: EXSC 223, EXSC 224, EXSC 330, EXSC 330L.

EXSC 531 - Clinical Exercise Physiology (3 Credits)
Scientific bases of clinical exercise programming. The fitness instructor's role in encouraging changes in exercise behavior.
Prerequisites: EXSC 223, EXSC 224, EXSC 330, EXSC 330L.

EXSC 531L - Clinical Exercise Physiology Lab (0 Credits)
Prerequisite: EXSC 223, EXSC 224, EXSC 330, EXSC 330L.

EXSC 541 - Physiological Basis for Strength and Conditioning (3 Credits)
Investigation on the physiological basis for strength and conditioning. Principles of strength and conditioning through lecture based learning, demonstrations, and through laboratory activities.
Prerequisites: C or better in EXSC 330.

EXSC 555 - Current Topics in Exercise Science (1-3 Credits)
Content varies by title. Course may be repeated for a total of 6 credit hours.

EXSC 562 - Impairments of the Human Motor System (3 Credits)
Role of motor development in the growth and development of individuals exhibiting impaired motor control.
Prerequisites: biology, anatomy, physiology, or the equivalent.

EXSC 563 - Physical Activity and the Physical Dimensions of Aging (3 Credits)
The effects of age and physical activity on physical and motor functions of elderly individuals.
Prerequisites: EXSC 223, EXSC 224, EXSC 351, EXSC 330, EXSC 330L.

EXSC 585 - Women's Health and Physical Activity (3 Credits)
Sex differences in diseases, physiological function of sex hormones, hormonal changes in a woman's life, specific women's health issues, and role of physical activity and exercise in prevention and treatment of conditions and diseases specific to women or related to sex hormones. Restricted to 30 students, Special Permission by Instructor.

EXSC 608 - Apps, Wearables and Technology for Lifestyle Behavior Change and Weight Loss (3 Credits)
The course will increase students’ understanding of the theoretical foundations, scientific evidence and practical application of technology-assisted lifestyle interventions, with an emphasis on behavioral weight control for adults.
Prerequisites: C or better in EXSC 410.

EXSC 620 - Nutrition and Immunology (3 Credits)
Examination of the interrelationships that link human nutrition to the immune system in health and disease. Topics will include basic immunology, overview of nutritional sources, deficiencies and excesses, and the impact on public health issues such as exercise, disease and aging.
Prerequisites: EXSC 330.

EXSC 626 - Cardiorespiratory Exercise Physiology (3 Credits)
Examination of the anatomy and function of the cardiovascular and respiratory systems of the exercising human organism, including acute adjustments and chronic adaptations to the systems.
Prerequisites: EXSC 330.
EXSC 666 - Cardiorespiratory Exercise Physiology (3 Credits)
Examination of the anatomy and function of the cardiovascular and respiratory systems of the exercising human organism, including acute adjustments and chronic adaptations to the systems.
Prerequisites: EXSC 330.

EXSC 669 - Skeletal Muscle Physiology: Form and Function (3 Credits)
Skeletal muscle physiology and exercise through select laboratory experiences and discussion of related research literature.
Prerequisites: C or better in both EXSC 330 and EXSC 330L.

EXSC 695 - Writing and Presenting in Research (3 Credits)
The research process in Exercise Science through participation, presentation, and discussion of current research.
Prerequisites: EXSC 224.

EXSC 700 - Physical Activity and Health: Epidemiology, Research and Practice (3 Credits)
An introduction to exercise science with emphasis on the relationships between exercise and health for promotion of physical activity in clinical and public health settings.

EXSC 706 - Assessment of Motor Behavior (3 Credits)
Assessment of infant, child, adolescent, and adult motor behavior.

EXSC 710 - Behavioral Aspects of Physical Activity (3 Credits)
Psychosocial and behavioral factors in physical activity. Topics include mental health effects of exercise, behavior change theories applied to mental health effects of exercise, behavior change theories applied to physical activity, and physical activity determinants and interventions.
Cross-listed course: HPEB 713

EXSC 723 - Genetics in Health Sciences (3 Credits)
The part lecture and part discussion course will explore genetic research in the health sciences, with emphasis on human genetic association studies, clinical utility for personalized medicine, direct-to-consumer genetic testing, and ethical issues. Students will receive hands-on experience searching, interpreting, and summarizing genetic studies on a topic of their choice.

EXSC 727 - Controlled Trials in Exercise Science (3 Credits)
This course covers planning, organizing and implementing randomized controlled trials of physical activity or exercise interventions. It is primarily aimed to meet the needs of graduate students in exercise science and others in related fields.

EXSC 731 - Mechanisms of Motor Skill Performance (3 Credits)
A study of theories and mechanisms involved in human movement. Focus is on analysis of principles and systems of gross motor control and learning.

EXSC 732 - Measurement of Body Composition and Associated Health Behaviors (3 Credits)
Overview of measurement theory and measures to assess body composition and associated health behaviors (i.e., physical activity, sedentary behavior, sleep, diet).
Prerequisites: BIOS 700, BIOS 701, or PUBH 725; for MPH-PAPH students, EXSC 700.

EXSC 742 - Clinical Exercise Testing (1 Credit)
Study of the procedures involved in screening and testing persons with varying levels of functional work capacity.

EXSC 743 - Laboratory Measurements for Exercise Testing (1 Credit)
Biological and physiological assessment of exercise responses and adaptation.
Prerequisites: EXSC 742.

EXSC 744 - Administration of Exercise Programs (1 Credit)
Study of the procedures necessary for proper administration of exercise testing, fitness, and rehabilitation programs.
Prerequisites: EXSC 531.

EXSC 754 - Community-Based Physical Activity Interventions (3 Credits)
Role of the physical activity specialist within the community health department. Development, initiation, and evaluation of campaigns, resources, community capacity building, and coalitions to promote physical activity.
Prerequisites: EXSC 700 or HPEB 700.

EXSC 755 - Special Topics in Exercise Science (3 Credits)
A study of selected issues in exercise science. Content varies by title.

EXSC 771 - Data Acquisition in Exercise Science (3 Credits)
Fundamental concepts of computerized data acquisition in the exercise science laboratory.

EXSC 775 - Neural Basis of Skilled Motor Behavior (3 Credits)
Current and historical perspectives on the neural basis of skilled motor behavior.
Prerequisites: EXSC 731.

EXSC 777 - Endocrinology of Exercise and Health (3 Credits)
The course examines the endocrine system, its interaction with the nervous system, and how they affect human biology before, during, and after exercise. Special attention will be paid to this system's influence on the relationship between physical activity and health.
Prerequisites: At least one undergraduate or graduate course in statistics and molecular or cellular biology.

EXSC 778 - Exercise and Childhood Obesity (3 Credits)

EXSC 779 - Exercise Physiology of Children and Youth (3 Credits)
Principles of exercise physiology applied specifically to children and youth. Particular emphasis on physiological foundations of physical fitness and methods for teaching physical fitness concepts.

EXSC 780 - Physiology of Exercise (3 Credits)
Physiological responses to exercise: skeletal muscle structure and function, cardiorespiratory function, physiological determinants of exercise performance, and training adaptations. Didactic and laboratory included.

EXSC 781 - Physiology, Exercise, and Disease (3 Credits)
The input and response to exercise in diseased populations. Diseases to be examined include cardiovascular disease, age-related diseases, pulmonary, renal, and other conditions.
Prerequisites: EXSC 780.

EXSC 782 - Mechanical Analysis of Motor Skills (4 Credits)
Biomechanical principles underlying motor control and selected techniques used to quantify human movement.

EXSC 783 - Research Seminar in Exercise Physiology (1-3 Credits)
Presentation and discussion of current research topics in exercise physiology.
EXSC 784 - Cardiovascular/Pulmonary Testing and Programming (3 Credits)
Techniques used in exercise testing (including principles of electrocardiology) and in design and delivery of exercise programs for enhancing the health of normal and cardiopulmonary-diseased populations.
Prerequisites: EXSC 781.

EXSC 785 - Advanced Exercise Physiology Laboratory (3 Credits)
Laboratory procedures for measurement of physiological, biochemical, and molecular responses to exercise.
Prerequisites: EXSC 780.

EXSC 786 - Experimental Design for Translational Laboratory Science (3 Credits)
This course establishes the framework for experimental projects in molecular biology and physiology that impact human health: how to set up a molecular system, design experiments within that system, determine and use the correct set of controls, and ultimately how to interpret molecular data in light of human/public health.
Prerequisites: At least one undergraduate or graduate course in statistics and molecular or cellular biology.

EXSC 787 - Research Methods and Design for Exercise Science (3 Credits)
The major goal of this course is to provide an in-depth examination of research concepts, terminology, experimental, non-experimental, and epidemiological designs, internal and external validity, methods for establishing causality investigating associations, and application of designs to test hypotheses in research of exercise science-related outcomes.

EXSC 790 - Independent Study (1-3 Credits)
Topics to be assigned and approved by advisor, graduate director, and department head.

EXSC 795 - Internship in Exercise Science (3 Credits)
Clinical practice in an applied area of exercise science. Requirements include at least 20 hours fieldwork per week with intensive supervision.

EXSC 796 - MPH Capstone Course (2 Credits)
This course is designed to provide students with a culminating seminar focused on the synthesis of foundational and MPH-PAPH competencies in preparing a high quality grant proposal to address a public health problem.
Prerequisites: PUBH 725, PUBH 726, PUBH 730, PUBH 735, B or better in EXSC 700, EXSC 710, EXSC 780.

EXSC 797 - Public Health Practice (1-5 Credits)
The focus of this course is the performance of a limited work or service project in an approved public need setting and the demonstration of at least 5 competencies related to previously identified aspects of the student's chosen role.
Prerequisites: PUBH 725, PUBH 726, PUBH 730, PUBH 735, B or better in EXSC 700, EXSC 710, EXSC 780.

EXSC 798 - Project in Exercise Science (3 Credits)
Independently executed project designed to expand the student's knowledge of exercise science.

EXSC 799 - Thesis Preparation (1-9 Credits)
EXSC 801 - Ethical Conduct in Public Health Research (1 Credit)
The course will provide an overview of ethical issues scientists encounter conducting and disseminating public health research. Topics include the history of ethics in public health, working with human participants, conflicts of interests, spin, and creating safe and healthy workplaces.

EXSC 802 - Predoctoral Fellowship Writing Course with Special Emphasis on NIH F31 (1 Credit)
The course is designed to enable predoctoral students to gain grant writing experience, develop into productive, independent research scientists, and to obtain mentored research training while conducting dissertation research.

EXSC 808 - Neuro Repair - Rehabilitation (3 Credits)
Examination of neural repair and rehabilitation from a clinical perspective. 03: 07/05/2019.

EXSC 831 - Mechanisms of Motor Skill Performance II (3 Credits)
Advanced study of the theories and mechanisms of human movement and motor performance. Focus is on analysis of principles and systems regulating gross motor control and learning.

EXSC 832 - Research Practicum in Motor Learning/Motor Performance (3 Credits)
Scientific investigation of specific research problems in motor learning/motor performance.

EXSC 862 - Analysis of Motor Impairments (3 Credits)
The study of neuromuscular bases of movement and associated impairments of motor function. Current assessment and programming techniques designed to assist in remediating motor impairment will be emphasized.

EXSC 863 - Physical Activity and the Aging Process (3 Credits)
The study of the aging process and its effects upon the physical activity patterns of the adult. Emphasis is on the mechanisms of aging as they directly influence movement.

EXSC 871 - Data Acquisition in Exercise Science II (3 Credits)
Advanced techniques of interfacing data acquisition equipment to the laboratory computer.

EXSC 880 - Myology and Exercise (3 Credits)
Study of muscle contraction mechanics, energetics, and metabolism and the relationship of these processes to physical training, athletics, and rehabilitation.

EXSC 881 - Advanced Cardiorespiratory Exercise Physiology (3 Credits)
Study of mechanisms for cardiovascular and respiratory responses to acute exercise and adaptations to these systems with chronic physical activity.

EXSC 882 - Physical Activity and Health: Epidemiology and Research Methods (3 Credits)
An examination of physical activity/exercise habit patterns as they relate to health status. Emphasis on the chronic effects of exercise.

EXSC 883 - Chronic Disease Rehabilitation Through Exercise (3 Credits)
The study of the treatment of chronic diseases with special reference to exercise as a mode of therapy.
Prerequisites: EXSC 531 and EXSC 780 or the equivalent.

EXSC 899 - Dissertation Preparation (1-12 Credits)

PHYT 701 - Human Musculoskeletal and Gross Anatomy (5 Credits)
Intensive study and analysis of the morphologic, functional and imaging anatomy of the human body. Emphasis on the relationship of form and function as a basis for understanding of human movement.
PHYT 702 - Musculoskeletal and Gross Anatomy Dissection (3 Credits)
In depth, hands on study and analysis of the major gross anatomical structures, their relationships to each other and the clinical importance through cadaveric dissection.

PHYT 720 - Fundamentals of Physical Therapy (4 Credits)
An overview of the profession and basic skills needed by the physical therapist related to patient evaluation and management.

PHYT 721 - Health Promotion & Wellness in Physical Therapy (2 Credits)
Presents the role of the physical therapist in health promotion and wellness for patients/clients and the community.

PHYT 731 - Mechanisms of Motor Skill Performance (3 Credits)
A study of theories and mechanisms involved in human movement. Focus is on analysis of principles and systems of gross motor control and learning.

PHYT 740 - Professional Issues in Physical Therapy (2 Credits)
PHYT 740 is designed to allow you to enhance patient interaction through the development of professional communication skills, to explore professional ethics and the APTA Core Values, and to foster a professional identity.

PHYT 741 - Clinical Documentation in Physical Therapy (1 Credit)
Enhance patient interaction through the development of professional communication skills, to develop appropriate documentation skills, and to foster a professional identity.

PHYT 750 - Orthopedic Physical Therapy I (4 Credits)
Principles of physical therapy evaluation and treatment of people with orthopedic disorders involving the cervical spine and/or upper extremity.

PHYT 751 - Orthopedic Physical Therapy II (3 Credits)
Principles of physical therapy evaluation and treatment of people with orthopedic disorders involving the lumbar spine and/or lower extremity.

PHYT 752 - Orthopedic Integration in Physical Therapy (4 Credits)
An advanced course to enhance physical therapy students' knowledge of orthopedic examination tests and manual therapy interventions. Emphasis will be placed on diagnostic accuracy of special tests (sensitivity, specificity, likelihood ratios, reliability and validity), interpretation of the results, proper execution, and integration of manual techniques into clinical practice.

PHYT 753 - Research Proposal Development (1 Credit)
Fundamentals of developing a research proposal.

PHYT 754 - Manual Therapy I (3 Credits)
Joint and soft tissue mobilization and manipulation techniques.

PHYT 755 - Manual Therapy II (3 Credits)
Techniques will include spinal mobilization, mobilization with movement, manipulation, muscle energy, taping, soft tissue mobilization and integration of techniques into clinical practice.

PHYT 756 - Integumentary Physical Therapy (2 Credits)
Physical therapy management of patients with integumentary disorders.

PHYT 757 - Pharmacology for the Physical Therapist (2 Credits)
Management of the physical therapy patient on selected medications.

PHYT 758 - Patient Education in Physical Therapy (1 Credit)
Role of the physical therapist in professional and patient education.

PHYT 759 - Therapeutic Exercise (2 Credits)
Therapeutic exercise for the orthopedic patient: selection of techniques, rate of progression and modification.

PHYT 760 - Orthotics and Prosthetics (2 Credits)
Management of patients with amputations, prosthetics, and orthotics.

PHYT 761 - Pain Mechanisms and Treatment (2 Credits)
This course will address the theoretical models for understanding the basis for pain. Pain assessment and physical therapy pain management will be addressed. Emphasis will be placed on the development of clinical decision-making and problem solving.

PHYT 763 - Biophysical Agents in Physical Therapy (1 Credit)
This course studies theoretical and practical applications for safe, effective use of biophysical agents commonly used in physical therapy settings using evidence based practice.

PHYT 764 - Cultural Competence in Health Care (3 Credits)
Cultural competencies necessary for the delivery of health care to patients of diverse ethnic-cultural heritages.

PHYT 765 - Geriatric Physical Therapy (2 Credits)
Fundamental principles for assessment, treatment and overall foundations of geriatric physical therapy based upon the best available evidence.

PHYT 766 - Essentials of Cardiopulmonary Physical Therapy (3 Credits)
Physical therapy management of patients/clients with acute and chronic cardiac and/or pulmonary dysfunction.

PHYT 770 - Acute Care Physical Therapy (3 Credits)
Cognitive and motor skills required in the management of the acute care physical therapy patient.

PHYT 777 - Special Topics in Physical Therapy (1-3 Credits)
A study of selected issues in the field of physical therapy. Course content varies by title. May be repeated for credit as topics vary for a maximum of 6 credit hours total.

PHYT 782 - Functional Anatomy (4 Credits)
Biomechanical principles underlying motor control and selected techniques used to quantify human movement.

PHYT 785 - Seminar in Physical Therapy (1 Credit)
Critical review of professional literature pertaining to clinical practice in physical therapy. Repeatable for credit.

PHYT 786 - Seminar in Physical Therapy (1 Credit)
Presentation and discussion of current research topics in physical therapy.

PHYT 787 - Seminar and Research in Physical Therapy (1 Credit)
Presentation of physical therapy research, article reviews, and clinical in-services. This course deals with the scientific research process with direct application to the discipline of Physical Therapy.

PHYT 788 - Evidence-Based Practice in Physical Therapy (2 Credits)
Research design and analysis techniques necessary for applying evidence-based practice to the clinical physical therapy setting.

PHYT 790 - Independent Study (1-3 Credits)
Topics to be approved by advisor and graduate director. Pass/fail grading.

PHYT 806 - Differential Diagnosis and Clinical Reasoning for Physical Therapists (2 Credits)
Students will gain knowledge and expertise to competently screen for systemic diseases, interpret clinical findings and differentially diagnose movement related impairments from medical conditions that can mimic symptoms of neuromusculoskeletal problems. Emphasis will be placed on Skills necessary to identify patient/client problems that require referral to another health professional.
Advanced Athletic Training, M.S.

The masters program in advanced athletic training (AT) is designed to offer advanced studies and clinical experiences in athletic training to BOC certified athletic trainers, while also providing health care to student-athletes and physical active populations in the state of South Carolina.

The USC AT Program provides students with the theoretical knowledge and understanding of the allied health profession of athletic training as well as current procedures and techniques in sport injury management. Students gain this knowledge through required coursework and clinical experiences as they prepare to make successful contributions to the athletic training profession. The program combines formal classroom instruction and clinical experiences to enhance a certified athletic trainer’s clinical skills.

Learning Outcomes

- **Patient Centered Care:** Students demonstrate the ability to serve as an advocate for a patient’s best interest, to educate the patient about health-related concerns and intervention options, to recognize any conflicts of interests that could adversely affect the patient’s health, and to facilitate collaboration among the patient, physician, family and other members of the patient’s social network or healthcare system to develop an effective treatment plan that includes agreed-upon implementation steps, short-term goals and long-term goals.
- **Interprofessional Education & Collaborative Practice:** Students demonstrate the ability to interact with other health professionals in a manner that optimizes the quality of care provided to individual patients.
- **Evidence-Based Practice:** Students demonstrate the ability to integrate the best available research evidence with clinical expertise and consideration of patient values and circumstances to optimize patient outcomes. Students will demonstrate an overall mastery of concepts related to their respective area of research; and display the ability to extend this understanding to relevancy and clinical application.
- **Quality Improvement & Overall Professionalism:** Students demonstrate the ability to identify a quality improvement objective, specify changes that are expected to produce an improvement, and quantitatively confirm that an improvement resulted from implementation of the change (e.g., improved patient outcomes from administration of a specific intervention or utilization of a specific protocol). Students demonstrate an ability to adhere to the NATA Code of Ethics and the Board of Certification Standards of Practice and exhibit professionalism in all aspects of clinical practice and personal conduct.

Admission

In addition to The Graduate School's application requirements, applicants must submit a sample of expository writing to include future goals and specific research interests.

Degree Requirements (33-36 Hours)

**Athletic Training (24 Hours)**

Successful completion of 24 graduate hours in athletic training selected from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATEP 733</td>
<td>Evidence Based Practice in Medical Emergencies</td>
<td>3</td>
</tr>
<tr>
<td>APET 734</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATEP 735</td>
<td>Contemporary Issues in Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>ATEP 736</td>
<td>Advanced Treatment and Rehabilitation of Athletic Injuries</td>
<td>3</td>
</tr>
<tr>
<td>ATEP 737</td>
<td>Current Research in Athletic Training Education</td>
<td>3</td>
</tr>
<tr>
<td>ATEP 738</td>
<td>Advanced Athletic Training Practicum I</td>
<td>1-3</td>
</tr>
<tr>
<td>ATEP 739</td>
<td>Advanced Clinical Practicum in Athletic Training II</td>
<td>1-3</td>
</tr>
<tr>
<td>ATEP 740</td>
<td>Evidence Based Practice in Weight Management Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ATEP 741</td>
<td>Advanced Clinical Skills in Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 700</td>
<td>Perspectives in Public Health</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 23-27
Physical Education Pedagogy, Motor Behavior, Exercise Science, or Public Health Elective (3 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Select advisor-approved Physical Education Pedagogy, Motor Behavior, Exercise Science, or Public Health Elective</td>
<td>3</td>
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</tbody>
</table>

Total Credit Hours 3

1 Thesis option is not required to take this elective.

Project or Thesis
Satisfactory completion of either

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATEP 798</td>
<td>Project in Athletic Education</td>
<td>3</td>
</tr>
<tr>
<td>or ATEP 799</td>
<td>Thesis Preparation</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 3

Comprehensive Assessment
Successful completion of a master research project/thesis.

Additional Qualitative/Quantitative Research Methodology (6 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PEDU 770</td>
<td>Research Methods in Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 700</td>
<td>Introduction to Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 701</td>
<td>Concepts and Methods of Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 754</td>
<td>Discrete Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 757</td>
<td>Intermediate Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 760</td>
<td>Biostatistical Methods in Clinical Trials</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 6

Athletic Training, M.S.

The Masters of Science in Athletic Training is a CAATE-accredited professional program that culminates in students eligible to sit for the BOC examination. The mission of the MS in Athletic Training program is to:

1. provide interdisciplinary approaches to medicine through designed clinical educational experiences for students in a variety of settings and interactions with different health care professionals,
2. teach students to access, interpret, and integrate relevant research into their clinical decision making through didactic and clinical education that focuses on evidence-based medicine, and
3. enhance professional development of students through community engagement and recognize the role of the athletic trainer as a healthcare provider within the larger context of a changing healthcare system.

Learning Outcomes

- Students will demonstrate diagnostic skills, create care plans, and incorporate interventions for patients with health conditions commonly seen in athletic training practice to maximize the patient’s participation and health-related quality of life.
- Students will demonstrate the knowledge and skills necessary to evaluate and immediately manage acute conditions and emergency situations.
- Students will demonstrate the ability to recognize, refer, and support patients with behavioral health conditions.
- Students will demonstrate an understanding of health care administration and quality improvement.
- Students will develop the skills to become a lifelong learner guided by professional competence, professional development, and advocates of the profession.
- Students will develop their ability to provide patient education to patients, support systems, and stakeholders.

Program Admission Requirements
Program admission requirements include the successful completion of a bachelor of science degree in a related field from an accredited institution and the following coursework:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology with lab</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Chemistry with lab</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Physics with lab</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Anatomy and Physiology</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Exercise Physiology</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
<td></td>
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<tr>
<td>Nutrition</td>
<td>3</td>
<td></td>
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<tr>
<td>Statistics</td>
<td>3</td>
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</table>

Total Credit Hours 33

Degree Requirements (66 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>First year</td>
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</tr>
<tr>
<td>Summer</td>
<td></td>
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</tr>
<tr>
<td>BMSC 740</td>
<td>Human Anatomy for Health Sciences</td>
<td>6</td>
</tr>
<tr>
<td>ATEP 700</td>
<td>Introduction to Therapeutic Interventions in Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>ATEP 701</td>
<td>Principles of Evidenced-Based Medicine</td>
<td>3</td>
</tr>
<tr>
<td>ATEP 702L</td>
<td>Principles of Athletic Training Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

Credit Hours 13

Fall | | |
| ATEP 748 | Evaluation and Therapeutic Intervention of Lower Extremity Injuries | 4 |
| ATEP 748L | Evaluation & Therapeutic Intervention of Lower Extremity Injuries Lab | 1 |
| ATEP 730 | Behavioral Health and Wellness | 3 |
| ATEP 711 | Clinical Experiences in Athletic Training I | 3 |

Credit Hours 11
Exercise Science, M.S.

Learning Outcomes

- Master of Science students will evaluate scientific literature, create a research plan and analyze and interpret research results.
- Master of Science students will explain, analyze and evaluate physiological changes that occur during exercise and how environmental conditions influence these responses.
- Master of Science students will explain, analyze, and evaluate the relationships between physical activity, behavior, and health.

Degree Requirements (33 Hours)

Required Courses (18-21 Hours)

For all Exercise Science M.S. Students

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 700</td>
<td>Introduction to Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>EXSC 799</td>
<td>Thesis Preparation</td>
<td>3 or 6</td>
</tr>
</tbody>
</table>

Electives (12 or 15 Hours)

Exercise Science, Ph.D.

Learning Outcomes

- PhD students will demonstrate mastery of research germane to their area(s) of specialization.
- PhD students will develop skills in conducting and disseminating research.

Degree Requirements (60 Post-Baccalaureate Hours or a minimum of 30 graduate hours)

- Exercise Science
- School of Public Health Core
- Research/Statistical Methods
- Electives
- Dissertation

Physical Activity and Public Health, M.P.H.

Learning Outcomes

- Students will be able to explain the physiological responses to an acute bout of exercise and the physiological adaptations to chronic aerobic and resistance exercise.
- Students will be able to explain the health effects of physical activity and the scientific basis for current public health physical activity guidelines for persons in varying demographic groups.
- Students will be able to apply evidence-based strategies to develop a physical activity intervention.
- Students will be able to evaluate an evidence-based physical activity intervention.
- Students will be able to differentiate among and appropriately use measurement and surveillance techniques to assess physical activity at the population level.
Degree Requirements (45 Hours)

Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PUBH 725</td>
<td>Quantitative Methods for Public Health Practice</td>
<td>5</td>
</tr>
<tr>
<td>PUBH 726</td>
<td>Qualitative Methods for Public Health Practice</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 730</td>
<td>Public Health Systems, Policy, and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 735</td>
<td>Practical Applications of Public Health Planning</td>
<td>4</td>
</tr>
<tr>
<td>PUBH 678</td>
<td>Transforming Health Care for the Future</td>
<td>1</td>
</tr>
<tr>
<td>EXSC 780</td>
<td>Physiology of Exercise</td>
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<td>EXSC 700</td>
<td>Physical Activity and Health: Epidemiology, Research and Practice</td>
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<td>EXSC 710</td>
<td>Behavioral Aspects of Physical Activity</td>
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<td>EXSC 754</td>
<td>Community-Based Physical Activity Interventions</td>
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<td>HPEB 710</td>
<td>Evaluation of Health Promotion Programs</td>
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<tr>
<td>EXSC 732</td>
<td>Measurement of Body Composition and Associated Health Behaviors</td>
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<td>EXSC 796</td>
<td>MPH Capstone Course</td>
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<tr>
<td>EXSC 797</td>
<td>Public Health Practice</td>
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Degree Requirements (121 Post-Baccalaureate Hours)

Foundational Core (25 Hours)

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<tr>
<td>PHYT 701</td>
<td>Human Musculoskeletal and Gross Anatomy</td>
<td>5</td>
</tr>
<tr>
<td>PHYT 702</td>
<td>Musculoskeletal and Gross Anatomy Dissection</td>
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</tr>
<tr>
<td>PHYT 731</td>
<td>Mechanisms of Motor Skill Performance</td>
<td>3</td>
</tr>
<tr>
<td>PHYT 782</td>
<td>Functional Anatomy</td>
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<tr>
<td>EXSC 780</td>
<td>Physiology of Exercise</td>
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<tr>
<td>PHPH 750</td>
<td>Fundamental Neuroscience I</td>
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<td>Perspectives in Public Health</td>
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Clinical Core (63 Hours)

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<td>PHYT 720</td>
<td>Fundamentals of Physical Therapy</td>
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<td>Orthopedic Physical Therapy I</td>
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<td>Orthopedic Integration in Physical Therapy</td>
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<td>PHYT 740</td>
<td>Professional Issues in Physical Therapy</td>
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<td>PHYT 754</td>
<td>Manual Therapy I</td>
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<td>PHYT 756</td>
<td>Integumentary Physical Therapy</td>
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<td>PHYT 757</td>
<td>Pharmacology for the Physical Therapist</td>
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<td>PHYT 759</td>
<td>Therapeutic Exercise</td>
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<td>PHYT 760</td>
<td>Orthotics and Prosthetics</td>
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<tr>
<td>PHYT 761</td>
<td>Pain Mechanisms and Treatment</td>
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<td>PHYT 763</td>
<td>Biophysical Agents in Physical Therapy</td>
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<td>PHYT 765</td>
<td>Geriatric Physical Therapy</td>
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<td>PHYT 766</td>
<td>Essentials of Cardiopulmonary Physical Therapy</td>
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<td>Evidence-Based Practice in Physical Therapy</td>
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<td>PHYT 806</td>
<td>Differential Diagnosis and Clinical Reasoning for Physical Therapists</td>
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<td>PHYT 809</td>
<td>Neuromuscular Assessment and Treatment I</td>
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<td>Neuromuscular Assessment and Treatment II</td>
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<td>PHYT 811</td>
<td>Pediatric Physical Therapy</td>
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<td>Management of Physical Therapy Practice</td>
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Clinical Experiences (20 Hours)

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<td>PHYT 850</td>
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<td>Clinical Experience in Physical Therapy III</td>
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<td>Clinical Experience in Physical Therapy IVa</td>
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<td>PHYT 861</td>
<td>Clinical Experience in Physical Therapy IVb</td>
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<td><strong>Total Credit Hours</strong></td>
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Physical Therapy, D.P.T.

Learning Outcomes

- Students and graduates practice in a safe manner that supports accurate analysis of individual patient and group outcomes.
- Students and graduates demonstrate professional behaviors in all situations and practices in a manner consistent with established legal and professional standards and ethical guidelines.
- Students and graduates are able to: 1) communicate in ways that are congruent with situational needs; 2) adapt delivery of physical therapy services with consideration for patients’ differences, values, preferences, and needs; 3) participate in self assessment to improve clinical and professional performance; and 4) apply current knowledge, theory, clinical reasoning, and the patient’s values and perspectives in patient management.
- Students and graduates are able to: 1) determine with each patient encounter the patient’s need for further examination or consultation by a physical therapist or referral to another health care professional (screening); 2) perform a physical therapy examination using evidence-based tests and measures; 3) evaluate data from the patient examination (history, systems review, and tests-measures) to make clinical judgments; 4) determine a diagnosis and prognosis that guides future patient management; 5) establish a physical therapy plan of care that is safe, effective, patient centered, and evidence-based; 6) perform physical therapy interventions in a competent manner; and 7) educate others using relevant and effective teaching methods.
- Students and graduates will produce quality documentation in a timely manner to support the delivery of physical therapy services and collect and analyzes data from selected outcomes measures in a manner that supports accurate analysis of individual patient and group outcomes.
Research Core (13 Hours)

<table>
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<td>PHYT 787</td>
<td>Seminar and Research in Physical Therapy</td>
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<tr>
<td>PHYT 888</td>
<td>Research Project in Physical Therapy</td>
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Total Credit Hours 7-12

Sequence of Study

The DPT program is a lock-step program in which required courses must be taken in sequence, as listed below, unless prior permission to vary the order is received from the program director.

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PHYT 701</td>
<td>Human Musculoskeletal and Gross Anatomy</td>
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<td>PHYT 731</td>
<td>Mechanisms of Motor Skill Performance</td>
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<td>PHYT 740</td>
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<td>Research Proposal Development</td>
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<td>PHYT 761</td>
<td>Pain Mechanisms and Treatment</td>
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<td>Therapeutic Exercise</td>
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Second Year

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<td>Health Promotion &amp; Wellness in Physical Therapy</td>
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<td>Integumentary Physical Therapy</td>
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<td>Seminar and Research in Physical Therapy</td>
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<td>Evidence-Based Practice in Physical Therapy</td>
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<td>PHYT 757</td>
<td>Pharmacology for the Physical Therapist</td>
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<td>Geriatric Physical Therapy</td>
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<td>Pediatric Physical Therapy</td>
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Total Credit Hours 112-127

Health Promotion, Education, and Behavior

Department Website (http://www.sph.sc.edu/hpeb/default.htm)

Daniela B. Friedman, Chair

Programs leading to degrees in health promotion, education, and behavior focus on understanding how policy, environmental, institutional, and individual actions can improve the public’s health. This work, usually done in partnership with organizations and communities, uses principles and methods from the social and behavioral sciences to promote health in diverse settings across South Carolina, the US, and the globe. Health promotion, education, and behavior is an activist field with a deep commitment to improving the health and welfare of the most disadvantaged people in our world. The field recognizes the importance of learning not just what should and can be done to improve the public’s health, but also how it can be done in a way that is cost-effective, embedded in community structures and culture, and at a large enough scale to have real impact. Programs in health promotion, education, and behavior prepare practice and research professionals through...
courses, practical experiences, and research projects that emphasize understanding of learning, motivation, behavior change, program planning and evaluation, community development, organizational behavior, applied communications, and socio-political processes at multiple levels of societal organization. Students are prepared to engage in professional activities that will:

- influence individuals to adopt or maintain healthful practices through skill development, social support enhancement, and environmental and policy change
- foster teaching and communication skills in all those engaged in health promotion
- advocate changes in organizations and the environment which will facilitate healthful practices
- develop appropriate and effective programs aimed at promoting good health through change in behaviors at the intrapersonal, interpersonal, organizational, community, and public-policy levels
- enhance the health promoter's role as a model, advocate, and leader in public health
- evaluate health promotion programs to ensure they are meeting societal goals and program objectives
- develop and disseminate new knowledge through systematic research and evaluation
- inform people about health, wellness, illness, and disability, and ways in which they can protect and improve their health, including more efficient use of the health care delivery system.

The Department of Health Promotion, Education, and Behavior offers programs that Professional Online Master of Public Health, lead to the degrees of Master of Public Health, combined degree Master of Social Work/Master of Public Health (in cooperation with the College of Social Work (p. 1212)), Doctor of Philosophy, and to the Graduate Certificate in Health School of Journalism and Mass Communication (p. 1099) in cooperation with the Communications School of Library and Information Science (p. 1106)), Graduate and the Certificate in Global Health, and Graduate Certificate in Aging.

**Department Admission Requirements**

See the Arnold School's website for details: http://www.sph.sc.edu/futuresstudents/index.htm. (https://www.sc.edu/study/colleges_schools/public_health/) Admission requirements follow those of The Graduate School (p. 771) and include:

- a completed application
- official transcripts from all post-secondary schools and colleges previously attended, including non-degree courses taken
- evidence of academic performance at a B or better level on academic transcripts
- satisfactory GRE scores, within the last five years. While there is no minimum guideline for the master’s programs, the average GRE (combined verbal and quantitative) for incoming students is approximately 300. For the M.S.P.H., a minimum verbal score of 150 is required. For the doctoral programs, a minimum of 300 (combined verbal and quantitative) is required
- three letters of recommendation from academic and/or professional sources
- a letter of intent which describes professional goals and objectives. Master's degree applicants should describe how the applicant became interested in the field of health promotion, education, and behavior. Doctoral applicants should describe research interests and professional goals.

- satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam for applicants whose native language is not English. The minimum acceptable score on the TOEFL is 80 (Internet-based) or 570 (paper-based). The minimum acceptable overall band score on the IELTS Intl. Academic Course Type 2 exam is 6.5.
- current resume or curriculum vitae.
- Doctoral and MSPH applicants should be supported by at least two HPEB faculty members willing to serve as mentors in order to be admitted into the program.

**Graduate Certificate Programs**

Applicants to the Graduate Certificate programs must have, at a minimum, a bachelor's degree and meet the general requirements of The Graduate School. Applicants may request that significant professional experience be substituted for standardized test scores.

**Programs**

- Aging, Certificate (p. 1198)
- Global Health, Certificate (p. 1199)
- Health Communication, Certificate (Public Health) (p. 1199)
- Health Promotion, Education, and Behavior, M.P.H. (p. 1200)
- Health Promotion, Education, and Behavior, Ph.D. (p. 1201)

**Courses**

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<td>HPEB 502</td>
<td>Applied Aspects of Human Nutrition</td>
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<td>HPEB 511</td>
<td>Health Problems in a Changing Society</td>
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<td>HPEB 512</td>
<td>Southern Discomfort: Public Health in the American South</td>
<td>3</td>
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<tr>
<td>HPEB 513</td>
<td>Race, Ethnicity, and Health: Examining Health Inequalities</td>
<td>3</td>
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<tr>
<td>HPEB 521</td>
<td>The Total School Health Program</td>
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<td>HPEB 540</td>
<td>Drug Prevention</td>
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<td>HPEB 542</td>
<td>Tobacco Prevention and Control in Public Health</td>
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<td>HPEB 547</td>
<td>Consumer Health in Contemporary Society</td>
<td>3</td>
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<td>HPEB 550</td>
<td>Behavioral Concepts and Processes for the Health Professional</td>
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<td>HPEB 551</td>
<td>Medical Anthropology: Field Work</td>
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<td>HPEB 553</td>
<td>Community Health Problems</td>
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<td>HPEB 555</td>
<td>Managing Stress</td>
<td>3</td>
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<td>HPEB 560</td>
<td>Cooking Up a Storm: Food, Globalization, Localization, and Health in the South</td>
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<tr>
<td>HPEB 620</td>
<td>Nutrition Through the Life Cycle</td>
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<tr>
<td>HPEB 621</td>
<td>Maternal and Child Health</td>
<td>3</td>
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<td>HPEB 627</td>
<td>Lesbian, Gay, Bisexual and Transgender (LGBT) Health</td>
<td>3</td>
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<tr>
<td>HPEB 631</td>
<td>Health Promotion for Elementary and Middle School Teachers</td>
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<td>HPEB 640</td>
<td>Behavioral Economics in Public Health</td>
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<td>HPEB 653</td>
<td>Nutrition Assessment and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HPEB 654</td>
<td>Maternal and Child Nutrition</td>
<td>3</td>
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</table>
The Certificate of Graduate Study in Aging program addresses the educational needs of full-time and part-time students who will be engaged in the planning, administration, and provision of services for older adults. Students earning master's or doctoral degrees in related disciplines are offered the opportunity to obtain specialized preparation for career paths in the expanding fields of gerontology and geriatrics.

The certificate provides graduate students with opportunities to learn from gerontology educators within several USC academic units. The program is administered by HPEB in the Arnold School of Public Health.

All programs of study are approved by The Graduate School.

**Learning Outcomes**

- Students will be able to interpret the impact of biological, social, and psychological changes on the physical, psychological, and social well-being of older adults.

**Program Benefits**

The Certificate in Gerontology distinguishes you as a knowledgeable, skilled, and committed professional in the field of gerontology. The program

- enhances professional marketability,
- builds skills and competencies,
- fulfills continuing education requirements for many professionals, and
- develops an interdisciplinary perspective on aging.

**Career Opportunities**

This certificate program provides you with the knowledge and skills to effectively meet the needs of the aging population in a wide range of careers. There are opportunities in nursing, teaching, service, social work, public health, mental health administration, and research that focus on the needs and interests of older adults. These opportunities also exist within government programs and agencies; public and private institutions that provide health, education, and social services; research centers; special interest groups; colleges and universities; and corporate human services divisions.

For more information: Aging, Certificate (https://sc.edu/study/colleges_schools/public_health/study/graduate_degrees/certificates_of_graduate_study/)
Certificate Requirements (18 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPEB 731</td>
<td>Health Promotion for Older Adults</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 772</td>
<td>Programs and Services for Older Adults</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 764</td>
<td>Long-Term Care Administration</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Practicum</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select electives chosen with the approval of the program director</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>18</td>
</tr>
</tbody>
</table>

Global Health, Certificate

Overview

Modern society operates in a global environment with increasing intercontinental travel, trade, and communication. The great frequency of everyday interactions with people from different parts of the world has increased the need for clinical and public health professionals to understand health environments and policy that extend beyond local borders. Certificate of Graduate Study in Global Health (CGSGH) will prepare students with the knowledge and skills that are necessary to conduct international work, by focusing on topics such as comparative health systems and policies; health care administration, finance and services; sociocultural perspectives on health; and development and evaluation of health promotion programs that are sensitive to local context.

Learning Outcomes

- Students will demonstrate understanding of global health issues and efforts to alleviate shortfalls through various methods of in-depth investigation and research.
- Students will demonstration of an understanding of environmental stressors and pollution; their sources in the natural, home and workplace environments; their modes of transport and transformation; their ecological and public health effects; and, methods of prevention/remediation.

Degree Requirements (18 Hours)

Core Courses (9 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPEB 722</td>
<td>Health Education Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 709</td>
<td>Perspectives in Rural Health</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 799</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>9</td>
</tr>
</tbody>
</table>

Select One of the Following Tracks (9 Hours)

Population Health

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPEB 674</td>
<td>Social Networks, Social Capital, and Health</td>
<td>3</td>
</tr>
<tr>
<td>HPEB 700</td>
<td>Concepts and Methods in Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>HPEB 748</td>
<td>Community Health Development</td>
<td>3</td>
</tr>
<tr>
<td>HPEB 771</td>
<td>Socio-Cultural Perspectives on Population Health</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>9</td>
</tr>
</tbody>
</table>

Environmental Health

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENHS 661</td>
<td>Parasitology</td>
<td>3</td>
</tr>
<tr>
<td>ENHS 670</td>
<td>Environmental Pollutants and Human Health</td>
<td>3</td>
</tr>
<tr>
<td>ENHS 675</td>
<td>Infectious Disease Ecology</td>
<td>3</td>
</tr>
<tr>
<td>ENHS 760</td>
<td>Fundamentals of Air Pollution</td>
<td>3</td>
</tr>
<tr>
<td>ENHS 774</td>
<td>Risk Assessment and Interactions of Environmental Toxicants</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>9</td>
</tr>
</tbody>
</table>

Food and Nutrition

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPEB 620</td>
<td>Nutrition Through the Life Cycle</td>
<td>3</td>
</tr>
<tr>
<td>HPEB 653</td>
<td>Nutrition Assessment and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HPEB 654</td>
<td>Maternal and Child Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>EXSC 620</td>
<td>Nutrition and Immunology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>9</td>
</tr>
</tbody>
</table>

Health Care Policy and Systems

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSPM 712</td>
<td>Health Economics</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 726</td>
<td>Applied Public Health Law for Administrators</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 730</td>
<td>Financing of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 731</td>
<td>Health Care Finance I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>9</td>
</tr>
</tbody>
</table>

Health Communication, Certificate (Public Health)

This is an 18-hour post-bachelor’s program that provides students the opportunities to strengthen their knowledge in health communication content, research methods, and application. Qualified individuals can take the certificate as a stand-alone program or in conjunction with another degree.

Learning Outcomes

- Students will be able to interpret the impact of biological, social, and psychological changes on the physical, psychological, and social well-being of older adults.

Admission

Daniela Friedman
HPEB Professor
phone: 803-576-5818
e-mail: dfriedma@mailbox.sc.edu

Casey Goldston Giraudy
HPEB Academic Programs Coordinator
phone: 803-777-2966
e-mail: goldston@sc.edu
Certificate Requirements (18 Hours)

Certificate Core (9 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPEB 711</td>
<td>Applied Health Communication</td>
<td>3</td>
</tr>
<tr>
<td>SLIS 749</td>
<td>Health Sciences Information Resources</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JOUR 702</td>
<td>Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 803</td>
<td>Seminar in Mass Communication Theory and Theory Construction</td>
<td></td>
</tr>
<tr>
<td>JOUR 772</td>
<td>Seminar in Health, Science, and the Media</td>
<td></td>
</tr>
<tr>
<td>JOUR 775</td>
<td>Strategic Communication for Behavior and Social Change</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Electives (6 Hours)

Select six directed elective hours from an approved list, depending on the student’s interests as approved by the faculty advisor 6

Total Credit Hours 6

Practicum (3 Hours)

Select a three credit-hour practicum or project in the student’s home department 3

Total Credit Hours 3

Examples of practica/internships include appointments with local agencies involved with health communication, or work on an active research project. Faculty members work closely with students to help them secure the practicum.

Health Promotion, Education, and Behavior, M.P.H.

The M.P.H. is designed for individuals with aspirations to be practitioners in health department, community, school or worksite settings. The program requires 45 hours of course work, including public health and health promotion, education, and behavior core courses and a 5-hour applied practice experience. The public health core is designed to develop competencies in using epidemiology and biostatistics to understand distributions and causes of diseases in populations; using qualitative research methods to understand attitudes and behaviors; and managing and administering health organizations. The health promotion, education, and behavior core is designed to develop competencies in planning implementing, and evaluating programs which promote informed decision-making and health behavior change in individuals, and communities. Candidates must successfully complete a comprehensive examination at or near the conclusion of program requirements.

Learning Outcomes

- Students will demonstrate the ability to apply social and behavioral theories and models to the development, implementation, and evaluation of public health programs.
- Students will demonstrate the ability to utilize multi-level approaches in understanding the importance of context in addressing public health issues.
- Students will articulate how multi-sectoral, collaborative engagement advances health equity and improves health outcomes.
- Students will demonstrate the ability to develop sound and feasible methods to evaluate public health programs, interpret results, and communicate those results effectively.
- Students will demonstrate understanding of how to make informed study design decisions and be able to articulate the strengths and weaknesses of a research study.

Admission

See the department website for details: http://www.sph.sc.edu/futurestudents/index.htm. Admission requirements follow those of The Graduate School and include:

- a completed application
- official transcripts from all post-secondary schools and colleges previously attended, including non-degree courses taken
- evidence of academic performance at a B or better level on academic transcripts
- satisfactory GRE scores. While there is no minimum guideline for the master’s programs, the average GRE (combined verbal and quantitative) for incoming students is approximately 300.
- three letters of recommendation from academic and/or professional sources
- a letter of intent which describes professional goals and objectives, and how the applicant became interested in the field of health promotion, education, and behavior.
- satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam for applicants whose native language is not English. The minimum acceptable score on the TOEFL is 80 (Internet-based) or 570 (paper-based). The minimum acceptable overall band score on the IELTS Intl. Academic Course Type 2 exam is 6.5.
- current resume or curriculum vitae.

Admissions process information and links can be found at the Arnold School of Public Health webpage: http://www.sph.sc.edu/futurestudents/index.htm.

Applications for the MPH program are made through the new Schools of Public Health Application System (SOPHAS). Please go to http://www.sophas.org/ for further details. Applications for the Professional Online MPH program in HPEB and the combined MSW/MPH programs are made through the Graduate School. Please go to: https://www.applyweb.com/uscred/index.ftl.

Only single program applications are accepted, so you may only apply to one program at a time (unless you are applying to the MSW/MPH program or certificate program). Once received, your application and credentials are sent for review by the HPEB faculty. After reviewing your credentials, the department makes a recommendation to The Graduate School which officially grants admission. We will inform you of the department’s recommendation regarding admission, but official notice of admission comes from the USC Graduate School.

You are encouraged to review carefully the information provided on the above websites before beginning the application process. If you have further questions, you may contact:

Ken Watkins
Degree Requirements (45 Hours)

School of Public Health Core Requirements (16 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 725</td>
<td>Quantitative Methods for Public Health Practice</td>
<td>5</td>
</tr>
<tr>
<td>PUBH 726</td>
<td>Qualitative Methods for Public Health Practice</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 730</td>
<td>Public Health Systems, Policy, and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 735</td>
<td>Practical Applications of Public Health Planning</td>
<td>4</td>
</tr>
<tr>
<td>PUBH 678</td>
<td>Transforming Health Care for the Future</td>
<td>1</td>
</tr>
<tr>
<td>Total Credit Hours</td>
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<td>16</td>
</tr>
</tbody>
</table>

Department Core Course Requirements (12 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPEB 701</td>
<td>Theoretical Foundations of Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>HPEB 707</td>
<td>Health Promotion Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>HPEB 710</td>
<td>Evaluation of Health Promotion Programs</td>
<td>3</td>
</tr>
<tr>
<td>HPEB 748</td>
<td>Community Health Development</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

Elective Courses (12 Hours)

- Courses specific to the student's area/s of interest with approval of the student's academic advisor. Electives may be chosen from HPEB or from courses in the University that support the overall educational goals of the student.

Applied Practice Experience (5 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPEB 797</td>
<td>Applied Practice Experience</td>
<td>5</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

Health Promotion, Education, and Behavior, Ph.D.

The Ph.D. program prepares graduates for leadership and skills in research, teaching, and professional service. The Ph.D. prepares graduates to assume leadership roles that emphasize research and teaching activities; these positions are often located in academic or other research settings. The degree requires 48 hours of post-masters course work (60 hours of post-baccalaureate course work), including 12 hours of dissertation preparation. Students may request transfer of a limited number of graduate courses not part of a completed degree program into the doctoral program of study. All doctoral students' programs of study must meet the university and departmental requirements and are subject to approval by the student's program advisory committee and the department's Graduate Director. In addition, the following are required: a written qualifying examination, a written and oral comprehensive examination, and an oral defense of the dissertation. Experience as a member of a research team is also part of the program requirements.

Learning Outcomes

- Students will be able to identify individual, organizational, community, and socio-cultural influences on health and health behavior.
- Students will be able to develop, implement and evaluate interventions at multiple levels to promote health.
- Students will be able to design and conduct rigorous and innovative social and behavioral science research relevant to public health.
- Student will be able to exhibit professional skills including scientific writing, oral communication, grant-writing, teaching, scientific service, and collaboration.

Admission

Admissions requirements follow those of The Graduate School and include the following:

- a completed application.
- official transcripts from all post-secondary schools and colleges previously attended, including non-degree courses taken.
- evidence of academic performance at a B or better level on academic transcripts.
- satisfactory GRE scores. For the Ph.D. program, a minimum of 300 (combined verbal and quantitative) is required.
- three letters of recommendation from academic and/or professional sources.
- a letter of intent which describes research interests and professional goals.
- satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam for applicants whose native language is not English. The minimum acceptable overall band score on the TOEFL is 80 (Internet-based) or 570 (paper-based). The minimum acceptable overall band score on the IELTS Intl. Academic Course Type 2 exam is 6.5.
- current resume or curriculum vitae.
- Doctoral applicants should be supported by at least two HPEB faculty members willing to serve as mentors in order to be admitted into the program.

Admissions process information and links can be found at the Arnold School of Public Health webpage: [http://www.sph.sc.edu/futurestudents/index.htm](http://www.sph.sc.edu/futurestudents/index.htm) or [https://www.sc.edu/study/colleges_schools/public_health/](https://www.sc.edu/study/colleges_schools/public_health/)

Applications for the Ph.D. program in HPEB are made through the Schools of Public Health Application System (SOPHAS). Please go to http://www.sophas.org for further details.

Only single program applications are accepted, so you may only apply to one program at a time (unless you are applying to a certificate program). Once received, your application and credentials are sent for review by the HPEB faculty. After reviewing your credentials, the department makes a recommendation to The Graduate School which officially grants admission. We will inform you of the department's recommendation.
regarding admission, but official notice of admission comes from the USC
Graduate School.

You are encouraged to review carefully the information provided on the
above websites before beginning the application process. If you have
further questions, you may contact:

Ken Watkins
HPEB Graduate Director
phone: 803-777-7603
e-mail: watkinsk@mailbox.sc.edu

Casey Goldston Giraudy
HPEB Academic Programs Coordinator
phone: 803-777-2966
e-mail: Goldston@sc.edu

Office of Student and Alumni Services
phone: 803-777-5031
e-mail: sphstsrv@mailbox.sc.edu

Degree Requirements (60 Post-Baccalaureate Hours)

Health Promotion, Education, and Behavior Core (12 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPEB 771</td>
<td>Socio-Cultural Perspectives on Population Health</td>
<td>3</td>
</tr>
<tr>
<td>HPEB 824</td>
<td>Social and Physical Environment Interventions in Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>HPEB 818</td>
<td>Advanced Evaluation of Health Promotion Programs</td>
<td>3</td>
</tr>
<tr>
<td>HPEB 704</td>
<td>Health Education Research Seminar (three one-hour seminars)</td>
<td>3</td>
</tr>
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</table>

Total Credit Hours 12

Research Methods (12 Hours Minimum)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPEB 715</td>
<td>Qualitative Research Methods in Public Health</td>
<td>3</td>
</tr>
</tbody>
</table>

Qualitative Methods

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPEB 810</td>
<td>Applied Measurement in Health Education Research</td>
<td>3</td>
</tr>
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</table>

Measurement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
</table>

Total Credit Hours 12

1 e.g. BIOS 757, EDRM 711 or equivalent.

Cognate (6 Hours minimum)

- Classes reflecting defined content or topical areas.

Public Health (6 Hours)

Note: These requirements are met if student has previous MPH or similar graduate-level core PH coursework, in which case, six hours may be taken in research methods or cognate areas.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 700</td>
<td>Perspectives in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>EPID 700</td>
<td>Introduction to Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>or EPID 701</td>
<td>Concepts and Methods of Epidemiology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 6

Dissertation (12 Hours or More)

Select 12 hours or more

Health Services Policy and Management

Department Website (http://www.sph.sc.edu/hspm/)

James Hardin, Interim Chair

The Department of Health Services Policy and Management promotes individual and community health through improvements in the organization and management of public health and health care delivery. The department offers the Master of Public Health (M.P.H.), the Master of Health Administration (M.H.A.), and three dual degrees: the Master of Social Work/Master of Public Health (M.S.W./M.P.H.), the Master of Public Health/Master of Public Administration (M.P.H./M.P.A.) and the Juris Doctor/Master of Health Administration (J.D./M.H.A.) (see Graduate Dual Degree Programs (https://academicbulletins.sc.edu/graduate/dual-degree-programs/)). At the doctoral level, the department offers the Doctor of Philosophy (Ph.D.).

The Master’s programs prepare students to assume leadership positions in public, nonprofit, and for-profit organizations in public health, health services, health policy, and related fields. The M.P.H. emphasizes preparation for a career in the public health sector. The program includes full public health foundation courses, taught in an interdisciplinary format, in the five core areas of biostatistics, epidemiology, environmental health sciences, administration, and health promotion, education and behavior. The M.H.A. emphasizes preparation for a career in management in the private health care sector. The program has a substantial emphasis on accounting and finance. A professional M.H.A. is also available for practicing professionals with courses held on weekends. All programs may be taken part-time. The M.P.H. may be taken by distance education via synchronous and/or asynchronous broadcast. A Certificate of Graduate Study in Gerontology may be combined with any degree program (see bulletin section for the College of Social Work).

The Ph.D. program prepare students to make a substantive impact in health services policy and management through teaching, research and policy leadership in university settings and in the public and private health care sector. For experienced health care managers and physicians, the Ph.D. program prepares them for senior policy and management positions in public and private health-focused organizations.

Admission

Applicants should submit an application packet through the School of Public Health Application Service (http://www.sophas.org) unless advised otherwise by the department.
Master’s Programs
Health Services Policy and Management, M.P.H. and Health Services Policy and Management, M.H.A.
Applicants for a master's degree must submit the following:

- transcripts of all college-level academic work
- three letters of recommendation
- scores for the Graduate Record Examination (GRE) or the Graduate Management Aptitude Test (GMAT)
- a statement of professional goals
- a personal resume
- Test of English as a Foreign Language (TOEFL) or IELTS Intl.
  Academic Course Type 2 exam scores, if the applicant's native language is not English

International applicants should contact the program director before applying to the program.

An interview with departmental faculty is highly recommended.

Graduate Assistantship
All full-time M.H.A. and M.P.H. students are expected to work as graduate assistants in health service or public health organizations in the community to acquire work experience and enrich the learning process through on-the-job application of concepts and techniques learned in the classroom. To qualify for an assistantship, a student must be fully admitted to a degree program, be enrolled as a full-time student, and maintain a 3.00 GPA.

Dual Degrees
Students seeking admission to dual degree programs must meet the admissions requirements of both programs. Our requirements are listed above. The College of Social Work, School of Law and the Department of Political Science specify the admission requirements for their programs.

The Department of Health Services Policy and Management and the College of Social Work, School of Law and Department of Political Science offer coordinated programs that lead to a dual degree. The requirements for the M.P.H. or M.H.A. portion of each dual degree program are the same as shown above. The M.P.A., M.S.W. and J.D. portions of the dual degree programs are determined by the respective schools and college. Some courses do fulfill requirements for both portions of the dual degree. A dual degree program thus typically requires fewer semester hours in total than if the two programs were taken separately.

Profiles of Admitted Master’s Students
M.P.H.
For Fall 2016, there were 44 applicants. Thirty-five were accepted. Their mean GRE score was 297 in combined verbal & quantitative on the new scoring scale. Their mean undergraduate GPA was 3.33 (on a 4.00 point scale).

M.H.A.
For Fall 2016, there were 103 applicants; 44 were accepted while 18 enrolled. Their mean GRE score was 301 in combined verbal & quantitative based on the new scoring scale. The mean GMAT score was 490 on the new scale. Overall mean undergraduate GPA was 3.3 on a 4.0 scale.

Doctoral Programs
Health Services Policy and Management, Ph.D.
Applicants for the PhD program must submit:

- transcripts of prior undergraduate and graduate work
- scores for the Graduate Record Examination (GRE) or the Graduate Management Aptitude Test (GMAT). This requirement may be waived for applicants with a terminal clinical degree or other advanced degrees (such as M.D., M.B.B.S., D.D.S., J.D., or Ph.D.) on a case by case basis.
- three letters of recommendation
- a statement of professional goals
- a personal resume
- copies of publications, if any
- Test of English as a Foreign Language (TOEFL) or IELTS Intl.
  Academic Course Type 2 exam scores, if the applicant’s native language is not English

International applicants are strongly encouraged to contact the program director before applying to the program.

An interview with departmental faculty is highly recommended.

Admission criteria for the Doctor of Philosophy program include:

- Master's degree in health administration, business administration, public health, or public administration is strongly preferred. Exceptional applicants with baccalaureate degrees will also be considered.
- A grade point average of at least 3.00 (on a 4.00 scale) is required on previous undergraduate and graduate course work. Exceptions to this requirement will be considered on a case-by-case basis by the faculty.

The Ph.D. degree requires an approved program of 60 hours beyond the baccalaureate degree. Students with a relevant master's degree may complete the PhD in Health Services Policy and Management by completing a minimum of 42 additional credit hours (including 12 credit hours of dissertation preparation). A student without a prior master's degree will be required to complete a minimum of 60 graduate credit hours to graduate.

Health Services Policy and Management, Dr.P.H.
Admission criteria for the Doctor of Public Health program include:

- Applicants should have a master's degree in health administration, business administration, public health, or public health administration. Exceptions will be considered by petition to the faculty. Applicants must have worked in a health-related midlevel management or policy position for at least four years.
- Previous graduate-level course work should include health care finance, statistics, organizational behavior, health economics, and epidemiology. Students lacking one or more of these will be required to make up the deficiency. Courses taken to make up deficiencies do not count toward the Dr.P.H. program. Students with three deficiencies will have a conditional admission contingent on successful completion of make-up courses.
• A grade point average of at least 3.00 (on a 4.00 scale) is required on previous graduate course work.

Applicants must submit:

• transcripts of prior undergraduate and graduate work
• scores for the Graduate Record Examination (GRE) or the Graduate Management Aptitude Test (GMAT). This requirement may be waived for applicants with a terminal clinical degree or other advanced degrees (such as M.D., M.B.B.S., D.D.S., J.D., or Ph.D.) on a case by case basis.
• three letters of recommendation from persons who can reflect upon the applicant’s prior academic and professional performance
• a statement of career goals
• a personal resume
• copies of publications, if any
• Test of English as a Foreign Language (TOEFL) or IELTS Intl.

Academic Course Type 2 exam scores, if the applicant’s native language is not English (may be waived, by petition to the faculty, if academic experience in the U.S. demonstrates English proficiency).

International applicants are strongly encouraged to contact the program director before applying to the program.

An interview with the departmental faculty is highly recommended.

Profile of Admitted Doctoral Students
Ph.D.
For Fall, 2016, there were 39 applicants to the Ph.D. program, of whom 26 were accepted and 13 matriculated. The mean GRE scores of accepted applicants were 152 (verbal) and 153 (quantitative). Their mean graduate GPA was 3.62 (on a 4.0 scale).

Dr.P.H.
For Fall, 2016, the Department did not admit any student in the program.

Programs
• Health Services Policy and Management, M.H.A. (p. 1206)
• Health Services Policy and Management, M.P.H. (p. 1207)
• Health Services Policy and Management, Ph.D. (p. 1208)

Courses
HSPM 500 - Introduction to Health Care Management and Organization (3 Credits)
Provide students with overview of health services management, management techniques and the different roles and functions of the different health care services. Use of field trips and guest speakers from different health care providers.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

HSPM 509 - Fundamentals of Rural Health (3 Credits)
Overview of the delivery and financing of health care in the rural U.S., with emphasis on vulnerable rural populations and access to care.

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

HSPM 510 - Comparative Health Systems and Health System Efficiency, Effectiveness, Sustainability and Equity (3 Credits)
Comparative health systems of the world including health system organization, management, financing, resource use and health outcomes.

HSPM 513 - Issues in Health Care Information Management (3 Credits)
An introduction to data management in healthcare institutions for undergraduate students and non-HSPM major graduate students. Topics include the nature of medical data, legal protections surrounding such information, and basis strategies for managing information technology resources.

Prerequisites: HSPM 500.

HSPM 514 - Introduction to Health Services Delivery and Policy (3 Credits)
Overview of health services delivery in the United States, including organization and financing of health care, health insurance practices, primary and long-term care among other topics.

HSPM 530 - Finance in Health Administration (3 Credits)
Introduction to health care finance. Course will teach reimbursement structures, regulatory mechanisms, cost control, and related factors unique to healthcare organizations.

Prerequisites: BADM 225.

HSPM 700 - Approaches and Concepts for Health Administration (3 Credits)
An interdisciplinary perspective on the field of health administration. Philosophy concepts, and skills of implementation, management, and evaluation are presented and discussed. Principles in the practice of health administration are applied to identified problems and situations.

HSPM 706 - Health and Economic Development: Interrelationships among health, poverty and economic progress (3 Credits)
Linkages among economic development, poverty, inequality and health. Direct and indirect effects of health in economic development.

HSPM 707 - Ethical Issues in Health Care and Research (3 Credits)
The ethical dimensions of decision-making in health care delivery, administration and epidemiologic research. Provides ethical foundations for discussion of topics in health-related research and practice.

Cross-listed course: EPID 707

HSPM 708 - Methods of Economic Evaluation of Health Projects, Policies and Programs (3 Credits)
Concepts and principles of economic evaluation and applications of evaluation techniques (e.g., cost-effectiveness, cost-utility, cost-benefits, decision modeling) to the real-world issues and problems.

HSPM 709 - Perspectives in Rural Health (3 Credits)
Analysis of issues and demographic, economic, and political forces affecting health care delivery systems in rural America. Examines structure of federal and state public health programs that impact rural health.

HSPM 711 - Health Politics (3 Credits)
Analysis of issues and forces affecting health delivery through the public sector; major models of political decision-making; and current health legislation. 03: 07/05/2019.

HSPM 712 - Health Economics (3 Credits)
A critical introduction to the application of economic analysis to problems in the health care field. Related scientific literature.
HSPM 713 - Information Systems in Health Administration (3 Credits)
Understanding and optimizing the use of health information systems and allied technologies including electronic medical records to improve healthcare organizations' performance in the areas of care delivery, operations management, quality, safety, and accessibility of healthcare services.

HSPM 714 - Perspectives in Community Health Organizations (3 Credits)
Origins/functions of public health and the U.S. health-care system; special attention to public health perspectives, social/behavioral determinants of health and environmental health issues.

HSPM 715 - Community Assessment and the Delivery of Health Care Services (3 Credits)
An introduction to the concepts of community assessment and managerial epidemiology, and their use in the population-based planning and management of integrated health systems.

HSPM 716 - Quantitative Methods for Health Administration (3 Credits)
An introduction to quantitative methods and analytical techniques with application to health administration. The course includes the use of models and simulation for decision making and control in health administration.
Prerequisites: HSPM 775 or BIOS 700.

HSPM 717 - Health Services Research Methods I (3 Credits)
Evaluation of the efficiency and effectiveness of health programs. Different research designs will be discussed in terms of their relevance to specific evaluation problems.

HSPM 718 - Health Planning (3 Credits)
Strategy and tactics of state, regional, institutional health services planning. Special attention to the role of marketing.
Prerequisites: HSPM 733 or equivalent.

HSPM 719 - Health Services Research Methods II (3 Credits)
The role and methods of sample surveys in health administration; development of survey designs; survey procedures; questionnaire design; interviewing procedures; codebook design; utilization of computer program packages in data analysis.
Prerequisites: BIOS 700.

HSPM 720 - Health Services Research Methods III (3 Credits)
Econometric methods for making proper statistical inferences using estimates for observational data.

HSPM 722 - Sociology of Health for Health Services Managers I (1 Credit)
Sociological approaches to the study of health and the decision to seek health care.

HSPM 723 - Sociology of Health for Health Services Managers II (1 Credit)
Sociological approaches to the study of health care institutions.

HSPM 724 - Health Law (3 Credits)
Legal basis for health care activities; health care provider laws, regulations, antitrust and organizational governance.

HSPM 725 - Human Resources Issues in Health Care Sector (3 Credits)
A study of the current problems, theories, models, and strategies associated with managing human resources in the health care sector.

HSPM 726 - Applied Public Health Law for Administrators (3 Credits)
Course addresses the significant legal and ethical issues in Public Health practice; basis for Public Health actions, authorities and limitations; role of the three branches of government in Public Health protection.

HSPM 727 - Advancing Public Health Policy (3 Credits)
Advancing public health policy through design and implementation of a policy change campaign.
Prerequisites: PUBH 730.

HSPM 730 - Financing of Health Care (3 Credits)
Application of the principles of financial management to the systems involved in the delivery of health care. 03: 07/05/2019.
Prerequisites: BADM 660 or equivalent.

HSPM 731 - Health Care Finance I (3 Credits)
Provides working knowledge of financial management techniques for managers in the health care sector.
Prerequisites: HSPM 733.

HSPM 732 - Health Care Finance II (3 Credits)
Provides knowledge base and decision-making tools for financial management in health care organizations using financial management tools and principles.
Prerequisites: HSPM 731.

HSPM 733 - Health Care Management Accounting (3 Credits)
Financial accounting and internal accounting for management decision-making, including cost determination, cost control, performance evaluation and financial planning.
Prerequisites: Undergraduate course in accounting or competency in accounting through personal study of an undergraduate accounting text.

HSPM 764 - Long-Term Care Administration (3 Credits)
An overview of management and policy concepts and issues pertaining to long-term care facilities and programs.

HSPM 765 - Leadership in Health Care Organizations (1 Credit)
Seminar on theory of and practice of leadership as a manager in the health care industry.

HSPM 766 - Health Services Administration I (3 Credits)
Human Resources Management in health care and allied topics.
Prerequisites: HSPM 769.

HSPM 768 - Health Services Administration II (3 Credits)
Operations management in health care, supply chain management and logistics processes, health services process improvement.
Prerequisites: HSPM 716.

HSPM 769 - Organizational Behavior (3 Credits)
To explore organizational behavior at the micro level (individuals, motivation, leadership, conflict management) and macro level (social systems, inter-organizational relationships, change and innovation, performance and strategy, organizational design), with particular focus on health care environments.

HSPM 770 - Decision Making For Health Care Executives (3 Credits)
Case study format where students identify problems, evaluate alternatives and make decisions using health care leaders in the community to prepare cases. Integration of principles learned in other health care theory and management courses.
Prerequisites: HSPM 732, HSPM 718, and HSPM 769.

HSPM 772 - International Health (3 Credits)
Overview of international health status, demographics; communicable/noncommunicable diseases; health care needs, financing, and infrastructure delivery; and maternal and child health, family planning, and public health programs.
HSPM 774 - Quality Management in Healthcare (3 Credits)
Systems approach to quality management focusing on Lean and other quality management methods that can be directly applied in a healthcare setting. Group projects in local acute care settings allow students to practice quality management skills.
**Prerequisites:** HSPM 716, HSPM 731 or equivalent.

HSPM 775 - Managerial Epidemiology and Statistics in Healthcare (3 Credits)
Principles and tools of epidemiology applied to decision-making in a health care environment. Knowledge and skills useful to health services managers related to statistics, population health management and assessment of medical care processes/outcomes are taught.

HSPM 776 - Physician Practice Management (3 Credits)
Builds on prior MHA coursework on health care management to focus on specific knowledge and skills applicable to the management of physician practices.
**Prerequisites:** HSPM 731 and HSPM 769.

HSPM 777 - Healthcare Policy and Principles of Health Insurance (3 Credits)
Demand, supply, employment-based coverage, government-sponsored programs and managed care.

HSPM 778 - Health Care Marketing (3 Credits)
The principles of marketing applied to the health care setting. 03: 07/05/2019.

HSPM 788 - Public Health Practice Experience (3 Credits)
Applied public health practice experience addressing management or policy need in public health setting.
**Prerequisites:** PUBH 725, PUBH 726, PUBH 730, PUBH 735 and 6 additional hours HSPM courses.

HSPM 790 - Independent Study (1-6 Credits)
Content varies by title. Course may be repeated for a total of 6 credit hours.

HSPM 791 - Selected Topics (1-6 Credits)
Content varies by title. Course may be repeated for a total of 6 credit hours.

HSPM 796 - Health Services Policy and Management MPH Capstone Course (2 Credits)
Synthesis of foundational and HSPM MPH competencies in preparing a high quality grant proposal to address a public health problem.
**Prerequisites:** PUBH 725, PUBH 726, PUBH 730, PUBH 735, HSPM 712, HSPM 730, HSPM 768.

HSPM 797 - Management Residency (1-3 Credits)
On-site management project in a health care setting.

HSPM 798 - Public Health Residency (3 Credits)
Practicum in approved public health, community health, or health care setting emphasizing evaluation and service delivery planning or a project such as resolution of a management problem or evaluation of a program component.
**Prerequisites:** EPID 700, BIOS 700 and three additional hours in the major.

HSPM 800 - Doctoral Seminar (1 Credit)
Format for presentation of faculty research, doctoral student dissertation proposals and guest lecturers on timely issues in health care policy and management.

HSPM 818 - Economic Evaluation and Policy Analysis of Health Services (3 Credits)
The course foci is on theories and techniques used in conducting economic evaluations and policy analyses to ascertain the efficacy and effectiveness of public health and health care programs, services, and policies. Enrollment is restricted to DrPH or PhD students.
**Prerequisites:** HSPM 711, HSPM 712, HSPM 845 and HSPM 846.

HSPM 820 - Public Health Leadership (3 Credits)
The course is designed to give students knowledge and skills necessary to demonstrate leadership in a variety of public health venues. Course content will focus specifically on theories, skills, styles, and techniques used in providing leadership to public health and healthcare programs, services, and policy development, and research. Enrollment Restrictions: Students must be accepted into a PhD, DrPH, or MPH program.

HSPM 845 - Advanced Study in Health Policy Management I (3 Credits)
Readings and discussion of topics relevant to research in health administration/health sciences.

HSPM 846 - Advanced Topics in Health Policy and Management II (3 Credits)
Readings and discussion of major topics, including institutionally based issues, in research in health administration/health sciences.
**Prerequisites:** HSPM 845.

HSPM 890 - Independent Study (1-3 Credits)
Directed research on a topic to be developed by doctoral student and instructor. May be repeated for credit.

HSPM 898 - Doctor of Public Health Practicum (6 Credits)
Students are required to conduct applied public health methods and strategies as a part of their practicum experience. Examples of practicum include, but not limited to development, implementation, and evaluation of public health or healthcare services, policies, organizational development, and regulatory activities.

HSPM 899 - Dissertation Preparation (1-12 Credits)
One full year, 18 hrs, of graduate study beyond the master's level.

**Health Services Policy and Management, M.H.A.**

The M.H.A. program prepares students for a career in the management of the full range of programs, organizations, and facilities in health services and medical care: acute, post-acute, long-term, and managed care, in the public and private sectors. The M.H.A. is offered in a full-time format for regular students. Working professionals may complete the program on a part-time basis.

**Learning Outcomes**
- Students will be able to apply Critical Thinking, Analysis, and Problem-Solving competencies to health services organizations.
- Students will be able to apply Management and Leadership competencies to health services/organizations.
- Students will be able to apply Communications and Interpersonal Effectiveness competencies to health services organizations.
- Students will be able to apply Professionalism and Ethics competencies to health services organizations.
- Students will be able to apply Population Health Management competencies to health services planning and management, including social determinants of health.
Degree Requirements (58 Hours)

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management</td>
<td>31</td>
</tr>
<tr>
<td>Accounting and Finance</td>
<td>9</td>
</tr>
<tr>
<td>Biostatistics and Quantitative Methods</td>
<td>3</td>
</tr>
<tr>
<td>Public Health - PUBH 700</td>
<td>3</td>
</tr>
<tr>
<td>Managerial Epidemiology and Statistics for Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>Health Planning</td>
<td>3</td>
</tr>
<tr>
<td>Approved Elective</td>
<td>3</td>
</tr>
<tr>
<td>Management Residency</td>
<td>3</td>
</tr>
</tbody>
</table>

Course Options

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSPM 712</td>
<td>Health Economics</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 713</td>
<td>Information Systems in Health Administration</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 714</td>
<td>Perspectives in Community Health Organizations</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 716</td>
<td>Quantitative Methods for Health Administration</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 718</td>
<td>Health Planning</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 724</td>
<td>Health Law</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 731</td>
<td>Health Care Finance I</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 732</td>
<td>Health Care Finance II</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 733</td>
<td>Health Care Management Accounting</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 765</td>
<td>Leadership in Health Care Organizations</td>
<td>1</td>
</tr>
<tr>
<td>HSPM 766</td>
<td>Health Services Administration I</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 768</td>
<td>Health Services Administration II</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 769</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 770</td>
<td>Decision Making For Health Care Executives</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 774</td>
<td>Quality Management in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>or HSPM 777</td>
<td>Healthcare Policy and Principles of Health Insurance</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 775</td>
<td>Managerial Epidemiology and Statistics in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 776</td>
<td>Physician Practice Management</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 797</td>
<td>Management Residency</td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td>Select two elective courses</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours: 56-58

Final Examination

M.H.A. candidates must complete and submit an acceptable written report on the residency. Approval of the report must be by the faculty advisor, a second reader, and the preceptor at the residency site. An oral presentation of the report is required after the approval of the document. The student must also complete and submit departmental and school evaluations.

Graduate Assistantship

All full-time M.H.A. and M.P.H. students are expected to work as graduate assistants in health service organizations in the community to acquire work experience and enrich the learning process through on-the-job application of concepts and techniques learned in the classroom. To qualify for an assistantship, a student must be fully admitted to a degree program, be enrolled as a full-time student, and maintain a 3.00 GPA.

Dual Degrees

The Department of Health Services Policy and Management and the College of Social Work, School of Law and Department of Political Science offer coordinated programs that lead to a dual degree. The requirements for the M.P.H. or M.H.A. portion of each dual degree program are the same as shown above. The M.P.A., M.S.W. and J.D. portions of the dual degree programs are determined by the respective schools and college. Some courses do fulfill requirements for both portions of the dual degree. A dual degree program thus typically requires fewer semester hours in total than if the two programs were taken separately.

Health Services Policy and Management, M.P.H.

The M.P.H. program prepares students for management in the public health sector, such as federal, state, and local health agencies. Some M.P.H. graduates work in the private sector.

Learning Outcomes

- Students will be able to apply operations management concepts to address organizational performance issues in health service organizations.
- Students will be able to describe legal perspectives on health policy and management issues, including assessment of legal and regulatory environments in the context of public health.
- Students will be able to apply economic principles for allocating and mobilizing resources for public health interventions and programs.
- Students will be able to apply the principles and tools of budgeting, resource management, and financial analysis to improve efficiency of public health and health care delivery organizations.
- Students will be able to develop policy options for the achievement of an agency’s or program’s objectives.

Program Requirements (45 Hours)

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Health Core (biostatistics, epidemiology, environmental health sciences, administration, and health promotion, education, and behavior)</td>
<td>16</td>
</tr>
<tr>
<td>Public Health Management</td>
<td>18</td>
</tr>
<tr>
<td>Public Health and Healthcare Policy</td>
<td>6</td>
</tr>
<tr>
<td>Practice Experience and Capstone Course</td>
<td>5</td>
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</tbody>
</table>

Public Health Core Requirements (16 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PUBH 725</td>
<td>Quantitative Methods for Public Health Practice</td>
<td>5</td>
</tr>
<tr>
<td>PUBH 726</td>
<td>Qualitative Methods for Public Health Practice</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 730</td>
<td>Public Health Systems, Policy, and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 735</td>
<td>Practical Applications of Public Health Planning</td>
<td>4</td>
</tr>
<tr>
<td>PUBH 678</td>
<td>Transforming Health Care for the Future</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credit Hours: 16
Public Health Management Requirements (18 Hours)

Required Management Courses (12 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSPM 712</td>
<td>Health Economics</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 726</td>
<td>Applied Public Health Law for Administrators</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 730</td>
<td>Financing of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 768</td>
<td>Health Services Administration II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>12</td>
</tr>
</tbody>
</table>

Management Electives (6 Hours)

Select two courses in consultation with advisor; possible courses include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSPM 706</td>
<td>Health and Economic Development: Interrelationships among health, poverty and economic progress</td>
</tr>
<tr>
<td>HSPM 709</td>
<td>Perspectives in Rural Health</td>
</tr>
<tr>
<td>HSPM 713</td>
<td>Information Systems in Health Administration</td>
</tr>
<tr>
<td>HSPM 714</td>
<td>Perspectives in Community Health Organizations</td>
</tr>
<tr>
<td>HSPM 716</td>
<td>Quantitative Methods for Health Administration</td>
</tr>
<tr>
<td>HSPM 764</td>
<td>Long-Term Care Administration</td>
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<td>HSPM 769</td>
<td>Organizational Behavior</td>
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<tr>
<td>HSPM 774</td>
<td>Quality Management in Healthcare</td>
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<tr>
<td>HSPM 776</td>
<td>Physician Practice Management</td>
</tr>
<tr>
<td>HSPM 772</td>
<td>International Health</td>
</tr>
<tr>
<td>HSPM 777</td>
<td>Healthcare Policy and Principles of Health Insurance</td>
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</table>

Public Health and Healthcare Policy Requirements (6 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HSPM 727</td>
<td>Advancing Public Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 711</td>
<td>Health Politics</td>
<td>3</td>
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<tr>
<td>HPEB 820</td>
<td>Public Health Advocacy and Policy</td>
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<tr>
<td>POLI 774</td>
<td>The Public Policy Process</td>
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<tr>
<td>POLI 780</td>
<td>Theories of Comparative Politics</td>
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<tr>
<td>POLI 721</td>
<td>Race and Public Policy</td>
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<tr>
<td></td>
<td>Another course selected in consultation with advisor</td>
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<td>Total Credit Hours</td>
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Practice Experience and Capstone Requirements (5 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HSPM 788</td>
<td>Public Health Practice Experience</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 796</td>
<td>Health Services Policy and Management MPH Capstone Course</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>5</td>
</tr>
</tbody>
</table>

Final Examination

The final grant proposal and grant proposal presentation included in the HSPM MPH Capstone Course (HSPM 799) which is required for all HSPM MPH students will serve as the comprehensive final exam assessment for the HSPM MPH degree. The final grant proposal will be reviewed by at least two HSPM faculty members. The grant proposal presentations in face-to-face classes will be attended and reviewed by at least two HSPM faculty members. Distance students' presentations will be recorded and reviewed by at least two HSPM faculty members. Faculty reviewers will be provided with a comprehensive assessment rubric which will identify the essential required elements for both the grant proposal and presentation.

Graduate Assistantship

All full-time M.P.H. students are encouraged to work as graduate assistants in health service organizations in the community to acquire work experience and enrich the learning process through on-the-job application of concepts and techniques learned in the classroom. To qualify for an assistantship, a student must be fully admitted to a degree program, be enrolled as a full-time student, and maintain a 3.00 GPA.

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The Department of Health Services Policy and Management and the College of Social Work, and Department of Political Science offer coordinated programs that lead to a dual degree. The requirements for the M.P.H. portion of each dual degree program are the same as shown above. The M.P.A. and M.S.W. portions of the dual degree programs are determined by the respective schools and college. Some courses do fulfill requirements for both portions of the dual degree. A dual degree program thus typically requires fewer semester hours in total than if the two programs were taken separately.

Health Services Policy and Management, Ph.D.

The Ph.D. program prepares students to conduct health services research and to teach in a university setting. The program is individualized for each student, taking into account the individual’s interests, academic training, and professional experience. The emphasis is on research methods, statistics, and advanced concepts in health policy and management. Students must complete a doctoral dissertation and demonstrate the ability to conduct original research.

Learning Outcomes

- Students will understand health care policy development and implementation and its relationship to management of health care organizations.
- Students will demonstrate skills in analysis and interpretation of health services research data.
- Students will demonstrate the ability to conduct health services research and communicate the findings through professional written communications and oral presentations.

Degree Requirements (60 Post-Baccalaureate Hours)

Doctoral Seminar (4 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 700</td>
<td>Perspectives in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>EPID 701</td>
<td>Concepts and Methods of Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>6</td>
</tr>
</tbody>
</table>
Advanced Topics in Health Policy and Management (6 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSPM 845</td>
<td>Advanced Study in Health Policy Management I</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 846</td>
<td>Advanced Topics in Health Policy and Management II</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 6

Research Methods Cognate (9 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSPM 717</td>
<td>Health Services Research Methods I</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 719</td>
<td>Health Services Research Methods II</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 791</td>
<td>Selected Topics</td>
<td>1-6</td>
</tr>
</tbody>
</table>

Total Credit Hours: 7-12

Note: All doctoral students are expected to complete courses on statistical software packages like STATA and SAS by the end of first year if not proficient in the use of the softwares. These hours can be counted towards electives.

Health Services Policy and Management Concentration (9 Hours)

Approved Electives (14 Hours)

Dissertation (12 Hours)

Examinations

The qualifying examination must be taken following the completion of course requirements listed under Advanced Topics in Health Policy and Management and Research Method Cognate. Qualifying examination is a cumulative exam that tests students on the content areas of five departmental courses in these two core areas. The examination will be given as two separate sections: (i) Research method and data and (ii) Health policy and management. The qualifying examination is offered twice per year, in late early spring (January) and early fall (August prior to start of classes).

A comprehensive examination is arranged in consultation with the major professor of the concentration area, Doctoral Program Director and the Graduate Director of the Department. Students must pass qualifying examination, complete all doctoral seminar and concentration area courses prior to taking the comprehensive examination. This examination has two components: a written component and an oral presentation component. The written component is a take-home examination in which the student is required to write an NIH R03 type proposal on a specific research topic.

Proposal and Dissertation defense:

Each student must prepare and defend a dissertation proposal consisting of minimum of three chapters describing importance of research topic chosen, literature review and methodology to be used.

Each student must prepare and defend a dissertation that contributes significantly to knowledge regarding the organization, financing, or delivery of health services.

Degree Requirements (Minimum of 46 hours Post-Masters)

Doctoral Seminar (4 Hours)

Public Health Core Requirements (6 Hours)

If the graduate degree is not in public health

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 700</td>
<td>Perspectives in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>EPID 701</td>
<td>Concepts and Methods of Epidemiology (or equivalent)</td>
<td>3</td>
</tr>
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</table>

Total Credit Hours: 6

Advanced Topics in Health Policy and Management (6 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
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<td>3</td>
</tr>
<tr>
<td>HSPM 846</td>
<td>Advanced Topics in Health Policy and Management II</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 6

Research Methods Cognate (9 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
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</tr>
<tr>
<td>HSPM 719</td>
<td>Health Services Research Methods II</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 791</td>
<td>Selected Topics</td>
<td>1-6</td>
</tr>
</tbody>
</table>

Total Credit Hours: 7-12

Note: All doctoral students are expected to complete courses on statistical software packages like STATA and SAS by the end of first year if not proficient in the use of the softwares. These hours can be counted towards electives.

Health Services Policy and Management Concentration Area (9 Hours)

Dissertation (12 Hours)

Examinations

The qualifying examination must be taken following the completion of course requirements listed under Advanced Topics in Health Policy and Management and Research Method Cognate. Qualifying examination is a cumulative exam that tests students on the content areas of five departmental courses in these two core areas. The examination will be given as two separate sections: (i) Research method and data and (ii) Health policy and management. The qualifying examination is offered twice per year, in late early spring (January) and early fall (August prior to start of classes).

A comprehensive examination is arranged in consultation with the major professor of the concentration area, Doctoral Program Director and the Graduate Director of the Department. Students must pass qualifying examination, complete all doctoral seminar and concentration area courses prior to taking the comprehensive examination. This examination has two components: a written component and an oral presentation component. The written component is a take-home examination in which the student is required to write an NIH R03 type proposal on a specific research topic.
Proposal and Dissertation defense:

Each student must prepare and defend a dissertation proposal consisting of minimum of three chapters describing importance of research topic chosen, literature review and methodology to be used.

Each student must prepare and defend a dissertation that contributes significantly to knowledge regarding the organization, financing, or delivery of health services.

Teaching Requirements

All doctoral students in the PhD program are required to participate in teaching activities of the department. The requirements must be completed between the time of matriculation and the dissertation proposal. The requirements can be fulfilled by completing the following items:

- Teaching Assistant training course offered by Center for Teaching Excellence (CTE),
- Presenting at least once in the doctoral student seminar series arranged by the department

Research experience requirement

As part of research experience, all PhD students are required to:

- complete the CITI training;
- give at least one poster or oral presentation as the lead author at a state, regional, national, or international conference; or publish an article in a reputable peer-reviewed journal.

These requirement must be completed prior to dissertation defense.

Public Health Programs (Division of Academic Affairs)

James Hardin, Associate Dean for Faculty Affairs and Curriculum

The Arnold School Division of Academic Affairs administers the Master of Public Health in General Public Health, the Doctor of Medicine/Master of Public Health degree program, and the Certificate of Graduate Study in Public Health. Committees for the above programs make decisions regarding policy, procedures, admission criteria, and other matters concerning program implementation. Additional information regarding the M.P.H. in General Public Health and the dual degree program organization and management is available in the program handbooks. Copies are available through the Division of Academic Affairs.

Program Admission Requirements

Public Health, Certificate

Applicants to the Certificate of Graduate Study in Public Health must have, at a minimum, a bachelor's degree. While students currently enrolled in master of public health degree programs are not eligible for the C.G.S.P.H. program, students working on other graduate degree programs are eligible.

Requirements include:

- baccalaureate degree from an accredited college or university with a minimum GPA of 3.00 on a 4.00 scale; baccalaureate degree transcripts required;
- completed University of South Carolina application form and fee;
- letter of intent describing your interest in the certificate and specific career goals;
- curriculum vitae/resume;
- two letters of recommendation.

General Public Health, M.P.H.

Applicants for the Master of Public Health in General Public Health must meet the general requirements of the University of South Carolina Graduate School. MCAT, DAT, GRE, or other equivalent test scores are required for all applicants. Among those offered admission in 2009 and 2010, the average GRE verbal score was 495 and the average GRE quantitative score was 625; the average undergraduate GPA was 3.51. Successful applicants for this program are expected to have an academic foundation in public health or health-related sciences, and substantive post-baccalaureate experience in clinical or public health settings.

International applicants to the Master of Public Health in General Public Health program are required to take the Graduate Record Examination (GRE) in order to meet admission requirements. Applicants whose native language is not English are also required to submit a satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam. The minimum acceptable score on the TOEFL is 80 (internet-based). The minimum acceptable overall band score on the IELTS Intl. Academic Course Type 2 exam is 6.5.

Applicants must include an official transcript from each school or college previously attended (all prior post-secondary school study must be represented). Transcripts from any non-U.S. institution will need to be verified by World Education Services (WES, http://www.wes.org or telephone: 212-219-7330). In addition, there must be at least three letters of recommendation and a detailed written statement indicating the applicant's area of interest and career goals, along with a current and complete resume.

Admissions process information and links can be found at the Arnold School of Public Health webpage: http://www.sph.sc.edu/futurestudents/index.htm. (https://www.sc.edu/study/colleges_schools/public_health/) Applications for the MPH program are made through the Schools of Public Health Application System (SOPHAS). Please go to http://www.sophas.org for further details. An applicant who has applied to the USC Preventive Medicine Residency program should apply through the Graduate School. All admissions applications are reviewed by a faculty committee representing the Departments of Environmental Health Sciences; Epidemiology and Biostatistics; Health Promotion, Education, and Behavior; and Health Services Policy and Management.

General Public Health / Medicine, M.P.H. / M.D.

To be admitted to the Doctor of Medicine/Master of Public Health dual degree program, potential students must make application to and be accepted by both degree programs prior to matriculation. Therefore, applicants for the Doctor of Medicine/Master of Public Health must meet all entrance requirements for the Doctor of Medicine (M.D.) in either the USC School of Medicine or the Medical University of South Carolina College of Medicine and the Master of Public Health in General Public Health in the Arnold School of Public Health.

All academic requirements for the University of South Carolina Graduate School, School of Medicine, and the Arnold School of Public Health are applicable to students applying to the dual degree program. For admission requirements for the Doctor of Medicine degree program, please contact the USC School of Medicine. Degree requirements for the Master of Public Health in General Public Health are described above.
Applicants to the dual degree program should submit an application for the M.P.H. to the Graduate School.

Any student holding the M.D. or M.P.H. in General Public Health degree is not eligible for admission to the dual degree program.

**General Public Health / Pharmacy, M.P.H. / Pharm.D.**

To be admitted to the Doctor of Pharmacy/Master of Public Health dual degree program, potential students must make application to and be accepted by both degree programs. To be admitted to the M.P.H. program, applicants must either have a completed bachelor’s degree or have completed at least 90 hours in the Pharm.D. program. Degree requirements for the Master of Public Health in General Public Health are described above. Applicants to the dual degree program should submit an application for the M.P.H. to the Graduate School.

Additional information can be found on the Graduate Dual Degree Programs (p. 1217) page.

**Programs**

- General Public Health, M.P.H. (p. 1211)
- Public Health, Certificate (p. 1212)

**Courses**

**PUBH 678 - Transforming Health Care for the Future (1 Credit)**
Foundation for beginning health professions students to gain an understanding of the complexities of the health care system through experiential activities conducted in interprofessional teams and the importance of interprofessional collaboration in order to improve the system.

*Cross-listed course: SOWK 678*

**PUBH 700 - Perspectives in Public Health (3 Credits)**
Seminar-format orientation to history, mission, and core services and disciplines of public health to develop understanding of current public health practice and how many health-related disciplines contribute to achieving public health goals.

**PUBH 710 - Ethics and the Health Sciences (1-4 Credits)**
Students are introduced to formal and informal codes of professional conduct of various health science disciplines and understand the implications of these distinctions for interdisciplinary research, clinical practice, and administration. 03: 07/05/2019.

**PUBH 725 - Quantitative Methods for Public Health Practice (5 Credits)**
Introduction to epidemiology and biostatistics and their application to public health issues and practice. Covers basic epidemiologic, biostatistical, and data management techniques used to analyze and interpret data in the field of public health.

**PUBH 726 - Qualitative Methods for Public Health Practice (3 Credits)**
An introductory course on why, when, and how to apply qualitative data collection and analysis methods to public health activities with a focus on practice-based application. Identifying, working with, and communicating with a range of community stakeholders are also discussed.

**PUBH 730 - Public Health Systems, Policy, and Leadership (3 Credits)**
A course on public health management and policy process and advocacy to develop effective public health leaders. Included is an emphasis on the relationships between people and their environment and the impact of the environment on human health and well-being.

*Prerequisites: PUBH 725 and PUBH 726.*

**PUBH 735 - Practical Applications of Public Health Planning (4 Credits)**
A practical approach to planning public health programs through the application of planning frameworks and the exploration of fundamental issues in planning, implementing and evaluating programs in various settings addressing diverse populations and issues.

*Prerequisites: PUBH 725 and PUBH 726.*

**PUBH 743 - Foundations of Health Disparities (3 Credits)**
Evolution of health disparities from historical, public, social, economic, and political perspectives.

**PUBH 791 - Special Topics Public Health (1-3 Credits)**
The purpose of this course is to provide the student of public health a clear understanding of public health history as a key component of the environment in which the any health professional must function. The course content will begin in prehistory and have a worldwide perspective through the 1700s. It will then shift to the history of the United States. In the historical, social, economic, and political context that the US public health and health care systems evolved are lessons and understandings that are necessary for this generation of health administrators and health policy makers to advance health for all. The first part of the course will examine the impact of disease on world history through the 18th century. The second and third parts of the course will present, from a historical perspective, the evolution of public health and health care delivery in the United States.

**PUBH 798 - Public Health Practice (1-6 Credits)**
Limited work experience or service project in an approved public health setting.

*Prerequisites: BIOS 700 or BIOS 701 and EPID 700 or EPID 701.*

**PUBH 810 - Ethics in Public Health Research and Practice (1 Credit)**
Foundations of public health ethics with application to practice and to responsible conduct of research in public health disciplines. Enrollment restricted to Doctoral students & post-docs, master’s students by permission of instructor.

**General Public Health, M.P.H.**

Please note that this program is not accepting applications at this time.

The Master of Public Health in General Public Health degree provides students with the academic experiences to understand and appreciate the broad range of public health issues. Combined with understanding of the basic principles of public health, the student will develop a knowledge base and skill set across the public health disciplines.

**Learning Outcomes**

- Students will demonstrate an understanding of a) fundamental principles and practices in health promotion, education, and behavior; b) organization, principles, and practices in health administration; c) principles and practices in epidemiology, and tools for translating epidemiological findings into public health action; d) public health statistical applications; and e) environmental health from the perspective of the earth as a complex, dynamic system.
- The student will demonstrate at least three of the following: a) the ability to evaluate a given health related problem, and to identify the most appropriate statistical technique for analysis; b) understanding of and ability to discuss specific applications of environmental health sciences; c) ability to apply descriptive and analytic epidemiology methods including approaches and study designs to identify and investigate factors associated with various health conditions; d) understanding of and ability to apply proven social science, health...
and behavior theories in the planning, implementation, and evaluation of health education and promotion programs; and e) ability to apply the principles of program planning, development, budgeting, management and evaluation to organizational and community initiatives.

- Students completing the MPH program will demonstrate integration of the MPH core competencies and an understanding of the philosophy of public health practice through the Public Health Practicum.

### Degree Requirements (42 Hours)

#### Public Health Core Courses (15 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 700</td>
<td>Introduction to Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>or BIOS 701</td>
<td>Concepts and Methods of Biostatistics</td>
<td></td>
</tr>
<tr>
<td>EPID 700</td>
<td>Introduction to Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>or EPID 701</td>
<td>Concepts and Methods of Epidemiology</td>
<td></td>
</tr>
<tr>
<td>ENHS 660</td>
<td>Concepts of Environmental Health Science</td>
<td>3</td>
</tr>
<tr>
<td>HPEB 700</td>
<td>Concepts and Methods in Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 700</td>
<td>Approaches and Concepts for Health Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 15

#### Special Interest in Public Health (15 Hours)

Select 15 hours including courses in at least three public health core disciplines 15

**Total Credit Hours** 15

#### Electives (6 Hours)

#### Comprehensive Examination

Oral exam at time of practicum presentation.

#### Practicum in Public Health Discipline (6 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 798</td>
<td>Public Health Practice</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 6

### Learning Outcomes

- Students will demonstrate an understanding of at least three of the following areas: a) fundamental principles and practices in health promotion, education, and behavior; b) philosophy, principles, and practices in health services, policy, and management; c) principles and practices in epidemiology, and tools for translating epidemiological findings into public health action; d) public health statistical applications; and e) environmental health from the perspective of the earth as a complex, dynamic system.

- Each student will demonstrate competence in a chosen area of interest. The student can choose to complete the public health core with one elective or to complete courses in a particular topical area (e.g., nutrition, health disparities, preparedness, evaluation, program planning, epidemiology).

### Certificate Requirements (18 Hours)

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Health Core</td>
<td>9</td>
</tr>
<tr>
<td>Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

### College of Social Work

Department Website (https://www.sc.edu/study/colleges_schools/socialwork/)

Ronald Pitner, Interim Dean
Terry Wolfer, Interim Associate Dean for Curriculum
Kirk Foster, Associate Dean for Diversity, Equity, & Inclusion
Teri Browne, Interim Associate Dean for Faculty and Research
Melissa Freedman, Assistant Dean for Curriculum and Assessment
Sonya Singleton, Assistant Dean for Students
Rhonda DiNovo, MSW Program Coordinator
Melissa Reitmeier, Director of Field Education
Kristen Seay, Interim Ph.D. Program Coordinator

The College of Social Work has offered graduate professional education at the master’s level at the University since 1969. The doctoral program admitted its first class in fall 1987. The college has offered its master’s degree in Seoul, South Korea, since 1992. The Master of Social Work degree is accredited by the Commission on Accreditation of the Council on Social Work Education.

### Mission

To promote social well-being and social justice with vulnerable populations through dynamic teaching, research, and service conducted in collaboration with diverse people of South Carolina, the nation, and the international community.

### Vision

To become a leading institution for innovative, interdisciplinary approaches to educating social work practitioners and scholars, conducting research, and serving as a catalyst for positive social change.

### Goals

#### Goal 1
The College prepares M.S.W. graduates to work effectively and ethically within public and private agencies, including interdisciplinary settings, where they will serve primarily those vulnerable populations who
experience problems related to economic and social deprivation and the consequences of institutional discrimination and oppression.

The College also produces Ph.D. graduates who are able to perform all the role expectations of academicians within social work degree-granting colleges and universities. Graduates are effective in transdisciplinary, community-engaged social work research and education and possess a commitment and a capacity to meet University and community service expectations through both graduate and undergraduate courses.

The College prepares BSW graduates for ethical, competent, and culturally relevant generalist practice with individuals, families, groups, organizations, and communities. The College’s social work minor prepares University undergraduate students from other academic programs for responsible citizenship by introducing them to social work as a means to helping people enhance their well-being.

**Goal 2**
The College advances the knowledge base of the profession and translates research into practice in order to reduce poverty and oppression and promote social and economic justice in global society.

**Goal 3**
The College provides faculty consultation and service to local, state, national and international organizations; student provision of services to consumers in supervised field agency settings; and leadership as a catalyst in positive social change.

### Drug and Addiction Studies, Certificate

#### Introduction
The Graduate Certificate in Drug and Addiction Studies is a cross-disciplinary program offered by the College of Social Work for post baccalaureate students interested in advanced education in addictions. The purpose of the program is to expand professional capacity in prevention, intervention, treatment, and recovery for individuals and families impacted by the disease of addiction.

#### Learning Outcomes
- Students will be able to recognize the development and impact of addiction as being based in neurobiological, sociological, and psychological processes.
- Students will demonstrate knowledge in current, relevant evidence-based approaches in prevention, intervention, assessment, diagnosis, treatment, and recovery for substance use disorders and addictions.
- Students will be able to identify unique properties of various substances included in the DSM 5 classifications of substance-related disorders, including alcohol, caffeine, cannabis, hallucinogens, inhalants, opioids, sedatives, hypnotics, stimulants, tobacco, and other substances.
- Students will be able to accurately diagnose substance use disorders and describe how these disorders impact individuals, families and communities.
- Students will demonstrate knowledge of co-occurring disorders and risk and protective factors for special at-risk populations, including but not limited to, adolescents, women, veterans, ethnic groups, older adults, and the LGBTQIA+ community.

#### Admissions Criteria
It is each applicant’s responsibility to ensure that all required application materials are received. Applicants should list the Graduate Certificate in Drug and Addiction Studies on the application under degree pursued. The program accepts applications on a rolling basis.

#### Currently Enrolled Students in the Master of Social Work Program
Students in good academic standing may request concurrent enrollment. Interested students must contact the program coordinator to review the application process.

#### Other Applicants
Applicants must follow the Application Requirements listed in the Degree-Seeking Admissions page in the Graduate Bulletin.

#### Certificate Requirements (18 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 758</td>
<td>Family Dynamics and Substance Abuse</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 752</td>
<td>Social Work Intervention in Substance Abuse</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

Select Two of the Following Courses (6 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 730</td>
<td>Trauma-informed Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 731</td>
<td>Motivational Interviewing for Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 751</td>
<td>Youth and Substance Use</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 760</td>
<td>Psychopathology and Psychodiagnoses for Social Work Practice with Adults and Older Adults</td>
<td>3</td>
</tr>
<tr>
<td>NPSY 760</td>
<td>Addictions Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>NPSY 761</td>
<td>Dual Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>HPEB 742</td>
<td>Alcohol, Drugs, and Public Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>HPEB 540</td>
<td>Drug Prevention</td>
<td>3</td>
</tr>
<tr>
<td>HPEB 542</td>
<td>Tobacco Prevention and Control in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 503</td>
<td>Psychology of Drug Use and Effects</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (6 Hours)
Select six credit hours of electives approved by the program coordinator.

Note: Courses taken as part of another graduate degree program may, if appropriate, be applied to the certificate program. The Graduate Certificate in Drug and Addiction Studies is awarded upon completion of the student’s approved program of courses.

### Social and Behavioral Health with Military Members, Veterans, and Military Families, Certificate

#### Introduction
The Graduate Certificate for Social and Behavioral Health with Military Members, Veterans, and Military Families is administered by the College
of Social Work. It provides MSW students with specific knowledge and skills necessary to interact in military and community settings where the needs of veterans and their families are met. The program is designed to develop competency in knowledge about the military and military culture, understand the signature injuries associated with different military conflicts and those associated with military life, and understand intervention and rehabilitation strategies that are effective when working with this diverse population.

**Learning Outcomes**

- Students will have knowledge about military culture, values of duty, courage, and selflessness associated with military service.
- Students will understand the impact of resilience on soldiers and families. Students will demonstrate their understanding of the connection between resilience and prevention of combat related problems such as PTSD.
- Students will demonstrate knowledge of the differential impacts of military service for unique military populations.

**Admissions Criteria**

It is each applicant's responsibility to ensure that all required application materials are received. Applicants should list the Graduate Certificate for Social and Behavioral Health with Military Members, Veterans and Military Families on the application under degree pursued. The program accepts applications on a rolling basis.

**Currently Enrolled Students in the Master of Social Work Program**

Students in good academic standing may request concurrent enrollment. Interested students must contact the program coordinator to review the application process.

**Other Applicants**

Applicants must follow the Application Requirements listed in the Degree-Seeking Admissions ([https://academicbulletins.sc.edu/graduate/policies-regulations/graduate-admissions/degree-seeking-admissions/](https://academicbulletins.sc.edu/graduate/policies-regulations/graduate-admissions/degree-seeking-admissions/)) page in the Graduate Bulletin.

**Certificate Requirements (18 Hours)**

The Certificate requires 18 credit hours of coursework. Four courses are required and two are electives chosen based on the student's personal interests. These electives can be taken within the College of Social Work, or may be taken in other university units as approved by the Program Director.

### Required Courses (12 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 737</td>
<td>Overview of Social Work Practice with the Military, Veterans, and their Families</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 738</td>
<td>Military Mental Health and the Impact of Trauma</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 739</td>
<td>Intervention Strategies in Military Behavioral Health</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 758</td>
<td>Family Dynamics and Substance Abuse</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**Electives (6 Hours)**

Select 6 credit hours of electives approved by the program coordinator.

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Note: Courses taken as part of another graduate degree program may, if appropriate, be applied to the certificate program. The Certificate of Social and Behavioral Health with Military Members, Veterans and Military Families is awarded upon completion of the student's approved program of courses.

**Social Work, MSW**

**Mission**

The College of Social Work MSW Program prepares graduates to become advanced practitioners who serve diverse communities in South Carolina and beyond through specialized practice competencies in one or more of the following areas: Children, Youth, and Families; Health and Mental Health; and/or Community, Social, and Economic Development. The MSW Program will provide students essential knowledge, skills, and values to practice effectively, ethically, and collaboratively to promote social well-being and social justice for vulnerable populations.

**Program Goals and Learning Outcomes**

**Goal 1**

The program produces Master's-level social workers who provide competent and ethical practice with, and on behalf of, diverse and vulnerable populations.

- Learning Outcome 1: Apply social work ethical principles to guide professional practice (2.1.2)
- Learning Outcome 2: Engage diversity and difference in practice (2.1.4)
- Learning Outcome 3: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (2.1.10)

**Goal 2**

The program produces Master's-level social workers who demonstrate a strong professional identity and ability to advance human rights and social and economic justice.

- Learning Outcome 4: Engage in policy practice to advance social and economic well-being and to deliver effective social work services (2.1.8)
- Learning Outcome 5: Identify as a professional social worker and conduct oneself accordingly (2.1.1)
- Learning Outcome 6: Advance human rights and social and economic justice (2.1.5)

**Goal 3**

The program produces Master's-level social workers whose professional judgment demonstrates an understanding that person-in-environment perspective requires a critical analysis of practice contexts and research findings.

- Learning Outcome 7: Apply critical thinking to inform and communicate professional judgments (2.1.3)
- Learning Outcome 8: Engage in research-informed practice and practice-informed research (2.1.6)
- Learning Outcome 9: Apply knowledge of human behavior and the social environment (HBSE) (2.1.7)
- Learning Outcome 10: Respond to contexts that shape practice (2.1.9)
Admission

The admission policy for the M.S.W. degree program applies to every applicant. All applicants must fulfill the general admission requirements of both The Graduate School and the College of Social Work. Applicants must be recommended to The Graduate School for acceptance by the MSW Program. Acceptance by The Graduate School and the M.S.W. Program is based on the evaluation of an applicant's total academic profile. The M.S.W. Program is committed to diversity in its student body. Admission is limited and competitive. Admission to the College of Social Work is contingent upon admission to The Graduate School. (p. 1457)

Deadlines

• The deadline for Advanced Standing Program admissions is March 1. Classes begin in the summer.
• The deadline for Full-time and Part-time Program admissions is April 1. Classes begin in the fall.

Minimal requirements for admission include:

• A bachelor’s degree from an accredited institution.
  • Applicants to the Advanced Standing program option must have earned a bachelor’s degree in social work from a Council on Social Work Education (CSWE)-accredited institution within the last 5 years.
  • A cumulative undergraduate GPA of 3.00 (on a 4.00 scale).
  • Applicants to the Advanced Standing program option must have also earned a B or better GPA in the last 60 credit hours of an accredited bachelor’s degree and a B or better in all required undergraduate social work classes.
• Official transcripts of all college and university credits earned
• Autobiographical statement stating the applicant’s desire to enter the degree program and outlining long-term professional goals, motivation and capacity to work with people.
• At least two letters of recommendation should come from individuals who can address characteristics such as maturity, self-discipline, commitment, cooperativeness and professionalism. The M.S.W. program requires letters be written by individuals who can attest to an applicant's potential for graduate study and social work practice (e.g., professor, supervisor or community leader). Letters from those an applicant has a personal relationship with (e.g., relative, friend or neighbor) will not be adequate.
  • Applicants to the Advanced Standing program option are required to submit three letters of recommendation. Of the three letters of recommendation, one must be from the B.S.W. program director or faculty advisor recommending readiness for Advanced Standing and one be must from the undergraduate field supervisor or current social work supervisor if employed.
  • A current CV or resume that demonstrates evidence of service and/or work experiences congruent with social work values, skills, and knowledge.

Note: An interview may also be required.

Applicants to the Advanced Standing program option should be aware that meeting the minimal requirements does not guarantee admission to this program option.

Transfer of Course Credit

The MSW Program follows the Transfer of Course Credit (p. 1449) policy in the Graduate Academic Regulations Bulletin (p. 1449). Students may request transfer of graduate course credits from other programs accredited by the Council on Social Work Education.

Credit for Life Experience

In accordance with the mandates of the Council on Social Work Education, no credit is given for life experiences. Students will not receive academic credit for life experience or previous volunteer, service learning activities or assignments, or work experience in social work.

Academic credit will not be granted for life experience or previous work experience, and such experience will not be substituted for any of the courses in the professional foundation areas or the field practicum.

Degree Requirements (42-60 Hours)

The College of Social Work Offers Five Master of Social Work Degree Pathways

1. Full-time in Columbia - 60 hours over two years.
2. Advanced Standing in Columbia - 42 hours over 11 months.
3. Part-time program in Columbia - 60 hours over three years.
4. Part-time program in Charleston or Greenville with one specialization - 60 hours over three years.
5. Part-time program in Korea with one specialization - 60 hours

MSW Students Must Select One of the Following Specialization Options in the Advanced Year

1. Community, Social, and Economic Development
2. Health and Mental Health
3. Children, Youth, and Families

Foundation Year (30 Hours)

Full-time and Part-time Students must successfully complete the following courses in order to move to the Advanced Year:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 712</td>
<td>Human Behavior and the Social Environment I</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 714</td>
<td>Diversity and Social Justice Issues for Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 716</td>
<td>Human Behavior and the Social Environment II</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 722</td>
<td>Social Work Practice with Individuals, Families and Small Groups</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 732</td>
<td>Social Work Practice with Organizations and Communities</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 742</td>
<td>Social Welfare Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 777</td>
<td>Advanced Theory for Social Work Practice 1</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 781</td>
<td>Field Instruction I: Generalist Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 782</td>
<td>Field Instruction II: Generalist Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 791</td>
<td>Social Work Research Methodologies</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 30

1 While SOWK 777 is considered to be an Advanced Year course, it is offered during the Foundation Year.
Advanced Standing Bridge Term (12 Hours)

Advanced Standing Students must successfully complete the following courses in order to move to the Advanced Year:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 701</td>
<td>Professional Development Bridge</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 702</td>
<td>Writing for Professional Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 777</td>
<td>Advanced Theory for Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>Select an elective course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 12

1 If a student successfully completes the online Professional Writing Skills Assessment as part of the application to the MSW Program, they are not required to take SOWK 702. Rather, they are required to take an elective course.

Advanced Year (30 Hours)

Full-time, Part-time, and Advanced Standing students must successfully complete the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 718</td>
<td>Systems Analysis of Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 778</td>
<td>Advanced Analysis of Social Policy, Programs, and Services</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 779</td>
<td>Advanced Social Work Interventions</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 783</td>
<td>Field Instruction III: Advanced Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 784</td>
<td>Field Instruction IV: Advanced Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 792</td>
<td>Evaluation of Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>or SOWK 793</td>
<td>Evaluation of Social Work Programs</td>
<td></td>
</tr>
<tr>
<td>Select 12 hours of Electives (of which at least 3 credits must be face-to-face Practice Elective hours)</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 30

Social Work, Ph.D.

The PhD Program in the College of Social Work develops scholars who generate and disseminate new knowledge to drive social change and create a more equitable, just, and inclusive society. Our graduates are:

- Emerging experts in a self-determined specialized substantive area, making unique contributions to knowledge advancement in the pursuit of social change.
- Skilled in diverse theoretical and methodological approaches, with deep expertise for pursuing the scientific exploration of their specialized substantive area.
- Equipped with the knowledge, skills, and experience to teach the next generation of social work practitioners and scholars.
- Productive scholars, with records of scholarly publications, national presentations, and applications for independent research funding.

The degree requires 52 hours of post-masters course work, including 12 hours of dissertation preparation. Students must earn a grade of “B” or better in all required courses. In addition to meeting university and program requirements, all doctoral students’ programs of study are subject to approval by the student’s advisory committee and the College’s PhD Program Coordinator. The following are also required: an oral examination, a comprehensive examination, and a defense of the dissertation.

Learning Outcomes

- Students will demonstrate capacity to use empirical and theoretical knowledge across disciplines to analyze human behavior that is relevant to social work and social welfare.
- Students will apply appropriately a range of methods in the design and implementation of community-engaged social and behavioral research.
- Students will demonstrate the ability to define appropriate research questions that are theoretically based.
- Students will demonstrate knowledge and skills in curriculum development, course planning, classroom management and principles of professional education.
- Students will demonstrate knowledge and skills in pedagogy.
- Students will demonstrate knowledge and skills in communicating and disseminating knowledge distinct from university teaching.

Course of Study

The PhD program in social work is designed so that students can complete course requirements in two to three years. Students must enroll full-time during the first calendar year in residence.

The foreign language requirement (or its statistics or computer equivalent) may be met at any time during the student’s course of study, but not less than 60 days prior to the date at which the student expects to receive the degree. Academic regulations are consistent with those that apply to other doctoral programs within The Graduate School.

Admission-to-Candidacy Examinations

Following successful completion of required course work, the student will take a qualifying examination in order to be admitted to candidacy. Examinations typically will take place after the second year of course work. While not course specific, the examination will require the student to demonstrate competence in the integration and application of content drawn from courses.

Dissertation

Within seven years following successful completion of the comprehensive examination, the student must present a dissertation based on research that has been approved by a committee of professors in the major field and by the dean of The Graduate School. The dissertation must be successfully defended before an examining committee appointed by the dean of the college and approved by the dean of The Graduate School. The examining committee will consist of at least four members, one of whom must be from a department or college other than Social Work.

Admission

Admissions requirements are consistent with those of The Graduate School and include:

- a completed application;
- transcripts from all post-secondary schools previously attended, including non-degree courses taken;
• a master's degree in social work from a CSWE accredited graduate program (a master's degree in a related field may be considered on a case-by-case basis);
• a grade point average of 3.5 or above for graduate-level work;
• evidence of scholarly potential as indicated by three letters of reference;
• a detailed personal statement;
• submission of GRE general scores or Miller Analogies Test scores;
• a sample of the applicant's scholarly writing;
• satisfactory score on TOEFL or IELTS for international applicants for whom English is not their primary language. (https://academicbulletins.sc.edu/graduate/policies-regulations/graduate-admissions/degree-seeking-admissions/#text)

Degree Requirements (52 Post-Masters Hours)

Intellectual Foundations of Social Welfare and Social Work Core (9 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 800</td>
<td>Intellectual Foundations of Social Welfare and Social Work I: Historical Roots</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 801</td>
<td>Intellectual Foundations of Social Welfare and Social Work II: Modern Developments</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Research Methods Core (12 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 892</td>
<td>Design and Critical Analysis of Social Work Research</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 890</td>
<td>Analysis of Social Work Data</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 891</td>
<td>Advanced Analysis of Social Work Data</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 811</td>
<td>Qualitative Methods of Inquiry for Social Work Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

Professional Seminar (2 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 850</td>
<td>Social Work Doctoral Professional Seminar</td>
<td>1-2</td>
</tr>
</tbody>
</table>

Total Credit Hours 1-2

Planning and Design of Dissertation Research (2 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 894</td>
<td>Planning and Design of Dissertation Research (repeatable)</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credit Hours 1

Other Course Requirements (27 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Substantive electives outside of the college</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Advanced research methods electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Other elective</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 872</td>
<td>Social Work Education Practicum</td>
<td>0</td>
</tr>
<tr>
<td>SOWK 899</td>
<td>Doctoral Social Work Practicum</td>
<td>0</td>
</tr>
<tr>
<td>SOWK 899</td>
<td>Dissertation Preparation</td>
<td>12</td>
</tr>
</tbody>
</table>

Total (52 Hours)

Graduate Combination, Dual-Degree and Joint Degree Programs

Combination Degree Programs

A combination degree is a situation where the same institution awards more than one degree from an overlapping course of study. Combination degrees often allow a shorter time for completion due to the “double-counting” of some coursework.

• Accelerated Master of Business Administration (A.M.B.A.) / J.D.
• Accountancy / Law, M.A.C.C. / J.D.
• Biomedical Sciences / Medicine, Ph.D. / M.D. (Medical Scientist Training Program)
• Business Administration / English, M.S. / M.A.
• Criminology and Criminal Justice / Law, M.A. / J.D.
• Earth and Environmental Resources Management / Law, M.E.E.R.M. / J.D.
• Economics / Law, M.A. / J.D.
• English / Library and Information, M.A. / M.L.I.S.
• Epidemiology / Environmental Health Sciences, Ph.D. / Ph.D.
• General Public Health / Medicine, M.P.H. / M.D.
• General Public Health / Pharmacy, M.P.H. / Pharm.D.
• Health Services Policy and Management / Law, M.H.A. / J.D.
• Human Resources / Law M.H.R. / J.D.
• International Business / ESCP Paris Master of Management, M.I.B / M.I.M.
• International Business / Koc University Master of International Management, M.I.B. / M.I.M.
• International Business / Law, I.M.B.A. / J.D.
• Journalism and Mass Communications / Law, M.M.C. / J.D.
• Public Administration / Law, M.P.A. / J.D.
• Public Administration / Social Work, M.P.A. / M.S.W.
• Public History / Library and Information Science, M.A. / M.L.I.S.
• Social Work / Health Promotion, Education, and Behavior, M.S.W. / M.P.H.
• Social Work / Health Service Policy and Management, M.S.W. / M.P.H.
• Social Work / Law, M.S.W. / J.D.

Dual-Degree Programs

A dual-degree (or a dual academic award) is one whereby students study at two or more institutions, and each institution awards a separate program completion credential bearing only its own name, seal, and signature.

• Environmental Law and Policy / Law, M.E.L.P. / J.D. (Dual Degree Program with the Vermont Law School)
• International Business / Shanghai Jiao Tong University Master of International Business, M.I.B./M.I.B.
• International Business / Tec de Monterrey Master of International Business, M.I.B. / M.I.B.
• International Business / Università Bocconi Master of International Management, M.I.B. / M.I.M.
• International Business / University of Mannheim, M.I.B. / Mannheim Master of Management
• Sport and Entertainment Management with National Taiwan Normal University, Ph.D.
• International Hospitality and Tourism Management with National Taiwan Normal University, Sport, Leisure and Hospitality Mgmt with focus on Sport Mgmt M.H.I.T.M. / M.S.
• Sport and Entertainment Management with National Taiwan Normal University, Sport, Leisure and Hospitality Mgmt with focus on Sport Mgmt M.S.E.M. / M.S.
• Business Administration / Management with EMLYON Ph.D. / Ph.D.

**Joint Degree Programs**

A joint degree program (or joint academic award) is one whereby students study at two or more institutions and are awarded a single program completion credential bearing the names, seals, and signatures of each of the participating institutions.

- ME.d. Educational Technology with UofSC Aiken
- Ph.D. Pharmaceutical Sciences with MUSC
- M.S.E.M. Sport and Entertainment Management with Qatar (pending approval)
- M.S. Exercise Science with Qatar

**Accelerated Master of Business Administration (A.M.B.A.) / J.D.**

The Darla Moore School of Business in cooperation with the University of South Carolina School of Law offers a combined degree program that permits a student to obtain the J.D. and Accelerated Master of Business Administration (A.M.B.A.) degrees in approximately three and one-half years. Through the combined program, the total course load may be reduced from that required if the two degrees were earned separately since 9 hours of electives toward the J.D. may be earned in the business administration program. Students in the M.A.C.C. program may use up to 9 hours of law course credit as electives. Prior to obtaining admission to the combined degree program, a student must be admitted to both the School of Law and the Moore School of Business.

**Accountancy / Law, M.A.C.C. / J.D.**

The Moore School of Business in cooperation with the University of South Carolina School of Law offers a combined degree program that permits a student to obtain the J.D. and Master of Accountancy (M.A.C.C.) degrees in approximately four years.

**Biomedical Sciences / Medicine, Ph.D. / M.D. (Medical Scientist Training Program)**

**Degree Requirements Ph.D. (62 Hours) / M.D. (161 Hours)**

The School of Medicine is dedicated to the goals of preparing students in the art and science of medicine and providing students with a background for further postgraduate training in a variety of fields of medicine. The curriculum is designed to promote professional growth and a compassionate response to patients’ needs, to assist students in understanding the complexity of patient care, and to provide students with a perspective on the role of medicine in society.

The seven-year MD-PhD curriculum consists of basic science courses and clerkships in applied clinical medicine, together with three years of laboratory research. All students are required to complete a specific set of courses during the seven years. Elective opportunities are presented throughout the curriculum to assist students in pursuing their individual interests and career goals.

For more information visit: [http://pathmicro.med.sc.edu/graduate/md-phd.htm](http://pathmicro.med.sc.edu/graduate/md-phd.htm)

**Business Administration / English, M.S. / M.A.**

**Degree Requirements (51 Hours)**

This is a 51-hour program leading to an M.A. in English and M.S. in Business Administration. Interested students will normally be expected to have met the following requirements: 24 hours of successfully completed English courses beyond the lower-division level and/or completion of the major or cognate in business administration, satisfactory scores on the GRE subject test in English and the GMAT examination for business administration, and a personal interview or letter explaining why the student wishes to enroll in the program. Admission is only to the joint program; neither degree will be awarded separately.

**Business Administration/Management, Ph.D. (Dual Degree Program with EMLYON)**

This is a dual degree PhD program between the University of South Carolina, Darla Moore School of Business and EMLYON Business School. EMLYON is a highly regarded business school in Europe and is accredited.
by AACSB, EQUIS, and AMBA. The program structure leverages distinct research and scholarly capabilities of each institution.

The program is designed as a dual degree whereby students pursue degrees at both institutions. Each institution confers its own degree for work done to meet the graduation standards of the doctoral program of that institution. The program will give selected students from both institutions the opportunity to acquire the Ph.D. in Business Administration from USC and the Ph.D. in Management from EMLYON.

Dual degree students must meet all eligibility requirements for admission to each doctoral program. Each institution will be the sole judge of whether a student has completed the requirement for the degree that it awards. The intended length of study for the dual degree program is four years (60 credit hours). Dual degree students will spend their first two semesters at EMLYON taking foundational courses. They will then spend three semesters at USC taking specialized courses in international business. Dual degree students are required to complete at least 30 hours of credit while enrolled at South Carolina. Up to twelve hours of academic credit from EMLYON may be accepted and applied toward the South Carolina Ph.D. degree requirements. Faculty from both institutions will supervise the dissertation.

Criminology and Criminal Justice / Law, M.A. / J.D.

Admission

Prior to obtaining admission to the combined degree program, a student must be admitted to both the School of Law and the Department of Criminology and Criminal Justice. Upon admission to the combined degree program, the student will be assigned courses to be elected in both programs.

Degree Requirements M.A. (30 Hours) / J.D. (90 Hours)

The Department of Criminology and Criminal Justice, in cooperation with the University of South Carolina School of Law, offers a combined degree program which permits a student to obtain both the Juris Doctor and the Master of Arts in Criminal Justice degrees in approximately four years. Through the combined program, the total course load may be reduced by as many as 18 credit hours from that required if the two degrees were earned separately, since up to 9 hours of electives toward the M.A. degree may be taken in approved law courses and 9 hours of electives toward the J.D. may be earned in the M.E.E.R.M. program.

Economics / Law, M.A. / J.D.

The Department of Economics, in cooperation with the University of South Carolina School of Law, offers a combined degree program that permits a student to obtain both the Juris Doctor and the Master of Arts in Economics degree in approximately four years.

Degree Requirements M.A. (30 Hours) / J.D. (90 Hours)

Through the combined program the total course load may be reduced by as many as 18 credit hours from that required if the two degrees were earned separately. The student must meet admission requirements, and satisfy degree requirements, of both degree programs.

English / Library and Information, M.A. / M.L.I.S.

The joint master's program in English and library and information science prepares students for careers as subject specialists in academic or public libraries. Subject specialists typically work in such areas as collection development, reference, and bibliographic instruction.

Admission Criteria

Persons applying to the joint master's program in English and library and information science must meet the admissions requirements of both the Department of English and the School of Library and Information Science.

Degree Requirements M.A. (28 Hours) / M.L.I.S. (27 Hours)

The joint master’s program is a 55-hour program leading to an M.A. in English and a Master of Library and Information Science. It is administered by a joint committee, which recommends students for admission and approves their programs. Admission is only to the joint program. Neither degree will be awarded separately. If students wish to change from the joint program to the regular degree program in English or library and information science, they must reapply to the particular program they wish to enter.

M.A. in English (28 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 700</td>
<td>Introduction to Graduate Study of English</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one course from each of five course groups:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>
Medieval and Renaissance-Nondramatic

Drama

British Literature

American Literature Before 1900

20th-Century Literature

Select one course in an allied field 1

Select two Elective Courses

Thesis

ENGL 799 Thesis Preparation

Select a reading knowledge of one foreign language

Total Credit Hours 28

1 For example:
   • ENGL 776
   • ENGL 870
   • ENGL 871
   • ENGL 782
   • HIST 790

M.L.I.S. (27 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLIS 701</td>
<td>Ethics, Values, and Foundational Principles of Library and Information Science Professions</td>
<td>3</td>
</tr>
<tr>
<td>SLIS 702</td>
<td>Community Engagement and Service</td>
<td>3</td>
</tr>
<tr>
<td>SLIS 703</td>
<td>Reference and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SLIS 704</td>
<td>Leadership in Information Organizations</td>
<td>3</td>
</tr>
<tr>
<td>SLIS 705</td>
<td>Research Design and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>SLIS 706</td>
<td>Information Organization and Access</td>
<td>3</td>
</tr>
<tr>
<td>Select Library and Information Science Electives</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>27</td>
<td></td>
</tr>
</tbody>
</table>

Environmental Law and Policy / Law, M.E.L.P. / J.D. (Dual Degree Program with the Vermont Law School)

Accreditation

The University of South Carolina is accredited by the Southern Association of Colleges and Schools’ Commission on Colleges to award Juris Doctor degrees. Because of its geographic location, Vermont Law School is accredited by a different body, and has no relationship with the Commission on Colleges. Both law schools are fully accredited by the American Bar Association. The Southern Association of Colleges and Schools’ Commission on Colleges accreditation of the University of South Carolina does not extend to or include the Vermont Law School or its students. Although the University of South Carolina has faculty-approved regulations and accepts certain course work in transfer toward a credential from Vermont Law School, or collaborates in other ways for generation of course credits or program credentials, other colleges and universities may or may not accept this work in transfer, even if it appears on a transcript from the University of South Carolina. Such a decision would be made by the institution subsequently considering the possibility of accepting such credits.

Admission and Degree Requirements

M.E.L.P. (30) / J.D. (90)

Application deadline is January 21, 2011. Applications will be available Fall 2010.

Students in the program may earn both degrees by completing 90 hours of J.D. study and 30 hours of M.E.L.P. study. Up to 9 hours of law study at South Carolina may be applied toward the M.E.L.P. degree and 9 hours of graduate study at Vermont may be applied toward the J.D. degree.

1. Students who enter the program must:
   b. Be admitted to the University of South Carolina (USC) School of Law.
      (a & b mean that the student must meet all entrance requirements of each school and be accepted as a student therein.)
   c. Be admitted to the Dual Degree Program. Admission to the dual degree program must be made by application to both programs and both programs must approve the student’s admission to the dual degree program.
   d. Each program shall maintain appropriate records on each student in the program.

2. The program is prospective in operation.
   a. Those students already holding a M.E.L.P. degree or a law degree will not be eligible for admission to the program.
   b. Students currently enrolled in either school may enter the program and appropriate credit will be granted by both schools with due care exercised to effect the transition to insure the closest compliance with these regulations as the individual situation of each student permits.

3. Students will often complete the dual degree program in three years (including full-time summer study). Students shall begin the program by completing the first full year in USC’s School of Law. At the end of that year, a student will enroll in the 1-credit USC course entitled Introductory Environmental Law and Policy. A student will thereafter enroll in Vermont M.E.L.P. courses via summer school, distance learning, and internships. A minimum of six (6) M.E.L.P. credits through distance learning must be earned during the course of the second and third years of study at USC’s School of Law. The entire program for both degrees must be completed within a period of five academic years unless substantial reasons acceptable to the Joint Committee are given. In such event, each case will be judged on its individual merits and decisions in the case of other students will not serve as precedent.

4. Students must maintain the academic requirements presently in effect or as may be placed in effect to remain in the program.
   a. Failure to maintain the requisite academic standing requirements of either school will preclude the student’s continuation in the program in the semester he or she becomes ineligible.
   b. The student may continue to complete the degree requirements in the school whose academic standing he or she has met.
   c. A student dropped from the program for academic deficiency may not re-enter.

5. a. The University of South Carolina School of Law will grant up to 9 hours credit toward the J.D. degree for work completed on the Vermont Law School campus toward the M.E.L.P. Degree with a minimum grade of C. The student must take the course for a
letter grade if the course is offered on this basis. A grade of C or better shall be recorded on the student’s USC transcript as a pass. No degree credit will be granted by the School of Law when the candidate earns a grade of less than C in the Vermont Law School course. Several courses published in the M.E.L.P. Program may be excluded as courses available for credit in the M.E.L.P.-J.D. dual degree program. These courses duplicate courses taught through the University of South Carolina’s School of the Environment. This will be handled on a case-by-case basis as the program progresses.

b. Vermont Law School will grant up to 9 hours of credit toward the M.E.L.P. degree for specified course work completed in the USC School of Law. No credit will be granted when a candidate earns less than a C grade in the School of Law. All Graduate School academic requirements will be applicable to students participating in the Dual Degree Program. VLS will award credit toward the M.E.L.P. degree for up to nine hours earned in the following School of Law courses: LAWS 731; LAWS 651; LAWS 709. It may be possible to earn M.E.L.P. credit through other USC School of Law courses, as approved by the Joint Committee on a case-by-case basis.

6. Students enrolled in this program must take the one-credit LAWS 816, Introductory Environmental Law and Policy, at the end of their first year.

7. Students enrolled in this program must have completed the requirements for both degrees to come within the provisions of paragraph 5.

8. The School of Law will assign a P, F, or W grade as may be appropriate for purposes of determining the Law School G.P.R. with respect to non-Law School courses taken in the M.E.L.P. Program.
   a. The Joint Committee assigned to administer the program will take appropriate action to insure that each school is notified of the grades earned so that the proper entries are made on the student’s record.
   b. The Joint Committee will adopt any forms necessary to carry out the objectives of this program.

9. The Joint Committee shall consist of one or two designees from Vermont Law School appointed by the Director of the Vermont Law School Environmental Law Center, one or two faculty members from the USC Law School appointed by the Dean of the Law School, and the USC Law School Associate Dean for Academics. They shall each endorse all applications to the J.D.-M.E.L.P. program and take all necessary administrative action to insure that the purposes, spirit, and intent of the program are fulfilled. The student may not take courses for credit under the dual degree program in one program where there is substantial duplication of material with a course which the student has taken in the other program.
   a. The Committee shall decide all questions of duplication or preemption of courses the student desires to take. It is understood that each committee member will confer with the member of his or her faculty whose course or seminar the student desires to take for credit in this program where it appears that there is substantial duplication of material or preemption of the course by a similar course in the other program.
   b. If the Joint Committee shall be in disagreement with regard to the duplication of material or preemption then each shall confer as follows:

i. Vermont Law School’s representative(s) of the Joint Committee shall confer with and abide by the decision reached by the Director of the Environmental Law Center.

ii. The USC School of Law’s representative(s) on the Joint Committee shall confer with and abide by the decision reached by the Curriculum Committee of the School of Law.

iii. Each member of the Joint Committee shall be permitted to present and discuss the matter on which there is disagreement with the Committee of each program.

iv. In the event a student is aggrieved by a decision of the Joint Committee denying him or her permission to take a course in either program he or she desires to take under this Dual Degree Program, the student may appeal the decision to the Committee of the school in which he or she seeks to undertake such work.

10. The Joint Committee shall make every effort to accommodate the needs of the student consistent with the aims and objectives of the program. The Committee members shall counsel with the student, recommend alternative courses and otherwise assist him or her in furthering his or her career objectives through the Dual Degree Program.

11. A Program of Study shall be approved by the Joint Committee prior to attending the Summer Session at Vermont Law School. Each student must submit his or her proposed schedule to the Joint Committee in sufficient time prior to registration to permit the Joint Committee to act on it. Therefore, students in the program should confer with the Joint Committee at regular and frequent intervals when schedules become available.

12. The Joint Committee may make other such regulations concerning matters not contained herein which have not been anticipated and which are in keeping with the objectives of the program and the desires of both faculties, keeping always in mind the wishes of the student and his or her career objectives.

13. Any student withdrawing from one of the programs in the Dual Degree Program will be required to satisfy all of the requirements of the degree program in which he or she retains candidacy.

14. Enrollment in the J.D.-M.E.L.P. Dual Degree Program will not preclude simultaneous enrollment in the J.D.-M.E.R.M. Dual Degree Program.

15. The University of South Carolina is accredited by the Southern Association of Colleges and Schools’ Commission on Colleges to award Juris Doctor degrees. Because of its geographic location, Vermont Law School is accredited by a different body, and has no relationship with the Commission on Colleges. Both law schools are fully accredited by the American Bar Association. The Southern Association of Colleges and Schools’ Commission on Colleges accreditation of the University of South Carolina does not extend to or include the Vermont Law School or its students. Although the University of South Carolina has faculty-approved regulations and accepts certain course work in transfer toward a credential from Vermont Law School, or collaborates in other ways for generation of course credits or program credentials, other colleges and universities may or may not accept this work in transfer, even if it appears on a transcript from the University of South Carolina. Such a decision would be made by the institution subsequently considering the possibility of accepting such credits.
Epidemiology / Environmental Health Sciences, Ph.D. / Ph.D.

The Department of Epidemiology and Biostatistics and the Department of Environmental Health Sciences jointly offer a dual Ph.D. in Environmental Health Sciences and Epidemiology. Epidemiology is a core discipline in public health and represents the methodologic basis for investigating the distribution and determinants of health outcomes. Environmental health sciences, another core discipline of public health, represents a major area of research and practice in measurement of environmental factors and their impact on health outcomes. The dual Ph.D. in epidemiology and environmental health equips the student to function more effectively at the intersection of these two related but distinct disciplines, with a deeper and broader understanding of the intricate relationships between human health and the environment.

Degree Requirements Epidemiology (54 Hours) / (Environmental Health Sciences (45 Hours)

The dual Ph.D. requires course work in epidemiology and environmental health sciences selected by the student in consultation with a joint epidemiology/environmental health sciences advisory committee, and successful completion of dissertation research on a topic spanning both disciplines. Detailed program requirements are available upon request.

General Public Health / Medicine, M.P.H. / M.D.

Please note that this program is not accepting applications at this time.

The M.P.H./M.D. degree is designed for future physicians who want to prepare for meeting the challenges of managed care practicing evidence-based medicine, ensuring effective preventive medicine for their patients, and administering medical offices and/or community, state, and federal health organizations. Students in the dual degree program must complete the total program in six academic years.

The M.P.H./M.D. dual degree student completes the M.D. degree at either the USC School of Medicine or the MUSC College of Medicine.

Degree Requirements

M.P.H. (42 Hours) / USC School of Medicine, M.D. (161 Hours)

M.P.H. (42 Hours) / MUSC College of Medicine, M.D. (227.5 Hours)

M.P.H. Program Requirements (42 Hours)

Public Health Core Courses (15 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOS 700</td>
<td>Introduction to Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>or BIOS 701</td>
<td>Concepts and Methods of Biostatistics</td>
<td></td>
</tr>
<tr>
<td>EPID 700</td>
<td>Introduction to Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>or EPID 701</td>
<td>Concepts and Methods of Epidemiology</td>
<td></td>
</tr>
<tr>
<td>ENHS 660</td>
<td>Concepts of Environmental Health Science</td>
<td>3</td>
</tr>
<tr>
<td>HPEB 700</td>
<td>Concepts and Methods in Health Promotion</td>
<td>3</td>
</tr>
</tbody>
</table>

HSPM 700  Approaches and Concepts for Health Administration  3

Total Credit Hours  15

Special Interest in Public Health (15 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 15 hours including courses in at least three public health core disciplines</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours  15

Electives (6 Hours)  

1 With program approval, up to nine (9) hours of M.P.H. credit including no more than three (3) hours substituting for PUBH 798 can be received for specific components of medical education curriculum.

Comprehensive Examination

Oral exam at time of practicum presentation

Practicum in Public Health Discipline (6 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 798</td>
<td>Public Health Practice</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credit Hours  6

Requirements for the M.D. Degree

See the UofSC School of Medicine Academic Bulletin for more information.

General Public Health / Pharmacy, M.P.H. / Pharm.D.

Please note that this program is not accepting applications at this time.

PharmD/MPH dual programs address the need for pharmacist who understand public health principles as well as direct patient care activities. The dual degree is considered desirable for persons seeking careers in local, state, and national agencies. Additionally, this dual degree option presents opportunities for individuals to excel professionally in practice settings such as hospitals and health systems, managed-care, community health settings, and county and state health agencies.

The PharmD degree currently requires a total of 8 elective course credit hours in the professional program curriculum. The South Carolina College of Pharmacy (SCCP) curriculum committee has approved the acceptance of any Master of Public Health courses (core or elective) for any or all of the 8 hours of required electives for the PharmD degree.

The Masters of Public Health (General) program requires a total of 42 credit hours, of which 15 hours are core courses, 15 hours are special interest in Public Health courses, 6 hours are electives, and 6 hours are practicum in a Public Health discipline. The Arnold School of Public Health curriculum committee has approved a total of 6 elective course hours from select SCCP courses that can be applied towards electives in the MPH program.
The Current Approved List of SCCP Courses That May Count for MPH Elective Credit Include

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHMY 650</td>
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</tr>
<tr>
<td>PHMY 680</td>
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</tr>
<tr>
<td>PHMY 774</td>
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<tr>
<td>PHMY 779</td>
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<td>PHMY 850</td>
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<td>PHMY 880</td>
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<tr>
<td>Total Credit Hours</td>
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<td>0</td>
</tr>
</tbody>
</table>

In addition, PharmD students may be able to obtain 3 credit hours toward the 6 hours required for PUBH 798. Credit will be granted if the student completes an advanced pharmacy practice experiential rotation (during the 4th professional year of the PharmD program) in an approved public health discipline site (examples may include but would not be limited to: AHEC, DHEC, Indian Health Services, and other Public Health service entities).

Health Services Policy and Management / Law, M.H.A. / J.D.

Degree Requirements M.H.A. (58 Hours) / J.D. (90 Hours)

The Department of Health Services Policy and Management and the School of Law offer a coordinated program that leads to a dual degree. Some courses do fulfill requirements for both portions of the dual degree. A dual degree program typically requires fewer semester hours in total than if the two programs were taken separately.

Health Services Policy and Management / Public Administration, M.P.H. / M.P.A.

The Department of Health Services Policy and Management in the Arnold School of Public Health and Department of Political Science in the College of Arts and Sciences offer a coordinated program that leads to the Master of Public Health (MPH) in Health Services Policy and Management and the Master of Public Administration (MPA). Some courses fulfill requirements for both portions of the dual degree. Through academic advisement, specific courses are chosen for each individual student to satisfy both sets of program requirements. The MPA requires 18 credit hours in core courses completed in the first year of study; the MPH has 16 hours of required sequenced core courses completed in the second year of study.

Requirements

Two courses (6 credit hours) from the MPA can be applied to the MPH program of study. POLI 774 satisfies the HSPM Policy Elective Requirement and POLI 775 satisfies the required HSPM Management Course HSPM 730.

Completion of HSPM 788 satisfies the MPA internship requirement. One HSPM Management Elective (3 credit hours) approved by the advisor can be applied to the MPA program of study. Thus the 39 credit hours required for the MPA and 45 credit hours required for the MPH can both be completed with a total of 72 credit hours.

The table below reflects the plan of study for a full-time student who begins the dual degree program with the MPA. This plan may be adjusted in consultation with HSPM and POLI advisors.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
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<tr>
<td>Fall</td>
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<tr>
<td>POLI 770</td>
<td>Perspectives on Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>POLI 771</td>
<td>Public Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>POLI 773</td>
<td>Human Resources Administration in Government</td>
<td>3</td>
</tr>
<tr>
<td>POLI Elective</td>
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<td>3</td>
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<tr>
<td>Credit Hours</td>
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<td>12</td>
</tr>
<tr>
<td>Spring</td>
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</tr>
<tr>
<td>POLI 774</td>
<td>The Public Policy Process</td>
<td>3</td>
</tr>
<tr>
<td>POLI 775</td>
<td>Financial Administration</td>
<td>3</td>
</tr>
<tr>
<td>POLI 754</td>
<td>Public Accountability and Ethics</td>
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<td>POLI Elective</td>
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<tr>
<td>Credit Hours</td>
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<td>Second Year</td>
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<tr>
<td>Fall</td>
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<tr>
<td>PUBH 725</td>
<td>Quantitative Methods for Public Health Practice</td>
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<tr>
<td>PUBH 726</td>
<td>Qualitative Methods for Public Health Practice</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 726</td>
<td>Applied Public Health Law for Administrators</td>
<td>3</td>
</tr>
<tr>
<td>HSPM Management Elective</td>
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</tr>
<tr>
<td>Credit Hours</td>
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<td>14</td>
</tr>
<tr>
<td>Spring</td>
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<tr>
<td>PUBH 735</td>
<td>Practical Applications of Public Health Planning</td>
<td>4</td>
</tr>
<tr>
<td>PUBH 730</td>
<td>Public Health Systems, Policy, and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 712</td>
<td>Health Economics</td>
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<tr>
<td>HSPM Management Elective</td>
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<tr>
<td>Credit Hours</td>
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<tr>
<td>Third Year</td>
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</tr>
<tr>
<td>Fall</td>
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<tr>
<td>HSPM 727</td>
<td>Advancing Public Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 768</td>
<td>Health Services Administration II</td>
<td>3</td>
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<tr>
<td>POLI Elective</td>
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<td>3</td>
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<tr>
<td>POLI Elective</td>
<td></td>
<td>3</td>
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<tr>
<td>Credit Hours</td>
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<td>12</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POLI 753</td>
<td>Capstone Seminar in Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 788</td>
<td>Public Health Practice Experience</td>
<td>3</td>
</tr>
<tr>
<td>HSPM 796</td>
<td>Health Services Policy and Management MPH</td>
<td>2</td>
</tr>
<tr>
<td>Capstone Course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1 Students may elect to take these courses during summer sessions to meet curriculum requirements.

2 HSPM 788 requires coordination with an MPA advisor to meet the MPA internship requirements.

Human Resources / Law M.H.R. / J.D.

The Moore School of Business in cooperation with the University of South Carolina School of Law offers a combined degree program that permits a student to obtain the J.D. and Master of Human Resources (M.H.R.) degrees in approximately four years.

Degree Requirements M.H.R. (45 Hours) / J.D. (90 Hours)

Through the combined program, the total course load may be reduced from that required if the two degrees were earned separately since 9 hours of electives toward the J.D. may be earned in the business administration program. Students in the M.H.R./J.D. program may use up to 12 hours of employment-related law courses from the law school to fulfill requirements within the M.H.R. program. Prior to obtaining admission to the combined degree program, a student must be admitted to both the School of Law and the Moore School of Business.

International Business / ESCP Paris
Master of Management, M.I.B / M.I.M.

International Business / Koc
University Master of International Management, M.I.B. / M.I.M.

International Business / Law,
I.M.B.A. / J.D.

The Moore School of Business in cooperation with the University of South Carolina School of Law offers a combined degree program that permits a student to obtain the J.D. and International Master of Business Administration (I.M.B.A.) degrees in approximately four years. Through the combined program, the total course load may be reduced from that required if the two degrees were earned separately since 9 hours of electives toward the J.D. may be earned in the business administration program.

Students in the I.M.B.A./J.D. program must take 9 credit hours of electives in the Moore School. An additional 12 credit hours in the School of Law will be used to satisfy the 21 elective credit hours required for the I.M.B.A. degree. All of these elective courses must be included in the I.M.B.A. program of study. Upon approval of the graduate director and dean of The Graduate School, business-related law school electives may be substituted for Moore School electives. Such substitution is permissible only if the business-related law school electives are not counting toward the J.D. degree. Students must supply the I.M.B.A. office with a letter from the law school registrar stating that any substitute business-related law school electives are not also being used to satisfy the J.D. degree.

Prior to obtaining admission to the combined degree program, a student must be admitted to both the School of Law and the Moore School of Business.

Degree Requirements I.M.B.A. (68 Hours) / J.D. (90 Hours)

Students in the I.M.B.A./J.D. program must take 9 credit hours of electives in the Moore School. An additional 12 credit hours in the School of Law will be used to satisfy the 21 elective credit hours required for the I.M.B.A. degree. All of these elective courses must be included in the I.M.B.A. program of study. Upon approval of the graduate director and dean of The Graduate School, business-related law school electives may be substituted for Moore School electives. Such substitution is permissible only if the business-related law school electives are not counting toward the J.D. degree. Students must supply the I.M.B.A. office with a letter from the law school registrar stating that any substitute business-related law school electives are not also being used to satisfy the J.D. degree.

International Business / Shanghai
Jiao Tong University Master of International Business, M.I.B./M.I.B.

International Business / Tec de Monterrey Master of International Business, M.I.B. / M.I.B.

International Business / University of Mannheim, M.I.B. / Mannheim Master of Management

International Business / Università Bocconi Master of International Management, M.I.B. / M.I.M.

International Business/Aalto University, M.I.B/M.Sc.

Admission

Candidates who do not hold a degree from a U.S. institution, or have not graduated from a program with English as the instructional language, must submit a valid (two years old or less) test score demonstrating their command of the English language. The minimum score for the Test of English as a Foreign Language (TOEFL) is 90 (Internet-based) and 6.5 for the International English Language Testing System (IELTS) prior to beginning the program at South Carolina.

Candidates must meet the admission criteria of both institutions to complete the double degree course of study.
Sharing Credits

Each institution will determine if, and the amount of, credit hours or ETCS that may be transferred towards its degree. Recognition of coursework will be based on the transcripts of records provided by each partner institution. Students are required to sign a transcript release form as part of their participation in the program, allowing the Registrar to release their transcripts.

Core Courses (15 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IBUS 704</td>
<td>Comparative Corporate Governance</td>
<td>3</td>
</tr>
<tr>
<td>IBUS 705</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>IBUS 706</td>
<td>Nations States, Regional Networks and Global Markets</td>
<td>3</td>
</tr>
<tr>
<td>IBUS 734</td>
<td>International Business Negotiations</td>
<td>3</td>
</tr>
<tr>
<td>POLI 710</td>
<td>Introduction to International Relations</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>15</strong></td>
</tr>
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Electives (15 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>International Business Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>International Affairs Electives</td>
<td>9</td>
</tr>
<tr>
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</tr>
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</table>

International Hospitality and Tourism Management/ Master of Sport, Leisure and Hospitality Management with National Taiwan Normal University, M.I.H.T.M./ M.S. in S.L.H.M.

Degree Requirements (36 Hours)

Required Courses (15 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRSM 788</td>
<td>Business Analytics in Hospitality, Retail, and Sport Management</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 720</td>
<td>Hospitality Finance Methods</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 730</td>
<td>Strategic Leadership in the Hospitality Industry</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 750</td>
<td>Hospitality Marketing and Social Media</td>
<td>3</td>
</tr>
<tr>
<td>STAT 600</td>
<td>Statistics for Applied Management</td>
<td>3</td>
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Concentration in Hotel, Restaurant, and Tourism Management (HRTM) (15 Hours)

<table>
<thead>
<tr>
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<th>Title</th>
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<tbody>
<tr>
<td>HRTM 521</td>
<td>Revenue Management in the Hospitality Industry</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 564</td>
<td>Advanced Meeting Management</td>
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</tr>
<tr>
<td>HRTM 590</td>
<td>Special Topics in HRTM</td>
<td>3</td>
</tr>
<tr>
<td>HRTM 768</td>
<td>Contemporary Problems in the Lodging Industry</td>
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Cognates

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<td>HRTM 584</td>
<td>Tourism Information Technology Issues</td>
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Thesis (6 Hours)

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<td>HRTM 799</td>
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Journalism and Mass Communications / Law, M.M.C. / J.D.

The School of Journalism and Mass Communications in cooperation with the University of South Carolina School of Law offers a combined degree program that permits a student to obtain the J.D. and Master of Mass Communications (M.M.C.) degrees in approximately four years. Through the combined program, the total course load may be reduced from that required if the two degrees were earned separately since 9 hours of electives towards the J.D. may be earned in the Mass Communication program. Students in the M.M.C. program may use up to 9 hours of law course credit as electives. Prior to obtaining permission to the combined degree program, a student must be admitted to both the School of Law and the School of Journalism and Mass Communication.

Degree Requirements M.M.C. (36 Hours) / J.D. (90 Hours)

Masters of Mass Communications Integrated Communications Area of Emphasis

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td></td>
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<tr>
<td>Fall</td>
<td>LAWS 524</td>
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<tr>
<td></td>
<td>LAWS 505</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>LAWS 510</td>
<td>3</td>
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<tr>
<td></td>
<td>LAWS 530</td>
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<tr>
<td></td>
<td>LAWS 537</td>
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<td>LAWS 535</td>
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<td><strong>Credit Hours</strong></td>
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<td>Spring</td>
<td>LAWS 525</td>
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<td></td>
<td>LAWS 545</td>
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<tr>
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### Masters of Mass Communications General Area of Emphasis

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<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAWS 524</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>LAWS 505</td>
<td></td>
<td>3</td>
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<tr>
<td>LAWS 510</td>
<td></td>
<td>3</td>
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<tr>
<td>LAWS 530</td>
<td></td>
<td>3</td>
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<tr>
<td>LAWS 537</td>
<td></td>
<td>1</td>
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<tr>
<td>LAWS 535</td>
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<td>2</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>LAWS 525</td>
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<table>
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<tbody>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
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<tr>
<td>JOUR 701</td>
<td>Research Methods in Mass Communication</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 701</td>
<td>Marketing Management</td>
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<td>JOUR 705</td>
<td>Strategic Communications Principles</td>
<td>3</td>
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<td>JOUR 762</td>
<td>Issues in Mass Communication Management</td>
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<td>JOUR 715</td>
<td>Strategic Communications Strategies</td>
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<tr>
<td>JOUR 771</td>
<td>Media Economics</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 531</td>
<td>Public Relations Campaigns</td>
<td>3</td>
</tr>
<tr>
<td>or JOUR 517</td>
<td>or Integrated Campaigns</td>
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<tr>
<td>JOUR 533</td>
<td>Public Relations Management</td>
<td>3</td>
</tr>
<tr>
<td>or JOUR 530</td>
<td>or Creative Leadership</td>
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<tr>
<td><strong>Summer</strong></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>JOUR 777</td>
<td>Practicum in Mass Communications Management</td>
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<table>
<thead>
<tr>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td><strong>Third Year</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
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<td>JOUR 706</td>
<td>Media Law</td>
<td>3</td>
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</tr>
<tr>
<td><strong>Spring</strong></td>
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<td>15</td>
</tr>
<tr>
<td>Four courses selected from the Law School</td>
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<td><strong>Summer</strong></td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four courses selected from the Law School</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Four courses selected from the Law School</td>
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</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
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</table>
Master of Science (M.S.) in Exercise Science Joint Degree with Hamad Bin Khalifa University

Degree Requirements (33-39 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>BIOS 700</td>
<td>Introduction to Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>EPID 700</td>
<td>Introduction to Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>EPID 701</td>
<td>Concepts and Methods of Epidemiology</td>
</tr>
<tr>
<td>or</td>
<td>EXSC 799</td>
<td>Thesis Preparation</td>
</tr>
<tr>
<td>or</td>
<td>EXSC 798</td>
<td>Project in Exercise Science</td>
</tr>
<tr>
<td>or</td>
<td>PUBH 700</td>
<td>Perspectives in Public Health</td>
</tr>
<tr>
<td>or</td>
<td>EXSC 780</td>
<td>Physiology of Exercise</td>
</tr>
<tr>
<td>or</td>
<td>EXSC 781</td>
<td>Physiology, Exercise, and Disease</td>
</tr>
<tr>
<td>or</td>
<td>EXSC 742</td>
<td>Clinical Exercise Testing</td>
</tr>
<tr>
<td>or</td>
<td>EXSC 743</td>
<td>Laboratory Measurements for Exercise Testing</td>
</tr>
<tr>
<td>or</td>
<td>EXSC 787</td>
<td>Research Methods and Design for Exercise Science</td>
</tr>
<tr>
<td>Select one of the following:</td>
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<tr>
<td>EXSC 700</td>
<td>Physical Activity and Health: Epidemiology, Research and Practice</td>
<td></td>
</tr>
<tr>
<td>EXSC 710</td>
<td>Behavioral Aspects of Physical Activity</td>
<td></td>
</tr>
<tr>
<td>EXSC 731</td>
<td>Mechanisms of Motor Skill Performance</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>EXSC 777</td>
<td>Endocrinology of Exercise and Health</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>15 hours</td>
</tr>
</tbody>
</table>

Note: Three courses (9 hours) may count for dual credit. Therefore, a student enrolled in the dual program will have a Program of Study for the School of Law showing a total of 91 credit hours, and a Program of Study for the School of Journalism and Mass Communications showing a total of 36 credit hours.

Public Administration / Social Work, M.P.A. / M.S.W.

Admissions

The College of Social Work (http://www.sc.edu/study/colleges_schools/socialwork/) and the Master of Public Administration program (http://sc.edu/study/colleges_schools/artsandsciences/political_science/study/graduate/masters/) in the Department of Political Science (http://sc.edu/study/colleges_schools/artsandsciences/political_science/), participate in a dual degree program that allows individuals to complete both the Master of Social Work and Master of Public Administration degrees in less time than if the degrees are completed separately.

Students apply to the dual degree program option through the USC Graduate School (http://www.gradschool.sc.edu/prospective/apply-grad.asp?page=apply). Application reviews, including required supplemental application materials required by the programs, and admission recommendations are made independently by the College of Social Work and by the Department of Political Science. Official notification of the admission decisions comes from the Graduate School.

Students enrolled in both Master of Social Work and Master of Public Administration courses in any term may be subject to fees for both programs.

Students enrolled in either the social work or public administration program beyond their first year of graduate study cannot apply for the dual degree program. Part-time social work or public administration students may enroll in the dual degree program. Advanced-standing social work students enrolled beyond the summer bridge term cannot apply for the dual degree program.

Degree Requirements M.P.A. (39 Hours) / M.S.W. (60 Hours)

Students may complete the dual degree program by starting in either the Master of Social Work program or the Master of Public Administration program. Each program offers a typical sequence of courses; through academic advisement with a dual degree coordinator in each program, students select specific courses to satisfy the requirements for each degree. All curriculum and hour requirements must be satisfied in order to graduate from the dual degree program. Students in the dual degree program must complete the program within six academic years. See the Social Work, MSW (p. 1214) and the Public Administration, M.P.A. (p. 882) bulletin entries or student handbook for additional information.

Two (2) SOWK elective courses can be satisfied by successfully completing POLI 770 and POLI 774 (6 credit hours total). SOWK 732 and SOWK 784 (6 credit hours total) may satisfy the MPA requirements. SOWK 784 requires coordination and contract with a MPA advisor to meet the terms of the internship. Thus the 60-credit hour MSW degree and 39-credit hour MPA degree can both be completed with a total of 87 credit hours.

The table below reflects the plan of study for a full-time student who begins the dual degree program in social work. Note that some of the courses beyond the first year of MPA and SOWK studies may be adjusted due to program or accreditation changes.
### Public History / Library and Information Science, M.A. / M.L.I.S.

One of only a few such programs in the United States, the joint master's program in public history and library and information science has been designed to prepare students for careers in historic agency administration, archives, records management, and library administration in such areas as manuscripts, rare books, government information, and reference.

#### Admissions

Persons applying to the joint master's program in public history and library and information science must meet the entrance requirements of both the Department of History and the School of Library and Information Studies. Note: The Department of History admits students only once a year, for the spring semester; contact the Department of History for details.

#### Degree Requirements M.A. (30 Hours) / M.L.I.S. (30 Hours)

Students earn both the Master of Arts in Public History and the Master of Library and Information Science upon successful completion of 60 hours of course work consisting of 30 hours in each area (earning both degrees separately would require 72 hours of graduate credit).

#### Courses Required for the Library and Information Science, M.L.I.S.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLIS 701</td>
<td>Ethics, Values, and Foundational Principles of Library and Information Science Professions</td>
<td>3</td>
</tr>
<tr>
<td>SLIS 705</td>
<td>Research Design and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>SLIS 797</td>
<td>Selected Topics in Librarianship and Information Services</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Select three hours of elective specialization courses

Select three hours of internship in libraries, archives, museums, records management settings, or historical agencies

**Total Credit Hours:** 13-15

#### Courses Required for the Public History, M.A.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLIS 701</td>
<td>Ethics, Values, and Foundational Principles of Library and Information Science Professions</td>
<td>3</td>
</tr>
<tr>
<td>SLIS 705</td>
<td>Research Design and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>SLIS 797</td>
<td>Selected Topics in Librarianship and Information Services</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Select three hours of elective specialization courses

Select three hours of internship in libraries, archives, museums, records management settings, or historical agencies

**Total Credit Hours:** 21

1. Students may elect to take these courses during summer sessions in order to meet curriculum requirements upon approval of the dual degree coordinator in each program.
2. SOWK 784 requires coordination and contract with the MPA advisor to meet the internship requirement of the MPA program.
Two courses and a research seminar in the student’s minor field of study

**Elective Specialization Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
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<tbody>
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**Thesis**

<table>
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</tr>
</thead>
<tbody>
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**Oral Comprehensive Examination**

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</tr>
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**Portfolio**

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**Total Credit Hours**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>27</td>
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</tbody>
</table>

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**Social Work / Health Promotion, Education, and Behavior, M.S.W. / M.P.H.**

**Admissions**

The College of Social Work (http://www.sc.edu/study/colleges_schools/socialwork/) and the Department of Health Promotion, Education, and Behavior (HPEB) (http://www.sc.edu/study/colleges_schools/public_health/study/areas_of_study/health_promotion_education_and_behavior/) in the Arnold School of Public Health (http://www.sc.edu/study/colleges_schools/public_health/) participate in a dual degree program that allows individuals to complete both the Social Work, MSW (p. 1214) and Master of Public Health degrees in less time than if the degrees are completed separately. Students apply to the dual degree program option through the USC Graduate School (http://www.gradschool.sc.edu/prospective/apply-grad.asp). Application reviews, including required supplemental application materials required by the programs, and admission recommendations are made independently by the College of Social Work and by the Arnold School of Public Health. Official notification of the admission decisions comes from the Graduate School. Students enrolled in both Master of Social Work and Master of Public Health courses in any term may be subject to fees for both programs.

Students enrolled in either the social work or public health program beyond their first year of graduate study cannot apply for the dual degree program. Part-time social work students may enroll in the dual degree program. Advanced Standing social work students enrolled beyond the summer bridge term cannot apply for the dual degree program. Students in the Online Master of Public Health (MPH) in Health Promotion, Education, and Behavior - Professional Program are not eligible for the dual MSW/MPH program.

**Degree Requirements M.S.W. (60 Hours) / M.P.H. (45 Hours)**

Students may complete the dual degree program by starting in either the Master of Social Work program or the Master of Public Health program. Each program offers a typical sequence of courses; through academic advisement with a dual degree coordinator in each program, students select specific courses to satisfy the requirements for each degree. All curriculum and hour requirements must be satisfied in order to graduate from the dual degree program. Students in the dual degree program must complete the program within six academic years. See the MSW bulletin and the MPH student handbook for additional information.

Two (2) SOWK elective courses can be satisfied by successfully completing two HPEB elective courses (6 credit hours total). SOWK 783 and SOWK 784 (6 credit hours total) satisfy the HPEB 797 requirement. The Fieldwork courses require coordination and contract with a HPEB advisor to meet the terms of the MPH Applied Practice Experience. Thus the 60-credit hour MSW degree and 45-credit hour MPH degree can both be completed with a total of 93 credit hours.

The table below reflects the plan of study for a full-time student who begins the dual degree program in social work. Note that some of the courses beyond the first year of MPH and SOWK studies may be adjusted due to program or accreditation changes.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>SOWK 712</td>
<td>Human Behavior and the Social Environment I</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 714</td>
<td>Diversity and Social Justice Issues for Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 716</td>
<td>Human Behavior and the Social Environment II</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 781</td>
<td>Field Instruction I: Generalist Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 791</td>
<td>Social Work Research Methodologies</td>
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**Credit Hours**

<table>
<thead>
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**Spring**

<table>
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<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 722</td>
<td>Social Work Practice with Individuals, Families and Small Groups</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 732</td>
<td>Social Work Practice with Organizations and Communities</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 742</td>
<td>Social Welfare Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 777</td>
<td>Advanced Theory for Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 782</td>
<td>Field Instruction II: Generalist Social Work Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

**Credit Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>17</td>
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</tbody>
</table>

**Second Year**

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>PUBH 725</td>
<td>Quantitative Methods for Public Health Practice</td>
<td>5</td>
</tr>
<tr>
<td>PUBH 726</td>
<td>Qualitative Methods for Public Health Practice</td>
<td>3</td>
</tr>
<tr>
<td>HPEB 701</td>
<td>Theoretical Foundations of Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>HPEB Elective course 1</td>
<td></td>
<td>3</td>
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<tr>
<td>HPEB Elective course (shared course) 1</td>
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</tbody>
</table>

**Credit Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
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<tbody>
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<td></td>
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</tbody>
</table>

**Spring**

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>PUBH 735</td>
<td>Practical Applications of Public Health Planning</td>
<td>4</td>
</tr>
<tr>
<td>PUBH 730</td>
<td>Public Health Systems, Policy, and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 678</td>
<td>Transforming Health Care for the Future</td>
<td>1</td>
</tr>
<tr>
<td>HPEB 707</td>
<td>Health Promotion Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>HPEB Elective course 1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HPEB Elective course (shared course) 1</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Credit Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>17</td>
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</tbody>
</table>

**Third Year**

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>SOWK 779</td>
<td>Advanced Social Work Interventions</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 783</td>
<td>Field Instruction III: Advanced Social Work Practice (shared course) 2</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 793</td>
<td>Evaluation of Social Work Programs</td>
<td>3</td>
</tr>
<tr>
<td>HPEB 748</td>
<td>Community Health Development</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
students select specific courses to satisfy the requirements for each degree. All curriculum and hour requirements must be satisfied in order to graduate from the dual degree program. Students in the dual degree program must complete the program within six academic years. See the Social Work, MSW (p. 1214) and the MPH student handbook for additional information.

Two (2) social work elective courses can be satisfied by successfully completing HSPM 726 and an elective HSPM management courses (6 credit hours total). One HSPM elective policy course (3 hours) may be satisfied by successfully completing SOWK 778. HSPM 788 may be satisfied by completing SOWK 784 (coordination and contract with HSPM advisor required). Thus the 60-credit hour MSW degree and 45-credit hour MPH degree can both be completed with a total of 93 credit hours.

The table below reflects the plan of study for a full-time student who begins the dual degree program in social work. Note that some of the courses beyond the first year of MPH and SOWK studies may be adjusted due to program or accreditation changes.

### Degree Requirements M.S.W. (60 Hours)/M.P.H. (45 Hours)

Students may complete the dual degree program by starting in either the Master of Social Work program or the Master of Public Health program. Each program offers a typical sequence of courses; through academic advisement with a dual degree coordinator in each program, students select specific courses to satisfy the requirements for each degree. All curriculum and hour requirements must be satisfied in order to graduate from the dual degree program. Students in the dual degree program must complete the program within six academic years. See the Social Work, MSW (p. 1214) and the MPH student handbook for additional information.

Two (2) social work elective courses can be satisfied by successfully completing HSPM 726 and an elective HSPM management courses (6 credit hours total). One HSPM elective policy course (3 hours) may be satisfied by successfully completing SOWK 778. HSPM 788 may be satisfied by completing SOWK 784 (coordination and contract with HSPM advisor required). Thus the 60-credit hour MSW degree and 45-credit hour MPH degree can both be completed with a total of 93 credit hours.

The table below reflects the plan of study for a full-time student who begins the dual degree program in social work. Note that some of the courses beyond the first year of MPH and SOWK studies may be adjusted due to program or accreditation changes.

### Social Work / Health Service Policy and Management, M.S.W. / M.P.H.

#### Admissions

The College of Social Work (http://www.sc.edu/study/colleges_schools/socialwork/) and the Department of Health Services Policy and Management (http://www.sc.edu/study/colleges_schools/public_health/study/areas_of_study/health_services_policy_and_management/) (HSPM) in the Arnold School of Public Health (http://www.sc.edu/study/colleges_schools/public_health/), participate in a dual degree program that allows individuals to complete both the Master of Social Work and Master of Public Health degrees in less time than if the degrees are completed separately. Students apply to the dual degree program option through the USC Graduate School (http://www.gradschool.sc.edu/). Application reviews, including required supplemental application materials required by the programs, and admission recommendations are made independently by the College of Social Work and by the Arnold School of Public Health. Official notification of the admission decisions comes from the Graduate School. Students enrolled in both Master of Social Work and Master of Public Health courses in any term may be subject to fees for both programs.

Students enrolled in either the social work or public health program beyond their first year of graduate study cannot apply for the dual degree program. Part-time social work students may enroll in the dual degree program. Advanced-standing social work students enrolled beyond the summer bridge term cannot apply for the dual degree program. Students in the Distance Master of Public Health (MPH) in Health Services Policy and Management are not eligible for the dual MSW/MPH program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 712</td>
<td>Human Behavior and the Social Environment I</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 714</td>
<td>Diversity and Social Justice Issues for Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 716</td>
<td>Human Behavior and the Social Environment II</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 781</td>
<td>Field Instruction I: Generalist Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 791</td>
<td>Social Work Research Methodologies</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 722</td>
<td>Social Work Practice with Individuals, Families and Small Groups</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 732</td>
<td>Social Work Practice with Organizations and Communities</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 742</td>
<td>Social Welfare Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 777</td>
<td>Advanced Theory for Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 782</td>
<td>Field Instruction II: Generalist Social Work Practice</td>
<td>3</td>
</tr>
</tbody>
</table>
is not offered as a part-time program; therefore, students enrolled in the Part-time social work students are not eligible for the dual degree program.

**Degree Requirements M.S.W (60 Hours) / J.D. (90 Hours)**

Students must complete the dual degree program by starting in the Juris Doctor program. Each program offers a typical sequence of courses; through academic advisement with a dual degree coordinator in each program, students select specific courses to satisfy the requirements for each degree. All curriculum and hour requirements must be satisfied in order to graduate from the dual degree program. Students in the dual degree program must complete the program within seven academic years. See the Social Work, M.S.W. and the J.D. bulletin (p. 1476) for additional information.

The law program accepts up to nine (9) hours of social work courses as electives in its program and the MSW Program accepts up to six (6) hours of law courses towards the MSW degree. Thus the 60-credit hour MSW degree and 90-credit hour J.D. degree can both be completed with a total of 135 credit hours. However, according to the American Bar Association (ABA), the Juris Doctor program cannot accept any social work credits earned prior to matriculating in the law program. The first year of law studies must be completed at one time. Students enrolled in the dual degree MSW/JD program must be enrolled concurrently in SOWK courses and at least three (3) credit hours of LAWS courses in the semester during which they plan to share SOWK credit hours toward the J.D. degree.

The table below reflects the plan of study for a full-time student who begins the dual degree program in law. Note that the courses beyond the first year of law studies may be adjusted due to program or accreditation changes.

Law course descriptions are found in the School of Law Bulletin (p. 1476)

Social Work / Law, M.S.W. / J.D.

**Admissions**

The College of Social Work (http://www.sc.edu/study/colleges_schools/socialwork/) and the School of Law (http://sc.edu/study/colleges_schools/law/) participate in a dual degree program that allows individuals to complete both the Master of Social Work and Juris Doctor degrees in less time than if the degrees are completed separately. Application to the MSW program is made through the USC Graduate School (http://www.gradschool.sc.edu/) and application to the law program is made through the Law School Admission Council (LSAC). Application reviews, including required supplemental application materials required by the programs, and admission recommendations are made independently by the College of Social Work and by the School of Law. Official notification of admission into the MSW Program will be made by the Graduate School. Students enrolled in both Master of Social Work and Juris Doctor courses in any term may be subject to fees for both programs.

Students enrolled in either the social work or law program beyond their first year of graduate study cannot apply for the dual degree program. The Juris Doctor degree is not offered as a part-time program; therefore, students enrolled in
Sport and Entertainment Management with National Taiwan Normal University, Ph.D.

Degree Requirements

Required Courses (15 Credits)

Student participants may transfer up to 9 credits in the required courses to USC.

Course | Title | Credits
--- | --- | ---
SPTE 801 | Seminar in SPTE Management | 3
SPTE 810 | Seminar in SPTE Education | 3
SPTE 830 | Seminar SPTE Law & Risk Management | 3
SPTE 860 | Seminar in SPTE Marketing | 3
SPTE 890 | Seminar in SPTE Finance | 3

Total Credit Hours | 15

Research Core (15 Credits)

Course | Title | Credits
--- | --- | ---
Select three courses in Statistics | 9
Select one qualitative research methods course | 3
Select one quantitative research methods course | 3

Total Credit Hours | 15

Cognates (12 Credits)

Dissertation (Minimum 18 Credits)

Course | Title | Credits
--- | --- | ---
SPTE 899 | Dissertation Preparation | 18

Total Credit Hours | 18

Sport and Entertainment Management/ Sport, Leisure and Hospitality Management with National Taiwan Normal University, M.S.E.M./ M.S. in S.L.H.M.

Degree Requirements (36 Hours)

Required Courses (21 Hours)

Course | Title | Credits
--- | --- | ---
HRSM 788 | Business Analytics in Hospitality, Retail, and Sport Management | 3
STAT 600 | Statistics for Applied Management | 3

Total Credit Hours | 21

The Sport and Entertainment Management with National Taiwan Normal University, Ph.D. program offers a comprehensive curriculum that prepares students for careers in the sport and entertainment industry. The program includes courses in human behavior and social environment, diversity and social justice, field instruction, and social work research methodologies. Students also have the opportunity to take electives in law and other related fields. The required courses provide a solid foundation in the principles and practices of social work, while the research core and cognates allow students to specialize in their areas of interest. The dissertation requirement prepares students for advanced research in the field. The Sport and Entertainment Management/ Sport, Leisure and Hospitality Management graduate program offers a similar curriculum, focusing on business analytics and related fields.
SPTE 640  Venue Management: Principles and Practices  3
SPTE 701  Management in the Sport and Entertainment Industry  3
SPTE 730  Advanced Sport and the Law  3
SPTE 760  Principles of Sport and Entertainment Marketing  3
SPTE 790  Sport and Entertainment Finance  3

Total Credit Hours  21

Cognates (9 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPTE 501</td>
<td>Trends and Issues in Sport and Entertainment Management</td>
<td></td>
</tr>
<tr>
<td>SPTE 545</td>
<td>Managing Part-Time Employees and Volunteers</td>
<td></td>
</tr>
<tr>
<td>SPTE 570</td>
<td>Special Topics in Global Sport</td>
<td></td>
</tr>
<tr>
<td>SPTE 580</td>
<td>Business Principles in Sport Management</td>
<td></td>
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<tr>
<td>SPTE 590</td>
<td>Special Topics in Live Entertainment and Sport</td>
<td></td>
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<tr>
<td>SPTE 635</td>
<td>Sport and Entertainment Event Development</td>
<td></td>
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<tr>
<td>SPTE 650</td>
<td>Integrated Marketing Communication in Sport and Entertainment</td>
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<tr>
<td>SPTE 736</td>
<td>Sport and Entertainment Event Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>SPTE 746</td>
<td>Risk and Security Management in Public Assembly Facilities</td>
<td></td>
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<tr>
<td>SPTE 750</td>
<td>Strategic Planning and Policy Development in Sport and Entertainment Management</td>
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</tr>
<tr>
<td>SPTE 770</td>
<td>Public Assembly Facility Management Programming and Sales</td>
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<tr>
<td>SPTE 775</td>
<td>Event Programming and Production</td>
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<tr>
<td>SPTE 780</td>
<td>Public Assembly Facility Operations and Procedures</td>
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</tr>
<tr>
<td>SPTE 798</td>
<td>Directed Study in Sport and Entertainment Management</td>
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Select nine hours of the following:  9

Total Credit Hours  9

Thesis (6 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPTE 799</td>
<td>Thesis Preparation</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credit Hours  6

Other Graduate Courses and Programs

- Health Care Compliance, Certificate (p. 1233)
- Masters of Studies in Law, Health Systems Law (p. 1233)

Health Care Compliance, Certificate

Students who earn a compliance certificate will have the knowledge and skills necessary to work in a compliance position for a health care entity. Students will understand the various governmental entities which govern the U.S. health system and regulate health care entities. Students will begin to understand the role of law and the legal profession in that system. Students will develop skills necessary to help health care providers and entities comply with a variety of dynamic legal requirements. This certificate does not qualify a student to take a bar examination or prepare a student for the practice of law.

Admission Requirements

Successful completion of undergraduate degree from a regionally accredited institution or the equivalent.

Certificate Requirements (15 Hours)

**Required Courses (9 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWH 700</td>
<td>Legal Foundations of the Health Care System I</td>
<td>3</td>
</tr>
<tr>
<td>LAWH 701</td>
<td>Legal Foundations of the Health Care System II</td>
<td>2</td>
</tr>
<tr>
<td>LAWH 702</td>
<td>Legal Foundations of Health Care System Lab</td>
<td>1</td>
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<tr>
<td>LAWH 716</td>
<td>Medicare Compliance for Medical Facilities</td>
<td>3</td>
</tr>
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</table>

Total Credit Hours  9

1. This requirement may be waived if a student has a J.D. degree or equivalent prior legal experience; in substitution, the student will be required to take 3 additional hours of electives.

**Elective Courses (6 Hours)**

Select six hours of the following:  6

<table>
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<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWH 722</td>
<td>Risk Management</td>
<td></td>
</tr>
<tr>
<td>LAWH 724</td>
<td>Certificates of Need</td>
<td></td>
</tr>
<tr>
<td>LAWH 732</td>
<td>Medicare Quality Compliance</td>
<td></td>
</tr>
<tr>
<td>LAWH 734</td>
<td>Healthcare Fraud &amp; Abuse Compliance</td>
<td></td>
</tr>
<tr>
<td>LAWH 736</td>
<td>Third Party Billing Compliance</td>
<td></td>
</tr>
<tr>
<td>LAWH 738</td>
<td>HIPAA and Electronic Medical Records Compliance</td>
<td></td>
</tr>
<tr>
<td>LAWH 740</td>
<td>Antitrust Compliance</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours  6

Masters of Studies in Law, Health Systems Law

Students who earn a Master’s of Law in Health Systems Law will have the knowledge of legal principles and skills necessary to work in a position of significant responsibility within a health care industry. This degree, however, does not qualify a student to take a bar examination or prepare a student for the practice of law. Students will understand the various governmental entities which govern the U.S. health system and regulate health care entities. Students will understand the role of law and the legal profession in that system. Students will develop the skills necessary to identify relevant legal rules affecting health care entities. Students will develop skills necessary to help health care providers and entities comply with a variety of legal requirements. Students will develop the ability to adapt to a dynamic legal and market environment and apply skills learned in the Master’s Program as regulations and market forces change.

Requirements for Admission:

- Successful completion of undergraduate degree from a regionally accredited institution or the equivalent.
- Statement of interest and resume.
- Two professional or academic letters of recommendation.
• Qualifying scores on either the GRE or LSAT. Competitive applicants will have a combined GRE score or an LSAT score that is consistent with the prevailing admitted applicant profile for the JD program.

**Degree Requirements**

**Required Courses (15 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWH 700</td>
<td>Legal Foundations of the Health Care System I</td>
<td>3</td>
</tr>
<tr>
<td>LAWH 701</td>
<td>Legal Foundations of the Health Care System II</td>
<td>2</td>
</tr>
<tr>
<td>LAWH 702</td>
<td>Legal Foundations of Health Care System Lab</td>
<td>1</td>
</tr>
<tr>
<td>LAWH 710</td>
<td>Public Health Systems</td>
<td>2</td>
</tr>
<tr>
<td>LAWH 712</td>
<td>Bioethical Principles (Applied Learning)</td>
<td>2</td>
</tr>
<tr>
<td>LAWH 714</td>
<td>Health Care Contracting (Applied Learning)</td>
<td>2</td>
</tr>
<tr>
<td>LAWH 716</td>
<td>Medicare Compliance for Medical Facilities</td>
<td>3</td>
</tr>
</tbody>
</table>

*This requirement may be waived if a student has a J.D. degree or equivalent prior legal experience; in substitution, the student will be required to take 3 additional hours of electives.*

**Elective Courses (15 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWH 720</td>
<td>Health Policy Advocacy</td>
<td>2</td>
</tr>
<tr>
<td>LAWH 722</td>
<td>Risk Management</td>
<td>2</td>
</tr>
<tr>
<td>LAWH 724</td>
<td>Certificates of Need</td>
<td>2</td>
</tr>
<tr>
<td>LAWH 728</td>
<td>Comparative Studies in International Health Care</td>
<td>2</td>
</tr>
<tr>
<td>LAWH 730</td>
<td>Healthcare Structure Planning for Companies &amp; Non-Profits</td>
<td>3</td>
</tr>
<tr>
<td>LAWH 732</td>
<td>Medicare Quality Compliance</td>
<td>3</td>
</tr>
<tr>
<td>LAWH 734</td>
<td>Healthcare Fraud &amp; Abuse Compliance</td>
<td>2</td>
</tr>
<tr>
<td>LAWH 736</td>
<td>Third Party Billing Compliance</td>
<td>2</td>
</tr>
</tbody>
</table>

**Comprehensive Assessment**

All candidates for a Master's degree must complete a comprehensive assessment in the major field of study that is distinct from program course requirements. A comprehensive assessment is one that requires a student to synthesize and integrate knowledge acquired in coursework and other learning experiences and to apply theory and principles in a situation that approximates some aspect of professional practice or research in the discipline. It must be used as a means by which faculty judge whether the student has mastered the body of knowledge and can demonstrate proficiency in the required competencies. Many different models are possible, including written and oral comprehensive examinations, portfolios, supervised practice placements with comprehensive evaluation, a major written paper such as a thesis or an applied research project, or development of case studies. Students may complete a project related to an elective course of their choice or an externship (if externships are a part of the program). Projects must reflect significant work in addressing a hypothetical or real issue involving legal compliance or health law or policy.

**Course Descriptions**

**A**

- Accounting (ACCT) (p. 1236)
- African Amer Studies (AFAM) (p. 1237)

- Anesthesia for Nurses (ASNR) (p. 1237)
- Anthropology (ANTH) (p. 1239)
- Arabic (ARAB) (p. 1242)
- Art Education (ARTE) (p. 1242)
- Art History (ARTH) (p. 1243)
- Art Studio (ARTS) (p. 1244)
- Astronomy (ASTR) (p. 1246)
- Athletic Training (ATEP) (p. 1246)

- Biology (BIOL) (p. 1248)
- Biomedical Engineering (BMEN) (p. 1253)
- Biostatistics (BIOS) (p. 1254)
- BMSC - Biomedical Science (BMSC) (p. 1257)
- Business Administration (BADM) (p. 1258)

- Chemical Engineering (ECHE) (p. 1258)
- Chemistry (CHEM) (p. 1260)
- Chinese (CHIN) (p. 1263)
- Civil Engineering (ECIV) (p. 1263)
- Classics (CLAS) (p. 1266)
- Communication Disorders (COMD) (p. 1266)
- Comp Sci & Comp Engr (CSCE) (p. 1269)
- Comparative Literature (CPLT) (p. 1273)
- COSM - Prof Master of Sci Prog (COSM) (p. 1274)
- Counseling Education (EDCE) (p. 1274)
- Criminal Justice (CRJU) (p. 1277)
- Curriculum Studies (EDCS) (p. 1278)

- Dance (DANC) (p. 1279)
- DMSB - Darla Moore Sch of Busn (DMSB) (p. 1279)

- Early Childhood Educ (EDEC) (p. 1282)
- Economics (ECON) (p. 1283)
- Educ Foundations & Inq (EDFI) (p. 1287)
- Education (EDUC) (p. 1288)
- Educational Admin (EDAD) (p. 1288)
- Educational Psychology (EDPY) (p. 1289)
- Educational Technology (EDET) (p. 1289)
- Electrical Engineering (ELCT) (p. 1290)
- Elementary Education (ELCT) (p. 1292)
- English (ENGL) (p. 1294)
- Engr and Computing (ENCP) (p. 1297)
- Environment (ENVR) (p. 1298)
- Environmental Hlth Sci (ENHS) (p. 1299)
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Accounting (ACCT)

ACCT 501 - Financial Accounting III (3 Credits)
Advanced topics in accounting theory and practice as it relates to preparation of financial statements.
Prerequisites: ACCT 405.

ACCT 502 - Managerial Accounting for Decision Making (3 Credits)
Advanced topics in the use of accounting information for managerial decisions.
Prerequisites: ACCT 402.

ACCT 503 - Tax II (3 Credits)
Advanced tax topics. Emphasis is on the taxation of partnerships and corporations.
Prerequisites: ACCT 403.

ACCT 504 - Legal Issues for Accountants & Managers (3 Credits)
The study of legal issues affecting accountants and managers.
Prerequisites: ACCT 324.

ACCT 505 - Governmental and Nonprofit Accounting (3 Credits)
Accounting principles and procedures for local, state, and federal governmental units and for private nonprofit organizations.
Prerequisites: ACCT 405.

ACCT 506 - International Financial Reporting (3 Credits)
Study of the principles and application of international financial reporting standards.
Prerequisites: ACCT 405.

Graduation with Leadership Distinction: GLD: Global Learning

ACCT 590 - Special Topics in Accounting (3 Credits)
Analysis of current topics, issues and practices in various areas of accounting. May be repeated as content varies by title.

ACCT 700 - Master of Accountancy Student Development (0-1 Credits)
Skills and strategies for Master of Accountancy students at the University of South Carolina.

ACCT 702 - Application of Advanced Databases to Accounting and Business (3 Credits)
The integration, configuration, and operation of accounting information within enterprise resource planning and other databases as applied to current business practices.

ACCT 725 - Financial Accounting for Professional MBA Students (3 Credits)
Accounting concepts and practices necessary to understand and use the information in corporate financial statements.

ACCT 726 - Managerial Accounting for Professional MBA Students (3 Credits)
Explores the types of decisions managers make and the types of accounting information that are helpful in making these decisions. Emphasizes the techniques and data used for planning, controlling, and evaluating operations.
Prerequisites: C or better in ACCT 725.

ACCT 728 - Financial Accounting (3 Credits)
Directs attention to accounting concepts, conventions, and assumptions for an understanding of the content and underlying principles of financial statements.

ACCT 729 - Managerial Accounting (3 Credits)
Directs attention to an understanding of the manner in which accounting aids management by providing information for decision-making and control of operations.
Prerequisites: ACCT 728.

ACCT 730 - International Accounting (3 Credits)
A study of the international dimensions of accounting, including such topics as the patterns of accounting development found in other nations, the promulgation of worldwide accounting standards, and the accounting problems associated with multinational corporate operations.
Prerequisites: ACCT 728 and ACCT 729.

ACCT 731 - Federal Taxes and Management Decisions (3 Credits)
Fundamentals of taxation with attention upon federal income tax provisions and the consequences of business decisions.
Prerequisites: ACCT 728 and ACCT 729.

ACCT 732 - Auditing II (3 Credits)
Advanced topics in independent, internal, and governmental auditing.

ACCT 733 - Accounting Regulation and Financial Reporting Issues (3 Credits)
Examination of the theoretical, practical, economic, and political aspects of accounting regulation and financial reporting issues.

ACCT 734 - Accounting Research and Communication (3 Credits)
Research on accounting and auditing issues, and the oral and written communication of accounting and auditing processes and research results.

ACCT 735 - Cost/Managerial Accounting III (3 Credits)
A critical examination of contemporary cost accounting theory and practice.

ACCT 736 - Information Technology Assurance, Control, and Security (3 Credits)
Governance, control, and audit of information technology.

ACCT 737 - Accounting Information Systems from a Strategic Perspective (3 Credits)
Design and implement of accounting information systems to achieve strategic objectives.
Prerequisites: ACCT 435.

ACCT 738 - Financial Statement Analysis (3 Credits)
Analysis of financial statements for profitability and risk assessment and for firm and segment valuation.
Prerequisites: DMSB 717 or ACCT 729 or equivalent.

Cross-listed course: FINA 756

ACCT 739 - Enterprise Resource Planning (3 Credits)
Business process integration within Enterprise Resource Planning systems including the use and management of the enterprise core modules within ERP software implemented companies.

ACCT 741 - Special Topics in Accounting (3 Credits)
A study of selected accounting topics.

ACCT 742 - Independent Study in Professional Accounting (1-6 Credits)
Individually arranged studies in specialized areas of professional accounting.
**ACCT 743 - Accounting for Management Control (3 Credits)**
Concepts and techniques of accounting and budgeting for management control in the modern organization. Topics include cost control, budgetary control, and performance and evaluation.
**Prerequisites:** ACCT 729.

**ACCT 745 - Auditing and Information Technology (3 Credits)**
The use of information technology for auditing business entities and other organizations.

**ACCT 746 - Data Analytics for Accounting and Auditing (3 Credits)**
Analysis of data in a variety of methods and formats to produce accounting and auditing information to improve decision-making.
**Prerequisites:** C or better in ACCT 745.

**ACCT 747 - Accounting Information Systems for Strategic Management (3 Credits)**
Understand, design, and implement accounting information systems to effectively control and protect information for strategic management decision making.

**ACCT 750 - Tax Research and Communication (3 Credits)**
Techniques of tax research focusing on advanced tax topics, tax administration, and procedures before the Internal Revenue Service, including oral and written communication of research results.

**ACCT 751 - Business Entity Tax Issue (3 Credits)**
Basic concepts of taxation of C Corporations, S Corporations, partnerships, Gift and Estates, and tax administration procedures.

**ACCT 752 - Advanced Business Entity Tax Issues (3 Credits)**
Advanced concepts of taxation of Corporations and partnerships.
**Prerequisites:** ACCT 751.

**ACCT 753 - Advanced Individual Tax Issues (3 Credits)**
Estate and gift tax, Estate planning, trust taxation, executive compensation, stock options, retirement accounts, AMT, and other individual tax issues.

**ACCT 754 - Multijurisdictional Tax Issues (3 Credits)**
Global, State, and local taxation issues, including (but not limited to) transfer pricing, foreign tax credits, subpart F, tax treaties, different types of taxes, nexus, and corporate income tax.

**ACCT 755 - Taxation of Corporate Reorganizations (3 Credits)**
An examination of the tax aspects of corporate mergers and reorganizations.
**Prerequisites:** ACCT 750.

**ACCT 756 - Advanced Estate and Income Planning (3 Credits)**
Advanced estate planning techniques, including executive compensation.

**ACCT 757 - Seminar in Special Tax Topics (3 Credits)**
Addresses current tax problems and tax planning opportunities.
**Prerequisites:** ACCT 750.

**ACCT 832 - Doctoral Seminar in Accounting Research (3 Credits)**
Seminar for beginning doctoral students that provides an overview of research topic areas, methods, and designs currently used in accounting.

**ACCT 833 - Doctoral Seminar in Financial Accounting (3 Credits)**
Research methods and issues related to financial accounting topics.

**ACCT 834 - Doctoral Seminar in Managerial Accounting (3 Credits)**
Research methods and issues related to managerial accounting topics.

**ACCT 835 - Doctoral Seminar in Auditing and Accounting Information Systems (3 Credits)**
Research methods and issues related to auditing and accounting information systems topics.

**ACCT 836 - Doctoral Seminar in Contemporary Accounting Topics (1-3 Credits)**
Research methods and issues related to contemporary accounting topics.

**ACCT 837 - Directed Doctoral Research Project in Accounting (3 Credits)**
Formulation of concepts, synthesis of literature, development of a research design, and conduct of any appropriate empirical tests.

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**African Amer Studies (AFAM)**

**AFAM 515 - Race, Gender, and Graphic Novels (3 Credits)**
Representations of race and gender in comics with a special emphasis on the experiences of African Americans.
**Cross-listed course:** WGST 515
**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Leadership Experiences

**AFAM 517 - An Anthropological View of Blacks in Film (3 Credits)**
Cultural representations, constructions, production, and consumption of African-American identity in the popular culture medium of feature films.
**Cross-listed course:** ANTH 517
**Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

**AFAM 556 - African American Theatre (3 Credits)**
The major movements, figures, plays, and critical strategies that have marked the development of African American theatre in the 19th, 20th, and 21st centuries.
**Prerequisites:** ENGL 101, ENGL 102, and one course between ENGL 270 - ENGL 292.
**Cross-listed course:** ENGL 556, THEA 556
**Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy, GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

**AFAM 580 - Culture and Identity in the African Diaspora (3 Credits)**
Students will explore the African Diaspora as a social, cultural, and historical formation with Africa at its center, focusing on US, Latin American, and Caribbean African-descended communities.
**Cross-listed course:** ANTH 580
**Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy, GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

**AFAM 798 - Advanced Topics in African American Studies (3 Credits)**
Reading and research on selected topics in African American Studies. May be repeated as content varies by title.

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**Anesthesia for Nurses (ASNR)**

**ASNR 700 - Introduction to Nurse Anesthesia Practice (2 Credits)**
Introduction to foundational concepts in nurse anesthesia and the role of the nurse anesthetist.
ASNR 750 - Health Policy, Ethics, and Legal Concepts for the DNP Nurse Anesthetist (3 Credits)
Historical and current concepts in health policy, ethics, and legal concepts for the DNP Nurse Anesthetist.

ASNR 760 - Clinical Topics in Nurse Anesthesia Practice I (2 Credits)
Introduction to pain management concepts and the use of ultrasound guided techniques in treatment.
Corequisite: ASNR 801.

ASNR 761 - Basic Anesthesia Principles I (4 Credits)
Application of basic anesthesia principles to the practice of nurse anesthesia.
Prerequisites: ASNR 700.

ASNR 762 - Basic Anesthesia Principles II (4 Credits)
This course is a continuation of Basic Principles in Anesthesia I, covering beginning concepts in nurse anesthesia practice.
Prerequisites: ASNR 761.
Corequisite: ASNR 771.

ASNR 763 - Advanced Principles in Nurse Anesthesia Practice (4 Credits)
This course covers advanced concepts in nurse anesthesia practice.
Prerequisites: ASNR 762.
Corequisite: ASNR 773.

ASNR 771 - Introduction to Nurse Anesthesia Practicum (1 Credit)
This course provides a thorough orientation to the clinical area and application of beginning anesthesia concepts to patients through simulation and precepted in-hospital assignments.
Corequisite: ASNR 762.

ASNR 772 - Seminar in Nurse Anesthesia I (2 Credits)
Students will present a critique of anesthetic management of selected cases or topics related to their doctoral project in anesthesia for peer review. A review of the literature and application of the current research is to be included in the presentations.
Prerequisites: ASNR 763.

ASNR 773 - Clinical Practicum I (2 Credits)
The first of five clinical practicums focusing on general anesthesia.
Prerequisites: ASNR 771.
Corequisite: ASNR 763.

ASNR 775 - Clinical Practicum II (6 Credits)
The second of five clinical field experiences including general and specialty anesthesia rotations.
Prerequisites: ASNR 773.

ASNR 777 - Clinical Practicum III (6 Credits)
The third of five clinical field experiences including general and specialty anesthesia rotations.
Prerequisites: ASNR 775.

ASNR 779 - Clinical Practicum IV (6 Credits)
The fourth of five clinical field experiences including general and specialty anesthesia rotations.
Prerequisites: ASNR 777.

ASNR 781 - Clinical Practicum V (6 Credits)
The fifth of five clinical field experiences including general and specialty anesthesia rotations.
Prerequisites: ASNR 779.

ASNR 795 - Application of Physical and Chemical Concepts in Nurse Anesthesia Practice (3 Credits)
Application of physical and chemical concepts to the practice of nurse anesthesia.
Prerequisites: ASNR 700.

ASNR 797 - Professional Role of the DNP Nurse Anesthetist I (3 Credits)
This course addresses the professional role responsibilities, challenges and issues for nurse anesthetists.

ASNR 798 - Application of Biomedical Concepts in Nurse Anesthesia Practice (3 Credits)
Application of physiology and pathophysiology to nurse anesthesia practice.
Prerequisites: ASNR 763 and PPHP 701.

ASNR 800 - Integration of Concepts Across Nurse Anesthesia Practice (2 Credits)
Review of concepts with the purpose of creating broad view connections of anesthesia principles.
Prerequisites: ASNR 761, ASNR 762, ASNR 763, ASNR 795, ASNR 798.

ASNR 801 - Specialty Focus Simulation I (1 Credit)
Use of simulation to learn and practice various peripheral nerve blocks and airway block placement with ultrasound and nerve stimulator techniques. Preparatory work outside of simulation time is required.
Corequisite: ASNR 760.

ASNR 802 - Specialty Focus Simulation II (1 Credit)
High fidelity simulation activities to practice response to critical events in nurse anesthesia practice. Preparatory work outside of simulation is required.
Corequisite: ASNR 860.

ASNR 860 - Clinical Topics in Nurse Anesthesia Practice II (2 Credits)
Exploring the contributors to patient safety – including systems and human factors – and how to safely manage critical events in the perioperative period.
Corequisite: ASNR 802.

ASNR 872 - Seminar in Nurse Anesthesia II (2 Credits)
Students will present for peer review and critique their completed doctoral project. Presentation of project will meet the requirement for dissemination of their terminal project.
Prerequisites: ASNR 772 and ASNR 899.

ASNR 896 - Professional Role of the DNP Nurse Anesthetist II (3 Credits)
Education, management, and business principles, as they relate to the DNP Nurse Anesthetist, will be explored and practiced.

ASNR 897 - DNP Project I (2 Credits)
DNP Project Preparation for Nurse Anesthesia Students.

ASNR 898 - DNP Project II (1-2 Credits)
DNP Project Preparation for Nurse Anesthesia Students.
Prerequisites: ASNR 897.
Anthropology (ANTH)

ANTH 512 - Gender Issues in China (3 Credits)

ANTH 513 - Anthropological Ethnobotany (3 Credits)
Survey of how each anthropological subfield studies the interrelationships between plants and peoples. Application of methods, including interviewing and data analysis.

ANTH 515 - Tradition and Transformations in Islamic Cultures (3 Credits)
Islam as a dynamic cultural tradition: emphasis on the tension between Islamization and the larger Islamic tradition.
Cross-listed course: RELG 551
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning

ANTH 517 - An Anthropological View of Blacks in Film (3 Credits)
Cultural representations, constructions, production, and consumption of African-American identity in the popular culture medium of feature films.
Cross-listed course: AFAM 517
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

ANTH 518 - Visual Cultures (3 Credits)
Survey of visual anthropology including theoretical frameworks of ways of seeing, ethnographic photography and filmmaking, contemporary technologies, and their effects on culture.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ANTH 520 - Field Problems in Ethnology (6 Credits)
A two-semester class and field session. Research design, field methods, interpretation of data, and the development of theory from the data.

ANTH 525 - Ethnoecology (3 Credits)
Seminar exploring human-plant-animal-natural interactions within an anthropological framework.

ANTH 533 - North American Archaeology (3 Credits)
Prehistoric and historic archaeology.

ANTH 534 - Prehistoric Archaeology of South America (3 Credits)
Prehistoric archaeology of the South American continent.
Cross-listed course: LASP 425

ANTH 535 - Conflict Archaeology (3 Credits)
Anthropological and archaeological theories and methods in the study of conflict, war, and warfare. Causes, effects, outcomes of sustained social acts of violence of groups, tribes, states, and nations. Evolutionary, biological, social origins of warfare. History, strategy, and tactics, battlefield archaeology.

ANTH 536 - Public Archaeology (3 Credits)
Philosophy and mechanics of modern archaeological Cultural Resource Management (CRM). CRM legislation, regulation, and process. Contemporary issues and problems in Public Archaeology including Native American reburial negotiations, conflict resolution, ethics, looting, business practices, standards, contexts and protection.

ANTH 541 - Field Problems in Archaeology (3 Credits)
Archaeological field methods and techniques such as excavation, flotation, sampling, surveying, photography, and remote sensing.
Prerequisites: ANTH 320.

ANTH 546 - Forensic Archaeological Recovery (FAR) (3 Credits)

ANTH 550 - Archaeological Laboratory Methods (3 Credits)
Laboratory on basic prehistoric and historic artifact analysis, including analytical methods, laboratory equipment, and data interpretation. May be repeated.
Prerequisites: ANTH 319 or ANTH 322.

ANTH 551 - Medical Anthropology: Fieldwork (3 Credits)
Application of observation techniques, field notes, informant interviewing, and secondary data analysis to interpreting differential perceptions of health problem solving in the community and clinic.

ANTH 552 - Medical Anthropology (3 Credits)
Socio-cultural factors in health, illness, healing, and in medical systems. Cross-cultural and ethnographic evidence for public health research and program applications.
Cross-listed course: HPEB 552
Graduation with Leadership Distinction: GLD: Research

ANTH 553 - Anthropological Approaches to Narrative and Performance (3 Credits)
The ways people from various cultures reflect on, reinforce, and construct their social realities through narrating, which will be considered as both artistic expression and social action.
Cross-listed course: LING 545

ANTH 555 - Language and Gender (3 Credits)
Approaches to gender and language emphasizing the social grounding of both; how language reflects sociocultural values and is a tool for constructing different types of social organization.
Cross-listed course: LING 541, WGST 555
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

ANTH 556 - Language and Globalization (3 Credits)
Anthropological approach to issues of language and globalization. Linguistic consequences of globalization under consideration include communicative patterns, linguistic change, and language and political economy.
Cross-listed course: LING 556
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

ANTH 557 - Psychological Anthropology (3 Credits)
Psychological aspects of behavior from a cross-cultural perspective.

ANTH 561 - Human Osteology (4 Credits)
An intensive examination of the human skeleton and techniques for anthropological interpretation.

ANTH 565 - Health and Disease in the Past (3 Credits)
Varieties and effects of disease patterns among past populations illustrating biological, environmental, and cultural interrelationships.

ANTH 567 - Human Identification in Forensic Anthropology (3 Credits)
Theories and methodologies necessary for the identification of human skeletal remains in a forensic setting.

ANTH 568 - Nutritional Anthropology (3 Credits)
ANTH 569 - International Development and the Environment (3 Credits)
Intersections of international development and environmental change; study of general theoretical perspectives balanced with case studies from the Global South.
Cross-listed course: GEOG 569
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning

ANTH 570 - Ethnographic Film (3 Credits)
Problems in conveying and interpreting ethnographic information on film or tape. Includes syntax, suitability of subject matter to the medium, irrelevant or distracting information, and observer bias.

ANTH 572 - Temporal Processes in Culture (3 Credits)
Clocks, cycles, and contingencies as they affect human societies now and have done so in the past. Theories and models from biology and the other natural sciences will be used to interpret the history of culture.

ANTH 575 - Economic Anthropology (3 Credits)
A cross-cultural study of the economic behavior of pre-literate and literate societies.

ANTH 576 - Archaeology of the African Diaspora (3 Credits)
Foodways, architecture, crafts, and narrative of African-American cultures.

ANTH 577 - Advanced Topics in the Anthropological Study of Social Organization (3 Credits)
Selected recent theoretical and methodological developments in the study of social organization.

ANTH 579 - Cultural Ecology (3 Credits)
An interdisciplinary approach to prehistoric, historic, and contemporary relationships between the development of socio-cultural configurations and ecosystems.

ANTH 580 - Culture and Identity in the African Diaspora (3 Credits)
Students will explore the African Diaspora as a social, cultural, and historical formation with Africa at its center, focusing on US, Latin American, and Caribbean African-descended communities.
Cross-listed course: AFAM 580
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

ANTH 581 - Globalization and Cultural Questions (3 Credits)
This course examines cultural understandings of and responses to globalization, examining topics such as its history and theories, migration, economic integration and inequality, identity, social movements, and the environment.
Cross-listed course: GEOG 581
Graduation with Leadership Distinction: GLD: Global Learning

ANTH 586 - Discourse, Gender and Politics of Emotion (3 Credits)
Anthropological approach to issues of discourse, gender and emotion. Issues under consideration include the social control, force, and forms of emotional discourse and the relationship between emotion and culture from gender-oriented perspectives.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ANTH 591 - Selected Topics (1-3 Credits)
Topics of special interest. May be taken more than once as topics change.

ANTH 600 - Survey of Linguistics (3 Credits)
Survey of core areas of linguistics and extensions to closely related disciplines. Introduction to the linguistic component of human cognition. Formal description and analysis of the general properties of speech and language, the organization of language in the mind/brain, and cross-linguistic typology and universals.
Cross-listed course: ENGL 680, LING 600

ANTH 699 - Reading and Research (3-6 Credits)

ANTH 701 - Physical Anthropology and Archaeology for Teachers (3 Credits)
Human origins, human evolution, human prehistory, and cultural existence from its less complex forms to early civilizations. An introduction to the concepts, methods, and data of physical, biological, and archaeological anthropology primarily for teachers. May be taken with, or independently of, ANTH 702.

ANTH 702 - Social and Linguistic Anthropology for Teachers (3 Credits)
Selected contemporary cultures, including their languages. An introduction to the concepts, methods, and data of sociocultural anthropology and anthropological linguistics, primarily for teachers. May be taken with, or independently of, ANTH 701.

ANTH 703 - Anthropological Inquiry (3 Credits)
A discussion of the general topics of anthropological inquiry, theories, and methods.

ANTH 704 - Anthropological Connections (3 Credits)
Faculty representing subdisciplines of anthropology will explore with students the connections between subfields, theoretical and regional perspectives, and analyses of the past and present.
Prerequisites: ANTH 703.

ANTH 706 - Engendering Global Capitalism (3 Credits)
The origins of global capitalism, the nature of money and debt, the roles of gender, race and class in social formations, and the relationship between production and reproduction.
Cross-listed course: WGST 706

ANTH 711 - Professionalism and Ethics (3 Credits)
Presentations of critical skills to achieve career goals in a variety of anthropological applications, develop portfolios, prepare competitive job applications, and produce effective grant proposals. Ethics issues in anthropological research publishing and teaching.

ANTH 712 - Thesis Skills Seminar (1-3 Credits)
Skills needed for writing a master's thesis in anthropology, including literature review, current theory, research design, data analysis, and written presentation.

ANTH 714 - Teaching Practicum in Anthropology (1 Credit)
Uses the context of leading discussions in ANTH 101 and 102 to introduce and explore issues relating to pedagogy. Restricted to TA's for ANTH 101 and ANTH 102.

ANTH 718 - Seminar in European Archaeology (3 Credits)
Consideration and critique of current research in European archaeology.

ANTH 719 - Field Problems in Ethnology (3 Credits)
Advanced graduate seminar on methods of ethnology, including research design, field methods, and interpretation of data, and the development of theory from data. Includes class and field sessions.

ANTH 720 - Development of Anthropological Archaeology (3 Credits)
Anthropological archaeology: history, theory, contemporary issues, and relationship to other disciplines.
ANTH 721 - Community Anthropology for Professionals (3 Credits)
Those skills of social/cultural anthropology and anthropological linguistics which can aid practitioners in health, law, education, and other professional fields to function in community settings. Emphasis on cultural and sub-cultural differences in South Carolina, the Southeast, and the United States.

ANTH 722 - Summer Field School in Archaeology (3-6 Credits)
Experience in supervising archaeological research, making field decisions, and directing the collection, processing, and interpretation of archaeological data in the field.

ANTH 723 - Summer Field School in Ethnography (3-6 Credits)
Experience in designing and carrying out ethnographic research including project design, data collection, analysis, and description.

ANTH 724 - Visual Anthropology Research (3 Credits)
Exploring the range of anthropological research utilizing visual records (still photographs and video/film) including theoretical underpinnings and hands-on practice: how and why to use visual records in research.

ANTH 730 - Cultural Theory through Ethnography (3 Credits)
Theories of culture presented through ethnographies from different parts of the world. Issues in writing, reading, and interpreting ethnographic information.

ANTH 733 - Seminar in North American Prehistory (3 Credits)
Consideration and critique of current research in North American archaeology.

ANTH 740 - Current Issues in Archaeology (3 Credits)
Review of theoretical trends in American archaeology.

ANTH 741 - Ethnology for Archaeologists (3 Credits)
Ethnographic data important to archaeological thinking; archaeological models resting on ethnographic data. Emphasis on variation of ethnographic data.

ANTH 742 - Public Archaeology (3 Credits)
The legal, philosophical, and ethical foundations of archaeology in the United States. Considerations on relating archaeology to the non-professional.

ANTH 743 - Research Practicum in Archaeology (1 Credit)
Observation and participation in the ongoing management of archaeological resources.

ANTH 744 - Research Practicum in Conservation Archaeology (1 Credit)
Observation and participation in the ongoing management of archaeological resources.

ANTH 745 - Seminar in Historical Archaeology (3 Credits)
Advanced seminar on theoretical considerations and methodological approaches to the study of historical archaeological materials.

ANTH 747 - Language as Social Action (3 Credits)
Examines language as a social, cultural, and political matrix. Topics include ideology, gender, race, power, agency, and resistance. Students will apply linguistic theories in their own analyses of everyday speech.

Cross-listed course: LING 747

ANTH 748 - Introduction to Linguistic Anthropology (3 Credits)
A comprehensive introduction to linguistic anthropology, its relationship(s) to sociolinguistics, discourse analysis, and conversation analysis. Contributions made to social theory and theories of language and discourse will be understood.
Prerequisites: LING 600.

Cross-listed course: LING 748

ANTH 750 - Archaeological Laboratory Analysis (4 Credits)
Methods and techniques necessary to operationalize and test archaeological hypotheses in a laboratory context.

ANTH 751 - Archaeological Research Design and Analysis (3 Credits)
An overview of skills required to design and organize archaeological field and laboratory research.

ANTH 756 - Analysis of Conversation (3 Credits)
Types of interactive organization found within conversation and the methods and procedures used by participants to achieve order.

Cross-listed course: LING 743

ANTH 760 - Biocultural Adaptation (3 Credits)
Approaches to human adaptation emphasizing the interaction of biology and culture. Studies of biocultural adaptation to environmental, social, and economic constraints. Research design and methodology in adaptation studies.

ANTH 761 - Bioarchaeology Principles (3 Credits)
Methods and theories of application of physical anthropological data to archaeological problems.

ANTH 762 - Biological Anthropology Principles and Theory (3 Credits)
Major theories and principles of biological anthropology.

ANTH 771 - Migration and Culture (3 Credits)
Theories of migration; peopling of the earth; family structure and migration in different economic regimes and cultures; seasonal and cyclical patterns.

ANTH 772 - Gender and Culture (3 Credits)
Different cultures’ ideas about gender and use of gender to organize social groups in a wide range of societies, including American subcultures.

Cross-listed course: WGST 772

ANTH 773 - Exploring Ethnohistory (3 Credits)
Cross-cultural study of history. Includes theoretical perspectives and cases from the Americas, Europe, Africa, and Asia.

Cross-listed course: HIST 773

ANTH 774 - Seminar in Environmental Anthropology and Development (3 Credits)
Findings of ecological and economic anthropology applied to problems of contemporary development. Emphasis on less developed countries.

ANTH 775 - Anthropology of Art (4 Credits)
Anthropological examination of the art of small-scale societies with attention, where appropriate, to the art of more complex societies.

ANTH 777 - Cinema and Archaeology (1 Credit)
Critical examination of films dealing with archaeological subjects.

ANTH 780 - Ethnography of Communication (3 Credits)
Ethnographic analysis of communication in groups and institutions in different cultures.

ANTH 781 - Human Interaction (3 Credits)
Introduction to basic research on how human beings interact with each other and an historically constituted material world.

ANTH 782 - Language Ideology: The Political Economy of Language Beliefs and Practices (3 Credits)
Linguistic anthropological approaches that examine how ideological systems mediate social structures and linguistic/discursive forms and functions. Topics range from language and political economy, identity and identifications, institutions, and nation-building/nationalism.

Cross-listed course: LING 782
ANTH 787 - Material Culture Studies (3 Credits)
Seminar in historical study of material culture; principal disciplinary and theoretical perspectives; emphasis on material culture of North America.
Cross-listed course: HIST 787

ANTH 791 - Special Topics in Anthropology (3 Credits)
Seminar for advanced students. Topics vary according to student and instructor interest. May be repeated for different topics.

ANTH 797 - Reading and Research (3 Credits)
Independent study course designed to facilitate student’s research. An independent study contract with content approved by instructor is required.

ANTH 798 - Research Practicum in Anthropology (3-6 Credits)
Participation under faculty supervision of anthropological research. Development of the research project, collecting, recording, analyzing, and reporting on the data.

ANTH 799 - Thesis Preparation (1-9 Credits)

ANTH 899 - Dissertation Preparation (1-12 Credits)
T/U grading.

Arabic (ARAB)

ARAB 615 - Intensive Readings in Arabic (3 Credits)
Intensive reading for non-majors. Graduate students fulfill their foreign-language requirement with successful completion of the course. Undergraduates may take the course as an elective only. Grades S/U for graduates and undergraduates.

ARAB 777 - Supervised Instruction in Teaching Foreign Languages in College (0 Credits)
Supervised direction of foreign language teaching in college. Required of all graduate assistants who are teaching. This course will not count toward the MA or PhD degree.

Art Education (ARTE)

ARTE 520 - Art for Elementary Schools (3 Credits)
Methods of teaching art to elementary and preschool children. Major emphasis will be given to relevant studio experiences.

ARTE 525 - Elementary Methods for K-12 Art Certification (3 Credits)
Curriculum, methods, and materials for teaching art to elementary and preschool children.

ARTE 525P - Elementary Methods for K-12 Art Certification Practicum (1 Credit)
Experiential practice and learning in elementary schools.
Corequisite: ARTE 525.

ARTE 530 - Art of Children (3 Credits)
A study of prominent theories of the artistic development of children from infancy through adolescence. Students will examine children's art from various age groups and apply theoretical explanations to these observations.

ARTE 540 - The School Art Program (3 Credits)
An introduction to art education as a profession. The history, curricular development, and current issues are examined. Students practice proven teaching techniques.
Prerequisites: ARTE 520.

ARTE 540P - Practicum in Art Education (1 Credit)
A sequence of supervised practicum experiences in middle and secondary school art education settings. Seminars and group discussions.
Corequisite: ARTE 540.

ARTE 550 - Incorporating New Media in Art Education (3 Credits)
Applications new media such as digital photography, sound, and other interactive hypermedia for the art classroom. Emphasis on integrating art production with art history, criticism, and aesthetics.

ARTE 560 - Secondary Methods for K-12 Art Certification (3 Credits)
Curriculum, methods, and materials for teaching art to secondary school students.
Corequisite: ARTE 560P.

ARTE 560P - Secondary Methods for K-12 Art Certification Practicum (1 Credit)
Experiential curriculum, methods, and materials for teaching secondary schoolchildren.
Corequisite: ARTE 560.

ARTE 565 - Field Experience Seminar (3 Credits)
Corequisite: EDSE 471.

ARTE 595 - Art Education Workshop (1-6 Credits)
A workshop especially for teachers and prospective teachers, featuring practical art experiences and projects for elementary and secondary school. Topic varies by title.

ARTE 701 - Seminar in Art Education (3 Credits)
Research methods used in art education and related areas.

ARTE 702 - Problems in the Teaching of Art (3 Credits)
Problems in teaching a discipline-based approach to art education; examination of the lives and works of famous artists and production of teaching materials.

ARTE 703 - Issues and Trends in Art Education (3 Credits)
Subject-centered approach to art history; the interrelationship of art and society, and the significance of art in social change.

ARTE 705 - Program Development in Art (3 Credits)
Comprehensive studies of curriculum designs and methods, methods and technologies from modernist to postmodernist assumptions in elementary and high school art education programs.

ARTE 725 - Elementary Pedagogy Methods for Art Instruction (3 Credits)
Art methods for elementary schools.
Corequisite: ARTE 725P.

ARTE 725P - Elementary Pedagogy Methods for Art Instruction Practicum (1 Credit)
Art methods for elementary schools practicum.
Corequisite: ARTE 725.

ARTE 740 - Art Program for Schools (3 Credits)
An introduction to the art education profession. Curriculum development and current issues are examined.
Prerequisites: ARTE 725 and ARTE 725P.
Corequisite: ARTE 741.
ARTE 740P - Art Program for Schools Practicum (1 Credit)
An introduction to the art education profession through practical experience.
Prerequisites: ARTE 725 and ARTE 725P.
Corequisite: ARTE 740.

ARTE 750 - Interactive Technology for Art Teachers (3 Credits)
Interactive technology in art programs using the computer as a creative tool in art education.

ARTE 760 - Secondary Pedagogy Methods for Art Instruction (3 Credits)
Secondary methods of art instruction.
Corequisite: ARTE 760P.

ARTE 760P - Secondary Pedagogy Methods for Art Instruction Practicum (1 Credit)
Practical experience in secondary methods of art instruction.
Corequisite: ARTE 760P.

ARTE 765 - Art Education Internship Seminar (3 Credits)
Seminar for art education internship. Students will be guided through practical field experience and the ADEPT evaluation system.
Corequisite: ARTE 771.

ARTE 771 - Art Education Internship (12 Credits)
Internship in art education.

ARTE 790 - Problems in Art Education (3 Credits)
May be repeated up to a maximum of nine hours.

ARTE 799 - Thesis Preparation (1-9 Credits)

Art History (ARTH)

ARTH 501 - Methodologies of Art History (3 Credits)
A seminar for art history majors and graduate students in the history and various methodologies of the discipline.

ARTH 503 - Internship in Art History (1-6 Credits)
Supervised experience in the field of art history, including museums, galleries, art dealers and auction houses. Requires a university internship contract and is subject to approval by advisor. May be repeated.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

ARTH 511 - Etruscan Art and Archaeology (3 Credits)
Seminar in the art and civilization of the pre-Roman Etruscan peoples of Italy. Slide lectures, discussion sessions, and some examination of archaeological field methods and pottery classification.

ARTH 514 - Topics in Ancient Art (3 Credits)
Topic varies by title.

ARTH 519 - Topics in Medieval Art (3 Credits)
Topic varies by title.

ARTH 520 - History of Renaissance Painting (3 Credits)
An analysis of the paintings and painters of importance during the period of the Renaissance in Europe.

ARTH 521 - History of Renaissance Sculpture (3 Credits)
A survey of the major developments in the art of sculpture associated with the European Renaissance.

ARTH 522 - History of Renaissance Architecture (3 Credits)
European architecture and architectural theory during the 15th and 16th centuries.

ARTH 523 - Florentine Art (3 Credits)
The artistic development of Florence from the age of Giotto to that of Michelangelo as seen in the context of social and cultural developments.

ARTH 524 - Topics in Renaissance Art (3 Credits)
Topic varies by title.

ARTH 525 - History of Baroque Painting (3 Credits)
17th-century European painting.
Prerequisites: ARTH 106 or ARTH 325 or ARTH 326.

ARTH 526 - History of Baroque Sculpture (3 Credits)
17th and 18th-century European sculpture.
Prerequisites: ARTH 106 or ARTH 325 or ARTH 326.

ARTH 527 - History of Baroque Architecture (3 Credits)
The architecture of Europe in the 17th century with special attention to the major architects of Italy, France, Germany, and England. Topics to be included are: the church, the palace, the garden, and city planning.
Prerequisites: ARTH 106 or ARTH 325 or ARTH 326.

ARTH 529 - Topics in 18th-Century Art (3 Credits)
Topic varies by title.
Prerequisites: ARTH 106 or ARTH 327.

ARTH 534 - Topics in 19th-Century Art (3 Credits)
Topic varies by title.
Prerequisites: ARTH 106 or ARTH 330.

ARTH 535 - History of Modern Painting (3 Credits)
A detailed examination of 20th century painting.

ARTH 536 - History of Modern Sculpture (3 Credits)
The development of sculpture in the 19th and 20th centuries with special attention to contemporary tendencies.

ARTH 537 - Topics in Modern Architecture (3 Credits)
Topic varies by title.
Prerequisites: ARTH 106 or ARTH 337.

ARTH 539 - Topics in Modern Art (3 Credits)
Topic varies by title.

ARTH 540 - History of American Painting (3 Credits)
Important aspects of American painting with emphasis on the 19th and 20th centuries.

ARTH 542 - History of American Architecture (3 Credits)
A consideration of the evolution of architecture in America including aspects of town and city planning.

ARTH 543 - The History of American Antiques and Decorative Arts (3 Credits)
A survey of our material culture concentrating upon the evolution of styles.

ARTH 544 - Topics in American Art (3 Credits)
Topic varies by title.

ARTH 545 - Special Topics in Modern Chinese Art (3 Credits)
Topics in modern Chinese art selected for specialized study. May be repeated as content varies by title.

ARTH 546 - Special Topics in Asian Art (3 Credits)
Topics in Asian art selected for specialized study. May be repeated as content varies by title.

ARTH 549 - Topics in Non-Western Art (3 Credits)
Topic varies by title.
ARTH 550 - Trends in Art History (3 Credits)
A critical examination of the development of the discipline of art history and an analysis of its major trends and theoretical positions.

ARTH 551 - Special Topics in Film and Media Studies (3 Credits)
Intensive study of a specific topic in film and media studies. May be repeated as content varies by title.

Prerequisites: FAMS 240.

Cross-listed course: FAMS 511, MART 591

ARTH 557 - History of Printmaking (3 Credits)
Technical, aesthetical, and historical study of the development of printmaking.

ARTH 560 - Museology I (3 Credits)
The history and theory of museums and an introduction to museum practices in the setting of a multi-disciplinary institution. Practical experience provided through the various units of the University Museums.

ARTH 561 - Museology II (3 Credits)
Museum practices emphasizing the conservation, installation, and interpretation of the object in the context of an art museum. Practical experience provided through the Columbia Museum of Art.

ARTH 562 - Art Conservation (3 Credits)
History, theory, practices, ethics, and procedures of modern art conservation. Practical experience provided through the South Carolina Institute of Archaeology and Anthropology.

ARTH 569 - Special Topics in Film and Media Histories (3 Credits)
Intensive study of a specific topic in film and media history. May be repeated as content varies by title.

Prerequisites: FAMS 300.

ARTH 590 - Topics in Art History (3 Credits)
Topic varies by title.

Prerequisites: ARTH 105 or ARTH 106 or any ARTH 300.

ARTH 599 - Independent Study (1-6 Credits)
Independent study for advanced undergraduate majors and graduate students in art history. Approved independent study contract required for enrollment. May be repeated, but no more than 12 credits of Independent Study may be applied to the degree.

ARTH 701 - Methodologies and Practices of Art History (3 Credits)
Critical study of the discipline of art history and scholarly approaches to practices of the discipline.

ARTH 720 - Problems in Renaissance Art (3 Credits)

ARTH 725 - Problems in Baroque and Rococo Art (3 Credits)
Prerequisite: A course in baroque or 18th-century art.

ARTH 730 - Problems in 19th-Century Art (3 Credits)

ARTH 735 - Problems in 20th-Century Art (3 Credits)

ARTH 737 - Contemporary Trends in Visual Arts (3 Credits)
A history of art seminar focusing on contemporary trends in the visual arts.

ARTH 739 - Special Topics: Problems in Modern Art (3 Credits)
Selected problems in the visual arts from c.1780 to the present. May be repeated as content varies by title.

ARTH 745 - Special Topics - Problem in Modern Chinese Art (3 Credits)
Selected problems in modern Chinese art. May be repeated as content varies by title.

ARTH 746 - Special Topics: Problems in Asian Art (3 Credits)
Selected problems in Asian art. May be repeated as content varies by title.

ARTH 769 - Problems in Film History (3 Credits)
Topic varies with title.

Prerequisites: FAMS 240, or MART 270, or ENGL 565, or ENGL 566, or THEA 580.

ARTH 790 - Problems in Art History (3 Credits)

ARTH 798 - Master’s Project Planning (1-9 Credits)
Independent final project in art history.

ARTH 799 - Thesis Preparation (1-9 Credits)

Art Studio (ARTS)

ARTS 500 - Visual Meaning (4 Credits)
The analysis, structuring, and production of individual works of art using traditional and non-traditional approaches.

ARTS 501 - Art Business (3 Credits)
Business practices for the studio artist. Contracts, portfolio preparation, promotion, alternate professions, museums, galleries, copyright, and shipping will be discussed.

ARTS 510 - Painting I (6 Credits)
BFA Painting Capstone course stressing focus on further development of individual approaches to painting culminating in a cohesive body of work and a written thesis defense.

Prerequisites: ARTS 210, ARTS 211, ARTS 310, and ARTS 311.

ARTS 511 - Painting II (6 Credits)
BFA Painting Capstone course focusing on further development of individual approaches to painting culminating in a BFA Senior Thesis Exhibition and defense.

Prerequisites: ARTS 510.

ARTS 512 - Introduction to Watercolor (3 Credits)
Introduction to traditional and experimental transparent watercolor technique. Encompasses field work at off campus locations.

ARTS 513 - Advanced Watercolor (3 Credits)
Advanced study of watercolor and water-based media with emphasis on individual creative expression. Encompasses field work at off campus locations.

ARTS 514 - Workshop: Painting (4 Credits)
Advanced study in various painting problems, content varies by title.

ARTS 515 - Printmaking I (3 Credits)
Further development of individual approaches to printmaking.

Prerequisites: ARTS 416.

ARTS 516 - Capstone Printmaking I: Professional Practices (3-6 Credits)
Professional development practices including preparing a portfolio and oral presentation of work, researching career options, and preparing applications for exhibition and funding opportunities.

Prerequisites: ARTS 215 and one ARTS 300 - ARTS 400 level print course.

ARTS 517 - Capstone Printmaking II: Exhibition (3-6 Credits)
Preparing for an exhibition.

Prerequisites: ARTS 215 and one ARTS 300 - ARTS 400 level print course.
ARTS 519 - Workshop: Printmaking (3 Credits)
Advanced investigation and analysis of various printmaking techniques. Topic varies by title.

ARTS 520 - Ceramics I (6 Credits)
Further development of a personal approach to the ceramic process, supported by an investigation of ceramic history.
Prerequisites: ARTS 421.

ARTS 521 - Ceramics II (6 Credits)
Further development of a personal approach to the ceramic process, supported by an investigation of ceramic history.
Prerequisites: ARTS 520.

ARTS 524 - Workshop: Ceramics (3 Credits)
Advanced investigation and analysis of problems and methods in ceramics. Topics vary by title.

ARTS 525 - Three-Dimensional Studies I (3-6 Credits)
Personal concepts and expressions in various three-dimensional media.
Prerequisites: C or Better in ARTS 425 or ARTS 426.

ARTS 526 - Three-Dimensional Studies II (3-6 Credits)
Personal concepts and expressions in various three-dimensional media.
Prerequisites: C or better in ARTS 425 or ARTS 426.

ARTS 529 - Workshop: Three-Dimensional Studies (3 Credits)
Investigation and analysis of various three-dimensional concepts, processes, and techniques. Content varies by title.

ARTS 530 - Drawing Capstone I (3-6 Credits)
Further development of individual approaches to drawing with emphasis on intellectual and visual perception as content.
Prerequisites: ARTS 431.

ARTS 531 - Drawing Capstone II (6 Credits)
Further development of individual drawing with emphasis on intellectual and emotive approaches.
Prerequisites: ARTS 530.

ARTS 532 - Advanced Life Drawing (3 Credits)
Human anatomy and instruction in drawing and painting the model from life in a variety of media.
Prerequisites: ARTS 232 or ARTS 233.

ARTS 535 - Fiber Arts I (3 Credits)
Advanced study in the processes and materials of fiber arts.
Prerequisites: ARTS 436.

ARTS 536 - Fiber Arts II (3 Credits)
Advanced study in the processes and materials of fiber arts.
Prerequisites: ARTS 535.

ARTS 537 - Papermaking (3 Credits)
The art and techniques of handmade paper.

ARTS 539 - Workshop: Fiber Arts (3 Credits)
Advanced study in various technical aspects of fiber arts. Topic varies by title.

ARTS 545 - Internship in Graphic Design (4 Credits)
Work experience at a visual communication place of business.
Prerequisites: C or better in ARTS 346.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

ARTS 546 - Graphic Design II (3 Credits)
Advanced individual projects in graphic design.
Prerequisites: ARTS 545.

ARTS 555 - Jewelrymaking I (4 Credits)
The development of individual directions in jewelrmyaking.
Prerequisites: C or better in ARTS 456.

ARTS 556 - Jewelrymaking II (3 Credits)
The development of individual directions in jewelrmyaking.
Prerequisites: ARTS 555.

ARTS 558 - Crafts (3 Credits)
Contemporary applications of traditional craft media, emphasizing the design and conceptual development of works of art.

ARTS 559 - Workshop: Jewelrymaking (3 Credits)
Advanced study in various technical aspects of jewelrmyaking. Topic varies by title.

ARTS 560 - Photography Thesis: Portfolio (6 Credits)
Further development of individual approaches to photography.
Prerequisites: ARTS 460.

ARTS 561 - Photography Thesis: Exhibition (6 Credits)
Further development of individual approaches to photography.
Prerequisites: ARTS 461.

ARTS 564 - Workshop: Photography (4 Credits)
Advanced investigation and analysis of problems in photography. Topic varies by title.

ARTS 570 - Visual Arts Computing (3 Credits)
Advanced visual arts computing techniques on using software such as Photoshop, Studio Pro, and Netscape.
Prerequisites: ARTS 102.

ARTS 590 - Video Art: Theory and Practice (3 Credits)
Television as a medium; small format video systems are used in the creation of individual projects.

ARTS 595 - Independent Study (3 Credits)
Independent study for advanced undergraduate majors and graduate students in art studio. Approved independent study contract required for enrollment.

ARTS 710 - Painting (3 Credits)
A multi-level graduate painting class focusing on field work and studio practice through both individual tutorial and group exercises with a painting area faculty member. May be repeated up to a maximum of 15 hours.

ARTS 715 - Printmaking (3 Credits)
May be repeated up to a maximum of 15 hours.

ARTS 720 - Ceramics (3 Credits)
May be repeated up to a maximum of 15 hours.

ARTS 725 - Three-Dimensional Studies (3 Credits)
May be repeated up to a maximum of 15 hours.

ARTS 730 - Drawing (3 Credits)
May be repeated up to a maximum of 15 hours.

ARTS 735 - Fiber Arts (3 Credits)
May be repeated up to a maximum of 15 hours.

ARTS 760 - Photography (3 Credits)
May be repeated up to a maximum of 15 hours.
Prerequisites: ARTS 561.
ARTS 790 - Special Topics in Art (3 Credits)
Individually directed studies in art. Content varies with instructor. May be repeated up to a maximum of 9 hours.

ARTS 795 - Independent Study (3 Credits)
Independent study for advanced graduate students in art studio. Approved independent study contract required for enrollment.

ARTS 799 - Thesis Preparation (1-9 Credits)
May be repeated up to a maximum of 18 hours.
Prerequisites: MFA degree candidate status.

ARTS 810 - Painting (3 Credits)
A multi-level graduate level painting class that includes both group seminar and individual tutorial under the direction of a painting area faculty member. The course will address student’s individual initiatives in context of issues in the medium. May be repeated up to a maximum of 18 hours.
Prerequisites: MFA degree candidate status.

ARTS 815 - Printmaking (3 Credits)
May be repeated up to a maximum of 18 hours.
Prerequisites: MFA degree candidate status.

ARTS 820 - Ceramics (3 Credits)
May be repeated up to a maximum of 18 hours.
Prerequisites: MFA degree candidate status.

ARTS 825 - Three-Dimensional Studies (3 Credits)
May be repeated up to a maximum of 18 hours.
Prerequisites: MFA degree candidate status.

ARTS 830 - Drawing (3 Credits)
May be repeated up to a maximum of 18 hours.
Prerequisites: MFA degree candidate status.

ARTS 835 - Fiber Arts (3 Credits)
May be repeated up to a maximum of 18 hours.
Prerequisites: MFA degree candidate status.

ARTS 860 - Photography (3 Credits)
May be repeated up to a maximum of 15 hours.
Prerequisites: MFA degree candidate status.

ARTS 890 - Special Topics in Art (3 Credits)
May be repeated up to a maximum of 9 hours.
Prerequisites: MFA degree candidate status.

ARTS 896 - Project (3 Credits)
Formulation of a proposal for a creative terminal project and initiation of that project.
Prerequisites: MFA degree candidate status.

ARTS 897 - Project (3-6 Credits)
Creation of creative terminal project.
Prerequisites: ARTS 896 and MFA degree candidate status.

Astronomy (ASTR)

ASTR 533 - Advanced Observational Astronomy (1-3 Credits)
Development of a combination of observational techniques and facility at reduction of data. A maximum of eight hours per week of observation, data reduction, and consultation. Offered each semester by arrangement with the department.

ASTR 534 - Advanced Observational Astronomy (1-3 Credits)
A continuation of ASTR 533. Up to eight hours per week of observation, data reduction, and consultation.

ASTR 599 - Topics in Astronomy (1-3 Credits)
Readings and research on selected topics in astronomy. Course content varies and will be announced in the schedule of classes by title.

Astronomy (ASTR)

ASTR 533 - Advanced Observational Astronomy (1-3 Credits)
Development of a combination of observational techniques and facility at reduction of data. A maximum of eight hours per week of observation, data reduction, and consultation. Offered each semester by arrangement with the department.

ASTR 534 - Advanced Observational Astronomy (1-3 Credits)
A continuation of ASTR 533. Up to eight hours per week of observation, data reduction, and consultation.

ASTR 599 - Topics in Astronomy (1-3 Credits)
Readings and research on selected topics in astronomy. Course content varies and will be announced in the schedule of classes by title.

Astronomy (ASTR)

ASTR 533 - Advanced Observational Astronomy (1-3 Credits)
Development of a combination of observational techniques and facility at reduction of data. A maximum of eight hours per week of observation, data reduction, and consultation. Offered each semester by arrangement with the department.

ASTR 534 - Advanced Observational Astronomy (1-3 Credits)
A continuation of ASTR 533. Up to eight hours per week of observation, data reduction, and consultation.

ASTR 599 - Topics in Astronomy (1-3 Credits)
Readings and research on selected topics in astronomy. Course content varies and will be announced in the schedule of classes by title.
ATEP 715 - Clinical Experiences in Athletic Training V (6 Credits)
A 450-hour clinical education immersive experience to develop clinical skills of the practicing Athletic Training professional in a setting preferred by the student. Improvement in a selected area of clinical practice will be measured via formative and summative assessment that employs quantitative measures.
Prerequisites: ATEP 714.

ATEP 730 - Behavioral Health and Wellness (3 Credits)
Integration of physiological, psychological, and social constructs in relationship to physical performance and clinical decision making to enhance patient care. Specific focus will be on understanding individual differences in behavior in the areas of physical fitness, nutrition, and mental health.

ATEP 732 - Emergency Management Practices in Athletic Training (3 Credits)
Examination of common injuries and illnesses that can cause medical emergencies in sport and physical activity. The majority of the class will be analyzing research related to these conditions to determine prevention and treatment strategies. Education, gender issues, politics, and media will also be a platform for class discussions.

ATEP 733 - Evidence Based Practice in Medical Emergencies (3 Credits)
Examination of common injuries and illnesses that lead to medical emergencies (e.g., sudden death) in sport and physical activity. Critical analysis of research to determine prevention and treatment strategies.

ATEP 734 - Evidence-Based Approach to Evaluation, Treatment, and Rehabilitation (3 Credits)
Advanced study of principles of evidence-based medicine and the interpretation of clinical research that assesses evaluation, treatment, and rehabilitation of injuries.

ATEP 735 - Contemporary Issues in Athletic Training (3 Credits)
Examination of issues shaping the athletic training profession with an emphasis on practical application and professional development.

ATEP 736 - Advanced Treatment and Rehabilitation of Athletic Injuries (3 Credits)
Advanced study of the treatment of athletic injuries focusing on the concepts and principles of a comprehensive rehabilitation program, including therapeutic exercise and therapeutic modalities.

ATEP 737 - Current Research in Athletic Training Education (3 Credits)
Examination of current literature in athletic training education as it pertains to the clinical and didactic experiences of athletic training students, clinical instructors, and practicing professionals.

ATEP 738 - Advanced Athletic Training Practicum I (1-3 Credits)
Provides advanced practical experience and the integration of evidence-based practice in the sports medicine settings. Course content will focus on graduate research project and topics related to athletic training education.

ATEP 739 - Advanced Clinical Practicum in Athletic Training II (1-3 Credits)
Provides advanced practical experience and the integration of evidence-based practice on the sports medicine settings. Course content will focus on graduate research project and topics related to athletic training administration and management.

ATEP 740 - Evidence Based Practice in Weight Management Assessment (3 Credits)
Critical analysis of the current literature on weight control and health, metabolism, energy balance, and role of diet and exercise in prevention and/or treatment in weight management in the physically active population.

ATEP 741 - Advanced Clinical Skills in Athletic Training (3 Credits)
This course is designed to assess the advanced clinical skills of graduate athletic training students in their ability to evaluate, manage and prevent athletic injuries. The content of this course will focus on advanced athletic training clinical skills and evidence-based practice.

ATEP 748 - Evaluation and Therapeutic Intervention of Lower Extremity Injuries (4 Credits)
Study of the lower extremities as they relate to the prevention; recognition, evaluation and assessment; immediate care; and treatment, rehabilitation and reconditioning of injuries and illnesses to athletes and others engaged in physical activity.

ATEP 748L - Evaluation & Therapeutic Intervention of Lower Extremity Injuries Lab (1 Credit)
Integration of knowledge and skills for orthopedic/physical assessment of common injuries to the lower body.
Corequisite: ATEP 748.

ATEP 749 - Evaluation and Therapeutic Intervention of Head, Neck and Spine Injuries (4 Credits)
Study of the Head, Neck and Spine as they relate to the prevention; recognition, evaluation and assessment; immediate care; and treatment, rehabilitation and reconditioning of injuries and illnesses to athletes and others engaged in physical activity.

ATEP 749L - Evaluation & Therapeutic Intervention of Head, Neck, & Spine Injuries Lab (1 Credit)
Integration of knowledge and skills for orthopedic/physical assessment of common injuries to the head, neck and spine.
Corequisite: ATEP 749.

ATEP 750 - Evaluation and Therapeutic Intervention of Upper Extremity Injuries (4 Credits)
Study of the upper extremities as they relate to the prevention; recognition, evaluation and assessment; immediate care; and treatment, rehabilitation and reconditioning of injuries and illnesses to athletes and others engaged in physical activity.

ATEP 750L - Evaluation & Therapeutic Intervention of Upper Extremity Injuries Lab (1 Credit)
Integration of knowledge and skills for orthopedic/physical assessment of common injuries to the upper body.
Corequisite: ATEP 750.

ATEP 770 - Research Methods & Prospectus Writing in Athletic Training (3 Credits)
The study of applicable methods and tools of research in athletic training. Introduction of methods of research in athletic training, encompassing aspects of study planning, research design, participant sampling, measurement, data analysis, ethics, and reporting in sports medicine.

ATEP 796 - Athletic Training Administration (3 Credits)
Examination of fundamental principles of administration and assessment of the delivery of athletic training services in the context of the larger health care system. Specific focus business management principles associated with athletic training clinical practice and as well as leadership and professional development to achieve the best patient outcomes.
ATEP 797 - Clinical Pathology and Pharmacology in Athletic Training (2 Credits)
Examination of injury, illness and/or disease of various body systems; specific understanding of medical diagnostics, interventions (including pharmacology) and participation considerations for the athletic population are addressed.

ATEP 797L - Clinical Pathology & Pharmacology in Athletic Training Lab (1 Credit)
Integration of knowledge and skills for athletic trainers in the physical assessment of common injury, illness and/or disease of various body systems.
Corequisite: ATEP 797.

ATEP 798 - Project in Athletic Education (3 Credits)
Independently executed project designed to expand the student's knowledge of athletic training.

ATEP 799 - Thesis Preparation (1-9 Credits)

Biology (BIOL)

BIOL 502 - Environmental Microbiology (3 Credits)
An overview of the microbial world including a survey of the distribution, functioning, and diversity of microorganisms in natural systems. Discusses the crucial roles that microorganisms play in ecosystem function, biogeochemical cycles, and environmental quality.
Prerequisites: MSCI 102 or BIOL 102, CHEM 112.

Cross-listed course: MSCI 503

BIOL 505 - Developmental Biology (3 Credits)
An introduction to the descriptive and experimental embryology of animals. Living and preserved specimens will be used to demonstrate the basic processes of embryogenesis. Three lecture hours per week.
Prerequisites: or Corequisite: BIOL 302.

BIOL 505L - Developmental Biology Laboratory I (1 Credit)
Descriptive and experimental exercises related to embryology. One three-hour laboratory per week.
Corequisite: BIOL 505.

BIOL 506 - Developmental Biology II (3 Credits)
Molecular aspects of development from gamete formation through tissue and organ differentiation in plants and animals. Three lecture hours per week.
Prerequisites: BIOL 505.

BIOL 506L - Developmental Biology Laboratory II (1 Credit)
A series of experimentally oriented laboratory exercises will be performed. One three-hour laboratory per week.
Prerequisite or Corequisite: BIOL 506.

BIOL 510 - Invertebrate Zoology (4 Credits)
Phylogenetic and comparative aspects of anatomy, physiology, reproduction, and embryology of the invertebrates.
Prerequisites: BIOL 301 or MSCI 311.

Cross-listed course: MSCI 510
Graduation with Leadership Distinction: GLD: Research

BIOL 523 - Plant Development (3 Credits)
Descriptive and molecular examination of the processes and mechanisms used by plants in organogenesis, differentiation, and morphogenesis. Three lecture hours per week.
Prerequisites: BIOL 302 and BIOL 303.

BIOL 523L - Plant Developmental Laboratory (1 Credit)
Experiments utilizing a genetic approach to the study of plant development. Three laboratory hours per week.
Corequisite: BIOL 523.

BIOL 524 - Mycology (4 Credits)
Taxonomy and morphology of fungi; cultivation, life histories, and economic importance; all classes and major orders considered. Three lecture hours per week.
Prerequisites: BIOL 301.

BIOL 525 - Marine Plants (4 Credits)
Diversity, distribution, physiology, ecology, evolution, and economic importance of marine algal, seagrass, and mangrove communities. Three lecture and three laboratory hours per week. Scheduled field trips are required.
Prerequisites: BIOL 301 or MSCI 311.

Cross-listed course: MSCI 525

BIOL 526 - The Fall Flora (4 Credits)
Two lecture and four laboratory hours per week.
Prerequisites: BIOL 301.

BIOL 527 - The Spring Flora (4 Credits)
Two lecture and four laboratory hours per week.
Prerequisites: BIOL 301.

BIOL 528 - The Summer Flora (4 Credits)
Two lecture and four laboratory hours per week.
Prerequisites: BIOL 301.

BIOL 530 - Histology (4 Credits)
An introduction to the tissues that make up the human body. The microscopic anatomy of tissues is examined and discussed in terms of function and physiology. Three lecture hours and four laboratory hours per week.

BIOL 531 - Parasitology (4 Credits)
Parasites of biological, economic, and public health importance. Three lecture and three laboratory hours per week.
Prerequisites: 300 level Biology course or equivalent.

Cross-listed course: ENHS 661, EPID 661

BIOL 534 - Animal Behavior (3 Credits)
A comparative survey of behavior patterns of animals from protists to humans and the physiological mechanisms underlying behavior.
Prerequisites: BIOL 301 or MSCI 311.

BIOL 534L - Animal Behavior Laboratory (1 Credit)
Observational and experimental methods used in classifying animal behavior patterns and in determining underlying control mechanisms. One three-hour laboratory per week.
Prerequisite or Corequisite: BIOL 534.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 535</td>
<td>Fishery Management (3 Credits)</td>
<td></td>
<td>Management and conservation of aquatic and marine resources, with emphasis on fisheries. Data procurement and analysis; commercial and recreational fisheries; sociological, political, legal, and environmental factors that affect fishery management, and fish biodiversity.</td>
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<td></td>
<td>Cross-listed course: MSCI 535</td>
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<tr>
<td>BIOL 536</td>
<td>- Ichthyology (4 Credits)</td>
<td></td>
<td>Phylgeny, morphology, behavior, and ecology of fishes. Three lecture and 3 laboratory hours plus three field trips to be arranged.</td>
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<td></td>
<td>Prerequisites: BIOL 301 or MSCI 311.</td>
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<tr>
<td>BIOL 537</td>
<td>- Aquaculture (3 Credits)</td>
<td></td>
<td>Introduction to the practical and scientific aspects of the commercial culture of freshwater and marine organisms. Three lecture hours per week. One all-day field trip required.</td>
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<td></td>
<td>Prerequisites: BIOL 301 or MSCI 311.</td>
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<tr>
<td>BIOL 538</td>
<td>- Behavior of Marine Organisms (4 Credits)</td>
<td></td>
<td>The identification of behavioral adaptations of estuarine and marine organisms: their ecology, physiology, development, and evolutionary history; field observations.</td>
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<td></td>
<td>Prerequisites: BIOL 101 and BIOL 102 or MSCI 311.</td>
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<tr>
<td>BIOL 541</td>
<td>- Biochemistry (3 Credits)</td>
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<td>Description of biological macromolecules and major metabolic pathways.</td>
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<td>Prerequisites: C or higher in CHEM 334.</td>
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<tr>
<td>BIOL 541L</td>
<td>- Biochemistry Laboratory (1 Credit)</td>
<td></td>
<td>Experiments and demonstrations illustrating the principles of biochemistry. Three laboratory hours per week.</td>
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<tr>
<td></td>
<td>Prerequisite or Corequisite: C or higher in CHEM 550 or BIOL 541 or CHEM 555 or BIOL 545.</td>
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<tr>
<td>BIOL 543</td>
<td>- Comparative Physiology (3 Credits)</td>
<td></td>
<td>An integrative and comparative study of the structure, function, and evolution of the physiological systems of animals. Three lecture hours per week.</td>
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<td></td>
<td>Prerequisites: BIOL 302 or MSCI 311.</td>
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<tr>
<td>BIOL 543L</td>
<td>- Comparative Physiology Laboratory (1 Credit)</td>
<td></td>
<td>Laboratory exercises to illustrate principles from BIOL 543. Three hours per week.</td>
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<td></td>
<td>Corequisite: BIOL 543.</td>
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<tr>
<td>BIOL 545</td>
<td>- Biochemistry/Molecular Biology I (3 Credits)</td>
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<td>Essentials of modern biochemistry. First semester of a two-semester course. Three lecture hours per week.</td>
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<tr>
<td></td>
<td>Prerequisites: C or higher in CHEM 334.</td>
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<td></td>
<td>Cross-listed course: CHEM 555</td>
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<tr>
<td>BIOL 546</td>
<td>- Biochemistry/Molecular Biology II (3 Credits)</td>
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<td>Essentials of modern biochemistry and molecular biology. Three lecture hours per week.</td>
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<td></td>
<td>Prerequisites: C or higher in BIOL 302.</td>
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<td></td>
<td>Cross-listed course: CHEM 556</td>
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<tr>
<td>BIOL 549</td>
<td>- Plant Physiology (4 Credits)</td>
<td></td>
<td>A general survey of the major physiological processes in plants. Two lecture and four laboratory hours per week.</td>
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<td></td>
<td>Prerequisites: BIOL 302 and BIOL 425.</td>
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<tr>
<td>BIOL 550</td>
<td>- Bacteriology (3 Credits)</td>
<td></td>
<td>Introduction to bacteria and viruses emphasizing ultrastructure, physiology, genetics, and growth. Discussion of public health, industrial, and environmental microbiology. Three lecture hours per week.</td>
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<td></td>
<td>Prerequisites: BIOL 302 or MSCI 311.</td>
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<td>Corequisite: BIOL 550L.</td>
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<tr>
<td>BIOL 552</td>
<td>- Population Genetics (3 Credits)</td>
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<td>An introduction to the principles of population genetics, with emphasis on the origin, maintenance, and significance of genetic variation in natural populations.</td>
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<td></td>
<td>Prerequisites: BIOL 301, MSCI 302, and BIOL 303.</td>
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<td>Cross-listed course: MSCI 552</td>
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<tr>
<td>BIOL 553</td>
<td>- Genomics (3 Credits)</td>
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<td>Current concepts and applications of genomics, addressing questions from throughout biological inquiry.</td>
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<td>Graduation with Leadership Distinction: GLD: Research</td>
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<tr>
<td>BIOL 555</td>
<td>- Stem Cells and The Physiological Environment (3 Credits)</td>
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<td>Discussion of how physiological factors, like nutritional status, influence systemic signals to alter stem cell activity, and the physiological stimuli that impact stem cell activity in a variety of organisms (from worms to humans).</td>
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<td></td>
<td>Prerequisites: C of higher in BIOL 302.</td>
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<tr>
<td>BIOL 557</td>
<td>- Principles of Ecology (3 Credits)</td>
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<td>Interactions of organisms and the environment; ecosystem structure and functions. Three lecture hours per week.</td>
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<tr>
<td></td>
<td>Prerequisites: BIOL 301 or MSCI 311.</td>
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<td>Cross-listed course: CHEM 556</td>
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<tr>
<td>BIOL 557L</td>
<td>- Principles of Ecology Laboratory (1 Credit)</td>
<td></td>
<td>Three hours per week.</td>
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<td>Prerequisite or Corequisite: BIOL 570.</td>
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<tr>
<td>BIOL 558</td>
<td>- Conservation Biology (3 Credits)</td>
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<td>Principles of conservation biology. Importance of biodiversity, causes of decline and extinction, and restoration and conversation policy in terrestrial and aquatic ecosystems. 03: 07/05/2019.</td>
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<td></td>
<td>Prerequisites: BIOL 301.</td>
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<td>Cross-listed course: ENVR 571</td>
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</tbody>
</table>
BIOL 572 - Freshwater Ecology (3 Credits)
Quantitative study of the population, community and evolutionary ecology of freshwater habitats (lakes, ponds, rivers, streams, wetlands). Includes mandatory field trips.
Prerequisites: BIOL 301.

Cross-listed course: ENVR 572

BIOL 574 - Marine Conservation Biology (3 Credits)
Exploration of how human activities affect marine natural populations, species, communities and ecosystems, including threats to biodiversity; approaches to marine conservation; and ecological and evolutionary responses to anthropogenic disturbance. 03: 07/05/2019.
Prerequisites: BIOL 301.

Cross-listed course: MSCI 574

BIOL 575 - Marine Ecology (3 Credits)
Structure, dynamics, and interactions between populations and communities in marine ecosystems. Attendance at designated departmental seminars is required. Three lecture hours per week.
Prerequisites: CHEM 111 and BIOL 301 or MSCI 311.

Cross-listed course: MSCI 575

BIOL 575L - Marine Ecology Laboratory (1 Credit)
Laboratory and field exercises in coastal environments.
Prerequisite or Corequisite: BIOL 575.

Cross-listed course: MSCI 575L

BIOL 576 - Marine Fisheries Ecology (3 Credits)
Interdisciplinary examination of the distribution, reproduction, survival, and historical variation of the principal commercial marine fisheries. 03: 07/05/2019.
Prerequisites: BIOL 301.

Cross-listed course: MSCI 576

BIOL 577 - Ecology of Coral Reefs (4 Credits)
Structure, productivity, and biodiversity of coral reefs, emphasizing their sensitivity, stability, and sustainability. Taught as an extended field experience with daily lectures and guided research activities.
Prerequisites: BIOL 301 or MSCI 311.

Cross-listed course: MSCI 577

BIOL 588 - Genomic Data Science (3 Credits)
This course focuses on quantitative knowledge for interdisciplinary applications in genetics as well as hands-on experience in analyzing genetic data. In this course, students will have programming exercises in using analysis tools to conduct genome-wide analysis, annotation, and interpretation of genetic data using R/Bioconductor packages.
Prerequisites: C or better in STAT 201 or higher.

Cross-listed course: STAT 588

BIOL 599 - Topics in Biology (1-3 Credits)
Current developments in biological sciences. Readings and research on selected topics. Course content varies and will be announced in the schedule of classes by title.

BIOL 610 - Hallmarks of Cancer (3 Credits)
Survey of current concepts regarding the molecular and genetic factors that regulate the origin and progression of cancer. Readings based on current primary literature.
Prerequisites: BIOL 302 and BIOL 303.

BIOL 612 - Virology - Classical and Emerging Concepts (3 Credits)
Advanced study of viruses with regard to biochemical, molecular, pathological, epidemiological, and biotechnological aspects. Focus on animal viruses with particular emphasis on human pathogens.
Prerequisites: BIOL 302.

BIOL 614 - Stem Cell Biology (3 Credits)
Focuses on the understanding of how stem cells can be used to make fundamental biological discoveries with a special focus in neuroscience.
Prerequisites: C or better in BIOL 302.

BIOL 620 - Immunobiology (3 Credits)
Basic immunological concepts including antibody structure, function, and genetics; cellular immunology; transplantation; hypersensitivity; autoimmunity; and immunity to infectious diseases.
Prerequisites: BIOL 302.

BIOL 625 - Medical Mycology (3 Credits)
Advanced study of infectious diseases caused by fungi. Etiology, symptoms, and treatment of fungi related illnesses.
Cross-listed course: ENHS 625

BIOL 627 - Marine Phytoplankton (3 Credits)
Examines the physiology and ecology of phytoplankton, including environmental controls on community composition, primary productivity, and detection and characterization of water quality (eutrophication) and harmful algal blooms.
Prerequisites: MSCI 102 or MSCI 450 or BIOL 450.

Cross-listed course: MSCI 627

BIOL 630 - Biology of Birds (3 Credits)
Biology of birds at molecular, organismal, and population levels, emphasizing unique adaptations of the class of Aves.
Prerequisites: BIOL 301, BIOL 302, and BIOL 303.

BIOL 634 - Biology of Neurological Diseases (3 Credits)
Advances in molecular and cellular neurobiology that bring new understanding for human neurological disease.
Prerequisites: BIOL 302 and SCHC 330 or BIOL 405.

BIOL 635 - Neurophysiology (4 Credits)
Descriptive and experimental aspects of the neural basis of behavior, emphasizing cellular and molecular mechanisms. Two lecture and six laboratory hours per week. Three lecture hours per week.
Prerequisites: BIOL 302.

BIOL 640 - Microbial Ecology (3 Credits)
Interactions of microorganisms with each other, with more complex organisms, and with their environments. Three lecture hours per week.
Prerequisites: BIOL 550 and either BIOL 301 or MSCI 311.

BIOL 641 - Biophysical Ecology (3 Credits)
This course examines how the mechanisms by which animals and plants interact with their physical environments influence organismal physiology.
Prerequisites: BIOL 301, MATH 141 or MATH 122.

BIOL 650 - Biochemical Evolution (3 Credits)
Advanced study of related aspects of biological evolution. Rose of life from physical and chemical precursors, biochemical basis of adaptation to ecological pressures, and biochemical aspects of the origins and maintenance of biodiversity.
Prerequisites: BIOL 301, BIOL 302, BIOL 303.
BIOL 651 - Limnology (4 Credits)
A study of the aquatic environment and its biota. Three lecture and four laboratory hours per week.
Prerequisites: BIOL 301.

BIOL 652 - Evolutionary Biology (3 Credits)
An advanced course in evolutionary biology, including natural selection, neutral evolution, molecular evolution, population genetics, quantitative genetics, sexual selection, speciation, human evolution, and the evolution of disease.
Prerequisites: BIOL 301 and BIOL 303.

BIOL 653 - Bioinformatics (3 Credits)
Studies of the principles of genetics and molecular biology as applied to adaptive evolution of genes and genomes.
Prerequisites: BIOL 302, BIOL 303.

BIOL 654 - Speciation (3 Credits)
Speciation as the source of biological diversity. Historical and biological viewpoints. Analysis of concepts of species and models of speciation. Two lectures and one recitation per week.
Prerequisites: BIOL 301 or BIOL 652.

BIOL 655 - Biotechnology (3 Credits)
Studies in molecular biology and genetics with emphasis on the use of newly developed techniques in biotechnology. Three lecture hours per week.
Prerequisites: BIOL 302 and BIOL 303.

BIOL 656 - Experimental Biotechnology (4 Credits)
Techniques used in biotechnology will be employed in the context of an experimental project. Twelve laboratory hours per week.
Prerequisites: BIOL 302, BIOL 302L.

BIOL 660 - Biology of Mammals (4 Credits)
Evolution, systematics, genetics, ecology, and adaptation of mammals. Emphasis on native South Carolina species. Two lectures and one two-hour laboratory per week, plus five field trips to be arranged.
Prerequisites: BIOL 301 or MSCI 311.

BIOL 662 - Signal Transduction and Pathogenesis (3 Credits)
Signaling pathways involved in human diseases, such as cancer, AIDS, autoimmune diseases and diabetes, and cellular processes involving apoptosis, cell cycle, cell-cell adhesion, growth factors, hormones, G protein-coupled receptors, cytokines and immune response.
Prerequisites: BIOL 302 and BIOL 303.

BIOL 665 - Human Molecular Genetics (3 Credits)
Molecular mechanisms underlying gene action and differentiation in man; the genetic bases for human variability and inborn metabolic errors leading to inherited diseases.
Prerequisites: BIOL 302 and BIOL 303.

BIOL 667 - Molecular and Genetic Mechanisms of Disease Pathogenesis (3 Credits)
An advanced examination of the molecular mechanisms underlying gene action in humans. Current literature illustrating the genotype-phenotype relationship in human disease pathogenesis will be discussed.
Prerequisites: BIOL 302 and BIOL 303.

BIOL 668 - Metabolic Biochemistry of Human Disease (3 Credits)
Core concepts of biochemistry as applied to human health and disease.
Prerequisites: C or higher in CHEM 555/BIOL 545 or CHEM 550/BIOL 541.

Cross-listed course: CHEM 655

BIOL 670 - Plant Ecology (3 Credits)
Structure and dynamics of plant populations and communities, including life histories, adaptations, and plant interactions. Three lecture hours per week.
Prerequisites: BIOL 301.

BIOL 670L - Plant Ecology (1 Credit)
Laboratory and field exercises in plant ecology. Four hours per week.
Prerequisite or Corequisite: BIOL 670.

BIOL 671 - Plant Responses to the Environment (3 Credits)
Physiological, molecular, and genetic examination of induced plant responses to various biotic and abiotic environmental stresses.
Prerequisites: BIOL 302.

BIOL 690 - Ultramicroscopy (3 Credits)
Theoretical and practical aspects of scanning and transmission electron microscopy, digital image acquisition and energy dispersive x-ray spectroscopy. Two lecture and one laboratory hour per week, plus a research project to be arranged.
Prerequisites: BIOL 302 or MSCI 311.

BIOL 701 - Selected Topics in Biochemistry (1-3 Credits)
Selected biochemical topics emphasizing research literature. One lecture hour per credit per week.
Prerequisites: two semesters of biochemistry.

BIOL 702 - Selected Topics in Plant Biology (1-3 Credits)
Selected botanical topics emphasizing research literature. One lecture hour per credit per week.
Prerequisites: two semesters of botany.

BIOL 703 - Selected Topics in Ecology (1-3 Credits)
Selected ecology topics emphasizing research literature. One lecture hour per credit per week.
Prerequisites: two semesters of ecology.

BIOL 704 - Selected Topics in Genetics and Developmental Biology (1-3 Credits)
Selected genetic and developmental biology topics emphasizing research literature. One lecture hour per credit per week.

BIOL 705 - Selected Topics in Zoology (1-3 Credits)
Selected zoological topics emphasizing research literature. One lecture hour per credit per week.

BIOL 711 - Structure and Function of Nucleic Acids (3 Credits)
A detailed study of nucleic acids including their structure/chemistry, biosynthesis, processing, and biological functions.

BIOL 712 - DNA Transactions and Gene Expression (3 Credits)
Advanced topics in Mendelian genetics, DNA repair/recombination, and mechanisms of gene expression. Three lecture hours per week.
Prerequisites: BIOL 303 or equivalent and BIOL 711.
BIOL 714 - Advanced Cell Biology (3 Credits)
Problems of cellular organization, interactions, and control. Cell growth and death, cell-cell recognition and communication, intracellular transport, the structure and assembly of cellular organelles, somatic cell genetics, and evolution of cells. Three lecture hours per week.
Prerequisites: BIOL 541 or equivalent.

BIOL 717 - Biological Chemistry (3 Credits)
A comprehensive treatment of the chemistry, metabolism, regulation, and function of biological systems.

BIOL 718 - Biological Chemistry II (3 Credits)
A continuation of BIOL 717. Three lecture hours per week.
Prerequisites: BIOL 717.

BIOL 722 - Aquatic Bacteriology (3 Credits)
The ecology and physiology of freshwater and marine bacteria. The functions of bacteria in aquatic habitats and the public health aspects of pollution as they relate to microbiology. Three lecture hours per week.
Prerequisites: BIOL 330 or equivalent.

BIOL 722L - Aquatic Bacteriology Laboratory (1 Credit)
Three laboratory hours per week.
Prerequisite or Corequisite: BIOL 722.

BIOL 725 - Embryology of Angiosperms (3 Credits)
Two lectures and two laboratory periods per week.

BIOL 726 - Soil-Plant Relationships (3 Credits)
Two lecture and three laboratory hours per week.
Prerequisites: BIOL 102.

BIOL 727 - Marine Phytoplankton (3 Credits)
Three lecture hours and one three-hour laboratory per week.
Prerequisites: BIOL 627.

BIOL 728 - Advanced Phycology (3 Credits)
Three lecture hours and one three-hour laboratory per week.
Prerequisites: BIOL 627.

BIOL 729 - The Biology of Fish (3 Credits)
Three lecture hours per week.

BIOL 730 - The Biology of Fish (3 Credits)
One seminar and six laboratory hours per week.
Prerequisite or Corequisite: BIOL 729.

BIOL 731 - Advanced Invertebrate Zoology I (3 Credits)
Principles of systematics and an in-depth study of invertebrate phylogeny and ecology. Two lecture and three laboratory hours per week.
Prerequisites: invertebrate zoology.

BIOL 734 - The Vertebrates (3 Credits)
Three lectures or conferences per week.

BIOL 736 - Advanced Developmental Biology (3 Credits)
The biochemical and molecular mechanisms by which a variety of organisms develop. Three lecture hours per week.
Prerequisites: BIOL 340 or BIOL 505, or equivalent.

BIOL 741 - Fungal Physiology (3 Credits)
Three lecture and three laboratory hours per week.

BIOL 748 - Molecular Endocrinology (3 Credits)
A brief introduction to general endocrinology followed by an in-depth examination of the molecular mechanisms of hormone action, including receptors, second messengers, and hormonal control of transcription/translation. The evolution of hormone-receptor systems will also be examined.
Prerequisites: CHEM 332.

BIOL 749 - Methods in Molecular and Cell Biology (3 Credits)
Team-taught course on the theory and practice of laboratory techniques for investigating the structure and function of cellular components, especially organelles, proteins, and nucleic acids. Three lecture hours per week. Lectures will be supplemented with laboratory demonstrations.
Prerequisites: one semester of biochemistry.

BIOL 750 - Advanced Biological Oceanography (3 Credits)
Three lecture hours per week.
Prerequisites: BIOL 450/MSCI 450.

BIOL 752 - Marine Biogeochemistry (3 Credits)
Biological, chemical, geological, and physical processes that influence the cycling of major bioactive elements (C, O, N, P, S) in marine waters and sediments.
Cross-listed course: MSCI 752

BIOL 753 - Developmental Genetics (3 Credits)
The action of genes in development and differentiation at the molecular, cellular, and organ (tissue) levels, with examples taken from microorganisms, plants, animals, and man. Three lecture hours per week.
Prerequisites: BIOL 350 and two semesters of biochemistry or equivalents.

BIOL 754 - Oceanographic Techniques (1 Credit)
Shipboard experience with basic techniques used by geological, physical, chemical, and biological oceanographers.
Cross-listed course: GEOL 754

BIOL 755 - Quantitative Ecology (3 Credits)
An intensive field course centered around field problems in a variety of habitats (freshwater, terrestrial, estuarine). Students will use a variety of quantitative sampling methods to test ecological hypotheses on several two-day field trips.
Prerequisites: BIOL 570.

BIOL 757 - Special Topics in Biology (1-4 Credits)
An intensive consideration of topics of current interest in biology. One lecture hour per credit per week.

BIOL 758 - Research (1-3 Credits)
Appropriate designation will be made for the particular program in any given semester.

BIOL 759 - Physiological Ecology (3 Credits)
Two lecture and three laboratory hours per week.

BIOL 760 - Electron Microscopy (3 Credits)
Theory and design of modern electron microscopes; advancement in the theory and practice of specimen preparation of biological materials; interpretation of ultrastructure of cells and tissues. Three lecture hours a week.

BIOL 760L - Electron Microscopy Laboratory (1 Credit)
Four laboratory hours per week.
Prerequisite or Corequisite: BIOL 760.
BIOL 762 - Wetlands Ecology (3 Credits)
A survey of the structure and function of wetland ecosystems emphasizing the current literature.
Prerequisites: BIOL 549.

BIOL 763 - Biology of Populations (3 Credits)
Three lecture and two laboratory hours per week.

BIOL 764 - Advanced Plant Physiology (3 Credits)
Study of modern advances in plant physiology. Plant biotechnology topics, such as tissue culture, nitrogen fixation, photosynthesis, weed and pest control, molecular cloning, and genetic manipulation. Three lecture hours per week.
Prerequisites: BIOL 549.

BIOL 765 - Theoretical Ecology (3 Credits)
Theoretical bases of ecology are explored from current literature with topics from organizational, population, community, and ecosystem approaches. Principles for the construction and testing of hypotheses and models.
Prerequisites: BIOL 570.

BIOL 766 - Evolutionary Biology (3 Credits)
Theoretical and empirical studies of the evolutionary process. Historical perspective of major developments in evolution as well as modern quantitative and ecological genetic studies.

BIOL 768 - Ecological Modeling and Environmental Planning (4 Credits)
Concepts in systems ecology and ecological modeling. Emphasis on the use of models and computer simulations in examining environmental interactions, predicting environmental impact, and facilitating the process of environmental planning.
Cross-listed course: ENHS 767, MSCI 767

BIOL 769 - Reproductive Ecology (3 Credits)
Theoretical aspects and examples of the variety of reproductive and life history patterns found in animals and plants as adaptations to various environmental constraints. Three lecture hours per week.
Prerequisites: BIOL 570.

Cross-listed course: MSCI 769

BIOL 770 - Current Topics in Molecular Biology (3 Credits)
Recent developments in cellular and molecular biology including genetic mechanisms, ultrastructure, and function of organelles and membranes. Lectures supplemented with readings from current literature. Primarily for the MAT program. Not available for MS or Ph.D. credit in biology.

BIOL 771 - Current Topics in Developmental Biology (3 Credits)
Concepts of growth, differentiation, and morphogenesis of organisms in light of recent advances in biological knowledge. Lectures supplemented with readings from current literature. Primarily for the M.A.T. program. Not available for M.S. or Ph.D. credit in biology.

BIOL 772 - Current Topics in Ecology (3 Credits)
Ecological concepts with reference to recent advances in environmental sciences. Special attention to the ecology of the coast, swamps, and other habitats of importance in the Southeast. Primarily for the M.A.T. program. Not available for M.S. or Ph.D. credit in biology.

BIOL 775 - Plants of South Carolina (4 Credits)
Introduction to the major forms of plant life in the state. Includes fungi, algae, bryophytes, and vascular plants. Lecture-laboratory-field course primarily for the M.A.T. program. Not available for M.S. or Ph.D. credit in biology.

BIOL 776 - Animals of South Carolina (4 Credits)
Introduction to the major forms of animal life in the state. Animals will be studied and/or collected in their native habitat. Includes identification, behavior, and ecology of animals with emphasis on vertebrates. Lecture-laboratory-field course primarily for the M.A.T. program. Not available for M.S. or Ph.D. credit in biology.

BIOL 777 - Statistical Phylogenetics and Molecular Evolution (3 Credits)
Theory and applications of phylogenetics; estimation via Markov models, likelihood, distances and parsimony; hypothesis testing of evolutionary trees and parameters; related topics including molecular divergence time inference.
Prerequisites: B or better in MATH 241 or STAT 510.

BIOL 796 - Research in Biology (1-9 Credits)
Directed laboratory research and readings in the biological sciences for M.S. and Ph.D. students prior to preparation of theses and dissertations.

BIOL 799 - Thesis Preparation (1-9 Credits)

BIOL 801 - Directed Readings in Molecular, Cellular, and Developmental Biology (1 Credit)
Assigned readings in special topics in molecular, cellular, and developmental biology followed by classroom discussions. Designed to teach critical analysis of the scientific literature.

BIOL 802 - Seminar in Plant Biology (1-2 Credits)
A review of current literature in plant biology involving student presentations of seminars. One discussion hour per credit per week. The course may be repeated for credit.

BIOL 803 - Seminar in Ecology (1-2 Credits)
A review of current literature in ecology involving student presentations of seminars. One discussion hour per credit per week.

BIOL 804 - Seminar in Molecular, Cellular, and Developmental Biology (1 Credit)
Student presentations of papers from the current literature in molecular, cellular, and developmental biology. Designed to give experience in oral presentations. May be repeated.

BIOL 805 - Seminar in Zoology (1-2 Credits)
A review of current literature in zoology involving student presentations of seminars. One discussion hour per credit per week.

BIOL 806 - Perspectives in Biological Research (1 Credit)
Recent trends in biological research from the perspective of individual faculty members in the department. May be repeated.

BIOL 899 - Dissertation Preparation (1-12 Credits)

Biomedical Engineering (BMEN)

BMEN 532 - Micro/nanofluidics and Lab-on-a-Chip (3 Credits)
Basic fluid mechanics, capillary, drop and micro/nanoparticle, electrokinetics; micropump, mixer, preconcentrator, electrophoresis, microactuator and particle manipulator; sensors for pressure, velocity, concentration, temperature in environmental monitoring/biodefence, clinical diagnostics, drug discovery/delivery.
Prerequisites: D or better in CHEM 112 and CHEM112L or CHEM 142; D or better in PHYS 212.
BMEN 537 - Bio Nano/Micro Electro-Mechanical Systems (3 Credits)
Fundamentals of nano- and microfabrication, metrology and their applications in biomedical engineering and science. The fabrication covers photolithography, nano/microfabrication for nano/microstructures, etching and additive techniques, MEMS integration and packaging, etc. Metrology focuses on characterization of nanostructures with imaging technologies.
Prerequisites: D or better in CHEM 112 and CHEM 112L or CHEM 142; D or better in PHYS 212.

BMEN 546 - Delivery of Bioactive Agents (3 Credits)
Routes of administration; mechanisms of drug absorption and biological barriers; pharmacokinetic modeling of drug distribution; drug excretion and biotransformation; design and evaluation of controlled release systems, targeted release systems, and responsive release systems.
Prerequisites: BIOL 302, CHEM 333, MATH 142.

BMEN 547 - Immunoengineering (3 Credits)
Engineering approaches to study and control immune reactions and their applications in therapy and diagnostics for infectious disease, cancer, allergy, autoimmunity, and transplantation.
Prerequisites: C or better in BMEN 240 or BIOL 302.

BMEN 548 - Cardiovascular System: From Development to Disease (3 Credits)
Survey of cardiovascular development, anatomy, physiology and pathology. Recent advances in our understanding of the basic mechanisms of congenital cardiovascular defects and cardiovascular disease. Engineering principles, detection and treatment of cardiovascular defects.
Prerequisites: BMEN 240 or BIOL 302.

BMEN 549 - Advanced Biomechanics (3 Credits)
Mathematical and theoretical analysis of the mechanical properties and functions of soft biological tissues to include arterial vessels.
Prerequisites: BMEN 260 or BMEN 263.

BMEN 572 - Tissue Engineering (3 Credits)
Molecular basis of bioregenerative engineering; biomaterial design; biocompatibility assessment; cell isolation and characterization; rapid prototyping, scaffold fabrication, and biofabrication; protein and gene delivery; bioreactor design; transport in biological tissues; applications of tissue engineering in regenerative medicine.

BMEN 589 - Special Topics in Biomedical Engineering (1-3 Credits)
Course content varies and will be announced in the schedule of classes by title. May be repeated as topic varies.

BMEN 710 - Modeling and Simulation of Biomedical System (3 Credits)
Analytical and quantitative techniques applied to engineering problems in biomedical transport, tissue mechanics, cellular and organ physiology, and control of medical devices.
Prerequisites: MATH 242.

BMEN 713 - Human Cell and Molecular Biology for Biomedical Engineers (3 Credits)
Advanced examination of the organization and function of the cell with emphasis on the biophysical and quantitative aspects of cellular function. Emphasis will be on the biomedical engineering applications of regulation of cell division, protein transcription and translation within the cell, cellular energetics, and intracellular networks for cell signaling and cell function. 03: 07/05/2019.

BMEN 720 - Transport Phenomena in Biomedical Systems (3 Credits)
Conservation of momentum, energy, mass, physico-chemical properties of biofluids, blood rheology, circulation models and cardiovascular regulation, solute and oxygen transport in tissues, gas transport in lungs and respiratory gas exchange models, kinetics and compartmental modeling, modeling of artificial organs.
Prerequisites: D or better in BMEN 354.

BMEN 723 - Anatomy and Physiology for Biomedical Engineers (3 Credits)
An examination of human biological structure and function from an engineering perspective. Engineering principles will be used to analyze anatomical structures and physiological functions at the tissue, organ, and systems levels.
Prerequisites: EXSC 224 or BIOL 244.

BMEN 795 - Biomedical Engineering Literature (1 Credit)
Critical reading and literacy in the biomedical engineering discipline as it relates to students' research. Graduate Standing in the Biomedical Engineering Program.

BMEN 797 - Biomedical Engineering Doctoral Research (1-12 Credits)
Individual research to be arranged with the instructor. Graduate Standing in the Biomedical Engineering Program.

BMEN 798 - Graduate Seminar in Biomedical Engineering (1 Credit)
Graduate seminar on current topics in biomedical engineering. Instruction on critical analysis and communication in the discipline.

BMEN 799 - Biomedical Engineering Masters Thesis Preparation (1-12 Credits)

BMEN 898 - Doctoral Seminar in Biomedical Engineering (1 Credit)
Seminar for doctoral students on current biomedical engineering topics and instruction in professional preparation in the discipline. Graduate Standing in the Biomedical Engineering Program.

BMEN 899 - Biomedical Engineering Doctoral Dissertation Preparation (1-12 Credits)
Dissertation preparation for the Ph.D. Program. Graduate standing in the Biomedical Engineering program.

Biostatistics (BIOS)

BIOS 650 - Quantitative Methods in the Health Sciences (3 Credits)
Designed for professionals and pre-professionals who wish to utilize quantitative methods in public and private decision-making; exploratory data analysis, research methods in natural and controlled environments, and elementary biostatistical methods.
Prerequisites: STAT 201.

BIOS 700 - Introduction to Biostatistics (3 Credits)
Health-related statistical applications. Descriptive statistics, probability, confidence intervals, hypothesis testing, regression, correlation, ANOVA. May not be used as part of a degree program in epidemiology or biostatistics. Three lecture hours and one laboratory hour per week.

BIOS 701 - Concepts and Methods of Biostatistics (3 Credits)
Descriptive and inferential statistical applications to public health. Probability, interval estimation, hypothesis testing, measures of association. Three lecture hours and one laboratory hour per week. Intended for those who will be involved in research applications of biostatistics.
BIOS 709 - Basic Software for Public Health (1 Credit)
Working with public health data using statistical software. Effective ways to store, clean, merge, and format public health data for analysis.

BIOS 710 - Effective Data Management for Public Health (3 Credits)
Statistical data management techniques. Microcomputer applications, communication between microcomputers and mainframe, tape and disk storage, access of large health-related databases. 
**Prerequisite or Corequisite:** BIOS 700.

BIOS 711 - Introduction to R Programming (1 Credit)
Students will learn the software program R for performing data management. The course covers basic to advanced commands for properly formatting output, merging data, working with functions, graphing, using programming loops for preparing data for analysis for public health data.

BIOS 712 - Introduction to Stata Software (1 Credit)
Students will learn the software program Stata for performing data management. The course covers basic to advanced commands for properly formatting output, merging data, working with functions, graphing, using programming loops for preparing data for analysis for public health data.

BIOS 714 - Introduction to MS Access for Public Health (1 Credit)
This course focuses the uses of Microsoft Access for data management in public health. The course takes the student through building tables, forms, queries, reports and finishes with automated scripts for each of use with Access.

BIOS 719 - Advanced SAS Methods for Public Health (1 Credit)
This course focuses on advanced programming for managing and analyzing data using SAS. Building upon skills learned in BIOS 709 (Introduction to SAS), students will learn data management using PROC SQL. Students will also become familiar with the SAS Macro Language which prepares data for conducting efficient statistical analysis.

BIOS 745 - Seminar in Biostatistics (1-2 Credits)
Analysis of current and prospective issues in biostatistics, including historical foundations. Includes student exploration of unsolved problems and examination of central issues in biostatistics.

BIOS 746 - Introduction to Complex Survey Data Analysis (1 Credit)
Students will learn the basics of data collection methods, sampling design for linear, logistic, and survival analysis complex models using survey data. Students will also learn about weight adjustments, imputation methods with an emphasis on both applied models and the theory behind them. 
**Prerequisites:** BIOS 701 and BIOS 709 or equivalent.

BIOS 748 - Surgery and Emergency Medicine (2 Credits)
Specialized medical topics in emergency and surgical medicine.

BIOS 751 - Health Data Systems (3 Credits)
Origin and operation of databases serving governmental and institutional policy and management of programs. 
**Prerequisites:** BIOS 700, HSPM 700.

BIOS 752 - Vital Record and Health Survey Data Analysis (3 Credits)
Accessing, managing, analyzing, and interpreting results from state and national vital records and health survey data sets. Common problems, programming techniques, and analytic considerations. 
**Prerequisites:** BIOS 700, BIOS 710, EPID 700.

BIOS 753 - Community Health Studies (3 Credits)
Process, skills, and management of undertaking health studies in the human community. 
**Prerequisites:** BIOS 700, EPID 700.

BIOS 754 - Discrete Data Analysis (3 Credits)
Analysis of discrete data in public health studies. Relative risk, odds ratio, rates and proportions, contingency tables, logistic regression, introduction to other advanced topics. Not for biostatistics majors. 
**Prerequisites:** EPID 701, BIOS 710, BIOS 757.

BIOS 755 - Introduction to Longitudinal Data Analysis (3 Credits)
Introduction to principles and methods for longitudinal & multi-level modeling. Focus on data analysis and interpretation. 
**Prerequisites:** BIOS 757.

BIOS 757 - Advanced Linear Models in Biostatistics (3 Credits)
Public health applications of correlation, regression, multiple regression, single and multi-factor analysis of variance and analysis of covariance. 
**Prerequisites:** a course in introductory statistics.

BIOS 758 - Advanced Data Analysis (3 Credits)
Public health applications of correlation, regression, multiple regression, single and multi-factor analysis of variance and analysis of covariance. Additional topics in analysis of health data including regression diagnostics, multi-collinearity of observational data, ridge/nonlinear regression, principal components, random/mixed effects, unbalanced designs, repeated measures and sampling and design effects. 
**Prerequisites:** BIOS 701.

BIOS 759 - Theory and Methods of Discrete Data Analysis (3 Credits)
The concepts, principles, and biostatistical techniques necessary to analyze categorical epidemiological data including dose response curves, life tables, and discrete measures of association. Estimation of parameters for logistic and other commonly used epidemiological models. 
**Prerequisites:** EPID 701, BIOS 757.

BIOS 760 - Biostatistical Methods in Clinical Trials (3 Credits)
The basic and advanced statistical techniques necessary for the design, conduct, analysis, and interpretation of results of clinical trials. 
**Prerequisites:** EPID 741, BIOS 757.

BIOS 761 - Survival Analysis (3 Credits)
Methods for the analysis of survival data in the biomedical setting. Underlying concepts; standard parametric and nonparametric methods for one or several samples; concomitant variables and the proportional hazards model. 
**Prerequisites:** BIOS 757 or BIOS 758.

BIOS 762 - Biostatistical Modeling of Genomic Data (3 Credits)
This course is an introduction to important topics and key concepts in statistical genetics, with emphasis on statistics methods and their applications to human complex diseases. The course will cover major concepts and classical statistical methods for the analysis of family and population based human genetic data. 
**Prerequisites:** BIOS 757 or equivalent.
BIOS 765 - Research Design in the Biomedical Sciences (3 Credits)
Fundamentals of constructing, analyzing, and interpreting biomedical studies; internal and external validity, sample size determination, completely random designs, blocking crossover designs, factorial designs, confounding, nested designs, repeated measure designs.
Prerequisites: EPID 741, BIOS 757.

BIOS 770 - Applied Longitudinal Data Analysis (3 Credits)
Modern methods for the analysis of repeated measures, correlated outcomes, and longitudinal data, including repeated measures ANOVA, generalized linear models, random effects, and generalized estimating equations.
Prerequisites: BIOS 757 or STAT 701 or STAT 705.

Cross-listed course: STAT 771
BIOS 775 - Biostatistical Aspects of Bioinformatics (3 Credits)
Bioinformatics analyses related to public health and biomedical research. Gene-gene and gene-environment interaction, phylogeny analysis in disease classification, and clustering for expression data. Data analyses, simulation studies, algorithms, and interpretation of health data.
Prerequisites: BIOS 757.

BIOS 780 - Introduction to Quantile Regression (3 Credits)
Principles and methods of quantile regression, a robust and distribution-free statistical approach that extends the classical mean regression to the analysis of complex treatment effects.
Prerequisites: BIOS 757.

BIOS 790 - Independent Study (1-6 Credits)
Directed research on a topic to be developed by M.P.H. or M.S.P.H. student and instructor. May be repeated.

BIOS 794 - Selected Topics in Biostatistics (1-6 Credits)
Content varies by title. Course may be repeated for a total of 6 credit hours.

BIOS 798 - Public Health Practice (1-6 Credits)
Performance of a limited work or service project in a public need setting, pursuit of planned learning objectives related to previously identified aspects of the student's chosen role. Self-monitoring and regular seminars focusing on learning accomplishments.
Prerequisites: 9-10 hours of specified courses including EPID 700, BIOS 700.

BIOS 799 - Thesis Preparation (1-9 Credits)

BIOS 805 - Categorical Data Analysis (3 Credits)
Prerequisites: BIOS 759 or BIOS 701 or STAT 705.

Cross-listed course: STAT 770
BIOS 808 - Environmetrics (3 Credits)
Statistical methods for environmental and ecological sciences, including nonlinear regression, generalized linear models, spatial analyses/kriging, temporal analyses, meta-analysis, quantitative risk assessment.
Prerequisites: BIOS 757 or BIOS 701 or STAT 705.

Cross-listed course: STAT 708
BIOS 809 - Environmetrics II (3 Credits)
Theoretical underpinnings of environmetrics. Spatial statistics, temporal and longitudinal analysis, hierarchical modeling, and Bayesian inferences for environmental data.
Prerequisites: STAT 708 or BIOS 808; STAT 714.

Cross-listed course: STAT 709
BIOS 811 - Survival Analysis II (3 Credits)
Parametric survival analysis, accelerated failure time model, frailty model, competing risk mode and multi-state model. Techniques motivated by applications in epidemiology and clinical medicine research, applications demonstrated using public health data sets.

BIOS 815 - Generalized Linear Models (3 Credits)
Statistical theory and applications extending regression and analysis of variance to non-normal data. An integrated treatment encompassing logistic and other binary regressions, log-linear models, and gamma regression models.
Prerequisites: STAT 713 or STAT 513 and STAT 705 or BIOS 757.

Cross-listed course: STAT 775
BIOS 816 - Advanced R Programming in Public Health (3 Credits)
R is a free and open source software environment for statistical computing and graphics. This course provides the principles and techniques to efficiently design, implement, and execute simulation and data analysis routines in quantitative fields like biostatistics, statistics, engineering, finance, and data science.
Prerequisites: BIOS 711.

BIOS 820 - Bayesian Biostatistics and Computation (3 Credits)
Bayesian statistical methods including hierarchical modeling and the use of the Markov Chain Monte Carlo (MCMC) methods.
Prerequisites: STAT 705 or BIOS 757.

BIOS 822 - Statistical Methods in Spatial Epidemiology (3 Credits)
A comprehensive introduction to the statistical methods used in the analysis of geo-referenced spatial health data. Topics range from disease mapping to prospective surveillance.
Prerequisites: BIOS 757 and BIOS 759.

BIOS 825 - Multivariate Biostatistics (3 Credits)
Analysis of multivariate data as found in biomedical studies: multivariate linear models, principal component analysis, factor analysis, discriminant and cluster analysis. Other special multivariate topics such as principal component regression.
Prerequisites: STAT 516 or BIOS 757.

BIOS 845 - Doctoral Seminar (1-3 Credits)
May be repeated for credit.
Prerequisites: complete at least one semester of course work and consent of instructor.

BIOS 850 - Binary Dose Response Theory and Methods (3 Credits)
Threshold, mass action and target theory; empirical dose response functions; methods in current use among health science researchers.
Prerequisites: STAT 512.

BIOS 890 - Independent Study (1-3 Credits)
Directed research on a topic to be developed by doctoral student and instructor. May be repeated.

BIOS 894 - Selected Topics in Biostatistics (3 Credits)
Discussion on current and emerging issues in biostatistics.
Prerequisites:
and DNA dynamics.

Nucleic acid structure and function, methodology, genome organization

Theory and practice of molecular biology as applied to medical research.

BMSC 710

networks.

and translation within the cell, cellular energetics, and intracellular

Emphasis will be on the regulation of cell division, protein transcription

on the biophysical and quantitative aspects of cellular function.

Examination of the organization and function of the cell with emphasis

Sciences

BMSC 708

catalysis and the influence of the cellular environment on catalysis. The

carbohydrates. Special emphasis will be on the mechanisms of enzyme

This course will cover the structure and function of proteins, lipids and

BMSC 707

Discussion of major ethical issues related to biomedical research. Two

BMSC 706

The structure and assembly of eucaryotic cells, mechanisms of gene

expression, and the cell biology of the immune system. Methods in cell

biology are also discussed.

Prerequisites: basic biochemistry.

BMSC 705

A continuation of BMSC 702, this course will cover cell-cell

communication, cell motility, extracellular matrices, stem cells, cellular

embryology, and the interactions of viruses with cells. Relevant methods

will also be presented.

Prerequisites: BMSC 702.

BMSC 704

Human Cell and Molecular Biology for Biomedical

Sciences (3 Credits)

Examination of the organization and function of the cell with emphasis

on the biophysical and quantitative aspects of cellular function.

Emphasis will be on the regulation of cell division, protein transcription

and translation within the cell, cellular energetics, and intracellular

networks.

BMSC 710

Medical Molecular Biology (4 Credits)

Theory and practice of molecular biology as applied to medical research.

Nucleic acid structure and function, methodology, genome organization

and DNA dynamics.

Prerequisites: BMSC 754, BMSC 755.

BMSC 720

Signal Transduction (4 Credits)

Transmembrane signaling processes and regulatory mechanisms

involved in neurotransmission and drug action. Emphasis on membrane

receptors linked to ion channels, guanine nucleotide binding proteins,
tyrosine kinase activity and intracellular receptors.

Prerequisites: BMSC 755.

BMSC 730

Cardiovascular Science (4 Credits)

Anatomy, pathology, pharmacology and physiology of the cardiovascular

system taught from a research-oriented perspective.

BMSC 740

Human Anatomy for Health Sciences (6 Credits)

Instruction in normal human anatomy and embryology, as well

as pathological variations during disease states, to include

advanced anatomical imaging techniques such as radiography and

ultrasonography.

BMSC 741

Pathophysiology for Health Sciences (6 Credits)

Pathophysiologic mechanisms that underlie common diseases related to
different organ systems.

BMSC 742

Summative Experience for Physician Assistants (1 Credit)

Assessing the Physician Assistant student’s readiness for clinical

practice. The course will consist of a series of summative evaluations

and board preparation.

BMSC 743

Clinical Immersion for PAs (2 Credits)

Introduction to the clinical setting to include HIPAA training, shadowing

clinicians, and basic life support training.

BMSC 744

Interprofessional Seminar for Health Professionals (1 Credit)

Formal and informal codes of interprofessional conduct of the

health science disciplines. Group discussion of implications for

interprofessional research, clinical practice, and administration.

BMSC 745

Medical Interviewing (2 Credits)

Instruction in medical interviewing, medical documentation, patient

assessment, and patient management.

BMSC 746

Physical Diagnosis (6 Credits)

Instruction in developing the techniques necessary to begin the

evaluation of patients by ascertaining symptoms and evaluating physical

signs of disease.

BMSC 747

Diagnostic Testing (2 Credits)

Analysis, utilization and interpretation of diagnostic testing modalities in

medicine.

BMSC 748

Surgery and Emergency Medicine (2 Credits)

Specialized medical topics in emergency and surgical medicine.

BMSC 749

Clinical Medicine-Across the Lifespan (2 Credits)

Instruction in clinical skills and knowledge required in primary care

practices, including patients of all ages.

BMSC 750

Population Health and Health Policy (3 Credits)

Instruction in patient-centered health care delivery systems to include

patient safety, patient education, and preventive medicine with a focus on

population health.

BMSC 751

Behavioral Health (2 Credits)

Instruction in clinical skills and knowledge to understand the

presentation and mechanisms of mental health problems, emphasizing a

psychopathology approach to the patient.

BMSC 752

Medical Law and Ethics (2 Credits)

Ethical issues and legal implications in patient-centered health care

delivery systems.
BMSC 753 - Physician Assistant Professional Practice (1 Credit)
Instruction related to PA professional issues.

BMSC 754 - Biomedical Biochemistry I (4 Credits)
First of a two-semester sequence covering the major areas of biochemistry in a biomedical context. Chemistry of amino acids and proteins, enzymology, metabolism of carbohydrates and lipids. Emphasis is on biomedical research applications. Four lecture hours per week.

BMSC 755 - Medical Genetics and Laboratory Diagnostics (2 Credits)
Fundamental genetics, the role of human genetic factors in clinical medicine, and interpretation of laboratory data.

BMSC 756 - Advancing Medical Practice through Research (3 Credits)
Instruction in critical thinking skills and research methods to prepare students to search, interpret and evaluate the medical literature and perform clinical research.

BMSC 758 - Internal Medicine (4 Credits)
Supervised clinical practicum for physician assistant students in Internal Medicine.

BMSC 759 - Women's Health (4 Credits)
Supervised clinical practicum for physician assistant students in OB/GYN.

BMSC 760 - Pediatrics (4 Credits)
Supervised clinical practicum for physician assistant students in Pediatrics.

BMSC 761 - Behavioral Medicine (4 Credits)
Supervised clinical practicum for physician assistant students in Behavioral Medicine.

BMSC 762 - General Surgery (4 Credits)
Supervised clinical practicum for physician assistant students in General Surgery.

BMSC 763 - Emergency Medicine (4 Credits)
Supervised clinical practicum for physician assistant students in Emergency Medicine.

BMSC 764 - Orthopedics (4 Credits)
Supervised clinical practicum for physician assistant students in Orthopedics.

BMSC 765 - Practicum Elective (4 Credits)
Supervised clinical practicum for physician assistant students in area of student's choice with approval of the Director of Clinical Education. Elective can be in a specialty or a core area.

BMSC 766 - PA Clinical Medicine and Therapeutics I (7 Credits)
Examines diseases related to different organ systems including review of pathophysiological basis of disease, resulting clinical signs/symptoms and overview of treatment strategies.
Prerequisites: BMSC 740 and PHPH 701.

BMSC 767 - PA Clinical Medicine and Therapeutics II (6 Credits)
Examines diseases related to different organ systems including review of pathophysiological basis of disease, resulting clinical signs/symptoms and an overview of treatment strategies.
Prerequisites: BMSC 766.

BMSC 768 - PA Clinical Medicine and Therapeutics III (6 Credits)
Examines diseases related to different organ systems including a review of pathophysiological basis of disease, resulting clinical signs/symptoms and an overview of treatment strategies.
Prerequisites: BMSC 767.

BMSC 769 - PA Clinical Medicine and Therapeutics IV (7 Credits)
Examines disease related to different organ systems including review of pathophysiological basis of disease, resulting clinical signs/symptoms and overview of treatment strategies.
Prerequisites: BMSC 766, BMSC 767, BMSC 768.

BMSC 770 - Clinical Skills Lab (3 Credits)
Performing clinical procedures and using technology such as ultrasonography in clinical practice.

BMSC 780 - Biomedical Research (1-2 Credits)
Research project conducted with mentor focused on advancing medical practice.

BMSC 781 - Family Medicine PA Program Practicum (4 Credits)
First of two supervised clinical practicums for physician assistant students in Family and Preventive Medicine.
Prerequisites: Successful completion of the didactic PA program coursework during the first year.

BMSC 782 - Family Medicine PA Program Practicum 2 (4 Credits)
2nd of two four-week supervised clinical rotations for physician assistant students in Family and Preventive Medicine.
Prerequisites: BMSC 781.

BMSC 783 - Physician Assistant Capstone Portfolio (1 Credit)
Portfolio project conducted with faculty mentor focused on community service, continuing medical education, evidence-based medicine, research, and advancing medical practice.

BMSC 799 - Thesis Preparation (1-9 Credits)

BMSC 801 - Seminar in Biomedical Science (2 Credits)
Professional development and scientific update by attending Biomedical Science Seminar Series and meeting with speakers in section one for one credit. Section two for two credits also includes student presentations of literature review topics and current research. May be repeated for credit.

Business Administration (BADM)

BADM 700 - Master of Science Project (1-15 Credits)
Preparation of an applied research project in a functional area of business administration under the supervision of a graduate faculty member.

BADM 780 - Readings and Research (1-3 Credits)

BADM 790 - Special Topics in Business (1-6 Credits)
Analysis of current topics, issues, and practices in business. May be repeated as content varies by title for a maximum of 9 credit hours per program of study.

BADM 799 - Thesis Preparation (1-9 Credits)
To be arranged by candidates for the Master of Science degree with the instructor under whose direction the master's thesis is being written.

BADM 880 - Readings and Research (1-6 Credits)

BADM 881 - Readings and Research (3 Credits)

BADM 899 - Dissertation Preparation (1-12 Credits)

Chemical Engineering (ECHE)

ECHE 520 - Chemical Engineering Fluid Mechanics (3 Credits)
Multi-phase pressure drop, phase contacting, flow through porous media, fluidization, mixing, and turbulence.
Prerequisites: ECHE 320 or ENCP 360.
ECHE 521 - Computational Fluid Dynamics for Engineering Applications (3 Credits)
Introduction to the use of computational fluid dynamics codes to analyze flow, heat, and mass transfer problems of practical engineering applications.
Prerequisites: ECHE 320 or EMCH 360 or ECIV 360 or ENCP 360 or AESP 265.

ECHE 530 - Intermediate Chemical Engineering Kinetics (3 Credits)
Intermediate concepts of chemical kinetics, batch and flow reactors, catalysts and reactor design, including non-ideal systems.
Prerequisite or Corequisite: C or better in ECHE 311.

ECHE 540 - Intermediate Separation Process Design (3 Credits)
Intermediate level design of stagewise chemical separation cascades; analysis of binary and ternary systems; multicomponent separations, plate and column specification procedures; distillation, crystallization, extraction, and leaching.
Prerequisites: C or better in ECHE 300.
Prerequisite or Corequisite: D or better in ECHE 321.

ECHE 550 - Chemical Process Dynamics and Control (3 Credits)
Fundamental physical and chemical principles in mathematically modeling the dynamic response of chemical processes; feedforward and feedback control systems; design of control schemes for selected chemical processes.
Prerequisites: C or better in ECHE 300 and MATH 242; D or better in ECHE 456.

ECHE 567 - Process Safety, Health and Loss Prevention (3 Credits)
Reliability, availability, and fault-tree analyses, risk indices, hazard evaluation, vapor cloud modeling, toxicology, material safety classification and regulations, individual/corporate ethical responsibilities.
Prerequisite or Corequisite: ECHE 466.

ECHE 571 - Corrosion Engineering (3 Credits)
Basic principles of corrosion engineering developed from a chemical engineering approach to thermodynamics, kinetics, mass transfer, and potential theory.
Prerequisites: ECHE 311.

ECHE 572 - Polymer Processing (3 Credits)
Industrial polymers with emphasis on their characterization and on the modeling of the major polymer fabrication processes.

ECHE 573 - Next Energy (3 Credits)
An examination of energy technologies that will enable society to move from an economy based on fossil fuels to one based on sustainable energy.

ECHE 574 - Combustion (3 Credits)
Fundamental process and applications related to the broad field of combustion and energy generation including emissions control technologies.
Prerequisites: ECHE 430.

ECHE 589 - Special Advanced Topics in Chemical Engineering (3 Credits)
Course content varies and will be announced in the schedule of classes by title. May be repeated as topic varies.

ECHE 700 - Chemical Process Analysis (3 Credits)
Quantitative analysis of industrial chemical operations. Equilibrium relations, material and energy balances, and reaction kinetics principles are used to analyze a variety of chemical processes and systems.

ECHE 709 - Selected Topics in Industrial Stoichiometry (3 Credits)
Special topics in industrial stoichiometry with emphasis on current research.

ECHE 710 - Advanced Chemical Engineering Thermodynamics (3 Credits)
Mass, energy, and entropy balance analysis of complex systems; evaluation of thermodynamic property changes of pure materials; solution thermodynamics of single-phase multicomponent systems; phase and chemical reaction equilibrium.
Prerequisites: ECHE 311.

ECHE 719 - Selected Topics in Chemical Engineering Thermodynamics (3 Credits)
Special topics in chemical engineering thermodynamics with emphasis on current research.

ECHE 720 - Advanced Fluid Flow Analysis (3 Credits)
Theory and application of fluid flow phenomena; momentum equations, conformal mapping, empirical methods, boundary layers, dimensional analysis.
Prerequisites: ENCP 360 and MATH 242.

ECHE 721 - Advanced Heat Flow Analysis (3 Credits)
Theory and application of heat flow phenomena; classical techniques and finite-difference numerical methods; conduction, convection, radiation, boiling.
Prerequisites: ECHE 321 and ECHE 720.

ECHE 722 - Advanced Mass Transfer (3 Credits)
Diffusive and convective mass transfer. Applications of the Stefan-Maxwell equations, prediction of diffusion coefficients, convective mass transport, correlations for mass transfer coefficients, and combined mass transfer and reaction modeling.
Prerequisite or Corequisite: ECHE 720.

ECHE 725 - Rheology (3 Credits)
Rheological characteristics of viscous, elastic, viscoelastic, and plastic substances; non-Newtonian fluid flow, viscometry, and rheogoniometry; rheological equations of state; engineering applications.

ECHE 728 - Selected Topics in Fluid Mechanics (3 Credits)
Special topics in fluid mechanics with emphasis on current research.

ECHE 729 - Selected Topics in Heat and Mass Transfer (3 Credits)
Special topics in heat and mass transfer with emphasis on current research.

ECHE 730 - Chemical Reactor Design (3 Credits)
Optimum temperature sequencing. Modeling of non-ideal reactors. Theories of catalysis with emphasis on the rate of diffusion. Interpretation of experimental catalytic data and use of these data in reactor design.

ECHE 739 - Selected Topics in Kinetics and Reactor Design (3 Credits)
Special topics in kinetics and reactor design with emphasis on current research.

ECHE 740 - Distillation (3 Credits)
Analytical, shortcut, and computer techniques for plate contacting of multicomponent systems. Review of binary separations, V-L-E models, azeotropic and extractive distillation, effects of non-key components, computational schemes, and convergence criteria.
ECHE 741 - Liquid-Liquid Extraction (3 Credits)
Principles of modeling liquid-liquid extraction cascades. Evaluation of L-L-E, ternary systems, design applications for hydrometallurgical systems, interlinked cascade structures for multiple solute systems, efficiency of process equipment, and synergism.

ECHE 742 - Adsorption Fundamentals and Processes (3 Credits)
Advanced principles of adsorption and adsorption processes including adsorbents, thermodynamics, kinetics, fixed bed adsorption and cyclic adsorption processes.

ECHE 749 - Selected Topics in Separations (3 Credits)
Special topics in separations with emphasis on current research.

ECHE 750 - Process Dynamics and Control (3 Credits)
Advanced topics in chemical process dynamics and control. Multivariate analysis, system identification, sampling, optimal process control.
Prerequisites: ECHE 550.

ECHE 759 - Selected Topics in Process Control (3 Credits)
Special topics in process control with emphasis on current research.

ECHE 769 - Selected Topics in Chemical Engineering Design (3 Credits)
Special topics in chemical engineering design with emphasis on current research.

ECHE 770 - Electrochemical Engineering (3 Credits)
Electrochemical engineering principles developed from thermodynamic, kinetic, mass transfer, and potential theory. Numerical analysis and design of electrochemical systems. Statistical analysis of experimental data and industrial experimental designs.

ECHE 771 - Corrosion Engineering (3 Credits)
Corrosion engineering principles developed from thermodynamic, kinetic, mass transfer, and potential theory. Numerical analysis of corroding systems, statistical analysis of experimental data, and industrial experimental designs.

ECHE 772 - Principles of Polymer Systems (3 Credits)
Theory and applications of polymer systems. Structure, physical properties, rheological, and mechanical behavior of polymers. Polymerization reactions and industrial polymerization processes. Fabrication techniques.

ECHE 789 - Selected Topics in Chemical Engineering (3 Credits)
Approved for special topic offerings.

ECHE 797 - Research (1-12 Credits)
Individual research to be arranged with instructor.

ECHE 798 - Graduate Seminar in Chemical Engineering (1-2 Credits)
Seminar on current topics in chemical engineering. Includes oral presentations by students on research projects.

ECHE 799 - Thesis Preparation (1-12 Credits)
To be arranged by candidates for the master's degree with the thesis advisor.

ECHE 865 - Chemical Process Safety and Loss Prevention (3 Credits)
Chemical process quantitative risk analysis, consequence modeling, risk estimation, and hazards assessment; design principles including inherent safety and mitigation techniques; elements of process safety management.
Prerequisites: ECHE 720.

ECHE 899 - Dissertation Preparation (1-12 Credits)
CHEM 619 - Special Topics in Inorganic Chemistry (1-3 Credits)
Current developments in inorganic chemistry. Readings and research on selected topics. Course content varies by title and will be announced in the schedule of classes. May be repeated for credit.

CHEM 621 - Instrumental Analysis (3 Credits)
Chemical instrumentation including electronics, signal processing, statistical analysis, molecular/atomic spectroscopy, electrochemical methods, chromatography, and mass spectrometry. Three lecture hours per week.
Prerequisites: C or higher in CHEM 321 or CHEM 322.

CHEM 621L - Instrumental Analysis Lab (1 Credit)
Methods, principles and strategies for chemical instrumentation in analysis. Chemical instrumentation laboratory with environmental, forensic, and biotechnology applications. Three laboratory hours per week.
Corequisite: CHEM 621.

CHEM 622 - Forensic Analytical Chemistry (3 Credits)
Analytical chemical methods in forensic science, including gathering of evidence, toxicology, drug identification, analysis of trace evidence, arson analysis, and DNA/serology.
Prerequisites: C or higher in CHEM 321, CHEM 321L and in CHEM 334, CHEM 332L or CHEM 334L.

CHEM 623 - Introductory Environmental Chemistry (3 Credits)
Study of the chemical reactions and processes that affect the fate and transport of organic chemicals in the environment. Three lecture hours per week.
Prerequisites: C or higher in CHEM 321, in CHEM 333, and in MATH 142.

CHEM 624 - Aquatic Chemistry (3 Credits)
Study of the chemical reactions and processes affecting the distribution of chemical species in natural systems. Three lecture hours per week.
Prerequisite or Corequisite: CHEM 321, MATH 142.

Cross-listed course: MSCI 624

CHEM 629 - Special Topics in Analytical Chemistry (1-3 Credits)
Current developments in inorganic chemistry. Readings and research on selected topics. Course content varies by title and will be announced in the schedule of classes. May be repeated for credit.

CHEM 633 - Introduction to Polymer Synthesis (3 Credits)
Special emphasis on the modern synthesis of polymeric materials. Definitions, characterization, and applications of polymers will be briefly presented.
Prerequisites: C or higher in CHEM 334.

CHEM 639 - Special Topics in Organic Chemistry (3 Credits)
Current developments in organic chemistry. Readings and research on selected topics. May be repeated as content varies by title.

CHEM 643 - Computational Chemistry (3 Credits)
This course is designed to familiarize students with theory and use of modern electronic structure codes, as well as to develop critical thinking and problem-solving skills and to improve computer literacy.
Prerequisites: C or higher in CHEM 541 or CHEM 542.

CHEM 644 - Materials Chemistry (3 Credits)
Introduction to materials science; structural and electronic description of inorganic-based solids; experimental techniques in materials chemistry; interfacial energetics and optoelectronic processes at metal and semiconductor surfaces.
Corequisite: CHEM 542 (unless a grade of C or higher earned previously).

CHEM 649 - Special Topics in Physical Chemistry (1-3 Credits)
Current developments in physical chemistry. Readings and research on selected topics. Course content varies by title and will be announced in the schedule of classes. May be repeated for credit.

CHEM 655 - Metabolic Biochemistry of Human Disease (3 Credits)
Core concepts of biochemistry as applied to human health and disease.
Prerequisites: C or higher in CHEM 555/BIOL 545 or CHEM 550/BIOL 541.

Cross-listed course: BIOL 668

CHEM 659 - Special Topics in Biochemistry (3 Credits)
Selected topics in the field of biochemistry. May be repeated as content varies by title.
Prerequisites: C or higher in CHEM 555/BIOL 545 or CHEM 550/BIOL 541.

CHEM 700 - Methods of Solving Problems in Chemistry (3 Credits)
Various approaches to solving problems in gas laws, solution chemistry, and equilibrium. Comparison of the pedagogical merits of the different approaches. For teachers of chemistry. M.A.Students. Three lectures per week.

CHEM 701 - Seminar (1 Credit)
Required of all graduate students. Fall or Spring limit of 2 credits.

CHEM 701A - Seminar (1 Credit)
A survey of chemical research at the University of South Carolina. Required of all first-year degree candidates in chemistry.

CHEM 702 - Structure and Bonding in Covalent Molecules (4 Credits)
Covalent bonding in compounds of the first short period elements, with emphasis on those of boron, carbon, and nitrogen. Structure of molecules, some important functional groups, resonance in unsaturated compounds, stereochemistry, and organometallic compounds. For teachers of chemistry, M.A.T., or M.Ed. students. Three lectures and one discussion period per week.

CHEM 703 - Molecular Reactions (4 Credits)
General types of organic reactions, including those of biochemistry. Industrial preparations of both organic and inorganic compounds of major importance. For teachers of chemistry, M.A.T., or M.Ed. students. Three lectures and one discussion period per week.

CHEM 704 - Energy, Equilibrium, and Chemical Change (4 Credits)
The basic laws of chemical thermodynamics, chemical kinetics, and equilibrium, with emphasis on the practical and theoretical importance of the interconversion of chemical energy with other forms of energy. For teachers of chemistry, M.A.T., or M.Ed. students. Three lectures and one discussion period per week.

CHEM 705 - Modern Instrumental Methods in Chemistry (4 Credits)
A survey of the applications of modern instrumental techniques to the solution of chemical problems, with emphasis on development of a basic understanding of the experiment and on interpretation of data. For teachers of chemistry, M.A.T., or M.Ed. students. Three lectures and one discussion period per week.
CHEM 706 - Chemistry in Living Systems (4 Credits)
The structures and functions of proteins, nucleic acids, lipids, enzymes, and other biologically important molecules; the role of these molecules in the major metabolic pathways. For teachers of chemistry, M.A.T., or M.Ed. students. Three lectures and one discussion period per week.

CHEM 709 - Special Topics in Chemical Education (1-6 Credits)
Selected chemical topics with emphasis on modern chemical concepts. For teachers of chemistry, M.A.T., I.M.A. and M.Ed. students. Lectures, discussion, laboratories, depending on credit offered.

CHEM 711 - Physical-Inorganic Chemistry (3 Credits)
The use and interpretation of modern physical measurements of particular application to inorganic chemistry, including X-ray, ESR, magnetic measurements, Mössbauer spectra, ligand field theory, and reaction mechanisms.

CHEM 712 - The Chemistry of Transition Elements (3 Credits)
Systematic study of the reactions and bonding of the d and f transition elements.

CHEM 713 - The Chemistry of the Representative Elements (3 Credits)
Systematic study of the structure and bonding of the inorganic compounds of main group elements.

CHEM 719 - Special Topics in Inorganic Chemistry (3 Credits)
May be repeated as content varies by title.

CHEM 721 - Electroanalytical Chemistry (3 Credits)
Theory and application of classical and modern electrochemical techniques.

CHEM 722 - Spectrochemical Methods of Analysis (3 Credits)
A comprehensive study of the theory, instrumentation, methodology, and analytical applications of modern atomic and quantitative molecular spectrometry.

CHEM 723 - Separation Methods in Analytical Chemistry (3 Credits)
Modern techniques for analytical separations including distillation, extraction, gas chromatography, and liquid chromatography. Basic theory and practical applications. Three lecture hours per week.

CHEM 729 - Special Topics in Analytical Chemistry (3 Credits)
May be repeated as content varies by title.

CHEM 735 - Structural and Mechanistic Organic Chemistry (3 Credits)
Basic concepts of structure, bonding, stereochemistry, and reaction mechanisms as applied to organic compounds and synthetic transformations.

CHEM 736 - Mechanistic and Synthetic Organic Chemistry (3 Credits)
A continuation of CHEM 735 with special emphasis on organic synthesis. Prerequisites: CHEM 735.

CHEM 739 - Special Topics in Organic Chemistry (3 Credits)
May be repeated as content varies by title.

CHEM 741 - Chemical Thermodynamics (3 Credits)
A development of classical thermodynamics and its application to chemical changes. Prerequisites: CHEM 542.

CHEM 742 - Surface Science (3 Credits)
The principles of surface processes – structure and electronic properties, adsorption and reactions, surface characterization using spectroscopy and microscopy.

CHEM 743 - Quantum Chemistry (3 Credits)
An introduction to the application of quantum mechanics to problems in chemistry. Prerequisites: CHEM 542; differential equations.

CHEM 744 - Statistical Mechanics (3 Credits)
Calculations of the thermodynamic properties of chemical systems from molecular properties. Theory and applications. Prerequisites: CHEM 542; differential equations.

CHEM 745 - Introductory Crystallography (3 Credits)
Point and space groups. Matrix representation and the derivation of the space groups. Significance of general and special positions. Powder and single crystal methods. Limitation imposed upon molecules by space group considerations. Introduction to structure analysis. Patterson and electron density functions. Refinement techniques.

CHEM 747 - Spectroscopy and Molecular Structure (3 Credits)
Study of the rotational, vibrational, and electronic spectra of polyatomic molecules for the elucidation of molecular structures.

CHEM 749 - Special Topics in Physical Chemistry (3 Credits)
May be repeated as content varies by title.

CHEM 751 - Biosynthesis of Macromolecules (3 Credits)
A detailed consideration of the enzymological basis for the synthesis of DNA, RNA, and protein including mechanisms for the regulation of these processes. Focus will be on eucaryotic mechanisms though procaryotic systems will be covered as necessary for background.

CHEM 752 - Regulation and Integration of Metabolism (3 Credits)

CHEM 753 - Enzymology and Protein Chemistry (3 Credits)
An analysis of the isolation, composition, structure, and function of enzymes emphasizing their kinetic, mechanistic, and regulatory features. Protein chemistry: amino acid and protein sequence analysis; chemical modification methodologies; analysis of higher order structures of proteins.

CHEM 754 - Biomedical Biochemistry I (4 Credits)
First of a two-semester sequence covering the major areas of biochemistry in a biomedical context. Chemistry of amino acids and proteins, enzymology, metabolism of carbohydrates and lipids. Emphasis is on biomedical research applications. Four lecture hours per week. 03-07/05/2019.

CHEM 755 - Biomedical Biochemistry II (4 Credits)
A continuation of CHEM 754. Topics include nucleic acids and protein biosynthesis, blood chemistry, respiration, acid-base chemistry, metabolism, and nutrition. Four lecture hours per week. Prerequisites: CHEM 754.

CHEM 759 - Special Topics in Molecular Biochemistry (3 Credits)
May be repeated as content varies by title.

CHEM 790 - Introduction to Research (3 Credits)
A laboratory and introduction to modern research techniques. Six hours of laboratory per week and individual consultation with instructor.

CHEM 791 - Introduction to Research (1-3 Credits)
A continuation of CHEM 790. Six hours of laboratory per week and individual consultation with instructor. Prerequisites: CHEM 790.
CHEM 798 - Research in Chemistry I (1-12 Credits)
Directed laboratory research and readings in chemistry.

CHEM 799 - Thesis Preparation (1-12 Credits)

CHEM 898 - Research in Chemistry II (1-12 Credits)
A continuation of CHEM 798 for Ph.D. candidates.

CHEM 899 - Dissertation Preparation (1-12 Credits)

Chinese (CHIN)

CHIN 550 - Advanced Special Topics in Chinese Studies (3 Credits)
Advanced special topics in Chinese studies. May be repeated as content varies by title.

CHIN 777 - Supervised Instruction in Teaching Foreign Languages in College (0 Credits)
Supervised direction of foreign language teaching in college. Required of all graduate assistants who are teaching. This course will not count toward the MA or PhD degree.

Civil Engineering (ECIV)

ECIV 502 - Life Cycle Assessment of Civil and Environmental Engineering Systems (3 Credits)
The steps of conducting and interpreting an environmental life cycle assessment on civil and environmental engineering systems. Fundamentals associated with conducting a life cycle assessment, including goal and scope, inventory analysis, impact assessment, and interpretation.
Prerequisites: D or better in ECIV 350 and D or better in either ECIV 303, ECIV 325, ECIV 327, ECIV 330, ECIV 340 or ECIV 362.

ECIV 503 - Structural Modeling and Experimental Methods (3 Credits)
Introduction of structural modeling; strain gauge instrumentation; force, displacement, acceleration, pressure, temperature measurements; concrete and steel modeling; size effects; analysis of experimental data.
Prerequisites: ECIV 327.

ECIV 520 - Structural Analysis II (3 Credits)
Advanced methods of structural analysis with emphasis on matrix methods. Development of the generalized matrix force and matrix displacement methods of static analysis, with applications to trusses and frames.
Prerequisites: ECIV 320.

ECIV 521 - Numerical Methods in Mechanics (3 Credits)
Prerequisites: D or better in ECIV 201 or ENCP 201.

ECIV 524 - Structural Vibrations (3 Credits)
Response of single- and multiple-degree of freedom structurally dynamic systems to impact, harmonic, wind, and seismic excitations.
Prerequisites: ECIV 320.

ECIV 526 - Timber and Masonry Design (3 Credits)
Basic engineering properties of timber and masonry materials, design methods and philosophies for timber and masonry structures. Particular attention is paid to current codes, specifications and analysis.
Prerequisites: C or better in ECIV 320.

ECIV 530 - Foundation Analysis and Design (3 Credits)
Subsurface investigation procedures. Theoretical and practical aspects of the design of earth retaining structures, spread footings, and pile foundations.
Prerequisites: ECIV 330.

ECIV 531 - Design of Earth Structures (3 Credits)
Geotechnical engineering problems associated with the behavior of earth masses. Soil shear strength, lateral earth pressure, design of retaining structures, slope stability, water flow through soils.
Prerequisites: ECIV 330.

ECIV 533 - Geosynthetics and Geotechnical Design of Landfills (3 Credits)
Principles for the design, construction, and performance of waste containment systems. Characterization of barrier materials; geosynthetics; design of liner and leachate collection systems; stability and deformation analyses of landfills.
Prerequisites: ECIV 330.

ECIV 535 - Geotechnical Engineering in Transportation (3 Credits)
Remote sensing and engineering geology. Field and laboratory testing. Design and maintenance methods for flexible and rigid pavements. Topics in tunnel design and buried conduit.
Prerequisites: ECIV 330.

ECIV 539 - Experimental Methods in Geotechnical Engineering (3 Credits)
Overview of transducers, signal conditioning and data acquisition; test control methods, data analysis and measurement errors; testing systems to measure soil strength, stiffness, and hydraulic conductivity; laboratory projects and examinations.
Prerequisites: ECIV 330, ECIV 330L.

ECIV 540 - Transportation Systems Planning (3 Credits)
Fundamental interactions between supply and demand in transportation systems. Modeling transportation demand and trip-making behavior. Evaluation of alternatives for decision making.
Prerequisites: ECIV 340.

ECIV 541 - Highway Design (3 Credits)
Design of transportation facilities using relevant tools and guidelines with emphasis on physical and operational aspects of arterials, freeways, intersections, and interchanges, including geometry, capacity, control, and safety.
Prerequisites: D or better in ECIV 111 or ENCP 102 and D or better in ECIV 340.

ECIV 542 - Traffic Engineering (3 Credits)
Capacity analysis of freeways and arterials. Traffic flow characteristics and basic relationships among traffic flow parameters. Signalized and unsignalized intersection control and signal timing design.
Prerequisites: ECIV 340.

ECIV 543 - Traffic Safety Analysis (3 Credits)
Research concepts and methodologies to enable students to identify the underlying reasons and factors that contribute to traffic crashes and determine appropriate countermeasures.
Prerequisites: D or better in ECIV 340.
ECIV 551 - Elements of Water and Wastewater Treatment (3 Credits)
Unit operations and processes employed in the physical, chemical, and biological treatment of water and wastewater. Design of water and wastewater treatment systems.
Prerequisites: ECIV 350.

ECIV 555 - Principles of Municipal Solid Waste Engineering (3 Credits)
Fundamentals and engineering principles of solid waste generation, characterization, collection and transport, source reduction and recycling, and physical, chemical, and biological treatment strategies.
Prerequisites: ECIV 350.

ECIV 556 - Air Pollution Control Engineering (3 Credits)
Introduction to the sources of air pollution and the engineering principles used for control and prevention.
Prerequisites: ECIV 350.

ECIV 557 - Sustainable Construction for Engineers (3 Credits)
Instruction to sustainable engineering design alternatives and principles for construction and site development from preconstruction through design and the construction phase.
Prerequisites: ECIV 350 and ECIV 570.

ECIV 558 - Environmental Engineering Process Modeling (3 Credits)
Modeling fate and transport phenomena in environmental processes with applications in engineered unit operators and natural systems.
Prerequisites: ECIV 350 and MATH 242.

ECIV 560 - Open Channel Hydraulics (3 Credits)
Steady and unsteady flows in single or multiple-channel systems.
Prerequisites: ECIV 360.

ECIV 562 - Engineering Hydrology (3 Credits)
Applications of hydrologic techniques to design problems; stormwater simulation models; urban stormwater.
Prerequisites: ECIV 360.

ECIV 563 - Subsurface Hydrology (3 Credits)
Hydrologic cycle, subsurface physical properties, equations of groundwater flow; well flow, well design, groundwater resource development, design of dewatering systems, groundwater contamination.
Prerequisites: ECIV 201, ECIV 360.

ECIV 570 - Land Development for Engineers (3 Credits)
Fundamentals of designing and permitting the conversion of land to new or altered states, including environmental issues, traffic and parking, utility resources, site engineering, ADA, safety, planning, and zoning requirements.
Prerequisites: Three from ECIV 320, ECIV 330, ECIV 340, ECIV 350, and ECIV 362.

ECIV 580 - Railway Engineering I (3 Credits)
Introduction to the analysis and design of the railway infrastructure for freight and passenger systems to include track and track support systems, grade crossings, special trackwork, construction, inspection, assessment and compliance.
Prerequisites: ECIV 303, ECIV 320, ECIV 330, ECIV 340.
Corequisite: ECIV 303.

ECIV 582 - Operation and Logistics of Railway Systems (3 Credits)
Principles of rail operations; Network management; Best practices for train planning, performance management and delivery of service; technical elements of a railway from an operations perspective (train controls, signaling, communications, yards, tractive power etc).
Prerequisites: ECIV 340.

ECIV 588 - Design of Railway Bridges and Structures (3 Credits)
Introduction to railway infrastructure; Structural design considerations and criteria of railway structures; Bridge types and components; Planning and preliminary design of modern railway bridges; Loads and forces; Structural analysis and design of steel railway bridges and components.
Prerequisite or Corequisite: ECIV 330; ECIV 325 or ECIV 327.

ECIV 705 - Deterministic Civil and Environmental Systems Engineering (3 Credits)
Planning, design, and operation of large-scale, integrated civil and environmental engineering systems, with applications of mathematical programming and other search models.
Prerequisites: ECIV 405.

ECIV 706 - Probabilistic Civil and Environmental Systems Engineering (3 Credits)
Civil and environmental systems engineering under uncertainty, including decision rules, decision theory, uncertainty propagation, stochastic programming, and conservative design.
Prerequisites: STAT 509.

ECIV 707 - Management of Engineering Projects (3 Credits)
This course focuses in studying the life-cycle of a project using a systems engineering approach. Industry standards for engineering companies as well as practical considerations are studies through the semester.

ECIV 708 - Engineering Risk and Reliability (3 Credits)
Risk analysis is presented in the context of reliability in design including applications to mechanical and electrical systems with discussion of failure modes and life cycle costs.

ECIV 712 - Boundary Element Methods in Engineering (3 Credits)
Introduction to boundary element methods and their computer implementation. Steady-state and transient solutions of two- and three-dimensional problems of elasticity and potential flow.
Prerequisites: ENCP 260, MATH 242.

ECIV 720 - Advanced Structural Mechanics and Analysis (3 Credits)
Development of concepts and practical applications of the finite element method of structural analysis with emphasis on the displacement method approach. Initial strains, specified displacements, numerical integration, and isoparametric elements are included.
Prerequisites: ECIV 520.

ECIV 722 - Theory and Design of Plates and Shells (3 Credits)
Prerequisites: MATH 242.
ECIV 724 - Dynamics of Structures (3 Credits)
Lumped and continuous multidegree of freedom mechanical systems and structural assemblies. Steady-state, shock, and random excitation. Modal analysis, numerical methods. Introduction to wave propagation, earthquake engineering, and nonlinear vibrations.
Prerequisites: ENCP 260, MATH 242.

ECIV 725 - Advanced Analysis and Design in Structural Metals (3 Credits)
Analysis and behavior of metal structural components under general loading combinations. Buckling phenomena of thin-walled open sections in the elastic and inelastic regions, and correlation with design code criteria. Behavior and design of plate girders.
Prerequisites: ECIV 425.

ECIV 726 - Repair and Retrofit of Structures (3 Credits)
Analysis and modeling existing and repaired structures. Selection, modeling, and design of repair and/or retrofit measures.
Prerequisites: ECIV 520.

ECIV 727 - Advanced Analysis and Design of Reinforced Concrete (3 Credits)
Design of multistory structures, two-way slabs, joints in buildings, pavement design, and miscellaneous topics.
Prerequisites: ECIV 427.

ECIV 728 - Prestressed Concrete Analysis and Design (3 Credits)
Pre-stressing methods and materials; flexural analysis, shear and torsion, design of simple, composite and continuous beams. Deflections, slab design, and study of axially loaded members.
Prerequisites: ECIV 327.

ECIV 730 - Advanced Soil Mechanics (3 Credits)
Course covers the mechanical properties of soil; analysis of the field and laboratory tests to determine soil properties required for foundation analysis and design; consolidation theory; and settlement analysis.
Prerequisites: ECIV 530.

ECIV 731 - Slope Stability, Retaining Systems and Lateral Earth Pressure (3 Credits)
Prerequisites: ECIV 530.

ECIV 732 - Theoretical and Numerical Methods in Geomechanics (3 Credits)
Constitutive models and their numerical implementation. Elastic and plastic approaches to analysis. Finite element applications to geomechanics problems. Layer analysis, arching, and stability case studies.
Prerequisites: ECIV 530.

ECIV 733 - Physico-chemical Properties of Soils (3 Credits)
Prerequisites: ECIV 530.

ECIV 734 - Dynamics of Soils and Foundations (3 Credits)
Prerequisites: ECIV 330.

ECIV 736 - Ground Improvement Techniques (3 Credits)
Application of soil mechanics principles to improving the engineering characteristics of soil and rock. Topics include mechanisms of soil densification, preconsolidation, grouting, ground freezing, reinforced earth, and soil nailing.
Prerequisites: ECIV 530.

ECIV 737 - Advanced Foundation Design (3 Credits)
Prerequisites: ECIV 530.

ECIV 742 - Intermodal Freight Transport (3 Credits)
Marine container terminal design and operations, rail-yard design and operations, cross-dock terminal design and operations, drayage routing and scheduling, and network design. Application of operations research techniques to intermodal transportation.
Prerequisites: D or better in ECIV 705.

ECIV 744 - Discrete Choice Analysis of Travel Demand (3 Credits)
Individual choice theory; binary choice models; unordered multinomial and multi-dimensional choice models; sampling theory and sample design; ordered multinomial models, aggregate prediction with choice models; joint stated preference and revealed preference modeling, and longitudinal choice analysis; review of state-of-the-art and future directions.
Prerequisites: D or better in STAT 509.

ECIV 746 - Flows in Transportation Networks (3 Credits)
Design, operation, and management of traffic flows over complex transportation networks. Covers two major topics: traffic flow modeling and traffic flow operations. Includes deterministic and probabilistic models, elements of queueing theory, and traffic assignment. Concepts and methods are illustrated through various applications and examples.
Prerequisites: D or better in ECIV 706.

ECIV 748 - Traffic Flow Theory (3 Credits)
Prerequisites: ECIV 541, STAT 509.

ECIV 750 - Principles of Environmental Engineering Process (3 Credits)
Basic physical, chemical, and biological processes applied to aqueous systems.
Prerequisites: CHEM 112 and MATH 142.

ECIV 751 - Water and Wastewater Treatment Theory I (3 Credits)
Physical and chemical water and wastewater treatment processes. Topics include mixing, coagulation, sedimentation, filtration, oxidation, absorption, and ion exchange.
Prerequisites: ECIV 750.
ECIV 752 - Water and Wastewater Treatment Theory II (3 Credits)
Biological water and wastewater treatment process. Topics include activated sludge, biofilms, nutrient removal, lagoons, and sludge treatment and disposal.
Prerequisites: ECIV 750.

ECIV 753 - Unit Operations Laboratory for Water and Wastewater Treatment (3 Credits)
Laboratory experiments in selected processes for water and wastewater treatment.
Prerequisites: ECIV 350L.

ECIV 755 - Industrial Wastewater Treatment (3 Credits)
Industrial sources, characteristics, and treatment plant design.
Prerequisites: ECIV 751 or ECIV 752.

ECIV 760 - Computational Hydraulics (3 Credits)
Unsteady flow in open channels and pipes: theory, governing equations, and methods for their solution.
Prerequisites: ECIV 560.

ECIV 761 - Numerical Methods in Subsurface Hydrology (3 Credits)
Formation of groundwater flow and solute transport problems: theory and practice, numerical methods, solution techniques.
Cross-listed course: GEOL 775
ECIV 762 - Advanced Hydrology (3 Credits)
Advanced theories and techniques used in stormwater modeling; kinematic hydrology; soil physics infiltration; deterministic and parametric stormwater models; stochastic methods.
Prerequisites: ECIV 562.

ECIV 763 - Unsaturated Flow Theory (3 Credits)
Moisture content-matric suction relationships, theory of flow in unsaturated soils, governing equations, measurement techniques, computer modeling of flow and transport.
Prerequisites: ECIV 563.

ECIV 764 - Contaminant Transport (3 Credits)
Quantitative study of conservative and non-conservative pollutant transport in groundwater. Special topics include: transport processes, field techniques to determine aquifer transport parameters, and computer modeling of flow and transport.
Prerequisites: ECIV 563.

ECIV 765 - Erosion and Sediment Control (3 Credits)
Erosion, sediment transport, methods for control, pond hydraulics and performance, nonpoint source pollution, stream water quality.
Prerequisites: ECIV 562.

ECIV 766 - Fluid Transients (3 Credits)
Definitions; derivation of governing equations; methods of solution; method of characteristics; transients caused by turbomachinery, and methods for controlling transients.
Prerequisites: ENCP 360.

ECIV 767 - Sediment Transport and River Mechanics (3 Credits)
Sediment properties, review of fluid mechanics of sediment transport as bedload and suspended load, stability analysis of bedforms, alternate bars, growth and migration of meander bends.
Prerequisites: ECIV 560.

ECIV 784 - Dynamic Analysis of Railway Systems (3 Credits)
Dynamic characteristics of railway systems and their components; modeling and simulations of railway systems including trains, track and ballast; Dynamic interaction of components including wheel-rail and train-bridge interaction; Study of environmental vibrations; Advanced topics on infrastructure assessment, infrastructure upgrade and vibration mitigation.
Prerequisites: ECIV 524.
Prerequisite or Corequisite: ECIV 520.

ECIV 789 - Design Project in Railway Engineering (4 Credits)
Application of engineering design principles in railway projects; project management; project scheduling; cost estimation; ethics; environmental and social impact; design drawings; report documents.
Prerequisites: ECIV 580 or ECIV 582.

ECIV 790 - Selected Topics in Civil Engineering (3-9 Credits)
Individual studies and/or investigations of special topics in the field of civil engineering.

ECIV 797 - Research in Civil Engineering (1-12 Credits)
Credits to be designated upon registration.

ECIV 798 - Seminar in Civil and Environmental Engineering (0 Credits)
Seminar on current topics in civil and environmental engineering. Includes oral presentations by students on their research projects. Recommended by the department that all graduate students participate each semester the seminar series is offered.

ECIV 799 - Thesis Preparation in Civil Engineering (1-12 Credits)
To be arranged by candidates for the master's degree with the instructor under whose direction the master's thesis is being written.

ECIV 899 - Dissertation Preparation in Civil Engineering (1-12 Credits)

Classics (CLAS)

CLAS 586 - Classical Mythology (3 Credits)
The major Greek and Roman myths, with emphasis on their meaning, functions, and influence on ancient and later Western culture.

CLAS 598 - Classics of Western Literary Theory (3 Credits)
Problems of literary theory in texts from the ancients to the 17th century, with an emphasis on the classical tradition.
Cross-listed course: CPLT 701, ENGL 733

CLAS 777 - Supervised Instruction in Teaching Foreign Languages in College (0 Credits)
Supervised direction of foreign language teaching in college. Required of all graduate assistants who are teaching. This course will not count toward the MA or PhD degree.

Communication Disorders (COMD)

COMD 500 - Introduction to Speech-Language Pathology and Audiology (3 Credits)
Human communication disorders with an overview of prevention and treatment programs.

COMD 501 - Anatomy and Physiology of Speech and Hearing Mechanisms (3 Credits)
An intensive study of the anatomy and physiology of the speech and hearing mechanisms.
COMD 507 - Language Theory and Phonetics (3 Credits)
Study of language theory and international phonetics alphabet transcription.

COMD 521 - Introduction to Clinical Procedures in Speech Pathology (1 Credit)
Diagnostic and therapeutic programs for the communicatively handicapped will be observed in the public school and various rehabilitative settings. Discussion and study of basic therapeutic theories and procedures utilized in speech therapy. Introduction to phonetics or equivalent or permission of instructor.

COMD 525 - Selected Topics (1-3 Credits)
Presentation of current experimental or innovative programs in diagnosis and treatment of the communicatively impaired. Course is designed to update the practicing clinician in specific areas of expertise. May be repeated for credit. Individual topics to be announced by title. Permission of instructor.

COMD 526 - Disorders of Articulation: Evaluation and Therapy (3 Credits)
The diagnosis and treatment of articulation problems in children and adults, including analysis of current research in testing and therapy for articulation disorders.
Prerequisites: COMD 501 and COMD 507 or equivalents.

COMD 560 - Observation of Speech Language Pathology (1-3 Credits)
Introduction to the clinical process through observation of various diagnostic reports and intervention programs included.

COMD 570 - Introduction to Language Development (3 Credits)
The language acquisition process in normal children, including the development of semantics, morphology, syntax, phonology, and pragmatics; American dialects and bilingualism.
Prerequisites: COMD 501 and COMD 507.

Cross-listed course: LING 570

COMD 700 - Advanced Seminars in Speech Sound Disorders (3 Credits)
Study of advanced alternative procedures for the evaluation and management of individuals with significant phonological disturbances.

COMD 701 - Stuttering: Evaluation and Therapy (1-3 Credits)
An introduction to the problem of stuttering; its possible causes; the management and training of clients.

COMD 702 - Cleft Palate-Craniofacial Disorders: Evaluation and Management (1-3 Credits)

COMD 703 - Genetics of Communication Disorders (1 Credit)
Genetic factors that contribute to disorders of speech, language, and hearing.

COMD 704 - Disorders of Voice: Evaluation and Therapy (1-3 Credits)
The diagnosis and treatment of voice disorders in children and adults. The neurological, physiological, and psychological bases of voice disorders will be considered.

COMD 705 - Adult Speech, Language, and Cognitive Disorders (3 Credits)
Neuropathological bases for language disorders in adults; includes differential diagnosis and remediation techniques.
Prerequisite or Corequisite: COMD 744.
COMD 720 - School-Age Language & Literacy Development and Disorders (3 Credits)
The relationship between oral and written language and factors that impact reading and writing (phonological awareness, phonics, vocabulary). Reading (word-level, comprehension, fluency) and writing (composition, spelling) development, assessment, intervention and issues related to delivery of literacy services in the schools.

COMD 721 - Cognitive Rehabilitation (1-3 Credits)
Traumatic brain injury and implications for speech and language function including diagnostic evaluation and remediation.
Prerequisite or Corequisite: COMD 502 or equivalent course.

COMD 722 - Dysphagia (1-3 Credits)
Normal function and pathologic changes of the swallowing mechanism, including evaluation and therapeutic techniques.

COMD 723 - Language Disorders in Adolescents (1-3 Credits)
Diagnosis and treatment of communication problems in adolescent children, including educational psychosocial sequelae.

COMD 724 - Introduction to Medical Speech-Language Pathology (1 Credit)
Practical application skills for speech-language pathology in the medical setting.

COMD 725 - Pediatric Dysphagia (1-3 Credits)
Anatomical and physiological orientation to oral-pharyngeal swallowing disorders in young children.
Prerequisite or Corequisite: COMD 502, COMD 722, AND COMD 724 or equivalent course.

COMD 726 - Advanced Cognitive Retraining (3 Credits)
Issues in traumatic brain injury and implications for speech and language function.

COMD 727 - Advanced Study of Literacy for Speech-Language Pathologists (2 Credits)
Theories of reading development with regard to their implications for assessment and intervention. Connections between oral and written language skills, including vocabulary as a link between word level and text-level skills. Overall framework for thinking about literacy as a multi-component language skill.

COMD 735 - Counseling in Speech-Language Pathology (2 Credits)
The use of counseling skills by speech-language pathologists regarding the impact of communication disorders on the family system, the importance of interpersonal communication in counseling, and the principles and processes of counseling in facilitating behavior change.

COMD 738 - The Speech Pathologists Role in Working with Children with Autism Spectrum Disorders (2 Credits)
Speech-language pathologists (SLPs) are key team members in the assessment and treatment of individuals with Autism Spectrum Disorders (ASD), with 90% of school-based SLPs serving children with ASD. This course is intended to prepare students for the assessment and interventions targeting language and communication skills for children with ASD.

COMD 744 - Neurocognitive Bases of Language Behavior (3 Credits)
Neurocognitive bases for speech and language in the central nervous system including anatomy and physiology and theoretical constructs of language.
Prerequisites: COMD 501.

COMD 745 - Introduction to Speech Science and Acoustic Measurement (3 Credits)
The physical and related psychological attributes of speech. Use of electronic instruments and laboratory practices in measurement of acoustic variables. Introduction to information theory.
Prerequisites: COMD 501 and COMD 507.

COMD 748 - Speech Pathology Management of Patients with Tracheostomy & Ventilator Dependency (2 Credits)
Communication options and dysphagia management for speech-language pathologists working with tracheostomized patients.
Prerequisites: COMD 722.

COMD 750 - Introduction to Audiology and Aural Habilitation (3 Credits)
Basic anatomy and psycho-physics of hearing, pathologies of hearing loss, introduction to identification procedures including hearing screening and pure-tone audiometry, impact of hearing loss on preschool and school-aged children, and educational, psychological, and medical aspects of auditory habilitation.
Prerequisites: COMD 507 and COMD 504.

COMD 754 - Aural (Re)Habilitation of Children and Adults (3 Credits)
Effects of hearing loss on a child's development and also on adult function and quality of life (linguistic, intellectual, social, and educational). Communication assessment and case management, including parent and patient training, education, and counseling.
Prerequisite or Corequisite: COMD 501, COMD 745, and COMD 750 or their equivalent.

COMD 755 - Aural Rehabilitation of Adults (3 Credits)
Comprehensive rehabilitation of hearing-impaired adults with emphasis upon amplification, auditory training, and speech reading in developing communication skills.

COMD 760 - Cochlear Implants (3 Credits)
Anatomy and physiology of the normal cochlea and the eighth cranial nerve. Evoked otoacoustic emissions as a diagnostic medium. Cochlear pathology with emphasis on candidacy for cochlear implantation.

COMD 761 - Habilitation of Individuals with Cochlear Implants (1-3 Credits)
Clinical techniques for the communication assessment and habilitation of the child post cochlear implantation.

COMD 762 - Aural Habilitation: Manual Communication (1-3 Credits)
Basic sign vocabulary for speech-language pathologists' professional use with hearing-impaired clients. Focus on the nature and components of manual language systems.

COMD 772 - Practicum in Speech Language Pathology and Audiology (1-13 Credits)
Supervised clinical practice in screening, diagnosis, and therapy.

COMD 774 - Internship in Speech Pathology (3-13 Credits)
Supervised internship in diagnosis and treatment of children and adults with communicative disorders in clinical and public school settings in field situations.

COMD 790 - Introduction to Research in Speech Pathology and Audiology (3 Credits)
An introduction to research methods applicable to and utilized in speech pathology and audiology. An analysis of basic and applied research.

COMD 791 - Research Methodology (3 Credits)
Preparation of research designs, procedures of sampling and use of statistical measures.
COMD 799 - Thesis Preparation (1-9 Credits)

COMD 800 - Seminar in Speech Pathology (3 Credits)
An in-depth exploration of problems, theories, and research in a specific area of speech pathology. May be repeated for credit when the topic(s) covered is different. Individual topics to be announced with title.

COMD 801 - Advanced Topics in Speech Pathology (3 Credits)
A series of lectures, presentations, and discussion sessions in a selected area of speech pathology. May be repeated for credit when the topic(s) covered is different. Individual topics to be announced with title.

COMD 802 - Contemporary Issues in Speech Pathology (3 Credits)
Issues of local, state, and national impact related to the prevention or solution of problems in speech pathology.

COMD 803 - Advanced Study of Clinical Phonology (3 Credits)
Introduction to nonlinear phonological theory (e.g., autosegmental, metrical) and its application for assessment and intervention of children with phonological disorders.

COMD 805 - Advanced Study of Language Disorders in Adults (3 Credits)
Theories of language processing, language development, and the effects of neural pathology on the normal language process.

COMD 820 - Advanced Speech Science (3 Credits)
Advanced study of the physical and related psychological attributes of sound and measurement of acoustic variables of sound and speech. Review of current research in speech science.

COMD 821 - Advanced Hearing Science (3 Credits)
The normal auditory system; middle ear and cochlear physiology as determiners of auditory psychophysics.

COMD 822 - Normal Bases of Speech Production (3 Credits)
Processes underlying speech production, including neural control, respiration, phonation, and articulation; theories explaining the processes; measurements of physical properties of speech.

COMD 823 - Normal Bases of Language (3 Credits)
Advanced study of the effects of pathology on the normal language processes. Theories of language processing and development over the life span. Effects of focal and diffuse neutral pathologies on language processes.

COMD 899 - Doctoral Research and Dissertation Preparation (1-12 Credits)

Comp Sci & Comp Engr (CSCE)

CSCE 500 - Computer Programming and Applications (3 Credits)
Concepts and properties of algorithms; programming exercises with emphasis on good programming habits. Credit may not be received for both CSCE 500 and CSCE 145. Open to all majors. May not be used for major credit by computer science and engineering majors.

CSCE 510 - System Programming (3 Credits)
System software such as command language interpreters, client-server applications, debuggers, mail systems, browsers, macroprocessors, and revision control systems; file systems, processes, threads, and interprocess communication.
Prerequisites: CSCE 215, CSCE 240.

CSCE 512 - System Performance Evaluation (3 Credits)
Measuring, modeling, analyzing, and predicting performance of computer systems and networks; bottleneck analysis; Markovian queueing systems and networks; use of operational and probabilistic models.
Prerequisites: CSCE 311, STAT 509 or CSCE 515.

CSCE 513 - Computer Architecture (3 Credits)
Design methodology; processor design; computer arithmetic: algorithms for addition, multiplication, floating point arithmetic; microprogrammed control; memory organization; introduction to parallel architectures.
Prerequisites: CSCE 211, CSCE 212.

CSCE 515 - Computer Network Programming (3 Credits)
Computer networks and communication protocols; socket programming; interprocess communication; development of network software; case studies.
Prerequisites: CSCE 311.

CSCE 516 - Computer Networks (3 Credits)
Structure, design, and analysis of computer networks; ISO/OSI network architecture.
Prerequisites: STAT 509 or CSCE 515.

CSCE 517 - Computer Crime and Forensics (3 Credits)
Structure, design, and analysis of computer networks; ISO/OSI network architecture.
Prerequisites: CSCE 215.

CSCE 518 - Ethical Hacking (3 Credits)
Fundamental principles and techniques of ethical hacking, including penetration testing life cycle, planning and scoping, identifying targets and goals, active and passive reconnaissance, enumeration and scanning, exploitation, post-exploitation, and results reporting.
Prerequisites: CSCE 215 or previous Linux/UNIX experience.

CSCE 520 - Database System Design (3 Credits)
Database management systems; database design and implementation; security, integrity, and privacy.
Prerequisites: CSCE 240 or GEOG 563.

CSCE 522 - Information Security Principles (3 Credits)
Threats to information resources and appropriate countermeasures. Cryptography, identification and authentication, access control models and mechanisms, multilevel database security, steganography, Internet security, and intrusion detection and prevention.
Prerequisites: CSCE 146; MATH 374 or MATH 174.

CSCE 526 - Service Oriented Computing (3 Credits)
Cooperative information systems and service-oriented computing. Techniques for achieving coordinated behavior among a decentralized group of information system components. Distributed databases, multiagent systems, conceptual modeling, Web services, and applications.
Prerequisites: CSCE 311.

CSCE 531 - Compiler Construction (3 Credits)
Techniques for design and implementation of compilers, including lexical analysis, parsing, syntax-directed translation, and symbol table management.
Prerequisites: CSCE 240.
CSCE 546 - Mobile Application Development (3 Credits)
Development of mobile applications, including user interface design for mobile, local and cloud data storage techniques, and application architectures.
Prerequisites: CSCE 240 or previous programming experience with one of the following programming languages (C/C++, Java, Swift, Python, Matlab, Javascript).

CSCE 547 - Windows Programming (3 Credits)
Object-oriented methods and tools for application programming with graphically interactive operating systems.
Prerequisites: CSCE 240.

CSCE 548 - Building Secure Software (3 Credits)
Prerequisites: CSCE 240.

CSCE 551 - Theory of Computation (3 Credits)
Basic theoretical principles of computing as modeled by formal languages and automata; computability and computational complexity
Prerequisites: C or better in CSCE 350 or MATH 300.
Cross-listed course: MATH 562

CSCE 552 - Computer Game Development (3 Credits)
Design and development of computer games, with emphasis on the technologies used. Hands-on development of computer games.
Prerequisites: CSCE 240, CSCE 350.

CSCE 555 - Algorithms in Bioinformatics (3 Credits)
Concepts, algorithms and tools for important problems in Bioinformatics, including nucleotide and amino acid sequence alignment, DNA fragment assembly, phylogenetic reconstruction, and protein structure visualization and assessment.
Prerequisites: CSCE 350.

CSCE 557 - Introduction to Cryptography (3 Credits)
Design of secret codes for secure communication, including encryption and integrity verification: ciphers, cryptographic hashing, and public key cryptosystems such as RSA. Mathematical principles underlying encryption. Code-breaking techniques. Cryptographic protocols.
Prerequisites: C or better in CSCE 145 or MATH 241, and at least one of CSCE 355, MATH 300 or MATH 374.
Cross-listed course: MATH 587

CSCE 561 - Numerical Analysis (3 Credits)
Interpolation and approximation of functions; solution of algebraic equations; numerical differentiation and integration; numerical solutions of ordinary differential equations and boundary value problems; computer implementation of algorithms.
Prerequisites: C or better MATH 520 or in both MATH 242 and MATH 344.
Cross-listed course: MATH 527

CSCE 563 - Systems Simulation (3 Credits)
Computer simulation of real systems; principles of system organization; random number generation; programming exercises in a simulation language.
Prerequisites: CSCE 240, STAT 509 or STAT 515.

CSCE 564 - Computational Science (3 Credits)
Parallel algorithms; scientific visualization; techniques for solving scientific problems.
Prerequisites: MATH 526, CSCE 146 or CSCE 207 or CSCE 500.

CSCE 565 - Introduction to Computer Graphics (3 Credits)
Graphics hardware; graphics primitives; two-dimensional and three-dimensional viewing; basic modeling.
Prerequisites: CSCE 240, MATH 526 or MATH 544.

CSCE 567 - Visualization Tools (3 Credits)
Scientific visualization tools as applied to sampled and generated data; methods for data manipulation and representation; investigation of visualization techniques.
Prerequisites: CSCE 145 or CSCE 206 or CSCE 207.

CSCE 569 - Parallel Computing (3 Credits)
Architecture and interconnection of parallel computers; parallel programming models and applications; issues in high-performance computing; programming of parallel computers.
Prerequisites: knowledge of programming in a high-level language; MATH 526 or MATH 544.

CSCE 571 - Critical Interactives (3 Credits)
Foundational techniques in multidisciplinary software development, specifically of applications designed to present sensitive, sometimes controversial, materials in ways to engender empathic awareness of the interactor.
Cross-listed course: FAMS 581

CSCE 572 - Human-Computer Interaction (3 Credits)
Interdisciplinary approach to interaction design, user-centered design, human abilities, survey development, experimental study methodology, heuristic evaluations, usability testing, universal design, and accessibility.
Prerequisites: Undergraduate or graduate standing in CSE or permission of the instructor.

CSCE 574 - Robotics (3 Credits)
Design and application of robotic systems; emphasis on mobile robots and intelligent machines.
Prerequisites: CSCE 211, CSCE 212, CSCE 240.

CSCE 578 - Text Processing (3 Credits)
Text and natural language processing; formal models and data structures appropriate for text processing; selected topics in computational linguistics, stylistics, and content analysis.
Prerequisites: CSCE 330, CSCE 355.

CSCE 580 - Artificial Intelligence (3 Credits)
Heuristic problem solving, theorem proving, and knowledge representation, including the use of appropriate programming languages and tools.
Prerequisites: CSCE 350.

CSCE 582 - Bayesian Networks and Decision Graphs (3 Credits)
Prerequisites: CSCE 350; STAT 509 or STAT 515.
Cross-listed course: STAT 582
Prerequisites:

**CSCE 585 - Machine Learning Systems (3 Credits)**
Design and implementation of machine learning systems, Deep learning systems stack, machine learning platforms, scalable and distributed machine learning.

**Prerequisites:** C or better in CSCE 240 or CSCE 206.

**CSCE 587 - Big Data Analytics (3 Credits)**
Fundational techniques and tools required for data science and big data analytics. Concepts, principles, and techniques applicable to any technology and industry for establishing a baseline that can be enhanced by future study.

**Prerequisites:** CSCE 211, or CSCE 313.

**Cross-listed course:** STAT 509, STAT 513, or STAT 515.

**CSCE 590 - Topics in Information Technology (3 Credits)**
Reading and research on selected topics in information technology. Course content varies and will be announced in the schedule of courses by title. May be repeated for credit as topics vary.

**CSCE 594 - Strategic Management of Information Systems (3 Credits)**
Strategic management and use of information systems in organizations.

**Cross-listed course:** MGSC 594

**CSCE 597 - Cryptography (3 Credits)**
Cryptographic protocols for secure communication across a network.

**Prerequisites:** STAT 509 or STAT 511.

**CSCE 599 - Computer System Performance and Reliability Analysis (3 Credits)**
Evaluation of computer system performance and reliability using reliability block diagrams, fault trees, reliability graphics, queuing networks, Markov models, and Markov reward models.

**Prerequisites:** CSCE 522.

**CSCE 611 - Advanced Digital Design (3 Credits)**
Design techniques for logic systems; emphasis on higher-level CAD tools such as hardware description languages and functional modeling.

**Prerequisites:** CSCE 211.

**CSCE 612 - VLSI System Design (3 Credits)**
VLSI design process models, introduction to EDA tools, HDL modeling and simulation, logic synthesis and simulation, benchmark design projects.

**Prerequisites:** CSCE 211.

**CSCE 613 - Fundamentals of VLSI Chip Design (3 Credits)**
Design of VLSI circuits, including standard processes, circuit design, layout, and CAD tools. Lecture and guided design projects.

**Prerequisites:** ELEC 371.

**CSCE 617 - Computer System Performance and Reliability Analysis (3 Credits)**
Design and implementation of machine learning systems, Deep learning systems stack, machine learning platforms, scalable and distributed machine learning.

**Prerequisites:** C or better in CSCE 240 or CSCE 206.

**CSCE 597 - Cryptography (3 Credits)**
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**Prerequisites:** CSCE 211, or CSCE 313.

**Cross-listed course:** STAT 509, STAT 513, or STAT 515.

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**Prerequisites:** ELEC 371.

**CSCE 617 - Computer System Performance and Reliability Analysis (3 Credits)**
Design and implementation of machine learning systems, Deep learning systems stack, machine learning platforms, scalable and distributed machine learning.

**Prerequisites:** C or better in CSCE 240 or CSCE 206.

**CSCE 597 - Cryptography (3 Credits)**
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**Prerequisites:** STAT 509 or STAT 511.

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**Prerequisites:** ELEC 371.

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**Prerequisites:** C or better in CSCE 240 or CSCE 206.

**CSCE 597 - Cryptography (3 Credits)**
Cryptographic protocols for secure communication across a network.

**Prerequisites:** STAT 509 or STAT 511.

**CSCE 599 - Computer System Performance and Reliability Analysis (3 Credits)**
Evaluation of computer system performance and reliability using reliability block diagrams, fault trees, reliability graphics, queuing networks, Markov models, and Markov reward models.

**Prerequisites:** CSCE 522.

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**Prerequisites:** ELEC 371.
<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
<th>Prerequisites</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>CSCE 743</td>
<td>Software Requirements (3 Credits)</td>
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<td>Elicitation, analysis, and validation of software requirements, specification of software systems including formal specification methods; CASE tools.</td>
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<tr>
<td>CSCE 744</td>
<td>Object-Oriented Analysis and Design (3 Credits)</td>
<td></td>
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<td>Fundamentals of object-oriented technology; object modeling of structure, function, and time-dependent behavior; system analysis and design.</td>
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<tr>
<td>CSCE 745</td>
<td>Object-Oriented Programming Methods (3 Credits)</td>
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<td>Object-oriented programming paradigm, including encapsulation, inheritance, reusable classes, object classification, specialization, and message passing; case studies and applications.</td>
</tr>
<tr>
<td>CSCE 747</td>
<td>Software Testing and Quality Assurance (3 Credits)</td>
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<td>Structural and functional techniques for testing software; code inspection, peer review, test verification and validation; statistical testing methods; preventing and detecting errors; testing metrics; test plans; formal methods of testing.</td>
</tr>
<tr>
<td>CSCE 750</td>
<td>Analysis of Algorithms (3 Credits)</td>
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<td>Algorithm design techniques; algorithms and data structures for sets and graphs; time and space complexity; sorting and searching; NP-complete problems.</td>
</tr>
<tr>
<td>CSCE 755</td>
<td>Computability, Automata, and Formal Languages (3 Credits)</td>
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<td>Formal models of computation, including finite state automata, Turing machines, recursive functions, formal grammars, and abstract complexity theory.</td>
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<tr>
<td>CSCE 758</td>
<td>Probabilistic System Analysis (3 Credits)</td>
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<td>Application of probability theory and stochastic processes to analyze the dynamic behavior of engineering systems.</td>
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<tr>
<td>CSCE 760</td>
<td>Numerical Analysis I (3 Credits)</td>
<td></td>
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<td>Numerical solution of equations and systems of linear equations, polynomial approximation, difference calculus, solution of ordinary and partial differential equations, least squares and sets of orthogonal polynomials, Gaussian quadrature.</td>
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<tr>
<td>CSCE 761</td>
<td>Numerical Analysis II (3 Credits)</td>
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<td>Continuation of CSCE 760.</td>
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<tr>
<td>CSCE 763</td>
<td>Digital Image Processing (3 Credits)</td>
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<td>Concepts and techniques for digital image processing; emphasis on low-level processes that analyze discrete images at the pixel level.</td>
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<tr>
<td>CSCE 765</td>
<td>Computer Graphics System Design (3 Credits)</td>
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<td>Graphics data structures, graphics languages, modeling, raster displays, 3-D shading, hidden surface algorithms.</td>
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<tr>
<td>CSCE 766</td>
<td>Scientific Visualization (3 Credits)</td>
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<td>Visualization techniques for scientific computing; interactive steering of calculations; animation and rendering techniques for multivariate data analysis.</td>
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<tr>
<td>CSCE 767</td>
<td>Interactive Computer Systems (3 Credits)</td>
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<td>Principles for the design of systems supporting effective human-computer interaction; interaction styles; displays and interactive devices; user assistance; system design and evaluation.</td>
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<tr>
<td>CSCE 768</td>
<td>Pattern Recognition and Classification (3 Credits)</td>
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<td>Bayesian classifiers; optimal risk schemes; error rates; numerical methods; implementation; architectures.</td>
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<tr>
<td>CSCE 769</td>
<td>Computational Structural Biology (3 Credits)</td>
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<td>Theoretical concepts and algorithmic tools currently utilized in the field of protein folding such as Xplo-NIH and ROSETTA are presented. Participants are enabled to embark in research of protein folding.</td>
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<tr>
<td>CSCE 771</td>
<td>Computer Processing of Natural Language (3 Credits)</td>
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<td>Computational models for the analysis and synthesis of natural language; representations for syntax and semantics; applications to text-to-speech conversion, speech recognition, and language understanding.</td>
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<tr>
<td>CSCE 772</td>
<td>Computer Speech Processing (3 Credits)</td>
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<td>A/D conversion, digital filters, discrete Fourier transform and FFT, acoustics of speech, and synthesis and recognition of speech.</td>
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<tr>
<td>CSCE 774</td>
<td>Robotics Systems (3 Credits)</td>
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<td>Design and operation of robot systems; dynamics, control, and motion trajectories of manipulators; visual, auditory, and tactile sensing systems; planning and learning.</td>
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<tr>
<td>CSCE 780</td>
<td>Knowledge Representation (3 Credits)</td>
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<td>Representation techniques and languages for symbolic knowledge, including predicate calculus, frame-based systems, and terminological systems; computer reasoning using these systems.</td>
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<tr>
<td>CSCE 781</td>
<td>Knowledge Systems (3 Credits)</td>
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<td>Expert system domains, knowledge representation techniques, inference engines, and knowledge acquisition methods.</td>
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<tr>
<td>CSCE 782</td>
<td>Multiagent Systems (3 Credits)</td>
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<td>Coordinated problem solving by multiple knowledge systems.</td>
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<tr>
<td>CSCE 784</td>
<td>Neural Information Processing (3 Credits)</td>
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<td>Mathematical foundations of biological and artificial neural networks, supervised and unsupervised systems, applications.</td>
</tr>
<tr>
<td>CSCE 787</td>
<td>Introduction to Fuzzy Logic (3 Credits)</td>
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<td>Principles of fuzzy set theory, fuzzy relations, and fuzzy logic; fuzzy &quot;if-then&quot; rules.</td>
</tr>
</tbody>
</table>
CSCE 790 - Topics in Information Technology (1-3 Credits)
Reading and research on selected topics in information technology. Course content varies and will be announced in the schedule of courses by title. May be repeated for credit as topics vary.

CSCE 791 - Seminar in Advances in Computing (1 Credit)
Technical writing and presentations in major computing research areas; ethics in research and writing.

CSCE 793 - Internship in Software Engineering (1 Credit)

CSCE 797 - Individual Study and Research (1-12 Credits)
Individual research to be arranged with the instructor.

CSCE 798 - Directed Study and Research (1-12 Credits)
Individual research to be arranged with the instructor.

CSCE 799 - Thesis Preparation (1-12 Credits)

CSCE 813 - Internet Security (3 Credits)
Study security threats and prevention/detection/response techniques on the Internet, including hackers, masqueraders, information spoofing, sniffing, and distribution of damaging software. Security analysis of Web applications.
Prerequisites: CSCE 522 and CSCE 715.

CSCE 814 - Distributed Systems Security (3 Credits)
Security mechanisms of distributed software systems, including cryptographic applications. Secure multiparty computation, group-based cryptography, and security mechanisms for emerging distributed architectures.
Prerequisites: CSCE 522.

CSCE 815 - Computer Communications (3 Credits)
Contemporary computer communication protocols and network architectures.
Prerequisites: CSCE 515 or CSCE 516.

CSCE 818 - Top-Down VLSI Design (3 Credits)
VLSI system design automation, hardware description language-based design, multi-methodology design, and introduction to HDL support tools.
Prerequisites: CSCE 611 or CSCE 612.

CSCE 819 - Custom VLSI Design (3 Credits)
Custom design methodology design rules, stick notation, logic synthesis, and circuit layout; symbolic layout languages; introduction to CAD tools.
Prerequisites: CSCE 611 or CSCE 612.

CSCE 821 - Distributed Database Design (3 Credits)
Architecture, design, and implementation of distributed database management systems; data fragmentation, replication, and allocation; query processing and transaction management; distributed object database management systems.
Prerequisites: CSCE 520.

CSCE 822 - Data Mining and Warehousing (3 Credits)
Information processing techniques and mathematical tools to assemble, access, and analyze data for decision support and knowledge discovery.
Prerequisites: CSCE 520.

CSCE 824 - Secure Database Systems (3 Credits)
Prerequisites: CSCE 522.

CSCE 826 - Cooperative Information Systems (3 Credits)
Strategies for achieving coordinated behavior among a heterogeneous group of information system components; world-wide information networks and applications in health care, logistics, telecommunications, and manufacturing automation.
Prerequisites: CSCE 520, CSCE 580.

CSCE 846 - Software Reliability and Safety (3 Credits)
Reliability and safety of computer-intensive systems; software reliability models and analysis; operational profiles; hazard analysis using fault trees and event trees; formal verification of safety-critical systems.
Prerequisites: STAT 509 or STAT 510 or STAT 511.

CSCE 850 - Advanced Analysis of Algorithms (3 Credits)
Definitions of algorithms and formal models of computation; concepts of space and time; synthesis and analysis of algorithms for sorting, search graphs, set manipulation and pattern matching; NP-complete, and intractable problem.
Prerequisites: CSCE 750.

CSCE 853 - Formal Methods in Computer Security (3 Credits)
Formal techniques applied to computer security, including formal specification language for security properties, security analysis utilities, domain-specific security concerns, and case studies of formally verified secure systems.
Prerequisites: CSCE 522 and CSCE 715.

CSCE 865 - Advanced Computer Graphics (3 Credits)
Input and display devices, data structures, architectures, primitives, and geometrical transformations appropriate to computer graphics, parametric surfaces.
Prerequisites: CSCE 765.

CSCE 867 - Computer Vision (3 Credits)
Scene segmentation using texture, color, motion; representation of 2-D or 3-D structures; knowledge-based vision systems.
Prerequisites: CSCE 763.

CSCE 868 - Advanced Pattern Recognition (3 Credits)
Feature nomination, selection, extraction, and evaluation; deterministic, stochastic, and fuzzy models for classifier design; parameter estimation; error rate estimation; clustering and sequential learning.
Prerequisites: CSCE 768.

CSCE 883 - Machine Learning (3 Credits)
Fundamentals of machine learning including rote learning, learning from examples, learning from observations, and learning by analogy; knowledge acquisition for expert systems.
Prerequisites: CSCE 580.

CSCE 895 - Ph.D. Seminar (1-3 Credits)

CSCE 899 - Dissertation Preparation (1-12 Credits)

Comparative Literature (CPLT)

CPLT 597 - Special Topics in Comparative Studies in Film and Media (3 Credits)
Topics in film and media from an international perspective. National cinematic traditions are compared and contrasted. May be repeated as content varies by title. 03/07/2019.
Graduation with Leadership Distinction: GLD: Global Learning
CPLT 700 - Introduction to Graduate Studies in Languages, Literatures, and Cultures (3 Credits)
An introduction to graduate studies that includes a survey of contemporary literary theory, an overview of the current state of the profession, and instruction in how to carry out research and write at the graduate level.
Cross-listed course: FREN 700, GERM 700, SPAN 700

CPLT 701 - Classics of Western Literary Theory (3 Credits)
Problems of literary theory in texts from the ancients to the 17th century, with an emphasis on the classical tradition.
Cross-listed course: ENGL 733

CPLT 702 - Modern Literary Theory (3 Credits)
Problems of literary theory from the 18th century to the 1960s.
Cross-listed course: ENGL 734

CPLT 703 - Topics in Contemporary Literary Theory (3 Credits)
Present an in-depth study of selected schools or trends in contemporary literary theory.

CPLT 720 - The Periods of Literature (3 Credits)
The study of one cultural period as an international movement. Topics will vary.

CPLT 730 - The Literary Genre (3 Credits)
Study of a genre from its inception to the present and its manifestations in the several literatures. Topics will vary.

CPLT 740 - Themes in Literature (3 Credits)
The study of recurrence and mutation in literary themes. Topics will vary.

CPLT 750 - Cross-Cultural Literary Relations (3 Credits)
Topics will vary and will be announced (e.g., Anglo-French literary relations, 1740-1900; 20th-century German-American literary relations).

CPLT 760 - Literature and Translation: Theory and Practice (3 Credits)
A survey of recent translation theory as it relates to literature, combined with translation analysis and actual translation of literary texts.

CPLT 765 - Advanced Film Study (3 Credits)
Methods of film analysis, resources for research, and the major critical theories.
Cross-listed course: ENGL 765

CPLT 777 - Supervised Instruction in Teaching Foreign Languages in College (0 Credits)
Supervised direction of foreign language teaching in college. Required of all graduate assistants who are teaching. This course will not count toward the MA or PhD degree.

CPLT 799 - Thesis Preparation (1-9 Credits)
Open to Ph.D. candidates who have passed their comprehensive examinations.

CPLT 880 - Seminar in Comparative Literature (3 Credits)

CPLT 881 - Seminar in Comparative Literature (3 Credits)

CPLT 882 - Seminar in Comparative Literature (3 Credits)

CPLT 883 - Seminar in Comparative Literature (3 Credits)

CPLT 895 - Research (3 Credits)

CPLT 896 - Research (3 Credits)

CPLT 899 - Dissertation Preparation (1-12 Credits)

COSM - Prof Master of Sci Prog (COSM)

COSM 701 - Business and Legal Issues for Science Managers (3 Credits)
Survey of skills requisite for careers in domestic or international business: economics, finance, accounting, management, marketing, presentation skills, patent law, regulatory issues, other subjects for managers of science/technology-based businesses.

COSM 702 - Scientific and Technological Problems in Business and Industry (3 Credits)
Seminar course in problem solving, responding to cases with significant technical components, drawn from business/industry. Students analyze cases to propose solutions to problems, integrating the major activities of a technically oriented business.

COSM 790 - Internship in Science and Technology Based Business (3 Credits)
Internship in industry, government agency, or national laboratory. Internship experience culminates in oral and written reports on duties and projects. Internship must include a minimum of 150 hours of experience at the internship site.

Counseling Education (EDCE)

EDCE 502 - Guidance Techniques for Classroom Teachers (3 Credits)

EDCE 503 - Family Counseling (3 Credits)
A comparative study of the major theories in the field of family counseling.

EDCE 507 - Educators in Industry (3 Credits)
The course is designed to provide counselors, teachers, and administrators with increased awareness of a wide variety of work experiences.

EDCE 510 - Introduction to Counseling (3 Credits)
Orientation to the profession of counseling including its historical, social, and cultural foundations. Declaration of the minor in counseling or admission to the Ed.S. in Counselor Education.

EDCE 520 - Wellness and Mental Health (3 Credits)
An overview of the characteristics of optimal holistic wellness and human functioning. Practical application of theoretically and empirically supported wellness models and interventions to enhance social, emotional, mental, physical, and spiritual well-being.

EDCE 555 - Theory and Practice of College Mentoring (3 Credits)
Emphasis on current professional approaches to college mentoring and development of leadership and mentoring skills. Students must participate in Minority Assistance Program. Upper division undergraduate standing or admission to a graduate program and consent of instructors.

EDCE 570 - Seminar in Counseling (3 Credits)
Declaration of the minor in counseling.

EDCE 600 - Communication Skills in Counseling (3 Credits)
Human relations principles applied to the counseling interview.

EDCE 650 - Counseling Student Athletes (3 Credits)
Issues facing student athletes regarding their personal and career development beyond athletics.
Cross-listed course: PEDU 660

EDCE 690 - Independent Study (1-3 Credits)
EDCE 700 - Cross-Cultural Counseling (3 Credits)
Basic concepts and procedures related to cross-cultural counseling; relevant issues which constitute the core of counseling effectively from a cross-cultural perspective; the development of specific learning strategies through which counselor trainees acquire fundamental skills of cross-cultural counseling. This course number and title will be offered with a specific perspective each time, such as blacks, women, ethnic groups, etc.

EDCE 701 - Counseling Parents of Exceptional Children (3 Credits)
Principles and techniques of counseling parents of exceptional children.

EDCE 702 - Counselor as Consultant (3 Credits)
History, theories, and practices of consultation and counseling program coordination.
Prerequisites: EDCE 510.

EDCE 704 - Theory and Procedures of Group Counseling (3 Credits)
A comparative study of major theories of group counseling and related research with emphasis on group interaction within a counseling setting. Laboratory applications expedite understanding of theory and practice.
Prerequisites: EDCE 721, EDCE 722.

EDCE 705 - Educational Measurement (3 Credits)
The history of educational and psychological measurement. Consideration of concepts such as validity and reliability of educational and psychological measures, the rationale of the development and use of instruments for educational purposes.

EDCE 706 - Assessment in Counseling (3 Credits)
Knowledge and application of assessment techniques and instruments utilized in school, career, individual, and family counseling.

EDCE 707 - Career Development (3 Credits)
Career development principles and practices in school and other settings.

EDCE 708 - Critical Issues in School Counseling (3 Credits)
Study of school counseling programs, including school counseling issues; program development, implementation, and evaluation; and current trends.

EDCE 709 - Counseling Through Play (3 Credits)
Interpreting play and using play techniques to facilitate the counseling process.
Prerequisites: EDCE 510, EDCE 600.

EDCE 710 - Professional, Legal and Ethical Issues in Counseling (3 Credits)
Ethical concerns and legal mandates and constraints related to the counseling profession including issues regarding education, supervision, research, and policy development.
Prerequisites: EDCE 510.

EDCE 711 - Advanced Family Counseling (3 Credits)
Advanced study of children within the context of family counseling theories.
Prerequisites: EDCE 503 or equivalent.

EDCE 712 - Comprehensive Developmental School Counseling (3 Credits)
Study of the elements of and practices in a comprehensive developmental school counseling program.
Prerequisites: EDCE 510.

EDCE 714 - Clinical Mental Health Counseling (3 Credits)
Surveying required knowledge and skills for the clinical mental counselor.

EDCE 715 - Sexuality Counseling (3 Credits)
An overview of a family systems approach to understanding and treating clinical issues related to human sexuality.
Prerequisites: EDCE 503, EDPY 705.

EDCE 716 - Leaders in Counselor Education (3 Credits)
Survey and analysis of the works of prominent leaders in counselor education (i.e., behavioral, cognitive, existential approaches). Course content varies and will be announced in the schedule of classes by title.

EDCE 717 - Career Practicum (3 Credits)
A supervised experience in an approved setting that develops and assesses the individual's facilitation skills in career development.
Prerequisites: EDCE 502, EDCE 600, EDCE 700, EDCE 706, and EDCE 707.

EDCE 720 - Theories of Counseling (3 Credits)
An introduction to counseling theories and models.
Prerequisites: EDCE 600.

EDCE 721 - Techniques of Counseling (3 Credits)
Emphasis on development of techniques for assisting clients' personal, social, spiritual, and career development.
Prerequisites: EDCE 510, EDCE 700, EDCE 712, and EDCE 720.

EDCE 722 - Group Procedures in Counseling (3 Credits)
Group process and dynamics applied to counseling in group settings.
Prerequisites: EDCE 510 and EDCE 720.

EDCE 723 - Counseling Supervision Theory (3 Credits)
Comparative study of major approaches to counseling supervision and related research with emphasis on historical foundations of supervision, supervisee characteristics, and application of concepts and techniques to specific practice settings.

EDCE 724 - Techniques of Clinical Mental Health Counseling (3 Credits)
Assisting clients with personal, social, spiritual and career development.
Prerequisites: EDCE 600 and EDCE 720.

EDCE 730 - Counseling and Spirituality (3 Credits)
Current knowledge about counseling and spirituality, including theories of spiritual development, assessment of spirituality, and best practices interventions with children and families.

EDCE 799 - Thesis Preparation (1-9 Credits)

EDCE 800 - Special Topics in Counseling (1-3 Credits)
Advanced study of children within the context of family counseling theories.
Prerequisites: EDCE 503 or equivalent.

EDCE 801 - Advanced Techniques in School Counseling (3 Credits)
This course is designed to help students understand the connection between theory and practice and give them an opportunity to try out this new knowledge. This additional work in both theory and practice will help students to be better prepared for their practicum and internship experiences.
Prerequisites: EDCE 721.

EDCE 802 - Practicum in Human Development and Counseling (3 Credits)
Supervised counseling experience in an approved institution or agency.

EDCE 802E - Elementary School Counseling Practicum (3 Credits)
Supervised counseling experience in an approved elementary school setting. Approved elementary school counseling practicum application.
**EDCE 802F - Marriage, Couples, and Family Counseling Practicum (3-6 Credits)**
Supervised counseling experience in an approved institution or agency. Full admission into a counselor program and program specifics as approved by faculty.

**EDCE 802P - Practicum in Play Therapy (3 Credits)**
Supervised counseling experience in an approved setting focusing on play therapy, counseling through play and expressive arts therapy.
**Prerequisites:** EDCE 709; EDCE 809; EDPY 705; EDCE 810; EDCE 811.

**EDCE 802S - Secondary School Counseling Practicum (3 Credits)**
Supervised counseling experience in an approved secondary school setting. Approved secondary school counseling practicum application.

**EDCE 803 - Practicum in Clinical Mental Health Counseling (3 Credits)**
Supervised counseling experience in an approved mental health agency or practice. Full admission into the counselor education program and program specific courses as approved by program faculty.

**EDCE 804 - Internship in Clinical Mental Health Counseling (3-6 Credits)**
Supervised counseling experience in an approved clinical mental health setting.
**Prerequisites:** EDCE 803.

**EDCE 805 - Counseling Internship (3-6 Credits)**
Counseling experience will be gained in a work setting similar to that in which a counselor will eventually be employed. Internship application must be submitted early in the semester preceding enrollment.
**Prerequisites:** EDCE 802.

**EDCE 805E - Elementary School Counseling Internship (3-6 Credits)**
Counseling experience in an elementary school setting.
**Prerequisites:** EDCE 802S and approved internship application.

**EDCE 805F - Marriage, Couples and Family Counseling Internship (3-6 Credits)**
Counseling experience will be gained in a work setting similar to that in which a counselor will eventually be employed.
**Prerequisites:** EDCE 802F and approved internship application.

**EDCE 805S - Secondary School Counseling Internship (3-6 Credits)**
Supervised counseling experience in an approved secondary school setting.
**Prerequisites:** EDCE 802E.

**EDCE 807 - Advanced Career Development (1-3 Credits)**
Theories of career development and career decision making. Critique of career development programs in institutions and agencies. Students may repeat the course for up to a total of 3 credit hours.
**Prerequisites:** EDCE 707.

**EDCE 809 - Advanced Counseling Through Play (3 Credits)**
Development of advanced theoretical and skill-based competencies in the practices of play therapy.
**Prerequisites:** EDCE 709, EDCE 802.

**EDCE 810 - Theory and Practice of Play Therapy (3 Credits)**
Basic concepts and practices related to the history of play therapy, developmental issues and ethical considerations in working theory to the practices of play therapy.
**Prerequisites:** EDCE 510, EDCE 600.
EDCE 899 - Dissertation Preparation (1-12 Credits)

Criminal Justice (CRJU)

CRJU 510 - Critical Incident Management for Criminal Justice (3 Credits)
Leadership and management strategies for criminal justice agencies during critical incidents and disasters including multi-agency and multi-jurisdictional response.

CRJU 512 - Information-Based Management in Criminal Justice (3 Credits)
The collection and use of information and data-driven analysis in criminal justice organizations.

CRJU 535 - Inmates and Prisons (3 Credits)
Examination of issues affecting prisons and the inmates confined within them. Specific topics of study will include the philosophy and goals of imprisonment, institutional crowding, inmate rights, inmate adaptation, and individual and collective misconduct.

CRJU 554 - Women and Crime (3 Credits)
Impact of gender-based relations on crime and the criminal justice system.

Cross-listed course: WGST 554

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

CRJU 558 - Crime Over the Life Course (3 Credits)
Development of criminal and delinquent behavior over time.

CRJU 563 - Race, Crime, and Criminal Justice (3 Credits)
An historical overview of the intersection between issues of race, crime, and justice. The impact of the criminal justice system on minority groups.

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

CRJU 565 - Organized Crime (3 Credits)
Origins and modern day activity of organized crime in the United States and internationally will be investigated. Attention is given to problems of criminal activity and the present day transnational character of criminal organizations.

CRJU 575 - The Death Penalty (3 Credits)
Overview of the history and evolution of the death penalty. Identification of key legal developments in death penalty jurisprudence.

CRJU 577 - Law and Criminal Justice Policy (3 Credits)
Legal and policy responses to crime and criminal justice issues.
Prerequisites: CRJU 313 or CRJU 314.

CRJU 582 - Computer Applications in Criminal Justice (3 Credits)
Computing, database systems, and software applications in research and professional practice.

CRJU 591 - Selected Topics in Criminal Justice (3 Credits)
A seminar for advanced students. Individual topics to be announced by title. May be repeated once with the consent of the advisor.

CRJU 701 - Survey of Criminal Justice (3 Credits)
Classical and recent literature in criminal justice. Trends and issues that transcend criminal justice.

CRJU 702 - Law and Justice (3 Credits)
Examination of law as an instrument of criminal justice policy, social control, and the protection of civil liberties.

CRJU 703 - Research Methods in Criminal Justice (3 Credits)
Scientific methods in criminal justice research to include methods of design, data collection, and interpretation of research findings.

CRJU 704 - Organization and Management in Criminal Justice (3 Credits)
Management strategies and selected analytic tools for the administration of criminal justice agencies. 03: 07/05/2019.

CRJU 705 - Quantitative Methods in Criminal Justice (3 Credits)
Descriptive and inferential statistics and the use of computers in criminal justice.

CRJU 706 - Advanced Quantitative Analysis for Criminology and Criminal Justice (3 Credits)
A detailed treatment of the general linear model, logistic regression analysis, and statistical models for event count data with applications in criminology and criminal justice. Restricted to criminology and criminal justice majors.

CRJU 711 - Police Practices and Problems (3 Credits)
Historical and contemporary role of the police, societal expectations, resource allocation, police policies, and the effectiveness of various police strategies in controlling crime.

CRJU 712 - Police Administration and Management (3 Credits)
Principles of leadership and management applied to law enforcement.

CRJU 714 - Ethics in Criminal Justice (3 Credits)
Classic and contemporary theories of ethics and their applications to criminal justice decision-making.

Cross-listed course: PHIL 715

CRJU 731 - Corrections (3 Credits)
Historical development of corrections, trends, and changes in the field of corrections and rehabilitation.

CRJU 732 - Correctional Policy (3 Credits)
Policy development, implementation, and evaluation in corrections.

CRJU 741 - Criminology (3 Credits)
The major theories of the etiology of criminal behavior, including biological, environmental, and other causative factors.

CRJU 751 - Juvenile Justice (3 Credits)
Historical evolution of the juvenile justice system. 03: 07/05/2019.

CRJU 752 - Prevention and Treatment of Delinquency (3 Credits)
Theories and methodologies for the organization of delinquency prevention and control programs. Emphasis on the role of the program evaluation.

CRJU 791 - Selected Topics in Criminal Justice (3 Credits)
Seminar for advanced students. Topics of current importance, such as drugs, judicial reform, or crime prevention. May be repeated for credit up to 6 semester hours with consent of advisor.

CRJU 792 - Directed Study in Criminal Justice (3 Credits)
Independent study for advanced students, under faculty supervision. May be repeated for credit up to 6 semester hours.

CRJU 794 - Internship in Criminal Justice (3 Credits)
Placement in a criminal justice agency under faculty supervision.

CRJU 799 - Thesis Research: Thesis Preparation (1-9 Credits)

CRJU 810 - Crime, Law, and Public Policy (3 Credits)
The study of the legal and policy-making processes as they apply to criminology and criminal justice. Examines the interrelationships between law, crime, and public policy and the research methodologies appropriate for the study of crime-related policies.
CRJU 814 - Research Design in Criminology and Criminal Justice (3 Credits)
Intensive coverage of the logic and practice of research design and measurement issues commonly encountered in criminology and criminal justice research. Emphasizes the use of experimental research designs as the preferred methodology for making causal inferences.

CRJU 816 - Applied Quantitative Data Analysis (3 Credits)
Review of applied quantitative methodological literature in criminology and criminal justice. Topics include analysis of data from randomized field experiments, interrupted time-series studies, regression discontinuity studies, instrumental variable estimation, treatment probability matching estimators, statistical power analysis, and study planning.

CRJU 817 - Qualitative Research Methods and Data Analysis (3 Credits)
Examination of the qualitative research paradigm and its contribution to social inquiry, including the collection, organization, and analysis of qualitative date. Collection and analytic strategies involve interviewing, observation, and textual analysis.

CRJU 821 - Advanced Criminological Theory (3 Credits)
Advanced coverage of theoretical and developments and empirical research in criminology, with a focus on definitive statements from important theoretical traditions, empirical tests of criminological theories, and the translation of theory into policy.

CRJU 899 - Dissertation Preparation (1-12 Credits)
Dissertation Preparation.

Curriculum Studies (EDCS)

EDCS 625 - Solving Practical Problems in School Curriculum (3 Credits)
An introduction to current and promising designs and approaches to curriculum development from grades K-12.

EDCS 690 - Independent Study (1-3 Credits)

EDCS 710 - Diversity Training for Staff Development (3 Credits)
Review of the history, concepts, current techniques, skills, and issues in diversity training as it applies to effective staff development.

EDCS 720 - Introduction to Diversity and the Curriculum (3 Credits)
An introduction to the vast array of differences among children, youth, and adults and the impact of these differences on the curriculum, their learning, and their social and emotional development.

EDCS 721 - Social Class Diversity and the Curriculum (3 Credits)
The interplay of social class diversity, curriculum development, and success in formal schooling. Promising programs and practices for educating children of poverty are critically examined.

EDCS 722 - Racial and Ethnic Diversity and the Curriculum (3 Credits)
A critical examination of theories of race and ethnicity and their impact on the curriculum. The dynamics of dominance, issues of social justice, and means of social action are explored.

EDCS 723 - Understanding Sexual Diversity in Schools and Other Social Institutions (3 Credits)
An examination of issues and concepts relating to sexual diversity as it applies to formal and nonformal educational settings with particular emphasis on curriculum, educational policy, and school practice.

EDCS 724 - Gender Diversity in Schools and Communities (3 Credits)
A study of gender, culture, and power; research and theory from educational psychology, sociology, history, and current feminist scholarship.

EDCS 725 - Principles of Curriculum Construction (3 Credits)
Presentation of methods and procedures to design, develop, implement, and evaluate curricula.

EDCS 726 - Curriculum Leadership (3 Credits)
Study of theory, research, and practice of curriculum leadership as a transformative enterprise with particular focus on embracing diversity and fostering social justice in schools and other social institutions.

Prerequisites: EDCS 725.

EDCS 727 - Curriculum Issues in Practice (3 Credits)
Each student identifies and studies a contemporary curriculum issue pertaining to diversity. Under faculty supervision, observations and interviews in schools and/or community agencies will take place throughout the semester.

Prerequisites: EDCS 725 or equivalent.

EDCS 728 - Curriculum in Higher Education (3 Credits)
A survey of the design and development of post-secondary curriculum.

EDCS 729 - Organizational Change in Education (3 Credits)
Investigation of the process of diffusion and adoption of innovations and change in schools and communities, with a particular emphasis on the inclusion of and impact on diverse populations.

EDCS 799 - Thesis Preparation (1-9 Credits)

EDCS 812 - Principles of Action Research (3 Credits)
Introductory analysis, interpretation, and systematic study, using action research methodology, of a significant question or issue related to teaching or administration in K12 schools, higher education, and/or other social institutions.

EDCS 813 - Advanced Principles of Action Research (3 Credits)
Advanced analysis, interpretation, and systematic study, using action research methodology, of a significant question or issue related to teaching, administration in K12 schools, higher education, and/or other social institutions.

EDCS 820 - Advanced Study of Diversity and Curriculum (3 Credits)
The formulation and use of interpretive frameworks to study and understand the relationships among human diversity, school structures, and the curriculum.

EDCS 821 - Curriculum Theory (3 Credits)
An advanced curriculum course designed to allow students to investigate and analyze curriculum studies discourse and its application to issues of diversity.

EDCS 822 - Curriculum Classics: Trends and Issues (3 Credits)
The systematic presentation of classic curriculum works as they relate to current theoretical issues in education.

EDCS 823 - Curriculum Inquiry (3 Credits)
Examination of empirical, critical, and phenomenological methods and issues in conducting curriculum research.

EDCS 824 - Curriculum Seminar (3 Credits)
Intensive study of a designated topic influencing curriculum theory and/or practice.

EDCS 890 - Independent Study (3 Credits)

EDCS 899 - Dissertation Preparation (1-12 Credits)
Dance (DANC)

DANC 500 - Selected Topics in Dance (1 Credit)
A series of courses, each lasting one-third of a semester. Topics and required courses are announced in the class schedule for each semester.

DANC 573 - Dancer's Workshop (1 Credit)
Individual advanced training in movement, improvisation, flexibility, and precision in dance styles including modern and ballet.
Prerequisites: graduate standing or three credits in dance.

DANC 577 - Dance Performance (3 Credits)
Rehearsal, choreographic analysis, and dance performance. All components of dance production—including music, costume, lighting, and scenery—will be considered.
Cross-listed course: PEDU 577

DANC 586 - The Articulate Body (3 Credits)
Theoretical and experimental exploration of the major body systems and development movements to bring more articulation to the body and more awareness and physical ease in performance.
Cross-listed course: THEA 586

DANC 599 - Special Topics in Dance (3 Credits)
Reading and research on selected topics. Course content varies and will be announced in the schedule of classes by title. May be repeated once as topics vary.

DMSB - Darla Moore Sch of Busn (DMSB)

DMSB 700A - Language Training in International Business I (3 Credits)
Language: Arabic. Language and culture instruction to enable graduates to function in business in regions other than their native country. Not for graduate credit in a foreign language department. 03: 07/05/2019.

DMSB 700C - Language Training in International Business I (3 Credits)
Language: Chinese. Language and culture instruction to enable graduates to function in business in regions other than their native country. Not for graduate credit in a foreign language department. 03: 07/05/2019.

DMSB 700E - Language Training in International Business I (3 Credits)
Language: English. Language and culture instruction to enable graduates to function in business in regions other than their native country. Not for graduate credit in a foreign language department. 03: 07/05/2019.

DMSB 700F - Language Training in International Business I (3 Credits)
Language: French. Language and culture instruction to enable graduates to function in business in regions other than their native country. Not for graduate credit in a foreign language department. 03: 07/05/2019.

DMSB 700G - Language Training in International Business I (3 Credits)
Language: German. Language and culture instruction to enable graduates to function in business in regions other than their native country. Not for graduate credit in a foreign language department. 03: 07/05/2019.

DMSB 700I - Language Training in International Business I (3 Credits)
Language: Italian. Language and culture instruction to enable graduates to function in business in regions other than their native country. Not for graduate credit in a foreign language department. 03: 07/05/2019.

DMSB 700J - Language Training in International Business I (3 Credits)
Language: Japanese. Language and culture instruction to enable graduates to function in business in regions other than their native country. Not for graduate credit in a foreign language department. 03: 07/05/2019.

DMSB 700K - Language Training in International Business I (3 Credits)
Language: Korean. Language and culture instruction to enable graduates to function in business in regions other than their native country. Not for graduate credit in a foreign language department. 03: 07/05/2019.

DMSB 700P - Language Training in International Business I (3 Credits)
Language: Portuguese. Language and culture instruction to enable graduates to function in business in regions other than their native country. Not for graduate credit in a foreign language department. 03: 07/05/2019.

DMSB 700R - Language Training in International Business I (3 Credits)
Language: Russian. Language and culture instruction to enable graduates to function in business in regions other than their native country. Not for graduate credit in a foreign language department. 03: 07/05/2019.

DMSB 700S - Language Training in International Business I (3 Credits)
Language: Spanish. Language and culture instruction to enable graduates to function in business in regions other than their native country. Not for graduate credit in a foreign language department. 03: 07/05/2019.

DMSB 701 - Introduction to the European Union (1 Credit)

DMSB 703A - Language Training in International Business II (3 Credits)
Language: Arabic. A continuation of DMSB 700 for practice in written and oral communication as may be required for students enrolled in the International Master of Business Studies program. Open to M.I.B.S. majors only. Not for major credit in a graduate program in the foreign language department. 03: 07/05/2019.

DMSB 703C - Language Training in International Business II (3 Credits)
Language: Chinese. A continuation of DMSB 700 for practice in written and oral communication as may be required for students enrolled in the International Master of Business Studies program. Open to M.I.B.S. majors only. Not for major credit in a graduate program in the foreign language department. 03: 07/05/2019.

DMSB 703F - Language Training in International Business II (3 Credits)
Language: French. A continuation of DMSB 700 for practice in written and oral communication as may be required for students enrolled in the International Master of Business Studies program. Open to M.I.B.S. majors only. Not for major credit in a graduate program in the foreign language department. 03: 07/05/2019.

DMSB 703G - Language Training in International Business II (3 Credits)
Language: German. A continuation of DMSB 700 for practice in written and oral communication as may be required for students enrolled in the International Master of Business Studies program. Open to M.I.B.S. majors only. Not for major credit in a graduate program in the foreign language department. 03: 07/05/2019.
DMSB 703I - Language Training in International Business II (3 Credits)
Language: Italian. A continuation of DMSB 700 for practice in written and oral communication as may be required for students enrolled in the International Master of Business Studies program. Open to M.I.B.S. majors only. Not for major credit in a graduate program in the foreign language department. 03: 07/05/2019.

DMSB 703J - Language Training in International Business II (3 Credits)
Language: Japanese. A continuation of DMSB 700 for practice in written and oral communication as may be required for students enrolled in the International Master of Business Studies program. Open to M.I.B.S. majors only. Not for major credit in a graduate program in the foreign language department. 03: 07/05/2019.

DMSB 703K - Language Training in International Business II (3 Credits)
Language: Korean. A continuation of DMSB 700 for practice in written and oral communication as may be required for students enrolled in the International Master of Business Studies program. Open to M.I.B.S. majors only. Not for major credit in a graduate program in the foreign language department. 03: 07/05/2019.

DMSB 703P - Language Training in International Business II (3 Credits)
Language: Portuguese. A continuation of DMSB 700 for practice in written and oral communication as may be required for students enrolled in the International Master of Business Studies program. Open to M.I.B.S. majors only. Not for major credit in a graduate program in the foreign language department. 03: 07/05/2019.

DMSB 703R - Language Training in International Business II (3 Credits)
Language: Russian. A continuation of DMSB 700 for practice in written and oral communication as may be required for students enrolled in the International Master of Business Studies program. Open to M.I.B.S. majors only. Not for major credit in a graduate program in the foreign language department. 03: 07/05/2019.

DMSB 703S - Language Training in International Business II (3 Credits)
Language: Spanish. A continuation of DMSB 700 for practice in written and oral communication as may be required for students enrolled in the International Master of Business Studies program. Open to M.I.B.S. majors only. Not for major credit in a graduate program in the foreign language department. 03: 07/05/2019.

DMSB 705A - Language Training in International Business III (6 Credits)
Language: Arabic. Intensive study of the linguistic and cultural aspects of business to prepare the student for an internship. Not for credit in a graduate program in the foreign language department. 03: 07/05/2019.

DMSB 705C - Language Training in International Business III (6 Credits)
Language: Chinese. Intensive study of the linguistic and cultural aspects of business to prepare the student for an internship. Not for credit in a graduate program in the foreign language department. 03: 07/05/2019.

DMSB 705G - Language Training in International Business III (6 Credits)
Language: German. Intensive study of the linguistic and cultural aspects of business to prepare the student for an internship. Not for credit in a graduate program in the foreign language department. 03: 07/05/2019.

DMSB 705J - Language Training in International Business III (6 Credits)
Language: Japanese. Intensive study of the linguistic and cultural aspects of business to prepare the student for an internship. Not for credit in a graduate program in the foreign language department. 03: 07/05/2019.

DMSB 705K - Language Training in International Business III (6 Credits)
Language: Korean. Intensive study of the linguistic and cultural aspects of business to prepare the student for an internship. Not for credit in a graduate program in the foreign language department. 03: 07/05/2019.

DMSB 705R - Language Training in International Business III (6 Credits)
Language: Russian. Intensive study of the linguistic and cultural aspects of business to prepare the student for an internship. Not for credit in a graduate program in the foreign language department. 03: 07/05/2019.

DMSB 705S - Language Training in International Business III (6 Credits)
Language: Spanish. Intensive study of the linguistic and cultural aspects of business to prepare the student for an internship. Not for credit in a graduate program in the foreign language department. 03: 07/05/2019.

DMSB 706A - Globalization, Culture and the Business Environment (3 Credits)
Provides a theoretical framework for understanding, and a physical context for, experiencing the historical, sociological, political, economic and cultural aspects of each IMBA residency region and its population within the context of globalization.
Corequisite: DMSB 706B.

DMSB 706B - Internship in International Business (6 Credits)
Completion of internship acquisition, research, and specific related items.
Corequisite: DMSB 706A.

DMSB 707 - Strategy and Policy in the Global Business Enterprise (3 Credits)
Overall strategic management of the globally oriented firm, with strong emphasis on industry analysis and strategy formulation in a global environment.
Prerequisites: DMSB 702.

DMSB 708 - Global Business Issues I (6 Credits)
Issues of doing business in various geographic areas; political, economic, and business factors affecting a region's business climate.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMSB 709</td>
<td>Global Business Issues II (3 Credits)</td>
<td></td>
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<td>Examines in detail the business issues of a specific region.</td>
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<tr>
<td></td>
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<td></td>
<td>DMSB 708.</td>
<td>Prerequisites: DMSB 708.</td>
</tr>
<tr>
<td>DMSB 710</td>
<td>Financial Accounting in the Global Environment (2-3 Credits)</td>
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<td>Basic role of financial accounting in business organizations and in the global economy. Focus is on understanding and using financial statements.</td>
</tr>
<tr>
<td>DMSB 711</td>
<td>Global Strategic Management I (2-3 Credits)</td>
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<td>Understanding strategic management in a global context.</td>
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<tr>
<td>DMSB 712</td>
<td>Quantitative Methods in Business (2-3 Credits)</td>
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<td></td>
<td>Decision analysis techniques taught in the context of making business decisions. Includes basic statistics, hypothesis testing, regression analysis, decision theory, simulation, optimization, and project management.</td>
</tr>
<tr>
<td>DMSB 713</td>
<td>Global Economics (3 Credits)</td>
<td></td>
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<td>Behavior of consumers and firms, and government antitrust policy, open economy macroeconomic policy, and determinants of trade patterns and trade policy.</td>
</tr>
<tr>
<td>DMSB 714</td>
<td>Managing the Multinational Enterprise (3 Credits)</td>
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<td>Knowledge and skills for managing multinational corporations, dealing with different cultures, and leading a global workforce. Best practices in global management.</td>
</tr>
<tr>
<td>DMSB 715</td>
<td>Global Finance (3 Credits)</td>
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<td>Finance concepts and techniques as applied to a global setting. Considers financial markets and corporate financial decision-making.</td>
</tr>
<tr>
<td>DMSB 716</td>
<td>Global Marketing Management (3 Credits)</td>
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<td></td>
<td>Fundamental marketing concepts and techniques and their application to solve global marketing problems.</td>
</tr>
<tr>
<td>DMSB 717</td>
<td>Management Accounting in the Global Environment (2-3 Credits)</td>
<td></td>
<td></td>
<td>Use accounting information to make informed and rational decisions and choices congruent with corporate strategy.</td>
</tr>
<tr>
<td>DMSB 718</td>
<td>Global Supply Chain and Operations Management (3 Credits)</td>
<td></td>
<td></td>
<td>The operations function in effectively delivering products and services. Includes operations strategy, process design, quality control, capacity planning, and supply chain management.</td>
</tr>
<tr>
<td>DMSB 720</td>
<td>International Organizational Behavior (2 Credits)</td>
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<td>Managing people in multicultural organizations. Includes power and influence, conflicts and cooperation, and team dynamics.</td>
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<td>DMSB 706B.</td>
<td>Prerequisites: DMSB 706B.</td>
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<tr>
<td>DMSB 721</td>
<td>Global Entrepreneurship (1.5 Credits)</td>
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<td>Role of entrepreneurship in global economy, practical model of entrepreneurship, and application of these concepts to a potential venture.</td>
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<td>DMSB 706B.</td>
<td>Prerequisites: DMSB 706B.</td>
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<tr>
<td>DMSB 722</td>
<td>Globalization and Corporate Responsibility (1.5 Credits)</td>
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<td>Evolving forces behind globalization, with primary emphasis on corporate responsibility.</td>
</tr>
<tr>
<td>DMSB 723</td>
<td>Leading Teams and Organizations (2-3 Credits)</td>
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<td>Provides an in-depth understanding of principles of leadership and organizational behavior. Topics include: leadership style/self awareness, worker motivation and attitudes. Individual decision-making, team processes, conflict management organizational culture, and change management.</td>
</tr>
<tr>
<td>DMSB 725</td>
<td>Global Business Issues (3 Credits)</td>
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<td>Current issues related to the globalization of markets. Restricted to Executive I.M.B.A. students.</td>
</tr>
<tr>
<td>DMSB 726</td>
<td>Global Business Leadership (1 Credit)</td>
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<td>Team structures in organizations, including the role of leadership in strategically guiding the organization toward team success. Restricted to Executive I.M.B.A. students.</td>
</tr>
<tr>
<td>DMSB 727</td>
<td>Chinese Business Issues (1 Credit)</td>
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<td></td>
<td>Issues of doing business in China: business, economic, and political factors affecting the business climate.</td>
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<tr>
<td>DMSB 728</td>
<td>Indian Business Issues (1 Credit)</td>
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<td></td>
<td>Issues of doing business in India: business, economic, and political factors affecting the business climate.</td>
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<tr>
<td>DMSB 729</td>
<td>Japanese Business Issues (1 Credit)</td>
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<td>Issues of doing business in Japan: business, economic, and political factors affecting the business climate.</td>
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<tr>
<td>DMSB 730</td>
<td>African Business Issues (1 Credit)</td>
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<td>Issues of doing business in Africa: business, economic, and political factors affecting the business climate.</td>
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<tr>
<td>DMSB 731</td>
<td>Latin American Business Issues (1 Credit)</td>
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<td>Issues of doing business in Latin America: business, economic, and political factors affecting the business climate.</td>
</tr>
<tr>
<td>DMSB 732</td>
<td>Competition and Change in North America (1 Credit)</td>
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<td></td>
<td>Issues of doing business in North America: business, economic, and political factors affecting the business climate.</td>
</tr>
<tr>
<td>DMSB 733</td>
<td>Global Business Strategy Simulations (2 Credits)</td>
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<td>Examines the impact of strategic decisions on firm performance through realistic global industry simulations.</td>
</tr>
<tr>
<td>DMSB 734</td>
<td>International Tax Planning (2 Credits)</td>
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<td></td>
<td>Examines the tax issues facing international managers, including the avoidance of double taxation, benefits of incentives, outsourcing, corporate inversions, and transfer pricing.</td>
</tr>
<tr>
<td>DMSB 735</td>
<td>Western European Business Issues (1 Credit)</td>
<td></td>
<td></td>
<td>Issues of doing business in Western Europe: business, economic, and political factors affecting the business climate.</td>
</tr>
<tr>
<td>DMSB 736</td>
<td>Central and Eastern European Business Issues (1 Credit)</td>
<td></td>
<td></td>
<td>Issues of doing business in Central and Eastern Europe: business, economic, and political factors affecting the business climate.</td>
</tr>
<tr>
<td>DMSB 740</td>
<td>Management of Human Capital (2 Credits)</td>
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<td></td>
<td>Provides the general manager with an overview of theory, research, and practice in the formal management of an organization's human capital. Topics include: strategic alignment of human capital talent acquisition (planning, recruiting, interviewing), effective compensation/incentive design, performance management, and global talent management issues.</td>
</tr>
<tr>
<td>DMSB 741</td>
<td>Comparative Institutional Systems (3 Credits)</td>
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<td></td>
<td>Introduced conceptual perspectives for understanding dramatic economic events in the global economy; a comparative view of national institution-based systems.</td>
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<td>Cross-listed course: IBUS 707</td>
</tr>
</tbody>
</table>
DMSB 750 - Capstone Experience (3 Credits)
Capstone experience course for the IMBA and AMBA programs will develop integration and application of prior functional coursework (e.g., marketing finance operations etc.) to address simulated but realistic strategic business issues. Working within cross functional teams, students will also further refine critical leadership and interpersonal skills.

DMSB 798 - Field Consulting Program (6 Credits)
Management decision making in the corporate environment. Projects assigned on a group basis with emphasis on teamwork, oral and written communication skills in business operations, planning, problem solving, and research.

**Early Childhood Educ (EDEC)**

EDEC 510 - Parent/Family Dynamics in Early Childhood Education (3 Credits)
Principles, practices, and content of family dynamics, including practice/service learning.
**Graduation with Leadership Distinction:** GLD: Community Services

EDEC 540 - The Young Child: Behavior and Development in Early Childhood (3 Credits)
Service-learning and seminar experiences addressing intellectual, physical, social, and emotional development, prenatally through grade three, within an ecological context. Child's critical thinking, creative expression, and diagnosis/assessment emphasized.

EDEC 546 - Education of Young Children: An Ecological Approach (3 Credits)
An ecological study with emphasis on home-school relations, parent involvement, and community resources. Multicultural perspectives and needs of exceptional children addressed.
**Corequisite:** EDEC 469.

EDEC 547 - Field Problems: Teaching Mathematics Using Manipulative Materials, Grades K-3 (3 Credits)
Instructional approaches and materials for teaching elementary school mathematics, grades K-3.

EDEC 570 - Internship in Environments for Teaching and Learning (3 Credits)
Internship for practice in classrooms appropriate to early childhood education related to curriculum design and assessment. Admission to the professional program in early childhood education.
**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Internships

EDEC 591 - Seminar on Teaching in Early Childhood (3 Credits)
Exploration of the principles and theories about teaching and learning as they apply to early childhood education in the context of schools in democratic societies.
**Prerequisites:** admission to internship in early childhood education.
**Corequisite:** EDTE 590A, EDTE 590B, and EDTE 590C.
**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Internships, GLD: Research

EDEC 608 - Parent Involvement in Early Childhood Education (3 Credits)
Analysis of programs and practices for involving parents in early childhood educational settings. Emphasizes objectives, methods, techniques, and materials for program development. Community resources for supporting programs for children in various instructional settings.
**Corequisite:** EDEC 769B, EDEC 769C, and EDEC 770.

EDEC 690 - Independent Study (1-3 Credits)

EDEC 712 - Practicum in Parent Involvement in Early Childhood Education (3 Credits)
School- and home-based experience with parents. Emphasis upon home-school relationships and their effects upon the young child's development and learning. Participation with advisory groups, parent activities in the classroom, home visits, and parent-teacher communication. Weekly seminar sessions.
**Prerequisites:** EDEC 540 and EDEC 608 or EDEC 610.

EDEC 740 - The Young Child: Applying Theory and Research (3 Credits)
Analysis and discussion of theory and research related to the education of young children. Intellectual, social, emotional, and physical development of infants, toddlers, and young children will be examined. Special emphasis on implication for developing.
**Prerequisites:** EDEC 540 and EDPY 705.

EDEC 742 - Advanced Study of Early Childhood Curricula and Program Models (3 Credits)
An analysis of early childhood program models and curricula with theoretical orientation, related research, societal needs, and the student's philosophy of education.
**Prerequisites:** EDEC 540, EDEC 542, EDEC 544.

EDEC 744 - Advanced Study of Language Development and Communication Skills in Early Childhood Education (3 Credits)
Provides classroom teachers with an overview of the development of language and communication skills in children, birth through eight.
**Prerequisites:** EDEC 544 or equivalent.

EDEC 745 - Emergent Literacy (3 Credits)
Theories of emergent literacy and implications for literacy learning and instruction.
**Prerequisites:** EDEC 744.

EDEC 750 - Play Theory and Early Learning (3 Credits)
Theory, research, and practice related to the play of young children in various settings.

EDEC 754 - Studies and Internships I in Teaching Social Studies - Early Childhood (3 Credits)
Planning, designing and implementing a developmentally appropriate socio-cultural curriculum for young children, preschool through grade four.
**Prerequisites:** Admission to the MAT program.

EDEC 755 - Studies and Internship in Teaching Science (3 Credits)
The study and practice of science education for preschool and primary students focusing on appropriate content, goals, and methods.
**Prerequisites:** Admission to the MAT program.

EDEC 769A - Internship II: Early Childhood Curriculum and Assessment (4 Credits)
Internship for practice in prekindergarten through primary grade classrooms related to curriculum design and assessment, leading to initial certification.
**Prerequisites:** Admission to MAT program and successful completion of first semester internship.
**Corequisite:** EDEC 769B, EDEC 769C, and EDEC 770.
EDEC 769B - Internship II: Early Childhood Teaching (4 Credits)
Internship for practice in prekindergarten through primary grade classrooms related to interactive teaching, leading to initial certification. 
Prerequisites: Admission to MAT program and successful completion of first semester internship.
Corequisite: EDEC 769A, EDEC 769C, and EDEC 770.

EDEC 769C - Internship II: Early Childhood Professional Roles (4 Credits)
Internship for practice in school settings related to professional development, leading to initial certification.
Prerequisites: Admission to MAT program and successful completion of first semester internship.
Corequisite: EDEC 769A, EDEC 769B, and EDEC 770.

EDEC 770 - Early Childhood Internship Seminar (3 Credits)
Seminar for students seeking initial certification. Consideration of principles and theories of teaching and learning and strategies to translate theory into personal classroom practice.
Prerequisites: Admission to MAT program and successful completion of first semester internship.
Corequisite: EDEC 769A, EDEC 769B, and EDEC 769C.

EDEC 794 - Leadership, Advocacy and Collaboration in Early Childhood Settings (3 Credits)
An overview of the purposes, organizational structure, sponsorship, funding sources, and advocacy for care and education programs and the characteristics, roles, and responsibilities of leaders in the field.

EDEC 795 - Technology in Early Childhood Education (3 Credits)
Strategies for integrating technology in early childhood education.
Prerequisites: EDTE 631.

EDEC 797 - Seminar in Early Childhood Education (3 Credits)
Synthesis of development, curriculum, cognition, and related issues in early childhood education.
Prerequisites: degree candidacy in early childhood education and 21 graduate hours completed.

EDEC 810 - Special Topics in Early Childhood Education (3 Credits)
Special and specific analyses of crucial issues in the field as they exist and emerge in the future. Provides an opportunity for students to do in-depth study of definitive areas of concern.

EDEC 811 - Current Trends and Issues in Early Childhood Education (3 Credits)
Analysis of innovations in the field within a historical perspective.

EDEC 812 - Advanced Internship in Early Childhood Education (3-6 Credits)
Supervised internship and related seminar participation in an approved setting.
Prerequisites: Admission to doctoral program.

EDEC 813 - Program Development and Implementation in Early Childhood Education (3 Credits)
Analysis of and participation in the development of program content, policy, and advocacy.
Prerequisites: EDEC 740, EDEC 742, EDEC 744, and admission to doctoral candidacy.

EDEC 814 - Analysis of Current Research in Early Childhood Education (3 Credits)
A critical evaluation of reported research in early childhood with special emphasis on recent and ongoing research programs.
Prerequisites: EDEC 740, EDEC 742, EDEC 744, and admission to doctoral candidacy.

EDEC 815 - Advanced Study of Early Childhood Curricula (3 Credits)
An analysis of early childhood curriculum alternatives that focus on theoretical orientation, related research, societal needs, and the student's philosophy of education.
Prerequisites: EDEC 740, EDEC 742, EDEC 744, and admission to doctoral candidacy.

EDEC 890 - Independent Study (3 Credits)

Economics (ECON)

ECON 500 - Urban Economics (3 Credits)
An analysis of economic forces affecting urbanization and the economic processes influencing urban form and structure. Spatial concepts are considered in addition to traditional micro-economic and macro-economic concepts. Topic coverage includes: the economic origin of cities; urban functions and the urban economic base, land-use structure and urban form, and urban efficiency.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 503 - International Trade Economics (3 Credits)
Theory of international specialization, commercial policy, customs unions, and the effects of trade liberalization and protectionism; economic growth and multinational enterprises.
Prerequisites: ECON 321.

Graduation with Leadership Distinction: GLD: Global Learning

ECON 504 - International Monetary Economics (3 Credits)
Exchange rate and balance of payments determination; purchasing-power parity; optimum currency areas, absorption, elasticity, monetary approaches, spot- and forward-exchange markets.
Prerequisites: ECON 322.

Graduation with Leadership Distinction: GLD: Global Learning

ECON 505 - International Development Economics (3 Credits)
Economic theories of growth in developing countries. Use of factor resources; role of social and economic institutions; use of financial trade policies for growth.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

Graduation with Leadership Distinction: GLD: Global Learning

ECON 506 - Labor Economics and Labor Markets (3 Credits)
Economics of labor demand, labor supply, wage determination in competitive markets, migration, discrimination, unemployment, and labor unions. Theoretical models and empirical knowledge will be considered.
Prerequisites: ECON 221 and ECON 222, or ECON 224; ECON 321.

ECON 507 - Comparative Economic Systems (3 Credits)
An analysis of the organization and operation of the world's major economic systems.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

Graduation with Leadership Distinction: GLD: Global Learning
ECON 508 - Law and Economics (3 Credits)
Economic analysis and interpretation of the law. The economic effect of current law and optimal design of law to meet social objectives.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 509 - Economics of Sustainable Development (3 Credits)
Exploration of the basic theory and practice of sustainable economic development. Topics include: environmental legislation, global agreements, sustainable development indicators, and economic strategies and methods to promote environmentally sound development.
Prerequisites: C or better in the following ECON 221 and ECON 222; or ECON 224; MATH 122.

Graduation with Leadership Distinction: GLD: Community Service

ECON 510 - Experimental Economics (3 Credits)
Exploration of the basic theory and techniques of experimental economics. Topics include: basic game theory, experimental design, and elements of behavioral economic thought.
Prerequisites: C or higher in ECON 321.

ECON 511 - Senior Seminar in Economics (3 Credits)
Philosophy and methodology of economics, perspectives on theory and empiricism, economic policy; individualized guided research.
Prerequisites: ECON 321, ECON 322, and ECON 436 with grade of C or higher.

ECON 514 - The Economics of Terrorism (3 Credits)
Focuses on the following aspects of terrorism: (1) its causes/determinants (historical, social, cultural, economic, political, and religious determinants); (2) the organizational and funding structure of terrorist groups; (3) the tactics and weapons of terrorist groups; (4) mobilization and recruitment within terror networks; and (5) counterterrorism methods. Restricted to: Business Majors and Economics Arts and Sciences Majors.
Prerequisites: C or better in ECON 321.

ECON 515 - Industrial Organization (3 Credits)
This course uses the tools of microeconomics and game theory to examine how firms compete and competition’s impact on industry performance. Topics include: price discrimination, product differentiation, and oligopoly behavior.
Prerequisites: ECON 321.

ECON 516 - Political Economy (3 Credits)
This course covers fundamental models of collective decision making, studies their empirical relevance, and considers interactions between the economy and politics.
Prerequisites: C or better in ECON 221 and ECON 222 or C or better in ECON 224.

ECON 523 - Introduction to Mathematical Economics (3 Credits)
Mathematical formulation of economic theories; the use of mathematics in the development and demonstration of economic relationships.
Prerequisites: ECON 221 and ECON 222, or ECON 224; MATH 122, MATH 141, or the equivalent.

ECON 524 - Essentials of Economics (3 Credits)
A course designed to acquaint the student with the principles of operation of the American economic system. A survey course for social studies teachers in secondary schools.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 526 - Managerial Economics (3 Credits)
A study of the application of the economic theory of profits, competition, demand, and costs to analysis of problems arising in the firm and in decision making. Price policies, forecasting, and investment decisions are among the topics considered.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 530 - The Economics of Education (3 Credits)
Investment in human capital; the economic value of schooling; internal efficiency of schools; faculty compensation; equity and efficiency of school finance systems; financing higher education.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 531 - Health Economics (3 Credits)
Applications of economic analysis to health care. Structure and behavior of health-care markets. Description of health care policy issues.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 548 - Environmental Economics (3 Credits)
An analysis of the economic aspects of environmental decay, pollution control, and natural resource use. Analysis of the ability of the market system to allocate resources efficiently when economic activity is accompanied by environmental damage. Discussion of alternative public policy approaches to pollution control and natural resource conservation.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

Cross-listed course: ENVR 548

ECON 555 - Game Theory in Economics (3 Credits)
Game theory as used to understand decision making in business, economics, politics and other real-world environments. Topics covered include: basic terminology; strategic; extensive, and combinatorial models; and equilibrium strategy.
Prerequisites: ECON 321 or MATH 141 and STAT 201 or C or higher in STAT 206.

ECON 562 - Public Finance (3 Credits)
Theory and practice of taxation: public revenue, expenditure, and debt.
Prerequisites: C or higher in ECON 321.

ECON 589 - Topics in Economics (1-3 Credits)
Individual topics to be announced with title.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 594 - Introduction to Econometrics (3 Credits)
Statistical and economic tools applied to analysis of business and economic problems with the aid of computers.
Prerequisites: ECON 221 and ECON 222, or ECON 224; MGSC 291 or STAT 201, MATH 122 or MATH 141.

ECON 621 - Survey of Contemporary Economic Theory (3 Credits)
Neo-classical value and distribution theory combined with income and employment theory.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 690 - Quantitative Foundations for Business and Economics I (3 Credits)
Calculus and classical optimization methods applied to problems in business and economic analysis; matrices, derivatives, and integrals in the analysis of both univariate and multivariate business and economic models. 03: 07/05/2019.
Prerequisites: ECON 221 and ECON 222, or ECON 224.
ECON 691 - Quantitative Foundations for Business and Economics II (3 Credits)
Statistics and probability theory applied to problems of business and economic analysis. 03: 07/05/2019.
Prerequisites: ECON 221 and ECON 222, or ECON 224; MGSC 690 or ECON 690.

ECON 692 - Quantitative Methods I (3 Credits)
Probability and statistics necessary for graduate study in economics and business administration; estimation, hypothesis testing, regression, analysis of variance, and nonparametric methods. 03: 07/05/2019.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 694 - Quantitative Methods II (3 Credits)
A study of decision models useful in business administration. Topics covered include linear programming, sensitivity analysis and duality, network models, integer programming, determinate and stochastic dynamic programming, inventory, and queues. 03: 07/05/2019.
Prerequisites: ECON 221 and ECON 222, or ECON 224; ECON 692, mathematics and computer portion of Fundamental Business Skills or equivalent.

ECON 705 - Economic Growth and Development (3 Credits)
Overall view of problems of economic development, including its history and relationship to the modern world. Brief consideration is given to such noneconomic factors as political, sociological, and cultural environments. Basic theories of growth are presented and critically evaluated.

ECON 711 - Applied Microeconomics (3 Credits)
Theory of demand, production, cost, pricing, distribution, and capital. Particular emphasis on applications of the theory to various problems faced by the firm.
Prerequisites: ECON 621.

ECON 712 - Applied Macroeconomics (3 Credits)
The modern theory of income determination. Inflation, unemployment, and interest rates in an open economy setting. Emphasis on economic policy.
Prerequisites: ECON 621.

ECON 719 - Macroeconomics Analysis and International Economics (3 Credits)
The modern theory of national employment, output, and the price level. Monetary and fiscal policy. International trade, exchange rates, and international capital markets.

ECON 720 - Managerial Economics (3 Credits)
The application of microeconomic concepts to managerial decisions. The concepts include demand, cost, market structure, pricing, profitability, and strategic behavior.

ECON 728 - Applied Microeconomics (3 Credits)
Theory of demand, production, cost, pricing, distribution, and capital. Particular emphasis on applications of the theory to various problems faced by the firm.
Prerequisites: ECON 621

ECON 736 - Applied Econometrics (3 Credits)
The theory and application of linear regression analysis to economic problems. The course will present both finite-sample and asymptotic properties of regression estimators, and address problems that arise in using regression methods with economic data.
Prerequisite or Corequisite: STAT 201; and MATH 122 or MATH 141.

ECON 740 - Applied Economic Forecasting (3 Credits)
Examination of a variety of techniques that are used for forecasting and policy simulation purposes. Development of skills that have applications in business, government, and economic research.
Prerequisites: ECON 692 or equivalent.

ECON 760 - International Trade, Theory and Policy (3 Credits)
Classical and modern models of international trade, evaluation of tariffs and quotas, advantages and disadvantages of international trade agreements.
Prerequisites: ECON 711 or ECON 720, with exceptions made for anyone who has taken an undergraduate Intermediate Microeconomics class ECON 321 at USC in the last five years.

ECON 784 - Health Economics (3 Credits)
A critical introduction to the application of economic analysis to problems in the health care field. Selective surveys of the related scientific literature will be covered.

ECON 788 - Applied Economic Forecasting (3 Credits)
Examination of a variety of techniques that are used for forecasting and policy simulation purposes. Development of skills that have applications in business, government, and economic research.
Prerequisites: ECON 692 or equivalent.

ECON 811 - Microeconomic Theory I (3 Credits)
The modern theory of consumer behavior, production, the firm, and market structure.

ECON 812 - Microeconomic Theory II (3 Credits)
Advanced topics in microeconomics including general equilibrium theory and welfare economics.
Prerequisites: ECON 786.

ECON 814 - Game Theory (3 Credits)
This course teaches the fundamentals of game theory and strategic interaction. Concepts of normal and extensive form games, Nash equilibrium, and subgame perfect equilibrium are defined and used to show how outcomes are achieved between two parties.

ECON 815 - Topics in Microeconomics (3 Credits)
Examination of new theories and applications in microeconomics. Analysis of advances in theory and the application of theory to new new problems of consumer behaviour, industrial organization, and public economics.

ECON 816 - Mathematical Economics (3 Credits)
This course is to acquaint students with the mathematical methods currently being used in micro- and macroeconomic theory. Topics covered are the use in economics of point set topology, nonlinear programming, differential equations, calculus of variations, and control theory.
Prerequisites: ECON 523.

ECON 817 - History of Economic Thought (3 Credits)
An analysis of the development of economic theory with special emphasis on the evolution of alternative methodologies.

ECON 818 - Welfare Economics (3 Credits)
An endeavor to formulate propositions by which alternative economic situations open to society may be ranked on the scale of better or worse.
Prerequisites: ECON 788.
ECON 821 - Macroeconomic Theory I (3 Credits)
The modern theories of income determination, inflation, unemployment, and interest rates. Theories of consumption, investment, government expenditure, and taxation are presented.

ECON 822 - Macroeconomic Theory II (3 Credits)
Recent developments in macro-econometrics, dynamic models, and related topics.
Prerequisites: ECON 785 or the equivalent.

ECON 824 - Monetary Theory (3 Credits)
Monetary theory, monetary policy, and monetary reform. Theory of central banking and monetary equilibrium, and related topics.
Prerequisites: course in money and banking and intermediate economic theory.

ECON 825 - Money and Banking (3 Credits)
An in-depth study of the operation and economic significance of the monetary system (money, commercial banks, and the central bank) and monetary policy. Emphasis is on theory and empirical hypothesis testing as related to above topics.

ECON 831 - Econometrics and Regression I (3 Credits)
A treatment of single equation estimating techniques for the simple linear model, various nonlinear models, and the general linear model. 03: 07/05/2019.
Prerequisites: ECON 792 or equivalent.

ECON 832 - Econometrics and Regression II (3 Credits)
Topics in generalized least squares, autocorrelation, distributed lag models, principal components, identification, and simultaneous estimating techniques. 03: 07/05/2019.
Prerequisites: ECON 831.

ECON 833 - Computational Methods for Economists (3 Credits)
Theory and application of computational methods used to solve and estimate economic models. Solutions to economic models using numerical techniques and high-performance computing. Estimation of empirical models using custom built functions and numerical optimization.

ECON 840 - Economic Growth (3 Credits)
Advanced theory of economic growth. Mathematical models of growth, including the neoclassical model, endogenous growth models, and models of imperfect competition and growth, will be examined. Techniques of dynamic optimization are used to solve models. Empirical methods will be applied to models of economic growth.

ECON 841 - Economic Development (3 Credits)
Application of economic principles to regional analysis and planning. Geographic areas covered range from cities and counties to major regions of the nation. Subject areas include economic measurement, analysis, and development planning.

ECON 843 - Economic History (3 Credits)
Examination and interpretation of the record of events and trends in history using the concepts and tools of economic theory. Analysis of the effect of economic events on the course of world history.

ECON 848 - Environmental Economics (3 Credits)
Fundamentals of environmental and resource economics. Including concepts of pollution, instrument choice, management of renewable and non-renewable resources, and valuation techniques for environmental public goods.

ECON 850 - Health Economics (3 Credits)
A critical introduction to the application of economic analysis to problems in the health care field. Selective surveys of the related scientific literature will be covered. 03: 07/05/2019.

ECON 860 - International Trade Theory (3 Credits)
Theory of international values, comparative advantage, and the gains from trade; theory of commercial policy, tariff structure, and welfare and trade.
Prerequisites: ECON 621.

ECON 862 - International Monetary Economics (3 Credits)
Theories of exchange rate and balance of payments determination (spot and forward exchange markets, interest rate arbitrage, purchasing power parity, and monetary approaches); adjustments under fixed and flexible exchange rates are analyzed.

ECON 865 - Industrial Organization (3 Credits)
Examination of industrial pricing, output, and investment practices in relation to the theory of the firm. Consideration of public aspects of these practices.

ECON 870 - Labor Economics I (3 Credits)
Topics studied include wage theory; the processes of wage determination; the impact of unions and collective bargaining on wage levels, prices, employment, and income distribution; bargaining theory and union-management relations; the union as an economic institution.

ECON 872 - Labor Economics II (3 Credits)
A descriptive and analytic study of manpower as an economic resource in the United States.

ECON 875 - Economics of Education (3 Credits)
A survey of the contribution of economics to educational issues, including the value of educational investments, effect of education on economic growth, input-output analysis, and economics of educational finance.

ECON 880 - Public Finance I (3 Credits)
An analysis of budgets and budget policy; tax incidence and effects; debt and debt management.

ECON 882 - Public Finance II (3 Credits)
A general survey of public finance, including public expenditures; the structure, incidence, and effects of taxes; public goods; and fiscal federalism.

ECON 885 - Urban Economics (3 Credits)
An analysis of economic forces affecting urbanization and the economic processes influencing urban form and structure. Spatial concepts are considered in addition to the traditional microeconomic and macroeconomic concepts.

ECON 886 - Location Theory (3 Credits)
Spatial and economic structures of regions and regional economic development. Topical review of partial and general equilibrium models of land use, regional economic growth; income determination at a regional level (regional accounts and input-output models); regional policy alternatives and their efficiency.

ECON 891 - Sampling Techniques (3 Credits)
Statistical designs and techniques for survey investigations. Mathematical development of sampling systems; sampling units; sample size; estimation; costs; non-sampling problems. Methods of obtaining and reporting information. 03: 07/05/2019.
Prerequisites: ECON 692 or equivalent.
**EDFI 592 - Historical Foundations of American Educational Thought (3 Credits)**
A survey of the history, philosophy, administration, and legal bases of American education.

**EDFI 643 - Southern Educational History (3 Credits)**
Development of educational institutions in Southern society with special attention given to South Carolina.

**EDFI 690 - Independent Study (1-3 Credits)**

**EDFI 722 - Contemporary Education in Europe (3 Credits)**
A comparison of the impact of postwar forces on the educational systems of selected European nations. Analysis of current trends, movements, and problems in all levels of education. Examination of the educational purposes, systems, techniques, and facilities with implications for the future development of industrialized societies.

**EDFI 730 - Qualitative Epistemologies, Paradigms, & Theories (3 Credits)**
Foundations of qualitative research including historical, philosophical, and theoretical perspectives. Examination of different qualitative approaches and associated methodological issues.

**EDFI 731 - Qualitative Inquiry (3 Credits)**
Qualitative research methods including naturalistic inquiry, participant observation, interviewing, focus groups, and document analysis.

**EDFI 740 - Qualitative Inquiry (3 Credits)**
Qualitative research methods including naturalistic inquiry, participant observation, interviewing, focus groups, and document analysis.

**EDFI 741 - International and Comparative Education (3 Credits)**
Introduction to international education and the comparative method in the study of educational systems around the world. Provides students with an overview of comparative and international education theory, practice, and research methodology.

**EDFI 743 - The History of Education in the United States (3 Credits)**
The history of education in the United States from the colonial period through the contemporary moment. Placing the history of education in a larger American economic, social, political, and cultural context, students consider the development, purposes, effects, and evolution of public and private schools in the United States at the elementary, middle and secondary levels during this critical period in United States history and education.

**EDFI 744 - Philosophy and Education (3 Credits)**
The functional considerations governing educational theories and practices.

**EDFI 747 - Critical Race Theory and Education (3 Credits)**
An introduction to tenets and methodology in Critical Race Theory. The study of race and racism as the primary lens of analysis in educational, social, and political issues.

**EDFI 749 - The School in Modern Society (3 Credits)**
Basic concepts of the relation of the school to the social order: an analysis of the essential features of the changing social context within which American educational policy and practice now operate. The educational implications of recent social change in American life and of the emergence of a new world order.

**EDFI 799 - Thesis Preparation (1-9 Credits)**

**ECON 643 - Econometrics and Regression II (3 Credits)**
Topics in generalized least squares, autocorrelation, distributed lag models, principal components, identification, and simultaneous estimating techniques. **Prerequisites:** ECON 795.

**ECON 833 - Narrative Inquiry (3 Credits)**
Exploration of the various forms of narrative inquiry as a distinct genre of qualitative research.

**ECON 834 - Participatory Action Research (3 Credits)**
Theoretical, methodological, and pedagogical orientations to participatory action research.

**ECON 836 - Ethnography and Education (3 Credits)**
Historical, methodological, and theoretical orientations to ethnographic research. **Prerequisites:** EDFI 731 or equivalent.

**ECON 837 - Qualitative Case Study (3 Credits)**
The study and practice of qualitative case study methods. Topics include explanatory, descriptive, and exploratory approaches, single case, multi-case, and multi-site design strategies. **Prerequisites:** EDFI 731.

**ECON 843 - The School and the Social Order: the United States II (3 Credits)**
The impact of education on the social order in the United States continued—1877 to the present. Research assignments will involve analysis and interpretation of primary source materials of 19th- and 20th-century thought and practice in South Carolina. **Prerequisites:** EDFI 743 or equivalent.

**ECON 845 - Seminar of Advanced Students in Foundations of Education (3-9 Credits)**
Individual topics selected by student application and instructor acceptance. May be repeated for up to 9 hours as topics vary.
EDFI 847 - Modern Philosophies of Education (3 Credits)
Critical comparison of present-day schools of thought in the nature, objectives, and functions of American education.
Prerequisites: EDFI 744 or equivalent.

Cross-listed course: PHIL 847

EDFI 857 - Advanced Critical Race Theory and Education (3 Credits)
An advanced study of how Critical Race Theory is applied by researchers to investigate issues of racial justice. The study of race and racism is the primary lens of analysis in understanding disparities in educational, political, social and economic outcomes.
Prerequisites: EDFI 747.

Cross-listed course: EDTE 857

EDFI 868 - History of Student Activism (3 Credits)
An overview of the role of student activists who engaged in deliberate protest to demonstrate their dissatisfaction with the American social order and an examination of the rationale behind facilitating student rebellion and the role of high schools and colleges in facilitating student activism.

EDFI 879 - Equity and Justice Internship (1-3 Credits)
Internship dedicated to equity and justice in educational contexts.
Prerequisites: EDFI 749.

EDFI 890 - Independent Study (3 Credits)

EDFI 899 - Dissertation Preparation (1-12 Credits)

Education (EDUC)

EDUC 610 - Case Study in Classroom Management (3 Credits)
Case study in the clinical application of pedagogy and methods related to classroom management, including relational, procedural and instructional aspects of a classroom management approach.

EDUC 632 - Field Problems in Education I (1-3 Credits)
Selected educational problems will be identified and explored, and probable solutions developed. Emphasis will be on providing practicing school personnel an opportunity to work cooperatively, under supervision, toward solutions to those problems which are of immediate concern to them. Activities will include seminars, review of literature, observations, case studies, materials development, and other applicable approaches. Emphasis will be placed on the development of a comprehensive proposal designed to alleviate or solve the problems identified.

EDUC 633 - Field Problems in Education II (1-3 Credits)
Selected educational problems will be identified and explored, and probable solutions developed. Emphasis will be on providing practicing school personnel an opportunity to work cooperatively, under supervision, toward solutions to those problems which are of immediate concern to them. Activities will include seminars, review of literature, observations, case studies, materials development, and other applicable approaches. Emphasis will be placed on the development of a comprehensive proposal designed to alleviate or solve the problems identified.

EDUC 634 - Field Problems in Education III (1-3 Credits)
Selected educational problems will be identified and explored, and probable solutions developed. Emphasis will be on providing practicing school personnel an opportunity to work cooperatively, under supervision, toward solutions to those problems which are of immediate concern to them. Activities will include seminars, review of literature, observations, case studies, materials development, and other applicable approaches. Emphasis will be placed on the development of a comprehensive proposal designed to alleviate or solve the problems identified.

EDUC 635 - Field Problems in Education IV (1-3 Credits)
Selected educational problems will be identified and explored, and probable solutions developed. Emphasis will be on providing practicing school personnel an opportunity to work cooperatively, under supervision, toward solutions to those problems which are of immediate concern to them. Activities will include seminars, review of literature, observations, case studies, materials development, and other applicable approaches. Emphasis will be placed on the development of a comprehensive proposal designed to alleviate or solve the problems identified.

EDUC 635A - T: Common Core: Math Standards (3 Credits)

EDUC 654 - Assessment of Reading (3 Credits)

EDUC 738 - Supervision of Student Teaching (3 Credits)
The theoretical and functional foundations with which an early childhood, elementary, or secondary school teacher should be familiar when supervising a student teacher in a clinical situation.
Prerequisites: classroom experience.

Educational Admin (EDAD)

EDAD 690 - Independent Study (1-3 Credits)

EDAD 718 - School and Community Relationships (3 Credits)
Development of constructive relationships between schools and the communities they serve. Emphasis on research findings in communication.

EDAD 719 - Interpersonal and Group Relations in Educational Administration (3 Credits)
Emphasis on modern understanding of interpersonal and group relations derived from current research in educational administration.

EDAD 795A - Practicum in School Administration (3 Credits)
An internship in schools at the appropriate level for certification. Will include field experience seminars. Should be taken as last course in degree program.

EDAD 795B - Practicum in School Administration (3 Credits)
An internship in schools at the appropriate level for certification. Will include field experience seminars. Should be taken as last course in degree program.

EDAD 795C - Practicum in School Administration (3 Credits)
An internship in schools at the appropriate level for certification. Will include field experience seminars. Should be taken as last course in degree program.

EDAD 826 - Professional Negotiation in Elementary and Secondary Schools (3 Credits)
An advanced course designed for administrators and prospective administrators. Content for the course ranges from theoretical bases for negotiation through application of specific skills in the negotiating process. Also includes a survey of legislative enactments in various selected states.

EDAD 890 - Independent Study (3 Credits)

EDAD 896 - Practicum in Educational Administration (3 Credits)
Open primarily to students seeking district-level administrative experiences.
**Educational Psychology (EDPY)**

EDPY 644 - Free-Choice Learning and Informal Learning Environments (3 Credits)
Examines free-choice (or informal) learning and the characteristics of settings and activities outside of formal schooling that effectively promote learning and development.

EDPY 690 - Independent Study (3-15 Credits)

EDPY 704 - The Field of Educational Psychology (3 Credits)
Introduction to current issues in educational psychology. Topics include, but are not limited to: learning and teaching, cognition, developmental theories, the brain, information processing, motivation, individual differences, and the social contexts of learning.

EDPY 705 - Human Growth and Development (3 Credits)
Overview of the contributions of the biological and social sciences to an understanding of the mental, emotional, social, and physical development from infancy through adulthood. Study of behavior problems.

EDPY 706 - Growth and Development: Childhood (3 Credits)
Presentation of theories and principles of human development that are particularly relevant to teaching. Application of such theories and principles to learning situations suitable to various age and grade levels.

EDPY 707 - Growth and Development: Middle Childhood and Adolescence (3 Credits)
A review of the literature concerning adolescence; nine years through teens. Emphasis on application to the educational setting.

EDPY 708 - Growth and Development: Adulthood (3 Credits)
Designed to further understanding of the adult and his/her endeavors in the learning process. Emphasis will be on the major contributing factors (physiological, psychological, and sociological) that affect the adult, on the relevant research findings, and on implications for educators.

EDPY 741 - Basic Processes: Cognition (3 Credits)
A study of the cognitive processes involved in complex learning, conceptualization, problem-solving, abstract reasoning, and other aspects of higher intellectual functioning as developed and used in the educational setting.

EDPY 751 - Learning and Instruction (3 Credits)
A systematic survey of major traditional and contemporary learning theories and principles relevant to the design and development of classroom teaching and instruction.

EDPY 752 - Research Methods in Educational Psychology (3 Credits)
Analysis of concepts and methodological approaches to research in the Educational Psychology field. Focus on critical reading and evaluation of published literature across a broad spectrum of areas.

EDPY 785 - Motivation and School Learning (3 Credits)

EDPY 799 - Thesis Preparation (1-9 Credits)

EDPY 805 - Contemporary Research in Human Development and Education (3 Credits)
Issues in research on human development with applications to educational settings.

EDPY 835 - Educational Psychology (3 Credits)
Advanced study of educational psychology with special emphasis on learning.

**Prerequisites:** EDPY 752 and EDRM 711.

EDPY 873 - Advanced Problems in Educational Psychology (3 Credits)
Advanced problems in educational psychology as they apply to the public schools at all levels. Designed to meet the needs of candidates for graduate degrees.

EDPY 890 - Independent Study (3 Credits)

EDPY 899 - Dissertation Preparation (1-12 Credits)

**Educational Technology (EDET)**

EDET 603 - Design and Development Tools I (3 Credits)
Study of multimedia elements (e.g., graphics, animation, audio, and video) including the creation and editing of materials. Instructional applications, copyright issues, and technology limitations will be explored. 03: 07/05/2019.

EDET 650 - Internship in Educational Technology (3 Credits)
Supervised field-based experiences in the design, development, evaluation, and implementation of technology-based instructional and training projects.

**Prerequisites:** EDET 603, EDET 703, and EDET 722.

EDET 652 - Design and Evaluation of Games and Simulations (3 Credits)
Application of instructional design criteria to computer and noncomputer interactions. Analyses include requisite cognitive processes, affective outcomes, and ethical standards. Design and formative testing of interactive exercises.

EDET 703 - Design and Development Tools II (3 Credits)
Critical analysis of research in multimedia programs and implications for instruction. Application of instructional design criteria to develop, author, and evaluate multimedia projects.

**Prerequisites:** EDET 603.

EDET 709 - Applications of Learning Principles (3 Credits)
Behavioral and cognitive learning principles applicable to the design of technology-based instruction and performance training. 03: 07/05/2019.

EDET 722 - Instructional Design and Assessment (3 Credits)
Principles and models of instructional design and the assessment of learning. Applications of the instructional design process and assessment criteria to develop instruction and assessment tools for technology-based environments. 03: 07/05/2019.

EDET 735 - Technological Applications for Diverse Populations (3 Credits)
Application of Universal Design, assistive devices, and other technologies to assure access to information and productivity tools by persons with disabilities, English-language learners, students at risk, and the elderly. 03: 07/05/2019.

EDET 746 - Management of Technology Resources (3 Credits)
The organization and administration of media programs in school buildings and districts, regional and state centers, and colleges and universities. Procedures, problems, and trends for an integrated instructional support system will be emphasized.

EDET 755 - Design and Evaluation of Information Access and Delivery (3 Credits)
Telecommunications tools to support research and instruction across the curriculum. Study of distance education and issues related to instructional delivery, connectivity, and distribution methods. 03: 07/05/2019.
EDET 780 - Research Seminar in Educational Technology (3 Credits)
A study of contemporary trends, problem areas, and issues in educational technology through literature investigations, seminar discussions, and case studies. 03/07/2019.

EDET 793 - Advanced Instructional Design and Development (3 Credits)
Incorporation of instructional design criteria, multimedia development skills, knowledge of instructional methods, learning theory, and evaluation to develop a comprehensive multimedia or Web-based instructional project.
Prerequisites: EDET 650, EDET 703.

EDET 801 - Doctoral Research in Educational Technology (3 Credits)
A comprehensive study of the educational technology field, and an analysis of a significant question or issue related to teaching and administration in K12 schools, higher education, and/or other social institutions through literature investigation.

EDET 810 - Principles of Applied Educational Technology Research (3 Credits)
Introduction to the design of applied educational technology research with theoretical alignment of contemporary paradigms of research, purposes, research questions, ethics, and positionality.

EDET 811 - Advanced Applied Educational Technology Research (3 Credits)
Advanced applied quantitative and qualitative methods for educational technology research using data collection, analysis, interpretation, and systematic study of a significant research problem related to teaching and learning in technology-enhanced learning environments.
Prerequisites: EDET 810.

EDET 825 - Evaluation of Educational Technology Research (3 Credits)
Evaluation and review of relevant research literature in educational technology to synthesize theories, trends, and issues related to the field.
Prerequisites: EDET 811.

EDET 826 - Synthesizing Educational Technology Research (3 Credits)
Emphasis is placed on synthesizing research into an original, coherent and structured review of related literature.
Prerequisites: EDET 825.

EDET 850 - Special Topics in Educational Technology (3 Credits)
Selected topical problems for advanced graduate students interested in technology-enhanced teaching, learning, and performance environments.

EDET 899 - Dissertation Preparation (1-12 Credits)
Special permission of department required.

Electrical Engineering (ELCT)

ELCT 510 - Photovoltaic Materials and Devices (3 Credits)
Fundamentals of photovoltaic solar cell technologies. Design and operation of solar cells, including efficiency analysis and cost benefit. Applications to green and sustainable energy systems.
Prerequisites: C or better in ELCT 361, ELCT 363 or equivalent.

ELCT 521 - Introduction to Microwaves (3 Credits)
Introduction to plane electromagnetic wave propagation, transmission lines, transmission line equations, input impedance, waveguides and cavities, antennas and antenna arrays, microwave modeling.
Prerequisites: ELCT 361 or PHYS 504.

ELCT 530 - Industrial Controls (3 Credits)
The embedded electronics and software used in data acquisition, and process and instrument control in an industrial or manufacturing environment.
Prerequisites: ELCT 331.

ELCT 531 - Digital Control Systems (3 Credits)
Analysis and design of discrete-time control systems, implementation of control systems using digital electronic systems. Applications to electrical systems.
Prerequisites: ELCT 331.

ELCT 533 - System Health Management (3 Credits)
Sensing, data acquisition, and data processing for evaluation of performance and system health. Integration and implementation of health management systems.
Prerequisites: ELCT 321 or equivalent.

ELCT 541 - Sensors for Biomedicine (3 Credits)
Operating principles and design of bioelectric sensors and sensor systems for medical applications.
Prerequisites: C or better in ELCT 361, ELCT 363 and ELCT 371.

ELCT 551 - Power Systems Design and Analysis (3 Credits)
Transmission line design, load flow, and short circuit analysis of power systems.
Prerequisites: ELCT 331.

ELCT 553 - Electromechanical Energy Conversion (3 Credits)
Analysis and design of electromechanical energy conversion systems, including electrical machines and electronic drives.
Prerequisites: ELCT 331, ELCT 361.

ELCT 554 - Integration of Photovoltaics in Modern Power Systems (3 Credits)
Analysis and design of power systems in presence of photovoltaic generation with focus on protection systems, control, power quality.
Prerequisites: ELCT 551.

ELCT 559 - Special Topics in Distributed Energy Resources for Electric Energy Systems (3 Credits)
Special topics in distributed energy resources for modern electrical energy systems. Course content varies and will be announced in the schedule of classes by title. May be repeated as topics vary.
Prerequisite or Corequisite: ELCT 551.

ELCT 562 - Wireless Communications (3 Credits)
Fourier techniques and stochastic processes review, multiple access & cellular techniques, signal space representations for signals and noise, baseband modulations and optimal receivers in additive white Gaussian noise, bandpass and higher-order modulations, mobile & wireless propagation channel characteristics, effects of bandlimiting & distortion mitigation, diversity techniques.
Prerequisites: ELCT 332, ELCT 361.

ELCT 563 - Semiconductor Electronic Devices (3 Credits)
Basic semiconductor material properties. Principles and characteristics of semiconductor p-n junction and Schottky diodes, field-effect transistors (JFETs, MESFETs, and MOSFETs), and bipolar junction transistors.
Prerequisites: ELCT 363 or equivalent.
ELCT 564 - RF Circuit Design for Wireless Communications (3 Credits)
RF design fundamentals, lumped elements, transmission line theory, transmission lines and waveguides, S-parameters, impedance matching, microwave resonators.
Prerequisites: ELCT 361.

ELCT 566 - Semiconductor Optoelectronics (3 Credits)
Basic semiconductor material optical properties. Principles and structures of semiconductor lasers, Light Emitting Diodes, and photodetectors.
Prerequisites: ELCT 363 or equivalent.

ELCT 572 - Power Electronics (3 Credits)
Basic analysis and design of solid-state power electronic devices and circuitry.
Prerequisites: ELCT 371, ELCT 331.

ELCT 574 - Semiconductor Materials and Device Characterization (3 Credits)
Semiconductor material and device characterization; resistivity, carrier and doping density, contact resistance, Schottky barriers, series resistance, defects, trapped charges, and carrier lifetime.
Prerequisites: ELCT 363 or equivalent.

ELCT 582 - Semiconductor Laboratory (3 Credits)
Prerequisite: ELCT 363.

ELCT 732 - Radio Propagation & Wireless Channel Modeling (3 Credits)
Prerequisites: ELCT 562 or successful completion of undergraduate courses in electromagnetics, probability/statistics, and linear system theory.

ELCT 751 - Advanced Power Systems Analysis (3 Credits)
Network analysis methods suitable for computer implementation. System studies, including load-flow analysis, short-circuit analysis, and state estimation.
Prerequisites: ELCT 551.

ELCT 753 - Electrical Drives (3 Credits)
Dynamics of electrical machine and space phasor theory. Analysis and design of control architecture for electrical motors.
Prerequisites: ELCT 553.

ELCT 761 - Fundamental Electromagnetics (3 Credits)
Theorems and principles of EM theory, Maxwell's equations, vector and scalar potentials. Solution to Maxwell's equation in one-, two-, and three-dimensions. Green's functions and theorems with applications to radiation and guided-wave propagation.
Prerequisites: ELCT 361.

ELCT 762 - Signal Integrity for High Speed Circuits (3 Credits)
The concept of signal integrity for high speed circuits, signal parameters, transmission lines, I/O buffer models, clock schemes, serial data, package/die/connector modeling, I/O power delivery, and measurement.
Prerequisites: ELCT 561 or equivalent.

ELCT 763 - Semiconductor Device Modeling and Simulation (3 Credits)
Computer-aided semiconductor device modeling and simulation; Technology Computer-Aided Design (TCAD) tools for modern semiconductor devices.

ELCT 766 - Solid-State Lighting (3 Credits)
Solid-state light sources converting electricity directly into light and their societal impacts. Includes principles, fabrication, and applications of solid-state lamps and lighting systems.
Prerequisites: ELCT 566.

ELCT 771 - Optical Communications: Devices and Systems (3 Credits)
Principles of optical communications, optical signal modulation, optoelectronic devices for optical communications.
Prerequisites: ELCT 361, ELCT 363, and ELCT 581.

ELCT 772 - Advanced Power Electronics (3 Credits)
Advanced topics in power electronics to include rectifiers, inverters, resonant and soft switching converters, power converter system stability issues.
Prerequisites: ELCT 572.

ELCT 774 - Advanced Semiconductor Characterization (3 Credits)
Advanced semiconductor material characterization; Hall effect and mobility measurements, optical characterization, scanning probe microscopy, electron microscopy, X-Ray diffraction techniques; nanoscale characterization techniques.
Prerequisites: ELCT 574.

ELCT 782 - Power Semiconductor Devices (3 Credits)
The function and theory of operation of power semiconductor devices.
Prerequisites: ELCT 363.

ELCT 797 - Research (1-12 Credits)
Individual research to be arranged with the instructor.

ELCT 799 - Thesis Preparation (1-12 Credits)

ELCT 837 - Modern Control Theory (3 Credits)
The analysis and synthesis of linear, nonlinear, and discrete control systems employing the state space approach.
Prerequisites: ELCT 331.

ELCT 838 - Optimal Control and Estimation (3 Credits)
Optimal filtering, prediction, and smoothing in the presence of uncertainty.
Prerequisites: ELCT 331.

ELCT 839 - Robust Adaptive Control (3 Credits)
Theory and rigorous mathematical foundation for synthesis and analysis of robust adaptive controls for systems with uncertain dynamics. Lyapunov stability theory, robust control analysis, methods for model reference adaptive control with emphasis on L1 adaptive control.
Prerequisites: ELCT 331.

ELCT 861 - Advances in Electromagnetics (3 Credits)
Designate as special topics course.

ELCT 862 - Antennas and Radiation (3 Credits)
Prerequisites: ELCT 561.

Prerequisites: ELCT 361.
**Elementary Education (EDEL)**

**EDEL 505P - Inquiry Practicum: The Elementary School (1 Credit)**
Identifying and understanding the various components of the elementary environment through the practice of inquiry through field-based experiences.

Corequisite: EDEL 305.

**EDEL 506 - Integrated Curriculum in Elementary Schools (3 Credits)**
Examining and practicing a variety of approaches that connect the content of different elementary school subjects.
EDEL 701 - Culturally Sustaining Pedagogy for the Elementary Classrooms (3 Credits)
Theoretical and pedagogical approaches to Culturally Sustaining Pedagogy (CSP)—curriculum design tools and instructional strategies that reflect the diversity of students' cultural and linguistic backgrounds in elementary classrooms. Masters of Arts in Teaching for Elementary Education Majors.

EDEL 709 - Curriculum and Instruction Practices Designed to Teach Content & Literacy Across the Curriculum (3 Credits)
An investigation of the beliefs and practices of high quality instructional methods and materials designed to teach elementary readers, writers, mathematicians, scientists and social scientists. Individual content area instruction will be addressed as well as strategies for genuine integration across the curriculum. Special attention will be devoted to teaching diverse populations including English Language Users, in culturally responsive ways.

EDEL 715 - The Elementary School Curriculum (3 Credits)
Critical study of the modern elementary school curriculum.

EDEL 716 - The Elementary School Organization (3 Credits)
A course designed to examine the internal facets of the elementary school, including the library, health, guidance, and other pupil personnel services; curriculum revision; elementary school procedures; and pupil accounting.
Prerequisites: EDEL 715.

EDEL 717 - Curriculum Problems in the Elementary School (3 Credits)
A careful examination of the persistent problems of elementary schools (grouping, promotions, etc.) and the best solutions in terms of research findings and expert opinion.
Prerequisites: EDEL 715.

EDEL 720 - Middle School Organization and Curriculum (3 Credits)
An overview of the development of the middle school, history, purposes, and organization and an in-depth analysis of middle school organization and curriculum. The characteristics of middle school students, methods of evaluating students, and the overall curricular program are also considered.

EDEL 743 - Studies and Internship in Teaching Social Studies- Elementary (3 Credits)
The study and practice of social studies education for elementary students focusing on appropriate content, goals and methods.
Prerequisites: Admission to the MAT program.

EDEL 744 - Studies and Internship in Teaching Science - Elementary (3 Credits)
The study and practice of science education for elementary students focusing on appropriate content, goals and methods.
Prerequisites: Admission to the MAT program.

EDEL 745 - Teaching Elementary Problem Solving, Geometry and Measurement Topics (3 Credits)
Analysis of the school curriculum and instructional methods in the designated areas of mathematics; exploration of appropriate outcomes on instruction.
Prerequisites: MATH 221 or its equivalent.

EDEL 760 - Implementing Social Studies in the Elementary/Middle School (3 Credits)
The selection of teaching procedures and instructional materials used to teach social studies in the elementary/middle school.

EDEL 771 - Teaching Writing in Elementary and Middle School (3 Credits)
Writing instruction in relation to the developmental characteristics of children through preadolescence.

EDEL 780 - Seminar in Elementary Education (3 Credits)
Students will synthesize their graduate studies for a master’s degree in elementary education. 24 semester hours of credit earned as specified on the master’s degree program of study.

EDEL 790 - MAT Internship in Elementary Education (9 Credits)
Internship for practice in elementary classrooms (grades 2-6) related to curriculum design, assessment, interactive teaching, and professional roles. MAT in Elementary Education majors.
Prerequisites: Admission to Internship II in Elementary Education.
Corequisite: EDEL 791.

EDEL 790A - Internship II: Elementary School Instruction (4 Credits)
Internship for practice in classroom settings related to curriculum design and implementation, leading to initial certification.
Prerequisites: Admission to MAT program and successful completion of first semester internship.
Corequisite: EDEL 790B, EDEL 790C, EDEL 791.

EDEL 790B - Internship II: Elementary School Professional Roles (4 Credits)
Internship for practice in classroom settings related to instruction, leading to initial certification.
Prerequisites: Admission to MAT program and successful completion of first semester internship.
Corequisite: EDEL 790A, EDEL 790C, EDEL 791.

EDEL 790C - Internship II: Elementary School Professional Roles (4 Credits)
Internship for practice in classroom settings related to professional development, leading to initial certification.
Prerequisites: Admission to MAT program and successful completion of first semester internship.
Corequisite: EDEL 790A, EDEL 790B, EDEL 791.

EDEL 791 - Elementary Internship Seminar (3 Credits)
Seminar for students seeking initial certification. Consideration of principles and theories of curriculum development and strategies to translate curriculum into personal classroom practice.
Prerequisites: Admission to MAT program and successful completion of first semester internship.
Corequisite: EDEL 790A, EDEL 790B, EDEL 790C.

EDEL 815 - Models of Instruction (3 Credits)
Seminar on the relationship between different models of teaching and the cognitive, affective, social, and psychological outcomes of instruction.
Prerequisites: master's degree in education.

EDEL 840 - Advanced Study of Teaching Elementary School Mathematics (3 Credits)
Identification of instructional methods implied by recent research on mathematics teaching, learning, and curriculum.
Prerequisites: EDEL 645 or EDEL 745.
ENGL 603 - Non-Fiction Prose Workshop (3 Credits)
Instruction in the writing of the nonfiction essay taught by a contemporary prose writer. May be repeated once for credit.
Prerequisites: graduate status in the English department, or permission of instructor for undergraduates.

ENGL 604 - Seminar in Composition for the Visual Media (3 Credits)
Writing for the visual arts, the student will write a treatment (prospectus) and one or more multimedia scripts; or one or more teleplays; or a feature-length screenplay. Limited to 15 students.
Prerequisites: ENGL 101 and ENGL 102 or equivalent; ENGL 565 or equivalent experience in film as determined by the instructor.

ENGL 605 - Seminar in Composition for the Visual Media (3 Credits)
Writing for the visual arts, the student will write a treatment (prospectus) and one or more multimedia scripts; or one or more teleplays; or a feature-length screenplay. Limited to 15 students.
Prerequisites: ENGL 101 and ENGL 102 or equivalent; ENGL 565 or equivalent experience in film as determined by the instructor.

ENGL 606 - Playwriting Workshop (3 Credits)
Instruction in playwriting taught by a contemporary playwright. May be repeated once for credit.
Prerequisites: graduate status in the English department, or permission of instructor for undergraduates.

ENGL 610 - Fiction Workshop: Book-Length Manuscript (3 Credits)
Instruction in the writing of book-length manuscripts taught by a contemporary prose writer. May be repeated once for credit.
Prerequisites: ENGL 101 and ENGL 102, and one course between ENGL 270-ENGL 292.

ENGL 611 - Writing the Longer Nonfiction Project (3 Credits)
Instruction in the writing of a book-length nonfiction memoir or literary journalism project taught by a contemporary prose writer. May be repeated once for credit.
Prerequisites: graduate status in the English department, or permission of instructor for undergraduates.

ENGL 612 - Writing Poetry: Traditional and Modern Forms (3 Credits)
The writing of traditional and modern poetic forms. Exercises will give practice in composing metered and free verse. Representative masterpieces of traditional and modern poetry will also be studied.
Prerequisites: ENGL 101 and ENGL 102, and one course between ENGL 270-ENGL 292.

ENGL 613 - Writing the Full-Length Play (3 Credits)
Instruction in the writing of a full-length, two-act play for publication or production. May be repeated once for credit.
Prerequisites: graduate status in the English department, or permission of instructor for undergraduates.

ENGL 615 - Academic and Professional Writing (3 Credits)
A workshop course in the development and revision of writing for academic and professional audiences.
Prerequisites: ENGL 101 and ENGL 102, and one course between ENGL 270-ENGL 292.

ENGL 616 - Writing Children's and Young Adult Literature (3 Credits)
Critical study and practical crafting of literature for children and/or young adults, exploring the demands of these genres both through the reading of representative works and relevant secondary sources and through the writing of creative works. Undergraduate students must receive permission of instructor.
ENGL 620 - Computer Methods for Humanistic Problems (3 Credits)
Introduction to data processing concepts suitable for research interests in non-numerical areas such as the humanities. 03: 07/05/2019.

ENGL 620P - Laboratory for Computer Methods for Humanistic Problems (1 Credit)
Broad but intensive introduction to computer systems and programming for students in the humanities. No mathematical or scientific background is presumed. Laboratory experience with data-processing equipment; introduction to elementary digital computer programming in an appropriate language. 03: 07/05/2019.
Corequisite: ENGL 620.

ENGL 650 - Special Topics in Literature (1-3 Credits)
Course content varies and will be announced in the schedule of classes by title. May be repeated for credit as topics vary.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 660 - Survey of Linguistics (3 Credits)
Survey of core areas of linguistics and extensions to closely related disciplines. Introduction to the linguistic component of human cognition. Formal description and analysis of the general properties of speech and language, the organization of language in the mind/brain, and cross-linguistic typology and universals.
Cross-listed course: ANTH 600, LING 600

ENGL 690 - Special Topics in Composition (3 Credits)
Course content varies and will be announced in the schedule of classes by title.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 691 - Teaching of Literature in College (2 Credits)
Introduction to the methods of teaching literature, with emphasis on current pedagogical practice and theory and applications of electronic media. The course meets during the first seven weeks of the term and provides supervision of graduate students teaching English 101.

ENGL 692 - Teaching of Composition in College (1 Credit)
Introduction to the methods of teaching composition, with emphasis on current pedagogical practice and theory and applications of electronic media. The course meets during the first seven weeks of the term and provides supervision of graduate students teaching English 102.

ENGL 700 - Introduction to Graduate Study of English (3 Credits)
Lectures, discussions, and practical assignments in the history, principles, and methods of research into writings in English, taught by various members of the department. Recommended for M.A. and Ph.D. students in the first year of course work.

ENGL 701 - Special Topics in Old English Literature and Culture (3 Credits)
Selected topics in Old English literature and culture. May be repeated up to five times for credit as topics vary.

ENGL 704 - Special Topics in Medieval Literature and Culture (3 Credits)
Selected topics in medieval literature and culture. May be repeated up to five times for credit as topics vary.

ENGL 706 - Special Topics in 16th and 17th Century British Literature and Culture (3 Credits)
Selected topics in 16th and 17th century British literature and culture. May be repeated up to five times for credit as topics vary.

ENGL 707 - Special Topics in 18th Century British Literature and Culture (3 Credits)
Selected topics in 18th century British literature and culture. May be repeated up to five times for credit as topics vary.

ENGL 709 - Special Topics in 19th Century British Literature and Culture (3 Credits)
Selected topics in 19th century British literature and culture. May be repeated up to five times for credit as topics vary.

ENGL 714 - Special Topics in 20th & 21st Century British Literature and Culture (3 Credits)
Selected topics in 20th and 21st century British literature and culture. May be repeated up to five times for credit as topics vary.

ENGL 719 - Special Topics in Colonial American Literature and Culture (3 Credits)
Selected topics in colonial American literature and culture. May be repeated up to five times for credit as topics vary.

ENGL 721 - Special Topics in 19th Century American Literature and Culture (3 Credits)
Selected topics in 19th century American literature and culture. May be repeated up to five times for credit as topics vary.

ENGL 722 - Special Topics in 20th & 21st Century American Literature and Culture (3 Credits)
Selected topics in 20th and 21st century American literature and culture. May be repeated up to five times for credit as topics vary.

ENGL 731 - Special Topics in Children's and Young Adult Literature (3 Credits)
Selected topics in children's and young adult literature. May be repeated up to five times for credit as topics vary.

ENGL 733 - Classics of Western Literary Theory (3 Credits)
Problems of literary theory in texts from the ancients to the 17th century, with an emphasis on the classical tradition.
Cross-listed course: CPLT 701

ENGL 734 - Modern Literary Theory (3 Credits)
Problems of literary theory from the 18th century to the 1960s.
Cross-listed course: CPLT 702

ENGL 736 - Special Topics in Gender and Sexuality Studies (3 Credits)
Selected topics in gender and sexuality studies. May be repeated up to five times for credit as topics vary.

ENGL 739 - Special Topics in Critical Race and Ethnic Studies (3 Credits)
Selected topics in critical race and ethnic studies. May be repeated up to five times for credit as topics vary.

ENGL 740 - Special Topics in Southern Literature and Culture (3 Credits)
Selected topics in literature and culture of the U.S. South. May be repeated up to five times for credit as topics vary.

ENGL 741 - Special Topics in African American Literature and Culture (3 Credits)
Selected topics in African American literature and culture. May be repeated up to five times for credit as topics vary.

ENGL 743 - Special Topics in Women's Literature and Culture (3 Credits)
Selected topics in women's literature and culture. May be repeated up to five times for credit as topics vary.
ENGL 746 - Special Topics in Transatlantic Literature and Culture (3 Credits)
Selected topics in transatlantic literature and culture. May be repeated up to five times for credit as topics vary.

ENGL 747 - Special Topics in Global Anglophone Literature and Culture (3 Credits)
Selected topics in global Anglophone literature and culture. May be repeated up to five times for credit as topics vary.

ENGL 748 - Special Topics in Postcolonial Literature and Culture (3 Credits)
Selected topics in postcolonial literature and culture. May be repeated up to five times for credit as topics vary.

ENGL 749 - Special Topics in Performance Studies (3 Credits)
Selected topics in performance studies. May be repeated up to five times for credit as topics vary.

ENGL 754 - Special Topics in Film and Media Studies (3 Credits)
Selected topics in film and media studies. May be repeated up to five times for credit as topics vary.

ENGL 764 - Special Topics in Theory and Critical Methods (3 Credits)
Selected topics in theory and critical methods. May be repeated up to five times for credit as topics vary.

ENGL 765 - Advanced Film Study (3 Credits)
Methods of film analysis, resources for research, and the major critical theories.
Cross-listed course: CPLT 765

ENGL 766 - Special Topics in Genre, Form, and Aesthetics (3 Credits)
Selected topics in genre, form, and aesthetics. May be repeated up to five times as topics vary.

ENGL 776 - Introduction to Bibliography and Textual Studies (3 Credits)
Introduction to analytical, descriptive, and textual bibliography, and to the principles and practice of editing. Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.

ENGL 781 - History of English Language (3 Credits)
The historical background of Modern English with attention to the major linguistic and cultural developments which distinguish English from other related languages. No prior knowledge of Old English or Middle English is required. Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.
Cross-listed course: LING 731

ENGL 782 - Varieties of American English (3 Credits)
Social and regional variation in American English since the colonial period. Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.
Cross-listed course: LING 745

ENGL 788 - Stylistics (3 Credits)
Linguistic analysis of literary texts. Linguistic definition of style; stylistic choices as the author’s voice. Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.

ENGL 789 - Poetics (3 Credits)
The question of meaning in poetry with special attention to linguistic structure as the source of that meaning; also prosody and related formal effects. Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.

ENGL 790 - Survey of Composition Studies (3 Credits)
Comprehensive survey of the history and development of composition studies, and of the present state of knowledge about theories, principles, and practices in the field. Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.

ENGL 791 - Introduction to Research on Written Composition (3 Credits)
Introduction to the types and methods of research on written composition, both qualitative and quantitative, with intensive analysis of representative exemplars of these types and methods. Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.

ENGL 792 - Classical Rhetoric (3 Credits)
Survey of ancient Greek and Roman rhetorical theory. Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.

ENGL 793 - Rhetorical Theory and Practice, Medieval to Modern (3 Credits)
Survey of major theories of rhetoric from medieval to modern times. Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.

ENGL 794 - Modern Rhetorical Theory (3 Credits)
Survey of 20th-century contributions to rhetorical theory. Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.

ENGL 795 - The Teaching of Business and Technical Writing (3 Credits)
A study of theory and practice in business, technical, and scientific writing with emphasis on the pedagogical materials and techniques available to the business and technical writing teacher. Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.

ENGL 796 - Special Topics in the Teaching of English (1-3 Credits)
Exploration of issues relevant to the teaching of literature, composition, rhetoric, or speech communication. May be repeated for credit as topics vary.

ENGL 797 - Current Scholarship in Rhetoric and Composition (3 Credits)
Close study of annual issues of recent journals in the field to identify current trends in research and models for scholarly writing.

ENGL 799 - Thesis Preparation (1-9 Credits)
Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.

ENGL 803 - Special Topics: Seminar in Literary and Cultural Studies (3 Credits)
Specialized study in literary and cultural studies. May be repeated up to four times for credit as topics vary.

ENGL 804 - Special Topics: Seminar in Theory and Critical Methods (3 Credits)
Specialized study in theory and critical methods. May be repeated up to four times for credit as topics vary.

ENGL 805 - Special Topics: Seminar in Media Studies (3 Credits)
Specialized study in digital, print, and/or cinematic media. May be repeated up to four times for credit as topics vary.
ENGL 831 - Theory of Prose Fiction (3 Credits)
Various types of prose fiction from folk tales and fables to short stories and novels; including historical changes in fictional forms, the function of technical devices, and modern theories of narrative. Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.

ENGL 832 - Theory of Poetry (3 Credits)
A study of various aspects of poetry as an art form, including rhythm, meter, sound, color. Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.

ENGL 846 - Studies in Southern Literature (3 Credits)
Topics selected by the instructor for specialized study.

ENGL 850 - Studies in British and American Literature (3 Credits)
Topics selected by the instructor for specialized study. Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.

ENGL 862 - Special Topics in Children's and Young Adult Literature (3 Credits)
Special topics selected by instructor for specialized study. May be repeated as content varies by title.

ENGL 870 - Seminar in Bibliography, Textual Criticism, and Editing (3 Credits)
Seminar in analytical and descriptive bibliography. Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.

ENGL 871 - Seminar in Bibliography, Textual Criticism, and Editing (3 Credits)
Seminar in textual criticism and editing of specific forms of publication (e.g., manuscripts, plays, poetry, novels). Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.

ENGL 872 - Seminar in Bibliography, Textual Criticism, and Editing (3 Credits)
Seminar in textual criticism and editing of particular periods of English or American literature. Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.

ENGL 890 - Studies in Rhetoric and Composition (3 Credits)
Topics selected by the instructor for specialized study. May be repeated as topics vary. Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.

ENGL 895 - Directed Reading and Research (1-3 Credits)
Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.

ENGL 896 - Directed Reading and Research (1-3 Credits)
Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.

ENGL 899 - Dissertation Preparation (1-12 Credits)
Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.

Engr and Computing (ENCP)

ENCP 540 - Environmentally Conscious Manufacturing (3 Credits)
Design for the environment; life cycle analysis; environmental economics and global competitiveness; legal and regulatory affairs; and management of technological change. Interdisciplinary collaboration of engineering, science, math, and business majors. Graduate student standing or consent of instructor.

ENCP 602 - Introduction to Engineering Design for Teachers (3 Credits)
An introduction to computer-aided design with solid modeling for pre-service and in-service teachers. Design process, professional communication and collaboration methods, design ethics, and technical documentation. Non-engineering and computing majors only.

ENCP 603 - Gateway to Technology for Teachers (3 Credits)
Addresses the development of knowledge, skills, and understanding of modern technology. For pre-service and in-service teachers. College of Engineering and Computing majors are excluded.

ENCP 605 - Principles of Engineering for Teachers (3 Credits)
Introduces technological processes employed in engineering and engineering technology for K-12 teachers. For pre-service and in-service teachers. College of Engineering and Computing majors are excluded.

ENCP 701 - Introduction to Engineering for Teachers I (3 Credits)
Participants will develop skills and knowledge to teach ENCP 101. For teachers and graduate students in teacher education programs. Restricted to nonengineering majors only.

ENCP 702 - Engineering Graphics with Solid Modeling for Teachers (3 Credits)
An introduction to computer-aided design with solid modeling for K-12 teachers. For teachers and graduate students in teacher education programs.

ENCP 704 - Digital Electronics for Teachers (3 Credits)
An introductory course in digital electronics for K-12 teachers. For teachers and graduate students in teacher education programs. Restricted to nonengineering majors only.

ENCP 707 - Continuum Mechanics (3 Credits)
Development of theory of strain and of stress; constitutive equations; compatibility conditions; equations of motion. An introduction to courses in mechanics of solids and of fluids.

ENCP 710 - Dynamic Analysis (3 Credits)
Analysis of lumped and continuous multidegree of freedom mechanical systems. Transfer function analysis. Response of systems to steady-state, shock, and random excitation. Introduction to non-linear vibrations and wave propagation.

Prerequisites: ENCP 424.
**ENCP 721 - Elasticity (3 Credits)**
Equilibrium, strain-displacement, compatibility, and constitutive equations in terms of complex potential stress functions, applications to plane engineering boundary value problems including beams, disks, thick-walled tubes, and stress concentration problems.
**Prerequisites:** ENCP 707.

**ENCP 730 - Cases in Technology Feasibility Analysis (3 Credits)**
Technology innovation, exploitation of intellectual property, and technology feasibility analysis.

**ENCP 733 - Legal Aspects of Engineering & Innovation (3 Credits)**
Contracts, products liability, intellectual property including patent, trade secrets, copyrights and trademarks, and business torts relating to product design.

**ENCP 734 - Prototype Design & Manufacturing (3 Credits)**
Development processes and organization, product planning, manufacturing principles, and prototyping.

**ENCP 735 - Developing and Launching New Ventures in Science and Technology (3 Credits)**
Processes, strategies and tools to analyze and facilitate the emergence of science and technology oriented ventures.

**ENCP 736 - Innovation and New Venture Analysis (3 Credits)**
Entrepreneurial perspective and planning, market preparation, business model analysis, business planning and fundraising.

**ENCP 737 - Entrepreneurial Laboratory (6 Credits)**
Supervised experience in the field of technology innovation and engineering entrepreneurship.

**ENCP 789 - Advanced Special Topics in Engineering and Computing (0-3 Credits)**
Special topics of an interdisciplinary nature for graduate students of engineering and computing. Course content varies and will be announced in the schedule of classes by title.

**Environment (ENVR)**

**ENVR 500 - Environmental Practicum (3 Credits)**
Multidisciplinary research projects related to University or community environmental problems (e.g., energy, water conservation, solid waste, recycling).

**ENVR 501 - Special Topics in the Environment (3 Credits)**
An in-depth analysis course of a specific interdisciplinary environmental topic. Course content varies and will be announced in the schedule of classes by title.
**Prerequisites:** ENVR 101 or ENVR 201.

**ENVR 531 - Sustainability Management and Leadership Strategies (3-4 Credits)**
Integrated management system principles and advanced leadership strategies to create sustainable development initiatives.

**ENVR 533 - Sustainability Projects Course (3 Credits)**
Research, development and implementation of sustainability projects throughout the campus and community.

**ENVR 538 - Global Food Politics (3 Credits)**
Political, social, and cultural landscapes of food and farming around the world; issues of agricultural production, trade, consumption, and food security.
**Cross-listed course:** GEOG 538

**ENVR 540 - Decolonizing the Environment: Race, Nature, Power (3 Credits)**
Critical examination of the ways ideas about nature and racial difference are conceptually and materially entwined with the production of social and environmental inequalities.

**ENVR 548 - Environmental Economics (3 Credits)**
An analysis of the economics aspects of environmental decay, pollution control, and natural resource use. Analysis of the ability of the market system to allocate resources efficiently when economic activity is accompanied by environmental damage. Discussion of alternative public policy approaches to pollution control and natural resource conservation.
**Prerequisites:** ECON 221 and ECON 222, or ECON 224.

**Cross-listed course:** ECON 548

**ENVR 571 - Conservation Biology (3 Credits)**
Principles of conservation biology. Importance of biodiversity, causes of decline and extinction, and restoration and conversation policy in terrestrial and aquatic ecosystems. 03: 07/05/2019.
**Prerequisites:** BIOL 301.

**Cross-listed course:** BIOL 571

**ENVR 572 - Freshwater Ecology (3 Credits)**
Quantitative study of the population, community and evolutionary ecology of freshwater habitats (lakes, ponds, rivers, streams, wetlands). Includes mandatory fieldtrips.
**Prerequisites:** BIOL 301.

**Cross-listed course:** BIOL 572

**ENVR 590 - Environmental Issues Seminar (3 Credits)**
Collaborative study of a contemporary environmental issue. Field trips may be required. Restricted to Environmental Science and Environmental Studies majors.
**Prerequisites:** BIOL 301.

**ENVR 700 - Current Topics in Environmental Studies (3 Credits)**
Current issues, policies, and regulations pertaining to environmental studies. Emphasizes integrated multidisciplinary approaches toward identification, evaluation, preservation, mitigation, and/or utilization of environmentally sensitive material and sites.

**ENVR 725 - International Environmental Management Systems (3 Credits)**
International environmental management systems standards will be integrated with business planning to provide students with the best strategies for future growth in today’s environmentally sensitive global economy.

**ENVR 790 - Directed Individual Studies (1-6 Credits)**
Directed research topics to be individually assigned.

**ENVR 795 - Environmental Internship Preparation (1-3 Credits)**
Preparation and presentation of a capstone project plan for conduct of multidisciplinary environmental research addressing public/private/non-profit sector issues through an internship in government agencies, NGOs or private industry.
**Prerequisites:** One semester full-time graduate enrollment or equivalent.
Environmental Hlth Sci (ENHS)

ENHS 515 - Introduction to Public Health and Emergency Preparedness and Response (3 Credits)
Introduction to emergency preparedness and response in relation to environmental and public health. Historical context for the emergence of public health emergency preparedness and demonstration of articulation with community response partner agencies in the post-9/11 era.

ENHS 592 - Advanced Special Topics in Environmental Health (1-3 Credits)
Emerging issues and topics concerning environmental health. May be repeated as content varies by title up to a total of 9 credit hours.

ENHS 625 - Medical Mycology (3 Credits)
Advanced study of infectious diseases caused by fungi. Etiology, symptoms, and treatment of fungi related illnesses.
Cross-listed course: BIOL 625

ENHS 660 - Concepts of Environmental Health Science (3 Credits)
Environmental health sciences presenting the earth as a complex system in which people, plants, animals, and non-living physical-chemical components interact.

ENHS 661 - Parasitology (4 Credits)
Parasites of biological, economic, and public health importance.
Prerequisites: 300 level Biology course or equivalent.
Cross-listed course: BIOL 531, EPID 661

ENHS 662 - Industrial Health Programs (3 Credits)
Analysis, planning, and implementation of programs to protect workers' health in industry; legislative and regulatory background.

ENHS 664 - Environmental Genomics (3 Credits)
"State of the art" molecular techniques that elucidate mechanisms of environmental contaminants in model systems.

ENHS 665 - Biofilms in Environmental Health and Disease (3 Credits)
Effect of bacterial biofilm process on many diverse areas. Recognition, prevention, and control of biofilm-related problems in the environment, health care, industry, and engineering.

ENHS 666 - Metals and Human Health (3 Credits)
Trace metal(loid)s, their fate and transport in the environment and their potential impacts on human health.
Prerequisites: BIOL 101 or BIOL 110; CHEM 101 and CHEM 102, or equivalent.

ENHS 670 - Environmental Pollutants and Human Health (3 Credits)
Overview of environmental pollutants and their impact on human health; case studies of environmental catastrophes; principles of ecotoxicology; air, water, and land pollution associated with neurotoxicity, toxicology, and carcinogenesis.
Prerequisites: BIOL 101 or BIOL 110; CHEM 101 and CHEM 102.

ENHS 671 - From Air to Alveoli: Exposure Science (3 Credits)
A receptor-oriented approach for assessing human exposure to environmental contaminants by inhalation, dermal and ingestion routes. Covers methods for estimating exposures to protect health and well-being, to relate adverse effects to exposures, and to comply with regulations and guidelines.

ENHS 675 - Infectious Disease Ecology (3 Credits)
Ecological theories as the basis for environmental change and the (re)emergence of infectious agents that ultimately impact human and ecosystem health.

ENHS 681 - Occupational Ergonomics I (3 Credits)
Introduction to ergonomics: hazards identification and analysis; solution design and implementation; human musculoskeletal characteristics, injuries; effects of work on performance, safety, and health. Application to manufacturing and office environments.

ENHS 740 - Environmental Nanoscience (3 Credits)
Fundamental principles of environmental nanoscience: unique properties of nanomaterials, syntheses and characterization of nanomaterials, and key processes determining their environmental fate and behavior of nanomaterials.

ENHS 750 - MPH Capstone Course (2 Credits)
Synthesis of foundational and ENHS MPH competencies in preparing a high quality grant proposal to address a public health issue.
Prerequisites: PUBH 725, PUBH 726, PUBH 730, PUBH 735, ENHS 660.

ENHS 755 - Marine Conservation and Environmental Health (3 Credits)
Explores the intersection between conservation and environmental health with a particular focus on coastal and marine case studies. 03: 07/05/2019.

ENHS 760 - Fundamentals of Air Pollution (3 Credits)
Chemical and physical aspects of air pollution and their regulatory problems. An examination of air pollution sources; physical and chemical processes affecting pollutants after emission; pollutants and their effects and the ultimate fate of pollutants. Attention is also given to the legal, administrative, and technical aspects of air pollution control.
Prerequisite or Corequisite: ENHS 660.
ENHS 761 - Ecotoxicology of Aquatic Systems (3 Credits)
Lethal and sublethal effects of environmental stressors on organisms living in the water column and in sediments of aquatic systems. Practical techniques of aquatic toxicology, risk assessment and modeling.

ENHS 762 - Fundamentals of Industrial Hygiene (3 Credits)
Industrial hygiene, including health effects, occupational health standards, and the evaluation and control of occupational health hazards.

ENHS 763 - Medical Aspects of Occupational Health (3 Credits)
Emphasizes the medical aspects of exposure to hazardous materials, accidents, and mental and physical stresses on the job. Clinical spectrum of occupational illness with some emphasis on industrial toxicology.

ENHS 764 - Principles, Methods, and Issues in Air Quality (3 Credits)
Fate, transformation, and behavior of pollutants in the atmosphere. Exposure and human health impacts of atmospheric particles.
Prerequisite or Corequisite: ENHS 660.

ENHS 765 - Applied Research in the Environmental Health Sciences (3 Credits)
Current and prospective research associated with the multi-disciplinary areas of environmental health sciences. Critical evaluation of scientific research, and technical writing and oral presentations.

ENHS 766 - Applied Aquatic Sciences (3 Credits)
The quantitative application of principles of basic physical, biological, and geochemical principles in assessing and solving environmental problems in lakes, streams, and wetlands. Emphasis on watershed-water quality interactions, trophic state analyses, wasteload impact prediction, toxic chemical fate and transport, wetland values, and classification.
Prerequisites: ENHS 660, pre-calculus math, general ecology.

ENHS 766L - Applied Aquatic Sciences Laboratory (1 Credit)
Sampling and analysis of the interacting parameters used in assessing water quality and the functioning of aquatic systems.
Corequisite: ENHS 766.

ENHS 767 - Ecological Modeling and Environmental Planning (4 Credits)
Concepts in systems ecology and ecological modeling. Emphasis on the use of models and computer simulations in examining environmental interactions, predicting environmental impact, and facilitating the process of environmental planning. Lab practice in model development and computer simulation analysis.
Prerequisites: MATH 111 or equivalent, ecology, ENHS 660.

Cross-listed course: BIOL 768, MSCI 767

ENHS 768 - Industrial Ventilation and Hazard Control (3 Credits)
Control of chemical and physical hazards in the occupational environment. Course covers principles and design of health protection systems such as ventilation systems, collection mechanisms, control of physical factors (excluding radioactivity).
Prerequisites: college math and ENHS 762 or consent of instructor

ENHS 769 - Exposure and Risk Assessment (3 Credits)
Designing, implementing, and analyzing environmental exposures in the field; error analysis; computation of the value of improved information; hazard identification; dose-response evaluation; and risk characterization.
Prerequisites: MATH 141, CHEM 111 and CHEM 112, and BIOS 700 or STAT 701.

ENHS 770 - Microbial Processes and Pollution (3 Credits)
Microbial processes which alter the fate, bioavailability, and toxicity of environmental pollutants: biotransformations of metals and organic pollutants; resistance mechanisms and roles of microbial biofilms in toxin transfer.

ENHS 771 - Environmental Health Sciences Seminar (1 Credit)
Environmental Health Sciences Seminar is a one credit course that provides the opportunity for graduate students within the department and other related departments/programs to enhance and broaden their knowledge in environmental health by exploring current research and case studies.

ENHS 772 - Human and Ecological Risk Assessment (3 Credits)
Focuses on history, theory, and practice of predicting, managing, and communicating potential human health and environmental risks of hazardous chemicals. Reviews fundamental components and explores uncertainties, probabilistic approaches, and ‘real-world’ challenges of risk analysis.

ENHS 773 - Radiation Health Physics (3 Credits)
Physics of radiation and associated health hazards; hazard evaluation and measurements; radiation content and protection of the individual. Course covers ionizing radiation, ultraviolet, microwave, lasers, R.F. field, and ultra-sound.
Prerequisites: ENHS 660.

ENHS 774 - Risk Assessment and Interactions of Environmental Toxics (3 Credits)
A study of biological interactions and transformation of environmental toxics at the cellular and subcellular levels, and assessment of cellular damage as it relates to health hazards and risks. Topics to include: environmental toxics; exposure measurements; factors affecting interactions and toxicity; metabolism of xenobiotics: types and levels of effects and interactions; and human health risks.
Prerequisites: ENHS 660.

ENHS 775 - Resource Management and Environmental Impact Assessment (3 Credits)
Prerequisites: BIOL 102 and BIOL 570.

ENHS 776 - Environmental Regulation and Planning (3 Credits)
Introduction to environmental planning. Survey of major federal environmental legislation. Review of processes and techniques of environmental planning including zoning, permits, management plans, assessments, and evaluation methods. Case studies of significant environmental projects.

ENHS 777 - Radiation Biology (3 Credits)
Fundamentals on the biological effects of ionizing radiation on living systems, especially man; basic biological mechanisms which bring about somatic and genetic effects.
Prerequisites: ENHS 660, ENHS 773.

ENHS 778 - Air Pollution Monitoring and Modeling (3 Credits)
Sources, sinks, transport, and transformation of air pollutants. Health effects that occur directly or by intermediate transport. Current monitoring methods and modeling techniques for air pollution.
Prerequisites: one year each of general chemistry and physics.
ENHS 779 - Applied Environmental Physiology (4 Credits)
Lecture and laboratory investigations concerning sublethal and lethal physiological responses of aquatic organisms to a variety of environmental pollutants. Stresses the in-depth understanding of the effects of: bacterial and thermal pollution, pesticides/herbicides, industrial chemicals, hazardous materials, and petroleum hydrocarbons on different physiological mechanisms.
Prerequisites: ENHS 660, ENHS 761.

ENHS 780 - Advanced Seminar in Environmental Modeling (1-2 Credits)
A critical review of recent advances and case histories in the formulation and use of ecological/ environmental models. Ecosystems analysis and environmental planning.

ENHS 781 - Occupational Ergonomics II (3 Credits)
Literature reviews and applications in evaluation of hazards and design of ergonomic interventions including human factors in information processing, design of displays and controls, vibration, macroergonomics, fatigue, and shiftwork.
Prerequisites: ENHS 681

ENHS 787 - Analytical Concepts for Environmental Health Sciences (3 Credits)
Physical and chemical principles of environmental qualitative and quantitative analysis with emphasis on atmospheric, aquatic, and terrestrial samples. Includes use and limitations of instrumental techniques, sampling strategies, data management and reduction, and quality assurance programs.

ENHS 788 - Concepts of Hazardous Materials Management I (3 Credits)
Chemical and physical principles of multimedia contaminant transport, environmental effects of hazardous materials, statutes and regulations classification, treatment and disposal of hazardous materials.

ENHS 789 - Concepts of Hazardous Materials Management II (3 Credits)
Chemical and physical properties of hazardous materials; use and storage; disposal options; transportation requirements; site safety considerations; management systems involving hazardous materials.
Prerequisites: ENHS 788

ENHS 790 - Independent Study (1-6 Credits)

ENHS 793 - Special Topics in Environmental Health Sciences (1-6 Credits)
Content varies by title. Course may be repeated for a total of 6 credit hours.

ENHS 794 - Introduction to Environmental Science Research (3 Credits)
The course is intended to develop theoretical and practical knowledge in environmental science research. The learning formats will permit focus on areas of interest as a means to develop the research skills for later projects. Guided by focus, students may work in the laboratory, field, and/or use existing data.

ENHS 795 - Issues in Coastal Environmental Health (3 Credits)
Problems associated with coastal population growth and development. Emphasis is on the working group approach to ameliorating impacts on ecosystem and human health. 03: 07/05/2019.

ENHS 796 - Introduction to Nanoanalytics (3 Credits)
Laboratory based course aimed at developing theoretical and practical knowledge in regards to nanoscience in toxicology and in the environment. Students will perform nanoparticle syntheses, characterization, fate and behavior studies or toxicology exposures. Learning formats will permit focus on areas of interest aimed at developing research skills.

ENHS 797 - Global Environmental Health and Food Security (3 Credits)
Global environmental health with a focus on food security in developing nations, including crop responses to warming, soil changes, more variable precipitation inputs and expanding geographical range of pests.

ENHS 798 - Public Health Practice (1-6 Credits)
Performance of a limited work or service project in a public need setting, pursuit of planned learning objectives related to previously identified aspects of the student’s chosen role. Self-monitoring and regular seminars focusing on learning accomplishments.
Prerequisites: 9-10 hours of specified courses including BIOS 700, EPID 700.

ENHS 799 - Thesis Preparation (1-9 Credits)

ENHS 860 - Environmental Radiation Surveillance (4 Credits)
Technical coverage relevant to a practical evaluation of radiation sources and contaminants in the environment.
Prerequisites: ENHS 773.

ENHS 861 - Aerosol Science (3 Credits)
Physical and chemical principles applied to the behavior and properties of particles suspended in air. Course covers motion under applied forces, electrical properties, diffusion, removal from gas, cloud dynamics, and optical properties.

ENHS 862 - Special Research Topics in Environmental Health Sciences (3 Credits)
Discussion and/or laboratory participation involving techniques used in multidisciplinary research areas of environmental health sciences that have not been covered by other courses. May be repeated for credit on different topics.
Prerequisites: BIOS 700, EPID 700, ENHS 660.

ENHS 863 - Advanced Topics in Environmental Planning (3 Credits)
Detailed analyses of techniques, especially computer simulation modeling, used in environmental assessment and planning. Emphasis will be on the prediction of the ecological effects of development projects. Students will collectively construct a simulation model for the purpose of environmental assessment.
Prerequisites: ENHS 767, ENHS 775.

ENHS 864 - Advanced Graduate Seminar (3 Credits)
Seminar presentation and group discussion by students, faculty, and guest speakers on current topics in environmental health sciences. May be repeated for credit.
Prerequisites: Complete at least two semesters in environmental health sciences and courses to include ENHS 660, ENHS 765.

ENHS 880 - Ethics & Research Prep (1 Credit)
Overview of skills and standards, including ethics and research preparation, for Environmental Health Sciences doctoral students.

ENHS 899 - Dissertation Preparation (1-12 Credits)
Prerequisite: one full year (18 hrs) of graduate study beyond the master’s level.
Epidemiology (EPID)

EPID 594 - Special Topics in Epidemiology (1-6 Credits)
This course will introduce epidemiologic concepts and methods using cases studies examining current global health challenges. Students will gain an understanding of the role of epidemiology in understanding the distribution of disease and risk factors, and developing, implementing and evaluating public health interventions globally.

EPID 661 - Parasitology (4 Credits)
Parasites of biological, economic, and public health importance. Three lecture and three laboratory hours per week.
Prerequisites: 300 level Biology course or equivalent.
Cross-listed course: BIOL 531, ENHS 661

EPID 700 - Introduction to Epidemiology (3 Credits)
Principles of epidemiology with examples of selected health problems. Health status of populations and conceptual tools for translating epidemiologic findings into public health action. May not be used as part of a degree program in epidemiology or biostatistics.
Prerequisite or Corequisite: BIOS 701.

EPID 701 - Concepts and Methods of Epidemiology (3 Credits)
Conceptual foundation of epidemiologic research, quantitative methods, and epidemiologic study design. Intended for those who will be involved in epidemiologic research.
Prerequisite or Corequisite: BIOS 701.

EPID 707 - Ethical Issues in Health Care and Research (3 Credits)
The ethical dimensions of decision making in health care delivery, administration and epidemiologic research. Provides ethical foundations for discussion of topics in health-related research and practice.
Cross-listed course: HSPM 707

EPID 711 - Epidemiologic Research Methods (3 Credits)
Theoretical and practical aspects of epidemiologic research methods.
Prerequisites: EPID 700

EPID 720 - Comprehensive Microbiology (6 Credits)
Prerequisites: consent of the instructor.

EPID 721 - Clinical and Population Research Protocol Development and Implementation (2 Credits)
The purpose of this course is to develop applied research skills related to the development of appropriate data collection protocols for a given public health issue and context.

EPID 722 - Scientific Writing and Appraisal of Epidemiologic Studies (2 Credits)
This course will familiarize students with techniques used to critically assess, interpret, evaluate, and synthesize epidemiologic literature. Students will be introduced to research databases, reference management software, reporting guidelines, and methods for systematic reviews. Students will learn how to effectively communicate research finding via manuscript and oral or poster format.
Prerequisites: EPID 700, EPID 701 or PUBH 725.

EPID 725 - Biologic Basis of Public Health (3 Credits)
Survey of the biology of human disease processes at cellular, tissue and body system levels: application of biological principles to contemporary public health problems.

EPID 730 - Public Health Surveillance Systems (3 Credits)
Introduction to the concepts, implementation, and evaluation of surveillance systems to monitor the health of human populations.
Prerequisites: EPID 701, PUBH 725, or equivalent course

EPI 741 - Intermediate Epidemiologic Methods (3 Credits)
Application of epidemiologic methods to current health problems through analysis of secondary data. Strategies for investigating etiologic hypotheses, assessment and control of confounding.
Prerequisites: EPID 701, PUBH 725, or equivalent.

Prerequisite or Corequisite: BIOS 757, BIOS 758 and BIOS 709, BIOS 710.

EPID 742 - Epidemiological Concepts in Selected Disease or Health Conditions (3 Credits)
The study of selected disease or health conditions illustrative of the interaction between host/agent/environment and the factors involved; and the application of epidemiologic methods to the investigation of such events. Two lecture and three laboratory hours per week.
Prerequisites: EPID 701.

EPID 743 - Nosocomial Disease Control (3 Credits)
Specialization in the identification of potential or existing health hazards in institutional settings of the health care system; and includes instruction in the application of scientific knowledge to the daily routines in the implementation of appropriate control behaviors. Two lecture and three laboratory hours per week.
Prerequisites: BIOS 700, EPID 700, EPID 742.

EPID 744 - Cardiovascular Disease Epidemiology (3 Credits)
Epidemiology of selected groups of cardiovascular diseases (CVD) including etiology, pathophysiology, identification and description of events of CVD, and outcomes.
Prerequisites: EPID 701, PUBH 725.

EPID 745 - Seminar in Epidemiology (1-2 Credits)
Analysis of current and prospective issues in epidemiology, including historical foundations. Includes student exploration and critical consideration of current research and unsolved problems in epidemiology.

EPID 746 - Cancer Epidemiology (3 Credits)
Epidemiology of selected cancers in humans, including etiology, pathophysiology, identification and description of events of cancer and outcomes.
Prerequisites: EPID 700.

EPID 747 - Environmental Epidemiology (3 Credits)
Emphasis on the epidemiology of selected environmental factors which may affect human health including the identification of health hazards and methods of investigation. Two lecture and three laboratory hours per week.
Prerequisites: EPID 700, BIOS 700.

EPID 748 - Epidemiologic Evaluation of Preventive and Personal Health Care (3 Credits)
Emphasis is on the use of epidemiologic methods and principles in the selection, design, and implementation of evaluation strategies in preventive and personal health service practice areas. Current models and strategies of evaluation appropriate to public health practice will be analyzed and compared. The student is expected to develop and implement an evaluation design. Two lecture and three laboratory hours per week.
Prerequisites: EPID 700, BIOS 700.
EPID 749 - Infectious Diseases Epidemiology (3 Credits)
Emphasis on epidemiological principles and methods basic to investigation, prevention and control of a variety of bacterial, viral, parasitic, and fungal diseases of public health importance.
Prerequisites: EPID 700 and BIOS 700.

EPID 750 - Methods in Infectious Disease Epidemiology (3 Credits)
Quantitative methods for the study of infectious disease dynamics, including study design and analysis, mathematical modeling, computer simulation, and phylogenetic inference.
Prerequisites: EPID 741 and EPID 749.

EPID 751 - Sexually Transmitted Diseases: Their Epidemiology and Control (3 Credits)
A study of the epidemiology of the various sexually transmitted diseases and their complications, with emphasis on their prevention and control.
Prerequisites: EPID 700 and BIOS 700.

EPID 752 - Epidemiology and Control of Parasitic Diseases of Public Health Importance (3 Credits)
Study of major parasitic diseases of public health importance. Emphasis on epidemiologic principles and patterns of human morbidity and mortality. Analyzes and evaluates various approaches in prevention and control programs.
Prerequisites: EPID 700, BIOS 700, and ENHS 661.

EPID 753 - AIDS: Epidemiology and Control (3 Credits)
A study of the epidemiology of Acquired Immunodeficiency Syndrome (AIDS) and its various implications and issues with emphasis on its prevention and control.

EPID 754 - AIDS Seminar (1 Credit)
Critical analysis of current scientific literature on various aspects and issues on Acquired Immunodeficiency Syndrome (AIDS).

EPID 755 - Emerging Infectious Diseases: Epidemiology and Pathobiology (3 Credits)
Principles and factors in emerging infectious diseases with emphasis on epidemiology, pathobiology, prevention, and control.
Prerequisites: EPID 749.

EPID 757 - Epidemiologic Applications to Occupational Health (3 Credits)
Introduction to clinical and epidemiologic aspects of occupational health and recognition and prevention of occupational diseases and injury. Epidemiologic applications to occupational health are highlighted and stressed, including design and implementation.
Prerequisites: EPID 700 or EPID 701.

EPID 758 - Application of Epidemiology in Public Health (3 Credits)
The course consists of the development of research skills in epidemiology in the context of public health.
Prerequisites: EPID 701, EPID 741.

EPID 760 - Epidemiological Methods in Clinical Trials (3 Credits)
Fundamental and practical issues related to the design, conduct, analysis, and interpretation of results of clinical trials.
Prerequisites: EPID 700, BIOS 700, EPID 741.

EPID 763 - Nutritional Epidemiology (3 Credits)
Covers methodology for investigating nutrition’s role in health, including nutritional assessment and the design and interpretation of research studies. Substantive issues emphasize major public health concerns of the 21st century.
Prerequisites: EPID 701, PUBH 725, or equivalent.

EPID 765 - Reproductive and Perinatal Epidemiology (3 Credits)
Epidemiology of reproductive and perinatal health with emphasis on current research, controversial issues and methodological approaches.
Prerequisites: EPID 701, PUBH 725, or equivalent course, BIOS 701.

EPID 767 - GIS and Public Health Applications (3 Credits)
Principles and application of basic and intermediate-level GIS technologies in public health practice and research.

EPID 768 - Psychiatric Epidemiology (3 Credits)
Methodologic issues in the epidemiologic study of psychiatric disorder, the epidemiology of major psychiatric outcomes, and issues in the study of special populations.
Prerequisites: EPID 701, PUBH 725, or equivalent course.

EPID 770 - Social Epidemiology (3 Credits)
Influence of social factors and the distribution of those factors on patterns of health and disease. Including individual-level examinations of the role of social determinants in producing health, as well as more macro-level examinations of patterns of social disparities in health status.
Prerequisites: EPID 701, PUBH 725, or equivalent course.

EPID 777 - Genetic and Epigenetic Epidemiology (3 Credits)
An introduction to genetic and epigenetic epidemiology and application of epidemiological tools, including statistical analyses, to the study of the genome and the epigenome in human populations.

EPID 785 - Laboratory Practice in Clinical Microbiology (3-6 Credits)
Laboratory practice in the subdisciplines of clinical microbiology. May be repeated for a total of 18 hours.
Prerequisites: EPID 700, EPID 742, BIOS 700, MBIM 720.

EPID 788 - Practical Methods for Secondary Data Analysis (3 Credits)
Introduction to data sources and methods commonly used by epidemiologists and health analysts in state or federal health departments and research settings. Methods include data management and analysis using SAS, data interpretation, survey designs, and innovative record linkages. Instructor reserves the right to waive course requirements.
Prerequisites: BIOS 700 BIOS 701; EPID 700 EPID 701; BIOS 757 BIOS 758, BIOS 754.

Prerequisite or Corequisite: EPID 741 or other equivalent research methods class.

EPID 790 - Independent Study (1-6 Credits)
Directed research on a topic to be developed by M.P.H. or M.S.P.H. student and instructor. May be repeated.

EPID 794 - Selected Topics in Epidemiology (1-6 Credits)
Content varies by title. Course may be repeated for a total of 6 credit hours.

EPID 796 - Integrated Learning Experience (1 Credit)
Demonstrate synthesis of MPH foundational and concentration competencies to address a public health issue in the form of a high-quality written product.
EPID 798 - Epidemiology Applied Practicum (2 Credits)
Apply and test public health concepts, theories, and analytical tools learned in the classroom to real-world public health issues outside of the classroom in any one of a variety of settings.
Prerequisites: PUBH 725, PUBH 726, PUBH 730, and PUBH 735.

EPID 799 - Thesis Preparation (1-9 Credits)

EPID 800 - Advanced Methodological Theory in Epidemiology (3 Credits)
Advanced epidemiologic methods in the design of epidemiologic studies, with emphasis on causal inference. Theories and frameworks of causation and interactions between causes and graphical visualization tools.
Prerequisites: EPID 741.

EPID 801 - Advanced Analytic Methods in Epidemiology (3 Credits)
Extension of research design and development issues with focus on grant writing.
Prerequisites: EPID 800.

EPID 802 - Grant Writing for Epidemiologists (3 Credits)
Extension of research design and development issues with focus on writing a major research grant application.
Prerequisites: EPID 741.

EPID 810 - Seminar in the Epidemiology of Trauma (3 Credits)
Seminar presentation and group discussion on the major issues in the study of trauma associated with accidents, injuries, or violence.
Prerequisites: EPID 741, BIOS 759.

EPID 820 - Seminar in the Epidemiology of Health Effects of Physical Activity (3 Credits)
Seminar presentation and group discussion on the major issues in the study of physical activity and exercise and their impact on health.
Prerequisites: EPID 700.

EPID 830 - Seminar in the Epidemiology of Aging (3 Credits)
Exploration in depth of theories, current health problems, research, and methodological issues in the epidemiology of aging.

EPID 844 - Advanced Cardiovascular Disease Epidemiology: Evidence Synthesis and Evaluation (3 Credits)
Epidemiology of cardiovascular disease and its risk factors, with a focus on evidence synthesis through systematic reviews.
Prerequisites: EPID 701.

EPID 845 - Doctoral Seminar (1-3 Credits)
May be repeated for credit.
Prerequisites: complete at least one semester of course work.

EPID 847 - Advanced Environmental Factors and Human Health (3 Credits)
Advanced methods encompassing the investigation of environmental factors and how they affect human health. Emphasis on reading and interpreting the peer reviewed scientific literature and developing a systematic literature review and grant proposal.
Prerequisites: EPID 700 EPID 701 and BIOS 700 BIOS 701.

EPID 855 - Methods in Reproductive & Perinatal Epidemiology (3 Credits)
This course provides an overview of reproductive and perinatal epidemiology and the applications in the field of Maternal and Child Health. It covers the current and emerging topics in this area. Designed for doctoral students with interests in conducting research related to reproductive and perinatal epidemiology.
Prerequisites: EPID 700 EPID 701 and BIOS 700 BIOS 701.

EPID 860 - Geographic Information Systems for Public Health Research (3 Credits)
Principles and application of basic and intermediate-level GIS technologies in public health research. Designed for doctoral students with interest in conducting health-related research using GIS methods.

EPID 865 - Clinical Effectiveness (3 Credits)
Clinical Effectiveness is a broad term that includes clinical trials and intervention study designs. The purpose of this course is to develop skills in the application of epidemiologic methods to clinical effectiveness research, by conceptualizing and designing an intervention study. Students will actively participate in teaching and learning through in-class activities and developing a protocol to test an intervention in a clinical trial design.
Prerequisites: EPID 701, PUBH 725, or equivalent course.

EPID 877 - Advanced Methods and Concepts in Nutrition Research (3 Credits)
Advanced Methods and Concepts in Nutrition Research addresses aspects of nutrition ranging from nutritional biochemistry to dietetics and community nutrition education. It covers disciplinary breadth encompassing the study of effects of dietary exposures on inflammation, epigenetics, immune function, psychological states and traits, physiologic states, and pathophysiologic processes, including carcinogenesis.
Prerequisites: EPID 763.

EPID 890 - Independent Study (1-3 Credits)
Directed research on a topic to be developed by doctoral student and instructor. May be repeated.

EPID 894 - Selected Topics in Epidemiology for Doctoral Students (1-3 Credits)
Variable credit doctoral level epidemiology course (1-3). The specific epidemiologic topic to be taught is determined by the course instructor in consultation with the department.

EPID 899 - Dissertation Preparation (1-12 Credits)
Prerequisite: one full year (18 hrs) of graduate study beyond the master’s level.

Exceptional Children (EDEX)

EDEX 523 - Introduction to Exceptional Children (3 Credits)
Overview of the field of education for exceptional children. Basic course for those entering the field of special education.

EDEX 525 - The Nature of Orthopedic and Special Health Problems (3 Credits)
Symptomatology, behavioral manifestations, and resources for care and treatment of orthopedic conditions and other types of health problems in children and youth.
EDEX 530 - Introduction to Early Childhood Special Education (3 Credits)
An overview of early childhood special education for young children with disabilities and their families.

EDEX 531 - Nature of Students with Specific Learning Disabilities (3 Credits)
Children with average/above average intelligence and specific learning impairments; diagnostic and remedial techniques. (Offered by both the College of Education and the Department of Psychology).
Prerequisites: EDEX 523 or PSYC 528.

Cross-listed course: PSYC 529
EDEX 540 - Nature and Needs of the Gifted and Talented (3 Credits)
Types and characteristics of the gifted and talented.
Prerequisites: EDEX 523 or PSYC 518.

EDEX 580 - Direct Instruction in Reading for At-Risk Learners (3 Credits)
A study of the skills and knowledge required to implement direct instruction procedures when teaching reading, with opportunity for application of skills. Research and theoretical foundations will also be evaluated.
Prerequisites: EDEX 523.

EDEX 581 - Teaching Reading in the Content Area to Adolescents with Reading Disabilities (3 Credits)
Research, theory, and instructional practices related to providing reading instruction in content areas for youth with disabilities, with a focus on developing disciplinary literacy in inclusive settings.

EDEX 582 - Teaching Mathematics to Students at Risk (3 Credits)
Research, theory, and instructional practices related to mathematical readiness and instruction for children and youth at risk for mathematical difficulties.
Prerequisites: EDEX 523 or EDEX 491.

EDEX 610 - Instruction of Students with Severe and Multiple Disabilities (3 Credits)
Data-based instruction for teaching students with significant disabilities: task and developmental analysis, individualizing instruction, and preparing and implementing instructional programs.
Prerequisites: EDEX 523 or PSYC 528.

EDEX 615 - Curriculum and Language Instruction for Students with Severe and Multiple Disabilities (3 Credits)
Design, development, adaptation, and implementation of curriculum, language and communication instruction for students with significant disabilities.
Prerequisites: EDEX 523 or PSYC 528.

EDEX 616 - Instruction of Students with Specific Learning Disabilities (3 Credits)
Theory and application of current evidence-based procedures for teaching children with specific learning disabilities.
Prerequisites: EDEX 523, EDEX 531, or EDEX 632 or equivalent.

EDEX 619 - Nature of Students with Intellectual Disabilities (3 Credits)
Nature and causes of intellectual disabilities, behavior, and potentialities of persons with intellectual disabilities.
Prerequisites: a course in the areas of child psychology or child development.

EDEX 630 - Educational Procedures for Early Childhood Special Education (3 Credits)
An initial course in educational procedures focusing on intervention strategies for serving young children with disabilities in inclusive environments.
Prerequisites: EDEX 530.

EDEX 632 - Nature of Students with Emotional and Behavior Disabilities (3 Credits)
Characteristics, etiology, and major theoretical models for children experiencing emotional and/or behavioral problems in school; special education curriculum, programming alternatives, assessment, and issues concerning this population.
Prerequisites: EDEX 523 or PSYC 528.

EDEX 640 - Managing Problem Behavior in the Classroom (3 Credits)
The development of a workable approach to classroom management through an examination of a research-based synthesis of current knowledge in classroom and behavior management.

EDEX 643 - Social/Emotional Development and Guidance for Young Children with Developmental Delays (3 Credits)
Prerequisites: EDEX 523.

EDEX 646 - Advanced Procedures for Assessment in Early Childhood Special Education (ECSE) (3 Credits)
Advanced assessment methods for serving young children with and without developmental delays and their families.
Prerequisites: EDEX 530.

EDEX 670 - Nature of Students with Multi-categorical Disabilities (3 Credits)
Personal, social, and educational implications of a mild to moderate multi-categorical disability (emotional/behavioral, intellectual, and learning disabilities) throughout the lifespan of an individual.
Prerequisites: C or better in EDEX 523.

EDEX 671 - Instruction of Students with Multi-categorical Disabilities (3 Credits)
Theory and application of current evidence-based procedures for teaching children with mild to moderate multi-categorical disabilities.
Prerequisite or Corequisite: C or better in EDEX 670.

EDEX 682 - Introduction to Braille (3 Credits)
Basic course for mastery of the literary braille code. Transcription of instructional materials in literary braille.

EDEX 685 - Nature of Students with Visual Disabilities (3 Credits)
The psychological, social, and educational implications for persons with visual disabilities; definitions, incidence, characteristics of, and rehabilitative and educational programs for persons with visual disabilities.

EDEX 686 - Introduction to Deafness (3 Credits)
Educational implications of philosophy, theory, and research about deafness.
Prerequisites: EDEX 523 or equivalent.

EDEX 687 - Communication Systems for Students who are Deaf or Hearing Impaired (3 Credits)
Knowledge and basic skills of finger-spelling and sign forms for communication.
EDEX 690 - Independent Study (1-3 Credits)

EDEX 691 - Collaborative Partnerships in PK-12 Special Education (3 Credits)
Communication and collaboration skills and strategies for creating and maintaining effective partnerships with a variety of stakeholders involved in educating students with disabilities in PK-12 settings.
Prerequisites: EDEX 523 or PSYC 528.

EDEX 692 - Partnerships in Early Childhood Special Education (3 Credits)
Strategies for collaborating and communicating with families and other professionals as members of multidisciplinary teams in Early Intervention and Early Childhood Special Education.
Prerequisites: EDEX 523.

EDEX 701 - Nature of Students with Autism (3 Credits)
Definitions, characteristics, and causes of autism; educational models, implications, and programming.
Prerequisites: EDEX 523 or equivalent.

EDEX 710 - Legal Issues in Special Education (3 Credits)
Analysis of legislation, litigation, and administrative rulings related to special education. Emphasis on the development of legally sound policies and procedures to ensure an appropriate education for students with disabilities.

EDEX 712 - Instruction of Students with Intellectual Disabilities (3 Credits)
Methods and materials to teach students with intellectual disabilities.
Prerequisites: EDEX 523 or PSYC 528.

EDEX 713 - Practicum in Instruction of Exceptional Children I (3 Credits)
Experience in the observation of and participation in the education of children with disabilities in settings appropriate to student’s specialization. Includes weekly seminar.
Prerequisites: EDEX 523.

EDEX 714B - Practicum in Instruction of Exceptional Children II: B (Behavioral Disorders) (3 Credits)
Experience in the direct teaching of children with disabilities in settings appropriate to student’s area of specialization. Includes weekly seminar.

EDEX 714C - Practicum in Instruction of Exceptional Children II: C (Multicategorical) (3 Credits)
Experience and seminar in the direct teaching of students with disabilities in settings appropriate to student's area of specialization.

EDEX 714E - Practicum in Instruction of Exceptional Children II: E (Early Childhood Special Education) (3 Credits)
Experience in the direct teaching of children with disabilities in settings appropriate to student’s area of specialization. Includes weekly seminar.

EDEX 714H - Practicum in Instruction of Exceptional Children II: H (Hearing Impairments) (3 Credits)
Experience in the direct teaching of children with disabilities in settings appropriate to student’s area of specialization. Includes weekly seminar.

EDEX 714L - Practicum in Instruction of Exceptional Children II: L (Learning Disabilities) (3 Credits)
Experience in the direct teaching of children with disabilities in settings appropriate to student’s area of specialization. Includes weekly seminar.

EDEX 714M - Practicum in Instruction of Exceptional Children II: ID (Intellectual Disabilities) (3 Credits)
Experience in the direct teaching of children with disabilities in settings appropriate to student’s area of specialization. Includes weekly seminar.

EDEX 714S - Practicum in Instruction of Exceptional Children II: S (Severe/Multiple) (3 Credits)
Experience in the direct teaching of children with disabilities in settings appropriate to student’s area of specialization. Includes weekly seminar.

EDEX 715 - Applied Behavior Analysis in Special Education (3 Credits)
Application of principles of behavior to understanding and changing socially important behavior of students with disabilities.

EDEX 716 - Functional Behavioral Assessment and Behavior Interventions (3 Credits)
Identification and assessment of problem behavior, design and implementation of positive behavior intervention plans.
Prerequisites: EDEX 610 or EDEX 640 or equivalent.

EDEX 717 - Ethics in Behavior Analysis (3 Credits)
Legal, ethical, and professional issues in behavior analysis.
Prerequisites: EDEX 610 or EDEX 715.

EDEX 718 - Intensive Practicum in Applied Behavior Analysis (3-6 Credits)
Principles of applied behavior analysis in the design, delivery, and evaluation of instruction of children and adults in school, home, and community settings. Students pursuing Board Certification in Behavior Analysis.
Prerequisite or Corequisite: EDEX 610, EDEX 715.

EDEX 719 - Advanced Applied Behavior Analysis (3 Credits)
Advanced concepts and principles in applied behavior analysis.
Prerequisites: EDEX 715, EDEX 809.

EDEX 720 - Applied Research Experience in Special Education (1-3 Credits)
Supervised student-led research experience in a school, state agency, department or bureau of the University, or cooperating organization or institution.

EDEX 726 - Seminar in Special Education for Student Teachers (3 Credits)
Synthesis of the knowledge and skills acquired through course work and field experiences during special education teacher preparation.
Corequisite: EDEX 796.

EDEX 740 - Cognitive and Affective Aspects of the Gifted and Talented (3 Credits)
The relationship of cognitive and affective factors to learning in the gifted and talented, including the self-concepts of the learner and the teacher.
Prerequisites: EDEX 523 and EDEX 540.

EDEX 742 - Educational Procedures for the Gifted and Talented (3 Credits)
Emphasis on methodologies and materials involved in the teaching of gifted and talented children and youth.
Prerequisites: EDEX 540.

EDEX 750 - Technology and Exceptional Populations (3 Credits)
The application of microcomputers and other technology in services for special populations. Case management, assessment, and instructional uses of technology are included.
Cross-listed course: RHAB 750
EDEX 760 - Secondary Transition Assessment, Planning, and Program Development (3 Credits)
Foundation for understanding and using assessment information in the transition process for youth with disabilities. Specifically, students will gain knowledge in the multiple domains of transition assessment (e.g., vocational, academic, independent living, self-determination). Students will also develop and determine appropriate transition plans, programs, services, and instruction.
Prerequisites: EDEX 523 or equivalent introductory course in special education.

EDEX 761 - Promoting Student Outcomes Through Collaboration (3 Credits)
Concepts, tools, and strategies essential for effective collaboration within and across systems supporting transition-age youth with disabilities. Best practices on how to partner with agencies, schools, and employers which provide students with support and advocacy as they transition to post-school life.
Prerequisites: EDEX 523 or equivalent introductory course in special education.

EDEX 762 - Career Preparation and Employment for Individuals with Disabilities (3 Credits)
Specific vocational practices and information used to assist persons with disabilities as they begin to make career decisions and transition to the workforce.
Prerequisites: EDEX 523.

EDEX 763 - Integrated Secondary Curriculum, Instructional Strategies, and Transition Programs (3 Credits)
Developing and selecting curricula that meet students’ transition needs and align with state academic standards. Students will evaluate and implement evidence-based practices as well as develop lessons and instructional units that promote the skills necessary for transition to adult life.
Prerequisites: EDEX 523.

EDEX 770 - Methods and Materials for Students with Low Vision (3 Credits)
Current educational methods and materials for students with partial sight including educational needs, assessment of visual functioning, and vision utilization. Educational plannings and instructional strategies will be considered.
Prerequisites: EDEX 685 and EDEX 773.

EDEX 773 - Anatomy, Physiology, and Pathology of the Eye (3 Credits)
Structure, function, and abnormalities of the eye stressing educational implications. Special attention is paid to interpretation of reports from eye specialists, theory and use of low vision aids, and vision screening techniques in schools.
EDEX 774 - Educational Procedures for Students with Visual Disabilities (3 Credits)
Current educational procedures for students who are blind or with partial sight, including programming alternatives, curriculum adaptations and additions, use of specialized equipment, instructional strategies, and educational planning.
Prerequisites: EDEX 682 and EDEX 773.

EDEX 775 - Orientation and Mobility for the Visually Handicapped (3 Credits)
Lectures, discussions, observation, and practice in teaching pre-care skills, orientation and mobility, and activities of daily living to visually handicapped individuals. Presented with reference to the responsibility of the teacher of the visually handicapped.

EDEX 780 - Speech Reading and Auditory Training I (3 Credits)
A study of the use of acoustic amplification and speech reading in developing language skills for deaf and hard-of-hearing children and adults. Theories, methods, and systems of speech reading and use of hearing aids and other amplification equipment are studied and analyzed.

EDEX 781 - Speech Reading and Auditory Training II (3 Credits)
Advanced study in methods of instruction for the hard-of-hearing in the principles and techniques of lip reading and auditory training.
Prerequisites: EDEX 780 or equivalent.

EDEX 784 - Instruction of Students with Emotional and Behavioral Disorders (3 Credits)
Application of current educational procedures for students with emotional and behavioral disorders including alternative administrative arrangements, education strategies, and sources of materials.
Prerequisites: EDEX 632.

EDEX 785 - Language Impairment, Disabilities, and Augmentative Communication (3 Credits)
The study of language disorders in students with disabilities. Focus on defining communicative acts and implementation of alternative and augmentative communication and assistive technology.

EDEX 790 - Introduction to Assessment in Special Education (3 Credits)
Concepts and methods of assessment in special education with emphasis on administering, scoring, and interpreting standardized education tests.

EDEX 791 - Procedures in Special Education Assessment and Intervention I (3 Credits)
Lectures and practicum experiences emphasizing the application of informal educational assessment and intervention planning procedures. Individually supervised case project.
Prerequisites: EDEX 790.

EDEX 792 - Issues in Special Education (3 Credits)
Critical reviews of research related to key issues in special education. A research paper is required.
Prerequisites: EDRM 700, EDEX 790, EDEX 640, 1 methods course.

EDEX 793 - Seminar in Aural Rehabilitation (3 Credits)
Experimental study of various aspects of lip reading and auditory training.

EDEX 794 - Foundations of Secondary Transition Planning and Supports for Individuals with Disabilities (3 Credits)
Orientation to transition planning and vocational training as integrated components of secondary level education curriculum for students with disabilities.

EDEX 795 - Assessment in Early Childhood Special Education (3 Credits)
Assessment instruments, techniques, and procedures for non-discriminatory educational assessment of children with disabilities birth-eight years.
EDEX 796B - Directed Teaching in Special Education (12 Credits)
Application of effective teaching techniques and organization of instructional settings for exceptional learners in selected areas of specialization. B (Behavioral Disorders), L (Learning Disabilities), ID (Intelectual Disabilities), S (Severe/Multiple)
Prerequisites: Admission to the Professional Teacher Certification Program and completion of the special education core
Corequisite: EDEX 726.

EDEX 796C - Directed Teaching in Special Education: C (Multicategorical) (12 Credits)
Application of effective teaching techniques and organization of instructional settings for exceptional learners in selected areas of specialization.
Prerequisites: Admission to the Professional Teacher Certification Program and completion of the special education core
Corequisite: EDEX 726.

EDEX 809 - Single-Case Research Designs in Special Education (3 Credits)
Applications of single-case study designs to the analysis of student behavior in special education, with emphasis on visual display of data and interpretation of research results.
Prerequisites: EDEX 715.

EDEX 810 - Advanced Single-Case Research (3 Credits)
Advanced concepts in single-case research, including the identification of evidence-based practices in special education through systematic reviews and meta-analyses.
Prerequisites: EDEX 809.

EDEX 815 - Coordination of Programs for Exceptional Children (3 Credits)
A study of administrative and supervisory issues in the operation of school programs for exceptional children; alternate instructional models and program organizations, budgeting and funding practices, certification requirements, and other operational factors are emphasized.
Prerequisites: EDEX 523 or equivalent.

EDEX 816 - Special Problems in Education of Students with Emotional and Behavioral Disabilities (3 Credits)
A critical review of research in the identification and education of children and adolescents with emotional and behavioral disabilities. A research project is required.
Prerequisites: PSYC 510 or equivalent and EDRM 700.

EDEX 817 - Advanced Educational Problems in Learning Disabilities (3 Credits)
A study of administrative and supervisory issues in the operation of school programs for exceptional children; alternate instructional models and program organizations, budgeting and funding practices, certification requirements, and other operational factors are emphasized.
Prerequisites: Admission to the Professional Teacher Certification Program and completion of the special education core.

EDEX 818 - Advanced Topics in Exceptional Children (3 Credits)
Supervised field-based experiences related to special education administration, pedagogy, and university teaching.
Prerequisites: EDEX 593 and consent of instructor

EDEX 891 - Advanced Educational Procedures for Exceptional Children (3 Credits)
Supervised field-based experiences related to special education administration, pedagogy, and university teaching.
Prerequisites: EDEX 891.

EDEX 892A - Internship in Exceptional Children: A (Administration) (3-6 Credits)
Supervised field-based experiences related to special education administration, pedagogy, and university teaching.
Prerequisites: EDEX 891 and consent of instructor

EDEX 892B - Internship in Exceptional Children: B (Behavioral Disorders) (3-6 Credits)
Supervised field-based experiences related to special education administration, pedagogy, and university teaching.
Prerequisites: EDEX 891 and consent of instructor

EDEX 892C - Internship in Exceptional Children: C (Multicategorical) (3-6 Credits)
Supervised field-based experiences related to special education administration, pedagogy, and university teaching.
Prerequisites: EDEX 891 and consent of instructor

EDEX 892T - Internship in Exceptional Children: T (Teaching Internship) (3-6 Credits)
Supervised field-based experiences related to special education administration, pedagogy, and university teaching.
Prerequisites: EDEX 891 and consent of instructor

EDEX 893 - Advanced Topics in Exceptional Children (3 Credits)
Selected topics in special education. With consent of advisor, may be repeated for credit as topics change.
Prerequisites: EDEX 891.

EDEX 894 - Research Seminar in Special Education (3 Credits)
Review and analysis of contemporary research topics in special education. May be repeated for up to 12 credit hours as topics vary.

EDEX 899 - Dissertation Preparation (1-12 Credits)
Exercise Science (EXSC)

EXSC 507 - Exercise, Sport, and Nutrition (3 Credits)
The relationship between exercise, sport performance, and nutrient metabolism.
Prerequisites: EXSC 223, EXSC 224, EXSC 330, EXSC 330L.

EXSC 531 - Clinical Exercise Physiology (3 Credits)
Scientific bases of clinical exercise programming. The fitness instructor's role in encouraging changes in exercise behavior.
Prerequisites: EXSC 223, EXSC 224, EXSC 330, EXSC 330L.
Corequisite: EXSC 531L.

EXSC 531L - Clinical Exercise Physiology Lab (0 Credits)
Prerequisite: EXSC 223, EXSC 224, EXSC 330, EXSC 330L.

EXSC 541 - Physiological Basis for Strength and Conditioning (3 Credits)
Investigation on the physiological basis for strength and conditioning. Principles of strength and conditioning through lecture based learning, demonstrations, and through laboratory activities.
Prerequisites: C or better in EXSC 330.

EXSC 555 - Current Topics in Exercise Science (1-3 Credits)
Content varies by title. Course may be repeated for a total of 6 credit hours.

EXSC 562 - Impairments of the Human Motor System (3 Credits)
Role of motor development in the growth and development of individuals exhibiting impaired motor control.
Prerequisites: biology, anatomy, physiology, or the equivalent.

EXSC 563 - Physical Activity and the Physical Dimensions of Aging (3 Credits)
The effects of age and physical activity on physical and motor functions of elderly individuals.
Prerequisites: EXSC 223, EXSC 224, EXSC 351, EXSC 330, EXSC 330L.

EXSC 585 - Women's Health and Physical Activity (3 Credits)
Sex differences in diseases, physiological function of sex hormones, hormonal changes in a woman's life, specific women's health issues, and role of physical activity and exercise in prevention and treatment of conditions and diseases specific to women or related to sex hormones. Restricted to 30 students, Special Permission by Instructor.

EXSC 608 - Apps, Wearables and Technology for Lifestyle Behavior Change and Weight Loss (3 Credits)
The course will increase students' understanding of the theoretical foundations, scientific evidence and practical application of technology-assisted lifestyle interventions, with an emphasis on behavioral weight control for adults.
Prerequisites: C or better in EXSC 410.

EXSC 620 - Nutrition and Immunology (3 Credits)
Examination of the interrelationships that link human nutrition to the immune system in health and disease. Topics will include basic immunology, overview of nutritional sources, deficiencies and excesses, and the impact on public health issues such as exercise, disease and aging.
Prerequisites: EXSC 330.

EXSC 626 - Cardiorespiratory Exercise Physiology (3 Credits)
Examination of the anatomy and function of the cardiovascular and respiratory systems of the exercising human organism, including acute adjustments and chronic adaptations to the systems.
Prerequisites: EXSC 330.

EXSC 666 - Cardiorespiratory Exercise Physiology (3 Credits)
Examination of the anatomy and function of the cardiovascular and respiratory systems of the exercising human organism, including acute adjustments and chronic adaptations to the systems.
Prerequisites: EXSC 330.

EXSC 669 - Skeletal Muscle Physiology: Form and Function (3 Credits)
Skeletal muscle physiology and exercise through select laboratory experiences and discussion of related research literature.
Prerequisites: C or better in both EXSC 330 and EXSC 330L.

EXSC 695 - Writing and Presenting in Research (3 Credits)
The research process in Exercise Science through participation, presentation, and discussion of current research.
Prerequisites: EXSC 224.

EXSC 700 - Physical Activity and Health: Epidemiology, Research and Practice (3 Credits)
An introduction to exercise science with emphasis on the relationships between exercise and health for promotion of physical activity in clinical and public health settings.

EXSC 706 - Assessment of Motor Behavior (3 Credits)
Assessment of infant, child, adolescent, and adult motor behavior.

EXSC 710 - Behavioral Aspects of Physical Activity (3 Credits)
Psychosocial and behavioral factors in physical activity. Topics include mental health effects of exercise, behavior change theories applied to mental health effects of exercise, behavior change theories applied to physical activity, and physical activity determinants and interventions.
Cross-listed course: HPEB 713

EXSC 723 - Genetics in Health Sciences (3 Credits)
The part lecture and part discussion course will explore genetic research in the health sciences, with emphasis on human genetic association studies, clinical utility for personalized medicine, direct-to-consumer genetic testing, and ethical issues. Students will receive hands-on experience searching, interpreting, and summarizing genetic studies on a topic of their choice.

EXSC 727 - Controlled Trials in Exercise Science (3 Credits)
This course covers planning, organizing and implementing randomized controlled trials of physical activity or exercise interventions. It is primarily aimed to meet the needs of graduate students in exercise science and others in related fields.

EXSC 731 - Mechanisms of Motor Skill Performance (3 Credits)
A study of theories and mechanisms involved in human movement. Focus is on analysis of principles and systems of gross motor control and learning.

EXSC 732 - Measurement of Body Composition and Associated Health Behaviors (3 Credits)
Overview of measurement theory and measures to assess body composition and associated health behaviors (i.e., physical activity, sedentary behavior, sleep, diet).
Prerequisites: BIOS 700, BIOS 701, or PUBH 725; for MPH-PAPH students, EXSC 700.
EXSC 742 - Clinical Exercise Testing (1 Credit)
Study of the procedures involved in screening and testing persons with varying levels of functional work capacity.

EXSC 743 - Laboratory Measurements for Exercise Testing (1 Credit)
Biological and physiological assessment of exercise responses and adaptation.
Prerequisites: EXSC 742.

EXSC 744 - Administration of Exercise Programs (1 Credit)
Study of the procedures necessary for proper administration of exercise testing, fitness, and rehabilitation programs.
Prerequisites: EXSC 531.

EXSC 754 - Community-Based Physical Activity Interventions (3 Credits)
Role of the physical activity specialist within the community health department. Development, initiation, and evaluation of campaigns, resources, community capacity building, and coalitions to promote physical activity.
Prerequisites: EXSC 700 or HPEB 700.

EXSC 755 - Special Topics in Exercise Science (3 Credits)
A study of selected issues in exercise science. Content varies by title.

EXSC 771 - Data Acquisition in Exercise Science (3 Credits)
Fundamental concepts of computerized data acquisition in the exercise science laboratory.

EXSC 775 - Neural Basis of Skilled Motor Behavior (3 Credits)
Current and historical perspectives on the neural basis of skilled motor behavior.
Prerequisites: EXSC 731.

EXSC 777 - Endocrinology of Exercise and Health (3 Credits)
The course examines the endocrine system, its interaction with the nervous system, and how they affect human biology before, during, and after exercise. Special attention will be paid to this system's influence on the relationship between physical activity and health.
Prerequisites: At least one undergraduate or graduate course in statistics and molecular or cellular biology.

EXSC 778 - Exercise and Childhood Obesity (3 Credits)

EXSC 779 - Exercise Physiology of Children and Youth (3 Credits)
Principles of exercise physiology applied specifically to children and youth. Particular emphasis on physiological foundations of physical fitness and methods for teaching physical fitness concepts.

EXSC 780 - Physiology of Exercise (3 Credits)
Physiological responses to exercise: skeletal muscle structure and function, cardiorespiratory function, physiological determinants of exercise performance, and training adaptations. Didactic and laboratory included.

EXSC 781 - Physiology, Exercise, and Disease (3 Credits)
The input and response to exercise in diseased populations. Diseases to be examined include cardiovascular disease, age-related diseases, pulmonary, renal, and other conditions.
Prerequisites: EXSC 780.

EXSC 782 - Mechanical Analysis of Motor Skills (4 Credits)
Biomechanical principles underlying motor control and selected techniques used to quantify human movement.

EXSC 783 - Research Seminar in Exercise Physiology (1-3 Credits)
Presentation and discussion of current research topics in exercise physiology.

EXSC 784 - Cardiovascular/Pulmonary Testing and Programming (3 Credits)
Techniques used in exercise testing (including principles of electrocardiology) and in design and delivery of exercise programs for enhancing the health of normal and cardiopulmonary-diseased populations.
Prerequisites: EXSC 781.

EXSC 785 - Advanced Exercise Physiology Laboratory (3 Credits)
Laboratory procedures for measurement of physiological, biochemical, and molecular responses to exercise.
Prerequisites: EXSC 780.

EXSC 786 - Experimental Design for Translational Laboratory Science (3 Credits)
This course establishes the framework for experimental projects in molecular biology and physiology that impact human health: how to set up a molecular system, design experiments within that system, determine and use the correct set of controls, and ultimately how to interpret molecular data in light of human/public health.
Prerequisites: At least one undergraduate or graduate course in statistics and molecular or cellular biology.

EXSC 787 - Research Methods and Design for Exercise Science (3 Credits)
The major goal of this course is to provide an in-depth examination of: research concepts, terminology, experimental, non-experimental, and epidemiological designs, internal and external validity, methods for establishing causality investigating associations, and application of designs to test hypotheses in research of exercise science-related outcomes.

EXSC 790 - Independent Study (1-3 Credits)
Topics to be assigned and approved by advisor, graduate director, and department head.

EXSC 795 - Internship in Exercise Science (3 Credits)
Clinical practice in an applied area of exercise science. Requirements include at least 20 hours fieldwork per week with intensive supervision.

EXSC 796 - MPH Capstone Course (2 Credits)
This course is designed to provide students with a culminating seminar focused on the synthesis of foundational and MPH-PAPH competencies in preparing a high quality grant proposal to address a public health problem.
Prerequisites: PUBH 725, PUBH 726, PUBH 730, PUBH 735, B or better in EXSC 700, EXSC 710, EXSC 780.

EXSC 797 - Public Health Practice (1-5 Credits)
The focus of this course is the performance of a limited work or service project in an approved public need setting and the demonstration of at least 5 competencies related to previously identified aspects of the student's chosen role.
Prerequisites: PUBH 725, PUBH 726, PUBH 730, PUBH 735, B or better in EXSC 700, EXSC 710, EXSC 780.

EXSC 798 - Project in Exercise Science (3 Credits)
Independently executed project designed to expand the student's knowledge of exercise science.

EXSC 799 - Thesis Preparation (1-9 Credits)
EXSC 580 - Ethical Conduct in Public Health Research (1 Credit)
The course will provide an overview of ethical issues scientists encounter conducting and disseminating public health research. Topics include the history of ethics in public health, working with human participants, conflicts of interests, spin, and creating safe and healthy workplaces.

EXSC 582 - Predoctoral Fellowship Writing Course with Special Emphasis on NIH F31 (1 Credit)
The course is designed to enable predoctoral students to gain grant writing experience, develop into productive, independent research scientists, and to obtain mentored research training while conducting dissertation research.

EXSC 588 - Neuro Repair - Rehabilitation (3 Credits)
Examination of neural repair and rehabilitation from a clinical perspective. 03: 07/05/2019.

EXSC 589 - Physical Activity and the Aging Process (3 Credits)
The course will focus on the aging process and its effects upon the physical activity patterns of the adult. Emphasis is on the mechanisms of aging as they directly influence movement.

EXSC 591 - Data Acquisition in Exercise Science II (3 Credits)
Advanced techniques of interfacing data acquisition equipment to the laboratory computer.

EXSC 592 - Myology and Exercise (3 Credits)
Study of muscle contraction mechanics, energetics, and metabolism and the relationship of these processes to physical training, athletics, and rehabilitation.

EXSC 593 - Advanced Cardiorespiratory Exercise Physiology (3 Credits)
Study of mechanisms for cardiovascular and respiratory responses to acute exercise and adaptations to these systems with chronic physical activity.

EXSC 594 - Physical Activity and Health: Epidemiology and Research Methods (3 Credits)
An examination of physical activity/exercise habit patterns as they relate to health status. Emphasis on the chronic effects of exercise.

EXSC 595 - Chronic Disease Rehabilitation Through Exercise (3 Credits)
The study of the treatment of chronic diseases with special reference to exercise as a mode of therapy.
Prerequisites: EXSC 531 and EXSC 780 or the equivalent.

EXSC 599 - Dissertation Preparation (1-12 Credits)

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**Film and Media Studies (FAMS)**

FAMS 510 - Topics in Film Media Histories (3 Credits)
Intensive study of a specific topic in U.S. film and media studies. May be repeated as content varies by title.
Prerequisites: FAMS 240.

FAMS 511 - Special Topics in Film and Media Studies (3 Credits)
Intensive study of a specific topic in film and media studies. May be repeated as content varies by title.
Prerequisites: FAMS 240.

Cross-listed course: ARTH 551, MART 591

FAMS 566 - Topics in US Film and Media (3 Credits)
Intensive study of a specific topic in U.S. film and media studies. May be repeated as content varies by title. 03: 07/05/2019.
Prerequisites: FAMS 240.

FAMS 598 - Special Topics in Global Film and Media (3 Credits)
Intensive study of a specific topic concerning films produced in a country other than the United States. May be repeated as content varies by title.
Prerequisites: FAMS 240.

Cross-listed course: FORL 598, MART 594

Graduation with Leadership Distinction: GLD: Global Learning

FAMS 710 - Advanced Special Topics in Film and Media (3 Credits)
Advanced study of a specific topic in film and media studies. May be repeated as content varies by title.

**Finance (FINA)**

FINA 666 - Real Estate and Urban Development (3 Credits)
An overview of real estate in both the public and private sectors that serves as the basis for advanced study in the various disciplines of real estate and urban development. No prior knowledge of the field is assumed.

FINA 737 - Derivative Products and Analysis (3 Credits)
Derivative contracts (forwards, futures, swaps, and options), valuation models, and supporting market structures.
Prerequisites: DMSB 715 or FINA 760.

FINA 744 - Risk and Insurance (3 Credits)
A study of non-speculative risk and risk bearing techniques, with emphasis on insurance covering personal, property, and liability risks. Attention is also given to the structure and regulation of the insurance industry, the role of governmental insurance programs, new product developments, and the impact of tort law reform, inflation, and consumerism.

FINA 745 - Management of Employee Benefit Programs (3 Credits)
An analytical study of group life, health, and retirement plans that provide economic security for employees; focuses on design, funding, tax considerations, cost controls, compliance with governmental regulations, the impact of inflation, and new types of benefits.

FINA 746 - Risk Management (3 Credits)
An examination of non-speculative risk, its measurement, and management by organizations. Emphasis is on the formation of top management policy statements on pure risks and their implementation by risk managers. Loss control, insurance, and other risk finance techniques are applied to practical risk management situations.
Prerequisites: FINA 737.
FINA 760 - Financial Policies (3 Credits)
The study of the nature, functions, and operations of financial institutions with particular attention to the banking system. The activities of other lending and savings institutions are studied together with their monetary and fiscal implications. 
**Prerequisites:** FINA 760 or equivalent.

FINA 761 - Advanced Financial Management (3 Credits)
Advanced study of problems involved in the financial management of economic organizations.
**Prerequisites:** FINA 760 or DMSB 715.

FINA 762 - Investment Management (3 Credits)
The use of analytical techniques to evaluate investment opportunities. 
**Prerequisites:** FINA 760.

FINA 763 - Options in Corporate Finance (3 Credits)
Applications of financial options in managing risk.
**Prerequisites:** FINA 737.

FINA 764 - Money and Capital Markets (3 Credits)
Characteristics, structure, and functions of money and capital markets; sources of funds for bond investment, stock financing, mortgage financing, and small business financing. Current problems and procedures in these markets are considered.
**Prerequisites:** FINA 760.

FINA 765 - Management of Financial Institutions (3 Credits)
Nature, functions, and operations of financial institutions with particular attention to the banking system. The activities of other lending and savings institutions are studied together with their monetary and fiscal implications.
**Prerequisites:** DMSB 715 or FINA 670.

FINA 766 - Advanced Real Estate Valuation (3 Credits)
A study of income producing properties including income expense analyses, capitalization processes and discount rates, direct capitalization methodologies, and computerized discounted cash flow valuation models.
**Prerequisites:** FINA 760 or DMSB 715.

FINA 767 - Real Estate Finance (3 Credits)
An analytical study of mortgage markets and the institutions involved. Particular emphasis is placed on specialized institutional practices, innovative financing techniques, and current developments.
**Prerequisites:** FINA 760 or DMSB 715.

FINA 768 - Real Estate Market Analysis (3 Credits)
Market analysis including an overview of market area study and its relationship to the feasibility of a specific project. Topics include theory and methods of market and feasibility analysis. Examples of market and feasibility studies are reviewed and critiqued.
**Prerequisites:** FINA 666.

FINA 769 - Real Estate Decision and Administrative Processes (3 Credits)
An integrative approach emphasizing the special features of real estate decisions; social, legal, economic, political, and environmental problems of the real estate sector within the economy as a whole are studied.
**Prerequisites:** FINA 666.

FINA 770 - Fixed-Income Securities (3 Credits)
Fundamental principles of fixed-income securities and fixed-income valuation models, including valuation of bonds with embedded options.
**Prerequisites:** FINA 737 and FINA 762.

FINA 771 - Financial Services Markets and Institutions (3 Credits)
Analysis of the functions and operations of financial markets and institutions, focusing on insurance markets, investment banking, and market microstructure.
**Prerequisites:** DMSB 715 or FINA 760.

FINA 772 - Student-Managed Investments (3 Credits)
Students will be introduced to a variety of approaches to security analysis and valuation techniques as they manage a real portfolio.
**Prerequisites:** FINA 760 or DMSB 715.

FINA 773 - Project Finance (3 Credits)
Provide an understanding of the following: fundamentals of non-recourse project financing; financial markets for project finance; infrastructure sectors and their business risks; transaction structures and the documentation used to structure individual project financing; political risk; current standards in international organizations relevant to infrastructure investment and finance.
**Prerequisites:** FINA 760 or DMSB 715.

FINA 780 - Entrepreneurial Finance and the Dynamics of Emerging Ventures (3 Credits)
Exploration of the funding and financial management of emerging ventures, including sources and structure of capital, financial levers to drive performance and metrics to monitor performance, and the study of how to impact, capture, quantify, and realize value.
**Cross-listed course:** MGMT 780

FINA 781 - Real Estate Investment Analysis (3 Credits)
Advanced real estate investment analysis emphasizing equity investment positions under alternative ownership forms, syndications and securities registration, real estate productivity evaluation based on cash flow analysis, federal tax policies affecting real estate, and real estate portfolio analysis.
**Prerequisites:** FINA 760.

FINA 970 - Special Topics in Finance (3 Credits)
Analysis of current topics, issues and practices in various areas of finance.

FINA 860 - Principles of Finance (3 Credits)
Fundamental concepts and issues in financial economics, such as risk aversion, portfolio theory, asset pricing models, arbitrage pricing models, corporate investment decisions, capital structure, dividend policy, risk management, and financial institutions.
FINA 865 - Theory of Finance (3 Credits)
Utility models and various alternative models used in asset and security pricing. Emphasis is on seminal research in finance.

FINA 866 - Current Issues in Finance (3 Credits)
Covers current theory of finance and extensions of the theoretical developments examined in FINA 865 Theory of Finance. 
Prerequisites: FINA 865.

FINA 867 - Advanced Topics in Finance (3 Credits)
Special topics in financial markets and institutions, investment and portfolio theory, and/or corporate finance that are not examined in FINA 865 or 866.
Prerequisites: FINA 865.

FINA 868 - Empirical Methods in Financial Research (3 Credits)
Planning and execution of applied research in finance.
Prerequisites: FINA 866, CSCE 206.

FINA 869 - Seminar in Financial Research (3 Credits)
Examination of empirical literature in finance. Development of a research proposal is required.
Prerequisites: FINA 866.

Foreign Languages (FORL)

FORL 501 - Spanish for Medical Personnel (3 Credits)
Basic course in health professions. Functional language and lexicon as well as cultural practices for interaction with Hispanic clients.
Prerequisites: 2 semesters of college-level Spanish or equivalent.

FORL 510 - Teaching Second Languages to Young Children (3 Credits)
To assist prospective teachers of young children in the development of a second language and multicultural learning activities. Practicum sessions are an integral part.
Prerequisites: 210 level of a foreign language or its equivalent.
Cross-listed course: EDEL 510
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

FORL 511 - Teaching Foreign Languages in Secondary Schools (3 Credits)
Current methods, techniques, and materials of instruction appropriate for secondary schools.
Prerequisites: 210 level of a foreign language or its equivalent.
Cross-listed course: EDSE 575

FORL 598 - Special Topics in Global Film and Media (3 Credits)
Intensive study of a specific topic concerning films produced in a country other than the United States. May be repeated as content varies by title.
Prerequisites: FAMS 240.
Cross-listed course: FAMS 598, MART 594

FORL 700A - Language Training in International Business I (1-12 Credits)
An introduction to the fundamentals of Arabic and an intensive study of the culture and specialized language of the business world in which the language is used as may be necessary for I.M.B.A. candidates to function as business specialists in regions other than their native country. Not for graduate credit in a foreign language department. 03: 07/05/2019.

FORL 700C - Language Training in International Business I (1-12 Credits)
An introduction to the fundamentals of Chinese and an intensive study of the culture and specialized language of the business world in which the language is used as may be necessary for I.M.B.A. candidates to function as business specialists in regions other than their native country. Not for graduate credit in a foreign language department. 03: 07/05/2019.

FORL 700E - Language Training in International Business I (1-12 Credits)
An introduction to the fundamentals of English and an intensive study of the culture and specialized language of the business world in which the language is used as may be necessary for I.M.B.A. candidates to function as business specialists in regions other than their native country. Not for graduate credit in a foreign language department. 03: 07/05/2019.

FORL 700F - Language Training in International Business I (1-12 Credits)
An introduction to the fundamentals of French and an intensive study of the culture and specialized language of the business world in which the language is used as may be necessary for I.M.B.A. candidates to function as business specialists in regions other than their native country. Not for graduate credit in a foreign language department. 03: 07/05/2019.

FORL 700G - Language Training in International Business I (1-12 Credits)
An introduction to the fundamentals of German and an intensive study of the culture and specialized language of the business world in which the language is used as may be necessary for I.M.B.A. candidates to function as business specialists in regions other than their native country. Not for graduate credit in a foreign language department. 03: 07/05/2019.

FORL 700H - Language Training in International Business I (1-12 Credits)
An introduction to the fundamentals of Italian and an intensive study of the culture and specialized language of the business world in which the language is used as may be necessary for I.M.B.A. candidates to function as business specialists in regions other than their native country. Not for graduate credit in a foreign language department. 03: 07/05/2019.

FORL 700J - Language Training in International Business I (1-12 Credits)
An introduction to the fundamentals of Japanese and an intensive study of the culture and specialized language of the business world in which the language is used as may be necessary for I.M.B.A. candidates to function as business specialists in regions other than their native country. Not for graduate credit in a foreign language department. 03: 07/05/2019.

FORL 700K - Language Training in International Business I (1-12 Credits)
An introduction to the fundamentals of Korean and an intensive study of the culture and specialized language of the business world in which the language is used as may be necessary for I.M.B.A. candidates to function as business specialists in regions other than their native country. Not for graduate credit in a foreign language department. 03: 07/05/2019.

FORL 700L - Language Training in International Business I (1-12 Credits)
An introduction to the fundamentals of Portuguese and an intensive study of the culture and specialized language of the business world in which the language is used as may be necessary for I.M.B.A. candidates to function as business specialists in regions other than their native country. Not for graduate credit in a foreign language department. 03: 07/05/2019.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORL 700A</td>
<td>Language Training in International Business I (1-12 Credits)</td>
<td></td>
<td>An introduction to the fundamentals of Russian and an intensive study of the culture and specialized language of the business world in which the language is used as may be necessary for I.M.B.A. candidates to function as business specialists in regions other than their native country. Not for major credit in a graduate program in the foreign language departments. 03: 07/05/2019.</td>
</tr>
<tr>
<td>FORL 700S</td>
<td>Language Training in International Business I (1-12 Credits)</td>
<td></td>
<td>An introduction to the fundamentals of Spanish and an intensive study of the culture and specialized language of the business world in which the language is used as may be necessary for I.M.B.A. candidates to function as business specialists in regions other than their native country. Not for major credit in a graduate program in the foreign language departments. 03: 07/05/2019.</td>
</tr>
<tr>
<td>FORL 703A</td>
<td>Training in International Business II (3 Credits)</td>
<td></td>
<td>A continuation of FORL 700A for practice in written and oral communication as may be required for students enrolled in the International Master of Business Administration program. Not for major credit in a graduate program in the foreign language departments. 03: 07/05/2019.</td>
</tr>
<tr>
<td>FORL 703C</td>
<td>Training in International Business II (3 Credits)</td>
<td></td>
<td>A continuation of FORL 700C for practice in written and oral communication as may be required for students enrolled in the International Master of Business Administration program. Not for major credit in a graduate program in the foreign language departments. 03: 07/05/2019.</td>
</tr>
<tr>
<td>FORL 703E</td>
<td>Training in International Business II (3 Credits)</td>
<td></td>
<td>A continuation of FORL 700E for practice in written and oral communication as may be required for students enrolled in the International Master of Business Administration program. Not for major credit in a graduate program in the foreign language departments. 03: 07/05/2019.</td>
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<td>FORL 703I</td>
<td>Training in International Business II (3 Credits)</td>
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<td>A continuation of FORL 700I for practice in written and oral communication as may be required for students enrolled in the International Master of Business Administration program. Not for major credit in a graduate program in the foreign language departments. 03: 07/05/2019.</td>
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<td>FORL 703J</td>
<td>Training in International Business II (3 Credits)</td>
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<td>A continuation of FORL 700J for practice in written and oral communication as may be required for students enrolled in the International Master of Business Administration program. Not for major credit in a graduate program in the foreign language departments. 03: 07/05/2019.</td>
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<tr>
<td>FORL 703K</td>
<td>Training in International Business II (3 Credits)</td>
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<td>A continuation of FORL 700K for practice in written and oral communication as may be required for students enrolled in the International Master of Business Administration program. Not for major credit in a graduate program in the foreign language departments. 03: 07/05/2019.</td>
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<td>FORL 703P</td>
<td>Training in International Business II (3 Credits)</td>
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<td>A continuation of FORL 700P for practice in written and oral communication as may be required for students enrolled in the International Master of Business Administration program. Not for major credit in a graduate program in the foreign language departments. 03: 07/05/2019.</td>
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<td>FORL 703R</td>
<td>Training in International Business II (3 Credits)</td>
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<td>A continuation of FORL 700R for practice in written and oral communication as may be required for students enrolled in the International Master of Business Administration program. Not for major credit in a graduate program in the foreign language departments. 03: 07/05/2019.</td>
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<td></td>
<td>A continuation of FORL 700S for practice in written and oral communication as may be required for students enrolled in the International Master of Business Administration program. Not for major credit in a graduate program in the foreign language departments. 03: 07/05/2019.</td>
</tr>
<tr>
<td>FORL 705A</td>
<td>Lang Trng in Intl Bus III (6 Credits)</td>
<td></td>
<td>Intensive course for students in the I.M.B.A. program, intended to investigate on an advanced level the linguistic and cultural aspects of business and to prepare the student for an internship either in the United States or abroad. Not for major credit in a graduate program in the foreign language departments. 03: 07/05/2019.</td>
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FORL 705I - Lang Trng in Intl Bus III (6 Credits)
Intensive course for students in the I.M.B.A. program, intended to
investigate on an advanced level the linguistic and cultural aspects
of business and to prepare the student for an internship either in the
United States or abroad. Not for major credit in a graduate program in the
foreign language departments. 03: 07/05/2019.

FORL 705J - Lang Trng in Intl Bus III (6 Credits)
Intensive course for students in the I.M.B.A. program, intended to
investigate on an advanced level the linguistic and cultural aspects
of business and to prepare the student for an internship either in the
United States or abroad. Not for major credit in a graduate program in the
foreign language departments. 03: 07/05/2019.

FORL 705K - Lang Trng in Intl Bus III (6 Credits)
Intensive course for students in the I.M.B.A. program, intended to
investigate on an advanced level the linguistic and cultural aspects
of business and to prepare the student for an internship either in the
United States or abroad. Not for major credit in a graduate program in the
foreign language departments. 03: 07/05/2019.

FORL 705P - Lang Trng in Intl Bus III (6 Credits)
Intensive course for students in the I.M.B.A. program, intended to
investigate on an advanced level the linguistic and cultural aspects
of business and to prepare the student for an internship either in the
United States or abroad. Not for major credit in a graduate program in the
foreign language departments. 03: 07/05/2019.

FORL 705R - Lang Trng in Intl Bus III (6 Credits)
Intensive course for students in the I.M.B.A. program, intended to
investigate on an advanced level the linguistic and cultural aspects
of business and to prepare the student for an internship either in the
United States or abroad. Not for major credit in a graduate program in the
foreign language departments. 03: 07/05/2019.

FORL 705S - Lang Trng in Intl Bus III (6 Credits)
Intensive course for students in the I.M.B.A. program, intended to
investigate on an advanced level the linguistic and cultural aspects
of business and to prepare the student for an internship either in the
United States or abroad. Not for major credit in a graduate program in the
foreign language departments. 03: 07/05/2019.

FORL 730 - Principles of Instructed Second Language Acquisition and
Foreign Language Teaching (3 Credits)
An analysis of instructed second language acquisition (SLA). This course
explores the historical development and up-to-date findings in foreign/
second language research and applies that knowledge to classroom
teaching methods. Students will be expected to conduct empirical
investigation.
Prerequisites: FORL 511 or LING 790.

Cross-listed course: LING 792

FORL 772 - Technology in Foreign Language Education (3 Credits)
Introduction to technology in language teaching and the connection
between language acquisition and the implementation of Internet and
multimedia technology.
Cross-listed course: EDTE 772, LING 772

FORL 774A - Teaching Internship (Foreign Languages) (3 Credits)
Application of effective teaching techniques and organization of
instructional settings in foreign languages for K-12.
Prerequisites: acceptance to the professional program in education.

Cross-listed course: EDTE 774A

FORL 774B - Teaching Internship (Foreign Languages) (9 Credits)
Application of effective teaching techniques and organization of
instructional settings in foreign languages for K-12. 03: 07/05/2019.
Prerequisites: FORL 774A.

Corequisite: EDSE 584.

FORL 776 - The Teaching of Foreign Languages in College (3 Credits)
Basic theoretical principles of foreign language teaching in college.
Required of all graduate teaching assistants. Required of all M.A.T.
students. Other students may use as an elective.

FPMD - Family & Preventive Med (FPMD)

FPMD 710 - Topics in Preventive Medicine (2 Credits)
A seminar-format course for physicians and doctoral candidates in health
science disciplines providing clinically oriented discussion of a range of
topical issues in preventive medicine.
Prerequisites: MD or consent of the instructor.

French (FREN)

FREN 501 - Contemporary France (3 Credits)
Readings in and discussion of the culture of contemporary France.
FREN 311 strongly recommended.
Prerequisites: C or better in both FREN 309 and FREN 310, or equivalents,
or a score of F-7 on the French language placement exam.

FREN 510 - Current Events in the France and the Francophone World (3
Credits)
Development of advanced oral skills in French. Study of linguistic
and cultural aspects of French language media. FREN 311 strongly
recommended.
Prerequisites: C or better in both FREN 309 and FREN 310, or equivalents,
or a score of F-7 on the French language placement exam.

FREN 511 - Techniques of Literary Analysis (3 Credits)
Texts from standard authors, with emphasis on explication de texte.
Prerequisites: C or better in each of FREN 309, FREN 310, and FREN 311,
or equivalents, or a score of F-7 on the French language placement exam.

FREN 515 - Advanced French Stylistics (3 Credits)
Practice in descriptive and narrative composition with special attention to
contrastive stylistics; thA¨me et version.
Prerequisites: C or better in each of FREN 309, FREN 310, and FREN 311,
or equivalents, or a score of F-7 on the French language placement exam.

FREN 516 - French Phonology (3 Credits)
The sound system and its functioning in the morphological system of
French from the point of view of current phonological theory.
Cross-listed course: LING 512

FREN 517 - French Linguistics (3 Credits)
The structure, morphology, and syntax of modern French.
Cross-listed course: LING 502

FREN 595 - Special Topics in French (3 Credits)
Poetry, prose, theatre, cinema, civilization, language, linguistics. Unique
opportunities will be announced by title. May be repeated. FREN 311
strongly recommended.
Prerequisites: C or better in both FREN 309 and FREN 310, or equivalents,
or a score of F-7 on the French language placement exam.
FREN 615 - Intensive Readings in French (3 Credits)
Graduate students fulfill their foreign-language reading requirement with successful completion of the course. Undergraduates may take the course as an elective only. Grades S/U for graduates and undergraduates.

FREN 700 - Introduction to Graduate Studies in Languages, Literatures, and Cultures (3 Credits)
An introduction to graduate studies that includes a survey of contemporary literary theory, an overview of the current state of the profession, and instruction in how to carry out research and write at the graduate level.
Cross-listed course: CPLT 700, GERM 700, SPAN 700

FREN 715 - History of the French Language (3 Credits)
Development of the French language from its origins to 1600.
Cross-listed course: LING 732

FREN 720 - La Nouvelle Vague et APRÁ¨s/The New Wave and After (3 Credits)
Modern French films in their cultural context beginning with the cinema of the Tradition of Quality and the Nouvelle Vague of the late 1950s.

FREN 730 - Francophone Literatures (3 Credits)
Literatures in French from Africa and the New World.

FREN 735 - Francophone Literature from Quebec (3 Credits)
Introduction to the literature and culture of French-speaking Canada and specifically of Quebec. A survey of influential works will be discussed in relation to their historical and cultural background.

FREN 740 - Old French Literature (3 Credits)
French literature from 842 to 1500.

FREN 750 - Sixteenth-Century French Literature (3 Credits)
Extensive readings and study in the prose, poetry, and drama of 16th-century literature.

FREN 760 - Seventeenth-Century French Literature (3 Credits)

FREN 770 - Eighteenth-Century French Literature (3 Credits)

FREN 775 - Seminars on Selected Topics in Foreign Language Education (3 Credits)
Topics will be identified by title in the schedule of classes. Each topic may be taken only once.

FREN 776 - The Teaching of Foreign Languages in College (3 Credits)
Basic principles of foreign language teaching in college combined with practical demonstrations. Note: Required of all graduate assistants. This course will not count toward the 30-hour M.A. or M.A.T. degree.

FREN 777 - Supervised Instruction in Teaching Foreign Languages in College (0 Credits)
Supervised direction of foreign language teaching in college. Required of all graduate assistants who are teaching. This course will not count toward the 30-hour M.A. or M.A.T. degree.

FREN 780 - Nineteenth-Century French Literature (3 Credits)

FREN 790 - Twentieth-Century French Literature (3 Credits)

FREN 795 - French Seminar (3 Credits)
May be repeated with approval of advisor.

FREN 796 - Special Projects in French (1-3 Credits)
Directed research and reading in subjects to be individually assigned. Prior written approval of professor required. May be repeated once for credit.

FREN 799 - Thesis Preparation (1-9 Credits)

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Genetic Counseling (HGEN)

HGEN 700 - Medical Genetics for Health Professionals (3 Credits)
An overview of the role of genetics in health and illness. Focus of study includes strategies for diagnosis, prevention, and treatment of genetic disease and the integration of genetics into clinical practice.

HGEN 701 - Introduction to Genetic Counseling (3 Credits)
An overview of the history and development of genetic counseling. Introduction to the fundamental components of and skills utilized in prenatal, pediatric, and adult genetic counseling.
Prerequisites: admission to program.

HGEN 702 - Psychosocial Aspects of Genetic Counseling (3 Credits)
Exploration of the impact of genetic conditions on the individual and family. Psychosocial skills will be strengthened through reading, role play, discussion, and interactions with affected individuals and families.
Prerequisites: HGEN 701.

HGEN 703 - Approaches to Ethical Challenges in Genetic Counseling (1 Credit)
Seminar in bioethical principles and their application to case management and genetic counseling. Includes lecture, case presentation, and discussion.
Prerequisites: HGEN 701.

HGEN 704 - The Genetic Counseling Process (3 Credits)
Introduction to counseling skills utilized in genetic counseling via reading, discussion, clinical observation, and role play.
Corequisite: HGEN 701.

HGEN 705 - Clinical Skills Seminar (1 Credit)
Intensive skill development focused on practical aspects of patient care for clinical rotation preparation.

HGEN 710 - Genetic Counseling Methods (3 Credits)
An integration of the student's theoretical background and clinical experiences with focus on the development of clinical skills. Format includes case presentation and discussion.
Prerequisites: HGEN 702

HGEN 715 - Contemporary Issues in Genetic Counseling (1 Credit)
Discussion forum targeted at critical evaluation of medical genetics literature and examination of current issues facing the genetic counseling profession. May be repeated for up to 4 credit hours.

HGEN 720 - Medical Genetics (4 Credits)
A study of the clinical aspects of human genetics with focus on single gene, chromosomal, and multifactorial genetic disease; the underlying molecular and biochemical principles; and determination of genetic risk.

HGEN 722 - Human and Medical Genetics (3 Credits)
Principles of genetics as they apply to medicine and basic concepts needed to understand human genetics. Current knowledge and essential areas of research in human and medical genetics.
Prerequisites: BIOL 302 and BIOL 303 or equivalent.

HGEN 725 - Human Developmental Biology I (4 Credits)
The process of normal human development and basic physiological/anatomical processes of organ systems including embryo, craniofacial, nervous, respiratory, musculoskeletal, and the integumentary systems. Clinical significance and etiologies of human malformations.
<table>
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<td>GEOG 510</td>
<td>Special Topics in Geographic Research</td>
<td>3</td>
<td>May be repeated as content varies by title.</td>
</tr>
<tr>
<td>GEOG 512</td>
<td>Migration and Globalization</td>
<td>3</td>
<td>A survey of the political, economic, and social causes and consequences of migration. Topics include migration policy, border control, settlement patterns, transnationalism, multiculturalism, and integration. Selected contemporary and historical cases.</td>
</tr>
<tr>
<td>GEOG 515</td>
<td>Political Geography</td>
<td>3</td>
<td>Concepts of space and power and their relationship to politics, elections, geopolitics, identities, law, economics, populations, and civil society.</td>
</tr>
<tr>
<td>GEOG 516</td>
<td>Coastal Zone Management</td>
<td>3</td>
<td>Analysis of the competing demands for limited resources in the coastal zone with emphasis on the role of management in the resolution of conflicts over resource use.</td>
</tr>
<tr>
<td>GEOG 521</td>
<td>Landscapes of South Carolina</td>
<td>3</td>
<td>An examination of the factors responsible for creating the contemporary South Carolina cultural landscape.</td>
</tr>
<tr>
<td>GEOG 525</td>
<td>Geographical Analysis of Transportation</td>
<td>3</td>
<td>Analysis of transportation systems and the application of geographic tools to transportation planning.</td>
</tr>
<tr>
<td>GEOG 530</td>
<td>Environmental Hazards</td>
<td>3</td>
<td>Human and environmental contributions to the generation and management of hazards originating from extreme natural events to technological failures. Contemporary public policy issues at the national and international level.</td>
</tr>
<tr>
<td>GEOG 531</td>
<td>Quantitative Methods in Geographic Research</td>
<td>3</td>
<td>A survey of basic quantitative approaches for handling and interpreting geographically related data; univariate and bivariate procedures applicable to a variety of problems.</td>
</tr>
<tr>
<td>GEOG 535</td>
<td>Hazards Analysis and Planning</td>
<td>3</td>
<td>Examination of the geo-spatial aspects of hazards analysis and planning with specific reference to disaster preparedness, recovery, mitigation, and resilience.</td>
</tr>
<tr>
<td>GEOG 538</td>
<td>Global Food Politics</td>
<td>3</td>
<td>Political, social, and cultural landscapes of food and farming around the world; issues of agricultural production, trade, consumption, and food security.</td>
</tr>
<tr>
<td>GEOG 541</td>
<td>Advanced Cartography</td>
<td>3</td>
<td>Planning, compiling, constructing, and evaluating thematic maps. Theory and practice in scribing, separation and screening, color proofing, and map reproduction. Discussions of the process of map communication and the ways the cartographer can improve that communication.</td>
</tr>
<tr>
<td>GEOG 542</td>
<td>Dynamic Cartography</td>
<td>3</td>
<td>Theories and principles of interactive and animated cartographic design.</td>
</tr>
<tr>
<td>GEOG 544</td>
<td>Geography of the City</td>
<td>3</td>
<td>The influence of political boundaries, historical forces, settlement patterns, and transportation processes on urban life.</td>
</tr>
<tr>
<td>GEOG 545</td>
<td>Synoptic Meteorology</td>
<td>4</td>
<td>Analysis of synoptic-scale circulation using weather maps, soundings, cross sections, thermodynamic diagrams, numerical models, and imagery.</td>
</tr>
<tr>
<td>GEOG 546</td>
<td>Applied Climatology</td>
<td>4</td>
<td>Analysis of climate applications in natural and human-modified environments. Content may include water resources, solar energy, urban planning, air quality, agriculture, and tourism. Course work includes lab and field experimentation.</td>
</tr>
</tbody>
</table>
GEOG 547 - Fluvial Geomorphology (3 Credits)
Introduction to landforms and processes associated with flowing water at the earth's surface. Hydrology, sedimentology, and theories of channel formation and drainage basin evolution.

GEOG 549 - Water and Watersheds (3 Credits)
Spatial variation of hydrology, water quality, and water-related hazards, including runoff generation, soil erosion, sedimentation, and flood hazards. Emphasizes a watershed perspective using geographic data and methods.
Prerequisites: GEOG 347, GEOL 371, or ECIV 360.

GEOG 551 - Principles of Remote Sensing (3 Credits)
Introduction to remote sensing. A variety of imaging systems including black and white, color, and high altitude color infrared photographs, LANDSAT, thermal infrared, and active microwave. Use of remote sensing for studying the extra-terrestrial environment and earth weather systems.

GEOG 552 - LiDaRgrammetric and Photogrammetric Digital Surface Mapping (3 Credits)
Introduction to fundamental concepts used to map topographic and planimetric Earth surface features using digital LiDAR (LiDaRgrammetric) and digital soft-copy photogrammetry (Photogrammetric).
Prerequisites: GEOG 363 or GEOG 341 or GEOG 345 or GEOG 551 or GEOG 563.

GEOG 554 - Spatial Programming (3 Credits)
Computer programming of spatial problems; spatial statistical analysis, interactive graphics, and computer maps.

GEOG 556 - WebGIS (3 Credits)
Web-based Geographic Information Systems (WebGIS), including concepts and principles of WebGIS, web programming fundamentals, web-based mapping techniques, and developing WebGIS applications.
Prerequisites: GEOG 363.

GEOG 560 - Source Materials for Geographic Instruction (3 Credits)
Introduction to selected materials available for all levels of instruction in geography. Emphasis on the substantive nature of the materials.
Cross-listed course: EDSE 505

GEOG 561 - Contemporary Issues in Geography Education (3 Credits)
Key concepts of geography and current approaches to teaching geography with specific attention to classroom materials, curriculum reform, cross-curricular integration, learning theory, and the use of geospatial/instructional technology.

GEOG 562 - Satellite Mapping and the Global Positioning System (3 Credits)
Technology and use of Global Positioning Systems (GPS). GPS space segment, receiver technologies, range observables, and positioning accuracy. Applications to large/medium scale mapping, remote sensing, and aerial photography.
Prerequisites: GEOG 345 or GEOG 363 or GEOG 551.

GEOG 563 - Advanced Geographic Information Systems (3 Credits)
Theory and application of geographic information systems including discussions of automated input, storage, analysis, integration, and display of spatial data. Use of an operational geographic information system.

GEOG 564 - GIS-Based Modeling (3 Credits)
Geographical information systems for modeling physical/human processes in space and time using raster and vector data. Cartographic modeling concepts, embedded models, and GIS-model coupling.

GEOG 565 - Geographic Information System (GIS) Databases and Their Use (3 Credits)
Representation, construction, maintenance, and analysis of spatial data in a geographic information system (GIS) database.
Prerequisites: GEOG 363 or GEOG 341 or GEOG 551 or GEOG 563.

GEOG 566 - Social Aspects of Environmental Planning and Management (3 Credits)
Geographical approach to environmental problems.
Prerequisites: GEOG 343.

GEOG 567 - Long-Term Environmental Change (3 Credits)
Consequences of increasing anthropogenic changes on environmental systems including the sources of change, regional impacts, and social and policy responses.
Prerequisites: GEOG 343.

GEOG 568 - Human Dimensions of Global Environmental Change (3 Credits)
Intersections of international development and environmental change; study of general theoretical perspectives balanced with case studies from the Global South.
Cross-listed course: ANTH 569
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning

GEOG 570 - Geography of Public Land and Water Policy (3 Credits)
Geography of public land, water, and related public trust resources (wildlife, timber, minerals, fuels, recreation, wetlands, coastal zones, wilderness); historical geography of policy; spatial aspects of current research and management.

GEOG 571 - Microclimatology (4 Credits)
Field techniques and processes in the atmospheric boundary layer including radiation, soil heat fluxes, turbulence, momentum, latent and sensible heat fluxes, moisture, and evaporation.
Prerequisites: GEOG 202.

GEOG 573 - Climatic Change and Variability (3 Credits)
Observations and theories of climatic change and variability as they occur at different space and time scales. Projections of future climates. Techniques used in climatic change research and impact analysis.
Prerequisites: GEOG 202 or equivalent.

GEOG 575 - Digital Techniques and Applications in Remote Sensing (3 Credits)
Introduction to digital image processing techniques and applications. Image correction, enhancement, spatial and spectral transformation. Land use/land cover classification, and change detection.
Prerequisites: GEOG 551 or equivalent.
GEOG 581 - Globalization and Cultural Questions (3 Credits)
This course examines cultural understandings of and responses to globalization, examining topics such as its history and theories, migration, economic integration and inequality, identity, social movements, and the environment.

Cross-listed course: ANTH 581

Graduation with Leadership Distinction: GLD: Global Learning

GEOG 590 - Beach-Dune Interactions (3 Credits)
Influence of wind on coastal systems, with emphasis on nearshore currents, sediment transport and bedforms, aeolian transport, and dunes. Minimum Junior standing required.

Cross-listed course: MSCI 590

GEOG 595 - Internship in Geography (1-6 Credits)
Internship in government agencies, private-sector businesses, and non-profit organizations under the joint supervision of sponsor and departmental. A maximum of three credits may be applied to undergraduate Geography major or to Geography master's degree. May be repeated to a maximum of six credits.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

Experiential Learning: Experiential Learning Opportunity

GEOG 701 - History of Geographic Thought (3 Credits)
A survey of the development of geographic philosophy and an analysis of geographic methodology.

GEOG 705 - Directed Individual Studies in Geography (1-3 Credits)
Directed research topics individually assigned and supervised by graduate faculty. May be repeated for credit.

GEOG 706 - Selected Topics in Cartography and Remote Sensing (1-3 Credits)
Special topics are offered in the form of short courses, seminars, and workshops. Students may take these offerings, by permission of the instructor, for variable credit. The course may be taken more than once.

GEOG 709 - Women Explorers and Travelers (3 Credits)
Examines in geographical and historical contexts the activities of various women travelers and explorers.

Cross-listed course: WGST 709

GEOG 710 - Seminar in Geography Education (3 Credits)
Review of recent literature on geography education with an emphasis on the national geography standards, spatial thinking and the use of geospatial technology in pedagogic contexts.

GEOG 711 - Seminar in Regional Geography (3 Credits)
An analysis of the total geographic complex of selected major world regions.

GEOG 712 - Urban Geography (3 Credits)
An investigation into the concepts of the urban field and the urban region.

GEOG 713 - Advanced Economic Geography (3 Credits)
Investigation into the locational aspects and the spatial systems of selected economic activities, from both regional and systematic viewpoints.

GEOG 720 - World Regional Geography for Teachers (3 Credits)
The physical and human geography of major world regions with emphasis on basic principles of regional geography. Cannot be used in M.A., M.S., or Ph.D. programs in geography.

GEOG 721 - Seminar in Systematic Geography (3 Credits)
Studies of the characteristics, processes, and distributions over the world of the different cultural and physical environmental elements, such as economic, political, or social activities, climate and landforms.

GEOG 730 - Seminar in Environmental Geography (3 Credits)
Review of recent geographic literature on nature-society interactions with an emphasis on identifying research themes and methodologies employed by contemporary geographers.

Prerequisites: GEOG 530 or GEOG 568.

GEOG 731 - Seminar in Quantitative Analysis in Geography (3 Credits)
Advanced quantitative approaches for handling and interpreting geographically related data. Multivariate procedures applicable to a variety of problems will be presented. For each topic the students will analyze data relating to their individual interests.

Prerequisites: GEOG 531 or equivalent.

GEOG 734 - Field Seminar in Third World Development Projects (6 Credits)
The student works in a developing country for two to four months on projects designed by instructor and funded by the host country.

GEOG 735 - Seminar in Political Geography (3 Credits)

GEOG 737 - Seminar in Spatial Cognition (3 Credits)
Selected topics in spatial cognition.

GEOG 740 - Research Trends in Geography (1 Credit)
Seminar on research trends and writing research proposals in geography.

GEOG 741 - Seminar in Cartography (3 Credits)
A seminar to familiarize students with current experimental techniques, literature, and research topics in cartography.

GEOG 746 - Seminar in Climatology (3 Credits)
Major theories, measures of climatic change and variability, climate models, statistical analysis, and climate impacts.

GEOG 747 - Seminar in Physical Geography (3 Credits)
Investigation of physical systems and processes at the earth's surface. Topics vary; landforms, hydrology, pedology, biogeography, quaternary science, human impacts on physical systems.

GEOG 751 - Digital Techniques of Remote Sensing (3 Credits)
Introduction to the fundamental principles and methods of digital image processing of remotely sensed data. Algorithms are discussed for preprocessing, enhancement, and classification mapping of digital data for agricultural, urban, geological, and environmental problems.

Prerequisites: GEOG 551 and course in computer programming.

GEOG 755 - Remote Sensing Modeling and Analysis (3 Credits)
Satellite-based information extraction; programming skills for digital image processing; self-developed modeling approaches; quantitative analysis of remote sensing data.

Prerequisites: GEOG 575 or equivalent.

GEOG 763 - Seminar in Geographic Information Systems (3 Credits)
Theory and application of modern automated approaches to handling geographic data. Includes computer oriented procedures for the input, analysis and display of spatial data. Areas covered range from census address matching to statewide natural resource systems.

Prerequisites: GEOG 563.

GEOG 789 - Area Analysis: Europe, the Latin American Republics, Asia, or the United States (3-6 Credits)
To provide the student with a substantial understanding and familiarity with the region of specialization; a multidisciplinary approach with an emphasis on geographic, political, and economic issues most significant for each region. Offered for the International Master of Business Administration program. 03: 07/05/2019.

GEOG 799 - Thesis Preparation (1-9 Credits)
GEOG 801 - Historical and Contemporary Geographic Thought (3 Credits)
A survey of (1) the philosophical and intellectual foundations of Geography as a discipline, and (2) contemporary ideas and debates in major subfields of geographic research.

GEOG 805 - Advanced Directed Individual Studies in Geography (1-3 Credits)
Advanced directed research by a PhD student on geographical topics to be individually supervised by graduate faculty. This course may be taken for 1-3 credit hours of independent study by a student working closely with a faculty member on a specific research project to be defined and agreed upon between the student and a supervising faculty member.

GEOG 810 - Advanced Seminar in Human Geography (3 Credits)
Reading intensive seminar focused on conceptual frontiers and methodological debates in contemporary human geography with a secondary emphasis on intradisciplinary and cross-disciplinary affinities. Prerequisites: any 700-level GEOG seminar course.

GEOG 811 - Advanced Seminar in Regional Geography (3 Credits)
Advanced reading and discussion of the physical, economic, social and/or cultural geography of major selected world regions.

GEOG 830 - Advanced Seminar in Environmental Geography (3 Credits)
A research seminar where students critically evaluate relevant literature, develop a research proposal, and complete a related research project in environmental geography. Prerequisites: GEOG 730.

GEOG 841 - Advanced Seminar in Cartography (3 Credits)
A topic central to cartography will be studied. Students will critically evaluate pertinent literature, develop a research proposal, and complete a related research project.

GEOG 847 - Advanced Seminar in Physical Geography (3 Credits)
Research and discussion on various topics in physical geography. Literature varies with seminar topic but will include prevailing theories, data types, and modeling strategies in climatology, meteorology, hydrology, biogeography, soils, or geomorphology. Prerequisites: GEOG 547 or GEOG 746.

GEOG 851 - Advanced Seminar in Remote Sensing (3 Credits)
Advanced reading and discussion in the following areas - 1) the theoretical bases of remote sensing; 2) remote sensing of biophysical variables such as plant and soil temperatures and moisture content; 3) advanced principles of optical and digital image processing; and 4) economic aspects of remote sensing of the environment.

GEOG 863 - Advanced Seminar in Geographic Information Systems (3 Credits)
A research seminar in which students conduct a detailed analysis of specific aspects of geographical data handling. This will include the design, implementation, and management of an operational geographical information system.

GEOG 899 - Dissertation Preparation (1-12 Credits)

Geology (GEOL)

GEOL 501 - Principles of Geomorphology (3 Credits)
The process of earth denudation with emphasis on chemistry of weathering, stream and erosion hydraulics, quantitative analysis of land form evolution. Prerequisites: GEOL 101 and GEOL 102.

Cross-listed course: MSCI 501

GEOL 502 - Principles of Coastal Geomorphology (4 Credits)
Geological and physical controls on the morphology, development, and stability of coastlines. Analysis of waves and erosional processes, and coastal zone morphodynamics. Several required field trips. Prerequisite or Corequisite: MATH 122 or MATH 141.

Cross-listed course: MSCI 502

GEOL 503 - Regional Stratigraphy and Biostratigraphy of North America (3 Credits)
Sedimentologic, biostratigraphic, and tectonic history of North America, approached from paleogeographic considerations with emphasis on the Atlantic Coastal Plain and Continental Margin. Three hours lecture and three hours recitation per week. Required field trips.

GEOL 508 - Palynology (3 Credits)
Fundamentals of pollen analysis including morphology of modern and fossil forms, use of pollen and spores for correlation, dating, establishing phylogenetic trends, and reconstruction of ancient environments. Two lectures plus one two-hour lab per week.

GEOL 510 - Organic Sedimentation and Coal Genesis (3 Credits)
Theories of origin of coal deposits and coal-forming ingredients. Basic concepts of coal composition and classification. Practical applications of coal petrographic techniques. Two lectures plus one two-hour lab. Two optional field trips.

GEOL 511 - Advanced Paleontology (3 Credits)
Systematic, ecogetic, biogeographic, and evolutionary aspects of paleontology; lectures, practical exercises, field trips. Prerequisites: GEOL 305.

Cross-listed course: MSCI 511

GEOL 515 - Marine Micropaleontology (4 Credits)
Marine microfossils; distribution, ecology, paleoecology, and biostratigraphy; use of microfossils in marine sediments to study oceanographic history. Three lectures and two laboratory hours per week. Cross-listed course: MSCI 515

GEOL 516 - Sedimentology (4 Credits)
Modern concepts of sediment composition, depositional facies, depositional environments, and stratigraphy. Includes laboratory. Prerequisites: GEOL 325.

GEOL 518 - Surface to Subsurface Stratigraphy (3 Credits)
Surface to subsurface stratigraphic interpretation and techniques; litho- and biostratigraphy; geophysical log interpretation and subsurface presentation.

GEOL 520 - Isotope Geology and Geochronology (3 Credits)
Dating techniques for Pleistocene deposits, sediments, archaeological materials, igneous and metamorphic rocks. Cross-listed course: MSCI 521

GEOL 521 - Introduction to Geochemistry (3 Credits)
Investigation of low temperature chemical reactions controlling the geochemistry of the earth's surface. Emphasis on CO2, carbonates, oxidation-reduction, thermodynamics, isotopes, biogeochemistry.

Graduation with Leadership Distinction: GLD: Research
GEOL 524 - Environmental Radioisotope Geochemistry (3 Credits)
Introduction to radioactivity and the use of radionuclides to study environmental processes, including age-dating and biogeochemical cycling in aquatic systems. Two lectures per week.
Prerequisites: CHEM 111, CHEM 112, MATH 141.

GEOL 526 - Igneous Petrology (4 Credits)
Petrology and petrogenesis of igneous rocks; evolution of contrasting petrologic terranes. Three lectures and three laboratory hours per week.
Prerequisites: GEOL 202.

GEOL 527 - Metamorphic Petrology (4 Credits)
Petrography and petrogenesis of metamorphic rocks in orogenic belts. Three lectures and three laboratory hours per week.
Prerequisites: GEOL 202.

GEOL 531 - Plate Tectonics (3 Credits)
Geological and geophysical evidence for plate tectonics, detailed development of the plate tectonics model, and present areas of research, including measurements of plate motion using satellite geodesy.
Prerequisites: Must have passed two GEOL courses numbered 300 or above, or consent of instructor.

GEOL 537 - Field Methods in Geophysics (3 Credits)
Application of two or more geophysical field methods to a current geological problem. Independent study contract required.

GEOL 540 - Earth Science for Teachers I (3 Credits)
Survey of topics related to the origin, internal structure, and internal processes of the earth, including plate tectonics, earthquakes, volcanoes, and mountain building. Required field trips, two lectures, and three lab hours per week. Cannot be used in M.S. or PhD. programs in geology.
Cross-listed course: EDSE 548

GEOL 541 - Earth Science for Teachers II (3 Credits)
Surface processes acting on the earth; introduction to weather and climate, weathering, erosion, and sedimentary processes; landform evolution; ocean currents and tides, near-shore geologic processes. Required field trips, two lecture and three lab hours per week. Cannot be used in MS or PhD programs in geology.
Prerequisites: EDSE 548/GEOL 540.

Cross-listed course: EDSE 549

GEOL 542 - Methods in Geoscience Education Research (3 Credits)
Introduction to methods used in discipline-based education research and their application to research questions in the geosciences.
Prerequisites: C or better in least one course in GEOL, ENVR, MSCI or GEOG.

GEOL 545 - Geological Oceanography (3 Credits)
A comprehensive study of the origin and development of the major structural features of the ocean basins and the continental margins. Discussion of the techniques used in obtaining geologic data and the interpretation of sedimentary processes, volcanism, and the stratigraphy of the ocean basins.
Cross-listed course: MSCI 545

GEOL 546 - Marine Geophysics (3 Credits)
Introduction to the nature and structure of the ocean floor as revealed by geophysical techniques. Two hours lecture and three hours laboratory.

GEOL 548 - Environmental Geophysics (4 Credits)
Practical geophysical techniques for exploring the shallow subsurface. Seismic, resistivity, well log, gravity, magnetic method. Includes lectures and field exercises to collect and analyze data.
Prerequisites: MATH 141 and PHYS 201 or PHYS 211.

GEOL 550 - Sedimentary Simulations and Sequence Stratigraphy (4 Credits)
Problems of sequence stratigraphy resolved with graphic computer simulations. Sedimentary fill of basins by carbonates and/or clastics tracked as a function of rate of sediment accumulation, tectonic behavior, and sea level. Includes laboratory.
Prerequisites: GEOL 325.

Cross-listed course: MSCI 550

GEOL 553 - Marine Sediments (3 Credits)
Marine sedimentary environments; physical/biological factors which control the formation and distribution of modern marine sediments.
Prerequisites: GEOL 516.

Cross-listed course: MSCI 553

GEOL 554 - Applied Seismology (3 Credits)
Theory of seismic wave propagation. Seismic reflection data acquisition, processing, and interpretation.
Prerequisites: MATH 141; PHYS 201 or PHYS 211.

GEOL 555 - Elementary Seismology (3 Credits)
Basic elements of seismology. Mathematical development of seismic wave equations; measurement, description, and interpretation of seismic data.
Prerequisites: MATH 241.

GEOL 556 - Seismic Reflection Interpretation (3 Credits)
The interpretation of geologic structure using seismic sections. Recognition of apparent structure caused by velocity anomalies, multiples, and complex reflector geometry. Application to hydrocarbon exploration.

GEOL 557 - Coastal Processes (3 Credits)
Physical and geological processes controlling the formation and evolution of beach, barrier, and nearshore environments, including discussion of coastal management issues.
Cross-listed course: MSCI 557

GEOL 560 - Earth Resource Management (3 Credits)
An approach to problems of resource management by lecture and seminar using case studies in mineral, energy, hydrogeological, and environmental science.
Graduation with Leadership Distinction: GLD: Research Experiential Learning: Experiential Learning Opportunity

GEOL 561 - Environmental Field Geology (6 Credits)
An introduction to field methods in sedimentology, structural geology, hydrogeology and geophysics with special reference to geological hazards and environmental problems.

GEOL 567 - Long-Term Environmental Change (3 Credits)
Climatic changes of the past and their impact on the physical landscape, with an emphasis on the Quaternary period.
Prerequisites: A 200-level course in physical geography or geology or equivalent.

Cross-listed course: GEOG 567
GEOL 588 - Introduction to Micrometeorology (3 Credits)
Small-scale processes in the atmospheric boundary layers, including energy budget, radiation, soil heat transfer, humidity, viscous flows, turbulence, momentum and heat exchanges, evaporation, and marine atmospheric boundary layer.
Prerequisites: PHYS 201 and MATH 141.
Cross-listed course: MSCI 568

GEOL 570 - Environmental Hydrogeology (3 Credits)
Environmental considerations of the hydrologic cycle, occurrence and movement of ground water, aquifer analysis, and water well emplacement and construction. Water quality, pollution parameters, and the geochemistry of selected natural systems. The effects of environmental problems, waste disposal, and urban development upon the aqueous geochemical regime.
Prerequisites: GEOL 101 and CHEM 111 or their equivalents.

GEOL 571 - Soil Hydrology (4 Credits)
Saturated and unsaturated water flow through soils, pore pressure development, runoff generation, and watershed response to rainfall. Three lecture and three laboratory hours per week.
Prerequisites: PHYS 202 and MATH 142.

GEOL 575 - Numerical Modeling for Earth Science Applications (3 Credits)
Finite difference and finite element methods for solving the diffusion equation and advection-dispersion equation, with applications in hydrogeology, geophysics, geology, and marine science.
Prerequisites: MATH 142; MATH 241 is recommended.

GEOL 579 - Air-Sea Interaction (3 Credits)
The physical mechanism responsible for interaction between the ocean and the atmosphere and the influence of air-sea interaction on atmospheric and oceanic dynamics and thermodynamics on a wide variety of spatial/temporal scales.
Cross-listed course: MSCI 579

GEOL 580 - Satellite Oceanography (3 Credits)
This course provides knowledge of various techniques used in satellite remote sensing of the oceans. Key skills will be developed in satellite data processing, image analysis, and hands-on research.
Cross-listed course: MSCI 580

GEOL 581 - Estuarine Oceanography (3 Credits)
Estuarine kinematics and dynamics; classification of estuaries; estuarine circulation and mixing. Scheduled field trips are required.
Prerequisites: MSCI 314.
Cross-listed course: MSCI 581

GEOL 582 - Marine Hydrodynamics (3 Credits)
Basic principles of fluid statics and dynamics. Conservation of mass, momentum, and energy; viscosity, vorticity, and boundary layers with examples from the marine environment. Applications to and analysis of ocean currents and waves. Scheduled field trips are required.
Prerequisites: differential equations, PHYS 201 or PHYS 211.
Cross-listed course: MSCI 582

GEOL 583 - Geology and Geochemistry of Salt Marshes (3 Credits)
Geological and geochemical processes in salt marshes. Methods of geological research in marshes, including instrumental techniques, sampling design, and data analysis. Two lectures per week plus four weekends of project-oriented fieldwork and/or equivalent lab work. Scheduled field trips are required.
Cross-listed course: MSCI 583

GEOL 584 - Environmental Earth Science for Teachers (3 Credits)
The hydrologic cycle in geologic settings of this region, and the effects of urbanization and industrialization on groundwater, rivers, and coasts. The vulnerability of urban and industrial systems to natural geologic processes. Two lecture and three laboratory hours per week. Not available for graduate credit for students in M.S. or Ph.D. programs in geological sciences.
Prerequisites: introductory course in any of the earth sciences.

GEOL 586 - Field Studies in Pleistocene and Holocene Geology for Teachers (1 Credit)
Two weekend field courses dealing with Pleistocene and Holocene coastal geology, plate tectonics, sea-level change, global circulation patterns, shoreline change since 1850, and nearshore processes.

GEOL 587 - Field Studies for Teachers in Natural and Altered Barrier Island Systems (1 Credit)
Two weekend field courses dealing with barrier island and associated marsh environments, marsh productivity, the dune-beach-bar system, shoreline stabilization, and nearshore processes on natural and armored shorelines.

GEOL 588 - Paleoclimatology (3 Credits)
An overview of Earth's climate history during Cenozoic. Emphasis will be placed on Pleistocene glacial-interglacial climate variability and understanding the proxies used to reconstruct past climate changes.
Cross-listed course: MSCI 711

GEOL 591 - Stable Isotope Geochemistry (3 Credits)
Introduction to the analysis of stable isotopes of hydrogen, oxygen, carbon, nitrogen, and sulfur using mass spectrometry. Emphasis will be on the use of these isotopes in geological problems.
Prerequisites: GEOL 521.
GEOL 716 - Eustasy and Global Variations in Sequence Stratigraphy (3 Credits)
Relationship of sequence stratigraphy to sea level variations, tectonics and sedimentation. Construction and analyses of paleogeographic maps, regional cross-sections, and chronostratigraphic charts.
Cross-listed course: MSCI 716

GEOL 717 - Organic Geochemistry (3 Credits)
Sources, transport, and fate of organic matter in natural environments including soils, riverine, estuarine, coastal and open ocean sediments and waters.
Prerequisites: GEO 521L/MSCI 521.

GEOL 720 - Crystal Chemistry and Mineral Structure (3 Credits)
Principles of atomic structure and chemical variation of minerals.

GEOL 722 - Aqueous Geochemistry (3 Credits)
This course was not found in the supplied content but was listed in the program requirements. If possible, please provide us with the correct information.

GEOL 725 - Solid Earth Processes (3 Credits)
Examination of the structure and dynamics of the Earth's interior combining perspectives from geophysics and geochemistry. Focus on the lithospheric cycle.

GEOL 726 - Igneous Processes and Crustal Genesis (3 Credits)
An investigation of igneous processes and their role in crustal genesis and evolution.

GEOL 731 - Advanced Structural Geology (3 Credits)
A study of the deformation of the earth's crust including mechanics of folding, faulting, jointing, and cleavage formation. Consideration of current theories of orogenesis in relation to geophysical evidence for the structure of the earth's crust, mantle, and core.
Prerequisites: GEOL 331 and GEOL 536.

GEOL 733 - Rock Mechanics (3 Credits)
Behavior of rocks and minerals up to 10kb, 8000°C. Role of internal pore pressure and time. Interplay of theory and empiricism.
Prerequisites: MATH 300.

GEOL 735 - Regional Tectonics (3 Credits)
Integrated analysis (from both model and case history approaches) of the regional structural geology of selected classic areas and analysis of the interaction of tectonic and sedimentary processes in the production of the sedimentary sequences of selected geosynclines and basins. Weekend field trips.

GEOL 743 - Decision Making in Environmental Resource Management (3 Credits)
Environmental project planning and management. Types and magnitudes of environmental problems; environmental pathways; environmental data acquisition and analysis; protection versus restoration; risk assessment; site assessment.
Prerequisites: GEOL 560.

GEOL 744 - Decision Making in Energy Resource Management (3 Credits)
An integrative seminar for science managers. Consideration of the technical, managerial, and financial aspects of decision making in geologic enterprises, with emphasis on hydrocarbon exploration.

GEOL 745 - Petroleum Geology (3 Credits)
An introduction to exploring for oil and natural gas; concentration on specific regions with energy resources.

GEOL 750 - Basin Analysis Seminar (3 Credits)
Development of the stratigraphic systems; detailed analysis of the aims, working methods, and relations between litho-, bio-, and chronostratigraphy. Three lecture hours per week with occasional field trips.

GEOL 751 - Carbonate Petrology (3 Credits)
Detailed analysis of the processes and products of carbonate sedimentation, diagenesis, and lithification, with special emphasis upon the role of organisms in forming carbonate sediments and sedimentary rocks. Three lecture hours per week with occasional field trips.

GEOL 752 - Sandstone Petrology (3 Credits)
Sandstone properties as a response to geologic processes. Relationships between the porous microstructure of sandstones and fluid transport. Automated petrography using image analysis and pattern recognition procedures.

GEOL 754 - Oceanographic Techniques (1 Credit)
Shipboard experience with basic techniques used by geological, physical, chemical, and biological oceanographers.

GEOL 755 - Environmental Measurements and Analysis (3 Credits)
A field and laboratory course designed to acquaint students with basic techniques needed to measure and analyze various biotic and abiotic environmental parameters in estuarine and shallow water habitats. One lecture and six laboratory hours per week. 03: 07/05/2019.

GEOL 758 - Analysis of Geological Data (3 Credits)
Principles used in processing, smoothing, correlating and contouring geological data and simulating geologic processes.

GEOL 764 - Seismic Reflection Interpretation (3 Credits)
The interpretation of regional stratigraphy and structure using seismic sections. Recognition of stratigraphic sequences, sedimentary facies, and extensional and compressional structures. Application to hydrocarbon exploration.

GEOL 765 - Exploration Seismology (3 Credits)
Seismic refraction and reflection methods including sources, instrumentation, data processing, velocity analysis, seismic modeling, and interpretation.
Prerequisites: GEOL 536 or equivalent.

GEOL 766 - Advanced Seismology (3 Credits)
Advanced treatment of elastic wave propagation, ray theory, normal modes, and free oscillations; applications to determine earth structure, modeling of earthquakes.
Prerequisites: GEOL 555 or equivalent.

GEOL 770 - Ground Water Geology (3 Credits)
The evaluation of aquifer characteristics by flow nets, Theis equation and graphic solution technique for water table and artesian conditions. Methodology of pumping tests and data collection. Prediction of aquifer response through time. Analog and computer analysis and interpretation of data.
Prerequisites: GEOL 570 or equivalent.

GEOL 771 - Topics in Hydrogeology (3 Credits)
Selected topics germane to the qualitative and quantitative aspects of the hydrologic cycle.

GEOL 772 - Geologic Theories (3 Credits)
Survey of the origin and development of geologic principles.
GEOL 773 - Water Quality and Pollution (3 Credits)
The nature of water; physical, chemical, and biological quality parameters. Techniques of quantitative analysis, methods of water quality control, and pollution abatement. Hydrogeochemical interactions and effects on water quality and waste disposal.
Prerequisites: GEOL 570 or equivalent.

GEOL 774 - Solute Transport in Geologic Media (3 Credits)
Processes influencing conservative and reactive transport of solutes through porous media. Geochemistry of natural waters; transport processes for geologic and environmental contaminant problems; mathematical equations; numerical methods; field techniques.
Prerequisites: GEOL 570 or ECIV 563.

GEOL 775 - Numerical Methods in Subsurface Hydrology (3 Credits)
Formation of groundwater flow and solute transport problems, theory and practice, numerical methods, solution techniques.
Cross-listed course: ECIV 761

GEOL 781 - Physical Oceanography (3 Credits)
Geographic and hydrodynamic aspects of oceanography, with emphasis on estuaries. Physical properties of sea water and theories and methods involved in ocean currents, air-sea interaction, waves, and tides.
Cross-listed course: MSCI 781

GEOL 782 - Chemical Oceanography (3 Credits)
Chemical characteristics of sea water, distribution of properties, and chemical processes in the oceans, with emphasis on estuaries.
Cross-listed course: MSCI 782

GEOL 783 - Oceanographic Time Series Analysis (3 Credits)
Techniques in the analysis of oceanographic data sequences, including filtering techniques, fast Fourier transforms, and empirical orthogonal functions.
Cross-listed course: MSCI 783

GEOL 784 - Geophysical Fluid Dynamics (3 Credits)
Equations governing the large-scale dynamics of the atmosphere and ocean, rotational influence, shallow water equations, vorticity, quasi-geostrophic dynamics, Rossby waves, energy and enstrophy, and geostrophic turbulence.
Prerequisites: MATH 241 or ENGR 360 or GEOL 582/MSCI 582 or GEOL 781/MSCI 781.

Cross-listed course: MSCI 784

GEOL 785 - Atmospheric Dynamics (3 Credits)
Elementary applications of the basic equations, scale analysis, planetary boundary layer, atmospheric oscillations, synoptic and mesoscale systems, hydrodynamic instability, cyclogenesis, frontogenesis, energy cycle, momentum budget, and tropical motion systems.
Cross-listed course: MSCI 785

GEOL 790 - Directed Individual Studies in Geology (1-6 Credits)
Directed research topics to be individually assigned and supervised by graduate faculty.

GEOL 799 - Thesis Preparation (1-9 Credits)

GEOL 800 - Seminar (General Geology) (0-1 Credits)
Required of all graduate students.

GEOL 801 - Seminar in Paleontology (2 Credits)

GEOL 802 - Seminar in Paleobotany (2 Credits)
Readings and discussions on current topics.

GEOL 803 - Seminar in Stratigraphy (2 Credits)
Critical analysis of recent papers dealing with the reconstruction of marine paleoenvironments based on deep sea sediments. Emphasis will be placed on specific intervals of geologic time. Two discussion hours per week.

GEOL 804 - Seminar in Stratigraphy (2 Credits)

GEOL 805 - Seminar in Earth and Ocean Science Education (1 Credit)
Interactive community outreach and middle school geoscience education for graduate students interested in outreach at the K-12 level. Pass/fail grading.

GEOL 818 - Seminar in Geophysics (2 Credits)
Seminar related to current topics in geophysics.

GEOL 819 - Seminar in Tectonophysics (2 Credits)
Readings and discussion on current tectonophysical problems.

GEOL 821 - Seminar in Mineralogy (2 Credits)

GEOL 824 - Seminar in Geochemistry (2 Credits)

GEOL 831 - Seminar in Structural Geology (2 Credits)

GEOL 832 - Seminar in Structural Geology (2 Credits)

GEOL 833 - Seminar in Structural Geology (2 Credits)

GEOL 834 - Seminar in Structural Geology (2 Credits)

GEOL 841 - Seminars in Petrology (2 Credits)

GEOL 842 - Seminar in Petrology (2 Credits)

GEOL 843 - Seminar in Petrology (2 Credits)

GEOL 844 - Seminar in Sedimentology (2 Credits)

GEOL 851 - Seminar in Sedimentology (2 Credits)

GEOL 854 - Seminar in Geomorphology (2 Credits)

GEOL 861 - Seminar in Hydrogeology (3 Credits)

GEOL 862 - Seminar in Hydrogeology (3 Credits)

GEOL 888 - Data Presentation Workshop (3 Credits)
Preparation and presentation, oral and written, of geological data, discussed via examples from students’ own work and from published material.

GEOL 899 - Dissertation Preparation (1-12 Credits)

German (GERM)

GERM 500 - Survey of German Culture (3 Credits)
Historical survey of the German contribution to the intellectual and cultural life of Europe. Texts and films in German.
Prerequisites: advanced reading ability in German.

GERM 515 - Introduction to German Linguistics (3 Credits)
Structural and descriptive linguistics applied to the German language.
Cross-listed course: LING 503

GERM 516 - History of the German Language (3 Credits)
Development of German in the Germanic, Old High German, Middle High German, and New High German periods. Phonology, morphology, syntax, semantics, and the relationship between dialects and the standard language.
Cross-listed course: LING 733
GERM 517 - Introduction to the Germanic Languages (3 Credits)
Introduction to historical Germanic linguistics including a survey of the Old Germanic languages (Old English, Old Frisian, Old Saxon, Old High German, Old Norse, Gothic); comparative phonology, morphology, and syntax, typology of modern Germanic languages and dialects; and common Germanic in its Indo-European context.
Cross-listed course: LING 533

GERM 518 - German Sociolinguistics (3 Credits)
Introduction to the study of variation in Modern German. Traditional German dialectology and dialect geography, language and society, multilingualism in the German-speaking countries, German in contact with other languages.
Cross-listed course: LING 548

GERM 580 - Topics in German Film (3 Credits)
Examination of recurring themes and issues or of significant periods and influential styles in German film. Course content varies and individual topics will be announced with course title.

GERM 598 - Selected Topics in German (3 Credits)

GERM 615 - Intensive Readings in German (3 Credits)
Intensive reading for non-majors. Graduate students fulfill their foreign-language requirement with successful completion of the course. Undergraduates may take the course as an elective only by permission of instructor. Grades S/U for graduates and undergraduates.

GERM 700 - Introduction to Graduate Studies in Languages, Literatures, and Cultures (3 Credits)
An introduction to graduate studies that includes a survey of contemporary literary theory, an overview of the current state of the profession, and instruction in how to carry out research and write at the graduate level.
Cross-listed course: CPLT 700, FREN 700, SPAN 700

GERM 710 - Middle High German (3 Credits)
A study of Middle High German language and literature with special emphasis on the lyric and epic poetry of the late 12th and early 13th centuries.

GERM 711H - Old Germanic Languages - Gothic (3 Credits)
Reading and translation of texts in the Old Germanic languages: Old High German 711H, Old Saxon 711S, Old Norse 711N, or Gothic 711G. May be repeated for credit with a different letter suffix from options noted above. Reading knowledge of Moderna German required.

GERM 711H - Old Germanic Languages - Old High German (3 Credits)
Reading and translation of texts in of the Old Germanic languages: Old High German 711H, Old Saxon 711S, Old Norse 711N, or Gothic 711G. May be repeated for credit with a different letter suffix from options noted above. Reading knowledge of Moderna German required.

GERM 711N - Old Germanic Languages - Old Norse (3 Credits)
Reading and translation of texts in of the Old Germanic languages: Old High German 711H, Old Saxon 711S, Old Norse 711N, or Gothic 711G. May be repeated for credit with a different letter suffix from options noted above. Reading knowledge of Moderna German required.

GERM 711S - Old Germanic Languages - Old Saxon (3 Credits)
Reading and translation of texts in of the Old Germanic languages: Old High German 711H, Old Saxon 711S, Old Norse 711N, or Gothic 711G. May be repeated for credit with a different letter suffix from options noted above. Reading knowledge of Moderna German required.

GERM 720 - The German Renaissance and Baroque (3 Credits)
Reading and interpretation of significant literary works of the 16th and 17th centuries.

GERM 730 - The German Enlightenment and its Counter-Currents (3 Credits)
Reading and discussion of key literary and classical works from specific 18th-century movements, including Enlightenment, Storm and Stress, and Weimar Classicism.

GERM 740 - German Romanticism (3 Credits)
The development of German Romanticism, its major literary works and personalities.

GERM 750 - German Realism (3 Credits)
German Realism, its major literary works and background.

GERM 760 - German Literature from 1889 to 1945 (3 Credits)
Currents of German literature since Naturalism, accompanied by critical reading of characteristic works by major writers of the period.

GERM 770 - Recent and Contemporary German Literature (3 Credits)
The development of German literature since World War II, through critical reading and interpretation of major representative works.

GERM 775 - Seminars on Selected Topics in Foreign Language Education (3 Credits)
Topics will be identified by title in the schedule of classes. Each topic may be taken only once.

GERM 776 - The Teaching of Foreign Languages in College (3 Credits)
Basic principles of foreign language teaching in college combined with practical demonstrations. Required of all graduate assistants. This course will not count toward the 30-hour M.A. or M.A.T degree.

GERM 777 - Supervised Instruction in Teaching Foreign Languages in College (0 Credits)
Supervised direction of foreign language teaching in college. Required of all graduate assistants who are teaching. This course will not count toward the M.A. or M.A.T. degree.

GERM 780 - German Seminar (3 Credits)
Content Varies.

GERM 781 - German Seminar (3 Credits)
Content Varies.

GERM 790 - Directed Reading and Research (3 Credits)

GERM 799 - Thesis Preparation (1-9 Credits)

Greek (GREK)

GREK 501 - Herodotus (3 Credits)
Readings from the Histories.

GREK 502 - Thucydides (3 Credits)
Readings from the History of the Peloponnesian War.

GREK 533 - Sophocles (3 Credits)
Selected plays.

GREK 534 - Euripides (3 Credits)
Selected plays.

GREK 543 - Hesiod and the Homeric Hymns (3 Credits)
Readings from the Works and Days, the Theogony, and the Homeric Hymns.

GREK 550 - Greek Seminar (3 Credits)
Authors and topics not covered in other Greek language courses, chosen to meet the needs of individual students. May be repeated with the approval of the department.

GREK 560 - Independent Study (1-3 Credits)
Special projects for independent study and research.
GREK 561 - Independent Study (1-3 Credits)
Special projects for independent study and research.

GREK 614 - Intensive Grammar Review of Ancient Attic Greek (3 Credits)
Intensive review for nonmajors designed to prepare them for GREK 615.

GREK 615 - Intensive Readings in Ancient Attic Greek (3 Credits)
Intensive reading for nonmajors. A review of grammar and syntax with reading of passages from Plato’s Apology. Primarily for graduate students to fulfill the foreign-language reading requirement.

Prerequisites: GREK 614.

Higher Education (EDHE)

EDHE 600 - Special Problems in Higher Education and Student Affairs (1-3 Credits)
The course is designed to provide opportunities for the study of special topics in higher education and student affairs administration.

EDHE 720 - Advanced Study in Adult Education (3 Credits)
Review of the major tenets and theories prominent in the adult learning literature and examination of historical, social, political, economic, and cultural factors influencing contemporary adult learning.

Prerequisites: graduate course in adult learning or development.

EDHE 730 - Evolution of Higher Education in America (3 Credits)
Development of environments, institutions, and individuals relevant to American higher education since the 17th century. Covers foundational history as relevant to contemporary administration, students, faculty, curricula, and policies at institutional, state, and federal levels.

EDHE 731 - Student Affairs in Higher Education (3 Credits)
Objectives and philosophy of student affairs, organizations and administration of student affairs divisions, and current trends and issues.

EDHE 732 - The American College Student (3 Credits)
Study of theories of college student development and learning and application of theories to enhance administrative practices in American higher education. Also examines the impact of the college environment on students.

EDHE 733 - The Ideas of American Higher Education (3 Credits)
Analysis of competing ideas of higher education with the purpose of helping students construct consistent sets of beliefs about values in higher education as a guide to understanding administrative and academic decisions.

Prerequisites: EDHE 730.

EDHE 734 - The Community/Technical College (3 Credits)
Introduction to historical and current events shaping two-year college missions, programs, clienteles, and services. Preparation to assume student services and instructional positions within two-year colleges.

EDHE 735 - Academic Advising in Higher Education (3 Credits)
A comprehensive introduction to the field of academic advising with special emphasis on the topic Appreciative Advising.

EDHE 736 - Financial Aspects of Higher Education (3 Credits)
Survey of principles and practices of financing higher education institutions, including revenue generation and asset allocation. The course reviews methods of budgeting and business processes utilized by colleges and universities.

EDHE 737 - Legal Aspects of Higher Education (3 Credits)
Especially for faculty members and administrators in post-secondary institutions. Emphasis on techniques of legal research, constitutional provisions, statutory laws, court decisions, and regulations as they affect administration of higher education.

EDHE 738 - Principles of College Teaching (3 Credits)
Designed for prospective teachers in institutions of higher education. Considers the practice of teaching from philosophical, empirical, conceptual, and practical vantage points to prepare instructors for a changing and diverse student population.

EDHE 739 - Seminar on Diversity in Higher Education (3 Credits)
Survey of major topics related to social justice, diversity and inclusion in post-secondary institutions.

EDHE 740 - Equity and Access in Higher Education (3 Credits)
The legal, educational and public policy issues that affect access to higher education in America.

EDHE 741 - Seminar on Ethical Issues in Higher Education (3 Credits)
Examination of contemporary ethical issues and problems confronted by higher education administrators.

EDHE 747 - Program Design and Implementation (3 Credits)
An analysis of the theories, processes, and issues underlying the design and implementation of programs for learners in a post-secondary or professional context.

EDHE 748 - Staff Development and Training (3 Credits)
Review of the history, concepts, current techniques, and issues in staff development and training examination and application of skills required by the training practitioner and learning specialist.

EDHE 790 - Independent Study (1-3 Credits)
Independent Study Contract required.

EDHE 799 - Thesis Preparation (1-9 Credits)

EDHE 830 - Organization, Administration, and Governance of Higher Education (3 Credits)
Application of organization and administrative theory to post-secondary institutions of education, with emphasis on policy implementation.

EDHE 831 - Internship in Higher Education and Student Affairs (3-6 Credits)
Internship experience in higher education and student affairs offices. Students are placed in college, university, or agency administration offices under joint supervision of administrative personnel of these offices and faculty members. Prospectus must be submitted at least one month before start of the internship.

EDHE 832 - Special Topics in Higher Education (3 Credits)
Selected topical problems in higher education for advanced graduate students interested in the administration of higher education or college teaching. Possible topics include, evaluation, accountability, management, the learning society, the financial crisis, coordination vs. autonomy. May be used on a program of study up to three times.

EDHE 833 - Contemporary Trends/Issues in Higher Education (3 Credits)
Overview of the major trends and issues confronting American higher education.
EDHE 834 - Internship in College Teaching (3-6 Credits)
Designed to provide opportunity for supervised teaching experience in 2-year and 4-year institutions of higher education. Student will intern as teacher with day-to-day supervision by an experienced instructor. Weekly seminar on campus.
Prerequisites: EDHE 738.

EDHE 835 - Leadership in Higher Education (3 Credits)
Leadership theory and practice as applied to programs, units, and institutions in higher education. Addresses leadership strategies, options, characteristics, traits, and styles.

EDHE 837 - Higher Education and Student Affairs Practicum I (3 Credits)
Supervised experiences in different aspects of higher education and student affairs administration through work in various administrative offices at USC and other colleges.
Prerequisites: EDHE 837.

EDHE 838 - Higher Education and Student Affairs Practicum II (3 Credits)
Additional opportunities for supervised experiences in higher education and student affairs administration.

EDHE 839 - Institutional Assessment in Higher Education (3 Credits)
Concepts, models, and practice of institutional assessment. Student participation in an actual assessment project.

EDHE 851 - Comparative Higher Education (3 Credits)
Introduces students to the study of higher education in other countries, including policy and governance, finance, student life, the professoriate and related issues in comparative perspective. Includes a study abroad component with additional fees.

EDHE 890 - Independent Study (1-3 Credits)
Restricted to doctoral students. Independent Study Contract required.

EDHE 899 - Dissertation Preparation (1-12 Credits)

History (HIST)

HIST 562 - The Middle East and the United States: 1800 to the Present (3 Credits)
Political, cultural, and economic ties which have linked the Middle East to the United States. Middle Eastern views of these relationships and their impact on modern Middle Eastern history.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 599 - Topics in History (3 Credits)
Reading and research on selected historical topics. Course content varies and will be announced in the schedule of classes by title.

HIST 640 - South Carolina History (3 Credits)
South Carolina since colonization.

HIST 641 - The American South Comes of Age (3 Credits)
Changes in the Southern region since 1940.

HIST 692 - Historic Preservation Field Experience--Charleston, S.C. (3 Credits)
On-site introduction to historic preservation including research, interpretation, management, and economics of preservation. Offered only in Charleston during summer term.

HIST 700 - Topics in History (3 Credits)
Reading and research in selected historical subjects.

HIST 701 - Reading Seminar in Colonial American History (3 Credits)
HIST 702 - Reading Seminar in American History, 1789-1876 (3 Credits)
HIST 703 - Reading Seminar in American History since 1876 (3 Credits)
HIST 704 - Reading Seminar in Ancient History (3 Credits)
HIST 705 - Reading Seminar in Medieval History (3 Credits)
HIST 706 - Reading Seminar in Early Modern European History (3 Credits)
HIST 707A - Reading Seminar in Modern European History, 1789-1900 (3 Credits)
Restricted to graduate students in history.
HIST 707B - Reading Seminar in European History, 1900-Present (3 Credits)
Restricted to graduate students in history.

HIST 708 - Reading Seminar in Russian and East European History (3 Credits)

HIST 709 - Reading Seminar in British History, 1500-1815 (3 Credits)

HIST 710 - Reading Seminar in British History since 1815 (3 Credits)

HIST 712 - Reading Seminar in Special Fields (3 Credits)

HIST 713 - The Age of the Antonines (3 Credits)
A consideration of the political, social, economic, and intellectual developments in the Roman world of the second century A.D.

HIST 715 - The Crusades (3 Credits)
Holy war and realpolitik in Mediterranean; East and West relations from the 10th through the 15th centuries.

HIST 716 - Normandy, France, and England, 911-1453 (3 Credits)
The development of the French and English monarchies from the establishment of Normandy to the end of the Hundred Years’ War.

HIST 720 - Introduction to the Study of History (3 Credits)
Introduction to the field for students who intend to become professional historians. Covers debates concerning the writing of history with a focus on recent theoretical and methodological issues. Restricted to M.A. and Ph.D. students in history.

HIST 721 - England Under the Tudors and Stuarts (3 Credits)

HIST 722 - England Under the Tudors and Stuarts (3 Credits)

HIST 725 - Modern British History (3 Credits)
A reading course in the literature of British history since 1815.

HIST 726 - Modern British History (3 Credits)
A reading course in the literature of British history since 1815.

HIST 727 - European Intellectual History, 1815-1900 (3 Credits)
A reading course in art history, literature, and changing social thought in the 19th century.

HIST 728 - European Intellectual History, 1900-1960 (3 Credits)
A reading course in art, architecture, the cinema, literature, and social thought in the 20th century.

HIST 729 - France since 1815 (3 Credits)
Readings in the political, social, economic, and cultural history of modern France.

HIST 730 - Russia from Peter the Great to Nicholas I (3 Credits)
The history of Russia from 1675-1855.
HIST 731 - Russia, 1855-1930 (3 Credits)
A reading course dealing with specific problems of modern Russian history.

HIST 732 - European Diplomatic History, 1870-1914 (3 Credits)

HIST 733 - Contemporary Europe (3 Credits)

HIST 734 - Empire and Nation in Modern Europe (3 Credits)
Comparative study of the concepts and dynamics of empire and nation in 19th- and 20th-century Europe.

HIST 735 - State and Society in Eastern Europe (3 Credits)
Selected topics in the development of the area in the 19th and 20th centuries.

HIST 739 - Readings in Pre-Modern Chinese History (3 Credits)
Selected topics in the history of China from the founding of the Han Dynasty in 202 B.C. to the end of the Ming Dynasty in A.D. 1644.

HIST 740 - China and the West, 1840-1949 (3 Credits)
A reading course on political, intellectual, and social changes in China resulting from the increased contacts with the West.

HIST 741 - Readings in the Social History of Sport (3 Credits)
A reading and discussion of the analytical and critical literature on sport history.
Cross-listed course: PEDU 741

HIST 744 - French Revolution and Napoleonic Era (3 Credits)
Reading course in the historical literature of the revolutionary era, including the 18th-century background.

HIST 745 - Readings in Modern Japanese History (3 Credits)
Topics include the Meiji Restoration, industrialization, nationhood and nationalism, World War II, and postwar changes.

HIST 748 - The Middle East and North Africa, 1798-1962 (3 Credits)
A reading course emphasizing political, intellectual, social, and religious movements in the Ottoman Empire and its successor states. Special attention to the growth of contacts between the Middle East and the West.

HIST 752 - Readings in American Colonial History (3 Credits)

HIST 753 - The Coming of the Civil War, 1815-1860 (3 Credits)
A study of the various factors which produced a breakdown of the democratic process in the United States and produced a domestic war.

HIST 754 - Rise of Industrialism (3 Credits)

HIST 755 - Contemporary United States (3 Credits)

HIST 756 - United States History, 1800-1850 (3 Credits)

HIST 757 - African American Women in Nineteenth and Twentieth Centuries (3 Credits)
This course will acquaint students with some of the secondary literature in African American women's history from the late nineteenth century through the twentieth century. The course examines the impact of race, gender, and class on the lives of black women and explores the historical relationship between African American women, work, family, community, and politics.
Cross-listed course: WGST 757

HIST 758 - Capital City Field School: Theory and Practice of Historic Preservation (3 Credits)
Introduction to theory and practice of historic preservation, taught in Columbia through on-campus classes, off-campus meetings with working professionals, and site visits around the Midlands.

HIST 761 - Southern Intellectual and Cultural History (3 Credits)
A study of the Southern mind together with an investigation of such other aspects of Southern civilization as are clearly related to the mental life of the region.

HIST 762 - The New South (3 Credits)
A survey of the economic, social, and political development of the Southern region since 1876.

HIST 763 - Victorian America (3 Credits)
Readings in the social and political history of the United States in the period from Reconstruction to the First World War.

HIST 764 - History of American Women (3 Credits)
Selected research topics on the cultural, social, economic, and political roles and contributions of American women.
Cross-listed course: WGST 764

HIST 765 - Readings in American Diplomatic History, 1776-1914 (3 Credits)

HIST 766 - Readings in American Diplomatic History, 1914-present (3 Credits)

HIST 770 - Latin American History (3 Credits)
Readings in selected topics in Latin American history.

HIST 772 - Exploring Ethnohistory (3 Credits)
Cross-cultural study of history. Includes theoretical perspectives and cases from the Americas, Europe, Africa, and Asia.
Cross-listed course: ANTH 773

HIST 773 - History of Mexico (3 Credits)
Readings in the political, economic and social history of Mexico.

HIST 774 - Atlantic World History, 15th to 19th Century (3 Credits)
Analysis of the methodological, conceptual, and historiographical debates dealing with the social, political, and cultural process that linked the continents bordering the Atlantic Ocean from the 15th to the 19th century.

HIST 775 - Comparative History of Slavery in the Americas from the 15th to the 19th Century (3 Credits)
Comparative approaches to the methodological, conceptual, and historiographical debates of slavery and the African Diaspora in the Americas, 15th to the 19th century.

HIST 776 - History of Brazil (3 Credits)
Readings in the political, economic and social history of Brazil.

HIST 780 - Readings in Modern Military Thought (3 Credits)
Major military thought from the French Revolution to the present.

HIST 781 - History and Theory of Museums (3 Credits)
Museums as central places for the creation, presentation, and representation of human knowledge and enhancement of civic ritual in modern states. U.S. museums considered in international context.

HIST 782 - Business History (3 Credits)
Readings in the modern history of business in Europe and America.

HIST 783 - History and Theory (3 Credits)
Examination of theory and case studies highlighting current themes in cultural history. Topics may include memory, ethnicity and race, gender and sexuality, popular culture, and truth and objectivity.

HIST 784 - Modern British Material Culture (3 Credits)
Use of material culture by historians of modern Britain including the country house, food and drink, slums and suburbs, the seaside resort, and the public school.
HIST 785 - Comparative History of Time (3 Credits)
Historical study of time-consciousness; how different modes of production have stimulated different forms of time-consciousness in American and other cultures.

HIST 786 - Comparative Applied History, U.S. and U.K. (3 Credits)
Summer field school in the U.K. to provide comparisons with U.S. theory and practice in archives administration, museum management, and historic preservation.

HIST 787 - Material Culture Studies (3 Credits)
Seminar in historical study of material culture; principal disciplinary and theoretical perspectives; emphasis on material culture of North America. Cross-listed course: ANTH 787

HIST 788 - Memory, History, and Space (3 Credits)
A seminar in the historical study of buildings, the built environment, and cultural landscape.

HIST 789 - Historic Site Interpretation (3 Credits)
An examination of the issues and problems in the interpretation of historic house museums and historic sites, with special emphasis on the development of an interpretive exhibit related to state and local history. Field trips.

HIST 790 - Archival Administration and Techniques (3 Credits)
The nature, value, and use of public and private archives; the principles and techniques for preservation, arrangement, description, and reference service for archives, personal papers, and historical manuscripts.

HIST 791 - Historical Editing (3 Credits)
An introduction to and a synopsis of the editorial process, including canons of selection and textual criticism; the editorial commitment; annotation; preparing manuscript for the printer; and the one-person editorial project.

HIST 792 - Historic Preservation (3 Credits)
An examination of the preservation process, including the history of historic preservation, the development of preservation administrative systems, and preservation research methods and strategies. Field trips.

HIST 793 - State and Local History (3 Credits)
An intensive inquiry into the source materials of South Carolina and the unique problems associated with state and local history.

HIST 794 - Research for Teaching (3 Credits)
Course to familiarize M.A.T. students with the basic bibliographic aids and printed sources useful for the preparation of lectures.

HIST 795 - Special Topics: Study Travel in History (1-6 Credits)
Class time will be spent preparing a project that can be completed by faculty-supervised travel in the United States or abroad. Designed to be offered during summer sessions.

HIST 796 - European Historiography (3 Credits)
A course whose purpose is to acquaint students with the development of European historiography, schools of historical thought and interpretation. This course or HIST 797 is required of all history graduate students.

HIST 797 - American Historiography (3 Credits)
A course whose purpose is to acquaint students with the development of American historiography, schools of historical thought and interpretation. This course or HIST 796 is required of all history graduate students.

HIST 798 - Internship in History (3 Credits)
The application of historical skills in a sponsoring historical or public agency.

HIST 799 - Thesis Preparation (1-9 Credits)
For master's candidates.
HPEB 511 - Health Problems in a Changing Society (3 Credits)
Current and emerging health problems in society: causes, effects, and prevention.
Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy

HPEB 512 - Southern Discomfort: Public Health in the American South (3 Credits)
Investigation of the unique health and disease profile of the American South, including regional disparities that remain unresolved despite a public health revolution. Topics range from endemic diseases of the antebellum period to the current HIV/AIDS crisis, and ethics of research.

HPEB 513 - Race, Ethnicity, and Health: Examining Health Inequalities (3 Credits)
A comprehensive overview of race/ethnicity and health. Class discussions will focus on comparing health status and health outcomes of different racial/ethnic groups in the U.S. and discussing possible explanations for inequalities from a behavioral science perspective.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

HPEB 521 - The Total School Health Program (3 Credits)
A course designed to acquaint the student with the various facets of the modern school health program. Includes school responsibilities for health and safety instruction, school health services, school environmental health problems, school and community relationships, resources for health, and evaluation of programs.

HPEB 540 - Drug Prevention (3 Credits)
Nature of drug actions, motivational factors that influence the use and abuse of drugs, and examination and evaluation of procedures to provide effective drug prevention efforts.

HPEB 542 - Tobacco Prevention and Control in Public Health (3 Credits)
Examines policies and practices for tobacco prevention and control in public health.

HPEB 547 - Consumer Health in Contemporary Society (3 Credits)
An analysis and appraisal of issues related to the production and distribution of products and services as these activities affect consumer health.

HPEB 550 - Behavioral Concepts and Processes for the Health Professional (3 Credits)
The development of interpersonal skills in dealing with health clients in various settings.

HPEB 551 - Medical Anthropology: Field Work (3 Credits)
Application of observation techniques, field notes, informant interviewing, and secondary data analysis to interpreting differential perceptions of health problem solving in the community and clinic.

HPEB 552 - Medical Anthropology (3 Credits)
Socio-cultural factors in health, illness, healing, and in medical systems. Cross-cultural and ethnographic evidence for public health research and program applications.
Cross-listed course: ANTH 552
Graduation with Leadership Distinction: GLD: Research

HPEB 553 - Community Health Problems (3 Credits)
Identification and analysis of major community health problems, their causes, the roles of individuals, community agencies, and government in affecting their solutions. Emphasis upon personal involvement and the responsibility for community health.
Graduation with Leadership Distinction: GLD: Community Service

HPEB 555 - Managing Stress (3 Credits)
Conceptualizing the nature of the stress; psychological, emotional, and spiritual aspects of stress; competency in the active management of stress and mobilizing support.

HPEB 560 - Cooking Up a Storm: Food, Globalization, Localization, and Health in the South (3 Credits)
The role of food in defining our relationships to our family, community, nation, and world. How food underlies much of the political, economic, and social struggles throughout the world.

HPEB 620 - Nutrition Through the Life Cycle (3 Credits)
Examination of nutritional concerns, requirements, and metabolism from pre-conception through the aging process; analysis of cultural, environmental, psychosocial, physical, and economic factors affecting nutritional status through the life cycle; and methods for assuring adequate nutrition through dietary selection, promotion of healthy eating throughout the life cycle and nutritional assessment for each state of the life cycle.

HPEB 621 - Maternal and Child Health (3 Credits)
Public health issues, social and behavioral science, policies, programs, and services related to maternal and child health in the United States and other countries.
Cross-listed course: WGST 621
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

HPEB 627 - Lesbian, Gay, Bisexual and Transgender (LGBT) Health (3 Credits)
Health status and concerns of lesbian, gay, bisexual, and transgender communities. Includes an examination of measurement issues and methodological considerations in research, as well as intervention efforts targeting LGBT populations.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

HPEB 631 - Health Promotion for Elementary and Middle School Teachers (3 Credits)
A multimedia course emphasizing health education strategies for major S.C. health problems, risk factors, and concepts of positive health behavior.

HPEB 640 - Behavioral Economics in Public Health (3 Credits)
The ways behavioral economics can help achieve goals in public health and health care. How behavioral insights can be applied to reach promotion aims ranging from achieving weight loss to medication adherence to appointment attendance.

HPEB 653 - Nutrition Assessment and Counseling (3 Credits)
Assessment of nutritional outcomes and work with research participants/patients. Methods for collection of dietary data, anthropometry, and body composition, including the use of new technologies. Nutrition counseling and interviewing techniques useful in gathering nutrition information.

HPEB 654 - Maternal and Child Nutrition (3 Credits)
A survey of current concepts in clinical and public health nutrition which are unique to infants, children, and pregnant and lactating women.

HPEB 674 - Social Networks, Social Capital, and Health (3 Credits)
Examination of health sciences and sociological research on social networks, social capital, and health. Theoretical and methodological foundations for network analysis of social relationships and health, design of public health interventions, and use of online social networks to promote health. Key constructs include social support, social capital, and social diffusion.
HPEB 679 - Addressing Childhood Obesity through Community Approaches (2 Credits)
Approaches for prevention of childhood obesity, using perspectives from public health, social work, exercise science, pharmacy, medicine, and behavioral nutrition. Training to teach diet/physical activity lessons in elementary school settings.

Cross-listed course: SOWK 679

HPEB 680 - Laboratory Techniques in Physiological Measurement (3 Credits)
Practical laboratory skills and theoretical bases of measurements in human physiology, bioelectric potentials, respiratory physiology, energy expenditure, body composition, temperature regulation, and biochemical assays.

HPEB 683 - Contemporary Topics in Sexual Health (3 Credits)
Comprehensive overview of contemporary topics in sexual health.

HPEB 684 - HIV/STI Prevention (3 Credits)
The role of effective behavioral interventions in preventing the spread of the human immunodeficiency virus (HIV) and other sexually transmitted infections (STI) among diverse populations.

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Research

HPEB 690 - Independent Study (1-6 Credits)
Topics to be assigned and approved by advisor and department head.

HPEB 700 - Concepts and Methods in Health Promotion (3 Credits)
Fundamental principles and practices of public health promotion including history, ethics, cultural competence, professional responsibilities, overview of theory and models, and selection and implementation of instructional methods.

HPEB 701 - Theoretical Foundations of Health Promotion (3 Credits)
Role of theory in shaping research and practice in health promotion and education; historical and ongoing interaction between health education and the applied social sciences.

HPEB 702 - Planning Health Promotion Programs (3 Credits)
Health promotion planning frameworks; issues in planning, implementing, and evaluating health promotion programs in a variety of settings.

HPEB 703 - Public Health Education Seminar (1-3 Credits)
An examination of controversial and critical issues confronting the health educator, including ethical and professional concerns relating to the practice of health education in a variety of settings.

HPEB 704 - Health Education Research Seminar (1 Credit)
Presentation and discussion of research topics in health education. May be repeated for up to a total of 3 hours.

HPEB 705 - Contemporary Concepts of Health and Health Education (3 Credits)
This course will explore and analyze various concepts of health, disease, and illness as applicable to health education. Consideration will be given to alternative concepts of health and their implications for directions in health education.

HPEB 706 - Consultation in Health Systems (3 Credits)
Consultation for role, program, and organization development in local and state health agencies, and in communities. Advanced practice in consulting roles aimed at system change.

HPEB 707 - Health Promotion Research Methods (3 Credits)
Research methods applicable to the study of individual and group health behavior. Interfaces behavioral theory, research design and methods, and data analysis/interpretation. Introduction to evaluating health promotion research and evaluation.

HPEB 708 - Health Education Methods (3 Credits)
Curricular planning and instructional strategies utilized in public health education settings.

HPEB 709 - Stress and Support Concepts and Management (3 Credits)
Identifies environmental, organizational, interpersonal, and individual patterns of stress with particular reference to health professionals; competency in the active management of stress and mobilizing support in health settings and organizations is evaluated.

HPEB 710 - Evaluation of Health Promotion Programs (3 Credits)
Planning and implementation of health education program evaluations. Emphasis on political, practical, and theoretical aspects of evaluation.

Prerequisites: HPEB 700.

HPEB 711 - Applied Health Communication (3 Credits)
Application of communication, media, and health behavior theory to the development of health communication messages and campaigns.

HPEB 712 - Changing Health Practices (3 Credits)
Students plan and implement a class on changing a health practice such as exercise, diet, or smoking. Lectures and reading assignments on theoretical foundations of how to conduct classes in changing health practices.

HPEB 713 - Behavioral Aspects of Physical Activity (3 Credits)
Psychosocial and behavioral factors in physical activity. Topics include mental health effects of exercise, behavior change theories applied to physical activity, and physical activity determinants and interventions.

Cross-listed course: EXSC 710

HPEB 715 - Qualitative Research Methods in Public Health (3 Credits)
An overview of qualitative data collection and analysis methods commonly used in public health research with an emphasis on practical applications and hands-on experience.

HPEB 720 - Coordinating the School Health Program (3 Credits)
For persons administratively responsible for the school health program and for individuals involved in discharging the various responsibilities. Characteristics of the Health Education Coordinator; areas of responsibility, policies and procedures relative to health education needs; curricular patterns; criteria for an extensive evaluation of selected school health programs.

Prerequisites: HPEB 521.

HPEB 722 - Health Education Curriculum Development (3 Credits)
The basis and nature of the health curriculum, its development, and appraisal of state and national health education curricula.

HPEB 726 - Prevention of Teen Pregnancy (3 Credits)
Design and implementation of community-based educational practices and services to prevent teen pregnancy.

HPEB 730 - Programs for Patient Education (3 Credits)
Knowledge and skills for identifying needs, obtaining support, designing curricula, organizing resources, training personnel, implementing activities, and evaluating patient education programs are presented.

HPEB 731 - Health Promotion for Older Adults (3 Credits)
Research and practice issues in health promotion with older adults, including the impact of ageism, ethnicity, gender, normal aging changes, self-management skills, and social networks on healthy aging.

HPEB 742 - Alcohol, Drugs, and Public Health Policy (3 Credits)
Public health policy issues related to treatment, prevention, research, and education in the field of alcohol and drug abuse.
HPEB 748 - Community Health Development (3 Credits)
Organizational development, policy influence, capacity building, empowerment, community diagnosis and coalition development for enhancing health.

Graduation with Leadership Distinction: GLD: Community Service

HPEB 750 - Health Implications of Stress and Disease (3 Credits)
Caustive agents of chronic disease, with particular emphasis placed on those illnesses which have been termed psychosomatic and related to or caused by stress; physiological response of the individual to contemporary psychological stressors as well as methods of adaptation and prophyaxis.

HPEB 751 - Physical Activity and Health (3 Credits)
An examination of physical activity/exercise habit patterns as they relate to health status. Emphasis on the chronic effects of exercise.

HPEB 752 - Nutrition and Public Health (3 Credits)
A study of the relationships between human nutrition to public health and the potential for risk reduction through health education.

Prerequisites: HPEB 502 or equivalent.

HPEB 753 - Obesity and Eating Disorders (3 Credits)
The public health implications of obesity and eating disorders, considerations of causes, and intervention strategies.

HPEB 754 - EXSC 700 or HPEB 700 or consent of instructor (3 Credits)
Role of the physical activity specialist within the community health department. Development, initiation, and evaluation of campaigns, resources, community capacity building, and coalitions to promote physical activity.
Prerequisites: EXSC 700 or HPEB 700.

HPEB 760 - Health Education in Occupational Worksites (3 Credits)
An overview of health education program models and strategies designed for workers in industry and business.

HPEB 769 - Interdisciplinary Perspectives on Child Abuse and Neglect (3 Credits)
Current knowledge about child abuse and neglect, including typologies, etiology, effects, and current practice interventions.

HPEB 770 - Health Education in Developing Countries (3 Credits)
Development of programs in predominantly rural third world countries. Foreign nationals may substitute this course for HPEB 700.

HPEB 771 - Socio-Cultural Perspectives on Population Health (3 Credits)
Theories, measurement, and empirical evidence related to macro-level factors and health. How socio-cultural and physical environments as well as socially ascribed identities can constrain or promote health.

HPEB 772 - Current Trends in Developing World Health (3 Credits)
Current issues in health of the developing world as represented in literature, policy documents, and program materials. For students having worked either in public health or in the developing world.

HPEB 773 - International Public Health Seminar (1 Credit)
Various lecturers address the state of the art of public health strategies for third world countries aimed at the reduction of death and disease. Repeatable up to a maximum of 3 credit hours.

HPEB 779 - Injury Prevention and Control (3 Credits)
Etiology of injuries and strategies for their prevention are examined within an interdisciplinary framework.

HPEB 782A - Teaching Internship (Health) (3 Credits)
Application of effective teaching techniques and organization of instructional settings in health for K-12.

Prerequisites: acceptance to the Professional Program in Education.

Cross-listed course: EDTE 782A

HPEB 782B - Teaching Internship (Health) (9 Credits)
Application of effective teaching techniques and organization of instructional settings in health for K-12.

Prerequisites: HPEB 782A.

Corequisite: EDSE 584.

HPEB 790 - Independent Study (1-6 Credits)

HPEB 792 - Selected Topics in Health Education (1-6 Credits)
A study of selected issues confronted in health education programs.

HPEB 796 - Health Education Project (1-6 Credits)
Performance of a predetermined work or service project in a health education setting.

HPEB 797 - Applied Practice Experience (5 Credits)
The focus of this course is the synthesis and application of selected program learning objectives in the performance of an applied work or service project in a public need setting.

HPEB 798A - Public Health Practicum Seminar (3 Credits)
Synthesis and application of MPH competencies for professional development, culminating in a practicum fieldwork contract.

Prerequisites: HPEB 700, HPEB 701, HPEB 702, HPEB 707, HPEB 710, HPEB 748.

HPEB 798B - Public Health Practicum Fieldwork (3 Credits)
Performance of a limited work or service project in a public need setting, pursuit of planned, learning objectives related to previously identified aspects of the student's chosen role.

Prerequisites: HPEB 798A.

HPEB 799 - Thesis Preparation (1-9 Credits)

HPEB 802 - Implementing and Monitoring Health Promotion Interventions (3 Credits)
This advanced course will examine the process of implementing and monitoring theory- and evidence-based health promotion interventions with a strong emphasis on research interventions.

HPEB 810 - Applied Measurement in Health Education Research (3 Credits)
This doctoral seminar will examine conceptual and measurement issues regarding psychosocial constructs typically used in health education and health survey research–specifically health beliefs, health attitudes, health behaviors, health status, wellness, and perceptions of health care contexts.

HPEB 811 - Advanced Public Health Communication: Theory and Methods (3 Credits)
Advanced conceptualization, development, and evaluation of communication strategies that aim to promote public health.

Prerequisites: HPEB 711 or equivalent course.
HPEB 815 - Theory-Driven Analysis (3 Credits)
Intermediate-level overview of methods for answering theoretically-informed research questions using quantitative data. Designed for applied researchers who seek a better understanding of statistical methods from describing a population to testing a conceptual model. Practical guidance for organizing, writing about, and presenting results from basic and multivariate statistical analyses.
Prerequisites: BIOS 757 or an equivalent.

HPEB 818 - Advanced Evaluation of Health Promotion Programs (3 Credits)
Evaluation methods including formative, retrospective and monitoring techniques; survey and trend analysis; application of experimental and quasi-experimental designs, triangulation, and cost-accounting.

HPEB 820 - Public Health Advocacy and Policy (3 Credits)
Overview of the key concepts and practices in advocacy efforts to promote the health of human populations through policy, including theories and conceptual frameworks for understanding how social and political change happens. Emphasis on strategies for promoting public health policies, and methods for evaluating advocacy activities and policy impacts.

HPEB 824 - Social and Physical Environment Interventions in Health Promotion (3 Credits)
This advanced course examines issues related to planning, implementing or evaluating health promotion interventions that target change in physical and social including policy environments.

HPEB 898 - Doctor of Public Health Practicum (1-6 Credits)
Applied comprehensive fieldwork experience which facilitates the synthesis of knowledge, skills and application of DrPH core competencies and core content of the discipline. Course may be taken a maximum of 3 times. Enrollment restricted to DrPH students.

HPEB 899 - Dissertation Preparation (1-12 Credits)
Prerequisite: one full year, 18 hrs, of graduate study beyond the master’s level.

Health Services Policy Mgmt (HSPM)

HSPM 500 - Introduction to Health Care Management and Organization (3 Credits)
Provide students with overview of health services management, management techniques and the different roles and functions of the different health care services. Use of field trips and guest speakers from different health care providers.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

HSPM 509 - Fundamentals of Rural Health (3 Credits)
Overview of the delivery and financing of health care in the rural U.S., with emphasis on vulnerable rural populations and access to care.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

HSPM 510 - Comparative Health Systems and Health System Efficiency, Effectiveness, Sustainability and Equity (3 Credits)
Comparative health systems of the world including health system organization, management, financing, resource use and health outcomes.

HSPM 513 - Issues in Health Care Information Management (3 Credits)
An introduction to data management in healthcare institutions for undergraduate students and non-HSPM major graduate students. Topics include the nature of medical data, legal protections surrounding such information, and basis strategies for managing information technology resources.
Prerequisites: HSPM 500.

HSPM 514 - Introduction to Health Services Delivery and Policy (3 Credits)
Overview of health services delivery in the United States, including organization and financing of health care, health insurance practices, primary and long-term care among other topics.

HSPM 530 - Finance in Health Administration (3 Credits)
Introduction to health care finance. Course will teach reimbursement structures, regulatory mechanisms, cost control, and related factors unique to healthcare organizations.
Prerequisites: BADM 225.

HSPM 700 - Approaches and Concepts for Health Administration (3 Credits)
An interdisciplinary perspective on the field of health administration. Philosophy concepts, and skills of implementation, management, and evaluation are presented and discussed. Principles in the practice of health administration are applied to identified problems and situations.

HSPM 706 - Health and Economic Development: Interrelationships among health, poverty and economic progress (3 Credits)
Linkages among economic development, poverty, inequality and health. Direct and indirect effects of health in economic development.

HSPM 707 - Ethical Issues in Health Care and Research (3 Credits)
The ethical dimensions of decision-making in health care delivery, administration and epidemiologic research. Provides ethical foundations for discussion of topics in health-related research and practice.
Cross-listed course: EPID 707

HSPM 708 - Methods of Economic Evaluation of Health Projects, Policies and Programs (3 Credits)
Concepts and principles of economic evaluation and applications of evaluation techniques (e.g., cost-effectiveness, cost-utility, cost-benefits, decision modeling) to the real-world issues and problems.

HSPM 709 - Perspectives in Rural Health (3 Credits)
Analysis of issues and demographic, economic, and political forces affecting health care delivery systems in rural America. Examines structure of federal and state public health programs that impact rural health.

HSPM 711 - Health Politics (3 Credits)
Analysis of issues and forces affecting health delivery through the public sector; major models of political decision-making; and current health legislation. 03: 07/05/2019.

HSPM 712 - Health Economics (3 Credits)
A critical introduction to the application of economic analysis to problems in the health care field. Related scientific literature.

HSPM 713 - Information Systems in Health Administration (3 Credits)
Understanding and optimizing the use of health information systems and allied technologies including electronic medical records to improve healthcare organizations’ performance in the areas of care delivery, operations management, quality, safety, and accessibility of healthcare services.
HSPM 714 - Perspectives in Community Health Organizations (3 Credits)
Origins/functions of public health and the U.S. health-care system; special attention to public health perspectives, social/behavioral determinants of health and environmental health issues.

HSPM 715 - Community Assessment and the Delivery of Health Care Services (3 Credits)
An introduction to the concepts of community assessment and managerial epidemiology, and their use in the population-based planning and management of integrated health systems.

HSPM 716 - Quantitative Methods for Health Administration (3 Credits)
An introduction to quantitative methods and analytical techniques with application to health administration. The course includes the use of models and simulation for decision making and control in health administration.
Prerequisites: HSPM 775 or BIOS 700.

HSPM 717 - Health Services Research Methods I (3 Credits)
Evaluation of the efficiency and effectiveness of health programs. Different research designs will be discussed in terms of their relevance to specific evaluation problems.

HSPM 718 - Health Planning (3 Credits)
Strategy and tactics of state, regional, institutional health services planning. Special attention to the role of marketing.
Prerequisites: HSPM 733 or equivalent.

HSPM 719 - Health Services Research Methods II (3 Credits)
The role and methods of sample surveys in health administration; development of survey designs; survey procedures; questionnaire design; interviewing procedures; codebook design; utilization of computer program packages in data analysis.
Prerequisites: BIOS 700.

HSPM 720 - Health Services Research Methods III (3 Credits)
Econometric methods for making proper statistical inferences using estimates for observational data.

HSPM 722 - Sociology of Health for Health Services Managers I (1 Credit)
Sociological approaches to the study of health and the decision to seek health care.

HSPM 723 - Sociology of Health for Health Services Managers II (1 Credit)
Sociological approaches to the study of health care institutions.

HSPM 724 - Health Law (3 Credits)
Legal basis for health care activities; health care provider laws, regulations, antitrust and organizational governance.

HSPM 725 - Human Resources Issues in Health Care Sector (3 Credits)
A study of the current problems, theories, models, and strategies associated with managing human resources in the health care sector.

HSPM 726 - Applied Public Health Law for Administrators (3 Credits)
Course addresses the significant legal and ethical issues in Public Health practice; basis for Public Health actions, authorities and limitations; role of the three branches of government in Public Health protection.

HSPM 727 - Advancing Public Health Policy (3 Credits)
Advancing public health policy through design and implementation of a policy change campaign.
Prerequisites: PUBH 730.

HSPM 730 - Financing of Health Care (3 Credits)
Application of the principles of financial management to the systems involved in the delivery of health care. 03: 07/05/2019.
Prerequisites: BADM 660 or equivalent.

HSPM 731 - Health Care Finance I (3 Credits)
Provides working knowledge of financial management techniques for managers in the health care sector.
Prerequisites: HSPM 733.

HSPM 732 - Health Care Finance II (3 Credits)
Provides knowledge base and decision-making tools for financial management in health care organizations using financial management tools and principles.
Prerequisites: HSPM 731.

HSPM 733 - Health Care Management Accounting (3 Credits)
Financial accounting and internal accounting for management decision-making, including cost determination, cost control, performance evaluation and financial planning.
Prerequisites: Undergraduate course in accounting or competency in accounting through personal study of an undergraduate accounting text.

HSPM 764 - Long-Term Care Administration (3 Credits)
An overview of management and policy concepts and issues pertaining to long-term care facilities and programs.

HSPM 765 - Leadership in Health Care Organizations (1 Credit)
Seminar on theory of and practice of leadership as a manager in the health care industry.

HSPM 766 - Health Services Administration I (3 Credits)
Human Resources Management in health care and allied topics.
Prerequisites: HSPM 769.

HSPM 768 - Health Services Administration II (3 Credits)
Operations management in health care, supply chain management and logistics processes, health services process improvement.
Prerequisites: HSPM 716.

HSPM 769 - Organizational Behavior (3 Credits)
To explore organizational behavior at the micro level (individuals, motivation, leadership, conflict management) and macro level (social systems, inter-organizational relationships, change and innovation, performance and strategy, organizational design), with particular focus on health care environments.

HSPM 770 - Decision Making For Health Care Executives (3 Credits)
Case study format where students identify problems, evaluate alternatives and make decisions using health care leaders in the community to prepare cases. Integration of principles learned in other health care theory and management courses.
Prerequisites: HSPM 732, HSPM 718, and HSPM 769.

HSPM 772 - International Health (3 Credits)
Overview of international health status, demographics; communicable/ noncommunicable diseases; health care needs, financing, and infrastructure delivery; and maternal and child health, family planning, and public health programs.
HSPM 774 - Quality Management in Healthcare (3 Credits)
Systems approach to quality management focusing on Lean and other quality management methods that can be directly applied in a healthcare setting. Group projects in local acute care settings allow students to practice quality management skills.
Prerequisites: HSPM 716, HSPM 731 or equivalent.

HSPM 775 - Managerial Epidemiology and Statistics in Healthcare (3 Credits)
Principles and tools of epidemiology applied to decision-making in a health care environment. Knowledge and skills useful to health services managers related to statistics, population health management and assessment of medical care processes/outcomes are taught.

HSPM 776 - Physician Practice Management (3 Credits)
Builds on prior MHA coursework on health care management to focus on specific knowledge and skills applicable to the management of physician practices.
Prerequisites: HSPM 731 and HSPM 769.

HSPM 777 - Healthcare Policy and Principles of Health Insurance (3 Credits)
Demand, supply, employment-based coverage, government-sponsored programs and managed care.

HSPM 778 - Health Care Marketing (3 Credits)
The principles of marketing applied to the health care setting. 03: 07/05/2019.

HSPM 788 - Public Health Practice Experience (3 Credits)
Applied public health practice experience addressing management or policy need in public health setting.
Prerequisites: PUBH 725, PUBH 726, PUBH 730, PUBH 735 and 6 additional hours HSPM courses.

HSPM 790 - Independent Study (1-6 Credits)
Content varies by title. Course may be repeated for a total of 6 credit hours.

HSPM 791 - Selected Topics (1-6 Credits)
Content varies by title. Course may be repeated for a total of 6 credit hours.

HSPM 796 - Health Services Policy and Management MPH Capstone Course (2 Credits)
Synthesis of foundational and HSPM MPH competencies in preparing a high quality grant proposal to address a public health problem.
Prerequisites: PUBH 725, PUBH 726, PUBH 730, PUBH 735, HSPM 712, HSPM 730, HSPM 768.

HSPM 797 - Management Residency (1-3 Credits)
On-site management project in a health care setting.

HSPM 798 - Public Health Residency (3 Credits)
Practicum in approved public health, community health, or health care setting emphasizing evaluation and service delivery planning or a project such as resolution of a management problem or evaluation of a program component.
Prerequisites: EPID 700, BIOS 700 and three additional hours in the major.

HSPM 800 - Doctoral Seminar (1 Credit)
Format for presentation of faculty research, doctoral student dissertation proposals and guest lecturers on timely issues in health care policy and management.

HSPM 818 - Economic Evaluation and Policy Analysis of Health Services (3 Credits)
The course foci is on theories and techniques used in conducting economic evaluations and policy analyses to ascertain the efficacy and effectiveness of public health and health care programs, services, and policies. Enrollment is restricted to DrPH or PhD students.
Prerequisites: HSPM 711, HSPM 712, HSPM 845 and HSPM 846.

HSPM 820 - Public Health Leadership (3 Credits)
The course is designed to give students knowledge and skills necessary to demonstrate leadership in a variety of public health venues. Course content will focus specifically on theories, skills, and techniques used in providing leadership to public health and healthcare programs, services, and policy development, and research. Enrollment Restrictions: Students must be accepted into a PhD, DrPH, or MPH program.

HSPM 845 - Advanced Study in Health Policy Management I (3 Credits)
Readings and discussion of topics relevant to research in health administration/health sciences.

HSPM 846 - Advanced Study in Health Policy Management II (3 Credits)
Readings and discussion of major topics, including institutionally based issues, in research in health administration/health sciences.
Prerequisites: HSPM 845.

HSPM 890 - Independent Study (1-3 Credits)
Directed research on a topic to be developed by doctoral student and instructor. May be repeated for credit.

HSPM 898 - Doctor of Public Health Practicum (6 Credits)
Students are required to conduct applied public health methods and strategies as a part of their practicum experience. Examples of practicum include, but not limited to development, implementation, and evaluation of public health or healthcare services, policies, organizational development, and regulatory activities.

HSPM 899 - Dissertation Preparation (1-12 Credits)
One full year, 18 hrs, of graduate study beyond the master’s level.

Hosp Retail Sport Mgmt (HRSM)

HRSM 700 - Quantitative Methods in HRSM (3 Credits)
This course introduces the basic knowledge of quantitative concepts, principles, and methods necessary for scientific investigation of research problems related to hospitality, retail, and sport management.
Corequisite: HRSM 788.

HRSM 787 - Global Seminar in Hospitality, Retail, Sport & Technology Management (3 Credits)
This is an interdisciplinary learning experience where students apply major specific constructs and current trends in hospitality, retail, sport and technology management in a study abroad context. Students will visit destinations and venues where they will interact with on site management. This course is for HRSM graduate students only and requires permission of the departmental graduate director. This course may be repeated twice for credit.
HRSM 788 - Business Analytics in Hospitality, Retail, and Sport Management (3 Credits)
The course is structured to help students apply concepts of scientific inquiry in practical business problems in the field of hospitality/tourism, retail, and sport management. This course will provide the student with an understanding of the process and the tools to support business problem identification, research design, information/data collection, data analytics, result visualization, and managerial decision-making of business cases.
Prerequisites: STAT 515.

HRSM 795 - Field Project in Hospitality, Retail, and Sport Management (6 Credits)
Work experience and participation in management decision-making in a hospitality/tourism, retail, or sport/entertainment business environment. Positions assigned on an individual basis with emphasis on oral and written communication skills, planning, and problem solving.

HRSM 888 - Research Design in Hospitality, Retail, and Sport Management (3 Credits)
The principles of research design, focusing on the application of these principles as they apply to sport and entertainment, hospitality, and/or tourism management.

Hotel Rest Tourism Mgmt (HRTM)

HRTM 518 - Hospitality Human Capital and Talent Management (3 Credits)
Effective methods for conducting, costing, and evaluating training and development procedures for hospitality supervisors and managers.

HRTM 521 - Revenue Management in the Hospitality Industry (3 Credits)
Examination of revenue management in the hospitality industry with an emphasis on the theory and dynamics of revenue management, the implementation of capacity management, forecasting and discounting.
Prerequisites: HRTM 450.

Corequisite: HTRM 421.

HRTM 537 - Multi-Cultural Dimensions of the Hospitality Industry (3 Credits)
Multicultural, multiracial, and multiethnic factors within the hospitality and tourism industry.
Prerequisites: MGMT 371 or RETL 344.

HRTM 550 - Theme Park and Attractions Management (3 Credits)
This course will give students an overview of the theme park and attractions industry. We will explore each of the areas of this industry including: history, venues, resources, ride operations, merchandising, food service and design.

HRTM 557 - Security Management of Hotels and Restaurants (3 Credits)
Individualized security programs, procedures, legal issues, and review of local, state, and federal laws that apply to the lodging and restaurant industry.
Prerequisites: HRTM 357 or equivalent.

HRTM 560 - Advanced Lodging Management (3 Credits)
Advanced principles of the management of hotels and resorts.
Prerequisites: HRTM 260.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences
Experiential Learning: Experiential Learning Opportunity

HRTM 564 - Advanced Meeting Management (3 Credits)
Analysis of current issues and problems in the meetings industry with emphasis on planning, organizing, managing, and enhancing meetings.
Prerequisites: HRTM 364.

HRTM 565 - International Lodging Management (3 Credits)
Analysis of the structure of international lodging companies, challenges of marketing U.S. lodging companies abroad, and cultural differences in international management.
Prerequisites: HRTM 260.

HRTM 567 - Timeshare and Vacation Ownership Management (3 Credits)
Management of the timeshare and vacation ownership industry.

HRTM 570 - Managing Food Service Operations (3 Credits)
An advanced study of the food-service industry and its operations both internally and externally to the physical plant.
Prerequisites: HRTM 270.

HRTM 575 - Advanced Topics in Wine (3 Credits)
A viticultural and enological study of wine and wine regions around the world; from the vineyard to the table including grape varietals, wine regions and wine service. Students must be 21 years old.
Prerequisites: HRTM 475.

HRTM 576 - Franchising within the Hospitality Industry (3 Credits)
This course will focus on the study of multi-unit and franchise operations within the hospitality and tourism industry.
Prerequisites: BADM 371.

HRTM 580 - Adventure Travel Management (3 Credits)
Analysis of the adventure travel industry throughout the world, with emphasis on the management, marketing, and operation of an adventure travel business.

HRTM 584 - Tourism Information Technology Issues (3 Credits)
Information technologies such as e-commerce, e-marketing, and e-research are examined, critiqued, and applied within a tourism context. 03: 07/05/2019.
Prerequisites: ITEC 264 or equivalent.

HRTM 585 - Advanced Club Management (3 Credits)
Advanced topics in hospitality management for the club industry.
Prerequisites: HRTM 285.

HRTM 590 - Special Topics in HRTM (3 Credits)
Advanced concepts, issues, and trends in the hospitality and tourism industry. May be taken twice for degree credit.

HRTM 591 - Golf Tourism (3 Credits)
Effective practices used in the planning, development, and promotion of golf tourism. Experiential learning component for evaluating selected issues, problem solving, and participating in the operational performance of a large golf tournament. Employment with a pre-approved golf tournament or permission of instructor.
HRTM 592 - Golf Tourism Consumer Services (1 Credit)
Examines superior customer service in high-quality business operations for a mega golf-tourism event; includes an experiential learning/fieldwork component.
Prerequisites: HRTM 591.

HRTM 593 - Golf Tourism Supervisory Skills (1 Credit)
Examines basic supervisory skills in high-quality business operations for a mega golf-tourism event; includes an experiential learning/fieldwork component.
Prerequisites: HRTM 591, HRTM 592.

HRTM 594 - Golf Tourism Leadership Skills (1 Credit)
Examines management and leadership skills in high-quality business operations for a mega golf-tourism event; includes an experiential learning/fieldwork component.
Prerequisites: HRTM 591, HRTM 592, HRTM 593.

HRTM 597 - Global Travel and Tourism (3 Credits)
Study of the economic, social, cultural, political, and environmental considerations of international tourism management and development.
Prerequisites: HRTM 280.

HRTM 720 - Hospitality Finance Methods (3 Credits)
The study of financial management related to the hospitality industry.

HRTM 730 - Strategic Leadership in the Hospitality Industry (3 Credits)
Strategic decision-making, planning, and leadership relative to the hospitality industry.

HRTM 740 - Services Management and Customer Experience in the Hospitality Industry (3 Credits)
Analysis, planning, and control of the service function in hospitality organizations with emphasis on management problems.

HRTM 750 - Hospitality Marketing and Social Media (3 Credits)
Strategic marketing process for hospitality organizations.
Prerequisites: MKTG 350.

HRTM 755 - Properties Management (3 Credits)
Feasibility studies, functional planning and design, equipment and utilities management.

HRTM 768 - Contemporary Problems in the Lodging Industry (3 Credits)
Consideration and analysis of relevant contemporary problems and issues presently facing managers in the lodging industry.

HRTM 776 - Current Issues in Foodservice Management (3 Credits)
Critical issues impacting the management of food-service organizations.

HRTM 780 - Seminar in Travel and Tourism (3 Credits)
Issues in travel and tourism.
Prerequisites: HRTM 750.

HRTM 781 - Seminar on the Olympic Games (3 Credits)
Examination of the Olympic Games, a mega sport and tourism event, and its impact on the sport, entertainment, hospitality and tourism sectors.
Cross-listed course: SPTE 781

HRTM 785 - Resort Management (3 Credits)
Management of resort complexes, including master plan development, ecological concerns, and recreational activities development.

HRTM 795 - Tourism and Hospitality Field Project (3 Credits)
Work experience and participation in management decision-making in a hospitality and tourism business environment. Positions assigned on an individual basis with emphasis on oral and written communication skills, planning, and problem solving.

HRTM 798 - Directed Study in HRTM (3 Credits)
Independent study for advanced students under faculty supervision. May be taken twice for degree credit.

HRTM 799 - Thesis Preparation (1-6 Credits)
Thesis preparation in international hospitality and tourism management.
Prerequisites: HRSM 788.

HRTM 850 - Scientific Foundations of Hospitality Management (3 Credits)
Examination of serious inquiry, philosophical foundations and schools of thought, and the contributions from social and behavioral sciences that heavily influence hospitality management.

HRTM 888 - Advanced Research Seminar in Hospitality Management (3 Credits)
Examination of hospitality research issues and research literature, including appropriate methodologies and designs.
Prerequisites: HRSM 788 or equivalent, HRTM 850.

HRTM 890 - Pedagogy in Hospitality and Tourism Management (3 Credits)
An introduction to college level teaching; major components include related theory, current research, instructional design, and the application of effective strategies in the teaching-learning process. Emphasis is also aligned with Preparing Future Faculty (PFF) for instruction and planning for future implementation in HRSM curriculum.

HRTM 895 - Ph.D. Graduate Seminar in Hospitality Management (1 Credit)
Seminar of current topics related to research, teaching and grant writing in hospitality management. As part of the PhD program requirement, the course must be taken twice during the tenure of a student at USC Columbia.
Prerequisites: HRTM 888.

HRTM 899 - Dissertation (1-13 Credits)

Instr and Teacher Educ (EDTE)

EDTE 590A - Internship in Curriculum and Assessment (3 Credits)
Internship for practice in classrooms appropriate to the level of certification sought (early childhood or elementary) related to curriculum design and assessment.
Prerequisites: admission to internship II in early childhood or elementary education.
Corequisite: EDTE 590B and EDTE 590C.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships
EDTE 590B - Internship in Teaching (3 Credits)
Internship for practice in classrooms appropriate to the level of certification sought (early childhood or elementary) related to interactive teaching.
Prerequisites: admission to internship II in early childhood or elementary education.
Corequisite: EDTE 590A and EDTE 590C.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

EDTE 590C - Internship in Professional Roles (3 Credits)
Internship for practice in classrooms appropriate to the level of certification sought (early childhood or elementary) related to professional roles.
Prerequisites: admission to internship II in early childhood or elementary education.
Corequisite: EDTE 590A and EDTE 590B.

EDTE 600 - Systematic Effective Teaching (3 Credits)
Application of research-supported effective teaching techniques to the teaching-learning process, including demonstration lessons, observations, and supervisory conferences.

EDTE 605 - Cooperative/Team Learning in Education (3 Credits)
Instructional approaches, materials, and procedures for utilizing cooperative/team learning in education.

EDTE 610 - Integrated Reading and Writing Instruction (3 Credits)
Theoretical bases and techniques for teaching reading and writing in the elementary school, using multiple subject areas.

EDTE 611 - Whole Language: Concepts and Practices (3 Credits)
development of concepts, materials, and practices to implement a whole language philosophy.

EDTE 620 - Restructuring Schools: Teachers and Classrooms (3 Credits)
Examination of issues related to restructuring schools based on different assumptions about teaching, learning, and assessment.

EDTE 621 - Middle Level School Today (3 Credits)
National trends in the middle level school; emphasis on the relationship of early adolescent developmental characteristics to organization, curriculum, instruction, and teaching.

EDTE 625 - Integrating Character Education into Instructional Programs (3 Credits)
Rationale, processes, and methodologies for integrating character education into school or school district instructional programs.

EDTE 626 - Service Learning for Schools, Community, and Workplace Responsibility (3 Credits)
Assist school personnel in designing academic, personal, civic, and workplace responsibility.

EDTE 631 - Technology to Support Instruction (3 Credits)
Introduction to computers, educational technology, and selected applications for instructional management.

EDTE 671 - Computers in Science Education (3 Credits)
Use of computer technology in teaching and managing science classes and problems in grades K-12.

EDTE 701 - Selected Topics in Teaching Science (3 Credits)
Primarily for elementary, middle, and secondary school teachers. Teachers at other levels may be accepted.

EDTE 710 - Developing as a Professional Educator (3 Credits)
Concepts and strategies to assist teachers in developing as effective and successful educators in PreK through 12 schools.

EDTE 711 - Ideas and Issues in Teaching (3 Credits)
Examination of theoretical and philosophical concepts fundamental to understanding learning and teaching.

EDTE 712 - Action Research in Teaching (3 Credits)
Introduction to action research through the investigation of a significant question or issue related to teaching in PreK through 12 schools.
Prerequisites: EDTE 710, EDTE 711, and EDRM 700 or an approved education research course.

EDTE 713 - Action Research Capstone Seminar (3 Credits)
Culminating experience that includes completion of an action research project and a thorough review of professional growth.
Prerequisites: EDTE 712.

EDTE 731 - Integration of Technology and Instruction (3 Credits)
Survey of the instructional uses of computers and other technologies.

EDTE 733 - Reading and Language Arts in Early Childhood and Elementary Education (6 Credits)
Examination and implementation of the content, goals, and methods of teaching reading and the language arts. Emphasis on the teaching of reading, oral and written expression, and listening. K-6.
Prerequisites: Admission to the MAT program.

EDTE 740 - Introduction to Project-Based Learning (3 Credits)
Introduction to Project-based Learning theory and basics of designing, delivering and assessing it. Designed for classroom teachers who have earned an initial teaching credential or its equivalent and who wish to continue their professional development through graduate education.

EDTE 741 - Applications of Project-Based Learning (3 Credits)
Acquisition of experiences required to plan, create, facilitate, and integrate appropriate instructional methodologies and technology within a Project-based Learning unit of study.
Prerequisites: EDTE 740.

EDTE 742 - Practicum in Project-based Learning (3 Credits)
A field-based practicum designed to provide experience and opportunities to demonstrate knowledge, skills, and dispositions for implementing PBL into a regular classroom setting.
Prerequisites: EDTE 740 and EDTE 741.

EDTE 750 - Evaluating Teacher Effectiveness (3 Credits)
Techniques currently being used to quantitatively analyze the behavior of a teacher and his/her students while in a classroom situation.

EDTE 755 - Teaching Environmental Education (3-6 Credits)
Rationale and strategies for teaching environmental education.

EDTE 759 - Teaching Reasoning and Inquiry Skills (3 Credits)
Definition of and methods for teaching reasoning and inquiry skills in various educational settings. Participants develop a plan of instruction based on a study of model programs.

EDTE 760 - Issues in Writing Instruction K-12 (6 Credits)
Issues in the teaching of writing, with emphasis on classroom applications K-12 and program development.
EDTE 771 - Studies and Internship I in Teaching Math-Early/Elementary Education (3 Credits)
Instructional approaches, materials and methods for primary and elementary classrooms.
Prerequisites: Admission to the MAT program.

EDTE 772 - Technology in Foreign Language Education (3 Credits)
Introduction to technology in language teaching and the connection between language acquisition and the implementation of Internet and multimedia technology.
Cross-listed course: FORL 772, LING 772

EDTE 774A - Teaching Internship (Foreign Languages) (3 Credits)
Application of effective teaching techniques and organization of instructional settings in foreign languages for K-12.
Prerequisites: acceptance to the Professional Program in Education.
Cross-listed course: FORL 774A

EDTE 774B - Teaching Internship (Foreign Languages) (9 Credits)
Application of effective teaching techniques and organization of instructional settings in foreign languages for K-12. 03: 07/05/2019.
Prerequisites: EDTE 774A.

EDTE 776 - Educating African-American Students (3 Credits)
An analysis of historical and contemporary factors that influence the education of African American children in the US. Emphasis on the knowledge, skills and dispositions required for educators and parents to provide an effective equitable education for African American students.

EDTE 777 - Analysis of Effective Instructional Practices (3 Credits)
Analysis of instructional techniques and strategies effective in fostering student achievement at various levels of schooling.
Prerequisites: master's degree and certification.

EDTE 778 - Teacher as Instructional and Professional Leader (3 Credits)
Major roles of the master teacher in instructional improvement and professional development. Emphasis on analysis and integration of instructional change and professional development classroom teaching practices.
Prerequisites: master's degree and certification.

EDTE 779 - Equity Pedagogies in Teacher Education (3 Credits)
effects of cultural diversity on instruction with emphasis on teaching strategies and programs for multicultural student populations.
Prerequisites: EDTE 777, master's degree and certification.

EDTE 779A - Teaching Internship (Theatre) (3 Credits)
Application of effective teaching techniques and organization of instructional settings in theatre for K-12.
Prerequisites: acceptance to the Professional Program in Education.

EDTE 779B - Teaching Internship (Theatre) (9 Credits)
Application of effective teaching techniques and organization of instructional settings in theatre for K-12.
Prerequisites: EDTE 779A.
Corequisite: EDSE 584.

EDTE 780 - Field Study Preparation Seminar (3 Credits)
Instructional planning, including evaluation and dissemination strategies related to improvements and innovations in the classroom. Emphasis is on preparation of written instructional plan for implementation in EDTE 781 Advanced Field Study of Teaching.

EDTE 781 - Advanced Field Study of Teaching (1-6 Credits)
Students will conduct and report results of a field study of a selected instructional innovation as specified by an implementation plan developed in EDTE 780.
Prerequisites: EDTE 780.

EDTE 782A - Teaching Internship (Health) (3 Credits)
Application of effective teaching techniques and organization of instructional settings in health for K-12.
Prerequisites: acceptance to the Professional Program in Education.
Cross-listed course: HPEB 782A

EDTE 782B - Teaching Internship (Health) (9 Credits)
Application of effective teaching techniques and organization of instructional settings in health for K-12. 03: 07/05/2019.
Prerequisites: EDTE 782A.

EDTE 791 - Global Education (3 Credits)
An examination of global issues, including the concepts of interdependence and empowerment, as organizing principles in the design of instruction for internationalizing the curriculum.

EDTE 792 - International Perspectives of Instruction (3 Credits)
A Comparative examination of the educational and instructional processes of select nations in a variety of instructional areas.

EDTE 793 - Development Education (3 Credits)
An examination of the parameters of development education in select areas of the world and its implications for educators and other development workers.

EDTE 799 - Thesis Preparation (1-9 Credits)

EDTE 811 - Developing Integrated Curricula (3 Credits)
Theoretical foundation of an integrated curriculum and implications for current practice.

EDTE 820 - Principles of STEM (Science, Technology, Engineering, and Mathematics) Integration (3 Credits)
Exploration of pedagogical practices and methodological approaches for integrating instruction across STEM disciplines.

EDTE 841 - Genre Study: Academic Writing in Education (3 Credits)
An overview of academic writing in Education as a genre. Emphasis on defining and critiquing the genre, and producing papers, articles, proposals and/or dissertations.
Prerequisites: Admission to a doctoral program in education.

EDTE 850 - Internship in Teaching (1-3 Credits)
Placement in an educational agency, clinical experience, or teacher education setting to gain supervised experience in teacher education. This course is repeatable for up to 9 credit hours. Six (6) hours of required courses in the Ph.D. in Teaching and Learning program and approval of doctoral advisor and field supervisor.
EDTE 851 - Internship in Research in Teaching and Learning (1-3 Credits)
Placement in teaching and/or learning setting to gain supervised research experience. This course is repeatable for up to 9 credit hours. Six (6) hours of required courses in the Ph.D. in Teaching and Learning program and approval of doctoral advisor and field supervisor. Professional division contract approved by instructor, advisor and department chair is required for undergraduate students.

EDTE 857 - Advanced Critical Race Theory and Education (3 Credits)
An advanced study of how Critical Race Theory is applied by researchers to investigate issues of racial justice. The study of race and racism is the primary lens of analysis in understanding disparities in educational, political, social and economic outcomes.
Prerequisites: EDFI 747

Cross-listed course: EDFI 857

EDTE 870 - Seminar in Instruction and Teacher Education (3 Credits)
Major writers, issues, and research related to instruction and teacher education.
Prerequisites: advanced graduate standing.

EDTE 899 - Dissertation Preparation (1-12 Credits)

Integrated Info Tech (ITEC)

ITEC 544 - Training Systems (3 Credits)
Theory, design, and implementation of technology-based training systems, including hardware and software solutions.
Prerequisites: C or better in ITEC 444.

ITEC 545 - Telecommunications (3 Credits)
Telecommunications systems applications and equipment allowing for the global dissemination of information.
Prerequisites: C or better in ITEC 245.

ITEC 552 - Linux Programming and Administration (3 Credits)
Shell scripting and administration in the Linux operating system.
Prerequisites: C or better in CSCE 204, or C or better in CSCE 145.

ITEC 560 - Project Management Methods (3 Credits)
Project management principles and standard practices, including software applications for project management.
Prerequisites: C or better in ITEC 362; and C or better in either ITEC 264 or MGSC 290.

ITEC 562 - Advanced Web Support Systems (3 Credits)
The development of advanced, dynamic, Web-based information systems, including the integration of back-end database-records management systems.
Prerequisites: C or better in ITEC 362.

ITEC 564 - Capstone Project for Information Technology (3 Credits)
Application of project management software, technologies, and practices to the design and implementation of real-world capstone projects.
Prerequisites: C or better in both ITEC 362 and ITEC 560.

ITEC 570 - Database Management and Administration (3 Credits)
Introduction to database administration and implementation using an enterprise-level Relational Database Management System (RDBMS).
Prerequisites: C or better in ITEC 370.

ITEC 590 - Special Topics in Integrated Information Technology (3 Credits)
Advanced concepts, issues, and trends in technology support and training management. Course content varies and will be announced in the schedule of classes by title. May be repeated twice for credit.

ITEC 702 - Technology and Training Applications I (3 Credits)
Computer application skills and concepts used in training support and business education.

ITEC 720 - Technology and Training Applications II (3 Credits)
Spreadsheet and database application skills and concepts used in training support and business education.
Prerequisites: degree candidacy and 15 hours completed or departmental approval

ITEC 742 - Enterprise Network Management (3 Credits)
Management of enterprise networks, including switched Local Area Networks (LANs), Wide Area Networks (WANs), data centers and cloud systems; monitoring and optimization of networks; emerging network technologies.
Prerequisites: C or better in ITEC 749 and ITEC 772.

ITEC 743 - Health Information Privacy and Security (3 Credits)
Healthcare privacy and security threats and solutions. Compliance with patient information privacy and information security regulations.

ITEC 745 - Telecommunications for Health Information Technology (3 Credits)
Overview of telecommunication technologies as they apply to healthcare delivery, healthcare administration, and health information exchange.

ITEC 747 - Management of Health Information Systems (3 Credits)
Overview of health information technology, electronic health records (EHR), and health information exchange (HIE), current practices, trends, and issues in health information systems management, and privacy and security of health information.

ITEC 748 - Internship in Health Information Technology (1-6 Credits)
Professional internship in health information technology. Positions assigned on an individual basis with emphasis on management decision making, oral and written communication skills, planning, and problem solving.

ITEC 749 - Principles of Informatics (3 Credits)
Integration of information technology across the business spectrum. Underlying technological developments and important business drivers of performance. Digital technology's role in relation to three major components of business performance improvement: people, processes and technology.
Prerequisites: C or better in ITEC 447.

ITEC 752 - Systems Analysis & Design for Health Applications (3 Credits)
This course applies the principles of information systems analysis and design to health processes and applications. It looks at the analysis and logical design of business processes and management information systems focusing on the systems development life cycle; and techniques for logical system design.
ITEC 754 - Analysis and Design of Information Systems and Technology (3 Credits)
Application of the principles of information systems analysis and design to organizational processes and applications. Analysis and logical design of business processes and management information systems focusing on the systems development life cycle. Techniques for logical system design.
Prerequisites: B or better in ITEC 447.

ITEC 760 - Cyberinfrastructure and Information Assurance (3 Credits)
Information Technology (IT) elements of the cyberinfrastructure; information assurance and security in the modern cyberinfrastructure; design and secure advanced systems that use, process, transmit, and store of information.
Prerequisites: ITEC 742.

ITEC 761 - Management of Cyberinfrastructure (3 Credits)
Techniques, technologies, and management tools used in modern cyberinfrastructures, including software-defined data centers, next-generation software-defined networking (NG-SDN), and cloud systems.
Prerequisites: ITEC 760.

ITEC 762 - Health Information Technology Usability and Interface Design (3 Credits)
Overview of the analysis, design, and usability of health information systems. Includes consideration of computer interfaces, Web portals, and patient portals.

ITEC 764 - Project Management for Health Information (3 Credits)
Application of project management software, technologies, and practices to the design and implementation of real-world health information technology projects. Integrates IT knowledge and skills learned in earlier graduate courses and challenges graduate students to learn new technologies and to solve real business problems.

ITEC 765 - Human Computer Interaction, Usability and Interface Design (3 Credits)
Overview of the analysis, design, and usability of information systems. Includes consideration of computer interfaces, web portals, and human-computer interaction.
Prerequisites: C or better in ITEC 749 and ITEC 772.

ITEC 766 - IT Project Management (3 Credits)
Application of project management tools to document key components of the implementation of a real-world information technology projects.
Prerequisites: B or better in ITEC 749 and ITEC 772.

ITEC 770 - Health IT Database Systems (3 Credits)
This course is an introduction to design, implementation, and management of database systems that form the foundation for health information systems.

ITEC 772 - Database Systems (3 Credits)
Fundamentals, design, implementation and management of database systems that form the foundation for information systems and data analytics.
Prerequisites: B or better in ITEC 747.

ITEC 775 - Large-Scale Health and Information Systems (3 Credits)
Design, implementation and operation of large-scale information systems for healthcare institutions. Includes EMRs, CPOE, e-prescribing, medication administration, CRM, and supply chain management.

ITEC 776 - Health Information Technology and Clinical Transformation (3 Credits)
Implementation of electronic health records (EHR) and health information exchange with focus on clinical transformation, which is the most difficult and critical component of achieving improved clinical outcomes and efficiencies from EHRs.

ITEC 777B - Tch. Intrm. M/HS-Bus. Educ (9 Credits)
Application of effective teaching techniques and organization of instructional settings for middle or high school students.

ITEC 781 - Artificial Intelligence and Informatics I (3 Credits)
Fundamental concepts in artificial intelligence, including intelligent agents, problem solving by searching, logic-based knowledge representation and inference, planning, and probabilistic reasoning. Basic techniques for building intelligent computer systems and applications to problems.
Prerequisites: B or better in STAT 700, STAT 701, BIOS 700, or BIOS 757; B or better in ITEC 749; B or better in CSCE 145, CSE 204, or ITEC 352.

ITEC 782 - Artificial Intelligence and Informatics II (3 Credits)
Artificial Intelligence concepts including algorithmic decision making. Machine learning techniques such as learning from examples, learning probabilistic models, and reinforcement learning. Applications of AI technologies, e.g. natural language processing, robotics, and perception.
Prerequisites: B or better in ITEC 781.

ITEC 785 - Enterprise Data Analytics (3 Credits)
Mathematical and software tools and quantitative reasoning to the analysis of enterprise data. Fundamental concepts and essential skills in data analytics. Critical and creative thinking about quantitative and qualitative problems involving enterprise data.
Prerequisites: B or better in MATH 174; B or better in STAT 700 or STAT 701; B or better in ITEC 749; C or better in ITEC 264.

ITEC 786 - Advanced Enterprise Data Analytics (3 Credits)
Advanced concepts, issues, and trends in data analytics. Critical thinking and quantitative and qualitative analytical skills essential for Healthcare, Engineering, and Business among many others.
Prerequisites: B or better in ITEC 785.

ITEC 787 - Advanced Data Analytics Tools (3 Credits)
Software tools in data analytics. Advanced analytics techniques. Case studies and problem sets from multiple enterprise domains.
Prerequisites: B or better in MATH 174 and STAT 700; C or better in ITEC 264.

ITEC 790 - Special Topics in Informatics (3 Credits)
Advanced concepts, issues, and trends in information technology. Course content varies and will be announced in the schedule of classes by title. May be repeated twice for credit.

ITEC 791 - Introduction to Management of Information Security (3 Credits)
Overview of information security exploring basic concepts and developing knowledge and skills of protecting valuable information assets and systems.

ITEC 792 - Management of Cyber Operations (3 Credits)
Technical and managerial aspects of IT security operations. Securing the cyberinfrastructure, detecting and mitigating intrusion, monitoring and managing computing systems.
International Business (IBUS)

IBUS 519 - Social Networks and Global Leadership (3 Credits)
A survey of social network theories and evidence that provide theoretical, empirical and practical examples of how different social network configurations achieve different function goals. Concepts are applied to case studies of multinational enterprises to illustrate the network coordination challenges of global business.
Prerequisites: C or better in IBUS 310.

IBUS 541 - Business in Latin America (3 Credits)
Discussion and analysis of business environments and business practices in the countries of Latin America.
Prerequisites: IBUS 310 for Undergraduates.

IBUS 542 - Business in Asia (3 Credits)
Discussion and analysis of business environments and business practices in the countries of Asia.
Prerequisites: IBUS 310 for Undergraduates.

IBUS 543 - Business in Europe (3 Credits)
Discussion and analysis of business environments and business practices in the countries of Europe.
Prerequisites: IBUS 310 for Undergraduates.

IBUS 544 - Business in Africa (3 Credits)
Discussion and analysis of business environments and business practices in the countries of Africa.
Prerequisites: IBUS 310 for Undergraduates.

IBUS 590 - Specialized Study in International Business (0-3 Credits)
Topics in international business. Reading and research on selected topics in the practices in the international business environment.
Prerequisites: C or better in IBUS 310.

IBUS 700 - Survey of International Business (3 Credits)
A survey of the organization and management of international business stressing the effects of international cultural, economic, and legal factors on the management function. Typical factors examined are export and import trade, transnational investment, finance, marketing, production, taxation, and the role of the U.S. national in multinational organizations.
Prerequisites: FINA 760.

IBUS 701 - International Financial Management (3 Credits)
An intensive study of international financial management. Topics include investment analysis, financing decisions, taxation, foreign-exchange risk policies, joint ventures, transfer pricing, financing of trade, and financial control of international operations.
Prerequisites: IBUS 711.

IBUS 702 - International Marketing (3 Credits)
Marketing management of the international operation stressing the viewpoint of the marketing manager who must recognize differences in market arrangements and in legal, cultural, and economic factors in different countries.

IBUS 703 - International Management (3 Credits)
Functionally integrated international strategy design and negotiation with host countries within the worldwide structure of international firms. Emphasis on decision-making in the face of rapidly changing international conditions.
Prerequisites: IBUS 711.

IBUS 704 - Comparative Corporate Governance (3 Credits)
Systematically compare and contrast corporate governance systems across a variety of countries.

IBUS 705 - Global Business Management (3 Credits)
Examines the management of strategic, structural and informal processes within multinational corporations, and how to lead a global workforce.

IBUS 706 - Nations States, Regional Networks and Global Markets (3 Credits)
Introduces conceptual perspectives for understanding dramatic economic events in the global economy; a comparative view of national institution-based systems.

IBUS 707 - Comparative Institutional Systems (3 Credits)
Cross-listed course: DMSB 741

IBUS 708 - International Business Legal Environments (3 Credits)
Practical knowledge and skills to operate effectively and avoid unexpected losses when doing business in international markets under a foreign legal system.

IBUS 709 - International Intellectual Property Management (3 Credits)
Equip managers with the tools to identify intellectual property assets, manage asset development and implementation, and to create intellectual property strategies tailored to business objectives.

IBUS 710 - Global Stakeholder Management (3 Credits)
Survey of the managerial, political, economic, sociological and psychological foundations of global stakeholder management and engagement through extant theory and case study examples of successful and failed stakeholder management strategies in various industries and multiple countries.
IBUS 711 - Global Corporate Valuation (3 Credits)
Application of key corporate valuation models in evaluating different business situations facing multinational corporations.
Prerequisites: DMSB 715 or IBUS 701.

IBUS 712 - Currency Markets, Exchange Risk, and Currency Derivatives (3 Credits)
Structure of the global currency markets, currency derivative products, and the management of exchange risk.
Prerequisites: DMSB 715 or IBUS 701 and FINA 737.

IBUS 713 - Global Financial Markets (3 Credits)
Advanced issues in the structure of global financial markets, including the Eurobond, foreign bond, syndicated credit, Euronote, and swap markets.
Prerequisites: DMSB 715 or IBUS 701.

IBUS 714 - Global Equity Investments (3 Credits)
Theory and quantitative tools useful for asset allocation and security selection with a focus on equity investments, and the process of active tactical asset management in a global setting from the perspective of a global money manager.
Prerequisites: DMSB 715 or IBUS 701.

IBUS 715 - Foreign Market Entry and Growth (3 Credits)
International market selection, foreign market entry, and growth and regional expansion strategies.
Prerequisites: DMSB 716 or IBUS 702.

IBUS 716 - Cross-border Alliances and Joint Ventures (3 Credits)
Strategic management of cooperative strategies (e.g., joint ventures, strategic alliances, cooperative agreements).
Prerequisites: DMSB 711 or IBUS 700.

IBUS 717 - Managing Cross-border Teams (3 Credits)
How the presence of members from multiple national cultures and multiple national locations affect the functioning of teams within the multinational corporation.
Prerequisites: DMSB 714 or IBUS 700 or MGMT 770 or MGMT 799.
Cross-listed course: MGMT 729

IBUS 718 - Consulting and Organizational Development in MNCs (3 Credits)
Restructuring and transformation initiatives within multinational organizations as internal consultants and/or change agents.
Prerequisites: DMSB 711 or IBUS 700 or MGMT 779.
Cross-listed course: MGMT 730

IBUS 719 - Social Networks and Global Leadership (3 Credits)
Survey of social network theories and evidence, such that you are able to better identify, build, and navigate the social settings in which your career unfolds. Concepts are applied to several case studies of multinational enterprises to illustrate the network coordination challenges of global business.

IBUS 720 - International Entrepreneurship (3 Credits)
Develop a business plan for a global startup, integrate international strategy into the business model and financing strategy, analyze the costs of internationalization.

IBUS 721 - Advanced International Marketing (3 Credits)
Analysis of advanced topics and practices in international marketing as viewed from the perspective of a multinational enterprise.
Prerequisites: DMSB 702 or IBUS 702.

IBUS 722 - Export Marketing (3 Credits)
Provides a sound understanding of the role of exporting in the internationalization process and of key features of the environment in which exporters operate. Also covers selected topics of export marketing procedures.
Prerequisites: DMSB 702 or IBUS 702.

IBUS 723 - International Advertising (3 Credits)
International dimensions of advertising and other forms of marketing communication from three perspectives: the seller, society, and advertising agencies and other providers of marketing communication services.

IBUS 726 - The Business Case for Services Offshoring (3 Credits)
How to formulate and present a professional judgment on a corporate initiative (like services offshoring) with a sound business case based on the elements of cost, benefit, risk, and strategic flexibility.

IBUS 727 - Economic Development and Global Strategy (3 Credits)
Theoretical and comparative empirical perspectives on the roles of state and business in economic development; politics of economic reform and the impact of business strategies on development. Cases drawn broadly from emerging markets, advanced economies, and economic history.

IBUS 728 - Risk Management and Security Strategies in International Business (3 Credits)
Analyze how multinational enterprises interact with political, sociocultural and economic environments worldwide with a focus on security threats on multinational companies and overseas investments to include terrorism, mass refugee migrations, and cyber threats; and develop sustainable strategies.

IBUS 729 - Comparative Innovation Systems (3 Credits)
To analyze how innovation is approached by firms in different institutional climates around the world.

IBUS 730 - Global Innovation and Industry Clusters (3 Credits)
Addresses the lessons learned from the combination of factors that led to specific regions of the world successfully developing specialties in certain industry clusters.

IBUS 731 - Global Competitive Analysis (3 Credits)
Provides a conceptual and analytical framework for analyzing industries and competitors, and competitive positioning within a global strategy framework.
Prerequisites: DMSB 702 or IBUS 703.

IBUS 732 - Comparative Management (3 Credits)
Cross-cultural analysis of management theory and practice in select countries and regional markets.

IBUS 733 - East/West Business (3 Credits)
International investment, joint venture, trade and technology transfer relationships between the advanced industrial systems of the U.S., the E.C., and Japan and socialist economies of the former Soviet Union, Eastern Europe, and China.

IBUS 734 - International Business Negotiations (3 Credits)
Examines how decision makers in business and government settings manage the process and outcomes of negotiations. Cross-cultural negotiations in a global business environment.

IBUS 735 - International Mergers and Acquisitions (3 Credits)
Practical skills to effectively transact international mergers and acquisitions. Focus given to essential strategic financial organizational and legal factors.
IBUS 736 - Strategic Management of Global Supply Chains (3 Credits)
Strategic frameworks for designing and managing global supply chains, including management of operational practices form an international perspective.
Prerequisites: DMSB 718 or MGSC 791.

IBUS 737 - International Information Systems (3 Credits)
Analysis of current topics, issues, and practices in international information systems.

IBUS 738 - International Business and Sustainable Development (3 Credits)
An introduction to international environmental and social management issues that affect an organization's sustainable development initiatives.

IBUS 739 - Design Thinking For Global Business (DT4GB) (3 Credits)
The method and practice of bridging an analytical mindset where consistent, replicable outcomes are the gold standard ("reliability") with an intuitive mindset relying on judgment to produce outcomes that meet desirable objectives ("validity").

IBUS 740 - Data Analytics for International Business (3 Credits)
Research issues related to conducting studies in a cross-cultural setting, to develop an awareness of current international research programs.

IBUS 750 - Exploring Global Business (3 Credits)
The course examines in detail the business issues of a specific region as they impact the conduct of global business.
Prerequisites: IBUS 700.

IBUS 780 - International Business Internship (6 Credits)
On-site work experience related to the field of study and/or career interests of the student.

IBUS 790 - Specialized Study in International Business (3 Credits)
Analysis of current topics, issues, and practices in the international business environment not covered in any of the other specialized study courses. Consult instructors for specific coverage.
Prerequisites: DMSB 702 or IBUS 700.

IBUS 801 - Ph.D. Seminar on International Business I (3 Credits)
An intensive study of the evolution of international business thought and the present state of development of international business theory with emphasis on current contributions to international business theory.
Prerequisites: IBUS 711.

IBUS 802 - Ph.D. Seminar in International Business II (3 Credits)
Intensive study of selected current international business topics, research and theories through readings, discussion, and individual research.
Prerequisites: IBUS 700.

IBUS 808 - Current Research in International Business (3 Credits)
Addresses current research issues in international business research.
Prerequisites: DMSB 702 or IBUS 717.

IBUS 811 - Ph.D. Seminar in International Finance I (3 Credits)
Doctoral seminar on theory and empirical research in international finance.

IBUS 812 - Ph.D. Seminar in International Finance II (3 Credits)
Doctoral seminar on theory and empirical research in international investments and implications for the theory of international corporate finance.

IBUS 820 - Ph.D. Seminar in International Marketing (3 Credits)
Examination of current international marketing research, with emphasis on developing a critical understanding of theory, concept development, research design, and research results within the field of international marketing.

IBUS 830 - Ph.D. Seminar in International Management (3 Credits)
Examination of international management research, with emphasis on developing a critical understanding of theory, concept development, research design, and research results within the field of international management.

IBUS 840 - Ph.D. Seminar on MNC Governance (3 Credits)
Examination of theory and research regarding multinational corporation (MNC) governance, and corporate governance and organizational form cross-nationally.

IBUS 850 - Ph.D. Seminar on Cultural Frameworks and Research (3 Credits)
Seminar exploring concepts and research issues relevant to understanding national-based culture.

Italian (ITAL)

ITAL 560 - Independent Studies in Italian Literature (1-3 Credits)
Special topics in Italian literature.

ITAL 561 - Independent Studies in Italian Literature (1-3 Credits)
Special topics in Italian literature.

ITAL 615 - Intensive Readings in Italian (3 Credits)
Graduate students fulfill their foreign language reading requirement with successful completion of the course. Undergraduates may take the course as an elective only.

Japanese (JAPA)

JAPA 500 - Japanese Language in Society (3 Credits)
Japanese language and communication in its sociocultural context; emphasis on comparison with American English. Taught in English.
Cross-listed course: LING 546

JAPA 777 - Supervised Instruction in Teaching Foreign Languages in College (0 Credits)
Supervised direction of foreign language teaching in college. Required of all graduate assistants who are teaching. This course will not count toward the MA or PhD degree.

Journalism (JOUR)

JOUR 501 - Freedom, Responsibility, and Ethics of the Mass Media (3 Credits)
Historical development of freedom, responsibility, and ethics in the mass media, including communication theories, pressures, ownership.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

JOUR 504 - International Mass Communications (3 Credits)
A comparative study of world mass communications media, with particular attention to press systems, the sources and flow of international news, and the problems and implications of world communications.
JOUR 506 - Mass Media Criticism (3 Credits)
Development of critical thinking skills for analyzing mass media.
Prerequisites: JOUR 101.

JOUR 507 - Communicating Science, Health and the Environment (3 Credits)
Explores the role of journalism in shaping perceptions of scientific issues and task. Emphasis on methods of effectively communicating about science, health, and the environment.

JOUR 508 - Faith, Values, and the Mass Media (3 Credits)
Faith and values influence the media. An examination of the influence, why it happens, and of religious diversity and the increased public presence of religions, including Hinduism and Islam.
Prerequisites: JOUR 291 and junior or senior standing or consent of instructor

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

JOUR 515 - Mass Communications Capstone Portfolio (3 Credits)
Development of Mass Communications E-portfolio showcasing and reflecting on coursework and experiential learning, with a focus on leadership, as preparation for matriculation in higher education or careers in mass media.
Prerequisites: C or better in JOUR 501, JOUR 506, or JOUR 542.

JOUR 516 - Advanced Creative (3 Credits)
Development of writing styles for print and broadcast advertising.
Prerequisites: JOUR 416.

JOUR 517 - Integrated Campaigns (3 Credits)
The development of a complete, well coordinated integrated communications plan that incorporates research and analysis techniques, critical thinking, team work, creative and tactical skills.
Prerequisites: JOUR 416 and JOUR 421.

Graduation with Leadership Distinction: GLD: Research

JOUR 518 - Brand Communications Practicum/Competitions (3 Credits)
Application of advertising techniques and skills in preparation of full scale campaign.
Prerequisites: JOUR 332, JOUR 416, JOUR 421.

JOUR 521 - Interactive Communication Strategies (3 Credits)
The development of a complete, well-coordinated integrated communications plan that incorporates research and analysis techniques, critical thinking, team work, creative and tactical skills.
Prerequisites: JOUR 202 or MKTG 350.

JOUR 527 - Advertising Management (3 Credits)
The dynamics of leadership and management in the creative industries.
Prerequisites: JOUR 202.

JOUR 530 - Creative Leadership (3 Credits)
Theories of leadership as applied to creative industries. Students will engage and interact with community-based organizations to assess needs, plan communications strategies, lead student teams in developing those ideas, and present to clients. Junior standing or permission of instructor.

JOUR 531 - Public Relations Campaigns (3 Credits)
Development of public relations campaigns for business and social institutions. Case studies of public relations campaigns and programs.
Prerequisites: JOUR 201, JOUR 332, JOUR 436.

Graduation with Leadership Distinction: GLD: Community Service, GLD: Research

JOUR 533 - Public Relations Management (3 Credits)
Researching, programming, staff, budgeting, and planning public-relations programs by business, government, or consulting firms.
Prerequisites: JOUR 201, JOUR 436.

JOUR 534 - Publication Writing and Design (3 Credits)
Publication writing and design as well as internal or constituent communications, specifically focused on an internal audience. Production of InterCom, the College of Mass Communications and Information Studies' alumni magazine.
Prerequisites: JOUR 291.

JOUR 536 - Crisis Communications (3 Credits)
Introduction to crisis communications and management from a strategic, theory-based approach using research from historical and current case studies.
Prerequisites: C or better in JOUR 436.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

JOUR 537 - The Carolina Agency (3 Credits)
Participation in a functioning communications agency working for actual clients in a student-directed environment. Opportunity to both lead and be a part of a team servicing the communication needs of various clients.
Prerequisites: JOUR 101; JOUR 201; JOUR 203 or JOUR 202; and JOUR 291.

Graduation with Leadership Distinction: GLD: Community Service, GLD: Professional and Civic Engagement Leadership Experiences

JOUR 538 - The Bateman Team (3 Credits)
Self-directed development and implementation of a public relations campaign as part of a national competition: PRSSA's Bateman Competition.
Prerequisites: JOUR 332 and JOUR 436.

JOUR 539 - Ethics in Public Relations and Public Policy (3 Credits)
Review of the analytical process of resolving complex ethical issues and cases in public relations; study of the philosophical approaches to communication ethics.
Prerequisites: JOUR 101.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

JOUR 542 - Public Opinion and Persuasion (3 Credits)
Theory and practice of persuasive communication and the role of persuasion in shaping public opinion.

JOUR 550 - Advanced Magazine Article Writing (3 Credits)
Writing techniques used in the preparation and marketing of major nonfiction articles for national, regional, and local publications.
Prerequisites: JOUR 566.
JOUR 560 - Capstone Portfolio Development (3 Credits)
Advanced techniques of graphic and multimedia design and their application to problem-solving situations in the mass media. Emphasis on portfolio development.
Prerequisites: JOUR 446, JOUR 447, JOUR 449.

JOUR 563P - Public/Civic Journalism (3 Credits)
To gain an understanding of theory and practice of public/civic journalism, seen by its advocates as socially responsible journalism that attempts to build civic participation and empower communities.
Graduation with Leadership Distinction: GLD: Community Service

JOUR 566 - Magazine Article Writing (3 Credits)
Researching, organizing, writing, and marketing articles for publication in general and specialized publications.
Prerequisites: JOUR 361 or JOUR 436.

JOUR 573 - Editorial and Opinion Writing (3 Credits)
Content and style; writing of editorials, analyses, and commentaries.
Prerequisites: JOUR 291.

JOUR 574 - Data Journalism (3 Credits)
Acquiring, analyzing and presenting data using spreadsheets and other tools to uncover stories and provide depth and context to journalism.
Prerequisites: JOUR 291.

JOUR 575 - Broadcast Journalism Practicum (3 Credits)
Production of public affairs programs.
Prerequisites: JOUR 326, JOUR 333, and JOUR 434.
Corequisite: JOUR 502, JOUR 503, and JOUR 526.

JOUR 576 - Reporting Public Affairs (3 Credits)
Concentrated analyses of reporting in special fields, particularly in the South, including coverage of government, business, labor, the arts and sciences.
Prerequisites: JOUR 361.

JOUR 579 - Broadcast Announcing (3 Credits)
Theory and practice of professional broadcast announcing. Lecture-demonstration-laboratory course in principles underlying professional performance before microphones and cameras and the various broadcast performance functions.
Prerequisites: JOUR 325.

JOUR 580 - Advanced Reporting Topics (3 Credits)
Study and application of highly specialized reporting on topics related to current public discourse. May be repeated as content varies by title.
Corequisite: JOUR 587, JOUR 589, and JOUR 590 or JOUR 586, JOUR 588 and JOUR 590.

JOUR 586 - Capstone I - Advanced Reporting - Broadcast and Online Journalism (3 Credits)
Professional practice in meeting daily newscast deadlines through work on the Carolina News television newscast. Focus on polished reporting, performance and production techniques and demonstration of advanced television reporting skills under deadline pressure.
Prerequisites: JOUR 471.
Corequisite: JOUR 588 and JOUR 590.

JOUR 587 - Capstone I - Advanced Reporting - Multimedia Journalism (3 Credits)
Professional practice in shaping journalistic reporting to the multimedia environment. Application of news gathering, synthesizing and reporting across platforms – print and online, textual and graphic – in timely fashion.
Prerequisites: JOUR 471.
Corequisite: JOUR 589 and JOUR 590.

JOUR 588 - Capstone II - Advanced Broadcast and Online Journalism Production (3 Credits)
Advanced newscast production skills developed in the context of producing daily Carolina News broadcast. Shape and coordinate reporting and production team under deadline pressure in newsroom setting.
Prerequisites: JOUR 471.
Corequisite: JOUR 586 and JOUR 590.

JOUR 589 - Capstone II - Advanced Multimedia Journalism Production (3 Credits)
Editing and design employed to maximize effectiveness in the multimedia environment. Creating accurate and engaging content to reach consumers in varied ways reflecting contemporary consumer use of media.
Prerequisites: JOUR 471.
Corequisite: JOUR 587 and JOUR 590.

JOUR 590 - Capstone III - Digital Journalism (3 Credits)
Exposure to the evolving variety of journalism techniques, software programs and equipment to effectively tell compelling stories and convey information in multiple visual and interactive forms. Emphasis on extending professional skills while reinforcing current best practices.
Prerequisites: JOUR 471.
Corequisite: JOUR 586 and JOUR 588 or both JOUR 587 and JOUR 589.

JOUR 595 - Domestic Study Away in Journalism and Mass Communications (3 Credits)
Domestic study away course will focus on topics in journalism and mass communications and will be taught away from the University of South Carolina Columbia campus. Individual topics will vary by title.
Prerequisites: to be announced in class schedule.

JOUR 596 - Study Abroad in Journalism and Mass Communications (3 Credits)
Study abroad course will focus on topics in journalism and mass communications and will be taught as a study abroad experience. Individual topics will vary by title.
Prerequisites: to be announced in class schedule.

JOUR 597 - Internship in Mass Communications (1-3 Credits)
Supervised professional experience. Maximum of three hours credit. Contract approved by instructor, advisor, and department head is required.
Experiential Learning: Experiential Learning Opportunity

JOUR 598 - Directed Independent Studies (1-6 Credits)
Individual mass media projects. Contract approved by instructor, advisor, and department head is required for undergraduate students.
JOUR 746 - Educational Broadcasting (3 Credits)
History, nature, production-performance, evaluation, and means of improvement of educational/instructional broadcasting.

JOUR 747 - Independent Study in Journalism and Mass Communications (1-3 Credits)
Independent study in an area of journalism and mass communications relevant to the student's professional and/or research goals.

JOUR 749 - Literature of Mass Communication (3 Credits)
Methods for locating, evaluating, and abstracting information from literature relevant to the study of mass communication.

JOUR 750 - Foundations of Multimedia Journalism (3 Credits)
Course is designed to teach the foundations of multimedia journalistic storytelling. It will expose students to core concepts and practices associated with news gathering, news writing and field production.

JOUR 762 - Issues in Mass Communication Management (3 Credits)
Current management-related issues confronting the media, including management of creative people, budgeting, time management on deadline.

JOUR 771 - Media Economics (3 Credits)
Media organizations as economic institutions, including microeconomic analysis, basic trends in revenues and expenditures, evaluation of financial health, and performance in covering business and economics. 

Prerequisites: ECON 224.

JOUR 772 - Seminar in Health, Science, and the Media (3 Credits)
The media representation of issues in science, technology and environment from a social science perspective, with emphasis on consequences in areas such as public opinion, public policy, public understanding attitude formation, persuasion and behavior change.

JOUR 773 - Risk Communication (3 Credits)
The critical examination of classic and contemporary empirical research on risk communication as it pertains to health and environment issues, as well as emerging technologies.

JOUR 774 - Public Relations Theory (3 Credits)
An analysis of the theoretical foundation and issues relevant to the practice of public relations.

JOUR 775 - Strategic Communication for Behavior and Social Change (3 Credits)
Theories of persuasion, principles and best practices of strategic communication, as applied to health and cause communication campaigns. Recognize, and develop effective, persuasive communications for social and health topics.

Prerequisites: JOUR 715.

JOUR 776 - Seminar in Interactive Media and Emerging Communication Technologies (3 Credits)
Seminar that examines the social uses and impacts of interactive / emerging media technologies.

JOUR 777 - Practicum in Mass Communications Management (3 Credits)
Seminar and supervised professional management experience in a media organization.

JOUR 779 - Theories of Global Communication (3 Credits)
Discussion of competing theories that attempt to explain current issues in global communication.

JOUR 789 - Selected Readings and Research (1-3 Credits)
Selected readings course designed to facilitate student's specialized research interest. Permission of instructor required.
JOUR 790 - Topics in Mass Communication (1-6 Credits)
Specialized topics in mass communication, individual topics to be announced by title. May be repeated for credit.

JOUR 797 - Project Preparation (1-3 Credits)
Individualized scholarly activity to develop and execute special projects relevant to the study of mass communication.

JOUR 799 - Thesis Preparation (1-9 Credits)

JOUR 801 - Communication Research Design (3 Credits)
Principles and applications of quantitative and qualitative communication research designs.
Prerequisites: JOUR 701 and statistics competency.

JOUR 802 - Seminar in Ethical Reasoning in Mass Communications (3 Credits)
Ethical reasoning approaches in production and consumption of media messages.

JOUR 803 - Seminar in Mass Communication Theory and Theory Construction (3 Credits)
Meta-theoretical issues relevant to building theory in mass communication, concept explication, and forms of theory.

JOUR 804 - Seminar in Mass Communication Historical Research Methods (3 Credits)
Application of historical research methods to the study of mass communication.

JOUR 805 - Seminar in Teaching Mass Communication (3 Credits)
Teaching and learning methodologies and theories appropriate to mass communication instruction.

JOUR 806 - Seminar in Mass Communication Legal Research Methods (3 Credits)
Application of legal research methods to the study of mass communication.

JOUR 807 - Advanced Communication Research (3 Credits)
Advanced methods and techniques for analyzing empirical data for communication research.

JOUR 808 - Communication Research: Critical, Cultural, and Naturalistic Approaches (3 Credits)
Designing and conducting critical, cultural and naturalistic research.

JOUR 809 - Seminar in Freedom of Speech (3 Credits)
Issues involving the governmental protection and regulation of speech, and how that affects those involved in mass communication.

JOUR 810 - Independent Research Project (3-6 Credits)
Working closely with a faculty member, a student will design, and conduct a research project, with the objective of submitting the final report for publication or for presentation at an academic conference in the discipline. May be repeated for a maximum of 6 credit hours.

JOUR 899 - Dissertation Preparation (1-12 Credits)

Latin (LATN)

LATN 501 - Latin Drama (3 Credits)
Selected plays of Plautus and Terence.

LATN 502 - Cicero (3 Credits)
Readings from a variety of Cicero's works to gain a concept of the man as a humanist.

LATN 504 - Horace (3 Credits)
Readings from the Odes.

LATN 508 - Ovid (3 Credits)
Selected readings from the Metamorphoses.

LATN 513 - Tacitus (3 Credits)
Agricola or selections from the Annales.

LATN 514 - Livy (3 Credits)
Readings from Ab Urbe Condita.

LATN 525 - Roman Satire (3 Credits)
Readings in Horace, Juvenal, and Petronius.

LATN 530 - Latin Erotic Poetry (3 Credits)
Readings from the elegies of Catullus, Tibullus, Propertius, and Ovid.

LATN 537 - Lucretius (3 Credits)
Readings from the De Rerum Natura.

LATN 540 - Renaissance Latin (3 Credits)
An examination of several genres of Latin writing from Europe during the period 1400-1600, emphasizing, but not limited to, Italian writers.

LATN 551 - History of Latin Literature from the Origins to the Golden Age (3 Credits)
Readings from the Twelve Tables to Virgil, supplemented by readings in history and scholarship. Designed to prepare majors and honors students for further study.

LATN 552 - History of Latin Literature in the Silver Age (3 Credits)
Readings from Ovid to Ammianus, supplemented by readings in history and scholarship. Designed to prepare majors and honors students for further study.

LATN 560 - Independent Study (1-3 Credits)
Special projects for independent study and research.

LATN 561 - Independent Study (1-3 Credits)
Special projects for independent study and research.

LATN 580 - Teaching Advanced Latin in Secondary School (3 Credits)
Methods and materials for teaching the Latin Advanced Placement courses in secondary school.

LATN 614 - Intensive Grammar Review in Latin (3 Credits)
Intensive grammar review for non-majors; designed as preparation for LATN 615.

LATN 615 - Intensive Readings in Latin (3 Credits)
Intensive reading for non-majors. Graduate students fulfill their foreign-language reading requirement with successful completion of the course. Undergraduates may take the course as an elective only.

LATN 703 - Medieval Latin (3 Credits)
Survey of the survival of the classical tradition in the middle ages from the birth of Ammianus Marcellinus to the fall of Constantinople (A.D. 330-1453).

LATN 775 - Seminars on Selected Topics in Foreign Language Education (3 Credits)
Topics will be identified by title in the schedule of classes. Each topic may be taken only once.

LATN 790 - Directed Reading and Research (3 Credits)

Latin American Studies (LASP)

LASP 501 - Contemporary Spanish America (3 Credits)
Analysis and discussion of the 20th-century Spanish American history and the sociocultural forces that have contributed to define this area's national identities. Taught in Spanish.
Cross-listed course: SPAN 501
LAWH 541 - Colonial Spanish-American Literature to Neoclassicism (3 Credits)
Survey or pre-Columbian poetry and of texts dating from the time of Columbus to the end of the Colonial period.
Cross-listed course: SPAN 541

LAWH - Health Law (LAWH)

LAWH 700 - Legal Foundations of the Health Care System I (3 Credits)
Introduction to structure of government, sources of federal, state, and local law, judicial and administrative processes, the role of the lawyer, legal reasoning and analysis, and sources of law that govern and regulate access to U.S. health care system.

LAWH 701 - Legal Foundations of the Health Care System II (2 Credits)
Holistic understanding of the various aspects of the healthcare system related to sources of care, sources of payment, and regulatory and other legal systems that constrain and control the behavior of these sources and how these sources impact each other.
Prerequisites: LAWH 700.

LAWH 702 - Legal Foundations of Health Care System Lab (1 Credit)
Methods used to locate sources of health care regulations that require compliance and to collect required information.
Prerequisites: LAWH 700.
Prerequisite or Corequisite: LAWH 701.

LAWH 710 - Public Health Systems (2 Credits)
Understanding the role and duties of public health officials in the healthcare system, the various public health regimes that require compliance, and the role of public health funding streams in achieving quality compliance for private parties. Health Care Compliance Certificate Students are excluded.
Prerequisites: LAWH 700, LAWH 701, and LAWH 702.

LAWH 712 - Bioethical Principles (Applied Learning) (2 Credits)
Moral obligations that influence health care professional norms and regulatory structures. Health Care Compliance Certificate Students are excluded.
Prerequisites: LAWH 700, LAWH 701, and LAWH 702.

LAWH 714 - Health Care Contracting (Applied Learning) (2 Credits)
Health care contracts. Health Care Compliance Certificate Students are excluded.
Prerequisites: LAWH 700, LAWH 701, and LAWH 702.

LAWH 716 - Medicare Compliance for Medical Facilities (3 Credits)
Medicare reporting and structural requirements for hospitals.
Prerequisites: LAWH 700, LAWH 701, and LAWH 702.

LAWH 720 - Health Policy Advocacy (2 Credits)
Communication of health policy concerns to decision makers. Health Care Compliance Certificate Students are excluded.
Prerequisites: LAWH 700, LAWH 701, and LAWH 702.

LAWH 722 - Risk Management (2 Credits)
Health care professionals' and institutions' limitation and management of risks.
Prerequisites: LAWH 700, LAWH 701, and LAWH 702.

LAWH 724 - Certificates of Need (2 Credits)
Navigating the certificate of need process in the health care industry.
Prerequisites: LAWH 700, LAWH 701, and LAWH 702.

LAWH 728 - Comparative Studies in International Health Care (2 Credits)
Examining health care systems from a legal and structural perspective in nations outside of the United States. Health Care Compliance Certificate Students are excluded.
Prerequisites: LAWH 700, LAWH 701, and LAWH 702.

LAWH 730 - Healthcare Structure Planning for Companies & Non-Profits (3 Credits)
Introduction to structure of health care practices and their relationships with others, examining the regulatory compliance requirements necessary to maintain nonprofit taxation status at the state and federal levels. Health Care Compliance Certificate Students are excluded.
Prerequisites: LAWH 700, LAWH 701, and LAWH 702.

LAWH 732 - Medicare Quality Compliance (3 Credits)
In-depth examination of compliance with various quality initiatives and an understanding of the sources for the regulations and rules.
Prerequisites: LAWH 700, LAWH 701, and LAWH 702.

LAWH 734 - Healthcare Fraud & Abuse Compliance (2 Credits)
Examining federal laws and regulations to prohibit healthcare fraud and abuse.
Prerequisites: LAWH 700, LAWH 701, and LAWH 702.

LAWH 736 - Third Party Billing Compliance (2 Credits)
Providing an understanding of the requirements for properly billing third-party payers.
Prerequisites: LAWH 700, LAWH 701, and LAWH 702.

LAWH 738 - HIPAA and Electronic Medical Records Compliance (3 Credits)
Requirements for organizations that handle protected health information, including information about which entities need to comply with laws protecting such information and to what extent.
Prerequisites: LAWH 700, LAWH 701, and LAWH 702.

LAWH 740 - Antitrust Compliance (3 Credits)
Introduction to potential antitrust issues for large scale healthcare organizations, offering a survey of situations that could trigger antitrust investigations and litigation from both state and federal antitrust enforcement agencies.
Prerequisites: LAWH 700, LAWH 701, and LAWH 702.

LAWH 750 - Health Systems Legal Externship (2 Credits)
Learning about health systems through working at an approved location to gain first-hand experience in work related to the student's course of study. Health Care Compliance Certificate Students are excluded.
Prerequisites: LAWH 700, LAWH 701, and LAWH 702.

Library & Info Science (SLIS)

SLIS 501 - Teaching and Training in Distributed Environments (3 Credits)
Knowledge and skills for applying complementary technologies for learning in distributed learning environments (Pre-K-lifelong) through lecture, demonstration, and discussion.

SLIS 523 - Materials for Early Childhood (3 Credits)
Media resources and techniques for children from birth to 9 years. Reading interests and developmental needs of young children. Authors, illustrators, indexes, bibliographic tools, evaluation sources, and professional literature. Not open to students enrolled in M.L.I.S. program.
SLIS 525 - Materials for Children (3 Credits)
Media resources for children. Reading interests of children and their curricular and independent needs for information. Authors, illustrators, indexes, bibliographic tools, and sources of evaluation of materials for children. Techniques and literature for read-aloud programs and storytelling. Not open to students enrolled in M.L.I.S. program.

SLIS 527 - Materials for Adolescents (3 Credits)
Media resources for adolescents. Reading interests of adolescents and their curricular and independent information needs. Study of relationships of media to information needs and critical comparison between classic and contemporary materials for adolescents. Indexes, bibliographic tools, and sources of evaluation of materials. Not open to students enrolled in M.L.I.S. program.

SLIS 529 - Special Topics in Library and Information Studies (3 Credits)
Specific topics of current concern to the library, information, and media professions to be identified by title. Not open to students enrolled in M.L.I.S. program.

SLIS 530 - Applications of Information Technology and the Infrastructure (3 Credits)
Introductory knowledge for school library media specialists, teachers, administrators, parents, and other citizens interested in practical applications of information technology to support learning, decision making, and community building.

SLIS 534 - Knowledge Discovery Techniques (3 Credits)
Knowledge discovery techniques and applications.
Prerequisites: SLIS 434 for Undergraduate Students.

SLIS 560 - Information Visualization (3 Credits)
Foster theoretical insights about information visualization. Prepare small and large-scale datasets for visual representations. Project-based and students will map real datasets and understand the methods to interpret the visualizations.

SLIS 600 - Storytelling: Theory, Practice, and Development (3 Credits)
Storytelling methods, techniques, and materials encompassing heritage, art, literature, and programming.

SLIS 701 - Ethics, Values, and Foundational Principles of Library and Information Science Professions (3 Credits)
Introduction to the issues and core values of library and information professions, including equity of access, literacy and learning, information policy, collaboration, service, professional growth and development, and culturally responsive practice.

SLIS 702 - Community Engagement and Service (3 Credits)
Explores the role of library and information organizations in communities, with a focus on building community relationships, engagement, and outreach.

SLIS 703 - Reference and Instruction (3 Credits)
Introduction to the design and delivery of instructional services and assistance on the use of information resources to promote information literacy and informed decision-making.

SLIS 704 - Leadership in Information Organizations (3 Credits)
Introduction to the nature, development, roles, and fundamental issues of leadership in library and information organizations.

SLIS 705 - Research Design and Evaluation (3 Credits)
Introduces the research process as applied to library and information science topics with an emphasis on research methods, critical evaluation, and the practical application of research.

SLIS 706 - Information Organization and Access (3 Credits)
Explores the design, use, and evaluation of information organization and retrieval systems to support digital curation and preservation, metadata generation, and information-seeking.

SLIS 707 - Information Organization and Retrieval (3 Credits)
Issues and techniques of knowledge representation and information organization, information retrieval systems, and users’ information seeking behavior.
Prerequisite or Corequisite: SLIS 701.

SLIS 710 - History of Information Organizations and Technologies (3 Credits)
A survey, from ancient times to the present, of the evolution and social role of information organizations (libraries, archives, information centers, etc.) and technologies (books, journals, computers, etc.). Emphasis on the U.S. in the 19th and 20th centuries.
Prerequisites: SLIS 701.

SLIS 711 - Introduction to Archival & Records Studies (3 Credits)
Nature and use of archives and records; functions of archives and records professionals; and legal, ethical, and political issues in archives and records.

SLIS 715 - Printing (1 Credit)
Introduction to printing with movable type. This course is designed to give students some experience in designing and printing books and broadsides. Examination of paper, typefaces, composition work, and simple bookbinding are included.

SLIS 716 - Introduction to Bibliography and Textual Studies (3 Credits)
Introduction to analytical, descriptive, and textual bibliography, and to the principles and practice of editing. 03: 07/05/2019.

SLIS 717 - Special Collections Librarianship (3 Credits)
Introduction to the missions, professional standards and best practices of special collections librarianships. Topics include access and acquisitions, collection assessment and development, collection management and maintenance, donor relations, public programming and current issues and trends. Restricted to SLIS graduate students.

SLIS 718 - History of Children's and Young Adult Literature (3 Credits)
Historical overview of the literary content, illustration, and social values of children's and young adult literature written in English. Examines the influence of movements such as Romanticism, Rationalism, and postmodernism, as well as changing trends over time.

SLIS 719 - Preservation Planning and Administration (3 Credits)
The planning and administration of preservation programs in libraries, archives, records centers, and manuscript depositories.
Prerequisites: SLIS 701.

SLIS 720 - School Library Media Program Development (3 Credits)
Roles, functions, and organization of school library media programs. Systematic planning and evaluation, leadership, advocacy, and integration of program into the curriculum.

SLIS 721 - Seminar in School Library Programs (3 Credits)
Problems relating to contemporary school media programs will be identified and analyzed by students, drawing from their own experiences, pertinent literature in the field, and field investigations.
Prerequisites: SLIS 701, SLIS 703, SLIS 705, SLIS 707, SLIS 720.
SLIS 724 - Special Libraries (3 Credits)
An overview of industrial, business, governmental, and professional libraries and related information organizations. Study of their organizational characteristics, governance, services, distinctive features. Major part of course is simulation of information management problems in these organizations.

SLIS 725 - Digital Libraries (3 Credits)
History and current state of digital records, including their storage, organization, and preservation in digital libraries. 
Prerequisites: SLIS 701, SLIS 707.

SLIS 726 - Knowledge Management for Library and Information Professionals (3 Credits)
An introduction to the background, principles, practices, and technologies of knowledge management for library and information professionals.

SLIS 727 - Health Sciences Library Services (1 Credit)
A detailed study of traditional and innovative services characteristic of health science libraries. Includes community study design and evaluation of services. For those students committed to careers in health sciences libraries.
Prerequisites: SLIS 726.

SLIS 728 - Public Library Systems (3 Credits)
Course focuses upon three topics: 1) organizational patterns for various library operations, local and regional; 2) the political environment of the public library; and 3) major problems confronting public library systems.
Prerequisites: SLIS 701.

SLIS 729 - Academic Libraries (3 Credits)
An analysis of the historical development and current issues in academic libraries.
Prerequisites: SLIS 704.

SLIS 730 - Cataloging Information Materials (3 Credits)
An in-depth study of AACR2 covering both print and nonprint materials; searching bibliographic materials in a database, editing and updating them; principles of coding, tagging, and entering the results into a database; discussion of administrative problems.
Prerequisites: SLIS 702.
Prerequisite or Corequisite: SLIS 707.

SLIS 731 - Subject Analysis and Classification (3 Credits)
Study of major classification and subject authority systems. Emphasizes the understanding and application of these systems in information agencies.
Prerequisites: SLIS 730.

SLIS 732 - Indexing and Abstracting (3 Credits)
Introduction to principles and practices in abstracting and indexing.
Prerequisite or Corequisite: SLIS 707.

SLIS 733 - Serials (3 Credits)
An introductory study of methods and problems in acquiring, organizing, and retrieving serial publications with an emphasis on the special features of serials. Includes an introduction to computer applications.
Prerequisites: SLIS 702.

SLIS 734 - Government Information Sources (3 Credits)
Creation, acquisition, organization, retrieval, and use of government-produced information. Emphasis is on U.S. government information but includes attention to state, local, and international sources.
Prerequisites: SLIS 703, SLIS 707.

SLIS 735 - Metadata (3 Credits)
Examination of metadata definition, selection and applications; Role of metadata in information discovery, acquaintance with various metadata schemes and standards for libraries, museums, archives and info centers. 
Prerequisites: SLIS 707.

SLIS 738 - Seminar in Technical Services (3 Credits)
Management, personnel, and materials within technical service departments for all types of libraries. Standardization, centralized and cooperative efforts, automation and evaluation as applied to all functions within technical services departments. 
Prerequisites: SLIS 702.

SLIS 740 - Online Information Services (3 Credits)
Direct experience searching online databases and examination of related administrative issues.
Prerequisites: SLIS 707.

SLIS 741 - Educational Services in Library and Information Organizations (3 Credits)
Applications of human learning theory and presentation techniques to information literacy programs and curriculum collaboration for library and information professionals. 
Prerequisites: Completion of 9 semester hours of SLIS graduate-level classes.

SLIS 742 - Curricular Role of the School Librarian (3 Credits)
Role of the school library media specialist in integrating the school library media program into a K-12 standards-based curriculum, including best practices, needs assessment, collaboration, instructional design, and resource provision.
Prerequisites: SLIS 701, SLIS 706, SLIS 703 preferred and required education courses (for initial certification candidates).

SLIS 743 - Health Information Retrieval in Electronic Environments (3 Credits)
Presents a survey of electronic information resources in the health sciences and an introduction to advanced searching techniques and analytical skills to access biomedical literature.

SLIS 744 - Music Libraries and Information Services (3 Credits)
Acquisition of and special cataloging requirements for printed music, recordings, and multimedia; collection management; administration of music libraries; preservation/conservation of special materials.

SLIS 745 - Social Science Information Services (3 Credits)
Considers how literature and information services in the social sciences are organized for the purpose of interpretation and delivery. Students survey the literature of psychology, sociology, political science, and other disciplines in some detail. Practice in question consultation and database searching will be included.
Prerequisites: SLIS 703, SLIS 707.

SLIS 746 - Humanities and Arts Information Services (3 Credits)
A survey and evaluation of the nature, history, and bibliography of the literature of the humanities and arts. Emphasizes the distinctive features of materials, research, communication, and information-seeking patterns.
Prerequisites: SLIS 703.
SLIS 747 - Science and Technology Information Services (3 Credits)
A survey of literature in the basic sciences and applied technical fields. Examines distinctive features of materials, research, and information communication patterns in the various fields. Practice in question consultation and database searching will be included. **Prerequisites:** SLIS 703, SLIS 707.

SLIS 748 - Business Information Sources and Services (3 Credits)
Coverage of the bibliographic and information systems relevant to contemporary managerial information needs, with emphasis on the literature of business and finance, and including statistical materials, literature guides, and investment services. Specialized problems related to the organization and operation of business information systems. Practice in question consultation and database searching will be included. **Prerequisites:** SLIS 740.

SLIS 749 - Health Sciences Information Resources (3 Credits)
Characteristics and use of print and computer-based materials in the health sciences and for general reference librarians.

SLIS 750 - Information and Records Management (3 Credits)
An introduction to the role and functions of the information manager in organizations with emphases on use, retention, and management of information and records. **Prerequisites:** SLIS 701.

SLIS 751 - Libraries, Literacy, and Literature (3 Credits)
Ways in which libraries and librarians become more effective providers and partners in the literacy movement. **Prerequisites:** SLIS 701.

SLIS 752 - Diversity in Libraries (3 Credits)
Nontraditional library users in all types of libraries. Literacy programs, disabled and/or institutionalized persons, older adults, and members of selected ethnic groups.

SLIS 753 - Seminar in Information Services (3 Credits)
Planning and evaluating information services. Emphasis on policy and decision making regarding current issues.

SLIS 754 - Library Programming for Children and Young Adults (3 Credits)
The nature, philosophy, and development of non-curricular programs for children and young adults in the school and public library. Among the types of programs to be discussed are storytelling, film programs, reading programs, programs for parents, and other activities associated with library service to young people. Students will study the principles and problems involved in designing, implementing, and evaluating programs of this nature.

SLIS 755 - Popular Materials and Programming for Adults (3 Credits)
Materials popular with adult readers and programs utilizing those materials. Extensive reading and experience in planning and presenting programs.

SLIS 756 - Children's Materials (3 Credits)
A study of materials intended for children of elementary school age (6-13) with emphasis on the process of evaluating them to meet the educational, cultural, and recreational needs of children.

SLIS 757 - Young Adult Materials (3 Credits)
A study of materials for young adults (13-19) with emphasis on the process of evaluating them to meet the educational, cultural, and recreational needs of young adults.

SLIS 758 - Consumer Health Resources and Information Services (3 Credits)
Concepts and current trends in the creation, implementation, and evaluation of adult consumer health resources and services, including consumer health informatics and e-health.

SLIS 759 - Materials for Early Childhood (3 Credits)
A study of picture books and audiovisual materials intended for the very young child through age 9 with emphasis on the process of evaluating these materials to meet the educational, cultural, and recreational needs of very young children.

SLIS 760 - Materials and Services for Latino Youth (3 Credits)
Introduces a wide range of print and nonprint materials appropriate for Latino youth. Provides resources for librarians and educators serving young Latinos literacy needs.

SLIS 761 - Information Technologies in the School Library Program (3 Credits)
Technology management, use of technology and nonprint resources, and their integration into the K-12 curriculum. **Prerequisites:** SLIS 706.

SLIS 765 - Planning Library Facilities (3 Credits)
An introduction to the process of planning new and renovated spaces and facilities. Content covers roles of participants in planning preparation of building program and examines examples of recent buildings. **Prerequisites:** SLIS 701, SLIS 704.

SLIS 766 - Collection Development and Acquisitions (3 Credits)
An examination of information agencies and their purposes, collections, collection policies, and acquisition procedures. **Prerequisites:** SLIS 701.

SLIS 767 - Management of Public Library Youth Services (3 Credits)
Planning, implementation, and evaluation of public library services for children and young adults. **Prerequisites:** SLIS 701.

SLIS 768 - Problems in Library and Information Agency Administration (3 Credits)
Examines in detail frequently occurring problems that require decision activity by library and information agency managers. May be repeated for credit as topics change. **Prerequisites:** Completion of 9 semester hours of SLIS graduate-level classes.

SLIS 770 - Design and Management of Databases (3 Credits)
Databases used in libraries and other information agencies, including operational and functional design. Extensive hands-on evaluation of selected database software packages. **Prerequisites:** SLIS 701, SLIS 707.

SLIS 772 - Strategic Intelligence for Information Professionals (3 Credits)
Principles and practices of information gathering and analysis of open source information, including competitive intelligence, environmental scanning, and issues management; information evaluation and synthesis; role of strategic intelligence in modern organizations. **Prerequisites:** SLIS 740 or SLIS 748.

SLIS 775 - Practicum in Organizing and Managing Web Resources (3 Credits)
Concepts and practices necessary to organize and manage Web resources in libraries and in other information agencies.
SLIS 776 - Web Technologies for Information Specialists (3 Credits)
Evaluation and programming of Web technologies and related issues in libraries and in other information agencies.
Prerequisites: SLIS 775.

SLIS 777 - Design and Management of Digital Image Collections (3 Credits)
This course presents introductory concepts related to the creation, manipulation, and implementation of visual collections in various online environments. It identifies resources, procedures, and skills needed to successfully design, implement, and manage digital image collections in a collaborative environment.
Prerequisites: SLIS 706, passing of SLIS Technology Test.

SLIS 778 - Seminar in Information Science (3 Credits)
A critical examination of the principles, trends, and issues of modern information systems design and use.
Prerequisite or Corequisite: SLIS 707.

SLIS 780 - Information Networks (3 Credits)
Identification and evaluation of information networks in libraries and other information agencies. The nature of networks, including hardware and software applications.
Prerequisites: SLIS 701, SLIS 707.

SLIS 787 - Seminar in Applied Information Systems for Information Specialists (3 Credits)
Application, management and evaluation of information systems for libraries and other information agencies, including emerging technical, administrative and management issues related to these systems.
Prerequisites: SLIS 701, SLIS 707.

SLIS 791 - Study Abroad: Great Libraries of the World (3 Credits)
Discussion and critical examination of selected topics of current international debate regarding information and related technologies. Specific topics to be identified by title. May be repeated three times for a maximum of 9 hours.

SLIS 794 - Internship in Library and Information Science (3-6 Credits)
Supervised field experience in library, media center, or other information agency relevant to student's professional goals.
Prerequisites: SLIS 701, SLIS 705, SLIS 707.

SLIS 795 - Special Topics in International Information Issues (1-3 Credits)
Discussion and critical examination of selected topics of current international debate regarding information and related technologies. Topics vary by title. May be repeated a maximum of 3 times.

SLIS 796 - Independent Study in Library and Information Science (1-6 Credits)
Independent study in an area of library and information science relevant to the student's professional goals.
Prerequisites: SLIS 701, SLIS 705, SLIS 707.

SLIS 797 - Selected Topics in Librarianship and Information Services (1-3 Credits)
Discussion and investigation of selected topics of current concern to the library and information profession. Specific topics to be identified by title.

SLIS 798 - Specialist Project Preparation (3-6 Credits)
Prerequisite: Specialist degree students only. Approval of the appropriate application for specialist project must be submitted early in the semester preceding enrollment.

SLIS 801 - Research Issues in Library and Information Science (3 Credits)
Seminar examining a range of issues, theories, and research questions that currently shape thinking and discourse in library and information science.

SLIS 802 - Theory and Research Methods in Library and Information Science (3 Credits)
Seminar exploring problems and issues in theory formulation and research methods, including quantitative, qualitative, and multi-method approaches. Not auditable.

SLIS 803 - Information and Society (3 Credits)
Seminar examining the historical and intellectual foundations of library and information science in relation to the nature and current roles of information organization and information transfer in societies. Not auditable.

SLIS 804 - Preparation for Academic Careers in Library and Information Science (3 Credits)
Seminar examining the history, trends, and current status of academic careers in library and information science, emphasizing knowledge and skills needed for successful teaching, scholarship, and service. Not auditable.

SLIS 805 - Information Policy and Ethics (3 Credits)
Seminar in the critical and analytical study of information policy and ethical issues at the individual, institutional, and international levels. Not auditable.

SLIS 806 - Communication Processes and Information-Seeking Behavior (3 Credits)
Seminar examining the characteristics of communication, human information interaction, and information-seeking behavior, with emphasis on social network models, and the relationship between information-seeking behaviors and the design of communication and information systems and services. Not auditable.

SLIS 809 - Planning and Evaluating Colloquia In Library and Information Science (1 Credit)
Involves students in planning, managing, and evaluating colloquia, including recruiting speakers, scheduling venues, attracting audiences, conducting the sessions, and evaluating the results. May be repeated up to three times for credit.

SLIS 810 - Human Information Interactions and Cultural Institutions (3 Credits)
Explores libraries and other cultural institutions as lifelong educational environments where complex human interactions take place. Over the past two years, the promising intersection of cultural organizations has been a topic of strong interest to practitioners and scholars associated with these institutions. This course introduces the interdisciplinary framework, social perspectives, and research methods required to development an understanding of this intersection, the changes that will be required as new technologies alter the way that people engage with these institutions, and the challenges that have begun to emerge as their boundaries become less defined. This type of interdisciplinary framework is needed to address these topics and address both the human information needs that impel cultural institutions and the steps and strategies by which these needs may be recognized and resolved in these information rich environments.
SLIS 811 - Technologies in Cultural Institutions (3 Credits)
This course provides an opportunity for doctoral students to explore the issues associated with the implementation, evaluation and management of various technologies found in cultural institutions. Students will gain practical experience working with different technologies through class demonstrations and will be exposed to different technical environments via class field trips.

SLIS 899 - Dissertation Preparation (1-12 Credits)

Linguistics (LING)

LING 502 - French Linguistics (3 Credits)
The structure, morphology, and syntax of modern French.
Cross-listed course: FREN 517

LING 503 - Introduction to German Linguistics (3 Credits)
Structural and descriptive linguistics applied to the German language.
Cross-listed course: GERM 515

LING 504 - Introduction to Spanish Linguistics (3 Credits)
Phonology, morphology, and syntax of modern Spanish.

LING 505 - Interdisciplinary Topics in Linguistics (3 Credits)
Topics selected by the instructor for specialized study. Course content varies and will be announced in the schedule of classes title. May be repeated with different title.

LING 512 - French Phonology (3 Credits)
The sound system and its functioning in the morphological system of French from the point of view of current phonological theory.
Cross-listed course: FREN 516

LING 514 - Contrastive English-Spanish Phonetics and Phonology (3 Credits)
Introduction to the study of phonetics and phonology and their application to the sounds and sound systems of English and Spanish. Includes transcription practice and discussion of relevance to teaching.
Cross-listed course: SPAN 517

LING 521 - Advanced English Grammar (3 Credits)
Practical survey of the syntactic structures of English; usage, social and regional variation emphasis on data.
Prerequisites: LING 421/ENGL 450 or LING 600/ENGL 680.

LING 527 - Introduction to Mathematical Methods in Linguistics (3 Credits)
Introduction to mathematical mechanisms that play a prominent role in the formalization of syntactic and semantic theories, showing how they are applied to an understanding of the working parts of human language. The topics covered include: set theory, logic, English as a formal language, and languages & grammars.

LING 530 - Language Change (3 Credits)
Major ways in which phonetics, phonology, syntax, morphology, and semantics change through language history; social factors which promote innovation.

LING 533 - Introduction to the Germanic Languages (3 Credits)
Introduction to historical Germanic linguistics including a survey of the Old Germanic languages (Old English, Old Frisian, Old Saxon, Old High German, Old Norse, Gothic); comparative phonology, morphology, and syntax, typology of modern Germanic languages and dialects; and common Germanic in its Indo-European context.
Cross-listed course: GERM 517

LING 540 - Topics in Language and Culture (3 Credits)
Introduction to sociolinguistic issues, focusing on a single language. Course content varies and will be announced by title. May be repeated twice as topics vary.

LING 541 - Language and Gender (3 Credits)
Approaches to gender and language emphasizing the social grounding of both; how language reflects sociocultural values and is a tool for constructing different types of social organization.
Cross-listed course: ANTH 555, WGST 555

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

LING 542 - Research in Language Conflict and Language Rights (3 Credits)
Research into the parameters governing linguistic conflicts and language rights issues, involving a close examination of the nexes of language and individual and ethnic identity, culture, dialects, bilingualism. Examination of regional, national, and international case studies, with particular attention to nationalism, language revitalization, and language planning.
Cross-listed course: POLI 542

LING 543 - Discourse, Gender, and Politics of Emotion (3 Credits)
Anthropological approach to issues of discourse, gender, and emotion. Issues under consideration include the social control, force, and forms of emotional discourse and the relationship between emotion and culture from gender-oriented perspectives.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

LING 545 - Anthropological Approaches to Narrative and Performance (3 Credits)
The ways people from various cultures reflect on, reinforce, and construct their social realities through narrating, which will be considered as both artistic expression and social action.
Cross-listed course: ANTH 553

LING 546 - Japanese Language in Society (3 Credits)
Japanese language and communication in its socio-cultural context; emphasis on comparison with American English. Taught in English.
Cross-listed course: JAPA 500

LING 548 - German Sociolinguistics (3 Credits)
Introduction to the study of variation in Modern German. Traditional German dialectology and dialect geography, language and society, multilingualism in the German-speaking countries, German in contact with other languages.
Cross-listed course: GERM 518

LING 554 - The Structure of Modern Spanish (3 Credits)
Description of the grammatical structures of Modern Spanish. Intensive study of the theory and practice of word formation and sentence structure of Spanish.
Cross-listed course: SPAN 516

LING 556 - Language and Globalization (3 Credits)
Anthropological approach to issues of language and globalization. Linguistic consequences of globalization under consideration include communicative patterns, linguistic change, and language and political economy.
Cross-listed course: ANTH 556

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences
LING 565 - Philosophy of Language (3 Credits)
An examination of concepts and problems such as meaning, reference, analyticity, definition, and the relation between logic and philosophy.
Prerequisites: PHIL 202.
Cross-listed course: PHIL 517

LING 567 - Psychology of Language (3 Credits)
Theories of speech perception, linguistic theories of syntax and semantics, the brain mechanisms underlying language, the development of language in children, and the role of language in thought.
Prerequisites: PSYC 506
Cross-listed course: LING 500

LING 570 - Introduction to Language Development (3 Credits)
The language acquisition process in normal children, including the development of semantics, morphology, syntax, phonology, and pragmatics; American dialects and bilingualism.
Prerequisites: COMD 501 and COMD 502.
Cross-listed course: COMD 570

LING 600 - Survey of Linguistics (3 Credits)
Survey of core areas of linguistics and extensions to closely related disciplines. Introduction to the linguistic component of human cognition. Formal description and analysis of the general properties of speech and language, the organization of language in the mind/brain, and cross-linguistic typology and universals.
Cross-listed course: ANTH 600, ENGL 680

LING 627 - Introduction to Semantics and Pragmatics (3 Credits)
An introduction to the study of linguistic meaning, including the following topics: meaning, reference, and truth; the connections among language, thought, and reality; word meaning and sentence meaning; possible worlds and modality; thematic roles; meaning and context; presupposition and implicature; speech acts; formal semantics; and cognitive semantics.
Prerequisites: LING 300, LING 301, or LING 600.

LING 650 - Introduction to Morphology (3 Credits)
Foundations of generative morphology, focusing on morphological data collection and analysis; the structure of the lexicon; and the interfaces between morphology and phonology, semantics, and syntax.
Prerequisites: LING 300, LING 301, or LING 600.

LING 701 - Quantitative Approaches to Linguistic Analysis (3 Credits)
Description, visualization, and basic statistical analysis of both discrete and continuous linguistic data from various linguistic subfields using R.

LING 710 - Introduction to Phonology (3 Credits)
The phonetic basis of phonology; phonological structure; lexical representation; cross-linguistic survey of major types of phonological processes; emphasis on data analysis.
Prerequisites: LING 600.

LING 711 - Phonological Theory (3 Credits)
Advanced study of theoretical issues in phonology.
Prerequisites: LING 600 and LING 710.

LING 712 - Articulatory and Acoustic Phonetics (3 Credits)
Physical and anatomical mechanisms for producing speech, phonetic representations and models of speech perception and prosody, acoustic characteristics of the speech signal, use of international phonetic alphabet symbols (IPA) to describe speech sounds in the world's languages, training in experimental and field methods in phonetic research.
Prerequisites: LING 600.

LING 720 - Introduction to Syntax (3 Credits)
Foundations of generative grammar, focusing on the syntax of English; universal principles of basic clause structure and derived constructions; emphasis on syntactic argumentation and cross-linguistic generalization.
Prerequisites: LING 600.

LING 721 - Syntactic Theory (3 Credits)
Advanced exploration of a principled model of the syntactic component of universal grammar and the interface between this module and semantic interpretations and lexical information. Competing hypotheses are compared.
Prerequisites: LING 600 and LING 720.

LING 728 - Semantic Theory (3 Credits)
The formal study of linguistic meaning, including the following topics: Fregean truth-conditional semantics; lexical decomposition; predication and modification; lambda abstraction; generalized quantification; intentional and extensional contexts; tense, aspect, and modality; propositional and indexicality.
Prerequisites: LING 600 or LING 627.
Cross-listed course: PHIL 719

LING 729 - Pragmatic Theory (3 Credits)
Study of formal approaches to pragmatic phenomena such as focus, presupposition, and implicature; examination of deictic, contextual and perspectival expressions; survey of pragmatic frameworks such as Relevance Theory and Discourse Representation Theory; study of information structural properties of natural languages, including topic-comment structure, given-new contrasts, definiteness versus indefiniteness.
Prerequisites: LING 600 or LING 627.
Cross-listed course: PHIL 717

LING 730 - Historical Linguistics (3 Credits)
Innovation in phonology, morphology, syntax, and semantics; evidence from texts, social and regional dialects; emphasis on theories of language change.
Prerequisites: LING 600 and LING 610.

LING 731 - History of English Language (3 Credits)
The historical background of Modern English with attention to the major linguistic and cultural developments which distinguish English from other related languages. No prior knowledge of Old English or Middle English is required.
Cross-listed course: ENGL 781

LING 732 - History of the French Language (3 Credits)
Development of the French language from its origins to 1600.
Cross-listed course: FREN 715

LING 733 - History of the German Language (3 Credits)
Development of German in the Germanic, Old High German, Middle High German, and New High German periods. Phonology, morphology, syntax, semantics, and the relationship between dialects and the standard language.
Cross-listed course: GERM 516

LING 734 - History of the Spanish Language (3 Credits)
Development of the language from its origins to the present day.
Cross-listed course: SPAN 715
LING 739 - The Evolution of Linguistic Theory, Practice, and Methods (3 Credits)
Introduces basic resources of discipline and focuses on the development of linguistics in terms of dominant issues and analytical methodology with emphasis on paradigm shifts.
Prerequisites: LING 600, LING 610, LING 620.

LING 740 - Introduction to Sociolinguistics (3 Credits)
An examination of choices speakers in the same community make between styles, dialects, and languages; their association with social group memberships; speakers’ perceptions of interpersonal relationships.
Prerequisite or Corequisite: LING 600.

LING 741 - African American English (3 Credits)
Linguistic approaches to the history, structure, and use of African American English.

LING 742 - Language and Race (3 Credits)
Sociolinguistic examination of the relationship between language and race, including ethnolects, identity construction, linguistic appropriation, linguistic racism, and antiracism in everyday and institutional contexts.

LING 743 - Analysis of Conversation (3 Credits)
Types of interactive organization found within conversation and the methods and procedures used by participants to achieve order.
Cross-listed course: ANTH 756

LING 744 - Language Contact Phenomena (3 Credits)
The structural effects of contact between speakers of more than one language on the language involved. Borrowing, code-switching, convergence, language death, development of pidgins and creoles.
Prerequisites: LING 600.

LING 745 - Varieties of American English (3 Credits)
Social and regional variation in American English since the colonial period.
Cross-listed course: ENGL 782

LING 746 - Sociophonetics (3 Credits)
The intersection between variation in phonetic/phonological form and social factors (such as a speaker’s region, age, group identity, ethnic background, sexual orientation, level of education, etc.), acoustic production of variation, effects of sociophonetic variation on speech perception, on language change, and on language acquisition.

LING 747 - Language as Social Action (3 Credits)
Examines language as a social, cultural, and political matrix. Topics include ideology, gender, race, power, agency, and resistance. Students will apply linguistic theories in their own analyses of everyday speech.
Cross-listed course: ANTH 747

LING 748 - Introduction to Linguistic Anthropology (3 Credits)
A comprehensive introduction to linguistic anthropology, its relationship(s) to sociolinguistics, discourse analysis, and conversation analysis. Contributions made to social theory and theories of language and discourse will be understood.
Prerequisites: LING 600.

Cross-listed course: ANTH 748

LING 765 - Studies in Philosophy of Language (3 Credits)
Examination of concepts such as meaning, reference, analyticity, and translational indeterminacy; evaluation of accounts of speech acts, the semantics of propositional attitudes, and metaphor and other pragmatic phenomena.
Cross-listed course: PHIL 718

LING 772 - Technology in Foreign Language Education (3 Credits)
Introduction to technology in language teaching and the connection between language acquisition and the implementation of Internet and multimedia technology.
Cross-listed course: EDTE 772, FORL 772

LING 780 - Discourse Analysis (3 Credits)
Underlying principles of how phonological, syntactic, and lexical features are organized above the sentence level; alternative choices of these features and how they contribute to the speaker’s/writer’s goals.
Prerequisites: LING 600.

LING 782 - Language Ideology: The Political Economy of Language Beliefs and Practices (3 Credits)
Linguistic anthropological approaches that examine how ideological systems mediate social structures and linguistic/discursive forms and functions. Topics range from language and political economy, identity and identifications, institutions, and nation-building/nationalism.
Cross-listed course: ANTH 782

LING 790 - Second Language Acquisition (3 Credits)
Study of current theory and research in second language acquisition and exploration of relationships between such work and classroom second language learning and teaching. Examination of research techniques used in applied linguistics.
Prerequisite or Corequisite: LING 600.

LING 791 - Theory and Methodology in Second Language Acquisition (3 Credits)
Current issues and research in adult second language acquisition, with special attention to developments in theory and to methodological issues and considerations.
Prerequisites: LING 600, LING 790.

LING 792 - Principles of Instructed Second Language Acquisition and Foreign Language Teaching (3 Credits)
An analysis of instructed second language acquisition (SLA). This course explores the historical development and up-to-date findings in foreign/second language research and applies that knowledge to classroom teaching methods. Students will be expected to conduct empirical investigation.
Prerequisites: FORL 511 or LING 790.

Cross-listed course: FORL 730

LING 795 - Principles and Strategies for Teaching ESOL (3 Credits)
Survey of teaching ESOL, including theoretical principles and practical strategies for approaches, methods, techniques, and materials as they concern elementary, secondary, and postsecondary learners.

LING 796 - Teaching Reading and Writing to ESOL Learners: Theory and Practice (3 Credits)
This course surveys research on the mental processes and linguistic contexts involved in reading and writing in a second language. Pedagogical implications for elementary, secondary, and postsecondary learners are discussed.
Cross-listed course: EDRD 796

LING 798 - Practicum in Teaching ESOL (3 Credits)
Observation and supervised teaching of English to speakers of other languages in an individually designed classroom setting. Course may be taken up to 3 times.
Prerequisites: LING 600, LING 795.

LING 799 - Thesis Preparation (1-9 Credits)
LING 805 - Topics in Linguistics (3 Credits)
Topics selected by the instructor for specialized study. May be repeated as topics vary.

LING 806 - Directed Reading and Research (1-3 Credits)

LING 820 - Seminar in Syntax (3 Credits)
Advanced exploration in syntactic theory, involving either cross-theoretical examination of specific linguistic phenomena or in-depth study of a particular theoretical model.

LING 830 - Seminar in Historical Linguistics (3 Credits)
Special topics in historical and comparative linguistics, such as historical phonology or syntax, Indo-European linguistics, and comparative Germanic or Romance linguistics.

LING 840 - Seminar in Language Variation (3 Credits)
Current theories relevant to specialized consideration of the social functions of linguistic choices at any level of analysis; variation as a reflection of region and social group membership or interpersonal relationships.

LING 890 - Seminar in Language Acquisition (3 Credits)
Special topics in the acquisition of language such as first language acquisition of English or other languages, cross-linguistic effects on acquisition, or issues in acquisition theory.

LING 891 - Seminar in English for Speakers of Other Languages (ESOL) (3 Credits)
Special topics in teaching English to speakers of other languages (ESOL), such as materials design, program design and evaluation, or teaching a particular language skill.

LING 899 - Dissertation Preparation (1-12 Credits)

Management (MGMT)

MGMT 590 - Special Topics in Management (3 Credits)
Current topics, issues and practices in various areas of Management. Course may be repeated up to four (4) times as content varies by title.

MGMT 701 - Human Resources and the Global Firm (3 Credits)
An analysis of human resources practices viewed from a comparative, cross-national perspective and the perspective of a multinational enterprise.

MGMT 718 - Management of Human Resources (3 Credits)
The processes inherent in effective management of the organization's human resources. Topics include: employee selection, training, and development; design of compensation and reward systems; applied motivation models; and current issues in the management of human resources.

MGMT 719 - Management of Compensation (3 Credits)
Examines the techniques, policies, processes, strategies, and practices used by companies, managers, and individuals to effectively and efficiently motivate behavior via rewards.
Prerequisites: MGMT 701.

MGMT 720 - Staffing (3 Credits)
Topics in staffing on a rotating basis among job analysis, recruitment, test validation, selection systems, and other subjects.
Prerequisites: MGMT 701.

MGMT 721 - Employment Relations Law (3 Credits)
The law of employment relations. Policy and practice in areas such as equal employment, wages and hours, employee health and safety, pensions, and labor relations.

MGMT 722 - Labor Relations (3 Credits)
An analysis of some of the major problems faced by managers in their dealings with organizations representing employees. Primary emphasis is on the negotiation of labor agreements and the handling of problems arising under them. The public policy aspect of these problems is also considered.

MGMT 723 - Employee Responsibilities and Rights (3 Credits)
Rights of employees in relation to their employers that arise from individual and collective agreements. Employee discipline and justice. Grievance procedures and their administration, including labor arbitration.

MGMT 724 - American Labor Unions (3 Credits)
The nature, structure, and development of the labor union in the United States. Topics covered include labor history, structure of the labor movement, union governance, the law of unions, and problems of the labor movement.

MGMT 725 - Human Resource Metrics and Research (3 Credits)
Applied data analysis and research methods in human resources. Emphasis on research design, analytic strategies, measurement of human resource variables and outcomes, and presentation of written and oral information.

MGMT 726 - Human Resource and Business Strategy (3 Credits)
Capstone course for master's students in human resources. Integration of course work through analysis of current management issues and the use of case analysis and business simulations.
Prerequisites: MGMT 701.

MGMT 727 - Internship or Practicum in Human Resources (6 Credits)
Field experience in human resources. Includes a report analyzing the experience.

MGMT 728 - Teams and Teamwork Management (3 Credits)
When to use teams; how to design and implement team structures and motivate and lead team members; team decision making, conflict resolution, and other team processes.

MGMT 729 - Managing Cross-border Teams (3 Credits)
How the presence of members from multiple national cultures and multiple national locations affect the functioning of teams within the multinational corporation.
Prerequisites: DMSB 714 or IBUS 700 or MGMT 770 or MGMT 799.

Cross-listed course: IBUS 717

MGMT 730 - Consulting and Organizational Development in MNCs (3 Credits)
Restructuring and transformation initiatives within multinational organizations as internal consultants and/or change agents.
Prerequisites: DMSB 711 or IBUS 700 or MGMT 797 or MGMT 799.

Cross-listed course: IBUS 718

MGMT 731 - Negotiations (3 Credits)
Negotiations analysis, thinking, and communication; alignment between negotiation objectives and strategies; negotiation skills.

MGMT 732 - Learning with Leaders (3 Credits)
Experiential learning with successful business leaders; diagnosis of specific contexts and issues of leadership within these contexts; integration and comparison of leadership across contexts.

MGMT 733 - Strategic Management of Technology and Innovation (3 Credits)
Understanding and managing innovation, both sustaining and disruptive; creating new capabilities in new entrepreneurial firms or large corporations.
MGMT 735 - Mergers and Acquisitions (3 Credits)
Mergers and acquisitions in international and domestic settings: effects of strategic, financial, legal, accounting, and human resource factors.

MGMT 737 - Human Resources Experiential Project (3 Credits)
Provides an applied Human Resources experiential project where students work under close faculty supervision to solve real-world business challenges using applied research and analytical skills.

Prerequisites: MGMT 725.

MGMT 750 - Finance for Human Resource Professionals (3 Credits)
Fundamentals of analysis and decision-making in financial management for human resource professionals.

MGMT 770 - Competing Through People (3 Credits)
Development of an understanding of behavioral concepts necessary for effective production management of organizations. Current literature, case studies, and other simulations to demonstrate applicability of concepts. Concepts studies include perception, motivation, leadership, and intergroup conflict.

MGMT 771 - Organization Theory and Design (3 Credits)
A study of the nature of organizations, their design, their structure, their processes, as well as problems inherent in organizations (e.g., coordination, conflict, communications, power usage, politics).

MGMT 772 - Employee and Leadership Development (3 Credits)
Examination of methods of employee development and leadership development with an emphasis given to program design, management and evaluation.

MGMT 773 - Business Policy (3 Credits)
Policy formulation and decision-making in organizations. The interrelationships of functional areas within the organization, the application of management skills and processes to integrate these areas, and the impact of factors external to the organization are examined with a view toward the attainment of organizational goals.

Prerequisites: MKTG 751, FINA 760, MGMT 770, and MGSC 791.

MGMT 774 - The Firm and Its Environment (3 Credits)
The forces which influence and constrain decision and actions within the individual firm. Consideration of these forces as features of the existing legal, social, and ethical environments. Specific topics include the legal system and public policy, social organization, moral and ethical standards, public opinion, the social responsibility of the firm, and conception within the firm of its role in society, and the interaction of these forces with economic forces.

Prerequisites: ECON 720.

MGMT 775 - Competitive Strategy Analysis (3 Credits)
A study of the techniques used in industry analysis and in the strategic posturing of a firm within its competitive environment.

Prerequisites: MKTG 751 and FINA 760.

MGMT 776 - Strategic Planning (3 Credits)
An evaluation of the conceptual and analytical foundations associated with the management function of planning.

MGMT 777 - Innovation and New Venture Analysis (3 Credits)
Examines the principles, tools, and techniques necessary to conceptualize and initiate a new business entity.

Prerequisites: MKTG 751.

Prerequisite or Corequisite: FINA 760.

MGMT 778 - Small Business Management (3 Credits)
An examination of problems involved in the organization and management of a small business, including an analysis of legal forms, location, product market determination, production, and other operating conditions.

MGMT 779 - Personnel and Employment Relations (3 Credits)
Orientation to the field of personnel and employment relations. Also provides training in communications and computer skills needed in managing human resources.

MGMT 780 - Entrepreneurial Finance and the Dynamics of Emerging Ventures (3 Credits)
Exploration of the funding and financial management of emerging ventures, including sources and structure of capital, financial levers to drive performance and metrics to monitor performance, and the study of how to impact, capture, quantify and realize value.

Cross-listed course: FINA 780

MGMT 782 - Managing Careers in Organizations (3 Credits)
Chronological view of career development issues, from initial vocational and job choice decisions through retirement. Short-run and long-term consequences of individual and organizational career development strategies.

MGMT 790 - Business Research and Reports (3 Credits)
Research tools, techniques, and sources are utilized in the development of both analytical ability and facility in communication.

MGMT 820 - Foundations of Management Theory (3 Credits)
Emphasis on development of understanding the history of management theory and examination of current interpretations of these concepts.

MGMT 821 - Doctoral Seminar in the Behavioral Sciences I (3 Credits)
Study of major theoretical and methodological issues in organizational behavior with emphasis on developing conceptual models and implementing research designs.

MGMT 822 - Doctoral Seminar in the Behavioral Sciences II (3 Credits)
Exploration of current specialized topics in organizational behavior with emphasis on synthesizing research, developing conceptual models, and implementing research designs.

MGMT 823 - Current Topics in the Organization Sciences (3 Credits)
An advanced seminar focusing upon reading, synthesis, and critical evaluation of current research in business and management.

Prerequisites: MGMT 821 or MGMT 822.

MGMT 824 - Doctoral Seminar in Human Resource Management I (3 Credits)
Theories and research in human resource management.

MGMT 825 - Doctoral Seminar in Human Resource Management II (3 Credits)
Advanced theories and research in human resource management.

MGMT 828 - Seminar in Entrepreneurship (3 Credits)
Theories and research in entrepreneurship, emphasizing strategic management framework in integrating diverse treatments of the entrepreneur, new ventures, and corporate innovation.

Prerequisites: MGMT 878.

MGMT 871 - Organization Theory (3 Credits)
An evaluation of theories of organization, with particular emphasis on business applications. Approaches to a conceptual framework include decision theory, sociological and behavioral theories. Various models are evaluated in an attempt to build a framework for analysis of organizations.
MGMT 872 - Seminar in Management Research Methodology (3 Credits)
Research methods and techniques for translation of management theory and practical problems into testable propositions.
Prerequisites: MGSC 882.

MGMT 878 - Seminar in Strategy Formulation (3 Credits)
Investigates the theoretical and empirical evidence regarding strategies aimed at creating and sustaining competitive superiority in business firms and the strategy formation process.

MGMT 879 - Seminar in Strategy Implementation (3 Credits)
Continuation of MGMT 878, with emphasis on strategy implementation.
Prerequisites: MGMT 878.

MGMT 882 - Advanced Statistics for Business I (3 Credits)
The development and application of advanced statistical methods to problems in business. Topics include application of estimation and hypothesis testing in both univariate and multivariate cases.
Cross-listed course: MGSC 882

MGMT 892 - Advanced Statistics for Business II (3 Credits)
The structure and analysis of experimental and research designs with applications to business problems.
Prerequisites: MGMT 882 or equivalent.

Management Science (MGSC)

MGSC 520 - Forecasting and Time Series (3 Credits)
Time series analysis and forecasting using the multiple regression and Box-Jenkins approaches.
Prerequisites: MGSC 292 or STAT 516.

Cross-listed course: STAT 520

MGSC 525 - Statistical Quality Control (3 Credits)
Statistical procedures for process control including CUSUM and Shewhart Control Charts, and lot acceptance sampling.
Prerequisites: MGSC 292 or STAT 509 or STAT 515.

Cross-listed course: STAT 525

MGSC 590 - E-Commerce Concepts and Research Topics (3 Credits)
Social, technological, commercial, marketing, and political implications of current and impending trends in E-Commerce.
Prerequisites: MGSC 390.

MGSC 591 - Simulation of Business Systems (3 Credits)
Theory and design of business simulation experiments, development and use of computer simulation models, and analysis of data generated by computer simulation experiments.
Prerequisites: MGSC 291.

MGSC 592 - Analysis of Decisions Under Uncertainty (3 Credits)
Theory and practice of making decisions in an environment of uncertainty; development of skill in the assessment of preferences and probability distributions.
Prerequisites: MGSC 291.

MGSC 594 - Strategic Management of Information Systems (3 Credits)
Strategic management and use of information systems in organizations.
Cross-listed course: CSCE 594

MGSC 596 - Database Management for Business (3 Credits)
Technology overview and principles of database design for business applications. Enterprise database administration and planning. Design exercises and projects using the latest database management systems software.

MGSC 690 - Quantitative Foundations for Business and Economics I (3 Credits)
Calculus and classical optimization methods applied to problems in business and economic analysis; matrices, derivatives, and integrals in the analysis of both univariate and multivariate business and economic models. 03: 07/05/2019.

MGSC 691 - Quantitative Foundations for Business and Economics II (3 Credits)
Statistics and probability theory applied to problems of business and economic analysis. 03: 07/05/2019.
Prerequisites: MGSC 690 or ECON 690.

MGSC 692 - Quantitative Methods I (3 Credits)
Probability and statistics necessary for graduate study in economics and business administration; estimation, hypothesis testing, regression, analysis of variance, and nonparametric methods. 03: 07/05/2019.

MGSC 694 - Quantitative Methods II (3 Credits)
Decision models useful in business and economics; linear programming, sensitivity analysis and duality, network models, integer programming, dynamic programming, inventory and queuing, and simulation. 03: 07/05/2019.
Prerequisites: MGSC 692 or equivalent.

MGSC 703 - Computers in Business Administration and Economics (1-3 Credits)
Introduction to data processing concepts suitable for research interests in business and economics. Topics include research databases, statistical packages, and communication networks.

MGSC 711 - Quantitative Methods in Business (3 Credits)
Quantitative procedures used to make informed business decisions. The course focuses on the application of descriptive statistics, probability, interval estimates, hypothesis testing, and regression to management problems. Restricted to business students.

MGSC 717 - Global Sourcing: Strategies and Applications (3 Credits)
This course covers skills necessary to pursue sourcing and related careers in manufacturing, services, retailing, and government agencies, including discussion of cutting-edge negotiation and sourcing strategies pursued by exemplar firms.
Prerequisites: DMSB 718 or MGSC 791.

MGSC 772 - Project Management (3 Credits)
Management of projects including justification, planning, scheduling, monitoring, controlling, and auditing. Makes extensive use of project management information systems.

MGSC 776 - Supply Chain Modeling (3 Credits)
Study of the issues, principles, tools and decision processes involved in designing and effectively managing a supply chain. The course entails analyzing and developing models on various topics such as inventory management, transportation, network design and planning, and supply chain coordination.
Prerequisites: DMSB 718 or MGSC 791.
MGSC 777  - Advanced Quantitative Methods in Business (3 Credits)
Practical applications of statistical, optimization, heuristic, simulation, and other quantitative techniques for analyzing problems of contemporary business interest in the areas of manufacturing, services, and supply chain management.
**Prerequisites:** DMSB 718 or MGSC 791.

MGSC 778   - Revenue Management (3 Credits)
Concepts of forecasting demand, segmenting customers and allocating capacity or customizing price offers to distinct customer segments to maximize profits.

MGSC 779  - Innovation and Design (3 Credits)
Creation and launch of viable businesses using innovation tournaments. Development of problem solving and design skills. Application to real innovation and entrepreneurial hurdles.

MGSC 789  - Business Process Analysis, Design, and Implementation (3 Credits)
Study of the concepts, tools and issues associated with analyzing and improving modern business processes including quality management, process control, systems and technologies for process support, and case studies.

MGSC 790  - Data Resource Management (3 Credits)
Overview of data resource management, including database technology and design, information architecture planning, and database administration. A design project is required.

MGSC 791  - Operations Management (3 Credits)
Survey of production or operations functions of organizations. Development of concepts and decision processes relevant to major problem areas. Emphasizes relevance of operations management in both manufacturing and service organizations.
**Prerequisites:** MGSC 694, ACCT 729, and ECON 720.

MGSC 793  - Simulation Methods in Business Systems (3 Credits)
Advanced theory and design of business simulation programs and validation and statistical analysis of model output.
**Prerequisites:** MGSC 692, MGSC 694.

MGSC 794  - Programming Methods (3 Credits)
Mathematical programming techniques which are useful in business and economics. Topics include: solution techniques and applications of linear programming, duality theory, parametric programming, the decomposition problem, integer programming, dynamic programming, Lagrange multipliers, Kuhn-Tucker theory, and an introduction to control theory. 03: 07/05/2019.
**Prerequisites:** MGSC 694.

MGSC 795  - Econometrics and Regression I (3 Credits)
A treatment of single equation estimating techniques for the simple linear model, various nonlinear models, and the general linear model. 03: 07/05/2019.
**Prerequisites:** MGSC 882.

MGSC 796  - Information Systems (3 Credits)
The study of the integration of functional area and company-wide information components considering both internal and external information flows.

MGSC 797  - Sampling Techniques (3 Credits)
Statistical designs and techniques for survey investigations. Mathematical development of sampling systems; sampling units; sample size; estimation; costs; non-sampling problems. Methods of obtaining and reporting information. 03: 07/05/2019.
**Prerequisites:** MGSC 692 or equivalent.

MGSC 798  - Strategic Information Management (3 Credits)
Impacts of information and the information processing industry on the management of organizations; methods for managing information resources in support of competitive strategies.
**Prerequisites:** MGSC 796.

MGSC 799  - Telecommunications (3 Credits)
Technological concepts and techniques applied in video, data, and voice communications. Topics include local area networks, wide area networks, standards, management, and cost issues involved in telecommunications.
**Prerequisites:** MGSC 796.

MGSC 874  - Operations Strategy and Productive Systems Design (3 Credits)
Development and implementation of productive operations strategy and its relation to the overall organizational strategy; particular attention is given to the interface between product and process technology.
**Prerequisites:** MGSC 791.

MGSC 875  - Supply Chain Coordination and Control (3 Credits)
Design and management of systems that coordinate information and material flows within and between firms in a supply chain. Addresses planning basics, system alternatives, and advanced value stream synchronization.
**Prerequisites:** DMSB 718 or MGSC 791.

MGSC 880  - Advanced Statistics for Business I (3 Credits)
The development and application of advanced statistical methods to problems in business and economics. Topics include application of estimation and hypothesis testing in both univariate and multivariate cases.
**Cross-listed course:** MGMT 882

MGSC 883  - Design of Advanced Business Information Structures (3 Credits)
A study of data structures and file management with specific attention to applied business problems. Special emphasis is placed on the structure and management of information for management decision-making systems.
**Prerequisites:** CSCE 205 and CSCE 500.

MGSC 890  - Telecommunications (3 Credits)
Technological concepts and techniques applied in video, data, and voice communications. Topics include local area networks, wide area networks, standards, management, and cost issues involved in telecommunications.
**Prerequisites:** MGSC 796.

MGSC 892  - Advanced Statistics for Business II (3 Credits)
The structure and analysis of experimental and research designs with applications to business and economic problems.
**Prerequisites:** MGSC 882/ MGMT 882 or equivalent.
MGSC 894 - Advanced Topics in Management Science (3 Credits)
Topics will be selected from: nonlinear programming, stochastic programming, integer programming, spectral analysis, decision theory, Markov processes, Box-Jenkins methods, management information systems. 03: 07/05/2019.
Prerequisites: MGSC 694.

MGSC 895 - Econometrics and Regression II (3 Credits)
Topics in generalized least squares, autocorrelation, distributed lag models, principle components, identification, and simultaneous estimating techniques. 03: 07/05/2019.
Prerequisites: MGSC 795.

MGSC 896 - Intelligent Information Systems Design for Business Decision Making (3 Credits)
Selection, design, and application of a wide range of decision support systems and knowledge-based information technologies for supporting effective managerial decision making.

MGSC 897 - Global Supply Chain Operations Management: Graduate Capstone Consulting Project (4 Credits)
This course entails a live project under faculty supervision in which student teams apply GSCOM concepts and techniques to solve practical significant problems and opportunities in real-world service and manufacturing firms.

MGSC 898 - Management of Technology and Innovation (3 Credits)
The role of product and process innovation in competitiveness, intellectual property rights, organizing the technical effort, and techniques to enhance and pace technology development.
Prerequisites: MKTG 751 and MGSC 791.

Marine Science (MSCI)

MSCI 501 - Principles of Geomorphology (3 Credits)
The process of earth denudation with emphasis on chemistry of weathering, stream and erosion hydraulics, quantitative analysis of land form evolution.
Prerequisites: GEOL 101 and GEOL 102.
Cross-listed course: GEOL 501

MSCI 502 - Principles of Coastal Geomorphology (4 Credits)
Geological and physical controls on the morphology, development, and stability of coastlines. Analysis of waves and erosional processes, and coastal zone morphodynamics. Several required field trips.
Prerequisite or Corequisite: MATH 122 or MATH 141.
Cross-listed course: GEOL 502

MSCI 503 - Environmental Microbiology (3 Credits)
An overview of the microbial world including a survey of the distribution, functioning, and diversity of microorganisms in natural systems. Discusses the crucial roles that microorganisms play in ecosystem function, biogeochemical cycles, and environmental quality.
Prerequisites: MSCI 102 or BIOL 102, CHEM 112.
Cross-listed course: BIOL 502

MSCI 505 - Senior Seminar (1 Credit)

MSCI 509 - MATLAB-Based Data Analysis in Ocean Sciences (3 Credits)
MATLAB-based course in processing, analysis, and visualization of large oceanographic data sets. Includes scalar and vector time series measured at fixed locations as well as shipboard surveys of oceanographic characteristics varying both in 3-D and in time. Methods and techniques are relevant to other geoscience disciplines.
Prerequisites: MATH 141.

MSCI 510 - Invertebrate Zoology (4 Credits)
Phylogenetic and comparative aspects of anatomy, physiology, reproduction, and embryology of the invertebrates. Three lecture and one three-hour laboratory period per week.
Prerequisites: BIOL 301 or MSCI 311.

Cross-listed course: BIOL 510
Graduation with Leadership Distinction: GLD: Research

MSCI 511 - Advanced Paleontology (3 Credits)
Systematic, ecologic, biogeographic, and evolutionary aspects of paleontology. Lectures, practical exercises, occasional field trips.
Prerequisites: GEOL 311.
Cross-listed course: GEOL 511

MSCI 515 - Marine Micropaleontology (4 Credits)
Marine microfossils; distribution, ecology, paleoecology, and biostratigraphy; use of microfossils in marine sediments to study oceanographic history. Three lectures and two laboratory hours per week.
Cross-listed course: GEOL 515

MSCI 521 - Introduction to Geochemistry (3 Credits)
Investigation of low temperature chemical reactions controlling the geochemistry of the earth’s surface. Emphasis on CO2, carbonates, oxidation reduction, thermodynamics, isotopes, biogeochemistry.
Cross-listed course: GEOL 521

MSCI 524 - Environmental Radioisotope Geochemistry (3 Credits)
Introduction to radioactivity and the use of radionuclides to study environmental processes, including age-dating and biogeochemical cycling in aquatic systems. Two lectures per week.
Prerequisites: CHEM 111, CHEM 112, MATH 141.

MSCI 525 - Marine Plants (4 Credits)
Diversity, distribution, physiology, ecology, evolution, and economic importance of marine algal, seagrass, and mangrove communities. Three lecture and three laboratory hours per week. Scheduled field trips are required.
Prerequisites: BIOL 301 or MSCI 311.

Cross-listed course: BIOL 525

MSCI 535 - Fishery Management (3 Credits)
Management and conservation of aquatic and marine resources, with emphasis on fisheries. Data procurement and analysis; commercial and recreational fisheries; sociological, political, legal, and environmental factors that affect fishery management; and fish biodiversity.
Prerequisites: BIOL 301.
Cross-listed course: BIOL 535
MSCI 536 - Ichthyology (4 Credits)
Phylogeny, morphology, behavior, and ecology of fishes. Three lecture and 3 laboratory hours plus three field trips to be arranged.
Prerequisites: BIOL 301 or MSCI 311.

Cross-listed course: BIOL 536
Graduation with Leadership Distinction: GLD: Research

MSCI 537 - Aquaculture (3 Credits)
Introduction to the practical and scientific aspects of the commercial culture of freshwater and marine organisms. Three lecture hours per week. One all-day field trip required.
Prerequisites: BIOL 301 or MSCI 311.

MSCI 538 - Behavior of Marine Organisms (4 Credits)
The identification of behavioral adaptations of estuarine and marine organisms: their ecology, physiology, development, and evolutionary history; field observations.
Prerequisites: BIOL 101 and BIOL 102 or MSCI 311.

Cross-listed course: BIOL 538
Graduation with Leadership Distinction: GLD: Research

MSCI 545 - Geological Oceanography (3 Credits)
A comprehensive study of the origin and development of the major structural features of the ocean basins and the continental margins. Discussion of the techniques used in obtaining geologic data and the interpretation of sedimentary processes, vulcanism, and the stratigraphy of the ocean basins.
Cross-listed course: GEOL 545

MSCI 550 - Sedimentary Simulations and Sequence Stratigraphy (4 Credits)
Problems of sequence stratigraphy resolved with graphic computer simulations. Sedimentary fill of basins by carbonates and/or clastics tracked as a function of rate of sediment accumulation, tectonic behavior and sea level. Includes laboratory.
Prerequisites: GEOL 301.

Cross-listed course: GEOL 550

MSCI 552 - Population Genetics (3 Credits)
An introduction to the principles of population genetics, with emphasis on the origin, maintenance, and significance of genetic variation in natural populations.
Prerequisites: BIOL 301, MSCI 311, and BIOL 303.

Cross-listed course: BIOL 552
Graduation with Leadership Distinction: GLD: Research

MSCI 553 - Marine Sediments (3 Credits)
Marine sedimentary environments; physical/biological factors which control the formation and distribution of modern marine sediments.
Prerequisites: GEOL 516.

Cross-listed course: GEOL 553

MSCI 555 - Conservation and Health in Marine Systems (3 Credits)
Introduces the field of conservation and explores the intersection between conservation and environmental health with a particular focus on coastal and marine case studies.
Prerequisites: MSCI 311 or equivalent.

Cross-listed course: GEOL 555

MSCI 557 - Coastal Processes (3 Credits)
Physical and geological processes controlling the formation and evolution of beach, barrier, and nearshore environments, including discussion of coastal management issues.
Cross-listed course: GEOL 557

MSCI 558 - Introduction to Micrometeorology (3 Credits)
Small-scale processes in the atmospheric boundary layers, including energy budget, radiation, soil heat transfer, humidity, viscous flows, turbulence, momentum and heat exchanges, evaporation, and marine atmospheric boundary layer.
Prerequisites: PHYS 201 and MATH 141.

Cross-listed course: GEOL 558

MSCI 564 - Marine Conservation Biology (3 Credits)
Exploration of how human activities affect marine natural populations, species, communities and ecosystems, including threats to biodiversity, approaches to marine conservation; and ecological and evolutionary responses to anthropogenic disturbance.
Prerequisites: BIOL 301.

Cross-listed course: BIOL 564

MSCI 566 - Ecosystem Analysis (3 Credits)
The formulation and simulation of compartment models of marine and terrestrial ecosystems with complex nutrient cycling, food chains, and energy flow. Analog and digital simulation techniques. Ecosystem stability and sensitivity. Organization, structure, and diversity of an ecosystem.

MSCI 568 - Air-Sea Interaction (3 Credits)
The physical mechanism responsible for interaction between the ocean and the atmosphere and the influence of air-sea interaction on atmospheric and oceanic dynamics and thermodynamics on a wide variety of spatial/temporal scales.
Cross-listed course: GEOL 568
MSCI 580 - Satellite Oceanography (3 Credits)
This course provides knowledge of various techniques used in satellite remote sensing of the oceans. Key skills will be developed in satellite data processing, image analysis, and hands-on research.
Cross-listed course: GEOL 580

MSCI 581 - Estuarine Oceanography (3 Credits)
Estuarine kinematics and dynamics; classification of estuaries; estuarine circulation and mixing. Scheduled field trips are required.
Prerequisites: MSCI 314.
Cross-listed course: GEOL 581

MSCI 582 - Marine Hydrodynamics (3 Credits)
Basic principles of fluid statics and dynamics. Conservation of mass, momentum, and energy; viscosity, vorticity, and boundary layers with examples from the marine environment. Applications to and analysis of ocean currents and waves.
Prerequisites: differential equations, PHYS 201 or PHYS 211.
Cross-listed course: GEOL 582

MSCI 583 - Geology and Geochemistry of Salt Marshes (3 Credits)
Geological and geochemical processes in salt marshes. Methods of geological research in marshes including instrumental techniques, sampling design, and data analysis. Two lectures per week plus four weekends of project oriented fieldwork and/or equivalent lab work. Scheduled field trips are required.
Cross-listed course: GEOL 583

MSCI 585 - Coastal Tropical Oceanography (4 Credits)
Descriptive oceanography of mangrove and coral reef coasts with emphasis on physical processes. Taught as an extended field experience with daily lectures and guided research activities.
Prerequisites: MSCI 312.

MSCI 590 - Beach-Dune Interactions (3 Credits)
Influence of wind on coastal systems, with emphasis on nearshore currents, sediment transport and bedforms, aeolian transport, and dunes. Minimum Junior standing required.
Cross-listed course: GEOG 590

MSCI 599 - Topics in Marine Science (1-3 Credits)
Current developments in marine science selected to meet faculty and student interests. Course content varies and will be announced by title in schedule of courses.

MSCI 624 - Aquatic Chemistry (3 Credits)
Study of the chemical reactions and processes affecting the distribution of chemical species in natural systems. Three lecture hours per week.
Prerequisite or Corequisite: CHEM 321, MATH 142.
Cross-listed course: CHEM 624

MSCI 627 - Marine Phytoplankton (3 Credits)
Examines the physiology and ecology of phytoplankton, including environmental controls on community composition, primary productivity, and detection and characterization of water quality (eutrophication) and harmful algal blooms.
Prerequisites: MSCI 102 or MSCI 450 or BIOL 450.
Cross-listed course: BIOL 627

MSCI 711 - Paleoclimatology (3 Credits)
An overview of Earth's climate history during Cenozoic. Emphasis will be placed on Pleistocene glacial-interglacial climate variability and understanding the proxies used to reconstruct past climate changes.
Cross-listed course: GEOL 711

MSCI 716 - Eustasy and Global Variations in Sequence Stratigraphy (3 Credits)
Relationship of sequence stratigraphy to sea level variations, tectonics and sedimentation. Construction and analyses of paleogeographic maps, regional cross-sections, and chronostratigraphic charts.
Cross-listed course: GEOL 716

MSCI 717 - Organic Geochemistry (3 Credits)
Sources, transport, and fate of organic matter in natural environments including soils, riverine, estuarine, coastal and open ocean sediments and waters.
Prerequisites: GEOL 521/MSCI 521.
Cross-listed course: GEOL 717

MSCI 750 - Advanced Biological Oceanography (3 Credits)
Three lecture hours per week.
Prerequisites: BIOL 450/MSCI 450.

MSCI 752 - Marine Biogeochemistry (3 Credits)
Biological, geological, and physical processes that influence the cyling of major bioactive elements (C, O, N, P, S) in marine waters and sediments.
Cross-listed course: BIOL 752

MSCI 754 - Oceanographic Techniques (1 Credit)

MSCI 755 - Marine Conservation and Environmental Health (3 Credits)
Explores the intersection between conservation and environmental health with a particular focus on coastal and marine case studies.

MSCI 758 - Special Topics in Marine Sciences (1-3 Credits)

MSCI 767 - Ecological Modeling and Environmental Planning (4 Credits)
Concepts in systems of models and computer simulations in examining environmental interactions, predicting environmental impact, and facilitating the process of environmental planning. Lab practice in analog and digital simulation and data interpretation.
Prerequisites: MATH 121 or equivalent, ecology, ENHS 660.
Cross-listed course: BIOL 768, ENHS 767

MSCI 769 - Reproductive Ecology (3 Credits)
Theoretical aspects and examples of the variety of reproductive and life history patterns found in animals and plants as adaptations to various environmental constraints. Three lecture hours per week.
Prerequisites: BIOL 570.
Cross-listed course: BIOL 769

MSCI 777 - Current Topics in Marine Ecology for Teachers (3 Credits)

MSCI 778 - Current Topics in Marine Ecology for Teachers (3 Credits)

MSCI 781 - Physical Oceanography (3 Credits)
Geographic and hydrodynamic aspects of oceanography, with emphasis on estuaries. Physical properties of sea water and theories and methods involved in ocean currents, air-sea interaction, waves, and tides.
Cross-listed course: GEOL 781

MSCI 782 - Chemical Oceanography (3 Credits)
Chemical characteristics of sea water, distribution of properties, and chemical processes in the oceans, with emphasis on estuaries.
Cross-listed course: GEOL 782
MSCI 783 - Oceanographic Time Series Analysis (3 Credits)
Techniques in the analysis of oceanographic data sequences, including filtering techniques, fast Fourier transformers, and empirical orthogonal functions.

Cross-listed course: GEOL 783

MSCI 784 - Geophysical Fluid Dynamics (3 Credits)
Equations governing the large-scale dynamics of the atmosphere and ocean, rotational influence, shallow water equations, vorticity, quasigeostrophic dynamics, Rossby waves, energy and enstrophy, and geostrophic turbulence.

Prerequisites: MATH 241 or ECIV 360 or GEOL 582/MSCI 582 or GEOL 781/MSCI 781.

Cross-listed course: GEOL 784

MSCI 785 - Atmospheric Dynamics (3 Credits)
Elementary applications of the basic equations, scale analysis, planetary boundary layer, atmospheric oscillations, synoptic and mesoscale systems, hydrodynamic instability, cyclogenesis, frontogenesis, energy cycle, momentum budget, and tropical motion systems.

Cross-listed course: GEOL 785

MSCI 790 - Directed Individual Studies in Marine Sciences (1-6 Credits)
Directed research topics to be individually assigned and supervised by graduate faculty.

MSCI 795 - Issues in Coastal Environmental Health (3 Credits)
Problems associated with coastal population growth and development. Emphasis is on the working group approach to ameliorating impacts on ecosystem and human health. 03: 07/05/2019.

MSCI 798 - Research in Marine Science (1-9 Credits)
In depth research methods and techniques in preparation of thesis or dissertation.

MSCI 799 - Thesis Preparation (1-9 Credits)

MSCI 800 - Marine Science Seminar (0 Credits)
Advanced topics in Marine Science research presented in Seminar format. Class meets weekly, every semester, during the Marine Science Program seminar.

MSCI 899 - Dissertation Preparation (1-12 Credits)

Marketing (MKTG)

MKTG 701 - Marketing Management (3 Credits)
Marketing function with emphasis on the procedures and techniques for analyzing, planning, and implementing marketing strategies and tactics related to product, pricing, communication, and distribution decisions.

MKTG 702 - Marketing Research (3 Credits)
Research methodology as applied to marketing problems; includes research problem definition, sample design, data collection procedures, valid and reliable measurement, data analysis techniques, and sales forecasting fundamentals.

Prerequisites: MKTG 701 or DMSB 716.

MKTG 703 - Marketing Planning (3 Credits)
Tools and techniques for creating marketing plans.

Prerequisites: MKTG 701 or DMSB 716.

MKTG 704 - Consumer Behavior (3 Credits)
Concepts, theories, and techniques applicable to obtaining a sophisticated understanding of consumer motives, attitudes, decision-making processes, and satisfaction determinants.

Prerequisites: MKTG 701 or DMSB 716.

MKTG 705 - Marketing Communications (3 Credits)
Advertising, sales promotions, marketing-oriented public relations, event and sponsorship marketing, point-of-purchase communications, and other aspects of integrated marketing communications.

Prerequisites: MKTG 701 or DMSB 716.

MKTG 706 - Sales and Sales Management (3 Credits)
The role and activities of sales in marketing, including concepts, practices, and procedures of sales force management.

Prerequisites: MKTG 701 or DMSB 716.

MKTG 707 - Product and Branding Policies (3 Credits)
Product line and portfolio planning, stage-gate approach to new product development, product launch and product life cycle management, and branding strategies and procedures.

Prerequisites: MKTG 701 or DMSB 716.

MKTG 708 - Customer Relationship Management and Data Mining (3 Credits)
Techniques, procedures, and software applications for database marketing, managing customer relations, and mining large databases.

Prerequisites: MKTG 701 or DMSB 716.

MKTG 709 - Internet Marketing (3 Credits)
The Internet as both a marketing channel and communication medium, including E-commerce from a marketing perspective.

Prerequisites: MKTG 701 or DMSB 716.

MKTG 710 - Strategic Marketing (3 Credits)
An integrative treatment of the role of marketing in strategic problem solving.

Prerequisites: MKTG 701 or DMSB 716.

MKTG 712 - Topics in Marketing Thought and Practice (3 Credits)
Readings and research on selected topics in marketing. Course content varies and will be announced in the schedule of classes by title.

Prerequisites: MKTG 701 or DMSB 716.

MKTG 713 - Managing Customer Satisfaction (3 Credits)
This course explores the importance of customer satisfaction in today's marketplace and the challenges of designing and implementing an actual customer satisfaction measurement process.

Prerequisites: MKTG 710 or DMSB 716.

MKTG 715 - Pricing Strategy and Analysis (3 Credits)
Economics and behavioral foundations of pricing strategy formulation and implementation.

Prerequisites: MKTG 701 or DMSB 716 or equivalent.

MKTG 716 - Listening to the Voice of the Market (3 Credits)
Building competencies that help managers acquire knowledge from clients and apply it in ways that enhance openness in building strategic responses.

Prerequisites: DMSB 716 or MKTG 701.

MKTG 717 - Fundamentals of Marketing Analytics (3 Credits)
The critical thinking, statistical tools, and marketing application of business analytics.

Prerequisites: DMSB 716 or MKTG 701 and DMSB 712 or MGSC 711.
MKTG 718 - Social and Digital Media Strategies for Businesses (3 Credits)
Develop a social and digital media plan/solution to present to a client. Business enterprises and even non-business organizations are demanding new marketing hires and their marketing agencies have an acute understanding of how to develop and utilize online and social media as part of their integrated marketing plans. Both business-to-consumer and business-to-business enterprises are migrating to social media as a primary form of communication with customers and partners.
Prerequisites: DMSB 716 and MKTG 701.

MKTG 719 - Business to Business Marketing (3 Credits)
Identifying, developing, communicating and commercializing a value proposition between businesses in the form of a product or service.
Prerequisites: DMSB 716 or MKTG 701.

MKTG 720 - Sales: Process, People and Performance (3 Credits)
Examines and explores the Sales function within the modern organization. In addition to addressing the practical and classic sales issues of alignment, structure, performance and development, the course will also review the technologies and trends that are changing the commercial landscape and causing the fast evolution of the sales function.
Prerequisites: DMSB 716 or MKTG 701.

MKTG 725 - Marketing Consulting Project (3 Credits)
Develop successful marketing strategies using data, research, and analysis to create impactful strategies for real business clients. Businesses and recruiters are increasingly demanding experience handling practical problems faced by a marketing manager from our MBA students. In this elective course, the students get that experience.
Prerequisites: MKTG 701.

MKTG 850 - Research Methods and Philosophies in Marketing (3 Credits)
Doctoral seminar covering research methods and philosophies that underpin knowledge generation in marketing.

MKTG 851 - Concepts and Theories in Consumer Research (3 Credits)
Doctoral seminar exploring concepts, theories, and research methods relevant to understanding consumer behavior.

MKTG 852 - Current Topics in Consumer Research (3 Credits)
Doctoral seminar involving intensive study and criticism of the current consumer research literature.
Prerequisites: MKTG 851.

MKTG 853 - Analytic Techniques for Marketing Decision Making (3 Credits)
Doctoral seminar investigating contemporary analytic techniques for testing marketing theories.

MKTG 854 - Latent Variable Estimation Techniques (3 Credits)
Doctoral seminar examining covariance structure methods for developing measures of unobservable constructs and testing structural models.

MKTG 855 - Conceptualization in Marketing (3 Credits)
A directed project for marketing Ph.D. students requiring literature synthesis of a selected topical area and formulation of original concepts and theoretical propositions.

MKTG 856 - Empirical Testing of Theoretical Propositions in Marketing (3 Credits)
A directed project for marketing Ph.D. students requiring an empirical investigation and testing of theoretical propositions.

MKTG 857 - Marketing Models (3 Credits)
Doctoral seminar covering advances in marketing science models, including brand choice, product development, media choice, and other models.
Prerequisites: MGSC 882.

MKTG 858 - Seminar in Marketing Strategy I (3 Credits)
Doctoral seminar investigating emerging paradigms and theory regarding the role of marketing within the firm and the effects of marketing mix variables on consumer behavior and firm performance.

MKTG 859 - Seminar in Marketing Strategy II (3 Credits)
Theoretical foundations of marketing strategy.

Mathematics (MATH)

MATH 511 - Probability (3 Credits)
Probability and independence; discrete and continuous random variables; joint, marginal, and conditional densities, moment generating functions; laws of large numbers; binomial, Poisson, gamma, univariate, and bivariate normal distributions.
Prerequisites: C or better in MATH 241.
Corequisite: MATH 241.

Cross-listed course: STAT 511

MATH 514 - Financial Mathematics I (3 Credits)
Prerequisites: C or better in MATH 241.

Cross-listed course: STAT 522

MATH 515 - Financial Mathematics II (3 Credits)
Prerequisites: C or better in MATH 514 or STAT 522.

Cross-listed course: STAT 523

MATH 520 - Ordinary Differential Equations (3 Credits)
Differential equations of the first order, linear systems of ordinary differential equations, elementary qualitative properties of nonlinear systems.
Prerequisites: C or better in MATH 344 or MATH 544.

MATH 521 - Boundary Value Problems and Partial Differential Equations (3 Credits)
Laplace transforms, two-point boundary value problems and Green’s functions, boundary value problems in partial differential equations, eigenfunction expansions and separation of variables, transform methods for solving PDE’s, Green’s functions for PDE’s, and the method of characteristics.
Prerequisites: C or better in MATH 520 or in both MATH 241 and MATH 242.
MATH 522 - Wavelets (3 Credits)
Basic principles and methods of Fourier transforms, wavelets, and multiresolution analysis; applications to differential equations, data compression, and signal and image processing; development of numerical algorithms. Computer implementation.
Prerequisites: C or better in MATH 344 or MATH 544.

MATH 523 - Mathematical Modeling of Population Biology (3 Credits)
Applications of differential and difference equations and linear algebra modeling the dynamics of populations, with emphasis on stability and oscillation. Critical analysis of current publications with computer simulation of models.
Prerequisites: C or better in MATH 142, BIOL 301, or MSCI 311 recommended.

MATH 524 - Nonlinear Optimization (3 Credits)
Descent methods, conjugate direction methods, and Quasi-Newton algorithms for unconstrained optimization; globally convergent hybrid algorithm; primal, penalty, and barrier methods for constrained optimization. Computer implementation of algorithms.
Prerequisites: C or better in MATH 241 and one of MATH 344 or MATH 544.

MATH 525 - Mathematical Game Theory (3 Credits)
Two-person zero-sum games, minimax theorem, utility theory, n-person games, market games, stability.
Prerequisites: C or better in MATH 544 or in both MATH 300 and MATH 344.

MATH 526 - Numerical Linear Algebra (4 Credits)
Matrix algebra, Gauss elimination, iterative methods; overdetermined systems and least squares; eigenvalues, eigenvectors; numerical software. Computer implementation. Credit may not be received for both MATH 526 and MATH 544. Three lectures and one laboratory hour per week.
Prerequisites: C or better in MATH 142.

MATH 527 - Numerical Analysis (3 Credits)
Interpolation and approximation of functions; solution of algebraic equations; numerical differentiation and integration; numerical solutions of ordinary differential equations and boundary value problems; computer implementation of algorithms.
Prerequisites: C or better in MATH 520 or in both MATH 242 and MATH 344.

Cross-listed course: CSCE 561

MATH 528 - Mathematical Foundation of Data Science and Machine Learning (3 Credits)
Unconstrained and constrained optimization, gradient descent methods for numerical optimization, supervised and unsupervised learning, various reduced order methods, sampling and inference, Monte Carlo methods, deep neural networks.
Prerequisites: C or better in MATH 344 or MATH 544.

MATH 531 - Foundations of Geometry (3 Credits)
The study of geometry as a logical system based upon postulates and undefined terms. The fundamental concepts and relations of Euclidean geometry developed rigorously on the basis of a set of postulates. Some topics from non-Euclidean geometry.
Prerequisites: C or better in MATH 300.

MATH 532 - Modern Geometry (3 Credits)
Projective geometry, theorem of Desargues, conics, transformation theory, affine geometry, Euclidean geometry, non-Euclidean geometries, and topology.
Prerequisites: C or better in MATH 300.

MATH 533 - Elementary Geometric Topology (3 Credits)
Topology of the line, plane, and space, Jordan curve theorem, Brouwer fixed point theorem, Euler characteristic of polyhedra, orientable and non-orientable surfaces, classification of surfaces, network topology.
Prerequisites: C or better in MATH 241 and MATH 300.

MATH 534 - Elements of General Topology (3 Credits)
Elementary properties of sets, functions, spaces, maps, separation axioms, compactness, completeness, convergence, connectedness, path connectedness, embedding and extension theorems, metric spaces, and compactification.
Prerequisites: C or better in MATH 241 and MATH 300.

MATH 540 - Modern Applied Algebra (3 Credits)
Finite structures useful in applied areas. Binary relations, Boolean algebras, applications to optimization, and realization of finite state machines.
Prerequisites: MATH 300.

MATH 541 - Algebraic Coding Theory (3 Credits)
Error-correcting codes, polynomial rings, cyclic codes, finite fields, BCH codes.
Prerequisites: C or better in MATH 544 or in both MATH 300 and MATH 344.

MATH 544 - Linear Algebra (3 Credits)
Vectors, vector spaces, and subspaces; geometry of finite dimensional Euclidean space; linear transformations; eigenvalues and eigenvectors; diagonalization. Throughout there will be an emphasis on theoretical concepts, logic, and methods. MATH 544L is an optional laboratory course where additional applications will be discussed.
Prerequisites: C or better in MATH 241 and MATH 300.

MATH 544L - Linear Algebra Lab (1 Credit)
Computer-based applications of linear algebra for mathematics students. Topics include numerical analysis of matrices, direct and indirect methods for solving linear systems, and least squares method (regression). Typical applications include theoretical and practical issues related to discrete Markov processes, image compression, and linear programming. Credit not allowed for both MATH 344L and 544L.
Prerequisite or Corequisite: C or better or concurrent enrollment in MATH 544.

MATH 546 - Algebraic Structures I (3 Credits)
Permutation groups; abstract groups; introduction to algebraic structures through study of subgroups, quotient groups, homomorphisms, isomorphisms, direct product; decompositions; introduction to rings and fields.
Prerequisites: C or better in MATH 544.

MATH 547 - Algebraic Structures II (3 Credits)
Rings, ideals, polynomial rings, unique factorization domains; structure of finite groups; topics from: fields, field extensions, Euclidean constructions, modules over principal ideal domains (canonical forms).
Prerequisites: C or better in MATH 546.
MATH 548 - Geometry, Algebra, and Algorithms (3 Credits)
Polynomials and affine space, Grobner bases, elimination theory, varieties, and computer algebra systems.
Prerequisites: C or better in MATH 300 and in one of MATH 344 or MATH 544.

MATH 550 - Vector Analysis (3 Credits)
Vector fields, line and path integrals, orientation and parametrization of lines and surfaces, change of variables and Jacobians, oriented surface integrals, theorems of Green, Gauss, and Stokes; introduction to tensor analysis.
Prerequisites: C or better in MATH 241.

MATH 551 - Introduction to Differential Geometry (3 Credits)
Parametrized curves, regular curves and surfaces, change of parameters, tangent planes, the differential of a map, the Gauss map, first and second fundamental forms, vector fields, geodesics, and the exponential map.
Prerequisites: C or better in MATH 241 and MATH 300.

MATH 552 - Applied Complex Variables (3 Credits)
Complex integration, calculus of residues, conformal mapping, Taylor and Laurent Series expansions, applications.
Prerequisites: C or better in MATH 241.

MATH 554 - Analysis I (3 Credits)
Least upper bound axiom, the real numbers, compactness, sequences, continuity, uniform continuity, differentiation, Riemann integral and fundamental theorem of calculus.
Prerequisites: C or better in MATH 300 and either at least one of MATH 511, MATH 520, MATH 534, MATH 550, or MATH 552.

MATH 555 - Analysis II (3 Credits)
Riemann-Stieltjes integral, infinite series, sequences and series of functions, uniform convergence, Weierstrass approximation theorem, selected topics from Fourier series or Lebesgue integration.
Prerequisites: C or better in MATH 554.

MATH 561 - Introduction to Mathematical Logic (3 Credits)
Syntax and semantics of formal languages; sentential logic, proofs in first order logic; Godel's completeness theorem; compactness theorem and applications; cardinals and ordinals; the Lowenheim-Skolem-Tarski theorem; Beth's definability theorem; effectively computable functions; Godel's incompleteness theorem; undecidable theories.
Prerequisites: C or better in MATH 300.

MATH 562 - Theory of Computation (3 Credits)
Basic theoretical principles of computing as modeled by formal languages and automata; computability and computational complexity.
Prerequisites: C or better in CSCE 350 or MATH 300.

MATH 565 - Modern Algebra for Teachers (3 Credits)
Selected topics from group theory, ring theory, field theory, and linear algebra.
Prerequisites: C or better in MATH 300.

MATH 567 - Discrete Mathematics I (3 Credits)
Mathematical models; mathematical reasoning; enumeration; induction and recursion; tree structures; networks and graphs; analysis of algorithms.
Prerequisites: C or better in MATH 300.

MATH 568 - Discrete Mathematics II (3 Credits)
A continuation of MATH 567. Inversion formulas; Polya counting; combinatorial designs; minimax theorems; probabilistic methods; Ramsey theory; other topics.
Prerequisites: C or better in MATH 567.

MATH 569 - Combinatorial Game Theory (3 Credits)
Winning in certain combinatorial games such as Nim, Hackenbush, and Domineering. Equalities and inequalities among games, Sprague-Grundy theory of impartial games, games which are numbers.
Prerequisites: C or better in MATH 300 or MATH 374.

MATH 570 - Discrete Optimization (3 Credits)
Discrete mathematical models. Applications to such problems as resource allocation and transportation. Topics include linear programming, integer programming, network analysis, and dynamic programming.
Prerequisites: C or better in MATH 300 and in one of MATH 544 or MATH 344.
MATH 700 - Linear Algebra (3 Credits)
Vector spaces, linear transformations, dual spaces, decompositions of spaces, and canonical forms. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 701 - Algebra I (3 Credits)
Algebraic structures, sub-structures, products, homomorphisms, and quotient structures of groups, rings, and modules. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 701I - Foundations of Algebra I (3 Credits)
An introduction to algebraic structures; group theory including subgroups, quotient groups, homomorphisms, isomorphisms, decomposition; introduction to rings and fields. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

Prerequisites: MATH 241 or equivalent.

MATH 702 - Algebra II (3 Credits)
Fields and field extensions. Galois theory, topics from, transcendental field extensions, algebraically closed fields, finite fields. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

Prerequisites: MATH 701.

MATH 702I - Foundations of Algebra II (3 Credits)
Theory of rings including ideals, polynomial rings, and unique factorization domains; structure of finite groups; fields; modules. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

Prerequisites: MATH 701I or equivalent.

MATH 703 - Analysis I (3 Credits)

Prerequisites: MATH 241 or equivalent.

MATH 703I - Foundations of Analysis I (3 Credits)
The real numbers and least upper bound axiom; sequences and limits of sequences; infinite series; continuity; differentiation; the Riemann integral. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

Prerequisites: MATH 241 or equivalent.

MATH 704 - Analysis II (3 Credits)

MATH 704I - Foundations of Analysis II (3 Credits)
Sequences and series of functions; power series, uniform convergence; interchange of limits; limits and continuity in several variables. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

Prerequisites: MATH 703I or equivalent.

MATH 705 - Analysis III (3 Credits)
Signed and complex measures, Radon-Nikodym theorem, decomposition theorems. Metric spaces and topology, Baire category, Stone-Weierstrass theorem, Arzela-Ascoli theorem. Introduction to Banach and Hilbert spaces, Riesz representation theorems. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

Prerequisites: MATH 703, MATH 704.

MATH 708 - Foundations of Computational Mathematics I (3 Credits)
Approximation of functions by algebraic polynomials, splines, and trigonometric polynomials; numerical differentiation; numerical integration; orthogonal polynomials and Gaussian quadrature; numerical solution of nonlinear systems, unconstrained optimization. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

Prerequisites: MATH 554 or equivalent upper level undergraduate course in Real Analysis.

MATH 709 - Foundations of Computational Mathematics II (3 Credits)
Vectors and matrices; QR factorization; conditioning and stability; solving systems of equations; eigenvalue/eigenvector problems; Krylov subspace iterative methods; singular value decomposition. Includes theoretical development of concepts and practical algorithm implementation. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

Prerequisites: MATH 544 or MATH 526, or equivalent upper level undergraduate courses in Linear Algebra.

MATH 710 - Probability Theory I (3 Credits)
Probability spaces, random variables and distributions, expectations, characteristic functions, laws of large numbers, and the central limit theorem. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

Prerequisites: STAT 511, STAT 512, or MATH 703.

Cross-listed course: STAT 810

MATH 711 - Probability Theory II (3 Credits)
More about distributions, limit theorems, Poisson approximations, conditioning, martingales, and random walks. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

Cross-listed course: STAT 811

MATH 721 - Probability and Statistics (3 Credits)
This course will include a study of permutations and combinations; probability and its application to statistical inferences; elementary descriptive statistics of a sample of measurements; the binomial, Poisson, and normal distributions; correlation and regression. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
MATH 720 - Applied Mathematics I (3 Credits)
Modeling and solution techniques for differential and integral equations from sciences and engineering, including a study of boundary and initial value problems, integral equations, and eigenvalue problems using transform techniques, Green's functions, and variational principles. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
Prerequisites: MATH 555 and MATH 520 or equivalent.

MATH 721 - Applied Mathematics II (3 Credits)
Foundations of approximation of functions by Fourier series in Hilbert space; fundamental PDEs in mathematical physics; fundamental equations for continua; integral and differential operators in Hilbert spaces. Basic modeling theory and solution techniques for stochastic differential equations. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
Prerequisites: MATH 720.

MATH 722 - Numerical Optimization (3 Credits)
Topics in optimization; includes linear programming, integer programming, gradient methods, least squares techniques, and discussion of existing mathematical software. Graduate standing or consent of the department. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 723 - Differential Equations (3 Credits)
Elliptic equations: fundamental solutions, maximum principles, Green's function, energy method and Dirichlet principle; Sobolev spaces: weak derivatives, extension and trace theorems; weak solutions and Fredholm alternative, regularity, eigenvalues and eigenfunctions. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
Prerequisites: MATH 703/MATH 704.

MATH 724 - Differential Equations II (3 Credits)
Detailed study of the following topics: method of characteristics; Hamilton-Jacobi equations; conservation laws; heat equation; wave equation; linear parabolic equations; linear hyperbolic equations. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
Prerequisites: MATH 723.

MATH 725 - Approximation Theory (3 Credits)
Approximation of functions; existence, uniqueness and characterization of best approximants; Chebyshev's theorem; Chebyshev polynomials; degree of approximation; Jackson and Bernstein theorems; B-splines; approximation by splines; quasi-interpolants; spline interpolation. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
Prerequisite or Corequisite: MATH 703.

MATH 726 - Numerical Differential Equations I (3 Credits)
Elliptic equations: fundamental solutions, maximum principles, Green's function, energy method and Dirichlet principle; Sobolev spaces: weak derivatives, extension and trace theorems; weak solutions and Fredholm alternative, regularity, eigenvalues and eigenfunctions. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
Prerequisites: MATH 708/MATH 709.

MATH 727 - Numerical Differential Equations II (3 Credits)
Ritz and Galerkin weak formulation. Finite element, mixed finite element, collocation methods for elliptic, parabolic, and hyperbolic PDEs, including development, implementation, stability, consistency, convergence analysis, and error estimates.
Prerequisites: MATH 726.

MATH 728 - Selected Topics in Applied Mathematics (3 Credits)
All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 729 - Nonlinear Approximation (3 Credits)
Nonlinear approximation from piecewise polynomial (spline) functions in the univariate and multivariate case, characterization of the approximation spaces via Besov spaces and interpolation, Newman's and Popov's theorems for rational approximation, characterization of the approximation spaces of rational approximation, nonlinear n-term approximation from bases in Hilbert spaces and from unconditional bases in Lp (p>1), greedy algorithms, application of nonlinear approximation to image compression.
Prerequisites: MATH 703.

MATH 730 - General Topology I (3 Credits)
Topological spaces, filters, compact spaces, connected spaces, uniform spaces, complete spaces, topological groups, function spaces. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 731 - General Topology II (3 Credits)
Topological spaces, filters, compact spaces, connected spaces, uniform spaces, complete spaces, topological groups, function spaces. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 732 - Algebraic Topology I (3 Credits)
The fundamental group, homological algebra, simplicial complexes, homology and cohomology groups, cup-product, triangulable spaces. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 733 - Algebraic Topology II (3 Credits)
The fundamental group, homological algebra, simplicial complexes, homology and cohomology groups, cup-product, triangulable spaces. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 734 - Differential Geometry (3 Credits)
Differentiable manifolds; classical theory of surfaces and hypersurfaces in Euclidean space; tensors, forms and integration of forms; connections and covariant differentiation; Riemannian manifolds; geodesics and the exponential map; curvature; Jacobi fields and comparison theorems, generalized Gauss-Bonnet theorem. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
MATH 735 - Lie Groups (3 Credits)
Manifolds; topological groups, coverings and covering groups; Lie groups and their Lie algebras; closed subgroups of Lie groups; automorphism groups and representations; elementary theory of Lie algebras; simply connected Lie groups; semisimple Lie groups and their Lie algebras. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
Prerequisites: MATH 705 or MATH 730.

MATH 736I - Modern Geometry (3 Credits)
Synthetic and analytic projective geometry, homothetic transformations, Euclidean geometry, non-Euclidean geometries, and topology. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
Prerequisites: MATH 241 or equivalent.

MATH 737 - Introduction to Complex Geometry (3 Credits)
Algebraic geometry over the complex numbers, using ideas from topology, complex variable theory, and differential geometry.
Prerequisite or Corequisite: MATH 701.

MATH 738 - Selected Topics in Geometry and Topology (3 Credits)
Course content varies and will be announced in the schedule of classes by title. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 739 - Introduction to Complex Geometry II (3 Credits)
Algebraic geometry over the complex numbers, using ideas from topology, complex variable theory, and differential geometry.
Prerequisites: MATH 737.

MATH 740 - Algebra III (3 Credits)
Theory of groups, rings, modules, fields and division rings, bilinear forms, advanced topics in matrix theory, and homological techniques.
Prerequisites: MATH 702.

MATH 741 - Representation Theory (3 Credits)
Representation and character theory of finite groups (especially the symmetric group) and/or the general linear group, Young tableaux, the Littlewood Richardson rule, and Schur functors.
Prerequisites: MATH 702.

MATH 742 - Lattice Theory (3 Credits)
Sublattices, homomorphisms and direct products of lattices; freely generated lattices; modular lattices and projective geometries; the Priestley and Stone dualities for distributive and Boolean lattices; congruence relations on lattices. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
Prerequisites: MATH 740.

MATH 744 - Matrix Theory (3 Credits)
Extremal properties of positive definite and hermitian matrices, doubly stochastic matrices, totally non-negative matrices, eigenvalue monotonicity, Hadamard-Fisher determinantal inequalities. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
Prerequisites: MATH 700.

MATH 746 - Commutative Algebra (3 Credits)
Prime spectrum and Zariski topology; finite, integral, and flat extensions; dimension; depth; homological techniques, normal and regular rings. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
Prerequisites: MATH 701.

MATH 747 - Algebraic Geometry (3 Credits)
Properties of affine and projective varieties defined over algebraically closed fields, rational mappings, birational geometry and divisors especially on curves and surfaces, Bezout's theorem, Riemann-Roch theorem for curves. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
Prerequisites: MATH 701.

MATH 748 - Selected Topics in Algebra (3 Credits)
Course content varies and will be announced in the schedule of classes by title. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 750 - Fourier Analysis (3 Credits)
The Fourier transform on the circle and line, convergence of Fejer means; Parseval's relation and the square summable theory, convergence and divergence at a point; conjugate Fourier series, the conjugate function and the Hilbert transform, the Hardy-Littlewood maximal operator and Hardy spaces. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
Prerequisites: MATH 703 and MATH 704.

MATH 751 - The Mathematical Theory of Wavelets (3 Credits)
The L1 and L2 theory of the Fourier transform on the line, bandlimited functions and the Paley-Weiner theorem, Shannon-Whittacker Sampling Theorem, Riesz systems, Mallat-Meyer multiresolution analysis in Lebesgue spaces, scaling functions, wavelet constructions, wavelet representation and unconditional bases, nonlinear approximation, Riesz's factorization lemma, and Daubechies' compactly supported wavelets.
Prerequisites: MATH 703.

MATH 752 - Complex Analysis (3 Credits)
Normal families, meromorphic functions, Weierstrass product theorem, conformal maps and the Riemann mapping theorem, analytic continuation and Riemann surfaces, harmonic and subharmonic functions. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
Prerequisites: MATH 703, MATH 704.

MATH 752I - Complex Variables (3 Credits)
Properties of analytic functions, complex integration, calculus of residues, Taylor and Laurent series expansions, conformal mappings. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
Prerequisites: MATH 241 or equivalent.

MATH 754 - Several Complex Variables (3 Credits)
Properties of holomorphic functions of several variables, holomorphic mappings, plurisubharmonic functions, domains of convergence of power series, domains of holomorphy and pseudoconvex domains, harmonic analysis in several variables. All Non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
Prerequisites: MATH 703 and MATH 704.
MATH 755 - Applied Functional Analysis (3 Credits)
Banach spaces, Hilbert spaces, spectral theory of bounded linear operators, Fredholm alternatives, integral equations, fixed point theorems with applications, least square approximation. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
Prerequisites: MATH 703.

MATH 756 - Functional Analysis I (3 Credits)
Linear topological spaces; Hahn-Banach theorem; closed graph theorem; uniform boundedness principle; operator theory, spectral theory; topics from linear differential operators or Banach algebras. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
Prerequisites: MATH 704.

MATH 757 - Functional Analysis II (3 Credits)
Linear topological spaces; Hahn-Banach theorem; closed graph theorem; uniform boundedness principle; operator theory, spectral theory; topics from linear differential operators or Banach algebras. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
Prerequisites: MATH 704.

MATH 758 - Selected Topics in Analysis (3 Credits)
Course content varies and will be announced in the schedule of classes by title. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 760 - Set Theory (3 Credits)
An axiomatic development of set theory: sets and classes; recursive definitions and inductive proofs; the axiom of choice and its consequences; ordinals; infinite cardinal arithmetic; combinatorial set theory. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 761 - The Theory of Computable Functions (3 Credits)
Models of computation; recursive functions, random access machines, Turing machines, and Markov algorithms; Church's Thesis; universal machines and recursively unsolvable problems; recursively enumerable sets; the recursion theorem; the undecidability of elementary arithmetic. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 762 - Model Theory (3 Credits)
First order predicate calculus; elementary theories; models, satisfaction, and truth; the completeness, compactness, and omitting types theorems; countable models of complete theories; elementary extensions; interpolation and definability; preservation theorems; ultraproducts. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 768 - Selected Topics in Foundations of Mathematics (3 Credits)
Course content varies and will be announced in the schedule of classes by title. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 770 - Discrete Optimization (3 Credits)
The application and analysis of algorithms for linear programming problems, including the simplex algorithm, algorithms and complexity, network flows, and shortest path algorithms. No computer programming experience required. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 774 - Discrete Mathematics I (3 Credits)
An introduction to the theory and applications of discrete mathematics. Topics include enumeration techniques, combinatorial identities, matching theory, basic graph theory, and combinatorial designs. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 775 - Discrete Mathematics II (3 Credits)
A continuation of MATH 774. Additional topics will be selected from: the structure and extremal properties of partially ordered sets, matroids, combinatorial algorithms, matrices of zeros and ones, and coding theory. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 776 - Graph Theory I (3 Credits)
The study of the structure and extremal properties of graphs, including Eulerian and Hamiltonian paths, connectivity, trees, Ramsey theory, graph coloring, and graph algorithms. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 777 - Graph Theory II (3 Credits)
Continuation of MATH 776. Additional topics will be selected from: reconstruction problems, independence, genus, hypergraphs, perfect graphs, interval representations, and graph-theoretical models. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 778 - Selected Topics in Discrete Mathematics (3 Credits)
Course content varies and will be announced in the schedule of classes by title. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 780 - Elementary Number Theory (3 Credits)
Diophantine equations, distribution of primes, factoring algorithms, higher power reciprocity, Schnirelmann density, and sieve methods. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 780I - Theory of Numbers (3 Credits)
Elementary properties of integers, Diophantine equations, prime numbers, arithmetic functions, congruences, and the quadratic reciprocity law. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 782 - Analytic Number Theory I (3 Credits)
The prime number theorem, Dirichlet's theorem, the Riemann zeta function, Dirichlet's L-functions, exponential sums, Dirichlet series, Hardy-Littlewood method partitions, and Waring's problem. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 783 - Analytic Number Theory II (3 Credits)
The prime number theorem, Dirichlet's theorem, the Riemann zeta function, Dirichlet's L-functions, exponential sums, Dirichlet series, Hardy-Littlewood method partitions, and Waring's problem. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
MATH 784 - Algebraic Number Theory (3 Credits)
Algebraic integers, unique factorization of ideals, the ideal class group, Dirichlet's unit theorem, application to Diophantine equations. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
Prerequisites: MATH 546 and MATH 580.

MATH 785 - Transcendental Number Theory (3 Credits)
Thue-Siegel-Roth theorem, Hilbert's seventh problem, diophantine approximation. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.
Prerequisites: MATH 580.

MATH 788 - Selected Topics in Number Theory (3 Credits)
Course content varies and will be announced in the schedule of classes by title. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 790 - Graduate Seminar (1 Credit)
Although this course is required of all candidates for the master's degree it is not included in the total credit hours in the master's program. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 791 - Mathematics Pedagogy I (0-1 Credits)
First of two required math pedagogy courses for graduate assistants in the department. Pedagogical topics include assessment theory, discourse, theory, lesson planning, and classroom management. Applications assist graduate students with syllabusnessessment creation, teacher questioning, midcourse evaluations, and student learning and engagement. This course will replace the University's requirement for GRAD 701. Restricted to Mathematics graduate students teaching at some capacity.
Prerequisites: Satisfactory grade in MATH 791.

MATH 792 - Mathematics Pedagogy II (0-1 Credits)
Second of two required math pedagogy courses for graduate assistants in the department. Pedagogical topics include student-learning and reflection theories, sociomathematical norms, and constructivism. Applications assist graduates with lesson/revision/reflection, student-centered investigations, curriculum problem solving and metacognition. This course will replace the University's requirement for GRAD 701. Restricted to Mathematics graduate students teaching at some capacity.
Prerequisites: MATH 791.

MATH 797 - Mathematics into Print (3 Credits)
The exposition of advanced mathematics emphasizing the organization of proofs and the formulation of concepts; computer typesetting systems for producing mathematical theses, books, and articles.

MATH 798 - Directed Readings and Research (1-6 Credits)
Full admission to graduate study in mathematics. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 799 - Thesis Preparation (1-9 Credits)
For master's candidates. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 890 - Graduate Seminar (1-3 Credits)
A review of current literature in specified subject areas involving student presentations. Content varies and will be announced in the schedule of classes by title. Minimum of 3 credit hours required of all doctoral students. All non-degree students should request permission to register from the Graduate Director in the Mathematics Department.

MATH 899 - Dissertation Preparation (1-12 Credits)
For doctoral candidates.

MBAD - Master Busn Admin Prog (MBAD)

MBAD 701 - Business Simulation and Case Competition (3 Credits)
Intensive preparation for computer simulation and case competition. Designed to integrate the major functional activities of an organization through case analysis. Teamwork, oral and written communications are emphasized. May be repeated once.

MBAD 702 - Strategic Management (3 Credits)
A course designed to integrate the student's knowledge of accounting, economics, finance, marketing, production, and international environment for the analysis of management problems. Oral and written communications are emphasized using the case method. For final year M.B.A. students.

MBIM - Microblgy & Immunology (MBIM)

MBIM 700 - Topics in Advanced Immunology (2 Credits)
Cutting-edge topics in immunology. Pass-Fail grading.
Prerequisites: cell biology or immunology course.

MBIM 710 - Basic and Clinical Immunobiology (3 Credits)
Imune system components, their functions and interactions. Immune system dysregulation and consequences as related to health and disease. Consideration of current topics of interest in immunology. Four lecture hours per week.
Prerequisites: cell/ molecular biology or 1 semester of Biochemistry.

MBIM 710L - Laboratory in Advanced Immunobiology (2 Credits)
Exercises and experiments on isolation, purification, and characterization of antibodies, lymphocytes, and macrophages and their involvement in immunologic reactions and interactions. Two three-hour laboratories per week.
Prerequisite or Corequisite: MBIM 710.

MBIM 711 - Advances in Biologically-based Complementary and Alternative Medicine (2 Credits)
Introduction of topics and discussion of cutting-edge research in the area of biologically-based Complementary and Alternative Medicine with special emphasis on immunological aspects of treatment and prevention of disease.

MBIM 720 - Comprehensive Microbiology (6 Credits)
Fundamental and clinical principles of microbiology and immunity as they relate to bacteria, viruses, fungi, and parasites. Major areas include immune system (organismic, cellular, and molecular levels), host-parasite interactions and infectious diseases (morphology, biology, and epidemiology). Lectures, conferences, and laboratories. Equivalent to MBIM 650 except there are no labs. Conferences devoted to literature reviews in basic microbiology and immunology.

MBIM 730 - Frontiers in Biomedical Sciences (3 Credits)
Concepts and molecular mechanisms of programmed cell death (PCD) or apoptosis, gene therapy, stem cells, and cell signaling.
Prerequisites: BS or MS degree.
MCBA 739 - Medical Bacteriology (3 Credits)
Description of bacterial structure and metabolism. How infectious agents cause disease, are identified and treated with chemotherapeutic agents. Comparison of diversity of host-pathogen interactions.

MCBA 740 - Virology (3 Credits)
Description of viral structure, chemical composition, and replication; new concepts of the role of viruses in genetics, immunity, and cancer, as well as in acute and chronic infections. Three lecture hours per week.
Prerequisites: minimum of one semester of biochemistry.

MCBA 757 - Special Topics in Microbiology and Immunology (2 Credits)
An intensive consideration of topics of current interest in microbiology and immunology. Course content varies by subject and title, but may not be repeated.

MCBA 780 - Research in Microbiology and Immunology (1-6 Credits)
A non-thesis course to provide training in laboratory techniques in specific areas of microbiology and immunology.

MCBA 790 - Independent Study (1-3 Credits)
Provides graduate students with an opportunity to develop their own course work in conjunction with the instruction. Contract approved by Instructor, Advisor and Department Chair or Graduate Director.

MCBA 801 - Seminar in Microbiology and Immunology (1-2 Credits)

MCBA 899 - Dissertation Preparation (1-12 Credits)

MCBA - Cell Biol & Anatomy (MCBA)

MCBA 700 - Principles of Electron Microscopy (4 Credits)
The overall objectives of this course are to demonstrate to students (1) the use of electron microscopy and related histochemical techniques in studying the disease process at the cellular level and (2) the use of electron microscopy as ancillary instrumentatiion in interdisciplinary medical research. Lectures (two hours per week) would cover current methods of sample preparations and examinations of tissue by transmission electron microscopy, scanning electron microscopy, electron diffraction, and freeze-fracture. Laboratory (6 hours per week) would involve individual sessions with the course director in relation to the individual's specific research problem.

MCBA 701 - Human Embryology and Gross Anatomy (8 Credits)
Gross morphology of the human body; names, relationships, and basic functions of body structures through original cadaver dissection observation supplemented by the use of texts, lectures, clinical correlations, radiographs, and informal discussion in groups.

MCBA 702 - Human Microscopic Anatomy (6 Credits)
Lecture and laboratory devoted to light microscopic and ultrastructural features of human cells, tissues, and organs. The correlations between structure and function are emphasized as well as the intimate relation of microscopic anatomy to biochemistry, physiology, and pathology.

MCBA 710 - Special Topics in Gross Anatomy (3 Credits)
Advanced study of one region of the body with special emphasis on detailed anatomy, normal variation, surgical procedures, original research, embryology, and teaching methods. Content varies by title and may be repeated a maximum of two times.
Prerequisites: ANAT 701.

MCBA 715 - Cardiovascular Embryology (1-3 Credits)
Advanced study of the essential features of human development, clarifying the gross anatomical features and giving emphasis to recent advances in human embryology. The clinical importance of embryology and the etiology of congenital defects are noted.
Prerequisites: ANAT 701.

MCBA 720 - Special Topics in Microscopic Anatomy (1-3 Credits)
Advanced study of selected topics in microscopic anatomy. Content varies by title and may be repeated a maximum of two times.

MCBA 740 - Biological Microscopic Imaging (3 Credits)
Sample preparation and equipment use for electron, light and confocal, and live-cell microscopy. Cell sorting and image analysis will be covered.

MCBA 741 - Molecular Imaging Methods of Biomedical Research (3 Credits)
Imaging technologies used in the analysis of cells, tissues, organs, and animals through a variety of molecular biology techniques.

MCBA 742 - Biological Micro Imaging II (3 Credits)
Advanced scanning and transmission electron microscopy techniques, electron tomography, digital imaging, 2 dimensional and 3 dimensional image analysis, 3 dimensional ultrastructure data set reconstruction. Enrollment restricted to 15 students.

MCBA 743 - Molecular Imaging Methods in Biomedical Research II (3 Credits)
Cell culture techniques, RNA and DNA isolation, PCR reactions, Gene Sequencing, Micro-array Technology. Enrollment restricted to 15 students.

MCBA 750 - Mammalian Reproductive Biology (4 Credits)
Mammalian reproductive systems at organismic, cellular, and molecular levels. Emphases on the structural, functional, and developmental aspects of the hypothalamus, pituitary gland, testis, and ovaries.
Prerequisites: BIOL 717, BMSC 702.

MCBA 761 - Advanced Reproductive Neuroendocrinology (3 Credits)
An intensive consideration of topics of current interest in the neuroendocrine control of reproduction. Student presentation and small group discussion formats.
Prerequisites: MCBA 750.

MCBA 762 - Advanced Male Reproductive Biology (3 Credits)
An intensive consideration of topics of current interest in male reproduction. Student presentation and small group discussion formats.
Prerequisites: MCBA 750.

MCBA 763 - Advanced Female Reproductive Biology (3 Credits)
An intensive consideration of topics of current interest in female reproduction. Student presentation and small group discussion formats.
Prerequisites: MCBA 750.

MCBA 764 - Research in Reproductive Biology (1-12 Credits)
Mentored independent laboratory research.

MCBA 780 - Research in Anatomy (1-10 Credits)

MCBA 899 - Dissertation Preparation (1-12 Credits)
Mechanical Engineering (EMCH)

EMCH 501 - Engineering Analysis I (3 Credits)
Engineering applications of solution techniques for ordinary and partial differential equations, including Sturm-Liouville theory, special functions, transform techniques, and numerical methods.
Prerequisites: MATH 242.

EMCH 502 - Engineering Analysis II (3 Credits)
Engineering applications of optimization methods, calculus of variations including approximate methods, and probability concepts.
Prerequisites: MATH 242.

EMCH 507 - Computer-Aided Design (3 Credits)
Solid modeling using commercial computer-aided design (CAD) applications package to reverse engineer-manufactured parts. Analytical curves and surfaces, transformation matrices, assembly modeling, and computer tools for analyzing parts and mechanisms.
Prerequisites: EMCH 201, EMCH 327.

EMCH 508 - Finite Element Analysis in Mechanical Engineering (3 Credits)
Prerequisites: EMCH 201, EMCH 327.

EMCH 509 - Computer-Aided Manufacturing (3 Credits)
Optimizing computer-controlled machining processes, programmable logic controllers (PLCs), motion control of servomechanisms, CNC machining practices and programming, and robotics.
Prerequisites: D or better in MATH 241.

EMCH 516 - Control Theory in Mechanical Engineering (3 Credits)
An introduction to closed-loop control systems; development of concepts, including transfer function, feedback, frequency response, and system stability by examples taken from mechanical engineering practice; control system design methods.
Prerequisites: MATH 242, EMCH 330.

EMCH 520 - Technology Planning (3 Credits)
Assessment of technological needs in the organization; coupling research and development to production; selection and evaluation of the technical project/program; technical planning, resource allocation, direction, and control; effective use and development of the engineering staff; the process of and barriers to technological change; technology, values, and policy. Senior or graduate standing.

EMCH 521 - Concurrent Engineering (3 Credits)
A systematic approach to the mechanical design of products, requiring the concurrent design of all related processes.
Prerequisites: EMCH 327.

EMCH 522 - Design for Manufacture and Assembly (3 Credits)
Product design principles for early consideration of issues to shorten product development time and to ensure smooth transition to manufacturing, thus accelerating time-to-market.
Prerequisites: EMCH 327 and EMCH 377.

EMCH 527 - Design of Mechanical Systems (3 Credits)
Summary of mechanical design, project management, product liability and the law, intellectual property ethics and professionalism.
Prerequisites: EMCH 327.

EMCH 528 - Product Safety Engineering (3 Credits)
Design considerations and methodologies for products to ensure adequate safeguards for the prevention of accidents, failures, and injuries. Senior standing.

EMCH 529 - Sustainable Design and Development (3 Credits)
System design and development accomplished with consideration of environmental/ecological, economic, and social constraints. Students will be introduced to sustainable design and accomplish a design project. Senior standing.

EMCH 530 - Introduction to Engineering Optimization (3 Credits)
Mathematical formulation of an optimum design problem, introduction to optimum design concepts and multidisciplinary design optimization. Use of mathematical programming methods for unconstrained and constrained minimization for engineering design optimization.
Prerequisites: C or better in MATH 142, Graduate standing.

EMCH 532 - Intermediate Dynamics (3 Credits)
Kinematics and dynamics of particles and rigid bodies using Newtonian mechanics. Work/energy, impulse/momentum, 3-D motion.
Prerequisites: EMCH 332.

EMCH 535 - Robotics in Mechanical Engineering (3 Credits)
Overview of robotics in practice and research: forward and inverse kinematics, statics and dynamics, trajectory generation, control, vision, and motion planning.
Prerequisites: EMCH 332.

EMCH 544 - Compressible Fluid Flow (3 Credits)
Application of the conservation laws of a compressible fluid to isentropic flows, flow with friction, and flows with heating or cooling. Shock and expansion waves. Nozzle and diffuser design.
Prerequisites: EMCH 354.

EMCH 550 - Introduction to Nuclear Safeguards (3 Credits)
International nuclear non-proliferation programs and activities, proliferation risk assessment, and nuclear materials management and safeguards, including physical protection systems, material accounting and control, monitoring, and regulatory issues.
Prerequisites: CHEM 112, CHEM 112L, PHYS 212, PHYS 212L, MATH 241, MATH 242.

EMCH 551 - Nuclear Energy in the Hydrogen Economy (3 Credits)
The current role of nuclear energy in the US and global energy mix will be described and the potential for future growth will be surveyed, particularly in the development of the hydrogen economy.
Prerequisites: EMCH 354.

EMCH 552 - Introduction to Nuclear Engineering (3 Credits)
Radioactivity and nuclear reactions; steady state and transient nuclear reactor theory.

EMCH 553 - Nuclear Fuel Cycles (3 Credits)
Processing of nuclear fuel including fabrication, irradiation, and waste disposal or storage. In-core and out-of-core fuel management. Fuel cycle economics.
Prerequisites: EMCH 552.

EMCH 554 - Intermediate Heat Transfer (3 Credits)
Radiant heat exchange, combined modes of heat transfer, computer techniques in heat transfer analysis and design, environmental heat transfer.
Prerequisites: EMCH 354.
EMCH 555 - Instrumentation for Nuclear Engineering (3 Credits)
Basic operational principles of radiation detection and nuclear instrumentation systems. Selection of the proper detector to measure radiation. Statistical analysis of results.
Prerequisite or Corequisite: EMCH 552 or PHYS 511.

EMCH 555L - Nuclear Instrumentation Laboratory (1 Credit)
Use of nuclear radiation detection and instrumentation systems and computers. Data acquisition and analysis.
Corequisite: EMCH 555.

EMCH 556 - Introduction to Risk Analysis and Reactor Safety (3 Credits)
An introduction to probabilistic risk assessment (PRA) methods as applied to nuclear power plants but also examples from the chemical industry, aerospace, transportation, and other sectors. Addresses failure and reliability analysis, fault trees, event trees, reactor safety, regulatory practice.
Prerequisites: STAT 509.

EMCH 557 - Introduction to Radiation Shielding and Sources (3 Credits)
Radiation interactions and transport, design of radiation shields, point kernel, and Monte Carlo methods. Dosimetry, buildup factors, radiation sources, and shield materials.

EMCH 558 - Introduction to Nuclear Reactor Systems (3 Credits)
PWR and BWR reactors, reactor system designs for accident prevention and mitigation, protection systems, containment design, emergency cooling requirements, code of federal regulations, and design criteria.
Corequisite: EMCH 552.

EMCH 560 - Intermediate Fluid Mechanics (3 Credits)
Prerequisites: EMCH 310, EMCH 360.

EMCH 561 - Current Topics in Mechanical Engineering (1-3 Credits)
Special topics related to current issues in mechanical engineering. Course content varies and will be announced in the schedule of classes by title.

EMCH 562 - Micro/nanofluids and Lab-on-a-Chip (3 Credits)
Basic fluid mechanics, capillary, drop and micro/nanoparticle, electrokinetics; Micropump, mixer, preconcentrator, electrophoresis, microactuator and particle manipulator; Sensors for pressure, velocity, concentration, temperature in environmental monitoring/biodefence, clinical diagnostics, drug discovery/delivery. Restricted to: Upper division.
Prerequisites: CHEM 112, CHEM 112L, PHYS 212.

EMCH 567 - Bio Nano/Micro Electro-Mechanical Systems (3 Credits)
Nano/microfabrication for nano/microstructures, photolithography, self-assembly, etching techniques, physical and chemical vapor deposition, surface and bulk micromachining, MEMS integration and packaging; applications in Biomedical Engineering; microactuators, biomicrosensors, and biomedical devices.
Prerequisites: CHEM 112, CHEM 112L, PHYS 212.

EMCH 571 - Mechanical Behavior of Materials (3 Credits)
Micromechanisms of the deformation and fracture of structural materials; brittle versus ductile behavior; fatigue and creep; strengthening mechanisms; mechanical testing techniques; methods in analysis of mechanical failures.
Prerequisites: EMCH 260, EMCH 371.

EMCH 572 - Physical Metallurgy (3 Credits)
Equilibrium and phase relations in metallic systems; kinetics of phase transformations; annealing and precipitation phenomena.
Prerequisites: EMCH 371.

EMCH 573 - Introduction to Nuclear Materials (3 Credits)
Materials for nuclear applications; materials degradation processes occurring in the nuclear reactor environment. Restricted to Engineering Upper Division and Graduate Students.

EMCH 575 - Adaptive Materials and Smart Structures (3 Credits)
A multidisciplinary introductory course addressing the engineering field of adaptive materials and smart structures.
Prerequisites: EMCH 260, EMCH 310.

EMCH 576 - Fundamentals and Applications of Fuel Cells (3 Credits)
Study of fuel cell principles, fuel cell characterization, characteristics of the major types of fuel cells, fuel cell stack and system design, fuel cell applications in portable, transportation, and stationary areas, as well as the current status and future research focus of fuel cells. Restricted to: Upper division.
Prerequisites: EMCH 290 or ECHE 310 or ENCP 290.

EMCH 577 - Aerospace Structures I (3 Credits)
Static analysis of aerospace structural elements such as bars, beams, columns, plates, and shells. Topics include, but not limited to elasticity theory, simple beam theory, boundary value problems, and structural stability. Upper division or graduate status.

EMCH 578 - Introduction to Aerodynamics (3 Credits)
Fundamentals of aerodynamics, elements of compressible flow, thin airfoil theory, finite wing theory, flow through nozzles diffusers and wind tunnels, normal and oblique shock waves, elements of the methods of characteristics of finite difference solutions for compressible flows, aspects of hypersonic flow.

EMCH 580 - Mechanics of Solid Biomaterials (3 Credits)
Prerequisites: MATH 242.

EMCH 584 - Advanced Mechanics of Materials (3 Credits)
Topics in stress analysis, including unsymmetrical bending, three-dimensional stress-strain; torsion; rotational stress; thick-walled pressure vessels; beams on elastic foundations; and stress concentration.
Prerequisites: EMCH 260.

EMCH 585 - Introduction to Composite Materials (3 Credits)
Prerequisites: EMCH 327, EMCH 371, MATH 242.
EMCH 586 - Experimental Stress Analysis (3 Credits)
Stress analysis utilizing experimental techniques including transmission and scattered light photoelastography, strain gauges, and brittle coatings. Introduction to modern concepts of coherent optics in stress analysis with emphasis on engineering applications.
Prerequisites: EMCH 260.

EMCH 592 - Introduction to Combustion (3 Credits)
Chemical thermodynamics, reaction kinetics, and combustion phenomena in energy production. Application to the modeling of coal combustion, incineration, and combustion engines.
Prerequisites: EMCH 354, EMCH 394.

EMCH 594 - Solar Heating (3 Credits)
Solar radiation; review of heat transfer and radiation characteristics of relevant materials; flat plate and focusing collectors; energy storage models for design of solar heating systems; system design by computer simulation; direct conversion by solar cells.
Prerequisites: EMCH 290, EMCH 354, or ECHE 321.

EMCH 597 - Thermal Environmental Engineering (3 Credits)
Prerequisites: EMCH 354, EMCH 394.

EMCH 701 - Methods of Engineering Analysis (3 Credits)
Variational methods of approximation are used with the finite element method to simulate the reliability predictions in design of mechanical systems. The functional relationship between geometry, materials, and physical laws of motion and energy are applied to solid, thermal, and fluid systems.
Prerequisites: EMCH 201.

EMCH 708 - Computer-Aided Product Design and Analysis (3 Credits)
Integration of computer-aided design and computer-aided engineering for shorter design cycles. Application of solid modeling and computer simulation tools to the design process.

EMCH 717 - Advanced Finite Element Methods (3 Credits)
Advanced finite element topics, including dynamic and nonlinear analyses. Computer projects will be assigned.
Prerequisites: EMCH 508.

EMCH 721 - Aeroelasticity (3 Credits)
Study the principles and applications of aircraft aeroelasticity with emphasis on aircraft structural dynamics, vibrations, unsteady aerodynamics, and interaction thereof.

EMCH 722 - Plasticity (3 Credits)
Basic experiments and observations of elastic-plastic material behavior; yield criteria; deformation and flow theories; slip line fields; numerical techniques; and one and two dimensional applications.
Prerequisites: ENCP 707.

EMCH 727 - Advanced Mechanical Design (3 Credits)
Analysis of stresses involved in mechanical loading under various environmental conditions including failure criteria, impact and fatigue loading, residual stress, contact stress, and experimental stress analysis.
Prerequisites: EMCH 260.

EMCH 732 - Advanced Dynamics of Machinery (3 Credits)
Prerequisites: EMCH 532

EMCH 741 - Viscous and Turbulent Flow (3 Credits)

EMCH 742 - Advanced Gas Dynamics (3 Credits)

EMCH 743 - Aircraft and Rocket Propulsion (3 Credits)
Introduction to aircraft and rocket engines with emphasis on the performance and characteristics of various types of propulsion systems, including turbojet, turbofan, turboprop, ramjet, scramjet, and liquid and solid propellant rockets.
Prerequisite or Corequisite: EMCH 544.

EMCH 744 - Aerodynamics & Flight Mechanics (3 Credits)
Aerodynamics of wings and bodies in aircraft and the static and dynamic analysis of airplane flight mechanics. Topics include fundamentals of potential flows, thin airfoil theory, finite wing theory, laminar and turbulent boundary layers, trajectory analysis, and stability and control of an airplane.

EMCH 751 - Advanced Heat Transfer (3 Credits)
Development of the energy equation for convection and some exact solutions. Approximate analysis of the boundary layer by integral methods. Analogy between heat and momentum transfer. Experimental results.

EMCH 752 - Thermal Radiation Heat Transfer (3 Credits)
Radiation heat transfer between surfaces of enclosures; diffuse-gray and nondiffuse-gray surfaces. Radiative properties of real materials; metals, opaque nonmetals, transmitting solids. Gas radiation in enclosures.
Prerequisites: EMCH 751.

EMCH 753 - Chemical Thermodynamic Calculations and Modeling with Applications (3 Credits)
Principles of chemical thermodynamics; reactions, transformations, phase equilibria, and applications to engineering processes.

EMCH 754 - Thermal Hydraulic Design of Nuclear Reactors (3 Credits)
Power plant thermodynamics, reactor heat generation and removal (single-phase as well as two-phase coolant flow and heat transfer), and engineering considerations in reactor design.
Prerequisites: EMCH 552.

EMCH 755 - Advanced Nuclear Engineering (3 Credits)
Reactor physics including heterogeneous effects, multi-group calculations, reactor kinetics, stability and control, fuel depletion, and burnable poisons.
Prerequisites: EMCH 552.

EMCH 756 - Safety Analysis for Energy Systems (3 Credits)
Analysis of the safety of nuclear energy facilities focusing on reliability and probabilistic risk analysis.
Prerequisites: EMCH 552.
EMCH 757 - Radiation Shielding (3 Credits)
Prerequisites: EMCH 552.

EMCH 758 - Nuclear Reactor Systems (3 Credits)
PWR and BWR reactors, reactor system designs for accident prevention and mitigation, protection systems, containment design, emergency cooling requirements, and atmospheric dispersion of radioactive material.
Prerequisites: EMCH 552.

EMCH 759 - Waste Management in the Nuclear Industry (3 Credits)
Management of low- and high-level radioactive, hazardous, and mixed waste; transportation, treatment, storage, and disposal techniques. Political and social issues involved with nuclear waste.
Prerequisites: EMCH 552.

EMCH 764 - Mechanical Engineering Projects (3 Credits)
Guided independent work on current research or design projects, culminating either in a written report or in the construction of a prototype device.

EMCH 767 - Microelectromechanical Systems (MEMS) (3 Credits)
Fundamentals of micromachining and microfabrication technologies, microsystem design, MEMS integration and packaging issues, design and analysis of microsensors and microactuators, microfluidics and bioMEMS, and CAD for MEMS. Design project required.

EMCH 770 - Predictive Modeling: Combining Experiments with Computations (3 Credits)
Experimental and computational uncertainties; combining experiments with computations to obtain "best - estimate" results with reduced uncertainties; predictive modeling.

EMCH 771 - Design Properties of Plastics (3 Credits)
Physical properties of various commercial thermoset and thermoplastic resins. Linear viscoelastic theory and its relationship to measurable mechanical properties of plastics.

EMCH 772 - Nuclear Materials (3 Credits)
This course focuses on behavior and performance of materials in nuclear irradiation fields. Materials used in the core for reactivity control and materials used for structural support will be studied.

EMCH 774 - Radiation Damage (3 Credits)
Structural materials for nuclear application, Radiation interaction with matter; Microstructure evolution under irradiation; Material properties degradation under irradiation.
Prerequisites: EMCH 573.

EMCH 777 - Aerospace Structures II (3 Credits)
Principles and applications of aerospace structures with emphasis on the construction and analysis of thin-wall monocoque and semi-monocoque wings and fuselages.
Prerequisite or Corequisite: EMCH 577.

EMCH 778 - Nanomaterials: Synthesis, Characterization, and Applications (3 Credits)
Advances in nanomaterials; synthesis of nanomaterials; nanoparticles, nanotubes/wires, nanometer thick thin films, nanostructured bulk materials; assembly of nanostructures; biologically inspired structures; structure-property-correlations in nanomaterials and nanostructures; advanced characterization techniques; applications, especially those related to nanotechnology, information technology, MEMS/NEMS, and biotechnology.
Prerequisites: EMCH 371.

EMCH 780 - Energy Storage (3 Credits)
This course is aimed to provide graduate students with a comprehensive introduction to the various energy storage mechanisms and technologies that are currently being utilized. The content of the course includes methods and mechanisms of common energy storage (thermal, mechanical, chemical and electrochemical).

EMCH 785 - Design of Composite Materials for Aerospace Structures (3 Credits)
Property and performance requirements for aerospace structures. Design for stiffness, strength, durability, damage tolerance, and life at the lamina, laminate, and structural level (materials and analysis).

EMCH 787 - Nuclear Reactor Systems (3 Credits)
An advanced treatment of thermodynamics stressing fundamentals. Application of first and second laws; study of properties and criteria for reactive, non-reactive, and coupled systems.
Prerequisites: EMCH 354 and EMCH 394.

EMCH 791 - Selected Topics in Thermal Systems (1-3 Credits)
Special topics related to current research in thermal systems.

EMCH 792 - Selected Topics in Mechanical Systems (1-3 Credits)
Special topics related to current research in mechanical systems.

EMCH 793 - Combustion Processes in Industry (3 Credits)
Development of the physics of turbulent flow, turbulent combustion, atomization, and vaporization of liquid sprays. Design and analysis of industrial combustion processes including incinerators and furnaces.
Prerequisites: EMCH 592.

EMCH 794 - Thermodynamics (3 Credits)
An advanced treatment of thermodynamics stressing fundamentals. Application of first and second laws; study of properties and criteria for reactive, non-reactive, and coupled systems.
Prerequisites: EMCH 592.

EMCH 797 - Research (1-12 Credits)

EMCH 799 - Thesis Preparation (1-12 Credits)

EMCH 847 - Fluid Systems Design (3 Credits)
Prerequisites: EMCH 741.

EMCH 857 - Advanced Heat Transfer II (3 Credits)
Solution of radiation problems through non-absorbing, non-emitting media. Heat exchanger design.

EMCH 881 - Fatigue of Materials (3 Credits)
Fatigue of materials presented from mechanics and microstructural points of view. Stress-life, strain life, and Linear Elastic Fracture Mechanics (LEFM) approaches will be covered.
EMCH 882 - Fracture Mechanics (3 Credits)
Prerequisites: EMCH 584.

EMCH 883 - Wave Propagation in Solids (3 Credits)
Prerequisites: ENCP 707.

EMCH 899 - Dissertation Preparation (1-12 Credits)

MEDI - Medicine Clinical (MEDI)
MEDI 700 - Health Aspects of Aging (3 Credits)

Media Arts (MART)
MART 521A - Media Writing Advanced: Screenwriting (3 Credits)
Advanced study of screenwriting. Content varies by course title: 521A Screenwriting; 521B Feature Film; 521C Manga and Anime; 521D Television Writing. May be repeated as content varies by title up to 3 times.
Prerequisites: MART 321.

MART 521B - Media Writing Advanced: Feature Film (3 Credits)
Advanced study of feature film writing. Content varies by course title: 521A Screenwriting; 521B Feature Film; 521C Manga and Anime; 521D Television Writing. May be repeated as content varies by title up to 3 times.
Prerequisites: MART 321.

MART 521C - Media Writing Advanced: Manga and Anime (3 Credits)
Advanced study of Manga and Anime. Content varies by course title: 521A Screenwriting; 521B Feature Film; 521C Manga and Anime; 521D Television Writing. May be repeated as content varies by title up to 3 times.
Prerequisites: MART 321.

MART 521D - Media Writing Advanced: Television Writing (3 Credits)
Advanced study of television writing. Content varies by course title: 521A Screenwriting; 521B Feature Film; 521C Manga and Anime; 521D Television Writing. May be repeated as content varies by title up to 3 times.
Prerequisites: MART 321.

MART 571A - Moving Image Advanced: Narrative (3 Credits)
Narrative for motion picture.
Prerequisites: MART 371.

MART 571B - Moving Image Advanced: Documentary (3 Credits)
Documentary production.
Prerequisites: MART 371.

MART 571C - Moving Image Advanced: Animation (3 Credits)
Animation production.
Prerequisites: MART 371.

MART 571D - Moving Image Advanced: Experimental (3 Credits)
Experimental motion picture production.
Prerequisites: MART 371.

MART 571E - Moving Image Advanced: Cinematography (3 Credits)
Motion picture cinematography.
Prerequisites: MART 371.

MART 571F - Moving Image Advanced: Sound for Motion Picture (3 Credits)
Sound production for motion picture.
Prerequisites: MART 371.

MART 581A - New Media Advanced: Site-based and Installation Art (3 Credits)
Art and practice of site-based and installation art. Content varies by course title: 581A, Site-based and Installation Art; 581B, Mobile Platforms; 581C, Media Performance; 581D, Video Game Design; 581E, Sound Art. May be repeated as content varies by title up to 3 times.
Prerequisites: MART 380.

MART 581B - New Media Advanced: Mobile Platforms (3 Credits)
Art and practice of mobile platforms. Content varies by course title: 581A, Site-based and Installation Art; 581B, Mobile Platforms; 581C, Media Performance; 581D, Video Game Design; 581E, Sound Art. May be repeated as content varies by title up to 3 times.
Prerequisites: MART 380.

MART 581C - New Media Advanced: Media Performance (3 Credits)
Art and practice of media performance. Content varies by course title: 581A, Site-based and Installation Art; 581B, Mobile Platforms; 581C, Media Performance; 581D, Video Game Design; 581E, Sound Art. May be repeated as content varies by title up to 3 times.
Prerequisites: MART 380.

MART 581D - New Media Advanced: Video Game Design (3 Credits)
Art and practice of video game design. Content varies by course title: 581A, Site-based and Installation Art; 581B, Mobile Platforms; 581C, Media Performance; 581D, Video Game Design; 581E, Sound Art. May be repeated as content varies by title up to 3 times.
Prerequisites: MART 380.

MART 581E - New Media Advanced: Sound Art (3 Credits)
Art and practice of sound art. Content varies by course title: 581A, Site-based and Installation Art; 581B, Mobile Platforms; 581C, Media Performance; 581D, Video Game Design; 581E, Sound Art. May be repeated as content varies by title up to 3 times.
Prerequisites: MART 380.

MART 590 - Special Topics in Media Arts (3 Credits)
Selected topics in media arts. Course content varies and will be announced in the schedule of classes by title.

MART 591 - Special Topics in Film and Media Studies (3 Credits)
Intensive study of a specific topic in film and media studies. May be repeated as content varies by title.
Prerequisites: FAMS 240.

Cross-listed course: ARTH 551, FAMS 511

MART 592 - Special Topics in Film and Media Histories (3 Credits)
Intensive study of a specific topic in film and media history. May be repeated as content varies by title. 03. 07/05/2019.
Prerequisites: FAMS 300.
MART 593 - Special Topics in U.S. Film and Media (3 Credits)
Intensive study of a specific topic in U.S. film and media studies. May be repeated as content varies by title. 03: 07/05/2019.
Prerequisites: FAMS 240.

MART 594 - Special Topics in Global Film and Media (3 Credits)
Intensive study of a specific topic concerning films produced in a country other than the United States. May be repeated as content varies by title.
Prerequisites: FAMS 240.

Cross-listed course: FAMS 598, FORL 598

MART 598 - Media Management and Distribution (3 Credits)
Research in media management and distribution.
Prerequisites: MART 110 and MART 210.

MART 701 - The Role of Research in Media Arts Practice (3 Credits)
Approaches to research methods as these inform media arts and practice. Emphasis on the development of critical (e.g., theoretical, historical, social, cultural, etc.) engagement.

MART 702 - Principles of Media Arts Practice (3 Credits)
Application of theoretical concepts to media arts practice.
Prerequisites: MART 701.

MART 721A - Research and Practice in Media Writing: Screenwriting (3 Credits)
Advanced study of media storytelling in one or more of the following topics: 721A Screenwriting; 721B Feature Film; 721C Manga and Anime; 721D Television Writing.

MART 721B - Research and Practice in Media Writing: Feature Film (3 Credits)
Advanced study of media storytelling in one or more of the following topics: 721A Screenwriting; 721B Feature Film; 721C Manga and Anime; 721D Television Writing.

MART 721C - Research and Practice in Media Writing: Manga and Anime (3 Credits)
Advanced study of media storytelling in one or more of the following topics: 721A Screenwriting; 721B Feature Film; 721C Manga and Anime; 721D Television Writing.

MART 721D - Research and Practice in Media Writing: Television Writing (3 Credits)
Advanced study of media storytelling in one or more of the following topics: 721A Screenwriting; 721B Feature Film; 721C Manga and Anime; 721D Television Writing.

MART 771A - Research and Practice in Media Arts Production: Narrative (3 Credits)
Advanced study of moving image production in one or more of the following topics: 771A Narrative; 771B Documentary; 771C Animation; 771D Experimental; 771E Cinematography; 771F Sound for Motion Picture. Course may be taken 2 times.

MART 771B - Research and Practice in Media Arts Production: Documentary (3 Credits)
Advanced study of moving image production in one or more of the following topics: 771A Narrative; 771B Documentary; 771C Animation; 771D Experimental; 771E Cinematography; 771F Sound for Motion Picture. Course may be taken 2 times.

MART 771C - Research and Practice in Media Arts Production: Animation (3 Credits)
Advanced study of moving image production in one or more of the following topics: 771A Narrative; 771B Documentary; 771C Animation; 771D Experimental; 771E Cinematography; 771F Sound for Motion Picture. Course may be taken 2 times.

MART 771D - Research and Practice in Media Arts Production: Experimental (3 Credits)
Advanced study of moving image production in one or more of the following topics: 771A Narrative; 771B Documentary; 771C Animation; 771D Experimental; 771E Cinematography; 771F Sound for Motion Picture. Course may be taken 2 times.

MART 771E - Research and Practice in Media Arts Production: Cinematography (3 Credits)
Advanced study of moving image production in one or more of the following topics: 771A Narrative; 771B Documentary; 771C Animation; 771D Experimental; 771E Cinematography; 771F Sound for Motion Picture. Course may be taken 2 times.

MART 771F - Research and Practice in Media Arts Production: Sound for Motion Picture (3 Credits)
Advanced study of moving image production in one or more of the following topics: 771A Narrative; 771B Documentary; 771C Animation; 771D Experimental; 771E Cinematography; 771F Sound for Motion Picture. Course may be taken 2 times.

MART 781A - Research and Practice in New Media Art: Site-based and Installation Art (3 Credits)
Advanced study of new media art in one or more of the following topics: 781A Site-based and Installation Art; 781B Mobile Platforms; 781C Media Performance; 781D Video Game Design; 781E Sound Art. Course may be taken 2 times.

MART 781B - Research and Practice in New Media Art: Mobile Platforms (3 Credits)
Advanced study of new media art in one or more of the following topics: 781A Site-based and Installation Art; 781B Mobile Platforms; 781C Media Performance; 781D Video Game Design; 781E Sound Art. Course may be taken 2 times.

MART 781C - Research and Practice in New Media Art: Media Performance (3 Credits)
Advanced study of new media art in one or more of the following topics: 781A Site-based and Installation Art; 781B Mobile Platforms; 781C Media Performance; 781D Video Game Design; 781E Sound Art. Course may be taken 2 times.

MART 781D - Research and Practice in New Media Art: Video Game Design (3 Credits)
Advanced study of new media art in one or more of the following topics: 781A Site-based and Installation Art; 781B Mobile Platforms; 781C Media Performance; 781D Video Game Design; 781E Sound Art. Course may be taken 2 times.

MART 781E - Research and Practice in New Media Art: Sound Art (3 Credits)
Advanced study of new media art in one or more of the following topics: 781A Site-based and Installation Art; 781B Mobile Platforms; 781C Media Performance; 781D Video Game Design; 781E Sound Art. Course may be taken 2 times.

MART 790 - Independent Study (3 Credits)
Specialized research in media arts theory and/or practice.
MART 795A - Media Arts Research: Media Theory (3 Credits)
Advanced study in one or more of the following topics in the media arts:
795A Media Theory; 795B Media History; 795C Media Aesthetics; 795D Global Media Culture; 795E Media Management and Distribution. Course can be taken 2 times.

MART 795B - Media Arts Research: Media History (3 Credits)
Advanced study in one or more of the following topics in the media arts:
795A Media Theory; 795B Media History; 795C Media Aesthetics; 795D Global Media Culture; 795E Media Management and Distribution. Course can be taken 2 times.

MART 795C - Media Arts Research: Media Aesthetics (3 Credits)
Advanced study in one or more of the following topics in the media arts:
795A Media Theory; 795B Media History; 795C Media Aesthetics; 795D Global Media Culture; 795E Media Management and Distribution. Course can be taken 2 times.

MART 795D - Media Arts Research: Global Media Culture (3 Credits)
Advanced study in one or more of the following topics in the media arts:
795A Media Theory; 795B Media History; 795C Media Aesthetics; 795D Global Media Culture; 795E Media Management and Distribution. Course can be taken 2 times.

MART 795E - Media Arts Research: Media Management and Distribution (3 Credits)
Advanced study in one or more of the following topics in the media arts:
795A Media Theory; 795B Media History; 795C Media Aesthetics; 795D Global Media Culture; 795E Media Management and Distribution. Course can be taken 2 times.

MART 797 - Practicum in Media Arts (3 Credits)
Field experience in the media arts combined with directed research.

MART 798 - Project Research and Preparation (1-6 Credits)
Development and completion of a creative media arts project grounded in theory and research. May be repeated for credit. Not auditable.

MART 799 - Thesis Research and Preparation (1-6 Credits)

Middle Level Education (EDML)

EDML 553 - Methods and Materials for Teaching Science in the Middle Grades (3 Credits)
A study of methods, techniques, and materials of instruction appropriate to science teaching in the middle school.

EDML 563 - Methods and Materials for Teaching Social Studies in the Middle School (3 Credits)
A study of goals, content, methods, and materials of instruction in middle school social studies.

EDML 572 - Middle Level Literacy Assessment (3 Credits)
Introduces literacy assessment for individual and small groups or middle level students.

EDML 573 - Methods and Materials for Teaching English/Language Arts in the Middle Grades (3 Credits)
Introduces goals, content, and methods of teaching language arts at the middle level.

EDML 583 - Methods and Materials for Teaching Mathematics in the Middle Grades (3 Credits)
A study of methods, techniques, and materials of instruction appropriate to mathematics teaching in the middle school.

EDML 584 - Middle School Internship Seminar (3 Credits)
Inquiry into the issues that arise during internship B experiences including classroom management, adolescent development, legal/professional responsibilities, multicultural perspectives, and needs of exceptional children.

Corequisite: EDML 599.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

EDML 598 - Internship A in the Middle School (3 Credits)
Application of effective teaching techniques and organization of instructional settings for middle school students.

Prerequisites: admission to internship in middle level program.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

EDML 599 - Internship B in the Middle School (12 Credits)
Application of effective teaching techniques and organization of instructional settings for middle school students.

Prerequisites: B or better in EDML 598.

Corequisite: EDSE 584.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

Experiential Learning: Experiential Learning Opportunity

Music (MUSC)

MUSC 500 - Topics in Performance and Literature (1-3 Credits)
Course content varies and will be announced in the schedule of course title.

MUSC 501 - Secondary Applied Music (1-2 Credits)

MUSC 501A - Secondary Applied Music/ Flute/ Piccolo (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501B - Secondary Applied Music/ Oboe/ English Horn (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501C - Secondary Applied Music/ Clarinet (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501D - Secondary Applied Music/ Bassoon (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501E - Secondary Applied Music/ Saxophone (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.
MUSC 501F - Secondary Applied Music/ French Horn (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501G - Secondary Applied Music/ Trumpet (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501H - Secondary Applied Music/ Trombone (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501I - Secondary Applied Music/ Euphonium (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501J - Secondary Applied Music/ Tuba (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501K - Secondary Applied Music/ Percussion (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501L - Secondary Applied Music/ Harpsichord (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501M - Secondary Applied Music/ Classical Guitar (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501N - Secondary Applied Music/ Organ (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501O - Secondary Applied Music/ Piano (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501P - Secondary Applied Music/ Harp (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501Q - Secondary Applied Music/ Violin (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501R - Secondary Applied Music/ Viola (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501S - Secondary Applied Music/ Viola da Gamba (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501T - Secondary Applied Music/ Violoncello (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501U - Secondary Applied Music/ Double Bass (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501V - Secondary Applied Music/ Voice (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501W - Secondary Applied Music/ Service Playing (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501X - Secondary Applied Music/ Conducting (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 501Y - Secondary Applied Music/ Jazz (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 505 - Violin Scales and Technique (2 Credits)
Improving and refining left hand and right hand technique on the violin through the use of scales.

MUSC 511A - Applied Music/ Flute/ Piccolo (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511B - Applied Music/ Oboe/ English Horn (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511C - Applied Music/ Clarinet (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511D - Applied Music/ Bassoon (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511E - Applied Music/ Saxophone (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511F - Applied Music/ French Horn (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511G - Applied Music/ Trumpet (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511H - Applied Music/ Trombone (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511I - Applied Music/ Euphonium (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511J - Applied Music/ Tuba (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511K - Applied Music/ Percussion (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511L - Applied Music/ Harpsichord (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511M - Applied Music/ Classical Guitar (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511N - Applied Music/ Organ (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.
MUSC 511R - Applied Music/ Violin (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511S - Applied Music/ Viola (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511T - Applied Music/ Violoncello (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511U - Applied Music/Double Bass (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511V - Applied Music/ Voice (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511W - Applied Music/ Service Playing (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511Y - Applied Music/ Conducting (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 511Z - Applied Music/ Jazz (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 515 - Orchestration (3 Credits)
Instrumentation and orchestration; possibilities and limitations idiomatic to specific orchestral instruments and ensemble combinations. Not auditable.

MUSC 516 - Composition (3 Credits)
Private study in music composition; may be repeated. Not auditable.
Prerequisites: MUSC 417 or equivalent experience.

MUSC 518 - Form and Analysis (3 Credits)
Examination of fundamental principles of musical forms; analysis of representative tonal works. Not auditable.

MUSC 520 - Studio Arranging and Composition (3 Credits)
Instruction and practice in arranging and composing in various jazz and commercial music styles and genres. May be repeated for credit. Not auditable.

MUSC 523 - Techniques and Materials of Tonal Music (3 Credits)
Study of the techniques and materials of tonal harmony and voice leading with integrated ear-training component. Not auditable.

MUSC 525 - Post-Tonal Music Theory (3 Credits)
Prerequisites: MUSC 216.

MUSC 526 - Analytical Studies (3 Credits)
Analytical techniques applied to music of a particular style, period, or genre. May be repeated for a total of 9 credits. Topic for any semester to be announced by title in the schedule of classes. Not auditable.

MUSC 528 - Seminar in Music Theory (3 Credits)
Advanced studies in music theory. Individual projects. Three meetings per week. Not auditable.

MUSC 529 - Eighteenth-Century Counterpoint (3 Credits)
Analysis and writing in contrapuntal forms with emphasis on the style of Bach. Not auditable.

MUSC 530 - Sixteenth-Century Counterpoint (3 Credits)
Analysis and writing in contrapuntal forms with emphasis on the style of Palestrina. Not auditable.

MUSC 540 - Projects in Computer Music (1-3 Credits)
Directed study in computer-music composition or research. Not auditable.
Prerequisites: MUSC 336.

MUSC 543 - Song Literature (3 Credits)
A study of the development of the solo art song, illustrated by major works of the song writers of all major nationalities. Not auditable.

MUSC 544 - Topics in Music History (3 Credits)
Topic for any semester to be announced by title in the schedule of classes. May be repeated for a total of nine credits. Not auditable.

MUSC 545 - Survey of the Opera (3 Credits)
A survey of the literature of Classic, Romantic, and modern opera, with special attention given to the recognition of the best-known works in each school. Recordings. Open to all students as an elective. Not auditable.

MUSC 548 - Orchestra Literature (3 Credits)

MUSC 549 - Survey of Chamber Music (3 Credits)
The literature for small instrumental ensembles from the Baroque era to the present. The string quartet, divertimento, keyboard-accompanied sonata, etc. Not auditable.

MUSC 555 - World Music (3 Credits)
Rhythms, scales, forms, and instrument types basic to all music. European and American folk song, African and Native American tribal music, Asian music. Not auditable.
Prerequisites: MUSC 110 or equivalent.

Graduation with Leadership Distinction: GLD: Global Learning

MUSC 557 - American Music (3 Credits)
Survey of the music composed in the United States from the colonial period to the present. The influences of European, African, Indian, and South American musical styles. Not auditable.

MUSC 558 - Piano Literature I (3 Credits)
Standard piano literature including major masterpieces from 1700 to 1850. Emphasis on instrumental and stylistic developments, and historical and theoretical background for interpreting the literature of the piano. Not auditable.

MUSC 559 - Piano Literature II (3 Credits)
Standard piano literature including major masterpieces from 1850 to present. Emphasis on instrumental and stylistic developments, and historical and theoretical background for interpreting the literature of the piano. Not auditable.

MUSC 560 - Renaissance Music (3 Credits)
Western music from ca. 1300 to the early Baroque; vocal and instrumental forms, national schools, and performance practices. Not auditable.
Prerequisites: MUSC 353, MUSC 354.

MUSC 561 - Music of the Baroque (3 Credits)
Music from 1600 to 1750, including Monteverdi and Schutz through Handel and Bach. Not auditable.
Prerequisites: MUSC 353, MUSC 354.
MUSC 562 - Music of the Classical Period (3 Credits)
The works of Haydn, Mozart, and Beethoven; the music of their predecessors and contemporaries; the characteristics of the Viennese classical style. Not auditable.
Prerequisites: MUSC 353, MUSC 354.

MUSC 563 - Romantic Music (3 Credits)
The music of the 19th and early 20th centuries; the relationship of music to other arts in works such as Schubert's songs, Wagner's drama, and Berlioz’ program symphony. Not auditable.
Prerequisites: MUSC 353, MUSC 354.

MUSC 564 - Music of the 20th Century (3 Credits)
Music from 1900 to the present; major trends in contemporary music. Not auditable.
Prerequisites: MUSC 353, MUSC 354.

MUSC 565 - Advanced Audio Recording Techniques (3 Credits)
Multi-microphone and ambisonic stereo recording techniques; multi-track recording, signal processing and audio production; digital audio. Studio and field experience. Not auditable.
Prerequisites: MUSC 365.

MUSC 566 - Fundamentals of Sound Use for Media (3 Credits)
Music for use in media; midi applications and synchronization methods using time code; direct-to-hard-disc tapeless audio recording software. Not auditable.
Prerequisites: MUSC 565.

MUSC 567 - Recording Studio Techniques (3 Credits)
Technology and techniques in the recording studio including use of equalizers, limiters, reverberators, compressors, the mixing console, multi-track recording, microphone techniques, and basic acoustics related to the instrumental and vocal recording process. Not auditable.
Prerequisites: MUSC 564, MUSC 565.

MUSC 569 - Intermediate Piano Accompanying (3 Credits)
Approaches to specific problems in vocal and instrumental accompanying; supervised accompanying in class. Advanced work for experienced students. Not auditable.

MUSC 570 - Italian and Latin Diction (2 Credits)
Techniques of pronunciation, phonetics, and international phonetic alphabet as applied to standard vocal repertory, with emphasis on Italian and Latin languages. Not auditable.

MUSC 571 - Digital Audio Technology (3 Credits)
A study of the theory and practice of digital audio technology including analog to digital conversion, digital storage, error correction, transmission, basic digital signal processing, and synchronization.
Prerequisites: MUSC 365.

MUSC 572 - Advanced Audio Topics (3 Credits)
A study of the theory and practice of audio topics such as digital signal processing, psychoacoustics, data compression, sound reinforcement systems, wireless transmission, large scale system integration, and emerging technologies.

MUSC 573 - Performance Pedagogy I (3 Credits)
Basic concepts, techniques and materials for teaching a specific instrument. Not auditable.

MUSC 573L - Pedagogy Laboratory (2 Credits)
Directed teaching in laboratory and private settings. Not auditable.
Corequisite: MUSC 573 or MUSC 574.

Experiential Learning: Experiential Learning Opportunity

MUSC 574 - Performance Pedagogy II (3 Credits)
Basic concepts, techniques and materials for teaching a specific instrument intermediate studies. Not auditable.

MUSC 574L - Pedagogy Laboratory (2 Credits)
Directed teaching in laboratory and private settings. Not auditable.
Corequisite: MUSC 573 or MUSC 574.

MUSC 575 - Directed Teaching in Pedagogy I (3 Credits)
Supervised teaching in a performance area. Not auditable.

MUSC 575L - Pedagogy Laboratory (2 Credits)
Directed teaching in laboratory and private settings. Not auditable.
Corequisite: MUSC 575.

MUSC 576 - Teaching in Pedagogy II (3 Credits)
Supervised teaching in a performance area. Course may be repeated for credit (6 credits total). Not auditable.

MUSC 576L - Pedagogy Laboratory (1 Credit)
Practical experience in preparing lesson plans and teaching theory-performance classes for precollege piano students on electronic and acoustical instruments. May be repeated for credit. Not auditable.

MUSC 577 - Vocal Pedagogy (2 Credits)
Anatomy and function of the singing voice with practical application to teaching. Not auditable.

MUSC 578 - German and English Diction (2 Credits)
Techniques of pronunciation for singing in German and English. Not auditable.
Prerequisites: C or better in MUSC 570.

MUSC 579 - French Diction (2 Credits)
Techniques of pronunciation for singing in French. Not auditable.
Prerequisites: C or better in MUSC 570.

MUSC 580 - Music & Arts Entrepreneurship (3 Credits)
Entrepreneurial skills and context for arts-based careers and business ventures. Students develop arts projects related to their interests. Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

MUSC 581 - The Alexander Technique (2 Credits)
Theoretical/experimental exploration of major body systems and developmental movements to bring more articulation to the body and more awareness and physical ease in performance. For music and education students. Not auditable.

MUSC 582 - Music and Money (3 Credits)
A survey of the for-profit and non-profit music economies and the broader policy that drives these economies. Restricted to Music majors.

MUSC 583 - Music and Worship (3 Credits)
The selection and leadership of music in the church service; music for the rural church; selecting and directing anthems and service music for the nonprofessional church choir; the transition from psalmody to hymnody in the 18th century; the Anglican Chant and the Lutheran Chorale. Not auditable.

MUSC 584 - Workshop in Music (1-3 Credits)
Selected topics in music. May be repeated as topic varies. Not auditable.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>MUSC 585</td>
<td>Organ Literature I (3 Credits)</td>
<td></td>
<td>Organ literature and registration from antiquity to 1750. Not auditable.</td>
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<tr>
<td>MUSC 586</td>
<td>Organ Literature II (3 Credits)</td>
<td></td>
<td>Organ literature and registration 1750 to the present. Not auditable.</td>
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<tr>
<td>MUSC 587</td>
<td>Repertoires of Lute, Vihuela, and Guitar (3 Credits)</td>
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<td>Solo literature for plucked, fretted instruments from the Renaissance into</td>
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<td>the 20th century. National styles, traits, and technical innovations</td>
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<td>included. Not auditable. Admission to upper division guitar study.</td>
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<tr>
<td>MUSC 589</td>
<td>Arts Management (3 Credits)</td>
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<td>Management techniques for organizations with a musical component such as:</td>
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<td>orchestra, opera, ballet, artist series. Not auditable.</td>
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<tr>
<td>MUSC 590</td>
<td>Seminar in Music Entrepreneurship (3 Credits)</td>
<td></td>
<td>Analyses of music businesses through the use of case studies. Restricted</td>
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<td>to Music majors.</td>
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<td><strong>Prerequisites:</strong> MUSC 582, MKTG 350.</td>
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<tr>
<td>MUSC 591</td>
<td>Music Leadership Practicum (3 Credits)</td>
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<td>A practicum to design and execute an entrepreneurial music leadership</td>
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<td>project in Columbia, South Carolina. Restricted to Music majors.</td>
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<td><strong>Prerequisites:</strong> MUSC 590.</td>
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<tr>
<td>MUSC 592</td>
<td>21st Century Musician (3 Credits)</td>
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<td>Issues confronting the professional performing musician. Topics will</td>
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<td>include performance-based income models and opportunities, program</td>
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<td>development, and promotional and supporting materials. Restricted to</td>
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<td>School of Music students.</td>
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<tr>
<td>MUSC 593</td>
<td>Arts Marketing (3 Credits)</td>
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<td>Arts marketing program challenges, arts organizations, building the</td>
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<td>successful private studio, marketing plans, social media and guerilla</td>
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<td>marketing, and market research.</td>
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<tr>
<td>MUSC 594</td>
<td>Independent Music Teaching Business (3 Credits)</td>
<td></td>
<td>A study of all aspects of the creation and maintenance of a viable</td>
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<td>independent music teaching business. Restricted to School of Music</td>
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<tr>
<td>MUSC 595</td>
<td>Community Engagement Through Music (2 Credits)</td>
<td></td>
<td>Community engagement as it relates to music, with a focus on developing</td>
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<td>practical skills in creating engaging, interactive performances for</td>
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<td>various audiences.</td>
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<td><strong>Experiential Learning:</strong> Experiential Learning Opportunity</td>
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<tr>
<td>MUSC 599</td>
<td>Music Business Internship (1-3 Credits)</td>
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<td>Supervised work experience as approved by area program director. May be</td>
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<td>repeated up to 6 credits. Not auditable.</td>
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<td><strong>Graduation with Leadership Distinction:</strong> GLD: Professional and Civic</td>
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<tr>
<td>MUSC 700</td>
<td>Independent Study (1-3 Credits)</td>
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<td>This course is designed for graduate students who wish to pursue a</td>
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<td>study of various areas of music according to their particular needs.</td>
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<td></td>
<td>Not auditable.</td>
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<tr>
<td>MUSC 707</td>
<td>Music Bibliography and Research (2 Credits)</td>
<td></td>
<td>Reference works, discographies, periodicals, thematic catalogs, and other</td>
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<tr>
<td>MUSC 710</td>
<td>Vocal Coaching (1-2 Credits)</td>
<td></td>
<td>Advanced study of stylistic, interpretive, linguistic, and other</td>
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<td>performance issues in solo operatic, oratorio, and recital repertoire for</td>
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<td>singers. Repeatable for credit. Not auditable.</td>
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<tr>
<td>MUSC 711</td>
<td>Graduate Applied Music (1-4 Credits)</td>
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<td>Courses consist of individual instruction including individualized</td>
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<td>assignments and regular private instruction and review. Not auditable.</td>
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<td>711A-flute/piccolo; 711B-oboe/English horn; 711C-clarinet; 711D-</td>
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<td></td>
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<td>bassoon; 711E-saxophone; 711F-French horn; 711G-trumpet; 711H-</td>
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<td>trombone; 711I-euphonium; 711J-tuba; 711K-percussion; 711L-</td>
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<td>harpsichord; 711N-classic guitar; 711O-organ; 711P-piano; 711R-violin;</td>
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<td>711S-violid; 711T-violoncello; 711U-double bass; 711V-voice; 711W-service</td>
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<td>playing; 711Y-conducting; 711Z-jazz. Repeatable for credit.</td>
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<tr>
<td>MUSC 711A</td>
<td>Graduate Applied Music/ Flute/ Piccolo (1-4 Credits)</td>
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<td>Course consists of individual instruction including individualized</td>
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<td>assignments and regular private instruction and review. Not auditable.</td>
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<tr>
<td>MUSC 711B</td>
<td>Graduate Applied Music/ Oboe/ English Horn (1-4</td>
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<td>Course consists of individual instruction including individualized</td>
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<td>Credits)</td>
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<td>assignments and regular private instruction and review. Not auditable.</td>
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<tr>
<td>MUSC 711C</td>
<td>Graduate Applied Music/ Clarinet (1-4 Credits)</td>
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<td>Course consists of individual instruction including individualized</td>
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<td>assignments and regular private instruction and review. Not auditable.</td>
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<tr>
<td>MUSC 711D</td>
<td>Graduate Applied Music/ Bassoon (1-4 Credits)</td>
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<td>Course consists of individual instruction including individualized</td>
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<td>assignments and regular private instruction and review. Not auditable.</td>
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<tr>
<td>MUSC 711E</td>
<td>Graduate Applied Music/ Saxophone (1-4 Credits)</td>
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<td>Course consists of individual instruction including individualized</td>
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<td>assignments and regular private instruction and review. Not auditable.</td>
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<tr>
<td>MUSC 711F</td>
<td>Graduate Applied Music/ French Horn (1-4 Credits)</td>
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<td>Course consists of individual instruction including individualized</td>
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<td>assignments and regular private instruction and review. Not auditable.</td>
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<tr>
<td>MUSC 711G</td>
<td>Graduate Applied Music/ Trumpet (1-4 Credits)</td>
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<td>Course consists of individual instruction including individualized</td>
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<td>assignments and regular private instruction and review. Not auditable.</td>
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<tr>
<td>MUSC 711H</td>
<td>Graduate Applied Music/ Trombone (1-4 Credits)</td>
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<td>Course consists of individual instruction including individualized</td>
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<td>assignments and regular private instruction and review. Not auditable.</td>
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<tr>
<td>MUSC 711I</td>
<td>Graduate Applied Music/ Euphonium (1-4 Credits)</td>
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<td>Course consists of individual instruction including individualized</td>
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<td>assignments and regular private instruction and review. Not auditable.</td>
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<tr>
<td>MUSC 711J</td>
<td>Graduate Applied Music/ Tuba (1-4 Credits)</td>
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<td>Course consists of individual instruction including individualized</td>
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<td>assignments and regular private instruction and review. Not auditable.</td>
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<tr>
<td>MUSC 711K</td>
<td>Graduate Applied Music/ Percussion (1-4 Credits)</td>
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<td>Course consists of individual instruction including individualized</td>
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<td>assignments and regular private instruction and review. Not auditable.</td>
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<tr>
<td>MUSC 711L</td>
<td>Graduate Applied Music/ Harpsichord (1-4 Credits)</td>
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<td>Course consists of individual instruction including individualized</td>
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<td>assignments and regular private instruction and review. Not auditable.</td>
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<tr>
<td>MUSC 711N</td>
<td>Graduate Applied Music/ Classical Guitar (1-4 Credits)</td>
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<td>Course consists of individual instruction including individualized</td>
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<td>assignments and regular private instruction and review. Not auditable.</td>
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<tr>
<td>MUSC 711O</td>
<td>Graduate Applied Music/ Organ (1-4 Credits)</td>
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<td>Course consists of individual instruction including individualized</td>
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<td>assignments and regular private instruction and review. Not auditable.</td>
</tr>
</tbody>
</table>
MUSC 711P - Graduate Applied Music/ Piano (1-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 711R - Graduate Applied Music/ Violin (1-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 711S - Graduate Applied Music/ Viola (1-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 711T - Graduate Applied Music/ Violoncello (1-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 711U - Graduate Applied/Double Bass (1-4 Credits)
Note: Courses consist of individual instruction including individualized assignments and regular private instruction and review. A-flute/piccolo; B-oobo/English horn; C-clarinet; D-bassoon; E-saxophone; F-French horn; G-trumpet; H-trombone; I euphonium; J-tuba; K-percussion; L-harpischord; N-classic guitar; O-organ; P-piano; R-violin; S-viola; T-violoncello; U-double bass; V-voice; W-service playing; Y-conducting; Z-jazz. Subdiscipline: Music (Applied Music)

MUSC 711V - Graduate Applied Music/ Voice (1-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 711W - Graduate Applied Music/ Service Playing (1-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 711Y - Graduate Applied Music/ Conducting (1-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 711Z - Graduate Applied Music/ Jazz (1-4 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not auditable.

MUSC 713 - Advanced Jazz Theory (3 Credits)
Harmonic, melodic, rhythmic, and structural concepts related to advanced jazz improvisation and composition. In-depth analysis of selected improvisations of artists and contemporary jazz styles.

MUSC 714 - Advanced Jazz Arranging (3 Credits)
Advanced orchestration, compositional development, cross-ensemble writing, extended forms, expanded harmonic and rhythmic vocabulary in the various contemporary jazz styles.
Prerequisites: MUSC 520 or equivalent.

MUSC 715 - Analysis and Performance (3 Credits)
Performance and interpretive considerations through the study of music on a technical basis. Observations of unity/variety and tension/repose, the interaction of music's materials, and the sources for growth and shape. Not auditable.

MUSC 716 - Composition (1-3 Credits)
Original composition. May be repeated for credit. Not auditable.

MUSC 717 - Advanced Orchestration (3 Credits)
Advanced orchestral arranging and score study, principles or score identification, and historical survey of orchestration practices and styles.

MUSC 718 - Band Arranging (3 Credits)
Characteristics and use of individual instruments; writing for separate choirs, chamber and solo writing; scoring piano, organ, and orchestra music for band. Not auditable.

MUSC 719 - Choral Arranging (3 Credits)
Practice in arranging and composing in the choral medium with emphasis on choral groups of the junior and senior high schools. Not auditable.

MUSC 720 - Pedagogy of Music Theory (3 Credits)
Concepts, techniques, and materials for teaching music theory. Not auditable.

MUSC 721 - Tonality in the Twentieth Century (3 Credits)
Study of the theoretical and analytical writings of Arnold Schoenberg. Students will be able to describe and compare basic elements of music theory, including foundational principles of harmony and voice leading, in a variety of musical styles.

MUSC 722 - Symphonic Analysis (3 Credits)
Analysis of orchestral music from the 17th to the 20th centuries with respect to form, tonal language, and orchestration. Not auditable.

MUSC 723 - Baroque Styles (3 Credits)
Baroque styles, forms, and performance practices. Not auditable.

MUSC 724 - Contemporary Styles (3 Credits)
A study of the techniques of 20th-century composition through writing in individual styles. The first semester (MUSC 724) is concerned with composers such as Bartok, Stravinsky, and Schoenberg. Not auditable.

MUSC 725 - Contemporary Styles (3 Credits)
MUSC 725 concentrates on more recent music. Not auditable.

MUSC 726 - Topics in Music Theory (3 Credits)
Analytical techniques, advanced orchestration, arranging for the marching band, or other selected topics. May be repeated as topic varies. Not auditable.

MUSC 727 - Schenkerian Analysis (3 Credits)
Study of analytical concepts developed by Heinrich Schenker, and their application to analysis of tonal music.

MUSC 728 - Score Reading (1-3 Credits)
Practice in reducing full scores at the piano. Repeatable for a maximum of nine credit hours. Not auditable.

MUSC 729 - Contrapuntal Techniques (3 Credits)
Contrapuntal procedures from the 16th through the 20th centuries.

MUSC 730 - Polyphonic Music Before 1600 (3 Credits)
Notation and theory of pre-tonal polyphonic music. Not auditable.

MUSC 731 - Contemporary Experimental Music (3 Credits)
Survey of iconoclastic and visionary contemporary composers whose music and ideas fall mostly outside mainstream classical and popular genres.

MUSC 732 - Advanced Conducting (3 Credits)
Study of conducting problems in selected choral or instrumental works. 733A-choral; 733B-instrumental. Not auditable.
Prerequisites: One year of study in conducting.

MUSC 733A - Advanced Conducting/ Choral (3 Credits)
Study of conducting problems in selected choral or instrumental works. Not auditable.
Prerequisites: One year of study in conducting or approval of instructor

MUSC 733B - Advanced Conducting/ Instrumental (3 Credits)
Study of conducting problems in selected choral or instrumental works. Not auditable.
Prerequisites: One year of study in conducting or approval of instructor
MUSC 734 - Ensemble (0-1 Credits)
Experience in a musical ensemble such as orchestra, graduate chorus, or jazz. Repeatable for credit. Not auditable.

MUSC 734A - Ensemble - Symphonic Band (0-1 Credits)
Experience in a musical ensemble such as orchestra, graduate chorus, or jazz. Repeatable for credit. Not auditable.

MUSC 734B - Ensemble - Wind Ensemble (0-1 Credits)
Experience in a musical ensemble such as orchestra, graduate chorus, or jazz. Repeatable for credit. Not auditable.

MUSC 734C - Ensemble - Graduate Vocal (0-1 Credits)
Experience in a musical ensemble such as orchestra, graduate chorus, or jazz. Repeatable for credit. Not auditable.

MUSC 734D - Ensemble - Percussion (0-1 Credits)
Experience in a musical ensemble such as orchestra, graduate chorus, or jazz. Repeatable for credit. Not auditable.

MUSC 734E - Ensemble - Left Bank Jazz (0-1 Credits)
Experience in a musical ensemble such as orchestra, graduate chorus, or jazz. Repeatable for credit. Not Auditable.

MUSC 734F - Ensemble - Guitar (0-1 Credits)
Experience in a musical ensemble such as orchestra, graduate chorus, or jazz. Repeatable for credit. Not Auditable.

MUSC 734G - Ensemble - Opera Chorus (0-1 Credits)
Experience in a musical ensemble such as orchestra, graduate chorus, or jazz. Repeatable for credit. Not Auditable.

MUSC 734H - Ensemble - Symphony Orchestra (0-1 Credits)
Experience in a musical ensemble such as orchestra, graduate chorus, or jazz. Repeatable for credit. Not Auditable.

MUSC 734I - Ensemble - Concert Choir (0-1 Credits)
Experience in a musical ensemble such as orchestra, graduate chorus, or jazz. Repeatable for credit. Not Auditable.

MUSC 734J - Ensemble - Opera Orchestra (0-1 Credits)
Experience in a musical ensemble such as orchestra, graduate chorus, or jazz. Repeatable for credit. Not Auditable.

MUSC 734K - Ensemble - Chamber Orchestra (0-1 Credits)
Experience in a musical ensemble such as orchestra, graduate chorus, or jazz. Repeatable for credit. Not Auditable.

MUSC 734L - Chamber Music - Woodwinds (0-1 Credits)
Experience in a small musical ensemble such as a string quartet or woodwind quintet. Repeatable for credit. Not Auditable.

MUSC 734M - Chamber Music - Brass (0-1 Credits)
Experience in a small musical ensemble such as a string quartet or woodwind quintet. Repeatable for credit. Not Auditable.

MUSC 734N - Chamber Music - Contemporary (0-1 Credits)
Experience in a small musical ensemble such as a string quartet or woodwind quintet. Repeatable for credit. Not Auditable.

MUSC 734O - Chamber Music - Percussion (0-1 Credits)
Experience in a small musical ensemble such as a string quartet or woodwind quintet. Repeatable for credit. Not Auditable.

MUSC 734P - Chamber Music - Saxophone (0-1 Credits)
Experience in a musical ensemble such as orchestra, graduate chorus, or jazz. Repeatable for credit. Not Auditable.

MUSC 734Q - Chamber Music - Strings (0-1 Credits)
Experience in a small musical ensemble such as a string quartet or woodwind quintet. Repeatable for credit. Not Auditable.
MUSC 740L - Music Literature/ Harpsichord (1-3 Credits)
Study of the literature of a specific performance area. Repeatable for credit. Not auditable. Note: 6 hrs max

MUSC 740N - Music Literature/ Classical Guitar (1-3 Credits)
Study of the literature of a specific performance area. Repeatable for credit. Not auditable. Note: 6 hrs max

MUSC 740O - Music Literature/ Organ (1-3 Credits)
Study of the literature of a specific performance area. Repeatable for credit. Not auditable. Note: 6 hrs max

MUSC 740P - Music Literature/ Piano (1-3 Credits)
Study of the literature of a specific performance area. Repeatable for credit. Not auditable. Note: 6 hrs max

MUSC 740R - Music Literature/ Violin (1-3 Credits)
Study of the literature of a specific performance area. Repeatable for credit. Not auditable. Note: 6 hrs max

MUSC 740S - Music Literature/ Viola (1-3 Credits)
Study of the literature of a specific performance area. Repeatable for credit. Not auditable. Note: 6 hrs max

MUSC 740T - Music Literature/ Violoncello (1-3 Credits)
Study of the literature of a specific performance area. Repeatable for credit. Not auditable. Note: 6 hrs max

MUSC 740U - Music Literature/ Double Bass (1-3 Credits)
Study of the literature of a specific performance area. Repeatable for credit. Not auditable. Note: 6 hrs max

MUSC 740V - Music Literature/ Voice (1-3 Credits)
Study of the literature of a specific performance area. Repeatable for credit. Not auditable. Note: 6 hrs max

MUSC 740W - Music Literature/ Service Playing (1-3 Credits)
Study of the literature of a specific performance area. Repeatable for credit. Not auditable. Note: 6 hrs max

MUSC 740X - Music Literature/ Conducting (1-3 Credits)
Study of the literature of a specific performance area. Repeatable for credit. Not auditable. Note: 6 hrs max

MUSC 740Z - Music Literature/ Jazz (1-3 Credits)
Study of the literature of a specific performance area. Repeatable for credit. Not auditable. Note: 6 hrs max

MUSC 743 - Seminar in Music History (3 Credits)
For graduate students in music and music education. Methods of historical research, and problems of aesthetics and criticism.

MUSC 744 - Topics in Music History (3 Credits)
Selected topics such as French music in the 19th century, Richard Wagner, and mensural notation. May be repeated as the topic varies; 12 hrs max.

MUSC 746 - Choral Literature (3 Credits)
Choral literature from the Renaissance to the present. Study of smaller forms in the context of composers' contributions to the literature.

MUSC 747 - Advanced Music Research (2 Credits)
Development of advanced music research skills. Preparation for writing graduate research projects.
Prerequisites: MUSC 707.

MUSC 748 - Major Choral Works (3 Credits)
A survey of major oratorios, cantatas, and masses.

MUSC 754 - Ancient, Oriental, and Western Medieval Music (3 Credits)
Practices and theories of music in ancient high civilizations. Oriental, Greek, Roman, Jewish, and early Christian music, up to ca. AD 1300.

MUSC 755 - Renaissance Music (3 Credits)
Music from 1400 to 1600, including an introductory study on polyphonic styles of the later Medieval period; evolution of musical styles within the context of Renaissance Western European culture.

MUSC 756 - Music of the Baroque (3 Credits)
Music from 1600 to 1750 including representative composers from Monteverdi's generation through Bach and Handel.

MUSC 757 - Music of the Classical Period (3 Credits)
The works of Gluck, Haydn, Mozart, Beethoven and their contemporaries; formation of the "Viennese" Classical idiom and its most important forms and genres.

MUSC 758 - Romantic Music (3 Credits)
The music of the nineteenth and early twentieth centuries; the relationship of music to other arts; works from Schubert and Rossini to Mahler, Strauss, and Debussy.

MUSC 759 - Music Since 1900 (3 Credits)
Music from the early twentieth century to the present; major trends in contemporary music.

MUSC 764L - Ensemble - Guitar (0-1 Credits)
Experience in a musical ensemble such as orchestra, graduate chorus, or jazz. Repeatable for credit. Suffixes: B-Wind Ensemble, C-Graduate Vocal Ensemble, D-Percussion, E-Left Bank Jazz, L-Guitar, S-Symphony Orchestra, T-Concert Choir, V-Chamber Orchestra. Subdiscipline: Music (Musical Organizations)

MUSC 766 - Topics in Church Music (1-3 Credits)
Selected topics such as hymnology, church-choir literature and techniques, and church-music administration. May be repeated for a maximum of 12 hours as topic varies.

MUSC 767 - Pedagogy of Group Piano (3 Credits)
Methodology and survey of materials for beginning through intermediate piano study in groups.

MUSC 769 - Advanced Piano Accompanying (3 Credits)
Continuation of MUSC 569. Approaches to specific problems in vocal and instrumental accompanying; supervised accompanying in class.

MUSC 770 - Suzuki String Pedagogy I (3 Credits)

MUSC 771 - Suzuki String Pedagogy II (3 Credits)
An examination of the teaching points in Suzuki Violin books 3 and 4, including scales, arpeggios, etudes, and other supplementary material. Congruent with Suzuki Association of the Americas guidelines.

MUSC 773 - Seminar in Performance Pedagogy I (3 Credits)
Problems in piano pedagogy at the advanced level and directed teaching.

MUSC 774 - Seminar in Performance Pedagogy II (3 Credits)
Problems in piano pedagogy at the advanced level and directed teaching. Course may be repeated for a total of 9 credit hours.

MUSC 775 - Topics in Piano Pedagogy and Literature (3 Credits)
For pianists only. Topics such as Mozart sonatas, Beethoven sonatas, piano music of Debussy. May be repeated for credit as topic varies, 12 hrs max.

MUSC 776 - Special Topics in Piano Pedagogy (3 Credits)
Content varies by title. May be repeated as title varies.
MUSC 777 - Advanced Vocal Pedagogy (3 Credits)
Advanced study of the anatomy and function of the singing voice with application to the diagnosis and correction of problems in singing.
Prerequisites: MUSC 577.

MUSC 778 - Advanced Diction (2 Credits)
Practical application of teaching points in Suzuki Violin books 1 and 2. Includes observations of lessons and supervised teaching.

MUSC 780 - Opera Theater (1 Credit)
Study of selected operatic characters from a historical, psychological, and physical perspective.

MUSC 781 - Role Preparation (1 Credit)
Study of operatic role(s), with attention given to rhythmic accuracy, style, language/diction, translations, and interpretation.

MUSC 782 - Opera Production (1 Credit)
Supervised preparation and production of an opera.

MUSC 783 - College Music Teaching (3 Credits)
Trends in higher education, responsibilities of college teachers, strategies for effective teaching, the academic job search, and tenure and promotion processes.

MUSC 784 - Suzuki Practicum I (1 Credit)
Practical application of the teaching points in Suzuki Violin books 1 and 2. Includes observations of lessons and supervised teaching.

MUSC 785 - Suzuki Practicum II (1 Credit)
Practical application of the teaching points in Suzuki Violin books 3 and 4. Includes observations of lessons and supervised teaching.

MUSC 786 - Advanced Jazz Improvisation (3 Credits)
Applications of harmonic, melodic, and rhythmic concepts for the advanced jazz improvisation student. Exploration of different jazz improvisation areas such as "free," avant-garde, polytonal, and serial.

MUSC 787 - Special Topics in Music (1-3 Credits)
Content varies by title. May be repeated for credit as topics vary for a total of 12 credits.

MUSC 790 - Composition Recital (1 Credit)
Presentation of the student composer's work in a suitable professional setting.

MUSC 793 - Opera Role (1 Credit)
Public performance of a major opera role.

MUSC 794 - Concerto Recital (1 Credit)
Public performance of a major concerto with orchestra or appropriate ensemble.

MUSC 795 - Hamber Recital (1 Credit)
Performances of a public recital of chamber music.

MUSC 796 - Solo Recital (1 Credit)
Performance of a public recital in the student's performance area.

MUSC 799 - Thesis Preparation (1-3 Credits)

MUSC 801 - Advanced Performance Pedagogy (2 Credits)
Applied music teaching at the college level. Observation in two or more studios. Teaching experience on an individual basis under the direction of applied faculty members. Repeatable for maximum of four credits.
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MUSC 811G - Doctoral Applied Music/Trumpet (1-4 Credits)
Courses consist of individual instruction including individualized
assignments and regular private instruction and review. 811A-flute/
piccolo; 811B-oboe/English horn; 811C-clarinet; 811D-bassoon; 811Esaxophone; 811F-French horn; 811G-trumpet; 811H-trombone; 811Ieuphonium; 811J-tuba; 811K-percussion; 811L-harpsichord; 811N-classic
guitar; 811O-organ; 811P-piano; 811R-violin; 811S-viola; 811T-violoncello;
811U-double bass; 811V-voice; 811W-service playing; 811Y-conducting;
811Z-jazz. Repeatable for credit.

MUSC 811N - Doctoral Applied Music/Classic Guitar (1-4 Credits)
Courses consist of individual instruction including individualized
assignments and regular private instruction and review. 811A-flute/
piccolo; 811B-oboe/English horn; 811C-clarinet; 811D-bassoon; 811Esaxophone; 811F-French horn; 811G-trumpet; 811H-trombone; 811Ieuphonium; 811J-tuba; 811K-percussion; 811L-harpsichord; 811N-classic
guitar; 811O-organ; 811P-piano; 811R-violin; 811S-viola; 811T-violoncello;
811U-double bass; 811V-voice; 811W-service playing; 811Y-conducting;
811Z-jazz. Repeatable for credit.

MUSC 811H - Doctoral Applied Music (1-4 Credits)
Courses consist of individual instruction including individualized
assignments and regular private instruction and review. 811A-flute/
piccolo; 811B-oboe/English horn; 811C-clarinet; 811D-bassoon; 811Esaxophone; 811F-French horn; 811G-trumpet; 811H-trombone; 811Ieuphonium; 811J-tuba; 811K-percussion; 811L-harpsichord; 811N-classic
guitar; 811O-organ; 811P-piano; 811R-violin; 811S-viola; 811T-violoncello;
811U-double bass; 811V-voice; 811W-service playing; 811Y-conducting;
811Z-jazz. Repeatable for credit.

MUSC 811O - Doctoral Applied Music/Organ (1-4 Credits)
Courses consist of individual instruction including individualized
assignments and regular private instruction and review. 811A-flute/
piccolo; 811B-oboe/English horn; 811C-clarinet; 811D-bassoon; 811Esaxophone; 811F-French horn; 811G-trumpet; 811H-trombone; 811Ieuphonium; 811J-tuba; 811K-percussion; 811L-harpsichord; 811N-classic
guitar; 811O-organ; 811P-piano; 811R-violin; 811S-viola; 811T-violoncello;
811U-double bass; 811V-voice; 811W-service playing; 811Y-conducting;
811Z-jazz. Repeatable for credit.

MUSC 811I - Doctoral Applied Music/Euphonium (1-4 Credits)
Courses consist of individual instruction including individualized
assignments and regular private instruction and review. 811A-flute/
piccolo; 811B-oboe/English horn; 811C-clarinet; 811D-bassoon; 811Esaxophone; 811F-French horn; 811G-trumpet; 811H-trombone; 811Ieuphonium; 811J-tuba; 811K-percussion; 811L-harpsichord; 811N-classic
guitar; 811O-organ; 811P-piano; 811R-violin; 811S-viola; 811T-violoncello;
811U-double bass; 811V-voice; 811W-service playing; 811Y-conducting;
811Z-jazz. Repeatable for credit.

MUSC 811P - Doctoral Applied Music/Piano (1-4 Credits)
Courses consist of individual instruction including individualized
assignments and regular private instruction and review. 811A-flute/
piccolo; 811B-oboe/English horn; 811C-clarinet; 811D-bassoon; 811Esaxophone; 811F-French horn; 811G-trumpet; 811H-trombone; 811Ieuphonium; 811J-tuba; 811K-percussion; 811L-harpsichord; 811N-classic
guitar; 811O-organ; 811P-piano; 811R-violin; 811S-viola; 811T-violoncello;
811U-double bass; 811V-voice; 811W-service playing; 811Y-conducting;
811Z-jazz. Repeatable for credit.

MUSC 811J - Doctoral Applied Music/Tuba (1-4 Credits)
Courses consist of individual instruction including individualized
assignments and regular private instruction and review. 811A-flute/
piccolo; 811B-oboe/English horn; 811C-clarinet; 811D-bassoon; 811Esaxophone; 811F-French horn; 811G-trumpet; 811H-trombone; 811Ieuphonium; 811J-tuba; 811K-percussion; 811L-harpsichord; 811N-classic
guitar; 811O-organ; 811P-piano; 811R-violin; 811S-viola; 811T-violoncello;
811U-double bass; 811V-voice; 811W-service playing; 811Y-conducting;
811Z-jazz. Repeatable for credit.

MUSC 811R - Doctoral Applied Music/Violin (1-4 Credits)
Courses consist of individual instruction including individualized
assignments and regular private instruction and review. 811A-flute/
piccolo; 811B-oboe/English horn; 811C-clarinet; 811D-bassoon; 811Esaxophone; 811F-French horn; 811G-trumpet; 811H-trombone; 811Ieuphonium; 811J-tuba; 811K-percussion; 811L-harpsichord; 811N-classic
guitar; 811O-organ; 811P-piano; 811R-violin; 811S-viola; 811T-violoncello;
811U-double bass; 811V-voice; 811W-service playing; 811Y-conducting;
811Z-jazz. Repeatable for credit.

MUSC 811K - Doctoral Applied Music/Percussion (1-4 Credits)
Courses consist of individual instruction including individualized
assignments and regular private instruction and review. 811A-flute/
piccolo; 811B-oboe/English horn; 811C-clarinet; 811D-bassoon; 811Esaxophone; 811F-French horn; 811G-trumpet; 811H-trombone; 811Ieuphonium; 811J-tuba; 811K-percussion; 811L-harpsichord; 811N-classic
guitar; 811O-organ; 811P-piano; 811R-violin; 811S-viola; 811T-violoncello;
811U-double bass; 811V-voice; 811W-service playing; 811Y-conducting;
811Z-jazz. Repeatable for credit.

MUSC 811S - Doctoral Applied Music/Viola (1-4 Credits)
Courses consist of individual instruction including individualized
assignments and regular private instruction and review. 811A-flute/
piccolo; 811B-oboe/English horn; 811C-clarinet; 811D-bassoon; 811Esaxophone; 811F-French horn; 811G-trumpet; 811H-trombone; 811Ieuphonium; 811J-tuba; 811K-percussion; 811L-harpsichord; 811N-classic
guitar; 811O-organ; 811P-piano; 811R-violin; 811S-viola; 811T-violoncello;
811U-double bass; 811V-voice; 811W-service playing; 811Y-conducting;
811Z-jazz. Repeatable for credit.

MUSC 811L - Doctoral Applied Music/Harpsichord (1-4 Credits)
Courses consist of individual instruction including individualized
assignments and regular private instruction and review. 811A-flute/
piccolo; 811B-oboe/English horn; 811C-clarinet; 811D-bassoon; 811Esaxophone; 811F-French horn; 811G-trumpet; 811H-trombone; 811Ieuphonium; 811J-tuba; 811K-percussion; 811L-harpsichord; 811N-classic
guitar; 811O-organ; 811P-piano; 811R-violin; 811S-viola; 811T-violoncello;
811U-double bass; 811V-voice; 811W-service playing; 811Y-conducting;
811Z-jazz. Repeatable for credit.

MUSC 811T - Doctoral Applied Music/Violoncello (1-4 Credits)
Courses consist of individual instruction including individualized
assignments and regular private instruction and review. 811A-flute/
piccolo; 811B-oboe/English horn; 811C-clarinet; 811D-bassoon; 811Esaxophone; 811F-French horn; 811G-trumpet; 811H-trombone; 811Ieuphonium; 811J-tuba; 811K-percussion; 811L-harpsichord; 811N-classic
guitar; 811O-organ; 811P-piano; 811R-violin; 811S-viola; 811T-violoncello;
811U-double bass; 811V-voice; 811W-service playing; 811Y-conducting;
811Z-jazz. Repeatable for credit.


MUSC 811U - Doctoral Applied Music/Double Bass (1-4 Credits)
Courses consist of individual instruction including individualized assignments and regular private instruction and review. 811A-flute/piccolo; 811B-octave/English horn; 811C-clarinet; 811D-bassoon; 811E-saxophone; 811F-French horn; 811G-trumpet; 811H-trombone; 811-euphonium; 811J-tuba; 811K-percussion; 811L-harpischord; 811N-classic guitar; 811O-organ; 811P-piano; 811R-violin; 811S-viola; 811T-violoncello; 811U-double bass; 811V-voice; 811W-service playing; 811Y-conducting; 811Z-jazz. Repeatable for credit.

MUSC 811V - Doctoral Applied Music/Voice (1-4 Credits)
Courses consist of individual instruction including individualized assignments and regular private instruction and review. 811A-flute/piccolo; 811B-octave/English horn; 811C-clarinet; 811D-bassoon; 811E-saxophone; 811F-French horn; 811G-trumpet; 811H-trombone; 811-euphonium; 811J-tuba; 811K-percussion; 811L-harpischord; 811N-classic guitar; 811O-organ; 811P-piano; 811R-violin; 811S-viola; 811T-violoncello; 811U-double bass; 811V-voice; 811W-service playing; 811Y-conducting; 811Z-jazz. Repeatable for credit.

MUSC 811W - Doctoral Applied Music/Service Playing (1-4 Credits)
Courses consist of individual instruction including individualized assignments and regular private instruction and review. 811A-flute/piccolo; 811B-octave/English horn; 811C-clarinet; 811D-bassoon; 811E-saxophone; 811F-French horn; 811G-trumpet; 811H-trombone; 811-euphonium; 811J-tuba; 811K-percussion; 811L-harpischord; 811N-classic guitar; 811O-organ; 811P-piano; 811R-violin; 811S-viola; 811T-violoncello; 811U-double bass; 811V-voice; 811W-service playing; 811Y-conducting; 811Z-jazz. Repeatable for credit.

MUSC 811Y - Doctoral Applied Music/Conducting (1-4 Credits)
Courses consist of individual instruction including individualized assignments and regular private instruction and review. 811A-flute/piccolo; 811B-octave/English horn; 811C-clarinet; 811D-bassoon; 811E-saxophone; 811F-French horn; 811G-trumpet; 811H-trombone; 811-euphonium; 811J-tuba; 811K-percussion; 811L-harpischord; 811N-classic guitar; 811O-organ; 811P-piano; 811R-violin; 811S-viola; 811T-violoncello; 811U-double bass; 811V-voice; 811W-service playing; 811Y-conducting; 811Z-jazz. Repeatable for credit.

MUSC 811Z - Doctoral Applied Music/Jazz (1-4 Credits)
Courses consist of individual instruction including individualized assignments and regular private instruction and review. 811A-flute/piccolo; 811B-octave/English horn; 811C-clarinet; 811D-bassoon; 811E-saxophone; 811F-French horn; 811G-trumpet; 811H-trombone; 811-euphonium; 811J-tuba; 811K-percussion; 811L-harpischord; 811N-classic guitar; 811O-organ; 811P-piano; 811R-violin; 811S-viola; 811T-violoncello; 811U-double bass; 811V-voice; 811W-service playing; 811Y-conducting; 811Z-jazz. Repeatable for credit.

MUSC 816 - Composition (1-3 Credits)
Original composition. May be repeated for credit.

MUSC 890 - Composition Recital (1 Credit)
Presentation of predissertation doctoral compositions in a professional setting.

MUSC 891 - Recital Preparation (1-3 Credits)

MUSC 892 - Lecture Recital (1 Credit)
Public presentation of a lecture recital.

MUSC 893 - Opera/Oratorio Role (1 Credit)
Public performance of a major opera or oratorio role.

MUSC 894 - Concerto Recital (1 Credit)
Public performance of a major concerto with orchestra or appropriate ensemble.

MUSC 895 - Chamber Recital (1 Credit)
Performance of a public recital of chamber music.

MUSC 896 - Solo Recital (1 Credit)
Performance of a public recital in the student's primary performance area.

MUSC 897 - Document Preparation (1-2 Credits)

MUSC 898 - Treatise Preparation (1-6 Credits)

MUSC 899 - Dissertation Preparation (1-12 Credits)

Music Education (MUED)

MUED 533 - Methods for String Instruction I (2 Credits)
Fundamentals of teaching orchestral stringed instruments in school string and orchestra classes. Emphasis on sequential instruction, materials, and classroom management.
Prerequisites: C or better in both MUED 104 and MUED 200.
Corequisite: MUED 533P.

MUED 533P - Practicum in Methods of String Instruction I (1 Credit)
Practical application of string methods and materials in public and community school settings. Not auditable.
Corequisite: MUED 533.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

MUED 534 - Methods of String Instruction II (2 Credits)
Continued study of methods, materials, and concepts of teaching orchestral stringed instruments in school string and orchestra classes. Emphasis on rehearsal techniques and curricula.
Prerequisites: MUED 533, MUSC 101.
Corequisite: MUED 534P.

MUED 534P - Practicum in Methods of String Instruction II (1 Credit)
Practical application of string methods and materials in public and community school settings. Not auditable.
Corequisite: MUED 534.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

MUED 551 - The Middle School Band (2 Credits)
Study of teaching materials, methods, literature, and educational practices used in middle school band settings.
Prerequisites: C or better in each of MUED 105, MUED 106, and MUED 200.

MUED 552 - The High School Band (2 Credits)
Study of teaching materials, methods, literature, and educational practices used in high school band settings.
Prerequisites: MUED 551.

MUED 554 - Workshop in Music Education (1-3 Credits)
Selected topics in music education. May be repeated as the topic varies. Credits 1-3 per registration; 12 maximum.
MUED 555 - Integrating Music into the Elementary Classroom (3 Credits)
Develop activities and learning plans that integrate music into language arts, math, science, social studies, ELA, and learning for students with special needs. Apply those lessons in practicums with children.

MUED 557 - Wind Pedagogy II (2 Credits)
Continued study of the issues in playing and teaching wind instruments in a heterogeneous class. Special study of problems unique to each woodwind and brass instrument regarding fingering and intonation.
Prerequisites: MUED 357 or admission to MAT (music) program.

MUED 558 - Arranging for the Marching Band (2 Credits)
Instruction and practice in arranging music for the marching band.

MUED 564 - String Instrument Pedagogy (2 Credits)
Principles and practices in teaching string instruments, including Suzuki and Rolland. Emphasis on teaching in the private studio.

MUED 565 - Specialized Elementary Music Methods (2 Credits)
Advanced study of Orff, Kodaly, Dalcroze, and Gordon music learning theories as applied in elementary schools.
Prerequisites: MUED 465.

MUED 568 - Organization and Administration of Music Programs (2 Credits)
Topics include materials and techniques of class teaching, equipment purchase, budgeting, recruiting, public relations, and the music library.
Prerequisites: C or better in MUED 200.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

MUED 568P - Practicum in Instrumental Music (1 Credit)
Practical application of instrumental methods and techniques in school settings. Not auditable.
Corequisite: MUED 568.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

MUED 700 - Independent Study in Music Education (1-3 Credits)
This course is designed for graduate students who wish to pursue a study of various areas of music education according to their particular needs.

MUED 731 - Teaching Internship in Music (12 Credits)
This course is designed to provide a full semester of field experience in the public school for Master of Arts in Teaching (music) degree participants. Not Auditable.
Prerequisites: Acceptance into Professional Program in Education.

MUED 732 - Music Teaching Internship Seminar (3 Credits)
A series of seminars designed to enhance the student teaching experience. Topics include classroom management, lesson planning, assessment, and curriculum development.
Prerequisites: MUED 731 and Acceptance into Professional Program in Education.

MUED 752 - Psychology of Music (3 Credits)
Study of the physical factors involved with the production and perception of musical sound; the tests for measuring music aptitude and achievement; the psychology of learning applied to music.

MUED 753 - Instrumental Development and Related Materials (3 Credits)
Detailed study and analysis of techniques used for the development of the instrumental program in the public schools; diagnosis of problems relating to strings, woodwinds, brass, and percussion; study and evaluation (including the problems in selection and use) of literature and materials for solos, small ensembles, bands, and orchestras suitable for elementary, junior, and senior high schools.

MUED 754 - Music Administration and Curriculum (3 Credits)
Concepts of and trends and practices in supervision; the place of music in the total program of education; consideration of current types of administrative organizations; study of administrative problems including scheduling and budgeting; consideration of effective music programs in city and county school systems; in-service education and workshop techniques; school and community relationships.

MUED 756 - Choral Development and Related Materials (3 Credits)
Study of choral problems from the classroom point of view; techniques of voice development in classes; emphasis on style, interpretation, rehearsal techniques, rhythm, tone quality, and diction; study and evaluation of choral compositions from Palestrina to the present day available for use in the public schools at all levels of instruction.

MUED 757 - Seminar in Elementary School Music (3 Credits)
A survey and evaluation of music book series for the elementary and middle school; an investigation of contemporary developments in pedagogy and in the application of research findings; and the formulation of a topical bibliography.

MUED 781 - Advanced Brass Pedagogy (3 Credits)
Pedagogical methods and techniques of brass instruction, and a survey of music literature appropriate for intermediate through advanced level.

MUED 782 - Advanced Woodwind Pedagogy (3 Credits)
An investigation of pedagogical methods and techniques of woodwind instruction through performance, and a survey of music literature appropriate for intermediate through advanced levels.

MUED 783 - Advanced Wind Pedagogy (3 Credits)
Pedagogical methods and techniques of wind instruction. Special study of problems unique to each instrument relating to care and repair, embouchure, tone production, articulation, fingering, intonation, and teaching materials.

MUED 784 - Band Literature (3 Credits)
History and literature of the wind band/ensemble.

MUED 785 - Measurement and Evaluation of Music Learning (3 Credits)
Selection and development of appropriate music learning measurement and evaluation techniques.

MUED 790 - Principles of Music Education (3 Credits)
Seminar on selected topics in music education.

MUED 791 - History and Philosophy of Music Education (3 Credits)
History of music education in the United States; comparative music education in foreign countries; philosophies that have influenced music education; and socio-cultural effects of music in the United States

MUED 792 - Music Learning Theory (3 Credits)
Application of learning theory to music.

MUED 793 - Topics in Music Education (1-3 Credits)
May be repeated for up to twelve credits. Topic for any semester to be announced by title in the schedule of classes.

MUED 794 - New Directions in Music Education (3 Credits)
Current trends in music education and an examination of how these issues affect music teaching and learning.
Prerequisites:

- NPSY 758 - Classification and Assessment of Mental Disorders (3 Credits)
  Classification of mental disorders using the DSM-IV, standard reference of the American Psychiatric Association, and the interpretation of formalized evaluations and appraisal techniques in achieving differential diagnoses.
  Prerequisites: NPSY 757.

- NPSY 760 - Addictions Rehabilitation (3 Credits)
  Theory, treatment, and psychological aspects of addictions to alcohol and other drugs.

- NPSY 761 - Dual Diagnosis (3 Credits)
  Current research and models for rehabilitation of individuals with a substance abuse/dependency and other mental illness. Based on analyses of case studies.
  Prerequisites: NPSY 757 and NPSY 760.

- NPSY 763 - LGBT Issues Counseling and Rehabilitation (3 Credits)
  Contemporary issues related to the provision of effective counseling and rehabilitation services with the lesbian, gay, bisexual, transgendered (LGBT) population. The focus will be on attaining a level of applied knowledge and awareness commensurate with master's level professional practice.

**Nursing (NURS)**

- NURS 504 - Emergency Preparedness: Implications for Health Care Professionals (3 Credits)
  Principles of emergency preparedness with implications for health care at the local, regional, national, and global levels.

- NURS 505 - Caring for Limited English Proficient Patients (3 Credits)
  Principles and policies for clinical practice with Limited English Proficient patients.

- NURS 506 - Special Topics in International Nursing (3 Credits)
  Experiential field study to examine international nursing in another country. Course content varies and will be announced in the schedule of courses by title. May be repeated for credit.
  Prerequisites: NURS 312.

- NURS 534 - The Rural Interdisciplinary Practicum (1-6 Credits)
  Students live and practice in a rural, interdisciplinary environment and participate in an organized community-based health care activity. Contract approved by instructor and department chair is required for undergraduate students.
  Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

- NURS 541 - Issues in Women's Health (3 Credits)
  An exploration of women's health and health care concerns from multiple perspectives.
  Cross-listed course: WGST 541
  Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

- NURS 553 - In-Service Education (3 Credits)
  Organizing, developing, implementing, and evaluating the in-service education program.

- NURS 571 - Special Topics (3 Credits)
  Topics vary by title, consent of instructor.

- NURS 700 - Theoretical and Conceptual Foundation for Nursing (3 Credits)
  Concept development, model and theoretical framework interpretation, and theoretical formulations in nursing. Critical analysis of current theories of nursing, related nursing research, and selected theories from natural, behavioral, and applied health sciences.
NURS 702 - Pharmacologic Mgmt in Pediatric, Adult, & Gerontological Patients Across Hlthcare Delivery Continuum (3 Credits)
Pharmacologic management of acute and chronic health problems of pediatric, adult and gerontological patients across the healthcare delivery continuum.
Prerequisites: NURS 707.

NURS 703 - Executive Leadership Development Cockcroft (4 Credits)
Intensive engagement in self-assessment of leadership ability and development of proven successful leadership strategies relevant to practice, academia and policy development in complex interdisciplinary healthcare systems. Restricted to acceptance into the Amy C. Cockcroft Nursing Leadership Development program.

NURS 704 - Advanced Health Assessment and Diagnostic Reasoning (3 Credits)
Advanced theory and practice in critical thinking, physical assessment, diagnostic reasoning for clients across the life span to identify pathologic variations and initiate appropriate interventions. Didactic, lab, and field study.
Prerequisites: NURS 702 and NURS 707.

NURS 705 - Acute Problems of Adults/Gerontology and Women's Health in Primary Care (3 Credits)
Management of primary care to adult and gerontological clients across the delivery continuum who present with lifestyle behaviors, reproductive practices, and acute health problems. Includes didactic and clinical practice. Students who have not had advanced physical assessment within two years prior to taking this course must successfully validate their skills.
Prerequisites: NURS 702 and NURS 704.

NURS 706 - Primary Care Nursing of Children (3 Credits)
Advanced theory of histories, physical examinations, and diagnostic algorithms in primary care of children with health problems and developmental well care and counseling. Didactic and field study.
Prerequisites: NURS 702 and NURS 704.

NURS 707 - Advanced Pathophysiology for Nurses (3 Credits)
Advanced concepts of pathophysiological functioning with application to advanced nursing practice in selected specialty areas.

NURS 708 - Conceptual Basis for Family and Community Health Nursing (3 Credits)
Key concepts, theories, and issues relevant to practice as a specialist in public health/community health nursing.
Prerequisite or Corequisite: NURS 700.

NURS 709 - Pathophysiological Concepts for Nursing Practice (3 Credits)
Pathophysiological processes and application for nursing practice.
Corequisite: NURS 711.

NURS 710 - Role of the Nurse Educator (3 Credits)
Explores the integrated roles of the nurse educator, including teaching, research/scholarship, service and practice.

NURS 711 - Pharmacotherapies for Nursing Practice (3 Credits)
Pharmacotherapies treatments and application for nursing practice.
Corequisite: NURS 709.

NURS 712 - Health Assessment for Nursing Practice (3 Credits)
Health assessment processes and application for nursing practice.
Corequisite: NURS 709, NURS 711, NURS 713.

NURS 713 - Nursing Practice Fundamentals (4 Credits)
Introduction to cognitive, affective, and psychomotor skills and technology needed for nursing interventions.
Corequisite: NURS 709, NURS 711, NURS 712.

NURS 714 - Maternal/Newborn Nursing Practice (4 Credits)
Nursing interventions focusing on health promotion, restoration, and support to childbearing families. Field study required.
Prerequisites: NURS 712, NURS 713.
Corequisite: NURS 723.

NURS 715 - Pediatric Nursing Practice (4 Credits)
Nursing care of families with children, focusing on support for child growth and development, health promotion and health restoration. Field study required.
Prerequisites: NURS 712, NURS 713.
Corequisite: NURS 723.

NURS 717 - Application of Basic Statistics for Nursing Practice & Service Management (3 Credits)
Application of basic statistical principles and procedures to address common nursing practice issues and guide nursing practice and management.

NURS 718 - Diagnostic Interpretation and Therapeutic Modalities (3 Credits)
Analysis of diagnostic and laboratory findings for clinical decision-making in advanced practice nursing. Course incorporates selected medical and nursing diagnostic and therapeutic modalities.
Prerequisites: NURS 702 and NURS 707.

NURS 720 - Clinical Application of Population Analysis (3 Credits)
Application of concepts and principles of epidemiology, genetics/genomics, health informatics, and population health assessment to support clinical decision-making skills within different practice environments and health policy development.
Prerequisites: NURS 717.

NURS 721 - Gerontological Nursing Care (2 Credits)
Nursing care focusing on health promotion, restoration and support of older adults.
Prerequisites: NURS 712, NURS 713.

NURS 722 - Adv Pract Nurs Mgmt of Chronic Diseases in Pediatric, Adult/Gero Patients across the Continuum (3 Credits)
Advanced practice nursing of pediatric, adult and gerontological patients with chronic illnesses and disabilities across the health continuum.
Prerequisites: NURS 704, NURS 707, NURS 702.

NURS 723 - Medical Surgical Nursing Practice I (5 Credits)
Nursing Care of the patient with Chronic Health Problems.
Prerequisites: NURS 709, NURS 711, NURS 712, NURS 713.
Corequisite: NURS 714, NURS 715.

NURS 724 - Education in Nursing (3 Credits)
Introduction to the teaching-learning environment in nursing, including teaching-learning theories, strategies, assessment and facilitation of learner/learning and provides a framework for the nurse educator in the educational environment.
NURS 725 - Education: Curriculum and Evaluation (3 Credits)
The course introduces principles of curriculum development, design, implementation and evaluation. Evaluation measures explore internal and external constituents, including meeting that reflect contemporary health care trends and educational expectations, and prepare graduates to function effectively in the health measurement techniques are examined.

NURS 726 - Medical Surgical Nursing Practice II (5 Credits)
Nursing care of the patient with acute health issues.
Prerequisites: NURS 712, NURS 713, NURS 723.
Corequisite: NURS 745, NURS 729, NURS 730.

NURS 727 - Teaching Practicum in Nursing (3 Credits)
Supervised teaching experiences with nursing students, patients, and staff in selected health care and academic settings.

NURS 729 - Psychiatric Nursing Practice (4 Credits)
Nursing care of clients experiencing psychiatric/mental health problems, with a focus on health promotion, restoration, and support.
Prerequisites: NURS 712, NURS 713, NURS 721, NURS 723.
Corequisite: NURS 726.

NURS 730 - Population Health Nursing (3 Credits)
Trends of the public health workforce capacity and issues impacting the health of individuals and communities.

NURS 731 - Management of Psychiatric Mental Health Problems across the Lifespan (3 Credits)
Management of Psychiatric Mental Health Problems.
Prerequisites: NURS 702, NURS 704, NURS 707, NURS 761; Students who have not completed these requirements will be dropped from 731.

NURS 732 - Management of Complex Mental Health Problems (3 Credits)
Clinical management of complex mental health problems across the lifespan in hospital and community settings. Theory and field study.
Prerequisites: NURS 702, NURS 704, NURS 707, NURS 761, NURS 731; Students who have not completed these requirements will be dropped from 732.

NURS 734 - Conceptual Basis of Health Systems (3 Credits)
Organizational, systems, and complexity theory analysis with an emphasis on nursing leadership roles, strategic planning, systems thinking and conceptualizing organizations as complex adaptive systems.

NURS 736 - Women, Work, and Health: Global Perspectives (3 Credits)
Intersections of women's work and women's health in diverse social, cultural, economic, geographic, and political contexts.

NURS 737 - Foundations for DNP Development (3 Credits)
This course is designed to introduce students to the Doctor of Nursing Practice degree to include the roles of expert clinician, clinical scholar, policy and patient advocate, and leader in health care.

NURS 738 - Financing of Health Care (3 Credits)
Application of the principles of financial management to the systems involved in the delivery of health care. 03: 07/05/2019.

NURS 739 - Online Instruction and Technology in Nursing Education (3 Credits)
Principles of evidenced-base practices for online/distance-based education and technology in nursing education.

NURS 740 - Facilitative Processes in Nursing Administration (3 Credits)
Issues, structures, and processes employed in providing a supportive environment for professional nursing practice. Emphasis on development of professional nursing systems models.

NURS 741 - Coordinating Processes in Nursing Administration (3 Credits)
Methods for supporting nursing systems with resources of health care delivery systems. Focus is on professional and systems relationships.
Prerequisites: NURS 740.

NURS 742 - Integrative Processes in Nursing Administration (3 Credits)
Strategies for maximizing the potential of nursing services within organizations. Methods for meeting the challenges presented by complex changes occurring in the health care system. Practicum.
Prerequisites: NURS 741.

NURS 743 - Advanced Nursing Practicum for the Educator (3 Credits)
Precepted clinical immersion experience in specialty area with emphasis on the role of the masters prepared nursing educator's role.
Prerequisites: B or better in NURS 707, NURS 702, and NURS 704.

NURS 745 - Nursing Ethics, Policy & Advocacy (3 Credits)
Issues and trends in ethics, policy and advocacy for nursing practice.

NURS 746 - Informatics, Technology, and Emerging Issues (3 Credits)
Explores the application of informatics and technology in healthcare and other emerging issues in the field.

NURS 747 - Leadership and Safety for Nursing Practice (3 Credits)
Concepts and principles of leadership roles and the management functions of professional nurses in a contemporary health care environment, interprofessional relationships and quality/safety principles. Students will also utilize evidence-based research to examine clinical questions.
Prerequisites: NURS 726, NURS 729, NURS 745.
Corequisite: NURS 746, NURS 789, NURS 750.

NURS 748 - Care Coordination and Outcomes Management (3 Credits)
Strategies for effective care coordination and effective measurement of patient outcomes related to care transitions.

NURS 750 - Transition to Nursing Practice I (3 Credits)
Focuses on quality/safety in the healthcare setting and includes field study.
Prerequisites: NURS 714, NURS 715, NURS 726, NURS 729.
Corequisite: NURS 746, NURS 747, NURS 789.

NURS 751 - Transition to Nursing Practice II (3 Credits)
Application and synthesizing knowledge and skills learned throughout the nursing program. Students will integrate content from previous courses during class time and clinical experiences.
Prerequisites: NURS 750.
Corequisite: NURS 748, NURS 720, NURS 791.

NURS 756 - Advanced Primary Care of Children for the FNP (2 Credits)
Emphasis on children's growth & development, well care, assessment and management strategies for problems commonly encountered in primary care are introduced.
Prerequisites: NURS 704.
Corequisite: NURS 718, NURS 757.
NURS 757 - Advanced Primary Care of Women for the FNP (2 Credits)
Emphasis on women's health, including well pregnancy, and assessment and management strategies for problems commonly encountered in primary care are introduced.
Prerequisites: NURS 704.
Corequisite: NURS 756.

NURS 758 - Acute Problems in Primary Care for the FNP (6 Credits)
Management of acute health problems in the primary care setting for the FNP. Includes didactic and clinical practicum.
Prerequisites: NURS 756, NURS 757.

NURS 759 - Management of Common Chronic Health Problems for the FNP (6 Credits)
Advanced Practice Nursing of Pediatric, Adult, and Gerontological Patients with chronic illnesses and disabilities across the lifespan for the FNP. Includes didactic and clinical practicum.
Prerequisites: NURS 758.

NURS 760 - Family Nurse Practitioner Legal, Ethical, and Role Transition (2 Credits)
Focuses on the role of the nurse practitioner. Special consideration is given to business, policy, legal, cultural, and ethical issues regarding primary care and FNP practice.
Prerequisites: NURS 759.

NURS 760A - Family Nurse Practitioner Role Practicum (2 Credits)
Supervised field study in advanced practice nursing for primary care patients (pediatric, adult, and gerontological) across the delivery continuum.
Prerequisites: NURS 759.
Corequisite: NURS 760.

NURS 761 - Neuroscientific Basis for Pharmacological & Nonpharmacological Treatments for Psychiatric Conditions (4 Credits)
Links neurology to behavior, psychopathology and psychopharmacology in order to prepare the advanced practice psychiatric nurse to make evidence supported treatment decisions.
Prerequisites: NURS 704.
Corequisite: NURS 718.

NURS 763 - Advanced Psychiatric Nurse Practicum I: Management of Psychiatric/Mental Health Conditions (6 Credits)
Comprehensive biopsychosocial assessment, treatment and management of psychiatric mental health conditions across the lifespan in primary and acute care settings. Didactic and field study.
Prerequisites: NURS 761.

NURS 764 - Advanced Psychiatric Nurse Practicum II: Management of Complex Psychiatric/Mental Health Conditions (6 Credits)
Pharmacological and behavioral management of complex mental health problems across the lifespan in hospital and community settings. Didactic and field study.
Prerequisites: NURS 763.

NURS 768 - Endocrine, Metabolic & Nutrition Nurse Practitioner: Pathophysiology & Clinical Management (2 Credits)
Focuses on the role of the nurse practitioner. Special consideration is given to business, policy, legal, cultural, and ethical issues regarding PMHNLP practice.
Prerequisites: NURS 764.

NURS 768A - Advanced Psychiatric Nurse Practicum III: Role Development (2 Credits)
Supervised field study in advanced practice nursing for the psychiatric mental health nurse practitioner.
Prerequisites: NURS 764.
Corequisite: NURS 768.

NURS 769 - Independent Study in Nursing (1-6 Credits)
Opportunity for self-directed study in a theoretical area related to nursing, in an area of clinical nursing practice, or in an area of functional nursing practice.
Prerequisites: Required consent of major advisor and faculty member supervising the independent study

NURS 770 - Emergent Diagnostics in Nursing (1 Credit)
Overview of emergent diagnostic topics.

NURS 771 - Selected Topics (3 Credits)

NURS 772 - Introduction of Acute Care Adult and Gerontological Health Problems I (3 Credits)
Introduction of selected acutely ill adult and gerontological patients.
Prerequisites: NURS 704.
Corequisite: NURS 718.

NURS 773 - Principles of Acute Care Adult and Gerontological Health Problems I (6 Credits)
Management of selected acutely ill adult and gerontological patients. Didactic and field study.
Prerequisites: NURS 772.

NURS 774 - Principles of Acute Care Adult and Gerontological Complex Health Problems II (6 Credits)
Management of selected acutely ill adult and gerontological patients. Didactic and field study.
Prerequisites: NURS 773.

NURS 775 - Foundations in Nursing Informatics (3 Credits)
Overview of nursing informatics and current trends in health care technology.

NURS 777 - Nursing Informatics Practicum (3 Credits)
Application of nursing informatics competencies to organizational change in health care systems.

NURS 778 - Advanced Practice Role: Adult Gerontology Acute Care NP (AGACNP) (2 Credits)
Focuses on the role of the nurse practitioner. Special consideration is given to business, policy, legal, cultural, and ethical issues regarding the AGACNP.
Corequisite: NURS 778A.

NURS 778A - Practicum of Advanced Practice Role: Adult Gerontology Acute Care NP (AGACNP) (2 Credits)
Supervised field study in advanced practice nursing for acutely ill adult and gerontological patients across the delivery continuum.
Corequisite: NURS 778.
NURS 779 - Health Policy (3 Credits)
Analysis of issues and forces affecting health delivery through the public sector; major models of political decision-making; and current health legislation.

NURS 780 - Organizational Theories and Systems in Healthcare (3 Credits)
Systems theories applied to complex organizations, emphasizing advanced nursing roles in strategic planning and systems thinking within current and anticipated healthcare environments. 
**Prerequisites:** NURS 737, NURS 817.

NURS 781 - Applied Technology in Health Care (3 Credits)
Computer applications and other technological advances in nursing and health care delivery. Nursing administration, patient care management, and research applications. 
**Prerequisites:** NURS 817.

NURS 783 - Clinical Project Immersion & Proposal Development (3 Credits)
Provides students the opportunity to integrate nursing theory, research and advanced nursing practice into a health care clinical project through interactive seminar format. Requires students to create a clinical project that transforms clinical practice for a selected population and incorporates process and outcome evaluations. 
**Prerequisites:** NURS 819 and NURS 781.

NURS 786 - Management of Acute Care Adult and Gerontological Health Problems I (4-6 Credits)
Management of selected acutely ill adult and gerontological patients. Practicum required. 
**Prerequisites:** NURS 704, NURS 707, and NURS 718.

NURS 787 - Management of Acute Adult and Gerontological Health Problems II (5,6 Credits)
Management of acutely ill adult and gerontological patients. Practicum required. 
**Prerequisites:** NURS 786.

NURS 789 - Statistical and Research Methods for Nursing Practice (3 Credits)
Exploration of research methods, including application of basic statistical principles and procedures. Evaluation of published nursing research reports. 
**Prerequisites:** NURS 700.

NURS 790 - Research Methods for Nursing (3 Credits)
Development of nursing research and methodological approaches to the study of nursing problems. 
**Prerequisites:** NURS 700 and approved statistics course.

NURS 791 - Seminar in Clinical Nursing Research (3 Credits)
Survey and critical analysis of current research in clinical nursing and related disciplines. 
**Prerequisites:** NURS 790.

NURS 793 - Advanced Practice Practicum for Emphasis Area: Primary Care (3-4) (3-4 Credits)
Supervised field study in advanced practice nursing for primary care patients (pediatric, adult and gerontological) across the delivery continuum. Seminars on related topics. 
**Prerequisites:** Placement and credit determined with advisement.

NURS 794 - Ethics and the Health Sciences (1-4 Credits)
An introduction to the formal and informal codes of professional conduct of health science disciplines and a discussion of their implications for interprofessional research, clinical practice, and administration. 03: 07/05/2019.

NURS 796 - Advanced Practice Practicum: AGACNP (3-4 Credits)
Supervised field study in advanced practice nursing for acutely ill adult and gerontological patients across the delivery continuum. Seminars on related topics. Any graduate student who is not currently in good academic standing in the College of Nursing is excluded. 
**Prerequisites:** NURS 786, NURS 787.

NURS 798 - Advanced Practice Practicum: PMHNP across the Lifespan (3-4 Credits)
Supervised field study in advanced practice nursing. 
**Prerequisites:** NURS 731, NURS 732, NURS 761.

NURS 799 - Thesis Preparation (1-6 Credits)
May be repeated; only 6 hours may be applied to the degree. 
**Prerequisites:** NURS 790.

NURS 800 - Philosophical and Theoretical Foundations of Nursing Science (3 Credits)
A critical examination of the evolution of approaches to nursing theory and nursing science and the impact on research theory development and clinical practice.

NURS 801 - Theory Analysis and Application for Nursing Science (3 Credits)
Examination and critique of theories from nursing and the physical, biomedical behavioral, and sciences and their application to nursing science. 
**Prerequisites:** NURS 800.

NURS 803 - Scientific Knowledge in Nursing (3 Credits)
In-depth examination of a specific nursing science knowledge domain. 
**Prerequisites:** NURS 801, NURS 804, NURS 810, NURS 811, NURS 813.

NURS 804 - The Role of the Nurse Scientist (3 Credits)
Selected roles and professional responsibilities in diverse settings and preliminary application of basic research skills.

NURS 805 - Advanced Nursing Leadership (3 Credits)
Nursing leadership in complex health care organizations.

NURS 806 - Nurse Executive Leadership I (3 Credits)
This course is the first of two courses focusing on advanced organizational leadership. Students prepare for top-level executive leadership roles within health care systems or health-related business organizations. Field study required. 
**Prerequisites:** NURS 819.

NURS 807 - Nurse Executive Leadership II (3 Credits)
This course is the second of two courses building advanced leadership knowledge and competencies for top-level organizational leadership roles within health care systems or health-related business organizations. The emphasis of this course is leadership for clinical excellence. Field study required. 
**Prerequisites:** NURS 806.

NURS 808 - Advanced Nursing in Population Health (3 Credits)
Application of evidence-based nursing interventions to issues in population health.
NURS 809 - Advanced Healthcare Financing (3 Credits)
Course provides the tools for financial management in the health services industry. Case studies provide insight into complex financial decisions required for healthcare administration, with a focus on financial and business aspects of healthcare administration with implications on patient care quality and outcomes.
Prerequisites: NURS 738 or equivalent graduate level finance class.

NURS 810 - Nursing Research Methods I (3 Credits)
An introduction to methods of inquiry utilized in the biomedical, behavioral, and social sciences and their application for nursing research.
Prerequisites: Completion of a graduate level statistics course (eg - BIOS 700 or equivalent).

NURS 811 - Nursing Research Methods II (3 Credits)
Advanced quantitative methods, designs, and analysis techniques used in the development of nursing science.
Prerequisites: NURS 810 or EDRM 711 and BIOS 757 or equivalent.

NURS 812 - Measurement in Nursing Research (3 Credits)
Design and conduct of a measurement project related to the student's area of research interest.

NURS 813 - Nursing Research Methods III (3 Credits)
Examination and practical application of the diverse qualitative research epistemology, ontologies, methodologies and ethical issues.
Prerequisites: NURS 810.

NURS 814 - Observational Methods (3 Credits)
Quantitative observational research techniques, strategies for developing coding systems, determining reliability and validity, and analyzing data.

NURS 817 - Application of Statistics for Evidence Based Nursing Practice (3 Credits)
Application of intermediate inferential statistical techniques and procedures used to build and translate evidence based nursing practice.
Prerequisites: NURS 717 or equivalent graduate level stats course in the past 5 years.

NURS 819 - Evidence and Nursing Practice (3 Credits)
Analysis and synthesis of evidence needed for formulating recommendations for nursing practice.
Prerequisites: NURS 780.

NURS 840 - Independent Study in Nursing Science (1-6 Credits)
Independent study to meet the needs of individual students. Conferences with professor.

NURS 840A - Independent Study in Nursing Science (1-6 Credits)
Independent Study for doctoral student field study Restricted to: Graduate Nursing majors only - Doctoral level

NURS 850 - Selected Topics in Nursing Science (3 Credits)
Depth analysis of a specific method or content area of nursing research.

NURS 870 - Research Proposal Development (3 Credits)
An introduction to the methodological and practice concepts relevant to nursing research grant proposal development.
Prerequisites: NURS 811, NURS 813.

NURS 897 - DNP Project Preparation and Residency (1-6 Credits)
DNP project consists of two parts; synthesis of the literature related to a practice problem and application of findings in a practice setting.

NURS 898 - Research Internship (1-6 Credits)
Application of the principles and techniques of nursing research and theory through collaboration with a graduate nursing faculty mentor in an ongoing research project.

NURS 899 - Dissertation Preparation (1-12 Credits)
Minimum of 12 hours required for completion of degree.

Nursing (NURS)

OBTY - Obstetrics / Gynecology (OBTY)

OBTY 702 - Genetic Dilemma-Life Cyc (3 Credits)

PATH - Pathology (PATH)

PATH 710 - Neoplasia (3 Credits)
Survey course covering a broad range of topics on cancer, including definition, causes, control of cancer growth, similarities and differences between malignant and normal cells, role of viruses and carcinogens, mechanisms of metastasis, oncogenes, role of nutrition, and principles of treatment.
Prerequisites: BIOL 340 and CHEM 232 or consent of instructor

PATH 711 - Experimental Pathology (3 Credits)
Basic principles of pathologic processes of disease in organs and tissues at the gross and microscopic level. A review of normal anatomy and histology essential to an understanding of processes and organs and tissues that were normal before the disease began.

PATH 741A - Pathology I (4 Credits)
Lecture, laboratory, and discussion of special topics covering basic principles of disease, neoplasia, infectious disease, genetic diseases, diseases of the blood forming organs. One semester. Students will not be allowed to receive credit for both PATH 741A and 741B.

PATH 741B - Pathology I (4 Credits)
Lecture, laboratory, and discussion of special topics covering basic principles of disease, neoplasia, infectious disease, genetic diseases, diseases of the blood forming organs, heart and lung. For students who are planning to take PATH 742, Pathology II. Students will not be allowed to receive credit for both PATH 741A and 741B.

PATH 742 - Pathology II (4 Credits)
Lecture, laboratory, and discussion of special topics covering diseases of the digestive tract, endocrine system, nervous system, and skin and autoimmune diseases.
Prerequisites: PATH 741B

PATH 760 - Topics in Pathobiology (1 Credit)
Tutorial instruction in selected topics dealing with the molecular and cellular basis of disease. These topics may be drawn from the areas of inflammation, neoplasia, circulatory disturbances, medical genetics, infectious diseases, and cell injury and death.
Prerequisites: PATH 741.

PATH 770 - Seminar in Pathology (1 Credit)
Group discussion by students and faculty of current research articles in the area of disease mechanisms. May be taken four times for credit.
Prerequisites: PATH 741.

PATH 780 - Research in Disease Mechanisms (3-12 Credits)
This is a non-thesis course to provide training in specific laboratory techniques in experimental pathology. May be repeated for credit.
PHAR 700 - Principles of Pharmacology, Medicinal Chemistry, and Pharmaceutics (4 Credits)
This four credit hour course instructs students on the important fundamentals that define pharmaceutical sciences. Important concepts of pharmacology, medicinal chemistry and pharmaceutics are taught with the broad goal of understanding pharmaceutical agents at a molecular level. It is the introductory graduate level course for graduate students in the pharmaceutical sciences. It is also intended for graduate students in other related fields of biological, chemical, and biomedical sciences who wish to learn the principles of pharmaceutical sciences.
Prerequisites: PHAR 700.

PHAR 703 - Advanced Medicinal Chemistry I (2 Credits)
The interaction of natural and synthetic drugs with biological systems at the molecular and quasi-molecular level.

PHAR 704 - Advanced Medicinal Chemistry II (1-3 Credits)
An advanced study of natural and synthetic drugs by pharmacological classes, with emphasis on the application of principles covered in PHAR 703.

PHAR 705 - Advanced Medicinal Chemistry III (2-5 Credits)
A continuation of PHAR 704.

PHAR 706 - Advanced Medicinal Analysis (3 Credits)
A study of the medicinal analyses of an advanced nature with special emphasis on instrumental methods of medicinal analysis.

PHAR 707 - Heterocyclic Medicinal Chemistry (3 Credits)
A study of the fundamentals of heterocyclic nomenclature and the chemistry of both the heterocyclic medicinal products and the intermediates for their synthesis.

PHAR 708 - Natural Products Medicinal Chemistry (3 Credits)
The chemistry and biogenesis of alkaloids and antibiotics.

PHAR 709 - Advanced Biochemistry (3-4 Credits)
Lectures, seminars, demonstrations and laboratory work on recent and more technical advances in the field of biochemistry.

PHAR 710 - Advanced Biochemistry (3-4 Credits)
Lectures, seminars, demonstrations and laboratory work on recent and more technical advances in the field of biochemistry.

PHAR 711 - Seminar in Pharmaceutical Sciences (1 Credit)
Discussion and presentation of current topics in pharmacy administration. Required of all master's degree (2 credit hours) and Ph.D. degree (3 credit hours) candidates in the Department of Pharmacy Practice.

PHAR 711A - Seminar in Pharmacy Administration (1 Credit)
Discussion and presentation of current topics in pharmacy administration. Required of all master's degree (2 credit hours) and Ph.D. degree (3 credit hours) candidates in the Department of Pharmacy Practice.

PHAR 711B - Seminar in Pharmacy Administration (1 Credit)
Discussion and presentation of current topics in pharmacy administration. Required of all master's degree (2 credit hours) and Ph.D. degree (3 credit hours) candidates in the Department of Pharmacy Practice.

PHAR 711C - Seminar in Pharmacy Administration (1 Credit)
Discussion and presentation of current topics in pharmacy administration. Required of all master's degree (2 credit hours) and Ph.D. degree (3 credit hours) candidates in the Department of Pharmacy Practice.

PHAR 711D - Seminar in Pharmacy Administration (1 Credit)
Discussion and presentation of current topics in pharmacy administration. Required of all master's degree (2 credit hours) and Ph.D. degree (3 credit hours) candidates in the Department of Pharmacy Practice.

PHAR 712 - Seminar in Pharmaceutical Sciences (1 Credit)
Discussion of current topics in pharmaceutics, medicinal chemistry, and pharmacology. Required of all students. A maximum of 4 credit hours may be earned in PHAR 712 A-D.

PHAR 712A - Seminar in Pharmaceutical Sciences (1 Credit)
Discussion of current topics in pharmaceutics, medicinal chemistry, and pharmacology. Required of all students. A maximum of 4 credit hours may be earned in PHAR 712 A-D.

PHAR 712B - Seminar in Pharmaceutical Sciences (1 Credit)
Discussion of current topics in pharmaceutics, medicinal chemistry, and pharmacology. Required of all students. A maximum of 4 credit hours may be earned in PHAR 712 A-D.

PHAR 712C - Seminar in Pharmaceutical Sciences (1 Credit)
Discussion of current topics in pharmaceutics, medicinal chemistry, and pharmacology. Required of all students. A maximum of 4 credit hours may be earned in PHAR 712 A-D.

PHAR 712D - Seminar in Pharmaceutical Sciences (1 Credit)
Discussion of current topics in pharmaceutics, medicinal chemistry, and pharmacology. Required of all students. A maximum of 4 credit hours may be earned in PHAR 712 A-D.

PHAR 713 - Synthetic Medicinal Chemistry (3 Credits)
Application of synthetic procedures in the preparation of various medicinal and pharmaceutical chemicals and their intermediates.

PHAR 714 - Drug Design by Molecular Modeling and Computational Techniques (3 Credits)
Application of molecular modeling, computer graphics, and other computational techniques to the design of drugs.

PHAR 715 - Pharmacogenomics and Personalized Medicine (3 Credits)
Pharmacogenomics concepts and experimental approaches combined with pharmacotherapy realms.
PHAR 717 - Special Topics in Pharmacy (3 Credits)
Lectures, readings, and discussions on special areas of experimental pharmacy not offered in other courses.

PHAR 718 - Special Topics in Pharmacy (3 Credits)
Lectures, readings, and discussions on special areas of experimental pharmacy not offered in other courses.

PHAR 720 - Pharmacokinetics (3 Credits)
A study of the mathematical models used in research to describe drug changes in body fluids as related to pharmacologic effects. Includes the kinetics of dissolution, absorption, distribution, metabolism, and excretion after a drug reaches the general circulation. Three lecture and three laboratory hours per week.

PHAR 720L - Pharmacokinetics Lab (1 Credit)

PHAR 725 - Advanced Pharmaceutics I (2 Credits)
Physical, chemical, and kinetic concepts which apply to the design and evaluation of pharmaceutical systems.

PHAR 726 - Advanced Pharmaceutics II (3 Credits)
Application of chemical and physical concepts to the design and evaluation of pharmaceutical systems (dosage forms).

PHAR 732 - Radiation Protection (3 Credits)
The biological effects of ionizing radiation and the basic mechanisms which bring about these effects. Monitoring, dosimetry, hazard control, and legal responsibilities concerning ionizing radiation used in medicine.

PHAR 734 - Selected Topics in Neuropharmacology (2 Credits)
Neurochemical analysis of selected central nervous system neurotransmitter topics, including the kinetics of synthesis, storage and release, and the action of selected psychotherapeutic agents on these processes.

PHAR 735 - Cancer: Causes, Treatment, Prevention (2 Credits)
The molecular and biochemical basis of cancer and the therapeutic approaches in the prevention and treatment of cancer.

PHAR 736 - Advanced Pharmacology I (1-4 Credits)
Survey of drugs acting on the autonomic nervous system and the cardiovascular system; advanced topics in these areas and on antibiotics and chemotherapy.

PHAR 737 - Advanced Pharmacology II (1-4 Credits)
Survey of centrally acting drugs, anti-inflammatory and immunomodulating drugs, hormones, and vitamins; advanced topics in these areas and in drug design and drug toxicity/teratogenesis.

PHAR 738 - Basic Pharmacological Principles (2 Credits)
Factors that govern drug response, biochemical and molecular actions of drugs, and adverse effects induced by drugs.

PHAR 740 - Socio-Economics of Pharmacy Practice (3 Credits)

PHAR 741 - Pharmaceutical Outcomes Database Development (3 Credits)
Development and use of pharmaceutical outcomes databases.

PHAR 742 - Research Methods in Pharmaceutical and Health Outcomes Sciences (3 Credits)
The nature of the research process in the administrative and behavioral aspects of pharmacy practice. Emphasis on developing the skills to analyze the total drug use process.

PHAR 744 - Marketing of Drug Products (3 Credits)
The principles of marketing as applied to pharmaceutical products. Topics include various marketing institutions and the integration of these into the drug distribution system, and the duties of the market manager in a pharmaceutical firm.

PHAR 745 - International Pharmaceutical Marketing (3 Credits)
The principles of marketing applied to the international pharmaceutical industry. Emphasis on the marketing environment and institutions of pharmaceutical marketing in global markets.

PHAR 746 - Drug Benefits in Health Care Programs (3 Credits)
Detailed analysis of the third party prescription market including prescribing behavior, drug use, cost containment, legal issues, and quality of care.

PHAR 748 - Principles of Pharmacoeconomics (3 Credits)
Analytical techniques and theoretical principles for evaluating costs and consequences of pharmaceutical agents and services for the health care system and society.

PHAR 799 - Thesis Preparation (1-6 Credits)

PHAR 896 - Doctoral Directed Research (1-6 Credits)
Directed laboratory research and literature assignments supervised by graduate faculty.

PHAR 899 - Dissertation Preparation (1-12 Credits)

Philosophy (PHIL)

PHIL 501 - British Empiricism (3 Credits)
A historical and critical survey of the British philosophers of experience. Principal concentration is on Locke, Berkeley, and Hume.
Prerequisites: C or better in PHIL 304.

PHIL 502 - Continental Rationalism (3 Credits)
A critical and historical study of the 17th-century European philosophers. The works of Descartes, Spinoza, and Leibniz are emphasized.
Prerequisites: C or better in PHIL 304.

PHIL 503 - Analytic Philosophy (3 Credits)
A critical study of recent and contemporary works in philosophical analysis, and an evaluation of the purposes, methods, and results of this movement.
Prerequisites: C or better on 3 hours in philosophy beyond the 100 level.

PHIL 504 - Phenomenology and Existentialism (3 Credits)
A critical study of some fundamental themes in phenomenology and the philosophy of existence. Emphasis is placed on an intensive study of selected works of such writers as Kierkegaard, Jaspers, Husserl, and Heidegger.
Prerequisites: C or better in PHIL 304 or PHIL 305.

PHIL 505 - Plato (3 Credits)
An intensive study of selected Dialogues by Plato.
Prerequisites: C or better in PHIL 301.

PHIL 506 - Aristotle (3 Credits)
An intensive study of some of the more important of Aristotle’s works.
Prerequisites: C or better in PHIL 301.

PHIL 507 - Medieval Philosophy (3 Credits)
A historical and critical study of the works of the leading medieval philosophers.
Prerequisites: C or better in PHIL 303.
PHIL 508 - Hume (3 Credits)
An intensive study of the philosophical writings of Hume, especially A Treatise of Human Nature.
Prerequisites: C or better in PHIL 304.

PHIL 509 - Kant (3 Credits)
An intensive study of the work of Kant, especially the Critique of Pure Reason.
Prerequisites: C or better in PHIL 304.

PHIL 510 - Theory of Knowledge (3 Credits)
An examination of some representative theories of truth, meaning, probability, and perception.
Prerequisites: C or better in 3 hours in philosophy beyond the 100 level.

PHIL 511 - Symbolic Logic (3 Credits)
A presentation and philosophical examination of the fundamentals of modern symbolic logic.
Prerequisites: C or better in PHIL 115.

PHIL 512 - Philosophy of Science (3 Credits)
A critical examination of methods and concepts of the sciences. Topics include scientific revolutions, the unity of science, experimentation, explanation, and evidence.
Prerequisites: C or better in 3 hours in philosophy beyond the 100 level.

PHIL 513 - Philosophy of History (3 Credits)
A philosophical examination of historical inquiry. Theories of historical development. The logical problems of historical explanation.
Prerequisites: C or better in 3 hours in philosophy beyond the 100 level.

PHIL 514 - Ethical Theory (3 Credits)
Survey of recent and historical developments in ethical theory with special emphasis on the meaning of ethical language and the forms of reasoning employed in discussing moral values.
Prerequisites: C or better in PHIL 320.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

PHIL 515 - Philosophy of Religion (3 Credits)
A critical study of selected problems in the philosophy of religion. Emphasis is placed on problems relating to the existence of God, religious knowledge, and the language of religion.
Prerequisites: C or better in 3 hours in philosophy beyond the 100 level.

PHIL 516 - Advanced Aesthetics (3 Credits)
Detailed examination of the literature on aesthetics.
Prerequisites: C or better in 3 hours in philosophy beyond the 100 level.

PHIL 517 - Philosophy of Language (3 Credits)
An examination of concepts and problems such as meaning, reference, analyticity, definition, and the relation between logic and philosophy.
Prerequisites: C or higher in PHIL 114 or PHIL 511.

Cross-listed course: LING 565

PHIL 518 - Philosophy of the Social Sciences (3 Credits)
The goals of inquiry and problems such as objectivity, reduction, value freedom, and ideology.
Prerequisites: C or better in 3 hours in philosophy beyond the 100 level.

PHIL 519 - Metaphysics (3 Credits)
Major issues in classical and modern metaphysics. Topics include the idea of first philosophy, being, substance, the problem of universals, essentialism, causation, time and space, and metaphysical method.
Prerequisites: C or better in PHIL 350 or PHIL 351 or PHIL 360.

PHIL 520 - Philosophy of Mind (3 Credits)
The concept of mind, the mind-body problem, emotions and cognition, the possibility of artificial minds, theories of embodied cognition.
Prerequisites: C or better in PHIL 350 or PHIL 351 or PHIL 360.

PHIL 521 - Mathematical Logic (3 Credits)
Axiomatic development of logic and the set-theoretic foundations of mathematics.
Prerequisites: C or better in PHIL 511.

PHIL 522 - Introduction to Semantics (3 Credits)
Introduction to the study of linguistic meaning, including the following topics: meaning, reference, and truth; the connections among language, thought, and reality; word meaning and sentence meaning; possible worlds and modality; thematic roles; meaning and context; presupposition and implicature; speech acts; formal semantics; and cognitive semantics.
Prerequisites: C or better in any of LING 300, LING 301, LING 600, PHIL 114, PHIL 511.

PHIL 523 - Advanced Topics in Logic (3 Credits)
Philosophical problems about logic, the development of philosophical logic, and the problems surrounding them.
Prerequisites: C or better in PHIL 511.

PHIL 524 - Philosophy of Biology (3 Credits)
Examination of major conceptual, theoretical, and methodological issues in biological science. Topics include reductionism, units of selection, adaptationism, relations between evolutionary and developmental biology and between biology and society.
Prerequisites: C or better in 3 hours of Philosophy beyond the 100 level.

PHIL 526 - Hellenistic Philosophy (3 Credits)
Survey of the major schools and trends in Hellenistic philosophy: Epicureans, Stoics, Academic Skeptics. Topics include eudaimonism, hedonism, monism, teleology, and the criterion of truth.
Prerequisites: C or better in PHIL 301 or PHIL 302.

PHIL 527 - Virtues, Acts, and Consequences (3 Credits)
Recent contributions to three central strands of ethical theory: virtue theory, deontology, and utilitarianism; historical roots and recent developments.
Prerequisites: C or better in PHIL 320.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

PHIL 528 - Concepts of Evidence (3 Credits)
Systematic approaches to data analysis—Bayesian, Fisherian and decision theoretic—will be critically appraised. Applications of these theories to some problems of inductive logic: the paradoxes of confirmation, the role of simplicity, and the probability of inductive generalizations.
Prerequisites: C or better in PHIL 350 or PHIL 351 or PHIL 360.
PHIL 732 - Social Justice (3 Credits)
Recent theories of distributive justice and their application to such issues as redistribution of wealth, reverse discrimination, and the conflict between liberty and equality. Authors include Rawls, Nozick, Hayek, and Popper.
Prerequisites: C or better in PHIL 320 or PHIL 321 or PHIL 322 or PHIL 330 or PHIL 331.

Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy, GLD: Global Learning

PHIL 734 - Contemporary European Social Philosophy (3 Credits)
An examination of European social philosophy associated with either the Frankfurt School of Social Research or contemporary French Poststructuralism.
Prerequisites: C or better in 3 hours in philosophy beyond the 100 level.

PHIL 735 - Ecofeminism (3 Credits)
An exploration of the connections between oppression of women and oppression of nature.
Prerequisites: 3 hours in philosophy beyond the 100 level.

Cross-listed course: WGST 535

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

PHIL 756 - Language and Interpretation in Contemporary European Philosophy (3 Credits)
Selected contemporary European philosophical movements, their views on language, and their approach to interpretation: hermeneutics, structuralism, poststructuralism.
Prerequisites: C or better in PHIL 114.

PHIL 540 - Renaissance Philosophy (3 Credits)
Humanism (e.g., Petrarca), Platonism (e.g., Pico and Ficino), Aristotelianism (e.g., Pomponazzi), philosophies of nature (e.g., Telesio, Campanella, and Bruno), and Nicholas of Cusa, Erasmus, Montaigne, and Suarez.
Prerequisites: C or better in PHIL 301 or PHIL 302 or PHIL 303.

PHIL 550 - Health Care Ethics (3 Credits)
An exploration of the ethical dimensions of patient care in the clinical setting.
Prerequisites: C or better in PHIL 320 or PHIL 321 or PHIL 322 or PHIL 330 or PHIL 331.

PHIL 598 - Readings in Philosophy (3 Credits)
Prerequisite: 6 hours in philosophy beyond the 100 level.

PHIL 701 - Studies in Ancient Philosophy (3 Credits)

PHIL 705 - Studies in 17th- and 18th-Century Philosophy (3 Credits)

PHIL 706 - Studies in Continental Philosophy (3 Credits)
Study of the works of one or more major contemporary continental philosophers.

PHIL 707 - Studies in 19th-Century Philosophy (3 Credits)

PHIL 709 - Studies in 20th-Century Philosophy (3 Credits)

PHIL 710 - Ethics and the Health Sciences (1-4 Credits)
Students are introduced to formal and informal codes of professional conduct of various health science disciplines and understand the implications of these distinctions for interdisciplinary research, clinical practice, and administration. 03: 07/05/2019.

PHIL 711 - Studies in Ethics (3 Credits)

PHIL 712 - Studies in Theory of Knowledge (3 Credits)

PHIL 714 - Philosophy of Science (3 Credits)

PHIL 715 - Ethics in Criminal Justice (3 Credits)
Classic and contemporary theories of ethics and their applications to criminal justice decision-making.
Cross-listed course: CRJU 714

PHIL 716 - Philosophy of Mind (3 Credits)
Topics and problems arising in the philosophy of mind.

PHIL 717 - Pragmatic Theory (3 Credits)
Study of formal approaches to pragmatic phenomena such as focus, presupposition, and implicature; examination of deictic, contextual and perspectival expressions; survey of pragmatic frameworks such as Relevance Theory and Discourse Representation Theory; study of information structural properties of natural languages, including topic-comment structure, given-new contrasts, definiteness versus indefiniteness.
Prerequisites: LING 600 or LING 627.

Cross-listed course: LING 729

PHIL 718 - Studies in Philosophy of Language (3 Credits)
Examination of concepts such as meaning, reference, analyticity, and translational indeterminacy; evaluation of accounts of speech acts, the semantics of propositional attitudes, metaphor, and other pragmatic phenomena.
Cross-listed course: LING 765

PHIL 719 - Semantic Theory (3 Credits)
The formal study of linguistic meaning, including the following topics: Fregean truth-conditional semantics; lexical decomposition; predication and modification; lambda abstraction; generalized quantification; intentional and extensional contexts; tense, aspect, and modality; propositional attitudes; and indexicality.
Prerequisites: LING 600 or LING 627.

Cross-listed course: LING 728

PHIL 720 - Studies in Philosophy of Religion (3 Credits)

PHIL 721 - Pragmatism (3 Credits)

PHIL 723 - Hegel (3 Credits)

PHIL 724 - Speculative Metaphysics (3 Credits)

PHIL 735 - Contemporary Political Philosophy (3 Credits)
Recent work in philosophy regarding political and social values, principles of justice, political authority, institutions, and related subjects.

PHIL 760 - Special Topics in Philosophy (3 Credits)

PHIL 763 - Epistemology (3 Credits)
Survey of historical and recent trends in epistemology.

PHIL 764 - Metaphysics (3 Credits)
Survey of historical and recent trends in metaphysics.

PHIL 767 - Case Study in the Philosophy of Science (3 Credits)
Introduction to the method of studying historical cases in the philosophy of science. This course revolves around the sustained treatment of one or two such cases.

PHIL 769 - Jurisprudence (2-3 Credits)
An examination of a number of philosophical problems about the law: the nature and function of rules, the difference between legal rules and other rules, the nature of reasoning from legal rules, the concept of a legal system, and the relation of law and morals. 03: 07/05/2019.
PHIL 790 - Teaching Philosophy (3 Credits)
Materials, techniques, and problems of teaching philosophy. Repeatable for credit.

PHIL 797 - Independent Study (3 Credits)
Requires permission of instructor.

PHIL 798 - Research Seminar (1 Credit)
Student and faculty presentations of current research in specified subject areas. Content varies. May be repeated for credit.

PHIL 799 - Thesis Preparation (1-9 Credits)

PHIL 835 - Seminar in Environmental Ethics (3 Credits)
Examination of the intellectual, cultural, and ethical frameworks within which environmental problems arise and are solved.
Cross-listed course: ENVR 835

PHIL 847 - Modern Philosophies of Education (3 Credits)
Critical comparison of present-day schools of thought on the nature, objectives, and functions of American education.
Prerequisites: Education 744 or equivalent.
Cross-listed course: EDFI 847

PHIL 899 - Dissertation Preparation (1-12 Credits)

**PHPH - Physiology & Pharmacology (PHPH)**

PHPH 701 - Physiology for Health Sciences (6 Credits)
Major organ systems with emphasis on basic physiological processes and control systems. Primarily for health sciences graduate students.

PHPH 703 - Human Neuroanatomy (4 Credits)
Lecture, laboratory, and independent study devoted to the structure and function of the human nervous system. Emphasis on those features of the nervous system of contemporary research interest.

PHPH 705 - Biomedical Pharmacology (6 Credits)
Lectures and conference discussions covering principles of drug action; autonomic (adrenergic/cholinergic), cardiovascular, renal, central nervous system, endocrine and antimicrobial pharmacology, cancer chemotherapy, and toxicology.
Prerequisites: PHPH 701 or PHPH 720.

PHPH 720 - Graduate Physiology Lecture and Laboratory (8 Credits)
Lecture, discussions, and laboratory covering: cell, muscle, respiratory, circulatory, gastrointestinal, metabolism, endocrinology, nervous system, and reproduction. Students will conduct physiology experiments to gain knowledge of experimental techniques and data collection.

PHPH 725 - Autonomic Pharmacology (3 Credits)
Functional regulation of biosynthesis, release and reuptake of neurotransmitters as well as the role of transmitters in regulating physiological processes will be presented. Emphasis will be placed on experimental techniques used in this area of pharmacology.
Prerequisites: graduate physiology, pharmacology, and biochemistry.

PHPH 730 - Seminar in Neuroanatomy (1-3 Credits)
Advanced study of selected topics in neuroanatomy.

PHPH 735 - Cardiovascular Pharmacology (3 Credits)
An in-depth examination of the cardiovascular system with an emphasis on hemodynamic principles, cardiac regulation, and the use of drugs in various pathological states of the mammalian heart.

PHPH 739 - Drug Action on Ion Movements (3 Credits)
The actions of several classes of drugs that alter ion movements in excitable tissues will be explored in depth with emphasis on models of drug actions and altered responses in hereditary and disease states.
Prerequisites: PHPH 705.

PHPH 740 - Neuroscience (4 Credits)
Cellular and molecular principles of neurobiology and neuroscience topics from a research-oriented perspective.
Prerequisites: BMSC 754 or CHEM 754.

PHPH 741 - Special Topics in Neuroscience (1-3 Credits)
Tutorial instruction and group discussion of select topics in neuroscience involving neuroendocrinology, neuropharmacology, developmental neurobiology, or neuropsychobiology. Content varies by title and may be repeated up to a maximum of 6 credits total.

PHPH 742 - Neuroscience Seminar (1 Credit)
Presentation and group discussion of research articles in neuroscience. Focus on improvement of critical thinking and scientific writing skills, as well as development of research ideas.

PHPH 745 - Neurophysiology (3 Credits)
Generation and transmission of excitation in the mammalian nervous system. Integrated function of the nervous system with emphasis on interactions of autonomic, neuroendocrine, and behavioral mechanisms contributing to homeostatic regulation.

PHPH 750 - Fundamental Neuroscience I (4 Credits)
Integrated foundation in neuroanatomical and neurophysiological principles from a research-oriented perspective.

PHPH 751 - Fundamental Neuroscience II (4 Credits)
Integrated foundation in neurochemical and neuropharmacological principles from a research-oriented perspective. Includes aspects of molecular neuroscience and systems analyses.

PHPH 752A - Neurobiology Basics Module: Neuroanatomy (2 Credits)
Principles of neuroanatomy necessary for research in neurobiology-related disciplines. Each 5-week module provides fundamentals of particular aspects of neurobiology, including neuroanatomy, neurophysiology, neurochemistry, molecular neurobiology, and neuropharmacology, or skills necessary for research in neurobiology-related disciplines.

PHPH 752B - Neurobiology Basics Module: Neurochemistry–Fundamental Concepts (2 Credits)
Principles required for understanding chemical and cellular processes in the nervous system. Each 5-week module provides fundamentals of particular aspects of neurobiology, including neuroanatomy, neurophysiology, neurochemistry, molecular neurobiology, and neuropharmacology, or skills necessary for research in neurobiology-related disciplines.

PHPH 752C - Neurobiology Basics Module: Neurochemistry–Advanced Concepts (2 Credits)
In-depth analysis of neurochemical processes, signaling, and pathways in the nervous system. Each 5-week module provides fundamentals of particular aspects of neurobiology, including neuroanatomy, neurophysiology, neurochemistry, molecular neurobiology, and neuropharmacology, or skills necessary for research in neurobiology-related disciplines.
PHPP 752D - Neurobiology Basics Module: Neurophysiology (2 Credits)
Principles required for understanding neurophysiological processes and integrated nervous system functions. Each 5-week module provides fundamentals of particular aspects of neurobiology, including neuroanatomy, neurophysiology, neurochemistry, molecular neurobiology, and neuropharmacology, or skills necessary for research in neurobiology-related disciplines.

PHPP 752E - Neurobiology Basics Module: Physiology for Neurobiologists (2 Credits)
Principles of physiological processes and the nervous system control of such processes. Each 5-week module provides fundamentals of particular aspects of neurobiology, including neuroanatomy, neurophysiology, neurochemistry, molecular neurobiology, and neuropharmacology, or skills necessary for research in neurobiology-related discipline.

PHPP 752F - Neurobiology Basics Module: Neuropharmacology (2 Credits)
Principles of neuropharmacology and how drugs act on the nervous system. Each 5-week module provides fundamentals of particular aspects of neurobiology, including neuroanatomy, neurophysiology, neurochemistry, molecular neurobiology, and neuropharmacology, or skills necessary for research in neurobiology-related disciplines.

PHPP 752G - Neurobiology Basics Module: Molecular Neurobiology (2 Credits)
Principles related to cellular and molecular control of neurobiological processes. Each 5-week module provides fundamentals of particular aspects of neurobiology, including neuroanatomy, neurophysiology, neurochemistry, molecular neurobiology, and neuropharmacology, or skills necessary for research in neurobiology-related disciplines.

PHPP 752H - Neurobiology Basics Module: Quantitative Methods in Neurobiology (2 Credits)
Principles for quantifying changes related to neurobiological research. Each 5-week module provides fundamentals of particular aspects of neurobiology, including neuroanatomy, neurophysiology, neurochemistry, molecular neurobiology, and neuropharmacology, or skills necessary for research in neurobiology-related disciplines.

PHPP 752I - Neurobiology Basics Seminar (2 Credits)
Novel topics in neurobiology offered as the field progresses. Each 5-week module provides fundamentals of particular aspects of neurobiology, including neuroanatomy, neurophysiology, neurochemistry, molecular neurobiology, and neuropharmacology, or skills necessary for research in neurobiology-related disciplines.

PHPP 753A - Neurobiology of Disease Module: Stress, Anxiety Disorders, and the Amygdala (2 Credits)
Team taught modules integrate the clinical, basic, technical, and social issues surrounding the neurobiological basis of anxiety. Research-oriented and literature-based approaches integrate the molecular, cellular, systems, and translational levels of stress, the amygdala, and anxiety disorders. Team taught, 5-week modules integrate the clinical, basic, technical, and ethical issues surrounding a specific neurobiological disease. Modules focus on research oriented and literature-based approaches to the molecular, cellular, systems, and translation.

PHPP 752B - Neurobiology of Disease Module: Epilepsy (2 Credits)
Principles of epilepsy and the nervous system control of seizures. Each 5-week module provides fundamentals of particular aspects of neurobiology, including neuroanatomy, neurophysiology, neurochemistry, molecular neurobiology, and neuropharmacology, or skills necessary for research in neurobiology-related disciplines.

PHPP 752C - Neurobiology of Disease Module: Schizophrenia, Prefrontal Cortex, and Executive Function (2 Credits)
Team taught modules integrate the clinical, basic, technical, and social issues surrounding the neurobiological basis of cognition such as schizophrenia. Research-oriented approaches integrate the molecular, cellular, systems, and translational aspects of prefrontal cortex control of executive function and its role in schizophrenia. Team taught, 5-week modules integrate the clinical, basic, technical, and ethical issues surrounding a specific neurobiological disease. Modules focus on research oriented and literature-based approaches to the molecular, cellular, systems, and translation.

PHPP 752D - Neurobiology of Disease Module: Neurophysiology (2 Credits)
Team taught modules integrate the clinical, basic, technical, and social issues surrounding the neurobiological basis of depression. Research-oriented approach integrates the molecular, cellular, systems, and translational levels of depression, the hippocampus, and epinephrine. Team taught, 5-week modules integrate the clinical, basic, technical, and ethical issues surrounding a specific neurobiological disease. Modules focus on research oriented and literature-based approaches to the molecular, cellular, systems, and translation.

PHPP 753G - Neurobiology of Disease Module: Degenerative Diseases of Old Age (2 Credits)
Team taught modules integrate the clinical, basic, technical, and social issues surrounding the neurodegenerative diseases associated with aging. Research-oriented approaches integrate the molecular, cellular, systems, and translational levels of disorders such as Parkinson's, Alzheimer's, and stroke. Team taught, 5-week modules integrate the clinical, basic, technical, and ethical issues surrounding a specific neurobiological disease. Modules focus on research oriented and literature-based approaches to the molecular, cellular, systems, and translation.

PHPP 753H - Neurobiology of Disease Module: Pain and Analgesia (2 Credits)
Team taught modules integrate the clinical, basic, technical, and social issues surrounding the neurobiological basis of pain. Research-oriented and literature-based approaches integrate the molecular, cellular, systems, and translational basis of chronic pain and its treatment. Team taught, 5-week modules integrate the clinical, basic, technical, and ethical issues surrounding a specific neurobiological disease. Modules focus on research oriented and literature-based approaches to the molecular, cellular, systems, and translation.

PHPP 753I - Neurobiology of Disease Module: Schizophrenia, Prefrontal Cortex, and Executive Function (2 Credits)
Team taught modules integrate the clinical, basic, technical, and social issues surrounding the neurobiological basis of cognition such as schizophrenia. Research-oriented approaches integrate the molecular, cellular, systems, and translational aspects of prefrontal cortex control of executive function and its role in schizophrenia. Team taught, 5-week modules integrate the clinical, basic, technical, and ethical issues surrounding a specific neurobiological disease. Modules focus on research oriented and literature-based approaches to the molecular, cellular, systems, and translation.

PHPP 753J - Neurobiology of Disease Module: Epilepsy (2 Credits)
Team taught modules integrate the clinical, basic, technical, and social issues surrounding the neurobiological basis of epilepsy. Research-oriented and literature-based approaches integrate the molecular, cellular, systems, and translational levels of seizure disorders and their treatment. Team taught, 5-week modules integrate the clinical, basic, technical, and ethical issues surrounding a specific neurobiological disease. Modules focus on research oriented and literature-based approaches to the molecular, cellular, systems, and translation.

PHPP 760 - Clinical Problems in Anesthesia (1-3 Credits)
Tutorial instruction in anesthesia. This course may be repeated up to a maximum of 6 credits total.

PHPP 761 - Principles and Practice of Anesthesia 1 (7 Credits)
Foundational and basic concepts of anesthesia practice integrated into supervised clinical training to reinforce principles of anesthesia care.
PHPH 762 - Principles and Practice of Anesthesia 2 (6 Credits)
Foundational and advanced concepts of anesthesia practice integrated into supervised clinical training to reinforce principles of anesthesia care.
Prerequisites: PHPH 761.

PHPH 765 - Tutorials in Pharmacology and Physiology (1-3 Credits)
Tutorial instruction in pharmacology and physiology. This course may be repeated up to a maximum of 6 credits total.

PHPH 770 - Seminar in Pharmacology and Physiology (1-2 Credits)
Group discussions by students and staff based on literature surveys and current research in pharmacology and physiology.

PHPH 772 - Seminar in Anesthesia (1-2 Credits)
Group discussions by students and staff based on literature surveys and current research in anesthesia.

PHPH 773 - Health Assessment in Anesthesia (1 Credit)
Preoperative assessment, intraoperative management and postoperative management of patients receiving anesthesia. Development of cognitive and psychomotor skills needed to perform an advanced health assessment for patients undergoing anesthesia.

PHPH 775 - Practicum I in Nurse Anesthesia (6 Credits)
Introduction to the cognitive and clinical skills necessary to perform effective anesthesia in a supervised clinical setting.

PHPH 777 - Practicum II in Nurse Anesthesia (6 Credits)
Supervised clinical practicum in nurse anesthesia for students beginning their second year of training.
Prerequisites: PHPH 775.

PHPH 779 - Practicum III in Nurse Anesthesia (6 Credits)
Advanced, supervised clinical practicum in nurse anesthesia for students in their second year of training.
Prerequisites: PHPH 777.

PHPH 780 - Research in Pharmacology and Physiology (1-6 Credits)
Graduate research designed by student in conjunction with research advisory committee.

PHPH 781 - Practicum IV in Nurse Anesthesia (6 Credits)
To instruct nurse anesthesia students entering their third year of training to the advanced cognitive and clinical skills necessary to perform effective anesthesia in a supervised clinical setting.
Prerequisites: PHPH 779.

PHPH 791 - Principles of Anesthesia I (1-5 Credits)
Pre and post-operative evaluation, principles, and techniques of anesthesia, and the use of the anesthesia machine, ventilators, and monitoring equipment used in the administration of anesthesia. Course can be taken up to 5 total credits.

PHPH 792 - Principles of Anesthesia II (1-5 Credits)
Continuation of PCOL 791. Anesthetic techniques for specialty surgery including neurological, cardiovascular-thoracic, pediatric, and obstetrical surgery. May be repeated for a total of up to 5 credits.

PHPH 795 - Physical-Chemical Basis of Anesthetic Action (3 Credits)
Physical and chemical concepts and their relationships to the principles of anesthesia. Includes the behavior of gases and the gas laws, chemical composition of anesthetic agents and drugs.

PHPH 797 - Professional Aspects of Nurse Anesthesia (3 Credits)
An overview of the professional, practical, and educational issues of the practice of nurse anesthesia. Includes the history of anesthesia practice, psychological, and ethical issues, legal aspects of anesthesia practice, and current trends in anesthesia practice.

PHPH 798 - Biomedical Sciences for Nurse Anesthesia (3 Credits)
Human anatomy, biochemistry, and pathological processes necessary for the practice of the health-related professions.

PHPH 899 - Dissertation Preparation (1-12 Credits)

Physical Education (PEDU)

PEDU 510 - Teaching Health Related Physical Fitness (3 Credits)
Knowledge and application of processes and principles of health related physical fitness in physical education and sport settings.
Prerequisites: EXSC 223/EXSC 224 or BIOL 243/Biol 244.

PEDU 515 - Physical Education for Inclusion (3 Credits)
Designing physical education programs for special populations and for students with special needs.
Prerequisites: PEDU 340, PEDU 360.

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

PEDU 520 - Observational Analysis of Sports Techniques and Tactics (3 Credits)
Qualitative and quantitative techniques to observe, describe, analyze, and evaluate human movement in physical education and sports settings.
Prerequisites: PEDU 190, EXSC 223, EXSC 224 or BIOL 243, BIOL 244; PHYS 101.

PEDU 553 - The Organization and Administration of Physical Education (3 Credits)
Organization of instructional, intramural, interscholastic, and recreational programs, with emphasis on criteria for the evaluation and selection of activities.
Prerequisites: 18 credits in physical education, including six semester hours of professional skill courses.

PEDU 555 - Current Topics in Physical Education (1-3 Credits)

PEDU 570 - Human Child/Adolescent Growth (3 Credits)
Human physical growth and development of children with emphasis on years 4 to 18.
Prerequisites: EXSC 223, EXSC 224, or equivalent.

PEDU 575 - Physical Education for the Classroom Teacher (3 Credits)
Appropriate movement experiences for children. Not available for physical education majors.
Prerequisites: EDTE 201.

PEDU 577 - Dance Performance (3 Credits)
Rehearsal, choreographic analysis, and dance performance. All components of dance production—including music, costume, lighting, and scenery—will be considered.
Cross-listed course: DANC 577

PEDU 635 - South Carolina Physical Education Curriculum (3 Credits)
Development of physical education programs using the South Carolina Physical Education Curriculum Materials.

PEDU 637 - Advanced Theory and Techniques of Coaching Football (3 Credits)
An intensive investigation of current theories of offensive and defensive football. Generalship, strategy, conditioning, staff utilization, film analysis, and practice organization are covered in depth.
Prerequisites: current responsibilities or previous experience in college or high school coaching.
PEDU 638 - Advanced Theory and Techniques of Coaching Basketball (3 Credits)
An intensive investigation of the latest techniques and theories of coaching basketball. Systems of offense and defense, generalship, conditioning, staff utilization, film analysis, and practice organization are covered in depth.
Prerequisites: current responsibilities or previous experience in college or high school coaching.

PEDU 639 - Advanced Theory and Techniques of Coaching Track and Field Events (3 Credits)
A thorough study of the latest techniques of coaching track and field events. Isometric, isotonic, and interval conditioning theories involving the cardiovascular and muscular systems are examined to acquaint the student with varying physiological approaches to conditioning.
Prerequisites: current responsibilities or previous experience in college or high-school coaching.

PEDU 640 - Advanced Theory and Techniques of Teaching and Officiating Girls’ Gymnastics (3 Credits)
A thorough study of the latest techniques of teaching and officiating girls’ gymnastics. Balance beam, vaulting, uneven bars, tumbling, dance skills and routines, and officiating methods.

PEDU 650 - The Art and Science of Coaching (3 Credits)
Coaching principles and application to sport programs across a variety of developmental levels.

PEDU 660 - Counseling Student Athletes (3 Credits)
Issues facing student athletes regarding their personal and career development beyond athletics.
Cross-listed course: EDCE 650

PEDU 702 - Interpretation and Implementation of Physical Education Programs for Children (3 Credits)
An intensive investigation of contemporary physical education programs for children.

PEDU 703 - Conceptual Issues in Teaching Physical Education (3 Credits)
Advanced study of current literature and research in physical education.

PEDU 704 - Readings and Research in Physical Education Teaching and Teacher Education (3 Credits)
Advanced study of seminal literature and research in physical education teaching and teacher education.
Prerequisites: PEDU 703.

PEDU 705 - Applied Theories of Perceptual-Motor Learning in Physical Education (3 Credits)
Analysis of theories and principles of perceptual-motor and motor development of infants and children. Emphasis is placed upon reviewing current research as it applies to the physical education setting.

PEDU 709 - Anthropometric Measures and Their Uses (3 Credits)

PEDU 710 - Measurement and Research in Physical Education (3 Credits)
The treatment of current theory and practice of testing, evaluation, and research in physical education, with emphasis on the methods and tools of research.
Prerequisites: PEDU 545.

PEDU 715 - Introduction to Adapted Physical Education, Activity, and Sport (3 Credits)
Focuses on content knowledge foundational to adapted physical education, activity, and sport programs in self-contained and/or itinerant settings for children with moderate to severe disabilities.

PEDU 716 - Universal Design for Learning in General Physical Education (3 Credits)
Focuses on knowledge and skills to design and implement an effective curriculum design, lesson planning and assessment for inclusive physical education settings.

PEDU 717 - Practicum in Adapted Physical Education (3 Credits)
Focuses on the techniques, methodologies, and philosophies of adapted physical education teachers.

PEDU 720 - Theories and Principles of Motor Learning and Control: Applications for Adapted Physical Education (3 Credits)
Focuses on the knowledge of principles/theories of learning and memory applied to motor skill acquisition with an emphasis on factors influencing and the development of successful instructional and training strategies among individuals with disabilities.

PEDU 722 - Curriculum Development in Physical Education (3 Credits)
Principles of physical education based upon physiology, psychology, and sociology; curriculum-making procedures; plans and regulations for the conduct of the curriculum in physical education; criteria for the evaluation and selection of activities; evaluation, measurement, and grading procedures; and the formulation of a curriculum outline for elementary, junior high, and senior high schools.

PEDU 725 - Supervision in Physical Education (3 Credits)
Theory and practice of supervision of student teaching practica in physical education.
Prerequisites: EDUC 731.

PEDU 729 - Study of the Teaching of Physical Education (3 Credits)
Study of the analysis of teaching applied to the development of effective teaching skills in physical education.

PEDU 730 - Psychosocial Aspects of Athletic Performance and Injury Rehabilitation (3 Credits)
The application of psychological principles from motivation, arousal regulation, individual differences and psychological skills for enhancing athletic performance and injury rehabilitation.

PEDU 731 - Motor Skill Learning (3 Credits)
Study of sensory, motor and physical processes that underlie learning and performance of motor skills commonly performed in physical education, sport and dance.

PEDU 732 - Analysis of Instructional Behavior in Physical Activity Programs (3 Credits)
Research-based study of strategies, delivery systems, and clinical, school, and community-based programs in physical activity.

PEDU 741 - Readings in the Social History of Sport (3 Credits)
Reading and discussion of the critical and analytical literature on sport history.
Cross-listed course: HIST 741
PEDU 750 - Historical and Philosophical Foundations of Physical Education (3 Credits)
A study of the historical and philosophical bases of physical education. Emphasis will be placed on the integration and application of this information to the formulation of a practical philosophy of physical education.

PEDU 751 - Principles of Adapted Sport Coaching (3 Credits)
An overview of teaching and training athletes with different disabilities and challenges. Program management and preparing for coaching and competition.
Prerequisites: PEDU 715.

PEDU 755 - Selected Topics in Physical Education (3 Credits)
A study of selected issues confronted in physical education programs.
Prerequisites: 15 hours in graduate courses in physical education.

PEDU 770 - Research Methods in Physical Education (3 Credits)
A study of applicable methods and tools of research in physical education and motor behavior. Provision for students to engage in original research.

PEDU 771 - Theories and Principles of Growth and Motor Behavior: Applications for Adapted Physical Education (3 Credits)
Focuses on knowledge of growth and motor development principles from theory and research with applications for teaching and coaching individuals with disabilities.

PEDU 778A - Directed Student Teaching in Physical Education I (6 Credits)
Student teaching at the elementary or secondary level combined with planning and initiation of an action research project to demonstrate knowledge, skills, and dispositions related to teaching physical education.
Corequisite: PEDU 778B.

PEDU 778B - Directed Student Teaching in Physical Education II (6 Credits)
Student teaching at the elementary or secondary level combined with completion of an action research project to demonstrate knowledge, skills, and dispositions related to teaching physical education.
Corequisite: PEDU 778A.

PEDU 784 - Theory and Application of Effective Teaching Strategies in Physical Education (3 Credits)
Study of effective teaching in physical education. Acquisition of advanced teaching skills beyond those required for basic certification.

PEDU 788 - Action Research Project in Adapted Physical Education (3 Credits)
Focuses on knowledge and skills to design and implement an action research project designed for self-reflective systematic inquiry and improvement of teaching in inclusive physical education settings.

PEDU 790 - Independent Study (1-3 Credits)
Topics to be assigned and approved by advisor, graduate director, and department head.

PEDU 791 - Practicum in Physical Education (0-3 Credits)
Clinical and/or field experience in a variety of settings related to or dealing with physical activity. The practicum is designed to provide the student with in-depth experiences in a particular aspect of motor skill acquisition.

PEDU 829 - Advanced Topics in Child and Adolescent Growth and Development (3 Credits)
An interdisciplinary study of individual (physical and psychological), environmental and task related variables as they relate to motor skill performance, physical activity participation and athlete development.

PEDU 830 - Development of Skilled Sport Performance (3 Credits)
Development of cognitive and motor processes necessary for skilled performance in sport.
Prerequisites: PEDU 730 and either PSYC 501 or PSYC 712.

PEDU 832 - Research Practicum in Motor Learning/Motor Performance (3 Credits)
Scientific investigation of specific research problems in motor learning/motor performance.

PEDU 833 - Research Practicum in Physical Education (1-6 Credits)
Designing, conducting and interpreting research studies in physical education.

PEDU 840 - Historical and Contemporary Perspectives on the Study of Teaching and Instruction (3 Credits)
A survey and critical analysis of the field of research on teaching and instruction.

PEDU 841 - Seminar in Research on Teaching in Physical Education (3 Credits)
Interpretation and critical analysis of research on selected topics on teaching and instruction in physical education.

PEDU 850 - Research, Theory, and Practice of Teacher Education in Physical Education (3 Credits)
Research, theory, and methods of teacher education in physical education.

PEDU 856 - Advanced Curriculum and Philosophy in Physical Education (3 Credits)
Curriculum theory and design in physical education; implications of major philosophical positions, developmental and learning theory, and culture on the design and implementation of physical education curriculum.
Prerequisites: PEDU 722.

PEDU 870 - Promoting Integrative Youth Physical Development (3 Credits)
Examination of the synergistic nature of various physical, behavioral and psychological factors that promote positive trajectories of health in youth and how they are promoted across childhood and adolescence in physical education.

PEDU 899 - Dissertation Preparation (1-12 Credits)

Physics (PHYS)

PHYS 501 - Quantum Physics I (3 Credits)
A self-contained treatment of quantum theory and its applications, beginning with the Schrodinger equation.
Prerequisites: C or better in PHYS 307 and MATH 242.

PHYS 502 - Quantum Physics II (3 Credits)
Advanced topics in quantum physics, plus topics in special relativity, high-energy physics, and cosmology.
Prerequisites: C or better in PHYS 501.
PHYS 503 - Mechanics (4 Credits)
Classical mechanics of particles, systems, and rigid bodies; discussion and application of Lagrange’s equations, introduction to Hamiltonian formulation of mechanics.
Prerequisites: PHYS 206 or PHYS 211, MATH 242 or MATH 520.

PHYS 504 - Electromagnetic Theory (4 Credits)
Field theory of electric and magnetic phenomena; Maxwell’s equations applied to problems in electromagnetism and radiation.
Prerequisites: C or better in PHYS 503.

PHYS 506 - Thermal Physics and Statistical Mechanics (3 Credits)
Principles of equilibrium thermodynamics, kinetic theory, and introductory statistical mechanics.
Prerequisites: C or better in PHYS 306.

PHYS 509 - Solid State Electronics (4 Credits)
Topics include: basic electrical circuits; electronic processes in solids; operation and application of individual solid state devices and integrated circuits. Three lecture and three laboratory hours per week.
Prerequisites: PHYS 207 or PHYS 212.

PHYS 510 - Digital Electronics (3 Credits)
Basic operation of digital integrated circuits including microprocessors. Laboratory application of microcomputers to physical measurements.
Prerequisites: C or better in PHYS 509.

PHYS 511 - Nuclear Physics (4 Credits)
An elementary treatment of nuclear structure, radioactivity, and nuclear reactions. Three lecture and three laboratory hours per week.
Prerequisites: C or better in PHYS 501.

PHYS 512 - Solid State Physics (4 Credits)
Crystal structure; lattice dynamics; thermal, dielectric, and magnetic properties of solids. Free electron model of metals. Band structure of solids, semi-conductor physics. Three lecture and three laboratory hours per week.
Prerequisites: PHYS 502.

PHYS 514 - Optics, Theory, and Applications (4 Credits)
Geometrical and physical optics; wave nature of light, lenses and optical instruments, gratings, thin films, polarization, coherence, spatial filters, and holography. Three lecture and three laboratory hours per week.
Prerequisites: PHYS 306.

PHYS 515 - Mathematical Physics I (3 Credits)
Analytical function theory including complex analysis, theory of residues, and saddlepoint method; Hilbert space, Fourier series; elements of distribution theory; vector and tensor analysis with tensor notation.
Prerequisites: MATH 242.

PHYS 516 - Mathematical Physics II (3 Credits)
Group theory, linear second-order differential equations and the properties of the transcendental functions; orthogonal expansions; integral equations; Fourier transformations.
Prerequisites: PHYS 515.

PHYS 517 - Computational Physics (3 Credits)
Application of numerical methods to a wide variety of problems in modern physics including classical mechanics and chaos theory. Monte Carlo simulation of random processes, quantum mechanics and electrodynamics.
Prerequisites: C or better in PHYS 212 and MATH 142.

PHYS 521 - Biophysics (4 Credits)
Principles of physics applied to living systems: diffusion, friction, low Reynolds-number world, entropy, free energy, entropic/chemical forces, self-assembly, molecular machines, membranes.
Prerequisites: MATH 142, PHYS 212, CHEM 112, BIOL 102.

PHYS 531 - Advanced Physics Laboratory I (1-3 Credits)
A laboratory program designed to develop a combination of experimental technique and application of the principles acquired in formal course work. A maximum of eight hours per week of laboratory and consultation.

PHYS 532 - Advanced Physics Laboratory II (1-3 Credits)
A continuation of PHYS 531. Up to eight hours per week of laboratory and consultation.

PHYS 541 - Advanced Experimental Physics I (4 Credits)
Continuation of PHYS 541. Optical apparatus (telescope, microscope, interferometer) and advanced project planning including equipment design and budgeting.
Prerequisites: C or better in PHYS 310.

PHYS 542 - Advanced Experimental Physics II (4 Credits)
Continuation of PHYS 541. Study of topics from Advanced Optics, Astronomy, Biophysics, Digital Electronics, Nuclear/Particle Physics, or Solid State Physics, plus conduction of a physics experiment, including a written paper and an oral presentation.
Prerequisites: C or better in PHYS 541.

PHYS 546 - Introduction to Astrophysics (3 Credits)
This is an astrophysics course for physics students. The course will cover the basics of observational techniques, structure and evolution of stars, interstellar medium and star formation, structure and properties of the Milky Way and nearby galaxies, and generation and transfer of radiation in astrophysical environments.
Prerequisites: C+ or better in PHYS 307.

PHYS 599 - Topics in Physics (1-3 Credits)
Readings and research on selected topics in physics. Course content varies and will be announced in the schedule of classes by title.

PHYS 701 - Classical Mechanics (3 Credits)
Generalized coordinates, Lagrangian and Hamiltonian formulations, variational principles, transformation theory, and Hamilton-Jacobi equation.

PHYS 703 - Classical Field Theory I (3 Credits)
Development of classical fields; Maxwell’s equations; boundary value problems; radiation theory.

PHYS 704 - Classical Field Theory II (3 Credits)
A continuation of PHYS 703.

PHYS 706 - Statistical Thermodynamics (3 Credits)
Statistics of Boltzmann, of Fermi and Dirac, and of Bose and Einstein, with applications.

PHYS 708 - General Relativity and Cosmology (3 Credits)
Introduction to the basic concepts of general relativity and a discussion of problems of current interest.
Prerequisite or Corequisite: PHYS 701, PHYS 704.

PHYS 711 - Quantum Mechanics I (3 Credits)
A development of non-relativistic quantum mechanics.

PHYS 712 - Quantum Mechanics II (3 Credits)
A continuation of PHYS 711.
PHYS 713 - Advanced Quantum Theory (3 Credits)
Second Quantization. Relativistic formulations of quantum mechanics.
Prerequisites: PHYS 712.

PHYS 714 - Quantum Field Theory (3 Credits)
Theory of quantized fields. Introduction to renormalization. A continuation of PHYS 713.
Prerequisites: PHYS 713.

PHYS 715 - Many-Body Quantum Theory (3 Credits)
Effective field theory, particle-hole, quasiparticles.
Prerequisite or Corequisite: PHYS 713.

PHYS 721 - Subatomic Physics (3 Credits)
Nuclear physics, mainly from the experimental standpoint.

PHYS 723 - Elementary Particles I (3 Credits)
Prerequisites: PHYS 701, PHYS 703, PHYS 711.
Corequisite: PHYS 712.

PHYS 724 - Elementary Particles II (3 Credits)
Expermentally accessible processes and their description using the framework developed in PHYS 723. Gauge theories and the standard model. Particle experiments for the next decade and their underlying physics descriptions.
Prerequisites: PHYS 723

PHYS 725 - Solid State Physics (3 Credits)
The crystalline state of matter and its main characteristics. Electric and magnetic properties of metals, semiconductors, and insulators.

PHYS 726 - Superconductivity (3 Credits)
Theory and description of conventional and high temperature superconductors and their properties.

PHYS 727 - Magnetic Resonance (3 Credits)

PHYS 728 - Quantum Optics - Understanding Light-Matter Interactions (3 Credits)
Semi-classical and fully quantum-mechanical treatments of interactions between matter and electromagnetic fields on the microscopic level.
Prerequisites: Undergraduate quantum mechanics.

PHYS 729 - Applied Group Theory (3 Credits)

PHYS 730 - Graduate Seminar (1 Credit)
Presentation by the student of a designated topic. May be repeated for credit.

PHYS 731 - Extragalactic Astrophysics (3 Credits)
Extragalactic astrophysics, including nearby and distant galaxies, active galaxies, galaxy clusters, large-scale structure, galaxy formation/evolution, scale structure, galaxy formation/evolution, basics of cosmology, cosmic radiation backgrounds, and observation constraints on cosmological models.
Prerequisites: PHYS 701, PHYS 703, and ASTR 211 or equivalent.

PHYS 740 - Selected Topics in Physics (1-3 Credits)
Course content varies and will be announced in the schedule of classes by title.

PHYS 745 - Topics in Nuclear Physics (1-3 Credits)
Course content varies and will be announced in the schedule of classes by title.

PHYS 746 - Principles of Astrophysics (3 Credits)
This is an astrophysics course for physics graduate students. The course will cover the basics of observational techniques, structure and evolution of stars, interstellar medium and star formation, structure and properties of the Milky Way and nearby galaxies, and generation and transfer of radiation in astrophysical environments.
Prerequisites: C+ or better in PHYS 307, PHYS 503, PHYS 506.

PHYS 750 - Topics in Solid State Physics (1-3 Credits)
Course content varies and will be announced in the schedule of classes by title.

PHYS 751 - The Physics of Radiation Therapy (3 Credits)
Description of ionizing and non-ionizing radiation, interaction of radiation with matter, and radiation detection and dosimetry.

PHYS 752 - Health Physics - Radiation and Nuclear Physics (3 Credits)

PHYS 753 - The Physics of Medical Imaging (3 Credits)
Describing basics of imaging science, x-ray imaging modalities including basic principles, detectors, scattered radiation, planar imaging, CT, fluoroscopic imaging, nuclear medicine imaging, ultrasound and MRI, and computers in imaging.

PHYS 755 - Topics in Theoretical Physics (1-3 Credits)
Course content varies and will be announced in the schedule of classes by title.

PHYS 760 - Research (1-6 Credits)
Introduction to and the application of the methods of research.

PHYS 761 - Research (1-6 Credits)
Introduction to and the application of the methods of research.

PHYS 781 - Astronomy for Teachers (3 Credits)

PHYS 782 - Topics in Contemporary Physical Sciences for Teachers (3-4 Credits)
Discussions designed to provide teachers with simple physical explanations of subjects including: nuclear energy, black holes, quarks, strange particles, perception of color, integrated circuits, computers, TV games, and other topics of current interest. Primarily for M.A.T. and M.Ed. students. Not available for M.S. and Ph.D. credit in physics.

PHYS 783 - Modern Physics for Teachers (3 Credits)

PHYS 784 - Topics in Light and Sound for Teachers (3 Credits)
Topics in modern optics and acoustics are discussed in a framework appropriate for school teachers. Primarily for M.A.T. and M.Ed. students. Not available for M.S. and Ph.D. credit in physics.
PHYS 785 - Electronics for Teachers (3 Credits)
Basic electronics with emphasis on measurement and laboratory procedures. Operation and application of semiconductor devices and integrated circuits. Primarily for M.A.T. and M.Ed. students. Not available for M.S. and Ph.D. credit in physics.

PHYS 786 - Teaching Physics on the Internet (3 Credits)
Web-based resources for assigning and grading individualized homework and tests and for creating instructional units in physics and physical sciences. Not available for M.S./Ph.D. physics majors.

PHYS 787 - Design of Physics Laboratory and Demonstration Experiments for Teachers (3 Credits)
Design and performance of demonstrations and experiments to display physical phenomena to students. Qualitative and quantitative experiments. Primarily for M.A.T. and M.Ed. students. Not available for M.S. and Ph.D. credit in physics.

PHYS 788 - Physics for AP Teachers (3 Credits)

PHYS 789 - Physics for Teachers of Mathematics (3 Credits)
Teacher preparation for creating and solving word problems using conservation laws and symmetries found in physics and physical science and linked to the South Carolina Mathematics Standards. Primarily for M.A.T./I.M.A. and M.Ed. students. Not available for M.S. of Ph.D. credit in physics.

PHYS 799 - Thesis Preparation (1-9 Credits)

PHYS 899 - Dissertation Preparation (1-12 Credits)

PHYT - Physical Therapy (PHYT)

PHYT 701 - Human Musculoskeletal and Gross Anatomy (5 Credits)
Intensive study and analysis of the morphologic, functional and imaging anatomy of the human body. Emphasis on the relationship of form and function as a basis for understanding of human movement.

PHYT 702 - Musculoskeletal and Gross Anatomy Dissection (3 Credits)
In depth, hands on study and analysis of the major gross anatomical structures, their relationships to each other and the clinical importance through cadaveric dissection.

PHYT 720 - Fundamentals of Physical Therapy (4 Credits)
An overview of the profession and basic skills needed by the physical therapist related to patient evaluation and management.

PHYT 721 - Health Promotion & Wellness in Physical Therapy (2 Credits)
Presents the role of the physical therapist in health promotion and wellness for patients/clients and the community.

PHYT 731 - Mechanisms of Motor Skill Performance (3 Credits)
A study of theories and mechanisms involved in human movement. Focus is on analysis of principles and systems of gross motor control and learning.

PHYT 740 - Professional Issues in Physical Therapy (2 Credits)
PHYT 740 is designed to allow you to enhance patient interaction through the development of professional communication skills, to explore professional ethics and the APTA Core Values, and to foster a professional identity.

PHYT 741 - Clinical Documentation in Physical Therapy (1 Credit)
Enhance patient interaction through the development of professional communication skills, to develop appropriate documentation skills, and to foster a professional identity.

PHYT 750 - Orthopedic Physical Therapy I (4 Credits)
Principles of physical therapy evaluation and treatment of people with orthopedic disorders involving the cervical spine and/or upper extremity.

PHYT 751 - Orthopedic Physical Therapy II (3 Credits)
Principles of physical therapy evaluation and treatment of people with orthopedic disorders involving the lumbar spine and/or lower extremity.

PHYT 752 - Orthopedic Integration in Physical Therapy (4 Credits)
An advanced course to enhance physical therapy students’ knowledge of orthopedic examination tests and manual therapy interventions. Emphasis will be placed on diagnostic accuracy of special tests (sensitivity, specificity, likelihood ratios, reliability and validity), interpretation of the results, proper execution, and integration of manual techniques into clinical practice.

PHYT 753 - Research Proposal Development (1 Credit)
Fundamentals of developing a research proposal.

PHYT 754 - Manual Therapy I (3 Credits)
Joint and soft tissue mobilization and manipulation techniques.

PHYT 755 - Manual Therapy II (3 Credits)
Techniques will include spinal mobilization, mobilization with movement, manipulation, muscle energy, taping, soft tissue mobilization and integration of techniques into clinical practice.

PHYT 756 - Integumentary Physical Therapy (2 Credits)
Physical therapy management of patients with integumentary disorders.

PHYT 757 - Pharmacology for the Physical Therapist (2 Credits)
Management of the physical therapy patient on selected medications.

PHYT 758 - Patient Education in Physical Therapy (1 Credit)
Role of the physical therapist in professional and patient education.

PHYT 759 - Therapeutic Exercise (2 Credits)
Therapeutic exercise for the orthopedic patient: selection of techniques, rate of progression and modification.

PHYT 760 - Orthotics and Prosthetics (2 Credits)
Management of patients with amputations, prosthetics, and orthotics.

PHYT 761 - Pain Mechanisms and Treatment (2 Credits)
This course will address the theoretical models for understanding the basis for pain. Pain assessment and physical therapy pain management will be addressed. Emphasis will be placed on the development of clinical decision-making and problem solving.

PHYT 763 - Biophysical Agents in Physical Therapy (1 Credit)
This course studies theoretical and practical applications for safe, effective use of biophysical agents commonly used in physical therapy settings using evidence based practice.

PHYT 764 - Cultural Competence in Health Care (3 Credits)
Cultural competencies necessary for the delivery of health care to patients of diverse ethno-cultural heritages.

PHYT 765 - Geriatric Physical Therapy (2 Credits)
Fundamental principles for assessment, treatment and overall foundations of geriatric physical therapy based upon the best available evidence.

PHYT 766 - Essentials of Cardiopulmonary Physical Therapy (3 Credits)
Physical therapy management of patients/clients with acute and chronic cardiac and/or pulmonary dysfunction.
PHYT 770 - Acute Care Physical Therapy (3 Credits)
Cognitive and motor skills required in the management of the acute care physical therapy patient.

PHYT 777 - Special Topics in Physical Therapy (1-3 Credits)
A study of selected issues in the field of physical therapy. Course content varies by title. May be repeated for credit as topics vary for a maximum of 6 credit hours total.

PHYT 782 - Functional Anatomy (4 Credits)
Biomechanical principles underlying motor control and selected techniques used to quantify human movement.

PHYT 855 - Seminar in Physical Therapy (1 Credit)
Critical review of professional literature pertaining to clinical practice in physical therapy. Repeatable for credit.

PHYT 856 - Research Seminar in Physical Therapy (1 Credit)
Presentation and discussion of current research topics in physical therapy.

PHYT 857 - Seminar and Research in Physical Therapy (1 Credit)
Presentation of physical therapy research, article reviews, and clinical in-services. This course deals with the scientific research process with direct application to the discipline of Physical Therapy.

PHYT 858 - Evidence-Based Practice in Physical Therapy (2 Credits)
Research design and analysis techniques necessary for applying evidence-based practice to the clinical physical therapy setting.

PHYT 859 - Independent Study (1-3 Credits)
Topics to be approved by advisor and graduate director. Pass/fail grading.

PHYT 860 - Differential Diagnosis and Clinical Reasoning for Physical Therapists (2 Credits)
Students will gain knowledge and expertise to competently screen for systemic diseases, interpret clinical findings and differentially diagnose movement related impairments from medical conditions that can mimic symptoms of neuromusculoskeletal problems. Emphasis will be placed on Skills necessary to identify patient/client problems that require referral to another health professional.

PHYT 861 - Neuroplasticity and Genetics in Physical Therapy (1 Credit)
A study of neuroplasticity and genetics in relation to motor rehabilitation. Focus is on the analysis and application of key constructs in the design and implementation of rehabilitation interventions in individuals with neurologic diagnoses.

PHYT 862 - Neuro Repair - Rehabilitation (3 Credits)
Examination of neural repair and rehabilitation from a clinical perspective. 03: 07/05/2019.

PHYT 863 - Neuromuscular Assessment and Treatment I (3 Credits)
Neurological conditions and interventions commonly used in physical therapy practice.

PHYT 864 - Neuromuscular Assessment and Treatment II (4 Credits)
Neurological conditions and interventions commonly used in physical therapy practice.

PHYT 865 - Pediatric Physical Therapy (3 Credits)
Assessment and evaluation of selected pediatric conditions.

PHYT 866 - Management of Physical Therapy Practice (2 Credits)
Theory and application of management supervision and leadership skills necessary for the practice of physical therapy.

PHYT 867 - Clinical Experience in Physical Therapy I (6 Credits)
A 320 hour clinical education experience to develop physical therapy management skills of orthopedic patients.

PHYT 851 - Clinical Experience in Physical Therapy II (4 Credits)
Supervised clinical experience in a physical therapy setting.

PHYT 852 - Clinical Experience in Physical Therapy III (6 Credits)
Supervised clinical experience in a physical therapy setting.

PHYT 853 - Clinical Experience in Physical Therapy IV (6 Credits)
Supervised clinical experience in a physical therapy setting.

PHYT 860 - Clinical Experience in Physical Therapy IVa (1 Credit)
An 80 hour clinical education experience to demonstrate professional behaviors while safely managing a partial caseload.

PHYT 861 - Clinical Experience in Physical Therapy IVb (5 Credits)
A 400 hour clinical education experience to develop physical therapy management skills in a setting preferred by the student.

Prerequisites: PHYT 860.

PHYT 888 - Research Project in Physical Therapy (1-6 Credits)
Clinically based research project in physical therapy.

PHYT 899 - Dissertation Preparation (1-12 Credits)

Political Science (POLI)

POLI 502 - Methods of Political Analysis (3 Credits)
Quantitative techniques in political science; levels of measurement; problems of description, causation, and inference.

POLI 503 - American Political Thought (3 Credits)
Themes and thinkers in American political history.

POLI 504 - Politics and Ethics (3 Credits)
The nature of, and relationship between, politics and ethics.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

POLI 505 - Utopian Political Thought (3 Credits)
A critical examination of utopian and dystopian political ideas.

POLI 542 - Research in Language Conflict and Language Rights (3 Credits)
Research into the parameters governing linguistic conflicts and language rights issues, involving a close examination of the nexuses of language and individual and ethnic identity, culture, dialects, bilingualism. Examination of regional, national, and international case studies, with particular attention to nationalism, language revitalization, and language planning.

Cross-listed course: LING 542

POLI 554 - Law and Society (3 Credits)
The American judicial system, including the decision to resolve disputes by legal means, political influence on the legal system, the social impact of legal rulings, the relationship of the courts to other branches of government, and the applicability of higher law concepts in judicial decision making.

POLI 567 - American Local Government (3 Credits)
An introduction to the institutions, functions, policy-making processes, and politics of American local government.

POLI 569 - State and Local Government (3 Credits)
This course will examine the purpose, structure, and functions of state governments and their local subdivisions. Requires special permission of department. Restricted to social studies teachers.

POLI 570 - South Carolina Government and Politics (3 Credits)
South Carolina state and local government in the context of South Carolina history and U.S. state and local government.
POLI 591 - Special Topics in Political Science (3 Credits)
Intensive study of special topics in Political Science. May be repeated as content varies by title.

POLI 700 - The Political Science Discipline and Profession (3 Credits)
Examines political science as a profession and discipline, reviews teaching techniques and issues, and develops dissertation and original research proposals.

POLI 701 - Theories of Political Inquiry (3 Credits)
A brief overview of the growth of the social sciences and of the history of the American discipline of political science in the 20th century, including an examination of the rise of behaviorism. Study of the principles of neo-positivist political inquiry, including problems of empirical research and research design.

POLI 702 - Institutional and Behavioral Theories of Politics (3 Credits)
Introduction to the institutional and behavioral theories used to explain political phenomena.
Prerequisites: POLI 701.

POLI 703 - Democratic Theory (3 Credits)
Critical study of theories of democracy.

POLI 704 - Political Theory and Feminism (3 Credits)
How contemporary feminist theory has responded to and reformulated traditional theories about the role and nature of women.
Cross-listed course: WGST 704

POLI 705 - Theory of Marxism (3 Credits)
Critical study of the development of Marxist theory.

POLI 706 - Advanced Methods of Political Analysis (3 Credits)
Advanced techniques and approaches to multivariate analysis of empirical data in the context of political problems and events.
Prerequisites: POLI 502 or POLI 515.

POLI 707 - Classics of Political Theory (3 Credits)
Introduction to the nature and tradition of political theory; readings from selected political theorists.

POLI 708 - Women in American Politics (3 Credits)
Impact of gender in American politics; elections, representation, rights, social movements, legal institutions, and public policy. Explores class, race, and sexuality issues within gender.
Cross-listed course: WGST 708

POLI 709 - Qualitative Methods of Political Analysis (3 Credits)
Techniques and approaches to qualitative analysis of political problems and events. Topics include field research, interviewing, case studies, content analysis, archival research, and presentation of data.

POLI 710 - Introduction to International Relations (3 Credits)
An introduction to the field of international relations, including causes of war, world order, international distribution of wealth, durability of state system, and the individual in the world system.

POLI 711 - Directed Research in Political Science (3 Credits)
Political science Ph.D. students will work with a faculty mentor in their primary field to produce an original paper suitable for presentation at a national or regional professional conference.

POLI 715 - International Relations Theory (3 Credits)
Systematic survey, analysis, and comparison of major contemporary theoretical works in international relations.

POLI 717 - Comparative Foreign Policy (3 Credits)
A seminar treating the development, interests, formulation, and conduct of the modern foreign policies of selected states, with special reference to their interactions with other states' policies.

POLI 718 - Revolution and Politics (3 Credits)
An analytical investigation of political violence in the international arena, its sources, internal and external bases, and consequences for political behavior within and among states in the contemporary international system.

POLI 719 - Political and Social Change (3 Credits)
Systematic survey, analysis, and comparison of major contemporary theoretical works on political and social change.

POLI 720 - Political Communication (3 Credits)
The role of communication in creating collective political reality, with particular attention to how governmental, economic, professional, and cultural factors influence media organizations.

POLI 721 - Race and Public Policy (3 Credits)
A survey of the most recent and state-of-the-art scholarship on race and American policy.

POLI 724 - Religion and Politics (3 Credits)
Religion as a factor in the comparative politics and international relations of states and societies.
Cross-listed course: RELG 724

POLI 725 - International Conflict (3 Credits)
Survey, analysis, and comparison of theory and research findings on the nature, conditions, and causes of international conflict and violence.

POLI 726 - Seminar in Judicial Politics (3 Credits)
An introduction to the academic literature on American courts and judicial politics.

POLI 727 - Models for Understanding Political Institutions (3 Credits)
A survey of the literature on empirical and game theory methods.
Prerequisites: POLI 502 and POLI 706.

POLI 728 - Judicial Politics in Europe and the Common Law World (3 Credits)
A comparative study of courts of Europe and the and the common law courts of modern democracies (especially Australia, Canada, India, and the United Kingdom). US state courts will also be examined from a comparative perspective.

POLI 729 - Courts in Developing Countries (3 Credits)
A comparative study of courts, judicial process, and judicial behavior, and the role of courts in politics focusing on the common law and civil law courts of Latin America, Africa, and Asia.

POLI 731 - Government and Politics of Latin America (3 Credits)
This course examines the nature of democracy and democratic transitions, the relationship between economic and political development, and the causes and effects of different economic development strategies in Latin America.

POLI 732 - International Law (3 Credits)
Study of the role of law in international relations, emphasizing both substantive and theoretical problems relating to development of systems of law in such areas as war, protection of human rights, outer space and oceans, and international commerce.

POLI 733 - International Organization (3 Credits)
Examination of theoretical and substantive problems relating to the development and functioning of international intergovernmental and nongovernmental organizations.

POLI 734 - Economics of International Politics (3 Credits)
Study of the international political significance of economic issues relating to monetary reform, trade, aid, and economic development.
POLI 735 - International Cooperation (3 Credits)
Approaches to the study of international cooperation, including international integration, community formation, regime formation, interdependence, international institutionalization, and global governance.

POLI 736 - Public Opinion and Political Attitudes (3 Credits)
Examines the determinants, content, and consequences of citizens’ political beliefs and attitudes with attention to political culture, ideology, issue dynamics, and popular support for democratic principles.

POLI 737 - Nationalism and Politics (3 Credits)
Proseminar on the politics of nationalism from both the political sociology and international relations perspectives.

POLI 740 - Formulation and Conduct of United States Foreign Policy (3 Credits)
Study of the constitutional bases, institutions, instruments, and decision-making processes of U.S. foreign policy.

POLI 741 - Contemporary United States Foreign Policy (3 Credits)
Analysis and interpretation of the substantive problems of contemporary U.S. foreign policy.

POLI 742 - Problems in National Security (3 Credits)
Continuing problems and competing strategies involved in formulating a national security strategy for the U.S. Issues include the defense structure and budget; the National Security Council and the decision-making process; the volunteer Army and the role of the military in society; nuclear weapons and arms control.

POLI 745 - Russian Foreign Policy (3 Credits)
Study of the foreign policy of Russia and the other states of the former Soviet Union, including consideration of historical developments, institutions, capabilities, and strategic objectives.

POLI 746 - Chinese Foreign Policy (3 Credits)
A seminar on the Chinese tradition in foreign policy and the foreign policies of the Republic of China and the People’s Republic of China, emphasizing the impact of domestic Chinese affairs on their foreign relations in the post-World War II period.

POLI 747 - Japanese Foreign Policy (3 Credits)
A seminar on the foreign policy of Japan with emphasis on the post-World War II period and on the analysis of Japanese objectives and capabilities in international relations.

POLI 749 - International Relations of the Middle East (3 Credits)
Foreign policies and international relations of the Middle East, focusing on relations within the region and with the West and Soviet bloc.

POLI 751 - Policy Analysis I (3 Credits)
Introduction to the theory and practice of policy analysis.

POLI 752 - Policy Analysis II: Advanced Policy Analysis (3 Credits)
Overview of methods used to evaluate public policies. Prerequisites: POLI 771 or equivalent.

POLI 753 - Capstone Seminar in Public Administration (3 Credits)
Critical issues in public administration; term project integrating the material from other courses in the analysis of a contemporary problem. Field work and applied project required. Prerequisites: 30 credit hours MPA program.

POLI 754 - Public Accountability and Ethics (3 Credits)
An examination of the legal, political, professional, and organizational accountability demands made on administrators; the interplay of these demands with the needs for ethical decision making and integrity.

POLI 755 - Grants Administration (3 Credits)
Analysis of grant and contract functions in government agencies; proposal writing; legal and fiscal requirements of grants administration. Cross-listed course: EDRM 800

POLI 756 - Introduction to Planning and Politics in the United States (3 Credits)
Overview of contemporary planning in the United States at local, state, and national levels, with emphasis on the politics of planning at the local level of government. Includes theory of planning, history, problems in the planning process, and implementation of planning.

POLI 757 - Health Politics (3 Credits)
Analysis of issues and forces affecting health delivery through the public sector; major models of political decision making; and current health legislation. 03: 07/05/2019. Prerequisites: HSPM 700 and HSPM 782.

POLI 758 - The State and Economic Life (3 Credits)
A study of the relation of government to the economy in the modern world, including theories of the economic functions of the state.

POLI 759 - Information Systems and Public Administration (3 Credits)
The development and uses of information systems in local, state, and federal administrative agencies with emphasis on the management of information systems in the public agency environment; the problems of interagency and intergovernmental relations; the politics of technological innovation; privacy, confidentiality, and security and information policy; and the role of information technology in democratic government.

POLI 760 - American Government and Politics (3 Credits)
Advanced survey of the institutions and processes of the American political system.

POLI 761 - American National Government for Professionals (3 Credits)
Fundamental institutions, processes, values, and policies of the U.S. political system. Designed for master's and non-degree students in education, public administration, and business administration.

POLI 762 - Politics of the Budgetary Process (3 Credits)
Analysis of the political, economic, and social influences on the budgetary process.

POLI 763 - Legislative Process and Behavior (3 Credits)
The structure, organization, powers, functions, and problems of legislative bodies in America; the behavior of members of those bodies, with emphasis on the United States Congress.

POLI 764 - Problems of the Presidency (3 Credits)
A seminar on the problems of the contemporary presidency. Various approaches to the study of the presidency will be used as a means to uncovering and examining some of the major problems connected with the role of the president in the American system of government. Leading exponents of various approaches will be read and discussed.

POLI 765 - Political Parties and Interest Groups (3 Credits)
Intensive examination of contemporary development of political organizations in the United States.

POLI 766 - Electoral Behavior (3 Credits)
Examination of electoral behavior, including historical patterns in electoral history and forces affecting individual voting behavior such as partisan and class loyalties, political socialization, political attitudes, and candidate appeals. The role played by elections in the larger political system.

POLI 767 - State Government (3 Credits)
State government problems and policy issues. Emphasis on the modernization of government institutions and comparative state politics.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 768</td>
<td>Local Government Administration (3 Credits)</td>
<td></td>
<td>Administration of local government from the perspective of the professional administrator. Emphasis on the growth of the manager form of local government and the role of local government administrators with regard to policy making, management, and the delivery of services.</td>
</tr>
<tr>
<td>POLI 769</td>
<td>Environmental Policy and Management (3 Credits)</td>
<td></td>
<td>An examination of issues related to environmental policy making, implementation and management. Cross-listed course: ENVR 802</td>
</tr>
<tr>
<td>POLI 770</td>
<td>Perspectives on Public Administration (3 Credits)</td>
<td></td>
<td>The study and practice of public administration in the United States.</td>
</tr>
<tr>
<td>POLI 771</td>
<td>Public Data Analysis (3 Credits)</td>
<td></td>
<td>Problems of gathering and using public data for public administrators and policy analysts. Includes problems of research design and data gathering, interpretation, and use in the analysis of public problems. Prerequisites: POLI 502.</td>
</tr>
<tr>
<td>POLI 772</td>
<td>Contemporary Administrative Organization (3 Credits)</td>
<td></td>
<td>An examination of the problems, processes and theories of communication, decision making, agency planning, and control in administrative agencies.</td>
</tr>
<tr>
<td>POLI 773</td>
<td>Human Resources Administration in Government (3 Credits)</td>
<td></td>
<td>Organization, techniques, and theories of personnel management; interpersonal relations in organizations; personnel change and development; changing conditions in the public service.</td>
</tr>
<tr>
<td>POLI 774</td>
<td>The Public Policy Process (3 Credits)</td>
<td></td>
<td>An examination of the public policy process, including the role of public officials in the process and constraints on its outcomes.</td>
</tr>
<tr>
<td>POLI 775</td>
<td>Financial Administration (3 Credits)</td>
<td></td>
<td>Organization and techniques of governmental financial management; budgetary theories, intergovernmental financial relations.</td>
</tr>
<tr>
<td>POLI 776</td>
<td>Policy Formation and Program Planning (3 Credits)</td>
<td></td>
<td>Conceptual and analytic issues in formation and planning of public policies and programs, including problem identification, goal setting and criteria formulation, forecasting, prospective evaluation research, and modeling of programmatic cost and outcomes.</td>
</tr>
<tr>
<td>POLI 777</td>
<td>Policy Evaluation (3 Credits)</td>
<td></td>
<td>Conceptual and analytic issues in policy and program evaluation, including problem definition, goal setting and criteria formulation, design of evaluation research, indicator design, treatments of uncertainty, and special problems raised by constraints of the political context.</td>
</tr>
<tr>
<td>POLI 778</td>
<td>Practicum in Public Administration (3 Credits)</td>
<td></td>
<td>Selected problems in public administration. May be repeated or taken simultaneously as topics vary. Variations will be announced in the schedule of classes by title.</td>
</tr>
<tr>
<td>POLI 779</td>
<td>Public Administration Internship (3 Credits)</td>
<td>CL: 2020</td>
<td></td>
</tr>
<tr>
<td>POLI 780</td>
<td>Theories of Comparative Politics (3 Credits)</td>
<td></td>
<td>Survey, analysis, and comparison of major contemporary theoretical works in comparative politics.</td>
</tr>
<tr>
<td>POLI 781</td>
<td>Government and Politics of Japan (3 Credits)</td>
<td></td>
<td>Explores the key institutions, actors, and processes of contemporary Japanese domestic politics.</td>
</tr>
<tr>
<td>POLI 782</td>
<td>Problems in Chinese Government and Politics (3 Credits)</td>
<td></td>
<td>The Chinese political tradition as it has merged with Communist theory and practice with special attention to problems of regionalism, localism, and central planning.</td>
</tr>
<tr>
<td>POLI 783</td>
<td>Dynamics of Middle East Politics (3 Credits)</td>
<td></td>
<td>The comparative politics of the Arab countries and inter-Arab relations. Comparative analysis is used to study common political problems (authority, participation, integration) and political structures. Aspects of inter-Arab relations analyzed include: Arab unity, the Israeli conflicts, and East-West competition.</td>
</tr>
<tr>
<td>POLI 784</td>
<td>Government and Politics of Europe (3 Credits)</td>
<td></td>
<td>Proseminar in European politics. Themes include party systems and voting behavior, parliamentary politics, public policy, democratization and privatization in Central and Eastern Europe, and research on the European Union.</td>
</tr>
<tr>
<td>POLI 785</td>
<td>Contemporary Russian Politics (3 Credits)</td>
<td></td>
<td>An examination of current domestic issues in Russia and other states of the former Soviet Union, focusing on the institutions, processes, and results of policy decisions.</td>
</tr>
<tr>
<td>POLI 786</td>
<td>Comparative Political Institutions (3 Credits)</td>
<td></td>
<td>Survey of theoretical and empirical work on democratic political institutions.</td>
</tr>
<tr>
<td>POLI 789</td>
<td>Master of International Studies Internship (3-6 Credits)</td>
<td></td>
<td>Internships in various public, non-profit, and private organizations and agencies under joint supervision of agency personnel and departmental internship program director. Master of International Studies students only. Prerequisites: Contract approved by departmental internship program director.</td>
</tr>
<tr>
<td>POLI 790A</td>
<td>Independent Readings in Political Science (1-3 Credits)</td>
<td>CL: 2020</td>
<td></td>
</tr>
<tr>
<td>POLI 790B</td>
<td>Independent Readings in International Studies (1-3 Credits)</td>
<td>CL: 2020</td>
<td></td>
</tr>
<tr>
<td>POLI 791</td>
<td>Selected Topics in American Politics (3 Credits)</td>
<td></td>
<td>Topics selected for any semester will be identified by course title.</td>
</tr>
<tr>
<td>POLI 792</td>
<td>Selected Topics in Comparative Politics (3 Credits)</td>
<td></td>
<td>Topics selected for any semester will be identified by course title.</td>
</tr>
<tr>
<td>POLI 793</td>
<td>Selected Topics in Area Studies (3 Credits)</td>
<td></td>
<td>Topics selected for any semester will be identified by course title.</td>
</tr>
<tr>
<td>POLI 794</td>
<td>Selected Topics in International Relations (3 Credits)</td>
<td></td>
<td>Topics selected for any semester will be identified by course title.</td>
</tr>
<tr>
<td>POLI 795</td>
<td>Selected Topics in International Law and Organization (3 Credits)</td>
<td></td>
<td>Topics selected for any semester will be identified by course title.</td>
</tr>
<tr>
<td>POLI 796</td>
<td>Selected Topics in Foreign Policy (3 Credits)</td>
<td></td>
<td>Topics selected for any semester will be identified by course title.</td>
</tr>
<tr>
<td>POLI 797</td>
<td>Selected Topics in Public Administration (3 Credits)</td>
<td></td>
<td>Topics selected for any semester will be identified by title.</td>
</tr>
<tr>
<td>POLI 798</td>
<td>Selected Topics in Public Law (3 Credits)</td>
<td></td>
<td>Topics selected for any semester will be identified by title.</td>
</tr>
<tr>
<td>POLI 799A</td>
<td>Thesis Preparation (1-9 Credits)</td>
<td></td>
<td>For candidates for the Master of Arts degree in Political Science.</td>
</tr>
<tr>
<td>POLI 799B</td>
<td>Thesis Preparation (1-9 Credits)</td>
<td></td>
<td>For candidates for the Master of Arts degree in International Studies.</td>
</tr>
<tr>
<td>POLI 800</td>
<td>Selected Topics in Political Theory (3 Credits)</td>
<td></td>
<td>Analysis of particular topic or topics as chosen by instructor. May be repeated as topics vary. Variations will be announced in the schedule of classes by title.</td>
</tr>
</tbody>
</table>
POLI 801 - Selected Thinkers in Political Theory (3 Credits)
Analysis of particular theorist or theorists as chosen by the instructor.
May be repeated as topics vary. Variations will be announced in the schedule of classes by title.

POLI 802 - Seminar in Comparative Administration (3 Credits)

POLI 803 - Research Methods in Political Science (3 Credits)
Consideration of advanced methods in statistics and research design and their application and use in the writing of a major research paper.

POLI 806 - Seminar in Advanced Methods of Political Analysis (3 Credits)
Advanced methodological strategies for empirical analysis. The course will focus primarily on causal models, data theory, dimensional analysis, and scaling techniques.

POLI 815 - Seminar in Advanced International Relations Theory (3 Credits)
A critical examination of contemporary efforts to analyze international relations through the use of empirical methodologies, including: social-psychological studies, simulation, game theory, decision theory, quantitative analyses.

POLI 816 - Seminar in Comparative Study of Foreign Policy (3 Credits)
Research seminar stressing systematic research procedures in the investigation of the determinants of foreign policy, including the employment of empirical data for testing theoretical propositions.

POLI 817 - Seminar in International Organization and Cooperation (3 Credits)
Advanced research seminar in selected topics related to international organization, international law, world order, ethics of international affairs.

POLI 831 - Seminar on Europe (3 Credits)
Advanced study of the European interstate system and Europe's role in world affairs. Emphasis on post-World War II Western and Central Europe, major powers, the European Union, and intra-European relations after the Cold War.

POLI 834 - Seminar on Africa (3 Credits)
Advanced study of the politics and international relations of Africa, regional development, foreign policy patterns, security problems, and questions of governance.

POLI 850 - Seminar in Public Law (3 Credits)

POLI 865 - Seminar in Urban Politics (3 Credits)
Advanced study of the politics and governmental problems of urban areas.

POLI 872 - Public Sector Labor Relations and Collective Bargaining (3 Credits)
Overview of public sector unions, labor-management relations, negotiating strategies, and the unique dynamics of management/employee interactions within public agencies.

POLI 880 - Seminar in Comparative Politics (3 Credits)
Intensive study of selected problems in comparative politics, with emphasis on individual research.

POLI 899A - Dissertation Preparation (1-12 Credits)
For candidates for the Doctor of Philosophy degree in political science.

POLI 899B - Dissertation Preparation (1-12 Credits)
For candidates for the Doctor of Philosophy degree in international studies.

Portuguese (PORT)

PORT 615 - Intensive Readings in Portuguese (3 Credits)
Intensive reading for non-majors. Graduate students fulfill their foreign-language reading requirements with successful completion of the course. Undergraduates may take the course as an elective only.

Psychology (PSYC)

PSYC 501 - Human Factors Psychology (3 Credits)
Application of research in experimental psychology to ergonomics, the design of human-environment systems, with emphasis on work settings.
Prerequisites: PSYC 101 and 9 hours of upper-level courses all in psychology, business, engineering, or nursing.

PSYC 503 - Psychology of Drug Use and Effects (3 Credits)
Research and theoretical considerations of substance abuse. Pharmacological, sociological, psychological, medical, economic, forensic, and other relevant research and treatment disciplines.
Prerequisites: PSYC 450 or PSYC 455 or PSYC 460.

PSYC 506 - Psychology of Language (3 Credits)
Theories of speech perception, linguistic theories of syntax and semantics, the brain mechanisms underlying language, the development of language in children, and the role of language in thought.
Cross-listed course: LING 567

PSYC 507 - Cognitive Neuroscience (3 Credits)
Research and theories on the role of the brain in facets of cognitive behavior, including attention, short-term and working memory, perception, language, executive function, thinking, and problem solving.
Prerequisites: C or better in PSYC 405, highly recommended PSYC 455 or PSYC 460.

PSYC 510 - Child Behavioral and Mental Disorders (3 Credits)
Theories, description, and assessment of child behavior problems and disorders; methods of intervention.
Prerequisites: PSYC 420 or PSYC 410.

Graduation with Leadership Distinction: GLD: Community Service

PSYC 520 - Psychology of Child Development (3 Credits)
Examination of development from conception through older childhood. Specific cognitive and social processes will be given in-depth study.
Prerequisites: PSYC 420.

PSYC 521 - Psychology of Adolescence (3 Credits)
Theories and research examining social, emotional, and intellectual development in adolescence. Explores influence of family, peer, school, and cultural contexts.
Prerequisites: PSYC 420.

PSYC 522 - Psychology of Early and Middle Adulthood (3 Credits)
Developmental changes in abilities, personality, and behavior which occur between adolescence and old age.
Prerequisites: PSYC 420.

PSYC 523 - Psychology of Aging (3 Credits)
Psychological, social, and biological phenomena associated with maturity and aging.
Prerequisites: PSYC 420.
PSYC 524 - Nature of Students with Mental Retardation (3 Credits)
Nature and causes of mental retardation; behavior and potentialities of persons with mental retardation.
Prerequisites: a course in the areas of child psychology-child development.

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

PSYC 525 - The Psychology of the Midlife Woman (3 Credits)
Biological, social, and psychological aspects of the midlife woman.
Cross-listed course: WGST 525
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

PSYC 526 - Prevention of Psychological Problems in Children and Youth at Risk (3 Credits)
Etiology, prevention of, and intervention in behavioral, social, emotional, educational, and psychological problems in children and youth at risk.
Prerequisites: PSYC 410 or PSYC 420 or equivalent.

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

PSYC 528 - Psychology of Children with Exceptionalities (3 Credits)
Characteristics, causes, needs, and intervention strategies for children with a broad range of exceptionalities including mental, physical, social/emotional difficulties and atypical gifts and talents.
Prerequisites: PSYC 420 or PSYC 520.

PSYC 529 - Nature of Students with Specific Learning Disabilities (3 Credits)
Children with average/above average intelligence and specific learning impairments; diagnostic and remedial techniques. Offered by both the College of Education and the Department of Psychology.
Prerequisites: EDEX 523 or PSYC 528.

Cross-listed course: EDEX 531

PSYC 530 - Advanced Social Psychology (3 Credits)
Intensive study of topics selected from the field of social psychology.
Prerequisites: PSYC 430.

PSYC 550 - Advanced Sensation and Perception (3 Credits)
Intensive study of topics selected from the field of sensation and perception.
Prerequisites: PSYC 450.

PSYC 560 - Advanced Topics in Neuroscience (3 Credits)
Intensive study of topics selected from the field of neuroscience.
Prerequisites: PSYC 455 or PSYC 460.

PSYC 565 - Psychology of Physical Activity (3 Credits)
Introduction to psychosocial factors in physical activity. Topics include mental health effects of exercise, behavior change theories applied to physical activity, and physical activity determinants and interventions. 03: 07/05/2019.
Prerequisites: PSYC 101, PSYC 228.

PSYC 570 - Neuroscience Laboratory (3 Credits)
Practice in surgical, histological, and behavioral testing methodology. Two lectures and one three-hour laboratory per week.
Prerequisites: PSYC 460.

PSYC 571 - Cognitive Neuroscience Laboratory (3 Credits)
Methods of observation and experimentation in cognitive neuroscience. Two lectures and one three-hour laboratory per week.
Prerequisites: PSYC 227 and C or better in two courses from PSYC 405, PSYC 450, PSYC 455, PSYC 460, or PSYC 507.

Prerequisite or Corequisite: one course from PSYC 400, PSYC 450, PSYC 455, or PSYC 460.

PSYC 572 - Cognitive Psychology Laboratory (3 Credits)
Practice in the experimental techniques used in the study of cognitive psychology. Two lectures and one three-hour laboratory per week.
Prerequisite or Corequisite: PSYC 405.

PSYC 574 - Sensation and Perception Laboratory (3 Credits)
Concepts and principles in the study of sensation and perception in the laboratory. Two lectures and one three-hour laboratory per week.
Prerequisite or Corequisite: PSYC 405.

PSYC 575 - Developmental Psychology Laboratory (3 Credits)
Methods of observation and experimentation on human psychological development. Two lectures and one three-hour laboratory per week.
Prerequisites: PSYC 226 and PSYC 227.

Prerequisite or Corequisite: PSYC 420 or PSYC 520.

PSYC 580 - Intermediate Statistics for Psychologists (3 Credits)
Advanced analysis of the uses and applications of statistics to research in psychology, and interpretation of statistics in the psychological literature.
Prerequisites: B or better in PSYC 227.

PSYC 583 - Psychological Tests and Measurement (3 Credits)
Introduction to the theory and practice of measuring psychological attributes. Emphasis on test construction in a laboratory setting. Hands-on experience in designing, administering, and analyzing psychological tests and measures.
Prerequisites: B or better in PSYC 227 and PSYC 228.

PSYC 584 - History and Systems of Psychology (3 Credits)
Systematic approaches to psychology.
Prerequisites: 9 hours in psychology at 400 level or above.

PSYC 585 - Advanced General Psychology (3 Credits)
Review and integration of general principles of psychology. Primarily for students planning graduate study in psychology.
Prerequisites: 12 hours in psychology courses numbered above 300.

PSYC 589 - Selected Topics in Psychology (3 Credits)
Course content varies and will be announced in the schedule of classes by title.

PSYC 598 - Individual Research (3 Credits)
Planning and execution of supervised research in psychology. Approved contract required.
Prerequisites: 15 hours of psychology.

PSYC 599 - Individual Research (3 Credits)
Planning and execution of supervised research in psychology. Approved contract required.
Prerequisites: 15 hours of psychology.
PSYC 700 - Psychosocial Approaches to Gerontology (3 Credits)
Introduction to gerontology from the fields of demography, psychology, sociology, social welfare, and economics.
Cross-listed course: SOWK 771

PSYC 701 - Behavioral Assessment and Intervention with Children and Youth (3 Credits)
A combination of lecture and practicum experiences emphasizing the application of behavioral assessment and intervention techniques in educational, institutional, and home settings. Students receive individual and group supervision throughout the semester.
Prerequisites: PSYC 711.

PSYC 702A - Basics of Neuroscience (3 Credits)
Functional organization of the nervous system; research and theories of the neurological bases of behavior.

PSYC 702B - Basics of Cognitive Psychology (3 Credits)
Research and theories on attention, memory, language, thinking, and other cognitive processes.

PSYC 702C - Basics of Developmental Psychology (3 Credits)
Research and theories of psychological development across the lifespan.

PSYC 702D - Basics of Learning and Motivation (3 Credits)
Research and theories of instrumental conditioning, classical conditioning, learning, and motivation.

PSYC 702E - Experimental Design (3 Credits)
This course covers basic principles of sound experimental design, including such topics as internal and external validity, subject selection factors, and techniques for reducing sampling error and minimizing bias. In addition, the course will discuss practical limitations to ideal experimental design and have students identify the design conventions specific to their field of study.

PSYC 703A - Integration across Cognitive Psychology and Neuroscience (3 Credits)
Research and theories of cognitive neuroscience.

PSYC 703C - Integration across Developmental and Cognitive Psychology (3 Credits)
Research and theories of cognitive development.

PSYC 703D - Integration across Areas of Psychology (3 Credits)
Presentation of research and theories that cross different areas within psychology.

PSYC 704 - Group Dynamics (3 Credits)
Offered for an interdisciplinary student clientele interested in group processes and structures. Training is provided in observational methods and techniques of group assessment. Laboratory and field study required.

PSYC 705 - Psychological Systems and Theories (3 Credits)
Contemporary trends in systematic approaches and behavior theories.

PSYC 706 - Seminar in Judgment and Decision Making (3 Credits)
Research and theories of processes in judgment, choice, and decision making.

PSYC 709 - Basic Quantitative Methods in the Analysis of Behavioral Data I (3 Credits)
Quantitative methods for graduate students in psychology and other behavioral sciences. Emphasizes logical/intuitive understanding of the basic techniques, focuses heavily on the application of these methods to psychological research. Three lecture/discussion hours and a one-hour scheduled lab per week.
Prerequisites: introductory course in statistics, psychology or mathematics.

PSYC 710 - Basic Quantitative Methods in the Analysis of Behavioral Data II (3 Credits)
A continuation of PSYC 709. Three lecture/discussion hours and a one-hour scheduled lab per week.
Prerequisites: PSYC 709.

PSYC 713 - Survey of Psychoeducational Tests and Assessment (3 Credits)
Consideration of basic issues in evaluation of children, such as reliability, validity, item selection, standardization groups, criterion-referenced vs. norm-based testing, ethics, etc. Includes presentations via various instructional modes of a wide range of psychoeducational assessment procedures with a wide variety of children.

PSYC 714 - Psychoeducational Assessment of Children I (1-3 Credits)
A combination of lectures and practicum concerned with interviewing, behavioral observation and analysis, and cognitive-intellectual assessment. Requires involvement in school psychology training-service centers in the schools.
Prerequisites: acceptance in graduate psychology department program.

PSYC 715 - Psychoeducational Assessment of Children II (1-3 Credits)
A combination of lectures and practicum concerned with assessment of perceptual-motor processes, academic achievement, and personality and interpersonal skills. Requires involvement in school psychology training-service centers in the schools.
Prerequisites: PSYC 714 and acceptance in graduate psychology department program.

PSYC 716 - Assessment of Emotional-Behavioral Functioning (1-3 Credits)
Consideration, via lecture and/or practicum, of special areas of psychoeducational assessment. Topics will include infant assessment, criterion-referenced assessment, and assessment of neurological problems.
Prerequisites: PSYC 714, Acceptance in Department of Psychology graduate program.

PSYC 717 - Survey of Personality Theories (3 Credits)
Issues, theories, and research on personality.
Prerequisites: 18 hours in psychology.

PSYC 720 - Psychological Interventions with Children and Families (3 Credits)
Integration of theory, research, and practice in child clinical and family psychology. Focus on systemic, behavioral, and other orientations in the treatment of children and families.

PSYC 721 - Developmental Psychopathology and Resilience (3 Credits)
Theoretical, empirical, and methodological issues in the development of psychopathology or resilience in children, adolescents, and families. Emphasis on research topics related to nature, course, and etiology.
Prerequisites: acceptance in graduate psychology department or consent of instructor.
PSYC 725 - Systems and Theories of Psychological Intervention (3 Credits)
Seminar emphasizing a critical analysis of psychotherapy systems and theories.

PSYC 726 - Psychological Problems and Resilience (3 Credits)
A survey of clinical disorders, their origins and characteristics. Includes a review of contemporary diagnostic systems, research, and theory.
Prerequisites: PSYC 410.

PSYC 727 - Foundations of Community Psychology (3 Credits)
Survey of theoretical foundations, research and practice in community psychology. Topics include prevention, social systems intervention, community participation, innovation in community service delivery systems, and community change processes.

PSYC 728 - Laboratory in Community Study (1 Credit)
Designated to accompany Psychology 727. Laboratory will target specific problems, resources, or populations and will provide students with elementary exposure to a community system.
Prerequisite or Corequisite: PSYC 727.

PSYC 732 - Clinical Neuropsychology (3 Credits)
Overview of relationships between brain structures and function and the assessment of cognitive and emotional behavior in adults and children.
Prerequisite or Corequisite: PSYC 702A or comparable course in biopsychology.

PSYC 733 - Neuropsychological Syndromes in Childhood (3 Credits)
Applications of neuropsychological theory and research to the study of the learning process, with emphasis upon assessment and intervention with learning disabilities.

PSYC 734 - Neuropsychological Screening and Assessment (3 Credits)
Assessment procedures for screening neuropsychological factors in individuals with neurobehavioral deficits.

PSYC 735 - Survey of Psychopharmacology (3 Credits)
The effect of drugs upon internal psycho-physiological functioning and upon the behavior of human and animal subjects. Particular emphasis will be given to the psychoactive drugs.
Prerequisites: 18 hours in psychology

PSYC 742 - Consultation and Systems Interventions (3 Credits)
Focus on understanding the theoretical bases of consultation and developing the skills necessary for the practice of mental health consultation.

PSYC 743 - Theory and Practice of Mental Health Consultation II (3 Credits)
Continues the practicum begun in Psychology 742 and develops the skills of administrative mental health consultation and evaluation of consultation programs.

PSYC 745 - Organizational Behavior (3 Credits)
Analysis of the organization as a complex interaction system.

PSYC 749 - Principles of Human Diversity (3 Credits)
Fundamental, conceptual and empirical knowledge regarding dimensions of diversity, social inequality and the application of this knowledge to psychological research, teaching and practice. Restricted to psychology students. Non-Psychology students need instructor permission to register.

PSYC 750 - Psychology of Women (3 Credits)
Women's diversity explored through research on personality, stereotypes, status and power, biological aspects, socialization, sexuality, relationships, mothering, work and achievement, violence against women, psychological disorders, and feminist therapies.
Cross-listed course: WGST 750

PSYC 751 - Race, Class, Gender, and Sexuality (3 Credits)
Historical and contemporary dimensions of social inequality centered in race, social class, gender, and sexuality.

PSYC 760 - Issues and Ethics in Clinical-Community Psychology (3 Credits)
The presentation of ethics in research and practice in clinical-community psychology and the discussion of current professional issues. Covering history and systems in psychology and providing in depth training on the ethical conduct of research.

PSYC 761 - Psychological Assessment I (3 Credits)
Develop assessment skills through interviewing, observation, performance testing, and report writing. Experience includes assessment of individuals, couples, and/or families from a variety of perspectives. Didactic/practicum.

PSYC 762 - Psychological Assessment II (4 Credits)
Theory of measurement and the construction of measures specific to clinical and community psychology. Intellectual achievement, objective personality, and projective measures. Didactic/practicum.

PSYC 763 - Clinical Psychology Assessment III (1-4 Credits)
Conceptualization of cases involving psychological measures. Clients include individuals, couples, and families. Didactic/practicum. May be repeated for up to 4 credits.
Prerequisites: PSYC 761.

PSYC 765 - Externship in School Psychology (3 Credits)
A closely supervised 20-hour-per-week externship in the techniques of psychological services in school systems. Staff.

PSYC 770 - Survey of Social Psychology (3 Credits)
Issues, research, and theories in social psychology.
Prerequisites: 18 hours in psychology.

PSYC 772 - Research Approaches to Human Behavior (3 Credits)
Nonquantitative aspects of research methodology and experimental design in laboratory and field settings. A critical investigation of artifacts and ethical issues in behavioral research.
Prerequisites: PSYC 709.

PSYC 773 - Research in Clinical-Community Psychology (1-3 Credits)
Supervised training in the conduct of empirical research in clinical-community psychology. May be repeated once for credit.

PSYC 777 - Environmental Psychology (3 Credits)
The study of human behavior and satisfaction in relation to the natural and person-made environment. Topics include environmental stress, risk, social ecology of families, behavior setting theory, and person-environmental relationships.
Prerequisites: PSYC 727.

PSYC 780 - Behavior Therapy (3 Credits)
A survey of principles, theory, methods, issues, and research in behavior therapy. Behavioral interventions with adults, children and families, organizations, and community settings.
PSYC 781 - Behavior Therapy Practicum: Adults (1-3 Credits)
Intensive practicum experience in the use of behavioral and cognitive-behavioral therapy with adult inpatients (psychiatric, geriatric, alcoholic, imprisoned), outpatients, and marital therapy clients.

Prerequisites: PSYC 720.

PSYC 782 - Child, Adolescent and Family Therapy Practicum (3 Credits)
Individually supervised practicum in therapy with children, adolescents, and families. Includes exposure to multiple approaches including behavioral and family systems modes of intervention.

Prerequisites: PSYC 711 or PSYC 730.

PSYC 783 - Health Psychology/Behavioral Medicine (3 Credits)
Scientific study of the application of psychological principles to prevention of illness, maintenance of health, and the treatment of related medical dysfunctions. Primary emphasis on the use of behavior therapy and behavior modification techniques.

Prerequisites: PSYC 762, PSYC 783.

PSYC 785 - Seminar in Psychotherapy Research (3 Credits)
Psychotherapy research and selected topics in other clinical research, such as alcoholism and hypnosis.

PSYC 790 - College Teaching of Psychology I (1-3 Credits)
Didactic, seminar, and experiential coverage of the teaching of psychology at the college level.

Prerequisites: 18 hours in psychology.

PSYC 791 - College Teaching of Psychology II (1 Credit)
Didactic, seminar, and experiential coverage of the teaching of psychology at the college level.

Prerequisites: 18 hours in psychology or permission of instructor.

PSYC 792A - Responsible Conduct of Research in Psychology and Neuroscience (1 Credit)
Ethical issues and dilemmas in research. Compliance with national standards.

PSYC 792B - Issues and Ethics in Research in Psychology and the Teaching of Psychology II (1 Credit)
Presentation of ethics and issues pertaining to the teaching of psychology and psychological research.

PSYC 799 - Thesis Preparation (1-9 Credits)
To be arranged by candidates for the MA degree with the thesis advisor.

PSYC 801 - Cognitive Neuroscience I (3 Credits)
Techniques and methodologies of cognitive neuroscience, emphasizing classic research and theoretical perspectives as well as cutting-edge findings. Areas of focus include sensation and perception, attention, motor control, short-term/working memory, and reward/decision-making.

Prerequisites: or Corequisite: Completion of 6 credits from PSYC 702A-D.

PSYC 802 - Cognitive Neuroscience II (3 Credits)
Detailed exploration of the techniques and methodologies of cognitive neuroscience and the brain mechanisms sub-serving long-term memory, autobiographical memory, language, emotion, social cognition, and cognitive development.

Prerequisite or Corequisite: PSYC 801.

PSYC 806 - Special Topics in Quantitative Psychology (3 Credits)
Theoretical and empirical issues in an area of current interest in quantitative methods and quantitative psychology. May be repeated as content varies by title.

Prerequisite or Corequisite: PSYC 710.

PSYC 816 - Advanced Research in Clinical-Community Psychology (1-3 Credits)
Supervised training in the conduct of empirical research in clinical-community psychology.

PSYC 818 - Research in the Schools (3 Credits)
Supervised psychological research on school-related problems; participation in ongoing program of research. Required of all doctoral candidates in psychology.

PSYC 819 - Seminar in Biological Psychology (3 Credits)
Theoretical and empirical issues in an area of current interest in biological psychology. May be repeated with different topics.

Prerequisites: PSYC 730.

PSYC 820 - Seminar in Developmental Psychology (3 Credits)
Theoretical and empirical issues in an area of current interest in developmental psychology. May be repeated with different topics.

Prerequisites: PSYC 751.

PSYC 821 - Theory of Psychological Measurement (3 Credits)
A survey of psychological scaling and factor theory, together with special techniques for achieving reliability and validity, including item analysis.

Prerequisites: PSYC 225 or the equivalent.

PSYC 822 - Seminar in Cognitive Psychology (3 Credits)
Theoretical and empirical issues in an area of current interest in cognitive psychology. May be repeated with different topics.

Prerequisites: PSYC 712.

PSYC 823 - Multivariate Analysis of Behavioral Data (3 Credits)
Advanced topics in multiple-variable research. Topics include multiple linear regression, polynomial regression, canonical correlation, discriminant function, and the analysis of variance using orthogonal polynomials and multidimensional scaling, both metric and nonmetric approaches.

Prerequisites: PSYC 710.

PSYC 824 - Special Topics in Quantitative Psychology (3 Credits)
Theoretical and empirical issues in an area of current interest in quantitative methods and quantitative psychology. May be repeated as content varies by title.

Prerequisite or Corequisite: PSYC 710.

PSYC 825 - Introduction to Statistical Mediation Analysis (3 Credits)
Mediation analysis and statistical methods for assessing mediating variables.

Prerequisites: PSYC 709 and PSYC 710 or STAT 700 and STAT 701.

PSYC 826 - Family Psychotherapy (3 Credits)
Advanced topics in family psychotherapy.

Prerequisites: PSYC 720, acceptance in clinical-community or school psychology graduate program, and consent of instructor.

PSYC 827 - Applied Individual and Couples Psychotherapy (3 Credits)
Individually supervised practice in individual and couples psychotherapy.

Prerequisites: PSYC 725.

PSYC 828 - Applied Group Psychotherapy (1-3 Credits)
Advanced theory and research methods with supervised practice in the modification of personality and behavior through group interaction.

PSYC 829 - Community Psychology Practicum I (1-3 Credits)
Individually supervised field assignments in the community.
PSYC 830 - Advanced Child, Adolescent and Family Therapy Practicum (1-3 Credits)
Individually supervised advanced practicum in child, adolescent and family therapeutic intervention.
Prerequisites: PSYC 782.

PSYC 831 - Practicum in Psychological Assessment (1-3 Credits)
Training for advanced students in testing, assessment, and psychodiagnosics under the supervision of psychology staff.

PSYC 832A - Practicum in School Psychology (3 Credits)
Qualified advanced students will perform psychological evaluations and render other services in a public school setting under the supervision of the school psychology faculty. Cases dealt with include children with general or special learning difficulties.

PSYC 832B - Practicum in School Psychology (1-3 Credits)
Qualified advanced students will perform psychological evaluations and render other services in a public school setting under the supervision of the school psychology faculty. Cases dealt with include children with general or special learning difficulties.

PSYC 833 - Practicum in Mental Retardation (1-3 Credits)
Qualified advanced students will perform psychological evaluations and other clinical services under the supervision of mental retardation faculty in designated settings such as the USC Psychological Service Center, Midlands Training School, and other agencies providing services for persons with mental retardation. The assignment of cases will be based on a previous diagnosis of mental retardation or the probable involvement of mental retardation in client to be studied.
Prerequisites: PSYC 519.

PSYC 834 - Experimental Psychopathology (3 Credits)
A survey of experimental findings on psychological behavior in animals and humans and their theoretical implications. An introduction to applicable research procedures.

PSYC 835 - Advanced Psychotherapy Practicum (1-3 Credits)
Supervised psychotherapy with children, adolescents, or adults, together with additional training in marriage counseling, behavior therapy, and family therapy.
Prerequisites: PSYC 827 or PSYC 830.

PSYC 835A - Advanced Psychotherapy Practicum (1-3 Credits)
Supervised psychotherapy with children, adolescents, or adults, together with additional training in marriage counseling, behavior therapy, and family therapy.
Prerequisites: PSYC 827 or PSYC 830.

PSYC 835B - Advanced Psychotherapy Practicum (1-3 Credits)
Supervised psychotherapy with children, adolescents, or adults, together with additional training in marriage counseling, behavior therapy, and family therapy.
Prerequisites: PSYC 827 or PSYC 830.

PSYC 835C - Advanced Psychotherapy Practicum (1-3 Credits)
Supervised psychotherapy with children, adolescents, or adults, together with additional training in marriage counseling, behavior therapy, and family therapy.
Prerequisites: PSYC 827 or PSYC 830.

PSYC 836 - Seminar in Psychopharmacology (3 Credits)
Theoretical and empirical issues in an area of current interest in psychopharmacology. May be repeated with different topics.
Prerequisites: PSYC 735

PSYC 837 - Autism Theory and Diagnostics (1-3 Credits)
Prerequisites: PSYC 714 and PSYC 716 or equivalent.

PSYC 838 - Seminar in Learning and Conditioning (3 Credits)
Theoretical and empirical issues in an area of current interest in learning and conditioning. May be repeated with different topics.
Prerequisites: PSYC 711.

PSYC 839 - Community Psychology Practicum II (3 Credits)
Supervised practicum experience in community need assessment and the development of grant applications. Placement in state agencies and community programs.
Prerequisites: PSYC 727 and PSYC 829.

PSYC 840 - Seminar in Professional School Psychology (3 Credits)
A survey of the role of the psychologist functioning in a school setting, the associated problems and methods, including relationships with children and parents with teachers, administrators, and other school personnel.

PSYC 841 - Advanced Study in Selected Topics (1-6 Credits)
Special assignments to meet the needs of individual students. Conferences with instructor and staff. May be repeated with different topics.

PSYC 842 - Seminar in Social Psychology (3 Credits)
Theoretical and empirical issues in an area of current interest in social psychology. May be repeated with different topics.
Prerequisites: PSYC 770.

PSYC 845 - Topics in Community Psychology (3 Credits)
Theoretical and empirical issues in an area of current interest in community psychology. May be repeated with different topics.
Prerequisites: PSYC 727.

PSYC 850 - Academic Interventions (3 Credits)
Overview of consultation and systems-level interventions in psychological services.

PSYC 856 - Advanced Study of Selected Problems in Clinical Psychology (3 Credits)

PSYC 865 - Internship in School Psychology (1 Credit)
Two semesters required for Ph.D. Student is registered upon recommendation of the student's advisory committee. Will be graded as satisfactory (S) or unsatisfactory (U).

PSYC 888 - Selected Topics in Psychology (1-6 Credits)
Intensive study in an advanced area in psychology. May be repeated for credit.

PSYC 889 - Independent Advanced Research (1-9 Credits)
Doctoral-level research additional to that involved in the doctoral dissertation.

PSYC 899 - Doctoral Research and Dissertation Preparation (1-12 Credits)
Public Health (PUBH)

PUBH 678 - Transforming Health Care for the Future (1 Credit)
Foundation for beginning health professions students to gain an understanding of the complexities of the health care system through experiential activities conducted in interprofessional teams and the importance of interprofessional collaboration in order to improve the system.

Cross-listed course: SOWK 678

PUBH 700 - Perspectives in Public Health (3 Credits)
Seminar-format orientation to history, mission, and core services and disciplines of public health to develop understanding of current public health practice and how many health-related disciplines contribute to achieving public health goals.

PUBH 710 - Ethics and the Health Sciences (1-4 Credits)
Students are introduced to formal and informal codes of professional conduct of various health science disciplines and understand the implications of these distinctions for interdisciplinary research, clinical practice, and administration. 03: 07/05/2019.

PUBH 725 - Quantitative Methods for Public Health Practice (5 Credits)
Introduction to epidemiology and biostatistics and their application to public health issues and practice. Covers basic epidemiologic, biostatistical, and data management techniques used to analyze and interpret data in the field of public health.

PUBH 726 - Qualitative Methods for Public Health Practice (3 Credits)
An introductory course on why, when, and how to apply qualitative data collection and analysis methods to public health activities with a focus on practice-based application. Identifying, working with, and communicating with a range of community stakeholders are also discussed.

PUBH 730 - Public Health Systems, Policy, and Leadership (3 Credits)
A course on public health management and policy process and advocacy to develop effective public health leaders. Included is an emphasis on the relationships between people and their environment and the impact of the environment on human health and well-being.

Prerequisites: PUBH 725 and PUBH 726.

PUBH 735 - Practical Applications of Public Health Planning (4 Credits)
A practical approach to planning public health programs through the application of planning frameworks and the exploration of fundamental issues in planning, implementing and evaluating programs in various settings addressing diverse populations and issues.

Prerequisites: PUBH 725 and PUBH 726.

PUBH 743 - Foundations of Health Disparities (3 Credits)
Evolution of health disparities from historical, public, social, economic, and political perspectives.

PUBH 791 - Special Topics Public Health (1-3 Credits)
The purpose of this course is to provide the student of public health a clear understanding of public health history as a key component of the environment in which the any health professional must function. The course content will begin in prehistory and have a worldwide perspective through the 1700s. It will then shift to the history of the United States. In the historical, social, economic, and political context that the US public health and health care systems evolved are lessons and understandings that are necessary for this generation of health administrators and health policy makers to advance health for all. The first part of the course will examine the impact of disease on world history through the 18th century. The second and third parts of the course will present, from a historical perspective, the evolution of public health and health care delivery in the United States.

PUBH 798 - Public Health Practice (1-6 Credits)
Limited work experience or service project in an approved public health setting.

Prerequisites: BIOS 700 or BIOS 701 and EPID 700 or EPID 701.

PUBH 810 - Ethics in Public Health Research and Practice (1 Credit)
Foundations of public health ethics with application to practice and to responsible conduct of research in public health disciplines. Enrollment restricted to Doctoral students & post-docs, master's students by permission of instructor.

RCON - Rehabilitation Counslng (RCON)

RCON 601 - Helping Relationships: Fundamentals of Counseling Practice (3 Credits)
Development of communication skills necessary to foster and develop effective counseling relationships.

RCON 605 - Culture and Disability (3 Credits)
Concepts and procedures relating to disability and culture, covering relevant issues affecting racially and culturally diverse individuals with disabilities, as well as promoting sensitivity and competence. Includes implications for an array of helping professions.

RCON 700 - Foundations of Clinical Rehabilitation Counseling (3 Credits)
Origin, evolution, and future of the rehabilitation counseling profession. Role and functions, scope of practice, and practice settings of rehabilitation counselors.

RCON 702 - Introduction to Rehabilitation Research and Program Evaluation (3 Credits)
Foundations underlying research and assessment methodologies and their application to counseling. Research design, program evaluation, ethical principles in research, the scholarly research process, and statistical software packages.

RCON 704 - Ethics in Rehabilitation Counseling and Helping Relationships (3 Credits)
Examines contemporary ethical concerns, issues, decision-making models, and best practices in rehabilitation counseling and the helping professions. Knowledge and awareness appropriate for master's-level professionals with a particular focus on working with people with disabilities or disadvantage. Application of knowledge across a range of helping relationships.
RCON 711 - Rehabilitation Counseling Theories and Practice (3 Credits)
Individual counseling theories and techniques applied to a wide range of persons, including persons with a disability (emotional, psychosocial, mental, and physical) and disadvantaged persons.
Prerequisites: RCON 601 or equivalent.

RCON 714 - Rehabilitation Assessment (3 Credits)
Assessment in clinical rehabilitation, including assessment instruments, methods, materials, and interpretation as applied to a variety of rehabilitation clients. Concepts, skill development, and application of clinical rehabilitation assessment.

RCON 720 - Group Counseling in Rehabilitation Settings (3 Credits)
Principles and practice of group counseling techniques applied to a wide range of persons, including persons with a disability (emotional, psychosocial, mental, and physical) or disadvantaged persons.
Prerequisites: RCON 601 and RCON 711 or equivalents.

RCON 725 - Career Counseling Theories and the World of Work (3 Credits)
Career counseling theories, processes, and techniques, with emphasis on persons with disabilities and vocational placement. Identification of values, interests, abilities, and methods for obtaining, organizing, and utilizing career information to enable career success of persons with disabilities and disadvantage.

RCON 733 - Medical and Psychosocial Aspects of Disability (3 Credits)
Medical and psychosocial aspects of chronic illness and disability, including physical, psychological, social, and educational impacts of disability. Functional limitations and impact on employment, family/social life, and daily living. Approaches to treatment, prevention, and an overview of adaptive measures to enhance functioning and overall quality of life.

RCON 734 - Professional Issues in Clinical Rehabilitation Counseling (3 Credits)
Professional issues and functions within the clinical rehabilitation process. Includes a detailed exploration of the case management process, independent provider status, expert witness status, forensic rehabilitation, life care planning, and managed care systems. Addresses emerging professional issues.

RCON 880 - Counseling Practicum in Clinical Rehabilitation (3 Credits)
Supervised counseling experience in an approved institution or agency.
Prerequisites: Official application must be submitted no later than the semester preceding enrollment.
Corequisite: 150 hours of supervised counseling experience in an approved clinical setting.

RCON 883 - Internship in Clinical Rehabilitation Counseling (3,6 Credits)
Supervised counseling experience in a work setting suitable for a clinical rehabilitation counselor.
Prerequisites: RCON 880.

Reading (EDRD)

EDRD 500 - Content Area Literacy PK-12 (3 Credits)
A survey of research and practice which facilitates students’ literacy skills in the content areas. For K-12 content area teachers of art, dance, physical education, foreign language, music and theatre.

EDRD 511 - Teaching Reading to Adults I (3 Credits)
Diagnostic and prescriptive modes of teaching reading to adults, based on the physical, psychological, intellectual, and social characteristics of the adult learner.

EDRD 512 - Teaching Reading to Adults II (3 Credits)
Preparation of materials for teaching basic reading skills to adults and practicum experiences in teaching adults to read.
Prerequisites: EDCO 511 or EDRD 511.

EDRD 514 - Teaching of Reading in the Elementary School (3 Credits)
Study of the various phases of reading in their relation to a modern program of education and the place of reading in the curriculum. Emphasis on modern practices in the classroom teaching of reading.

EDRD 518 - Reading in the Secondary School (3 Credits)
The place of reading instruction in high schools, the programming of special services in reading instruction, methods of teaching basic and developmental reading skills, and case studies of programs. Demonstrations of tests and devices.

EDRD 600 - Foundations of Reading Instruction (3 Credits)
An overview of reading and its curriculum implications: grades K-12 and adults. Emphasis is placed on current trends and issues and related methodologies.

EDRD 650 - Teaching Reading Through A Literature Emphasis (3 Credits)
Integrating appropriate literature into traditional and alternative reading programs. Identifying appropriate literature for classroom use and recreational reading. Use of literature as a means of developing and reinforcing reading skills.

EDRD 651 - Introduction to Teaching Media Literacy (3 Credits)
A survey of analysis of electronic and non-print media themes and messages aimed at youth, with special emphasis on design and implementation of curricula for enhancing children's media literacy.

EDRD 690 - Independent Study (1-3 Credits)

EDRD 700 - Multimodal Multi-genre Writing (3 Credits)
An active and reflective experience of process writing within multiple genres and multimodal literacies with classroom applications.

EDRD 711 - Psychological Foundations of Reading (3 Credits)
Designed to familiarize students with research findings and theories in psychology as they relate specifically to the process of learning to read. Topics will range from perception, learning theory, and personality theory to the implications of cultural differences and language factors as they affect both the child’s learning to read and the teacher’s effective facilitation of this learning.
Prerequisites: EDRD 514, EDRD 716, EDRD 717.

EDRD 714 - Critical Foundations of Literacy (3 Credits)
An overview of major theoretical, conceptual, and historical foundations in literacy and their curricular implications. Emphasis is placed on actively analyzing current trends and related methodologies.

EDRD 715 - Instructional Strategies for Reading (3 Credits)
Demonstration and critical evaluation of teaching strategies and materials in reading.

EDRD 716 - Foundations of Reading Assessment (3 Credits)
Seminar and supervised one-on-one field experience focusing on assessing and meeting the needs of individual children as readers with emphasis on at-risk children.
EDRD 718 - Seminar in Classroom Reading Assessment (3 Credits)
Seminar and supervised field experience focusing on assessing and meeting the needs of small groups of children as readers.
Prerequisites: EDRD 600, EDRD 715, and EDRD 716.

EDRD 719 - Developing and Guiding the Reading Program (3 Credits)
Design, management, and evaluation of reading programs at the classroom, school, or district levels.
Prerequisites: EDRD 600 and EDRD 715.

EDRD 720 - Capstone Seminar in Language and Literacy (3 Credits)
Synthesis, critique, and evaluation of current research and educational practice in language and literacy.
Prerequisites: EDRD 600, EDRD 715, EDRD 716, EDRD 718, and EDRD 719.

EDRD 730 - Teaching Reading and Writing in the Content Areas (3 Credits)
A survey of the strategies and materials which facilitate students' reading and writing skill in the content areas. For P-12 reading education and content area teachers.

EDRD 731 - Assessment and the Foundations of Reading/Writing (3 Credits)
Overview of assessment theory and practice; the reading/writing processes and the curricular implications across content areas.

EDRD 732 - Teaching Reading and Writing in the Content Areas (3 Credits)
Survey of the strategies and materials which facilitate students' reading and writing skill in the content areas.

EDRD 750 - Literacy Curriculum Development (3 Credits)
Classroom, school, and district literacy curriculum will be explored through multicultural and global literature.

EDRD 760 - Literacy Research and Inquiry (3 Credits)
An overview of inquiry-based teaching and learning within literacy instruction. Affiliated field experience will occur with a focus on assessing and meeting the needs of small groups of students.

EDRD 776 - Coaching within Classrooms: Improving Teaching and Literacy Instruction (3 Credits)
Coaching principles and strategies related to improvements and innovations in classrooms and in literacy instruction. Emphasizes working with teachers in classrooms to bring about educational reform and improvements in teaching and literacy instruction.

EDRD 783 - Literacy Leadership and Supervision (3 Credits)
Developing as a literacy leader within school and district contexts through: engagement in effective collaboration; design, management, and evaluation of professional learning; design, management, and evaluation of family and community outreach.

EDRD 794 - Linguistics for Classroom Teachers PreK-12 (3 Credits)
An introduction to the concepts of linguistics specifically for preK-12 educators. Topics include syntax, morphology, semantics, pragmatics, and first and second language acquisition theories.

EDRD 795 - ESOL Principles and Strategies for PreK-12 Classrooms (3 Credits)
A survey course focused on English for Speakers of Other Languages (ESOL), including a focus on different theoretical principles and approaches within various learning context as they concern preK-12 learners.

EDRD 796 - Teaching Reading and Writing to ESOL Learners: Theory and Practice (3 Credits)
This course surveys research on the mental processes and linguistic contexts involved in reading and writing in a second language. Pedagogical implications for elementary, secondary, and postsecondary learners are discussed.
Cross-listed course: LING 796

EDRD 797 - Assessment for English Language Learners (3 Credits)
Seminar and supervised one-on-one field experience focusing on accessing and meeting the needs of English learners including approaches to classroom-based assessments in ESL, bilingual education, and preschool-grade 12 classrooms.

EDRD 798 - Curriculum Design and Materials Development for English Language Learners (3 Credits)
This course will engage students in the examination and creation of research and theory that support curriculum design and materials development for the ESOL classroom.

EDRD 800 - Literacy Education P-12 (3 Credits)
Impact of theories of teaching, learning, and texts on literacy instruction; social, historical, political, and cultural influences on literacy.

EDRD 801 - Critical Perspective on English/Language Arts (3 Credits)
Issues of literacy from a variety of critical stances such as democratic values, gender roles, and multiculturalism.

EDRD 802 - Internship in the Supervision of Reading (3 Credits)
Internship in diagnosis and instruction of disabled, corrective, and developing readers to include supervision of graduate students enrolled in practica in reading, parent training, and program administration. Limited to advanced graduate students. May be repeated one additional time in a different supervisory setting for a maximum of six hours.

EDRD 803 - Pedagogical Applications of Reader Response Theory (3 Credits)
Research and theory, emphasizing the role of the reader's response in the reading process.

EDRD 805 - Teaching and Administering the College Reading Program (3 Credits)
Emphasis on the acquiring of background and skills necessary for instruction in and administration of college-level reading programs located in post-high school institutions (technical schools, two-year colleges, four-year colleges, and universities).
Prerequisites: EDRD 514, EDRD 518.

EDRD 806 - Practicum in Teaching and Administering the College Reading Program (3 Credits)
Refining of counseling, evaluation, research, instructional, and administrative skills needed by college reading personnel. Practical application of the background and skills taught in EDRD 805.
Prerequisites: EDRD 514, EDRD 805.

EDRD 811 - Cultural Perspective on Psychological and Social Foundations of Literacy Learning (3 Credits)
Perspectives from psychology and sociocultural theory as they relate to literacy learning and research in literacy learning.

EDRD 815 - Critique of Qualitative Research in Language and Literacy Education (3 Credits)
A review and critique of qualitative perspectives on language and literacy research.
EDRD 824 - Seminar in Language and Literacy Education (3 Credits)
Intensive study of a designated topic influencing theory and/or practice in language and literacy education.
Prerequisites: Admission to a doctoral program in education or related field.

EDRD 840 - Semiotics, Reading, Literacy and Learning (3 Credits)
Peircean semiotics and the implications of such for language and literacy education.

EDRD 844 - Advanced Study of Language Acquisitions (3 Credits)
Theoretical frameworks and the relationship between current and classic studies in language acquisition.
Prerequisites: EDEC 744.

EDRD 845 - Advanced Study of Emergent Literacy (3 Credits)
Conceptual frameworks, findings, and connections among current and classic studies in emergent literacy; implications for further research.
Prerequisites: EDRD 844.

EDRD 848 - Feminist Investigation in Literacy Education (3 Credits)
Current theories of gender identity in relationship to literacy education.

EDRD 850 - Internship in Language and Literacy Education (3-6 Credits)
Placement in an agency or higher education setting to gain supervised experience in literacy program planning and/or research. May be repeated once for a total of 6 hours.
Prerequisites: 6 hours of required language and literacy courses in the language and literacy PhD program.

EDRD 890 - Independent Study (3 Credits)

Religious Studies (RELG)

RELG 514 - The Quest of the Historical Jesus (3 Credits)
Examination of studies on the historical Jesus from 1778 to the present. Attention given to the relationship between "the Jesus of history" and "the Christ of faith".

RELG 551 - Tradition and Transformations in Islamic Cultures (3 Credits)
Islam as a dynamic cultural tradition: emphasis on the tension between Islamization and the larger Islamic tradition.
Cross-listed course: ANTH 515
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning

RELG 552 - Buddhist Studies Seminar (3 Credits)
The examination of a theme or problem central to the study of Buddhism in a seminar emphasizing intensive reading and creative discussion. Course may be repeated since topics change.

RELG 700 - Problems in the Comparative Study of Religion (3 Credits)
Introduction to formative thinkers in the discipline of religious studies, with attention to the methodological problems of comparison.

RELG 701 - Foundational Readings (3 Credits)
Foundational texts appropriate to the student's area of specialization and required for advanced course work and thesis preparation.

RELG 710 - The Christology of the New Testament (3 Credits)
Examination of the four major New Testament titles: Son of Man, Christ, Lord, and Son of God. Attention also given to some lesser-known titles and to Christology in context.

RELG 724 - Religion and Politics (3 Credits)
Religion as a factor in the comparative politics and international relations of states and societies.
Cross-listed course: POLI 724

RELG 740 - Israelite Religion (3 Credits)
Beliefs and practices in ancient Israelite religion, with particular attention to the emergence of monotheism. Comparison with other ancient Near Eastern religions.

RELG 760 - Religion and Literature (3 Credits)
Introduction to historical and contemporary approaches to the cross-disciplinary study of the inter-relations of the religious and the literary imaginations.

RELG 770 - Black Christianity in America (3 Credits)
Elements in the religion of the black slave in early America, the development of black churches and theological movements.

RELG 771 - Black and Liberation Theology (3 Credits)
Tenets, themes, and representative figures in black liberation theology in the United States and in Central and South America.

RELG 772 - Nineteenth-Century American Evangelical Thought (3 Credits)
The diverse heritage of American evangelism, with special emphasis on its socio-political and theological origins in the late 18th and 19th centuries.

RELG 773 - Twentieth-Century Christology (3 Credits)
Various 20th-century christological perspectives, with special emphasis on the person and work of Jesus as bases for addressing life/death and hope/despair issues.

RELG 780 - World Spirituality (3 Credits)
An examination of the perennialist approach to the mystical and contemplative teachings of the major religious traditions.

RELG 789 - Seminar in Philosophical Theology (3 Credits)
Examination of contemporary problems in the philosophical foundations of religion.

RELG 792 - Special Topics in Texts and Traditions (3 Credits)
Topics related to the study of texts in the life of specific religious communities. Course content varies; individual topics will be announced.

RELG 793 - Special Topics in Theology and Religious Thought (3 Credits)
Topics related to the study of religious doctrines, cosmologies, spiritual practices, and ethics. Course content varies; individual topics will be announced.

RELG 794 - Special Topics in Religion and Society (3 Credits)
Topics examining religious institutions, practices, and experiences in relation to other cultural forms. Course content varies; individual topics will be announced.

RELG 797 - Independent Study (3 Credits)

RELG 799 - Thesis Preparation (1-9 Credits)

Research & Measurement (EDRM)

EDRM 520 - Introduction to Testing and Evaluation (3 Credits)
The construction and use of teacher-made tests; descriptive statistics, measurement error, norms, and interpretation of scores; types of standardized instruments for use in elementary and secondary schools.
EDRM 690 - Independent Study (1-3 Credits)

EDRM 700 - Introduction to Research in Education (3 Credits)
Concepts and methods of conducting research in education. Admission to graduate standing.

EDRM 710 - Educational Statistics I (3 Credits)
Introductory course in statistics for graduate students in education and the other social sciences. Central tendency and variability; normal distribution, simple correlation and regression, z and t tests for one and two samples, and the chi-square test. Use of statistical software.

EDRM 711 - Educational Statistics II (3 Credits)
Continuation of Educational Statistics I. Inference for one and two samples, factorial designs, repeated measures designs, and multiple regression. Use of statistical software.
Prerequisites: EDRM 710.

EDRM 712 - Nonparametric Statistics (3 Credits)
Applied nonparametric statistics in education and the social sciences. Distribution-free inference for repeated measures and factorial designs; logistic regression and log-linear analysis. Use of statistical software.
Prerequisites: EDRM 711.

EDRM 715 - Mixed Methods Research (3 Credits)
The study and practice of mixed methods research. The integration of qualitative and quantitative approaches and methods in research practices. Emphasis on educational research and settings with consideration of other social science fields as needed.
Prerequisites: An initial course in or experience with quantitative research (example - EDRM 705 or EDRM 710) and qualitative research (example - EDFI 731).

EDRM 718 - Research and the Statistical Packages (1-3 Credits)
Advanced use of available statistical packages in educational research. Content varies; topics and credit announced in advance. May be repeated for up to six hours of credit. May be repeated for up to 6 hours of credit.
Prerequisites: EDRM 710 and EDRM 711.

EDRM 720 - Educational Measurement (3 Credits)
The history of educational and psychological measurement. Consideration of concepts such as validity and reliability of educational and psychological measures and the rationale of the development and use of instruments for educational purposes.

EDRM 721 - Constructing Cognitive Instruments (3 Credits)
The rationale, construction, use, and appraisal of achievement tests as tools of educational evaluation and research.
Prerequisites: EDRM 710 and EDRM 720 or equivalent.

EDRM 722 - Constructing Non-Cognitive Instruments (3 Credits)
Consideration and the construction of educational and psychological tests and measurement instruments.
Prerequisites: EDRM 721.

EDRM 723 - Classroom Assessment Methods (3 Credits)
Emphasis in the linkages between curriculum, instruction, and assessment, and the development of assessments for learning outcomes. Methods include observations, interviewing, performance assessments, portfolios, and classroom tests.

EDRM 724 - Design and Analysis of Educational Surveys (3 Credits)
Topics in educational surveys: design of questionnaires, sampling, data collection, treatment of non-responses, survey interviewing, randomized response techniques, data tabulation, and graphical presentation. Use of statistical software.

EDRM 728 - Technical Aspects of Tests and Measurements (3 Credits)
Statistical techniques and theoretical concepts involved in educational and psychological measurement. Analysis and interpretation of test data, equating of equivalent forms, latent trait theories and models, multiple matrix sampling, and issues related to criterion-referenced testing.
Prerequisites: EDRM 710 and EDRM 720 or equivalent.

EDRM 736 - Program Evaluation (3 Credits)
Methods of designing and implementing evaluations of social and educational programs.
Prerequisites: EDRM 700 and EDRM 710.

EDRM 737 - Internship in Research (3 Credits)
Supervised research experience in a school, state agency, department or bureau of the University, or cooperating institution.

EDRM 789 - Principles and Applications of Structural Equation Modeling (3 Credits)
Theories and applications of covariance structure modeling, including reliability analysis, confirmatory factor analysis, and path analysis with observed and latent variables.
Prerequisites: EDRM 711 or equivalent and EDRM 721 or equivalent.

EDRM 799 - Thesis Preparation (1-9 Credits)

EDRM 800 - Grants Administration (3 Credits)
Analysis of grant and contract functions in government agencies; proposal writing; legal and fiscal requirements of grants administration.
Cross-listed course: POLI 755

EDRM 801 - Principles and Applications of Educational Research (3 Credits)
Concepts and application of designing research in education.
Prerequisites: EDRM 700 or equivalent.

EDRM 810 - Design and Analysis of Experiments (3 Credits)
Emphasis on the development of an understanding of the role of inferential statistics in educational experimentation, a working knowledge of the common tests in statistical analysis, and the student's ability to design and execute experiments involving application of the statistical tests.
Prerequisites: EDRM 711 or the equivalent.

EDRM 812 - Hierarchical Linear Modeling (3 Credits)
Advanced quantitative methods course in multilevel data analysis. Covers theoretical grounding, applications in the social sciences, and model building.
Prerequisites: EDRM 711.

EDRM 816 - Correlational and Multivariate Methods (3 Credits)
Advanced statistical applications including partial and multiple correlational methods, multiple regression, multivariate analysis of variance, discriminant analysis, and canonical correlation. Use of statistical software.
Prerequisites: EDRM 711.

EDRM 828 - Item Response Theory (3 Credits)
Statistical models for item response theory, Rasch and other models for binary and polytomous data, and applications. Use of statistical software.
Prerequisites: EDRM 711 or PSYC 710 or STAT 701 or STAT 704.
Cross-listed course: STAT 778
EDRM 840 - Advanced Qualitative Inquiry in Education (3 Credits)
Theory, methodology and practice of qualitative research in educational settings. Students will conduct research in applied settings using qualitative data collection methods including observation, interviews, focus groups, and document analysis.
Prerequisites: EDFI 731.

EDRM 842 - Educational Biography (3 Credits)
Examination of biography as a form of educational research and scholarship.

EDRM 878 - Seminar in Research Techniques (1-3 Credits)
Theoretical and empirical issues in qualitative and/or quantitative methods in educational research. Content varies; topics and credit announced in advance. May be repeated for up to 12 hours of credit.

EDRM 889 - Advanced Principles and Application of Latent Variable Modeling (3 Credits)
Study of advanced concepts, principles, techniques, and issues in structural equation modeling (SEM) and the latent variable framework.
Prerequisites: EDRM 789 or similar course.

EDRM 890 - Independent Study (3 Credits)

EDRM 897 - Dissertation Seminar in Education (3 Credits)
Topics involved with major issues in the planning and conducting of significant research in education. Several faculty members participate; a forum is provided in which candidates may present for analysis original research designs primarily related to their dissertations.

EDRM 899 - Dissertation Preparation (1-12 Credits)

Retailing (RETL)

RETL 525 - Legal Aspects of Entrepreneurship and E-Commerce (3 Credits)
Examination of domestic and international laws affecting retail entrepreneurship and online commerce, such as data privacy and breach response, intellectual property protection, sales tax, advertising and unfair trade practices, consumer protection laws, employment laws, and legal obligations involving physical locations.
Prerequisites: SPTE 240 or equivalent.

RETL 530 - Fashion and the Law (3 Credits)
Examination of domestic and international laws which affect the fashion industry, such as intellectual property protection, licensing agreements, operational and marketing issues, and international trade.
Prerequisites: SPTE 240 or equivalent.

RETL 535 - Retail Logistics (3 Credits)
Examination of the flow of retail inventory from initial production to final purchase. Meets the needs of individuals in retail organizations from entry-level sales floor personnel to buyers. Students must be qualified to enroll in a 500 level course at The University of South Carolina.

RETL 551 - Retail and Fashion Business Planning (3 Credits)
Essential skills for building a new or expanding an existing retail or fashion business in both brick-and-mortar and online venues by developing a marketing plan and corresponding e-Commerce website for a business or fashion organization.
Prerequisites: RETL 351.

RETL 562 - Advanced Merchandising Management Strategies (3 Credits)
The analysis of assortment planning and inventory management of apparel products utilizing merchandising principles and industry software.

RETL 569 - Advanced Retail Promotion and Social Media Analytics (3 Credits)
Essential principles and analytical tools used in retail promotion; appraisal of methods and outcomes via field experiences, visuals, and simulations.

RETL 590 - Special Topics in Retail Management (3 Credits)
Course content varies. May be repeated once under a different title.

RETL 592 - Retailing/Fashion Merchandising Field Study (3 Credits)
Study of international/domestic fashion manufacturers, retailers, ancillary businesses, and selected resident buying offices. May be repeated once for credit. Must be in good standing with a 2.0 GPA or better; No pending or past judicial council infractions.

RETL 600 - Fundamentals of Omni-Channel Retailing (3 Credits)
Exploration of the fundamentals of Omni-Channel Retailing.

RETL 640 - Personnel Development & Relations Management (3 Credits)
Advanced examination of human resource management within retail organizations.

RETL 662 - Customer Relationship Management for the Retail Industry (3 Credits)
The analysis of customer relationship management for retailers utilizing merchandising principles and industry software.

RETL 700 - Advanced Omni-Channel Retailing (3 Credits)
Advanced examination of Omni-channel retailing.

RETL 710 - Retailing E-Commerce (3 Credits)
Examination of e-commerce elements and retailer implications.

RETL 725 - Customer Experience Optimization in the Retail Environment (3 Credits)
Study of customers' needs, activities, and trends to aid retail strategy formulation for enhancing customer experiences in retail environments.

RETL 730 - Retail Loss Prevention (3 Credits)
The analysis of current retail loss prevention issues from the perspective of the business and customer. Meets the needs of individuals in retail organizations from entry level sales floor personnel to senior management.

RETL 740 - Omni-Channel Workforce Management (3 Credits)
Advanced examination of workforce management for Omni-channel retailers.

RETL 745 - International Retailing (3 Credits)
Broad overview of retail marketing theories, principles, and methods for international operations focusing on the cultural, economic, and regulatory environments.

RETL 747 - Competitive Strategies in Retailing (3 Credits)
Fundamentals of strategic decision-making and performance measurement within the retail organization.

RETL 748 - Advanced Retail Space Management (3 Credits)
Advanced examination of retail space allocation and management of merchandise via retail analytics and JDA software.

RETL 749 - Advanced Category Management (3 Credits)
Advanced examination of category management strategies.
RET 750 - Advanced Sales Strategies for Retail (3 Credits)
Advanced strategic decision-making theories, principles, and techniques used in different buyer-seller situations by a retail organization.

RET 790 - Special Topics in Marketing Education (3 Credits)
Contemporary topics, trends, and issues in marketing education. Individual topics may be announced by titles.

RET 798 - Directed Study in Retailing (3 Credits)
Independent study for advanced students under faculty supervision.

RET 799 - Thesis Preparation (1-6 Credits)

RHAB - Rehab Counseling (RHAB)

RHAB 540 - Assistive and Adaptive Technology (3 Credits)
The use of Assistive Technology as it relates to employment, education, communication, recreation, and mobility for individuals with disabilities. Explores types of assistive technologies, functional assessments, and resources through hands-on application, lectures, and discussions.

RHAB 702 - Introduction to Rehabilitation Research and Assessment (3 Credits)
Foundations underlying research and assessment methodologies and their application to counseling. Research design, program evaluation, ethical principles in research, the scholarly research process, and statistical software packages.

RHAB 703 - Psychosocial Aspects of Disability (3 Credits)
Theory, research, and practice which contribute to an understanding of disability; attitudes, psychological, and social factors.

RHAB 704 - Ethics in Rehabilitation Counseling (3 Credits)
Examines contemporary ethical concerns and issues in rehabilitation counseling profession. The focus will be on attaining a level of applied ethical knowledge and awareness for master's-level professionals.

RHAB 705 - Culture and Disability (3 Credits)
Concepts and procedures relating to disability and culture, covering relevant issues affecting racially and culturally diverse individuals with disabilities, as well as promoting sensitivity and competence.

RHAB 710 - Medical Aspects of Rehabilitation (3 Credits)
This course is concerned with imparting medical terminology, the muscular, skeletal, and neurological systems, and common diagnostic categories encountered in rehabilitation counseling. Understanding and utilization of symptomology, treatment, and other management aspects of physical medicine are emphasized. The major outcome is directed toward developing the counselor's ability to interpret medical information meaningfully to a plan of action for the client's rehabilitation.

Prerequisites: RHAB 570.

RHAB 711 - Rehabilitation Counseling Practice II (3 Credits)
Individual counseling theory and technique applied to persons with a disability (emotional, psychosocial, mental, and physical) and disadvantaged persons.

Prerequisites: RCON 601.

RHAB 712 - Occupational Analysis and Placement in Rehabilitation (3 Credits)
Sequential set of opportunities to acquire and apply knowledge, skills, and insights pertaining to the employment of persons with disabilities.

Prerequisites: RCON 700, RCON 702.

RHAB 713 - Career Development and Counseling in Rehabilitation (3 Credits)
Career development theories and their relevance to persons with disabilities. Identification of values, interests, abilities, and methods for obtaining, organizing, and utilizing career information to enable career success.

RHAB 714 - Rehabilitation Assessment (3 Credits)
Vocational assessment instruments, methods, materials, and interpretation are applied to a variety of rehabilitation clients. Concepts, skill development, and application of vocational assessment.

Prerequisites: RHAB 702

RHAB 720 - Group Counseling in Rehabilitation Settings (3 Credits)
Principles and practice of group counseling applied to persons with a disability, or disadvantaged persons.

Prerequisites: RCON 601.

RHAB 730 - Case Management and Community Resources in Rehabilitation (3 Credits)
Focuses on factors which facilitate or deter rehabilitation caseload movement. A detailed task analysis of case intake, case study, individualized written rehabilitation program planning, case services, and case closure within agency procedural regulations are emphasized.

RHAB 750 - Technology and Exceptional Populations (3 Credits)
The application of microcomputers and other technology in services for special populations. Case management, assessment, and instructional uses of technology are included.

Cross-listed course: EDEX 750

RHAB 752 - Disability and Sexuality (3 Credits)
Impact of major disabling conditions on sexual functioning; sex education and counseling of disabled persons.

RHAB 753 - Rehabilitation and Severe Disability (3 Credits)
Course examines the specialized knowledge and techniques required to rehabilitate persons with severe physical, mental-emotional, and social disabilities.

Prerequisites: RCON 700.

RHAB 754 - Counseling and Death Education (3 Credits)
Counseling approaches with the terminally ill and surviving family members.

RHAB 880 - Counseling Practicum I (3 Credits)
Supervised counseling experience in an approved institution or agency. Official application must be submitted at least one month before the end of the semester preceding enrollment. Supervised counseling experience in an approved institution or agency. Required 150 hours.

Prerequisites: RHAB 880

RHAB 890 - Independent Study (1-3 Credits)

Russian (RUSS)

RUSS 518 - Medieval Russian Culture (3 Credits)
An introduction to the culture of medieval Russia through its written records, folklore, icons, and ancient religious chant.
RUSS 520 - Russian Modernism: Love, Sex and Politics in Revolutionary Russia (3 Credits)
An exploration of Russian modernist culture, with particular attention to the themes of social and political change. Authors under discussion include Kuzmin, Bely, and Zamyatin.

RUSS 530 - Homer in Russia (3 Credits)
An examination of the influence of Homer's epic poems The Iliad and The Odyssey on Russian culture, as seen in works by Russian writers including Tolstoy, Pasternak, and Brodsky.

RUSS 540 - Writing Russian National Identity (3 Credits)
An examination of Russian writers reflecting on Russian national identity, including Solzhenitsyn, Dostoevsky, and Grossman.

RUSS 598 - Selected Topics in Russian (3 Credits)
Reading and research on selected topics in Russian. Course content varies and will be announced in the schedule of courses by title.

RUSS 615 - Intensive Readings in Russian (3 Credits)
Intensive reading course for non-majors. Primarily for graduate students to fulfill the foreign-language reading requirement. It will not be applied toward the degree language requirements nor will it be accepted as a substitute in the course sequence leading to the various degree requirements.

RUSS 616 - Intensive Readings in Russian (3 Credits)
Intensive reading course for non-majors. Primarily for graduate students to fulfill the foreign-language reading requirement. It will not be applied toward the degree language requirements nor will it be accepted as a substitute in the course sequence leading to the various degree requirements.

Prerequisites: RUSS 615.

RUSS 777 - Supervised Instruction in Teaching Foreign Languages in College (0 Credits)
Supervised direction of foreign language teaching in college. Required of all graduate assistants who are teaching. This course will not count toward the MA or PhD degree.

RUSS 790 - Directed Reading and Research (1-3 Credits)

School Leadership (EDLP)

EDLP 517 - Law and Policy Studies in Education (3 Credits)
Policy issues affecting public and private educational institutions across the PK-20 continuum (pre-school through higher education).

EDLP 520 - The Teacher as Manager (3 Credits)
To help teachers, principals, and other personnel solve school problems by identifying and applying selected management techniques.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences
Experiential Learning: Experiential Learning Opportunity

EDLP 525 - Resources for Teaching and Learning (3 Credits)
An introduction to educational technology, its increasing importance in the total school program, and its relationship to learning theories and communication.

EDLP 601 - The Effective Teacher (3 Credits)
Use of theory and research to understand and improve classroom teaching. Emphasis on teacher reflection and decision-making. The administrative role in enhancing effectiveness is highlighted.

EDLP 690 - Independent Study (1-3 Credits)

EDLP 700 - Introduction to Educational Administration (3 Credits)
A survey of basic principles of school administration, the conceptual and structural organization of public education, and the educational governance at the federal, state, and local levels.

EDLP 701 - School Leadership (3 Credits)
A study of interpersonal relations and communication within an educational organization and between the school and the community.

EDLP 702 - School Personnel Administration (3 Credits)
Personnel management in the public schools with attention to such issues as teacher supply, recruitment, selection, staff development, supervision, teacher welfare, legal rights/liabilities of school personnel.

EDLP 703 - Supervision of Instruction (3 Credits)
An introduction to the functioning of an educational supervisor. Emphasis on the improvement of instruction and instructional programs.

EDLP 704 - School Finance and Business Management (3 Credits)
Financial and business management functions of school administration. Local/state/national funding issues, economics and politics of school finance, budget preparation, accounting/auditing/plant operation/maintenance from school level.

Prerequisites: At least two of the following EDLP 700, EDLP 701, EDLP 702, EDLP 703.

EDLP 705 - Legal Basis of Educational Organization and Administration (3 Credits)
Emphasis on techniques of legal research, the legal relationships between the federal and state government as they relate to school district organization and administration, as well as legal case studies in all major areas of administrative concern.

Prerequisites: At least two of the following EDLP 700, EDLP 701, EDLP 702, EDLP 703.

EDLP 706 - The Principalship (3 Credits)
Principles, problems, competencies, and practices involved in the administration of schools.

Prerequisites: Completion 15 hours of EDLP courses prior to enrolling.

Corequisite: one of EDLP 707A, EDLP 707B, EDLP 708A, EDLP 708B, EDLP 709A or EDLP 709B.

EDLP 707A - The Elementary School Principal in Practice I (3 Credits)
One of two courses in a required two-semester internship in the elementary schools.

Corequisite: EDLP 706.

EDLP 707B - The Elementary School Principal in Practice II (3 Credits)
One of two courses in a required two-semester internship in the elementary schools.

Corequisite: EDLP 706.

EDLP 708A - The Middle School Principal in Practice I (3 Credits)
One of two courses in a required two-semester internship in the middle schools.

Corequisite: EDLP 706.

EDLP 708B - The Middle School Principal in Practice II (3 Credits)
One of two courses in a required two-semester internship in the middle schools.

Corequisite: EDLP 706.
EDLP 709A - The High School Principal in Practice I (3 Credits)
One of two courses in a required two-semester internship in the high schools.
Corequisite: EDLP 706.

EDLP 709B - The High School Principal in Practice II (3 Credits)
One of two courses in a required two-semester internship in the high schools.
Corequisite: EDLP 706.

EDLP 734 - Improvement Science and Action Research (3 Credits)
Using action research strategies and an improving science framework for continuous improvement.

EDLP 737 - Anti-racist Leadership (3 Credits)
An introduction to ideas supporting anti-racist educational leadership across the P-20 educational pipeline. Specific topics include contested definitions of racism, policy, praxis, and anti-racist research, scholarship and leadership.

EDLP 751 - Advanced School Law (3 Credits)
A seminar designed to give teachers and school administrators an opportunity to explore key legal issues.
Prerequisites: EDLP 705.

EDLP 752 - Computer Management in Educational Institutions (3 Credits)
Open to advanced graduate students of education. History of the management, movement, and application of techniques and processes for managing the modern educational institution, emphasizing computer technology.

EDLP 753 - Advanced Methods of Instructional Supervision (3 Credits)
An analysis of leadership techniques necessary to produce instructional improvement in educational organizations and of the technical methodology that distinguishes instructional supervision from other positions of school leadership.
Prerequisites: EDLP 703 or equivalent and employment in a position requiring supervisory responsibilities.

EDLP 754 - Educational Finance (3 Credits)
A study of principles of financing public education, analyses of revenue sources from all levels of government, existing plan of financing and possible alternatives for financing schools from district level.
Prerequisites: EDLP 704.

EDLP 755 - Educational Policy Analysis (3 Credits)
An introduction to policy making in education with emphasis on the local and state levels of policy formation.
Prerequisites: EDLP 705.

EDLP 756 - The Superintendency (3 Credits)
A two-semester course on the district superintendency.
Prerequisites: EDLP 706 and admission to EdS or PhD program.
Corequisite: EDLP 757A.

EDLP 757A - The Superintendent in Practice I (3 Credits)
The first of two courses in a required two-semester internship in the district superintendency.
Prerequisite or Corequisite: EDLP 706, EDLP 756, and admission to EdS or PhD program.

EDLP 757B - The Superintendent in Practice II (3 Credits)
The second of two courses in a required two-semester internship in the district superintendency.
Prerequisite or Corequisite: EDLP 757A and admission to the EdS or PhD program.

EDLP 758 - School Building Planning (3 Credits)
Study of the problems involved and the procedures utilized in a comprehensive approach to planning and constructing school plants, the personnel involved and the roles they play, and the problems related to the long-term financing of such facilities.
Prerequisites: Admission to EdS or PhD program.

EDLP 799 - Thesis Preparation (1-9 Credits)

EDLP 803 - Administrative Evaluation and Decision-Making (3 Credits)
A study of the requirements, practices, problems, and opportunities of administrative evaluation of programs and personnel as required by state and federal educational legislation.
Prerequisites: Admission to EdS or PhD program.

EDLP 804 - Advanced Educational Finance (3 Credits)
A study of funding schemes, the economics of financing, and construction and defense of a school district budget. Microcomputers are utilized.
Prerequisites: EDLP 704 and EDLP 754 and PhD candidate.

EDLP 805 - Advanced Educational Policy Analysis (3 Credits)
Advanced study of policy making at the federal level. The class will include a mandatory week-long stay in Washington, D.C.
Prerequisites: EDLP 705 and EDLP 755 and PhD candidate.

EDLP 806 - Theories of Educational Leadership (3 Credits)
Organization, leadership, motivation, and change theories as they apply to educational agencies and institutions.

EDLP 807 - Seminar in Selected Topics in Educational Administration (3 Credits)
Selected topics in educational administration in either finance, administration, supervision, evaluation, policy, and financial planning/management.
Prerequisites: Admission to doctoral program.

EDLP 808 - Field Problems in Educational Administration: The Literature (1-3 Credits)
This course is designed to help students identify a research literature that provides the context for their own dissertation research. Students will conduct a systematic review of this literature in order to refine their questions and methods for their dissertation research, and to build towards their own dissertation proposal and literature review chapter.

EDLP 809 - Field Problems in Educational Administration (1-3 Credits)
Opportunity for in-depth study of selected field problems in educational administration, utilizing research and other techniques.

EDLP 890 - Independent Study (3 Credits)
Independent study form required for authorization.

EDLP 899 - Dissertation Preparation (1-12 Credits)
Science and Math Educ (SMED)

SMED 510 - Life Science for Teachers I (3 Credits)
Topics appropriate for elementary and middle-school curricula; phylogenetic organization of major kingdoms, characteristics of plants and animals, including humans; ecological principles; communities; energy needs, resources, flow and balance; heredity and adaptation.

SMED 586 - Energy, Motion, and Matter (3 Credits)
Integrated study of the earth's atmosphere for pre-service and in-service middle school teachers combining concepts from earth, life, and physical science leading to an understanding of the interaction of all systems.
Prerequisites: introductory-level courses in life, earth, and physical sciences.

SMED 587 - Interdependence of Living Systems (3 Credits)
Integrated study of the biotic and abiotic environments combining life, earth, and physical science concepts to understand relationships in living systems. For pre-service and in-service middle school teachers.
Prerequisites: introductory-level courses in life, earth, and physical sciences.

SMED 588 - Origin and Evolution of Living and Non-Living Systems (3 Credits)
Study of the earth system for pre-service and in-service middle school teachers, with emphasis on the origin, evolution, and interactions of the subsystems of the earth system.
Prerequisites: introductory-level courses in life, earth, and physical sciences.

SMED 591 - Data Analysis for Teachers (3 Credits)
Introduction to statistics for elementary, middle, and high school teachers. The fundamentals of data collection, descriptive statistics, probability, and inference with special focus on methods of teaching statistical reasoning. For M.A.T. (excluding mathematics) / M.Ed. / M.T. and nondegree credit only. For M.A.T. (excluding mathematics) / M.Ed. / M.T. and nondegree credit only.
Cross-listed course: STAT 591

SMED 729 - Special Topics in Science for Teachers (1-3 Credits)
Topics not likely to be incorporated into regular offerings, offered as seminars, workshops, and formal courses. Variable credit, depending on contact hours. May be taken more than once.

SMED 769 - PD: Math for Teachers (1-3 Credits)

Secondary Education (EDSE)

EDSE 500 - Equity and Community Engagement (3 Credits)
Field-based inquiry into theories of critical multicultural education, culturally relevant and equity pedagogies with an emphasis on middle/high school students and engaging parents and the larger school community.

EDSE 502 - Teachers and Teaching (3 Credits)
Teaching as reflective and ethical practice. Professional standards, teacher leadership and school change, and various roles of professional educators.

EDSE 505 - Source Materials for Geographic Instruction (3 Credits)
Introduction to selected materials available for all levels of instruction in geography. Emphasis on the substantive nature of the materials.
Cross-listed course: GEOG 560

EDSE 508 - Teaching Middle and High School (Business Education) (3 Credits)
A study of methods, techniques, and materials of instruction in middle and high school business education. 03: 07/05/2019.

EDSE 528 - Study of the Teaching of Business Education in the Secondary School (3 Credits)
Teaching techniques and methodology related to the business education curriculum, emerging technology and software. 03: 07/05/2019.

EDSE 547 - Teaching Middle and High School (English) (3 Credits)
A study of methods, techniques, and materials of instruction in middle and high school English.
Prerequisites: Admission to MAT program for graduate students; EDSE 402 for undergraduate students.

EDSE 548 - Earth Science for Teachers I (3 Credits)
Origin, internal structure and internal processes of the earth, including plate tectonics, earthquakes, volcanoes, and mountain building. Required field trips, two lectures, and three lab hours per week. Cannot be used in MS or PhD programs in geology.
Cross-listed course: GEOL 540

EDSE 549 - Earth Science for Teachers II (3 Credits)
Surface processes acting on the earth; introduction to weather and climate, weathering, erosion, and sedimentary processes; landform evolution; ocean currents and tides, near-shore geologic processes.
Required field trips, two lecture, and three lab hours per week. Cannot be used in MS or PhD programs in geology.
Prerequisites: EDSE 548/GEOL 540.

Cross-listed course: GEOL 541

EDSE 550 - Teaching Middle and High School (Mathematics) (3 Credits)
A study of methods, techniques, and materials of instruction in middle and high school mathematics.

EDSE 551 - Teaching Middle and High School (Health) (3 Credits)
A study of methods, techniques, and materials of instruction in middle and high school health.

EDSE 552 - Teaching Middle and High School (Marketing Education) (3 Credits)
A study of methods, techniques, and materials of instruction in middle and high school marketing education.

EDSE 553 - Teaching Middle and High School (Science) (3 Credits)
A study of methods, techniques, and materials of instruction in middle and high school science.

EDSE 554 - Teaching Middle and High School (Theatre and Speech) (3 Credits)
A study of methods, techniques, and materials of instruction in middle and high school theatre and speech.

EDSE 558 - Teaching Middle and High School (History and Social Studies) (3 Credits)
A study of methods, techniques, and materials of instruction in middle and high school history and social studies.

EDSE 575 - Teaching Foreign Languages in Secondary Schools (3 Credits)
Current methods, techniques, and materials of instruction appropriate for secondary schools.
Cross-listed course: FORL 511
EDSE 580 - Teaching Advanced Latin in Secondary School (3 Credits)
Methods and materials for teaching the Latin Advanced Placement courses in secondary school.
Corequisite: LATN 580.

EDSE 584 - Middle and High School Internship Seminar (3 Credits)
Classroom management, service learning, legal/professional responsibilities, multicultural perspectives and needs of exceptional children.
Corequisite: Internship II.

EDSE 585 - Secondary Internship Seminar I (1 Credit)
Integration of content, pedagogy, and disposition knowledge learned during coursework with Internship I field experiences.
Corequisite: Students must be enrolled in the Internship I field experiences.

EDSE 586 - Secondary Internship Seminar II (2 Credits)
Integration of content, pedagogy, and disposition knowledge learned during coursework with Internship II field experiences.
Corequisite: Students must be enrolled in the Internship II field experiences.

EDSE 660 - Teaching Mathematics with Manipulatives, Grades 7-12 (3 Credits)
Methods and materials for using manipulative devices to teach middle and high school level mathematics.

EDSE 670 - Graphics Calculators in High School Mathematics (3 Credits)
Methods and materials for using graphics calculators to teach algebra, elementary functions, and analytic geometry.

EDSE 690 - Independent Study (1-3 Credits)

EDSE 702 - Teaching Information Management Technology (3 Credits)
Development of curriculum and educational materials for middle and high school information technology courses; selection of equipment; techniques of teaching information management technology; practical experience with software and hardware.

EDSE 703 - Perspectives in Teaching Secretarial Skills (3 Credits)
Strengthening the technical competence of the business teacher. Philosophy and psychology of skill development in secretarial subjects. 03: 07/05/2019.

EDSE 704 - Perspectives in Teaching Bookkeeping/Accounting and Basic Business (3 Credits)
Strengthening the technical competence of business teachers in bookkeeping/accounting and basic business, and improving instruction in these areas. 03: 07/05/2019.

EDSE 727 - Advanced Principles and Practices of Teaching in High School (3 Credits)
Study of the problems involved in all teaching in the secondary school.

EDSE 728 - Advanced Study of the Teaching of English in Secondary Schools (3 Credits)
A study of historical developments and recent innovations in curricula, resources, and techniques in the field of teaching English in secondary schools. Students will be expected to investigate research as it relates to the improvement of instruction.

EDSE 729 - Advanced Study of the Teaching of History and Social Studies in Secondary Schools (3 Credits)
A study of historical developments and recent innovations in curricula, resources, and techniques in the field of teaching history and social studies in secondary schools. Students will be expected to investigate research as it relates to the improvement of instruction.

EDSE 732 - Advanced Study of the Teaching of Science in Secondary Schools (3 Credits)
A study of historical developments and recent innovations in curricula, resources, and techniques in the field of teaching science in secondary schools. Students will be expected to investigate research as it relates to the improvement of instruction.

EDSE 733 - Selected Topics in Social Studies Education (3 Credits)
Topics will be selected from various social studies education fields, including trends, methods, and materials of social studies education. May be repeated; credit up to six hours may be applied toward a degree.
Prerequisites: EDSE 729 or its equivalent.

EDSE 764 - Advanced Study of the Teaching of Mathematics in Secondary Schools (3 Credits)
A study of historical developments and recent innovations in curricula, resources, and techniques in the field of teaching mathematics in secondary schools. Students will be expected to investigate research as it relates to the improvement of instruction.

EDSE 766 - Historical Topics in the Teaching of Mathematics (3 Credits)
Use of the history of mathematics in middle and secondary school teaching.
Prerequisites: EDSE 764.

EDSE 770 - Technology in Mathematics Education (3 Credits)
Topics in the use of electronic technology in the teaching of mathematics at the middle and secondary school levels.

EDSE 773 - Advanced Study of the Teaching of Computer Studies (3 Credits)
Recommendations for materials, content, and methods for teaching computer-related subject matter at the middle and high school level. Experience in writing computer programs for educational purposes in the Logo, BASIC, and Paschal languages will be given.
Prerequisites: EDTE 731.

EDSE 775A - Teaching Internship in Middle or High School (History and Social Studies) (3 Credits)
Application of effective teaching techniques and organization of instructional settings for middle or high school students.
Prerequisites: acceptance to the Professional Program in Education.
Corequisite: EDSE 558.

EDSE 775B - Teaching Internship in High School History and Social Studies (9 Credits)
Application of effective teaching techniques and organization of instructional settings for high school students.
Prerequisites: EDSE 775A.
Corequisite: EDSE 584 or EDSE 784.
EDSE 776A - Teaching Internship in Middle or High School (English) (3 Credits)
Application of effective teaching techniques and organization of instructional settings for middle or high school students.
Prerequisites: acceptance to the Professional Program in Education.

EDSE 776B - Teaching Internship in High School English (9 Credits)
Application of effective teaching techniques and organization of instructional settings for high school students.
Prerequisites: EDSE 776A.
Corequisite: EDSE 584 or EDSE 784.

EDSE 777A - Teaching Internship in Middle or High School (Business Education) (3 Credits)
Application of effective teaching techniques and organization of instructional settings for middle or high school students. 03: 07/05/2019.
Prerequisites: acceptance to the Professional Program in Education.

EDSE 777B - Teaching Internship in Middle or High School (Business Education) (9 Credits)
Application of effective teaching techniques and organization of instructional settings for middle or high school students. 03: 07/05/2019.
Prerequisites: EDSE 777A.
Corequisite: EDSE 784.

EDSE 778A - Teaching Internship in Middle or High School (Mathematics) (3 Credits)
Application of effective teaching techniques and organization of instructional settings for middle or high school students.
Prerequisites: acceptance to the Professional Program in Education.

EDSE 778B - Teaching Internship in High School Mathematics (9 Credits)
Application of effective teaching techniques and organization of instructional settings for high school students.
Prerequisites: EDSE 778A.
Corequisite: EDSE 584 or EDSE 784.

EDSE 781A - Teaching Internship in Middle or High School (Science) (3 Credits)
Application of effective teaching techniques and organization of instructional settings for middle or high school students.
Prerequisites: acceptance to the Professional Program in Education.

EDSE 781B - Teaching Internship in High School Science (9 Credits)
Application of effective teaching techniques and organization of instructional settings for high school students.
Prerequisites: EDSE 781A.
Corequisite: EDSE 584 or EDSE 784.

EDSE 783 - Advanced Study of the Teaching of Mathematics in the Middle or Junior High School (3 Credits)
Historical developments and recent innovations in curricula, resources, and techniques in the teaching of mathematics in the middle or junior high school. Investigative research into the improvement in instruction.

EDSE 785 - Seminars on Selected Topics in Foreign Language Education (3 Credits)
Topics will be identified by title in the schedule of classes. Each topic may be taken only once. 03: 07/05/2019.

EDSE 786 - The Teaching of Literature in the Secondary School (3 Credits)
Subject content of new literature programs; resources and innovative approaches; problems in organizing literature. Emphasis on specific teaching methodology and the development of materials.

EDSE 787 - The Teaching of Composition in the Secondary School (3 Credits)
New curricula in the teaching of oral and written composition; issues and problems in the composition phase of English programs; innovative teaching techniques and methodology. Development of materials appropriate to the teaching of oral and written composition.

EDSE 788 - The Teaching of the English Language in the Secondary School (3 Credits)
Recent innovations in curricula, resources, and teaching techniques for such topics as dialectology, usage, regional varieties of language, lexicography, language history and development, structural grammar, and transformational grammar.

EDSE 789 - The English Teacher and Special Problems in Reading (3 Credits)
Selected problems and solutions in reading at the secondary level. Ways to improve reading skills; research contributions to the improvements of instruction in reading.
Prerequisites: EDRD 514 or EDRD 518.

EDSE 828 - Research in English Education (3 Credits)
Research methodology and design in the field of English education. Interpretation of data and implications for further research. A preliminary dissertation proposal may be developed.

EDSE 851 - Advanced Reading in Mathematics Education (3 Credits)
Analyses of select studies in the pertinent field(s) of specialization in secondary education. Consideration is given to implications for needed research in these fields.

EDSE 890 - Independent Study (3 Credits)

Social Work (SOWK)

SOWK 668 - SpecialTopics in Social Work (1-3 Credits)
Study of special populations, settings, and/or problems encountered by social workers and other human service professionals, and interventions and skills for dealing with them. May be repeated as content varies by title.

SOWK 678 - Transforming Health Care for the Future (1 Credit)
Foundation for beginning health professions students to gain an understanding of the complexities of the health care system through experiential activities conducted in interprofessional teams and the importance of interprofessional collaboration in order to improve the system.
Cross-listed course: PUBH 678
SOWK 679 - Addressing Childhood Obesity through Community Approaches (2 Credits)
Approaches for prevention of childhood obesity, using perspectives from public health, social work, exercise science, pharmacy, medicine, and behavioral nutrition. Training to teach diet/physical activity lessons in elementary school settings. 
Cross-listed course: HPEB 679

SOWK 701 - Professional Development Bridge (3 Credits)
Bridge course designed to prepare newly enrolled Advanced Standing MSW students for their Advanced Practice year of study for the MSW program. Students must hold a BSW from a CSWE- accredited BSW program and be admitted to the University of South Carolina Graduate School and the College of Social Work's Master's Program as an Advanced Standing Student.

SOWK 702 - Writing for Professional Social Work Practice (3 Credits)
Prepare students to write effectively for professional practice in social work.

SOWK 703 - Richland County Sheriff’s Department School Practicum (1 Credit)
This seminar is part of a collaborative school social work/law enforcement practicum immersion study. Permission of the instructor and concurrent enrollment in an instructor-approved field practicum is required.

SOWK 704 - Nonprofit Leadership (3 Credits)
This course provides students with foundational knowledge for leading and managing nonprofit or nongovernmental organizations. The student will learn about governance, human resources, financial management, marketing, and planning and evaluation. In this class, the student will use theory to understand effective organizational practices in a modern era. This course counts as a practice elective.

SOWK 705 - Family Interventions and Family Therapy (3 Credits)
Social work practice with families, parents, and couples, focused on family interventions and family therapy with culturally diverse and vulnerable family populations. This course counts as a practice elective.

SOWK 712 - Human Behavior and the Social Environment I (3 Credits)
Study of institutions, communities, and organizations as social systems relevant to social work practice.

SOWK 714 - Diversity and Social Justice Issues for Social Work Practice (3 Credits)
Diversity, strengths, needs, and responses of oppressed populations from a social justice perspective, with emphasis on experiential learning and implications for social work practice at all system levels.

SOWK 716 - Human Behavior and the Social Environment II (3 Credits)
A systems approach is used to study the family and individual development. Cultural and structural variability are emphasized.

SOWK 718 - Systems Analysis of Social Work Practice (3 Credits)
Integration and application of social work theories, skills, and values in preparation for the transition to professional practice.
Prerequisites: Full-time and Part-time Programs: SOWK 779, SOWK 783, SOWK 792 or SOWK 793; Advanced Standing Program: SOWK 779, SOWK 783, SOWK 792 or SOWK 793.

SOWK 722 - Social Work Practice with Individuals, Families and Small Groups (3 Credits)
Methods of social work intervention with individuals, families and groups within the social environment.

SOWK 724 - Advanced Social Work Practice with Groups (3 Credits)
Advanced study of social work intervention with groups, including treatment, educational, self-help and mutual aid. This course qualifies as a Practice Elective.

SOWK 726 - Supervision and Case Consultation (3 Credits)
An in-depth study of modalities for overseeing the delivery of direct services in social agencies. This course qualifies as a Practice Elective.

SOWK 727 - Social Work in an Educational Setting (3 Credits)
Examination of school social work services from a multi-level, ecological approach including the community, the school, the family, and the students. This course qualifies as a Practice Elective.

SOWK 728 - Social Work Case Management (3 Credits)
Practice of social work case management with a special emphasis on case management for vulnerable populations. This course qualifies as a Practice Elective.

SOWK 729 - Cognitive Behavioral Therapies (3 Credits)
Knowledge and skills for practice with cognitive behavior therapies. This course qualifies as a Practice Elective.

SOWK 730 - Trauma-informed Social Work Practice (3 Credits)
Integration and infusion of meaning of trauma into one's practice so as to recognize its prevalence, realize its impact, and respond sensitively and competently. This course qualifies as a Practice Elective.

SOWK 731 - Motivational Interviewing for Social Work Practice (3 Credits)
Motivational interviewing strategies and advanced practice competencies within a variety of social work practice settings. This course qualifies as a Practice Elective.

SOWK 732 - Social Work Practice with Organizations and Communities (3 Credits)
Social work practice in organizations and communities, especially skills in problem identification and solving.

SOWK 734 - Advanced Social Work Practice with Organizations and Communities: Community Social Work (3 Credits)
Pro-active macro practice methods in several areas, including legislative advocacy and skills in persuasive communication. This course qualifies as a Practice Elective.

SOWK 737 - Overview of Social Work Practice with the Military, Veterans, and their Families (3 Credits)
Foundation knowledge for practice with military and their families including information about military culture, values. An overview of military knowledge and history essential for working with this population, information about problems unique to the military, and the identification of treatment and community resources.

SOWK 738 - Military Mental Health and the Impact of Trauma (3 Credits)
Designed to provide state-of-the-art information about problems and disorders encounter by veterans and military personnel, including information about the signature injuries associated with current and past conflicts, as well as information about problems encountered in family life.

SOWK 739 - Intervention Strategies in Military Behavioral Health (3 Credits)
Military social work focuses on social work practice, policy, and advocacy and includes preventive, treatment, and rehabilitative services to uniformed service members veterans, and their families.
SOWK 740 - International Social Work and Social Justice (3 Credits)
International aspects of social work in the United States and in a global context.

SOWK 742 - Social Welfare Policy Analysis (3 Credits)
Analysis of social welfare policies, including their development, implementation, and evaluation.

SOWK 743 - Immigration Policy (3 Credits)
This course examines immigration policy in the contemporary U.S. context. It explores current policy debates in light of migration research and theory, and aims to address the following questions: Why do people migrate? How do they adapt once they arrive? How does immigration impact receiving societies?

SOWK 744 - Grant Writing (3 Credits)
Planning and program development through grant writing that can be generalized to any setting and relevant to social, community, and economic development as well as other areas of social work practice.

SOWK 745 - Housing and Community Development (3 Credits)
Examination of housing and community development in contemporary society. Major issues and debates in the field are considered and critically examined. This course qualifies as a Practice Elective.

SOWK 746 - Community Mental Health (3 Credits)
Course develops skills for effective social work practice within dynamic and multifaceted mental health settings. Substantive areas include role play, research informed practice and practice informed research, and reflective/reflexive practice. The primary goal is to produce practitioners capable of influencing mental health related practice paradigms, programs, services, interventions, and policies. This course qualifies as a Practice Elective.

SOWK 748 - Crisis Intervention (3 Credits)
This course introduces students to crisis theory and intervention models for response to a variety of individual, family, and community crises. This course focuses on crisis theories, the tasks associated with crisis care, methods of intervention and the responses to specific crises.

SOWK 749 - Evidence Based Parenting Interventions Child & Adolescent Social, Emotional, & Behavioral Challenges (3 Credits)
Examines theories of practice and parenting interventions with strong empirical evidence for supporting positive youth development and preventing or ameliorating child and adolescent social, emotional, and behavioral challenges among diverse youth and parents.

SOWK 751 - Youth and Substance Use (3 Credits)
Students are introduced to the unique dynamics of substance use among adolescent populations. Students gain foundational knowledge about adolescent development, substance use trends and prevalence among adolescent populations. Risk and protective factors are explored that impact adolescent substance use, and systems of care for this unique group.

SOWK 752 - Social Work Intervention in Substance Abuse (3 Credits)
Knowledge and skills for substance abuse treatment for clients from diverse backgrounds with a focus on empirically based methods from a social work practice. This course qualifies as a Practice Elective.

SOWK 756 - Social Work Practice and Developmental Disabilities (3 Credits)
Explores values, addresses psychosocial issues and examines assessment and intervention tools important for practice with persons with disabilities, their families and the community.

SOWK 758 - Family Dynamics and Substance Abuse (3 Credits)
An examination of the family dynamics of drug abuse, including the etiology, assessment approaches, and prevalent treatment methods. Special emphasis on the role of the family as a contributing factor and vehicle for positive change.

SOWK 759 - Psychopathology and Psychodiagnostics for Social Work Practice with Children and Adolescents (3 Credits)
This course introduces students to etiology, assessment, and diagnosis of child and adolescent mental health within the social work person-in-environment framework to understand the critical biopsychosocial influences on incidence and manifestation of the most commonly presented disorders and the differential effect of these factors on diverse and at-risk populations.

SOWK 760 - Psychopathology and Psychodiagnostics for Social Work Practice with Adults and Older Adults (3 Credits)
This course introduces students to etiology, assessment, and diagnosis of adult and older adult mental health within the social work person-in-environment framework to understand the critical biopsychosocial influences on incidence and manifestation of the most commonly presented disorders and the differential effect of these factors on diverse and at-risk populations.

SOWK 762 - Loss, Grief, and Social Work Intervention (3 Credits)
Losses encountered throughout the life cycle, normal and pathological grieving, and intervention techniques.

SOWK 764 - Independent Study (3 Credits)
For advanced graduate students.

SOWK 765 - Sexuality Issues for Social Work Practice (3 Credits)
Sexuality in the context of social functioning and its relationship to problems encountered by social work practitioners. Emphasis on problems of sexual oppression.

SOWK 768 - Special Topics in Social Work (1-3 Credits)
An in-depth study of selected issues, social concerns, and application of behavioral implications for practice. May be repeated as content varies by title.

SOWK 769 - Interdisciplinary Perspectives on Child Abuse and Neglect (3 Credits)
Current knowledge about child abuse and neglect, including typologies, etiology, effects, and current practice interventions. 03: 07/05/2019.

SOWK 771 - Psychosocial Approaches to Gerontology (3 Credits)
Introduction to gerontology from the fields of demography, psychology, sociology, social welfare, and economics.

Cross-listed course: PSYC 700

SOWK 772 - Programs and Services for Older Adults (3 Credits)
Examination of the policy/planning issues relating to older adults, including current trends in services, base for social service development, and evaluation of services for older adults.

SOWK 777 - Advanced Theory for Social Work Practice (3 Credits)
A theoretical background for specialized advanced social work practice incorporating social and behavioral science as a framework for analyzing evidence-based approaches for social work interventions.

Prerequisites: Full-time and Part-time Programs: SOWK 712, SOWK 714, SOWK 716, SOWK 781, SOWK 791; Advanced Standing Program: None.
SOWK 778 - Advanced Analysis of Social Policy, Programs, and Services (3 Credits)
Overview of the structure and functions of programs, policies, and systems in a specialized area of practice, including the history of policy development, the current policy environment, and the role of social workers and the social work profession in shaping and implementing policy in this area.
Prerequisites: Full-time and Part-time Programs: SOWK 777, SOWK 779, SOWK 783; Advanced Standing Program: SOWK 777, SOWK 779, SOWK 783.

SOWK 779 - Advanced Social Work Interventions (3 Credits)
Advanced direct practice in a specialized area with a focus on engagement, assessment, intervention planning and implementation, and practice evaluation for diverse client systems at multiple levels. Instructor permission required for non-MSW program students.
Prerequisites: Full-time and Part-time Programs: SOWK 722, SOWK 732, SOWK 742, SOWK 777, SOWK 782; Advanced Standing Program: SOWK 777.

SOWK 781 - Field Instruction I: Generalist Social Work Practice (3 Credits)
An agency-based study of the community social welfare system and the social agency's place in delivery of services; a beginning involvement in agency practice.

SOWK 782 - Field Instruction II: Generalist Social Work Practice (3 Credits)
An agency-based study of the community social welfare system and the social agency's place in delivery of services; a beginning involvement in agency practice.
Prerequisites: Full-time and Part-time Programs: SOWK 781; Advanced Standing Program: None.

SOWK 783 - Field Instruction III: Advanced Social Work Practice (3 Credits)
Advanced experience in social work practice with individuals, families, and small groups with focus on treatment process and differential use of alternative modalities of intervention.
Prerequisites: Full-time and Part-time Programs: SOWK 722, SOWK 732, SOWK 742, SOWK 777, SOWK 782; Advanced Standing Program: None.

SOWK 784 - Field Instruction IV: Advanced Social Work Practice (3 Credits)
Advanced experience in social work practice with individuals, families, and small groups with focus on treatment process and differential use of alternative modalities of intervention.
Prerequisites: Full-time and Part-time Programs: SOWK 779, SOWK 783, SOWK 792 or SOWK 793; Advanced Standing Program: SOWK 779, SOWK 783, SOWK 792 or SOWK 793.

SOWK 791 - Social Work Research Methodologies (3 Credits)
Examination of social work research contexts, designs, and strategies.

SOWK 792 - Evaluation of Social Work Practice (3 Credits)
Examines a number of single-system designs that can be used to evaluate practice or practice interventions with clients.
Prerequisites: Full-time and Part-time Programs. SOWK 791; Advanced Standing Program: None.

SOWK 793 - Evaluation of Social Work Programs (3 Credits)
Examines methods that can be used to evaluate social work programs, policies, and practice.
Prerequisites: Full-time and Part-time Programs: SOWK 791; Advanced Standing Program: None.

SOWK 800 - Intellectual Foundations of Social Welfare and Social Work I: Historical Roots (3 Credits)
Examines across disciplines the theoretical and empirical foundations for social welfare and social work in historical, economic, social, and political contexts prior to the 20th century.

SOWK 801 - Intellectual Foundations of Social Welfare and Social Work II: Modern Developments (3 Credits)
Examines across disciplines the theoretical and empirical foundations of social welfare and social work in historical, economic, social, and political contexts from the early 20th century to the present.

SOWK 802 - Intellectual Foundations of Social Welfare and Social Work III: Conceptual Model-Building (3 Credits)
Examines the process of developing theory-based welfare and social work scholarship from a variety of research approaches, focusing on conceptual model-building.

SOWK 811 - Qualitative Methods of Inquiry for Social Work Research (3 Credits)
Foundations of qualitative methods in social research with emphasis on intensive interviewing and grounded theory.

SOWK 822 - Measurement and Instrument Design (3 Credits)
Advanced study to evaluate and design measurement and instrumentation in social work research. Restricted to social work doctoral students.
Prerequisites: SOWK 891, SOWK 892.

SOWK 830 - Community - Engaged Research for Social Welfare and Social Change (3 Credits)
Doctoral-level course covering conceptual foundations and key processes and skills of community-engaged research for understanding and promoting social welfare and social change. Emphasis on engagement with community, collaboration, challenges, and ethics. Assignments include practical community-engaged research experience.

SOWK 831 - Leadership for Social Change (3 Credits)
Examines theoretical and practical foundations of providing leadership for social change through organizations, communities, public policies, and social norms.

SOWK 850 - Social Work Doctoral Professional Seminar (1-2 Credits)
Examines issues related to making a successful transition from doctoral student to professional social work scholar. May be repeated for credit.

SOWK 872 - Social Work Education Practicum (0 Credits)
A wide range of supervised classroom, field, and other learning experiences designed to prepare the student for work as a social work educator.
Prerequisites: SOWK 871.

SOWK 889 - Doctoral Social Work Practicum (0 Credits)
Students acquire practical research experience, based on an individualized learning contract, under the supervision of a faculty member.

SOWK 890 - Analysis of Social Work Data (3 Credits)
Approaches to the organization, analysis, interpretation, and utilization of data sets available from social agency records or from existing empirical research.
SOWK 891 - Advanced Analysis of Social Work Data (3 Credits)
Analysis of complex data sets from social services agencies and other research sources. Before enrolling in SOWK 891 (Advanced Analysis of Social Work Data), student must demonstrate proficiency in computer applications for statistical analysis using software designated by the Doctoral Program Committee. Typically this will be accomplished by completing an online tutorial (not for credit). Contact the Doctoral Program Director for instructions about the tutorial or contact coswpd@mailbox.sc.edu.

SOWK 892 - Design and Critical Analysis of Social Work Research (3 Credits)
Advanced study of research methods commonly employed in the development of knowledge for social work practice and education. Critique of published social work research using a standardized critique model.

SOWK 894 - Planning and Design of Dissertation Research (1 Credit)
A seminar designed to provide intensive faculty supervision and peer consultation to the doctoral student in the preparation of the dissertation proposal. Repeatable- 2 credits required for the doctoral program.
Prerequisites: SOWK 890, SOWK 891, SOWK 892, SOWK 811.

SOWK 899 - Dissertation Preparation (1-12 Credits)
Prerequisite: SOWK 894.

Sociology (SOCY)

SOCY 500 - Social Networks (3 Credits)
Analysis of personal, social and organizational networks, their structural patterns, practical consequences, and principles of formation and change.

SOCY 502 - Political Sociology (3 Credits)
Theory and research concerning the interrelationship between the polity and social structures.

SOCY 503 - Family and Social Stratification (3 Credits)
An analysis of the contemporary American family emphasizing social stratification, mobility, occupations, and urbanization.

SOCY 504 - Social Stratification (3 Credits)
Theory and research in social stratification.

SOCY 505 - Social Structures in Communities (3 Credits)
Interrelationships of major social structures within communities.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

SOCY 506 - Social Organizations (3 Credits)
Selected theoretical orientation, methodological procedures, and illustrative substantive issues pertaining to organizations.

SOCY 507 - Sociology of Social Control (3 Credits)
Theories and issues relating to the definition and response to crime and/or deviance.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

SOCY 509 - Advanced Social Structures (3 Credits)
The analysis of core methodological and substantive issues in the study of social structures.

SOCY 510 - Life Course Demographics (3 Credits)
People's demographic lives, structural contexts, and social change. Emphasis on the socioeconomic context in which lives unfold.
Prerequisites: SOCY 310.

SOCY 512 - Internal and International Migration (3 Credits)
A survey of methods of analysis and research findings with emphasis on the social and economic concomitants of internal migration. Cultural, economic, and historical aspects of international migration. Effects of governmental policies on immigration and emigration. Examination of selected countries.

SOCY 514 - Urbanization (3 Credits)
Analysis of urbanization using contemporary and historical data from developing societies. The demographic components of metropolitan growth and the changing structure of metropolitan communities.

SOCY 515 - Scientific Methods and Sociological Inquiry (3 Credits)
Introduction to methods used to answer theoretical, empirical, and practical sociological questions, including scientific inquiry and research design.

SOCY 520 - Advanced Social Psychology (3 Credits)
Advanced survey of social psychological perspectives and research on inequality, discrimination, power and status, cooperation and collective action, social norm and morality, networks and relationships.

SOCY 521 - Small Group Analysis (3 Credits)
A behavioral analysis of small groups.

SOCY 522 - Power and Authority Structures in Groups (3 Credits)
An exploration of theoretical perspectives, methodological approaches, and substantive issues in the study of interpersonal power and authority.

SOCY 523 - Social Processes of Deviance Control (3 Credits)
A systematic analysis of the interrelation among the creation, involvement, recognition, and control of deviance.

SOCY 524 - Interpersonal Behavior in Families (3 Credits)
Social psychological perspectives on family behavior.

SOCY 525 - Selves and Social Transaction (3 Credits)
A systematic analysis of interrelationships among social acts, selves, roles, transactions, and language.

SOCY 540 - Sociology of Law (3 Credits)
Review of theoretical and empirical developments in the sociology of law, including classical and modern sociological theories of law and selected sociological themes of law in various social settings.

SOCY 550 - Sociology of Science (3 Credits)
Interrelationships among society, culture, and contemporary science.

SOCY 557 - Sociology of Education and Inequality (3 Credits)
Advanced inquiry into the relationship between education and inequality. Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

SOCY 560 - Advanced Sociological Theory (3 Credits)
Theoretical perspectives on society and social behavior.

SOCY 561 - Integrative Research Experience (3 Credits)
Design and conduct of original research using sociological research methods to meet Carolina Core Integrative course requirement for the BA and the BS.
Prerequisites: SOCY 101, SOCY 220 and SOCY 300-level or higher course.

Experiential Learning: Experiential Learning Opportunity

SOCY 562 - Advanced Sociological Research Methods (3 Credits)
Advanced survey of methods used in sociological research.

SOCY 598 - Selected Topics (3 Credits)
Readings and research on selected sociological topics. Course and content varies and will be announced in the schedule of classes by title.
Prerequisites: SOCY 101.
SOCY 599 - Advanced Independent Study (3-6 Credits)
Advanced independent study. Contract approved by instructor, advisor, and department chair is required.
Prerequisites: SOCY 101.

SOCY 698 - Special Topics (3 Credits)
Reading and research.
Prerequisites: SOCY 101.

SOCY 710 - Theoretical Foundations of Sociology (3 Credits)
Survey of theoretical and empirical works of sociological scholars.

SOCY 711 - Theory Construction (3 Credits)
Presentation and study of the major theory groups in contemporary sociology, including functionalism, exchange, and consistency theories. Analysis of theoretical perspectives using criteria of logical consistency and adequacy of explanation. Techniques of building formal theory in sociology.

SOCY 719 - Selected Topics in Sociological Theory (3 Credits)
Prerequisite: SOCY 710.

SOCY 720 - Survey of Research Methods (3 Credits)
Survey of data-gathering techniques used in sociology including questionnaires, interviews, surveys, archival searches, experiments, and observational techniques.

SOCY 721 - Selected Sociological Topics in Methodology (3 Credits)
Intensive focus on selected social research methods having applications to the study of sociology.

SOCY 729 - Selected Sociological Topics in Methodology (3 Credits)
Prerequisite: SOCY 701.

SOCY 730 - Statistical Analysis in Sociology (3 Credits)
Introduction to statistical analysis in sociology, including bivariate and multiple regression, correlation and analysis of variance.
Prerequisites: SOCY 700.

SOCY 731 - Topics in the Quantitative Analysis of Sociological Data (3 Credits)
Recursive and non-recursive modeling, multiple regression using longitudinal data, event history analysis.
Prerequisites: SOCY 515.

SOCY 732 - Topics in the Analysis of Social Networks (3 Credits)
Selected topics in the theory, measurement, and analysis of social networks.

SOCY 733 - Topics in Scaling and Measurement Methods (3 Credits)
Selected topics in scaling and measurement of social science data emphasizing exploratory and descriptive techniques such as correspondence analysis, proximity scaling and contingency table representations.

SOCY 734 - Experimental Methods in Sociology (3 Credits)
Purposes, design and implementation of laboratory experiments in sociology.

SOCY 739 - Selected Topics in the Quantitative Analysis of Sociological Data (3 Credits)
Prerequisite: SOCY 700.

SOCY 745 - Social Demography (3 Credits)
Classical and contemporary theories and analytical approaches to demography.

SOCY 746 - Sociology of the Family (3 Credits)
Sociological theories of the family and social change.

SOCY 749 - Selected Topics in Demography (3 Credits)
Introduction to selected research methodologies having applications to the study of demography.
Prerequisites: SOCY 515.

SOCY 755 - Social Structures and Inequality (3 Credits)
Social inequality and stratification studied from a structural perspective, focusing on patterns in institutions that perpetuate inequality.

SOCY 756 - Race, Class, Gender, and Sexuality (3 Credits)
Historical and contemporary dimensions of social inequality centered in race, social class, gender, and sexuality.
Cross-listed course: PSYC 751

SOCY 759 - Selected Sociological Topics in Social Structures (3 Credits)
Prerequisite: SOCY 700.

SOCY 765 - Contemporary Group Processes (3 Credits)
Theories and problems in contemporary groups processes; primary emphasis on theories of status, power, justice, emotion, and legitimacy.

SOCY 769 - Selected Sociological Topics in Social Psychology (3 Credits)
Prerequisite: SOCY 700.

SOCY 775 - Medical Sociology (3 Credits)
Social and cultural meanings, determinants, and experiences of health and illness; organization of health care delivery system; impact of culture, roles, and relationships on patients and providers.

SOCY 779 - Selected Topics in Medical Sociology (3 Credits)
Topics from Medical Sociology theory and research. May be repeated as content varies by title.

SOCY 780 - Sociology Proseminar (1 Credit)
This seminar introduces graduate students in sociology to aspects of the sociological profession that are beyond the confines of sociological theory, methodology, and the discipline's substantive interests.

SOCY 781 - Teaching Sociology (1-3 Credits)
An exploration of college teaching of sociology, including goals, means, and challenges.
Prerequisites: SOCY 515.

SOCY 790 - Special Topics: Reading and Research (3 Credits)

SOCY 791 - Special Topics: Reading and Research (3 Credits)

SOCY 799 - Thesis Research and Preparation (1-9 Credits)

SOCY 890 - Special Topics: Reading and Research (3 Credits)

SOCY 891 - Special Topics: Reading and Research (3 Credits)

SOCY 899 - Dissertation Preparation (1-12 Credits)

Southern Studies (SOST)

SOST 500 - Topics in the American South (3 Credits)
Selected topics related to the study of the American South. Course content varies and will be announced in the schedule of classes by title. May be repeated for credit as topics vary.
Spanish (SPAN)

SPAN 500 - Contemporary Spain (3 Credits)
Analysis and discussion of 20th-century Spanish history and the sociocultural forces that have contributed to define this country's national identity. Taught in Spanish.
Prerequisites: SPAN 303 for Undergraduates, Phase II placement exam above SPAN 303.

Graduation with Leadership Distinction: GLD: Global Learning

SPAN 501 - Contemporary Spanish America (3 Credits)
Analysis and discussion of 20th-century Spanish American history and the sociocultural forces that have contributed to define this area's national identities. Taught in Spanish.
Cross-listed course: LASP 501

SPAN 513 - Introduction to Professional and Technical Translation (3 Credits)
Introduction to translation and practice of skills required for professional and technical Spanish/English translation.
Prerequisites: SPAN 409.

SPAN 515 - Introduction to Spanish Linguistics (3 Credits)
Phonology, morphology, and syntax of modern Spanish.
Prerequisites: SPAN 303, Phase II placement exam above SPAN 303.

SPAN 516 - The Structure of Modern Spanish (3 Credits)
Description of the grammatical structures of Modern Spanish. Intensive study of the theory and practice of word formation and sentence structure of Spanish.
Cross-listed course: LING 554

SPAN 517 - Contrastive English-Spanish Phonetics and Phonology (3 Credits)
Introduction to the study of phonetics and phonology and their application to the sounds and sound systems of English and Spanish. Includes transcription practice and discussion of relevance to teaching.
Cross-listed course: LING 514

SPAN 518 - Introduction to Spanish Medieval Literature (3 Credits)
Survey of Spanish literature from its first manifestations to La Celestina. Introduction; early works; the epic; 13th- through 15th-century prose and verse; Berceo, Alfonso X, Juan Ruíz, Marques de Santillana; others.
Prerequisites: SPAN 312 for undergraduates.

SPAN 524 - Renaissance and Golden Age Literature (3 Credits)
Survey of the works of Garcilaso, the Spanish mystics, Lope, Quevedo, Tirso, Calderón, Gongora and others.
Prerequisites: SPAN 312 for undergraduates.

SPAN 534 - Nineteenth-Century Spanish Literature (3 Credits)
Survey of the works of the major literary figures of the period.
Prerequisites: SPAN 312 for undergraduates.

SPAN 538 - Twentieth-Century Spanish Literature (3 Credits)
Survey of major peninsular writers from the Generation of '98 to the present.
Prerequisites: SPAN 312 for Undergraduates.

SPAN 541 - Colonial Spanish-American Literature to Neoclassicism (3 Credits)
Survey of pre-Columbian poetry and of texts dating from the time of Columbus to the end of the Colonial period.
Cross-listed course: LASP 541

SPAN 543 - Spanish-American Literature from the Independence Through Modernism (3 Credits)
Survey of the most significant works of the Independence through Modernism.
Prerequisites: SPAN 312 for Undergraduates.

SPAN 550 - Advanced Language Study Abroad (3 Credits)
Intensive language practice in native environment with special emphasis on oral skills. Instruction by native speakers; extensive community contact and home stay. Prior placement test required.

SPAN 555 - Spanish-American Literature from Modernism Through 1960 (3 Credits)
Survey of the most significant works of this period.
Prerequisites: SPAN 312 for undergraduates.

SPAN 557 - Contemporary Spanish-Amercian Literature (3 Credits)
Survey of the most significant works from 1960 to the present.
Cross-listed course: LASP 471

SPAN 575 - Special Topics in Spanish (3 Credits)
Course content varies and will be announced in the schedule of classes by title. May be repeated as content varies by title.
Prerequisites: D or better in SPAN 312 or graduate standing.

SPAN 615 - Intensive Readings in Spanish (3 Credits)
Intensive reading for non-majors. Graduate students fulfill their foreign-language requirement with successful completion of the course. Undergraduates may take the course as an elective only by permission.

SPAN 700 - Introduction to Graduate Studies in Languages, Literatures, and Cultures (3 Credits)
An introduction to graduate studies that includes a survey of contemporary literary theory, an overview of the current state of the profession, and instruction in how to carry out research and write at the graduate level.
Cross-listed course: CPLT 700, FREN 700, GERM 700

SPAN 711 - Introduction to Literary Theory and Criticism (3 Credits)
Overview of the main theories and methods in analyzing Spanish and Spanish-American literature.

SPAN 715 - History of the Spanish Language (3 Credits)
Development of the language from its origins to the present day.
Cross-listed course: LING 734

SPAN 722 - Cervantes (3 Credits)
Selected topics from among the works of Cervantes, including Don Quixote, the Galatea, the Persiles, the Novelas ejemplares, and his dramatic works.

SPAN 724 - Renaissance and Baroque Poetry and Drama (3 Credits)
In-depth study of the works of Lope de Vega, Quevedo, Gongora, Calderón, and others.

SPAN 730 - Contemporary Spanish Prose Fiction (3 Credits)
Emphasis on the post-Spanish Civil War narrative.

SPAN 732 - Nineteenth-Century Spanish Prose and Poetry (3 Credits)
Intensive reading of major works of Spanish Romanticism and Realism.

SPAN 733 - Trans-Atlantic Perspectives (3 Credits)
An exploration of the inter-connection between Spain and the Americas including issues relating to processes of articulation and assimilation between the Spanish legacy and America's cultures, together with the African dimensions.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 734</td>
<td>Spanish Poetry: Generation of '27 (3 Credits)</td>
<td></td>
<td>Intensive study of the works of Alberti, Aleixandre, Cernuda, García Lorca, Guillén, Salinas and others.</td>
</tr>
<tr>
<td>SPAN 736</td>
<td>The Generation of 1898 (3 Credits)</td>
<td></td>
<td>Essay, verse, drama, and fiction of the major writers of this generation.</td>
</tr>
<tr>
<td>SPAN 745</td>
<td>Seminar in Spanish-American Drama (3 Credits)</td>
<td></td>
<td>Selected Spanish-American dramatic works from the colonial period to the present.</td>
</tr>
<tr>
<td>SPAN 746</td>
<td>Post-Baroque Spanish Drama (3 Credits)</td>
<td></td>
<td>An application of major European stage theories to the Spanish modern stage (1800-2000).</td>
</tr>
<tr>
<td>SPAN 747</td>
<td>The Modern Spanish-American Novel (3 Credits)</td>
<td></td>
<td>Seminar on selected Spanish-American novels from independence through the Hispanic Vanguard.</td>
</tr>
<tr>
<td>SPAN 751</td>
<td>Twentieth-Century Spanish-American Short Story (3 Credits)</td>
<td></td>
<td>Seminar on selected Spanish-American novels from independence through the Hispanic Vanguard.</td>
</tr>
<tr>
<td>SPAN 752</td>
<td>Twentieth-Century Spanish Exile Literature (3 Credits)</td>
<td></td>
<td>Study of the creative works written by high-profile Spanish writers while in exile (in Mexico, Puerto Rico, Argentina, and the United States) during the Spanish Civil War and ensuing Francoist regime.</td>
</tr>
<tr>
<td>SPAN 765</td>
<td>Contemporary Spanish-American Poets (3 Credits)</td>
<td></td>
<td>The works of Vallejo, Mistral, Neruda, Borges, Cardenal, Paz, and others.</td>
</tr>
<tr>
<td>SPAN 767</td>
<td>Spanish-American Testimonial Literature (3 Credits)</td>
<td></td>
<td>Study of texts revealing patterns of disenfranchisement and human rights violations. All genres, including films.</td>
</tr>
<tr>
<td>SPAN 769</td>
<td>Hispanic Women Writers (3 Credits)</td>
<td></td>
<td>The works of significant women authors in Spain and Spanish America.</td>
</tr>
<tr>
<td>SPAN 771</td>
<td>Spanish-American Modernism (3 Credits)</td>
<td></td>
<td>Study of the poetry and prose of the most significant authors of the late 19th and early 20th centuries.</td>
</tr>
<tr>
<td>SPAN 775</td>
<td>Seminars on Selected Topics in Foreign Language Education (3 Credits)</td>
<td></td>
<td>Topics will be identified by title in the schedule of classes. Each topic may be taken only once.</td>
</tr>
<tr>
<td>SPAN 776</td>
<td>The Teaching of Foreign Languages in College (3 Credits)</td>
<td></td>
<td>Basic principles of foreign language teaching in college combined with practical demonstrations Note: Required of all graduate assistants. This course will not count toward the 30-hour M.A. or M.A.T. requirements.</td>
</tr>
<tr>
<td>SPAN 777</td>
<td>Supervised Instruction in Teaching Foreign Languages in College (0 Credits)</td>
<td></td>
<td>Supervised direction of foreign language teaching in college. Required of all graduate assistants who are teaching. This course will not count toward the 30-hour M.A. or M.A.T. degree.</td>
</tr>
<tr>
<td>SPAN 780</td>
<td>Seminars in Hispanic Literature (3 Credits)</td>
<td></td>
<td>Topics to be announced each semester.</td>
</tr>
<tr>
<td>SPAN 783</td>
<td>Seminars on Selected Topics (1-3 Credits)</td>
<td></td>
<td>Topics will be identified by title in the schedule of classes. Course can be repeated for credit for a maximum of 6 hours.</td>
</tr>
<tr>
<td>SPAN 796</td>
<td>Independent Study (1-3 Credits)</td>
<td></td>
<td>Up to a maximum of 3 total hours, if repeated.</td>
</tr>
<tr>
<td>SPAN 880</td>
<td>Seminar on Special Topics in Transatlantic Studies (3 Credits)</td>
<td></td>
<td>Topics will be identified by title in the schedule of classes. Course can be repeated for credit for a maximum of 6 hours.</td>
</tr>
<tr>
<td>SPAN 881</td>
<td>Seminar on Special Topics in Spanish-American Literatures and Cultures (3 Credits)</td>
<td></td>
<td>Topics will be identified by title in the schedule of classes. Course can be repeated for credit for a maximum of 6 hours. Restricted to M.A. and Ph.D. students.</td>
</tr>
<tr>
<td>SPAN 882</td>
<td>Seminar on Special Topics in Peninsular Spanish Literature and Culture (3 Credits)</td>
<td></td>
<td>Topics will be identified by title in the schedule of classes. Course can be repeated for credit for a maximum of 6 hours. Restricted to Graduate Students.</td>
</tr>
<tr>
<td>SPAN 899</td>
<td>Dissertation Preparation (1-12 Credits)</td>
<td></td>
<td>Introduction to the Advanced Study of Speech Communication &amp; Rhetoric (3 Credits)</td>
</tr>
<tr>
<td>SPCH 543</td>
<td>Communication, Law, and Society (3 Credits)</td>
<td></td>
<td>Examine the role of communication in legal and judicial contexts. Focus on case studies that illustrate the theoretical and practical significance of rhetoric in the work of the courts, lawyers, and public advocacy groups.</td>
</tr>
<tr>
<td>SPCH 700</td>
<td>Introduction to the Advanced Study of Speech Communication &amp; Rhetoric (3 Credits)</td>
<td></td>
<td>Introduces theories, concepts, and analysis in critical rhetorical and communication research. Emphasis on rhetoric, public advocacy and discourse, performance, critical theory.</td>
</tr>
<tr>
<td>SPCH 701</td>
<td>Pedagogies of Speech Communication &amp; Rhetoric (3 Credits)</td>
<td></td>
<td>Survey of issues, theories, and methods of pedagogy in speech communication, rhetoric, and performance studies.</td>
</tr>
<tr>
<td>SPCH 734</td>
<td>Theories of Public Argumentation (3 Credits)</td>
<td></td>
<td>Advanced study of theories and practices of public and cultural argumentation. Emphasis on critical argumentation theories and analysis of public arguments.</td>
</tr>
<tr>
<td>SPCH 736</td>
<td>Critical Theory &amp; Rhetoric (3 Credits)</td>
<td></td>
<td>Examination of the role of language, rhetoric, and argumentation in the historical and contemporary project of critical social theory.</td>
</tr>
<tr>
<td>SPCH 741</td>
<td>Theory and Practice of Rhetorical Criticism (3 Credits)</td>
<td></td>
<td>Advanced study of theories of rhetorical criticism and the conceptual assumptions that motivate, compose, and justify critical interpretations of rhetorical acts, performances, and events.</td>
</tr>
<tr>
<td>SPCH 744</td>
<td>Public Advocacy and Civil Society (3 Credits)</td>
<td></td>
<td>Examination of the rhetorical operations that define, sustain, and reshape historical and contemporary forms of civil society, including modes of public address, community engagement, non-profit advocacy, and political communication.</td>
</tr>
<tr>
<td>SPCH 746</td>
<td>Rhetoric of Movements (3 Credits)</td>
<td></td>
<td>Advanced study of the rhetoric of political social movements.</td>
</tr>
<tr>
<td>SPCH 747</td>
<td>Rhetorical Power, Institutional Discourse, and Recognition (3 Credits)</td>
<td></td>
<td>Advanced study of institutional discourse and the role of institutional argumentation in the formation and critique of power. Includes directed inquiry into the rhetorical dynamics of consensus-formation, dissent, and recognition as they unfold between institutions, publics, and cultures.</td>
</tr>
</tbody>
</table>
SPCH 749 - Performance and Cultural Studies (3 Credits)
Theories and research exploring the mutual contributions of performance and cultural studies. Emphasis on performance as both a subject of critical/cultural inquiry as well as a method of critical/cultural invention.

SPCH 751 - Performance Criticism (3 Credits)
Study of critical performance methods and the conceptual and paradigmatic assumptions that motivate, compose, and justify performance as a critical act, criticism as a performative act, and performance events as critical objects.

SPCH 755 - Theories of Performance, Representation, and Advocacy (3 Credits)
Exploration of performance as a site of and means for representing and creating social change.

SPCH 761 - Ethics & Politics of Rhetoric (3 Credits)
Examination of the ethical and political commitments in the rhetorical tradition. Emphasis on the intersection of rhetorical scholarship with issues in communication ethics and their implications for political rhetoric.

SPCH 762 - Rhetorics of Materiality, Technology, and Science (3 Credits)
Study of the rhetorical analysis of scientific and technological public discourse, implications of public science and technological changes for the theory and practice of rhetoric, and the rhetorical construction of sciences and technologies.

SPCH 764 - Rhetoric, Violence, and the Discourse of Human Rights (3 Credits)
Advanced study of the rhetorical violence that attends the human condition and its attempted redress through discourses of human rights. Special attention devoted to theories of violence and critical interpretation of legal discourse, human rights doctrine, and humanitarian advocacy.

SPCH 790 - Special Topics in Speech Communication, Rhetoric, and Performance (3 Credits)
Selected topics in speech communication, rhetoric, and performance studies. May be repeated as content varies by title.

SPCH 792 - Classical Rhetorical Theory (3 Credits)
Survey of ancient Greek and Roman rhetorical theory.

SPCH 793 - Medieval to Modern Rhetorical Theory (3 Credits)
Survey of important figures, debates, and perspectives in rhetorical theory from the Medieval period to the 19th century.

SPCH 794 - Contemporary Rhetorical Theory (3 Credits)
Survey of major figures, debates, and theories in the field of rhetoric from the 19th century to present.

SPCH 796 - Independent Study in Speech Communication, Rhetoric, and Performance (1-3 Credits)
Individually arranged studies in specialized areas of speech communication, rhetoric, or performance.

SPCH 797 - Special Projects in Speech Communication, Rhetoric, and Performance (1-3 Credits)
Individually research projects focused on a selected area of speech communication, rhetoric, or performance.

SPCH 799 - Thesis Preparation (1-9 Credits)
To be arranged by candidates for the Master of Arts degree with the instructor under whose direction the master's thesis is being written.

Sport & Entertainmnt Mgmt (SPTE)

SPTE 501 - Trends and Issues in Sport and Entertainment Management (3 Credits)
Trends and Issues in Sport and Entertainment Management.

SPTE 545 - Managing Part-Time Employees and Volunteers (3 Credits)
Recruiting, hiring, training, and retaining part-time employees and volunteers in sport and entertainment.

SPTE 550 - The Business of Esports (3 Credits)
This course is designed to provide students with an overview of the business of esports. It will focus on the history of video games from creation to the present and will also cover the various business elements of the modern, competitive esports environment.

SPTE 560 - Performing Arts Management and Leadership (3 Credits)
The study of performing arts management as it relates to nonprofits and organizational structure.
Prerequisites: C or better in SPTE 202 and SPTE 380.

SPTE 565 - Business of Broadway (3 Credits)
The study of the management of Broadway productions from script to play, including the creative process, business ventures, production houses, and investor relations.
Prerequisites: SPTE 202 and SPTE 380; C or higher for SPTE majors.

SPTE 570 - Special Topics in Global Sport (3 Credits)
This course examines a variety of global sport and entertainment management issues. The emphasis will be on an understanding of the concepts related to the sport and entertainment management in an international setting. Content varies by title. May be repeated once.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

SPTE 580 - Business Principles in Sport Management (3 Credits)
Business principles in the management of public and private sector sport programs.

SPTE 585 - Sports Economics (3 Credits)
This course focuses on issues relevant to sport, entertainment, and related industries. The goal of the class will be for students to understand both basic and complex concepts within economics in a sport and entertainment context, in order to grasp the importance of economic decision-making.

SPTE 590 - Special Topics in Live Entertainment and Sport (3 Credits)
Investigation of Special topics pertinent to the sport and entertainment management industry. Content varies by title. May be repeated twice.

SPTE 635 - Sport and Entertainment Event Development (3 Credits)
Business concepts needed to develop sport and entertainment special events.

SPTE 640 - Venue Management: Principles and Practices (3 Credits)
Managing public assembly facilities and venues.
Prerequisites: SPTE 203 or equivalent.

SPTE 650 - Integrated Marketing Communication in Sport and Entertainment (3 Credits)
Use of integrated marketing communication concepts, theories, and strategies in sport and entertainment.
Prerequisites: MKTG 350.

SPTE 655 - Social Media in Live Entertainment and Sport (3 Credits)
In-depth investigation of social networks, digital platforms, and online marketing for the live entertainment and sport industries.
SPTE 701 - Management in the Sport and Entertainment Industry (3 Credits)
Management principles in the sport and entertainment industry.

SPTE 720 - Advanced Live Entertainment Management (3 Credits)
The advanced study of underlying themes in entertainment management and its application to music, family shows, and other live entertainment business venues.

SPTE 730 - Advanced Sport and the Law (3 Credits)
Advanced knowledge of the legal issues that frequently arise in the context of sport will be covered. The focus of the course is law as it applies to sport as well as how the law affects participants, spectators, sport organizations, and facility managers, among others.

SPTE 736 - Sport and Entertainment Event Entrepreneurship (3 Credits)
Process of new venture creation with respect to sport and entertainment events.

SPTE 746 - Risk and Security Management in Public Assembly Facilities (3 Credits)
The risks and security issues associated with managing public assembly facilities.

SPTE 750 - Strategic Planning and Policy Development in Sport and Entertainment Management (3 Credits)
Policy development and implementation in the sport and entertainment industry.

SPTE 760 - Principles of Sport and Entertainment Marketing (3 Credits)
This course is designed to provide a foundation in the principles of sport and entertainment marketing.
Prerequisites: Undergraduate marketing class or equivalent.

SPTE 765 - Advances Sales in Sport and Entertainment Management (3 Credits)
Comparative approaches of revenue generation and sales processes/strategies used by sport and entertainment organizations.
Prerequisites: Completion of an introductory marketing course and/or relevant industry marketing experience.

SPTE 770 - Public Assembly Facility Management Programming and Sales (3 Credits)
Concepts, knowledge, and sales skills involved in programming public assembly facilities.

SPTE 775 - Event Programming and Production (3 Credits)
This course will examine the critical functions of booking and scheduling a public assembly facility and the production of events in such a venue.
Prerequisites: SPTE 640.

SPTE 780 - Public Assembly Facility Operations and Procedures (3 Credits)
Concepts, knowledge, and operational procedures associated with managing public assembly facilities.

SPTE 781 - Seminar on the Olympic Games (3 Credits)
Examination of the Olympic Games, a mega sport and tourism event and its impact on the sport, entertainment, hospitality and tourism sectors.
Cross-listed course: HRTM 781

SPTE 790 - Sport and Entertainment Finance (3 Credits)
This course examines financial information necessary to perform the usual duties and responsibilities associated with sport facilities, programs and organizations.

SPTE 798 - Directed Study in Sport and Entertainment Management (3 Credits)
Independent study for advanced students under faculty supervision. May be taken twice for degree credit.

SPTE 799 - Thesis Preparation (1-6 Credits)
Thesis preparation in sport and entertainment management.

SPTE 801 - Seminar in SPTE Management (3 Credits)
Acquaints sport management PhD students with advanced principles and applications of the sport and entertainment management discipline. This course will expose the doctoral student to research examining organization, leadership, and strategic management in the sport and entertainment industry and appropriate sub-industries.

SPTE 810 - Seminar in SPTE Education (3 Credits)
Provides Sport and Entertainment Management graduate students with insights that foster professional growth and development as a college instructor. This course examines the scholarship of teaching SPTE and developing optimal classroom environments and identification and guided reflective analysis of critical issues in SPTE education.

SPTE 830 - Seminar SPTE Law & Risk Management (3 Credits)
Acquaints students with advanced theory and application of law and risk management in sport and entertainment management through the review of scholarship about professional and amateur sport, laws impacting the entertainment industry, and risk management issues within sport and entertainment facilities.

SPTE 860 - Seminar in SPTE Marketing (3 Credits)
Acquaints sport management PhD students with advanced principles and application of the sport and entertainment marketing discipline. The course will take an in-depth look at how amateur/professional sport, and emerging sport business enterprises and trends affect the practice of sport and entertainment marketing. This course is designed for students to study sport and entertainment marketing theories and practical applications and principles by specifically learning about marketing information systems, pricing strategies, media relations, promotional methods and endorsements.

SPTE 880 - Sport and Society (3 Credits)
When sport is discussed, how we talk about them, and the possible viewpoints are all given beforehand by deeply entrenched social institutions. The objective of this course is to identify how these institutions are constructed, and how sport is an activity that embodies social relations.

SPTE 890 - Seminar in SPTE Finance (3 Credits)
This course covers advanced principles and applications of sport and entertainment finance. The course takes an in-depth look at the theory, concepts, and frameworks of sport and entertainment finance research. The focus will be on the optimum financial policies and decisions of nonfinancial firms in the sport and entertainment industry.

SPTE 899 - Dissertation Preparation (1-12 Credits)
Assists students through the proposal and dissertation writing process.

Statistics (STAT)

STAT 506 - Introduction to Experimental Design (3 Credits)
Techniques of experimentation based on statistical principles with application to quality improvement and other fields. Full and fractional factorial designs for factors at two levels; dispersion effects; related topics.
Prerequisites: C or higher in MATH 122 or MATH 141; or both MATH 111 or higher and any statistical class.
STAT 509 - Statistics for Engineers (3 Credits)
Basic probability and statistics with applications and examples in engineering. Elementary probability, random variables and their distribution, random processes, statistical inference, linear regression, correlation and basic design of experiments with application to quality assurance, reliability, and life testing. May not be taken concurrently with or after STAT 513, STAT 515, or STAT 516. Not for C.A.S., M.A.S., or Ph.D credit in Statistics.
Prerequisites: MATH 142 or equivalent.

STAT 511 - Probability (3 Credits)
Probability and independence; discrete and continuous random variables; joint, marginal, and conditional densities; moment generating functions; laws of large numbers; binomial, Poisson, gamma, univariate and bivariate normal distributions.
Prerequisites: C or better in MATH 241.
Corequisite: MATH 241.
Cross-listed course: MATH 511

STAT 512 - Mathematical Statistics (3 Credits)
Functions of random variables, order statistics, sampling distributions, central limit theorem, quality of estimators, interval estimation, sufficient statistics, minimum-variance unbiased estimator, maximum likelihood, large-sample theory, introduction to hypothesis testing.
Prerequisites: C or better in STAT 511 or MATH 511.

STAT 513 - Theory of Statistical Inference (3 Credits)
Hypothesis testing, Neyman-Pearson lemma, likelihood ratio tests, power, the theory of linear models including multiple linear regression and ANOVA, the Chi-square goodness-of-fit test, Chi-square inference for contingency tables, Bayesian inference, and advanced topics including survival analysis (only if time permits).
Prerequisites: C or better in STAT 511 or MATH 511.

STAT 515 - Statistical Methods I (3 Credits)
Applications and principles of elementary probability, essential discrete and continuous probability distributions, sampling distributions, estimation, and hypothesis testing. Inference for means, variances, proportions, one-way ANOVA, simple linear regression, and contingency tables. Statistical packages such as SAS or R. May not be taken concurrently with or after STAT 509, STAT 513, or STAT 516. Not for CAS, MAS, MS, or PhD in Statistics.
Prerequisites: C or better in MATH 122 or MATH 141; or both MATH 111 or higher and any statistics class.

STAT 516 - Statistical Methods II (3 Credits)
Applications and principles of linear models. Simple and multiple linear regression, analysis of variance for basic designs, multiple comparisons, random effects, and analysis of covariance. Statistical packages such as SAS. Not for CAS, MAS, MS, or PhD credit in Statistics.
Prerequisites: C or better in STAT 515, STAT 509, STAT 512, or equivalent.

STAT 517 - Advanced Statistical Models (3 Credits)
Theory and applications of advanced statistical models. Includes implementation and assessment of generalized linear, nonlinear and nonparametric regression, mixed effect, repeated measures, multivariate regression, and spatial models.
Prerequisites: STAT 512 or STAT 516 or equivalent.

STAT 518 - Nonparametric Statistical Methods (3 Credits)
Applications and principles of nonparametric statistics. Classical rank-based methods, and selected categorical data analysis and modern nonparametric methods. Statistical packages such as R.

STAT 519 - Sampling (3 Credits)
Techniques of statistical sampling in finite populations with applications in the analysis of sample survey data. Topics include simple random sampling for means and proportions, stratified sampling, cluster sampling, ratio estimates, and two-stage sampling.
Prerequisites: C or higher in STAT 515, STAT 509, STAT 512, or equivalent.

STAT 520 - Forecasting and Time Series (3 Credits)
Time series analysis and forecasting using the multiple regression and Box-Jenkins approaches.
Prerequisites: STAT 516 or MGSC 391.
Cross-listed course: MGSC 520

STAT 521 - Applied Stochastic Processes (3 Credits)
An introduction to stochastic processes, including conditional probability, Markov chains, Poisson processes, and Brownian motion. Incorporates simulation and applications to actuarial science.
Prerequisites: C or higher in STAT 511.

STAT 522 - Financial Mathematics I (3 Credits)
Prerequisites: C or better in MATH 241.
Cross-listed course: MATH 514

STAT 523 - Financial Mathematics II (3 Credits)
Prerequisites: C or better in MATH 514 or STAT 522.
Cross-listed course: MATH 515

STAT 525 - Statistical Quality Control (3 Credits)
Statistical procedures for process control including CUSUM and Shewhart Control Charts, and lot-acceptance sampling.
Prerequisites: STAT 509 or STAT 515 or MGSC 391.
Cross-listed course: MGSC 525

STAT 528 - Environmental Statistics (3 Credits)
Statistical analysis of environmental data. Review of multiple regression and ANOVA, nonlinear regression models and generalized linear models, analyses for temporally and spatially correlated data, and methods of environmental sampling.
Prerequisites: STAT 516.

STAT 530 - Applied Multivariate Statistics and Data Mining (3 Credits)
Introduction to fundamentals of multivariate statistics and data mining. Principal components and factor analysis; multidimensional scaling and cluster analysis; MANOVA and discriminant analysis; decision trees; and support vector machines. Use of appropriate software.
Prerequisites: C or higher in STAT 515, STAT 205, STAT 509, STAT 512, ECON 436, MGSC 391, PSYC 228, or equivalent.
STAT 535 - Introduction to Bayesian Data Analysis (3 Credits)
Principles of Bayesian statistics, including: one- and multi-sample analyses; Bayesian linear models; Monte Carlo approaches; prior elicitation; hypothesis testing and model selection; hierarchical models; selected advanced models; statistical packages such as WinBUGS and R.
Prerequisites: C or higher in STAT 512; or CSCE 582 [=STAT 582]; or both STAT 511 and either STAT 509 or STAT 515; or equivalent.

STAT 540 - Computing in Statistics (3 Credits)
An introduction to statistical packages such as R and SAS with special focus on data management and computing procedures such as Monte Carlo simulation.
Prerequisites: C or higher in STAT 515, STAT 509, STAT 512, or equivalent.

STAT 541 - Advanced SAS Programming (3 Credits)
Advanced programming techniques in SAS, including database management, macro language, and efficient programming practices.
Prerequisites: STAT 540.

STAT 582 - Bayesian Networks and Decision Graphs (3 Credits)
Normative approaches to uncertainty in artificial intelligence. Probabilistic and causal modeling with Bayesian networks and influence diagrams. Applications in decision analysis and support. Algorithms for probability update in graphical models.
Prerequisites: STAT 509, STAT 509, or STAT 515.

Cross-listed course: CSCE 582

STAT 587 - Big Data Analytics (3 Credits)
Foundational techniques and tools required for data science and big data analytics. Concepts, principles, and techniques applicable to any technology or industry for establishing a baseline that can be enhanced by future study.
Prerequisites: STAT 509, STAT 513, or STAT 515.

Cross-listed course: CSCE 587

STAT 588 - Genomic Data Science (3 Credits)
This course focuses on quantitative knowledge for interdisciplinary applications in genetics as well as hands-on experience in analyzing genetic data. In this course, students will have programming exercises in using analysis tools to conduct genome-wide analysis, annotation, and interpretation of genetic data using R/Bioconductor packages.
Prerequisites: C or better in STAT 201 or higher.

Cross-listed course: BIOL 588

STAT 591 - Data Analysis for Teachers (3 Credits)
Introduction to statistics for elementary, middle, and high school teachers. The fundamentals of data collection, descriptive statistics, probability, and inference with special focus on methods of teaching statistical reasoning. For M.A.T. (excluding mathematics) / M.Ed. / M.T. and nondegree credit only.

Cross-listed course: SMED 591

STAT 599 - Topics in Statistics (1-3 Credits)
Course content varies and will be announced in the schedule of courses by title.

STAT 600 - Statistics for Applied Management (3 Credits)
Introduction to data collection, descriptive statistics, and statistical inference with examples from hospitality, retail, sport, and entertainment management. Focus on selecting, implementing, and interpreting the appropriate statistical methods using software such as Excel and SPSS. Not for minor or degree credit in Mathematics or Statistics. Does not prepare students for STAT 516, STAT 518, STAT 519 or STAT 525.

STAT 650 - AP Statistics for Teachers (3 Credits)

STAT 700 - Applied Statistics I (3 Credits)
Introduction to probability and the concepts of estimation and hypothesis testing for use in experimental, social, and professional sciences. One and two-sample analyses, nonparametric tests, contingency tables, sample surveys, simple linear regression, various statistical packages. Not to be used for M.S. or Ph.D. credit in statistics or mathematics. Not to be used for M.S. or Ph.D. credit in statistics or mathematics.

STAT 701 - Applied Statistics II (3 Credits)
Continuation of STAT 700. Simple linear regression, correlation, multiple regression, fixed and random effects analysis of variance, analysis of covariance, experimental designs, some multivariate methods, various statistical packages. Not to be used for M.S. or Ph.D. credit in statistics or mathematics.

Prerequisites: STAT 700 or the equivalent.

STAT 702 - Introduction to Statistical Theory I (3 Credits)
Fundamental theory of statistics and how it applies to industrial problems. Topics include probability, random variables and vectors and their distributions, sampling theory, point and interval estimators, and application to the theory of reliability, regression, process control and quality issues. Not to be used for M.S. or Ph.D. credit in statistics.

Prerequisites: MATH 142.

STAT 703 - Introduction to Statistical Theory II (3 Credits)
Continuation of STAT 702. Topics include discussion of theoretical properties of point estimators and tests of hypotheses, elements of statistical tests, the Neyman-Pearson Lemma, UMP tests, likelihood ratio and other types of tests, and Bayes procedures in the decision process. Not to be used for M.S. or Ph.D. credit in statistics.

Prerequisites: STAT 702.

STAT 704 - Data Analysis I (3 Credits)
Primarily for graduate students in statistics and the mathematical sciences. Probability concepts, inferences for normal parameters, regression, correlation, use of computer statistical packages.

Prerequisite or Corequisite: STAT 712.

STAT 705 - Data Analysis II (3 Credits)
Continuation of STAT 704. Analysis of variance (fixed and random effects), analysis of covariance, experimental design, model building, other applied topics, and use of computer statistical packages.

Prerequisites: STAT 704 and STAT 712.

STAT 706 - Experimental Design (3 Credits)
Specialized experimental design: 2n and 3n factorials; fractional replication; confounding; incomplete block designs, including split-plot, split-block, and Latin square designs; general principles of design.

Prerequisites: STAT 701 or STAT 705.

STAT 708 - Environmetrics (3 Credits)
Statistical methods for environmental and ecological sciences, including nonlinear regression, generalized linear models, spatial analyses/kriging, temporal analyses, meta-analysis, quantitative risk assessment.

Prerequisites: STAT 701 or STAT 708 or BIOS 757.

Cross-listed course: BIOS 808
STAT 709 - Environmetrics II (3 Credits)
Theoretical underpinnings of environmetrics. Spatial statistics, temporal and longitudinal analysis, hierarchical modeling, and Bayesian inferences for environmental data.
Prerequisites: STAT 708 or BIOS 808; STAT 714.

Cross-listed course: BIOS 809

STAT 712 - Mathematical Statistics I (3 Credits)
Sample spaces, probability and conditional probability, independence, random variables, expectation, distribution theory, sampling distributions, laws of large numbers and asymptotic theory, order statistics, and estimation.
Prerequisites: advanced calculus.

STAT 713 - Mathematical Statistics II (3 Credits)
Further development of estimation theory and tests of hypotheses, including an introduction to Bayes estimation, sufficiency, minimum variance principles, uniformly most powerful and likelihood ratio tests, and sequential probability ratio tests.
Prerequisites: STAT 712.

STAT 714 - Linear Statistical Models (3 Credits)
A study of the general linear statistical model and the linear hypothesis. Topics include the multivariate normal distribution, distributions of quadratic forms, and parameter estimation and hypothesis testing for full-rank models, regression models, and less than full-rank models.
Prerequisites: STAT 513 and MATH 544 or STAT 712 or equivalent.

STAT 715 - Nonlinear Statistical Models (3 Credits)
Inference for general nonlinear parametric statistical models for univariate and multivariate response; linear and quadratic estimating equations; models for covariance structure; effects of model misspecification and robustness.
Prerequisites: STAT 713, STAT 714.

STAT 716 - Selected Topics in Probability (1-3 Credits)
Special topics in probability theory and stochastic processes not offered in other courses.

STAT 718 - Selected Topics in Statistics (1-3 Credits)
Special topics in statistics not offered in other courses.

STAT 720 - Time Series Analysis (3 Credits)
Stochastic properties, identification, estimation, and forecasting methods for stationary and nonstationary time series models.
Prerequisites: STAT 704 and STAT 512.

STAT 721 - Stochastic Processes (3 Credits)
Theory of stochastic processes, including branching processes, discrete and continuous time Markov chains, renewal theory, point processes, and Brownian motion.
Prerequisites: STAT 711 or STAT 712.

STAT 730 - Multivariate Analysis (3 Credits)
A survey of the theory and applications of the fundamental techniques for analyzing multivariate data.
Prerequisites: STAT 713.

STAT 740 - Statistical Computing (3 Credits)
A survey of current algorithms and software for solving fundamental problems of statistical computing with emphasis on computer generation of random variates.
Prerequisites: STAT 713 and knowledge of a computer programming language.

STAT 750 - Response Surface Methodology (3 Credits)
Methods for fitting (regression) response surfaces and interpreting them subject to random error. Includes designs and industrial process optimization methods.
Prerequisites: STAT 701 or STAT 705.

STAT 761 - Reliability and Life Testing (3 Credits)
The various statistical and probability models in reliability and life testing and inference procedures for such models, including life distributions, parametric and nonparametric inference methods, hazard and failure rate functions, plotting methods, analysis of mixtures, censoring.
Prerequisites: STAT 703 or STAT 713.

STAT 770 - Categorical Data Analysis (3 Credits)
Prerequisites: STAT 704 or BIOS 759.

Cross-listed course: BIOS 805

STAT 771 - Applied Longitudinal Data Analysis (3 Credits)
Modern methods for the analysis of repeated measures, correlated outcomes, and longitudinal data, including repeated measures ANOVA, generalized linear models, random effects, and generalized estimating equations.
Prerequisites: BIOS 757 or BIOS 758 or STAT 701 or STAT 705.

Cross-listed course: BIOS 770

STAT 772 - Binary Dose Response Theory and Methods (3 Credits)
Threshold, mass action, and target theory; empirical dose response functions; methods in current use among health science researchers. 03: 07/05/2019.
Prerequisites: STAT 512.

STAT 775 - Generalized Linear Models (3 Credits)
Statistical theory and applications extending regression and analysis of variance to non-normal data. Encompasses logistic and other binary regressions, log-linear models, and gamma regression models.
Prerequisites: STAT 713 or STAT 513, and STAT 705 or BIOS 757.

Cross-listed course: BIOS 815

STAT 777 - Statistics Phylogenetics and Molecular Evolution (3 Credits)
Theory and applications of phylogenetics; estimation via Markov models, likelihood, distances and parsimony; hypothesis testing of evolutionary trees and parameters; related topics including molecular divergence time inference.
Prerequisites: B or better in MATH 241 or STAT 510.

STAT 778 - Item Response Theory (3 Credits)
Statistical models for item response theory, Rasch and other models for binary and polytomous data, and applications. Use of statistical software.
Prerequisites: EDRM 711 or PSYC 710 or STAT 701 or STAT 704.

Cross-listed course: EDRM 828

STAT 790 - Seminar in Statistical Consulting (1 Credit)
An exposure to the techniques of statistical consulting through discussion and analysis of actual statistical problems which occur in fields of application.
Prerequisites: STAT 700 or equivalent.
STAT 791 - Practicum in Statistical Consulting (1 Credit)
Experiences in actual statistical consulting settings; participation and critiques.
Prerequisites: STAT 790.

STAT 798 - Independent Study (1-6 Credits)

STAT 799 - Thesis Preparation (1-9 Credits)

STAT 810 - Probability Theory I (3 Credits)
Probability spaces, random variables and distributions, expectations, characteristic functions, laws of large numbers, and the central limit theorem.
Prerequisites: STAT 511, STAT 512, or MATH 703.

Cross-listed course: MATH 710

STAT 811 - Probability Theory II (3 Credits)
More about distributions, limit theorems, Poisson approximations, conditioning, martingales, and random walks.
Cross-listed course: MATH 711

STAT 822 - Advanced Statistical Inference (3 Credits)
The advanced theory of statistical inference, including the general decision problem; Neyman-Pearson theory of testing hypotheses; the monotone likelihood ratio property; unbiasedness, efficiency, and other small sample properties of estimators; asymptotic properties of estimators, especially maximum likelihood estimators; and general sequential procedures.
Prerequisites: STAT 713.

STAT 823 - Large Sample Theory (3 Credits)
Modes of convergence, limit theorems, and the asymptotic properties of estimators and tests.
Prerequisites: STAT 713.

STAT 824 - Nonparametric Inference (3 Credits)
The general theory of nonparametric statistics, including order statistic theory, theory of ranks, U-statistics in nonparametric estimation and testing, linear rank statistics and their application to location and scale problems, goodness-of-fit, and other distribution-free procedures.
Prerequisites: STAT 713.

STAT 890 - Doctoral Seminar (3 Credits)
For doctoral candidates.

STAT 898 - Directed Readings and Research (1-12 Credits)

STAT 899 - Dissertation Preparation (1-12 Credits)
For doctoral candidates.

The Graduate School (GRAD)

GRAD 701 - Graduate Teaching/Instructional Assistant Development (0 Credits)
An introduction to skills and strategies for graduate teaching and instructional assistants at the University of South Carolina.

GRAD 720 - Graduate Civic Scholars Seminar I (0 Credits)
Key principles and approaches to community-engaged research and teaching, and civic scholarship.

GRAD 721 - Graduate Civic Scholars Seminar II (0 Credits)
Advanced principles, concepts, and approaches to community-engaged research and teaching, and civic scholarship. For Graduate students admitted to the Civic Scholars Program.
Prerequisites: GRAD 720.

GRAD 722 - Graduate Civic Scholars Seminar III (0 Credits)
Application of advanced principles and approaches to community-engaged research and civic scholarship. For Graduate students admitted into the Graduate Civic Scholars Program.
Prerequisites: GRAD 721.

GRAD 800 - The Graduate Student as Instructor (0-3 Credits)
Workshop in teaching skills sponsored by The Graduate School to enhance teaching experiences for graduate students who are involved in formal or informal teaching. Not for degree credit. May be repeated for up to 6 credits.

GRAD 801 - Graduate Student as Scholar (0-3 Credits)
Seminar examining scholarly growth and professional productivity. Not for degree credit.

GRAD 802 - The Graduate Student as Leader (0-3 Credits)
Seminar examining topics related to professional development. Not for degree credit.

Theatre (THEA)

THEA 500 - Selected Topics in Theatre (1 Credit)
A series of courses, each lasting one-third of a semester. Topics and Prerequisites: are announced in the class schedule for each semester.

THEA 510 - Rendering Techniques for the Theatre (3 Credits)
Rendering techniques for the communication of concepts and mood in the design process.

THEA 520 - Playwright’s Workshop (3 Credits)
Principles and practice of playwriting. Writing, adapting, and revising plays. May be repeated with consent of department chair.

THEA 522 - Drama in Education (3 Credits)
Comprehensive review of drama strategies, methods and pedagogical practices to be applied to non-drama learning contexts. Practical experience with the necessary skills, philosophies and techniques of drama in education.

THEA 526 - Children’s Theatre (3 Credits)
Special problems in producing plays for child audiences.
Prerequisites: THEA 170 and THEA 253.

THEA 527 - Applied Theatre Arts (3 Credits)
Principles and practices of theatre-making within community contexts to address local issues and to provide aesthetic strategies for creative problem solving through theatre.

THEA 529 - Theatre Management (3 Credits)
Problems involved in organizing, administering, and promoting the non-professional theatre.

THEA 530 - Period Styles for Wig and Hair Design (3 Credits)
Research and execution of period styles for wigs, hair, and facial pieces as related to theatrical and media design.
Prerequisites: THEA 230 and THEA 550.
THEA 531 - Theatre Graphics (3 Credits)
Specialized graphic techniques used in the preparation of a theatrical production. Practice in the execution and interpretation of working drawings, perspective sketches, color renderings, scale models, etc.

THEA 540 - Voice and Movement: Practice and Performance (3 Credits)
A variety of vocal and movement techniques that apply to acting and coaching with special emphasis on the physical and vocal processes in performance.

THEA 547 - Global/Contextual Issues in Theatre Education Practice and Performance (3 Credits)
Survey and analysis of current drama teacher practice across international contexts in relationship to global, social and educational change.

THEA 550 - History of Costume (3 Credits)
A survey of clothing through the ages with emphasis on the dress of the actor in significant periods of theatrical activity. From ancient times to present day.

THEA 552 - Stage Costume Pattern Drafting and Drawing (3 Credits)
The principles of pattern making for costume construction using flat-pattern and draping techniques.

THEA 553 - Advanced Stagecraft (3 Credits)
Advanced principles and practices of stagecraft.
Prerequisites: THEA 253 or equivalent.

THEA 554 - Performing Arts Safety (3 Credits)
Study of health and safety hazards for actors, technicians, and audience members.

THEA 555 - Scene Painting for the Stage (3 Credits)
Techniques of scene painting. Application of principles of painting to the stage.

THEA 556 - Stage Design (3 Credits)
Survey of the history and principles of scene design. Assignments will involve drawings, watercolor sketches, and scale models.

THEA 557 - Advanced Scenic Design (3 Credits)
Advanced procedures and techniques of scenic design.
Prerequisites: THEA 556.

THEA 558 - Draping for the Modern Silhouette (3 Credits)
Apparel design through basic draping techniques on industry standard dress forms. Analysis of fit and design, problem solving and interaction of fabric characteristics with style features.
Prerequisites: B or better in THEA 551.

THEA 559 - Introductory Methods for K-12 Theatre Certification (3 Credits)
Developmental approaches to drama instruction in K-12 classroom settings.

THEA 561 - History of the Theatre I (3 Credits)
A survey of plays, playwrights, actors, production, and the physical development of theatres from the time of the Greeks to 1660; reading of representative plays required.

THEA 562 - History of the Theatre II (3 Credits)
A survey of plays, playwrights, actors, production, and the physical development of theatres from 1660 to the present; reading of representative plays required.

THEA 563 - History of Modern Theatre (3 Credits)
History of Western Theatre since the early 20th century. Students will be introduced to major figures, plays, and movements and explore influences from the broader culture on theatrical expression.

THEA 565 - African American Theatre (3 Credits)
The major movements, figures, plays, and critical strategies that have marked the development of African American theatre in the 19th, 20th, and 21st centuries.

Cross-listed course: AFAM 565, ENGL 565
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

THEA 567 - Dramatic Theory I (3 Credits)
A survey of the major works of dramatic theory and criticism, with emphasis on theories of theatrical performance. From Aristotle through 18th-century neo-classicism.

THEA 568 - Dramatic Theory II (3 Credits)
A survey of the major works of dramatic theory and criticism, with emphasis on theories of theatrical performance from the 18th century to the present.

THEA 569 - Dramaturgy (3 Credits)
A study of dramatic structure as it relates to theatrical production. Emphasis on script reading and analysis. Production and new-works dramaturgy will be covered.

THEA 570 - Advanced Acting I (3 Credits)
Theory and practice in the development of a role and an understanding of the psychology of the audience-actor relationship.
Prerequisites: B or better in THEA 240 and THEA 372 and THEA 370.

THEA 571 - Advanced Acting II (3 Credits)
Technique of performing play scripts with heightened language and styles other than naturalism/realism. Some examples of genres that may be taught are Classical Greek, Elizabethan, absurdist.
Prerequisites: B or better in THEA 240 and THEA 372 and THEA 370.

THEA 572 - Advanced Makeup for Theatre and Film (3 Credits)
Makeup design for specific character types, prosthetics and three-dimensional makeup effects. Special attention to the process of sculpting and modeling for makeup prosthetics.
Prerequisites: THEA 230.

THEA 575 - Rehearsal and Performance (3 Credits)
An intensive laboratory course in theatrical and media performances.

THEA 576 - Rehearsal and Performance (3 Credits)
An intensive laboratory course in repertory theatre.

THEA 577 - Special Topics in Physical Theatre (3 Credits)
Research and performance training in selected topics related to physical theatre. Course content varies and will be announced in the schedule of classes by title. May be repeated as topics vary.

THEA 578 - Play Direction I (3 Credits)
A study of the principles, procedures and practice of stage direction, with the selection, analysis, casting, and rehearsal of a one-act play to be presented in the laboratory theatre.
Prerequisites: THEA 270, THEA 280, and 6 hours from 300 level or above.

THEA 579 - Play Direction II (3 Credits)
A continuation of THEA 578.
Prerequisites: THEA 578.
THEA 581 - Film as Performance (3 Credits)
Study and analysis of film production, performance, and aesthetics.

THEA 582 - Costume Design (3 Credits)
Theory and practice in the design of theatre costumes.

THEA 583 - Advanced Practice in Sound Design (3 Credits)
Advanced study in sound, production and design. Emphasis will be on mounting designs and refining design skills for Theatre, Music, and Media Arts students.

THEA 585 - Design for Communications Media Production (3 Credits)
The study and application of techniques in theatrical stagecraft, design, lighting, costing, and makeup applicable to specialized fields of communication media.
Prerequisites: THEA 253, THEA 351.

THEA 586 - The Articulate Body (3 Credits)
Theoretical and experimental exploration of the major body systems and developmental movements to bring more articulation to the body and more awareness and physical ease in performance.
Cross-listed course: DANC 586

THEA 587 - Film and Television Acting (3 Credits)
Theory and practice of film and television acting.
Prerequisites: THEA 170.

THEA 588 - Stage Light Design I (3 Credits)
The interrelationship of stage lighting and other production elements. Design techniques, equipment, and script analysis. Laboratory work on department productions. Restricted to theatre majors or those having special permission of instructor.

THEA 589 - Adv. Stage Lighting Des. II (3 Credits)
Stage lighting equipment and design techniques. Laboratory work on departmental productions.

THEA 599 - Special Topics in Theatre (3 Credits)
Reading and research on selected topics. Course content varies and will be announced in the schedule of classes by title. May be repeated once as topics vary.

THEA 701 - Research Methodology (1 Credit)
Introduction to research methods, sources, and practices for graduate work in theatre and theatre studies. Concentration on preparing for paper writing and thesis production.

THEA 710 - Graduate Design Studio (3 Credits)
The collaborative process between directors and theatrical designers.

THEA 720 - Dramatic Literature for Youth (3 Credits)
This course is designed to expand pre-service theatre teachers' exposure to the canon of plays written for young audiences and actors. Students will gain insight into issues surrounding creating plays for young audiences.

THEA 721 - M.F.A. Practicum, Technical Direction (1-6 Credits)
A studio workshop for advanced study of theatre arts and crafts.
Prerequisites: admission into MFA program.

THEA 721A - M.F.A. Practicum, Technical Direction (1-6 Credits)
A studio workshop for advanced study of theatre arts and crafts.
Prerequisites: admission into MFA program.

THEA 721B - M.F.A. Practicum, Management (1-6 Credits)
A studio workshop for advanced study of theatre arts and crafts.
Prerequisites: admission into MFA program.

THEA 721C - M.F.A. Practicum, Costuming (1-6 Credits)
A studio workshop for advanced study of theatre arts and crafts.
Prerequisites: admission into MFA program.

THEA 721D - M.F.A. Practicum, Lighting (1-6 Credits)
A studio workshop for advanced study of theatre arts and crafts.
Prerequisites: admission into MFA program.

THEA 721E - M.F.A. Practicum, Acting (1-6 Credits)
A studio workshop for advanced study of theatre arts and crafts.
Prerequisites: admission into MFA program.

THEA 721F - M.F.A. Practicum, Scenery and Properties (1-6 Credits)
A studio workshop for advanced study of theatre arts and crafts.
Prerequisites: admission into MFA program.

THEA 721G - M.F.A. Practicum, Directing (1-6 Credits)
A studio workshop for advanced study of theatre arts and crafts.
Prerequisites: admission into MFA program.

THEA 730 - Stage Management (3 Credits)
The aim of this course is to train graduate students in the requirements of stage management production meetings, assisting the director, and running the show. Professional, community, and academic theatre will be covered.

THEA 731 - Technical Drawing for the Theatre (3 Credits)
Advanced training in the technique and practice of technical drawing for the theatre.

THEA 741 - Advanced Voice Lab (1-3 Credits)
Advanced training in vocal skills needed by actors. (A) Techniques of Berry and Linklater, (B) Technique of Skinner. May be repeated for a total of 15 hours.

THEA 741A - Advanced Voice Lab (1-3 Credits)
Advanced training in vocal skills needed by actors. Techniques of Berry and Linklater. Note: May be repeated for a total of 15 hours.

THEA 741B - Advanced Voice Lab (1-6 Credits)
Advanced training in vocal skills needed by actors. (A) Techniques of Berry and Linklater, (B) Technique of Skinner. Note: May be repeated for a total of 15 hours.

THEA 752 - Advanced Costume Construction (3 Credits)
Advanced procedures and techniques of drafting, draping, pattern making, and wig making. Fabrics, their selection and modification for stage use.

THEA 754 - Theatrical Rigging and Mechanics (3 Credits)
Traditional and modern techniques for solving problems from actual theatrical productions.
Prerequisites: THEA 553.

THEA 755 - Advanced Scene Painting for the Stage (3 Credits)
Advanced techniques in scene painting. Application of principles of painting to the stage.

THEA 756 - Advanced Costume Design (3 Credits)
Advanced procedures and techniques of costume design: includes color theory, fabric potentiality, theatrical use of line, mass, and color.

THEA 757 - Problems in Theatre Practice I (3 Credits)
Analysis of selected problems in theatrical design, technical execution, or performance techniques. May be repeated once for credit.

THEA 758 - Problems in Theatre Practice II (3 Credits)
Analysis of selected problems in theatrical design, technical execution, or performance techniques. May be repeated once for credit.
THEA 759 - Design Motifs (3 Credits)
Practical and research projects on identification, isolation, and selection of historic motifs for theatrical purposes.

THEA 760 - Graduate Text Analysis (3 Credits)
Analytical skills, a shared vocabulary, and techniques for interpreting the dramatic text for the purposes of staging and performance. For theatrical collaborators.

THEA 761 - Studies in Theatre History (3 Credits)
May be repeated as topics vary for a total of 12 hours.

THEA 765 - Staging in the Non-Traditional Theatre (3 Credits)

THEA 770 - Problems in Acting, Rehearsal, and Performance (3 Credits)

THEA 771 - Problems in Acting, Rehearsal, and Performance (3 Credits)

THEA 773 - Performing in Period Plays I (3 Credits)
A synthesis of literary, critical, historical, and acting problems of selected period pieces with public performance providing the laboratory for testing alternative solutions. Registration by audition only.

THEA 774 - Performing in Period Plays II (3 Credits)
A synthesis of literary, critical, historical, and acting problems of selected period pieces with public performance providing the laboratory for testing alternative solutions. Registration by audition only.

THEA 775 - Advanced Methods in Drama Education (3 Credits)
Focus on dispositions and experiences applicable to developing comprehensive theatre arts programs in K-12 schools.

Prerequisites: THEA 559.

THEA 777 - Advanced Movement and Dance (1-3 Credits)
Advanced training in movement skills needed by actors. May be repeated for a total of 15 hours.

THEA 778 - Directoral Workshop I (3 Credits)
Principles and practice of directing for the stage. The advanced study of the director's role in patterning the auditory stimuli for arena and proscenium theatres.

THEA 779 - Directoral Workshop II (3 Credits)
A continuation of THEA 778.

Prerequisites: THEA 778.

THEA 782 - Professional Costume Design Practices I (3 Credits)
Rendering techniques, script study, color, and textile applications, prepared for presentation.

THEA 783 - Professional Costume Design Practices II (3 Credits)
Complex design projects, advanced rendering techniques, and translation to stage.

THEA 784 - Teaching Internship in Theatre I (3 Credits)
A practical teaching experience in K-12 theatre classrooms consisting of a minimum of seven and a half to ten hours per week.

THEA 785 - Teaching Internship in Theatre B (9 Credits)
Practical experiences in observing, teaching lessons, and applying theory and student-centered approaches in order to implement K-12 theatre classroom strategies.

Prerequisites: THEA 784 and Acceptance to the Professional Program in Education and Internship as MAT Student.

THEA 786 - Professional Scene Design Practices I (3 Credits)
Production-related scene design problems and projects.

Prerequisites: THEA 557.

THEA 787 - Professional Scene Design Practices II (3 Credits)
Responsibilities of the professional scene designer; analysis of problems and preparation of projects.

Prerequisites: THEA 786.

THEA 788 - Professional Stage Lighting Practices I (3 Credits)
Large scale projects, such as musical theatre, ballet and multi-set plays, prepared with appropriate professional techniques for presentation and critique.

Prerequisites: THEA 589 or equivalent.

THEA 789 - Professional Stage Lighting Practices II (3 Credits)
Continuation of THEA 788, to include complex stage lighting problems as well as projects involving related lighting fields.

Prerequisites: THEA 788 or equivalent.

THEA 790 - Professional Theatre Internship (3-9 Credits)

THEA 796 - Special Projects (1-3 Credits)

THEA 797 - Special Projects (1-3 Credits)

THEA 799 - Thesis Preparation (1-9 Credits)

Women & Gender Studies (WGST)

WGST 515 - Race, Gender, and Graphic Novels (3 Credits)
Representations of race and gender in comics with a special emphasis on the experiences of African Americans.

Cross-listed course: AFAM 515

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 525 - The Psychology of the Midlife Woman (3 Credits)
Biological, social, and psychological aspects of the midlife woman.

Cross-listed course: PSYC 525

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 535 - Ecofeminism (3 Credits)
An exploration of the connections between oppression of women and oppression of nature.

Prerequisites: 3 hours in philosophy beyond the 100 level.

Cross-listed course: PHIL 535

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

WGST 541 - Issues in Women's Health (3 Credits)
An exploration of women's health and health care concerns from multiple perspectives.

Cross-listed course: NURS 541

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 554 - Women and Crime (3 Credits)
Impact of gender-based relations on crime and the criminal justice system.

Cross-listed course: CRJU 554

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences
WGST 555 - Language and Gender (3 Credits)
Approaches to gender and language emphasizing the social grounding of both; how language reflects sociocultural values and is a tool for constructing different types of social organization.
Cross-listed course: ANTH 555, LING 541
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

WGST 598 - Special Topics in Women’s & Gender Studies (3 Credits)
Course content varies and will be announced in the schedule of courses by title. May be repeated as content varies by title.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 621 - Maternal and Child Health (3 Credits)
Public health issues, social and behavioral science, policies, programs, and services related to maternal and child health in the United States and other countries.
Cross-listed course: HPEB 621
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

WGST 701 - Feminist Theories and Epistemologies (3 Credits)
Examination of feminist theories and epistemologies from diverse disciplines and intellectual movements, providing an overview of historical developments in feminist discourse. Emphasis on debates surrounding such concepts as gender, identity, difference, power, and embodiment.

WGST 704 - Political Theory and Feminism (3 Credits)
How contemporary feminist theory has responded to and reformed traditional theories about the role and nature of women.
Cross-listed course: POLI 704

WGST 705 - Race, Class, Gender and Sexuality (3 Credits)
Historical and contemporary dimensions of social inequality centered in race, social class, gender, and sexuality.

WGST 706 - Engendering Global Capitalism (3 Credits)
The origins of global capitalism, the nature of money and debt, the roles of gender, race and class in social formations, and the relationship between production and reproduction.
Cross-listed course: ANTH 706

WGST 708 - Women in American Politics (3 Credits)
Impact of gender in American politics; elections, representation, rights, social movements, legal institutions, and public policy. Explores class, race, and sexuality issues within gender.
Cross-listed course: POLI 708

WGST 709 - Women Explorers and Travelers (3 Credits)
Examines in geographical and historical contexts the activities of various women travelers and explorers.
Cross-listed course: GEOG 709

WGST 714 - Nutrition in Women's Health (3 Credits)
An examination of the particular nutritional needs of women through the life cycle with emphasis on disease prevention and how nutrition is related to a woman's health and wellness. 03: 07/05/2019.

WGST 716 - Women's Studies Workshop (1 Credit)
Selected topics in women's studies that are grounded in community concerns with an emphasis on individual action-research. May be repeated for a total of 2 hours credit.

WGST 736 - Women, Work and Health: Global Perspectives (3 Credits)
Intersections of women’s work and women’s health in diverse social, cultural, economic, geographic, and political contexts.

WGST 737 - Topics in British Women Writers (3 Credits)
Selected topics related to works by British women authors from various periods, regions, or genres. May be repeated for credit as topics vary. 03: 07/05/2019.

WGST 738 - Topics in American Women Writers (3 Credits)
Selected topics related to works by American women authors from various periods, regions, or genres. May be repeated for credit as topics vary. 03: 07/05/2019.

WGST 750 - Psychology of Women (3 Credits)
Women's diversity explored through research on personality, stereotypes, status and power, biological aspects, socialization, sexuality, relationships, mothering, work and achievement, violence against women, psychological disorders, and feminist therapies. 03: 07/05/2019.
Cross-listed course: PSYC 750

WGST 757 - African American Women in Nineteenth and Twentieth Centuries (3 Credits)
This course will acquaint students with some of the secondary literature in African American women's history from the late nineteenth century through the twentieth century. The course examines the impact of race, gender, and class on the lives of black women and explores the historical relationship between African American women, work, family, community, and politics.
Cross-listed course: HIST 757

WGST 764 - History of American Women (3 Credits)
Selected research topics on the cultural, social, economic, and political roles and contributions of American women.
Cross-listed course: HIST 764

WGST 767 - Feminist Perspective in Social Work Practice (3 Credits)
Examines the application of feminist theories, concepts, and principles to social work practice. Assesses women's experiences in society and the impact of social, political, and economic structures. Investigates feminist interventions pertaining to individuals, families, organizations, communities, and the larger social environment. 03: 07/05/2019.

WGST 772 - Gender and Culture (3 Credits)
Different cultures' ideas about gender and use of gender to organize social groups in a wide range of societies, including American subcultures.
Cross-listed course: ANTH 772

WGST 790 - Directed Reading and Research (1-3 Credits)
Directed research and reading in subjects to be individually assigned.

WGST 796 - Special Topics in Women’s Studies (3 Credits)
A special topic focusing on an area within women’s studies not usually covered in other graduate courses in women’s studies.

WGST 797 - Seminar in Women’s Studies (3 Credits)
A capstone seminar applying women’s studies theories and methodologies to professional or discipline-based research projects. Prerequisites: WGST 701 and WGST 702.

Policies and Regulations

Here you will find helpful information concerning graduate admissions and academic regulations for the University of South Carolina System.
Graduate Academic Regulations

All graduate students are subject to the academic policies, regulations, and academic standards of both The Graduate School and the department, school and/or college in which enrolled. Graduate programs may have more stringent standards and additional regulations and requirements than that of The Graduate School. Program academic policies, regulations, and standards are available from the graduate director of the program. Contact information for academic programs is available on the website of The Graduate School.

It is the responsibility of all students to be aware of USC academic standards and their own academic record. At the very least, students should check their Record of Academic Work in Self Service Carolina (https://ssb.onecarolina.sc.edu/BANP/twbkbwis.P_GenMenu/?name=homepage) at the conclusion of each semester. The academic record will list any academic or registration issues or probationary status that requires attention by the student.

Graduate students are bound by the academic policies, regulations, standards, and degree requirements found in the Graduate Studies Bulletin (p. 771) in effect at the term of enrollment. With approval of the academic program in which enrolled and the dean of The Graduate School, a student may elect during the course of a program of study to change to standards, regulations, and requirements found in a subsequent Graduate Studies Bulletin. However, the student may not pick and choose from different Bulletins, but must select one Graduate Studies Bulletin during the period of the student's graduate enrollment and conform to all policies, regulations, and degree requirements of the selected Bulletin.

Graduate students in Master's, specialist, and certificate programs have a period of six years, inclusive and continuous, in which to claim the rights of a specific Graduate Studies Bulletin. Doctoral students have a period of 10 years. Any student whose admission lapses for three years loses the right to claim a previous Bulletin and becomes bound to the Bulletin in force when readmitted.

Students are advised that there are no guarantees that a particular course or program of study can be delivered by the University at a time convenient for every student. Unforeseen circumstances may interfere with the scheduling of any given course or degree offering. Students must be prepared for such occurrences even if students experience delays in fulfilling academic goals or require modification of those goals. Academic units and The Graduate School will work closely with students to resolve academic issues.

Note: For detailed information on Degree Requirements (p. 773) see that section of the Graduate Studies Bulletin which is arranged by certificate or specialist degree requirements, Master's degree requirements, and doctoral degree requirements.

Academic Personnel Policies

Graduate Faculty

Faculty members holding the Ph.D. or other terminal degree in a discipline are, upon appointment to a tenure-track position at the University of South Carolina, Columbia campus, eligible to become members of the Graduate Faculty. Specifically, The Faculty Manual (http://www.sc.edu/policies/facman/#current) defines those eligible to be regular members of the graduate faculty on the Columbia campus as the president; provost; dean of The Graduate School; associate deans of The Graduate School; and chairs of academic departments offering degrees conferred by The Graduate School.

Nominations of eligible faculty for such appointments are made by the appropriate academic unit (college, school, or department) to the dean of The Graduate School. Each academic unit must have on file with The Graduate School the process and criteria (http://gradschool.sc.edu/forms/G-TAN.term.appointment.nomination.GS58.pdf) used by the unit to nominate and review faculty for appointment as regular Graduate Faculty. Academic units will notify the dean of The Graduate School when nominations to regular Graduate Faculty status are reviewed and either retained or revoked by the academic unit.

Faculty members and scholars not otherwise eligible for regular membership on the graduate faculty may be appointed to term appointments. Term appointments are appropriate for USC faculty in the School of Law and the School of Medicine, emeriti USC professors, clinical faculty, research professors, faculty members at other institutions (including other campuses of the USC system), and others holding an appropriate terminal degree or other credentials. With the approval of the dean of The Graduate School, persons with term appointments to the graduate faculty may serve on, but may not chair, doctoral committees. Nominations to term appoint as graduate faculty are nominated by the chair and dean of the academic unit to the dean of The Graduate School using the Graduate Faculty Term Appointment Form (G-TAN (http://gradschool.sc.edu/forms/G-TAN.term.appointment.nomination.GS58.pdf)). The Graduate School maintains a database (http://gradschool.sc.edu/facstaff/gfd.asp?page=gf&sub=gfd) of persons with term appointment to graduate faculty status.

Teaching and Committee Personnel

All faculty teaching graduate level course work, courses numbered 500 - 899, must be either a regular member of the Graduate Faculty or must hold a term appointment as graduate faculty. Accreditation standards state that faculty teaching graduate courses have earned the terminal degree in the field. Occasionally, a person having extensive and/or specific career experience may, with written justification from the program, be approved by the dean of The Graduate School to teach graduate courses.

Membership on doctoral committees (see Doctoral Degree Requirements), excluding the outside member, is limited to regular members of the Graduate Faculty and those who hold special term appointments with approval to serve as a regular member of a doctoral committee. Only a regular member of the Graduate Faculty may serve as chair of a doctoral committee. Service as an outside member of a doctoral committee requires only the approval of the dean of The Graduate School, not a term appointment as graduate faculty.

Membership on a thesis committee (see Master's Degree Requirements (p. 781)) is composed of regular graduate faculty of any rank who hold the doctorate or the discipline's terminal degree and tenured faculty at the rank of full professor who do not hold the terminal degree. Research, clinical, and adjunct faculty at any rank who hold the terminal degree may serve on and chair a thesis committee with approval of the program and the dean of The Graduate School. Instructors and lecturers who do not hold the terminal degree may serve as members of thesis committees with justification from the program and approval of the dean of The Graduate School.
Advisor

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

Graduate Assistant

A graduate assistant (GA) is a student enrolled in The Graduate School and a special category part-time employee of the University paid by the University’s Payroll Department. Graduate assistants may serve as teaching assistants (GTA or ITA), research assistants (RA), or perform administrative duties (GA). In addition to receiving a stipend, non-South Carolina residents who are graduate assistants are assessed the in-state rate for tuition purposes. Graduate assistants are expected to devote full-time effort to their studies and assistantship responsibilities and are discouraged from having additional employment on or off campus. For the complete text of USC Policy on Graduate Assistants, see academic policy ACAF 4.00 (http://www.sc.edu/policies/ppm/acaf400.pdf).

To be eligible for employment as a graduate assistant, a graduate student must:

1. be enrolled in a degree program and in good standing; and
2. be registered for at least six graduate credits during a major semester.

Programs are encouraged to provide competitive GA stipends and tuition remission to attract the most highly qualified graduate students. The maximum stipend amount cannot exceed the amount paid to a first-year postdoctoral fellow in the academic unit. The minimum stipend is $1,200 for fall or spring semester for not more than 10 hours per week, and $600 per summer session for not more than 10 hours per week. Appointments for more hours per week should provide proportionately higher stipend.

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

Graduate Assistants must enroll in 6 to 12 credit hours in the Fall and Spring terms and 1 to 6 hours in the summer terms. Enrollment load exceptions must be approved by The Graduate School.

Accreditation standards require the University to monitor the quality of instruction provided by graduate assistants hired as teaching assistants (ITA or GTA). In order to perform teaching duties, a graduate assistant (GTA) must attend the University-sponsored teaching skills workshop (TA Training) offered by The Graduate School before the start of the Fall term prior to beginning teaching duties. Students need only attend the workshop once and will be placed in the trained ITA database (http://gradschool.sc.edu/TATRAIN/tatrained.asp) when all requirements have been met.

The South Carolina Legislature (http://www.scstatehouse.gov/COde/t59c103.htm) mandates that all instructors at the University have adequate proficiency in English. International graduate students for whom English is not the primary language can be appointed as teaching assistants only if oral proficiency in English has been evaluated as satisfactory by the faculty of the English Programs for Internationals (http://www.epi.sc.edu/) (EPI). Mandatory for all international students appointed as graduate teaching assistants, the evaluation workshop is held prior to the start of each Fall term, three days before the teaching skills workshop (TA Training) offered by The Graduate School that all prospective GTAs and ITAs must complete. Students who demonstrate sufficient English proficiency and complete all other requirements, including the TA Training workshop, will be placed in the GTA/ITA database (http://gradschool.sc.edu/facstaff/trained.asp?page=ta).

Academic Credit and Course Policies

The credit value of each course is usually equal to the number of hours the class meets each week in a major term (fall or spring). Courses are required to have 700 minutes of instructional contact time for each course credit hour.

Courses numbered 700-899 are restricted to graduate students; courses numbered 500-699 are open to upper-level undergraduate and graduate students. Graduate students registered for courses numbered 500-699 must complete graduate level course work and will receive graduate credit. The course syllabus for 500-699 courses must differentiate the workload and rigor of assessment for graduate students and undergraduates.

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

Graduate students may not enroll for undergraduate credit in courses numbered 500-699 without the permission of their academic advisor and the dean of The Graduate School.

Distance Education Courses

Many academic programs offer courses and degree programs via distance education using multiple delivery methods, both in synchronous and asynchronous modes. Courses are offered during fall, spring, and summer terms. All courses delivered through distance education are approved by the appropriate academic authority as suitable for distance delivery, are subject to the same academic policies and regulations, and meet the same University standards of rigor, prerequisites, sequence, etc., that are required in residence course work. Students should consult with the individual academic programs for courses and degrees offered via distance education.

Course Syllabus

The course syllabus is a summary for a specific course which includes an outline of the content to be covered, the assignments and how the student’s work will be assessed, and the materials needed for it. Graduate course syllabi are required to contain the title and description of the course, course objectives stated as student learning outcomes,
recommended and/or required texts or readings, the instructional
delivery strategy, the grading scheme to include weights and scale,
course requirements/assignments/exams, a topical outline of content
to be covered, and an attendance policy. It is also recommended that
a disability accommodation statement be included. The instructor is
responsible for ensuring that the course syllabus contains all elements
required by The Graduate School. Students should receive the syllabus
prior to or at the first class session.

Note: For 500-600 level courses adequate differentiation between the
workload and rigor of assessment for graduate and undergraduate
students must be explicitly stated in the syllabus. The instructor
is responsible for ensuring that all graduate students meet the
requirements for graduate credit.

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

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

A graduate student registered for courses numbered 500-699, or for any undergraduate course for credit, is required to satisfy undergraduate attendance regulations and conform to the "10 percent rule." The Undergraduate Attendance Policy (p. 756) states that absence from more than 10 percent of the scheduled class sessions, whether excused or unexcused, is excessive and the instructor may choose to exact a grade penalty for such absences.

Prerequisites
Course prerequisites are listed to inform students about the academic
background required for satisfactory course completion. The instructor
may approve the enrollment of students who have acquired the
equivalent knowledge or skills through other courses or experiences.
Special permission from the instructor to enroll should be requested prior to registration. Students without the required prerequisites who do not receive prior permission of the instructor to enroll may be dropped from the course and become subject to any applicable financial penalties.

Course Enrollment Load
Special Enrollment (Z-status)
The dean of The Graduate School, under certain circumstances, may
certify that a student’s full-time enrollment is less than the normal
requirement of 9 hours for graduate students or 6 hours for students
serving as graduate assistants. This is known as Z-Status. Students seeking an exception to minimum enrollment requirements (Z-Status) should submit a written request to the dean of The Graduate School with acceptable justification from the student’s academic advisor or the graduate director of the academic program. International students must also submit the approved Exemption from Full-time Enrollment (http://iss.sc.edu/?option=com_docman&task=doc_view&gid=550&Itemid=) form from International Programs for Students.

For a student whose need for under-enrollment results from an internship,
practicum, or field experience required by the graduate program,
a justification indicating the term requested and the nature of the
experience should be submitted in a written memo to the dean of The Graduate School by the student’s academic advisor or the program’s
graduate director.

Students nearing completion of a doctoral or Master’s degree requiring a dissertation or thesis may be granted special enrollment status and certified as half-time or full-time if the student has completed course work required for the degree except thesis (799) or dissertation preparation (899).

Eligibility requires verification of three conditions by the student’s
academic advisor or program graduate director. The memo requesting Z-
status must indicate that:

1. all course work on the program of study has been completed except
   for thesis (799) or dissertation preparation (899);
2. the student is working on the dissertation or thesis full-time, or if applicable, at least half-time; and
3. the student is not employed outside their graduate assistantship or,
   if applicable, employed no more than half-time if not on a graduate assistantship.

A Z-status request for under-enrollment privilege must be term-specific
and is limited to two terms. Z-status for under-enrollment privilege may be extended beyond two terms with the approval of and justification from the academic unit and with the approval of the dean of The Graduate School.

Students who request exemption from full-time enrollment for financial aid purposes must submit the Special Academic Enrollment Release form (F 6.2) from the Office of Financial Aid (http://www.sc.edu/financialaid/).

Family Leave (Z-Status)
A graduate student who is the primary child-care provider is eligible to
take a one major term of family leave from graduate study the major
term during or following the event for the birth of a child or adoption
of a child less than 6 years old. The graduate student taking family
leave will receive a one year extension of all academic responsibilities,
including time to degree, removal of incomplete grades, and course in-
date time. During family leave the graduate student will be on special
enrollment (Z-status) status and must have health coverage. The student
may waive out of University-sponsored health insurance if covered by
other insurance or may elect to continue enrollment in the University-
sponsored student health insurance plan. The student is responsible for
submitting required waivers and/or for contacting the student health
insurance contactor directly to enroll in the health insurance program
and for paying premiums by the deadline. Students should be aware that
a graduate assistantship position or other financial support may not be
available upon return from family leave.

Note: While this policy does not mandate that programs continue
financial support during family leave and/or guarantee student support
or resumption of an assistantship after returning from family leave,
programs are strongly encouraged to do so whenever possible.

Students contemplating family leave must advise their academic
unit of the intention to take family leave and begin the family leave
planning process at least six (6) weeks before the leave start date. Once
planning has been completed at the unit level, a written petition for family
leave with required supporting documentation and signatures must
be submitted as a single packet to the dean of The Graduate School for approval at least three (3) weeks before the start of the leave. The petition must contain evidence of consultation and planning with the student’s academic advisor(s) and a memo of support from the academic unit signed by the program’s graduate director, a leave timeline, and appropriate documentation. Appropriate documentation for a female student for childbirth includes written certification from the student’s health care provider confirming the pregnancy and anticipated due date or the baby’s birth certificate and for a male student either certification confirming the anticipated due date or the baby’s birth certificate. For adoption of a child less than 6 years old, a written certification of adoption from a certifying individual or agency specifying the date of adoption and the age of the child is the appropriate documentation.

This planning process with the academic unit should also be used to determine if any additional length of time beyond the one year extension of academic responsibilities period will be needed for the student opting for family leave to complete degree requirements. While a one year extension of academic responsibilities will be granted to any student on approved family leave, academic units often have specific timelines for exams, fieldwork, course sequences, etc., which may necessitate extension beyond the one year period. Graduate students with such circumstances may petition The Graduate School for extension of leave time. Academic unit requirements or limitations are a valid justification to petition for the extension. Petitions for extension of time beyond the one year family leave should be supported by the student’s academic unit and will be reviewed by The Graduate School on an individual basis.

Note: Medical complications or other extenuating circumstances are not included in this policy. Such situations are more appropriately covered by the University’s current policies regarding course incompletes and withdrawal and/or leave of absence due to extenuating circumstances.

The family leave policy is also intended to allow an international student to be coded as a “special enrollment” student and not affect current visa status. However, immigration regulations might dictate a different definition of enrollment than that defined as “special enrollment” for this policy. The Office of International Student Services is the authority on campus for interpreting current enrollment regulations for international students, so international students contemplating family leave must consult the Office of International Student Services to address proactively any individual or unique visa issues and/or to consider how the latest applicable regulations would affect eligibility for family leave. International students applying for family leave must discuss the intended leave period with the Office of International Student Services at the beginning of the six (6) week planning period and must include a signed memo from the Office of International Student Services detailing immigration status and any consequences of taking family leave in the written petition packet submitted to the student’s program graduate director for signature and to the dean of The Graduate School for approval.

Once the family leave has been approved, a memo will be placed by The Graduate School in the student’s academic file indicating the leave dates and the extension date for academic responsibilities. It is the student’s responsibility to communicate with their academic unit while on leave. It is also the student’s responsibility to work with faculty and program administrators on arrangements for course completion, achievement of degree requirements, and for continuation of research and/or teaching activities before and following the period of the leave.

Enrollment in Courses Outside Major
Students wishing to enroll in courses outside the area to which they have been admitted should do so only with the permission of their academic advisor and should consult the department offering the course regarding eligibility and prerequisites. An individual who has been declined admission or had their admission cancelled to a program may not continue to enroll in or audit courses in that area without special permission of that program even if the student has subsequently been admitted to another program. Programs have the right to limit enrollment in program courses to students in the program and/or to decline admission to program coursework to a student that has registration eligibility through another program. Issues related to course enrollment or registration eligibility may be referred to the dean of The Graduate School.

Enrollment in Courses for Audit
A student must be eligible to register as a graduate student and go through the regular registration process to be eligible to audit a graduate-level course. Some departments do not permit auditing at the graduate level, and if space in the class is limited, degree-seeking students always are given priority over students who are auditing. Students wishing to audit graduate courses are advised to obtain permission from the appropriate department chair or graduate director. No record of audit shall appear on a transcript unless a student attends 75 percent of the classes. A course taken for audit cannot be used on a program of study to satisfy degree requirements unless it has been retaken for credit.

Students who have registered for a course on an audit basis and who wish to change their registration to take the course for credit (or who wish to change from credit to audit) must do so no later than the last day to change course schedule or drop without a grade of W being recorded, as published in the Academic Calendar (http://Registrar.sc.edu/html/calendar/5YrCalendar3.stm).

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

Independent Study
The purpose of an independent study is to allow the student to pursue an area of academic interest not adequately covered by the regular course structure. Therefore, an independent study course cannot be used to fulfill a core requirement.

Prior to enrolling in a graduate independent study course, a student must complete a graduate Independent Study Contract form (G-ISC (http://gradschool.sc.edu/docLibrary/documents/G-ISC.independent.study.contract.GS50.pdf)). The approval of the instructor, advisor, and the graduate director of the program is required. Students send an approved copy of the G-ISC to the Office of the University Registrar before registering for the course.

Note: Not more than 6 hours of independent study may be used on a Master’s program of study and no more than 9 hours of independent study may be used on a doctoral program of study.

Transfer of Course Credit
Course work not part of a completed certificate program or graduate degree from USC or another institution may be transferred for credit toward a Certificate of Graduate Study, a master’s or doctoral degree. Course work transferred from another institution must be relevant to the program and have course content and a level of instruction equivalent to that offered by the University’s own graduate programs. Approval for
acceptance of transfer credit to a student’s program of study must be approved and justified by the student’s academic program and submitted to the dean of the Graduate School for final approval on the Request for Transfer of Academic Credit (G-RTC (http://gradschool.sc.edu/DocLibrary/documents/G-RTC.pdf)) form.

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

Revalidation of Out-of-Date Courses

Students enrolled in a doctoral program at the University of South Carolina may, with permission of the academic program, request revalidation of USC graduate courses over 10 years old for inclusion on the doctoral program of study. Each academic unit will determine whether a course is appropriate for revalidation. All instructions for revalidation (http://gradschool.sc.edu/forms/pre.pdf) must be followed and the Permit for Revalidation Examination (PRE (http://gradschool.sc.edu/forms/pre.pdf)) form must be completed and submitted to the dean of The Graduate School for approval prior to revalidation. Proof of payment of revalidation fees must be submitted with the Permit for Revalidation Examination form.

Note: Coursework taken at other institutions may not be revalidated.

Correspondence Course Credit

The University neither offers correspondence courses for graduate credit nor accepts correspondence work as applicable toward any graduate degree.

Credit by Examination

No graduate credit is offered by examination only.

Retroactive Graduate Credit

The Graduate School does not retroactively award graduate credit for graduate-level (course number 500 and above) USC courses previously taken for undergraduate, continuing education, or audit credit. The academic policy of The Graduate School also stipulates that no graduate-level USC course taken for undergraduate or continuing education credit or as an audit may be repeated for graduate credit at a later date.

Dropping a Course

A graduate student may drop a course using Self Service Carolina. Beginning with the Fall 2013 term, graduate students will visit Self Service Carolina to drop a course. Courses dropped before the drop/add date found on Academic Calendar (http://registrar.sc.edu/html/calendar/5YrCalendar3.stm) (usually within the first week of class) can be dropped without academic or financial penalty.

Courses dropped during the second through the sixth week of a regular semester (see date on the Academic Calendar) are recorded with an academic nonpenalty grade of W. After the first six weeks of the semester, any courses dropped will appear on the permanent record with a grade of WF. A WF is treated as an F in the evaluation of the student’s eligibility to continue and is computed into the student’s graduate cumulative grade point average. Graduate students who stop attending a class without officially dropping it remain on the final grade roll and must be assigned a grade by the professor of record. A grade of F is appropriate, unless a higher grade has been earned by partial submission of the required course work, and that assigned grade is included in all calculations and totals. In summer sessions and other shortened terms, the period for withdrawal with a grade of W will be 43 percent of the total number of class days (see date on the Academic Calendar (http://registrar.sc.edu/html/calendar/5YrCalendar3.stm)). A course cannot be dropped after the last day of classes specified for the session in which the course is scheduled.

Students are responsible for consulting the academic calendar for each term in which they are enrolled for the applicable dates. Students should also consult their academic advisor and graduate director for advisement before withdrawing from course work.

Dropping a Course for Extenuating Circumstances

A student who wishes to drop a course for medical reasons or other acceptable cause after the session penalty date specified on the Academic Calendar for that term (last day to receive a W), may petition for assignment of W by submitting a Request for Assignment of W for Extenuating Circumstances form (AS-122A) available from the Office of the University Registrar (http://registrar.sc.edu/html/forms/) with the appropriate documentation of circumstances, (e.g., a letter from a physician or health care provider). The petition requires the approval of the student’s graduate director, the instructor of each course, and the dean of The Graduate School. A request for partial reduction (rather than complete) withdrawal for extenuating circumstances must include evidence (i.e., a written statement from a physician, counselor, or other qualified professional; or other documentation of extenuating circumstances) that a reduction in, rather than complete withdrawal from, student course work is appropriate. Students must be aware that liability for repayment of student loans and other financial obligations may apply.

Withdrawal from All Courses

A student who wishes to withdraw from all courses should consult their academic advisor and graduate director for advisement before withdrawing from course work. The date of withdrawal affects the grades assigned (W or WF), as do valid, supported claims of extenuating circumstances (see previous section). If applicable, Form AS-122A available from the Office of the University Registrar (http://registrar.sc.edu/html/forms/) must be approved by the graduate director and a student’s instructors prior to withdrawal. Grades assigned to students who withdraw from all courses are determined in the manner described in the previous section. Students who withdraw should be aware of the ramifications of that action with respect to grades assigned, program status, liability for repayment of student loans, and financial obligations to the University.

Financial Obligations to the University

Any student withdrawing from the University within the scheduled refund period can expect to receive a refund in approximately four to
six weeks. If, at the time of withdrawal, the student has any financial obligations to the University, these amounts will be deducted from any refund due. Refunds for students who received and used financial aid to pay academic fees may be applied toward repayment of financial aid.

Students who have received long-term loans through the University must contact the Student Loan Accounting Office for an exit interview. Failure to participate in this exit interview may result in a hold being placed on transcripts.

Grading Policies

The letter grades A, B, C, D, and F are employed to designate excellent, good, fair, poor, and failing work, respectively. The grades B+, C+, and D+ also may be recorded. Courses graded D+ or lower cannot be applied to graduate degree programs. The letter grades S (satisfactory) and U (unsatisfactory) are assigned only in courses that have been approved for Pass-Fail grading or in a standard graded course where the student, with the approval of the dean of The Graduate School, has elected an individual Pass-Fail Option. Courses completed with an S may be counted in total credits earned. Grades of T (satisfactory progress) or U (unsatisfactory progress) are given for thesis (799) and dissertation (899) preparation. Grades of T in thesis (799) and dissertation (899) preparation are not computed in the cumulative graduate grade point average. Graduate-level courses completed with the grade of U are calculated as an F in the cumulative graduate grade point average. In certain circumstances, grades of I (incomplete) or NR (no record) may be assigned by the instructor.

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

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

There is no automatic time period for completion of the work for which a grade of incomplete is given. The instructor should give the student a reasonable deadline, up to one year after the scheduled end of the course, to complete the work. After 12 months an I (incomplete) grade that has not been replaced with a letter grade is changed permanently to a grade of F or to the backup grade indicated by the faculty member on the Assignment of Incomplete Grade form. In the rare instance the instructor believes there is justification for an extension beyond the 12 month limit, a request for extension of incomplete time should be submitted to the dean of The Graduate School before the expiration of the 12 month period on the Extension of Incomplete Time Period Authorization (GS-47 (http://gradschool.sc.edu/forms/eia.pdf)) form for approval. The Graduate School does not approve the make-up of I grades in courses which are already out-of-date for use on a student’s program of study or extensions of time without sufficient justification and/or supporting documentation.

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

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

Pass-Fail Option

Unless there is an academic program exception explicitly approved by the Graduate Council, a graduate student may elect Pass-Fail grading in a course only if the content is outside the student’s major area of study and is not required on the program of study. This option permits enrichment of the student’s learning experience and a grade of either S (satisfactory) or U (unsatisfactory) will be awarded. Courses completed with a satisfactory grade may be counted toward total credit hours earned. A grade of U received under the individual Pass-Fail Option will be calculated in the cumulative grade point average as a grade of F. Students must have the approval of their academic program advisor and the dean of The Graduate School prior to registration.

Academic Standard for Grade Point Average

The cumulative grade point average (GPA) is defined as the GPA of all graduate credit courses recorded on the official USC transcript. In-date courses are ten or fewer years old for doctoral students and six or less years old for Master’s, specialist, graduate certificate, and nondegree students. Revalidated courses are also included in the cumulative GPA calculation. Grades earned for graduate credits transferred from other colleges or universities are not included in the cumulative GPA.

Academic Standard for Progression

Graduate courses may be passed for degree credit with a grade as low as C, but a degree-seeking student must maintain at least a B (3.00 on a 4.00 scale) cumulative grade point average. Some programs stipulate that no grade below B can be applied to a core course. Programs may cancel a student’s registration privilege if the student fails to make adequate progress toward degree as defined by the program’s academic policies. A student’s registration privileges may also be cancelled for failure to meet academic standards as defined by The Graduate School.

Academic Standard for Graduation

At the time of graduation, the student’s graduate cumulative grade point average (GPA) must be at least 3.00 (B) on a 4.00 scale. Additionally, the student’s average on all grades recorded on the program of study for courses numbered 700 or above must be at least 3.00 and all courses listed on the program of study must be at least 3.00.
Academic Suspension Policy
Graduate degree-seeking students whose cumulative grade point average (GPA) drops below 3.00 (B) will be placed on academic probation by The Graduate School and allowed one calendar year in which to raise the cumulative GPA to at least 3.00. In the case of conversion of grades of incomplete that cause a cumulative GPA to drop below 3.00, a degree-seeking student will be placed on academic probation at the end of the semester in which the grade is posted. Students whose cumulative GPA falls below the required minimum of 3.00 by receiving a grade for a course in which they received a grade of Incomplete will, instead of an one-year probationary period, be granted only one major semester of probation dating from the semester in which the Incomplete conversion grade is received by the registrar in which to raise their cumulative GPA to 3.00 or above. Students who do not reach a cumulative 3.00 grade point average during the probationary period will be suspended from graduate study and will not be permitted to enroll for further graduate course work as a degree or a nondegree student.

Colleges, schools, and/or departments may have a more stringent policy than The Graduate School's academic suspension policy. Students are also responsible for knowing program policies.

Reinstatement After Suspension
The Graduate School's Policy on Academic Probation and Suspension stipulates that when a degree-seeking graduate student's cumulative grade point average (GPA) falls below 3.0 the student is placed on academic probation. The student has one calendar year, or in the case of an Incomplete conversion one major term, from the academic probation term to increase his/her cumulative graduate GPA to at least 3.0. Failing to meet this condition will result in academic suspension from all graduate study at the University of South Carolina.

After suspension, reinstatement to graduate study or nondegree enrollment status cannot be granted for one calendar year following the term of suspension. To appeal for reinstatement the student must submit through the student's academic program a completed petition packet to the dean of The Graduate School following the guidelines below. Appeals may be initiated at any point following suspension, but petition packets must be received by The Graduate School at least 45 days before the start of the term for which the student wishes to be readmitted.

A student must contact the academic program and ask for support for reinstatement to graduate study. The department must recommend reinstatement for an appeal to go forward. Only packets containing all of the required letters, documentation, and recommendations and forwarded to the dean of The Graduate School from the graduate director of the academic program will be considered. Appeal packets must contain all of the following:

1. A letter from the student that explains the factors that resulted in his/her academic suspension.
2. An explicit plan written by the student and endorsed by the graduate director showing how the student will address the extenuating circumstances noted in the student's letter of appeal (e.g., medical treatment, change of major, adjustment of work demands, etc.) and raise his/her GPA. Supporting documentation of extenuating circumstances must be included.
3. A feasible projection of what grades will be required in what courses and which semesters to yield the requisite overall cumulative GPA of 3.0.
4. A letter from the appropriate department chair or graduate director to confirm that all materials for this appeal are in order and that the appeal is supported by faculty of the academic program.

Complete packets may be delivered in person, by U.S. mail, or by campus mail to:

Dean of The Graduate School
The Graduate School
901 Sumter Street
Byrnes Building, Suite 302
Columbia, SC 29208

Note: Students who have not been enrolled for three or more years must reapply to The Graduate School.

Academic Forgiveness Policy
The Academic Forgiveness Policy is intended to assist former University of South Carolina graduate students whose cumulative USC graduate grade point average (GPA) is below 3.00 to reenroll in graduate study without having to overcome the burden of previous unsatisfactory academic performance. Any former USC graduate student who has not been enrolled in graduate study for at least 24 consecutive months is eligible to apply for academic forgiveness. Academic forgiveness sets aside all former grades earned as a USC graduate student so that previous grades will not be calculated into the student's cumulative graduate GPA. Once academic forgiveness is granted courses taken during and prior to the term elected cannot be revalidated or count toward the completion of a graduate degree.

A student who seeks academic forgiveness must submit a written petition for academic forgiveness to the dean of The Graduate School. That petition must include:

1. A letter from the student that explains the factors that resulted in the student's previous academic record.
2. An explicit plan written by the student and endorsed by the graduate director showing how the student will address those factors in future graduate study if academic forgiveness is granted.
3. A letter from the appropriate department chair or graduate director in support of granting academic forgiveness and recommending reinstatement.
4. Notice of the specific term for which courses taken during and prior to that term are to be segmented on the student's academic record as forgiven.

Each appeal for academic forgiveness will be considered on a case-by-case basis. If granted, the registrar's office will upon notification from the dean of The Graduate School segment the student's academic record showing all courses and grades to be included in academic forgiveness and will recalculate the USC graduate cumulative GPA accordingly. The courses and grades will remain a part of the student's academic record. A notation will appear on the transcript indicating the student was approved for academic forgiveness.

Academic Exception Petitions
The academic policies and regulations of The Graduate School and the graduate programs generally serve as purposeful guidelines and standards for graduate students as they pursue graduate degrees. Occasionally, individual students may feel there are grounds to seek
an exception from the uniform application of an academic regulation, requirement, or policy and may file a petition for exception.

The Graduate School accepts petitions for exception to an academic regulation, requirement, or policy only with sufficient justification and/or documentation and only if the exception is endorsed by the student's academic advisor and the program's graduate director. A complete petition including the signature of the graduate director and any necessary supporting documentation is sent by the academic program graduate director to the dean of The Graduate School. Once received a petition is reviewed by the dean, who may act on the request or refer the matter to the Graduate Council for review and recommendation.

**Appeal of Academic Decisions**

Appeals seeking to reverse or modify decisions made at a lower level of authority should be filed according to the established procedures with the student's academic unit. Students should file appeals with the dean of The Graduate School only after the internal processes for appeals and grievances within the academic program, school, and/or college have been exhausted.

The Graduate School will accept appeals on academic matters only. Disagreement with a grade assigned in a course is not a basis for appeal to the Graduate School, but should be directed to the course instructor.

Appeals to the dean of The Graduate School must be submitted in writing and must include the name, student number, the signature of the appellant, and a full description of the circumstances of the appeal. Student appeals for reversal of departmental decisions are only accepted for consideration when questions such as inequitable application of regulations, bias, conflict with regulations, or extenuating circumstances are cited as grounds for appeal.

The dean of The Graduate School will attempt to resolve appeals filed with the Graduate School and will refer unresolved issues to the Graduate Council, whose decision will be the final action taken within The Graduate School. Any further appeal must be directed to the Office of the Provost. Graduate student appeals of disciplinary decisions reached under the Rule of Academic Responsibility procedures of the University must be made to the University Committee on Academic Responsibility.

**Academic Documents and Student Records**

Students are responsible for checking the accuracy of their academic records. Students may check their academic record in Self Service Carolina.

University policy ACAF 3.03 (http://www.sc.edu/gradschool/DocLibrary/documents/gradstudentregistration.pdf) states that The University of South Carolina complies with The Family Educational Rights and Privacy Act (FERPA), which affords students certain rights with respect to their education records.

1. The right to inspect and review their records.
2. The right to request an amendment of records that the student believes are inaccurate or misleading.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent (outlined in the Annual Notification of Student Rights under FERPA.)

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of South Carolina to comply with the requirements of FERPA.

The University of South Carolina has designated the following items as directory information: a student's name, electronic mail address, local and permanent mailing addresses and telephone numbers, semesters of attendance, enrollment status (full- or part-time), date of admission, date of graduation, school, major and minor fields of study, whether or not currently enrolled, classification (freshman, etc.), type of degree being pursued, expected graduation date, degrees, honors, and awards received (including scholarships and fellowships), weight and height of members of athletic teams, and whether the student has participated in officially recognized activities and sports sponsored by the University. The University may disclose any of these items without prior written consent, unless the student has submitted a written request to the Office of the University Registrar (http://registrar.sc.edu/) not to release directory formation pertaining to the student. The student must submit the written request no later than May 31 in order to prevent disclosure in the student directory.

The University of South Carolina reserves the right to refuse to permit a student to inspect the following records:

1. Parents' financial records.
2. Confidential letters of recommendation requested by the student and filed before November 19, 1974, or letters written after that date for which the student has waived access. Students may request the names of those who have submitted confidential recommendations.
3. Documents revealing non-directory information about other students (such as class rolls).

The University of South Carolina may refuse to release transcripts and verification of records for students who have a financial obligation to the University (ACAF 3.09 (http://www.sc.edu/policies/ppm/acaf309.html)). Students should contact the Office of the University Registrar (http://registrar.sc.edu/) for additional information about official records and/or filing appeals for correction of University records.

**Copy of Student Graduate Admission File**

Graduate students who want copies of documents in admission files to which they have not waived access, such as letters of recommendation, should complete the Document Copy Request form (DCR (http://gradschool.sc.edu/DocLibrary/documents/dcr.pdf)) available on The Graduate School’s website. A fee of $10 is charged for researching and copying releasable information from a student’s file.

**Note:** Test scores and transcripts obtained through this process are considered “unofficial” documents.

**Transcripts**

A transcript of a student's record carries the following information: current status; a detailed statement of the scholastic record showing courses taken with semester hours carried, semester hours earned, grades, grade points, grade point average, and system of grading; a permanent record of all failures, Incomplete grades, and penalties (such as suspension or probation); cumulative USC grade totals; and references to other college or universities attended, dates attended, and the total transfer credits accepted by the University of South Carolina. Copies of transcripts are available from the Office of the University Registrar and must be requested in writing by memo or form. Each transcript request must include a written statement of consent to release the transcript, full
name or names used, student number, current mailing address, dates of attendance, location of attendance, and date of birth to assure proper identification of the record requested.

Any student who needs a transcript or a certified copy of the end-of-semester grade report should complete a transcript request (AS-25 (http://registrar.sc.edu/pdf/trf_3.pdf)) form or send a signed and dated letter containing all pertinent identifying information as listed above to the Office of the University Registrar. (http://registrar.sc.edu/) Official transcripts may also be requested online through Self Service Carolina. The nonrefundable transcript processing fee is $12 unless the transcript is for use with a current application to The Graduate School.

With the exception of copies made for internal use, (including the State Department of Education) no copy of a student’s permanent record (transcript) will be released to anyone without the student’s written consent. No transcript will be issued to a student who is indebted to the University. No partial transcript will be issued. Students may print unofficial copies of their academic record for personal use from Self Service Carolina.

**Other Graduate Credit Courses and Special Undergraduate Programs**

**Graduate School (GRAD) Courses**

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<td>The Graduate Student as Instructor</td>
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<tr>
<td>GRAD 801</td>
<td>Graduate Student as Scholar</td>
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**International (INTL) Courses / Study Abroad**

Study abroad can provide students with the opportunity to add an international dimension to their education. Contact the Study Abroad Office (http://www.studyabroad.sc.edu/) for information.

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**Special Programs**

For information on contract courses and degree programs offered by the University contact the Office of Educational Outreach (OEO (http://www.ed.sc.edu/oeo/)) administered by the College of Education.

**Accelerated Bachelor’s/Graduate Study Plan (G-BGPA)**

Admission to an Accelerated Bachelor’s/Master’s Plan allows the student to apply graduate credits to a baccalaureate program. This form is to be completed by the student in consultation with his/her academic advisor and the Graduate Director of the proposed master’s program.

Students must have completed at least 90 hours of undergraduate coursework and have a minimum GPA of 3.40 overall as well as in their undergraduate major.

Endorsements should be obtained in the order indicated on the form.

A Bachelor’s/Master’s Degree Accelerated Plan Course Work Authorization form (G-BMCA) must be processed for all graduate courses at the time of registration, in order for the Registrar’s Office to properly enroll the student.

Application of graduate credits earned under the Bachelor’s/Master’s Degree Accelerated Plan to the student’s baccalaureate program should be noted by the student’s college dean at the time the student’s record is cleared for award of the baccalaureate.

Admission to a the Bachelor’s/Master’s Degree Accelerated Plan does not require application for nor admission to a master’s program, nor does it guarantee admission to the proposed master’s program.

The student who wishes to be considered for admission to a Master’s program must also submit a completed application (http://www.gradschool.sc.edu/futurestudents/OnlineApplication.html) and any additional credentials (GRE scores, recommendations, etc.) which are required by that Master’s program.

Undergraduate students participating in Senior Privilege or the Accelerated Bachelor’s/Master’s Plan may opt for only one program. If a student has been approved to participate in one of these programs, he or she is prohibited from applying for, or taking courses under, the other.

**Senior Privilege Coursework**

Senior Privilege permits undergraduate seniors in their final semester (who need less than a normal course load to complete their baccalaureate requirements) to earn up to six hours of graduate credit.

Overload enrollment that includes one or more courses under senior privilege is not allowed.

Courses for graduate credit under senior privilege cannot be used toward undergraduate degree requirements.

Undergraduate students must be a senior, have at least a 3.00 overall GPA, and have approval of their undergraduate advisor, the Graduate Director of the relevant program, the dean of The Graduate School, and the instructor for each course to be taken.

Endorsements should be obtained in the order indicated on the form.

Grades earned in senior privilege classes do not affect undergraduate or graduate GPA; the credit is added to the undergraduate record but not the graduate record. A comment is posted to the graduate record.

Undergraduate students participating in Senior Privilege or the Accelerated Bachelor's/Graduate Plan may opt for only one program. If a student has been approved to participate in one of these programs, he or she is prohibited from applying for, or taking courses under, the other.

This form must be processed at the time of registration to permit the Registrar’s Office to properly enroll the student for graduate credit.

This form may not be used retroactively for courses already taken or courses in which the student is currently enrolled. That is, the form must be endorsed and on file before the first day of the relevant semester.

Undergraduate students interested in Senior Privilege enrollment or the Accelerated Bachelor's/Graduate program (http://gradschool.sc.edu/forms/G-BGCA.pdf) should consult their academic advisor.

**Graduate Admissions**

**Admission Standards**

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

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

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

Categories of Admission

The Graduate School provides prospective students with two categories of admission: Degree-seeking Admission and Nondegree-Seeking Admission.

For information about these categories of admission, visit the following links:

- Degree-Seeking Admission (https://academicbulletins.sc.edu/graduate/policies-regulations/graduate-admissions/degree-seeking-admissions/) (including transfer admission)
- Nondegree-Seeking Admission (https://academicbulletins.sc.edu/graduate/policies-regulations/graduate-admissions/nondegree-seeking-admissions/)

University Registration Requirements

Immunization Requirements

The University of South Carolina requires all students, regardless of birthdate, to contact the Immunization Office at 803-777-9511. Students born after December 31, 1956 need to be immunized against, or provide proof of immunity to, measles (rubella) and German measles (rubella). Proof of immunity and/or immunization requires documentation of one of the following:

- two measles and one German measles (MR or MMR) shot after 1967 (not before first birthday)
- positive serum titers (blood antibodies) to measles and German measles
- physician-diagnosed measles illness and either shots or positive serum titer for German measles. (A history of German measles illness does not meet requirements.)

Mandatory Health Insurance

Mandatory health insurance is not required of nondegree students unless the student is enrolled in full time credit hours. Nondegree graduate students affected by this mandatory health insurance (http://www.sa.sc.edu/shs/tshc/insurance.shtml/) requirement will be automatically enrolled in the University Plan (with the cost included in students’ bills for tuition and fees) unless documentation of comparable alternative health insurance coverage is on file in the Health Insurance Assistance Office at the Thomson Student Health Center (http://www.sa.sc.edu/shs/tshc/).

Citizenship Verification

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

- Copy of the South Carolina driver’s license if the student first became a licensed driver in the state after January 1, 2002;
- A Certified Birth Certificate indicating that you were born in the United States or a territory of the United States;
- Current U.S. Passport or U.S. Passport that has not been expired more than 10 years;
- Certificate of Naturalization — USCIS Form (N-550 or N-570);
- U.S. government issued Consular Report of Birth Abroad;
- Certificate of Citizenship (N-560 or N-561);
- Unexpired U.S. Active Duty/Retiree/Reservist Military ID Card (DOD DD-2)

The University can accept photocopies of birth certificates and other citizenship documents so long as we reserve the right to demand production of the certified original in the event there are any questions about whether the copy is true and accurate, or in the event any of the information on the copy is unreadable.

For more information: http://registrar.sc.edu/html/citizenshipverification.stm

Course Registration

Course Enrollment

Courses numbered 700-899 are restricted to graduate students; courses numbered 500-699 are open to upper-level undergraduate and graduate students. Graduate students registered for courses numbered 500-699 must complete graduate level course work and will receive graduate credit. Graduate students may not enroll for undergraduate credit in courses numbered 500-699 without the permission of their academic advisor and the dean of The Graduate School.

Access to Courses and Prerequisites

Access to graduate courses is always subject to departmental consent. Courses numbered 700-899 are restricted to graduate students; courses numbered 500-699 are open to upper-level undergraduate and graduate students. Graduate students registered for courses numbered 500-699 must complete graduate level course work and will receive graduate credit. Graduate students may not enroll for undergraduate credit in course numbered 500-699 without permission of the dean of The Graduate School.
Course prerequisites are listed to inform students about the academic background required for satisfactory course completion. The instructor may approve the enrollment of students who have acquired the equivalent knowledge or skills through other courses or experiences. Special permission to enroll should be requested from the instructor prior to registration.

**Course Loads**

A graduate student may enroll for a semester load not to exceed 15 graduate hours. Some programs limit students to a 12-hour maximum semester load. A student with a load of 9 or more hours during a fall or spring term is classified as full-time for academic purposes.

Graduate assistants carrying 6 or more hours for graduate credit are classified as full-time students. Graduate assistants are required to carry a minimum of 6 hours of graduate credit during the fall and spring terms and if employed during summer session are required to carry a minimum of 1 credit per session.

A student must be enrolled for at least 1 credit during any semester in which thesis or dissertation progress is made and such University resources as the library, computer facilities, or faculty time are used.

Students requesting an overload exception must submit the required Course Overload Enrollment Authorization (CEO) Form to the dean of The Graduate School for approval prior to the beginning of the term for which the exception is requested. Students seeking enrollment exceptions (Z-status) should contact their academic program for processing.

**Right to an Advisor**

Students permitted to enroll as nondegree students are not entitled to an advisor, but may consult an academic program’s graduate director for information or approvals as needed.

**Transient Nondegree-Seeking Students**

Students enrolled in or admitted to graduate degree programs at other accredited institutions may seek permission to attend The Graduate School of the University of South Carolina as transient students for a limited number of hours. Students wishing to be admitted as transient students must follow the application process and requirements for nondegree-seeking students.
Here you will find helpful information concerning the University of South Carolina System, links to sites addressing fees, financial aid, scholarships and other important resources. Please note that both undergraduate and graduate policies and regulations are found here.

The University
UofSC System Mission Statement
Approved by the Board of Trustees- October 11, 2019

The primary mission of the University of South Carolina System is the education of the state's diverse citizens through teaching, research, creative activity, and community engagement. This public university system serves students from its flagship Columbia campus, three comprehensive universities (Aiken, Beaufort, and Upstate), and four regional Palmetto College campuses (Lancaster, Salkehatchie, Sumter, and Union).

The University of South Carolina System offers degree programs at the associate's, bachelor's, master's, and doctoral levels. Through classroom and laboratory instruction delivered in a variety of face-to-face and distance learning formats and modalities, degree programs are offered in the following areas: arts and sciences; business; education; engineering and computing; hospitality, retail, and sport management; information and communications; law; medicine; music; nursing; pharmacy; public health; and social work.

With a flagship campus recognized by the Carnegie Foundation as a top research and community engaged institution and nationally ranked in start-up businesses, and conferring over 30% of all bachelor’s and graduate degrees awarded at public institutions in South Carolina, the university has a profound relevance, reach, and impact on the people of the state. As the flagship institution of the university system, the University of South Carolina Columbia leads the way in providing all students with the highest-quality education, including the knowledge, skills, and values necessary for success and responsible citizenship in a complex and changing world through engagement in nationally and internationally ranked research, scholarship, community outreach, and artistic creation.

UofSC Columbia Mission Statement
Approved by the Board of Trustees- October 11, 2019

Next Board of Trustees Scheduled Review- January 2023

The primary mission of the University of South Carolina Columbia is the education of the state's citizens through teaching, research, creative activity, and community engagement. Among America's oldest and most comprehensive public universities, the University of South Carolina Columbia is the major research institution of the university system and its largest campus. At the heart of its mission lies the university's responsibility to state and society to promote the dissemination of knowledge, cultural enrichment, and an enhanced quality of life.

The University of South Carolina Columbia serves a diverse population of students with widely varying backgrounds, career goals, and levels of aspiration. The university offers over 320 degrees at the bachelor's, master's, doctoral, and professional program levels, affording students the most comprehensive array of educational programs in the state. Opportunities for personal and career development are provided to the citizens of South Carolina through outreach and continuing education activities. The university provides additional opportunities for associate degrees through Fort Jackson and through the oversight of regional Palmetto College campuses (Lancaster, Salkehatchie, Sumter, and Union).

Through classroom and laboratory instruction delivered in a variety of face-to-face and distance learning formats and modalities, degree programs are offered in the following areas: arts and sciences; business; education; engineering and computing; hospitality, retail, and sport management; information and communications; law; medicine; music; nursing; pharmacy; public health; and social work. The depth and breadth of its graduate programs distinguishes the University of South Carolina Columbia from all other institutions of higher learning in South Carolina.

Recognized by the Carnegie Foundation as a top research and community engaged institution, nationally ranked in start-up businesses, and conferring over 30% of all bachelor's and graduate degrees awarded at public institutions in South Carolina, the university has a profound relevance, reach, and impact on the people of the state. As the flagship institution of the university system, the University of South Carolina Columbia leads the way in providing all students with the highest-quality education, including the knowledge, skills, and values necessary for success and responsible citizenship in a complex and changing world through engagement in nationally and internationally ranked research, scholarship, community outreach, and artistic creation.

History
Chartered in 1801 as South Carolina College, the University of South Carolina was the first state university to be supported continuously by annual state appropriations. In the years before the Civil War, it rapidly achieved a reputation for academic excellence in the classical tradition and was known as one of the best endowed and most distinguished colleges in the United States. Its faculty included Francis Lieber, editor of the Encyclopaedia Americana and author of On Civil Liberty and Self-Government; the nationally known scientists John and Joseph LeConte; and chemist William Ellet, who produced some of the first daguerreotypes in the United States. By the 1830s, distinguished alumni virtually filled the state's General Assembly. James H. Hammond and Wade Hampton were the most prominent of a parade of future governors, senators, judges, and generals who graduated during the antebellum period.

The pre-Civil War campus included Longstreet Theatre and all the buildings in the area known today as the Horseshoe (with the exception of McKissick Museum). When the voluntary enlistment of all students into the Army of the Confederacy forced the college to close in June 1862, the buildings were used by the Confederate government as a hospital. By the time General Sherman's army reached Columbia in February 1865, the hospital housed wounded Union soldiers as well. A fire soon started that destroyed most of the city, but federal troops helped save the campus buildings from the flames.

After reopening in 1865, the institution went through six reorganizations and name changes during the last decades of the 19th century, while legislators, administrators, and faculties reassessed the institution's goals and struggled to define its mission. Finally in 1906, at the beginning of its second century, it was chartered for the third, and last, time as the University of South Carolina, with a graduate school.

In sharp contrast to the South Carolina College's antebellum, elitist philosophy, President William Davis Melton in 1925 expressed a far-reaching principle that had emerged in the first quarter of the century: “Education is not a special privilege to be enjoyed by a special few.” Thus,
in its final reorganization, the University of South Carolina developed this institutional objective: to furnish both liberal and professional education to the people of South Carolina.

Efforts to achieve this objective were almost immediately hampered by the early arrival of the Great Depression in South Carolina. Enrollment declined, some courses were eliminated, and buildings went without repairs. The situation improved greatly in the late 1930s because of grants from federal New Deal agencies. Then America entered World War II, and the campus was virtually transformed into a naval training base, with payments from the Navy helping the school continue to function during the war years.

Fulfillment of the promise of the early years of the 20th century began in earnest in the 1950s. Since then, dynamic academic expansion and the development of a statewide network of campuses have produced highly diverse and innovative education programs. A commitment to graduate education along with involvement in major research programs has attracted an outstanding faculty. A master plan for the campus environment and buildings will preserve the historic campus atmosphere while providing new academic, residence, and campus life facilities.

Today, the University serves the entire state and includes, in addition to the Columbia campus, three four-year campuses (Aiken, Beaufort, and Upstate) and four regional campuses offering primarily two-year programs (Lancaster, Salkehatchie, Sumter, and Union). Enrollment on all campuses totals more than 40,000. Of these, more than 27,000 students are on the Columbia campus, about one-third of whom are enrolled in graduate and professional programs. The University offers more than 350 degree programs, including 11 programs of study for associate degrees, baccalaureate degrees in 140 areas, master’s degrees in 150 areas, doctoral degrees in 66 areas, and professional doctorates in law, medicine, and pharmacy. Many programs are nationally and internationally ranked, from the creative arts, liberal arts, health and physical sciences, to law, business, and engineering. Regional campuses primarily offer associate degrees to students who may earn 60 hours of credit applicable toward a baccalaureate degree program. The four-year campuses, in addition to basic courses, primarily offer programs leading to the baccalaureate degree. Graduate courses are also offered at more than 50 sites throughout the state under the Extended Graduate Campus program administered by the Columbia campus. Other programs are broadcast via closed-circuit television from studio classrooms on the Columbia campus and through the state’s ETV digital satellite network.

Coinciding with this statewide outreach program has been the establishment of the South Carolina Honors College on the Columbia campus. The college is designed to offer academically gifted undergraduates the finest advantages of a small college in the context of a large comprehensive university.

The University’s effort in the international area, particularly important to the state’s development of foreign trade and investment, continues to expand; academic exchange programs and research linkages have been established with European, African, and South American universities, as well as with China and Japan.

In keeping with both its 19th-century and its 20th-century heritage, the University continues to promote academic excellence while responding progressively to its educational responsibilities and the citizens of South Carolina. It has committed itself to earning a place in the Association of American Universities (AAU), which includes 60 of the finest institutions of higher learning in America. Pursuing this goal, the University aspires to build upon its commitment to enhancing not only our students’ knowledge, understanding, and economic viability, but also their sense of character, empathy, and mutual respect. Such ambitions and ideals were cornerstones of the original college and remain fundamental to the University’s purpose in South Carolina and in society.

**Accreditation**

The University of South Carolina Columbia is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master’s, and doctoral degrees. The regional Palmetto College campuses (Lancaster, Salkehatchie, Sumter, and Union) are branch campuses of the University of South Carolina Columbia; the branch campuses’ accreditation is dependent on the continued accreditation of the University of South Carolina Columbia. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the University of South Carolina Columbia.

In addition to this comprehensive accreditation, the professional schools on the Columbia campus are individually accredited by their respective associations as follows:

**College of Arts and Sciences**: In the Department of Psychology, the graduate degrees in clinical-community psychology are accredited by the American Psychological Association; graduate degrees in school psychology are accredited by the National Association of State Directors of Teacher Education and Certification, the National Council for Accreditation of Teacher Education, and the National Association of School Psychologists with the doctoral program also being accredited by the American Psychological Association. The Master of Public Administration degree offered by the Department of Political Science is accredited by the National Association of Schools of Public Affairs and Administration. The Department of Theatre and Dance is accredited by the National Association of Schools of Theatre and the University/Resident Theatre Association. The Department of Art is accredited by the National Association of Schools of Art and Design. The Department of Chemistry is accredited by the American Chemical Society.

**Moore School of Business and the School of Accounting**: American Assembly of Collegiate Schools of Business.

**College of Education**: National Council for Accreditation of Teacher Education, Council for the Accreditation of Counseling and Other Related Educational Programs.

**College of Engineering and Computing**: Programs in chemical engineering, civil engineering, computer engineering, electrical engineering, and mechanical engineering are accredited by the Engineering Accreditation Commission of ABET. The programs in computer science and computer information systems are accredited by the Computing Accreditation Commission of ABET (http://www.abet.org).

**School of Hospitality, Retail, and Sport Management**: Accreditation Commission for Programs in Hospitality Administration.

**School of Law**: American Bar Association, Association of American Law Schools.

**College of Information and Communications**: The School of Journalism and Mass Communications is accredited by the Accrediting Council on Education in Journalism and Mass Communications. The School of Library and Information Science is accredited by the American Library Association.
School of Medicine: Liaison Committee on Medical Education of the American Medical Association—Association of American Medical Colleges.

School of Music: National Association of Schools of Music.

College of Nursing: Commission on Collegiate Nursing Education.

College of Pharmacy: American Council on Pharmaceutical Education.


College of Social Work: Council on Social Work Education.

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Academic and Support Services

Libraries
Detailed instruction concerning the use of library facilities is provided both in English 101 as well as in tours offered by the library’s Reference Department. A library guide, which gives information about library services, is available upon request.

Thomas Cooper Library (Greene Street). This library, which opened in June 1976, contains all of the University library collections in Columbia except those located in the South Caroliniana Library, Coleman Karesh Law Library, Mathematics Library, Music Library, Springs Business Library, and Medical Library. Thomas Cooper Library seats approximately 2,500 readers. Included in the seating are more than 900 private, locked facilities for faculty and graduate students involved in research and 40 study rooms seating up to four persons each. The library has three classrooms for use by librarians and other faculty on a limited basis. Two of the rooms are modern multimedia classrooms funded by the University 101 program and used primarily for the library instruction module of UNIV 101. A more traditional classroom is also available for library-related instruction and individual class sessions as requested.

Special areas in the library include the student Computer Lab, the Government Information Department and the Map Library on Level 5, the Science Library on Level 4, the Educational Films Collection on Level 3, and Rare Books and Special Collections on the Mezzanine Level. Access to the collections is obtained through the library's Online Catalog with terminals located throughout the building.

The library provides multiple research databases that are available via the Web to the University community from both on and off campus. Librarians provide assistance with these resources in person as well as via phone, via e-mail, and online. The Center for Adaptive Technology located in the Computer Lab in the Thomas Cooper Library has four PCs, a Braille embosser, a tactile graphics-capable Braille embosser, screen readers, screen magnifiers, two scanners with OCR translation software, a CCTV, plus other hardware and software for students with disabilities.

Special Collections, Thomas Cooper Library. The department's foundation stone is the collection of the South Carolina College, assembled by the University between 1801 and 1860. The collections have expanded vastly in recent years. Prominent areas of research strength include English and American literature, historical children's literature, the Civil War, and natural history and science, including the John J. Audubon Collection and the Claudia Lea Phelps Camelia Collection.

Gift collections of international repute include:

- G. Ross Roy Collection of Robert Burns, Burnsiana, and Scottish Literature: Dr. G. Ross Roy, Curator
- John Osman Collection of Braun and Hogenberg City Views
- Matthew J. and Arlyn Brucelli Collection of F. Scott Fitzgerald
- C. Warren Irvin Jr. Collection of Charles Darwin and Darwiniana: Dr. C. Warren Irvin Jr., Honorary Curator
• Anthony P. Campanella Collection of Giuseppe Garibaldi: Dr. Anthony P. Campanella, Honorary Curator
• Augusta Baker Collection of African-American Children’s Literature and Folklore
• James Willard Oliver Collection of David Hume
• Joseph Heller Archive
• James Ellroy Archive
• Speiser and Easterling Hallman Foundation Collection of Ernest Hemingway
• Joel Myerson Collection of Nineteenth-Century American Literature: Dr. Joel Myerson, Curator.

Springs Business Library (Close-Hipp Building, 2nd Floor). A circulating collection of business books plus a collection of noncirculating financial, labor, and tax services; corporation annual reports; textbooks; and periodicals. Multiple business indexes are available via the Web, including Business Source Premier, a full-text database that covers most areas of business, including management, economics, finance, accounting, and international business. The reserve reading collection for all courses in business and economics is located in the library. The library is available to all UofSC students.

Coleman Karesh Law Library (Law Center). A noncirculating collection serving the research and study needs of the students and faculty of the School of Law in the field of Anglo-American law.

Mathematics Library (LeConte, 3rd floor). A collection of books and journals in the subject area of pure mathematics serving the research needs of the mathematics department. Available to all UofSC students.

Medical Library (V.A. Campus). A special collection serving the research and study needs of the students and faculty of the medical school. Available to all UofSC students.

Music Library (School of Music Building, 2nd Floor). A collection including more than 90,000 books and scores, 135 periodical subscriptions, more than 60,000 sound recordings in all formats, and more than 300 videos, laser discs, and DVDs. Thirty-two carrels are equipped for remote viewing and listening. The International Index to Music Periodicals, RILM Abstracts of Music Literature, and the New Grove Dictionary of Music and Musicians (2nd edition) are available online via the Web. Available to all UofSC students.

South Caroliniana Library (Horseshoe). Largest collection in the world of South Carolina material. Includes books, pamphlets, newspapers, maps, and manuscripts relating to South Carolina and the South.

Research Bureaus and Institutes
Belle W. Baruch Institute for Marine and Coastal Sciences. The institute is a leader in research of coastal ecosystems, with research ranging from the molecular to the landscape level of organization. Assessing impacts of human activities is an integral part of many of the studies. Using a multidisciplinary approach to investigate the complexity of coastal and marine environments, we bring together researchers in many fields. These include the sciences and disciplines such as geography, economics, environmental health, policy, statistics, and geographic information processing and remote sensing technologies. We provide students with opportunities to pursue their research interests, welcome visiting researchers and classes, and offer educational programs for university and secondary-school faculty and students, state and federal agency personnel, nongovernmental organizations, and the general public. The institute was established in 1969 through the joint efforts of the Belle W. Baruch Foundation and the University of South Carolina. A freestanding entity within the College of Arts and Sciences, the institute has headquarters and laboratory facilities on the University’s main campus in Columbia and a 25,000-square-foot laboratory located on Hobcaw Barony, near Georgetown, S.C.

Center for Disability Resources/UCEDD. The Center for Disability Resources (CDR), a University Center for Excellence in Developmental Disabilities Education, Research, and Service (UCEDD), is an interdisciplinary training program of the Department of Pediatrics. The CDR receives administrative and operational support from the University of South Carolina and a federal grant awarded under P.L. 106-402, Department of Health and Human Services, Administration on Developmental Disabilities. Through interdisciplinary training, exemplary services, technical assistance, and information dissemination activities, the CDR identifies and uses the vast resources within institutions of higher education to improve the quality of life for people with developmental disabilities and their families as well as other citizens of our state.

Center for Electrochemical Engineering. The Center for Electrochemical Engineering (CEE) was created July 1, 1995, within the Department of Chemical Engineering in the College of Engineering and Information Technology at the University of South Carolina. Its mission is to provide a means for students, faculty, and industrial researchers to interact on projects that involve electrochemical science and engineering. The CEE is dedicated to the integrated study of fuel cells, hydrogen storage, batteries, supercapacitors, corrosion and corrosion protection, and electrodeposition of metal alloys and composites. The CEE serves as a focal point for the development (system identification, specific cell design, engineering, testing, and evaluation) of new power source technologies, novel corrosion protection strategies, and environmentally friendly coatings.

Center for Health Promotion and Risk Reduction in Special Populations. The Center for Health Promotion and Risk Reduction in Special Populations is housed in the College of Nursing. The purpose of the center is to provide the infrastructure to develop a critical mass of investigators to study problems related to the center focus, to promote and support interdisciplinary collaboration in research, and to develop and initiate mechanisms to disseminate research findings into the scientific community, clinical practice, and health care policy. The center supports the College of Nursing's long-range goal to conduct interdisciplinary research, which builds knowledge in the science of health promotion and risk reduction in special populations.

Center for Information Technology. The center establishes the University of South Carolina as a leader in the research and development of advanced information systems. Under the broad themes of agent-based software systems and information security, researchers at the center are investigating multiagent systems, information awareness and security, ontological engineering, service-oriented computing, and computational intelligence, with applications to enterprise integration, executive decision support, and agent-based software development. The center is part of an ongoing effort at UofSC to increase information systems security awareness and develop high-quality education and research in this area, with a goal of becoming one of the leading academic institutions in information security education. The center serves as a focal point for the University’s research, public service, and education efforts in these important new areas of technology, providing well-qualified scientists and engineers and an educational and research capability that meets the needs of industry and government.
Center for Mass Communications Research. Located in the School of Journalism and Mass Communications, the Center for Mass Communications Research engages faculty and graduate students in a wide range of studies for individual and organizational clients involving the processes and effects of mass communication, including audience analysis, readership studies, content analysis, advertising and public relations effectiveness research, communication surveys, polls, samples, and other studies involving consumer and organizational behavior. The center also participates in interdisciplinary studies, especially externally funded projects that involve the communication aspects of scientific research. In addition, the center sponsors conferences and symposia of state, regional, and national interest to mass communications industries and scholars. The center works collaboratively with the College of Mass Communications and Information Studies Office of Research.

Center for Mechanics, Materials, and Nondestructive Evaluation. The statewide center serves as a focus for research in solid mechanics, material science, fracture mechanics, nondestructive evaluation, and advanced joining methods. The center is supported by the Southeastern Electron Microscopy Center, which houses SEM, TEM, STEM, and optical microscopy facilities for microstructural evaluation. With the recent addition of the Advanced Materials Institute, which focuses on industrially relevant research in the area of friction stir joining, the center's research projects span a spectrum from basic science to industry applications. Areas of expertise include materials characterization, dynamic and static mechanical testing, structural analysis, state-of-the-art noncontacting strain measurement methods, advanced numerical simulations, and fracture mechanics. Facilities include sophisticated mechanical test capabilities (including high-vacuum environmental chambers and dynamic loading systems), optical strain analysis equipment for field and laboratory use, novel nanoscale measurement capability including AFM- and SEM-based systems, and a unique friction stir welding process for manufacturing joints under controlled conditions.

Center for Nursing Leadership. The Center for Nursing Leadership is an interdisciplinary center housed in the College of Nursing. The purpose of the center is to develop and advance dynamic nurse leaders in practice, education, and service and provide the structure to continually build the leadership capacity of nurses. Program development and evaluation, seminars, workshops, and consultation are provided to enrich the leadership opportunities for nursing faculty, clinical practitioners, nursing students, and other professionals. It also serves as a forum for local, regional, and national nurse leaders, other health care professionals, and public policy leaders to engage in shaping the future of nursing, the delivery of health care, and the design and implementation of health policy.

Center for Outcomes Research and Evaluation (CORE). The primary purpose of the center is to research clinical, economic, and humanistic outcomes related to the utilization of pharmaceutical products and services. The center strives to cultivate an interdisciplinary research environment, which blends expertise and interest from academia, industry, and government. Currently the center is being restructured and is inactive.

Center for Retailing. The University of South Carolina's Department of Retailing has a goal of becoming the outstanding, comprehensive educational center for retailing education in the world. The department seeks innovative, entrepreneurial initiatives that will serve students while simultaneously benefitting the retail community. One of the major opportunities to accomplish these goals while working closely with colleagues is the Center for Retailing. The Center for Retailing has been developed to support the academic programs and faculty through outreach and research while serving as a resource to the retail community. The ultimate goal of the center is to become a clearinghouse for research in the areas of retail technology and international retailing. The center is supported by founding partners, including Wal-Mart, Miller Brewing Company, Fairchild Books, JDA Software, BIG Research, and Retail Forward.

Center for Science Education. The center, administered as part of the College of Arts and Sciences, coordinates content area aspects of pre-service and in-service science and mathematics teacher training. The center coordinates instruction in all sciences and mathematics, ranging from one-hour in-service presentations through formal, graduate-level course offerings, to multiyear program development. The center draws upon the expertise of science and mathematics faculty from the College of Arts and Sciences and science and mathematics education faculty in the College of Education to provide these services. The goal of the center is the improvement of the quality of instruction in the sciences and mathematics from the elementary-school level through the post-secondary-school level, or K16.

Division of Research, Moore School of Business. An integral part of the Moore School of Business, the division publishes analyses of significant business and economic problems in its Business & Economic Review and Economic Indicators series. Through its programs the division facilitates research by students and faculty members and encourages the use of economic data by regional businesses and public groups. The division also conducts special research projects for both private and public organizations and sponsors an annual Economic Outlook Conference that features the latest economic forecast from the division's South Carolina Economic Forecasting Service. All of the division's research (https://sc.edu/study-colleges-schools/moore/research-and-centers/division_of_research/) is available to the public.

Earth Sciences and Resources Institute (ESRI-USC). The institute conducts environmental studies primarily integrating geology, hydrology, and geochemistry with advanced computer applications for subsurface characterization, prediction of groundwater flow and solute transport, and agricultural and nonpoint source studies. Applied research programs focus on both site-specific and regional scale hydrogeologic studies that involve field, laboratory, and modeling activities. A key component of the institute's groundwater research is the use of geophysical techniques to describe the geologic framework of groundwater systems and to determine the extent of groundwater contamination. The institute uses geographic information system (GIS) capabilities for managing large spatially-oriented databases and modeling diverse geographic data.

Funding for the environmental research program comes from both public and private sources. The U.S. Department of Defense, U.S. Department of Energy, Argonne National Laboratory, the U.S. Department of Agriculture, state agencies, and several environmental consulting firms have recently supported environmental earth science research within the institute.

The institute contributes to the academic mission of the University of South Carolina through its contribution to the Master's in Earth and Environmental Resources Management (MEERM) program administered by the School of the Environment. This graduate degree program was initiated in the late 1980s to expand the business- and management-related expertise of technically oriented individuals. The MEERM program offers expanded opportunities to pursue environmental-related course work while maintaining its focus on integrating business and technical decision making. ESRI-USC plays a key role in the MEERM program through teaching, graduate student research opportunities,
and graduate student advisement. ESRI-USC also provides many educational opportunities apart from the MEEREM program through the availability of graduate research assistantships, summer intern programs, and undergraduate hourly employment. The institute is committed to providing high-quality research opportunities in earth and environmental sciences for graduate and undergraduate students at the University of South Carolina.

The environmental research capabilities of the Earth Sciences and Resources Institute are expanding to meet the increasing need for better understanding of subsurface phenomena. In that regard, the institute is providing state-of-the-science solutions to the environmental challenges before us.

Electron Microscopy Center. Administered as a part of the College of Arts and Sciences, the center is open to UofSC faculty members and students for training and research in analytical microscopy imaging and microanalysis of materials.

The center is equipped with three transmission electron microscopes (TEMs), including a high-resolution JEM 2100F TEM; three scanning electron microscopes with X-ray microanalysis systems; a wavelength dispersive electron microscope; a two-photon laser confocal microscope; four ultra microtomes; and other modern equipment necessary for material studies.

Institute for Families in Society (IFS). The Institute for Families in Society seeks to enhance the well-being of families in society through research, education, technical assistance, and consultation at community, state, national, and international levels. The institute's interdisciplinary group of scholars, researchers, and learners believes that this mission can be accomplished best through collaboration with community groups, social institutions, and government.

The institute advances the mission of the University by integrating the talents of various academic units concerned with family issues while creating bridges among public- and private-sector groups concerned with strengthening families. Working with partners outside the University, the institute

• studies the strengths, needs, and functions of families in a changing society;
• focuses on families who face special risks or challenges (e.g., poverty, disparities, disabilities, violence, or chronic mental or physical illness);
• evaluates how interventions affect families and their members throughout the life span;
• informs policy makers and communities about culturally competent effective practices, programs, and policies.

The Richard L. Walker Institute of International and Area Studies in the College of Arts and Sciences serves as an interdisciplinary research and public-service unit of the University.

The Walker Institute was founded in 1961 and is the principal unit in the University for promoting research, scholarship, and public-service programs in international affairs and the comparative cross-cultural study of human societies as well as for encouraging and facilitating related teaching and public-service activities.

The institute works in cooperation with faculty and research units in various colleges and departments of the University to facilitate research on public policy issues. It provides consultative and training services and undertakes special research projects for governmental and nongovernmental organizations, foundations, and public sector agencies.

Incorporated within the institute are the programs in African studies, Asian studies, European studies, Islamic studies, Latin American studies, and Russian studies, as well as the Association for Research on Ethnicity and Nationalism in the Americas (ARENA).

Institute for Public Service and Policy Research. The institute is an interdisciplinary research and public service unit of the University of South Carolina. Its principal purpose is to address current and emerging issues relating to matters of public policy, governance, and leadership through research, educational activities, publications, and direct assistance programs. The goal of the institute is to improve the quality of social, political, environmental, and economic life, with a primary focus on South Carolina. The institute is composed of several programs, including Environmental Research and Service, Survey Research, Governmental Research and Service, the S.C. Semester Program, the Washington Semester Program, and the Center for Bioethics and Medical Humanities.

Institute for Southern Studies. The institute coordinates academic research and public service to further the understanding of South Carolina and the South. Although the institute is administratively located within the College of Arts and Sciences, its interdisciplinary emphasis calls for a working relationship with departments and colleges throughout the University. Funding assistance and research fellowships are often provided to community officials as well as out-of-state and foreign scholars studying the many different aspects of Southern culture. In addition, the institute provides information upon request and works closely with other educational institutions within the state. Public programs, publications, scholarly research, and undergraduate courses of study are sponsored by the institute.

Institute for Tourism Research. The institute is administered as part of the School of Hotel, Restaurant, and Tourism Management with the purpose of developing research, education, and service programs for South Carolina’s largest industry—tourism. Among other endeavors, the institute conducts studies in the following areas: feasibility, needs assessment, market segmentation, position analysis, image and advertising effectiveness, visitor profile analysis, and economic impact. At the state, national, and international levels, the aforementioned research enables the institute to provide information to government, industry, and community leaders through publications, workshops, and consultancy.

The National Resource Center for The First-Year Experience and Students in Transition. The center and the University 101 Program at the University of South Carolina form one functionally integrated academic unit. The center’s mission is to support and advance efforts to improve student learning and transitions into and through higher education. The center achieves this mission by providing opportunities for the exchange of practical and theory-based information and ideas through the convening of conferences, teleconferences, institutes, and workshops; publishing monographs, a peer-reviewed journal, an electronic newsletter, guides, and books; generating and supporting research and scholarship; hosting visiting scholars; and hosting a Web site and electronic listservs. As one academic unit, the center and University 101 report to the Office of the Executive Vice President for Academic Affairs and Provost.

The Riegel and Emory Human Resource Research Center. The Riegel and Emory Human Resource Research Center was founded in January 1982 through the generosity of Riegel Textile Corp. and the family of the late
Mr. German H.H. Emory, former chair of Riegel. The basic objectives of the center are:

- to conduct research in motivation and satisfaction of workers
- to dignify work and the worker
- to emphasize human values in the workplace
- to enhance skills of management
- to encourage higher levels of cooperation in the workplace
- to preserve the values of the free market system.

The center staff and faculty believe that scholarly research is most useful when practitioners, whom the research results might benefit, are involved in formulating the design and carrying out the research. Thus, center staff work closely with an advisory board made up primarily of business executives in determining the problems needing attention and the approaches that offer the most promise. The center also sponsors periodic executive conferences at which faculty and senior human resource practitioners review the center’s research findings and discuss current human resource needs.

South Carolina Institute of Archaeology and Anthropology (SCIAA). The institute is a full-time research facility and state agency within the University with professional and support staff and facilities for field and laboratory research on a year-round schedule. Under the S.C. Code of Laws (60-13-210 and 54-7-610 et seq.), it has a dual responsibility for service research programs for the state and for academic research programs for the University.

SCIAA has some 60 employees (with an additional 10 graduate and undergraduate student employees) in its Columbia, Aiken, and Charleston offices among its research, cultural resource consulting, and administrative divisions; the Office of the State Archaeologist; the Office of the State Underwater Archeologist; and the Savannah River Archaeological Research Program.

The Underwater Archaeology Division administers some 475 hobby licenses yearly and issues salvage licenses for the recovery of cultural resources located beneath the state’s navigable waters. The institute has the Western Hemisphere’s largest water-logged wood conservation tank and is currently treating numerous cannons, ships, canoes, and other artifacts from around the state.

The service programs under the Office of the State Archaeologist deal with environmental impact archaeology and historic preservation within the same theoretical and methodological concepts of scholarly excellence as the academic programs supported by the University and by grants. The research division of the institute is also excavating, with the assistance of the U.S. Department of Defense/USMC, the 1560s and 1570s Spanish colonial capital of Santa Elena and the French Huguenot site of Charlesfort on the U.S. Marine Corps base at Parris Island, S.C.

The institute is responsible for the statewide inventory of 21,500 archaeological sites, for the curation of all state of South Carolina prehistoric and historic archaeological collections (now amounting to 29,000 cubic feet), and for the synthesis of all research data available concerning the prehistoric and historic archaeology and anthropology of the state, both on land and beneath the waters. This pursuit of research leads to an understanding of the 12,000 or more years of cultural development in South Carolina. The institute sponsors conferences, interdisciplinary studies, avocational societies, and visiting scholars; trains students in research; has an extensive publication program; and has an extensive contracts and grants program. The institute, within the University of South Carolina, participates in numerous University activities, scholarly events, and programs and works cooperatively with other universities to further archaeological and anthropological research.

The South Carolina University Center for Excellence in Developmental Disabilities Education, Research, and Service (S.C. UCEDD). The S.C. UCEDD is an interdisciplinary training program of the Department of Pediatrics in the School of Medicine. The S.C. UCEDD receives administrative support from the University of South Carolina and a federal grant awarded under P.L. 106-402, Department of Health and Human Services, Administration on Developmental Disabilities. Through interdisciplinary training, exemplary direct services, exemplary services, and information/dissemination activities, the S.C. UCEDD identifies and utilizes the vast resources within institutions of higher education to improve the quality of life for people with disabilities, their families, and other citizens of our state.

The term "developmental disabilities" includes severe, chronic disabilities due to mental and/or physical impairment that become manifest early in life, result in substantial functional limitation, and require long-term coordinated, specialized services.

University Technology Services

University Technology Services (https://sc.edu/about/offices_and_divisions/division_of_information_technology/) (UTS), under the direction of the Division of Information Technology and the chief information officer, provides centralized and distributed computing and telecommunications for academic, research, and administrative use to support the University’s mission and meet the needs of the faculty, staff, and students at the University of South Carolina. UTS provides computing, telecommunications, networking, data security, video transport, Web services, customer support, desktop and server support, installation and maintenance of technology infrastructure, policies and procedures, software licensing and distribution, planning, partnerships, applications development, and support to operational systems that serve the UofSC community.

For more information, call the University Technology Services Help Desk at 803-777-1800 or go online (https://sc.edu/about/offices_and_divisions/division_of_information_technology/end_user_services/available_technology_resources/service_desk/). UTS offers computer support for the University community.

McKissick Museum

McKissick Museum at the University of South Carolina, accredited by the American Association of Museums, is located at the head of the historic Horseshoe. Remodeled in 1976 to serve as a center for the University’s museums, art gallery, and archives, McKissick was formerly the central library at USC. In order to “tell the story of Southern life, culture, and community,” the museum administers a broad range of activities. Exhibitions and collections include: Southern folk art; works by state and regional artists; artifacts relating to the University’s history, the history of South Carolina, and the material culture of the South; and the Bernard Baruch Silver Collection. The Howard Gemstone Collection, which is part of one of the finest collections of minerals in the Southeast; the extensive Ferillo political campaign memorabilia collection; and the South Carolina Folk Arts Resource Center are also parts of McKissick Museum. Art, history, and science traveling exhibitions are offered as well as exhibitions based on the permanent collections and faculty research interests. Special cultural events and other educational activities are also regularly scheduled. McKissick also administers a graduate-level certificate program in museum management.
University of South Carolina Press

The University of South Carolina Press shares the University’s central missions—to advance knowledge and to enrich the state’s cultural heritage. Established in 1944, it is one of the oldest publishing houses in the South. With more than 1,500 books published, the press is important in enhancing the scholarly reputation and worldwide visibility of the University of South Carolina. The press publishes in a variety of disciplines, including history (African American, American, Civil War, maritime, Southern, and women’s), contemporary literature, regional studies, religious studies, rhetoric, and social work. The press now has more than 600 titles in print and publishes approximately 50 new books annually.

Fellowships and Scholar Programs

The Office of Fellowships and Scholar Programs was established in 1994 to provide innovative education initiatives for academically talented students. Reporting to the Office of the Vice President for Academic Affairs and Provost, the staff of the office facilitates the pursuit of nationally prestigious fellowships by University students and coordinates an enhanced University experience for the Carolina and McNair Scholars. The involvement and leadership of these scholars make them prime candidates for national fellowships and scholarships. In addition to the scholars, other high achieving students are identified, recruited, and advised to compete for such prestigious scholarships as the Rhodes, Truman, Marshall, Rotary, NSF, Fulbright, Mellon, Udall, and Goldwater. Once identified, students are provided support and assistance in every aspect of candidacy, such as selecting appropriate courses, completing applications, writing essays, and interviewing. Although the ultimate goal is for University students to be awarded these competitive and prestigious scholarships, the preparation process for potential scholars is designed to be developmental and thus rewarding in and of itself. This program is available for qualified University students.

The coordination of scholar programs is also assigned to this unit. Scholar programs provide an enhanced University experience for Carolina and McNair Scholarship recipients through programs, communication, and student group advisement. An advisory committee representing a wide range of academic and administrative units on campus assists the operations of the office. The office is located in Room 220 of Legare College on the UofSC Horseshoe.

Division of Student Affairs and Academic Support

The Division of Student Affairs and Academic Support (https://sc.edu/about/offices_and_divisions/student_affairs/) focuses on the promotion of the intellectual, emotional, physical, spiritual, cultural and social development of students and educators, thus preparing them for a life of learning, service, and engagement. The division collaborates with campus and external constituents to provide access, facilitate students’ progress and persistence, and advance learning at the University of South Carolina and in the higher education community.

Students are encouraged to take advantage of myriad opportunities to develop leadership, academic success skills, personal physical and emotional wellness, multicultural perspectives, life goals, and personal and civic responsibility, among many others. Such opportunities reflect the university’s mission and philosophy of multifaceted learning and development that occurs in and beyond the classroom, in the community, and around the globe.

Southern Regional Education Board (SREB) Academic Common Market

The Southern Regional Education Board (SREB) Academic Common Market (ACM) enables students from specific states to pursue eligible out-of-state programs at a reduced tuition rate. Students must apply for ACM in order to receive the ACM tuition reduction for a future term. Once UofSC approval is granted, students must remain in their UofSC ACM approved major, remain fully and continuously enrolled each major term (Fall/Spring), and must maintain good academic standing.

Beginning Fall 2019, new ACM students that wish to declare a dual/double major may only choose majors which are ACM-eligible for their state of residence. ACM students that change their major from their primary UofSC ACM approved major will lose their UofSC ACM tuition reduction. Current students with non ACM-eligible dual/double majors will be grandfathered in under the same major for five (5) years from the first term of enrollment at UofSC. Current students who change their UofSC ACM approved major will lose their UofSC ACM tuition reduction. More information is available on our Maintaining ACM page (https://www.sc.edu/about/offices_and_divisions/provost/planning/academicprograms/acm/maintainingacm.php).

Student Health Center

Student Health Services offers general medical and urgent care; women’s care; lab, radiology and pharmacy services; an allergy, immunization and travel clinic; sports medicine and physical therapy clinics; counseling and psychiatric services; wellness and prevention programs; and sexual assault and violence intervention and prevention services. The student health fee, which is paid through tuition each semester, covers the cost of some but not all services at Student Health Services.

Student Ombudpersons

Undergraduate and Graduate Student Ombudpersons serve as a resource for addressing student problems and concerns.

• Dale Moore, Graduate Student Ombudsman, Byrnes Building, Suite 301
• Lisa Jerald, Undergraduate Student Ombudperson, Osborne Administration Building, Room 110

State-specific student complaint procedures are available on the UofSC State Authorization website.

Distributed Learning

The Office of Distributed Learning (https://sc.edu/about/offices_and_divisions/distributed_learning/) provides support for students pursuing degrees and taking courses using alternative delivery methods. Students can search for online courses and find information about online programs, test proctoring, and other services at: www.sc.edu/onlinecourses/ (http://www.sc.edu/onlinecourses/).

Professional Licensure Information

State boards of professional licensure and certification may limit distributed learning and/or experiential learning activities outside of South Carolina for programs leading to professional licensure (https://sc.edu/about/offices_and_divisions/provost/planning/academicprograms/state-authorization/professional-licensure-info.php). Information for each program leading to professional licensure is found in the Professional Licensure Outcomes statement (https://sc.edu/about/offices_and_divisions/provost/planning/academicprograms/state-authorization/professional-licensure-info.php). Students should
contact the appropriate state licensing board for detailed rules regarding distributed learning (online coursework) or experiential learning in the state prior to enrolling or engaging in online or on-the-ground coursework outside of South Carolina.

Fees and Refunds

Fees

Academic and Other Fees

Complete details about fees, payments, tax credits, loans, late charges, and related information may be found at the bursar's website (http://www.sc.edu/bursar/). A list of estimated expenses for undergraduate students is available online (https://sc.edu/about/offices_and_divisions/undergraduate_admissions/tuition_scholarships/tuition/). Tuition and fees are approved by the Board of Trustees and subject to change at any time.

Information regarding the location and accessibility of Guaranty Bonds for prepaid tuition held by the institution, as required by the State Authorization regulations for residents of some states, is available here (https://academicbulletins.sc.edu/http://www.sc.edu/provost/stateauthorization/).

Non-academic Fees, Charges, and Regulations

For information about non-academic fees, charges, and regulations, visit the websites below.

- University Housing (http://www.housing.sc.edu)
- Carolina Dining Services (http://www.sc.edu/dining/)
- Student Health Services (https://sc.edu/about/offices_and_divisions/student_health_services/)
- Vehicle Management and Parking Services (http://www.sc.edu/vmps/)

Any student who has failed to pay all required registration fees by the payment deadline may be dropped from class rolls. Any student who fails to relieve any other indebtedness to the University or to any of its auxiliary agencies on the date such obligations become due may not be permitted to remain in University residence halls or be issued a transcript, diploma, or degree.

Checks, Money Orders, and Credit Cards

The University assesses a credit-card convenience fee for all students paying fees by credit/debit cards. If you decide to pay with a credit/debit card, this nonrefundable fee will be added to your bill to cover the cost being charged to the University. Since the majority of students find Self Service Carolina (https://sc.edu/about/offices_and_divisions/student_health_services/) (SSC) a convenient way to pay, SSC will present you with an option to accept this fee or decline the transaction. If you decline, you must select another method of payment. Alternative methods include payment by check or money order through the mail. You may also pay in person with check, cash, or money order. Alternative methods include payment by E-check, UofSC’s preferred method of payment, when using SSC or payment by check or money order through the mail.

Application Fees

Undergraduate

Every new student will normally be charged a nonrefundable application fee of $65; exceptions to, or relief from, this charge may be made for certain special categories of admission. All applications must be accompanied by the application fee. This fee is for admission application only. A separate application fee is charged for space in University residence halls. International students pay an enrollment fee of $750.

Graduate

Every new graduate student will be charged a nonrefundable application fee of $50. All applications must be accompanied by the application fee. International students pay an enrollment fee of $750.

Matriculation Fee

A nonrefundable matriculation fee of $80 is assessed to all current degree-seeking students on a one-time basis. This fee is also assessed to entering (or re-entering) degree-seeking students.

Examination Fees

$40 Scholastic Assessment Test. (SAT) May be taken once only.

$25 Challenge Examination. This test is used to establish undergraduate college credit without class attendance or to validate credits from a non-regionally accredited college. Per semester hour.

Graduate Record Examination

1. General Test ($60)
2. Subject Test ($60)

Revalidation examinations intended to revalidate UofSC courses, obsolete under the statute of limitations. Per hour, $25.

Note: Revalidation examinations require permission of the dean of Graduate Studies. The fee must be paid in advance, and is nonrefundable, once the student is presented to the instructor for the examination.

Legal Residency

The University of South Carolina is required by state law to determine the residence classification of applicants. The initial determination of one’s resident status is made at the time of admission. The determination made at that time, and any determination made thereafter, prevails for each subsequent semester until information becomes available that would impact the existing residency status and the determination is successfully challenged. The burden of proof rests with the students to show evidence as deemed necessary to establish and maintain their residency status.

Legal Residency Requirements for Fee and Tuition Purposes

Code of Laws Governing Residence

Rules regarding the establishment of legal residence for tuition and fee purposes for institutions of higher education are governed by Title 59, Chapter 112, of the 1976 South Carolina Code of Laws, as amended.

Definitions

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

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

“Dependent Person” is defined as one whose predominant source of income or support is from payments from a parent, spouse, or guardian, who claims the dependent person on his/her federal income tax return. In the case of those individuals who are supported by family members who do not earn enough reportable income for taxation purposes, a dependent
person can be defined as one who qualifies as a dependent or exemption on the federal income tax return of the parent, spouse, or guardian. A dependent person is also one for whom payments are made, under court order, for child support and the cost of the dependent person’s college education. A dependent person’s residency is based upon the residency of the person upon whom they are dependent.

“Domicile” is defined as the true, fixed, principal residence and place of habitation. It shall indicate the place where a person intends to remain, or to where one expects to return upon leaving without establishing a new domicile in another state. For purposes of this section, one may have only one legal domicile. One is presumed to abandon automatically an old domicile upon establishing a new one. Housing provided on an academic session basis for student at institutions shall be presumed not to be a place of principal residence, as residency in such housing is by its nature temporary.

“Family’s Domicile in this State is Terminated” is defined as an employer directed transfer of the person upon whom the student is dependent and is not construed to mean a voluntary change in domicile. Also included is a relocation of the person upon whom the student is dependent who is laid off through no fault of their own, e.g., plant closure, downsizing, etc., who accepts employment in another state prior to relocating.

“Full time employment” is defined as employment that consists of at least thirty seven and one half hours a week on a single job in a full time status, with gross earnings of at least minimum wage. However, a person who works less than thirty seven and one half hours a week but receives or is entitled to receive full time employee benefits shall be considered to be employed full time if such status is verified by the employer. A person who meets the eligibility requirements of the Americans with Disabilities Act must present acceptable evidence that they satisfy their prescribed employment specifications in order to qualify as having full time employment.

“Guardian” is defined as one legally responsible for the care and management of the person or property of a minor child based upon the five tests for dependency prescribed by the Internal Revenue Service; provided, however, that where circumstances indicate that such guardianship or custodianship was created primarily for the purpose of conferring South Carolina domicile for tuition and fee purposes on such minor and are no longer under any legal obligation to support or maintain such minor.

“Minor” is defined as a person who has not attained the age of eighteen years. An “emancipated minor” shall mean a minor whose parents have entirely surrendered the right to the care, custody and earnings of such minor and are no longer under any legal obligation to support or maintain such minor.

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

“Parent” is defined as the father, mother, stepfather, stepmother, foster parent or parent of a legally adopted child.

“Reside” is defined as continuous and permanent physical presence within the State, provided that absences for short periods of time shall not affect the establishment of residence. Excluded are absences associated with requirements to complete a degree, absences for military training service, and like absences, provided South Carolina domicile is maintained.

“Resident” for tuition and fee purposes is defined as an independent person who has abandoned all prior domiciles and has been domiciled in South Carolina continuously for at least twelve months immediately preceding the first day of class of the term for which resident classification is sought and for whom there is an absence of domiciliary evidence in other states or countries, not withstanding other provisions of the Statute.

“Spouse” is defined as the husband or wife of a married person in accordance with Title 20, Chapter 1 of the 1976 South Carolina Code of Laws, as amended.

“Temporary Absence” is defined as a break in enrollment during a fall or spring semester (or its equivalent) during which a student is not registered for class. (62-606.A)

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

“United States Armed Forces” is defined as the United States Air Force, Army, Marine Corps, Navy, and Coast Guard.

“Trust” is defined as a legal entity created by a grantor for the benefit of designated beneficiaries under the laws of the state and the valid trust instrument. However, that where circumstances indicate that such trust was created primarily for the purpose of conferring South Carolina domicile for tuition and fee purposes on such child or independent person, it shall not be given such effect.

Citizens and Permanent Residents

Independent persons who have physically resided and been domiciled in South Carolina for twelve continuous months immediately preceding the date the classes begin for the semester for which resident status is claimed may qualify to pay in state tuition and fees. The twelve month residency period starts when the independent person establishes the intent to become a South Carolina resident per Section 62-605 entitled “Establishing the Requisite Intent to Become a South Carolina Domiciliary.” The twelve month residency period cannot start until the absence of indicia in other states is proven. Absences from the State during the twelve month period may affect the establishment of permanent residence for tuition and fee purposes.
The resident status of a dependent person is based on the resident status of the person who provides more than half of the dependent person's support and claims or, only in the case of those individuals who are supported by family members who do not earn enough reportable income for taxation purposes, qualifies to claim the dependent person as a dependent for federal income tax purposes. Thus, the residence and domicile of a dependent person shall be presumed to be that of their parent, spouse, or guardian.

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

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

Except as otherwise specified in this section or as provided in Section 62-609 (1) & (2), independent non-citizens and non-permanent residents of the United States will be assessed tuition and fees at the non-resident, out of state rate. Independent non-resident aliens, including refugees, asylees, and parolees may be entitled to resident, in state classification once they have been awarded permanent resident status by the U.S. Department of Justice and meet all the statutory residency requirements provided that all other domiciliary requirements are met. Time spent living in South Carolina immediately prior to the awarding of permanent resident status does not count toward the twelve month residency period. Certain non resident aliens present in the United States in specified visa classifications are eligible to receive in state residency status for tuition and fee purposes as prescribed by the Commission on Higher Education. They are not, however, eligible to receive state sponsored tuition assistance/scholarships.

Title 8 of the Code of Federal Regulations (CFR) serves as the primary resource for defining visa categories.

Establishing the Requisite Intent to Become a South Carolina Domiciliary

Resident status may not be acquired by an applicant or student while residing in South Carolina for the sole primary purpose of enrollment in an institution or for access to state supported programs designed to serve South Carolina residents. An applicant or student from another state who comes to South Carolina usually does so for the purpose of attending school. Therefore, an applicant or student who enrolls as a non-resident in an institution is presumed to remain a non-resident throughout his or her attendance and does not qualify under any of the residency provisions.

If a person asserts that his/her domicile has been established in this State, the individual has the burden of proof. Such persons should provide to the designated residency official of the institution to which they are applying any and all evidence the person believes satisfies the burden of proof. The residency official will consider any and all evidence provided concerning such claim of domicile, but will not necessarily regard any single item of evidence as conclusive evidence that domicile has been established.

For independent persons or the parent, spouse, or guardian of dependent persons, examples of intent to become a South Carolina resident may include, although any single indicator may not be conclusive, the following indicia:

1. Statement of full time employment;
2. Designating South Carolina as state of legal residence on military record;
3. Possession of a valid South Carolina driver's license, or if a non-driver, a South Carolina identification card. Failure to obtain this within 90 days of the establishment of the intent to become a South Carolina resident will delay the beginning date of residency eligibility until a South Carolina driver's license is obtained;
4. Possession of a valid South Carolina vehicle registration card. Failure to obtain this within 45 days of the establishment of the intent to become a South Carolina resident will delay the beginning date of residency eligibility until the applicant obtains a South Carolina vehicle registrations card;
5. Maintenance of domicile in South Carolina;
6. Paying South Carolina income taxes as a resident during the past tax year, including income earned outside of South Carolina from the date South Carolina domicile was claimed;
7. Ownership of principal residence in South Carolina; and
8. Licensing for professional practice (if applicable) in South Carolina.

The absence of indicia in other states or countries is required before the student is eligible to pay in state rates.

Maintaining Residence

A person's temporary absence from the State does not necessarily constitute loss of South Carolina residence unless the person has acted inconsistently with the claim of continued South Carolina residence during the person's absence from the State. The burden is on the person to show retention of South Carolina residence during the person's absence from the State. Steps a person should take to retain South Carolina resident status for tuition and fee purposes include:

1. Continuing to use a South Carolina permanent address on all records;
2. Maintaining South Carolina driver's license;
3. Maintaining South Carolina vehicle registration;
4. Satisfying South Carolina resident income tax obligation. Individuals claiming permanent residence in South Carolina are liable for payment of income taxes on their total income from the date that they established South Carolina residence. This includes income earned in another state or country.

Effect of Change of Residency

Notwithstanding other provisions of this section, any dependent person of a legal resident of this state who has been domiciled with his/her family in South Carolina for a period of not less than three years and whose family's domicile in this state is terminated immediately prior to his/her enrollment may enroll at the in state rate. Any dependent person of a legal resident of this state who has been domiciled with his/her family in South Carolina for a period of not less than three years and whose family's domicile in this state is terminated after his/her enrollment may continue to receive in state rates, however, a student must continue to be enrolled and registered for classes (excluding summers) in order to maintain eligibility to pay in state rates in subsequent semesters. Transfers within or between South Carolina colleges and universities of a student seeking a certificate, diploma, associate, baccalaureate, or graduate level degree does not constitute a break in enrollment.
If a dependent or independent person voluntarily leaves the state, and information becomes available that would impact the existing residency status, eligibility for in state rates shall end on the last day of the academic session during which domicile is lost. Application of this provision shall be at the discretion of the institution involved. However, a student must continue to be enrolled and registered for classes (excluding summers) in order to maintain eligibility to pay in state rates in subsequent semesters.

**Effect of Marriage**

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

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

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

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

**Exceptions**

Persons in the following categories qualify to pay in state tuition and fees without having to establish a permanent home in the state for twelve months. Persons who qualify under any of these categories must meet the conditions of the specific category on or before the first day of class of the term for which payment of in state tuition and fees is requested. The following categories apply only to in state tuition and do not apply to State supported scholarships and grants. Individuals who qualify for in state tuition and fees under the following exceptions do not automatically qualify for LIFE, SC HOPE or Palmetto Fellows Scholarships.

1. “Military Personnel and their Dependents”: Members of the United States Armed Forces who are permanently assigned in South Carolina on active duty and their dependents are eligible to pay in state tuition and fees. When such personnel are transferred from the State, their dependents may continue to pay in state tuition and fees as long as they are continuously enrolled. Such persons (and their dependents) may also be eligible to pay in state tuition and fees as long as they are continuously enrolled after their discharge from the military, provided they have demonstrated an intent to establish a permanent home in South Carolina and they have resided in South Carolina for a period of at least twelve months immediately preceding their discharge. Military personnel who are not stationed in South Carolina and/or former military personnel who intend to establish South Carolina residency must fulfill the twelve month “physical presence” requirement for them or their dependents to qualify to pay in state tuition and fees.

2. “Faculty and Administrative Employees with Full Time Employment and their Dependents”: Full time faculty and administrative employees of South Carolina state supported colleges and universities and their dependents are eligible to pay in state tuition and fees.

3. “Residents with Full Time Employment and their Dependents”
   Persons who reside, are domiciled, and are full time employed in the State and who continue to work full time until they meet the twelve month requirement and their dependents are eligible to pay in state tuition and fees, provided that they have taken steps to establish a permanent home in the State. Steps an independent person must take to establish residency in South Carolina are listed in Section 62-605 entitled (“Establishing the Requisite Intent to Become a South Carolina Domiciliary (p. 1470”).

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

South Carolina residents who wish to participate in the Contract for Services program sponsored by the Southern Regional Education Board must have continuously resided in the State for other than educational purposes for at least two years immediately preceding application for consideration and must meet all other residency requirements during this two year period.

**Application for Change of Resident Status**

Persons applying for a change of resident classification must complete a residency application/petition and provide supporting documentation prior to a reclassification deadline as established by the institution.

The burden of proof rests with those persons applying for a change of resident classification who must show required evidence to document the change in resident status.

**Incorrect Classification**

Persons incorrectly classified as residents are subject to reclassification and to payment of all non-resident tuition and fees not paid. If incorrect classification results from false or concealed facts, such persons may be charged tuition and fees past due and unpaid at the out of state rate. The violator may also be subject to administrative, civil, and financial penalties. Until these charges are paid, such persons will not be allowed to receive transcripts or graduate from a South Carolina institution.

Residents whose resident status changes are responsible for notifying the Residency Official of the institution attended of such changes.

**Inquiries and Appeals**

Inquiries regarding residency requirements and determinations should be directed to the Legal Residency Office, University Of South Carolina, Columbia, SC 29208, 803-777-4060.

Any person, following a decision on his or her resident classification, may appeal the decision to the University Committee on Legal Residence. The committee, however, is bound by the same laws and regulations as the residency officials, so its purpose is only to review the facts and details of any case brought before it to evaluate the correctness of the decision may by residency officials. Neither the committee nor residency officials may waive the provisions of the law or regulations.
Persons who appeal residency decisions must provide a letter to the Legal Residency Office informing the office that they want to appeal the decision made by the residency official. The letter must also include a summary of the person's situation and a statement which specifies the residency provision under which the person feels he or she qualifies to pay in-state fees. The director of legal residency will then schedule a hearing as soon as possible for the committee to hear the appeal.

The residency requirements are subject to change without notification.

**Free Tuition**

**Undergraduate**

Certain exemptions from tuition fees have been established under South Carolina Law. Relevant sections of the code are reproduced below. Please note that these laws include free tuition only. Other academic fees and mandatory fees are still the responsibility of the student.

   a. A child of a wartime veteran, upon application to and approval by the South Carolina Department of Veterans Affairs, may be admitted to any state-supported college, university, or post high school technical education institution free of tuition so long as his work and conduct are satisfactory to the governing body of the institution, if the veteran was a resident of this state at the time of entry into service and during service or has been a resident of this state for at least one year and still resides in this state or, if the veteran is deceased, resided in this state for one year before his death, and provided the veteran served honorably in a branch of the military service of the United States during a war period, as those periods are defined by Section 101 of Title 38 of the United States Code and:
      i. was killed in action
      ii. died from other causes while in the service
      iii. died of disease or disability resulting from service
      iv. was a prisoner of war as defined by Congress or Presidential proclamation during such war period
      v. is permanently and totally disabled, as determined by the Veterans Administration from any cause
      vi. has been awarded the Congressional Medal of Honor
      vii. is missing in action, or
      viii. the applicant is the child of a deceased veteran who qualified under item (4) and (5)
      ix. has been awarded the Purple Heart for wounds received in combat.

   b. The provisions of this section apply to a child of a veteran who meets the residency requirements of Chapter 112 of this title, is 26 years of age or younger, and is pursuing any type of undergraduate degree.

2. **S.C. Code Ann. § 59-111-110 (Law Co-op. 1976)** No tuition may be charged for a period of four school years by any state-supported college or university or any state-supported vocational or technical school for children of:
   a. firemen, both regularly employed and members of volunteer organized units, organized rescue squad members, members of the Civil Air Patrol, law enforcement officers, or corrections officers, as defined herein, including reserve and auxiliary units of counties or municipalities who become totally disabled or are killed in the line of duty on or after July 1, 1964;

   b. government employees who become totally disabled or are killed in the line of duty while working on state time on or after July 1, 1996, as a result of a criminal act committed against them which constitutes a felony under the laws of this State.

   The tuition authorized to be paid by this section applies only to undergraduate courses or curriculum and may be paid for a period not exceeding four years, regardless of the number of state-supported colleges, universities, or state-supported vocational or technical schools the child attends.


3. **S.C. Code Ann. § 59-111-10 (Law Co-op. 1976)** Each year the first place winner of the essay contest sponsored by the Governor’s Committee on the Employment of the Physically Handicapped shall receive a four-year scholarship from the State-supported institution of his choice, provided he is otherwise qualified. The scholarship shall be granted by the governing body of the particular institution upon certification by the Governor’s Committee of the first-place winner and that the winner is in financial need. The scholarship shall provide free tuition and fees, and may be cancelled if a recipient does not maintain general scholastic and conduct standards established by the institution.


4. **S.C. Code Ann. § 59-111-320 (Law Co-op Supp. 1984)** State-supported colleges and universities, and institutions under the jurisdiction of the State Board for Technical and Comprehensive Education, are authorized to permit legal residents of South Carolina who have attained the age of sixty to attend classes for credit or noncredit purposes on a space available basis without the required payment of tuition, if these persons meet admission and other standards deemed appropriate by the college, university, or institution.

   HISTORY: 1962 Code Section 22-82; 1974 (58) 2844; 1978 Act No. 503, Section 1; 1992 Act No. 263, Section 1; 2015 Act No. 50 (S.261), Section 1, eff June 3, 2015.

   Effect of Amendment
   2015 Act No. 50, Section 1, inserted *, and if these persons do not receive compensation as full-time employees”.

**Graduate**

(This includes tuition only—all other academic and mandatory fees are the responsibility of the student.)

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

1. **S.C. Code Ann. § 59-111-320 (Law Co-op Supp. 1984)** State-supported colleges and universities, and institutions under the jurisdiction of the State Board for Technical and Comprehensive Education, are authorized to permit legal residents of South Carolina who have attained the age of sixty to attend classes for credit or noncredit purposes on a space available basis without the required payment of tuition, if these persons meet admission and other standards deemed appropriate by the college, university, or institution.

   HISTORY: 1962 Code Section 22-82; 1974 (58) 2844; 1978 Act No. 503, Section 1; 1992 Act No. 263, Section 1; 2015 Act No. 50 (S.261), Section 1, eff June 3, 2015.

   Effect of Amendment
   2015 Act No. 50, Section 1, inserted *, and if these persons do not receive compensation as full-time employees”.
Refund Policy

I. Policy

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

1. Changes in a student’s status, which may require a refund:
   a. Change in a full-time student’s schedule which results in reclassification to part-time.
   b. Change in a part-time student’s schedule which results in fewer credit hours.
2. Situations which may require a refund:
   a. Course or courses dropped.
   b. Drop/Withdrawal from the University.
   c. Cancellation of a class by the University.

II. Procedure

A. Refund Requests

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

B. Determining the Refundable Portion Procedure

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

C. Drop/Withdrawal Refund Policy

Standard refund procedures for dropping/withdrawal from the university:

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

1. 100 percent if the student’s official drop/withdrawal calculation is within 6% of the enrollment period for which the student is liable.
2. 70 percent if the student’s official withdrawal calculation is between the period specified in (1) or before the end of the 10 percent period of enrollment for which the student is liable.
3. 50 percent if the student’s official withdrawal calculation is between the period specified in (2) or before the end of the 16 percent period of enrollment for which the student is liable.
4. 20 percent if the student’s official withdrawal calculation is between the period specified in (3) or before the end of the 25 percent period of enrollment for which the student is liable.

D. Refund Schedules

Refund schedules are located under the important deadlines on the Registrar’s website (http://registrar.sc.edu/).

E. Return of Title IV Funds

1. Refunds Policy for Students Who Have Received Title IV Funds And Withdraw From The University:

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

2. Title IV Refund Distribution

   a. For fully withdrawn students receiving federal and/or state funds, the refund will be governed by the current Federal Title IV refund policy. The Office of Student Financial Aid and Scholarships determines the amount of the funds that are distributed back to Title IV, HEA Programs or other Financial Aid sources. For students and their parents who have received student loans or other forms of financial aid, funds will be returned in the order prescribed by federal regulations. The institution must return the funds to the financial aid program other than College Work Study, up to the amount of assistance that the student received from those programs. Funds are to be distributed to the financial aid programs in the following order:
      • Unsubsidized Federal Stafford
      • Subsidized Federal Stafford
      • Federal Perkins
      • Federal PLUS Loan
      • Federal Pell Grant
      • Federal Supplemental Education Opportunity Grant
      • Federal TEACH Grant
      • Federal Iraq/Afghanistan Service Grant

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

   c. Exit interviews are required before leaving the University of South Carolina for all students who withdraw and have received Stafford, Perkins or Federal Nursing/Health Professions Loans. Exit interviews can be completed online (http://www.sc.edu/financialaid/loan_counseling/default.html). Questions regarding exit counseling should be referred to the appropriate campus Financial Aid and Scholarships Office.

F. Appeals Process

A process for appeals exists for students or parents who believe circumstances warrant exceptions from published policy. The student must be fully withdrawn from the University in order to apply for an appeal.
The Withdrawal Refund Appeals Committee for each campus reviews and acts on all appeals. Address appeals to your respective campus:

Withdrawal Refund Appeals Committee (Columbia Campus Only)
Office of the Registrar
University of South Carolina
Columbia, SC 29208
803-777-5555

III. Reason for Revision
Policy revised to reflect change in student system refund processing, align drop and withdrawal schedules, and update summer information for one summer term. Policy designator changed due to reorganization to Administration and Finance.

Housing Fees
1. Students in the following categories are eligible for refunds in accordance with the terms shown in their Residence Hall contract:
   a. newly admitted students who do not attend the University of South Carolina
   b. students who graduate from school at the end of the fall semester
   c. students who are suspended for academic reasons
   d. students who get married.
   Check the contract or call University Housing for deadline dates and other information.
2. Tenants who do not withdraw from the University but desire release from their contracts will be placed on a contract release waiting list with University Housing. Releases will be granted only when all other space is filled and the space can be rented for the balance of the year to another tenant. Students will be notified upon release and appropriate refunds will be made.

Withdrawal Refunds
All full- or part-time students wishing to withdraw from the University or to discontinue enrollment from all courses for the semester should follow the instructions online at my.sc.edu (p. 1470) when they request to drop their last course. Staff members of the Office of the University Registrar are available to assist students in completing the withdrawal process. In addition, staff from the Student Ombudsman Office located in the Osborne Administration building can provide counseling. Students requesting withdrawal for extenuating circumstances after the penalty date (last date for W grade) should see their college dean.

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

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

University Withdrawal Refund Appeal Procedures
The University Withdrawals Refund Appeal Committee is authorized to consider appeals and approve extraordinary exceptions to the University's published withdrawal refund schedule due to humanitarian and due-process considerations.

Guidelines for committee consideration of withdrawal appeals are:

1. The appeal must be submitted in writing to the Office of the University Registrar and will be considered only in written form. A standardized appeal form must be submitted.
2. All requests for appeal must be submitted directly by the student through the Office of the University Registrar and must meet one or more of the following criteria to be considered and approved by the appeals committee:
   a. Documentation of an accident, illness, injury, or incident which could not be influenced, predicted, planned for, or prevented by the student or the institution. This provision specifically excludes conditions or chronic illnesses known to the student at the time of enrollment.
   b. Demonstration that the application of the published refund policy would result in a specific and substantial personal hardship to the student. This provision specifically excludes circumstances or effects which would simply inconvenience the student or the student's family.
   c. Documentation of substantiated circumstances where a student has in good faith relied upon the veracity of a University official's advice, or the official's interpretation of the text of a University document or publication, and was consequently misled or mistaken about the terms of the published refund policy.
3. The appeal must be initiated during the semester for which the refund is requested.
4. The appeal must involve a total withdrawal from the University. No partial withdrawals will be considered.
5. Appeals will only address whether or not a refund will be granted. No consideration will be given to grade assignment or other academic issues. Students must address such issues directly with the faculty members and the college. If applicable, requests for Extenuating Circumstances Withdrawals for grade change purposes must be resolved prior to deliberations by this committee.
6. Grounds for consideration of an appeal will be restricted to only those circumstances personally experienced by the enrolled individual with whom the University has a direct relationship. Loss or illness of a family member, close associate, or employee, and/or difficulty in family-operated businesses, are excluded from consideration.
7. Decisions will be made by a simple majority vote of the committee membership and documented in writing by the chair. The student will be informed of the outcome of the appeal by letter from the Office of the Associate Vice President for Student Life and Development.

Financial Aid and Scholarships
For more information about Financial Aid and Scholarships (https://sc.edu/about/offices_and_divisions/financial_aid/).

Student Life
For more information about Student Life (https://sc.edu/about/offices_and_divisions/student_affairs/our_experts/our_offices/student_life/).
Academic Calendar
To review the Academic Calendar (http://registrar.sc.edu/html/calendar/default.stm).
Welcome to the School of Law Academic Bulletin

The School of Law Academic Bulletin is the official document of record concerning academic programs and regulations.

This bulletin is for information purposes only and does not constitute any contractual agreement between a student and the University of South Carolina. The University reserves the right to make changes in curricula, degree requirements, course offerings, or academic regulations at any time when, in the judgment of the faculty, the president, or the Board of Trustees, such changes are in the best interest of the students and the University.

Academic Bulletin Information

Bulletin Updates and Corrections

Noncurricular information (i.e., faculty listings, contact information, college or departmental descriptive text) can be updated by contacting the Office of the University Registrar (bulletin@sc.edu) on the Columbia Campus. Any material pertaining to course descriptions or curriculum changes must have the approval of the Faculty Senate, Graduate Council, Board of Trustees, and/or S.C. Commission on Higher Education before it can be published in the bulletins.

Printing Portions of the Online Bulletins

The academic bulletins are available online only. However, you may produce hard copy of any portion or all of an online bulletin using your local printer.

Additional Information

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

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

The University of South Carolina provides equal opportunity in education and employment for all qualified persons regardless of race, color, religion, sex, national origin, age, disability, or veteran status. The University of South Carolina has designated as the ADA Title II, Section 504 and Title IX coordinator the Executive Assistant to the President for Equal Opportunity Programs. The Office of the Executive Assistant to the President for Equal Opportunity Programs is located in:

Suite 805
1600 Hampton St.
Columbia, South Carolina
telephone 803-777-3854

The University

UofSC System Mission Statement

Approved by the Board of Trustees- October 11, 2019

Next Board of Trustees Scheduled Review- January 2023

The primary mission of the University of South Carolina System is the education of the state's diverse citizens through teaching, research, creative activity, and community engagement. This public university system serves students from its flagship Columbia campus, three comprehensive universities (Aiken, Beaufort, and Upstate), and four regional Palmetto College campuses (Lancaster, Salkehatchie, Sumter, and Union).

The University of South Carolina System offers degree programs at the associate's, bachelor's, master's, and doctoral levels. Through classroom and laboratory instruction delivered in a variety of face-to-face and distance learning formats and modalities, degree programs are offered in the following areas: arts and sciences; business; education; engineering and computing; hospitality, retail, and sport management; information and communications; law; medicine; music; nursing; pharmacy; public health; and social work.

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

UofSC Columbia Mission Statement

Approved by the Board of Trustees- October 11, 2019

Next Board of Trustees Scheduled Review- January 2023

The primary mission of the University of South Carolina Columbia is the education of the state's citizens through teaching, research, creative activity, and community engagement. Among America's oldest and most comprehensive public universities, the University of South Carolina Columbia is the major research institution of the university system and its largest campus. At the heart of its mission lies the University's responsibility to state and society to promote the dissemination of knowledge, cultural enrichment, and an enhanced quality of life.

The University of South Carolina Columbia serves a diverse population of students with widely varying backgrounds, career goals, and levels of aspiration. The university offers over 320 degree programs at the bachelor's, master's, doctoral, and professional program levels, affording students the most comprehensive array of educational programs in the state. Opportunities for personal and career development are provided to the citizens of South Carolina through outreach and continuing education activities. The university provides additional opportunities for associate degrees through Fort Jackson and through the oversight of regional Palmetto College campuses (Lancaster, Salkehatchie, Sumter, and Union).
Through classroom and laboratory instruction delivered in a variety of face-to-face and distance learning formats and modalities, degree programs are offered in the following areas: arts and sciences; business; education; engineering and computing; hospitality, retail, and sport management; information and communications; law; medicine; music; nursing; pharmacy; public health; and social work. The depth and breadth of its graduate programs distinguishes the University of South Carolina Columbia from all other institutions of higher learning in South Carolina.

Recognized by the Carnegie Foundation as a top research and community engaged institution, nationally ranked in start-up businesses, and conferring over 30% of all bachelor’s and graduate degrees awarded at public institutions in South Carolina, the university has a profound relevance, reach, and impact on the people of the state. As the flagship institution of the university system, the University of South Carolina Columbia leads the way in providing all students with the highest-quality education, including the knowledge, skills, and values necessary for success and responsible citizenship in a complex and changing world through engagement in nationally and internationally ranked research, scholarship, community outreach, and artistic creation.

Accreditation

The University of South Carolina Columbia is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master’s, and doctoral degrees. The regional Palmetto College campuses (Lancaster, Salkehatchie, Sumter, and Union) are branch campuses of the University of South Carolina Columbia; the branch campuses’ accreditation is dependent on the continued accreditation of the University of South Carolina Columbia. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the University of South Carolina Columbia.

In addition to this comprehensive accreditation, the professional schools on the Columbia campus are individually accredited by their respective associations as follows:

College of Arts and Sciences: In the Department of Psychology, the graduate degrees in clinical-community psychology are accredited by the American Psychological Association; graduate degrees in school psychology are accredited by the National Association of State Directors of Teacher Education and Certification, the National Council for Accreditation of Teacher Education, and the National Association of School Psychologists with the doctoral program also being accredited by the American Psychological Association. The Master of Public Administration degree offered by the Department of Political Science is accredited by the National Association of Schools of Public Affairs and Administration. The Department of Theatre and Dance is accredited by the National Association of Schools of Theatre and the University/Resident Theatre Association. The Department of Art is accredited by the National Association of Schools of Art and Design. The Department of Chemistry is accredited by the American Chemical Society.

Moore School of Business and the School of Accounting: American Assembly of Collegiate Schools of Business.

College of Education: National Council for Accreditation of Teacher Education, Council for the Accreditation of Counseling and Other Related Educational Programs.


School of Hospitality, Retail, and Sport Management: Accreditation Commission for Programs in Hospitality Administration.


College of Information and Communications: The School of Journalism and Mass Communications is accredited by the Accrediting Council on Education in Journalism and Mass Communications. The School of Library and Information Science is accredited by the American Library Association.

School of Medicine: Liaison Committee on Medical Education of the American Medical Association-Association of American Medical Colleges.

School of Music: National Association of Schools of Music.

College of Nursing: Commission on Collegiate Nursing Education.

College of Pharmacy: American Council on Pharmaceutical Education.


College of Social Work: Council on Social Work Education.

University Officials

Board of Trustees

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Hubert F. Mobley, 6th Judicial Circuit, Vice Chair
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Rose Buycck Newton, 14th Judicial Circuit
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Molly M. Spearman, State Superintendent of Education
Eugene P. Warr, Jr., 4th Judicial Circuit, Chair Emeritus
Thad H. Westbrook, 11th Judicial Circuit
Mack I. Whittle, Jr., 13th Judicial Circuit
Charles H. Williams II, 1st Judicial Circuit
J. Cantey Heath, Jr., Secretary

Administrative Officers

Robert L. “Bob” Caslen Jr., President
William F. “Bill” Tate IV, Executive Vice President for Academic Affairs and Provost
Ed Walton, Senior Vice President for Administration
School of Law

The mission of the University of South Carolina School of Law is to provide students, through an in-depth legal education, with a foundation upon which they can build successful careers in the practice of law and public service; to contribute to the development of the law and legal theory through significant faculty scholarship on issues of state, national and international importance; and to advance the administration of justice through service to the legal profession, the state and the nation.

Degree Programs

The School of Law offers a full-time day Juris Doctor program. To earn the J.D., students must successfully complete 90 hours of course work over six semesters, including at least four semesters of study in residence at the School of Law.

- Juris Doctor (p. 1485)

Dual Degree

The School of Law offers students the opportunity to complete work on a Juris Doctor and a graduate degree in one of the following programs:

- Accountancy / Law, M.A.C.C. / J.D. (p. 1480)
- Criminology and Criminal Justice / Law, M.A. / J.D. (p. 1480)
- Earth and Environmental Resources Management / Law, M.E.E.R.M. / J.D. (p. 1481)
- Environmental Law and Policy / Law, M.E.L.P. / J.D. (Dual Degree Program with the Vermont Law School) (p. 1481)
- Health Services Policy and Management / Law, M.H.A. / J.D. (p. 1483)
- Human Resources / Law M.H.R. / J.D. (p. 1483)
- International Business / Law, I.M.B.A. / J.D. (p. 1483)
- Journalism and Mass Communications / Law, M.M.C. / J.D. (p. 1483)
- Public Administration / Law, M.P.A. / J.D. (p. 1487)
- Social Work / Law, M.S.W. / J.D. (p. 1487)

Associate Professors

Josie F. Brown, J.D., Harvard Law School, 1985

James R. Burkhard, J.D., Ohio State University, 1968

Jachyn A. Cherry, J.D., Duquesne University School of Law, 1988

Tessa R. Davis, LL.M., New York University, 2012, J.D. Florida State University, 2011

Ann M. Eisenberg, LL.M., West Virginia University College of Law, 2016, J.D., Cornell University, 2012

Jacqueline R. Fox, LL.M., Georgetown University, 1995, J.D., Georgetown University, 1991

Kenneth W. Gaines, LL.M., Emory University, 1990, J.D., University of Kansas, 1976

Josh Gupta-Kagan, J.D., New York University, 2004

David K. Linnan, J.D., University of Chicago, 1979
Aparna Polavarapu, M.A.L.D., Tufts University, 2010, J.D., Georgetown University, 2005
Clare S. Raj, J.D., Case Western Reserve University, 2003
Nathan D. Richardson, J.D., University of Chicago, 2009
Seth W. Stoughton, J.D., University of Virginia, 2011
Howard B. Stravitz, J.D., Rutgers University Camden, 1972
Bryant Walker Smith, LL.M., New York University, 2009, J.D., New York University, 2008
Shelley H. Welton, J.D., New York University, 2009, MPA, Columbia University, 2006

**Assistant Professors**
Marie C. Boyd, J.D., Yale University, 2007
Jesse M. Cross, J.D., Yale Law School, 2011, M.A. University of California, Irvine, 2007
Lisa Martin, J.D., Georgetown University Law Center, 2003
Emily F. Suski, LL.M., Georgetown University, 2006, J.D., University of North Carolina at Chapel Hill, 2001
Clinton G. Wallace, LL.M., New York University School of Law, 2015, J.D., New York University School of Law, 2012

**Legal Writing Professors**
Janice M. Baker, J.D., University of South Carolina, 1994
Robert T. Bockman, J.D., University of Georgia, 1975, M.A., University of Georgia, 1972
Shelby K. Leonard, J.D., University of Notre Dame, 2002
Ami Leventis, J.D., University of Virginia, 2001
Amy L. Milligan, J.D., University of South Carolina, 2002
Michael J. Virzi, J.D., University of South Carolina, 2000

**Legal Research Professors**
Daniel A. Brackmann, M.S.L.I.S, University of Illinois, 2014, J.D. University of Cincinnati, 1999
Terrye Conroy, M.L.I.S., University of South Carolina, 2002, J.D., University of South Carolina, 1987
Aaron J. Glenn, M.L.I.S., University of South Carolina, 2015, J.D., University of South Carolina, 2013
Rebekah K. Maxwell, M.L.I.S., University of South Carolina, 1995, J.D., Mercer University, 1994
Eve Ross, M.L.I.S., University of South Carolina, 2014, J.D., University of South Carolina, 2007
Candle M. Wester, M.L.I.S., University of Illinois at Urbana-Champaign, 2006, J.D., University of Nebraska, 2004

**Clinical Instructor**
Clyde Gore, Jr., M.B.A, University of South Carolina, 2017, J.D., University of South Carolina, 2005

**Professors Emeriti**
Gregory B. Adams, J.S.D., Columbia University, 1986, LL.M., Columbia University, 1979, J.D., Louisiana State University, 1973
F. Ladson Boyle, LL.M., New York University, 1975, J.D., University of South Carolina, 1974, Charles E. Simons Jr. Professor of Federal Law
R. Randall Bridwell, LL.M., Harvard University, 1971, J.D., Southern Methodist University, 1970
W. Lewis Burke, J.D., University of South Carolina, 1975
Katharine I. Butler, J.D., University of Tennessee, 1974
Nathan M. Crystal, LL.M., Harvard University, 1976, J.D., Emory University, 1971, Class of 1969 Distinguished Professor Emeritus of Professional Responsibility & Contract Law
Richard E. Day, J.D., University of Michigan, 1957
James F. Flanagan, LL.B., University of Pennsylvania, 1967, Oliver Ellsworth Professor of Federal Practice
Patrick J. Flynn, J.D., Indiana University, 1974
John P. Freeman, LL.M., University of Pennsylvania, 1976, J.D., University of Notre Dame, 1970, John T. Campbell Professor Emeritus of Business and Professional Ethics
Thomas R. Haggard, LL.B., University of Texas, 1967
F. Patrick Hubbard, LL.M., Yale University, 1973, Ronald L. Motley Distinguished Professor of Tort Law
Philip T. Lacy, LL.B., University of Virginia, 1972
Henry S. Mather, J.D., Cornell University, 1970
Ralph C. McCullough, II, J.D., Tulane University, 1965
John E. Montgomery, LL.M., University of Michigan, 1971, J.D., University of Louisville, 1969, Director, Nelson Mullins Riley & Scarborough Center on Professionalism
Dennis R. Nolan, J.D., Harvard University, 1970, Webster Distinguished Professor Emeritus of Labor Law
David G. Owen, J.D., University of Pennsylvania, 1971, Carolina Distinguished Professor of Law
Elizabeth G. Patterson, J.D., University of Arizona, 1976
Burnele V. Powell, LL.M., Harvard University, 1979, Miles and Ann Loadholt Professor of Law
Walter F. Pratt Jr., J.D., Yale University, 1977; James P. Mozingo III Professor Emeritus of Legal Research, Educational Foundation Distinguished Professor of Law

O’Neal Smalls, LL.M., Georgetown University, 1975, J.D., Harvard University, 1967

Stephan A. Spitz, J.D., University of Nebraska, 1974

Roy T. Stuckey, J.D., University of South Carolina, 1973, Webster Distinguished Professor Emeritus of Clinical Legal Education

Jon P. Thames, LL.M., Harvard University, 1971, J.D., University of Mississippi, 1965

James L. Underwood, LL.M., Yale University, 1966, J.D., Emory University, 1962

Eldon D. Wedlock, Jr., LL.M., Yale University, 1969, J.D., American University, 1968

Admissions

The admissions goal of the School of Law is to enroll qualified students who will make a positive contribution to the school’s educational environment and to South Carolina, the region, and the nation after graduation. In making admissions decisions, the Faculty Committee on Admissions takes a holistic approach and considers myriad factors with emphasis on the cumulative undergraduate GPA and the Law School Admission Test (LSAT). Other factors that may influence the committee’s decision include, but are not limited to, employment experience, military or public service, residency, diversity, course of study, personal statement, and letters of recommendation.

In order to be considered for admission, a candidate must have or expect to have an academic bachelor’s degree from a fully accredited college or university by the date of the anticipated enrollment in the School of Law or must be a participant in the Honors College six-year B.A./B.S.-J.D. degree program. All applicants are required to take the LSAT and to register with the Law School Data Assembly Service.

The decision-making process begins in December of each year with the Faculty Committee on Admission reviewing completed files.

Applications to the School of Law must be received in the Office of Admissions by March 1. To receive priority consideration for merit-based scholarships, an applicant’s completed admissions file (including all supporting material) must be received in the Office of Admissions by February 1. Accepted applicants may request a one-year deferment. Deferment is granted in the discretion of the Office of Admissions.

For further information about the School of Law, interested applicants should contact:

Office of Admissions
USC School of Law
1525 Senate Street
SC 29208

Information about the School of Law may also be obtained by visiting our Web site at https://sc.edu/study/colleges_schools/law/admissions/.

Degree Programs

The School of Law offers a full-time day Juris Doctor program. To earn the J.D., students must successfully complete 90 hours of course work over six semesters, including at least four semesters of study in residence at the School of Law.

- Juris Doctor (p. 1485)

Dual Degree

The School of Law offers students the opportunity to complete work on a Juris Doctor and a graduate degree in one of the following programs:

- Accountancy / Law, M.A.C.C. / J.D. (p. 1480)
- Criminology and Criminal Justice / Law, M.A. / J.D. (p. 1480)
- Earth and Environmental Resources Management / Law, M.E.E.R.M. / J.D. (p. 1481)
- Environmental Law and Policy / Law, M.E.L.P. / J.D. (Dual Degree Program with the Vermont Law School) (p. 1481)
- Health Services Policy and Management / Law, M.H.A. / J.D. (p. 1483)
- Human Resources / Law M.H.R. / J.D. (p. 1483)
- International Business / Law, I.M.B.A. / J.D. (p. 1483)
- Journalism and Mass Communications / Law, M.M.C. / J.D. (p. 1483)
- Public Administration / Law, M.P.A. / J.D. (p. 1487)
- Social Work / Law, M.S.W. / J.D. (p. 1487)

Accountancy / Law, M.A.C.C. / J.D.

The Moore School of Business in cooperation with the University of South Carolina School of Law offers a combined degree program that permits a student to obtain the J.D. and Master of Accountancy (M.A.C.C.) degrees in approximately four years.

Degree Requirements M.A.C.C. (30 Hours) / J.D. (90 Hours)

Through the combined program, the total course load may be reduced from that required if the two degrees were earned separately since 9 hours of electives toward the J.D. may be earned in the business administration program. Students in the M.A.C.C. program may use up to 9 hours of law course credit as electives. Prior to obtaining admission to the combined degree program, a student must be admitted to both the School of Law and the Moore School of Business.

Criminology and Criminal Justice / Law, M.A. / J.D.

Admission

Prior to obtaining admission to the combined degree program, a student must be admitted to both the School of Law and the Department of Criminology and Criminal Justice. Upon admission to the combined degree program, the student will be assigned courses to be elected in both programs.
Degree Requirements M.A. (30 Hours) / J.D. (90 Hours)
The Department of Criminology and Criminal Justice, in cooperation with the University of South Carolina School of Law, offers a combined degree program which permits a student to obtain both the Juris Doctor and the Master of Arts in Criminal Justice degrees in approximately four years. Through the combined program, the total course load may be reduced by as many as 15 credit hours from that required if the two degrees were earned separately. In such a situation of each student permits. In such event, each case will be judged on its

Earth and Environmental Resources Management / Law, M.E.E.R.M. / J.D.
Admission
The combined J.D./M.E.E.R.M. program requires that students be accepted independently into each of the programs, that the students begin their first year with courses exclusively in the School of Law, and that the remaining years be divided between the two programs. Upon acceptance by both programs, students must complete a dual degree form. Acceptance into one program does not affect the decision of the other school with regards to admission. Upon admission to the dual degree program, the student must select electives from an approved list of courses.

Degree Requirements M.E.E.R.M. (36 Hours) / J.D. (90 Hours)
The Environment and Sustainability Program in cooperation with the USC School of Law and The Graduate School offers a dual degree program. The dual degree program, the Master of Earth and Environmental Resources Management (M.E.E.R.M.) and law degree (J.D.), permits students to complete the joint program in approximately four years. Through the combined program, the total course load may be reduced by as many as 18 credit hours from that required if the two degrees were earned separately, since up to 9 hours of electives toward the M.E.E.R.M. degree may be taken in approved law courses and 9 hours of electives toward the M.A. may be earned in the M.A. program.

Environmental Law and Policy / Law, M.E.L.P. / J.D. (Dual Degree Program with the Vermont Law School)
Accreditation
The University of South Carolina is accredited by the Southern Association of Colleges and Schools’ Commission on Colleges to award Juris Doctor degrees. Because of its geographic location, Vermont Law School is accredited by a different body, and has no relationship with the Commission on Colleges. Both law schools are fully accredited by the American Bar Association. The Southern Association of Colleges and Schools’ Commission on Colleges accreditation of the University of South Carolina does not extend to or include the Vermont Law School or its students. Although the University of South Carolina has faculty-approved regulations and accepts certain course work in transfer toward a credential from Vermont Law School, or collaborates in other ways for generation of course credits or program credentials, other colleges and universities may or may not accept this work in transfer, even if it appears on a transcript from the University of South Carolina. Such a decision would be made by the institution subsequently considering the possibility of accepting such credits.

Admission and Degree Requirements
M.E.L.P. (30) / J.D. (90)
Application deadline is January 21, 2011. Applications will be available Fall 2010.

1. Students who enter the program must:
   b. Be admitted to the University of South Carolina (USC) School of Law.
      (a & b mean that the student must meet all entrance requirements of each school and be accepted as a student therein.)
   c. Be admitted to the Dual Degree Program. Admission to the dual degree program must be made by application to both programs and both programs must approve the student’s admission to the dual degree program.
   d. Each program shall maintain appropriate records on each student in the program.

2. The program is prospective in operation.
   a. Those students already holding a M.E.L.P. degree or a law degree will not be eligible for admission to the program.
   b. Students currently enrolled in either school may enter the program and appropriate credit will be granted by both schools with due care exercised to effect the transition to insure the closest compliance with these regulations as the individual situation of each student permits.

3. Students will often complete the dual degree program in three years (including full-time summer study). Students shall begin the program by completing the first full year in USC’s School of Law. At the end of that year, a student will enroll in 1-credit USC course entitled Introductory Environmental Law and Policy. A student will thereafter enroll in Vermont M.E.L.P. courses via summer school, distance learning, and internships. A minimum of six (6) M.E.L.P. credits through distance learning must be earned during the course of the second and third years of study at USC’s School of Law. The entire program for both degrees must be completed within a period of five academic years unless substantial reasons acceptable to the Joint Committee are given. In such event, each case will be judged on its individual merits and decisions in the case of other students will not serve as precedent.

4. Students must maintain the academic requirements presently in effect or as may be placed in effect to remain in the program.
   a. Failure to maintain the requisite academic standing requirements of either school will preclude the student’s continuation in the program in the semester he or she becomes ineligible.
   b. The student may continue to complete the degree requirements in the school whose academic standing he or she has met.
   c. A student dropped from the program for academic deficiency may not re-enter.
5. a. The University of South Carolina School of Law will grant up to 9 hours credit toward the J.D. degree for work completed on the Vermont Law School campus toward the M.E.L.P. Degree with a minimum grade of C. The student must take the course for a letter grade if the course is offered on this basis. A grade of C or better shall be recorded on the student’s USC transcript as a pass. No degree credit will be granted by the School of Law when the candidate earns a grade of less than C in the Vermont Law School course. Several courses published in the M.E.L.P. Program may be excluded as courses available for credit in the M.E.L.P.-J.D. dual degree program. These courses duplicate courses taught through the University of South Carolina’s School of the Environment. This will be handled on a case-by-case basis as the program progresses.
b. Vermont Law School will grant up to 9 hours of credit toward the M.E.L.P. degree for specified course work completed in the USC School of Law. No credit will be granted when a candidate earns less than a C grade in the School of Law. All Graduate School academic requirements will be applicable to students participating in the Dual Degree Program.

VLS will award credit toward the M.E.L.P. degree for up to nine hours earned in the following School of Law courses:

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<tr>
<th>Course</th>
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<th>Credits</th>
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<td>LAWS 651</td>
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<td>LAWS 709</td>
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It may be possible to earn M.E.L.P. credit through other USC School of Law courses, as approved by the Joint Committee on a case-by-case basis.

6. Students enrolled in this program must take the one-credit LAWS 816 Introduction to Environmental Law and Policy, at the end of their first year.

7. Students enrolled in this program must have completed the requirements for both degrees to come within the provisions of paragraph 5.

8. The School of Law will assign a P,F, or W grade as may be appropriate for purposes of determining the Law School G.P.R. with respect to non-Law School courses taken in the M.E.L.P. Program.
   a. The Joint Committee assigned to administer the program will take appropriate action to insure that each school is notified of the grades earned so that the proper entries are made on the student’s record.
   b. The Joint Committee will adopt any forms necessary to carry out the objectives of this program.

9. The Joint Committee shall consist of one or two designees from Vermont Law School appointed by the Director of the Vermont Law School Environmental Law Center, one or two faculty members from the USC Law School appointed by the Dean of the Law School, and the USC Law School Associate Dean for Academics. They shall each endorse all applications to the J.D.-M.E.L.P. program and take all necessary administrative action to insure that the purposes, spirit, and intent of the program are fulfilled.

The student may not take courses for credit under the dual degree program in one program where there is substantial duplication of material with a course which the student has taken in the other program.

a. The Committee shall decide all questions of duplication or preemption of courses the student desires to take. It is understood that each committee member will confer with the member of his or her faculty whose course or seminar the student desires to take for credit in the program where it appears that there is substantial duplication of material or preemption of the course by a similar course in the other program.
b. If the Joint Committee shall be in disagreement with regard to the duplication of material or preemption then each shall confer as follows:
   i. Vermont Law School’s representative(s) of the Joint Committee shall confer with and abide by the decision reached by the Director of the Environmental Law Center.
   ii. The USC School of Law’s representative(s) on the Joint Committee shall confer with and abide by the decision reached by the Curriculum Committee of the School of Law.
   iii. Each member of the Joint Committee shall be permitted to present and discuss the matter on which there is disagreement with the Committee of each program.
   iv. In the event a student is aggrieved by a decision of the Joint Committee denying him or her permission to take a course in either program he or she desires to take under this Dual Degree Program, the student may appeal the decision to the Committee of the school in which he or she seeks to undertake such work.

10. The Joint Committee shall make every effort to accommodate the needs of the student consistent with the aims and objectives of the program. The Committee members shall counsel with the student, recommend alternative courses and otherwise assist him or her in furthering his or her career objectives through the Dual Degree Program.

11. A Program of Study shall be approved by the Joint Committee prior to attending the Summer Session at Vermont Law School. Each student must submit his or her proposed schedule to the Joint Committee in sufficient time prior to registration to permit the Joint Committee to act on it. Therefore, students in the program should confer with the Joint Committee at regular and frequent intervals when schedules become available.

12. The Joint Committee may make other such regulations concerning matters not contained herein which have not bee anticipated and which are in keeping with the objectives of the program and the desires of both faculties, keeping always in mind the wishes of the student and his or her career objectives.

13. Any student withdrawing from one of the programs in the Dual Degree Program will be required to satisfy all of the requirements of the degree program in which he or she retains candidacy.


15. The University of South Carolina is accredited by the Southern Association of Colleges and Schools’ Commission on Colleges to award Juris Doctor degrees. Because of its geographic location, Vermont Law School is accredited by a different body, and has no relationship with the Commission on Colleges. Both law schools are fully accredited by the American Bar Association. The Southern Association of Colleges and Schools’ Commission on Colleges accreditation of the University of South Carolina does not extend to or include the Vermont Law School or its students. Although the University of South Carolina has faculty-approved regulations and accepts certain course work in transfer toward a credential from Vermont Law School, or collaborates in other ways for generation of
course credits or program credentials, other colleges and universities may or may not accept this work in transfer, even if it appears on a transcript from the University of South Carolina. Such a decision would be made by the institution subsequently considering the possibility of accepting such credits.

Health Services Policy and Management / Law, M.H.A. / J.D.

Degree Requirements M.H.A. (58 Hours) / J.D. (90 Hours)
The Department of Health Services Policy and Management and the School of Law offer a coordinated program that leads to a dual degree. Some courses do fulfill requirements for both portions of the dual degree. A dual degree program thus typically requires fewer semester hours in total than if the two programs were taken separately.

Human Resources / Law M.H.R. / J.D.
The Moore School of Business in cooperation with the University of South Carolina School of Law offers a combined degree program that permits a student to obtain the J.D. and Master of Human Resources (M.H.R.) degrees in approximately four years.

Degree Requirements M.H.R. (45 Hours) / J.D. (90 Hours)
Through the combined program, the total course load may be reduced from that required if the two degrees were earned separately since 9 hours of electives toward the J.D. may be earned in the business administration program. Students in the M.H.R./J.D. program may use up to 12 hours of employment-related law courses from the law school to fulfill requirements within the M.H.R. program. Prior to obtaining admission to the combined degree program, a student must be admitted to both the School of Law and the Moore School of Business.

International Business / Law, I.M.B.A. / J.D.
The Moore School of Business in cooperation with the University of South Carolina School of Law offers a combined degree program that permits a student to obtain the J.D. and International Master of Business Administration (I.M.B.A.) degrees in approximately four years. Through the combined program, the total course load may be reduced from that required if the two degrees were earned separately since 9 hours of electives toward the J.D. may be earned in the business administration program.

Students in the I.M.B.A./J.D. program must take 9 credit hours of electives in the Moore School. An additional 12 credit hours in the School of Law will be used to satisfy the 21 elective credit hours required for the I.M.B.A. degree. All of these elective courses must be included in the I.M.B.A. program of study. Upon approval of the graduate director and dean of The Graduate School, business-related law school electives may be substituted for Moore School electives. Such substitution is permissible only if the business-related electives are not counting toward the J.D. degree. Students must supply the I.M.B.A. office with a letter from the law school registrar stating that any substitute business-related law school electives are not also being used to satisfy the J.D. degree.

Prior to obtaining admission to the combined degree program, a student must be admitted to both the School of Law and the Moore School of Business.

Degree Requirements I.M.B.A. (68 Hours) / J.D. (90 Hours)
Students in the I.M.B.A./J.D. program must take 9 credit hours of electives in the Moore School. An additional 12 credit hours in the School of Law will be used to satisfy the 21 elective credit hours required for the I.M.B.A. degree. All of these elective courses must be included in the I.M.B.A. program of study. Upon approval of the graduate director and dean of The Graduate School, business-related law school electives may be substituted for Moore School electives. Such substitution is permissible only if the business-related law school electives are not counting toward the J.D. degree. Students must supply the I.M.B.A. office with a letter from the law school registrar stating that any substitute business-related law school electives are not also being used to satisfy the J.D. degree.

Journalism and Mass Communications / Law, M.M.C. / J.D.
The School of Journalism and Mass Communications in cooperation with the University of South Carolina School of Law offers a combined degree program that permits a student to obtain the J.D. and Master of Mass Communications (M.M.C.) degrees in approximately four years. Through the combined program, the total course load may be reduced from that required if the two degrees were earned separately since 9 hours of electives toward the J.D. may be earned in the Mass Communication program. Students in the M.M.C. program may use up to 9 hours of law course credit as electives. Prior to obtaining permission to the combined program, a student must be admitted to both the School of Law and the School of Journalism and Mass Communication.

Degree Requirements M.M.C. (36 Hours) / J.D. (90 Hours)
Masters of Mass Communications Integrated Communications Area of Emphasis

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Students must complete all courses in the first year curriculum and earn a grade of D or better or pass for Introduction to the Legal Profession (entering Fall 2011). A first year student who receives a grade of F in a first year course receives no credit and is required to repeat the course. The Associate Dean, however, may waive for good cause the requirement that the student retake the course.

### Upper Level Credit Hour Requirements

During the second and third years, students must take no less than twelve (12) and no more than sixteen (16) hours each semester. During summer school students may take no more than six (6) hours. Students who wish to take additional hours must file a petition with the Associate Dean for Academic Affairs (see §VI.H). A form for this petition is available in the Office of the Registrar/Academic Services, room 137.

### Upper Level Course Requirements

The goals for the second and third year curriculum, as defined by the Curriculum Committee, are as follows:

- to expand the student's substantive knowledge of basic subject matters;
- to expand the student's range of legal skills, to expand the student's perspective on law and the legal process;
- to permit the intensive pursuit of specialized subjects by the student;
- to permit faculty to teach courses related to areas of individual research, interest, and expertise; and
- to allow for experimentation in subject matter and pedagogical methods.

Note: The Associate Dean for Academic Affairs will hold a meeting for students during the spring of each year, prior to registration for the following year, to guide students in selecting courses and to answer any questions they may have. Students are warned, however, that they have the responsibility of complying with all requirements for their degrees. The Office of the Registrar/Academic Services does not maintain a “running audit” of student’s progress through Law School. The Registrar/ Director of Academic Services will catch deficiencies only when checking the records of would-be graduating 3Ls.

While most upper level courses are elective, the following courses are required for graduation.

1. **Professional Responsibility.** Students must earn a grade of C or better in Professional Responsibility (2 credit hours) or Problems in Professional Responsibility (3 credit hours).

2. **A Professional Skills Course (not required for first year students entering in Fall 2017).** Students must earn a grade of Satisfactory, if the course is graded on a pass/fail basis, or a grade of C or better, if the course is graded on a letter basis, in at least one course that is designated as a professional skills course. A course taken to fulfill the professional skills requirement cannot fulfill the graduation writing requirement. Students must obtain the prior written approval of the Associate Dean for Academic Affairs in order to satisfy the professional skills course requirement by taking a course outside the Law School.

Experiential Courses (starting with students entering the first year Fall 2016 and thereafter) must earn a grade of Satisfactory, if the course is graded on a pass/fail basis, or a grade of C or better, if the course is graded on a letter basis, in at least six credit hours of courses designated as experiential courses. Courses taken to fulfill
the experiential requirement cannot fulfill the graduation writing requirement.

Students must obtain the prior written approval of the Associate Dean for Academic Affairs in order to satisfy the experiential course requirement by taking courses outside the Law School.

3. A Perspective Course. The faculty believes that graduates of the School of Law should understand the law in its broader social context, have some sense of its history, and appreciate the philosophical underpinnings of its operation.

Perspective Course Requirement
The perspective course requirement may be satisfied during either the second or third year.

Courses taken outside the Law School may not be used to satisfy the Law School perspective course requirement except where:

1. there is good cause for not taking a perspective course at the Law School; and
2. the course involved is the equivalent in educational value to a perspective course offered in the Law School.

Students must obtain the prior written approval of the Associate Dean for Academic Affairs in order to satisfy the perspective course requirement by taking a course outside the Law School. A perspective course taken by a student prior to enrollment in the Juris Doctor program will not satisfy the perspective course requirement.

Writing Requirement
To satisfy the writing requirement, a student must complete a substantial legal research project that meets the criteria in subparagraph “a” or satisfies the requirements of a proposal approved by the Curriculum Committee under subparagraph “b”.

1. To satisfy the writing requirement a paper must:
   a. Be in the form of a law review article, brief, or memorandum of Law
   b. Be prepared under the supervision of a member of the faculty. The supervision requirement may be satisfied by:
      i. taking a course with not more than 20 students in which all students are required to write a paper complying with the writing requirement (identified in the registration materials as a “writing seminar”); or
      ii. through independent research supervised by a faculty member. No faculty member shall supervise more than five such papers in any given semester.
   c. Be submitted in final written form of approximately 30 to 50 pages in length, after the submission of an outline and draft that have been critiqued by the professor.
   d. When graded, receive a grade of at least a C. If written under a pass/fail election, receive a grade of S. Note that under a pass/fail election a grade of C or higher is recorded as an S, and a grade of lower than a C is recorded as an F

A brief submitted in a moot court competition can satisfy the writing requirement if:
   i. an outline and a draft of the brief has been critiqued and approved by a supervising faculty member; and
   ii. the student contributes at least 30 pages to the brief. If the rules of the competition in which the brief was submitted preclude faculty involvement, the student must revise the brief to the satisfaction of the supervising faculty member after it has been submitted in the competition. This revision can include an outline and preliminary draft. If a student’s contribution to the brief is less than 30 pages, the student may satisfy the page requirement by submitting a supplemental memorandum.

A note submitted to a law journal by a member of that journal can satisfy the writing requirement if it meets the requirements above and the student does not receive degree credit for the note under credit for serving on the editorial board.

Deadline for completion of the writing requirement. Unless the paper is written in a course that a student takes in his/her final semester, May graduates must submit their papers in final form by January 15, and December graduates must submit their papers in final form by September 1.

Passing Grade in 90 Semester Hours of Course Work; Effect of F
Students must successfully complete at least 90 semester hours of course credit. In addition to earning 90 credit hours students must complete Professional Responsibility or Problems in Professional Responsibility and the writing requirement with a grade of “C” or better.

Note: Civil Procedure II, Constitutional Law II and Criminal Procedure are not required for students entering in the Fall 2011 and later. If a student has been required to take these courses they must earn a grade of “D” or better.

Students failing to meet these requirements are required to repeat the courses, but the initial grade will remain on the student’s record. Law school courses taken by a student prior to enrollment in the Juris Doctor program will not be included in determining whether a student has met the 90 credit hour requirement. For good cause, the Associate Dean for Academic Affairs may waive the requirement to retake a required upper level course.

Cumulative Grade Point Average of Not Less than 2.00
Students must have a cumulative grade point average of 2.00 or better for all work taken for Law School credit.

Satisfaction of the Residency Requirement
Students must complete the equivalent of six (6) full semesters of law school residency, four (4) of which must have been completed while matriculating as a student at the University of South Carolina School of Law. A student obtains residency credit for a semester if the following requirements are met:
1. The student maintains registration for a minimum of twelve (12) law hours; and
2. The student receives a grade of Satisfactory or a letter grade of D or better in at least ten (10) credit-hours of course work.

If the student does not comply with either of these requirements, residency credit will not be granted for the semester in which the noncompliance occurs.

Merely complying with the minimum residency requirement of 12 credit-hours per semester for each semester in the second and third years will not enable a student to meet the 90 credit-hour requirement for graduation.

By attending summer school students may reduce their course loads during either the fall or spring semesters, but are still subject to the 12 law hours per semester rule.

In order to accelerate graduation by one semester (December graduation), a student must matriculate in two summer sessions and satisfactorily complete not less than 12 hours in the two sessions, with a minimum of 6 hours being required in each summer session. To satisfy this requirement, students taking Maymester courses must also take at least one course each summer that meets during the regular seven-week summer session.

Completion of Course Study for Degree Requirement

Students must complete all degree requirements no later than 84 months (7 years) after first beginning as a law school student either at the University of South Carolina School or at a law school from which transfer credits has been accepted.

Public Administration / Law, M.P.A. / J.D.

Degree Requirements M.P.A. (39 Hours) / J.D. (90 Hours)

This degree program is offered in cooperation with the School of Law. It allows M.P.A. and J.D. students to receive “dual credit” for 21 semester hours of course work and acquire both a J.D. and a M.P.A. degree with fewer total credit hours than it would take to receive each degree independently. To be eligible, students must apply to, and be accepted by, both programs.

Social Work / Law, M.S.W. / J.D.

Degree Requirements M.S.W (60 Hours) / J.D. (90 Hours)

The joint M.S.W./J.D. degree program provides students an opportunity to complete these complementary professional programs in 135 semester hours of course work. Normally the two degrees, if taken separately, would require a minimum of 150 semester hours of study. The School of Law accepts up to 9 hours of social work courses as electives in its program, and the College of Social Work accepts up to 6 hours of law courses towards the M.S.W. degree. Formal admission to both programs under the standards established by each is required. The first year of law studies must be completed at one time. For details, please refer to the law school bulletin.

Learning Outcomes

Goal 1

Graduates should be able to apply well-developed analytical skills to resolve legal problems with at least a fundamental knowledge across a broad range of substantive doctrines.

Curriculum

In their first-year, law students receive instruction in 9 substantive courses, in addition to Legal Writing and Legal Research. The study of appellate cases and classroom discussion are designed to build analytical skills, while also providing doctrinal coverage in the fields studied. In their second and third years, students are required to take courses in Civil Procedure II, Criminal Procedure, Professional Responsibility, and Constitutional Law and are strongly encouraged to take a second semester of Income Taxation, Wills and Trusts, Corporations, and Evidence. These ensure that all students are exposed to a range of core legal concepts.

- Learning Outcome 1
  At the end of their first year, students will be able develop and apply a reasoned analytical framework for identifying and resolving problems presented to them.
- Learning Outcome 2
  By the end of their first year, students will be able to explain and apply basic civil litigation procedural rules.
- Learning Outcome 3
  At the end of their first year, students will recognize the need for and will have develop the ability to engage in life-long, independent learning, including the performance of independent legal research.
- Learning Outcome 4
  At the end of their second year, students will be able to relate concepts learned in different courses and apply well-developed critical thinking skills.
- Learning Outcome 5
  By the end of their third year, students will be able to analyze and solve complex real world legal problems.
- Learning Outcome 6
  By the end of their third year, students will be able to demonstrate a more advanced understanding of the fundamental concepts and policies underlying at least one area of law

Goal 2

Graduates should be able to effectively use basic practice, research, and communication skills.

Curriculum

First-year students develop their professional writing and research skills by taking legal writing and legal research. Each graduate is required to successfully complete at least one course designated by the faculty as a practice skills course, which includes substantial instruction in practice skills and individual feedback on student skills performance. In AY 2010-11, the law school will offer 29 sections of courses designated as professional skills courses. Other courses will have substantial practical drafting components. Skills taught in these courses include legal writing, advocacy, and drafting, as well as interviewing, counseling, negotiation, and methods of alternative dispute resolution. During Maymester and
At the end of their third-year, students will be able, in an appropriate situation, to consider an issue using the principles of another discipline, in addition to traditional legal analysis.

**Academic Regulations**

**Honor Code and Disciplinary Procedures**

**Definitions**

1. Academic Program
   “Academic Program” means any graduate or undergraduate course, independent study or research for academic credit, internship, externship, clinical program, practicum, field placement, or other form of study or work offered in furtherance of the academic mission of the School of Law. Academic work includes any work performed or assigned to be performed in connection with any Academic Program. Academic Program includes Extracurricular Activities.

2. Advisor
   “Advisor” means any person chosen by the Student to represent the Student and to present arguments and evidence on the Student’s behalf to a Hearing Panel.

3. Chair of Hearing Panel
   “Chair of the Hearing Panel” means a faculty member nominated by the Dean to serve the role of carrying out the duties specified in Section 3 of these Procedures.

4. Code
   “Code” means the University of South Carolina School of Law Honor Code.

5. Day
   “Day” means the period of time as computed under Rule 6(a) of the South Carolina Rules of Civil Procedure.

6. Dean
   “Dean” means the Dean of the School of Law or a designee of the Dean.

7. Extracurricular Activity
   “Extracurricular Activity” means an activity performed by a Student associated with the School of Law or the University of South Carolina that falls outside the realm of normal school curriculum. Extracurricular Activity includes, but is not limited to, participation on Moot Court and Mock Trial teams, law journals, and other student organizations.

8. Hearing Panel
   “Hearing Panel” means a 5 member panel designated to determine whether a Student has violated the Code and, if so, to determine what sanction that Student should receive. The Hearing Panel is comprised of 3 full-time faculty members, appointed by the Dean, and 2 Honor Council members, selected by the Chair of the Honor Council.

9. Investigator
   “Investigator” means a person appointed by the Dean for purposes of carrying out the duties of Sections 4.2 and 4.3. The Investigator may not be the Presenting Party.

10. Instructor
“Instructor” means any person designated by the School of Law to teach or otherwise counsel students in an Academic Program.

11. Presenting Party
   “Presenting Party” means a person appointed by the Dean whose purpose is to present the case against the Student on behalf of the School of Law. The Presenting Party may not be the Dean or the Investigator.

12. School of Law
   “School of Law” means the University of South Carolina School of Law.

13. Statement of Allegations
   “Statement of Allegations” means a document prepared by the Presenting Party for the purposes of notifying the Student of the facts alleged to constitute a violation of the Code and informing the Hearing Panel of the matter before them.

14. Student
   “Student” means any person who has accepted admission to the School of Law and has neither graduated, transferred to another institution or field of study, withdrawn, nor been expelled.

15. University Committee
   “University Committee” means the University Academic Responsibility Committee. This committee consists of five faculty members, two undergraduate students, and two graduate students.

Honor Code
Preamble
The preparation of Students for service in the legal profession requires not only academic rigor, but also adherence to the high standards of personal character and integrity expected of attorneys. As with the standards of the legal profession, the foundation of this Code is self-regulation. Whenever a Student is uncertain as to whether conduct would violate this Code, it is the Student’s responsibility to seek clarification from the Instructor in the affected Academic Program prior to engaging in such conduct.

Section 1. General Applicability.

The following rules govern the conduct of all Students at the School of Law. Former Students of the School of Law remain subject to this Code for violations committed while a Student. An applicant who later becomes a Student at the School of Law is subject to this Code with respect to any statements or representations made in connection with the application process.

Section 2. Prohibitions.

1. A Student shall not lie.
   A lie includes any form of dishonesty or misrepresentation, including the making of a statement known to be false or the willful omission of a material fact necessary to avoid a misrepresentation of the truth. A Student’s knowledge of a statement’s falsity may be inferred from the circumstances. This rule applies only to statements or omissions made in connection with an Academic Program at the School of Law. Examples include, but are not limited to, a Student’s communications with faculty, staff, or other Students of the University relating to academic issues; communications made in connection with the Student’s use of University facilities or services; and communications made while enrolled at the School of Law with third persons, such as a prospective employer, regarding the activities or record of the Student.

2. A Student shall not cheat or plagiarize.

For purposes of this rule, cheating is construed broadly to include using unauthorized materials, disregarding a professor’s rule of anonymity, giving or receiving any unauthorized assistance in the completion of any academic course work, paper, examination, or in connection with a Student’s participation in any Extracurricular Activity. Plagiarism is the use or close imitation of the language and thoughts of another author and the representation of them as one’s own work. Plagiarism includes quoting, paraphrasing, or otherwise using another’s words or ideas as one’s own without crediting the source in a way that clearly indicates the nature and extent of the source’s contribution to the Student’s work. An act of cheating or plagiarism in which the Student does not actually obtain a benefit from the conduct is an offense under this section. An act of cheating or plagiarism without specific intent is an offense under this section.

3. A Student shall not commit any criminal act.
   For purposes of this rule, a criminal act is one that reflects adversely on a Student’s honesty, trustworthiness, or fitness for admission to the practice of law. This rule will be interpreted in accordance with the Model Rules of Professional Conduct § 8.4 (2008). Any criminal act that reflects adversely on the Student’s honesty, trustworthiness, or fitness for admission to the practice of law and which occurs during the time that a Student is subject to this Code is a violation of this rule, regardless of where the conduct occurs. A conviction or plea of guilty in a criminal matter is conclusive proof that the Student committed the act that is the subject of that conviction or plea. The absence of a criminal conviction does not preclude a finding that a criminal act occurred for purposes of this rule.

Section 3. Duties.

1. A Student shall report those who they believe have violated this Code. A Student who has information sufficient to create a reasonable belief that another Student has violated this Code shall promptly report that information to the Instructor in the affected Academic Program or to the Dean.

2. A Student shall testify fully and truthfully in regard to a Code violation when called to do so.

Disciplinary Procedures
Section 1. General Applicability.

The following procedures govern enforcement of the Code at the School of Law. A revision of the Code or these Procedures may be adopted upon approval by a majority of both the faculty and the Honor Council, and only after the proposed revisions have been posted for Student comment either in the School of Law building or on an internet vehicle for a minimum of 12 Days.

Section 2. Report of an Alleged Violation.

1. Reports by Instructor. Any Instructor in an Academic Program who reasonably believes that a Student may have violated the Code shall report in writing the facts giving rise to that belief to the Dean.

2. Report by Persons Other than Instructor. Any person, other than the Instructor, who believes that a Student may have violated the Code shall report in writing the facts giving rise to that belief to either the Instructor of the Academic Program in which the violation allegedly occurred and to the Dean. In the event that a Student reports an alleged violation only to the Instructor, the Instructor shall inform the Dean in writing the facts alleged. A report must include the identity of the reporting person.
Section 3. Disposition of Admitted Violation.

1. Admission of Violation. An accused Student may, at any time, admit a violation of the Code by providing to the Dean a written statement admitting the allegation. If an Investigator has not been appointed pursuant to Section 4.1 prior to the admission of a violation under this Section, the Dean shall promptly appoint an Investigator to conduct a sufficient investigation to determine any additional facts relevant to the admission. If a Presenting Party has not been appointed pursuant to Section 4.5 prior to the admission of a violation under this Section, the Dean shall promptly appoint a Presenting Party to carry out the responsibilities set forth in Sections 3.2 and 4.9. The matter shall thereafter be handled as provided in Section 3.2.

2. Sanctions Hearing.
   a. If the accused Student admits, pursuant to Section 3.1, that a violation has occurred, the Dean shall convene a Hearing Panel to hear the matter for the sole purpose of determining the appropriate sanction, as set forth in Subsection 4.9(b). This hearing must occur at the later of either the Investigator's completion of the investigation or not less than 5 Days, nor more than 21 Days, after the date on which the Dean has received the written statement of admission from the Student.
   b. At the conclusion of any matter in which a violation has been admitted, the Dean shall notify the School of Law Registrar, the University Office of Student Development, and any other appropriate University offices of the offense and the sanction imposed.

Section 4. Disposition of Contested Allegations.

1. Appointment of Investigator and Notice to Accused. Upon receiving a written report of an alleged violation of the Code, the Dean shall gather relevant information regarding the allegations. The Dean may consult with the Chair of the Honor Council regarding whether to initiate a formal investigation. If the Dean decides that the matter warrants a formal investigation, the Dean shall appoint one or more Investigators. Upon appointment of the Investigator, the Dean shall promptly notify the accused Student of the allegations by letter, addressed to the Student, delivered personally or by first-class mail, to the accused Student’s permanent address on record at the School of Law. The notice must inform the Student of the following:
   a. An investigation is being conducted into a possible Code violation,
   b. The general nature of the alleged violation,
   c. The name of the Investigator,
   d. At the conclusion of that investigation, the matter, and any other matters discovered during the course of the investigation, will either be closed or prosecuted in accordance with these Procedures;
   e. If the Student either does not respond or is found to have committed the offense described, the Student may receive one or more of the sanctions described in Section 5.1.

2. Conduct of Investigation. The Investigator may interview witnesses, including the accused Student, and review any documents or other information that may assist in determining facts relevant to the alleged violation. An accused Student who refuses to answer inquiries regarding the matter shall not be subject to additional discipline for doing so. Finders of fact may, however, draw appropriate inferences from the accused Student’s refusal to answer questions.

3. Submission of Investigation Report. The Investigator shall submit a written report to the Dean within 14 Days after appointment, unless the Dean has granted a reasonable extension of time. The investigation report must summarize the factual findings of the investigation. It must also contain a recommendation regarding potential actions under Section 4.4.

4. Action by Dean Upon Receipt of Investigation Report. Upon submission of the written investigation report, the Dean shall, within a reasonable period of time (generally not more than one week) take one of the following actions. In making the decision about the appropriate course of action, the Dean shall consult confidentially with the Chair of the Honor Council.
   a. If the Dean determines that the allegations in the investigation report, even if proven to be true, would not constitute a Code violation, the Dean may close the matter. The Dean shall, either personally or in writing, promptly notify the accused Student, the person who initially reported the allegation, and the Instructor in the affected Academic Program that the matter has been closed with a finding that no violation of the Code occurred.
   b. If the Dean determines that the allegations in the investigation report, if proven to be true, would constitute a Code violation, the Dean shall refer the allegation to the Hearing Panel for hearing and disposition as provided in Section 4.5.
   c. If the Dean determines that additional investigation of the original allegations or of additional allegations is needed, the Dean may request further investigation of the matter prior to disposition under either paragraph (a) or (b) above.

5. Referral of Allegations to the Hearing Panel.
   a. Upon a decision by the Dean to refer a matter for hearing, the Dean shall appoint a Presenting Party. The Presenting Party shall prepare a Statement of Allegations. No more than 14 days after being nominated by the Dean, the Presenting Party shall provide the Statement of Allegations to the Chair of the Hearing Panel (Chair), along with a list of witnesses likely to be called to testify at the hearing, including the Investigator, and copies of any documents likely to be produced at the hearing.
   b. The Presenting Party shall request information regarding any prior violation by the accused Student of the Code or any history of academic discipline for dishonesty as disclosed on the accused Student’s application for admission to the School of Law. The Presenting Party shall not reveal such information to the Hearing Panel until the sanction phase of the hearing according to Subsection 4.9(b).
   c. Not less than 3 Days prior to the hearing date as set in Section 4.6, the accused Student and the Presenting Party shall provide the Chair and the opposing party, either personally or by first-class mail, a list of witnesses likely to be called to testify at the hearing and copies of any additional documents likely to be produced.
   d. Not less than 3 Days prior to the hearing date as set in Section 4.6, the accused Student shall provide notice to the Chair and the Presenting Party, either personally or by first-class mail, if the Student intends to have an Advisor present at the hearing.
   e. The Chair may delay the hearing or exclude from the hearing any witnesses or documents not identified prior to the hearing, as required by Subsection 4.5(c), if the lack of prior notice would unfairly prejudice either party. The Chair, at its discretion, may delay the hearing or refuse to allow the person selected by the Student as an Advisor to participate actively in the hearing, if the
required notice of that person's intended presence is not provided as required in Subsection 4.5(d).

f. No Hearing Panel member shall consider a matter in which that person is unable to serve with impartiality. If an accused Student believes that a member of the Hearing Panel should be recused for partiality, the accused Student shall notify the Dean in writing not less than 96 hours prior to the scheduled hearing, showing cause why a member should be removed from consideration of the matter. If a member is removed or unable to serve, a substitute shall be appointed as set forth in the Hearing Panel definition.

6. Hearing Date. Upon receiving the Statement of Allegations, the Chair shall set a date for a hearing, to be held not less than 14 Days nor more than 21 Days after notice to the accused Student of the hearing is mailed or personally delivered to the accused Student, as provided under Section 4.7. Notice of the hearing date also shall be sent to the Instructor in the affected Academic Program. The time provisions of this section may be waived by the Chair, with the consent of both the accused Student and the Presenting Party.

7. Notice to Accused Student. Upon setting the Hearing Date, the Chair shall deliver to the accused Student, either personally or by first-class mail to the Student's permanent address on record with the School of Law, the following information:
   a. A copy of the Statement of Allegations;
   b. A copy of these Procedures and of the Code;
   c. The Presenting Party's list of possible witnesses and copies of any documents likely to be presented at the hearing;
   d. A list of the names of the members of the Hearing Panel and notice of the Student's right to request recusal of one or more panel members;
   e. Notice of the time and place of the hearing;
   f. Notice of the right to be accompanied by an Advisor at the hearing and the duty to notify the Chair, no less than 3 Days before the hearing is scheduled, of the Student's intention to have an Advisor present at the hearing;
   g. Notice of the right to an open hearing and the duty to exercise this right by notifying the Chair no less than 3 Days before the hearing is scheduled.
   h. Notice that the Student must provide a list of witnesses and documents to the Chair and the Presenting Party no less than 3 Days before the scheduled date of the hearing;
   i. Specific notice that the hearing is the Student's opportunity to defend against the allegations brought and that one or more sanctions specified in Section 5 may result from a finding that any violation occurred.

8. Attendance at Hearing. All hearings must remain confidential and closed to persons other than the Hearing Panel, the Presenting Party, the Instructor in the affected Academic Program, the witnesses during the time of their testimony, the accused Student, and the Advisor unless an open hearing is requested in writing by the accused Student not less than 3 Days prior to the hearing. Nothing in this Section shall be construed to diminish the Chair's authority to take any necessary measures to maintain order and decorum during a hearing, including the removal of any persons acting in a disruptive manner. In the event that the accused Student does not appear at the appointed time and place for the hearing, and the absence is without excuse, the Hearing Panel may elect to hear the matter in absentia. The Instructor in the affected Academic Program may attend the hearing in its entirety, but may not participate in the hearing unless called by either side as a witness or otherwise questioned by the Hearing Panel.

9. Conduct of the Hearing. The hearing shall be conducted in two parts, set forth in paragraphs (a) and (b) of this Section. Hearing Panel members must be physically present for the hearing.
   a. Violation Hearing. At the outset of the violation hearing, the Chair shall provide each member of the Hearing Panel with a copy of the Statement of Allegations or shall read aloud the Statement of Allegations in its entirety. The Presenting Party appointed pursuant to Section 4.5 shall proceed by presenting evidence supporting the allegations set forth in the Statement of Allegations. The Presenting Party may present and question witnesses and offer other relevant evidence in support of the allegations. The accused Student or the Advisor shall have the right to question the witnesses. At the conclusion of the Presenting Party's case, the accused Student or the Advisor may present and question witnesses and offer any other relevant evidence for the purpose of defending against or mitigating the allegations set forth in the Statement of Allegations. The Presenting Party may question witnesses offered by the accused Student. Formal rules of evidence do not apply and any relevant evidence is admissible, including hearsay, unless excluded by the Chair for good cause. Members of the Hearing Panel also may question any witness presented by the Presenting Party or the accused Student. After all evidence has been presented, the Presenting Party may make a closing statement to the Hearing Panel followed by a closing statement by the accused Student or the Advisor. The Presenting Party may then offer a rebuttal statement. The Hearing Panel will then deliberate in private until a decision is reached on each allegation. In order to find a violation, the Hearing Panel must determine by a majority vote that facts sufficient to constitute a violation have been proven by clear and convincing evidence. If the Hearing Panel determines that a violation has not been adequately proven, the Hearing Panel shall prepare written findings of fact and conclusions dismissing the allegation. The Chair shall send a copy of the findings and conclusions to the accused Student and to the Presenting Party. Written notice of the findings and conclusions shall also be sent to the Dean and the Instructor in the affected Academic Program.
   b. Sanction Hearing. If the Hearing Panel determines that a violation has been adequately proven, the Hearing Panel shall then reconvene to consider evidence in aggravation or mitigation of the offense for the purpose of determining a sanction. The Presenting Party shall at this time provide the Hearing Panel with information regarding the Student's history of academic dishonesty as provided for in Subsection 4.5(b). The Presenting Party may also call witnesses or present other relevant evidence in mitigation or in aggravation of the offense. The Student or the Advisor has the right to question the Presenting Party's witnesses. The Student may then call witnesses or present relevant evidence in mitigation of the offense. The Presenting Party may question the Student's witnesses. The Student may make a personal statement to the Hearing Panel. The Hearing Panel shall then deliberate in private and agree upon an appropriate sanction, as set forth in Section 5, by majority vote. The Hearing Panel shall, within 5 Days, deliver personally or send by first class mail to the permanent address of the Student on record with the School of Law, written findings of fact and conclusions, along with notice of sanctions imposed, to the Student, the Dean, the Presenting Party, the Instructor in the
Section 5. Sanction.

1. Sanction Options. The following sanctions may be imposed upon a Student found to have violated the Code:
   a. Permanent expulsion from the School of Law;
   b. Definite suspension from the School of Law for a period of not less than one semester;
   c. Reprimand to be administered orally by the Chair to the Student, with a record of the reprimand to be maintained in the Office of Student Development and the School of Law Registrar’s Office (first offense only);
   d. A Letter of Warning from the Chair to be recorded in the Office of Student Development and the School of Law Registrar’s Office (first offense only);
   e. Revocation of admission to the School of Law or revocation of degree;
   f. Any combination of the above sanctions.

2. Aggravating Factors. A history of discipline for academic dishonesty will be treated as a significant aggravating factor in determining the appropriate sanction for a subsequent offense. The sanctions provided for in this Section are intended to be disciplinary.

3. Independent Academic Discipline. Nothing in these procedures, including the imposition of any sanction, shall be interpreted to limit the academic authority of an Instructor to determine an appropriate grade for a Student. If an Instructor determines that, because of academic dishonesty, a Student’s performance in an Academic Program merits a grade reduction or a failing grade, the Instructor’s authority to award such an appropriate grade is not limited by the imposition of any sanction under this Section.

4. Execution of Sanction. The Dean shall notify proper University offices of the sanction imposed on the Student.

Section 6. Appeals.

1. Grounds for Appeal of Dismissal. Upon a dismissal of an allegation by the Hearing Panel, the Presenting Party may appeal the decision to the University Committee of Academic Responsibility (“University Committee”) only on the ground that the Hearing Panel erred in its conclusion that the facts as set forth by the Hearing Panel in its written findings did not constitute a violation of the Code.

2. Grounds for Appeal of Finding of Violation. Upon the finding of a violation by the Hearing Panel, the accused Student may appeal the decision to the University Committee on any or all of the following grounds:
   a. that specific procedural rules were not followed, resulting in prejudice to the accused Student;
   b. that the facts as set forth by the Hearing Panel in its written findings of fact do not establish a violation of the Code;
   c. that there is no evidence in the record to support a finding of fact by the Hearing Panel;
   d. that there is specific evidence of improper bias on the part of any member of the Hearing Panel;
   e. that there is specific new evidence, which could not reasonably have been discovered prior to the hearing and which likely would have changed the outcome of the hearing.

3. Appeal of Sanction. Either the Presenting Party or the accused Student or both may appeal the sanction imposed by the Hearing Panel on the ground that the sanction is unjust or inappropriate.

4. Notice of Appeal. A party appealing the decision rendered or sanction imposed by the Hearing Panel must notify the Chair of the University Committee in writing not later than ten (10) business days after the written findings of fact and conclusions are sent to the party appealing. The Notice of Appeal should set forth the specific ground or grounds of the appeal. Copies of any Notice of Appeal shall be sent to the Presenting Party or the accused Student (whichever did not file the notice of appeal), the Dean, the University Office of Student Development, the School of Law Registrar’s Office, and the Instructor in the affected Academic Program.

5. Access to Record. Upon receiving a Notice of Appeal, the Chair of the University Committee promptly shall request from the Chair of the Hearing Panel a copy of the record of hearing, as prepared pursuant to Section 4.11. Upon receiving the record, the Chair of the University Committee shall notify the Presenting Party and the accused Student of its availability. Both parties shall have ten (10) business days after notice of the record’s availability is sent in which to submit to the Chair of the University Committee any further written argument or information from the record to substantiate or refute the appeal.

6. Consideration of Appeal. After receiving the Record of Hearing and any written materials provided under Section 6.5, the University Committee shall meet to consider the matter. The University Committee may decide the matter on the written record or may allow the accused Student and the Presenting Party to appear before the University Committee upon reasonable notice. The University Committee promptly shall issue a written opinion either:
   a. affirming the decision of the Hearing Panel;
   b. remanding the matter to the Hearing Panel with a clear statement of specific reasons for requiring further consideration of the merits, the sanction, or both;
   c. reversing or modifying the decision of the Hearing Panel as to the merits, the sanction, or both. (The University Committee also may, for example, affirm a matter in part, such as by affirming a finding of a violation, and remand in part, such as for reconsideration of sanction.)

The Chair of the University Committee shall send copies of the written opinion to the Instructor of the affected Academic Program, the Dean, and the University Office of Student Development. The Dean shall notify the Chair of the Hearing Panel and, if the matter is remanded, shall instruct the Chair to reconvene the Hearing Panel for any further proceedings that may be required.

Section 7. Public Notification of Disposition.

The Dean shall compile the Hearing Panel reports, as required by Section 4.11, not less than annually. The Chair of the Honor Council shall publish these reports to Students and faculty within the School of Law by public posting, distribution, or other appropriate means. The report shall not contain any information that would identify the parties or witnesses to the proceedings.

Section 8. Effective Date.
These Procedures as amended on May 4, 2010, take effect on August 19, 2010, and apply to all matters reported on or after August 19, 2010. The amended procedures also apply to any matters pending on that date unless, in the opinion of the Dean, the former procedures should apply in a particular case in the interest of fairness or because it would not be feasible to apply the amended procedures to the matter already pending.

Provisions on Arrest Reporting

With the adoption of the School of Law Honor Code in August 2010 and the South Carolina Supreme Court's new requirement that the School of Law certify a graduate's fitness for admission to practice, a law student who is arrested for, charged with, or convicted of (including entry of a plea other than not guilty) any offense other than a minor traffic violation for which a fine of $100 or less was imposed must report that information to the School of Law. This process replaces the prior obligation to report an arrest to the University's Office of Student Judicial Programs, although the School of Law will notify OSJP when a law student is arrested, as required by University policy.

Relevant provisions from the Honor Code are as follows:

Preamble

The preparation of Students for service in the legal profession requires not only academic rigor, but also adherence to the high standards of personal character and integrity expected of attorneys.

Section 1. General Applicability

The following rules govern the conduct of all Students at the School of Law. Former Students of the School of Law remain subject to this Code for violations committed while a Student.

Section 2. Prohibitions

2.3 A Student shall not commit any criminal act.

For purposes of this rule, a criminal act is one that reflects adversely on a Student's honesty, trustworthiness, or fitness for admission to the practice of law. This rule will be interpreted in accordance with the Model Rules of Professional Conduct § 8.4 (2008).

Any criminal act that reflects adversely on the Student's honesty, trustworthiness, or fitness for admission to the practice of law and which occurs during the time that a Student is subject to this Code is a violation of this rule, regardless of where the conduct occurs. A conviction or plea of guilty in a criminal matter is conclusive proof that the Student committed the act that is the subject of that conviction or plea. The absence of a criminal conviction does not preclude a finding that a criminal act occurred for purposes of this rule.

In addition, as of August 2010, the Office of Bar Admissions of the Supreme Court of South Carolina adopted a requirement, already existing in many other jurisdictions, that applicants for admission to the Bar must obtain a character and fitness certificate from their law school. Questions relating to discipline include the following:

From the records in your office, including the applicant's law school application, and from your personal knowledge, [indicate if the applicant has ever been]:

- accused of a violation of the honor code or student conduct code, placed on academic or disciplinary probation, suspended, expelled, requested to withdraw, or otherwise subjected to discipline

for academic or personal conduct reasons by any educational institution?

- a party to legal or administrative proceedings?

- charged with, arrested for, or convicted of any traffic or criminal offense?

- accused of a violation of trust?

If you are arrested for, charged with, or convicted of an offense other than a minor traffic violation, you must report that fact to Associate Dean for Student Affairs, within 72 hours of the event. You may notify the Associate Dean for Student Affairs in person, by e-mail, or by phone. If the Associate Dean for Student Affairs is not available, you may see the Associate Dean for Academic Affairs. You will be asked to complete a short form giving relevant information including the date, location, nature of the charge, jurisdiction, a summary of the circumstances leading to the event reported, and the anticipated timetable for disposition, if known. If the matter has not been finally resolved at the time of your initial report, you will also have a continuing obligation to notify the Law School when the matter is resolved.

Class Attendance

Students are expected to prepare all assigned work and attend all classes. A professor may reduce materially a student's grade in a course because of absences. A student who is absent from a class for more than ten percent (10%) of the recitation periods may not take the examination or obtain a grade other than F unless the attendance requirement is waived by the Associate Dean for Academic Affairs. A violation of the Attendance Policy means you must petition for an attendance waiver.

- A student violates the Attendance Policy by missing 6 classes in a 4 credit hour course that meets four times a week
- A student violates the Attendance Policy by missing 5 classes in a 3 credit hour course that meets four times a week
- A student violates the Attendance Policy by missing 4 classes in a 3 credit hour course that meets three times a week
- A student violates the Attendance Policy by missing 4 classes in a 5 credit hour course that meets twice a week
- A student violates the Attendance Policy by missing 4 classes in a 2 credit hour course that meets twice a week
- A student violates the Attendance Policy by missing 2 classes in a 2 credit hour course that meets once a week
- A student violates the Attendance Policy by missing 1 class in a 2 credit hour course that meets once every other week

Students are responsible for keeping track of their own attendance. No absences from class are "excusable" for purposes of determining whether a student has violated the Attendance Rule. The Associate Dean for Academic Affairs, however, can waive the Attendance Rule if a student has not missed more than thirty percent (30%) of the classes in a course. In exercising this discretion to waive the rule, the Associate Dean will consider the total number of absences and whether a substantial majority of these absences are for reasons set forth in §VI.G.2

Note: Students' class schedules must enable them to attend all regularly scheduled classes in all of their courses. Therefore, students may not register for courses that have any overlapping classes.
Waiver of the 10% Attendance Requirement

A student who has missed more than 10% but not more than 30% of the classes in a course, may petition the Associate Dean for Academic Affairs for a waiver of the attendance requirement. The petition shall contain a complete explanation of the reasons for all of the student's absences from class and shall be submitted prior to the examination or due date of a final paper. The form for the petition may be found on the Law Registrar's webpage.

In ruling on such petitions the Associate Dean for Academic Affairs shall balance the necessity of maintaining high academic standards and fairness to the student. The Associate Dean may consider the total number of absences, whether a substantial majority of the absences were the result of illness, personal or family problems, out-of-town job interviews, or out-of-town law school related activities, such as moot court, and whether the student has otherwise made a good faith effort to minimize the total number of absences.

If the Associate Dean for Academic Affairs denies a petition for waiver of the attendance requirement, or if the number of absences exceeds 30%, a student may petition the Academic Responsibility Committee. The Committee's decision is non-reviewable.

Outside Employment While Enrolled as a “Full Time Student”

Because of the rigorous nature of the Law School curriculum and the requirements of law school accrediting agencies, law students are required to be “full time” students. Students should not be employed during the first year of law school. Excessive employment during the second and third year is inadvisable; if undertaken employment should not exceed fifteen hours per week and must not exceed twenty hours per week during the second and third years of law school. The fact of employment will not be considered a mitigating factor in the event of academic difficulties.

Add/Drop/Withdrawal Date

Courses may be added or dropped without penalty up to the end of the drop/add period designated in the Law School calendar. Following this date, students may withdraw from a course without penalty up to the end of the withdrawal period designated in the USC Master Schedule of Classes. A grade of "W" will be recorded on a student's transcript, but the grade will not affect a student's grade point average. Students withdrawing after the "withdraw without penalty" date will receive a grade of "WF". A "WF" is treated as an "F" in computing a student's grade point average. Note: No student will be permitted to drop or withdraw from courses that would result in the student taking less than 12 hours without written approval of the Associate Dean for Academic Affairs.

Grading

1. Anonymous Examination Grading Policy
   a. Anonymous Examination Grading System (AEGS). The Law School provides an anonymous examination grading system. Under the AEGS students identify their examinations by placing only their AEGS number on their examinations. This system provides a mechanism for faculty members to grade examinations anonymously. Each semester the Office of the Law Registrar/Academic Services gives each student a new AEGS number, this includes the summer session. Use of the system is optional with the faculty. Faculty members who subscribe to the anonymous examination grading system may obtain the names of students only after they have turned in grades on the examination. They may then submit grades for the course that reflect class participation or other academic factors.
   b. Student Responsibility: Students have the responsibility to ask their instructors for information about the basis of grading in the course, use of materials on the examination, and use of the AEGS in the course.

2. Grade Distribution Policy
   a. The Law School's grade normalization policy for upper level courses is that the mean average grade in classes of more than 25 students should fall within .25 points of the class's mean average incoming GPA.
   b. The Law School's grade normalization policy for first-year courses other than Legal Research and Legal Writing I and II is that the mean average grade in all classes shall fall within the range 2.7-3.0.
   i. Legal Writing I & II. While seeking to maintain consistency between sections and overall compliance with the general grade normalization range for first year courses, the Director of Legal Writing may authorize deviations from the normal range in sections of Legal Writing on a section by section basis.
   ii. Legal Research. Legal Research will be graded on a Pass/Fail basis. Earned credit does not affect the allotment of six pass/fail hours.
   iii. The Dean shall enforce the grade normalization policy as the Dean deems appropriate.
   c. The purpose of the grade distribution policy is to maintain relative parity in grading among the faculty, particularly among first year sections. Various systems of grade distribution or “curves” are used by a number of law schools.

The Faculty reserves the right to modify the Grade Distribution Policy and apply the modified Policy to students then enrolled in the Law School.

3. Submission and Posting of Grades
   It is the policy of the faculty of the University of South Carolina Law School that all grades are due in the Office of the Registrar/Academic Services as follows:
   • Fall Grades: The first day of class after January 15.
   • Spring Grades: Thirty (30) days after the last regularly scheduled examination. Provided, however, the Dean has discretion to set a date for submission of grade information to determine the status of graduating seniors.
   • Summer Grades: For each summer school course grades must be reported thirty (30) days after either the regularly scheduled examination date for the course or the last day of class if there is no examination in the course.

Grades for each course will normally be available on the University Computer system (VIP) the day after they are received in the Office of the Registrar/Academic Services.

4. Grade Changes
   A grade in a course may be changed only on approval of the instructor teaching the course and the faculty of the Law School for computational error or other good cause. The refusal of the instructor to change a grade is not review-able except on petition to the faculty
under the faculty bylaws. Special make-up work, extra work, or examination to change a grade already recorded is not permitted.

5. **Class Ranks**
   Class ranks are computed twice yearly, and available for distribution on March 1 and August 1. Class ranks are calculated based on grades submitted when semester grades are due. Class ranks are not calculated after summer grades have been submitted. Summer grades are included when calculating Fall semester class ranks. Students can obtain their individual class ranks by making a written request to the Office of the Registrar/Academic Services on a form provided by that office.

6. **Criteria for Academic Honors**
   - **Dean's Medallion.** This engraved medallion is presented each May to the graduate with the highest cumulative GPA.
   - **President's List.** A student who earns a GPA of 4.000, having completed at least 12 graded law hours, will be named to the President's List.
   - **Dean's List.** A student who earns a GPA of 3.500, having completed at least 12 graded law hours, will be named to the Dean's List.
   - **Graduation Honors.** Graduation honors are based upon a student's final GPA after all grades have been submitted. Summa Cum Laude (3.950-4.000); Magna Cum Laude (3.750-3.949); Cum Laude (3.500-3.749).

7. **Standards for Computing Grade Averages**
   Individual semester grade averages and cumulative overall grade averages, as used in these, shall be computed on the following basis:
   a. for each course, multiply the numerical value of the grade received by the credit hours of that course;
   b. total these figures (semestery and cumulatively);
   c. divide this figure by the total number of credit hours taken (semestery and cumulatively).

   The numerical value of grades is as follows:
   - A = 4.0 = Highest Honors
   - B+ = 3.5 = Honors
   - B = 3.0 = Superior
   - C+ = 2.5 = Good
   - C = 2.0 = Competent
   - D+ = 1.5 = Marginal
   - D = 1.0 = Poor
   - F = 0.0 = Failure
   - WF = 0.0 = Withdraw with Failure

   Courses in which the recorded grade is a No Report (NR), Withdrawal (W), or Pass (S) shall not be included in the computation of grade averages. WF is assigned for students withdrawing from a course after the penalty deadline prescribed in the USC Master Schedule of Classes. The grade of WF is treated as an F in the grade point average computation.

   Except with respect to transfer students, only the grades received in courses taken at the University of South Carolina School of Law shall be included in the computation of grade averages for the purpose of these rules. Courses taken for Law School credit in other departments or schools of the University of South Carolina shall be recorded on a pass/fail basis by the Law School, with a grade of below C being recorded as a Failure. See also pass/fail rules on courses taken at other Law Schools.

   Except as provided under the Academic Forgiveness Program, when a course is repeated both grades shall be included in the computation of the cumulative overall grade average, and each grade shall be included in the appropriate semester grade average.

### Pass/Fail Grading

1. **Maximum Number of Credit Hours.**
   A student may receive a maximum of six (6) hours of credit on a pass/fail basis for course or non-course work in the Law School. Students may receive a pass/fail credit for approved course work done outside the Law School at either other ABA accredited law schools or departments at USC other than the Law School. If a student receives pass/fail credit for courses taken outside the Law School, the number of Law School credits that may be taken pass/fail is reduced, but a student shall be allowed to take at least four (4) hours of Law School work on a pass/fail basis. Additional hours taken pass/fail will not count toward meeting graduation requirements unless the student obtains written approval from the Associate Dean for Academic Affairs.

2. **Standard for Earning an S in a Course Taken on a Pass/Fail Basis**
   For all course work taken on a pass/fail basis, whether in the Law School or outside the Law School, a student must do C quality work to earn an S. A grade below C is recorded as an F.

3. **Law School Courses in Which Law Students May Earn Pass/Fail Credit**
   The only Law School courses in which candidates for the Juris Doctor degree may earn pass/fail credits are those courses offered exclusively on a pass/fail basis, such as Criminal Trial Practice, Intensive Trial Advocacy and Trial Advocacy and with the professor’s permission, Supervised Legal Research I and/or II.

   A student who wants to take Supervised Legal Research on a pass/fail basis must obtain the written approval of the instructor prior to the end of the drop/add period. Note that the professor may refuse to allow a student to take Supervised Legal Research on a pass/fail basis. A form for such approval is available in the Office of the Registrar/Academic Services.

4. **Other Law School Credit Awarded on a Pass/Fail Basis**
   Credit for serving on the editorial board of the Journal of Law and Education; the South Carolina Law Review, the Real Property Probate and Trust Journal, the Southeastern Environmental Law Journal and the South Carolina International Law and Business Journal is awarded on a pass/fail basis. In addition, credit for supervised extracurricular competition, such as moot court, is awarded on a pass/fail basis.

5. **Non-Law School Courses**
   Credits earned by J.D. candidates for course work done in other departments of the University of South Carolina or at other ABA approved law schools are recorded on a pass/fail basis.

### Auditing

Law Students may audit courses subject to enrollment limitations and professor’s approval. Students who wish to audit a course are given lowest priority in enrollment. Law students may audit non-law courses provided that University audit procedures are satisfied. If a course is audited, it may not be subsequently taken for credit.
Transfer Students

Transfer students will receive a letter of acceptance from the Office of Admissions. After receiving the acceptance letter, students are required to meet with the Registrar/Director of Academic Services to review transfer of hours, grade point average, graduation requirements and registration. The grades earned at the student’s former school in courses accepted for transfer credit will be included in computing the transfer student’s cumulative grade point average. Although graded hours may exceed 30 hours, no more than 30 earned hours will be accepted toward the 90 hours required for graduation. During the first year a transfer student is enrolled at the Law School the student will not be awarded a class rank. Upon the completion of two full semesters at the Law School a transfer student will be awarded a class rank computed on the basis of all law school grades earned at both the Law School and the student’s former school.

Completion of Course Work at Another ABA/AALS Approved Law School

With approval of the Associate Dean for Academic Affairs, students may complete course work at another ABA/AALS approved law school (for example, by attending such school for the student’s sixth semester) and transferring the credit for such work towards the granting of a J.D. degree from the USC School of Law. Petitions for such credit are granted only where:

1. there is good cause;
2. the proposed course work is substantially equivalent to course work at this Law School; and
3. the student will satisfy requirements concerning the minimum number of hours in residence needed for the J.D. degree by successfully completing at least 60 credit hours in law courses at the University of South Carolina School of Law. The 60 required hours shall not include course work in independent research and co-curricular activities such as law review, journals, moot court, mock trials or any other trial competitions.

Students must take courses at another law school on a graded basis if the course is offered on that basis. Grades in these courses will be recorded on a student’s USC transcript on a Pass/Fail basis. Only grades of C or better will be recorded as a Pass. Grades of C or better will be recorded on the student’s transcript as a S and any grade below a C will be recorded as an F. “Incomplete” (or its equivalent) will be recorded as an F if the work is not completed within three months of the end of classes for the session involved. Courses taken at another law school affect the number of credit hours a student may earn on a Pass/Fail basis at the Law School.

The law school shall not grant a student more than four (4) credit hours of distance education courses in any term, nor more than a total of 12 credit hours, toward the Juris Doctor degree for courses qualifying as distance education.

Students are required to complete the request to visit forms available in the Office of the Registrar/Academic Services and have the Associate Dean for Academic Affairs sign the forms. Students are also required to have an official transcript sent from the visiting school to the Office of the Registrar/Academic Services by the required date that students must discuss and confirm with the Registrar/Director of Academic Services.

Dual Degree Programs

The Law School offers the following dual degree programs:

- International Master of Business Administration
- Master of Accountancy
- Master of Arts in Criminology and Criminal Justice
- Master of Earth and Environment Resources Management
- Master of Arts in Economics
- Master of Health Administration
- Master of Human Resources
- Master of Public Administration
- Master of Social Work
- Master of Environmental Law and Policy (with the Vermont Law School)
- Master of Mass Communications

1. Dual Degrees with other Departments at USC

Students admitted to a dual degree program must complete the law school’s dual degree application available in the Office of the Registrar/Academic Services, room 137. Once officially recognized as dual degree, students may apply 9 graduate credit hours from the other program towards the student’s J.D. degree. Similarly, students may apply 6 to 12 hours (depending upon the program) of Law School credit toward the other graduate degree. The hours transfer as pass/fail credits. Even if admitted to more than one dual degree program, a student may not apply more than a total of 9 graduate credit hours toward the J.D. degree. The courses which are transferred into Law School must have been begun subsequent to being admitted to Law School. In other words, courses completed prior to being admitted to Law School will not count toward a dual degree. Unless a waiver is obtained, all course work for the non-law program must be completed simultaneously with, or prior to, Law School graduation. If a course is offered both in Law School and in the graduate program, e.g., Administrative Law, the graduate school version may not be transferred in for Law School credit. In other words, these courses must be taken in the Law School. Students should obtain permission from the Associate Dean before taking the same titled course in both the Law School and Graduate school. Other than mentioned above, any graduate level course in the combined program may be transferred for the 9 Law School credit hours. Dual degree students must also comply with the 12 hour residency requirement when applying the 9 hours of graduate work. Students in the dual degree program will generally pay Law School fees, with exception of the Moore School of Business. Students enrolled in Law School and the Moore School of Business will pay law tuition and business school program fees. It is required that students enrolling in a dual degree program meet with the Registrar/Director of Academic Services to obtain additional information on graduation requirements and tuition/fee payment. For more specific information please contact the Law Registrar/Director of Academic Services.

2. Dual Degree in Studies in Environmental Law with the Vermont Law School

Students at the University of South Carolina School of Law can take advantage of the nation’s largest environmental law curriculum through a Dual Degree program with Vermont Law School. The University of South Carolina School of Law’s excellent in-house educational opportunities in the field of environmental law are expanded through the Vermont Law School’s Master of Studies in Environmental Law (M.S.E.L.) degree program.
Together, the University of South Carolina and Vermont Law School offer a dual degree program that enables qualified University of South Carolina law students to earn two degrees in three or three and a half years: a J.D. from the University of South Carolina, and an M.S.E.L. from Vermont Law School. In addition to courses at the University of South Carolina, dual degree candidates take courses taught in Vermont’s Summer Session and courses offered by distance learning during the regular academic year, or a combination of summer session and distance learning courses and approved internships.

a. Earning the MELP and JD Degree
University of South Carolina School of Law first-year students initially seek approval to participate in the MELP/JD dual degree program from the Office of the Associate Dean for Academic Affairs, who grants approval pursuant to regulations and in consultation with the Dual Degree Committee. Approved students then apply to Vermont Law School for the M.E.L.P. Degree early in the spring semester of their first year of law school. If accepted, dual degree students register for Summer Session courses later in the semester. Dual Degree students must enroll in Introduction to Environmental Law at the Law School during the Maymester following their first year. Dual degree students also typically attend a ten-week Summer Session at Vermont Law School during the summer between their first and second years of law school. In the second and third years of law school, dual degree students complete additional environmental law courses via distance learning from Vermont Law School. Students may also combine distance learning courses with an approved internship at an organization involved with environmental work. Dual degree students share the remaining credits required for their J.D. degree with the M.E.L.P. degree, thus reducing the overall M.E.L.P. requirements.

b. The Dual Degree Progression
- 11 credits — M.E.L.P. courses (including Ecology) taken at Vermont Law School’s Summer Session.
- 10 credits — M.E.L.P. courses taken via distance learning at the University of South Carolina during the second and third years of law school, or a combination of such courses and a limited number of credit hours for an approved internship.
- 9 credits — Environmental law courses taken at the University of South Carolina for J.D. credit shared with M.E.L.P. requirements. These courses typically include Administrative Law, Federal Environmental Law, and Land Use Planning. Even if admitted to more than one dual degree program (such as MEERM), a student may not apply more than a total of 9 graduate credit hours toward the J.D. degree.

c. Financial Arrangements
Dual degree students pay tuition for their J.D. degree to the University of South Carolina, which includes the nine credits shared with the M.E.L.P. degree. Dual degree students pay Vermont Law School for M.E.L.P. credits on a per-credit basis at the prevailing tuition rate.

d. Note that students in the Juris Doctor — Master of Environmental Law and Policy dual degree program can also pursue the Juris Doctor — Master of Earth and Environmental Resource Management with the School of the Environment at USC. A student can earn all three degrees in four years.

University Courses Outside the Law School
First year students are not permitted to take courses outside the School of Law under any circumstances.

With prior permission of the Associate Dean for Academic Affairs, second and third year students may take for Law School credit, up to two (2) courses or six (6) hours of credit in another department of the University. Only graduate (500 level and up) courses are acceptable. Grades in all such courses shall be recorded on a Pass/Fail basis, with a grade of below C being recorded as a Failure. Note further that such courses count toward the J.D. Students must also satisfy requirements concerning the minimum number of hours in residence needed for the J.D. degree by successfully completing at least 60 credit hours in law courses at the University of South Carolina School of Law. The 60 required hours shall not include course work in independent research and co-curricular activities such as law review, journals, moot court, mock trials or any other trial competitions.

Second and third year students may also enroll in courses in other departments of the University that are not taken for Law School credit without restrictions on the type of course. Note that the sixteen (16) hours maximum rule still applies.

A form for taking courses outside the Law School is available in the Office of the Law Registrar/Academic Services. This form must be filled out and submitted to the Associate Dean for Academic Affairs for approval.

Approval of Course Credit

1. Petitions for approval of hours overload and approval of credit for courses taken at other law schools or in other departments of the University shall contain a complete description of the student’s plans and the relief sought.

2. Petitions for approval of course credit may be granted by the Associate Dean for Academic Affairs if the Dean finds that approval is consistent with the letter and spirit of academic policies established by the Faculty.

3. Appeals from decisions of the Associate Dean for Academic Affairs dealing with course credit may be taken to the Curriculum Committee. The standard of review is whether the decision of the Associate Dean was clearly erroneous.

Summer School

1. Eligibility; Graduation during the summer
The Law School offers a Maymester and one session each summer. No student may enroll for summer school who is not eligible to return in the following fall semester. The Law School does not contemplate that students will normally complete their legal education at the end of a summer session. Therefore, any student intending to complete the requirements for graduation by attending summer school should contact the Office of the Registrar/Academic Services prior to registering for summer school.

2. Accelerated Graduation by Attending Two Summer Sessions
Normally, students will obtain residence credit for the fall and spring semesters of each of their three years of law school and graduate in May of their third year. Students may elect, however, to accelerate their graduation by one semester (graduating in December of their third year rather than May) by attending two summer sessions. These
two summer sessions taken together will qualify for one (1) semester of residency if the following requirements are met:

The student must matriculate in two summer sessions and satisfactorily complete not less than twelve (12) hours in the two sessions, with a minimum of six (6) hours being required in each summer session.

Although credit hours earned during Maymester can be included in determining the minimum 6 credit hours per summer session requirement, to receive residency credit a student must complete at least one course during both regular 7-week summer sessions.

Co-curricular Activities
No credit is allowed for any co-curricular activity except as follows:

1. Editorial Board
   Journal of Law and Education; South Carolina Law Review; Real Property, Probate and Trust Journal; Southeastern Environmental Law Journal; South Carolina Journal of International Law and Business. Students may obtain two (2) hours credit on a pass/fail basis for serving in a position on the Editorial Board of the Journal of Law and Education; the South Carolina Law Review; the Real Property, Probate and Trust Journal; the Southeastern Environmental Law Journal; or the South Carolina Journal of International Law and Business. No credit may be given without the approval of a faculty advisor or the Associate Dean for Academic Affairs. In awarding credit the faculty advisor or the Associate Dean may rely on a certification from the Editor in Chief that a Board member has substantially fulfilled the duties of his/her position.

2. Supervised Extracurricular Competition.
   Students participating in extracurricular competitions (for example, moot court, trial competition, client counseling competition, negotiation competition, etc.) may receive degree credit only once for participating in an extracurricular competition:
   a. The program must be supervised or advised by a faculty member and approved for credit by the curriculum committee or the Associate Dean for Academic Affairs.
   b. The student must make a substantial intellectual contribution to the activity. Alternates may receive credit if they make substantially the same contribution to the team as that made by the primary members of the team. Administrators or “managers” of the programs who do not participate in the intellectual exercises required by the program are not eligible for credit. However, an administrator or manager can receive credit if he/she qualifies for credit under paragraph (c) below.
   c. The student must complete a written exercise in connection with the activity, which will be evaluated by the faculty supervisor or advisor. In many cases this will be a requirement of the competition. When there is no such requirement, students may receive credit if they reduce their learning to a written form which is evaluated by the faculty supervisor or adviser. This may take the form of a brief, trial memorandum, file memorandum, or other document relating to what they learned in the preparation for the competition. If the rules of the competition limit the involvement of faculty supervisors or advisers, evaluation and criticism of the written product may be postponed until the competition is complete.
   d. To obtain credit for supervised extracurricular competition, a student must complete a form available in the Office of the Registrar/Academic Services.

Credit Hour Policy
1. The Law School faculty, upon the recommendation of the Curriculum Committee, establishes the number of credit hours for each course. All course proposals beginning academic year 2016-17, must include a justification for the number of credit hours to be awarded (including out-of-course work).

2. In accordance with ABA Standard 310 (b), a “credit hour” is an amount of work that reasonably approximates:
   a. not less than one hour of classroom or direct faculty instruction and two hours of out-of-class student work per week for fifteen weeks, or the equivalent amount of work over a different amount of time; or
   b. at least an equivalent amount of work as required in number (1) of this definition for other academic activities as established by the institution, including clinical, simulation, field placement, co-curricular, and other academic work leading to the award of credit hours.

3. For each course, the course faculty member must determine that adequate work has been assigned such that a student would be expected to spend a minimum of 30 hours a semester per credit hour outside of the classroom in preparation for the course. The hours include time spent preparing for and taking exams.

4. To document the basis for this determination, the faculty member must include in the course syllabus an adequate description of the work to be assigned.

5. Students enrolled in clinics or externships must submit written documentation for time spent on course-related work to their supervising faculty member at regular intervals, to be determined by their supervising faculty member. Faculty will determine the number of hours required for each unit of credit; at a minimum, students must complete 42.5 hours for 1 credit; 85 hours for 2 credits, and 127.5 hours for 3 credits.

6. Students enrolled in directed research and other non-regularly scheduled classes must complete a minimum of 42.5 hours for 1 credit; 85 hours for 2 credits, and 127.5 hours for 3 credits.

7. For Law Journals and Co-Curricular activities, such as moot trial and moot court, the Editor in Chief or similar position, is responsible for verifying to the faculty advisor that each student to be awarded 2 credits has completed 85 hours of work, which may include written materials, preparation time and performance in competitions.

8. The Associate Dean for Academic Affairs is responsible for interpreting this Policy to ensure consistency and compliance with ABA Accreditation standards and conducting a review of course syllabi every 3 years to ensure compliance with this credit hour policy. At the Associate Dean’s request, the Curriculum Committee will further review a number of course syllabi to ensure compliance.

Hardship Admission to Courses
1. Hardship petitions shall be filed with the Registrar/Director of Academic Services. The petition shall contain a complete statement of why the student is seeking hardship admission to the course. Except in extremely unusual circumstances, hardship petitions will not be granted to allow a second year student to change sections of a second year preference course subject to block pre-registration. Moreover, a petition will normally be denied if the student has an opportunity to take the course in a subsequent semester or if the student did not avail himself or herself of a second year preference. Desire for a particular professor or time does not constitute hardship.
Students seeking hardship admission to second year preference courses during their third year shall explain why they did not take the course during the second year.

2. There is no appeal from the denial of a hardship petition by the Associate Dean for Academic Affairs.

Postponement of Examinations and Papers

1. Petitions for postponement of examinations shall contain the following:
   a. A list of the examinations that the student wishes to have postponed;
   b. The reasons why the student is seeking postponement. If the postponement is sought because of medical reasons, the student should be prepared to present documentation of the medical problem on request.
   c. The period of time for which the student is seeking postponement.

2. The Associate Dean for Academic Affairs may grant examination postponements for good cause, such as some physical or emotional problem that has made preparation for or taking of the examination extremely difficult. The fact that a student has several examinations in sequence does not justify examination postponement. No examination postponement will be granted for a student who has already missed an examination unless the student can demonstrate that it was physically impossible for the student to seek advance approval of an examination postponement.

3. Makeup examinations shall be scheduled on the day designated as a make-up day on the examination schedule or on another day by mutual agreement of the professor, the Associate Dean for Academic Affairs, and the student.

4. There is no appeal from a decision denying postponement of examinations.

Note on Postponement of Papers. Postponement of the due dates of papers may be made by individual professors without the approval of the Associate Dean for Academic Affairs. Provided, however, the due date for any paper submitted to satisfy the Writing Requirement may not be postponed beyond the date for completion of the Writing Requirement without the approval of the Associate Dean and the professor to whom the paper will be submitted. For May graduates the paper must be submitted in final form to the faculty member by January 15. For December graduates, the paper must be submitted by September 1.

Probation and Dismissal for Failure to Meet Academic Requirements

Preamble

The faculty of the University of South Carolina School of Law believes that the rigorous maintenance of high academic standards is of utmost importance. The grade average requirements students must satisfy in order to remain in school represent the bare minimum of what can properly be demanded of one who expects to enter the practice of law. Clearly, the broader aim of the institution is to promote in all its graduates a higher level of competence. There is, thus, ample justification for dismissing any student who cannot meet even these minimal requirements, however narrow the margin of failure may happen to be in any given case.

Students will be held absolutely accountable for their performance at the Law School. It is thus incumbent upon all students to arrange their study habits and personal affairs in such a way as to maximize academic performance. When it appears that this performance will be adversely affected by extraordinary personal circumstances beyond the student’s control, it is the responsibility of the student to determine this and to take such steps as are necessary to obviate the difficulty before it results in academic failure.

Rule 1: Standards for Automatic Dismissal for Failure to Meet Academic Requirements.

Except for graduating seniors in their final semester (see RULE 5), any of the following will result in automatic dismissal for failure to meet minimal academic requirements.

1. A grade average for any individual semester after the first semester of the first year below 1.5.
2. A cumulative overall grade average at any time after the first semester of the first year of less than 2.0.
3. Failure to meet the requirements for being removed from academic probation as specified in RULE 3.
4. Obtaining a grade of F in more than two courses.

Rule 2: Standards for Placing Students on Academic Probation for Failure to Meet Academic Requirements.

Any student whose grade average for an individual semester falls below two point zero (2.0) but who is not otherwise subject to dismissal under RULE 1 shall be placed on academic probation for failure to meet academic requirements.

Rule 3: Standards for Removing Students from Probation.

Any student whose aggregate grade average for the probationary semester and the preceding semester is two point zero (2.0) or better, who satisfies such other requirements as may be imposed, and who is not otherwise subject to dismissal under RULE 1, shall be removed from probation at the end of the probationary semester.

Rule 4: Standards for Conditional Readmission of Probationers Until Grades are Reported.

Any student placed on probation under the provisions of RULE 2 shall be allowed to register and attend classes during the semester or summer school term following the probationary semester until such time as the student’s grades for the probationary semester have been so reported. The student shall be allowed to continue enrollment as a student in good standing only if the requirements of the probation are met. If the requirements of the probation are not met, the student shall be required to withdraw from enrollment in the Law School and shall be dismissed under the provisions of RULE 1. A student who is required to withdraw under the provisions of this Rule shall be entitled to the return of such portion of the student’s tuition as may be permitted by the regulations of the University of South Carolina.

Rule 5: Standards Governing Students Who Fail to Meet Academic Requirements in the Semester They are Scheduled to Graduate.

Violation of the provisions of RULE 1 in the semester a student is scheduled to graduate shall result in automatic dismissal except when the only subparagraph violated is Rule 1(a) (student’s grade average for the semester is below 1.5) in which case the student shall not be
Readmission after Academic Dismissal

1. A readmission petition shall include the following:
   a. An explanation of the reasons for the student's lack of success in law school;
   b. What the student plans to do to remedy these problems; and
   c. If the student is seeking a waiver of the waiting period (§3 below), an explanation of the hardship that would occur if the student were required to comply with the waiting period.

2. In passing on petitions for readmission, the Associate Dean for Academic Affairs shall consider the student's aptitude for the practice of law as reflected in the student's entire record. The Associate Dean shall not grant a petition for readmission unless the Dean finds that there is a high probability that the student will succeed on readmission.

3. Unless waived by the Associate Dean for Academic Affairs because of financial or personal hardship, petitions for readmission will not be granted until the student has complied with the following waiting periods: In the case of students dismissed at the end of the first year, the waiting period is two semesters. For other students, the waiting period is one semester.

4. A student who discontinues his/her legal education without approval of a petition for withdrawal shall be treated as being dismissed because of failure to meet academic requirements. Failure to seek permission for withdrawal shall be a negative factor in any petition for readmission.

5. Readmission shall be on such terms and conditions as may be set by the Associate Dean for Academic Affairs. Provided, however, that if a student is dismissed at the end of the first year and the student's grade point average is less than 1.80 (or the student has 50% or more exam performances less than C), the student may not be readmitted to the second year class but must instead repeat the first year. For students whose grade point average is between 1.80 and 1.99, the Associate Dean has discretion to readmit the student to the second year or require the student to repeat the first year. Students who are readmitted shall be on academic probation until the end of the second semester following readmission. Any readmitted student who does not comply with the requirements of §V, Rule 1, at the end of the probationary period shall be dismissed from School.

6. Neither the Associate Dean for Academic Affairs nor the Admissions Committee will entertain a petition for readmission from any student who has been readmitted after an academic dismissal and then dismissed for a second time. For purposes of this rule dismissal or suspension as a result of a violation of the Rule of Academic Responsibility shall be considered to be for failure to meet academic requirements. A student twice dismissed for fault to meet academic requirements may petition the faculty for readmission. The faculty will consider the petition only if two thirds of the faculty members voting vote to hear the petition. If the faculty hears the petition, the student will be readmitted only if two thirds of the faculty members voting vote to grant the petition.

7. Appeals from decisions of the Associate Dean for Academic Affairs on readmission petitions may be taken to the Academic Responsibility Committee. The standard of review is whether the decision of the Associate Dean is clearly erroneous. The Committee's decision is non-reviewable.

Academic Forgiveness

A student readmitted as a first year student may petition the Associate Dean for Academic Affairs for academic forgiveness. Once academic forgiveness has been granted, the following apply to the student's academic record:

1. All curriculum requirements will be in accordance with those in force at the time of or subsequent to the student's readmission.
2. The student's grade point average is recalculated beginning with the semester in which the student was readmitted to the University.
3. Courses in which the student received a passing grade prior to readmission and the granting of academic forgiveness may, at the discretion of the Associate Dean for Academic Affairs, be used for academic credit, and in recalcultating GPA.
4. The following statement shall appear on the official academic record of any student granted academic forgiveness: "This student was granted academic forgiveness under the University of South Carolina School of Law Academic Forgiveness Program. No courses taken at the Law School prior to (date of readmission) are used to meet degree requirements or in the calculation of the GPA. Introduction to the Legal Profession may be used to meet degree requirements if successfully completed."
5. The following statement shall appear on any unofficial academic record such as a grade sheet of any student granted academic forgiveness: "I was granted academic forgiveness under the University of South Carolina School of Law Academic Forgiveness Program. No courses taken at the Law School prior to (date of readmission) are used to meet degree requirements or in the calculation of the GPA. Introduction to the Legal Profession may be used to meet degree requirements if successfully completed."

Withdrawal from Law School

1. A petition for withdrawal shall contain the following:
   a. The reasons why the student wishes to withdraw. If the withdrawal is sought because of medical reasons, the student should be prepared to present documentation of the medical problem on request of the Associate Dean for Academic Affairs.
   b. A statement of when the student would like to return to law school, if the student intends to do so.
2. Petitions for withdrawal shall be granted by the Associate Dean for Academic Affairs if the Dean finds that bona fide medical or personal circumstances have developed which make continuation of the student's education at this time difficult.
3. A student who discontinues his/her legal education without approval of a petition for withdrawal shall be treated as being dismissed because of failure to meet academic requirements. Failure to seek permission for withdrawal shall be a negative factor in any petition for readmission.
4. Appeals from decisions of the Associate Dean for Academic Affairs dealing with petitions for withdrawal may be taken to the Admissions
Committee. The standard of review is whether the decision of the Associate Dean was clearly erroneous.

Note on One Semester Leave of Absence. After the completion of the first year of Law School, any student in good academic standing may elect to take a leave of absence for no longer than one semester, provided that the Associate Dean for Academic Affairs is notified of this in writing. Such a student shall be automatically entitled to register for the semester immediately following the leave of absence. The election to take a semester’s leave must be exercised and the Associate Dean notified prior to the day that is designated, for that semester, the official “last day to drop without penalty.” Any student who registers and then withdraws to the day that is designated, for that semester, the official “last day to drop without penalty.” Any student who registers and then withdraws pursuant to this rule shall be entitled to the return portion of tuition as may be permitted by the regulations of the University of South Carolina.

Readmission After Withdrawal

1. A petition for readmission after withdrawal shall contain an explanation by the student of how the circumstances that lead to the student’s withdrawal have changed.
2. Petitions for readmission after withdrawal shall be granted if the Associate Dean for Academic Affairs finds that the circumstances leading to withdrawal have been alleviated so that the student’s education can continue.
3. Appeals from decisions of the Associate Dean for Academic Affairs dealing with petitions for readmission after withdrawal may be taken to the Admissions Committee. The standard of review is whether the decision of the Associate Dean was clearly erroneous.

Waiver of Graduation Requirements

1. Petitions for waiver of graduation requirements shall state:
   a. The requirement for which waiver is sought.
   b. The reasons why the student failed to comply with the requirement.
   c. Why failure to grant the waiver would work a hardship on the student.
2. The Associate Dean for Academic Affairs may grant a waiver of a graduation requirement if the Associate Dean finds that there is good cause for the waiver, that compliance with the requirement would work a hardship on the student, and that granting the waiver would not seriously undermine any academic policies of the Law School.
3. Appeals from decisions of the Associate Dean for Academic Affairs dealing with petitions for waiver of graduation requirements may be taken to the Curriculum Committee. The standard of review is whether the decision of the Associate Dean was clearly erroneous.

Notification of Student Rights Under FERPA

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

1. The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access.
   A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student’s education records that the student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.
   A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.
   If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student’s right to a hearing. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide written consent before the University discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent. The University may disclose Directory Information without prior written consent, unless the student has submitted a written request to the Office of the University Registrar not to release Directory Information pertaining to him or her. Students are notified annually, both in the academic bulletins and via email, of their rights under FERPA and are provided with instructions on how to request a “Confidentiality Indicator” on their academic record which prevents the disclosure of Directory Information. A Confidentiality Indicator will be placed on the release of Directory Information filed with the University Registrar, which will remain in effect until the student files a written request to remove it. A request not to disclose Directory Information applies to the entire category of such information and cannot be selective with regard to specific items defined as Directory Information. Similarly, a request not to disclose Directory Information applies to all individuals and cannot be selective with regard to specific individuals or organizations.
   • The University discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, service provider or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
   • A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.
   • To officials of other institutions in which the student seeks or intends to enroll provided that the student had previously requested a release of his/her record;
   • To authorized representatives of the U.S. Department of Education, U.S. Department of Defense (Solomon Amendment), U.S. Attorney General, the Comptroller General of the United States, state education authorities, organizations conducting studies for or on behalf of the University, and accrediting organizations; to the Department of Homeland Security (DHS) and its Immigration and Customs
Enforcement Bureau (ICE) in order to comply with the requirements of SEVIS.

- In connection with a student's application for, and receipt of, financial aid;
- To comply with a judicial order or lawfully issued subpoena;
- To parents of dependent students as defined by the Internal Revenue Code, Section 152;
- To appropriate parties in a health or safety emergency; or
- To the alleged victim of any crime of violence of the results of any disciplinary proceedings conducted by the University.

The University may disclose the result of a disciplinary proceeding to a parent or guardian so long as the student is under the age of 21 at the time of the incident and the proceeding has resulted in a violation of University drug or alcohol policies, or any federal, state, or local law.

- To students currently registered in a particular class, the names and email addresses of others on the roster may be disclosed in order to participate in class discussion.

Release of Directory Information

In accordance with section 99.7 of the Family Educational Rights and Privacy Act (FERPA), the University of South Carolina provides students annual notification of their FERPA rights. The University of South Carolina has designated certain items as Directory Information. At the University of South Carolina, these items are as follows:

- Name
- Dates of Attendance
- Campus
- College or School
- Classification
- Primary Program of Study
- Full-time or Part-time Status
- Degree(s) Awarded Including Dates
- Honors and Award Including Dean's and President's List
- University Email Address
- City, State, and Zip Code Associated with a Student's Permanent Address

The University may disclose Directory Information without prior written consent, unless the student has submitted a written request to the Office of the University Registrar not to release Directory Information pertaining to him or her. Students are notified annually, both in the academic bulletins and via email, of their rights under FERPA and are provided with instructions on how to request a "Confidentiality Indicator" on their academic record which prevents the disclosure of Directory Information. A Confidentiality Indicator will be placed on the release of Directory Information filed with the University Registrar, which will remain in effect until the student files a written request to remove it. A request not to disclose Directory Information applies to the entire category of such information and cannot be elective with regard to specific items defined as Directory Information. Similarly, a request not to disclose Directory Information applies to all individuals and cannot be elective with regard to specific individuals or organizations.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of South Carolina to comply with the requirements of FERPA.

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5501

Questions concerning this law and the University's procedures concerning the release of academic information may be directed to the Office of the Registrar at 777-5555.

Tuition and Fees

Tuition and fees for the 2018-2019 academic year for the School of Law can be found at the following site: https://sc.edu/study/colleges_schools/law/admissions/financial_aid/tuition_and_fees/index.php.

Refund Policy

1. Policy

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

a. Changes in a student's status, which may require a refund.
   i. Change in a full-time student's schedule, which results in reclassification to part-time status
   ii. Change in a part-time student's schedule, which results in fewer credit hours.

b. Situations, which may require a refund.
   i. Course or courses dropped
   ii. Withdrawal from the University
   iii. Cancellation of a class by the University

2. Refund Requests

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

3. Determining the Refundable Portion Procedure

The refund is for the portion of the tuition, fees, room, board, and other charges assessed the student under the control of the University equal to the portion of the period of enrollment for which the student has been charged that remains on the withdrawal date, less any unpaid amount of a schedule cash payment for the period of enrollment for which the student has been charged.

4. Withdrawal Refund Policies

Standard Refund Policy For Withdrawal From The University

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

**Title IV Funds**

Refunds Policy For Students Who Have Received Title IV Funds And Withdraw From The University

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

**Title IV Refund Distribution**

For fully withdrawn students receiving federal and/or state funds, the refund will be governed by the current Federal Title IV refund policy. The Office of Student Financial Aid and Scholarships determines the amount of the refund that is distributed back to Title IV, HEA Programs or other Financial Aid sources. For students and their parents who have received student loans or other forms of financial aid, refunds will be returned in the order prescribed by federal regulations. The institution must return the refund to the financial aid program other than College Work Study, up to the amount of assistance that the student received from those programs. Refunds are to be distributed to the financial aid programs in the following order:

- Unsubsidized Federal Stafford
- Subsidized Federal Stafford
- Federal Perkins
- Federal PLUS Loan
- Federal Grants
- Pharmacy, Nursing & Health Professions Loans
- State funds
- Private or institutional scholarship(s) and loan(s)

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

Exit interviews are required before leaving the University of South Carolina for all students who withdraw and have received Stafford, Perkins, or Federal Nursing Loans. Exit interviews can be completed on the Internet at [http://www.sc.edu/financialaid/](http://www.sc.edu/financialaid/). Click on “Loan Counseling on the Web” and follow the instructions. Or, you may contact the Office of Student Financial Aid and Scholarships at (803)-777-8134 or the Loan Collection Department of the Bursar’s Office at (803)-777-3559 for the Columbia Campus. Telephone numbers and referenced offices are different for each campus.

5. Summer Sessions and Other Shortened Sessions Refund Procedure for Withdrawal

Adjusted refund schedules are printed in the master schedule of classes and are available in the Office of Financial Services.

a. 100% refund of the charges if the student’s **official withdrawal calculation** is by the end of late registration period

b. 90% refund of the charges if the student’s **official withdrawal calculation** is between the period specified in (A) and on or before the end of the 10% period of enrollment for which the student was charged

c. 50% refund of the charges if the student’s **official withdrawal calculation** is between the period specified in (B) and on or before the end of the 25% period of enrollment for which the student was charged

d. 40% refund of the charges if the student’s **official withdrawal calculation** is between the period specified in (C) and on or before the end of the 36% period of enrollment for which the student was charged

e. 25% refund of the charges if the student’s **official withdrawal calculation** is between the period specified in (D) and on or before the end of the 50% period of enrollment for which the student was charge.

6. Refund Schedules

Refund schedules are printed in the Schedule of Classes.

7. Dropped Courses - Refund Procedure

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

a. Drops - Fall And Spring Courses
   i. 100% refund for courses dropped before the end of the late registration period
   ii. 70% refund of the charges if the student’s **official withdrawal calculation** is between the period specified in (A) and on or before the end of the 16% period of enrollment for which the student was charged

b. Drops - Summer Terms
   i. 100% refund for courses dropped before the end of the late registration period
   ii. 40% refund of the charges if the student’s **official withdrawal calculation** is between the period specified in (A) and on or before the end of the 36% period of enrollment for which the student was charged
   iii. 25% refund of the charges if the student’s **official withdrawal calculation** is between the period specified in (B) and on or before the end of the 50% period of enrollment for which the student was charged

c. Other Shortened Sessions
   Adjusted refund schedules are printed in the Schedule of Classes

D. Correspondence Course Fees

Circumstance:

i. 100% if application is not accepted

ii. 75% if withdrawal is within one month and/or before an assignment has been submitted for grading and correction

iii. No refund for withdrawal after one month, or after an assignment has been submitted for grading and correction
8. Appeals Process
   A process for appeals exists for students or parents who believe circumstances warrant exceptions from published policy.
   A Withdrawal Appeals Committee reviews and acts on all appeals.
   All requests for refunds must be received in writing before the end of the first month of enrollment.

Fees and Refunds

Graduate Fee Schedule

Complete details about fees, payments, tax credits, loans, late changes, and related information may be found at the bursar's Web site, www.sc.edu/bursar (http://www.sc.edu/bursar/). For the complete graduate fee schedule, visit www.sc.edu/bursar/studentfees.html (http://www.sc.edu/bursar/studentfees.html). Tuition and fees are approved by the Board of Trustees and subject to change at any time.

For information about non-academic fees, charges, and regulations, visit the Web sites below.

- University Housing: www.housing.sc.edu (http://www.housing.sc.edu)
- Carolina Dining Services: www.sc.edu/dining (http://www.sc.edu/dining/)
- Thomson Student Health Center: www.sa.sc.edu/shs/tshc/ (http://www.sa.sc.edu/shs/tshc/)
- Vehicle Management and Parking Services: www.sc.edu/vmps (http://www.sc.edu/vmps/)

Checks, Money Orders, and Credit Cards

The University assesses a credit-card convenience fee for all students paying fees by credit card. If you decide to pay with a credit card, this nonrefundable fee will be added to your bill to cover the cost being charged to the University. Since the majority of students find Self-Service Carolina (https://my.sc.edu/) a convenient way to pay, Self-Service Carolina will present you with an option to accept this fee or decline the transaction. If you decline, you must select another method of payment. Alternative methods include payment by E-check, USC's preferred method of payment, when using Self-Service Carolina or payment by check or money order through the mail.

Legal Residency

The University of South Carolina is required by state law to determine the residence classification of applicants. The initial determination of one's resident status is made at the time of admission. The determination made at that time, and any determination made thereafter, prevails for each subsequent semester until information becomes available that would impact the existing residency status and the determination is successfully challenged. The burden of proof rests with the students to show evidence as deemed necessary to establish and maintain their residency status.

Legal Residency Requirements for Fee and Tuition Purposes

Code of Laws Governing Residence

Rules regarding the establishment of legal residence for tuition and fee purposes for institutions of higher education are governed by Title 59, Chapter 112, of the 1976 South Carolina Code of Laws, as amended.

Definitions

- “Academic Session” is defined as a term or semester of enrollment.
- “Continue to be Enrolled” is defined as continuous enrollment without an interruption that would require the student to pursue a formal process of readmission to that institution. Formal petitions or applications for change of degree level shall be considered readmissions.
- “Dependent Person” is defined as one whose predominant source of income or support is from payments from a parent, spouse, or guardian, who claims the dependent person on his/her federal income tax return. In the case of those individuals who are supported by family members who do not earn enough reportable income for taxation purposes, a dependent person can be defined as one who qualifies as a dependent or exemption on the federal income tax return of the parent, spouse, or guardian. A dependent person is also one for whom payments are made, under court order, for child support and the cost of the dependent person's college education. A dependent person's residency is based upon the residency of the person upon whom they are dependent.
- “Domicile” is defined as the true, fixed, principal residence and place of habitation. It shall indicate the place where a person intends to remain, or to where one expects to return upon leaving without establishing a new domicile in another state. For purposes of this section, one may have only one legal domicile. One is presumed to abandon automatically an old domicile upon establishing a new one. Housing provided on an academic session basis for student at institutions shall be presumed not to be a place of principal residence, as residency in such housing is by its nature temporary.
- “Family’s Domicile in this State is Terminated” is defined as an employer directed transfer of the person upon whom the student is dependent and is not construed to mean a voluntary change in domicile. Also included is a relocation of the person upon whom the student is dependent who is laid off through no fault of their own, e.g., plant closure, downsizing, etc., who accepts employment in another state prior to relocating.
- “Full time employment” is defined as employment that consists of at least thirty seven and one half hours a week on a single job in a full time status, with gross earnings of at least minimum wage. However, a person who works less than thirty seven and one half hours a week but receives or is entitled to receive full time employee benefits shall be considered to be employed full time if such status is verified by the employer. A person who meets the eligibility requirements of the Americans with Disabilities Act must present acceptable evidence that they satisfy their prescribed employment specifications in order to qualify as having full time employment.
- “Guardian” is defined as one legally responsible for the care and management of the person or property of a minor child based upon the five tests for dependency prescribed by the Internal Revenue Service; provided, however, that where circumstances indicate that such guardianship or custodianship was created primarily for the purpose of conferring South Carolina domicile for tuition and fee purposes on such child or dependent person, it shall not be given such effect.
- “Immediately Prior” is defined as the period of time between the offer of admission and the first day of class of the term for which the offer was made, not to exceed one calendar year.
- “Independent Person” is defined as one in his/her majority (eighteen years of age or older) or an emancipated minor, whose predominant source of income is his/her own earnings or income from employment, investments, or payments from trusts, grants, scholarships, commercial
loans, or payments made in accordance with court order. An independent person must provide more than half of his or her support during the twelve months immediately prior to the date that classes begin for the semester for which resident status is requested. An independent person cannot claim the domicile of another individual as their own for the purposes of establishing intent to become a South Carolina resident. An independent person must have established his/her own domicile for twelve months prior to receiving instate tuition and fees. An independent person cannot be claimed as a dependent or exemption on the federal tax return of his or her parent, spouse, or guardian for the year in which resident status is requested.

“Minor” is defined as a person who has not attained the age of eighteen years. An “emancipated minor” shall mean a minor whose parents have entirely surrendered the right to the care, custody and earnings of such minor and are no longer under any legal obligation to support or maintain such minor.

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

“Parent” is defined as the father, mother, stepfather, stepmother, foster parent or parent of a legally adopted child.

“Reside” is defined as continuous and permanent physical presence within the State, provided that absences for short periods of time shall not affect the establishment of residence. Excluded are absences associated with requirements to complete a degree, absences for military training service, and like absences, provided South Carolina domicile is maintained.

“Resident” for tuition and fee purposes is defined as an independent person who has abandoned all prior domiciles and has been domiciled in South Carolina continuously for at least twelve months immediately preceding the first day of class of the term for which resident classification is sought and for whom there is an absence of domiciliary evidence in other states or countries, not withstanding other provisions of the Statute.

“Spouse” is defined as the husband or wife of a married person in accordance with Title 20, Chapter 1 of the 1976 South Carolina Code of Laws, as amended.

“Temporary Absence” is defined as a break in enrollment during a fall or spring semester (or its equivalent) during which a student is not registered for class. (62-606.A)

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

“United States Armed Forces” is defined as the United States Air Force, Army, Marine Corps, Navy, and Coast Guard.

“Trust” is defined as a legal entity created by a grantor for the benefit of designated beneficiaries under the laws of the state and the valid trust instrument. However, that where circumstances indicate that such trust was created primarily for the purpose of conferring South Carolina domicile for tuition and fee purposes on such child or independent person, it shall not be given such effect.

**Citizens and Permanent Residents**

Independent persons who have physically resided and been domiciled in South Carolina for twelve continuous months immediately preceding the date the classes begin for the semester for which resident status is claimed may qualify to pay in state tuition and fees. The twelve month residency period starts when the independent person establishes the intent to become a South Carolina resident per Section 62-605 entitled “Establishing the Requisite Intent to Become a South Carolina Domiciliary.” The twelve month residency period cannot start until the absence of indicia in other states is proven. Absences from the State during the twelve month period may affect the establishment of permanent residence for tuition and fee purposes.

The resident status of a dependent person is based on the resident status of the person who provides more than half of the dependent person’s support and claims or, only in the case of those individuals who are supported by family members who do not earn enough reportable income for taxation purposes, qualifies to claim the dependent person as a dependent for federal income tax purposes. Thus, the residence and domicile of a dependent person shall be presumed to be that of their parent, spouse, or guardian.

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

**Non-Resident Aliens, Non-Citizens, and Non-Permanent Residents**

Except as otherwise specified in this section or as provided in Section 62-609 (1) & (2), independent non-citizens and non-permanent residents of the United States will be assessed tuition and fees at the non-resident, out of state rate. Independent non-resident aliens, including refugees, asylees, and parolees may be entitled to resident, in state classification once they have been awarded permanent resident status by the U.S. Department of Justice and meet all the statutory residency requirements provided that all other domiciliary requirements are met. Time spent living in South Carolina immediately prior to the awarding of permanent resident status does not count toward the twelve month residency period. Certain non resident aliens present in the United States in specified visa classifications are eligible to receive in state residency status for tuition and fee purposes as prescribed by the Commission on Higher Education. They are not, however, eligible to receive state sponsored tuition assistance/scholarships.

Title 8 of the Code of Federal Regulations (CFR) serves as the primary resource for defining visa categories.

**Establishing the Requisite Intent to Become a South Carolina Domiciliary**

Resident status may not be acquired by an applicant or student while residing in South Carolina for the sole primary purpose of enrollment in an institution or for access to state supported programs designed to serve South Carolina residents. An applicant or student from another state who comes to South Carolina usually does so for the purpose of attending school. Therefore, an applicant or student who enrolls as a non-resident in an institution is presumed to remain a non-resident throughout his or her attendance and does not qualify under any of the residency provisions.
If a person asserts that his/her domicile has been established in this State, the individual has the burden of proof. Such persons should provide to the designated residency official of the institution to which they are applying any and all evidence the person believes satisfies the burden of proof. The residency official will consider any and all evidence provided concerning such claim of domicile, but will not necessarily regard any single item of evidence as conclusive evidence that domicile has been established.

For independent persons or the parent, spouse, or guardian of dependent persons, examples of intent to become a South Carolina resident may include, although any single indicator may not be conclusive, the following indicia:

1. Statement of full time employment;
2. Designating South Carolina as state of legal residence on military record;
3. Possession of a valid South Carolina driver’s license, or if a non-driver, a South Carolina identification card. Failure to obtain this within 90 days of the establishment of the intent to become a South Carolina resident will delay the beginning date of residency eligibility until a South Carolina driver’s license is obtained;
4. Possession of a valid South Carolina vehicle registration card. Failure to obtain this within 45 days of the establishment of the intent to become a South Carolina resident will delay the beginning date of residency eligibility until the applicant obtains a South Carolina vehicle registrations card;
5. Maintenance of domicile in South Carolina;
6. Paying South Carolina income taxes as a resident during the past tax year, including income earned outside of South Carolina from the date South Carolina domicile was claimed;
7. Ownership of principal residence in South Carolina; and
8. Licensing for professional practice (if applicable) in South Carolina.

The absence of indicia in other states or countries is required before the student is eligible to pay in state rates.

**Maintaining Residence**

A person's temporary absence from the State does not necessarily constitute loss of South Carolina residence unless the person has acted inconsistently with the claim of continued South Carolina residence during the person’s absence from the State. The burden is on the person to show retention of South Carolina residence during the person’s absence from the State. Steps a person should take to retain South Carolina resident status for tuition and fee purposes include:

1. Continuing to use a South Carolina permanent address on all records;
2. Maintaining South Carolina driver’s license;
3. Maintaining South Carolina vehicle registration;
4. Satisfying South Carolina resident income tax obligation. Individuals claiming permanent residence in South Carolina are liable for payment of income taxes on their total income from the date that they established South Carolina residence. This includes income earned in another state or country.

**Effect of Change of Residency**

Notwithstanding other provisions of this section, any dependent person of a legal resident of this state who has been domiciled with his/her family in South Carolina for a period of not less than three years and whose family’s domicile in this state is terminated immediately prior to his/her enrollment may enroll at the in state rate. Any dependent person of a legal resident of this state who has been domiciled with his/her family in South Carolina for a period of not less than three years and whose family’s domicile in this state is terminated after his/her enrollment may continue to receive in state rates, however, a student must continue to be enrolled and registered for classes (excluding summers) in order to maintain eligibility to pay in state rates in subsequent semesters. Transfers within or between South Carolina colleges and universities of a student seeking a certificate, diploma, associate, baccalaureate, or graduate level degree does not constitute a break in enrollment.

If a dependent or independent person voluntarily leaves the state, and information becomes available that would impact the existing residency status, eligibility for in state rates shall end on the last day of the academic session during which domicile is lost. Application of this provision shall be at the discretion of the institution involved. However, a student must continue to be enrolled and registered for classes (excluding summers) in order to maintain eligibility to pay in state rates in subsequent semesters.

**Effect of Marriage**

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

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

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

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

**Exceptions**

Persons in the following categories qualify to pay in state tuition and fees without having to establish a permanent home in the state for twelve months. Persons who qualify under any of these categories must meet the conditions of the specific category on or before the first day of class of the term for which payment of in state tuition and fees is requested. The following categories apply only to in state tuition and do not apply to State supported scholarships and grants. Individuals who qualify for in state tuition and fees under the following exceptions do not automatically qualify for LIFE, SC HOPE or Palmetto Fellows Scholarships.

1. **“Military Personnel and their Dependents”**: Members of the United States Armed Forces who are permanently assigned in South Carolina on active duty and their dependents are eligible to pay in state tuition and fees. When such personnel are transferred from the State, their dependents may continue to pay in state tuition and fees as long as they are continuously enrolled. Such persons (and their dependents) may also be eligible to pay in state tuition and fees as long as they are continuously enrolled after their discharge from the military, provided they have demonstrated an intent to establish a permanent home in South Carolina and they have resided in South Carolina for a period of at least twelve months immediately preceding their discharge. Military personnel who are not stationed in South Carolina and/or former military personnel who intend to establish
South Carolina residency must fulfill the twelve month “physical presence” requirement for them or their dependents to qualify to pay in-state tuition and fees.

2. “Faculty and Administrative Employees with Full Time Employment and their Dependents”: Full-time faculty and administrative employees of South Carolina state supported colleges and universities and their dependents are eligible to pay in-state tuition and fees.

3. “Residents with Full Time Employment and their Dependents”: Persons who reside, are domiciled, and are full-time employed in the State and who continue to work full-time until they meet the twelve month requirement and their dependents are eligible to pay in-state tuition and fees, provided that they have taken steps to establish a permanent home in the State. Steps an independent person must take to establish residency in South Carolina are listed in Section 62-605 entitled (“Establishing the Requisite Intent to Become a South Carolina Domiciliary”).

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

South Carolina residents who wish to participate in the Contract for Services program sponsored by the Southern Regional Education Board must have continuously resided in the State for other than educational purposes for at least two years immediately preceding application for consideration and must meet all other residency requirements during this two year period.

Application for Change of Resident Status

Persons applying for a change of resident classification must complete a residency application/petition and provide supporting documentation prior to a reclassification deadline as established by the institution.

The burden of proof rests with those persons applying for a change of resident classification who must show required evidence to document the change in resident status.

Incorrect Classification

Persons incorrectly classified as residents are subject to reclassification and to payment of all non-resident tuition and fees not paid. If incorrect classification results from false or concealed facts, such persons may be charged tuition and fees past due and unpaid at the out of state rate. The violator may also be subject to administrative, civil, and financial penalties. Until these charges are paid, such persons will not be allowed to receive transcripts or graduate from a South Carolina institution.

Residents whose resident status changes are responsible for notifying the Residency Official of the institution attended of such changes.

Inquiries and Appeals

Inquiries regarding residency requirements and determinations should be directed to:

Legal Residency Office
University Of South Carolina

Columbia, SC 29208
803-777-4060

Any person, following a decision on his or her resident classification, may appeal the decision to the University Committee on Legal Residence. The committee, however, is bound by the same laws and regulations as the residency officials, so its purpose is only to review the facts and details of any case brought before it to evaluate the correctness of the decision made by the residency official. Neither the committee nor residency officials may waive the provisions of the law or regulations.

Persons who appeal residency decisions must provide a letter to the Legal Residency Office informing the office that they want to appeal the decision made by the residency official. The letter must also include a summary of the person’s situation and a statement which specifies the residency provision under which the person feels he or she qualifies to pay in-state fees. The director of legal residency will then schedule a hearing as soon as possible for the committee to hear the appeal.

The residency requirements are subject to change without notification.

Academic Fees

Application Fees

Every new graduate student will be charged a nonrefundable application fee of $50. All applications must be accompanied by the application fee. International students pay an enrollment fee of $500.

Matriculation Fee

A nonrefundable matriculation fee of $50 is assessed to all current degree-seeking students on a one-time basis. This fee is also assessed to entering (or re-entering) degree-seeking students.

Free Tuition

(These includes tuition only—all other academic and mandatory fees are the responsibility of the student.)

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

1. S.C. Code Ann. § 59-111-110 (Law Co-op. 1976) No tuition shall be charged for a period of four school years by any state-supported college or university or any state-supported vocational or technical school for children of firemen, both regularly employed and members of volunteer organized units, organized rescue squad members, members of the Civil Air Patrol, law enforcement officers or correction officers, as defined herein, including reserve and auxiliary units of counties or municipalities, who become totally disabled or are killed in line of duty (on or after July 1, 1964).

2. S.C. Code Ann. § 59-111-320 (Law Co-op Supp. 1984) Legal residents of South Carolina who have attained the age of sixty (60) and meet admission and other standards deemed appropriate by the University may attend classes for credit or non-credit purposes on a space available basis; provided, however, that neither such persons nor their spouses receive compensation as full-time employees.

Examination Fees

Graduate Record Examination

• General Test ($60)
• Subject Test ($60)
Revalidation examinations intended to revalidate USC courses, obsolete under the statute of limitations. Per hour, $25.

Note: Revalidation examinations require permission of the dean of The Graduate School. The fee must be paid in advance, and is nonrefundable, once the student is presented to the instructor for the examination.

Refund Policy

1. Policy
The University will refund a part of academic fees in certain cases:
   a. Changes in a student's status, which may require a refund.
      i. Change in a full-time student's schedule, which results in reclassification to part-time status
      ii. Change in a part-time student's schedule, which results in fewer credit hours.
   b. Situations, which may require a refund.
      i. Course or courses dropped
      ii. Drop/Withdrawal from the University
      iii. Cancellation of a class by the University

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

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

   c. Drop/Withdrawal Refund Policies

      Standard Refund Policy For Dropping/Withdrawal From The University:

      All refunds will be based solely on the percentage of time (in days) between the first day of a part-of-term and the last day of a part-of-term. The percentage (in days) will include all Saturdays, Sundays, and holidays between the start and end dates of each part-of-term. Exceptions to this rule may only be made by the Bursar's Office. In these instances, any change in the refund percentage would be moved out to the next closest business day. Courses fewer than six days long, first day = 100% refund, remaining days = no refund
      i. 100 percent if the student's official drop/withdrawal calculation is within 6% of the enrollment period for which the student is liable.

   iii. 50 percent if the student's official withdrawal calculation is between the period specified in (2) or before the end of the 16 percent period of enrollment for which the student is liable.

   iv. 20 percent if the student's official withdrawal calculation is between the period specified in (3) or before the end of the 25 percent period of enrollment for which the student is liable.

   d. Refund Schedules
      Refund schedules are relocated under the important deadlines on the Registrar's website (http://registrar.sc.edu/)

   e. Return of Title IV Funds

      Refunds Policy For Students Who Have Received Title IV Funds And Withdraw From The University:

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

      ii. Title IV Refund Distribution

      1. For fully withdrawn students receiving federal and/or state funds, the refund will be governed by the current Federal Title IV refund policy. The Office of Student Financial Aid and Scholarships determines the amount of the refund that is distributed back to Title IV, HEA Programs or other Financial Aid sources. For students and their parents who have received student loans or other forms of financial aid, funds will be returned in the order prescribed by federal regulations. The institution must return the funds to the financial aid program other than College Work Study, up to the amount of assistance that the student received from those programs. Funds are to be distributed to the financial aid programs in the following order:
         • Unsubsidized Federal Stafford
         • Subsidized Federal Stafford
         • Federal Perkins
         • Federal PLUS Loan
         • Federal Pell Grant
         • Federal Supplemental Education Opportunity Grant
         • Federal TEACH Grant
         • Federal Iraq/Afghanistan Service Grant

   1. 70 percent if the student's official withdrawal calculation is between the period specified in (1) or before the end of the 10 percent period of enrollment for which the student is liable.

   3. 50 percent if the student's official withdrawal calculation is between the period specified in (2) or before the end of the 16 percent period of enrollment for which the student is liable.

   4. 20 percent if the student's official withdrawal calculation is between the period specified in (3) or before the end of the 25 percent period of enrollment for which the student is liable.
2. Any remaining balance will first be used to repay any outstanding university charges and any subsequent balances will be refunded to the student/parent.

3. Exit interviews are required before leaving the University of South Carolina for all students who withdraw and have received Stafford, Perkins or Federal Nursing/Health Professions Loans. Exit interviews can be completed at http://www.sc.edu/financialaid/loan_counseling/default.html. Questions regarding exit counseling should be referred to the appropriate campus Financial Aid and Scholarships Office.

f. Appeals Process
   A process for appeals exists for students or parents who believe circumstances warrant exceptions from published policy. The student must be fully withdrawn from the University in order to apply for an appeal.

   The Withdrawal Refund Appeals Committee reviews and act on all appeals. Address appeals to:

   Withdrawal Refund Appeals Committee
   (Columbia Campus Only)
   Office of the Registrar
   University of South Carolina
   Columbia, SC 29208
   803-777-5555

Housing Fees
1. Students in the following categories are eligible for refunds in accordance with the terms shown in their Residence Hall contract:
   a. newly admitted students who do not attend the University of South Carolina
   b. students who graduate from school at the end of the fall semester
   c. students who are suspended for academic reasons
   d. students who get married.

   Check the contract or call University Housing for deadline dates and other information.

2. Tenants who do not withdraw from the University but desire release from their contracts will be placed on a contract release waiting list with University Housing. Releases will be granted only when all other space is filled and the space can be rented for the balance of the year to another tenant. Students will be notified upon release and appropriate refunds will be made.

Withdrawal Refunds
All full- or part-time students wishing to withdraw from the University or to discontinue enrollment from all courses for the semester should follow the instructions online at my.sc.edu (https://my.sc.edu/) when they request to drop their last course. Staff members of the Office of the University Registrar are available to assist students in completing the withdrawal process. In addition, staff from the Student Ombudsman Office located in the Osborne Administration building can provide counseling. Students requesting withdrawal for extenuating circumstances after the penalty date (last date for W grade) should see their college dean.

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

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

University Withdrawal Refund Appeal Procedures
The University Withdrawals Refund Appeal Committee is authorized to consider appeals and approve extraordinary exceptions to the University's published withdrawal refund schedule due to humanitarian and due-process considerations.

Guidelines for committee consideration of withdrawal appeals are:

1. The appeal must be submitted in writing to the Office of the University Registrar and will be considered only in written form. A standardized appeal form must be submitted.

2. All requests for appeal must be submitted directly by the student through the Office of the University Registrar and must meet one or more of the following criteria to be considered and approved by the appeals committee:
   a. Documentation of an accident, illness, injury, or incident which could not be influenced, predicted, planned for, or prevented by the student or the institution. This provision specifically excludes conditions or chronic illnesses known to the student at the time of enrollment
   b. Demonstration that the application of the published refund policy would result in a specific and substantial personal hardship to the student. This provision specifically excludes circumstances or effects which would simply inconvenience the student or the student's family.
   c. Documentation of substantiated circumstances where a student has in good faith relied upon the veracity of a University official's advice, or the official's interpretation of the text of a University document or publication, and was consequently misled or mistaken about the terms of the published refund policy.

3. The appeal must be initiated during the semester for which the refund is requested.

4. The appeal must involve a total withdrawal from the University. No partial withdrawals will be considered.

5. Appeals will only address whether or not a refund will be granted. No consideration will be given to grade assignment or other academic issues. Students must address such issues directly with the faculty members and the college. If applicable, requests for Extenuating Circumstances Withdrawals for grade change purposes must be resolved prior to deliberations by this committee.

6. Grounds for consideration of an appeal will be restricted to only those circumstances personally experienced by the enrolled individual with whom the University has a direct relationship. Loss or illness of a family member, close associate, or employee, and/or difficulty in family-operated businesses, are excluded from consideration.

7. Decisions will be made by a simple majority vote of the committee membership and documented in writing by the chair. The student will be informed of the outcome of the appeal by letter from the Office of the Associate Vice President for Student Life and Development.
Course Descriptions

• Health Law (LAWH) (p. 1510)
• Law School (LAWS) (p. 1510)

Health Law (LAWH)

LAWH 700 - Legal Foundations of the Health Care System I (3 Credits)
Introduction to structure of government, sources of federal, state, and
local law, judicial and administrative processes, the role of the lawyer,
legal reasoning and analysis, and sources of law that govern and regulate
access to U.S. health care system.

LAWH 701 - Legal Foundations of the Health Care System II (2 Credits)
Holistic understanding of the various aspects of the healthcare system
related to sources of care, sources of payment, and regulatory and other
legal systems that constrain and control the behavior of these sources
and how these sources impact each other.
Prerequisites: LAWH 700.

LAWH 702 - Legal Foundations of Health Care System Lab (1 Credit)
Methods used to locate sources of health care regulations that require
compliance and to collect required information.
Prerequisite or Corequisite: LAWH 701.

LAWH 710 - Public Health Systems (2 Credits)
Understanding the role and duties of public health officials in the
healthcare system, the various public health regimes that require
compliance, and the role of public health funding streams in achieving
quality compliance for private parties. Health Care Compliance Certificate
Students are excluded.
Prerequisites: LAWH 700, LAWH 701, and LAWH 702.

LAWH 712 - Bioethical Principles (Applied Learning) (2 Credits)
Moral obligations that influence health care professional norms and
regulatory structures. Health Care Compliance Certificate Students are
excluded.
Prerequisites: LAWH 700, LAWH 701, and LAWH 702.

LAWH 714 - Health Care Contracting (Applied Learning) (2 Credits)
Health care contracts. Health Care Compliance Certificate Students are
excluded.
Prerequisites: LAWH 700, LAWH 701, and LAWH 702.

LAWH 716 - Medicare Compliance for Medical Facilities (3 Credits)
Medicare reporting and structural requirements for hospitals.
Prerequisites: LAWH 700, LAWH 701, and LAWH 702.

LAWH 720 - Health Policy Advocacy (2 Credits)
Communication of health policy concerns to decision makers. Health
Care Compliance Certificate Students are excluded.
Prerequisites: LAWH 700, LAWH 701, and LAWH 702.

LAWH 722 - Risk Management (2 Credits)
Health care professionals’ and institutions’ limitation and management of
risks.
Prerequisites: LAWH 700, LAWH 701, and LAWH 702.

LAWH 724 - Certificates of Need (2 Credits)
Navigating the certificate of need process in the health care industry.
Prerequisites: LAWH 700, LAWH 701, and LAWH 702.

LAWH 728 - Comparative Studies in International Health Care (2 Credits)
Examining health care systems from a legal and structural perspective in
nations outside of the United States. Health Care Compliance Certificate
Students are excluded.
Prerequisites: LAWH 700, LAWH 701, and LAWH 702.

LAWH 730 - Healthcare Structure Planning for Companies & Non-
Profits (3 Credits)
Introduction to structure of health care practices and their relationships
with others, examining the regulatory compliance requirements
necessary to maintain nonprofit taxation status at the state and federal
levels. Health Care Compliance Certificate Students are excluded.
Prerequisites: LAWH 700, LAWH 701, and LAWH 702.

LAWH 732 - Medicare Quality Compliance (3 Credits)
In-depth examination of compliance with various quality initiatives and an
understanding of the sources for the regulations and rules.
Prerequisites: LAWH 700, LAWH 701, LAWH 702, and LAWH 716.

LAWH 734 - Healthcare Fraud & Abuse Compliance (2 Credits)
Examining federal laws and regulations to prohibit healthcare fraud and
abuse.
Prerequisites: LAWH 700, LAWH 701, and LAWH 702.

LAWH 736 - Third Party Billing Compliance (2 Credits)
Providing an understanding of the requirements for properly billing third-
party payers.
Prerequisites: LAWH 700, LAWH 701, and LAWH 702.

LAWH 738 - HIPAA and Electronic Medical Records Compliance (3 Credits)
Requirements for organizations that handle protected health information,
including information about which entities need to comply with laws
protecting such information and to what extent.
Prerequisites: LAWH 700, LAWH 701, and LAWH 702.

LAWH 740 - Antitrust Compliance (3 Credits)
Introduction to potential antitrust issues for large scale healthcare
organizations, offering a survey of situations that could trigger antitrust
investigations and litigation from both state and federal antitrust
enforcement agencies.
Prerequisites: LAWH 700, LAWH 701, and LAWH 702.

LAWH 750 - Health Systems Legal Externship (2 Credits)
Learning about health systems through working at an approved location
to gain first-hand experience in work related to the student’s course of
study. Health Care Compliance Certificate Students are excluded.
Prerequisites: LAWH 700, LAWH 701, and LAWH 702.

Law School (LAWS)

LAWS 500 - Introduction to the Legal Profession (1 Credit)
This course provides an overview of the different roles in which lawyers
serve and the different work environments in which lawyers are
employed. Students will meet members of the legal profession, hear
about the daily work of lawyers in different settings, receive information
about handling the responsibilities of law practice, learn about the range
of lawyers’ duties and to whom those duties are owed, and be introduced
to the basic principles of professionalism. Graduation Requirement:
Course required for graduation. Basis of Grade: Class attendance and
participation; project report. Form of Grade: Pass/Fail.
Prerequisites: None.
LAWS 504 - Contract Law (4 Credits)
An introduction to the law governing contracts, both common law and the Uniform Commercial Code. Topics covered include the agreement process, requirements for enforceability, interpretation and meaning, defenses, and remedies. Graduation Requirement: Course required for graduation. Basis of Grade: Examination. Form of Grade: Letter.
Prerequisites: None.

LAWS 505 - Contracts I (3 Credits)
An introduction to the common law and Uniform Commercial Code relating to the agreement process, including the requirements of offer, acceptance, and consideration for the formation of contractual relationship. Problems on the interpretation of the contract, negotiation, drafting, and legal planning are analyzed and discussed. Basis of Grade: Final examination. Form of Grade: Letter Grade.

LAWS 506 - Contracts II (3 Credits)
Continuation of Contracts I. Basis of Grade: Final examination. Form of Grade: Letter Grade.

LAWS 509 - Property (4 Credits)
In this course, students are introduced to major concepts of property law, including the historical development of private property rights. The course will focus primarily upon the acquisition, characteristics, and transferability of property interests, as well as the relationship between privately held property interests in land and government regulation of that land for public purposes. Topics covered in the course will typically include adverse possession, estates, future interests, landlord tenant, easements, covenants, purchase & sale, deeds, and financing. Graduation Requirement: Course required for graduation. Basis of Grade: Examination Form of Grade: Letter.

Prerequisites: LAWS 504.

LAWS 510 - Property I (3 Credits)
In this course, students are introduced to major concepts of personal and real property law, including the historical development of private property rights. The course will focus primarily upon the acquisition, characteristics, and transferability of property interests, as well as the relationship between privately held property interests in land and government regulation of that land for public purposes. Topics covered in the course will typically include personal property (gifts, bailments, lost & found), adverse possession, estates, future interests, landlord tenant, easements, covenants, purchase & sale, deeds, financing, and zoning. Basis of Grade: Final examination. Form of Grade: Letter Grade.

LAWS 511 - Property II (3 Credits)
Continuation of Property I. Basis of Grade: Final examination. Form of Grade: Letter Grade.

Prerequisites: LAWS 510.

LAWS 523 - Constitutional Law (4 Credits)
A study of the structure of the Federal Government, the function of the Supreme Court in constitutional government, and the provisions of the United States Constitution that guarantee and protect individual rights against governmental encroachment. Topics include judicial review, sources and limits of congressional power, presidential power, equal protection, substantive due process and identification of unenumerated fundamental rights, freedom of speech, and the religion clauses. Graduation Requirement: Course required for graduation. Basis of Grade: Examination. Form of Grade: Letter.

Prerequisites: None.

LAWS 524 - Criminal Law (3 Credits)
This course provides an introduction to the substantive law of crimes. The primary emphasis is on those rules, principles, and doctrines applicable to most or many crimes. These doctrines include actus reus (What is a criminal act?), mens rea (What states of mind are criminal?), and the defenses of insanity, intoxication, impossibility, mistake, duress, necessity, and self-defense. Some attention is also given to several specific crimes and to theories of punishment. The primary materials are selected appellate court opinions and the Model Penal Code. Graduation Requirement: Course required for graduation. Basis of Grade: Final examination. Form of Grade: Letter Grade.

Prerequisites: None.

LAWS 525 - Constitutional Law I (3 Credits)
A study of the Structure of the Federal Government and the function of the Supreme Court in constitutional government. Topics include principles of justiciability and standing; the development of federal power through the commerce clause and limits on state power flowing from the commerce and contract clauses; executive powers and the practice of separation of powers. The course will also generally consider the effect of the Fourteenth Amendment upon federalism, and conclude with the concept of state action as a limitation on the reach of the Amendment's guarantees. Basis of Grade: Final examination. Form of Grade: Letter Grade.

LAWS 526 - Constitutional Law II (3 Credits)
The second-half of the required year-long Constitutional Law sequence. This class focuses on provisions of the United States Constitution that guarantee and protect individual rights against government encroachment. Among the topics covered are: equal protection, due process, freedom of speech, and freedom of religion. Registration: Rising 2Ls have registration priority. Subject to block registration, required for graduation. Basis of Grade: Final examination. Form of Grade: Letter Grade.

LAWS 527 - Products Liability Problem Research Seminar I (1,2 Credits)

LAWS 528 - Products Liability Research Problems Seminar II (1,2 Credits)

LAWS 529 - Torts (4 Credits)
The legal protection afforded in civil proceedings against interference by others with the security of one's person, property, or intangible interests; the analysis of intentional interference, negligence, and strict liability in the context of recognized categories of tort liability. Graduation Requirement: Course required for graduation. Basis of Grade: Examination. Form of Grade: Letter.

Prerequisites: None.

LAWS 530 - Torts I (3 Credits)
The legal protection afforded in civil proceedings against interference by others with the security of one's person, property, or intangible interests; the analysis of intentional interference, negligence, and strict liability in the context of recognized categories of tort liability. Basis of Grade: Final examination. Form of Grade: Letter Grade.

LAWS 531 - Torts II (3 Credits)
Continuation of Torts I. Basis of Grade: Final examination. Form of Grade: Letter Grade.

Prerequisites: LAWS 530.
LAWS 533 - Legal Research, Analysis and Writing I (3 Credits)
This course integrates instruction in fundamental legal research, analysis, and writing. Students learn the basic methods of researching state statutes and case law. Students learn how to analyze cases and statutes, how to identify and understand legal rules derived from these authorities, and how to apply those rules to make informed predictions about legal issues. Students also learn how to convey legal analysis clearly and concisely, and how to draft a legal prediction in the form of a memorandum of law. Students prepare two full memoranda of law and independently conduct the research necessary to complete one of them. Graduation Requirement: Course required for graduation. Basis of Grade: Written Assignments. Form of Grade: Letter.
Prerequisites: None.

LAWS 534 - Legal Research, Analysis and Writing II (3 Credits)
This course builds on the research, writing, and analytical skills introduced in Legal Research, Analysis, and Writing I. Students learn how to research federal statutes and case law, regulations, and secondary sources. Students also learn the skills of persuasive writing and argumentation through the preparation of an appellate brief and oral argument. Students independently conduct the research necessary to complete the appellate brief. Graduation Requirement: Course required for graduation. Basis of Grade: Written Assignments and Exam. Form of Grade: Letter.
Prerequisites: LAWS 533.

LAWS 535 - Legal Writing I (2 Credits)
Students will learn how to read cases and statutes effectively, how to understand legal rules from these authorities, and how to apply those rules to new factual situations to make informed predictions about legal issues. Students will also be taught how to convey legal analysis in clear, concise prose and how to draft a legal prediction in the form of a memorandum of law. The course will also cover information regarding the court system, the litigation process, and the professional obligations of lawyers. Basis of Grade: Written assignments. Form of Grade: Letter Grade.
Prerequisites: None.

LAWS 536 - Legal Writing II (1 Credit)
In this course, students build on the analytical and editing skills introduced in Legal Writing I. Students also learn the skills of persuasive writing and argumentation through the preparation of an appellate brief and an oral argument. Basis of Grade: Written assignments and oral argument. Form of Grade: Letter Grade.
Prerequisites: LAWS 535.

LAWS 537 - Legal Research (1 Credit)
During the introductory course in Legal Research, students receive instruction in the basic sources and research techniques of American law. Emphasis will be placed upon the development of an effective and efficient research strategy for locating and updating state and federal cases, statutes, regulatory materials, and major forms of secondary legal resources. Students will examine and use resources in both print and online formats. While some attention will be paid, of necessity, to the details of each source, the course will focus upon the use of these sources within the context of efficient and cost-effective legal research. Basis of Grade: Final examination. Form of Grade: Pass/Fail.
Prerequisites: None.

LAWS 538 - Legal Drafting (3 Credits)
Students will learn the basic techniques of legal drafting - researching the document, finding the appropriate legal concepts to express the client's wishes, organizing the document, then actually writing the document. Students will then use these techniques to draft a variety of types of documents - including private law documents (contracts, releases, etc.), and public law documents (statutes and regulations), and a few pleading documents. The primary focus will be on form and style rather than on the substantive content of the documents. Graduation Requirement: This course satisfies the skills course graduation requirement. Basis of Grade: Drafting assignment. Form of Grade: Letter Grade.
Prerequisites: None.

LAWS 540 - Advanced Legal Writing (3 Credits)
This course will focus on format, analysis, and organization with respect to a variety of legal documents, which may include objective memoranda, trial-level briefs, correspondence, discovery requests and responses, and jury instructions. Students will also receive instruction and tailored comments regarding writing style. Graduation Requirement: This course satisfies the writing requirement, or the experiential requirement, but not both; must earn a grade of C or better to satisfy either requirement. Basis of Grade: Written assignments. Form of Grade: Letter Grade.

LAWS 542 - Advanced Legal Analysis (2 Credits)
This course takes an explicit, problem-based approach to legal analysis in order to deepen students' ability to synthesize legal authorities and to formulate and critique legal arguments. Topics covered will include theories of legislative and regulatory interpretation, sources of "public policy" arguments, and an exploration of stare decisis and the weight of published, unpublished, and “depublished” judicial opinions. Throughout the semester, students will work through numerous exercises that require the analysis, synthesis, and application of legal authorities. Some exercises will require students to perform their own legal research; others will be based on the “File” and “Library” format of the NCBE MultiState Performance Test; and still others will ask students to critique the analysis in existing memoranda and briefs. All exercises will require intensive, focused, repeated reading of statutes, regulations, cases, or some combination thereof. Graduation Requirement: This course satisfies the experiential course graduation requirement, must earn a grade of C or better. Basis of Grade: Short written exercises throughout the semester, take-home exam. Form of Grade: Letter.
Prerequisites: None.

LAWS 544 - Legal Research, Analysis and Writing II (3 Credits)
This course integrates instruction in fundamental legal research, analysis, and writing. Students learn the basic methods of researching state statutes and case law. Students learn how to analyze cases and statutes, how to identify and understand legal rules derived from these authorities, and how to apply those rules to make informed predictions about legal issues. Students also learn how to convey legal analysis clearly and concisely, and how to draft a legal prediction in the form of a memorandum of law. Students prepare two full memoranda of law and independently conduct the research necessary to complete one of them. Graduation Requirement: Course required for graduation. Basis of Grade: Written Assignments. Form of Grade: Letter.
Prerequisites: None.
LAWS 543 - Advanced Legal Writing: Online Civil Litigation Drafting (3 Credits)
This course is designed as an online course offering that combines components of two upper-level drafting courses currently offered: Advanced Legal Writing and Writing in Law Practice. The goal of the course is to expose students to the drafting skills private practice lawyers need to handle a case in the course of civil litigation. This class will not deal with trial skills; rather, this course will focus on pretrial and pretrial drafting skills and will simulate a realistic litigation experience in a law firm setting. The course will encourage students to build on the legal writing and research skills they learned in the first year and expose them to documents they will need to produce in practice that are not a part of the first year legal writing experience. Students will learn how to (1) draft common litigation documents; (2) produce clear and concise writing; (3) effectively analyze legal issues; (4) express legal analysis clearly in written and oral communications; (5) conduct legal research in context; (6) critically examine information in its original form and discern information relevant to the litigation; (7) make strategic decisions about litigation based on the client's expressed goals, the facts of the case, and the law; (8) draft a persuasive argument in the pretrial context; and (9) produce documents necessary to resolve the pending litigation. Graduation Requirement: This course satisfies the experiential course requirement, must earn a grade of C or better. Basis of Grade: Written assignments. Form of Grade: Letter.

LAWS 544 - Civil Procedure (4 Credits)
This course will provide an introduction and overview of the procedural steps in the prosecution and defense of civil cases in federal court. The course will focus on pleadings, joinder, discovery, summary judgment, trial and post-trial motions, preclusion doctrines, personal jurisdiction, subject matter jurisdiction, removal, supplemental jurisdiction, venue, and Erie doctrine. If time permits, opportunity to be heard, class actions, case management, appellate review, and alternative dispute resolution may also be addressed. The order of, and time allocated to, each topic will vary from instructor to instructor. Graduation Requirement: Course required for graduation. Basis of Grade: Examination. Form of Grade: Letter.
Prerequisites: None.

LAWS 545 - Civil Procedure I (3 Credits)
An introduction to the Rules of Civil Procedure governing the civil litigation process, including rules regarding pleadings, discovery, joinder of parties, summary judgment, default, post-trial motions, and claim and issue preclusion. Basis of Grade: Final examination. Form of Grade: Letter Grade.
Prerequisites: None.

LAWS 546 - Civil Procedure II (3 Credits)
An analysis of the procedural steps in the prosecution and defense of a civil case with emphasis on the Federal Rules of Civil Procedure, including pleading, motions directed to pleadings, amendment, joinder, complex joinder devices, obtaining information from other parties through discovery, trial and post-trial motions, and standards for appeal. Special issues in federal procedure including subject matter jurisdiction, removal, jurisdictional limitations on procedural devices, transfer between federal courts, class actions and multi-district litigation and appellate issues and the relationship of the federal and state courts may also be explored. At the discretion of the professor some individual drafting problems may be assigned. Registration: Second year block course; 2L priority registration. Graduation Requirement: Required for graduation (students entering Fall 2009). Basis of Grade: Final examination. Form of Grade: Letter Grade.
Prerequisites: LAWS 545.

LAWS 547 - Criminal Procedure (3 Credits)
The criminal process with emphasis on constitutional issues relating to arrest, search and seizure, and interrogation. Some consideration of issues relating to identification procedures, jeopardy, pre-trial procedure, and guilty pleas. Registration: 2L priority registration. Basis of Grade: Final examination. Form of Grade: Letter Grade.

LAWS 548 - Discovery Drafting (3 Credits)
This course is a practice-oriented introduction to the discovery phase of litigation. The course will simulate a product liability case in which enrolled students will represent either the plaintiff or the defendant. Students will handle the case from the beginning of discovery until the case is ready for settlement or trial, focusing on drafting the discovery documents necessary to advance the case. This course will expose students to the specific skills needed for engaging in litigation discovery. Graduation Requirement: The course satisfies the experiential course requirement, must earn a grade of C or better. Basis of Grade: Each written assignment and course activity will be assigned a point value that will contribute to an overall point total for the entire course. A student's letter grade will be determined by the percentage of points the student earns throughout the course. Form of Grade: Letter.
Prerequisites: None.

LAWS 549 - South Carolina Criminal Law and Procedure (3 Credits)
This course examines the substantive criminal laws of South Carolina with an emphasis on the rules, principles, and procedures applicable to magistrate and General Sessions courts of South Carolina relating to arrest, bonds, pre-trial procedures, guilty pleas, and trials. To prepare students for practicing criminal law as prosecutors or defense attorneys in South Carolina, this course will focus on the criminal process in South Carolina for both the prosecution and defense from the decision to charge through the trial of a case. Graduation Requirement: Course satisfies the experiential graduation requirement. Must earn a grade of "C" or better. Basis of Grade: Written Assignments and Simulations. Form of Grade: Letter Grade.
Prerequisites: Evidence.

LAWS 554 - Problems in Professional Responsibility (3 Credits)
A course that focuses on lawyers' ethical obligations in various areas of practice: criminal defense and prosecution, civil litigation, office practice, counseling, transactions work, corporate and organizational counsel, government, and the judiciary. The course also examines significant issues facing the profession, including limitations on advertising and solicitation, restrictions on the adversary model, and the national and global nature of the legal profession. Registration: 2L priority registration. Second year block course. Graduation Requirement: Satisfies Professional Responsibility requirement for graduation. Must earn a grade of C or better to satisfy the graduation requirement. Students who have taken Professional Responsibility may not enroll. Basis of Grade: Final examination and class participation. Form of Grade: Letter Grade.
Prerequisites: None.

LAWS 555 - Professional Responsibility (2 Credits)
Examination of the lawyer's obligations to clients, other lawyers, and courts, and also to society and themselves, with focus on the Rules of Professional Conduct. Graduation Requirement: This course or Problems in Professional Responsibility is required for graduation. Must earn a "C" or better to meet graduation requirement. Form of Grade: Letter Grade.
Prerequisites: None.
LAWS 556 - Advanced Legal Profession (2 Credits)
An in-depth study of selected problems in ethics and professionalism confronting lawyers in the practice of law. Topics will include legal malpractice, the disciplinary system, ethical issues facing lawyers in particular fields, ethics and professionalism in litigation, office practice, and other issues of current interest. Instruction in the course will be by faculty members, practicing lawyers and judges. Basis of Grade: Written responses to problems; memos and drafting exercises. An assignment on substantive topic discussed in the course. Grade will be based on top 5 scores received on assignments. Form of Grade: Letter.

LAWS 557 - Law Practice Workshop (2 Credits)
The course provides a synthesis of the substantive knowledge and the practical skills and experience essential to a successful practice and the competent representation of clients in numerous areas of the law. The course will emphasize the analysis of client problems and the processes involved in effecting solutions. Practice areas covered from time to time during the semester may include, inter alia, bankruptcy, criminal defense litigation, criminal prosecution, civil defense litigation, plaintiff's litigation, construction law, elder law, fiduciary representation, estate planning, family court litigation, alternative dispute resolution, real estate transactions, workers' compensation, international law, health law, intellectual property, media law, poverty law, education law, commercial law, banking law, employment law, consumer law, business entities and agency law, appellate practice, tax practice, environmental law, regulatory practice, and administrative law. This course is not intended as a substitute for a more in-depth study of doctrinal law and procedure in these various areas but instead will serve as a transitional stage from the knowledge and skills obtained in other courses to the practice of law in those areas. Various presentations will be made by leading experts in their fields. Forms and other practice materials will be provided. Registration: This course is limited to students in their final semester of law school. Basis of Grade: Examinations and/or projects, attendance. Form of Grade: Pass/Fail.

LAWS 558 - Advanced Civil Procedure (3 Credits)
This course is designed to cover topics not covered in depth in the first-year Civil Procedure course and may include complex joinder rules, interpleader, discovery issues related to expert witnesses, offers of settlement, and appeals. It will emphasize federal procedure but note some ways in which South Carolina procedure differs. The course is also designed to enhance skills acquired in the first year including the ability to research, read, and understand procedural rules, statutes, and cases, and the ability to synthesize those sources. Students will spend some time practicing essay and multiple-choice questions of the type they may encounter on a bar exam, in addition to performing more practice-related exercises; the course may thus review, as necessary, some topics encountered in the first-year course. Basis of Grade: Exercises, Quizzes and Open-Book Final Exam. Form of Grade: Letter.
Prerequisites: LAWS 544.

LAWS 559 - Advanced Topics in Criminal Law (2 Credits)
This course is an advanced course in criminal law. Students will explore three different areas: First, they will take an in-depth look at topics that play an important role in criminal practice, but which typically go unmentioned or are only briefly discussed in first-year Criminal Law. Such topics include, for example, possession crimes and conspiratorial relationships. Second, students will survey high-profile criminal law topics that have attracted popular attention, such as cyber-crime, anti-terrorism enforcement, and forensic investigation. Third, students will finish the class by studying sentencing law and policy. The purpose of the course is both to provide students with a broad understanding of criminal law and to prepare them for a career by exposing them to legal doctrines that play a common role in criminal practice. Basis of Grade: 85% final exam, 10% other assignments, 5% participation. Form of Grade: Letter grade.
Prerequisites: LAWS 524.

LAWS 560 - Foundations of Law Practice and Professionalism (2 Credits)
This course has two objectives: first, to introduce students to fundamentals essential to successful private practice, whether solo or small or large firm, and second: to explore professionalism in the legal profession and its relationship to successful practice. Topics covered may include the economics of law practice, trust accounts and record keeping, common mistakes to avoid, interpersonal skills and leadership principles necessary in managing a practice, managing client relationships, marketing and professionalism. Basis of Grade: Final examination and group projects. Form of Grade: Letter Grade.
Prerequisites: LAWS 554 or LAWS 555.

LAWS 561 - Capstone Course: Small Business Organization (5 Credits)
This course will provide students with practical and substantive knowledge and experience in transactional law using a small business nonprofit or small business for-profit organization model. It will be multidisciplinary and provide students a broad theoretical and practical experience with measurable outcomes and skills, including problem solving, project management, leadership, and teamwork. Students will act as counsel for a group interested in forming either a nonprofit 501(c)(3) organization or a for-profit entity that will own and operate a business. As counsel for the organization, students' responsibilities will include interviewing a client; reviewing a Retainer Agreement; preparing Articles of Incorporation; preparing Bylaws; preparing IRC Form 1023 (Application for Exemption) or LLC or other business documents; providing Board of Director education and advice at simulated board meetings; and preparing Contracts, Lease Agreements, and/or Sponsorship Agreements. Students may also advise the client and draft documents related to copyright issues, potential mergers, and partnership agreements. Registration: Limited to 3Ls only. LAWS 717, LAWS 637, and LAWS 771 are highly recommended, but are not Prerequisite: LAWS 554 or LAWS 555 and LAWS 609.
Prerequisites: Students limited to enrolling into one Capstone course. Students cannot enroll in an externship or clinic course in the same semester as a capstone course. Graduation Requirement: This course satisfies the experiential course requirement, must earn a grade of C or better. Basis of Grade: Written and oral assignments. Form of Grade: Letter. LAWS 554 or LAWS 555 and LAWS 609.
LAWS 562 - Advanced Legal Research (2 Credits)
This course builds on the basic research skills gained in the first-year LRAW program. This course provides research experience through classroom instruction and mock legal research assignments that simulate tasks performed in a law firm setting. Upon completion of this course, students should be able to evaluate research options and demonstrate advanced research methods typical of attorneys in practice. Graduation Requirement: This course satisfies the experiential course requirement, must earn a grade of C or better. Basis of Grade: Written assignments and project. Form of Grade: Letter grade.
Prerequisites: LAWS 533, LAWS 534.

LAWS 562A - Advanced Legal Research (3 Credits)
This course is offered for 3 credit hours only during the summer session. This course builds on the basic research skills gained in the first-year LRAW program. The course offers students the opportunity to develop an in-depth working knowledge of legal research methods through experience using and comparing a broad range of legal research tools. Upon completion of this course, students should be able to evaluate research options and demonstrate advanced research methods typical of attorneys in practice. Graduation Requirement: This course will satisfy the skills requirement. Basis of Grade: Written assignments and project. Form of Grade: Letter Grade.
Prerequisites: LAWS 533 and LAWS 534.

LAWS 563 - International Foreign Legal Research (2 Credits)
LAWS 564 - Free Speech and Democracy (3 Credits)
This course will study the constitutional rights of freedom of expression guaranteed by the First Amendment. The course will consider constitutional questions related to regulation of offensive speech, defamation, pornography, symbolic speech, commercial speech, Internet and broadcast regulation, regulation of the public forum, and freedom of association. The course will emphasize the relations between free speech and democratic processes through consideration of campaign finance and election regulations. Registration: The optional paper DOES NOT satisfy the graduation writing requirement. Basis of Grade: Final examination or optional research paper with permission of the instructor. Form of Grade: Letter.
Prerequisites: LAWS 523.

LAWS 565 - Beach Law Seminar (2,3 Credits)
This seminar-style course will allow students the opportunity to discuss and to conduct research on current, specific beach law conflicts. Examples of the kinds of issues that could be the basis for research include sea-level-rise impacts on beaches, public access disputes during the COVID-19 era, recent public access litigation, the history of beach privatization, and differences in public beach rights across jurisdictions. Registration: Students can satisfy the writing requirement in the three-credit option by writing an outline, a first draft, and a 30-page paper, and receiving a grade of "C" or better in the course. Basis of Grade: Students who opt for the two credits will research and write a 20-page paper. Students who opt for the three credits will research and write a 30-page paper. In addition to submitting a final paper, all students will be required to turn in a detailed outline/bibliography; make an in-class presentation; and turn in a complete first draft. Form of Grade: Letter.
Prerequisites: LAWS 568.

LAWS 568 - Coastal Law (3 Credits)
This course explores legal approaches to avoiding and resolving conflicts between human use of coastal areas and the ecological integrity of coastal systems. We will cover relevant South Carolina and Federal law, looking at issues both above and below the tide line. Course readings represent a variety of disciplines, including law, economics, and the natural sciences. Students must participate actively in discussions, present their research proposals, and submit three writing projects. Graduation Requirement: This course satisfies the perspective course requirement. Basis of Grade: Final examination, written assignments and class participation. Form of Grade: Letter.

LAWS 569 - Coastal Law Field Lab (6 Credits)
Classes will have three modules. For the first two weeks students will study coastal land use and environmental issues. The second module, Climate Change and the Coast, will cover domestic and international climate change law, disaster law, and coastal development. The final module, Coastal Energy Law, will cover the fundamentals of energy law, offshore oil and gas law, and coastal impacts of on-shore energy. This is not your typical class because by the end of the course students will have spent eight out of the 20 class days in the field. Students will receive one grade for the three courses which will combine their individual grades from Coastal Law (3 credits), Climate Change and the Coast (1.5 credits), and Coastal Energy Law (1.5 credits). Basis of Grade: Exam. Form of Grade: Letter.

LAWS 569A - Coastal Law Field Lab (2 Credits)
This is a two-credit course taught at Belle Baruch Institute for Marine and Coastal Sciences near Georgetown, South Carolina over a seven-day period during the law school's spring break. The course is built around five half-day field trips to properties along the “north coast” of South Carolina (Charleston to Myrtle Beach) that have either been at the heart of important litigation or high-profile coastal law issues. Prior to each site visit, students will read the relevant case or issue briefing, then meet with the instructor for discussion. During the site visits, the class will meet with attorneys, parties, or government officials who have been involved in the matter for question and answer sessions. Basis of Grade: Writing Assignments. Form of Grade: Letter.
Prerequisites: LAWS 731 or LAWS 709 or LAWS 568.

LAWS 570 - Supervised Legal Research I (1-4 Credits)
Students must register for a minimum of two credit hours to fulfill the graduation writing requirement. Basis of Grade: Research paper 30-50 pages in length. Form of Grade: Letter or Pass/Fail.

LAWS 571 - Supervised Legal Research II (1-4 Credits)
LAWS 572 - Supervised Legal Research III (2 Credits)
LAWS 578 - Supervised Extracurricular Competition (2 Credits)

LAWS 581 - Corporations (3 Credits)
A study of the formation, structure, and characteristics of enterprises organized to do business in the corporate form. Areas discussed include shareholder and promoter liability, division of enterprise ownership, owners and control, duties of management, and securities regulation. Registration: Students who have taken LAWS 600 may not register for this course. Basis of Grade: Final examination. Form of Grade: Letter Grade.
Prerequisites: None.

LAWS 585 - Journal of Law and Education (2 Credits)
LAWS 586 - Real Property, Trust & Estate Law Journal (2 Credits)
LAWS 587 - South Carolina Journal of International Law & Business (2 Credits)
**LAWS 588 - South Carolina Law Review (2 Credits)**

This course will cover the history, jurisdiction, practice elements, specific procedure and evidence rules, customs, access, and protocols of every tribunal within the South Carolina judicial system. A primary focus will be the differences among the courts’ practice, procedure and evidence rules, and structure. A significant portion of the course will include a comparative aspect with other state courts and with federal courts. Students will visit tribunals and attend classroom presentations from practitioners and judicial officers from every level of court in South Carolina. The course will include lectures, practical experiences, observations, and student participation in exercises illustrating the differences in the jurisdiction and practices of the various courts and administrative law venues. Upon completion of the course, the student will understand the operations and history of all South Carolina state courts -- probate, summary, general jurisdiction (civil and criminal), family, administrative, workers’ compensation, and appellate. Basis of Grade: Examination and student participation in practical exercises. Form of Grade: Letter.

Prerequisites: LAWS 533 and LAWS 534.

**LAWS 596 - Going to Court in South Carolina (3 Credits)**

This course will cover the history, jurisdiction, practice elements, specific procedure and evidence rules, customs, access, and protocols of every tribunal within the South Carolina judicial system. A primary focus will be the differences among the courts’ practice, procedure and evidence rules, and structure. A significant portion of the course will include a comparative aspect with other state courts and with federal courts. Students will visit tribunals and attend classroom presentations from practitioners and judicial officers from every level of court in South Carolina. The course will include lectures, practical experiences, observations, and student participation in exercises illustrating the differences in the jurisdiction and practices of the various courts and administrative law venues. Upon completion of the course, the student will understand the operations and history of all South Carolina state courts -- probate, summary, general jurisdiction (civil and criminal), family, administrative, workers’ compensation, and appellate. Basis of Grade: Examination and student participation in practical exercises. Form of Grade: Letter.

Prerequisites: LAWS 533 and LAWS 534.

**LAWS 599 - The Lean Law Firm Lab (2 Credits)**

This class will introduce students to advanced concepts in law firm management, including lean systems thinking, process design, visual information management, standardization and automation. Students will also be taught how to set goals and measure key performance indicators. Teaching will be accomplished, in part, by placing the students into a mock virtual law firm (or firms depending on enrollment) and requiring hands-on use of case management software and other automation. The goal of the class is to produce students with practical skills ready for the legal workforce (even if that student is considering solo practice). Basis of Grade: Class participation and team project. Form of Grade: Letter.

Prerequisites: None.

**LAWS 600 - Business Corporations (4 Credits)**

A study of the formation, structure, and characteristics of enterprises organized to do business in the corporate form. Areas discussed include shareholder and promoter liability, division of enterprise ownership, powers and control, duties of management, and securities regulation. The course will also briefly examine some basic agency, partnership, and LLC topics. Registration: Second year progression-entry course; 2L priority registration. Students who have taken the three credit hour LAWS 581 in summer school may not register for this course. Basis of Grade: Final examination and class participation. Form of Grade: Letter.

Prerequisites: None.

**LAWS 601 - The Constitution and National Security (2 Credits)**

This seminar will examine the constitutional and statutory law that governs U.S. national security policy and practice. The course will examine the Constitution’s allocation of national security authority, the foreign relations powers, and war powers among the three branches of the federal government. The course will focus on specific issues arising from past and ongoing counterterrorism activities including detention, surveillance, interrogation, and targeted killing. In addition, the course will examine how constitutional and statutory authority relates to the role of international law in U.S. courts and the role of courts more generally in establishing boundaries for national security policy. The course will examine court cases, executive memos, and legislative materials.

Graduation Requirement: This course satisfies the perspectives course requirement for graduation. Basis of Grade: Final examination or optional research paper with permission of instructor. Form of Grade: Letter.

Prerequisites: LAWS 523.

**LAWS 602 - Project Finance (3 Credits)**

This course concentrates on project finance as a vehicle to explore general problems of domestic and international corporate finance in the context of a specific infrastructure finance strategy. Project finance refers to the financing of long-term infrastructure, industrial projects and public services based upon a non-recourse or limited recourse financial structure where project debt and equity used to finance the project are paid back from the cash-flow generated by the project (for example, borrowing to finance construction of an electricity generating plant and then repaying said loan from the proceeds of the sale of electricity generated by the facility). The goal is to give you some insight into how transactional lawyers deal with complex contracting and concepts in a sophisticated business practice. Each week there will be a 2 hour theoretical class shared with overseas students via videoconferencing, and a 1 hour local documentation and drafting class. Registration: Course will include video-conferenced guest speakers. An overnight out-of-town field trip may be required. Graduation Requirement: This course satisfies the experiential course graduation requirement. Form of Grade: Letter.

Prerequisites: None.

**LAWS 603 - Family Business Law (2 Credits)**

This course examines the distinctive characteristics of family businesses, with a particular focus on their governance needs. To be effective, a legal advisor must appreciate the overlap of family law and business law principles, and we will explore important areas of intersection, including (1) how business succession relates to estate planning, and (2) the potentially adverse business implications of marital divorce. We will also discuss ethical issues involving multiple representation that often arise in the context of family businesses. Finally, the course will take up conceptual and normative questions regarding the definition of family business and the extent to which family values influence business priorities. Basis of Grade: Grades will be based on class participation and a final project, which students will work on in small teams. Form of Grade: Letter.

Prerequisites: LAWS 609.
LAWS 605 - Corporate Finance (3 Credits)
This is a course in financial economics as applied to legal problems. Topics will likely include economics of valuation (including consideration of risk and return and the capital asset pricing model), the efficient market hypothesis and the accuracy of stock prices more generally (theories, evidence, and limits), the mechanics and economics of the stock market through which firms raise equity capital, the role of stock prices in capital allocation and corporate governance, event studies, option theory, dividends and share repurchases, debt and leverage, and the theory of the firm. Overall, the course can be seen as a financial-economics-based survey of some of the more prominent advanced-level topics in corporate and securities law. Basis of Grade - Exam performance, with slight adjustments based on in-class participation and performance. Class may involve both a midterm and a final exam. Form of Grade - Letter Grade.
Prerequisites: LAWS 581 or LAWS 600 or LAWS 609.

LAWS 606 - Securities Regulation (3 Credits)
Prerequisites: LAWS 609.

LAWS 607 - Business Crime (2 Credits)
The class will examine substantive federal criminal law, especially "white collar" crimes in the corporate context. Topics covered include mens rea (what state of mind is required for criminal liability?), entity liability (who is the proper criminal defendant?), the attorney's role in conducting corporate internal investigations (who is the client?), the attorney-client privilege and work product protection, and ethical issues involved in joint representations. Substantive crimes addressed will likely include mail and wire fraud, insider trading, securities fraud, conspiracy, and obstruction of justice. Basis of Grade: Final examination. Form of Grade: Letter Grade.
Prerequisites: LAWS 581 or LAWS 600 or LAWS 609.

LAWS 608 - Law and Economics (2 Credits)
This course will provide an introduction to the positive economic analysis of legal problems. Students will be invited to use fundamental principles of economic science to explain legal doctrines. The inquiry, therefore, will not focus on normative aspects of economic analysis, on whether the law ought to promote efficiency. After a brief survey of macroeconomics, the course will address primarily the major common law areas of property, contracts, torts, and criminal law. In general, the course will attempt to demonstrate how fundamental economic concepts, such as transactions costs, externalities, and risk allocation, can help explain the logic of these large bodies of law, difference among them, and long standing principles within each. Depending on the availability of time and the students' prior exposure to economic analysis in these subjects, the course may cover topics in corporation law and the common law process. Graduation Requirement: This course satisfies the perspective course graduation requirement. Basis of Grade: Final exam. Form of Grade: Letter.
Prerequisites: None.

LAWS 609 - Business Associations (3 Credits)
This course focuses on the structure and characteristics of enterprises organized to do business in the partnership, LLC, and corporate form. Areas addressed will include the formation, ownership, operation, governance, and dissolution of the business entity. Substantial emphasis will be placed on the corporate form of business, but comparisons to the partnership and LLC forms will be included. The course will also examine fundamental agency principles important to all business organizations. This course is the foundation course for, and Business Associations is not a prerequisite for Agency, Partnerships, & LLCs. Registration: Second year progression course. 2L students have registration priority. Basis of Grade: Exam. Form of Grade: Letter.
Prerequisites: for all upper-level business-law courses, whether focusing on publicly traded entities or businesses owned by only a few persons. for Agency, Partnerships, LLCs.

LAWS 611 - Agency Partnership and Limited Liability Companies (3 Credits)
The principle focus of the course, however, will be on LLCs, and the issues relevant to starting, operating, and ending LLCs. Since LLC operations are based in large part on partnership principles, we will review some of these and see how they are incorporated into the operation of LLCs. We will consider the duties that LLC members owe to each other and the business. We will worry about when an LLC member may be personally liable for obligations of the entity. The financial operations of the business, and the financial rights of the members are important. In regard to Agency, we will review some of the basic principles you studied in Business Associations and may expand on these, including possible examination of issues involving "Undisclosed Principals," "Subagents," "Ratification," and "Notice." In regard to all these topics, we will pay particular attention to South Carolina law. Please note that you will be responsible for four projects done during the semester. These will all be graded. There will also be a brief final exam. 1. Project #1. In a group, your group will be responsible for working some basic "accounting" problems and explaining your results to the class. You will be required to "do math"! You will prepare these accounting problems outside of class. 2. Project #2. Your group will present to both the class and to an actual client, an explanation of some of the risks the client will be faced in forming an LLC. You will be required to prepare and present during class a memo to the client explaining risks they may be subject to. We will probably only have the class complete three projects, but you will be required to do four projects. 3. Project #3. An existing business is considering converting into an LLC. The new LLC will include investors who are interested, along with the business founders, of expanding and modifying the business. Your group will present both to the class and to the founders, a written memo listing key points (with explanations) the founders should consider in adopting this LLC. Another group will present to the class and to the investor group, a similar written memo listing key points (with explanations) the investors should consider in adopting this LLC. We will likely select some of the risks the client will be faced in forming an LLC. You will be required to prepare and present during class a memo to the client explaining the risks that they may be subject to. We will probably only have the class complete three projects, but you will be required to do four projects. 4. Project #4. Essential to the Final Exam. You will individually draft certain specified provisions for the LLC that the folks identified in Project #3 intend to adopt. You will draft two separate sections for each required provision - one favoring the founder group, and one favoring the investor group. This Project # 4 will count the most points for the course. This will likely be assigned the last week of the course and due during the first week of finals. 5. "Brief" Final Exam. The exam will cover topics that are separate from the planning and drafting of the LLC. Form of Grade: Letter Grade.
LAWS 612 - Accounting for Attorneys (3 Credits)
This course introduces students to the principles of accounting, including the theory and function of the financial statements and sources of authoritative accounting principles. The course studies the areas of accounting that commonly arise in day-to-day legal practice, including: law firm accounting, escrow accounting, internal controls, auditing, materiality, and financial ratio analysis. Other topics may also include partnership accounting, governmental/non-profit fund accounting, inventory accounting, and/or business decision-making topics. Registration: Students with six or more credits in Accounting need special permission from the Instructor to enroll in the course. Basis of Grade: Final Exam. Form of Grade: Letter Grade.

LAWS 613 - Criminal Adjudication (3 Credits)
This course examines the major procedural stages of a criminal prosecution from both a theoretical and practical perspective. At any given stage students should pay particular attention to the respective roles, objectives, and strategies of the judge, prosecutor, and defense counsel, and to the sometimes competing legitimate interests of law enforcement and criminal defendants. Principal topics to be covered include: the decision to charge and the issuance of complaints; initial appearance; bail and pretrial release and detention; the probable cause hearing; grand jury, indictment, and information; joinder; criminal discovery; guilty pleas and plea bargaining; speedy trial rights and provisions; jurisdiction and venue; civil forfeiture; double jeopardy; criminal trials and pretrial motions; sentencing, the death penalty, appeal, and post-conviction remedies (particularly habeas corpus). (Sentencing is also studied in greater depth in Sentencing and Correctional Law, to be given in spring 2012.) This course is taught primarily from a nationwide perspective, but as time allows, we may also make reference to practice under the South Carolina law where this state's procedure varies significantly from other jurisdictions. For students who are contemplating either prosecuting or defending criminal cases in their future careers, this course, in combination with courses in Criminal Procedure under the 4th, 5th, and 6th Amendments (sometimes mistakenly called "Constitutional Criminal Procedure," because a solid understanding of constitutional requirements is equally vital to both courses) and Sentencing and Correctional Law, provides a comprehensive nine-credit upper level study of criminal practice. However none of these courses is a Basis of Grade: Final exam. Form of Grade: Letter.
Prerequisites: for the others, and any of these courses may be taken by any student regardless of future career interests.

LAWS 614 - International Business Transactions (3 Credits)
A consideration of some of the problems under international, foreign, and domestic law that American business may encounter in doing business abroad, in selling products for export, and in competing in the U.S. with imported goods. Particular emphasis is given to the transactions and mechanics of international trade and finance, the international settings, including both GATT and bilateral agreements, and national regulation of import and export trade and foreign investment. Basis of Grade: Exam. Form of Grade: Letter Grade.
Prerequisites: None.

LAWS 615 - Secured Transactions (3 Credits)
An analysis of secured transactions under Article 9 of the Uniform Commercial Code. Topics to be considered include creation, perfection and priority of security interests; the impact of bankruptcy on secured transactions; and default foreclosure. Basis of Grade: Group problems and exercises; Final exam. Form of Grade: Letter Grade.
Prerequisites: None.

LAWS 615A - Secured Transactions Online (3 Credits)
This course examines the rules governing transactions in which personal property and fixtures are used as collateral to secure an obligation. The primary source of authority is Article 9 of the Uniform Commercial Code, but students will also be introduced to other applicable laws, including primarily the U.S. Bankruptcy Code. This body of law addresses not only the rights of the debtor and creditor inter se but also the rights of third parties with an interest in the collateral. Registration: Students in enrolled in this course cannot take LAWS 615, Secured Transactions. Basis of Grade: Final Exam. Form of Grade: Letter.

LAWS 616 - Capital Markets Regulation (2 Credits)
This course concerns the regulation of capital markets: the New York Stock Exchange, NASDAQ, and the wide variety of other institutions devoted to the trading of securities. Capital markets perform important social functions: providing liquidity for investors and incorporating information into prices, which in turn serve as vital guides to real economic activity. The effectiveness with which capital markets perform these functions and their costs of operation are determined in significant part by the rules governing the persons who operate, and trade in, these markets. The course will begin with a consideration of major domestic and transnational capital market institutions. It will then address the economic theory that explains how capital markets operate (market-microstructure economics) and the incentives that motivate their various players. These beginning segments lay the groundwork for a more informed discussion of the substantive law that governs capital markets. Specific regulatory areas to be considered include the rules relating to (1) transparency: who knows (and when) the prices at which securities are being offered and sold (the "ask quotes") and the prices at which actual trades occurred, (2) a broker's execution of a customer's orders, (3) dealers transacting directly with retail customers, (4) market making more generally, (5) trading system alternatives to the NYSE and NASDAQ, (6) trader behavior including manipulation, short selling and insider trading. The course, with its focus on persons who operate or trade in capital markets, should be distinguished from Securities Regulation, which is devoted primarily to the regulation of the behavior of the firms that issuer securities and their agents in connection with the primary offering and secondary trading of their securities. Basis of Grade: Exam performance, with slight adjustments based on in-class participation and performance. Class may involve both a midterm and a final exam. Form of Grade: Letter.
Prerequisites: LAWS 581 or LAWS 600 or LAWS 609 or LAWS 606.

LAWS 617 - Commerical Law Seminar (2 Credits)
The Seminar will cover the following commercial law topics: (1) the enforcement of money judgments; (2) letter of credit transactions; (3) financing secured by security interests in intellectual property; and (4) the past, present, and future of asset securitization. Registration: Course does not satisfy the graduation writing requirement. Basis of Grade: Written responses to problems and drafting exercises. Form of Grade: Letter Grade.
Prerequisite or Corequisite: LAWS 615.

LAWS 618 - Consumer Law (3 Credits)
A survey of federal and South Carolina consumer protection statutes, common law remedies, and enforcement in unfair and deceptive advertising and other sales practices, credit reporting and other disclosures, subprime consumer lending, mortgage lending and servicing, debt collection, landlord-tenant law, telephone privacy law, and arbitration. Basis of Grade: Class participation; writing assignment; class presentation. Form of Grade: Letter Grade.
Prerequisites: None.
LAWS 621 - Social Impact of Business Activity (2,3 Credits)
This course will explore the ways in which laws and regulations surrounding business activity impact the social contributions of businesses. The course will cover theoretical perspectives on the social role of businesses, comparative approaches to improving the social impact of businesses both in the US and abroad, and case studies of business’ positive and negative social contributions. Readings will come from a variety of sources, including chapters from books, journal articles, case studies, and news articles. Class meetings will center on discussion by all members of the class of the week’s readings. The semester will end with presentations of students’ written work. Graduation Requirement: Course satisfies the perspective graduation requirement. Course can also satisfy the graduation writing requirement if taken for three credit hours. Must earn a grade of "C" or better if completing for the writing requirement. Basis of Grade: Final examination and class participation. Form of Grade: Letter Grade.

Prerequisites: None.

LAWS 623 - Comparative Employment Discrimination Seminar (2,3 Credits)
This course is a seminar focusing on a comparison of employment discrimination laws in the United States and abroad. Students examine timely issues under the American legal system and compare the American approach to these issues with that of foreign-based systems. Through this comparative approach, students will examine critically the American system of employment law primarily as it exists under Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, and Title I of the Americans with Disabilities Act. Graduation Requirement: This course satisfies the perspective course requirement. It satisfies the graduation writing requirement if taken for 3 credit hours. Basis of Grade: Paper, oral presentation, and class participation. Form of Grade: Letter.

Prerequisites: None.

LAWS 624 - Employment Discrimination (3 Credits)
This course is designed to provide a broad overview of the federal legislation which prohibits employment discrimination on the basis of race, color, religion, sex, national origin, age, and disability. The course also examines the prohibitions against retaliation in the workplace. The course explores the basic frameworks for how claims of intentional and unintentional discrimination are analyzed. The course also examines how employment discrimination statutes are enforced, and the remedies available in these types of cases. Basis of Grade: Final examination and class participation. Form of Grade: Letter Grade.

Prerequisites: None.

LAWS 626 - Principles of Labor Law (2 Credits)
This course will address the basic principles and labor protections found in the National Labor Relations Act (NLRA). The NLRA – and the foundations of labor law generally - address various aspects of collective activity, including the right to organize and join labor organizations, and the regulation of strikes, boycotts and picketing. Additionally, this course will examine the timely issues of labor law, and explore the direction that this field is heading. Basis of Grade: Final examination, class presentation and class participation. Form of Grade: Letter Grade.

Prerequisites: None.

LAWS 627 - Immigration Law (2 Credits)
This course will examine the legal framework and criteria that govern who can legally enter, reside, and become a citizen in the polity of the United States, a country that has attracted large numbers of immigrants throughout its history and continues to do so today. Drawing on the Immigration and Nationality Act, attention will be paid to judicial, legislative, and regulatory construction of those provisions of immigration law relevant to defining who is allowed into the United States and in what category, who may be removed, and the more recent focus on security/terrorism concerns and immigration as a political issue. Basis of Grade: Final examination. Form of Grade: Letter Grade.

Prerequisites: None.

LAWS 628 - Immigration and Family Law Skills Workshop (3 Credits)
In this class, students will follow a simulated immigration case from beginning to end. The class will examine the common issues that undocumented immigrants face during deportation proceedings and learn the skills and defenses immigration attorneys use to represent undocumented immigrants seeking to challenge their removal. In addition, the class will also address how other legal issues pertaining to areas such as family law or criminal are complicated by a client’s immigration status. Students in the class will be expected to draft various immigration documents and will be graded on these assignments. Lastly, throughout the semester, immigration law practitioners will be invited to share their expertise and experience with the class. Graduation Requirement: Satisfies the experiential course graduation requirement, must earn a grade of C or better. Basis of Grade: Written exercises. Form of Grade: Letter Grade.

LAWS 629 - Alternative Dispute Resolution (3 Credits)
Over 95% of all legal disputes are resolved outside of the courts. This course will explore how most of those disputes are resolved. It will provide an overview of the main Alternative Dispute Resolution (ADR) processes: negotiation, mediation and arbitration. Each of these processes will be critically examined, through a combination of assigned readings, interactive role-play exercises, and possibly guest presentations. The primary goal of the course is to expose students to the theoretical and practical fundamentals of ADR, including when and how to effectively use these processes in a professional setting. The second goal is to impart an understanding of the ethical and legal implications of ADR processes. Students will leave this course with a basic competency in some key lawyering skills, including communication, negotiation and representing parties in various ADR fora. Graduation Requirement: This course satisfies the experiential course graduation requirement, must earn a grade of C or better. Basis of Grade: Students will be graded on contributions to general class discussions; performance in a negotiation simulation; performance in a mediation simulation. Note that attendance and class participation will be significant parts of the assessment. Form of Grade: Letter Grade.

LAWS 630 - Individual Employment Law (3 Credits)
Legislatures and courts have steadily increased regulation of employment relationships in recent decades. The new regulations consist of a mixture of contract, tort, criminal, and administrative law. This course explores those developments, and we will study many of the statutory and common law rules governing the establishment and termination of the employment relationship and regulating the conditions of employment. Given the breadth of the subject matter, Individual Employment Law will be useful for students considering general practice or corporate law as well as those planning to practice labor and employment law. Basis of Grade: Final examination and class participation. Form of Grade: Letter Grade.

Prerequisites: None.
LAWS 631 - Parents, Children and the State (3 Credits)
This course addresses issues related to the legal status of childhood and the parent-child relationship, including: the foundations of parental authority over children, the foundations of the state’s parens patriae authority to intervene in family life, the allocation of authority to make decisions concerning children, child abuse and neglect, the child protection legal system, and family courts and executive branch agencies which administer relevant areas of law. Basis of Grade: The grade will be based on the student’s attendance, class participation, and performance on one or more examinations or other written assignments. Form of Grade: Letter.
Prerequisites: None.

LAWS 633 - Income Taxation (3 Credits)
Basic concepts of income taxation of individuals; gross income, adjusted gross income, applicable deductions, credits, gains and losses and nonrecognition transactions. Examination of concepts of capital gains and losses, including questions of basis, nonrecognition in certain exchanges and carry-over of losses. Registration: Second year progression-entry course; 2L priority registration Basis of Grade: Final examination, problems as announced in class and class participation. Form of Grade: Letter Grade.
Prerequisites: None.

LAWS 634 - Elder Law (3 Credits)
This course will include a survey of the substantive topics about which a lawyer should have at least a basic understanding when representing an older client, a client with special needs, or a family member of an elder or a person with disabilities who is in need of protection. Some of the subjects included will be long term care planning; basic estate planning; advance directives; powers of attorney; Medicaid, Medicare and other government benefits; guardianship and conservatorship. The course will also address the many ethical issues which the attorney must resolve in the process of representation. Practical guidance, using both hypothetical and real life examples and sample forms, will be provided. Basis of Grade: Quizzes, writing assignments, class participation and attendance. Final exam. Form of Grade: Letter Grade.

LAWS 636 - Corporate Tax (3 Credits)
Federal income taxation of corporations and shareholders. The course will deal with the organization of a corporation; its' original capital structure; dividends and other non-liquidating distributions; and liquidations. Special emphasis is placed on the problems of the close corporation. Basis of Grade: Final examination and class participation. Form of Grade: Letter Grade.
Prerequisites: LAWS 633.

LAWS 637 - Partnership and LLC Taxation (3 Credits)
An examination of the classifications, organization, operation, and dissolution of partnerships for federal income tax purposes; basis of partnership interests; determination of partnership income; sales of partnership interests; death and retirement of a partner. Basis of Grade: Final examination. Form of Grade: Letter Grade.
Prerequisites: LAWS 633.

LAWS 638 - Tax Policy Seminar (2,3 Credits)
This seminar examines the legal, political, sociocultural, and economic considerations involved in the formulation and implementation of tax policy. Early weeks of the course will explore foundational concepts that provide the metrics by which we evaluate tax policy: simplicity, efficiency and equity. The course is inherently interdisciplinary. Students will engage with philosophy by tackling concepts such as redistributive theory that support or challenge progressive taxation and economic theory on what makes “good” tax policy. After building a foundation with which to evaluate tax law and policy, the course will explore different topics in tax policy, including, but not limited to: the taxable unit, wealth inequality and income redistribution, tax expenditures or subsidies, tax and environmental policy, critical tax theory, and double taxation of corporations. Graduation Requirement: Satisfies perspective course graduation requirement. This course will satisfy the graduation writing requirement if taken for three (3) credit hours and must earn a grade of C or better. Basis of grade: Class participation and multiple five page persuasive essays based on materials covered in class. Each writing assignment will require the student to argue for or against a given issue, proposed or current provision. Form of Grade: Letter.
Prerequisite or Corequisite: LAWS 633.

LAWS 640 - State and Local Tax (2,3 Credits)
A study of the tax systems of state and local governments. We will consider federal Constitutional and statutory restrictions on the ability of state and local governments to enact taxes, state restrictions on the ability of local governments to enact taxes, state income taxes, sales and use taxes, and property taxes. Special attention will be paid to policy; comparing and contrasting South Carolina law to laws of other states and federal income taxes; and comparing the Unites States’ treatment of international transactions to the states’ treatment of multi-state and international transactions. Registration: A student who registers for 2 hours may elect to write a paper or complete a take-home exam; the course will satisfy the graduation writing requirement if taken for 3 credit hours, must earn a grade of C or better. Basis of Grades: paper or take-home exam for 2 credits, and class participation. Form of Grade: Letter grade
Prerequisite or Corequisite: LAWS 633.

LAWS 641 - Wills, Trusts, and Estates (3 Credits)
Disposition of property upon death by intestacy, by will and by will substitute, including consideration of the related problems of limitations upon the testamentary power and contests of testamentary disposition; interviews disposition of property by gift and trust; brief survey of administration and probate. Registration: Second year progression-entry course; 2L priority registration. Basis of Grade: Final examination. Form of Grade: Letter Grade.

LAWS 641A - Wills, Trusts, and Estates Online (3 Credits)
This course addresses how property passes when a person dies intestate or with a will. In addition, the creation, administration, and enforcement of trusts will be discussed. Registration: Students enrolled in this course cannot take LAWS 641, Wills, Trusts, and Estates. Basis of Grade: Mid-term Exam; Final Exam; Discussions and Assignments (Class Participation). Form of Grade: Letter.
LAWS 643 - Income Taxation of Trusts and Estates (2 Credits)
Income taxation of trusts, estates, and gifts including the tax treatment of the decedent's final return, grantor trusts, income in respect of a decedent, interviews, testamentary, and charitable trusts, fiduciary accounting, accumulation trusts under the throw-back rules. Basis of Grade: Final exam and class participation. Form of Grade: Letter.
Prerequisites: LAWS 633, LAWS 641, LAWS 649.

LAWS 644 - Bankruptcy (3 Credits)
This course will cover the fundamental concepts and terminology of federal bankruptcy law. The course will provide the background necessary for students interested in specializing in bankruptcy and those with other practice interests who wish to become more marketable in a competitive job market. Students will learn to recognize common insolvency issues and to develop strategies for resolving such issues in both consumer and commercial bankruptcy cases. Some class time will be reserved for visits from legal professionals in the community, who will share their experiences in legal practice, including the field of bankruptcy law and other specialties, and offer advice to students about practicing law during this time of recession. Class time will also be reserved for students to attend court hearings during the semester which will require meeting outside of the regularly scheduled time. Registration: LAWS 615 recommended. Basis of Grade: Final examination. Form of Grade: Letter Grade.

LAWS 647 - Fiduciary Administration (2 Credits)
Survey of the probate of wills, the appointment of Personal Representatives of decedents’ estates, the administration of decedents’ estates (duties and powers of Personal Representatives), and the administration of trusts generally (duties and powers of Trustees). South Carolina emphasis. Basis of Grade: Final examination, attendance and class participation. Form of Grade: Letter Grade.
Prerequisites: LAWS 641.

LAWS 649 - Estate and Gift Tax (2 Credits)
Analysis of principles and application of federal estate and gift tax law, regulations and rules effecting (1) various methods for interviews and testamentary transfers including consideration of typical estate planning devises such as gifts, wills, trusts. Insurance, and other death benefits, (2) post-mortem planning, and (3) drafting techniques. Basis of Grade: Exam. Form of Grade: Letter.
Prerequisites: LAWS 641.
Corequisite: LAWS 641 with permission of instructor.

LAWS 650 - Estate Planning (2 Credits)
Commercial (practice) software will be used to prepare estate planning documents. The drafting assignments will include simple wills, wills for couples with minor children, wills and trusts that include provisions for the estate marital deduction and GST taxes, health and financial powers of attorney, as well as drafting for the South Carolina elective share. Other issues covered will include consideration of client competence, preparing for will contests, and ethical issues for estate planners. If time permits, the class will draft irrevocable life insurance trusts. Students will work on projects in teams of 2-3. Registration: LAWS 633 is recommended. Graduation Requirement: This course satisfies the experiential course graduation requirement, must earn a grade of C or better. Basis of Grade: Exam, drafting projects, class participation and attendance. Form of Grade: Letter.
Prerequisites: LAWS 641.

LAWS 651 - Land Use Planning (3 Credits)
A study of regulation of land use. Topics include zoning, subdivision regulation, and takings. One emphasis of course is on practice in the area. To accomplish this goal, class methodology will include use of problems, based on South Carolina law and on the City of Columbia Code, that will be worked on in teams. In addition, students will be required to attend a total of four meetings of councils/commissions during the semester. Registration: Attending the Four Councils/Commissions meetings may require missing a class/classes in other courses. Basis of Grade: Final examination and class participation. Form of Grade: Letter Grade.
Prerequisites: None.

LAWS 652 - Real Estate Transactions I (3 Credits)
This is a course on the substantive law of real estate transactions. The course will cover a broad range of topics and issues related to real estate transactions, both residential and commercial, focusing on provisions typically found in real estate contracts and how those contract provisions manifest themselves in actual transactions. The course will also include a focus on various topics designed to provide a working knowledge of concepts and issues often encountered in a real estate practice. Basis of Grade: Final Examination (Primarily), Class Projects, and Class Participation. Form of Grade: Letter Grade.
Prerequisites: None.

LAWS 653 - Real Estate Transactions II (2 Credits)
An in-depth analysis of advanced level real estate planning and transactional matters with an emphasis on problems, techniques, and solutions. Course coverage may include residential closings (including condominium and planned unit developments), commercial closings, and commercial leases. Course material will also include examination of consumers’ rights in real estate matters, of financing problems and techniques, and of problems and techniques of dealing with default by various parties to the transaction. Graduation Requirement: This course satisfies the experiential course graduation requirement, must earn a grade of C or better. Basis of Grade: Projects and class participation. Form of Grade: Letter Grade.
Prerequisites: LAWS 652.

LAWS 654 - Commercial Law (3 Credits)
This course is an introduction to the laws that govern the sale of goods and the means by which parties satisfy obligations by payment. The course primarily examines rules and principles codified in Articles 2, 3, and 4 of the Uniform Commercial Code regarding goods transactions, the use of checks and other negotiable instruments as a payment system, the collection process, and the process for allocating losses. Through statutory and case analysis and problem solving, students will develop skills in planning for and resolving disputes involving these issues, as well as the critical skills necessary to evaluate the goals and implications of these laws. Registration: This course is recommended for 2Ls. Basis of Grade: Final examination. Form of Grade: Letter.
Prerequisites: None.
LAWS 655 - Food and Drug Law (3 Credits)
Regulating products that account for approximately 25 cents of every consumer dollar expended in the United States annually, the Food and Drug Administration (FDA) is central to protecting and advancing the public health. FDA regulates food, drugs, biologics, medical devices, cosmetics, and tobacco products. This course will examine the federal regulation of products subject to FDA’s jurisdiction, focusing on the regulation of human food, human drugs (prescription and OTC), biologics, and medical devices. It will examine the substantive law as well as FDA’s enforcement power, practice, and procedure. This course will explore the historical development of food and drug law as well as contemporary issues, and examine the public policy considerations which have shaped the law. Basis of Grade: Examination and Class Participation. Form of Grade: Letter.
Prerequisites: None.

LAWS 656 - Federal Litigation Clinic (4 Credits)
Students will represent clients in cases presenting problems in civil Federal litigation. The casework will focus on problems of pleading, discovery and motion practice in the Federal Courts. Caseload will be limited and students will work on cases under the supervision of clinical faculty; all aspects of client representation will be closely supervised. A one hour per week classroom component will address specific procedural and substantive problems in the context of individual student cases. Group discussion and decision-making will be employed to expose all students to the problems presented by the various cases. Registration: Subject to Client Contact Clinic Lottery. This course satisfies the skills course graduation requirement. Basis of Grade: Performance on casework, class attendance, preparation and participation. Form of Grade: Letter Grade. 
Prerequisites: LAWS 671.
Prerequisite or Corequisite: LAWS 555 or LAWS 554.

LAWS 657 - Payment Systems (3 Credits)
This course is an introduction to the laws that govern the means by which parties satisfy obligations by payment. The course considers the legal and economic implications of the use of checks and other negotiable instruments as a payment system, including the collection process and loss allocation principles under Articles 3 and 4 of the Uniform Commercial Code. The course also covers federal regulation of funds availability, credit cards, electronic funds transfers and wholesale wire transfers. Basis of Grade: Final examination. Form of Grade: Letter Grade.
Prerequisites: None.

LAWS 658 - How Governing Institutions Fail (and Succeed) (2 Credits)
This seminar prepares students for the work of designing, building, and working within complex institutions. Drawing on ideas from political science, law, history, economics (especially the economics of public choice), and social welfare, the seminar will focus on the often paradoxical and surprising reasons why institutions become co-opted, inefficient, unrepresentative, or otherwise fail to achieve their goals (and ways to avoid or prevent such failures). The course will examine institutions including legislatures, multi-member courts like the Supreme Court, corporate boards, and administrative agencies. In considering case studies of possible institutional failure, the course will also examine how to design institutions to succeed. Students will read and discuss both theoretical texts and primary documents, including legislation and judicial opinions. Registration: This course satisfies the perspective course graduation requirement. Basis of Grade: Class participation and response papers. Form of Grade: Letter.
Prerequisites: None.

LAWS 659 - Federal Courts (3 Credits)
A study of the role of the federal courts in the operation of the federal system. The course is designed to cover the constitutional and statutory role of federal courts, including their relationship to other branches of the federal government, the interplay of federal and state law, and the distribution of judicial power between federal and state courts. Specific topics to be covered include, Congressional Power to control Federal Jurisdictional, supplemental and Removal Jurisdiction, Jurisdictional Amount, State Sovereign Immunity, Absention, the Anti-Injunction Act and current Concepts of Federalism. If time permits, the course will also cover Habeas Corpus and Civil Rights Removal. Basis of Grade: Final examination. Form of Grade: Letter Grade.
Prerequisites: None.

LAWS 662 - Islamic Law (2 Credits)
Though often maligned and misunderstood, Islamic law is one of the longest enduring and most widely subscribed systems of law in the world. This course will give students a firm grounding in the sources, principles, concepts, and terminology of Islamic law as well as an in-depth review as to its history and role in the contemporary era. Students will gain practical insights into the sources and constructs of this religious-based legal system, including the substantive difference between Islamic Shari’ah and Islamic jurisprudence, as well as an in-depth analysis of the Qur’an, the Tradition of the Prophet Muhammad, as well as the various rational constructions devised by jurists and eminent legal scholars, the Islamic schools of law, differences between Shi’i and Sunni Islamic law, the historical demise and the modern resurgence of Islamic law, and Islamism as well as examination in the context Islamic fundamentalism, the law of war and modernism. Finally, students will gain an in-depth understanding of selected aspects of Islamic constitutionalism, Islamic criminal law, and how classical and contemporary Islamic law comports with international human rights law as well other contemporary issues. Basis for grade: 85% final exam, 15% participation. Form of grade: Letter.
Prerequisites: None.
LAW 663 - Legal and Equitable Remedies (2 Credits)
An introduction to litigation theory and strategy through analysis of the various kinds of relief that may be obtained in the courts. Readings and problems will be used to analyze the difference among the various remedies, the theories upon which they are based, and their appropriateness in protecting specific legal interests. Problems of choice among remedies will be emphasized as a key factor in practical litigation strategy. Basis of Grade: Final examination. Form of Grade: Letter.
Prerequisites: None.

LAW 664 - Forest and Natural Resource Law (3 Credits)
This course explores the law and policy governing use and conservation of natural resources, such as forests, minerals, water, and wildlife. Natural resources laws and policies must balance conservation, environmental objectives, economic development, recreational use, and other priorities among various groups of users and between current and future generations. In doing so, they incorporate insights from science, economics, politics, and ethics. While legal regimes differ greatly, similar issues arise on both public and private lands. In studying this body of law, the course will focus on a single ecosystem - forests, particularly privately-owned forests in the Southeast US. This focus allows the wide variety of relevant legal tools to be explored in a consistent context, and avoids substantial overlap with courses covering specific areas of natural resources law (such as Water Law and Energy Law). The theories and doctrines studied will, however, have applications beyond forests and beyond the Southeast. In particular, we will study the National Forest Management Act, Endangered Species Act, and common law doctrines such as trespass, nuisance, and easements (including conservation easements). As part of our study, we will also examine theories of natural resources problems, including the tragedy of the commons, and solutions, including regulation and privatization. The course is relevant and useful for students interested in environmental law as well as private real estate practice - the course will consider the implications of natural resources law for both long-term environmental goals and individual land transactions and management practices. Registration: Students who have taken LAWS 684 may not enroll in this course. Basis of Grade: Class participation, short writing assignments, and final exam. Form of Grade: Letter.

LAW 665 - International Trade Law (2,3 Credits)
This course focuses on the law of international trade, sometimes also called international economic law, which is a specialized area of public international law of growing importance because of economic groupings like NAFTA (representing a regional free trade area approach) and the WTO (representing the worldwide multilateral free trade approach) as well as foreign direct investment law. The world is in the early stage of another multilateral trade liberalization round (aka the Doha Round), and beyond existing law we shall look at how things are shaping up. This course will be taught using website materials (no book). This will be a shared video conference course taught together with foreign universities to make you work through trade law problems together with foreign students. Graduation Requirement: This course satisfies the perspective course requirement. It may be taken for 3 credit hours and satisfaction of the graduation writing requirement with the prior permission of the instructor, must earn a grade of C or better Basis of Grade: Paper. Form of Grade: Letter.
Prerequisites: None.

LAW 666 - International Environmental Law (2,3 Credits)
Environmental concerns transcend national borders, but present distinctly different issues to differing groups of countries in an area where soft law predominates. This course looks at the nature of the international law process in the area (with its limited number of treaty and substantive law principles), economic perspectives on natural resource usage, state sovereignty and abiding tensions between industrialized and developing countries concerning pollution problems (beyond prohibitions, to technology transfer and the who pays question). Since established law is minimal, this course examines the public international law framework for international environmental law de lege ferenda. Registration: An overnight out-of-town field trip may be required. Graduation Requirement: Satisfies the Perspective Course requirement. Students may elect to satisfy the writing requirement, if taken for 3 credit hours with instructor’s permission. Must earn a grade of C or better if taken for the writing requirement. Basis of Grade: Final examination and tutorials or paper. Form of Grade: Letter.
Prerequisites: None.

LAW 667 - Designing Access to Justice Technology Externship (2 Credits)
For students interested in consumer law, elder law, or landlord-tenant law: learn how to make the law more accessible and useful for ordinary people. Students will work 8-10 hours per week as part of a technology initiatives project to develop scripts for guided interviews, training videos, and other online resources for self-represented litigants and pro bono lawyers. Software skills not required. The work will consist of substantive legal research; the observation of related proceedings in Magistrate or Probate Court; the translation of legal requirements and concepts into plain language; and the design and testing of online resources for lawyers and self-represented litigants. Students will work with the lead lawyer on the project, as well as the IT specialist and web content manager at South Carolina Legal Services. Students will also meet periodically with a faculty member to reflect upon their experience and learn about new developments in substantive legal technology. Registration: Students must submit a contemporaneously maintained daily journal of their experience, along with a description and example of the resources developed during the externship. The fieldwork supervisor will also complete an evaluation of the student’s performance. Basis of Grade: The final grade will be determined by the professor, based upon evaluation submitted by the fieldwork supervisor and a determination by the faculty member that all other requirements of the externship have been satisfactorily completed. Form of Grade: Letter.
Prerequisite or Corequisite: LAWS 554.
LAWS 668 - Liberty Seminar (2 Credits)
This seminar examines a difficulty at the heart of the Constitution’s commitment to liberty: how can we reconcile majority rule with individual rights? That is to say, how can we curtail our ability to govern ourselves as part of a community or our right to be free of interference in how we choose to live our own lives without sacrificing an important part of our freedom? To see whether there is any principled basis for limiting either collective judgment or individual liberty, students will review some of the more prominent arguments of political philosophy, paying particularly close attention to the writings of two great champions of liberty, John Stuart Mill and Isaiah Berlin. They will then examine competing conceptions of liberty as they relate to a number of specific legal topics, which may include the following: whether a patient has a right to assisted suicide, the ability of the majority to regulate or forbid certain sexual practices; the arguments for and against campaign finance reform; and the role of the business corporation in a free society. Graduation Requirement: This course satisfies the perspective course requirement, but does not satisfy the graduation writing requirement. Basis of Grade: Response papers, class participation, and final paper. Prerequisites: None.

LAWS 669 - The Constitution (3 Credits)
A study of the structure and theory of the U.S. Constitution as described in the organic laws and founding documents without the judicial exegesis. Specifically, we will examine the Colonial Charters; The Declaration of Independence (1776); The Articles of Confederation (1777); the Treaty of Paris (1783); The Northwest Ordinance (1787); Madison’s Notes on the Philadelphia Convention (1789); the Proposal of the 11th Amendment by the Third Congress (1794); and the Virginia and Kentucky Resolutions (1798). The founders’ ideas of self-rule, federalism, separation of powers, and man’s relation to society will be traced back to Enlightenment writers such as Hume and Montesquieu and developed through the writings of Thomas Jefferson, James Madison and John Adams. Registration: Students who have enrolled in LAWS 835 may not also enroll in this course. Graduation Requirement: Satisfies perspective course graduation requirement. Basis of Grade: Paper. Form of Grade: Letter Grade. Prerequisites: None.

LAWS 670 - Judges and the Rule of Law (3 Credits)
This seminar will compare the nature and role of judges throughout the world in supporting and protecting the Rule of Law, focusing on judicial ethics and independence and investigating the influence of various methods of selecting judges and holding them accountable. It will cover the American Bar Association Model Code of Judicial Conduct, judicial disciplinary procedures, various methods used throughout the United States to select judges and to review judicial performance, as well as constitutional and policy issues arising from the tension between judicial independence and the roles of the executive and legislative branches of government and the electorate in the process of selecting judges and in extending their tenure. Additional insights will be sought from the way these issues are dealt with in other countries, correlating those insights with the Rule of Law Index. Registration: Students who have taken Comparative Seminar on Judges may not also take this course. Note: This course satisfies the perspective course requirement and the graduation writing requirement, must earn a grade of C or better. Basis of Grade: Class participation and a seminar paper. Form of Grade: Letter. Prerequisites: LAWS 554 or LAWS 555.

LAWS 671 - Evidence (3 Credits)
Preparation and presentation of various kinds of evidence, including: proof of writings; qualifications and examination of witnesses; privilege; opinion testimony; demonstrative, experimental, scientific evidence; determination of relevancy; and application of the hearsay rule. Registration: Second year progression course; 2Ls have priority registration. Basis of Grade: Final Exam. Form of Grade: Letter Grade. Prerequisites: None.

LAWS 672 - Public Health Law (2,3 Credits)
This is a survey course on public health law, including constitutional law, administrative law, torts, taxation, public health ethics, and other related areas. Students will also write at least two substantive papers on topics of their choosing in the area of public health law. Graduation Requirement: This class satisfies the requirement for a perspectives class and, if the student takes it for 3 credits, satisfies the graduation writing requirement, must earn a grade of C or better if taken for the writing requirement. Basis of Grade: This is a paper class. For 2 credits, students must write at least 2 separate papers of at least 7-8 pages in length for a total of 15 pages. For 3 credits, students must write at least 2 papers of at least 15-17 pages in length for a total of 30 pages. Form of Grade: letter.

LAWS 673 - Health Law: Finance and Organization (2,3 Credits)
This course focuses on the business of health care and the laws that impact health care business enterprises, including the tax laws governing tax-exempt organizations, the antitrust laws, and the fraud and abuse laws. The course will also examine how health care is funded and regulated through both private and public insurance, including Medicare and Medicaid. The class will do problems for each reading assignment, some in groups and some individually Graduation Requirement: Students who elect to take this course for three (3) credits will write a paper that meets the writing requirement and must earn a grade of C or better. Basis of Grade: In addition to problems, this is a paper course and students will be expected to draft an in-depth memorandum analyzing an issue related to one of these areas of the law. The specific topic will be up to the student. Form of Grade: Letter. Prerequisite or Corequisite: LAWS 676.

LAWS 674 - Health Law: Finance and Organization (2,3 Credits)
This course focuses on the business of health care and the laws that impact health care business enterprises, including the tax laws governing tax-exempt organizations, the antitrust laws, and the fraud and abuse laws. The course will also examine how health care is funded and regulated through both private and public insurance, including Medicare and Medicaid. The class will do problems for each reading assignment, some in groups and some individually Graduation Requirement: Students who elect to take this course for three (3) credits will write a paper that meets the writing requirement and must earn a grade of C or better. Basis of Grade: In addition to problems, this is a paper course and students will be expected to draft an in-depth memorandum analyzing an issue related to one of these areas of the law. The specific topic will be up to the student. Form of Grade: Letter. Prerequisite or Corequisite: LAWS 676.

LAWS 675 - Advanced Evidence: Law and Strategy (2 Credits)
All great trial lawyers enjoy a mastery of the law of evidence, both its academic theory and its practical strategy. This course puts students on the path to that mastery by teaching the advanced academic theories of evidence, and by instilling the habits and principles of sound strategic thinking about real evidence problems. Students will learn to analyze complex evidentiary issues correctly, using the conceptual structure of the law of evidence. Graduates of this class will be able to recognize and solve evidence problems with the highest level of structured academic analysis, complemented by an instinctive knack for practical courtroom strategy. Basis of Grade: Examination. Form of Grade: Letter. Prerequisites: LAWS 671.
LAWS 676 - Health Law and Policy (3 Credits)
This introductory health law and policy course surveys current regulatory schemes governing the provision of healthcare. The class focuses on major themes such as quality of care, access to care, cost containment and the role of the public health. The goal of this course is to familiarize students with the laws and recurrent policy concerns that arise in health law by analyzing a broad spectrum of health law areas. Areas studied include malpractice, the provider-patient relationship, informed consent, the regulation of healthcare facilities, the regulation of health insurers and managed care providers, Medicare/Medicaid, and the power of the state during a health emergency. Basis of Grade: TBA. Form of Grade: Letter.
Prerequisites: None.

LAWS 677 - Intensive Trial Advocacy (2 Credits)
The subject matter covered in this intensive course will include direct, cross and redirect examination; impeachment; opening statements and closing arguments; evidentiary foundations; and expert witnesses. Students will be immersed in the actual performance of all phases of the trial. Participants will learn under the guidance of experienced trial lawyers and judges in a simulated courtroom environment. For ten days, students will devote full time to this course developing their skills in actual trial work. In the last phase of the course, students will be assigned to two person teams and conduct a full scale trial. Note: This course satisfies the skills course graduation requirement. It also offers an excellent opportunity for trial skills preparation for students participating in the Mock Trial program, but all students who have satisfied the Students may not take this course and Trial Advocacy. Basis of Grade: Class exercises Form of Grade: Pass/Fail
Prerequisites: may enroll.

LAWS 679 - Trial Advocacy (2 Credits)
An in-depth consideration of the skills of the trial lawyer ranging from trial preparation to litigation strategy. Students are trained in direct examination, cross examination and other litigation oriented skills. Graduation Requirement: This course satisfies the experiential course graduation requirement. Basis of Grade: Class exercises. Form of Grade: Pass/Fail.
Prerequisite or Corequisite: LAWS 671.

LAWS 680 - Technology Law: Law of the Newly Possible (2,3 Credits)
This course examines how law responds to, incorporates, and affects the development of new technologies. The seminar addresses questions of risk and regulation from both public and private perspectives. It considers a range of currently emerging technologies as well as historic innovations that offer insights into anticipating and resolving key legal and policy tensions. Readings will be excerpted from source documents, academic and technical literature, and current drafts of bills and standards. All students will be expected to actively contribute during class and to critically reflect through regular response papers. Graduation Requirement: Satisfies the perspective course graduation requirement. If taken for three credits (which entails an assignment beyond the regular response papers), it also satisfies the writing requirement. Must earn a grade of C or better if taken for the writing requirement. Basis of Grade: Response Papers and class participation. Form of Grade: Letter.

LAWS 681 - Criminal Trial Practice (2 Credits)
Understanding of the practical problems that arise in criminal cases; criminal investigation, pleadings and motions practice, criminal evidence, preliminary hearings, appeals, jury selection, discovery, trial practice, and other related issues. Graduation Requirement: This course satisfies the experiential course graduation requirement. Basis of Grade: Class performance in trial situations. Form of Grade: Pass/Fail.
Prerequisites: LAWS 547 and LAWS 671.

LAWS 682 - Legal Writing for the Courts (3 Credits)
This course will concentrate on format, organization, analysis and written expression of thought in a variety of documents which the students will prepare in the context of writing for a hypothetical appellate judge and court. The documents will include materials to support an application for a judicial clerkship, a bench brief, a pre-conference memorandum, an opinion for the court, a dissenting opinion, and editing exercises. The instructor will provide advice and individual comments tailored to each student’s writing style. Graduation Requirement: Students may elect to satisfy the experiential graduation requirement, or writing graduation requirement, but not both. Must earn a grade of C or better. Basis of Grade: A series of writing assignments. Form of Grade: Letter.

LAWS 683 - Appellate Advocacy (3 Credits)
An intensive study of appellate litigation with a view to developing appellate practice skills, including formulation of strategies on appeal, use of the appellate record, brief writing, and oral advocacy. The course will focus on South Carolina appellate practice although federal practice will be included. Emphasis will be placed on individual learning and development. Registration: In the spring semester 2L members of the moot court board will be given priority. Graduation Requirement: This course satisfies the experiential course graduation requirement. Must earn a grade of C or better. Basis of Grade: Written and oral assignments, class discussion and individual critique. Form of Grade: Letter Grade.

LAWS 684 - Environmental Law of Natural Resources (3 Credits)
Natural resources laws are meant to ensure, among other things, that wildlife and fisheries are managed sustainably; that fresh water is conserved and allocated fairly; that endangered species are recovered to healthy populations; and that public and private lands provide a wide range of goods and services. Meeting these important objectives means resolving conflicts among various user groups and between current and future generations of users. There are a number of reasons why resolving these conflicts is both challenging and politically charged. Incomplete science often prevents government agencies from accurately assessing the current status of natural resources and predicting how potential future actions will affect them. Psychological traits such as optimism and loss aversion often prevent resource users from even acknowledging that there is a problem in the first place. New laws must often overcome long-standing cultural beliefs and traditions that evolved in the context of fewer resource demands. Finally, natural resource issues are characterized by the inherent political economy problems that arise when difficult-to-represent interests like the environment and future generations are involved. In this course we will study the ways that federal laws, including the Magnuson-Stevens Fishery Conservation and Management Act, the Marine Mammal Protection Act, the Endangered Species Act, and the National Forest Management Act, attempt to conserve and allocate natural resources. As part of our study, we will also examine theories of natural resources problems, including the tragedy of the commons, and solutions, including regulation and privatization. Note: Students who have taken LAWS 664 may not enroll in this course. Basis of Grade: Final examination, short writing assignments and class participation. Form of Grade: Letter Grade.
Prerequisites: None.
LAWS 685 - Serving the Court: Judicial Clerkships (2 Credits)
This class will focus on the role, duties, and conduct of law clerks. You will learn how clerks should conduct themselves; maintain an appropriate relationship with the judge and other participants in the legal system and the type of work clerks perform. The class will offer instruction on how to understand and deal with the court docket of cases and motions, how to properly analyze cases (through case study with intensive analysis and extensive class discussion), how to write succinct and useful bench memos, and how to organize and draft opinions/orders for a court. The course will include speakers to include: judges (both federal and state), clerks, and others who will broaden your perspective and offer you advice if you decide to pursue a clerkship. The class will involve a very high level of classroom participation and out of class work. Registration: Students may not enroll for LAWS 682 and this course. Basis of Grade: Class participation, writing assignments. Form of Grade: Letter Grade.
Prerequisites: None.

LAWS 686 - The Future of the Legal Profession (3 Credits)
This course examines new models for the delivery of legal services and the professional and regulatory challenges and opportunities such models create. It begins by analyzing U.S. lawyers' monopoly over the "practice of law" and comparing the U.S. regulatory framework to regulatory frameworks in other countries. It then surveys innovations in legal information technology and the expanding role of non-lawyer providers in both high-tech and low-tech settings, with each class built around case studies of specific companies, products, and providers. Each student will write a case study within the first six weeks of the course, plus a final analytical paper that builds on the case study. Readings and comments for the final sessions will be organized around student topics. Graduation Requirement: This course satisfies the graduation writing requirement. Must earn a grade of C or better. Basis of Grade: Weekly comments, case study, and final paper. Form of Grade: Letter grade.
Prerequisites: LAWS 554 or LAWS 555.

LAWS 687 - Fourth Circuit Practice (2 Credits)
This course will concentrate on appellate practice before the United States Court of Appeals for the Fourth Circuit. It will focus on the proper way to prepare, present, and argue cases before that Court. Some time will be spent on rules and procedures for the Fourth Circuit, but the main emphasis will be effective advocacy before a federal appeals court. Graduation Requirement: This course satisfies the experiential course graduation requirement. Must earn a grade of C or better. Basis of Grade: Written and oral assignments, class discussions and individual critique. Form of Grade: Letter.

LAWS 688 - Topics in Insurance Law (2 Credits)
This course is designed to focus upon routine areas of insurance practice and timely statutory and common law updates. Although national standards are surveyed, the course work will focus upon State of South Carolina insurance rules, procedures, and issues. The course is not designed to provide a comprehensive study of all possible areas of insurance law or all possible insurance issues addressed upon the South Carolina Bar examination. Basis of Grade: Final Examination. Form of Grade: Letter.
Prerequisites: None.

LAWS 689 - Construction Law and Litigation (2 Credits)
This course covers the substantive issues that arise in litigation concerning major public and private construction projects. The course addresses the rights and liabilities of owners, lenders, prime contractors, subcontractors, suppliers, sureties, insurers, and design professionals arising under contracts, statutes, professional liability and certain business related torts such as misrepresentation. The course also address the use of litigation, arbitration, and mediation to resolve construction disputes. Registration: This course will be of interest to students interested in a career in state or federal government, construction contracting and litigation, or business litigation. Students with background in engineering, architecture, or construction management are encouraged to enroll. Basis of Grade: Final examination. Form of Grade: Letter Grade.
Prerequisites: None.

LAWS 690 - Products Liability (3 Credits)
Prerequisites: None.

LAWS 690A - Products Liability (2 Credits)
A study of the law governing legal responsibility for losses caused by defective products. Basis of Grade: Exam. Class participation may be considered. Form of Grade: Letter.
Prerequisites: None.

LAWS 691 - Russian Law and the Legal System (3 Credits)
This course addresses the emergence of post-soviet law in Russia. The course covers the evolution of Russian law through the present stressing the current Civil and Criminal Codes, Civil and Criminal Procedure, and Constitutional Law. Graduation Requirement: Course satisfies graduation writing requirement and graduation perspective course requirement. Must earn a grade of C or better if taken for the writing requirement. Basis of Grade: Paper. Form of Grade: Letter Grade.
Prerequisites: None.

LAWS 692 - Free Speech and Democratic Theory Seminar (2,3 Credits)
This seminar will examine First Amendment free speech doctrines and practices in relation to democratic theories. Because protecting the ability for citizens to engage in democratic self-government is an important value protected by the First Amendment, it is important to understand how democracy works in relation to speech. This course will focus each week on case studies that will include campaign finance, regulation of the public sphere, the role of dissent, campus speech, speech at school, and related issues. The readings will include both cases and secondary literature regarding democratic theory. The course will cover a substantial amount of free speech doctrine, but the goal is to examine how speech works in relation to institutional design and democratic practice in greater depth. Graduation: Course will satisfy the perspective graduation requirement when taken for two credit hours. Course will satisfy the graduation writing requirement when taken for three credit hours. Must earn a grade of "C" or better to satisfy the graduation writing requirement. Basis of Grade: Class participation, written assignments in the form of memos and response papers, and if taken for 3-credits, a 30-page paper. Form of Grade: Letter.
Prerequisites: LAWS 523.
LAWS 693 - Technology and the Practice of Law (3 Credits)
This skills workshop will study the technologies used in practicing law, analyzing the ethical and other legal issues created by their use. Students will learn about current and future technologies and best practices in using them. Much of the learning will be hands-on in the computer lab. A number of practicing lawyers and technology experts will share their knowledge and experience. The American Bar Association has adopted the proposal of its 20/20 Commission on Ethics that the Model Rules of Professional Conduct be amended to specifically require lawyers to be technologically proficient. "Maintaining Competence. To maintain the requisite knowledge and skill, a lawyer should keep abreast of changes in the law and its practice, including the benefits and risks associated with relevant technology." Cloud computing, internet hacking and government snooping, email, networked computers, flash drives, electronic signatures, smart phones, tablet computing, and ubiquitous public wi-fi networks all create legal and ethical challenges for lawyers. Study materials will include cases, ethics opinions, statutes, and regulations. Class meetings will include lectures, demonstrations, hands-on experience, case studies, projects, discussion, and tech expert presentations. Graduation Requirement: This course satisfies the experiential course graduation requirement. Must earn a grade of C or better. Basis of Grade: Class participation and projects. Form of Grade: Letter grade. Prerequisites: LAWS 554 or LAWS 555.

LAWS 694 - Tax Practicum (3 Credits)
This seminar is an advanced course in tax law and policy. The purpose of the course is to simulate the real world of tax practice and tax policymaking, helping students to understand how tax rules are made, interpreted, and applied by tax practitioners. Readings will include cases involving taxpayer challenges to tax rules and government challenges to taxpayer positions, and examples of “opinion letters” evaluating the U.S. federal income tax treatment of discrete transactions, examples of comment letters submitted to Treasury, and tax regulations with Treasury-produced explanatory preambles. During the semester, students will work collaboratively to produce the sort of written product that they might be tasked with in tax practice, for example, an opinion letter describing and assessing the tax treatment of a certain transaction; an appeal of an IRS proposed adjustment to a tax position; a petition to Tax Court to challenge a deficiency found by the IRS; or a comment letter in response to a proposed regulation. It is anticipated that the implementation of the Tax Cuts and Jobs Act (i.e. the tax bill enacted at the end of 2017) will result in substantial uncertainty and back and forth between taxpayers (and their representatives) and the government, so the precise nature of the writing assignments and the substantive issues students address will vary semester to semester based on current challenges the tax practitioner community confronts and students' particular interests. When possible, the curriculum will include guest visits from tax practitioners and/or IRS or Treasury personnel. Each student will individually produce an outline of the writing project as well as a first draft of 12-15 pages, which may require a statement of facts, legal analysis, policy arguments and data. Students will conduct an oral and visual presentation on their draft paper, and will be expected to review and critique each other's drafts and presentations. Students will then collaborate in small groups (3-4 students per group) to draft a final product that is 30-35 pages long and that integrates the individual work into a cohesive whole. Graduation Requirement: Effective Spring 2020 - This course can satisfy the graduation writing requirement, or experiential requirement, but not both. Must earn a grade of C or better in the course to satisfy either requirement. Basis of Grade: outline (10%), individual draft and in-class presentation (20%), foal group paper (40%), participation (30%). Form of Grade: Letter grade. Prerequisites or Corequisite: LAWS 633. or LAWS 636 or LAWS 637.

LAWS 695 - Insurance (2 Credits)
The purpose of this course is to impart to the student an understanding of basic insurance law, policy analysis, and the practical problems faced by the insurance industry, courts, attorneys and insurance regulators. Basis of Grade: Final examination. Form of Grade: Letter Grade. Prerequisites: None.

LAWS 697 - South Carolina Worker's Compensation (2 Credits)
Historical background of Worker's Compensation Legislation; Rights of workers and dependents; injuries within worker's compensation law; employers and employees covered under the South Carolina Act; disability benefits; death or dependency benefits; common law actions; miscellaneous provisions of the South Carolina procedure, practice and appeals in compensation cases. Basis of Grade: Final examination. Form of Grade: Letter Grade. Prerequisites: None.
LAWS 698 - Food Law and Policy (2 Credits)
This seminar will offer students an opportunity to study contemporary topics and issues in food law and policy. Students will critically examine the laws and policies that structure and shape the production, processing, transport, and consumption of food in the United States. They will also examine the consequences of these laws and policies for our food system. Topics covered may include genetically modified foods, meat and poultry, the U.S. Department of Agriculture’s child nutrition programs, food allergens, cottage food, craft beer, food trucks, and farmers markets. Through the selected topics students may examine public health, food safety, nutrition, obesity, food scarcity, and First Amendment issues. Basis of grade: A series of short papers, an in-class presentation, and class participation. Form of Grade: Letter.
Prerequisites: None.

LAWS 701 - Advanced Family Law (2,3 Credits)
This course takes students beyond the issues covered in the basic Family Law course and offers an opportunity for in-depth study of contemporary issues in Family Law. The class will explore the legal, ethical, social, and psychological aspects of the family. Topics covered may include parental rights and responsibilities in reproductive technology cases, medical decision-making, adoption, termination of parental rights, gender and sexuality, and special laws unique to Native Americans. Registration: Students who elect the 2 credit-hour option must either take the final examination or complete a paper of not less than 20 pages in length, which will not fulfill the graduation writing requirement. Graduation Requirement: A limited number of students may elect to fulfill the graduation writing requirement with the professor’s prior permission by taking the course for 3 credit-hours and completing a paper of not less than 30 pages in length. Must earn a grade of C or better. Basis of Grade: Final examination or research paper. Form of Grade: Letter Grade.
Prerequisite or Corequisite: LAWS 759.

LAWS 702 - Legal Aspects of Engineering (3 Credits)
This course is designed for students who are enrolled in the graduate program for a Master of Science with a Major in Engineering Management. The course will introduce students to various areas of law and legal principles that may impact their ability to be effective managers. The lectures in the course will focus on a variety of topics, including: labor and employment law, business corporations, agency and partnership, contracts, intellectual property, administrative law, and environmental law. The goal of this class is to give the student a greater understanding of the law and help the student become more aware of legal issues that may affect them or their company in their future. In addition, another benefit of this class is exposing the student to higher level legal, political, and governmental issues and case studies that will be involved in shaping the future of the student’s career, their company, and their industry. Form of Grade: Letter.
Prerequisites: None.

LAWS 703 - Electronic Discovery (2 Credits)
This course is a practical introduction to electronic discovery in civil litigation as governed by the Federal Rules of Civil Procedure. Students will be introduced to how computer files in litigation compare and contrast to traditional paper discovery. They will examine each stage of the discovery process, from identifying sources of potential electronic evidence to instituting a litigation hold, collecting, processing, reviewing, and producing electronic data. Emerging case law and trends for unsettled issues such as E-discovery ethics, privilege (nonwaiver/claw back agreements, not “readily accessible” data), and cost-shifting will also be addressed. Participants will be introduced to the electronic courtroom, from E-filing of documents in federal court to using trial presentation software to make the case to the jury and judge. Graduation Requirement: This course satisfies the experiential course graduation requirement. Must earn a grade of C or better. Basis of Grade: Final exam. Form of Grade: Letter.
Prerequisites: None.

LAWS 705 - Child Protection Advocacy Clinic (6 Credits)
In this clinic the students will receive instruction in all aspects of advocacy for abused and neglected children. Students will be responsible for preparing, filing and trying termination of parental rights cases on behalf of the S.C. Department of Social Services. All work will be under the supervision of an experienced clinical faculty member and attorney. Instruction will be through casework, classroom instruction, readings and case rounds. Enrollment is limited to ten students.
Registration: Subject to Client Contact Clinic Lottery. Graduation Requirement: This course satisfies the professional skills graduation requirement. For first year students entering in fall 2016, this course satisfies the experiential course graduation requirement. Must earn a grade of C or better. For first year students entering Fall 2016, this course satisfies the experiential course graduation requirement. Basis of Grade: Case work, class participation and other related work Form of Grade: Letter. Prerequisites: LAWS 671 and LAWS 555 or 554.
Prerequisite or Corequisite: LAWS 679.

LAWS 706 - Administrative Law Externship (4 Credits)
Students will spend a significant amount of time (30 hours per week for 8 weeks during the summer) with either a state or federal agency. They will be exposed to the field of Administrative law by working with federal or state agencies. Typically, the student will work in a general counsel’s office or an office with substantially similar duties and will assist the attorneys in research and drafting documents such as research memoranda and briefs. The student will also have the opportunity to observe court proceedings as well as depositions and interviewing witnesses. In addition to their work at the agency, students will meet periodically with a faculty member to reflect upon their fieldwork experiences. Graduation Requirement: This course satisfies the experiential course graduation requirement, must earn a grade of C or better Basis of Grade: Journal; Example of written product or a short reflective paper on professional experience; and a brief presentation to the class. The fieldwork supervisor will complete an evaluation of the student’s performance. The final grade will be determined by the instructor, based upon the evaluation submitted by the fieldwork supervisor, the quality of the student’s written submissions, participation in the class sessions, and a determination by the instructor that all requirements of the externship have been satisfactorily completed. Form of Grade: Letter.
Prerequisite or Corequisite: LAWS 554 or LAWS 555.
LAWS 706A - Administrative Law Externship (2 Credits)
Students will work approximately 8-15 hours per week with either a state or federal agency. They will be exposed to the field of Administrative law by working with federal or state agencies. Typically, the student will work in a general counsel's office or an office with substantially similar duties and will assist the attorneys in research and drafting documents such as research memoranda and briefs. The student will also have the opportunity to observe court proceedings as well as depositions and interviewing witnesses. In addition to their work at the agency, students will meet periodically with a faculty member to reflect upon their fieldwork experiences. Graduation Requirement: This course satisfies the experiential course graduation requirement, must earn a grade of C or better. Basis of Grade: The final grade will be determined by the professor, based upon evaluation submitted by the fieldwork supervisor and upon a determination by the faculty member that all other requirements of the externship have been satisfactorily completed. Students must submit a contemporaneously maintained daily journal of their experience, along with either an example of a written product prepared during the externship or a short paper reflecting on a professional aspect of the experience. The fieldwork supervisor will also complete an evaluation of the student’s performance. Form of Grade: Letter.

Prerequisite or Corequisite: LAWS 554 or LAWS 555.

LAWS 707 - Children's Law Externship (2 Credits)
This course places the student with a lawyer employed by a child-serving agency; an agency involved with child law issues where a child may be charged with a crime or is a victim of a crime; or with a lawyer in private practice that represents children. The student works approximately 8-15 hours per week with the lawyer. This work includes hands-on experience with the supervising lawyer to engage in the representation or advocacy process for those children based upon the legal setting chosen for the individual extern. The extern will observe the lawyer as the lawyer represents clients and also attend meetings, hearings, trials and other legal proceedings in order to experience the legal process firsthand. The student will provide assistance to the assigned lawyer by drafting memorandums, legal motions, proposed orders and providing legal research relevant to each case. The student will be immersed in each system as it relates to the assigned agency’s duties and responsibilities to improve outcomes for children in the legal system. Graduation Requirement: This course satisfies the experiential course graduation requirement. Must earn a grade of C or better. Basis of Grade: The grade shall be based on the student’s attendance and class participation in the bi-weekly class, the evaluation of the student by the externship site supervisor/lawyer, and the journal submitted by the student. Each student will be expected to work 8-15 hours each week of the semester at the approved extern site and to attend a one and a half hour class every other week. Each student will be expected to maintain and submit both at midterm and at the end of the semester a journal of the student’s activities at the extern site. This journal must state the dates and times of the student’s experience and provide a summary of that event as it relates to the listed course objectives above. The student must also submit a weekly timesheet documenting the days and hours worked by the student and have it signed by the assigned supervising lawyer at the extern site. Form of Grade: letter.

Prerequisite or Corequisite: LAWS 554 or LAWS 555.

LAWS 708 - Securities Litigation (3 Credits)
This course aims to supplement Securities Regulation. Specifically, it seeks to introduce students to the litigation devices that help ensure more robust securities disclosure. (Securities-disclosure law forms the heart of the Securities Regulation class.) The class will focus on public and private litigation under Section 10(b) of the Securities Exchange Act. It will also likely touch on other important provisions under which much securities litigation proceeds today (namely, sections 11, 12, and 17 of the Securities Act of 1933). Lastly, the class will explore insider-trading prosecutions under the federal securities laws. Importantly, all three of these areas of securities litigation (those relating to Section 10(b), the ‘33 Act provisions, and insider-trading law) are not currently covered in the Securities Regulation class. Basis of grade: Final exam with both issue-spotting and multiple-choice questions. Class participation will also factor into grades on the margin. Form of grade: Letter.

LAWS 709 - Administrative Law (3 Credits)
Government agencies regulate almost every area of our lives. Many lawyers work for government agencies and many other lawyers work for people whose lives are affected by these agencies. Virtually every lawyer needs to know how government agencies operate. That is the subject of this course. The course is recommended for students interested in substantive areas in which agencies play an important role, such as environmental law, health-care law, and securities law (to name a few). Basis of Grade: Final examination and class participation. Form of Grade: Letter Grade.

LAWS 710 - Complex Civil Litigation (3 Credits)
This course will study legal doctrine and current “best practices” relating to complex litigation. The focus is on multi-party, multi-jurisdictional disputes and on the increasingly administrative role courts play in these actions. Much of the attention will be devoted to class actions (mainly federal with some discussion of South Carolina class actions), including class certification, extraterritoriality, and interlocutory appeals. We will spend considerable time on complex joinder, aggregated claims, MDL practice, and the impact of CAFA. Some time will be devoted to the recent “Federal Courts Jurisdiction and Venue Clarification Act of 2011.” Registration: It is strongly recommended that students also take LAWS 659, but it is not a requirement.

Prerequisites: . Basis of Grade: In class final examination, plus class participation. Form of Grade: Letter.

LAWS 711A - Antitrust Law and Trade Regulation (2 Credits)
The course will focus on Sections 1 and 2 of the Sherman Antitrust Act, as well as selected other federal trade regulation statutes, including the Clayton Act (as amended by the Robinson-Patman Act). Topics typically covered may include monopolization and attempted monopolization, conspiracies in restraint of trade, e.g., price-fixing and bid-rigging, tying arrangements, the essential facilities doctrine, price discrimination, and merger review. The course will also cover how a heightened pleading standard has changed the civil antitrust litigation landscape. Basis of Grade: Final examination. Form of Grade: Letter Grade.

LAWS 713 - Trademark Law (2 Credits)
A survey of federal and state trademark and unfair competition law with an emphasis on the nature, scope and enforcement of trademark rights. Basis of Grade: Final examination and class participation. Form of Grade: Letter Grade.

Prerequisites: None.
LAWS 716 - Nonprofit Organizations Clinic (6 Credits)
This Clinic provides legal assistance to nonprofit organizations of all types addressing the various needs of the community. Because many of these organizations lack the financial resources to retain private legal counsel, students provide legal assistance in transactional matters that include incorporation, preparation of by-laws, preparation and filing of 501(c)(3) applications, contract review and negotiation, real estate, intellectual property and land use issues. Students may attend board meetings, provide legal assistance to start up organizations or organizations that are merging, converting or spinning off new ventures. The nature of the clinic allows for experience touching many different legal disciplines and helps provide for the stabilization of these organizations so that they can better serve the community. Registration: Subject to Client Contact Clinic Lottery. Effective as of Fall 2020, a student who is enrolled in or has been enrolled in a clinical course may not enroll in LAWS 771. Graduation Requirement: This course satisfies the experiential course graduation requirement, must earn a grade of C or better. Basis of Grade: Performance on casework, class exercises and participation. Form of Grade: Letter Grade.
Prerequisites: LAWS 554 or LAWS 555.

LAWS 717 - Nonprofit Organizations (3 Credits)
This course will provide an overview of the nonprofit tax exempt sector. It will include the study of the formation, structure, and characteristics of nonprofit organizations and the major categories of federal tax exemption with an emphasis on charitable organizations such as religious organizations, churches, educational organizations, healthcare organizations and arts organizations. Basis of Grade: Final examination and class participation. Form of Grade: Letter Grade.
Prerequisites: LAWS 609.

LAWS 719 - Discovery Practice (3 Credits)
This course will explore problems encountered in the conduct of discovery, primarily through the student’s preparation and argument of discovery motions. Graduation Requirement: This course satisfies the skills course graduation requirement. Basis of Grade: Written and oral assignments and class participation. Form of Grade: Letter Grade.
Prerequisites: LAWS 671.

LAWS 720 - Criminal Law Externship (4 Credits)
Students will spend a significant amount of time (30 hours per week for 8 weeks during the summer) at their placement. Placements will include: the Solicitors Office of various counties, the Public Defenders office, the Attorney General’s office, and federal criminal agencies. Students will assist in the preparation of materials for court and can observe office attorneys in trial. A specific attorney in each office will be responsible for overseeing student experience in the office. Graduation Requirement: This course satisfies the experiential course graduation requirement, must earn a grade of C or better. Basis of Grade: Journal; Example written product or a short reflective paper on professional aspect of experience; and a brief presentation to class. The fieldwork supervisor will complete an evaluation of the student’s performance. The final grade will be determined by the instructor, based upon the evaluation submitted by the fieldwork supervisor, the quality of the student’s written submissions, participation in the class sessions, and a determination by the instructor that all requirements of the externship have been satisfactorily completed. Form of Grade: Letter.
Prerequisite or Corequisite: LAWS 554 or LAWS 555.

LAWS 720A - Criminal Law Externship (2 Credits)
Students will spend a significant amount of time, 8-15 hours per week, at their placement. Placements will include: the Solicitors Office of various counties, the Public Defenders office, the Attorney General’s office, and federal criminal agencies. Students will assist in the preparation of materials for court and can observe office attorneys in trial. A specific attorney in each office will be responsible for overseeing student experience in the office. Graduation Requirement: This course satisfies the experiential course graduation requirement. Must earn a grade of C or better. Basis of Grade: Journal; Example written product or a short reflective paper on professional aspect of experience; and a brief presentation to class. The fieldwork supervisor will complete an evaluation of the student’s performance. The final grade will be determined by the instructor, based upon the evaluation submitted by the fieldwork supervisor, the quality of the student’s written submissions, participation in the class sessions, and a determination by the instructor that all requirements of the externship have been satisfactorily completed. Form of Grade: letter.
Prerequisites: LAWS 554 or LAWS 555.

LAWS 721 - Bioethics Seminar (2,3 Credits)
This course explores the intersection of law and ethics in the field of medicine. The course will cover in-depth, at least three of the following issues: abortion and other issues of reproductive decision making, the right to die, allocation of health care resources, global HIV/AIDS, universal healthcare, organ transplantation and organ procurement, the identity and role of the patient, the research subject and the consumer of health care technology, rationing of healthcare and similar issues. Students may choose to write one paper of not less than 30 pages to satisfy the paper requirement or may write three smaller papers during the course of the semester. There will be no exam. Graduation Requirement: Course qualifies as a writing seminar for the graduation writing requirement if taken for 3 credit hours and the student chooses to write the 30 page paper with the permission of the instructor. Must earn a grade of C or better if taken for the writing requirement. Course satisfies the graduation perspective course requirement. Basis of Grade: Paper of not less than thirty (30) pages or three shorter papers. Form of Grade: Letter Grade.

LAWS 722 - Patent Law (2 Credits)
Consideration of the theoretical underpinnings of the United States patent system, the definition of patentable subject matter, the requirements governing novelty, utility and nonobviousness, the granting and enforcement of patents, the relationship of patents to other methods of protecting intellectual property, and the special role in patent law of the United States Court of Appeals for the Federal Circuit. Students need not have an engineering or science background. Basis of Grade: Final examination. Form of Grade: Letter Grade.
Prerequisites: None.

LAWS 723 - Copyright Law (3 Credits)
This course will provide an in depth analysis of copyright law. Students will study case law and statutory authority pertaining to copyright protection of literary, musical, dramatic, choreographic, pictorial, graphic, sculptural, audiovisual, and architectural work, as well as computer software. In addition, the class will consider public policy issues raised by recent amendments to the Copyright Act of 1976. Basis of Grade: Final examination and problems. Form of Grade: Letter Grade.
LAWS 724 - Intellectual Property (3 Credits)
This survey course will provide a basic grounding in the law of Copyrights, Patents, and Trademarks. Subject covered will include the acquisition, maintenance and duration of intellectual property protections; the right and obligations of intellectual property owners; and causes of action and remedies for infringing activities. Registration: Students who have taken Patent Law and Copyright Law may register for Intellectual Property. Basis of Grade: Final examination. Form of Grade: Letter Grade.
Prerequisites: None.

LAWS 726 - Constitutional Issues in Public Education Law (3 Credits)
Survey of historical and contemporary civil liberties issues arising in the operation of the American public school system. Topics addressed will include religious activities in schools, the regulation of student and teacher speech, student privacy, school safety and student discipline. Graduation Requirement: This course satisfies the perspective course graduation requirement. Basis of Grade: Portfolio of advice memoranda plus class participation. Form of Grade: Letter.

LAWS 727 - Special Education Law (3 Credits)
This course will introduce students to federal laws and regulations concerning the provision of educational services to disabled students. We will cover the history and development of special education and civil rights for students with disabilities as well as the fundamental principles of the Individual with Disabilities in Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA). The course will focus on the rights of students and their parents as well as the responsibilities of educators when addressing special education needs. Basis of Grade: Class participation, small group projects and final exam. Form of Grade: Letter.
Prerequisites: None.

LAWS 728 - Constitutional Issues in Property Law (2-3 Credits)
This seminar will examine the intersection of property law and the Constitution, particularly the First, Fourth, and Fifth Amendments. Topics will include eminent domain, regulatory takings, religious land use, and architecture as speech. Basis of Grade: Final examination. Form of Grade: Letter.
Prerequisites: None.

LAWS 729A - Legislation (3 Credits)
This course will examine legislative law and the legislative process. Among the issues addressed will be the legislative power, legislative structure and procedures, interpretation and drafting of statutory law, election laws, legislative advocacy, and regulation of lobbyists. Graduation Requirement: This course satisfies the experiential course graduation requirement. Must earn a grade of C or better. Basis of Grade: Final examination and performance in a maximum of two written or oral class exercises. Form of Grade: Letter.

LAWS 730 - Legislative Externship (2 Credits)
Students will work under the supervision of a lawyer-legislator for 8-15 hours per week to evaluate whether proposed legislation might violate constitutional requirements or create unintended ambiguities or conflicts in the law. Students will be assigned actual bills to evaluate, will research any potential legal issues raised by the legislation, and prepare a written report on each bill assigned, setting forth the results of the research. Work will be assigned on a bi-partisan basis, and students will be asked, in appropriate circumstances, to draft alternative language that would eliminate an identified problem, while still achieving the purpose of the proposed legislation. The student's work-product will be submitted to the supervising lawyer-legislator. In addition to work supervised by a lawyer-legislator at the State House, students will meet as a class regularly through the semester with their professor for directed reflection upon their field experiences. Graduation Requirement: This course satisfies the experiential course graduation requirement. Basis of Grade: Written assignments and evaluation by fieldwork supervisor. Form of Grade: Pass/Fail.
Prerequisite or Corequisite: LAWS 554 or LAWS 555.

LAWS 731 - Environmental Law & Policy (3 Credits)
This is an introductory course in environmental law. The purpose is to give interested students a background in a number of federal environmental statutes, including NEPA (National Environmental Policy Act) CERCLA (Comprehensive Environmental Response, Compensation and Liability Act) ESA (Endangered Species Act) and CWA (Clean Water Act). Basis of Grade: Exam. Form of Grade: Letter.

LAWS 732 - Sales (3 Credits)
This course examines Uniform Commercial Code Article 2 governing sales of goods and Article 2A governing leases of goods. Through statutory and case analysis and problem solving, students will develop skill in planning for and resolving disputes involving transactions in goods, as well as the critical skill necessary to evaluate goals of the law of sales and leases of goods. Basis of Grade: Final examination. Form of Grade: Letter Grade.
Prerequisites: None.

LAWS 733 - International Human Rights Skills (3 Credits)
In this course, students will act as human rights attorneys advocating for governmental remedies for human rights violations. Students will: research international, regional, and other countries’ laws; analyze a human rights issue in another country; conduct mock interviews; strategize as to what judicial and non-judicial avenues are best pursued to achieve the desired result; draft sections of a policy and legislative advocacy report; and participate in a simulated hearing before a panel of policy-makers. Through this course, students will: gain a better understanding of the international human rights system and the methods used by the human rights movement; improve their written and oral advocacy skills; gain or improve upon their interviewing and fact-finding skills; and gain an understanding of how to perform international and comparative law research and analysis. Note: Course satisfies the perspective and experiential course graduation requirements. Must earn a grade of C or better. Basis of Grade: Class attendance and participation; written and oral assignments. Form of Grade: Letter.
LAWS 734 - Climate Change Seminar (2,3 Credits)
This seminar will explore legal and regulatory options for addressing global climate change. We will begin with materials examining the scientific evidence and projections of climate change, then move on to attempts at international legal and quasi-legal mechanisms, including the United Nations Framework Convention on Climate Change, the Kyoto Protocol, and the Copenhagen Accord. We will also cover U.S. domestic climate policy options, including regulation under the Clean Air Act and at state level, and contrast these policies with those in place in other developed economies. Throughout, we will discuss the uniquely difficult challenges climate change creates for institutions, society, and the legal system. Registration: LAWS 731, LAWS 666, or LAWS 826 recommended. Graduation Requirement: This course qualifies as a perspective course. If taken for three credits, it satisfies the graduation writing requirement and you must earn a grade of C or better if taken for the writing requirement. Basis of Grade: Class Participation, Class Presentation, and Paper (2 credits: series of response papers; 3 credits: research paper, 30-page minimum). Form of Grade: Letter Grade.

LAWS 735 - Advanced Environmental Law Seminar (2,3 Credits)
This seminar addresses topics in environmental law that go beyond those covered in first- and second-level courses in the environmental law curriculum (Environmental Law, Administrative Law, Water Law, Coastal Law, Natural Resources Law, Energy Law, etc.). The specific topics covered will vary from year to year, but may include recent or ongoing environmental litigation, new or proposed legislation, and/or issues of current public debate. Students will read and discuss secondary and original documents related to the issues discussed, including judicial opinions, appellate briefs, and Federal Register notices of rulemaking. Graduation Requirement: This course satisfies the perspective course graduation requirement. If taken for three credits, it also satisfies the graduation writing requirement. Must earn a grade of C or better if taken for the writing requirement. Basis of Grade: Class participation and response papers; if the class is taken for three credits, an original paper sufficient to meet the writing requirement. Form of Grade: Letter. g. LAWS 684, 747, 826, 828, etc.), or permission of the professor.
Prerequisites: At least one other course related to LAWS 684 (e.

LAWS 736 - Legislative Drafting Practice and Policy (4 Credits)
This course will explore the process of drafting legal codes in a real-world setting. Specifically, the course will give students the opportunity to participate in the creation of a legal code for the Catawba Nation. Students will be introduced to the relevant areas of Federal Indian law, the history, culture and legal conceptions of the Catawba Nation, and principles of drafting laws. Topics may shift from year to year. Students will use information collected during the course to draft laws to be submitted to the leadership of the Catawba Nation for adoption. Students will acquire the skills they need to draft a section of the Catawba legal code (in the first year this course will focus on domestic violence) for the Catawba Nation. In order to produce this code, students will examine numerous state and tribal statutes. They will discuss the relevant strengths and weaknesses of these laws with the goal of drafting a set of laws particularly suited to the history, culture and legal needs of the Catawba Nation. During the course, they will meet with leadership of the Catawba Nation and with lawyers, government officials and judges from other recognized Indian nations. Students will receive a letter grade at the end of each semester. Registration: LAWS 759 is recommended. Graduation Requirement: This course satisfies the graduation perspective course requirement. This course also satisfies the experiential course graduation requirement. Must earn a grade of C or better. Basis of Grade: The grade will be based on the student’s attendance and class participation as well as the quality of the research and drafting assignments produced through the semester.
Prerequisites: None.

LAWS 737 - Civil Rights Seminar (2,3 Credits)
This course focuses on federal civil rights relating to employment, education, housing, voting, and affirmative action. The course will survey the major issues and legal protections in each of these substantive areas, which includes laws relating to discrimination based on race, gender, disability, language status, and familial status. Students will examine the constitutional and statutory frameworks for addressing these issues, as well scholarly theories by which to critique them. Graduation Requirement: This course satisfies the perspectives course requirement. Students who elect to take this course for three (3) credits will write a paper that meets the graduation writing requirement. Must earn a grade of C or better if taken for the writing requirement. Basis of Grade: Final Paper. Students electing 2 credits will write a paper that meets the graduation writing requirement. Students electing 2 credits will write a shorter paper. Form of Grade: Letter.

LAWS 740 - Voting Rights & Representation Seminar (2 Credits)
A survey of the protections afforded the right to vote by the U.S. Constitution and the Voting Rights Act. The course includes examination of the major Supreme Court cases involving access to the ballot and malapportionment. Primary emphasis will be on racial discrimination in voting under the 14th and 15th Amendments and Sections 2 and 5 of the Voting Rights Act. Basis of Grade: Paper plus credit for strong class participation. Form of Grade: Letter.
LAWS 741 - Carolina Health Advocacy Medicolegal Partnership Clinic (6 Credits)
The CHAMPS Clinic is a collaboration of the School of Law, the USC School of Medicine, Palmetto Health, Palmetto Health-USC Medical Group, and South Carolina Legal Services. It will provide students with the opportunity to engage in interdisciplinary learning and community engagement in the context of live-client legal cases. More specifically, students will take legal cases on behalf of low income families referred from Palmetto Health and Palmetto Health-USC Medical Group. These cases will address the social-determinants of clients’ health. The law students will work collaboratively on these legal cases with doctors, social workers and other health professionals. In addition to case work, the course will have a seminar component during which students will learn the doctrine, theory, lawyering skills, and policy relevant to their case work. The seminar will also provide the students opportunities to lead discussions about case-related issues and solicit feedback from colleagues on those issues. Registration: Subject to Client Contact Clinic Lottery. Effective as of FALL 2020, a student who is enrolled in or has been enrolled in a clinical course may not enroll in LAWS 771. Graduation Requirement: This course satisfies the experiential course graduation requirement, must earn a grade of C or better. Form of Grade: letter. Basis of Grade: Students will be graded on case work, including professional habits and the development of lawyering skills and identity; reflection essays; interdisciplinary collaboration. Prerequisite or Corequisite: LAWS 671.

LAWS 742 - Sustainable Development Clinic (6 Credits)
Through this clinic, students will provide transactional and advisory legal services to entities whose activities focus on sustainable development, and who would not otherwise be able to hire counsel. These entities (potentially to include non-profit organizations, local governments, public agencies, and others) may work on ecological conservation, agriculture and food access, land use resilience, or other areas. Students will interview clients, conduct needed legal research and writing, advise clients, and provide services in a variety of legal subject areas, likely to include administrative law, environmental law, property law, land use law, and non-profit organizations law. Students may draft and review legal instruments such as conservation easements, examine property title issues, review and advise on organizational documents, and research and advise on legal tools available for resilience initiatives. Through a seminar component and case rounds in addition to hands-on work, students will gain a more sophisticated understanding of the concepts of sustainability and resilience, attorney ethics and professional rules of practice, and other issues faced by land use lawyers, including interdisciplinary matters and policy questions. Registration: Recommended Courses are LAWS 731, LAWS 709, and LAWS 651. Graduation Requirement: For students entering in fall 2016, this course satisfies the experiential course graduation requirement. Must earn a grade of C or better. Basis of Grade: Professionalism and adherence to clinic procedure/professional practice rules (20%); ability to work with teammates and supervisors (20%); quality of work products and other assistance to clients (20%); responsiveness to feedback (20%); and participation in seminar and case rounds, including completion of any assignments (20%). Prerequisites: LAWS 554 or 555.

LAWS 743 - Introduction to Drafting Business Agreements (2 Credits)
This course will introduce students to the skill of translating a business deal into contract concepts, including representations, warranties, covenants, rights, and conditions. Assignments will familiarize students with the building blocks of a contract, including recitals; definitions; action and payment provisions; license grants and other substantive provisions; termination and breach provisions; and general provisions, such as assignment and delegation, severability, and governing law. Students will practice techniques for effectively drafting, reviewing, and commenting on contracts. Basis of Grade: Series of Drafting Assignments. Form of Grade: Letter. Prerequisites: LAWS 743 taken during the same Maymester session.

LAWS 744 - Drafting Business Agreements Workshop (1 Credit)
Students will work in teams to negotiate and draft a business agreement based on a term sheet and other materials that define the parties’ objectives. The proposed agreement, readings, and lectures will build on topics covered in Introduction to Drafting Business Agreements. Graduation Requirement: Satisfactory completion of this course and its Basis of Grade: Negotiation and Drafting of a Business Agreement. Form of Grade: Letter. Prerequisite: LAWS 743 taken during the same Maymester session. Prerequisites: satisfies the professional skills requirement. LAWS 743 taken during the same Maymester session.

LAWS 745 - Drafting Business Agreements (3 Credits)
This course will introduce students to the skill of translating a business deal into contract concepts including representations, warranties, covenants, rights, and conditions. Additionally, the course will familiarize students with the fundamental building blocks of a contract. Those building blocks include recitals; definitions; action and payment provisions; license grants and other substantive provisions; termination and breach provisions; and general provisions, such as assignment and delegation, severability, and governing law. Students will learn and practice techniques for effectively drafting, reviewing, and commenting on contracts in light of the parties’ objectives and a client’s attitude towards risk. Graduation Requirement: This course satisfies the experiential course graduation requirement, must earn a grade of C or better. Basis of Grade: Series of Drafting Assignments. Form of Grade: Letter.

LAWS 747 - Water Law (3 Credits)
This course will study how society allocates and protects its most crucial natural resource – water. The emphasis will be on current legal and policy debates, although we will also examine the history of water development and politics in the United States. Among the many issues that we will consider are: alternative means of responding to the growing worldwide demand for water; the appropriate role for the market and private companies in meeting society’s water needs; protection of threatened groundwater resources; environmental limits on water development; wetlands law; and interstate water disputes. Basis of Grade: Mid-term and final exam. Form of Grade: Letter.
**LAWS 748 - In-House Counsel Externship (4 Credits)**

During the Externship, students will spend a significant amount of time (10 hours per week during fall or spring and 30 hours per week for 8 weeks during the summer) at their placement. Placements would typically include general counsel offices in universities, hospitals, public utilities, and private corporations. Students will have the opportunity to strengthen their legal writing, research and analytical skills by assisting in various projects like the preparation of materials such as employee handbooks, memoranda of understanding, and compliance documents. The students may also have the opportunity to observe contract negotiations, interviews with employees and possibly discussions with outside counsel. An attorney in each office will be responsible for overseeing student experience in the office. The In-House Counsel Externship will expose students to how those offices function and what impacts in-house counsel to decide whether to manage certain issues or seek outside counsel. Further, students will have the opportunity to observe the attorneys role on the organization and the relationship between the attorney and “client.” Graduation Requirement: This course satisfies the experiential course graduation requirement. Must earn a grade of C or better. Basis of Grade: Journal; Example of written product or a short reflective paper on professional experience; and a brief presentation to the class. The fieldwork supervisor will complete an evaluation of the student’s performance. The final grade will be determined by the instructor, based upon the evaluation submitted by the fieldwork supervisor, the quality of the student’s written submissions, participation in the class sessions, and a determination by the instructor that all requirements of the externship have been satisfactorily completed. Form of Grade: Letter.

**Prerequisite or Corequisite:** LAWS 554 or LAWS 555.

**LAWS 748A - In-House Counsel Externship (2 Credits)**

Students will spend a significant amount of time (10 hours per week during fall or spring) at their placement. Placements would typically include general counsel offices in universities, hospitals, public utilities, and private corporations. Students will have the opportunity to strengthen their legal writing, research and analytical skills by assisting in various projects like the preparation of materials such as employee handbooks, memoranda of understanding, and compliance documents. The students may also have the opportunity to observe contract negotiations, interviews with employees and possibly discussions with outside counsel. An attorney in each office will be responsible for overseeing student experience in the office. The In-House Counsel Externship will expose students to how those offices function and what impacts in-house counsel to decide whether to manage certain issues or seek outside counsel. Further, students will have the opportunity to observe the attorneys role on the organization and the relationship between the attorney and “client.” Graduation Requirement: This course satisfies the experiential course graduation requirement. Must earn a grade of C or better. Basis of Grade: Journal; Example of written product or a short reflective paper on professional experience; and a brief presentation to the class. The fieldwork supervisor will complete an evaluation of the student’s performance. The final grade will be determined by the instructor, based upon the evaluation submitted by the fieldwork supervisor, the quality of the student’s written submissions, participation in the class sessions, and a determination by the instructor that all requirements of the externship have been satisfactorily completed. Form of Grade: Letter.

**Prerequisite or Corequisite:** LAWS 554.

**LAWS 749 - Consumer Bankruptcy Clinic (4 Credits)**

This course will provide both a substantive and clinical approach to consumer bankruptcy law and practice. Students will be placed with experienced consumer bankruptcy lawyers who will be handling pro bono cases. Substantively the course will cover discharge, asset retention, secured and unsecured credit, as well as the mechanics of filing and litigating consumer bankruptcy cases. Special emphasis will be placed on interviewing, fact investigation and counseling. In addition to their work on the pro bono cases the students will be required to do a simulated initial client interview and write an opinion letter to the client in the simulation. Registration: LAWS 771 and 644 are helpful, but not required. Graduation Requirement: This course satisfies the course graduation requirement. Basis of Grade: Performance on casework and simulations and class participation Form of Grade: Letter Grade.

**Prerequisites:** or Corequisite: LAWS 555 or 554.

**LAWS 750 - Clinics II (1-4 Credits)**

**LAWS 751 - Education Rights Clinic (6 Credits)**

The Special Education Clinic helps special-needs children and their families get access to equal educational opportunity. The clinic handles legal issues ranging from disability eligibility and entitlement to services, to developing adequate Individualized Education Programs and discipline matters. Law students will begin to develop a variety of legal skills including: interviewing clients, fact investigation, legal research and analysis, case strategy, negotiations, as well as participate in mediation and possibly litigation proceedings. Registration: Subject to Client Contact Clinic Lottery. This course satisfies the Children’s Law Concentration requirement. Effective as of FALL 2020, a student who is enrolled in or has been enrolled in a clinical course may not enroll in LAWS 771. Graduation Requirement: This course satisfies the experiential course graduation requirement, must earn a grade of C or better. Basis of Grade: Performance on casework, class exercises and participation. Form of Grade: Letter.

**Prerequisites:** LAWS 671.

**Prerequisite or Corequisite:** LAWS 554.
LAWS 752 - Domestic Violence Clinic (6 Credits)
This course will train students to assume the role of lawyer and introduce them to domestic violence law and practice. Through classroom discussion, simulations, assigned readings, client representation, and community-based projects, the course will cover central concepts of laws governing civil injunctive remedies for intimate partner abuse, including orders of protection, restraining orders, and permanent protection orders, as well as related relief, such as custody and visitation, child support, and crime victims' compensation. Students will apply their substantive knowledge by representing clients seeking these forms of relief. Through client representation, students will have an opportunity to develop legal skills including: interviewing, counseling, fact investigation, legal research, writing, and analysis, case strategy, negotiation, and courtroom advocacy, as well as professional and life skills relating to legal practice. The course also will give students an opportunity to consider the broader context of their individual cases through class discussion and community-based projects, which may include know-your-rights presentations, limited advice and assistance clinics, and policy research. In some semesters, students may have the additional opportunity to represent clients in administrative matters related to their experience of domestic violence, such as in applying for affirmative immigration remedies or parole. All student work on cases and community based projects will be completed under the supervision of a clinical professor.
Registration: Subject to Client Contact Clinic Lottery. Effective as of Fall 2020, a student who is enrolled in or has been enrolled in a clinical course may not enroll in LAWS 771. Graduation Requirement: This course satisfies the experiential course graduation requirement, must earn a grade of C or better. Basis of Grade: Performance on casework and community based projects, as well as their participation in class discussions and exercises. Form of Grade: Letter Grade.
Prerequisites: LAWS 671 and LAWS 554.

LAWS 754 - Advanced Trial Advocacy (2 Credits)
This course will build on the skills learned in basic trial advocacy courses. Focus will be on more complex advocacy problems. Areas covered will include direct and cross examination, qualifying and examining expert witnesses, problems in jury selection, trial motions, offers of proof, and other means of preventing or preserving trial error. Other topics will include use of demonstrative evidence, including foundations for sophisticated exhibits, and the taking and use of depositions and other discovery at trial. Graduation Requirement: Course satisfies the professional skills course graduation requirement. For first year students entering Fall 2016, this course satisfies the experiential course graduation requirement. Must earn a grade of C or better. Basis of Grade: Performance on simulations and class participation. Form of Grade: Letter Grade.
Prerequisites: LAWS 679 or 677 and LAWS 671.

LAWS 756 - Regulation of Vice (2,3 Credits)
This seminar is an advanced course in criminal law that takes an in-depth look at the legal regulation, particularly the criminalization, of vice. The purpose of the course is to provide students with an understanding of and the ability to apply criminal law theory through a survey of six categories of vice: gambling, alcohol, illicit drugs (both marijuana and other drugs), nontraditional sex, prostitution, and pornography. For each category of behavior, students will review historical regulation, discuss contemporary legal regimes, and consider the justifications for continued criminalization and the expected benefits and costs of alternative methods of regulation. Through readings, guest speakers, and moderated in-class discussions, students will engage with both descriptive and normative questions about the regulation of vice. The course will meet once per week for two hours. Students may choose to take the course for 2 or 3 credit hours. Students who enroll in the 2 credit hour course are responsible for an in-class presentation and three one-page response papers during the semester and a ten-page research paper at the end of the semester. Students who enroll in the 3 credit hour course are responsible for an in-class presentation and three one-page response papers during the semester and a thirty-page research paper at the end of the semester. The three credit hour version of the course will satisfy the upper level writing assignment. Graduation Requirement: This course satisfies the perspective graduation requirement. If taken for 3 credit hours, this course satisfies the graduation writing requirement. Must earn a grade of C or better if taken for the writing requirement. Basis of Grade: 70% written work, 15% in-class presentation, 15% participation. Form of Grade: Letter grade.

LAWS 757 - Criminal Practice Clinic (6 Credits)
The clinic will afford participating students an opportunity to gain first-hand, closely supervised training and experience in the representation of real clients and the practice of the arts/skills of litigation planning, client counseling, fact development, negotiation and courtroom advocacy. The vehicle for such training and experience is the planning, preparation and presentation of the legal defense in actual cases involving allegations of criminal conduct. All casework will be done under the supervision of a clinical professor. In addition to the cases there will be assigned readings, lectures, discussions, and demonstrations. Criminal Practice Clinic places emphasis on jury trial practice before the Municipal Court for the City of Columbia. Registration: Subject to Client Contact Clinic Lottery. Effective Fall 2020, a student who is enrolled in or has been enrolled in a clinical course may not enroll in LAWS 771. Graduation Requirement: This course satisfies the experiential course graduation requirement, must earn a grade of C or better. Basis of Grade: Performance on casework and participation in class discussions and exercises. Form of Grade: Letter Grade.
Prerequisites: LAWS 541, LAWS 671, and LAWS 554 or LAWS 555.
LAWS 758 - Sentencing and Correction Law (3 Credits)
This course will examine what happens to a criminal defendant after adjudication of guilt. Areas of inquiry will include the law, theory, and practice of sentencing; habeas corpus and other post-conviction remedies (not including direct appeals); and the institutions of the adult criminal justice system (corrections, probation, parole, executive clemency). To the extent time permits, we may also examine the role and rights of victims of crime in the criminal justice system. The course will focus particularly on the constitutional rights which do or do not attach at various points in the correctional process, as well as both the scope and the limitations of judicial review available to prisoners and others within the criminal justice system. The course will also include, if possible, a guest presentation by a judge and/or practitioner, and also a class visit to a state or county correctional facility. Basis of Grade: Examination. Form of Grade: Letter.

LAWS 759 - Family Law (3 Credits)
Analysis of legal requirements and limitations on creation, maintenance and dissolution of family relationships. Basis of Grade: Final examination; the instructor may adjust grades 1/2 letter to reflect class participation. Form of Grade: Letter Grade.
Prerequisites: None.

LAWS 760 - Transportation Law (2 Credits)
Transportation plays a huge role in life and in law. This course generally focuses on a single case study to holistically analyze specific mobility-related legal issues; past topics have included sudden unintended acceleration in motor vehicles, unmanned aerial vehicles, and Robert Moses. In addition to this principal case study, each student typically selects, researches, and ultimately teaches a separate transportation law topic. Through these two parts, students engage with a range of legal and technical source materials to understand how lawyers (as well as legislators, regulators, executives, journalists, advocates, and engineers) confront interdisciplinary issues that affect human lives, challenge technical confidence, and implicate institutional credibility. The course materials introduce students to transportation law, and the broader lessons that emerge from the classroom discussions are intended to serve any attorney who must navigate complexity and confusion. Graduation Requirement: This course satisfies the perspective graduation course requirement. Basis of Grade: Final exam, class participation, class preparation. Form of Grade: Letter grade.

LAWS 761 - Health Care Finance (3 Credits)
Health care spending accounts for a significant portion of our economy -- nearly 20 percent of the nation's GDP -- and that spending is shaped by a unique web of laws and regulations. This class will examine those laws and regulations, studying the legal regimes that govern health care financing in the United States. Particular emphasis will be placed upon Federal statutes that shape and regulate health insurance, including a study of Medicare (in both its "traditional" form and its more recent variations), Medicaid, CHIP, the Affordable Care Act, any pending or new legislation to supplement or supplant the Affordable Care Act, and additional statutes that govern areas such as employer-based insurance and emergency care. The goals of the class will be to: (1) understand how statutory text and other legal rules rely upon (and attempt to enact) different models of health care financing; (2) understand the theories behind these different financing models; and (3) learn about the legal, economic, and policy-oriented debates that surround these models. Time permitting, additional topics may include fraud and abuse laws, antitrust, laws governing tax-exempt organizations, and medical practice relationships. Basis of Grade: Class participation, final exam. As part of the class participation grade, students will be expected to provide a brief introduction to one class's readings about the debates in health care financing, and to initiate class discussion on that topic. Form of Grade: Letter.

LAWS 762 - Police Law and Policy (3 Credits)
This course explores the roles that police play in our society, the ways in which police agencies and officers are regulated, and how those regulations translate into police policy and officer behavior. While the Fourth, Fifth, and Sixth Amendment govern police investigations-searches, seizures, arrests, and interrogations—of what the police do not implicate constitutional concerns. Instead, those actions—including the selection and training of new officers, the management of a police agency, the administrative investigation of misconduct, the imposition of disciplinary measures, and many others—are regulated by a complicated skein of doctrines, statutes, and administrative policies. And those regulations, along with public expectations and perceptions, can meaningfully affect officer behavior, changing the way that a police agency relates to the public and the way that individual officers interact with civilians. This course will examine the historic and contemporary intersection of regulation and behavior, investigating how laws, administrative directives, and other factors can both contribute to and resolve problematic aspects of policing. Registration: LAWS 547 is recommended. Basis of Grade: Written assignment, observation exercise(s), and participation. Form of Grade: Letter.

LAWS 763 - Conflict of Laws (3 Credits)
The law relating to transactions or relationships with elements in more than one state: judicial and legislative jurisdiction; federal law and state law; choice of law; recognition and enforcement of foreign judgments; interstate divorce, support, and custody. A review of selected aspects of civil procedure, torts, contracts, property, and family law. Basis of Grade: Final examination; class participation will also be considered. Form of Grade: Letter Grade.
LAWS 763A - Conflict of Laws Online (3 Credits)
This course will examine the legal problems that arise when litigation involves people and events that span multiple state or national boundaries, with a focus on the challenge of determining the applicable law. The focus is on US court approaches that are applied in interstate and international cases, constitutional limitations on those approaches, and party efforts to contract for their own resolution to questions of jurisdiction and choice of law. Registration: Students enrolled in this course cannot enroll in LAWS 763. Basis of Grade: Assignments; Discussions; Final Exam. Form of Grade: Letter.

LAWS 765 - International Litigation (3 Credits)
This course combines substantive instruction with a significant skills component in the form of drafting and oral advocacy. It will focus on litigation in US courts involving international parties. Topics include Jurisdiction, Choice of Forum, Choice of Law, and International Judicial Assistance (including the Recognition and Enforcement of Foreign Judgments). Registration: LAWS 784, LAWS 763, and LAWS 659 are recommended. Graduation Requirement: Satisfies Perspective Course requirement and skills course graduation requirement. Basis of Grade: Projects and written and oral skills exercises. Form of Grade: Letter Grade.

LAWS 766 - Education Law and Policy (3 Credits)
This course will consider constitutional, statutory, and policy issues affecting public education at the elementary and secondary levels. Topics include: the history of public schools, public school governance, public school finance and “adequacy” litigation, equal educational opportunity, school disciplinary issues, First Amendment concerns, Due Process concerns, special education, and school choice. Basis of Grade: Final examination and/or a series of writing assignments; class participation. Form of Grade: Letter Grade.

LAWS 767 - Media Law (3 Credits)
The course will focus on freedom and control of mass media in the context of the constitution, statutes, regulations and common law. The goal of the course will be to develop an analytical framework to assist in the resolution of conflicts arising from news gathering and publication in traditional and emerging media. Specific areas of discussion will include prior restraint, access to public records and places, defamation, invasion of privacy, copyright and privileges against compelled testimony and production from reporters. Basis of Grade: Final examination and class participation. Form of Grade: Letter Grade.

LAWS 768B - Law, Society and Justice (2 Credits)
Course will use a series of problems in the fictional state of Petigu to provide a concrete context for considering the nature and purpose of: law, legal systems, and the state in a modern pluralistic society. Topics will range from “simple” neighborhood disputes to broader issues like distributive justice, affirmative action, capital punishment, and liberty. Registration: Students who took Jurisprudence with Professor Hubbard may not enroll in this course. Graduation Requirement: This course satisfies the perspective course graduation requirement. Basis of Grade: Take-home exam and class participation. Form of Grade: Letter.

LAWS 769 - Legislative Process (2 Credits)
This course will examine the law making process at the state and federal levels from the source of an idea for a legislative proposal through its ultimate publication as a statute. Among the issues addressed will be constitutional parameters limiting legislative power, legislative structure and procedures, legislative advocacy, and regulation of lobbyists. Practical exposure to the legislative process will be gained through guest lecturers. Basis of Grade: Final examination and weekly quizzes. Form of Grade: Letter Grade.

LAWS 770 - Poverty Law and Policy (2 Credits)
The course will examine how law has defined poverty and will assess the adequacy of that definition when measured against the experience of low income people. Throughout the course, we will pay special attention to how living in poverty affects children's well-being and development and how those effects should be redressed. In addition to considering the treatment of poverty as a constitutional category, we will survey the legal landscape of specific policy sectors: income support, housing, health care, education, and criminal justice. We will also scrutinize governmental and business practices that victimize and exploit low income people and investigate how such practices can be subjected to legal challenge and legislative or regulatory correction. The course will interrogate how political and ideological forces have shaped the law's understanding of poverty and will conclude by exploring anti-poverty activism, particularly the efforts of the poor themselves, and the law reform initiatives associated with such campaigns. Graduation Requirement: This course satisfies the perspective course graduation requirement. Basis of Grade: Portfolio of response papers. Form of Grade: Letter.

LAWS 771 - Interviewing, Counseling and Negotiation (3 Credits)
This course provides an introduction to interviewing, negotiation, and counseling in a variety of legal contexts. Emphasis is placed on helping students improve those skills which are essential to accomplish these tasks competently, particularly problem-solving skills. Graduation Requirement: This course satisfies the experiential course graduation requirement. Must earn a grade of C or better. Basis of Grade: Simulations; out of class assignments; final examination Form of Grade: Letter Grade.

LAWS 777 - Legal Ethics (2 Credits)
Students enrolled in this course must have completed at least one more advanced course in the law school. Graduation Requirement: This course satisfies the experiential course graduation requirement. Basis of Grade: Final examination and weekly quizzes. Form of Grade: Letter.

LAWS 778 - Clinic (3 Credits)
This course is an introduction to working in legal clinics and practice settings and provides a basis for the student to select a particular subject area for the completion of the Clinical Experience Requirement. Grade: Satisfactory/Unsatisfactory.

LAWS 780 - Internship (3 Credits)
This course is designed to provide an opportunity for a student to participate in legal work in a non-profit organization. Grade: Satisfactory/Unsatisfactory.

LAWS 784 - Bolten Internship Program (3 Credits)
This course provides practical exposure to the legislative process. Practical exposure to the legislative process will be gained through guest lecturers. Graduation Requirement: This course satisfies the perspective course graduation requirement. Basis of Grade: Final examination and weekly quizzes. Form of Grade: Letter.

LAWS 785 - Clinic (3 Credits)
This course is an introduction to working in legal clinics and practice settings and provides a basis for the student to select a particular subject area for the completion of the Clinical Experience Requirement. Grade: Satisfactory/Unsatisfactory.

LAWS 786 - Clinic (3 Credits)
This course is an introduction to working in legal clinics and practice settings and provides a basis for the student to select a particular subject area for the completion of the Clinical Experience Requirement. Grade: Satisfactory/Unsatisfactory.

LAWS 787 - Clinic (3 Credits)
This course is an introduction to working in legal clinics and practice settings and provides a basis for the student to select a particular subject area for the completion of the Clinical Experience Requirement. Grade: Satisfactory/Unsatisfactory.

LAWS 788 - Clinic (3 Credits)
This course is an introduction to working in legal clinics and practice settings and provides a basis for the student to select a particular subject area for the completion of the Clinical Experience Requirement. Grade: Satisfactory/Unsatisfactory.

LAWS 789 - Clinic (3 Credits)
This course is an introduction to working in legal clinics and practice settings and provides a basis for the student to select a particular subject area for the completion of the Clinical Experience Requirement. Grade: Satisfactory/Unsatisfactory.
LAWS 772 - Juvenile Justice Clinic (6 Credits)
The clinic will afford participating students an opportunity to gain first-hand, closely supervised training and experience in the representation of real clients and the practice of the arts/skills of litigation planning, client counseling, fact development, negotiating, and courtroom advocacy. The vehicle for such training and experience is the planning, preparation and presentation of the legal defense of juveniles in cases involving allegations of delinquent (i.e. criminal) conduct, including pre-trial issues, guilt or innocence, and disposition (i.e. sentencing) advocacy. All casework will be done under the supervision of a clinical professor. Registration: Subject to Client Contact Clinic Lottery. This course satisfies the Children’s Law Concentration requirement. Students must be available to meet with clients Monday through Friday. Court hearings are most likely scheduled for Tuesdays and Wednesdays. Effective as of Fall 2020, a student who is enrolled in or has been enrolled in a clinical course may not enroll in LAWS 771. Graduation Requirement: This course satisfies the experiential course graduation requirement, must earn a grade of C or better. Basis of Grade: Performance on casework and participation in class discussions. Form of Grade: Letter
Prerequisites: LAWS 671 and LAWS 554 or LAWS 555.

LAWS 774 - Mergers and Acquisitions (3 Credits)
This is an advanced course intended for students with a particular interest in business law on the national level. It will address applicable federal and state law (principally that of Delaware) relating to business combinations, both friendly and contested. Included will be coverage of asset acquisitions, mergers, leveraged buyouts, takeover defenses, directors’ duties, and tax and accounting rules peculiar to merger and acquisition activity, among other matters. Basis of Grade: Final examination. Form of Grade: Letter Grade. Basis of Grade: Performance on casework and participation in class discussions. Form of Grade: Letter
Prerequisites: LAWS 609.

LAWS 775 - Law and Literature (2 Credits)
This course explores the intersection of law and literature, with particular emphasis on the conceptual and cultural transmission of moral and legal concepts through literary and legal texts. Exploring works of moral and political theory, literary works, and legal cases, this course will examine themes such as the rule of law, justice, obedience, authority, power, duty, guilt, punishment and redemption. Readings will include works by Arendt, Kafka, Kleist, Melville, Camus, Plato, Faulkner, and others. It does not satisfy the graduation writing requirement. Basis of Grade: Final examination or paper. Form of Grade: Letter Grade. Prerequisite: None.
Prerequisites: None Note: This course qualifies as a perspective course. None.

LAWS 776 - International Business Structures (2 Credits)
A consideration of legal structures used by US businesses to undertake business outside the US and by foreign entities doing business in the US. The course uses case studies to examine tax and other legal reasons for choosing particular corporate and other business structures. Students will consider the strengths and weaknesses of various structures that are used in international business activities involving the trade of goods, technology and services (both outbound from the US and inbound to the US). Basis of Grade: Participation, Papers. Form of Grade: Letter.
Prerequisites: LAWS 633, 609.

LAWS 777 - Sports Law (2 Credits)
Through the use of problems, the Sports Law examines the issues of amateur and professional sports. Particular attention will be given to negotiation and arbitration as they relate to contract formation and as to dispute settlement techniques. Basis of Grade: Exam. Form of Grade: Letter.

LAWS 778 - Entertainment Law (2 Credits)
The course will examine the business and legal principles among several entertainment areas including music, film, television, and literary publishing. Although fundamental copyright issues will be touched on, the course will emphasize the practical aspects of legal representation of individuals, entities, and ideas in the entertainment business. Basis of Grade: Final examination. Form of Grade: Letter Grade.

LAWS 780 - Comparative Law (3 Credits)
This course is an introduction to comparative legal study, and will cover the common law and civil law traditions, as well as Islamic law, Asian legal traditions, informal law, and mixed legal systems. The course also covers various methodological and theoretical approaches to comparative law, and the history and culture influencing the evolution of various legal systems. The course will go into some detail on the procedural and substantive aspects of different areas of law in various legal traditions, including constitutional law, criminal law, contract law, and family law. Graduation Requirement: This course satisfies the perspective course graduation requirement. Basis of Grade: Final exam or paper. Form of Grade: Letter.

LAWS 781 - Gender-Based Violence Seminar (2,3 Credits)
This course will explore U.S. and international legal responses to gender-based violence. Through classroom discussion, assigned readings and multi-media materials, and in-depth exploration of student-selected paper topics, the course will examine social constructions of gender and their relationship to violence, as well as the historical and contemporary treatment of multiple forms of gender-based violence under the law, such as trafficking, forced marriage, intimate partner violence, rape, sexual harassment, sexual violence within armed conflict, and ritualized practices. Graduation Requirement: This course satisfies the perspective course graduation requirement, and it satisfies the writing course graduation requirement, if taken for 3 credit hours, must earn a grade of C or better if taken for the writing requirement. Basis of Grade: Students will write one 15-20 page paper if they enroll for 2 credits or 30-50 page paper if they enroll for 3 credits. All students will submit one substantial draft and give a brief presentation of the paper during in-class workshops. Students will be graded on their first drafts, workshop preparation and performance, final papers, participation in class discussions and workshops, and completion of written responses to discussion questions. Form of Grade: Letter.

LAWS 782 - Race and the Law (2,3 Credits)
This course offers an overview of how race has been treated in American law, emphasizing both a historical perspective and current legal issues. This course examines the historical treatment of African-Americans, Native Americans, Asian Americans, and Hispanics. The historical discussion includes an examination of slavery and the post-Civil War amendments. The course surveys many current legal issues impacted by race, including the desegregation of schools, affirmative action, racial justice in criminal law, voting rights, and employment discrimination. Graduation Requirement: This course satisfies the perspective course graduation requirement. It may be taken for 3 credit hours to satisfy the graduation writing requirement. Must earn a grade of C or better if taken for the writing requirement. Basis of Grade: Student’s choice of research paper or series of reading response papers, and class participation. Form of Grade: Letter.

Prerequisites: None.
LAWS 783 - Law and Urban/Rural Divide (2 Credits)
This seminar takes an in-depth look at the segment of the country known as "Rural America" through a law and policy lens. The purpose of the course is to provide students with an understanding of how law, policy, and place interact both in a theoretical sense and in ways that affect legal practitioners. Students will critically analyze the differences between "urban" and "rural" places, with a focus on local government, criminal, and land use law, access to justice, and socioeconomic issues such as class, race, and livelihoods. Students will also develop a deeper understanding of the historical laws and policies that shaped modern rural America, as well as current rural policy challenges, such as the opioid crisis. The last segment of the course will involve examination of case studies that illustrate the issues covered in the course, potentially to include disputes between ranchers and federal agencies in the West and the criminal trials of members of the Bundy family. Graduation Requirement: This course satisfies the perspective course graduation requirement. Form of Grade: Letter. Basis of Grade: Final examination. Form of Grade: Letter. Basis of Grade: Class Participation, Paper(s).
Prerequisites: None.

LAWS 784 - Transnational Law (3 Credits)
A survey course focusing on the actors, sources, and principles of international or transnational law. The transnational law course introduces students to the basic contours of public international law, private international law, domestic (U.S.) law on international issues, supranational law, and comparative law, with a particular focus on the former three categories. The course will provide foundations for further in-depth study in any of these areas and will also provide ample background in these concepts for students who may only take one international law course during their law school careers. Graduation Requirement: The course satisfies the perspective course graduation requirement. Basis of Grade: Final examination. Form of Grade: Letter. Grade. 
Prerequisites: None.

LAWS 786 - Seminar on Restorative and Transformative Justice (3 Credits)
In this course, students will learn about the concepts of restorative justice and transformative justice, how they developed from various systems of justice around the world, how they have been implemented in the United States, and how and when restorative justice can become transformative justice. Students will be expected to think critically about what existing state-centered justice systems achieve (versus what they purport to achieve), how restorative and transformative justice compare with such systems, and to what extent any of these systems further justice. Particular attention will be paid to various forms of implementation, and students will be asked to consider how and when restorative justice should be implemented. At the end of the course, students will have an understanding about what the terms restorative justice and transformative justice mean, why such forms of justice are being promoted as an alternative to the existing criminal justice system, and how to develop restorative and transformative justice processes. Graduation Requirement: Course satisfies the perspective course graduation requirement. Basis of Grade: In-class participation and assignments, final project. Form of Grade: Letter.

LAWS 790 - English Legal History (2 Credits)
The history of the development of English legal institutions, such as the courts and the jury system, and the evolution of the common law, up to the time of the American Revolution. Graduation Requirement: This course satisfies the perspective course graduation requirement. Basis of Grade: Exam. Form of Grade: Letter.

LAWS 791 - Judicial Externship (4 Credits)
Students will work approximately 210-245 hours (30-35 hours per week) with either a state or federal judge. They will be exposed to the work of the federal or state judiciary by working with the judge and the law clerk. Typically, the student will have the opportunity to observe court proceedings and conferences in chambers with the guidance of the supervising judge. The student may also assist the judge and the law clerk in research and drafting documents such as bench memoranda, jury instructions, and opinions. In addition to their work at the court, students will meet periodically with a faculty member to reflect upon their fieldwork experiences. Graduation Requirement: This course satisfies the experiential course graduation requirement, must earn a grade of C or better. Basis of Grade: Students must submit a contemporaneously maintained daily journal of their experience, along with either an example of a written product prepared during the externship or a short paper reflecting on a professional aspect of the experience. The fieldwork supervisor will also complete an evaluation of the student’s performance. Evaluation submitted by the fieldwork supervisor, the quality of the student’s written submissions, participation in the class sessions, and a determination by the faculty member that all requirements of the externship have been satisfactorily completed. Form of Grade: - Letter. 
Prerequisite or Corequisite: LAWS 554 or LAWS 555.

LAWS 791A - Judicial Externship (2 Credits)
Students will work approximately 8-15 hours per week with either a state or federal judge. They will be exposed to the work of the federal or state judiciary by working with the judge and the law clerk. Typically, the student will have the opportunity to observe court proceedings and conferences in chambers with the guidance of the supervising judge. The student may also assist the judge and the law clerk in research and drafting documents such as bench memoranda, jury instructions, and opinions. In addition to their work at the court, students will meet periodically with a faculty member to reflect upon their fieldwork experiences. Graduation Requirement: This course satisfies experiential course graduation requirement, must earn a grade of C or better. Basis of Grade: Students must submit a contemporaneously maintained daily journal of their experience, along with either an example of a written product prepared during the externship or a short paper reflecting on a professional aspect of the experience. The fieldwork supervisor will also complete an evaluation of the student’s performance. Evaluation submitted by the fieldwork supervisor, the quality of the student’s written submissions, participation in the class sessions, and a determination by the faculty member that all requirements of the externship have been satisfactorily completed. Form of Grade: - Letter. 
Prerequisite or Corequisite: LAWS 554 or LAWS 555.

LAWS 792 - American Legal History (3 Credits)
This course is a survey of American law, tracing the developments between the colonial period and the present day. The thematic element is that of change – asking how societal changes have affected the law, and, conversely, how the law has changed society. The discussions will also consider the times when the law did not play role in substantial change. As with any survey course, the course proceeds rapidly, allowing coverage of roughly four centuries in a single semester. There will, however, be stopping points, especially when the relationship between law and society seems especially contentious. The course will include both public and private law, offering multiple opportunities for inquiry about change. Graduation Requirement: This course satisfies the perspective course graduation requirement. Basis of Grade: Final examination, plus contributions to class discussion. Form of Grade: Letter.

LAWS 793 - Public Ethics Law (2 Credits)
LAWS 794 - Intersection of Health Law and Technology (2 Credits)
Innovations in technology are continually reshaping the field of medicine - and the law, in turn, plays a significant role in shaping and enabling those innovations. Sometimes the role of the law is to fund or otherwise incentivize these technologies; other times, it is to regulate or even prohibit them. In each instance, the law plays an important role in shaping the future of medicine. This course will examine the many ways that the law intervenes in the development and implementation of medical technologies, with a particular focus on federal law. It will include an examination of how federal law regulates and interacts with medical technologies such as: health information technology, telemedicine, and the development of new drugs. Looking at these and other issues, we will examine the conflicting social goals and values that often emerge when a new medical technology becomes possible - and we will examine the ways, both successful and unsuccessful, that the law has attempted to manage these tensions. Basis of Grade: Class participation, final paper. As part of the class participation grade, students will be expected to briefly introduce and initiate class discussion on one topic during the semester. Form of Grade: Letter.

LAWS 795 - Election Law (2 Credits)
This course provides a broad introduction to the substantive law governing campaigns and elections. It focuses specifically on the election process beginning with the nomination of candidates, the campaign for office, voting, and election protests and challenges. The course will also highlight legal issues in redistricting after a census. The course also covers the intersection of election law with campaign regulations. Students will gain practical insights into the handling of disputes arising out of the election process. Basis of Grade: Final Exam and Class Participation Form of Grade: Letter

LAWS 796 - Statutory Interpretation (1 Credit)
This course will examine the theories and techniques by which courts determine the meaning and application of statutes. Techniques explored will include the "plain meaning rule", textual and other indicators of legislative intent, the significance of legislative history, the canons of statutory construction, and deference to administrative interpretation. Basis of Grade: Final examination. Form of Grade: Letter. Prerequisites: None.

LAWS 797 - Juvenile Justice (2,3 Credits)
The course will examine a range of juvenile justice policy issues. Topics will include: quality of and access to counsel for youth in delinquency cases, systemic racial and ethnic disparities, overincarceration of youth, the role of schools as feeders to the juvenile justice system, and transfer of youth to the adult criminal justice system. The course will also examine social science related to adolescent development. Graduation Requirement: This course satisfies the perspective course graduation requirement. This course also will satisfy the writing course graduation requirement, if taken for 3 credit hours, must earn a grade of C or better if taken for the writing requirement. Basis of Grade: Paper. Form of Grade: Letter.

LAWS 798 - Death Penalty Seminar (3 Credits)
A survey of the history, law, and policy underlying the capital punishment system in the US. Topics will include the eligibility of offenders and offenses for the possibility of death, procedural issues in death sentencing, and methods of execution. Graduation Requirement: This course satisfies the graduation writing requirement. Must earn a grade of C or better. Basis of Grade: Paper. Form of Grade: Letter. Prerequisites: None.

LAWS 799A - Tort Theory Seminar (2 Credits)
The seminar addresses the relationship between tort theory and doctrine. Though one focus of the seminar is on the role in tort law doctrine of control of people or property, students will be given latitude in selecting a paper topic in terms of tort law doctrine to be addressed and theoretical framework to be used. Students may focus on the South Carolina law on the chosen topic or address the "national" law on the topic. Where appropriate, proposals for changing doctrines should be included. Registration: Class will not meet regularly during the middle of the semester while students are writing their papers. During the final part of the semester, students will present their papers to the class. Graduation Requirement: Satisfies the perspective course graduation requirement. Basis of Grade: Paper, presentation, and class participation. Form of Grade: Letter.

LAWS 800 - Comparative Legal Institutions (1.5 Credits)
This course is designed to demonstrate to our students the origins of our own justice system and the manner in which the English tri-partite governmental polity, which so strongly resembles our own, is significantly different in professional training, law formation, and the interaction among the executive, legislative, and judicial sectors. Registration: Students are also required to enroll in the other London program course. Graduation Requirement: This course satisfies the perspective course graduation requirement. Basis of Grade: Participation and exam. Form of Grade: Letter grade.

LAWS 801 - Comparative Environmental Law (2.5 Credits)
This course will examine European environmental law, comparing and contrasting the character and development of legal and policy responses to the problems created by industrial society in Europe with those created to address similar problems in the US. Specific topics may include regulation of greenhouse gas emissions, oil and gas extraction, and production and disposal of toxic materials. The course will also examine the influence of structural features of European law, such as the precautionary principle and multi-layer federalism. Registration: Students must also enroll in the other London program course. Graduation Requirement: This course satisfies the perspective course graduation requirement. Basis of Grade: Participation and exam. Form of Grade: Letter.

LAWS 802 - Taxation of Property Transactions (3 Credits)
Taxation of Property Transactions is the second step in a course progression from Income Tax to upper level tax courses such as Corporate Tax and Partnership Tax. The course will build upon the foundation established in Income Tax, delving into more complex tax provisions and concepts that govern a wide variety of property transactions, including topics such as: treatment of capital assets, anti-abuse doctrines, installment sale rules, like-kind exchanges, deferred payment sales, cost recovery mechanisms, loss limitations, and sale/lease back arrangements. The course will appeal to students interested in real estate practice, as well as those interested in continuing tax studies. In addition to broadening students' knowledge of tax law doctrine, the course will also enable them to continue to develop their statutory interpretation and advocacy skills. Basis of grade: Class participation (10%), a midterm question (10%), and a final exam (80%). Form of grade: Letter grade Prerequisites: LAWS 633.
LAWS 803 - Women and the Law (3 Credits)
This course will address how the legal system has constructed and applied notions of gender and gender equality. It will introduce students to significant contemporary legal scholarship on the status of women in modern America, and will explore how gender affects legal relationships including some consideration of employment. The materials will include sexual harassment, domestic violence, and domestic relations disputes. Graduation Requirement: This course satisfies perspective course graduation requirement. Students who have taken LAWS 624 may register for this course. Basis of Grade: Written exercises. Form of Grade: Letter Grade.
Prerequisites: None.

LAWS 804 - Environmental Advocacy Seminar (3 Credits)
This course explores and develops practical advocacy skills in the area of environmental representation. Topics include: case planning; administrative, legislative, and litigation practice; policy development; settlement/negotiation; remedies; ethical considerations and effective communication between lawyers and environmental scientists, engineers, and other professionals. In order to facilitate meaningful learning regarding all aspects of advocacy, the course relies heavily on simulations, guest lecturers from lawyers and non-lawyers, and collaborative work. This course is required for students participating in the Environmental Law Clinic, but is open to non-clinical law students as well as graduate students from other schools in the university-wide School of the Environment. Registration: LAWS 731 is recommended. Graduation Requirement: This course satisfies the perspective course graduation requirement and the writing course graduation requirement. This course satisfies the skills course graduation requirement. Basis of Grade: Paper, performance on simulations and class participation Form of Grade: Letter Grade.

LAWS 805 - Environmental Law Clinic (6 Credits)
The Environmental Law Clinic is one of two transactional clinical offerings at the School of Law. Students in this clinic will learn transferable legal skills advising organizational entities on complex environmental and land use matters. Students will interview and counsel their clients, take a leadership role to strategize on addressing client needs, conduct factual investigations and legal research, and draft legal documents. Substantive matters in the past have involved green space, forest, and agricultural conservation, regional water planning, carbon cap-and-trade programs, local government law, and federal environmental law. Matters have also involved contract-drafting, ordinance review, and other forms of legal analysis. Clients are either non-profit organizations or public entities working on environmental matters in the public interest. Registration: LAWS 731 and LAWS 709 recommended. Subject to Client Contact Clinic Lottery. Graduation Requirement: This course satisfies the experiential course graduation requirement, must earn a grade of C or better. Basis of Grade: Student grades will be based upon quality of interactions with and services provided to clients, including communication, interviews, work products, counseling, and other tasks (60%); case participation, including active and prepared contributions to seminar and case rounds and the timely completion of assignments (20%); and professionalism and adherence to clinic procedures/professional practice rules, including the ability to work with teammates and supervisors, as well as responsiveness to feedback (20%). Form of Grade: Letter Grade.
Prerequisite or Corequisite: LAWS 554 or LAWS 555.

LAWS 806 - Cyberlaw (2,3 Credits)
This course explores the governance of activity in cyberspace. The course is designed to foster critical thinking in evaluating whether established norms in the physical world should govern virtual activity in the cyber world. Subjects of study include spatial property rights on websites, legal actions in virtual worlds, cybersquatting on domain names, constitutional rights in cyber-speech, copyright enforcement of file-sharing, and virtual contract formation. Graduation Requirement: Students who elect to take this course for three (3) credits will write a paper that meets the writing requirement. Basis of Grade: Students who elect the 3 credit option will write a paper that fulfills graduation requirements. Students that elect 2 credits will have other written assignments. Form of Grade: Letter.

LAWS 807 - Business Torts (2 Credits)
A review of various business torts with an emphasis on liability arising from the theft of prosecution and defense of business torts, and will involve a number of practical case studies which will require students to determine how to counsel clients, advocate positions, develop policies and procedures and refine litigation strategies. Basis of Grade: Final Exam. Form of Grade: Letter.

LAWS 808 - Writing in Law Practice (3 Credits)
This course will simulate a law firm setting in which enrolled students will work as junior associates in the law firm representing the plaintiff or the law firm representing the defendant. Students will handle a case from the time the client seeks legal advice from the firm until the case is ready for trial. This course will expose students to the drafting skills private practice lawyers need to handle a case in the course of civil litigation. Specifically, students will (1) build on writing and research skills learned in the first year; (2) express legal analysis clearly in both written and oral communications; (3) critically examine information in its original form and discern information relevant to the litigation; (4) make strategic decisions about litigation based on the client's expressed goals, the facts of the case, and the law; (5) cooperate with other small group members to produce a final, written document and to orally advise the supervising attorney on the status of the pending litigation; and (6) practice the interpersonal skills needed to work cooperatively and collegially with attorney colleagues, opposing counsel, and support staff. Graduation Requirement: Students taking this course may elect to satisfy either the graduation writing requirement or the skills course graduation requirement, but not both. Basis of Grade: Written assignments. Form of Grade: Letter.

LAWS 809 - CAPSTONE COURSE: Civil Litigation (5 Credits)
Students will be divided into two “law firms” and serve as “associates” in the law firms. The assignments will focus on the pretrial aspect of a civil litigation. Students will have an initial client meeting, write a research memo to the client, draft pleadings, draft and argue motions, prepare discovery requests and answers, take depositions, and hire and prepare witnesses for a deposition. In the course of these exercises students will confront problems dealing with choosing the proper parties, identifying the proper jurisdiction for the litigation, settling discovery disputes, and calculating damages. Registration: Limited to 3Ls. Students are limited to enrolling into one Capstone course. Graduation Requirement: This course satisfies the experiential course graduation requirement. Must earn a grade of C or better. Basis of Grade: Written and oral assignments. Form of Grade: Letter.
Prerequisites: LAWS 554 or LAWS 555, LAWS 671.

LAWS 810 - Comparative UK/US Negligence Law (2 Credits)
TBD
LAWS 815 - Rule of Law Seminar (3 Credits)
This course will review key components of rule of law programs undertaken by the United States and the international community in post-conflict, transitional, and developing states. The course will consider the theories, goals, and effectiveness of rule of law programming. Class discussion will involve critical analysis of the strategies and methodologies relating to some of the key components of rule of law programming, such as: constitutional development, judicial reform, accountability for atrocities, alleviation of corruption, use of local customary law, and resolution of land and property disputes. Readings will include scholarly analyses and case studies of rule of law programs in various countries. Graduation Requirement: This course satisfies the perspective course graduation requirement and the writing course graduation requirement. Must earn a grade of C or better. Basis of Grade: Class participation and student’s choice of research paper or series of response papers. Form of Grade: Letter.

LAWS 816 - Introduction to Environmental Law and Policy (1 Credit)
Intensive one-credit course on certain basics of environmental law and policy. The course will cover: relevant history of environmental law and policy; fundamental statutory, regulatory and case law as well as other authorities in the environmental field; an overview of the relevant federal agencies; and a case study. We will use a combination of interrelated classroom work, discussion, presentations, video and web access, reading, and a simulation to explore environmental law and policy. This course is neither a substitute nor a prerequisite for the more in-depth Federal Environmental Law course. Registration: Required for students in the JD/MELP program. Basis of Grade: Final examination. Form of Grade: Letter. Prerequisite: None.

LAWS 817 - International Criminal Law (3 Credits)
This course focuses on individual criminal responsibility for aggression (crimes against peace), offenses against the law of war (humanitarian law), and grave human rights abuses (genocide and crimes against humanity) in the modern era. The course will explore the development of extra-territorial and international jurisdiction over criminal suspects of non-consenting states in the post World War II era. We will examine the work of the Nuremberg Tribunal and the International Military Tribunal for the Far East, ad hoc United Nations tribunals including the International Criminal Tribunal for the Former Yugoslavia and the International Criminal Tribunal for Rwanda, the International Criminal Court, and prosecutions in the national systems of various states including the U.S. We will pay close attention to enforcement of the United Nations Charter and the Geneva Conventions. The course will also explore cutting edge contemporary issues such as resistance to I.C.C. authority, the legality of forceful humanitarian intervention absent Security Council authorization, detention and interrogation of combatants, and (time permitting) problems associated with new methods of warfare, including the use of unmanned drones and suicide bombers. The course is designed to help students develop a sophisticated appreciation of criminal theory and the structure of criminal law. Registration: LAWS 784 is helpful, but is not required, and students without a prior background in LAWS 666 have frequently earned top grades in this course. Graduation Requirement: This course satisfies the perspective course graduation requirement. Basis of Grade: Examination. Form of Grade: Letter. Prerequisites: LAWS 524.
LAWS 819 - Regulation of the Financial Sector and Money (3 Credits)
The American financial system is among the most sophisticated in the 
world, but has been undergoing rapid change since the early 1980s. The 
course has four goals and is targeted primarily at students interested 
in the Charlotte practice or JD/MBA students (Charlotte now being 
the second largest banking center in the United States). The first is to 
introduce you to the regulatory structure(s) that in 
many ways reflect compromises cobbled together following different 
financial sector crises since the early 1980s, and are still subject to lively 
debate. The second goal is to introduce you to the current regulatory structure(s) that in 
many ways reflect compromises cobbled together following different 
financial sector crises since the early 1980s, and are still subject to lively 
debate. The third goal is to introduce you to the on-going changes in 
financial sector and the more likely prospective regulatory responses, 
because it seems highly likely that change shall continue. The hidden 
fourth aspect is that much of financial sector regulation is undertaken by 
independent regulatory agencies (such as the Federal Reserve, FDIC 
or SEC), rather than directly under statute, so that the changes for the 
past 25+ years typically are either foreshadowed or reflected more in 
regulation and administrative actions, rather than in legislation. So you 
have to understand how the regulatory agencies work because they 
create and apply most of the applicable law in the form of regulation. 
Basis of Grade: Drafting legal and regulatory documents for use in the 
regulation process, in teams. Form of Grade: Letter Grade. Corequisite: 
LAWS 609. 
Prerequisites: None.

LAWS 820 - Religious Legal Systems: Jewish Law (2 Credits)
The course presents the basic features of the Jewish legal system and 
a number of points of comparison to American law. The first half of the 
course will provide an historical and literary conspectus to Jewish Law by 
examining the eternal question of the appropriate remedies for personal 
injuries. Specific topics covered include: the Biblical Law of Injury; 
Biblical Methods of Resolving Disputes (including references to the New 
Testament); and the Rabbinic Law of Injuries. This will be followed by 
several class hours devoted to the laws of marriage. The remaining class 
sessions will examine the process used to reach religious legal decisions 
from three modern perspectives, including decisions concerning Sex 
and Family Life. These discussions should help you see how the Jewish 
legal tradition is being applied in modern times by different groups within 
the Jewish community. The comparative study of another legal system 
can be an important part of learning about one’s own system. A religious 
legal system is especially useful for comparative purposes. Its religious 
roots feed a set of assumptions about the nature of humanity and of 
the law considerably different from those of a self-consciously secular 
system like American law. All class materials are in English and it is 
assumed that students have no special background or familiarity with 
the materials. Students of all religious, racial, or ethnic backgrounds 
are encouraged to enroll in this course. The comparative focus of this 
course puts all students on a level plane at the beginning, with perhaps 
a minor advantage for those who have studied some philosophy in 
their undergraduate training. Graduation Requirement: This course 
satisfies perspective course graduation requirement. Basis of Grade: 
Final examination and class participation. Form of Grade: Letter Grade. 
Prerequisites: None.

LAWS 823 - Religion and the Constitution (2 Credits)
This course will: (1) review seminal Supreme Court precedents 
addressing the free exercise of religion and the Establishment Clause; 
(2) introduce students to influential scholarship addressing the Religion 
Clauses; and (3) analyze important contemporary controversies involving 
both the interpretation of the Religion Clauses and the challenge of 
integrating other constitutional guarantees with the protection of 
religious liberty and freedom of conscience. The course will also have a 
comparative component in which American constitutional approaches to 
questions such as the manifestation of religious identity, the role of 
religion in civic ceremonies, and the relationship between government 
and religious institutions as well as the relationship between civil and 
religious law will be juxtaposed with the legal experience of other nations. 
Basis of Grade: Either a final examination or three writing assignments, at 
the discretion of the professor. Form of Grade: Letter. 
Prerequisites: None.

LAWS 825 - Medical Legal Partnership Clinic (6 Credits)
LAWS 826 - Energy Law (3 Credits)
This course provides an introduction to the law and regulation of energy 
resources, primarily in the United States, focused on three core areas 
within the field. The first part of the course will cover extraction of 
energy resources, primarily coal, oil, and natural gas. The second part 
will cover regulation of the electricity generation and distribution system, 
including public utility and rate regulation, transmission, and relevant 
environmental regulations. The final part of the course will address legal 
and regulatory issues specific to nuclear and renewable energy, with a 
particular focus on the Southeast. Throughout, the course will focus 
on the ability (or inability) of legal and regulatory regimes to keep pace 
with rapid change in the energy sector. Registration: LAWS 731 and 709 
are recommended. Basis of Grade: In-class exam. Form of Grade: Letter 
Grade. 

LAWS 828 - SC Administrative Law (2 Credits)
This course provides an overview of practice and procedure before 
administrative agencies in South Carolina. It will introduce administrative 
law concepts such as notice and due process, rulemaking, the South 
Carolina Administrative Procedure Act, and associated case law, 
as well as provide a survey of state agencies, their jurisdiction, and 
specific agency statutes such as the Revenue Procedures Act. Practical 
information on practice and procedure before adjudicative administrative 
and regulatory bodies such as the Administrative Law Court will be an integral part of the 
course. Registration: Students may take both this course and LAWS 709. 
This course does not satisfy the LAWS 709 requirement of Vermont Law 
School for students in the dual-degree program. Basis of Grade: Final 
examination. Form of Grade: Letter Grade. 
Prerequisites: None.

LAWS 829 - Veterans' Rights Advocacy Seminar (2 Credits)
This seminar teaches practical advocacy necessary to represent the 
interests of military veterans in administrative, legislative, litigation and 
other matters. Students learn advocacy skills through interaction with 
simulated clients and decision makers. This course is a Enrollment in 
this course does not ensure later enrollment in the Veterans' Rights 
Clinic. Registration: This course does not satisfy the graduation writing 
requirement. Basis of Grade: Simulations, papers and class participation. 
Form of Grade: Letter Grade. Prerequisite: None. 
Prerequisites: for participating in the Veterans' Rights Clinic, but is not 
limited to those students. None.
LAWS 830 - Veterans Legal Clinic (6 Credits)
The Clinic will provide direct legal services to veterans with legal issues that are most likely to affect their ability to obtain or retain employment and contribute to homelessness among this population. The Clinic will help to resolve housing, debt and domestic issues that affect the client and others in the home, thereby stabilizing communities with low-income veteran populations. Students will have an opportunity to develop legal skills, including: interviewing and counseling clients, fact investigation, legal research, writing, and analysis, case strategy, negotiations, and courtroom advocacy. The course also will give students an opportunity to consider the broader context of their individual cases through class discussion and community-based projects, which may include know-your-rights presentations, limited advice and assistance clinics, and policy research. Registration: Subject to Client Contact Clinic Lottery. Effective as of FALL 2020, a student who is enrolled in or has been enrolled in a clinical course may not enroll in LAWS 771. Graduation Requirement: This course satisfies the experiential course graduation requirement, must earn a grade of C or better. Basis of Grade: Students will be graded on their performance on casework and participation in class discussions and exercises. Form of Grade: Letter Grade.**Prerequisites:** LAWS 671 and LAWS 555 OR LAWS 554.

LAWS 831 - Children and the Courts (2 Credits)
This course will address issues related to children in the courts, with particular attention to children who are in criminal or family court as witnesses (including as victims of abuse and neglect) and to children who are in family court as delinquents. Specific issues covered will include an overview of legal systems, the role of counsel in representing children, evidentiary rules, and systemic issues involving children and the courts. Graduation Requirement: This course satisfies the perspective course graduation requirement. It does not satisfy the graduation writing requirement. Basis of Grade: Final examination or paper and class participation. Form of Grade: Letter Grade.

LAWS 832 - Current Topics in Professional Responsibility Seminar (2,3 Credits)
This is a seminar focusing on current topics relating to lawyer ethics and the legal profession. It is intended for students who desire an intensive study of legal ethics. Students will be expected to take an active role in class discussions and will have input in the selection of topics for discussion. With the guidance of the professor, each student will be responsible for organizing and preparing one or more of the classes. Students will prepare short weekly papers on issues raised in class, as well as one longer paper. All papers will be posted on the class Internet discussion board. Graduation Requirement: Students who select the three-credit hour option may satisfy the graduation writing requirement. Must earn a grade of C or better. Basis of Grade: Paper. Form of Grade: Letter Grade.**Prerequisites:** LAWS 554 or 555.

LAWS 833 - The Warren Court (3 Credits)
This seminar will study the interrelated changes in law and in society, focusing on the decisions of the United States Supreme Court during Earl Warren's term as Chief Justice. The course will consider how the "Warren Court" changed constitutional law, and in turn, changed American society. Graduation Requirement: This course satisfies the perspective course graduation requirement. It does not satisfy the graduation writing requirement. Basis of Grade: Paper. Form of Grade: Letter Grade.**Prerequisites:** None.

LAWS 834 - Caretaking, the Family and the Law (2,3 Credits)
In this seminar, which will satisfy the perspective course requirement and the graduation writing requirement, students will explore how law, policy, and cultural norms shape conceptions of family and caretaking of those who cannot fully care for themselves and, conversely, how shifting cultural notions of family and caretaking affect law and policy. Throughout the course, students will also specifically consider how cultural and legal notions of privacy and gender affect the law and policy of family and caretaking. Students will analyze these ideas in a variety of legal contexts including how they impact the law of child welfare, public benefits and poverty law, public education, work, and disability. It is anticipated that the first half of the course will be spent on readings and class discussions analyzing these concepts. During this time student will also begin developing paper topics in close consultation with the professor. In the second half of the course, class time will be spent on presentations of student papers. Students will be required to read each others’ papers and will prepare questions and critiques for the presenters. Following their paper presentations, students will have the opportunity to revise their papers and submit a final draft for grading at the end of the semester. Graduation Requirement: This course satisfies the graduation perspective course requirement. This course will satisfy the graduation writing requirement if taken for three credit hours. Must earn a grade of C or better if taken for the writing requirement. Basis of Grade: Students will be graded on a draft and final paper, class participation, a class presentation, and a critique of a colleague's paper and presentation. Form of Grade: Letter.

LAWS 835 - Federal Constitutional Convention (3 Credits)
This seminar will focus on the debates at the Federal Constitutional Convention of 1787, concentrating on the delegates to the Convention, their arguments during the Convention, and the compromises thought necessary to secure the Constitution's approval. Graduation Requirement: This course satisfies the perspective and writing course graduation requirements. A student taking this course may not also take LAWS 669. Basis of Grade: Paper. Form of Grade: Letter.

LAWS 836 - Consumer Bankruptcy Drafting Workshop (3 Credits)
This course provides an introduction to consumer bankruptcy law with an emphasis on drafting exercises related to practice in the subject area. Students learn basic consumer law issues, with a brief overview of relevant Bankruptcy Code sections and procedural rules. The writing component introduces students to motion practice through simulated cases. Each student must draft one client opinion letter, one demand letter, two common motions, two complaints, a supporting memorandum of law, and at least one type of discovery request. Students receive instruction in Bankruptcy research and will be expected to perform research necessary to complete the writing assignments. Previous study in bankruptcy law is not required. Students may take both this course and Bankruptcy Law. Graduation Requirement; Students taking this course may elect to satisfy either the graduation writing requirement or the skills course graduation requirement, but not both. Basis of Grade: Drafting assignments. Form of Grade: Letter Grade.**Prerequisites:** None.
LAWS 837 - Commericial Speech Seminar (3 Credits)
In Valentine v. Chrestensen, 316 U.S. 52 (1942), the United States Supreme Court said, "We are...clear that the Constitution imposes no restraint on government as respects purely commercial advertising." Since 1942, however, speech that is "commercial" has been afforded greater constitutional protection against government regulation. This seminar will explore whether commercial speech is different from other speech and whether the identity of the speaker matters in determining the extent to which commercial speech may be regulated. The course will trace the development of the "commercial speech doctrine" and seek to provoke inquiry into the consequences of providing full First Amendment protection for commercial speech. Graduation Requirement: This course satisfies the graduation writing requirement. Must earn a grade of C or better. Basis of Grade: Paper. Form of Grade: Letter Grade.
Prerequisites: None.

LAWS 838 - Federal Indian Law (2,3 Credits)
This seminar explores the basic legal principles that govern the relationship between American Indian tribes, the federal government, and the state governments. Topics covered will include jurisdictional issues arising between those governments, the source and scope of Indian sovereignty, and the recognition and enforcement of Indian land and treaty rights. Graduation Requirement: This course satisfies the perspective course graduation requirement and the writing course graduation requirement if taken for three credit hours. Must earn a grade of C or better if taken for the writing requirement. Basis of Grade: Research Paper (three credit hours) or exam/paper (determined by professor) (two credit hours) Form of Grade: Letter.
Prerequisites: None.

LAWS 839 - Transnational Disputes Resolution (4 Credits)
This course is offered at Gray’s Inn in London, England. The course consists of five components: (1) Introduction and U.S. - U.K. Comparative approach (2) International Litigation, (3) International Arbitration; (4) Discovery and Investigations; and (5) Private Dispute Resolution through International Organizations. Graduation Requirement: This course satisfies the perspective course graduation requirement. Basis of Grade: Final examination. Form of Grade: Letter Grade.
Prerequisites: None.

LAWS 840 - Law and Social Justice Seminar (2,3 Credits)
This course explores whether and to what extent our legal system, including its law schools, perpetuates or counteracts social injustice. Many of the readings derive from modern critical legal theory, particularly critical race theory and radical feminism, and from liberal and non-liberal responses thereto. These readings primarily address the subordination of particular groups in our society and ways in which taken-for-granted legal categories -- such as objective/subjective, public/private, and negative rights/positive rights -- serve to entrench hierarchies of power and wealth. Other readings include foundational political theories and classic texts on topics such as civil disobedience and justified revolution. Graduation Requirement: This course satisfies the perspective course requirement. It may be taken for 3 credit hours and satisfaction of the graduation writing requirement with the prior permission of the instructor. Must earn a grade of C or better if taken for the writing requirement. Basis of Grade: Paper. Form of Grade: Letter Grade.
Prerequisites: None.

LAWS 841 - First Amendment (2 Credits)

LAWS 845 - Race and Class in American Public Education Seminar (2,3 Credits)
Education plays a crucial role in sustaining a democratic society. As such, it is critical that we understand and are able to critique the legal and public policy choices that shape our education system. This course will explore issues of equity, access, and reform in American public education, particularly as it pertains to race and class. It will examine the right to equal educational opportunity and will consider the various state and federal legal efforts to improve K-12 education and to increase accessibility to institutions of higher education. Topics that will be discussed include, among other things, school desegregation, school finance litigation, school choice, and affirmative action. We will scrutinize a variety of reform efforts, which may include the federal government’s expanding role in education, single-sex education, magnet programs, and charter schools. We will also examine higher education admissions policies such as racial preferences, percentage plans, and reliance on standardized test scores. In addition to examining legal authority and the work of legal scholars, we will examine the writings of historians, social scientists, and education policy experts. Graduation Requirement: This course satisfies the perspectives course requirement. Students who elect to take this course for three (3) credits will write a paper that meets the writing requirement. Must earn a grade of C or better if taken for the writing requirement. Basis of Grade: Paper(s). Form of Grade: Letter.

LAWS 847 - Ethical Issues in Criminal Practice (2 Credits)
This workshop will study the ethical issues faced by prosecutors and defense counsel in criminal practice. Although many of the same Rules of Professional Conduct that govern civil litigation also apply to criminal cases, constitutional rights and duties often require that they be applied differently than in civil cases. In addition, there are particular provisions in the Rules of Professional Conduct that only apply in criminal cases, including the rules governing prosecutors. Our understanding of the special role of the prosecutor and the prosecutor’s duty to seek justice may create prosecutorial duties, as do constitutional rights of persons accused of crime and constitutional duties of, and restraints upon, the government. The workshop will meet once a week for two hours. Students will read assigned laws, rules, cases, and analytical materials and will discuss those readings in class. In addition, the class will study cases that illustrate the problems — and often the injustice — that may flow from violations of the applicable Rules of Professional Conduct and constitutional mandates. Experienced prosecutors, defense attorneys, and judges will share their experiences and insights with the class. Written assignments will be based on the kinds of issues lawyers face in criminal practice and the types of work product lawyers have to create in dealing with those issues in their practice. Basis of Grade: Class participation and written projects. Form of Grade: Letter.
Prerequisites: LAWS 554 or 555.
LAWS 849 - The Great Recession of 2008: Statutory Background and Legislative Response (3 Credits)

Like many people who rely on a 401K plan for retirement, I have taken a personal interest in the "Great Recession of 2008." The students at the law school lived through the Great Recession and are currently facing a diminished job market as a result of its effects. Some economists project that the careers of those now entering the workforce will be permanently impacted by the near-collapse of the banking system in October of 2008. I have read a number of books on the causes of the Great Recession, most by economists or financial journalists. All of the books refer to the statutory background as a cause of the credit collapse, but none of them ever quote or analyze the statutory material at length. None are really satisfactory from the lawyer's point of view. Lawyers should read the statutes before drawing conclusions about the causes of the Great Recession. This seminar would require all the students to read Charles Gasparino, The Sellout: How Wall Street Greed and Government Mismanagement Destroyed America's Global Financial System (2009). Other reading assignments would be made from the attached Bibliography. The out-of-class readings would be supplemented by an in-class review of the statutory basis of the banking and home mortgage industries, including the major U.S. Banking laws, the enabling statutes of the Federal Reserve, the FDIC, Glass-Steagall Act of 1933, Gramm-Leach Billey Act of 1999 (which repealed Glass-Steagall), the Community Reinvestment Act of 1977, and the authorizing acts for the Federal Home Loan Mortgage Corporation (Freddie Mac), and the Federal National Mortgage Association (Fanny Mae), and regulation of the bond, futures, derivative, and Credit Default Swap markets. In-class presentations would also cover the economic events that pre-cipitated the statutory schemes in place as of 2008, e.g., the Panic of 1907, the Great Depression, the Savings and Loan crises of the 1980's, the dot.com bubble, and the collapse of Long Term Capital Management. The class would also look at the key features of the Dodd-Frank Act to see whether those changes really addressed the Recession's underlying causes. Basis of Grade: 30 page paper and class presentations. Form of Grade: Letter.

Prerequisites: LAWS 652.

LAWS 850 - Government Regulation of Businesses (3 Credits)

This course surveys the legal, economic and policy framework that governs American business. In doing so, it examines the core principles that guide our economy and, against the backdrop of the proposition that non-regulated markets are generally preferred, introduces a number or areas of regulation, including antitrust, securities, environmental, patents, health-care, advertising/information and consumer protection. We will critically examine economic rationales, legal ground rules and regulatory models. One objective will be to gain a good understanding of how government intervention has actually played out in selected markets and why. We will also examine markets that, though once regulated, have since been deregulated. Basis of Grade: Final exam and class participation. Form of Grade: Letter.

LAWS 853 - Real Estate Transactions Capstone (5 Credits)

This course is designed to be a Capstone course for third year (3L) students interested in an in-depth, practical and advanced course in real estate law and real estate finance. Students will be participate in simulated experiences throughout the semester, and will end the semester negotiating a real estate development deal. The course will explore land development, real estate finance, foreclosures and receiverships and the development of real estate projects such as condominium, office and retail facilities. The focus will be on real estate commercial transactions in South Carolina, but will have general applicability to real estate transactions in other jurisdictions, as well as general application to residential real estate transactions. Graduation Requirement: This course satisfies the experiential course graduation requirement. Must earn a grade of C or better. Basis of Grade: Assigned exercises and class participation. Form of Grade: Letter.

Prerequisites: None.

LAWS 856 - Public Law and Leadership (2 Credits)

The goal of the Public Law & Leadership Course is to give students a hands-on opportunity to develop skills and exercise leadership in the public arena through service to actual clients. Working in teams, students will tackle public law and policy problems posed by nonprofit organizations. In this structured interaction with “real-life” clients, students will have an opportunity to experience the interconnection between leadership and lawyering skills. Basis of Grade: Class participation, assignments and team client memorandum and presentation. Form of Grade: Letter.

LAWS 857 - The American War on Terror: The U.S., Counter-Terrorism and International Law (2 Credits)

The focus of this course will be on the United States policies and practices in response to the events that occurred on its territory on September 11, 2001. The course will be unique in that it will examine the approaches of both the Bush and Obama Administrations, as foretold through the principles of international law: to this end, we shall consider the legal arguments put forward by both of these governments for the recourse to force (jus ad bellum) and for the conduct of hostilities (jus in bello), and of the changing significance of the “war on terror” in the rhetoric from September 11, 2001, until the present day. Not only shall we explore the legal questions surrounding the military engagements of the United States in Afghanistan (2001) and Iraq (2003), but, also, with respect to its presences in Yemen, Somalia and Pakistan. Candidates shall be encouraged to adopt a critical understanding of the rules of warfare as applied to evolving forms of combat (e.g. drone activity, suicide bombings, targeted killings) as well as explore the traditional modes of regulating prisoners-of-war and the protection of civilians both in the United States and beyond. Firm emphasis shall be placed on historical examples for class exercises, but candidates will also be called upon to question the relevance of these analogies as well as test other possibilities for how best the prosecution of the “war on terror” can occur today and in the future. Registration: LAWS 784 is recommended. Graduation Requirement: This course satisfies the perspective course graduation requirement. Basis of Grade: Examination. Form of Grade: Letter.

Prerequisites: None.
LAWS 859 - Federal Criminal Practice Capstone (4 Credits)
This simulation course is for third year (3L) students interested in the practice of criminal law. During the semester, students will apply the knowledge and skills learned in prior law school courses by simulating the litigation of a federal criminal case beginning with the investigative and grand jury phases; through charging, pre-trial, and plea proceedings; and ending with sentencing and appeal. Students will: (1) prepare prosecution memoranda and indictments; (2) conduct mock grand jury sessions; (3) prepare or respond to motions to suppress evidence; (4) argue suppression motions; (5) conduct sentencing guideline calculations and prepare sentencing memorandum; and (6) file a notice of appeal. Students will also have an opportunity to observe actual federal court criminal proceedings; and gain practical insight from prosecutors, law enforcement officials, members of the criminal defense bar, and judges, who will serve as guest speakers. Although the course will highlight the role of the federal prosecutor, students will serve as both prosecutors and defense counsel during practical exercises. They will also hear the perspective of criminal defense practitioners through guest lecturers, legal articles and treatises. Thus, the skills developed during this course will easily translate to a state, tribal, or military criminal practice as a prosecutor or defense counsel. Graduation Requirement: This course satisfies the experiential course requirement for graduation. Must earn a grade of C or better, Basis of Grade: Class and outside court event participation and attendance, demonstrated research, writing, and oral advocacy skills. Form of Grade: Letter.

Prerequisites: LAWS 547, LAWS 671, and LAWS 555 or LAWS 554.

LAWS 860 - Special Topics in Legislative Drafting I (2 Credits)
This course will explore the process of drafting legal codes in a real world setting. Specifically, the course will give students the opportunity to participate in the creation of a legal code for the Catawba nation. Students will be introduced to the relevant areas of federal Indian law, the history, culture and legal conceptions of the Catawba Nation, and principles of drafting laws. Topics may shift from year to year. Students will use information collected during the course to draft laws to be submitted to the leadership of the Catawba Nation for adoption. In the first year of the course, students will focus on drafting a family law code. They will be introduced to crucial family law concepts relevant to the law-making process. Specifically, students will examine numerous state and tribal family law codes. They will discuss the relevant strengths and weakness of these laws with the goal of drafting a family law code particularly suited to the history, culture and legal needs of the Catawba Nation. During the course, they will meet with leadership of the Catawba Nation and with lawyers, government officials and judges from other recognized Indian nations. Students will receive a letter grade at the end of each semester. Registration: Instructor will select students for this course. Interested students shall submit (1) statement of interest of no more than 500 words; and (2) updated CV. LAWS 759 or LAWS 838 is encouraged, but not required. Students are expected to take both Special Topics in Legislative Drafting I and II. Basis of Grade: The grade will be based on the student’s attendance and class participation as well as the quality of the research and drafting assignments produced through the semester. Form of Grade: Letter.

LAWS 861 - Special Topics in Legislative Drafting II (3 Credits)
This course will explore the process of drafting legal codes in a real world setting. Specifically, the course will give students the opportunity to participate in the creation of a legal code for the Catawba nation. Students will be introduced to the relevant areas of federal Indian law, the history, culture and legal conceptions of the Catawba Nation, and principles of drafting laws. Topics may shift from year to year. Students will use information collected during the course to draft laws to be submitted to the leadership of the Catawba Nation for adoption. Using the skills learned in Legislative Drafting I, students will draft family code for the Catawba Nation. In order to produce these code, students will examine numerous state and tribal family law codes. They will discuss the relevant strengths and weakness of these laws with the goal of drafting a set of laws particularly suited to the history, culture and legal needs of the Catawba Nation. During the course, they will meet with leadership of the Catawba Nation and with lawyers, government officials and judges from other recognized Indian nations. Students will receive a letter grade at the end of each semester. Graduation Requirement: This course satisfies the experiential course graduation requirement. Must earn a grade of C or better. Basis of Grade: The grade will be based on the student's attendance and class participation as well as the quality of the research and drafting assignments produced through the semester. Form of Grade: Letter.

Prerequisites: LAWS 860.
LAWS 899 - Reading Group (1 Credit)
The class will meet for at least 13 hours over the course of one academic year. Students will be assigned a series of books or similarly-substantial materials and required to produce a minimum of five pages of writing as described below, requiring at least 2 hours of out-of-class work for each hour that reading groups meet. Reading Groups are intended to facilitate an intellectually rich academic experience through informal, in-depth discussions between faculty and students. Each Reading Group will be convened to explore a legal topic or theme through the study of appropriate readings, films, and other materials. Reading groups are intended to foster deeper conversations about legal issues than traditional classes permit, especially including conversations regarding sensitive or controversial legal issues between diverse groups of students. Basis of Grade: Attendance, participation, and written work that totals a minimum of five (5) pages. Written work could include reflections on different materials, discussion guides created by students for particular readings, comparisons between different materials, or other assignments required by the faculty member. Form of Grade: Pass/Fail.

LAWS 999 - Law General Course (1 Credit)
SCHOOLS OF MEDICINE

Welcome to the Schools of Medicine Academic Bulletin

In the past three decades, the University of South Carolina’s School of Medicine located in Columbia (USCSOM-Columbia) has emerged as a national leader in primary care medical education, pioneering research, and providing humanistic patient care. Founded in 1975, the USCSOM-Columbia campus is situated on a beautiful 100-acre suburban campus, just four miles from the main campus of the University of South Carolina. The School of Medicine’s 20 year affiliation with the Greenville Health System, South Carolina’s largest public hospital, was enhanced in 2011 with the formulation of a second four-year University of South Carolina School of Medicine, USCSOM-Greenville, located on the Greenville Memorial Hospital Campus. USCSOM-Greenville is separately accredited by the Liaison Committee on Medical Education of the Association of American Medical Colleges, making the University of South Carolina one of only seven universities in the United States with two or more four-year campuses for medical education.

Mission: To improve the health of the people and diverse communities of South Carolina and beyond through innovative medical education and research, and compassionate, exceptional patient care.

The School of Medicine reserves the right to make changes in curricula, degree requirements, course offerings, and all School of Medicine academic regulations at any time when, in the judgment of the faculty, the dean, the president, or the Board of Trustees, such changes are in the best interest of the student, the University, or the School of Medicine.

Registration at the University of South Carolina assumes the student’s acceptance of all published regulations, including both those which appear in this School of Medicine Bulletin and all others found in any official announcement such as Carolina Community. When two or more regulations contained in University publications appear to be inconsistent, the regulations appearing in this bulletin shall control. When two or more School of Medicine regulations appear to be inconsistent, the regulations in force at the time the student entered the School of Medicine shall control.

Bulletin Updates and Corrections

Noncurricular information (i.e., faculty listings, contact information, college or departmental descriptive text) can be updated by contacting the Office of the University Registrar (bulletin@sc.edu) on the Columbia Campus. Any material pertaining to course descriptions or curriculum changes must have the approval of the Faculty Senate, Graduate Council, Board of Trustees, and/or S.C. Commission on Higher Education before it can be published in the bulletins.

Printing Portions of the Online Bulletins

The academic bulletins are available online only. However, you may produce hard copy of any portion or all of an online bulletin using your local printer.

Additional Information

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

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

The University of South Carolina provides equal opportunity in education and employment for all qualified persons regardless of race, color, religion, sex, national origin, age, disability, or veteran status. The University of South Carolina has designated as the ADA Title II, Section 504 and Title IX coordinator the Executive Assistant to the President for Equal Opportunity Programs. The Office of the Executive Assistant to the President for Equal Opportunity Programs is located in:

Suite 805
1600 Hampton St.
Columbia, South Carolina
telephone 803-777-3854

The University

UofSC System Mission Statement

Approved by the Board of Trustees- October 11, 2019

Next Board of Trustees Scheduled Review- January 2023

The primary mission of the University of South Carolina System is the education of the state’s diverse citizens through teaching, research, creative activity, and community engagement. This public university system serves students from its flagship Columbia campus, three comprehensive universities (Aiken, Beaufort, and Upstate), and four regional Palmetto College campuses (Lancaster, Salkehatchie, Sumter, and Union).

The University of South Carolina System offers degree programs at the associate’s, bachelor’s, master’s, and doctoral levels. Through classroom and laboratory instruction delivered in a variety of face-to-face and distance learning formats and modalities, degree programs are offered in the following areas: arts and sciences; business; education; engineering and computing; hospitality, retail, and sport management; information and communications; law; medicine; nursing; pharmacy; public health; and social work.

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

UofSC Columbia Mission Statement

Approved by the Board of Trustees- October 11, 2019
The primary mission of the University of South Carolina Columbia is the education of the state's citizens through teaching, research, creative activity, and community engagement. Among America's oldest and most comprehensive public universities, the University of South Carolina Columbia is the major research institution of the university system and its largest campus. At the heart of its mission lies the university's responsibility to state and society to promote the dissemination of knowledge, cultural enrichment, and an enhanced quality of life.

The University of South Carolina Columbia serves a diverse population of students with widely varying backgrounds, career goals, and levels of aspiration. The university offers over 320 degrees at the bachelor's, master's, doctoral, and professional program levels, affording students the most comprehensive array of educational programs in the state. Opportunities for personal and career development are provided to the citizens of South Carolina through outreach and continuing education activities. The university provides additional opportunities for associate degrees through Fort Jackson and through the oversight of regional Palmetto College campuses (Lancaster, Salkehatchie, Sumter, and Union).

Through classroom and laboratory instruction delivered in a variety of face-to-face and distance learning formats and modalities, degree programs are offered in the following areas: arts and sciences; business; education; engineering and computing; hospitality, retail, and sport management; information and communications; law; medicine; music; nursing; pharmacy; public health; and social work. The depth and breadth of its graduate programs distinguishes the University of South Carolina Columbia from all other institutions of higher learning in South Carolina.

Recognized by the Carnegie Foundation as a top research and community engaged institution, nationally ranked in start-up businesses, and conferring over 30% of all bachelor's and graduate degrees awarded at public institutions in South Carolina, the university has a profound relevance, reach, and impact on the people of the state. As the flagship institution of the university system, the University of South Carolina Columbia leads the way in providing all students with the highest-quality education, including the knowledge, skills, and values necessary for success and responsible citizenship in a complex and changing world through engagement in nationally and internationally ranked research, scholarship, community outreach, and artistic creation.

**Accreditation**

The University of South Carolina Columbia is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master's, and doctoral degrees. The regional Palmetto College campuses (Lancaster, Salkehatchie, Sumter, and Union) are branch campuses of the University of South Carolina Columbia; the branch campuses' accreditation is dependent on the continued accreditation of the University of South Carolina Columbia. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the University of South Carolina Columbia.

In addition to this comprehensive accreditation, the professional schools on the Columbia campus are individually accredited by their respective associations as follows:

**College of Arts and Sciences**

In the Department of Psychology, the graduate degrees in clinical-community psychology are accredited by the American Psychological Association; graduate degrees in school psychology are accredited by the National Association of State Directors of Teacher Education and Certification, the National Council for Accreditation of Teacher Education, and the National Association of School Psychologists with the doctoral program also being accredited by the American Psychological Association. The Master of Public Administration degree offered by the Department of Political Science is accredited by the National Association of Schools of Public Affairs and Administration. The Department of Theatre and Dance is accredited by the National Association of Schools of Theatre and the University/Resident Theatre Association. The Department of Art is accredited by the National Association of Schools of Art and Design. The Department of Chemistry is accredited by the American Chemical Society.

**Moore School of Business and the School of Accounting**

American Assembly of Collegiate Schools of Business.

**College of Education**

National Council for Accreditation of Teacher Education, Council for the Accreditation of Counseling and Other Related Educational Programs.

**College of Engineering and Computing**

Programs in chemical engineering, civil engineering, computer engineering, electrical engineering, and mechanical engineering are accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org. The programs in computer science and computer information systems are accredited by the Computing Accreditation Commission of ABET, http://www.abet.org.

**School of Hospitality, Retail, and Sport Management**

Accreditation Commission for Programs in Hospitality Administration.

**School of Law**

American Bar Association, Association of American Law Schools.

**College of Information and Communications**

The School of Journalism and Mass Communications is accredited by the Accrediting Council on Education in Journalism and Mass Communications. The School of Library and Information Science is accredited by the American Library Association.

**School of Medicine**

Liaison Committee on Medical Education of the American Medical Association-Association of American Medical Colleges.

**School of Music**

National Association of Schools of Music.

**College of Nursing**

Commission on Collegiate Nursing Education.

**College of Pharmacy**

American Council on Pharmaceutical Education.

**Arnold School of Public Health**

College of Social Work
Council on Social Work Education.

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The School of Medicine - Columbia

Vision, Mission, Values

Vision
To be part of a vibrant academic health center that provides access to the best evidence-based medical care and biomedical education, supported by research and cutting edge technologies.

Mission
We serve the people of South Carolina and beyond through exemplary medical and health education, transformative research, and compassionate patient care.

Values

Excellence
We are committed to achieving the highest levels of personal and professional performance in all our endeavors.

Professionalism
We adhere to the highest standards of behavior guided by the values and practices of our professions.

Collaboration
We partner with individuals, teams, institutions and communities to enhance the value of our efforts.

Diversity and Inclusion
We create and sustain an inclusive and diverse environment, demonstrating in word and deed our commitment to valuing and supporting each other and those whom we serve.

Compassion
We are resolute in our efforts to relieve suffering and promote fairness.

History
In 1973, after considerable prior public discussion and planning, the South Carolina Commission on Higher Education and the State Legislature authorized the University of South Carolina to apply for a grant from the Veterans Administration to assist in the development of the medical school; the grant (funded through the Teague-Cranston Act) was approved in 1974. Faculty recruitment and curriculum planning began in 1975 and in 1976 the School of Medicine received provisional accreditation from the Liaison Committee on Medical Education of the American Medical Association and the Association of American Medical Colleges. In February 1977, the school was granted approval for the admission of the first class of 24 medical students in the fall of 1977. The Charter Class graduated in May 1981, at which time the School of Medicine was fully accredited by the Liaison Committee on Medical Education. Medical student class size has more than tripled since the entrance of the first class.

The School of Medicine's educational programs were further augmented by the establishment of the Ph.D. Program in Biomedical Science in 1981, the M.S. Program in Genetic Counseling in 1985, the M.S Program in Nurse Anesthesia 1993, and the M.S Program in Biomedical Science in 1998. The University’s M.S. Program in Rehabilitation Counseling program was transferred to the School of Medicine in 1994. A M.S. Program in Physician Assistant Studies is scheduled to open in 2017. Residency programs in emergency medicine, family medicine, internal medicine, obstetrics and gynecology, ophthalmology, orthopaedic surgery, pediatrics, preventive medicine, psychiatry, and surgery are cosponsored with Palmetto Health and the Dorn Veterans Administration Medical Center. Fellowships in surgical, medical, and psychiatric specialties are offered by individual School of Medicine departments in conjunction with Palmetto Health.

The School of Medicine's basic science campus, consisting of fully renovated historic buildings, is located four miles from the Columbia campus of the University of South Carolina. The complex provides excellent teaching and research facilities. Most clinical departments are located on the campus at Palmetto Health-Richland in central Columbia.

Affiliated hospitals in Columbia include the WJB Dorn Veterans Administration Medical Center, the Palmetto Health Alliance including Palmetto Health Richland Hospital and Palmetto Baptist Medical Center.
In 2014, the School of Medicine’s affiliation with the Greenville Hospital System (GHS) ended. That affiliation had provided School of Medicine students the opportunity for completion of core third- and fourth-year clerkships and rotations at the GHS facility. The last students from the School of Medicine trained at GHS graduated in 2015.

The School of Medicine started a regional branch campus in 2014 that allows third- and fourth-year students to take core clerkships in Florence, SC. Faculty have been credentialed in all clerkships in addition to elective areas. A regional assistant dean, student services director, and site assistant clerkship directors have been hired. Initial feedback has been good with students reporting hands-on opportunities in procedures, close apprentice-like teaching relationships with faculty and family medicine residents, and great support from the community and institutions. The students at Florence are also enrolled in a longitudinal professional leadership seminar. This partnership is in collaboration with Carolina's Medical Center, McLeod Health System, and Francis Marion University.

To aid expanding activities among the various sites and institutions, the School of Medicine has established an extensive high-definition video conferencing system at all three Columbia campuses, assisted GHS-UMC in developing a comparable video conferencing capability in Greenville, and installed and maintains video conference units at all three Rural Primary Care Education Centers. The School of Medicine has developed a reputation for its primary care medical education and for the excellent quality of students graduating from the medical school. The medical school collaborates closely with state agencies involved in health service delivery, sponsors research focused primarily on South Carolina healthcare needs, and provides a wide range of clinical care services to South Carolinians.

To further enhance the educational opportunities for our students, the School of Medicine also signed affiliation agreements with Grand Strand Regional Medical Center in Myrtle Beach, SC to allow third- and fourth-year student electives, and with Providence Hospital in Columbia for part of the surgery clerkship.

Additionally, the School of Medicine has begun integration with its major partner’s practices, Palmetto Health. This integration will add additional training sites and faculty for education, provide ability for the health care system to provide population health services, and to better serve our patients and learners due to an improved financial environment.

In 2006, the School of Medicine began an integrated ultrasound curriculum for medical students, the first in the nation. Since that time, the School of Medicine has hosted the First and Second World Congress on Ultrasound in Medical Education, and started the first Primary Care Ultrasound Fellowship in 2011 among many other accomplishments and initiatives in ultrasound for students.

The School of Medicine

The School of Medicine Campus

The Offices of Admissions and Enrollment Services, Student and Career Services, Curricular Affairs and Media Resources, and Minority Affairs, as well as basic science departmental offices and laboratories and the Medical Library are located on the School of Medicine campus adjacent to the Dorn Veterans Affairs Medical Center. The Office of the Dean and clinical department offices are located primarily on the Richland Medical Park campus.

Library Facilities

The School of Medicine Library serves as the School of Medicine's information gateway to over 10,000 biomedical electronic journals, over 1,300 electronic textbooks (Access Medicine, Clinical Key), over 80 biomedical databases (MEDLINE, Cochrane Library, Essential Evidence Plus, Micromedex,Web of Science), a diagnostic decision support system (DxPLAIN), consumer health information, an online catalog, and PASCAL, South Carolina's state-wide academic electronic library. The Library's print collection consists of more than 68,000 volumes. The Library provides information resources to meet the needs of the School's faculty, staff, and students and the larger USC community, area health care professionals, and consumers. In its role as a resource library in the National Network of Libraries of Medicine Southeastern/Atlantic Region, the Library also provides information services to all health care professionals in South Carolina. Professional librarians offer reference services, customized literature searches, and a series of on-demand classes for faculty and students on Photoshop, Current Awareness Tools, PubMed, Ovid, and evidence-based medicine resources. Librarians also offer course-integrated instruction to meet the specific needs of students and optimize their research and information literacy skills. Numerous online tutorials are available to provide an overview of an e-resource and can help users improve their searching skills. The Library Liaison Service actively supports the faculty and staff of the School of Medicine, and fosters communication between the Library and School of Medicine departments. Liaison Librarians offer instruction on the use of various library resources and advise on library services and policies. A Computer Classroom with ten workstations and an instructor's workstation is available for instructional purposes. School of Medicine students and faculty also have access to all of the print and electronic resources available from the Thomas Cooper Library of the University of South Carolina. Located on the University's main campus, the Thomas Cooper Library provides access to over 28,000 electronic journals and has a collection of nearly 3 million bound volumes. To further explore the School of Medicine Library's resources, consult the Library's web site at http://uscmed.SC.edu/.

Affiliated Hospitals

Palmetto Health Richland

Palmetto Health Richland is one of the largest acute-care facilities in South Carolina and a community teaching hospital that serves patients from every corner of the state. Boasting the region’s only Level I emergency/trauma center, the Richland campus also includes the state's only freestanding heart hospital, the first children's hospital in South Carolina, and the region's only primary stroke center. Palmetto Health Richland is the Midlands' hub of surgical excellence, offering robotic surgery and incision-free gamma knife radiosurgery in addition to hosting operating rooms for neurosurgery, heart surgery, and orthopaedic, laparoscopic and ear/nose/throat procedures. Among the hospital's other world-class facilities and specialty services are a simulation center, breast center, cancer centers, women's services, a mental/behavioral health services network, and an acclaimed research division that sponsors and conducts innumerable clinical trials. Through its affiliation with the University of South Carolina School of Medicine, Palmetto Health Richland hosts 22 residency and fellowship programs in a wide range of specialties and subspecialties. The hospital is the clinical home to residencies in dentistry, emergency medicine, family medicine, internal medicine, neurology, obstetrics/gynecology, ophthalmology, orthopaedic surgery, pediatrics, preventive medicine, psychiatry and surgery. Fellowship programs include EMS and simulation, emergency medicine ultrasound, sports medicine, cardiology, endocrinology,
geriatrics, infectious disease, pulmonary, child and adolescent psychiatry, forensic psychiatry, geriatric psychiatry, and critical care.

**Dorn Veterans Affairs Medical Center**
The WJB Dorn Veterans Administration Medical Center is one of the most active VA Medical Centers in the South Carolina-Georgia region which includes Primary Care, Specialty Care, Mental Health, Acute, Medical, Surgical, Psychiatric, Physical Medicine and Rehabilitation, Neurology, Oncology, Dentistry, Geriatrics and Extended Care. Community-Based Outpatient Clinics are located in Anderson, Greenville, Florence, Orangeburg, Spartanburg, Sumter and Rock Hill, SC. VA Administrative support is provided for the Florence National Cemetery in Florence, SC and Fort Jackson National Cemetery in Columbia, SC; the Vet Centers located in Greenville, SC and Columbia, SC; and the VA Regional Office, which is located on the west side of the Dorn VAMC campus.

**South Carolina Department of Mental Health**
Various clinical facilities of the South Carolina Department of Mental Health provide diverse clinical experiences for medical students: G. Werber Bryan Psychiatric Hospital provides inpatient psychiatric and forensic treatment and evaluation services to adults; Patrick B. Harris Psychiatric Hospital, provides inpatient psychiatric treatment to adults; Morris Village, provides inpatient treatment for adults with alcoholism and drug abuse or addiction and addiction accompanied by psychiatric illness; C. M. Tucker Nursing Care Center, comprised of two licensed nursing homes (Roddery, a general nursing home; Stone, a veterans nursing home) providing intermediate and skilled long-term care.

**Carolinias Hospital System**
Carolinias Hospital System is located in Florence, SC. Home to the area's first accredited Chest Pain Center, the hospital provides comprehensive acute care, cancer care, cardiac care, emergency/trauma services, maternity care, and an array of specialized rehabilitation programs.

**McLeod Regional Medical Center**
McLeod Regional Medical Center is located in Florence and serves the Pee Dee region of South Carolina. A Level II trauma center and one of four designated perinatal centers in the region; the facility includes a heart and vascular center and one of the nation's largest hospital-based health and fitness centers.

**Rural Primary Health Care Centers**
The John A. Martin Primary Health Care Center, located adjacent to the Fairfield Memorial Hospital in Winnsboro, South Carolina, 35 miles from Columbia, provides medical care to residents of primarily rural Fairfield County and serves as teaching facilities for medical students during the third-year family medicine clerkship.

**Graduate Programs**
The School of Medicine offers the Doctor of Philosophy and Master's of Biomedical Science degrees in biomedical science, the Master of Science degree in Physician Assistant Studies, the Master of Science degree in genetic counseling, the Master of Rehabilitation Counseling degree, the Psychiatric Rehabilitation Certificate, the Master’s of Nurse Anesthesia degree, and the Post-Baccalaureate Certificate in Biomedical Sciences.

**Combined M.D./Ph.D. and M.D./M.P.H. Degrees**
A combined M.D./Ph.D. plan is available to students interested in careers in academic medicine or medical research. The plan permits students to receive both the M.D. degree and the Ph.D. degree in biomedical science in approximately seven years. An M.D./M.P.H. dual degree plan is available to students in conjunction with the School of Public Health. The plan permits students to receive both the M.D. degree and the M.P.H. degree in five years.

Applicants interested in the combined M.D./Ph.D. and M.D./M.P.H. plans must be admitted separately to each degree program. For additional information about the combined M.D./Ph.D. plan, contact:

**Office of Graduate Studies**
School of Medicine
University of South Carolina
Columbia, SC 29208
803-216-3321

For additional information about the M.D./M.P.H. dual degree plan, contact:

**Office of Admissions and Enrollment Services**
School of Medicine
University of South Carolina
Columbia, SC 29208
803-216-3625

**Academic Regulations**

**Honor Code**
All students enrolled in the School of Medicine are members of the student body of the University of South Carolina and are, therefore, subject to the regulations found in the Carolina Community, a publication of the University's Division of Student Affairs and Department of Academic Support. The Carolina Community contains a description of the procedures for administration of the Honor Code and other University policies. Questions regarding these policies may be directed to personnel in the School of Medicine Office of Student and Career Services.

Students enrolled in the School of Medicine adhere to the University Honor Code, as follows: It is the responsibility of every student at the University of South Carolina to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program. Any student who violates this Honor Code or who knowingly assists another to violate this Honor Code shall be subject to discipline. A violation of the Honor Code may result in suspension or dismissal from the School of Medicine.

**Student Conduct and Behavior**

Students enrolled in the School of Medicine should conduct themselves in an appropriately professional manner as defined by the School of Medicine Policy on Evaluation of Personal and Professional Conduct. Conduct should be in conformity with the high moral and ethical standards of the profession as well as within the legal constraints of any law-abiding community.

**Policy on Evaluation of Personal and Professional Conduct**
Medical students have the responsibility to maintain the highest levels of personal and professional integrity and to show compassion and respect for themselves, colleagues, faculty, staff, and, most important, the patients who participate in their education.
Evaluation of the personal and professional conduct of medical students will include the following general and specific considerations:

1. The student will show concern for the welfare of patients. He or she will:
   a. display a professional attitude in obtaining medical histories and physical examinations;
   b. act appropriately and respectfully in all verbal and nonverbal interactions with patients;
   c. treat patients with respect and dignity, both in the presence of patients and in discussions with professional colleagues; and
   d. show evidence of the ability to be perceptive, introspective, and insightful in professional relationships.

2. The student will show concern for the rights of others. He or she will:
   a. demonstrate a considerate manner and cooperative spirit in dealing with professional staff, colleagues, and members of the health-care team;
   b. treat all persons encountered in a professional capacity with equality regardless of race, religion, sex, handicap, sexual orientation, or socioeconomic status; and
   c. assume an appropriate and equitable share of duties among peers and colleagues.

3. The student will show evidence of responsibility to duty. He or she will:
   a. effectively and promptly undertake duties, follow through until their completion, and notify appropriate persons in authority of problems;
   b. be punctual and present at rounds, conferences, and all academic and clinical obligations;
   c. notify course and clinical clerkship directors (or other appropriate persons) of absence or inability to attend to duties;
   d. see assigned patients regularly and, with appropriate supervision, assume responsibility for their care; and
   e. ensure that he or she can be promptly located at all times when on duty.

4. The student will be trustworthy. He or she will:
   a. be truthful and intellectually honest in all communications;
   b. accept responsibility and establish priorities for meeting multiple professional demands and for completing work necessary for the optimal care of patients;
   c. accurately discern when supervision or advice is needed before acting; and
   d. maintain confidentiality of all patient information.

5. The student will maintain a professional demeanor. He or she will:
   a. maintain appropriate standards of personal appearance, attire, and hygiene for the patient population served;
   b. maintain emotional stability and equilibrium under the pressures of emergencies, fatigue, professional stress, or personal problems; and
   c. be responsible in the use of alcohol and prescription drugs and avoid their effects while on duty.

6. The student will possess those individual characteristics required for the practice of medicine. He or she will:
   a. be capable of making logical diagnostic and therapeutic judgments;
   b. communicate effectively with patients, supervisors, and peers;
   c. establish appropriate professional relationships with faculty, colleagues, and patients; and

Notification of Student Rights Under FERPA

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

1. The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access.

A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the University discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent The University may disclose Directory Information without prior written consent, unless the student has submitted a written request to the Office of the University Registrar not to release Directory Information pertaining to him or her. Students are notified annually, both in the academic bulletins and via email, of their rights under FERPA and are provided with instructions on how to request a “Confidentiality Indicator” on their academic record which prevents the disclosure of Directory Information. A Confidentiality Indicator will be placed on the release of Directory Information filed with the University Registrar, which will remain in effect until the student files a written request to remove it. A request not to disclose Directory Information applies to the entire category of such information and cannot be selective with regard to specific items defined as Directory Information. Similarly, a request not to disclose Directory Information applies to all individuals and cannot be selective with regard to specific individuals or organizations.

- The University discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, service provider or collection agent); a
person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

- A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.
- To officials of other institutions in which the student seeks or intends to enroll provided that the student had previously requested a release of his/her record;
- To authorized representatives of the U.S. Department of Education, U.S. Department of Defense (Solomon Amendment), U.S. Attorney General, the Comptroller General of the United States, state education authorities, organizations conducting studies for or on behalf of the University, and accrediting organizations; to the Department of Homeland Security (DHS) and its Immigration and Customs Enforcement Bureau (ICE) in order to comply with the requirements of SEVIS.
- In connection with a student’s application for, and receipt of, financial aid;
- To comply with a judicial order or lawfully issued subpoena;
- To parents of dependent students as defined by the Internal Revenue Code, Section 152;
- To appropriate parties in a health or safety emergency; or
- To the alleged victim of any crime of violence of the results of any disciplinary proceedings conducted by the University.
- The University may disclose the result of a disciplinary proceeding to a parent or guardian so long as the student is under the age of 21 at the time of the incident and the proceeding has resulted in a violation of University drug or alcohol policies, or any federal, state, or local law.
- To students currently registered in a particular class, the names and email addresses of others on the roster may be disclosed in order to participate in class discussion.

Release of Directory Information

In accordance with section 99.7 of the Family Educational Rights and Privacy Act (FERPA), the University of South Carolina provides students annual notification of their FERPA rights. The University of South Carolina has designated certain items as Directory Information. At the University of South Carolina, these items are as follows:

- Name
- Dates of Attendance
- Campus
- College or School
- Classification
- Primary Program of Study
- Full-time or Part-time Status
- Degree(s) Awarded Including Dates
- Honors and Award Including Dean’s and President’s List
- University Email Address
- City, State, and Zip Code Associated with a Student’s Permanent Address

The University may disclose Directory Information without prior written consent, unless the student has submitted a written request to the Office of the University Registrar not to release Directory Information pertaining to him or her. Students are notified annually, both in the academic bulletins and via email, of their rights under FERPA and are provided with instructions on how to request a “Confidentiality Indicator” on their academic record which prevents the disclosure of Directory Information. A Confidentiality Indicator will be placed on the release of Directory Information filed with the University Registrar, which will remain in effect until the student files a written request to remove it. A request not to disclose Directory Information applies to the entire category of such information and cannot be selective with regard to specific items defined as Directory Information. Similarly, a request not to disclose Directory Information applies to all individuals and cannot be selective with regard to specific individuals or organizations.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of South Carolina to comply with the requirements of FERPA.

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Transcripts and Other Documents

All transcripts must be requested in writing from the Office of the University Registrar. A fee of $8 is charged for each transcript copy requested, unless the transcript is for use with a current application to The Graduate School. http://registrar.sc.edu/html/transcripts/default.stm.

No transcript will be issued to/for a student who is indebted to the University.

With the exception of copies made for internal University use, no copy of a student’s record will be released to anyone (including the State Department of Education) without the student’s written consent.

Medical Licensure

Each state has its own licensing board with its own medical licensure requirements. Consequently, although the Doctor of Medicine program at the University of South Carolina School of Medicine is fully accredited by the Liaison Committee on Medical Education (LCME), thereby making its graduates eligible for professional licensure in the state of South Carolina, students must complete the process and requirements for professional licensure in the state of their residency. For students who are not living and completing residency in South Carolina, the following link provides information regarding medical licensure specific to individual states throughout the U.S.

https://www.fsmb.org/contact-a-state-medical-board (https://www.fsmb.org/contact-a-state-medical-board/)

If a current student is considering relocating to another state after being admitted into the Doctor of Medicine program, the student must contact the Director of Enrollment Services to discuss how the move may impact their ability to participate in academic courses and clinical rotations in a different state.

Medical Student Performance Evaluation

The Medical Student Performance Evaluation (MSPE) is a comprehensive assessment of a student’s performance in achieving the educational objectives of the University of South Carolina School of Medicine-Columbia’s medical school curriculum. It is neither a letter of recommendation nor the school’s prediction of the student’s future
performance in a residency program. The MSPE is prepared by faculty and staff in the Office of Medical Education and Academic Affairs and transmitted to post-graduate programs to which the student is applying.

The MSPE, as an institutional assessment, is considered a component of the student’s academic record, and thus students at the University of South Carolina School of Medicine-Columbia have the option to review the MSPE in its entirety prior to its transmission. The student is permitted to correct factual errors in the MSPE but not to revise any evaluative statements. The student may, however, appeal to the Associate Dean for Medical Education and Academic Affairs for changes to evaluative statements. The Associate Dean has the final authority as to the content of the MSPE.

The MSPE is required for fellowship applications and for re-applicants going back through the Match, and it will be resubmitted in its entirety for graduates who request/require its resubmission. Once submitted to residency programs, the MSPE becomes a permanent part of the medical student record and will not be updated or changed to reflect activities or accomplishments during residency.

Appeals Regarding University Records
To ensure that records are not inaccurate or misleading, an appropriate hearing board provides students the opportunity to challenge the content of University records, and a procedure for requesting correction or deletion of any inaccurate, misleading, or otherwise inappropriate data contained therein. Such requests should be made through the petition committees of the individual campuses.

Policy on Registration/Records/Diploma Holds
Registration Hold
Every student is expected to discharge all obligations to the University as promptly as possible. Students who fail to meet their obligations to the University will not be permitted to register for classes.

Transcript and Diploma Holds
No student or individual duly authorized by the student shall be issued a copy of the student’s transcript or receive verification, oral or written, of information contained therein, or be issued a diploma if the student is indebted to the University, the School of Medicine or any affiliated training institutions or agencies and/or if a student is in arrears or default on student loans, and/or if a student fails to participate in required assessment activities. However, requests for verification of enrollment will be fulfilled in circumstances required for student loans as required for use of Title V funds.

Evaluating the Curriculum
A realistic medical curriculum must be flexible, capable of withstanding continuous monitoring, and capable of adjustment to accommodate current changes in medical education brought about by changes in the needs of society. The Curriculum Committee, therefore, with the assistance of special subcommittees and with faculty and student input, continually monitors the curriculum in order to ensure that the goals and objectives of the curriculum and the School of Medicine are achieved.

Academic Workload Policy for Students in the Preclinical Curriculum
The University of South Carolina School of Medicine-Columbia recognizes that the time spent in acquiring knowledge is critical to achieving a solid and sound medical education. However, in order to ensure that the learning objectives and intended learning outcomes are not complicated by scheduled contact hours in the preclinical educational experience, this policy places limitations on the weekly academic workload.

Educational engagement hours (i.e., didactic and self-directed learning) for medical students in the preclinical curriculum are not to exceed an average of 20 hours of required educational activity per week when averaged over the total semester’s weekly class schedule. An additional 10 hours of scheduled group activity (e.g. laboratories, small group case-based sessions, problem-based learning) is allowed per week.

The academic workload expectations for each course (i.e. the assigned period of contact hours allotted to a course each week) will correspond to the number of assigned credit hours. Each self-directed learning hour is given the same weight as a didactic hour when calculating a course’s contact hours.

The monitoring of all scheduled educational activities, and thus the student academic workload, resides with the Curriculum Committee with input from respective subcommittees and assistance from the Office of Curricular Affairs. - Approved 12-10-2015

Class Attendance
Absences
Enrollment in the School of Medicine obligates students to complete all assigned course work promptly and to attend classes on a punctual and regular basis. Absences, whether excused or unexcused, do not absolve the student of these responsibilities.

Grade Penalties for Excessive Absences
Students are expected to attend all regular class sessions. The course or clerkship director has the prerogative to exact a grade penalty for excessive absences. Unsatisfactory class attendance may be considered adequate reason for the instructor to refer to the Student Promotions Committee for consideration in the promotion process.

Notification of the Office of Student and Career Services
Any student who finds it necessary to be absent from a quiz, examination, or other required academic experience due to an emergency situation, illness, or hospitalization, is required to notify the Office of Student and Career Services and the affected course/clerkship director(s) of the reason for the absence prior to the absence or as soon as possible thereafter. Notification should be in the form of a phone call, voice message, or email to both the Office of Student and Career Services and the course/clerkship director(s). When requested, the student will provide written verification of the reason for the absence from the treating physician or other professional to the assistant dean for student affairs. Within the guidelines of University of South Carolina policy, the course/clerkship director will determine whether or not an absence from class shall be excused. Under these guidelines, absences from examinations, structured laboratory assignments, or other academic requirements may be made up at the discretion of the course or clerkship director.

Lack of Notification
Any student who does not provide appropriate notification to the Office of Student and Career Services and/or who does not provide written
verification of the reason for the absence when requested to do so may forfeit the opportunity to make up missed examinations and/or other academic experiences.

**Inclement Weather Policies for M-I and M-II Students**

School of Medicine M-I and M-II classes are canceled when University of South Carolina classes are canceled in times of inclement weather. School of Medicine M-I and M-II classes begin on a delayed schedule when University of South Carolina classes begin on a delayed schedule in times of inclement weather.

**Inclement Weather and Holiday Policies for M-III and M-IV Students**

The inclement weather and holiday policies that have been developed and approved for M-III and M-IV students are discussed in the Student Handbook to Clinical Rotations and in the Clerkship Director Handbook, both of which may be accessed through the Office of Curricular Affairs Webpage.

**Grading System**

**Credit Grades**

The grade point average (GPA) is calculated by dividing the total grade points earned by the hours attempted for credit.

| Description   | Letter Grade | GPA | Numerical Grade
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Superior</td>
<td>A</td>
<td>4.0</td>
<td>90-100</td>
</tr>
<tr>
<td>Above Average</td>
<td>B+</td>
<td>3.5</td>
<td>85-89</td>
</tr>
<tr>
<td>Average</td>
<td>B</td>
<td>3.0</td>
<td>80-84</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>C+</td>
<td>2.5</td>
<td>75-79</td>
</tr>
<tr>
<td>Marginal</td>
<td>C</td>
<td>2.0</td>
<td>70-74</td>
</tr>
<tr>
<td>Poor</td>
<td>D</td>
<td>1.0</td>
<td>65-69</td>
</tr>
<tr>
<td>Failure</td>
<td>F</td>
<td>0.0</td>
<td>below 65</td>
</tr>
</tbody>
</table>

Course grades of D or lower cannot be accepted for degree requirements.

1 Any final numeric grade in a course or clerkship whose first decimal place is calculated to be .5 to .9 shall be rounded to the next whole number, while grades whose first decimal place is calculated to be .0 to .4 should be rounded down to the lower number.

**Other Symbols**

Other symbols used in the grading system are defined below. These grades do not carry grade points.

- **S** - Satisfactory or passing to be used in evaluating work done on a Pass-Fail basis
- **U** - Unsatisfactory or failure to be used in evaluating work done on a Pass-Fail basis
- **W** - Withdrawal passing, or without penalty, from a course or clerkship
- **WF** - Withdrawal failing, or with penalty, from a course or clerkship
- **AUD** - Course or clerkship was carried on an audit basis
- **I** - Incomplete failure to complete some portion of the assigned work in a completed course or clerkship
- **NR** - No report to be used in the absence of any of the above grades; a temporary mark, to be replaced subsequently by a regular grade, which can be used only when no grade has been assigned

The faculty of the School of Medicine is committed to the philosophy that satisfactory performance is expected of all students. No single course or clerkship or area of study is deemed to be more important than any other. The required courses and clerkships of the curriculum are all essential for the practice of medicine, regardless of the student's future specialty choice.

**GPA/Honors/Class Rank**

At the conclusion of each academic semester and academic year, the class rank for each student is calculated on the basis of cumulative GPA. The GPA for a student who has repeated a semester/year includes all hours attempted and grades earned. For purposes of promotion only under the minimum 2.000 GPA rule, hours and grades earned during the original year are not considered in GPA calculation.

Graduation honors are based on the cumulative GPA at the end of the fourth year. Honors are noted on the student's diploma and transcript as follows: cum laude 3.500 - 3.749; magna cum laude 3.750 - 3.999; summa cum laude 4.000. Transfer students from schools which assign grades on a pass/fail basis or which do not award grade points are not eligible for graduation honors. To be eligible for honors, transfer students must earn the qualifying grade point average for all work completed at the University of South Carolina, as well as for the transfer work.

**Student Appeal of Grades**

The procedures herein shall not extend to matters of grading student work where the substance of a complaint is simply the student's disagreement with the grade or evaluation of his/her work. Such matters shall be discussed by a student and his/her instructor; final authority shall remain with the instructor. Students have the right to be graded in an equitable manner, free from arbitrary bias or capriciousness on the part of faculty members. The basis of a student grievance shall be a violation of Teaching Responsibility policies contained in the Faculty Manual (http://www.sc.edu/policies/facman/Faculty_Manual_Columbia.pdf); or a violation of the policies on Protection of Freedom of Expression or Protection against Improper Disclosure, as stated in the Carolina Community.

Students who believe they have the right to grieve under this policy should, within 30 calendar days of receiving a grade, contact the Associate Dean for Medical Education and Academic Affairs to review the appeals process.

1. **Appeal of a Course Grade and/or Written Evaluation**
   a. Initiating an Appeal
      i. Students must submit all appeals in writing to the course/clerkship director.
      ii. Students must send copies of the appeal to the Associate Dean for Medical Education and Academic Affairs.
      iii. The written appeal must clearly state the grievance.
      iv. Students must initiate an appeal within 30 calendar days of notification of the grade or evaluation.
   b. Appeal to the Course or Clerkship Director Level One
      i. The first level of appeal of a course grade and/or written evaluation is to the course or clerkship director.
      ii. Should the course or clerkship director determine that there is a reason to change the course grade or evaluation in the
student’s favor, the director will send a request for revision to School of Medicine Registrar, who will in turn take the request to the Grade Change Subcommittee. If no reason for change is found, the course or clerkship director will inform the student that the grade or evaluation stands. In either event, the student must receive written notification of the course or clerkship director’s decision within ten working days of the student’s appeal.

c. Appeal to the Department Chair Level Two
i. If the course or clerkship director’s decision is not favorable to the student, the student’s clerkship director’s decision.
   1. For departmentally based courses, the student may appeal the course or clerkship director’s decision to the department chair.
   2. For team-taught courses, the student may appeal the course or clerkship director’s decision to the department chair responsible for management of the course.
   3. The appeal must be made within 10 days of receiving the decision from the course or clerkship director.

ii. After consultation with the course or clerkship director, the department chair may uphold the director’s decision or support the student appeal. Should the department chair determine that there is a reason to change the course grade or evaluation in the student’s favor, the department chair will send a request for revision to the School of Medicine Registrar, who will in turn take the request to the Grade Change Subcommittee. If no reason for change is found, the chair will inform the student that the grade or evaluation stands. In either event, the student must receive written notification of the department chair’s decision within ten working days of the student’s appeal.

d. Appeal to the Grade Change Committee Level Three
i. If the student is dissatisfied with the decision of the department chair, the student may submit a written appeal to the Grade Change Subcommittee via the School of Medicine Registrar with a copy of the appeal to the Associate Dean for Medical Education and Academic Affairs.

ii. The written appeal must state grounds for the grievance.
iii. The appeal must be made within 10 days of receiving the decision from the department chair.
iv. The Grade Change Subcommittee will then either:
   1. Rule that the appeal lacks the merit to warrant a hearing and will uphold the decision of the department chair.
   2. Rule that the appeal has the necessary merit for a hearing and will schedule a hearing on the appeal.
   v. The Grade Change Subcommittee decision is the final decision for Course grade or Written Evaluation appeals.

2. Faculty Grievance Procedure
   a. A faculty member who feels that he/she has been aggrieved as a result of a student appeal proceeding has the right to appear before the Faculty Grievance Committee and present his/her case of the committee.

**Curriculum Accommodations**

The School of Medicine will provide reasonable accommodations for students with documented disabilities. Students wishing to request accommodations should make application to the University’s Office of Student Disability Services. Once accommodations are approved, the School of Medicine will be notified. The application must be made in a timely manner prior to any coursework for which accommodation is requested. The assistant dean for preclinical curriculum, when indicated, will advise course directors and other pertinent faculty as to the nature and extent of the accommodations to be provided. The School of Medicine, through the subcommittee of the Curriculum Committee, appointed by the chair, retains the right to request additional information, including test results and diagnostic information from a qualified professional, concerning accommodations that extend beyond the following: extended time for written exams, a separate room for exams, and a note taker. Students receiving accommodations will be held to the same technical standards for graduation as other students.

The assistant dean for preclinical curriculum will also assist students in applying to the National Board of Medical Examiners for permission to take the United States Medical Licensing Examination (USMLE) under nonstandard conditions.

**Leave of Absence, Administrative Leave, and Withdrawal**

I. Leave of Absence

1. Request for a Leave of Absence. For a variety of reasons, it may become temporarily impossible for a student to continue a medical education. It is appropriate under such circumstances that the student present all available information and details of the situation through the assistant dean for student affairs to the Leave of Absence Committee.

2. Leave of Absence Committee. The Leave of Absence Committee is composed of School of Medicine faculty members (or their faculty designees) and the assistant dean for student affairs who serves, without vote, as secretary to the committee. The committee makes recommendations to the dean regarding the granting of a leave of absence to any student who requests a leave, informs the dean regarding the academic standing of the student at the time of the student’s request for a leave, and makes recommendations to the dean regarding a student’s return from a leave of absence to full-time student status. According to School of Medicine regulations, a student will be considered as being in good academic standing if he or she had an overall 2.000 grade point average at the conclusion of the prior semester and had passing grades in all courses in the current semester at the time of the request for a leave of absence. A student who leaves the school in good academic standing and returns will not be considered as repeating the semester or year. A student who leaves the school not in good academic standing and returns will be considered as repeating the semester or year. Any student granted a leave of absence is assigned a grade of W in all courses or clerkships in which he or she was enrolled. In that a leave of absence relieves the student of usual academic responsibilities in the School of Medicine, the Leave of Absence Committee reserves the right to recommend to the dean that a leave of absence be granted with stated conditions, stipulations, and/or contingencies that, in the opinion of the committee, are in the best interest of the student, will serve to document the student’s ability to return to full-time student status at the conclusion of the leave of absence, and/or will preserve the integrity of the School of Medicine curriculum.

3. Procedure. Each student who requests a leave of absence will be invited to meet with the Leave of Absence Committee and to present relevant materials for the committee’s review, including such statements and professional opinions that the student believes will support a request for a leave of absence. The Leave of Absence
Committee will review the statements and professional opinions presented by the student in making its recommendations to the dean about a leave of absence, but such statements or opinions presented by the student are not binding on the Leave of Absence Committee. The student may be accompanied to the committee meeting by one or two advisors of personal choice. The committee meeting is an informal, nonadversarial proceeding. The student may consult with the chosen advisor(s) at any time during the meeting, but the advisor(s) will not be permitted to speak on the student's behalf or to ask questions of committee members. The committee will inform the dean and the student, in writing, of its recommendation.

4. Decision of the dean. After receiving the recommendation of the Leave of Absence Committee, the dean or his/her designee will invite each student for whom the committee has recommended that a leave of absence not be granted to meet. At this informal and nonadversarial meeting, the student may discuss his or her individual situation and present relevant materials (including a personal statement of a maximum of 10 pages, double-spaced) for the dean's review. The student can be accompanied to this meeting by one or two advisors of personal choice and can consult with the advisor(s), but the advisor(s) will not be permitted to speak on the student's behalf or to ask questions of the dean. The dean will inform each student in writing within 10 working days of this meeting of the decision regarding a leave of absence and of the process of review in the dean's decision.

5. Length of a Leave of Absence. No leave of absence will be granted for a period of time exceeding 12 consecutive months. Any student taking a leave of absence for more than 16 weeks during the third year or fourth year of the medical curriculum will be required to complete the entire third year or fourth year in sequence upon a return to full-time student status.

6. Number of Leaves of Absence. Except under extraordinary circumstances, the School of Medicine will grant only one leave of absence to any student during his or her medical education.

7. Return from Leave of Absence. The Leave of Absence Committee reserves the right to require a meeting with a student prior to his or her return from a leave of absence in order to document the ability to resume full-time student status in the School of Medicine. At this meeting, the student may submit to the Leave of Absence Committee such statements and/or professional opinions that the student believes will support the contention that he or she is prepared to resume full-time student status. The Leave of Absence Committee will review the statements and professional opinions presented by the student in making its recommendations to the dean about the student's return from a leave of absence, but such statements or opinions presented by the student are not binding on the Leave of Absence Committee.

8. Independent Evaluation. The School of Medicine reserves the right to require a student to undergo an independent evaluation, at the School of Medicine's expense, by a physician mutually agreeable to the student and the School of Medicine prior to the student's return from a leave of absence to full-time student status.

9. Review Process. The review process for any decision made by the dean of the School of Medicine can be found in Section V of the “Student Promotions Committee” section.

II. Administrative Leave

During the course of a student’s medical education it may become necessary for the student to be placed on administrative leave. A student may be placed on administrative leave due to academic, personal, and/or professional reasons. The associate dean for medical education and academic affairs, in consultation with the chair of the Leave of Absence Committee and the dean, may place a student on administrative leave.

All policies and procedures related to a leave of absence (Section I. A.-I.) will be in effect for any administrative leave.

Any student who is unsuccessful on a first or second attempt at Step 1 of the United States Medical Licensing Examination (USMLE) will be placed on administrative leave according to the policies and procedures for promotion and graduation.

III. Withdrawal

Occasionally a student may decide to withdraw from the School of Medicine without an approved leave of absence. All withdrawals will be made in accordance with University of South Carolina policies if the student is to receive a tuition refund and have the proper grades recorded on the transcript. The School of Medicine uses the University schedule for refunds for any student who is dismissed or who withdraws.

A student who withdraws from the School of Medicine and who subsequently wishes to return to school must make application through the Admissions Committee as a new applicant.

Promotion and Graduation

I. United States Medical Licensing Examination

1. Requirements. Students in the School of Medicine are required to pass the United States Medical Licensing Examination (USMLE) Steps 1 and 2 prior to graduation. Students are required to pass Step 1 in order to be promoted to the third year and to progress to third-year clerkships. Students are permitted a maximum of three attempts at Step 1 and at Step 2. Failure on the third attempt at Step 1 or Step 2 will render students subject to dismissal from the School of Medicine. Students must be enrolled in the School of Medicine in order to take Step 1 or 2.

2. Timelines. Students must adhere to certain timelines and follow established application procedures in order to allow sufficient time for score reporting prior to various promotion deadlines.

   a. Step 1. Second-year students are required to complete applications for Step 1 during the second year in sufficient time to ensure a test date by the end of June and the beginning of third-year clinical clerkships. Students must take Step 1 prior to beginning any third-year clinical clerkships or electives. Second-year students must receive an equivalent passing score on the NBME Comprehensive Basic Science Examination (CBSE) before sitting for the first attempt at Step 1. Any student not receiving an equivalent passing score on the CBSE by the start of the next academic year will sit out of the first clerkship in order to retake the CBSE and then attempt Step 1. Any student not passing the CBSE by the end of the first eight weeks of the academic year will remain out of the fall academic semester, during which time the student will be expected to continue to prepare for and successfully retake the CBSE, and then sit for Step 1 in time to receive a passing score before the start of the next academic semester.

   Any second-year student who is unsuccessful on a first attempt at Step 1 and has started a clerkship will immediately be pulled from the clerkship and placed on administrative leave. The student will not earn academic credit for the clerkship and a grade of W will be received. The second attempt shall be scheduled within eight weeks of the beginning of the third year.
II. Requirements for Promotion

1. Academic Progress. In order to be promoted to the next academic year or to be permitted to continue to the next academic semester, a student must be recommended for promotion or continuation to the dean by the Student Promotions Committee. A student should maintain at least a 2.000 grade point average in order to be promoted to the next academic year or permitted to continue to the next academic semester. A student receiving less than a 2.000 grade point average in an academic semester or academic year or less than a 2.000 cumulative grade point average is subject to dismissal.

   a. Unacceptable Progress. A student who receives a D in a course or clerkship while maintaining a 2.000 grade point average will be considered as making unacceptable progress and will be required to meet with the Academic Review Subcommittee and to repeat the course or clerkship. A student permitted to repeat a clinical clerkship must repeat the clerkship at the University of South Carolina School of Medicine; a student permitted to repeat a preclinical course may repeat the course at another medical school approved by the course director and the assistant dean for preclinical curriculum. If the student fails to achieve a C or better grade in the repeated course or clerkship, the student will be subject to dismissal from the School of Medicine or will be required to repeat the academic year, at the discretion of the dean in consultation with the Student Promotions Committee.

   b. Step 2. Fourth-year students are expected to complete applications for Step 2 Clinical Knowledge (CK) and Clinical Skills (CS) in sufficient time to ensure test dates by the end of the fall academic semester (which falls on the last day of the sixth MIV rotation block). Any student who has not completed either portion of the Step 2 examination by this deadline will be pulled from rotation(s) until such time as the examination is taken.

   Any student not passing either portion of the Step 2 examination will not receive credit for the USMLE Step 2 Preparation Block (DMED D647), which in turn necessitates the student adding another elective to their fourth-year schedule.

   Any fourth-year student who is unsuccessful on a first or second attempt at Step 2 CK and/or CS is expected to complete an application in sufficient time to ensure a test date and score reporting by the beginning of the first third-year clerkship period of the next academic year. In the interim, the student will not be permitted to progress further in the third year of medical education. The student will not earn academic credit for the first clinical clerkship; a grade of W will replace the Incomplete grade.

   Any student who is successful on a third attempt at Step 1 will begin third-year clerkships in the first clerkship period of the subsequent academic year and is required to complete the entire third year in sequence.

   c. Repeated Semester/Year. A student will not usually be permitted to repeat more than one academic semester or academic year. A student who is repeating the semester or year must receive a grade of C or better in repeated courses or clerkships in order to be promoted to the next academic year or permitted to continue to the next academic semester. A student who fails to receive a grade of C or better in repeated courses or clerkships is subject to dismissal.

   If a student is required to repeat an academic semester or academic year, grade points and credit hours from the original semester or year will not be calculated into the cumulative grade point average for the purpose of promotions decisions. For all other purposes, grade points and credit hours from the original
academic semester or academic year will be calculated into the cumulative grade point average.

d. Unsatisfactory Evaluation in Personal and Professional Conduct. A student who receives an Unsatisfactory evaluation in the personal and professional conduct portion of a third- or fourth-year clerkship evaluation will receive an Incomplete grade in that clerkship. The student may or may not be permitted to continue in other clerkships. Remediation may be determined by either the clerkship director or by the Student Conduct Subcommittee, if the clerkship director chooses to refer the issue to this committee. Remediation may include repeating the clerkship or, alternately, repeating the component(s) of the clerkship identified as necessary by the clerkship director; or by completing other requirements as outlined by either the clerkship director or the Student Conduct Subcommittee. If referral is made to the Student Conduct Subcommittee, the committee's recommendations will be referred by the associate dean for medical education and academic affairs to the Student Promotions Committee for review. The Student Promotions Committee will make recommendations to the dean regarding academic alternatives for a student who has received (an) Unsatisfactory evaluation(s) in personal and professional conduct in a third- or fourth-year clerkship. If a second Unsatisfactory assessment is received in the personal and professional conduct portion of the professional evaluation in a repeated clerkship, then the student will be subject to dismissal. If the student receives Exemplary or Effective grades in personal and professional conduct and a C or higher letter grade in the repeat clerkship, the student will be permitted to continue in the third or fourth year. Any additional Unsatisfactory grades in personal and professional conduct during the third year or during the fourth year will render the student subject to dismissal.

2. Personal and Professional Conduct. Student progress is based upon professional performance which includes both cognitive mastery of the basic and clinical sciences and personal and professional conduct that reflects the high standards of moral and ethical behavior and judgment necessary for professional practice as a physician. Factors which could result in a student's suspension or academic progress in the School of Medicine. Remediation may be determined by either the clerkship director or by the Student Conduct Subcommittee, if the clerkship director chooses to refer the issue to this committee. Remediation may include repeating the clerkship or, alternately, repeating the component(s) of the clerkship identified as necessary by the clerkship director; or by completing other requirements as outlined by either the clerkship director or the Student Conduct Subcommittee. If referral is made to the Student Conduct Subcommittee, the committee's recommendations will be referred by the associate dean for medical education and academic affairs to the Student Promotions Committee for review. The Student Promotions Committee will make recommendations to the dean regarding academic alternatives for a student who has received (an) Unsatisfactory evaluation(s) in personal and professional conduct in a third- or fourth-year clerkship.

III. Requirements for Graduation

Upon recommendation by the School of Medicine faculty, the University of South Carolina will confer the degree of Doctor of Medicine upon candidates who have:

1. attained the School's educational objectives as evidenced by satisfactory completion of prescribed basic science courses and clinical clerkships and electives and acquisition of all required clinical skills;
2. passed Steps 1 and 2 of the USMLE;
3. completed the clinical skills attainment document;
4. complete requirements for Institute for Healthcare Improvement (IHI) Open School Certification;
5. attended the University of South Carolina School of Medicine on a full-time basis for a minimum of two years; and
6. discharged all financial obligations to the School of Medicine and to the University.

Students enrolled in the School of Medicine will have six (6) years from the date of matriculation to complete their degree for Doctor of Medicine not including any additional time needed to complete a dual degree. If a student fails to complete his or her degree within the specified time, he or she will be recommended for dismissal by the Student Promotions Committee.

In order to graduate in the May commencement ceremony, fourth-year students must complete successfully all academic requirements by May 31.

Student Promotions Committee

I. Academic Review Subcommittee

The Academic Review Subcommittee, composed of the chair of the Student Promotions Committee and faculty members who are not department chairs, meets at the end of each semester and at other times, as necessary, with each student who is subject to dismissal based upon School of Medicine academic regulations. The committee develops recommendations for consideration by the Student Promotions Committee regarding the student's continued enrollment and/or academic progress in the School of Medicine.

Each student who is subject to dismissal will be invited to meet with committee members in order to discuss his or her individual situation. The student may be accompanied to the committee meeting by one advisor of personal choice. The committee meeting is an informal, nonadversarial proceeding. The student may consult with the advisor at any time during the meeting, but the advisor will
proceeding. The student may consult with the advisor at any time during the meeting, but the advisor will not be permitted to speak on the student's behalf or to ask questions of committee members. Given the confidential nature of this committee, the committee meeting and its deliberations are closed to nonmembers. Only the student appearing before the committee and his/her advisor will be allowed to attend. They will be excused during the deliberation of the committee.

Each student who is subject to dismissal has the right to submit, prior to the committee meeting, relevant materials, including copies of a personal statement (maximum 10 pages, double-spaced), for review by the Academic Review Subcommittee and the Student Promotions Committee. Recommendations from the Academic Review Subcommittee will be referred by the associate dean for medical education and academic affairs to the Student Promotions Committee.

II. Student Promotions Committee
The Student Promotions Committee, acting for the faculty, makes recommendations to the dean regarding each student's continued enrollment and/or academic/professional progress in the School of Medicine, including continuation to the next academic semester, promotion to the next academic year, suspension, dismissal, or any variation thereof that in the opinion of the committee is appropriate. Voting members of the committee include those faculty members who are the chairs of School of Medicine departments (or their designees) and two faculty members elected by the Faculty Representation Committee. Voting committee members will elect the chair of the Student Promotions Committee at the first meeting of each academic year. The associate dean for medical education and academic affairs will serve, without vote, as executive secretary to the committee.

The Student Promotions Committee will receive information of various types, including, but not limited to, grades, evaluations, narrative comments from course and clerkship directors, and recommendations from members of the Academic Review Subcommittee, the Student Conduct Subcommittee, and/or from personnel in the Office of Medical Education and Academic Affairs, and, where indicated, opinions from other sources, including, but not limited to, faculty members, personnel at School of Medicine-affiliated hospitals, consultants, and representatives of relevant professional organizations.

The Student Promotions Committee reserves the right, in its deliberations about recommendations to the dean, to consider all relevant information that bears on a student's fitness to become a physician. All recommendations are made by the Student Promotions Committee to the dean, who will have the final decision within the School of Medicine.

The Student Promotions Committee will meet at the conclusion of each semester and, as necessary, at other times during the year. Criteria for continued enrollment and academic progress will be reviewed regularly. The committee will inform the dean and the student, in writing, of its recommendations. Given the confidential nature of this committee, the committee meeting and its deliberations are closed to nonmembers of the committee.

III. Academic/Professional Alternatives
The Student Promotions Committee may recommend to the dean any of the following academic alternatives:

1. permitting the student to continue to the next academic semester;
2. promoting the student to the next academic year;
3. promoting the student to the next academic year, contingent upon satisfactory completion of all academic deficiencies and contingent upon re-review by the committee;
4. requiring the student to repeat successfully a course, a clerkship, an elective, the academic semester, or the academic year;
5. suspending the student from the School of Medicine for a specified period of time, up to a maximum of one calendar year;
6. dismissing the student from the School of Medicine; or
7. a combination of any of the above-mentioned academic alternatives.
8. other sanctions/remediations deemed educationally and/or professionally beneficial to the student.

IV. Decision of the Dean
After receiving the recommendations of the Student Promotions Committee, the dean will invite each student for whom the Student Promotions Committee has recommended any academic alternative other than A or B (above) to meet. At this informal and nonadversarial meeting, the student may discuss his or her individual situation and present relevant materials (including a personal statement of a maximum of 10 pages, double-spaced) for the dean's review. The student may be accompanied to this meeting by one advisor of personal choice and may consult with the advisor, but the advisor will not be permitted to speak on the student's behalf or to ask questions of the dean. The dean will inform each student, in writing, within 10 working days of this meeting of the dean's decision and of the process of review of the dean's decision.

In the case of the dismissal of a first- or second-year student, a first- or second-year student will be permitted to remain enrolled in first- and second-year courses during the review process, but, if the review process has not been completed by the commencement of the third year, a second-year student will not be permitted to begin the third year until the outcome of the review process has been determined.

In the case of the dismissal of a third- or fourth-year student, notwithstanding the student's right to a review of the dean's decision, the decision of the dean is effective with the date of the dean's letter informing the student of dismissal. A third- or fourth-year student who has been dismissed from the School of Medicine will not be permitted to continue to engage in patient care activities, will not be permitted to remain enrolled in clinical clerkships or electives, and will not be considered to be enrolled in the School of Medicine.

A student will not receive grades in any courses completed during the period of the review process and will receive any refund of tuition and fee payments according to the schedules published by the University of South Carolina.

V. Review Process
A final request for review may be made to the provost of the University of South Carolina of any decision made by the dean of the School of Medicine. This request for review must be made, in writing, within 10 working days of the student's receipt of the dean's decision.

During the review process, the student will be invited to submit to the provost a personal statement (maximum 10 pages, double-spaced) in which the grounds for the request for review are explained. There will be four possible grounds for a request for review:

1. that the decision of the dean is not supported by substantial evidence;
2. that a procedural violation has occurred that has prejudiced the dean's deliberations;
3. that, when the record is reviewed as a whole, the decision of the dean is punitive rather than academically appropriate; and/or
4. that the dean's decision is an arbitrary and capricious one.

The provost can reverse, affirm, or modify the dean's decision. Any modification of the dean's decision by the provost cannot require greater remedial effort on the part of the student than that required by the dean's original decision regarding an academic alternative.

Ideally, the outcome of the provost's review will be communicated to the student, in writing, within 30 days of the date of receipt of the request for a review. The provost's review will consist of an assessment of the student's existing record in the School of Medicine, with no new information being provided by the student or by the School of Medicine.

At the end of the period of suspension, the student will submit to the Student Promotions Committee such statements and/or professional opinions believed to support the contention that the reasons for suspension have been resolved and that he or she is capable of returning to full-time student status. The Student Promotions Committee will review the statements and professional opinions presented in making its recommendations to the dean about the return of the student to full-time student status, but such statements or opinions presented are not binding on the Student Promotions Committee.

The School of Medicine reserves the right to require a student seeking to return to full-time student status from a period of suspension to undergo an independent evaluation, at the School of Medicine's expense, by a physician mutually agreeable to the student and to the School of Medicine. The report from this independent evaluation will be submitted to the Student Promotions Committee for its review prior to its making its recommendation to the dean about a student's return to full-time status, but the statements or opinions presented in this report are not binding on the committee. Following receipt of a recommendation from the Student Promotions Committee that a student not be permitted to return to full-time status after a period of suspension, the dean will invite the student to meet. At this informal and nonadversarial meeting, the student may discuss his or her individual situation and present relevant materials, including a personal statement (maximum 10 pages, double spaced) for the dean's review. The student may be accompanied to this meeting by one advisor of personal choice and may consult with the advisor, but the advisor will not be permitted to speak on the student's behalf or to ask questions of the dean. The dean will inform each student, in writing, within 10 working days of this meeting of the decision and of the process of review.

Administration

Dean: Leslie W. Hall, M.D.
Senior Associate Dean of Strategic Academic Affairs: R. Caughman Taylor, M.D.
Associate Dean for Diversity and Inclusion: Carol L. McMahon, M.D.
Associate Dean for Graduate Medical Education: Charles J. Carter, M.D.
Associate Dean for Medical Education and Academic Affairs: Joshua T. Thornhill IV, M.D.
Associate Dean for Research and Graduate Education, Francis G. Spinale, M.D., Ph.D.
Assistant Dean for Continuous Professional Development and Strategic Affairs: J. Matthew Orr, Ph.D.

Assistant Dean for Administration and Finance: Derek B. Payne, M.B.A.
Assistant Dean for Clinical Curriculum and Assessment: Brian D. Keisler, M.D.
Assistant Dean for Clinical Learning: James W. Cook, M.D.
Assistant Dean for Diversity and Inclusion: Robert M. Rhinehart, Ph.D.
Assistant Dean for Executive Affairs and Director of Library Services: Ruth A. Riley, M.S.
Assistant Dean for Information Technology and Chief Information Officer: D. Lindsie Cone, M.D.
Assistant Dean for Medical Student Education-Florence: Alan G. Schectin, M.D.
Assistant Dean for Preclinical Curriculum: Falicia H. Harvey, Ph.D.
Assistant Dean for Student Affairs: Eric R. Williams, M.D.
Director of Admissions and Enrollment Services/Registrar: Robert M. Rhinehart, Ph.D.
Director of Medical Student Recruitment: James R. Stallworth, M.D.

Department Chairs

Chair, Department of Cell Biology and Anatomy: Wayne E. Carver, Ph.D.
Chair (Interim), Department of Family and Preventive Medicine: Jamee H. Steen, M.D.
Chair (Interim), Department of Internal Medicine: Sharon B. Weissman, M.D.
Chair, Department of Neurology: Souvik Sen, M.D.
Chair, Department of Neuropsychiatry and Behavioral Science: Meera Narasimhan, M.D.
Chair, Department of Obstetrics and Gynecology: Berry A. Campbell, M.D.
Chair, Department of Orthopaedic Surgery: Christopher G. Mazoué, M.D.
Chair, Department of Pathology, Microbiology and Immunology: Mitzi Nagarkatti, Ph.D.
Chair, Department of Pediatrics: R. Caughman Taylor, M.D.
Chair, Department of Pharmacology, Physiology and Neuroscience: Marlene A. Wilson, Ph.D.
Chair, Department of Radiology: Floyd E. Bell III, M.D.
Chair, Department of Surgery: Daniel G. Clair, M.D.

Admissions

Applicants admitted to the University of South Carolina School of Medicine are selected by an admissions committee composed of members of the basic science and clinical science faculties of the School of Medicine, University faculty, medical students, and area clinicians. In making selections from each year's group of applicants, members of the Admissions Committee recognize that they are selecting future physicians. The admissions procedure is therefore an effort to select applicants who possess the individual characteristics required for both the study and practice of medicine.

The Admissions Committee considers all aspects of an applicant's application in the decision-making process. We use a holistic process to review each application, taking into account an applicant's unique academic and professional background. As a South Carolina based school, we prioritize applicants who have a significant connection to South Carolina.

Technical Standards

The School of Medicine has adopted the following technical standards:

Technical Standards for Admission, Retention and Graduation. The curriculum of the University of South Carolina School of Medicine has been designed to provide a general professional education leading to the medical doctor (M.D.) degree and to prepare undifferentiated
students to enter graduate medical training in a wide variety of medical specialties and sub-specialties. All candidates for admission to, and all current students at the School of Medicine - herein after designated as candidates for the M.D. degree should possess sufficient intellectual capacity, physical ability, emotional and psychological stability, interpersonal sensitivity, and communication skills to acquire the scientific knowledge, interpersonal and technical competencies, professional attitudes, and clinical abilities required to pursue any pathway of graduate medical education and to enter the independent practice of medicine. All candidates should be aware that the academic and clinical responsibilities of medical students may, at times, require their presence during day and evening hours, seven days per week. Candidates should be able to tolerate physically taxing workloads and to function effectively under stress.

While the School of Medicine fully endorses the spirit and intent of Section 504 of the Rehabilitation Act of 1973 and of the Americans with Disabilities Act of 1992, it also acknowledges that certain minimum technical standards must be present in candidates for admission, retention and graduation. Those individuals who would constitute a direct threat to the health or safety of themselves, patients, or others are not considered suitable candidates for admission or retention in medical school. Therefore, the School of Medicine has established the following technical standards for admission to, retention in, and graduation from, the M.D. program:

1. All candidates for admission must fulfill the minimum requirements for admission and all candidates for the M.D. degree must complete all required courses and clerkships as indicated in the School of Medicine Bulletin.

2. All candidates for admission and all candidates for the M.D. degree should possess sufficient physical, intellectual, interpersonal, social, emotional, psychological, and communication abilities to:
   a. establish appropriate relationships with a wide range of faculty members, professional colleagues, and patients. Candidates should possess the personal qualities of integrity, empathy, concern for the welfare of others, interest, and motivation. They should possess the emotional and psychological health required for the full use of their intellectual abilities; the exercise of good judgment; the prompt completion of all responsibilities associated with the diagnosis and care of patients; and the development of mature, sensitive, and effective relationships with patients, patients’ families, and professional colleagues. They must be able to adapt to changing environments, to be flexible, and to function in the face of ambiguities inherent in the clinical situation. Candidates should be able to speak, to hear, to read, to write, and to observe patients in order to elicit information, to describe changes in mood, activity, posture, and behavior, and to perceive nonverbal communications. Candidates should be able to communicate effectively and efficiently in the English language in oral and written form with all members of the health care team. Candidates must be mobile and able to function independently within the clinical environment.
   b. obtain a medical history and perform physical and mental examinations with a wide variety of patients. Candidates must be able to observe patients accurately both close at hand and at a distance. Observation requires the functional use of the sense of vision and other sensory modalities and is enhanced by the functional use of the sense of smell. Candidates should have sufficient exteroceptive sense (touch, pain, and temperature), proprioceptive sense (position, pressure, movement, stereognosis, and vibratory), and motor function to carry out the requirements of the physical examination. Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic operations. They should be able to use effectively and in a coordinated manner those standard instruments necessary for a physical examination (e.g., stethoscope, otoscope, sphygmomanometer, ophthalmoscope, and reflex hammer). Candidates should be able to execute motor movements required to provide general and emergency treatment to patients, including cardiopulmonary resuscitation, the administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds, and the performance of simple obstetrical maneuvers; such actions require coordination of both fine and gross muscular movements, equilibrium, and functional use of the senses of touch and vision.

   c. conduct tests and perform laboratory work. Candidates must be able to observe demonstrations, collect data, and participate in experiments and dissections in the basic sciences, including, but not limited to, demonstrations in animals, microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states. They should be able to understand basic laboratory studies and interpret their results, draw arterial and venous blood, and carry out diagnostic procedures (e.g., proctoscopy, and paracentesis).

   d. ultimately make logical diagnostic and therapeutic judgments. Candidates should be able to make measurements, calculate, and reason; to analyze, integrate, and synthesize data; and to problem-solve. Candidates should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. Candidates should be able to integrate rapidly, consistently, and accurately all data received by whatever sense(s) employed.

In evaluating candidates for admission and candidates for the M.D. degree, it is essential that the integrity of the curriculum be maintained, that those elements deemed necessary for the education of a physician be preserved, and that the health and safety of patients be maintained. While compensation, modification, and accommodation can be made for some disabilities on the part of candidates, candidates must be able to perform the duties of a student and of a physician in a reasonably independent manner. The use of a trained intermediary would result in mediation of a candidate’s judgment by another person’s powers of selection and observation. Therefore, the use of trained intermediaries to assist students in meeting the technical standards for admission, retention, or graduation is not permitted.

The School of Medicine will consider for admission any candidate who has the ability to perform or to learn to perform the skills and abilities specified in these technical standards. Candidates for the M.D. degree will be assessed at regular intervals not only on the basis of their academic abilities, but also on the basis of their non-academic (physical, interpersonal, communication, psychological, and emotional) abilities to meet the requirements of the curriculum and to graduate as skilled and effective medical practitioners.

Candidates who have a disability and use accommodations should begin discussions with the University Office of Disability Services as soon as the offer of admission is received and accepted. The candidate with the disability bears the responsibility of providing that office with
current information documenting the general nature of the disability and proposed accommodations.

Preparation

While the School of Medicine does not have any prerequisite requirements, for most applicants a strong preparation in the natural sciences is highly recommended including general biology, general chemistry, organic chemistry, and biochemistry. Further advanced studies in the biological, physical and/or chemical sciences is encouraged.

Preference is given to applicants who will, upon enrollment, hold a bachelor’s degree. Applicants occasionally are admitted on the basis of 90 semester hours of outstanding undergraduate achievement.

As a matter of policy, the School of Medicine can accept applications only from those individuals who are currently citizens of the United States or who are permitted by the Immigration and Naturalization Service to reside permanently in the United States.

The School of Medicine can accept applications only from those individuals who have completed their undergraduate premedical educations at a college or university in the United States or Canada.

The Medical College Admissions Test (MCAT)

All applicants to the School of Medicine are required to take the Medical College Admissions Test (MCAT). The MCAT should be taken no more than four years prior to the time of application and no later than the fall by the end of September of the year of application. The MCAT is offered several times each year and is administered in colleges and universities throughout the country. It is recommended that applicants consider taking the MCAT at least two times. Registration materials can be accessed at http://www.aamc.org/students/mcat/registration.htm

Application Procedures

Inquiries concerning admission should be addressed to:

admissions@uscmed.sc.edu

Office of Admissions and Enrollment Services
School of Medicine
University of South Carolina
School of Medicine VA Campus Bldg. 3
Columbia, SC 29208
803-216-3625

The School of Medicine participates in the American Medical College Application Service (AMCAS). Applications are submitted electronically and can be accessed at www.aamc.org (http://www.aamc.org).

Applications are available on-line after May 1 and may be submitted after June 1. The deadline for submission of applications to AMCAS is November 1.

Following receipt and individual screening of the initial AMCAS application in the School of Medicine Office of Admissions and Enrollment Services, secondary application materials (including evaluations and a nonrefundable $95 processing fee) will be requested from all qualified applicants selected to receive further consideration.

Interview Day

Applicants will be invited for interviews based on guidelines established by the Admissions Committee and are a required part of the admissions process for all applicants. For the 2021 cycle, all interviews will be virtual.

The deadline date of November 1 refers only to the date by which the basic application materials must be received at the AMCAS office; December 15 is the deadline date for receipt of all secondary application materials in the Office of Admissions and Enrollment Services. It is in the best interest of the applicant to submit the completed application as early in the application/admissions process as possible. It is the responsibility of the applicant to ensure that all application materials are received in the Office of Admissions and Enrollment Services by the deadline date. No application will be considered until all application materials have been received.

Admission Procedures

Offers of admission are made on a rolling basis after October 15 and throughout the year. An applicant who is offered a position in the next entering class will be required to accept or decline the offer within a two-week period. A $250 non-refundable seat fee will be due with the Commit to Enroll selection beginning May 1.

An offer of admission is contingent upon the satisfactory completion of all requirements and conditions of admission.

Admitted applicants will be required to submit official transcripts from every college and university attended to the School of Medicine director of enrollment services/registrar prior to matriculation. These transcripts will be included in their School of Medicine academic records.

Assignment of Students for Third and Fourth Year Clinical Rotations

This policy will outline the procedures and guidelines for the assignment of students to either the Columbia campus or the Florence Regional campus for their third and fourth year clinical rotations. In assigning students to a clinical campus, the primary goal is to ensure adequate educational resources for every student to meet the educational objectives of the curriculum. While student preference will be considered in the assignment process, there is no guarantee that a student will be assigned to their preferred campus.

Application

Applicants, at the time of application, will be notified both on the School of Medicine’s Website and through published material that two clinical campuses are available for assignment during the third and fourth year of medical school. On their secondary application, applicants will be asked if they are applying to be considered for the Columbia campus, Florence Regional campus, or both campuses.

Offer Letter

When applicants are made an offer of acceptance into the class, they will be informed that assignment to a clinical campus will occur early in their first year. By accepting the offer the applicant will acknowledge that while they will be able to state a preference, there is no guarantee that they will be assigned to their preferred campus.
**Matriculation**

At the time of the applicant's matriculation into the School of Medicine in early-August, they will be scheduled for mandatory tours of the facilities and meetings with selected faculty from both clinical campuses. After the completion of the tours, students will be required to submit their preference for their clinical campus assignment.

**Assignment**

When possible, student preference will be used in the assignment of the clinical campus which will occur in Fall of the M-I year. If student preferences are not sufficient or exceed the educational resources of either campus, a lottery will be held to assign students and meet the educational resources of both campuses. Students will then be informed by the end of the semester of their assigned campus.

**Switching Campuses**

Students, who mutually agree, will be allowed to switch campuses after jointly making that request prior to January 1 of their M-II year. No switches will be allowed for the six months prior to the beginning of the M-III year.

**Appeal**

Students may, due to extenuating circumstances, appeal their assignment to a clinical campus up to January 1 of their M-II year. This appeal should be presented in writing to the Assistant Dean for Student Affairs and will be considered by the Student Services Committee, who will make a recommendation to the Associate Dean for Medical Education and Academic Affairs. In general, extenuating circumstances should be considered to be out of the student's control and/or the current assignment would cause undue hardship on the student and not simply that the student's preference for their clinical campus was not met. Consideration of the appeal will also need to take into account the availability of educational resources at the other clinical campus.

**Transfer**

Once the clinical assignment is made and the student has begun their M-III year, they are expected to complete all required clerkships and clinical rotations (except for electives) on their assigned clinical campus. Should a student wish to transfer campuses, they would need to follow the same procedure for the appeal of their clinical assignment. Transfers would only be granted under extenuating circumstances and if sufficient educational resources are available at the other clinical campus.

**Early Decision Plan**

Through AMCAS, the School of Medicine participates in the Early Decision Plan (EDP). EDP applicants must be highly qualified and apply only to the University of South Carolina School of Medicine by August 1. All secondary application materials must be received in the Office of Admissions and Enrollment Services by August 15; the Admissions Committee will provide responses to EDP applicants by October 1. EDP applicants must take the MCAT no later than mid-July of the year of application. Successful EDP applicants will be constrained from applying to any other medical school and will have a place reserved for them in the entering class. EDP applicants not admitted under the Early Decision Plan will be reconsidered as regular candidates and will be able to initiate applications to other schools in time to be considered by them.

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**Timetable for Admission**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission of AMCAS application</td>
<td>Earliest date-June 5</td>
</tr>
<tr>
<td></td>
<td>Latest date-December 1</td>
</tr>
<tr>
<td>Submission of supplementary materials</td>
<td>Latest date-December 15</td>
</tr>
<tr>
<td>Decision notice to applicants</td>
<td>Earliest date-October 15</td>
</tr>
<tr>
<td></td>
<td>Latest date-until class is filled</td>
</tr>
<tr>
<td>Submission of EDP applications</td>
<td>Earliest date-June 5</td>
</tr>
<tr>
<td></td>
<td>Latest date-August 1</td>
</tr>
<tr>
<td>Decision notice to EDP applicants</td>
<td>Latest date-October 1</td>
</tr>
<tr>
<td>Applicant's response to acceptance offer</td>
<td>Maximum time-two weeks offer</td>
</tr>
<tr>
<td>Non-Refundable Seat Fee</td>
<td>$250 due with Commit to Enroll selection beginning May 1</td>
</tr>
<tr>
<td>Estimated number of new entrants</td>
<td>90</td>
</tr>
<tr>
<td>Starting date</td>
<td>August</td>
</tr>
</tbody>
</table>

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**Delayed Matriculation**

Applicants accepted to the School of Medicine may request a one-year delay of matriculation for reasons of personal and professional development or significant extenuating circumstances. Application for delayed matriculation must be made, in writing, to the Office of Admissions and Enrollment Services by April 15. The application must contain a description of the specific reasons for the request. The Admissions Committee will make decisions on an individual basis by May 15. The School of Medicine reserves the right to limit the number of applicants granted delays of matriculation in each entering class. For additional information, contact the Office of Admissions and Enrollment Services.

If the request for delayed matriculation is granted, other requirements are as follows:

1. The delay of matriculation will be for a maximum of one year.
2. By May 1 of the year of delayed matriculation, the applicant must provide a written report containing documentation of completion of the purposes for the delay of matriculation for review and evaluation by the Admissions Committee. Delayed matriculation will be contingent upon review, evaluation, and acceptance by the Admissions Committee of the written report.
3. The applicant will agree not to apply to any other medical schools in the interim.
4. The applicant will submit a new AMCAS application for the following year’s entering class.
5. The applicant's nonrefundable seat fee deposit will be retained by the School of Medicine for the following year's entering class.
6. The applicant will provide official transcripts of all additional academic work completed or in progress.
7. The applicant must agree, in writing, to accept the offer of delayed matriculation and all associated conditions.

**Combined M.D./Ph.D. and M.D./M.P.H. Degrees**

A combined M.D./Ph.D. plan is available to students interested in careers in academic medicine or medical research. The plan permits students to receive both the M.D. degree and the Ph.D. degree in biomedical science.
in approximately six years. An M.D./M.P.H. dual degree plan is available to students in conjunction with the School of Public Health. The plan permits students to receive both the M.D. degree and the M.P.H. degree in five years.

Applicants interested in the combined M.D./Ph.D. and M.D./M.P.H. plans must be admitted separately to each degree program. For additional information about the combined M.D./Ph.D. plan, contact:

Office of Graduate Studies  
School of Medicine  
University of South Carolina  
Columbia, SC 29208  
803-216-3321

For additional information about the M.D./M.P.H. dual degree plan, contact:

Office of Admissions and Enrollment Services  
School of Medicine  
University of South Carolina  
Columbia, SC 29208  
803-216-3625

Course Exemptions

All applicants accepted to the School of Medicine are expected to enroll and complete successfully all required courses. Occasionally an applicant with specialized training will enter the School of Medicine and apply to exempt specific required courses. With the concurrence of the assistant dean for preclinical curriculum and the appropriate department chair, the applicant may be given an examination to measure the applicant's degree of proficiency in the appropriate area. Any exemption should be granted before matriculation in the course and must be granted no later than one academic week after matriculation.

Transfer and Advanced Standing

The Admissions Committee will consider applications for transfer into the second-year and third-year medical school classes contingent upon the availability of positions. All applicants for transfer must be currently enrolled and in good standing in a medical school accredited by the Liaison Committee on Medical Education and meet the prerequisite requirements in order to receive consideration. All acceptances into the third year are conditional on verification by the National Board of Medical Examiners of an overall, average passing score on Step 1 of the United States Medical Licensing Examination taken by June 30 following completion of the second year.

Applications for transfer are available after January 1. All application materials (including supplemental information and a nonrefundable $95 processing fee) must be received in the Office of Admissions and Enrollment Services by April 1. Supplemental information includes an essay on the reasons for transfer, letters of evaluation from the dean and two faculty members of the medical school in which the applicant for transfer is currently enrolled, and verification of MCAT scores. Requests for MCAT score verification should be addressed to:

Section for the MCAT  
Association of American Medical Colleges  
2450 N Street, NW  
Washington, DC 20037-1126

If you need more information, call 202-828-0600.

For further information concerning application for transfer, contact:

Office of Admissions and Enrollment Services  
School of Medicine  
University of South Carolina  
Columbia, SC 29208  
803-216-3625

Residency in South Carolina

As a state-supported institution, the School of Medicine has a primary responsibility to train future physicians for the state of South Carolina. Preference for admission to the School of Medicine is therefore given to state residents. Determination of residency as defined by the University of South Carolina for the purpose of tuition and fees is the responsibility of the University Residency Office (http://www.sc.edu/bursar/residency.shtml). For information concerning residency questions, contact:

Legal Residency Office  
1244 Blossom Street  
Suite 106  
University of South Carolina  
Columbia, SC 29208  
803-777-5555

Course Descriptions

• Biomedical Science (BMSC) (p. 1568)  
• Cell Biol & Anatomy (MCBA) (p. 1568)  
• Chemistry (CHEM) (p. 1568)  
• Family & Preventive Med (FPMD) (p. 1568)  
• Medical Topics (DMED) (p. 1570)  
• Medicine Clinical (MEDI) (p. 1572)  
• Neurology (NEUR) (p. 1577)  
• Neuropsychiatry (NPSY) (p. 1578)  
• Obstetrics / Gynecology (OBGY) (p. 1578)  
• Ophthalmology (OPTH) (p. 1580)  
• Orthopaedic Surgery (ORSU) (p. 1580)  
• Pathology & Microbiology (PAMB) (p. 1581)  
• Pathology (PATH) (p. 1582)  
• Pediatrics (PEDI) (p. 1582)  
• Physlgy & Pharmacology (PHPH) (p. 1585)  
• Radiology (RADI) (p. 1585)  
• Surgery (SURG) (p. 1586)
Biomedical Science (BMSC)

**BMSC D604 - Molecular Foundations of Medicine (8 Credits)**
An eight-hour, spring semester course designed for first-year medical students incorporating biochemistry, molecular biology and genetics. With a focus on connecting fundamental biological processes to human pathologies, the course explores properties and functions of nucleic acids, mechanisms of inheritance, structure and function of proteins and enzymes, and cellular metabolism and bioenergetics. Examples of pathological changes at the molecular level will be used to illustrate how normal processes can be altered to induce a disease state. While the primary mode of instruction is lecture-based, incorporation of clinical correlation presentations and pathology perspectives will solidify the connections between basic processes and human diseases. Student mastery of course content will be assessed using department developed multiple choice exams and the National Board of Medical Examiners (NBME) biochemistry exam.

Cell Biol & Anatomy (MCBA)

**MCBA D603 - Foundational Medical Anatomy (12 Credits)**
A twelve-hour, fall semester, first-year medical course involving the combined comprehensive study of human gross anatomy, neuroanatomy, microscopic anatomy, and developmental anatomy. The macro and micro structure of cells, tissues, organs, and systems are studied through an integrated and regional approach, and the functional significance of their morphological features are presented. The course is presented and taught in a collaborative, learning atmosphere by which students learn the names, relationships, and basic functions of body structures. The course relies significantly on a commitment to rigorous independent study. Primary methods of instruction include: lecture; case-based discussion/presentation; ultrasonography; cadaveric laboratory dissections; microscopic laboratory experiences through slides, digitized images, and electron micrographs; and independent learning experiences. Students integrate basic concepts and principles of structures as they pertain to clinical medicine. Web-based instructional methods and videodisc databases are used to present human anatomy and other supporting information relating to overall course content, primarily during laboratory sessions. The goal of laboratory sessions is to facilitate critical thinking skills and correlation of basic science information with clinical problems. Modes of assessment include departmental written multiple choice/essay examination, laboratory practical examination, oral assessment/presentation, and objective structured clinical examination (OSCE).

**MCBA D622 - Clinical Anatomy (1-12 Credits)**
This elective is designed to meet the specific needs or interests of individual students. A program is proposed by the student for faculty approval which normally includes the completion of a number of cadaver dissections. Normal gross anatomy is presented and integrated with relevant clinical material during oral presentations. Clinical faculty are involved whenever possible.

**MCBA D671 - Clinical Anatomy (1-12 Credits)**

Chemistry (CHEM)

**CHEM D650 - Medical Biochemistry (4 Credits)**

**CHEM D651 - Biochemistry II (4 Credits)**

Family & Preventive Med (FPMD)

**FPMD D605 - Family Medicine Clerkship (6 Credits)**
A six-week, six-credit-hour required clerkship in the third year. Students care for ambulatory patients under the supervision of faculty members and residents for two weeks in the Family Medicine Center at Palmetto Health Richland or the Center for Family Medicine at Greenville Memorial Hospital. Ultrasound technology is available at both campuses and is utilized during this part of the clerkship. Students participate for two weeks as integral members of a team that provides care to hospitalized patients on the family medicine inpatient service. In this setting, students perform initial work-ups on new patients and care for patients with acute and chronic problems; they also have the opportunity for collaboration with nurses, nurse practitioners, and other health professionals. In addition, all students spend two weeks in the office of a practicing physician where they experience health care delivery as it is provided in a community family practice. A variety of settings is utilized from rural sites to suburban and urban sites. Primary methods of instruction include lecture, case-based discussion/presentation, computer-assisted instruction, clinical preceptorship, problem-solving exercises, conferences, standardized/simulated patients, small-group discussion, and teaching rounds. Modes of assessment include the Family Medicine NBME subject examination, clinical evaluations, and an Objective Structured Clinical Examination (OSCE). Demonstration of mastery of a prescribed set of clinical skills, included on the Clinical Skills Attainment Document, is required for successful completion of this clerkship. Demonstration of mastery of the following clinical skills is strongly recommended during this clerkship: participation in the nutritional assessment of a patient; observation and performance of outpatient dermatologic procedures; observation of a colposcopy and endometrial biopsy; observation of exercise stress testing; observation of a nasopharyngoscopy; and observation of an individual or family psychotherapy session.

**FPMD D615 - Family Medicine Acting Internship (AI) (4 Credits)**
A four-week, four-credit hour required clerkship in the fourth year. Students are required to complete the Acting Internship (AI) in one of the following: Family Medicine, Internal Medicine, Pediatrics, Psychiatry, Obstetrics and Gynecology, or Surgery. The AI emphasizes basic generalist competencies, is predominantly an inpatient experience, and includes night call. Acting interns are essential members of the ward team, although students’ patient loads can be adjusted according to their aptitude. Some of the selectives also provide a minor amount of ambulatory clinical learning. The student has primary and direct responsibility for the continuing care of patients in the community or in one of the University of South Carolina School of Medicine programs at Palmetto Health Richland, the Dorn Veterans Affairs Medical Center, or the Greenville Hospital System University Medical Center. Alternatively, a student may elect to complete the AI as an extramural rotation but must have prior approval for this rotation from the USCSC AI director. The primary mode of instruction is clinical preceptorship. Other educational material may be presented via attending rounds, didactic lectures, subspecialty lectures, weekly grand rounds, resident case presentations, rounds with residents, clinical pathologic conferences, etc., and is dependent upon the specific rotation. Assessment will focus on core clinical skills, including, but not limited to, history and physical examinations, clinical decision making, case presentation, communication with patients, test selection and interpretation, and therapeutic decision making.

**FPMD D622 - Short-term Psyc Prim Care (1-12 Credits)**
FPMD D623 - Family Medicine Preceptorship (M-IV) (1-12 Credits)
This course offers a brief, intensive exposure to a typical family practice, both for students considering a career in this area and those who are entering other specialties but who want to learn more about the role of the family physician in health care delivery. Students may be placed in rural, suburban or urban practices in various locations in the state, according to their preference. The practice exposure shall include ambulatory care of patients of all ages, including pediatrics, and inpatient hospital experience. It is important that arrangements be made for selecting the practice site as early as possible, and in no case with less than 6 weeks lead time. Preceptors shall be selected carefully and screened according to criteria formulated by the faculty of the Department of Family and Preventive Medicine.

FPMD D624 - Primary Care Sports Medicine (M-IV elective) (1-12 Credits)
This course is designed to give the fourth year medical students exposure to the different aspects of primary care sports medicine. Clinical venues include the Sports Medicine Center, Family Medicine Center, student health center, community settings and USC athletic training room. During the rotation, students will also gain exposure to physical therapy, casting/splinting and exercise physiology. Course Objectives: Improve musculoskeletal medicine knowledge base including anatomy, biomechanics, pathophysiology of common injuries, and prevention techniques. Improve musculoskeletal examination skills. Understand appropriate referral indications. Understand appropriate diagnostic tests, what and when to order, as well as how to read the studies. Understand treatment options for common musculoskeletal injuries. Improve treatment skills including common physical therapy protocols and therapeutic modalities. Exposure to common musculoskeletal procedures including bracing and casting techniques, fracture and dislocation reductions, joint injections and aspirations. Didactic sessions occur weekly. Opportunities for additional didactics may occur throughout the rotation. Sporting event coverage takes place through the University of South Carolina as well as several local high schools. The rotation takes place in the setting of a Primary Care Sports Medicine Fellowship at a major NCAA Division I university. Students are offered the opportunity to work with both faculty members as well as sports medicine fellows. Requirements for the rotation include coverage of at least 2 sporting events with either Family Medicine residents, Sports Medicine Fellows or faculty members. In addition, students will be expected to give a 10-15 minute presentation on a sports medicine topic of interest during one of the weekly didactic sessions.

FPMD D625 - Family Medicine Rural Medicine Elective (1-12 Credits)
This elective is designed to offer the student an intensive rural family medicine experience. The student will have a “hands on” experience working with patients in the office of a small town family physician. During this time, the student will be precepted by the community physician and learn first hand of the unique problems these physicians face in the delivery of health care in a rural setting. The student will have the opportunity to learn the benefits of a team approach to health care through interaction with nurse practitioners and other health care professionals. The student will also acquire first-hand information about the lifestyle of primary care physicians in the rural setting and the impact they have on their patients and their community. Finally, the student will be introduced to practice management issues pertaining to private practice in a rural setting. The elective offers rotations in several small communities within reasonable driving distances from Columbia. Other sites are available which will allow the student to stay in the community to better experience the lifestyle of a small town physician. It is important that arrangements be made for selecting the practice site as early as possible, preferably with at least 6 weeks lead time.

FPMD D626 - Office-Based Counseling Skills in Primary Care (1-12 Credits)
The course is designed to provide introduction to and enhancement of office-based counseling skills in primary care. It will also address basic theory and skill development in the treatment of emotional disorders within the structure of a primary care practice. Emphasis is placed upon brief, direct, and supportive techniques and strategies intended to augment clinicians’ abilities to effectively treat some of the most common psychosocial issues encountered in primary care clinics. Programmed videotapes will be presented and evaluated. Videotaped encounters of the student with Family Medicine patients will be monitored and individually supervised. Videotaping will address interview skills, relationship enhancement issues, transference and countertransference phenomena, nonverbal communication and patient psychodiagnostics. Students will be precepted within and and outside the Family Medicine Center by a variety of interdisciplinary clinicians. Students may sit in on individual and family psychotherapy sessions with the preceptors and discuss patient dynamics. Psychiatric topics of interest to the student will also be prepared and discussed.

FPMD D632 - Global Health and Primary Care (1-12 Credits)
This course offers a brief, intensive exposure to Global health. It is intended for students considering a career working in this area, as well as for those who plan to spend the majority of their career in the United States but want to learn more about providing clinical care in developing nations. The first two weeks of the elective will be spent in the United States with significant didactic requirements, including readings, small group discussions, and required presentations. The latter two weeks will involve a project with the organization Shoulder to Shoulder. From their materials: “The Honduras field experience is set in rural Santa Lucia, Intibucá, at the Shoulder to Shoulder clinic. The clinic provides 24 hour service to the residents in the area including dental services, x-ray and lab services, maternity services and inpatient care. The clinic is an eight hour bus ride from the airport, and three hours over dirt roads from the closest hospital. Every brigade member will have a variety of experiences, including outpatient clinic work, overnight call in the clinic, public health projects, and home visits. Students and residents are supervised by faculty with experience in global health. Nightly conferences are held to discuss the events of the day, interesting cases and presentations by residents, students and faculty.”

FPMD D634 - Community Disease Control (1-12 Credits)
FPMD D636 - Family Medicine Geriatrics (1-12 Credits)
FPMD D645 - Fam Med Outpatient Proc (1-12 Credits)
FPMD D649 - Ultrasound in Primary Care - Point of Care Ultrasound (1-12 Credits)
The senior medical student will spend 40 hours per week for approximately 4 weeks. This elective will focus primarily on teaching the student various point-of-care ultrasound examinations and applications in both inpatient and outpatient settings. This includes but is not limited to: point-of-care echocardiography, evaluation of the IVC, aorta, and lung exams. Furthermore, the course will include MSK applications and ultrasound guided procedures. The student will perform a number of required examinations, attend family medicine ultrasound procedure clinic, and accompany family medicine resident physicians on the hospital wards for educational scanning. At the end of the rotation the student should be able to successfully complete each of the previously mentioned examinations and should be familiar with common primary care applications of point-of-care ultrasound.

FPMD D650 - Family Prac Comm Hospitl (1-12 Credits)
FPMD D651 - Comm Fam Prac Preptrsp (1-12 Credits)
FPMD D652 - Rural Family Practice (1-12 Credits)
FPMD D655 - Rural Family Medicine (1-12 Credits)
FPMD D660 - Clin Externship Fam Med (1-12 Credits)
FPMD D666 - Clinical Family Medicine (1-12 Credits)
FPMD D667 - Fam Med Inpatient Extrnshp (1-12 Credits)
FPMD D670 - Sen Exper in Fam Med (1-12 Credits)
FPMD D675 - Family Medicine Rural Elective (1-12 Credits)
FPMD D677 - Family Medicine (1-12 Credits)
FPMD D679 - Religion and Medicine (1-12 Credits)
FPMD D690 - Clinical Family Medicine (1-12 Credits)
FPMD D691 - Clinical Family Medicine (1-12 Credits)
FPMD D695 - Family Med AI Extramural (4 Credits)
FPMD D710 - Topics/Preventive Med (2 Credits)
FPMD D714 - Nutrition&Womens Health (3 Credits)
FPMD D790 - Independent Study (1-3 Credits)

Medical Topics (DMED)

DMED D600 - Independent Study (1-12 Credits)

DMED D601 - Introduction to Clinical Medicine I (1-12 Credits)
A two-semester, two-credit-hour (DMED 601 - fall) and five-credit-hour (DMED 602 - spring), first-year course consisting of an introduction to the medical profession and to doctor-patient and doctor-community relationships, community and preventive medicine concepts, information about the components of health care delivery systems, and basic philosophical principles underlying bioethical decision-making. The stages of normal growth and development are also discussed to ensure that students acquire a basis for exploring the life history of the patient with an awareness of issues relevant to different age periods. Information about gender and sexuality is presented, followed by a discussion of sexual disorders and dysfunctions. Students are introduced to the basic skills of medical interviewing and the mental status examination through the use of standardized patients and through participating both semesters in a clinical preceptorship. In addition, beginning in the spring semester, each student will be assigned a senior mentor with whom they will practice the medical interviewing skills as well as discuss normal aging. Primary methods of instruction include lecture, problem-based learning, standardized/simulated patients, and small-group discussion. Modes of assessment include multiple choice examinations, senior mentor and clinical preceptorship reflection papers, assessment of performance in the medical interview and the mental status examination and by participation in small-group discussion and problem-based learning.
DMED D603 - Introduction to Clinical Medicine II (6 Credits)
A two-semester, eight-credit-hour (DMED 603 - fall) and eight-credit-hour (DMED 604 - spring), second-year course consisting of an introduction to the fundamentals of physical examination and physical diagnosis and the use of various models to assist in the conceptualization of psychopathological behavior, with an emphasis on the relationship of emotional factors to physical illness. Developmental problems of children, adolescents and adults, addictive problems, sleep disorders, and organic mental disorders are discussed. The course emphasizes the use of population-based data in making sound judgments regarding the clinical care of individual patients and interventions at the community level. Bioethical issues in the care of patients and techniques of prevention are presented and discussed, as are the most frequently encountered primary care clinical problems. The course includes information about frequently used radiologic and clinical laboratory studies and their value and limitations in the context of the pathophysiology of various disease states. The course utilizes an organ system approach and integrates physical diagnosis, ultrasound, and radiology with the medical pathology course. A portion of the spring semester is devoted to a series of problem-based learning exercises designed to integrate information from the Introduction to Clinical Medicine course continuum with knowledge gained from first and second-year basic science courses and to prepare students for the transition to the clinical environment in the third and fourth years. Primary methods of instruction include lecture, problem-based learning, self-instruction modules, standardized/simulated patients, and small-group discussion. Modes of assessment include written multiple choice/essay examination, assessment of participation in small-group discussion and problem-based learning, Objective Structured Clinical Examinations, and the Introduction to Clinical Diagnosis NBME subject examination. Demonstration of mastery of the following minimum clinical skills is required for successful completion of this course: performance of a clinical breast examination; demonstration of basic cardiac life support (BCLS) skills and provision of documentation of same; completion of Columbia Free Medical Clinic experience; completion of complete history and physical examination; and performance of computer literature search and completion of assignments related to the care and assessment of community-dwelling elders.

DMED D604 - Introduction to Clinical Medicine II (7 Credits)
A two-semester, eight-credit-hour (fall) and eight-credit-hour (spring), second-year course consisting of an introduction to the fundamentals of physical examination and physical diagnosis and the use of various models to assist in the conceptualization of psychopathological behavior, with an emphasis on the relationship of emotional factors to physical illness. Developmental problems of children, adolescents and adults, addictive problems, sleep disorders, and organic mental disorders are discussed. The course emphasizes the use of population-based data in making sound judgments regarding the clinical care of individual patients and interventions at the community level. Bioethical issues in the care of patients and techniques of prevention are presented and discussed, as are the most frequently encountered primary care clinical problems. The course includes information about frequently used radiologic and clinical laboratory studies and their value and limitations in the context of the pathophysiology of various disease states. The course utilizes an organ system approach and integrates physical diagnosis, ultrasound, and radiology with the medical pathology course. A portion of the spring semester is devoted to a series of problem-based learning exercises designed to integrate information from the Introduction to Clinical Medicine course continuum with knowledge gained from first and second-year basic science courses and to prepare students for the transition to the clinical environment in the third and fourth years. Primary methods of instruction include lecture, problem-based learning, self-instruction modules, standardized/simulated patients, and small-group discussion. Modes of assessment include written multiple choice/essay examination, assessment of participation in small-group discussion and problem-based learning, Objective Structured Clinical Examinations, and the Introduction to Clinical Diagnosis NBME subject examination. Demonstration of mastery of the following minimum clinical skills is required for successful completion of this course: performance of a clinical breast examination; demonstration of basic cardiac life support (BCLS) skills and provision of documentation of same; completion of Columbia Free Medical Clinic experience; demonstration of complete history and physical examination; and performance of computer literature search and completion of assignments related to the care and assessment of community-dwelling elders.

DMED D607 - Capstone (1 Credit)

DMED D609 - Independent Study/ Board Rev (4 Credits)

DMED D612 - Ind Study/ Medical Span (1-12 Credits)

DMED D614 - Creative Writing (1-12 Credits)

DMED D625 - Prob Based Lm Miv Electv (1-12 Credits)

DMED D636 - Womens Health Selective (4 Credits)

DMED D643 - Intersession Week (1 Credit)

DMED D645 - Gate Exam (0 Credits)
DMED D646 - QUEST: Quality Improvement Education and Systems Training (1-12 Credits)

QUEST is experiential education in quality improvement, a chance to apply principles learned in the classroom in real life with existing healthcare teams. The program is sponsored by the University of South Carolina School of Medicine in partnership with faculty mentors with Prisma Health and McLeod Health. Prior to starting QUEST, students are required to complete the basic certificate in quality and patient safety from the Institute for Healthcare Improvement Open School, a series of thirteen online modules. QUEST begins in the fall with a series of workshops led by system leaders and QI experts. The workshops include interactive sessions to deepen fundamentals of QI and explore applications in our local learning environment. Following the workshops, pairs of students are connected to mentors and QI teams in part based on their areas of interest. Students are generally paired with a learner from a different health profession.

DMED D647 - USMLE Step 2 Preparation (4 Credits)

This course has been specially designed to allow students protected time for USMLE Step 2 (Clinical Knowledge and Clinical Skills) preparation. Students are expected to devise and implement their own study plans. It is strongly recommended that students take the exam components either by the end of the block or early in the following block. Passing scores on the first attempts for both components of Step 2 are required in order to receive credit for the course. If a passing score is not achieved on the first attempt at either component, no credit will be given for the block.

DMED D648 - Ind Study Ultrasound (1-12 Credits)

DMED D649 - Medical Education: Learning From Teaching (1-12 Credits)

This course has been specially designed for students who have met the criteria and have the desire to tutor, mentor and teach. The tutors will meet with the tutees a minimum of 2 to 3 hours per week on an independent schedule. Grading: P/F

DMED D652 - Medical Legal Partnership Elective (1-12 Credits)

The medical legal partnership elective involves students working with second and third year law students and graduate students in social work on cases referred to the Law School’s Medical Legal Partnership Clinic from the Children’s Hospital Outpatient and Special Care Centers. The students will work with the law and social work students to identify the social determinants of health, particularly the legal issues affecting health, and will advocate for changes.

DMED D654 - Culinary Medicine (1-12 Credits)

Each 3 hour session is designed to teach fourth year medical students how to prepare nutritious and affordable meals and to effectively prescribe healthier foods and lifestyles to their patients. Students will spend 30 minutes role playing and discussing patient scenarios that are connected to diet-related diseases. The next 90 minutes will be spent in teams preparing various recipes and 60 minutes reviewing nutritional content of recipes as well as sharing the meal. The curriculum is based on the Mediterranean diet and was designed by Tulane Medical University to be affordable in order to reach lower-income populations which have been particularly susceptible to diet-related chronic disease.

DMED D663 - Neuroscience (1-12 Credits)

DMED D682 - International and Underserved Elective (2-12 Credits)

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Medicine Clinical (MEDI)

MEDI D605 - Internal Medicine Clerkship (8 Credits)

An eight-week, eight-credit-hour required clerkship in the third year consisting of a eight weeks of inpatient medicine, including a four-day Medical Intensive Care Unit experience. During the inpatient block, students perform as active members of the student/housestaff/attending physician team. Students are assigned patients, obtain medical histories, perform physical examinations, evaluate laboratory data, and analyze the information in order to define patients' problems. Performance is reviewed both during specific preceptor-student contacts and during student presentations on actual ward rounds with the team. There is an ambulatory experience during which students have the opportunity to rotate through the resident clinic one afternoon per week. During this ambulatory experience, students work closely with preceptors, discussing each patient encounter in depth and participating in didactic sessions. Students become familiar with concepts of time management and performance of focused patient assessments. Throughout this clerkship, emphasis is placed on the interpretation of clinical findings in terms of the pathophysiologic mechanisms of disease and the subsequent translation of this information into rational decisions about management. The clerkship provides students, through their active participation, with opportunities to observe the diagnostic process as it unfolds and to develop competence in evaluating broad clinical problems. Primary methods of instruction include lecture, case-based discussion/presentation, clinical preceptorship, conferences, standardized/simulated patients, small-group discussion, and teaching rounds. Modes of assessment include the Internal Medicine NBME subject examination, clinical evaluations, and an Objective Structured Clinical Examination (OSCE). Demonstration of mastery of a prescribed set of clinical skills, included on the Clinical Skills Attainment Document, is required for successful completion of this clerkship.

MEDI D607 - Senior Internal Medicine Clerkship (4 Credits)

A four-week, four-credit-hour required clerkship in the fourth year consisting of a predominantly outpatient experience. Students may choose to rotate within a variety of sub-specialty sites and focus upon common medical problems encountered in the ambulatory setting. The goal of the rotation is to enhance the student's ability to diagnose and manage a wide range of illnesses affecting adults, while acquiring those skills necessary to function in the outpatient arena. Primary methods of instruction include small group case based discussions, clinical preceptorship, bedside teaching and grand rounds. Modes of assessment include clinical evaluations and conference attendance and participation.
MEDI D611 - Medicine/Neurology Clerkship (12 Credits)
A twelve-week, twelve-credit-hour required clerkship in the third year consisting of 2 weeks of Neurology inpatient consults and ambulatory clinics, 4 weeks of inpatient general medicine, 4 weeks of subspecialty elective, and 2 weeks of ambulatory general or subspecialty medicine. During the inpatient portions of the rotation, students perform as active members of the student/resident/fellow/attending physician team. In some cases, the team is a consultative service (subspecialty electives and Neurology) and in other cases, the team is the primary patient care service (general medicine wards and the intensive care unit). Students are assigned patients, obtain medical histories, perform physical examinations, evaluate laboratory data, and analyze the information in order to define patients’ problems and formulate a diagnostic and therapeutic care plan. Performance is reviewed both during specific preceptor-student contacts and during student presentations on rounds with the team. During the ambulatory portion of the rotation, students work closely with resident, fellow and attending preceptors, discussing each patient encounter in depth and participating in didactic sessions. Students become familiar with concepts of time management and performance of focused patient assessments. Throughout this clerkship, emphasis is placed on the interpretation of clinical findings in terms of the pathophysiologic mechanisms of disease and the subsequent translation of this information into rational decisions about management. The clerkship provides students, through their active participation, with opportunities to observe the diagnostic process as it unfolds and to develop competence in evaluating broad clinical problems. For Neurology in particular, the focus will be to broaden students’ basic neuroscience knowledge and learn to apply this knowledge clinically. Students will also develop skills in taking a focused neurological history and conducting a thorough neurological examination. Primary methods of instruction include lecture, case-based self-study and discussion, clinical preceptorship, educational conferences, standardized/simulated patients, small-group discussion, and teaching rounds. Modes of assessment include the Internal Medicine NBME subject examination, Neurology departmental exam, case presentations, clinical evaluations, and an Objective Structured Clinical Examination (OSCE). Demonstration of mastery of a prescribed set of clinical skills, including on the Clinical Skills Attainment Document, is required for successful completion of this clerkship.

MEDI D615 - Medicine Inpatient Acting Internship (AI) - Columbia (4 Credits)
A four-week, four-credit hour required clerkship in the fourth year. Students are required to complete the Acting Internship (AI) in one of the following: Family Medicine, Internal Medicine, Pediatrics, Psychiatry, Obstetrics and Gynecology, or Surgery. The AI emphasizes basic generalist competencies, is predominantly an inpatient experience, and includes night call. Acting interns are essential members of the ward teams, although students’ patient loads can be adjusted according to their aptitude. Some of the selectives also provide a minor amount of ambulatory clinical learning. The student has primary and direct responsibility for the continuing care of patients in the community or in one of the University of South Carolina School of Medicine programs at Palmetto Health Richland, the Dorn Veterans Affairs Medical Center, or the Greenville Hospital System University Medical Center. Alternatively, a student may elect to complete the AI as an extramural rotation but must have prior approval for this rotation from the USCSM AI director. The primary mode of instruction is clinical preceptorship. Other educational material may be presented via attending rounds, didactic lectures, subspecialty lectures, weekly grand rounds, resident case presentations, rounds with residents, clinical pathologic conferences, etc., and is dependent upon the specific rotation. Assessment will focus on core clinical skills, including, but not limited to, history and physical examinations, clinical decision making, case presentation, communication with patients, test selection and interpretation, and therapeutic decision making.

MEDI D616 - MICU-CCU Acting Internship (AI) - Columbia (4 Credits)
A four-week, four-credit hour required clerkship in the fourth year. Students are required to complete the Acting Internship (AI) in one of the following: Family Medicine, Internal Medicine, Pediatrics, Psychiatry, Obstetrics and Gynecology, or Surgery. The AI emphasizes basic generalist competencies, is predominantly an inpatient experience, and includes night call. Acting interns are essential members of the ward teams, although students’ patient loads can be adjusted according to their aptitude. Some of the selectives also provide a minor amount of ambulatory clinical learning. The student has primary and direct responsibility for the continuing care of patients in the community or in one of the University of South Carolina School of Medicine programs at Palmetto Health Richland, the Dorn Veterans Affairs Medical Center, or the Greenville Hospital System University Medical Center. Alternatively, a student may elect to complete the AI as an extramural rotation but must have prior approval for this rotation from the USCSM AI director. The primary mode of instruction is clinical preceptorship. Other educational material may be presented via attending rounds, didactic lectures, subspecialty lectures, weekly grand rounds, resident case presentations, rounds with residents, clinical pathologic conferences, etc., and is dependent upon the specific rotation. Assessment will focus on core clinical skills, including, but not limited to, history and physical examinations, clinical decision making, case presentation, communication with patients, test selection and interpretation, and therapeutic decision making.
MEDI D621 - Clinical Pulmonary Diseases (1-12 Credits)
This elective will provide clinical experience in the diagnosis and management of acute and chronic problems related to the respiratory system, including but not limited to disease processes such as pneumonia, COPD, interstitial lung disease, pulmonary hypertension, lung cancer, and sleep related breathing disorders. The student will learn the interpretation of arterial blood gases, pulmonary function studies and radiographic studies. The student will perform inpatient and outpatient consultative services under the supervision of the pulmonary attending. The student will participate in procedures such as thoracentesis, fiberoptic bronchoscopy and transthoracic needle biopsies. Attendance at other internal medicine conferences, ICU rounds and Wednesday pulmonary conference is encouraged.

MEDI D622 - Dermatology (1-12 Credits)
MEDI D623 - Clinical Endocrinology (1-12 Credits)
Medical students participate in the evaluation and management of patients with metabolic, endocrine, and hormonal problems under the supervision of faculty members. History-taking and physical examination skills are emphasized, along with interpretation of laboratory data and radiologic and imaging studies. Students care for both ambulatory and hospitalized patients at Palmetto Health Richland and Dorn Veterans Affairs Medical Center, and attend the daily teaching rounds, weekly clinical case conferences, journal club, and didactic lectures. They encounter a wide variety of endocrine and metabolic disorders such as diabetes, obesity, metabolic syndrome, endocrine hypertension, dyslipidemia, thyroid disease, calcium problems, osteoporosis, pituitary gland abnormalities, adrenal disease, hypogonadism, erectile dysfunction, and menopausal, reproductive and infertility issues. Formulation of differential diagnoses, a critical thinking approach, and use of the relevant medical literature is encouraged.

MEDI D624 - Digestive Disease and Nutrition (1-12 Credits)
The goal of this rotation is to enhance the student's ability to recognize, evaluate, and treat patients with digestive diseases, diseases of the hepatobiliary system, and disorders of nutrition. To accomplish this goal, the student will perform the initial evaluation on consults submitted to the gastroenterology (GI) service. Consults will be presented and the pertinent radiographic and histologic data reviewed on daily attending rounds. Experience with outpatient care of patients with digestive disease will be gained during a weekly outpatient clinic. The student will also care for a limited number (1-2) of patients with gastrointestinal disease on the inpatient service. Observation of procedures performed on the student's consults is encouraged. Increased knowledge of digestive diseases will be gained through in-depth reading in pertinent textbooks and the current medical literature as well as interaction with staff personnel. The student is required to attend all conferences, i.e., GI radiology, GI pathology, Endoscopy Conference, topic review, and journal review. If the student is interested in research, he/she will have the opportunity to observe the performance of various clinical research studies. This elective will include 2 weeks at PHR and 2 weeks at the DVAMC. Each student is expected to call the course director's office one week prior to starting the elective for assignment either to PHR or DVAMC.

MEDI D625 - Clinical Hematology/Oncology (1-12 Credits)
This elective will involve activities in clinical medicine on the Hematology/Oncology service and will include supervised patient care experiences with in-patients and out-patients, as well as teaching rounds, conferences, Tumor Board meetings and ancillary teaching sessions involving drug pharmacology.

MEDI D626 - Cardiographics (1-12 Credits)
This elective will provide in depth experience in interpretation of electrocardiograms and some experience with exercise electrocardiography.

MEDI D627 - Infectious Diseases: Clinical and Basic Correlation (1-12 Credits)
This course will provide the student with clinical experience in infectious diseases. The student will see patients on the infectious diseases consultation service and in outpatient settings (including the Ryan White HIV clinic 2 mornings a week) under the supervision of the infectious disease attending physician. Emphasis will be on the correlation of basic microbiologic principles with clinical expressions of diseases. The combined clinical and didactic experience should enable the student to: (1) use antimicrobial drugs rationally, (2) diagnose and treat patients with HIV/AIDS, and (3) acquire an approach to the diagnosis and treatment of varied infections.

MEDI D628 - Clinical Cardiology (1-12 Credits)
This elective will provide clinical experience in the diagnosis and management of acute and chronic cardiac problems, including but not limited to disease processes such as hypertensive urgency, heart failure, arrhythmias, syncope, chest pain, and myocardial infarction. The student will learn interpretation of electrocardiograms, echocardiography, and chest x-ray. The student will perform inpatient consultative services, including management of critical cardiac patients, will round with the CCU team each morning, and participate in the management of floor cardiac patients under the supervision of the cardiology attending. The student will participate in procedures such as tranesophageal echocardiography, cardiac catheterization, pacemaker placement, and arteriovenous accesses placement, and arterial line placement. The student will be in attendance at all cardiology conferences, as well as other internal medicine conferences such as grand rounds. The student will also have the opportunity to participate in various outpatient cardiology clinics, including heart failure, pacemaker, and chest pain clinics if desired.

MEDI D629 - Clinical Dermatology (1-12 Credits)
MEDI D630 - MICU-CCU (1-12 Credits)
MEDI D631 - Clinical Genetics (1-12 Credits)
MEDI D635 - Clinical Nephrology (1-12 Credits)
This course will provide clinical experience in the care of patients with acute and chronic renal failure, nephrotic syndrome, various fluid and electrolyte disorders and refractory hypertension. Hemodialysis and peritoneal dialysis will be discussed and utilized. The students will follow selected patients and will round daily with the attending faculty.

MEDI D636 - Allergy, Asthma, and Clinical Immunology (1-12 Credits)
This is a clinical rotation about common, chronic diseases affecting both children and adults. This elective will be beneficial for medical students who are in the third or fourth year of their training.
MEDI D637 - Renal Disease, Electrolyte Disorders and Hypertension (3-12 Credits)
The goal of this rotation is to enhance the student’s ability to recognize, evaluate and treat patients with renal diseases, electrolyte disorders and hypertension. To accomplish this goal, the student will have an active role in the evaluation of consultations presented to the Renal Service. Consults will be presented, and the pertinent laboratory and radiographic data will be reviewed on daily attending rounds. Routine patient management of patients with hypertension, electrolyte disorders and renal disease will be discussed using a problem solving approach on daily rounds. Difficult or interesting cases will be reviewed on weekly Renal Grand Rounds. The student will also participate in the outpatient care of patients with renal disease in the weekly clinic. Also, in order to acquaint the student to problems in care of patients with chronic renal failure such as electrolyte imbalance, hypertension, nutrition, etc., he or she will be encouraged to attend weekly rounds on patients in the chronic hemodialysis program. Fluid electrolyte, acid-base problems will be assigned and reviewed twice weekly with the renal attendings. If the student is interested in clinical research, he/she will have the opportunity to observe the performance and participate in various clinical research studies.

MEDI D638 - Allergy and Asthma (1-12 Credits)

MEDI D639 - Geriatrics (1-12 Credits)
The purpose of this rotation is to provide additional training in geriatric medicine. Students will receive individual supervision as they assess geriatric patients in various settings. Patients may be encountered in the office, nursing home, home and hospital settings. All rotations will involve a structured reading program designed to provide the student with a broad range of knowledge of the subjects more common in the Geriatric population. Students also take both a pre and post test on this rotation. Students interested in taking this rotation who have questions should contact Maureen Dever-Bumba at (803) 434-1244 or deverbumba@gw.mp.sc.edu to ensure that they select the site which best meets their needs.

MEDI D640 - Rheumatology (1-12 Credits)
This elective will provide the student with experience in evaluating and managing patients with rheumatic diseases. Outpatient clinics as well as inpatient consults will allow the student to experience a broad spectrum of rheumatic diseases. Daily teaching sessions will be devoted to covering major clinical topics in rheumatology. The student will also gain experience in reading x-rays and performing joint aspirations.

MEDI D643 - Palliative Medicine (1-12 Credits)
The student will function as a member of a multidisciplinary team providing palliative medicine consultations to patients throughout the hospital and in our outpatient clinic. Students will learn advanced communication skills such as breaking bad news, conducting family meetings, and discussing prognosis. Students will interact with intensive care teams, social workers, chaplains, nurse practitioners, and physicians. Students will receive a didactic series on the fundamentals of palliative medicine including communication skills, pain control, symptom management, and spiritual assessment. Students will be asked to write a brief reflection on their experience on the rotation. This could include a reflection on a patient encounter or how they plan to use skills learned during this rotation to their training moving forward. Students will also be expected to prepare a 5-10 minute presentation on a palliative care topic to present the palliative care group on the last day of their rotation.

MEDI D651 - Internal Medicine (1-12 Credits)

MEDI D653 - Infectious Diseases (1-12 Credits)

MEDI D660 - Cardiology Elective (1-12 Credits)

MEDI D661 - Allergy-Immunology Clarks (1-12 Credits)

MEDI D662 - Endocrinology (1-12 Credits)

MEDI D667 - Radiation Oncology (1-12 Credits)
The goal of this elective is to provide an overview and broad spectrum of radiation oncology in regards to appropriate workup, staging, and prognosis of the various cancers, in addition to obtaining a pertinent oncologic history and physical examination of the cancer patient.

MEDI D671 - Cardiology (1-12 Credits)
Students are assigned to work with a specific group of cardiologists with duties very similar to those of the first year Internal Medicine resident and Family Practice resident assigned to the group. Students will be assigned specific patients to examine and follow throughout the patient’s hospital course. It shall be the student’s responsibility to record a history and physical examination on each assigned patient. History and physical findings will be presented to the attendings on rounds. Students write orders, which are countersigned by a resident or attending. Students will participate in rounds each day. There is an opportunity to observe procedures done on patients in the unit which include pacemaker insertion, cardioversion, hemodynamic monitoring, coronary angiography, and stress testing. The 20 bed Coronary Care Unit and 34 bed post-CCU offer excellent updated physical facilities for this experience. The Cardiac Clinic meets once each week and provides an opportunity to review the history and physical findings on a variety of cardiovascular problems. Considerable emphasis is placed on instruction and interpretation of electrocardiograms. The student is responsible for interpreting an average of 10 records a day. There will be a review session each day with one attending to review all interpretations of EKGs. At these sessions, both residents and students receive ongoing instruction in electrocardiography, as well as reading assignments. Other graphics, including M Mode echocardiography, 2-D echocardiography, and phonoechocardiography, color doppler and angiograms are also included to a lesser degree.
MEDI D672 - Pulmonary Medicine / Respiratory Critical Care (1-12 Credits)
This four-week acting internship provides students with additional experience in the concepts and diagnostic procedures used in pulmonary and critical care medicine. Students are assigned to a pulmonary medicine inpatient team, where they provide primary management and consultative care for patients with pulmonary problems. Students also care for ambulatory patients in the Pulmonary Diagnostic Clinic. Students care for patients as their primary caregivers, under the direct supervision of upper level residents or faculty. Together with their teams, students take in-house overnight call every fourth night, usually admitting 2 to 3 new patients each call night, with a maximum census of 6 to 8 patients for ongoing care. Patient load may be adjusted as needed based on student comfort and patient complexity. Students evaluate all assigned patients, completing and recording the medical interview, physical examination, diagnostic assessment, and management plan. Students reevaluate their patients daily, reassessing their diagnoses and therapeutic plans. Students present their patients and discuss their impressions on daily rounds and in teaching conferences with the Pulmonary/Critical Care faculty. Students learn to interpret sputum samples, chest x-rays, arterial blood gases, and tests of ventilation and gas exchange. Students learn to perform diagnostic and therapeutic procedures, which include thoracentesis and pleural biopsy. Students will assist in exercise testing procedures in the pulmonary laboratory. Through the use of a teaching attachment or video camera, students will be able to observe during fiberoptic bronchoscopies. Clinical learning is supplemented by self-directed reading and required conferences. Slide and tape presentations covering respiratory physiology are available for student use. Conferences include Internal Medicine lectures, Pulmonary Care conferences, Pulmonary/Thoracic Surgery X-Ray conferences, and Medicine Grand Rounds. Students take in-house overnight call every fourth night and receive one day free of patient care duties per week.

MEDI D677 - Infectious Disease (1-12 Credits)
This course is offered as a consultative rotation in clinical Infectious Disease. Students are assigned to work with the attendings and usually one PGYII or III Internal Medicine resident. The student will be responsible for first patient contact with patients referred to the Infectious Disease consult service. These patients will then be presented to the resident and the faculty. The student will be responsible for recording the history, physical and orders with countersignature by the resident and faculty. The average number of consults seen is one and a half per day. There is a biweekly Infectious Disease clinic which the student will also be expected to attend. Outpatients in the office of Drs. Kelly, Schrank, Potts and Weems are also available for teaching depending upon the consultation workload. At the end of this rotation the student should be able to discuss and understand the appropriate use of antibiotic therapy. They should be able to understand the common entities in Infectious Disease such as FUO, hepatitis, STD, septicemia, osteomyelitis, endocarditis, AIDS, postoperative wound infections, etc.

MEDI D678 - Clinical Hematology/Oncology (1-12 Credits)
A preceptorial orientation is utilized with a busy consultative hematology practice dealing with diagnosis and treatment in-hospital and in the office. Patients with hematological neoplasms, immunohematological problems including blood banking problems, clotting difficulties, various cytoes and cytopenias, and patients undergoing plasmapheresis for a variety of disorders are evaluated and discussed. The student can expect to attend daily Internal Medicine conferences and experience one-on-one patient-oriented instructions with Drs. Smith and Thompson. At the conclusion of the rotation, the student should be able to reasonably approach a patient with various cytopenias, clotting disorders, and hematological neoplasms.

MEDI D679 - Nephrology (1-12 Credits)
The medical student will round daily with the attending physician; all aspects of nephrology and hypertension will be discussed. Acid base electrolytes, water metabolism and other subjects of interest will be discussed daily by the attending. These would take the format of discussion on a one-to-one basis with preassigned topics. The student will be at the office where, under supervision, he/she will be able to examine urinary sediments. The bimonthly outpatient nephrology clinic averages six patients. Reprints on topics discussed will be distributed; adequate time will be provided for the student to prepare the topic. Attendance at daily Internal Medicine conferences is expected.

MEDI D681 - Dermatology (1-12 Credits)
Students will rotate with a board-certified dermatologist in their private office. They will read on diseases seen during that time. They will also see patients and learn to do an evaluation and assessment of the patient’s problem and present to the attending. This will primarily occur in dermatology clinic and in patient consultations at Greenville Hospital System. There is a core curriculum they will study. At the end of the rotation they should be able to demonstrate competence in history, physicals, knowledge of common skin disorders, basic dermatologic procedures and general basic therapies in dermatology.

MEDI D676 - Int Med Rural Clrkshp (4 Credits)
MEDI D682 - International and Underserved Health Elective (4 Credits)
This is a 4-week elective rotation designed to give MIV students an educational experience in International and Underserved Health Care. One to two weeks of the rotation will be spent in preparing for the on-site experience and two to three weeks will be spent on-site under the supervision of an experienced clinician. The preparatory component will include study and research of the culture, history and language of the clinical site as well as review of a series of readings related to global and underserved health such as sanitation, nutrition, immunizations and infectious diseases. On-site, students will actively participate in providing health care to the area residents as well as be involved in health education in the community. A daily journal will be kept and a minimum two-page report of the experience will be due at the end of the rotation. In addition, the student’s supervising physician will be required to complete a brief evaluation form and return that to Dr Hall. All potential sites must be pre-approved by Dr Hall and the name of the on-site physician supervisor must be determined in advance. Any underserved area of the world or within the United States will be considered for this elective. Each student will be expected to perform a minimum of 25 hours of medical care and/or health education per week on-site. Dr. Jeff Hall must be notified of your interest in a particular site at least three (3) months in advance of the rotation.

MEDI D683 - Rheumatology Elective (1-12 Credits)
MEDI D684 - Pulmonary Teaching Service (1-12 Credits)
MEDI D687 - Respiratory Critical Care (1-12 Credits)
MEDI D688 - Hospitalist Medicine (1-12 Credits)
The Hospital Medicine elective at Lexington Medical Center is a four week, unopposed, experience that provides comprehensive exposure to complex medical patients with acute and chronic medical illness. The primary objective is to provide the medical student with a focused introduction to the growing specialty of Hospital Medicine. Coupled with didactic reading assignments and case presentations, the student will have the opportunity to initiate the admission process in the Emergency Department, establish continuity of care and patient rapport, and develop a plan for inpatient medical management and discharge disposition. The breadth of exposure will focus on adherence to the most current standard of care, supported by evidence-based medicine. Most commonly encountered acute medical illnesses include, but are not limited to, acute respiratory failure due to COPD and pneumonia, hypertensive urgency and emergency, multi-systemic sepsis, acute stroke, acute renal failure, hepatic failure, acute pancreatitis, diabetic ketoacidosis, cellulitis, acute heart failure, and acute delirium.

MEDI D690 - Clinical Internal Med (1-12 Credits)
MEDI D691 - Clinical Internal Med Ex (1-12 Credits)
MEDI D692 - Clinic Int Med Extmshp (1-12 Credits)
MEDI D695 - Intrml Med/Al Extramural (4 Credits)
MEDI D700 - Health Aspects of Aging (3 Credits)
MEDI D701 - Nutrition and the Elderly (3 Credits)

Neurology (NEUR)

NEUR D607 - Neurology Clerkship (2 Credits)
A two-week, two-credit-hour required clerkship in the third year during which students are assigned to various clinical sites and rotate with one of the neurologists on the clinical faculty in both inpatient and outpatient setting. The overall goal of the clerkship is to teach the principles and skills underlying the recognition and management of the neurologic diseases a general medical practitioner is most likely to encounter in practice. History and physical examination skills, as well as the use and interpretation of common tests used in diagnosing neurologic disease are emphasized. The student is expected to develop the abilities to formulate a differential diagnosis for patients with neurologic problems, to approach the management of common neurologic diseases in systematic fashion, and to recognize situations in which it is appropriate to request neurologic consultation. Primary methods of instruction include lecture, clinical preceptorship, conferences, small-group discussion, and teaching rounds. Modes of assessment include a departmental written examination and clinical evaluations. Demonstration of mastery of a prescribed set of clinical skills, included on the Clinical Skills Attainment Document, is required for successful completion of this clerkship. A limited number of students may elect to study subspecialty areas of neurology or to participate in clinical research in neurology.

NEUR D615 - Gen Neurology Wards Actng Int (4 Credits)
NEUR D639 - Neurology Selective (1-12 Credits)
Up to 10% of patients seen by family practitioners present with neurological symptoms and pose neurological questions to their physicians. Only 16% of the 45 million Americans who visit a physician for a chief complaint referable to the nervous system are ever evaluated by neurologists. In studies of hospitalized patients, the proportion admitted for a neurology diagnosis ranges from 5 to 19%, and the proportion with secondary neurological diagnosis is much higher. Clearly, primary care physicians are routinely called upon to evaluate and manage patients with neurological disease. Practicing physicians require a firm understanding of the general principles of clinical neurology. For those students who are interested in primary care, neurology or related fields; this four-week neurology elective in the fourth year is the suitable setting to lay the foundation for a better understanding of clinical neurology, to introduce neurology sub-specialties, or to offer student introductory exposure to neurology research. In the Columbia campus, the selective neurology students are assigned to the University Specialty Clinic – Palmetto Richland Memorial Hospital, Dorn VA Hospital, or Bryan Psychiatry Hospital. The MIV selective neurology in Greenville campus is conducted by Dr. John R. Absher. At the Columbia campus, we will accept the M-IV students on even numbered rotation blocks, limiting to 6 students each time, as neurology clerks. The M-IV selective neurology clerkship is conducted by Dr. John Absher who will accept one or two MIV students in each rotation period.
Telepsychiatry/telemental health elective offers medical students an opportunity to gain clinical exposure to video-conferencing technology as a means of health care delivery. Students will work with attending physicians who perform telepsychiatry evaluations spanning adolescent, adult, and geriatric age ranges. Students will become familiar with telepsychiatry consultation and mental healthcare delivery to clinical settings including primary care (ICARED), forensics/Department of Juvenile Justice (DJJ), state mental health center and geriatric PACE (Program for All Inclusive Care of the Elderly) sites. This elective will include assigned readings on the scope and effectiveness of telepsychiatry applications from the extant literature.

Obstetrics / Gynecology (OBGY)

A six-week, six-credit-hour required clerkship in the third year that introduces students to the basic fundamental principles of obstetrics and gynecology through a variety of inpatient and outpatient experiences. The rotation is divided into a three week obstetric block, and a three week gynecology block. During the obstetrics portion of the rotation, students spend one week on the labor and delivery floor during the day and one week on the labor and delivery unit at night. During these two weeks, students are exposed to normal labor and delivery patients, high risk antepartum patients, and postpartum patients. The third week of the obstetrics block is dedication to gaining exposure to obstetric ultrasound and genetics, as well as spending some more time on the labor and delivery unit. Students are also exposed to maternal fetal medicine as well during these three weeks. During the gynecology block, the students spend equal time in the operating room and the outpatient clinic. The bulk of time in the operating room is spent observing benign surgical cases with a limited amount of time dedicated to the observation of gynecologic oncology and urogynecology surgical cases. While the students are in the out-patient clinic, they are exposed to both obstetric and gynecologic patients, and are involved in the colposcopy, endocrine, high risk pregnancy, and teen gynecology specialty clinics. Additionally, students receive exposure to gynecologic ultrasound by spending time in the ultrasound unit. Primary modes of instruction include teaching rounds, lectures, and conferences. Modes of assessment include the Obstetrics and Gynecology NBME subject examinations and an Objective Structured Clinical Evaluation (OSCE). Demonstration of mastery of a prescribed set of clinical skills, included on the Clinical Skills Attainment Document, is required for successful completion of this clerkship.
OBGY D615 - Obstetrics and Gynecology Acting Internship (AI) (4 Credits)
A four-week, four-credit hour required clerkship in the fourth year. Students are required to complete the Acting Internship (AI) in one of the following: Family Medicine, Internal Medicine, Pediatrics, Psychiatry, Obstetrics and Gynecology, or Surgery. The AI emphasizes basic generalist competencies, is predominantly an inpatient experience, and includes night call. Acting interns are essential members of the ward teams, although students’ patient loads can be adjusted according to their aptitude. Some of the selectives also provide a minor amount of ambulatory clinical learning. The student has primary and direct responsibility for the continuing care of patients in the community or in one of the University of South Carolina School of Medicine programs at Palmetto Health Richland, the Dorn Veterans Affairs Medical Center, or the Greenville Hospital System University Medical Center. Alternatively, a student may elect to complete the AI as an extramural rotation but must have prior approval for this rotation from the USCSM AI director. The primary mode of instruction is clinical preceptorship. Other educational material may be presented via attending rounds, didactic lectures, subspecialty lectures, weekly grand rounds, resident case presentations, rounds with residents, clinical pathologic conferences, etc., and is dependent upon the specific rotation. Assessment will focus on core clinical skills, including, but not limited to, history and physical examinations, clinical decision making, case presentation, communication with patients, test selection and interpretation, and therapeutic decision making.

OBGY D619 - Gynecologic Oncology (2-12 Credits)

OBGY D621 - Maternal/Fetal Medicine (1-12 Credits)
This course is an introduction to the evaluation and management of those patients whose pregnancies are complicated by conditions that compromise the health of the mother and/or the fetus. Maternal fetal physiology and pathophysiology will be emphasized. An emphasis will be placed on careful history taking (including history of the family for genetic predispositions). Learning experiences will include attendance at the antepartum rounds, prenatal diagnosis clinic, and in the MFM private clinic and conferences on a weekly basis, daily attendance of high risk inpatients and experiences in biophysical antenatal evaluation, including obstetrical sonography and fetal monitoring. Skill sets advanced include drawing pedigrees, ultrasound, and orchestrating a logical approach to complex pregnancies.

OBGY D624 - Rural Obstetrics and Gynecology (1-12 Credits)
Students will independently evaluate patients in the office under the supervision of the faculty member and will be expected to obtain the appropriate history and physical findings. They will be expected to generate an assessment and a plan prior to presentation of the patient to the physicians. Students will not be performing complete physicals on all patients but will be encouraged to “sit in” on several to help develop their own approach for comprehensive health care. Students will be provided with a hands-on experience with regards to office procedures. The didactic and managerial approach to running an office will be experienced as well. Taking night call will be encouraged (frequency will be at the discretion of the student); this will certainly provide the opportunity for more deliveries and more hospital experience. Teaching will be basically case oriented. Students will need to provide their own transportation. For the Manning rotation, housing arrangements will need to be made prior to arrival, and the office will gladly assist in this. Housing is available for the Bennettsville rotation.

OBGY D627 - Repro Endocrinology & Fertility (1-12 Credits)

OBGY D629 - Urogynecology (1-12 Credits)

OBGY D632 - Gynecology Surgery Elective (1-12 Credits)

OBGY D635 - Centering Pregnancy Group Prenatal Care (1-12 Credits)
This longitudinal elective is offered to students who have satisfactorily completed their third year core clinical rotations. The elective has a unique longitudinal design that allows students to follow patients throughout the duration of their pregnancy, and ideally manage the labor and perform the delivery. The student will participate in the Centering Pregnancy group prenatal care model. He or she will help facilitate a group of 9-12 low-risk gravidas. The student will participate in a total of ten 2-hour group prenatal sessions. The visits begin at 14-16 weeks, and then occur at 20, 24, 28, 30, 32, 34, 36, 38, and 40 weeks. Prior to participation in the group care model, the student will audit a training session in “Centering” model of pregnancy care. Along with the preceptor, the student will perform clinical assessments and provide patient education during each 2 hour group visit. Students will also have the opportunity to be “on-call” for each patient’s delivery. The student will manage the patient’s labor, conduct the delivery and provide postpartum care and counseling. Due to the longitudinal nature of this elective, the student must commit to making him or herself available for the fixed schedule of prenatal visits. Students do not have to commit to be available for the delivery, but it is strongly encouraged, if possible.

OBGY D643 - Women’s Health and Diagnostic Center (1-12 Credits)
To gain clinical experience in the diagnosis and management of obstetric and gynecologic problems in a community hospital setting. Rotation would involve seeing patients in an office environment (history, physical exam, office based procedures such as pap smears, pre-op work-ups/orders) and the hospital environment (direct assistance to surgeon in the operating environment, rounding on hospitalized patients to include entering clinical notes into the Electronic Medical Record (Epic), and triaging unstable OB/GYN patients in the Emergency Department). Students would also get the opportunity to work in a rural health environment (Swansea).

OBGY D649 - Orthopedic Surgery – Lexington Medical (1-12 Credits)
To gain clinical experience in the diagnosis and management of orthopedic problems in a community hospital setting. Rotation would involve seeing patients in an office environment (history, physical exam, office based procedures such as injections, etc, pre-op work-ups/orders) and the hospital environment (direct assistance to surgeon in the operating environment, rounding on hospitalized patients to include entering clinical notes into the Electronic Medical Record (Epic), and triaging unstable orthopedic patients in the Emergency Department).

OBGY D650 - Obstetrics & Gynecology (1-12 Credits)

OBGY D651 - Research Method and Study Design (1-12 Credits)
Whether primarily conducting research or performing patient care, an evidence-based approach to medicine requires the ability to understand and critically evaluate scientific literature. This skill is emphasized in the scholarly activity required by all ACGME accredited residencies. This course is designed to prepare the fourth year medical student for the scholarly activity he or she will encounter in residency and to provide the student with the skills required to engage in lifelong practice-based learning and improvement. In addition, at the end of this course, the successful student will have a well-designed research protocol that he or she can use as a residency research project if so desired. This course is offered to students based on academic merit. Interested students should contact the program coordinator to request an application.

OBGY D672 - Gyn/Onc (1-12 Credits)

OBGY D673 - Repro/Endocrin (GHS) (1-12 Credits)
OBGY D674 - High-Risk Obstetrics Elective (1-12 Credits)
This elective is offered to students who have satisfactorily completed their third year clinical rotations. The purpose of this course is to provide the learner with an intensive exposure to high-risk obstetrical care in an inpatient setting. Students will be exposed to a breadth of medical and obstetrical complications and fetal conditions. Clinical experiences will occur in the Antepartum Ward and Labor and Delivery. The student will become acquainted with the research activities in orthopaedics. Four weeks of didactic instruction per week are required. The student will work closely with the resident staff under direct supervision of resident and attending physicians. The student will be actively engaged in intraoperative and perioperative care of patients undergoing gynecologic oncology surgical procedures. This course is offered to students based on academic merit.

OBGY D675 - Elective in Gynecologic Oncology (1-12 Credits)
This two-week elective in Gynecologic Oncology is offered to students having satisfactorily completed their third year clinical rotations. Experience will be offered in an inpatient hospital based setting under the direct supervision of resident and attending physicians. The student will be actively engaged in intraoperative and perioperative care of patients undergoing gynecologic oncology surgical procedures. This course is offered to students based on academic merit.

OBGY D676 - Elective in Peripartum Obstetrics (1-12 Credits)
This elective is offered to students who have satisfactorily completed their third year clinical rotation in Obstetrics & Gynecology. Students will participate in the intrapartum and postpartum care of patients. The primary focus will be refining skills in labor management, interpretation of fetal heart rate tracing, and vaginal and cesarean delivery.

OBGY D677 - Ambulatory Gynecology (1-12 Credits)
OBGY D678 - Ambulatory Obstetrics (2-12 Credits)
OBGY D679 - Longitudinal Obstetrical Antenatal Care Elective (2-12 Credits)
This longitudinal elective is offered to students who have satisfactorily completed their third year core clinical rotations. This elective offers the learner with an intensive exposure to high-risk obstetrical care in an inpatient setting. Students will be exposed to a breadth of medical and obstetrical complications and fetal conditions. Clinical experiences will occur in the Antepartum Ward and Labor and Delivery. The student will become acquainted with the research activities in orthopaedics. Four weeks of didactic instruction per week are required. The student will work closely with the resident staff under direct supervision of resident and attending physicians. The student will be actively engaged in intraoperative and perioperative care of patients undergoing gynecologic oncology surgical procedures. This course is offered to students based on academic merit.

OBGY D680 - Clinical Genetics (2-12 Credits)
OBGY D684 - Intensive OBGYN Prep Res (1-12 Credits)
OBGY D687 - Community OBGYN Elective (1-12 Credits)
OBGY D690 - Clinical Obstet/Gynecol (4-12 Credits)
OBGY D691 - Clin Obgy Externship (1-12 Credits)
OBGY D692 - Extramural Ob/Gyn (1-12 Credits)
OBGY D695 - Ob/Gyn AI Extramural (4 Credits)

Ophthalmology (OPTH)

OPTH D620 - Ophthalmology (1-12 Credits)
This 4-week elective complements the ophthalmology program (Physical Diagnosis in the M-II year). The course is designed to present in depth various topics in basic ophthalmic subjects as well as common ocular diseases (cataract, glaucoma, diabetic retinopathy, etc.). Emphasis is placed on detailed instruction on the essentials of the eye exam as well as ongoing research projects in which the student wishes to participate under faculty guidance. The student is introduced to sophisticated examining equipment - slit lamp biomicroscope, retinoscope, tonometer, ultrasound, etc., used in the eye clinic and is expected to learn to use them. There is ample opportunity to see a large number of patients with a variety of ocular pathologies and to observe ophthalmic microsurgery. The student will be expected to attend the weekly clinical grand rounds and didactic lectures while on the rotation. The course is sufficiently in depth to enable a student to further consider ophthalmology as a career choice. It is also invaluable to any student who plans to train in any of the primary care specialties or in another discipline (neurology, neurosurgery) where additional ophthalmology knowledge is essential. Each student will be assigned to a faculty member and will work with all the residents, but may be assigned to one or more residents.

OPTH D672 - Ophthalmology (1-12 Credits)
In conjunction with the GHS University Medical Center, Southern Eye Associates provides a four week rotation for medical students who wish to become familiar with ophthalmology as a medical and surgical specialty. During the four week rotation, students will have the opportunity to learn the principles of the ophthalmic examination including the use specialized ophthalmic instruments as well as the opportunity to observe surgery. Students will become familiar with outpatient eye care, surgical care of eye patients, diagnostic and therapeutic applications of lasers, fluorescein angiography, ophthalmic emergencies, pediatric care, cataract surgery, and glaucoma. This rotation will also be available to USCSOM third year students for two weeks and will be an abbreviated version.

OPTH D690 - Clinical Ophthalmology (1-12 Credits)
OPTH D691 - Clinical Ophthalmology (1-12 Credits)

Orthopaedic Surgery (ORSU)

ORSU D620 - Introduction to Clinical Orthopaedic Surgery (1-12 Credits)
Designed for the prospective orthopaedic resident and for the student not planning orthopaedic specialization but desiring an extensive exposure to all phases of orthopaedic care, this elective covers preventative aspects, preoperative evaluation, surgery, and postoperative care and rehabilitation of a wide gamut of orthopaedic conditions. Pediatric, adult and geriatric patients with congenital, traumatic and degenerative problems are regularly encountered, and some neoplasms and infections are confronted. The student will work closely with the resident staff under the supervision of the faculty. The student will spend a great deal of time in the emergency and operating rooms and on the orthopaedic wards and will become acquainted with the research activities in orthopaedics. Four to six hours of didactic instruction per week are required. The student will be involved in case presentations and discussion.

ORSU D622 - Ortho Aspects/Sports Med (1-12 Credits)
required to give a case report at the direction of the attending. 

residents and faculty members. Completion of medical history and 

involve seeing patients in an office environment (history, physical 

ors planning an Orthopaedic specialty but looking 

to enhance their exposure to Sports Medicine are welcome to apply. This 
election is intended to expose students to acute, chronic and overuse 

sports injuries, both in-season and off-season, and to the necessity for 

communication with allied personnel, i.e. athletic trainers, therapists, 

etc. On occasion, students will be expected to accompany faculty to 

after-hours clinics, practice and/or games for area high school, collegiate 

and professional teams. At least one scholarly effort will be required 

during the month-long rotation, i.e. conference presentation, case report. 

Students will also be expected to attend approximately four hours weekly 

didactic teaching. 

ORSU D645 - Physical Medicine & Rehab (1-12 Credits) 
ORSU D648 - Intro to Musculosklt Med (1-12 Credits) 
ORSU D649 - Orthopedic Surgery (1-12 Credits) 
To gain clinical experience in the diagnosis and management of 

orthopedic problems in a community hospital setting. Rotation would 

involve seeing patients in an office environment (history, physical 

eam, office based procedures such as injections, etc, pre-op work-ups/

orders) and the hospital environment (direct assistance to surgeon in 

the operating environment, rounding on hospitalized patients to include 

entering clinical notes into the Electronic Medical Record (Epic), and 

triaging unstable orthopedic patients in the Emergency Department). 

ORSU D651 - Orthopaedic Surgery (1-12 Credits) 
ORSU D670 - General Orthopaedic Surgery (1-12 Credits) 
This course is designed to provide the student with a broad exposure to 

orthopaedic surgery. Facilities utilized during the course will include the 

main campus of Greenville Memorial Hospital and the Shriners Hospital 

for Children, Greenville Hospital. Attention will be given to basic adult 

and pediatric orthopaedic pathology, including general affections of the 

musculoskeletal system, arthritis, deformity management, trauma, sports 

medicine, neoplasms, general spine problems, infection, and metabolic 

disease. The student will be assigned to a team consisting of orthopaedic 

residents and faculty members. Completion of medical history and 

physician examination on assigned patients as well as formulation of a 

treatment plan will be the responsibility of the student. Participation in 

the preoperative evaluation, surgical treatment, and postoperative 

management will be expected. In addition to daily rounds, the student will 

participate in regularly scheduled orthopaedic conferences and clinics. 

ORSU D671 - Traumatic Orthopaedics (1-12 Credits) 
ORSU D672 - Pediatric Orthopedics (1-12 Credits) 
The student will have the opportunity to participate in various outpatient 

clinics including limb deficiency, cerebral palsy, clubfoot, general pediatric 

orthopaedics, scoliosis, upper extremity, spina bifida, rheumatology, 

sports medicine and genetics. The student will also be able to observe 

surgeries and attend the motion analysis laboratory. The student will 

be expected to attend surgical case conferences, patient care rounds, 

resident education lectures, and journal clubs. The student may also be 

required to give a case report at the direction of the attending. 

ORSU D673 - Sports Medicine (1-12 Credits) 
This course is designed to give medical students exposure to full 

complement of Sports Medicine Care. You will spend time with Certified 

Athletic Trainers in/at their High School Training Room/Events, Physical 

Therapist treating acute and overuse athletic injuries, Physicians and 

Surgeons practicing Sports Medicine. 

ORSU D690 - Clinical Orthopaedics (1-12 Credits) 
ORSU D691 - Adult Orthopaedics (1-12 Credits) 
ORSU D672 - Pediatric Orthopedics (1-12 Credits) 
The student will have the opportunity to participate in various outpatient 

clinics including limb deficiency, cerebral palsy, clubfoot, general pediatric 

orthopaedics, scoliosis, upper extremity, spina bifida, rheumatology, 

sports medicine and genetics. The student will also be able to observe 

surgeries and attend the motion analysis laboratory. The student will 

be expected to attend surgical case conferences, patient care rounds, 

resident education lectures, and journal clubs. The student may also be 

required to give a case report at the direction of the attending. 

ORSU D673 - Sports Medicine (1-12 Credits) 
This course is designed to give medical students exposure to full 

complement of Sports Medicine Care. You will spend time with Certified 

Athletic Trainers in/at their High School Training Room/Events, Physical 

Therapist treating acute and overuse athletic injuries, Physicians and 

Surgeons practicing Sports Medicine. 

Pathology & Microbiology (PAMB) 
PAMB D620 - M-IV Pathology (1-12 Credits) 
This rotation will consist of an introduction to and some experience in 

Anatomic Pathology and Clinical Pathology. The student may participate 
in the performance of autopsies and examination of surgical material and 
cytologic material and have some exposure to forensic pathology and 
forensic medicine. Also there may be some experience and insight into 

basic areas of Clinical Pathology, including Hematology, Microbiology, 

Clinical Chemistry, Immunopathology, Urinalysis and Blood Banking. 

Certain areas may receive more attention or concentration than others 
depending on the interest or background of the individual student. During 
this rotation, the student will gain a better understanding of the scope 
and limitations of the hospital laboratory and pathology services and will 
better understand the role of the hospital pathologists and the laboratory 
in the overall care of patients and function of the institution. 

PAMB D621 - M - IV Pathology - Dorn Veterans Affairs Medical 
Center (1-12 Credits) 
This rotation will consist of an introduction to and some experience in 

all phases of Anatomic and Clinical Pathology. The student will participate 
in the performance of autopsies and examination of surgical material and 
cytologic material as well as participate in evaluation of abnormal 
laboratory tests and the clinical correlation of those tests. Also, 
there will be some experience and insight into basic areas of Clinical 
Pathology, including Hematology, Microbiology, Clinical Chemistry, 
Immunopathology, Urinalysis and Blood Banking. Certain areas may 
receive more attention or concentration than others depending on the 
interest or background of the individual student. During this rotation, 
the student will gain a better understanding of the scope and role of 
pathology services and will better understand the role of the pathologists 
and the laboratory in the overall care of patients and function of the 
hospital. 

PAMB D622 - Special Topics in Immunology (1-12 Credits) 
The student will work with on T and B lymphocytes, monocytes, 
macrophages, dendritic cells, natural killer cells and their precursors 

from peripheral blood, cord blood, lymphoid and other tissues obtained 

from patients or experimental hosts. Considerable attention will be 
given to cell phenotyping, apoptosis induction, cytokine production, 
proliferation, cytotoxicity and other functional characteristics as well as 
cell-cell interactions. Some of the faculty research focus areas include: 

cancer immunology and immunotherapy particularly using interleukins 

and pharmacologically-activated dendritic cells; complementary and 

alternative medicine; immunotoxicology; biological and chemical defense 

research and infectious disease. The student will have opportunities to 

utilize state-of-the-art technology such as transgenics and knockouts, 

flow cytometry and sorting, confocal and electron microscopy, cytotoxicity 

and proliferation assays, apoptosis and cytokine detection, genomics, 

proteomics and metabolomics technology, histopathology and 
immunohistochchemistry. The studies are aimed at developing 

translational and clinical research.
An eight-week, eight-credit-hour required clerkship in the third year designed to provide a broad overview of general pediatrics. The clerkship consists of four weeks on a general pediatrics ward, including pediatric intensive care unit, and hematology/oncology service; two weeks in the outpatient pediatrics clinic; one week in the newborn nursery and developmental pediatrics; and one week in subspecialty and community pediatrics. In the outpatient setting, students gain experience in the evaluation of patients with common pediatric disorders (e.g., pneumonia, behavioral problems, and gastroenteritis) and in the ambulatory management of complex pediatric disorders, as well as exposure to patients in the child abuse clinic. The inpatient setting provides experience in the full range of pediatric problems from routine pneumonia, croup, and dehydration to the rare and complex entities of congenital disorders and inborn errors of metabolism. In the newborn nursery, students develop skills in the basic newborn examination. During the developmental pediatrics rotation, students make home visits to families of children with special needs. Primary methods of instruction include lecture, problem-based learning, case-based discussion/presentation, clinical preceptorship, problem-solving exercises, home visit, independent learning experiences, conferences, small-group discussion, and teaching rounds. Modes of assessment include the Pediatrics NBME subject examination, a departmental written multiple choice/essay examination, clinical evaluations, an oral examination/presentation, and an Objective Structured Clinical Examination (OSCE). Demonstration of mastery of a prescribed set of clinical skills, included on the Clinical Skills Attainment Document, is required for successful completion of this clerkship.

**PEDI D615 - Pediatric Inpatient/General Ward Acting Internship (AI) (4 Credits)**
A four-week, four-credit hour required clerkship in the fourth year. Students are required to complete the Acting Internship (AI) in one of the following: Family Medicine, Internal Medicine, Pediatrics, Psychiatry, Obstetrics and Gynecology, or Surgery. The AI emphasizes basic generalist competencies, is predominantly an inpatient experience, and includes night call. Acting interns are essential members of the ward teams, although students’ patient loads can be adjusted according to their aptitude. Some of the selectives also provide a minor amount of ambulatory clinical learning. The student has primary and direct responsibility for the continuing care of patients in the community or in one of the University of South Carolina School of Medicine programs at Palmetto Health Richland, the Dorn Veterans Affairs Medical Center, or the Greenville Hospital System University Medical Center. Alternatively, a student may elect to complete the AI as an extramural rotation but must have prior approval for this rotation from the USCSM AI director. The primary mode of instruction is clinical preceptorship. Other educational material may be presented via attending rounds, didactic lectures, subspecialty lectures, weekly grand rounds, resident case presentations, rounds with residents, clinical pathologic conferences, etc., and is dependent upon the specific rotation. Assessment will focus on core clinical skills, including, but not limited to, history and physical examinations, clinical decision making, case presentation, communication with patients, test selection and interpretation, and therapeutic decision making.

**PEDI D616 - Pediatric Critical Care Acting Internship (AI) (4 Credits)**
A four-week, four-credit hour required clerkship in the fourth year. Students are required to complete the Acting Internship (AI) in one of the following: Family Medicine, Internal Medicine, Pediatrics, Psychiatry, Obstetrics and Gynecology, or Surgery. The AI emphasizes basic generalist competencies, is predominantly an inpatient experience, and includes night call. Acting interns are essential members of the ward teams, although students’ patient loads can be adjusted according to their aptitude. Some of the selectives also provide a minor amount of ambulatory clinical learning. The student has primary and direct responsibility for the continuing care of patients in the community or in one of the University of South Carolina School of Medicine programs at Palmetto Health Richland, the Dorn Veterans Affairs Medical Center, or the Greenville Hospital System University Medical Center. Alternatively, a student may elect to complete the AI as an extramural rotation but must have prior approval for this rotation from the USCSM AI director. The primary mode of instruction is clinical preceptorship. Other educational material may be presented via attending rounds, didactic lectures, subspecialty lectures, weekly grand rounds, resident case presentations, rounds with residents, clinical pathologic conferences, etc., and is dependent upon the specific rotation. Assessment will focus on core clinical skills, including, but not limited to, history and physical examinations, clinical decision making, case presentation, communication with patients, test selection and interpretation, and therapeutic decision making.
The student will serve time in the general Pediatrics clinic, which serves as a medical home for wellcare, acute and chronic pediatric medical issues. They may also rotate through various pediatric sub-specialty clinics. The student will be responsible for obtaining history and physical exams and participating in the health care of the patients seen in clinic. Clinic hours are 8:00 a.m. - 5:00 p.m., Monday-Friday. Attendance at the conferences which are required for Pediatric residents will also be required of the student participating in this elective. Evaluations will be based on subjective faculty critiques.

The student will participate in outpatient care of patients with hematologic/oncologic problems. The primary goal for the student is to develop a fundamental understanding of a broad base of common hematologic/oncologic disorders which can be expected to be encountered across the spectrum of medical specialties. Responsibilities will include initial history and physical examination of patients assigned, development of a treatment plan, and utilization of a multidisciplinary patient management approach when appropriate. Students will have the opportunity to participate in outpatient management in the various clinics including Sickle Cell, Hemophilia (pediatrics and adult), and Neuro-oncology and Late Effects/Long Term Follow-Up. The student will be expected to be an active participant in all appropriate conferences.

The student in this elective will function as a member of the medical staff providing care to infants in the Newborn Intensive Care Unit. The student will work under the supervision of the pediatric resident and neonatal faculty of the NICU. The student will be responsible for initial evaluation of babies admitted, including elicitation of history, performance of the physical exam and gestational age assessment, and writing of initial orders. Medical management including gaining experience in technical procedures will be part of the learning experiences. The student will work with the respiratory and nursing staffs to gain insights into these important areas of neonatal intensive care.

The student will function as a member of an interdisciplinary team evaluating children and working with the parents of children having varied developmental problems. This rotation will provide the student with an opportunity to observe and interact with other professionals (psychologists, social workers, special educators, speech language pathologists, physical and occupational therapists, etc.), as they evaluate and plan treatment for children with a wide array of special needs. Some time will also be spent visiting and learning about community resources available to children with special problems.

The student will help evaluate children with endocrine disorders and diabetes. The student will participate in patient care (private office, outreach clinics, inpatient consultation), possible Journal Club, along with basic science and/or clinical project discussion. Grade evaluation will be based on satisfactory clinical performance.

Student will observe and participate in day-to-day routine of a working pediatric practice. Activities will include hospital rounds (primarily at Lexington Medical Center), episodic and well care visits to a pediatrician's office and an introduction to the non-medical aspects of office management. One weekend morning and no night call.

The cardiology elective consists of several distinct areas of service; general inpatient, PICU, NICU, newborn nursery services, and outpatient clinics, particularly the CRS Clinic and private patients seen in the Pediatric Cardiologist Office. The student will spend time in these areas with daily rounds on all of the hospitalized patients. The EKG's, echocardiograms, chest x-rays, and other procedures on each patient will be reviewed. The student will be expected to interpret the EKG's and echocardiograms along with the pediatric cardiologist. The student will attend the CRS Pediatric Cardiology clinics and selected outreach clinics. The student will also attend the private clinics in the Pediatric Cardiology Department. In this setting, the history/physical examination and the diagnosis of congenital heart disease will be emphasized. At the end of the elective, the student will have a good working basic knowledge of pediatric cardiology.

The objectives of this course are to introduce the student to the principles of emergency medicine as applied to infants and children. Clinical emphasis will be placed on treating: acute febrile illnesses, respiratory distress, wound management, orthopaedics, toxicology, critical care, and pre-hospital care. Administrative principles of emergency medicine will also be taught, such as use of consultants, COBRA/EMTALA, and multiple patient management. Five hours of lectures are presented weekly to reinforce important concepts. Other educational opportunities include online lectures, simulation labs, and toxicology workshops.

The student will function as a member of a multidisciplinary team evaluating children suspected of having been physically or sexually abused or neglected. This rotation will provide the student the opportunity to observe and interact with other professionals (psychologists, forensic interviewers, therapists, law enforcement investigators, social workers, attorneys) as they work together to determine the truth about what has happened to a child, and to formulate plans for treatment of the child and the family.

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The objectives of this course are to introduce the student to the principles of emergency medicine as applied to infants and children. Clinical emphasis will be placed on treating: acute febrile illnesses, respiratory distress, wound management, orthopaedics, toxicology, critical care, and pre-hospital care. Administrative principles of emergency medicine will also be taught, such as use of consultants, COBRA/EMTALA, and multiple patient management. Five hours of lectures are presented weekly to reinforce important concepts. Other educational opportunities include online lectures, simulation labs, and toxicology workshops.

The student will function as a member of a multidisciplinary team evaluating children suspected of having been physically or sexually abused or neglected. This rotation will provide the student the opportunity to observe and interact with other professionals (psychologists, forensic interviewers, therapists, law enforcement investigators, social workers, attorneys) as they work together to determine the truth about what has happened to a child, and to formulate plans for treatment of the child and the family.

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PEDI D672 - Neonatal Intensive Care (1-12 Credits)
The content of this course is designed to present to the student the essential aspects of premature and sick newborn care. Students will get the opportunity to attend high risk deliveries. He/She will be assigned several new patients in the NICU and will be responsible for completing a history, physical, and maturity assessment on each. He/She will observe and participate in special treatment procedures performed on his/her patients, e.g., intravenous and intra-arterial catheter insertions, nasal continuous positive airway pressure, mechanical ventilation procedures, endotracheal intubations and resuscitation. In addition, the student may attend a weekly follow-up clinic for those infants discharged from the NICU. He/She will be responsible for talking with the infant’s parents with guidance from the attending. He/She will make work rounds with the house staff and teaching rounds with the attending physician daily and will participate in all regularly scheduled neonatal and perinatal conferences.

PEDI D673 - Adolescent Elective (1-12 Credits)
M-IV Students will have the opportunity to work at the Student Health Center at Furman University evaluating patients with a variety of acute physical complaints as well as chronic medical and/or emotional conditions. Students can expect to encounter patients with acute infectious disease, sexually transmitted diseases, orthopedic injuries, anxiety disorders, learning disorders, depression and eating disorders. Students will also be expected to complete assigned readings and a series of questions testing their knowledge of common problems encountered in the adolescent population.

PEDI D674 - Ambulatory Pediatrics (1-12 Credits)
This elective is designed for the student who desires exposure to the ambulatory aspects of pediatric practice. Experience will be gained in well child care, behavioral pediatrics, and acute illnesses. The student will participate in daily morning rounds and teaching conferences. Emphases will be placed on interview techniques, parenting concepts, principles of preventive health care, and the diagnosis, differential diagnosis, treatment principles and follow-up care of common acute pediatric illnesses.

PEDI D675 - Pediatric Hematology/Oncology (1-12 Credits)
This rotation will introduce the student to clinical pediatric hematology/oncology. About half the course will consist of learning about hospitalized patients and the other half learning about outpatient pediatric hematology/oncology, especially consultative work. The student can expect to learn about the comprehensive care of children with chronic hematology or oncology diseases, including the psychosocial aspects of their diseases. The student will work primarily with clinical pediatric hematologist/oncologists, but also with other members of the medical team including clinical nurse specialists, social workers, child life specialists, etc., in developing knowledge about the management of these complex problems. The student will attend any conferences or lectures given by the pediatric hematology/oncology staff during this one month period and will have opportunity to use the microscope as much as desired. There will also be opportunity to study a particular patient or topic in-depth if desired by the student.

PEDI D676 - Pediatric Cardiology (1-12 Credits)

PEDI D677 - Pediatric Gastroenterology/Nutrition (1-12 Credits)
Student will attend the outpatient pediatric gastroenterology visits scheduled in the Center for Digestive Health at Patwood Campus of GHS. Typically, patients are seen from 8 am to 4 pm M-TH. Student will also be invited to attend outpatient GI procedures on any of the three procedure days, performed in the Outpatient GI Lab at the Patwood campus. At their discretion, the student will have the option to spend some of the rotation doing inpatient consultation afternoons with the on-call gastroenterologist. The rotation will be primarily an observed experience, where the student will observe outpatient visits. Time can be arranged to attend outpatient visits with the pediatric dietitian as well. In addition, the student will be asked to prepare a topic review (or an equivalent academic pursuit) on an appropriate pediatric gastroenterology topic of their choosing to enhance the learning experience.

PEDI D678 - Pediatric Infectious Disease (1-12 Credits)
Students will participate in care of children with a wide range of infectious disease processes in both inpatient and outpatient setting. Students will participate in direct patient care and one-on-one instruction. Exposure to the clinical microbiology lab and library research techniques will also be a component of this elective.

PEDI D680 - Pediatric Pulmonology (1-12 Credits)
The student will work with the pediatric pulmonologist assessing patients with acute and chronic medical conditions, including but not limited to asthma, recurrent upper and lower respiratory disease, cystic fibrosis and bronchopulmonary dysplasia. The elective will allow the student to independently evaluate a patient before reviewing the patient with the supervising physician. During this elective the student will become more aware of the spectrum of medical conditions treated by a pediatric pulmonologist and may also have the opportunity to observe patients undergoing bronchoscopy.

PEDI D681 - Pediatric Medicine (1-12 Credits)
The Greenville Hospital System Office of Student Services is pleased to offer elective opportunities for senior medical students interested in Med-Peds. Electives are available for students in the inpatient or outpatient setting in the following areas: General medical and pediatric wards, adult and pediatric intensive care, and subspecialty electives in medical or pediatric settings. We do require that students have completed core clerkships in both internal medicine and pediatrics. Electives can be taken as month long blocks of adult or pediatric medicine, or students may arrange for a combined 4 week rotation with 2 weeks of adult and 2 weeks of pediatric experience. Month long rotations with our Med-Peds hospitalist group in Greer are possible when one of our Med-Peds residents is there on rotation. If our residents are not rotating at Greer Memorial during the time you would like to visit, we can make arrangements for you to visit the hospital for a day and meet the Med-Peds faculty there. Students are also encouraged to attend all of our Med-Peds specific activities such as Med-Peds noon conference, combined case conference or evening journal club. During your rotation, you are also encouraged to meet with Dr. Kolarik, our program director and Kelli DaSilva, program coordinator (864) 455-7844, to ensure that your time with us is as productive, informative and enjoyable as possible.
PEDI D682 - Pediatric Newborn Nursery (1-12 Credits)
This rotation provides your best opportunity to learn about comprehensive care of the newborn. Our average daily census on the Pediatric Teaching Service is 23 babies, and we accept newborns at or above 35 weeks' completed gestational age. Each month, common diagnoses in our newborn population typically include heart murmurs, drug exposure, ABO incompatibility, jaundice, minor birth defects, tachyphnea, and high-risk social situations. Every couple of months we also see clavicle fractures, Erb's palsy, Down syndrome, developmental hip dysplasia, cleft palate, hypospadias, and other less common newborn physical findings. Students may additionally learn circumcision skills on this rotation if they so choose; pediatricians perform all circumcisions at our institution.

PEDI D683 - Pediatric Hematology/Oncology (1-12 Credits)
This rotation will allow 3rd year medical students to participate in the care of hematology and oncology patients in the hospital and clinic settings. Under the guidance of an attending hematologist/oncologist, the medical student will shadow and observe direct clinical care of pediatric hematology/oncology patients. By rotation end, they will perform history and physical exams; interpret basic laboratory tests; review peripheral blood and bone marrow aspirate smear; and participate in the planning of comprehensive whole-family care that is the hallmark of the pediatric hematology/oncology team, which consists of physicians, nurse practitioners, nurses, child life, chaplains, social workers and psychologists. Furthermore, the student will be expected to give a brief review of relevant hematology/oncology topics on a weekly basis. Also, bedside teaching occurs during rounds and during clinic visits, so that the student's exposure to most of the common disorders in hematology/oncology will be complete.

PEDI D684 - Pediatric Critical Care (1-12 Credits)
The student is required to have completed the pediatric clerkship prior to taking this elective. The student will function as a member of the pediatric resident team in the pediatric intensive care unit. The purpose of the rotation is to provide students with an introduction to the evaluation and care of critically ill children. Educational material is presented via bedside didactic rounds and guided reading of the PICU notebook, a compilation of relevant critical care articles, etc. No night call is required. The Pass/Fail evaluation is based on subjective faculty critique.

PEDI D685 - Pediatric Lactation Elective (1-12 Credits)
Working in the Newborn Nursery provides your best opportunity to learn about the mechanics of breastfeeding. We currently have a team of lactation consultants who round on breastfeeding mothers daily. You should utilize them as a resource and resist the temptation to give feeding advice to breastfeeding mothers until you feel confident that it is appropriate and consistent with what they recommend.

PEDI D686 - Pediatric Neurology (1-12 Credits)
The student will be exposed to outpatient pediatric neurology, including patients with epilepsy, headache, developmental delays, and other neurologic disorders. They will review neuroanatomy, neuropharmacology, and the neurologic exam in children. They will accompany the neurologist and will be allowed to initially evaluate the patient (for M4’s). They will be exposed to commonly used neurologic diagnostic tests, eg. EEG, MRI, NCV.

PEDI D688 - Community Hospital Inpatient and Urgent Care Pediatrics (1 Credit)
PEDI D689 - Developmental-Behavioral Pediatrics (1-12 Credits)
This 4-week medical student rotation in Developmental-Behavioral Pediatrics will provide an introduction to this subspecialty that focuses on the development of young children and the biological and environmental factors that can influence behavior and development. The student will observe the evaluation and management of children with developmental and behavioral concerns in an outpatient clinical setting and will have the opportunity to interact with members of the multidisciplinary team that includes physicians, psychologists, nurse practitioners, social workers and nurses. There will also be opportunity to learn about the outreach efforts and collaborative projects with community agencies that are focused on promoting healthy child development.

PEDI D690 - Clinical Pediatrics (4-12 Credits)
PEDI D691 - Clinical Pediatrics Ex (1-12 Credits)
PEDI D692 - Clinical Pediatrics Ex II (1-12 Credits)
PEDI D693 - Clinic Pediatrics Ex III (1-12 Credits)
PEDI D694 - Med-Peds Acting Internship (2-12 Credits)
PEDI D695 - Pediatric AI Extramural (4 Credits)
PEDI D697 - Pediatric Urology (1-12 Credits)

Physlg & Pharmacology (PHPH)
PHPH D603 - Medical Neuroscience (4 Credits)
PHPH D621 - Medical Physiology (7 Credits)
PHPH D631 - Pharmacology (7 Credits)

Radiology (RADI)
RADI D620 - Radiology (1-12 Credits)
This course will provide instruction and the opportunity for the student to participate in routine diagnostic imaging procedures. The course will include instruction in the principles of image production and quality control. Instruction will also be given in basic radiation safety. At the completion of the course, the student will have participated in the operation of a diagnostic radiology department. The student will have been made aware of the usefulness and limitations of routinely used procedures in diagnostic radiology.

RADI D621 - Radiation Oncology (1-12 Credits)
The student will participate in the physical diagnosis, treatment planning and treatment delivery of patients receiving therapeutic doses of radiation. The student will attend regularly scheduled rounds to discuss patients currently under treatment and will be encouraged to participate in the group discussion. Students will also attend any regularly scheduled Oncology conferences. Reading assignments will be given.

RADI D622 - Clinical Nuclear Medicine (1-12 Credits)
The course will give the student instruction and experience in the clinical use and performance of nuclear medicine procedures. At the completion of the course, the student will have participated in the performance of all routine nuclear medicine procedures and will have gained some understanding of their clinical usefulness. The chemical and physiologic principles of the various procedures will have been presented and the students’ knowledge of radiation detection and the safe handling of radioactive materials will have been extended.

RADI D660 - Radiological Science (1-12 Credits)
RADI D670 - Introduction to Radiology (1-12 Credits)
During your four week rotation, you will have an introduction to radiology that will take you from the basics of x-rays to the uses of advanced imaging modalities. You will gain an understanding of what a radiologist does and you will have the opportunity to observe a variety of radiological procedures. At the completion of the course, you will have a better understanding of diagnostic and therapeutic options available in radiology.

RADI D690 - Clinical Radiology (4-12 Credits)
RADI D691 - Clinical Radiology II (1-12 Credits)

Surgery (SURG)

SURG D605 - Surgery Clerkship (8 Credits)
An eight-week, eight-credit-hour required clerkship in the third year consisting of primarily inpatient and outpatient experiences with opportunities for outpatient experiences as well. Under the supervision of attending staff physicians and residents, students spend variable amounts of time on general surgery, vascular surgery, trauma, and critical care. Students continue to develop skills in medical history-taking, physical examination, and the use of laboratory data in an organized fashion to understand surgical diseases. During this clerkship, students should develop an understanding of the metabolic and physiologic effects of injury and trauma; correlate disordered physiology with the surgical pathologic process; recognize surgical illness and the place of operative intervention in treatment of diseases; understand the impact of surgery on the patient and family, including the psychological and socioeconomic changes that result from an operation; and acquire surgical techniques and skills basic to all physicians, including wound care, suture technique, and the ability to assist in the operating room. Primary methods of instruction include lecture, case-based discussion/presentation, suture laboratory, conferences, small-group discussion, and teaching rounds. Modes of assessment include the Surgery NBME subject examination, clinical evaluations, and an Objective Structured Clinical Examination (OSCE). Demonstration of mastery of a prescribed set of clinical skills, included on the Clinical Skills Attainment Document, is required for successful completion of this clerkship.

SURG D607 - Senior Surgery Clerkship (4 Credits)
A four-week, four-credit hour required clerkship in the fourth year. Students are offered a choice of two two-week-long rotations in the surgical specialties and academic and clinical experiences in anesthesia, cardiothoracic surgery, neurosurgery, ophthalmology, orthopaedic surgery, otolaryngology, pediatric surgery, plastic surgery, and urology. Both office and hospital-based experiences permit the study of disease processes unique to each of the special areas of surgery, the techniques of diagnosis, the understanding of pathophysiology, and therapy. Management of ambulatory patients is emphasized. During this clerkship, students diagnose diseases particular to the selected surgical specialty and develop the techniques utilized for diagnosis. In addition, students learn to understand the pathophysiology and management of these disease processes, recognize indicated surgical therapy and expected results from the surgical procedures for these diseases, understand and decide when the patient should be evaluated by a surgical specialty related to the disease process, and understand the impact of surgical care on the patient and the family. Students complete a critical analysis for each rotation on a topic of interest. Primary methods of instruction include clinical preceptorship, clinical correlations, and teaching rounds. Modes of assessment include an internal final examination, clinical evaluations, and a review of the quality of the written paper by the course director.

SURG D615 - Surgery Acting Internship (AI) (4 Credits)
A four-week, four-credit hour required clerkship in the fourth year. Students are required to complete the Acting Internship (AI) in one of the following: Family Medicine, Internal Medicine, Pediatrics, Psychiatry, Obstetrics and Gynecology, or Surgery. The AI emphasizes basic generalist competencies, is predominantly an inpatient experience, and includes night call. Acting interns are essential members of the ward teams, although students’ patient loads can be adjusted according to their aptitude. Some of the selectives also provide a minor amount of ambulatory clinical learning. The student has primary and direct responsibility for the continuing care of patients in the community or in one of the University of South Carolina School of Medicine programs at Palmetto Health Richland, the Dorn Veterans Affairs Medical Center, or the Greenville Hospital System University Medical Center. Alternatively, a student may elect to complete the AI as an extramural rotation but must have prior approval for this rotation from the USCSM AI director. The primary mode of instruction is clinical preceptorship. Other educational material may be presented via attending rounds, didactic lectures, subspecialty lectures, weekly grand rounds, resident case presentations, rounds with residents, clinical pathologic conferences, etc., and is dependent upon the specific rotation. Assessment will focus on core clinical skills, including, but not limited to, history and physical examinations, clinical decision making, case presentation, communication with patients, test selection and interpretation, and therapeutic decision making.

SURG D621 - Trauma/Critical Care (1-12 Credits)
SURG D623 - Vascular Surgery (1-12 Credits)
Introduce the student to the pre-operative and post-operative care of the vascular surgery patient as well as expose the student to a wide variety of open surgical and endovascular procedures. Demonstrate the essential skills in the pre-operative evaluation of the vascular surgery patient, including a good vascular history and physical, function efficiently as a first assistant in surgery, understand the basic principles of wound healing and learn more about endovascular catheters and the indications for choosing open versus endovascular intervention, be exposed to a broad scope of vascular surgery including peripheral arterial disease stenting, open and endovascular AAA repair, thrombectomy, AV-fistula creation and revision, amputations and other less common procedures.

SURG D624 - General Surgery (1-12 Credits)
To gain clinical experience with admission, evaluation, diagnosis and consultation, pre-, intra-and postoperative care for patients of all ages to correct or treat various conditions, diseases, disorders, and injuries.

SURG D625 - Pediatric Surgery (1-12 Credits)
The student on this elective will rotate with the doctors in their pediatric surgical practice. The student will work in both private offices and in the hospital setting. Learning experiences will include evaluation of pediatric surgical patients from neonate through adolescence; participation in pediatric surgical conferences and in clinical material; diagnosis and treatment of congenital abnormalities; evaluation and management of pediatric trauma including burn patients; experience in the management and monitoring mechanisms of preoperative and postoperative acutely ill pediatric patients; and exposure to the specialized techniques necessary for management of neonatal patients.
SURG D626 - Anesthesia (1-12 Credits)
Optimal patient care in the perioperative period requires that all physicians become familiar with preoperative evaluation, options for intraoperative management, and principles of postoperative care. Students will be expected to participate in the care of surgical patients with emphasis on intraoperative management, and will gain expertise in techniques of airway management, endotracheal intubation, and vascular access. Exposure to regional anesthetic techniques, obstetric anesthesia, pediatric anesthesia, and cardiac anesthesia is expected. Topics in pharmacology, physiology and critical care will be addressed. The Department will provide a handout of required reading covering basic anesthesia related topics. Evaluations will reflect the student’s daily participation in departmental activities, and a quiz at the end of the rotation will give the student objective feedback on his/her assimilation of important topics. Students also will be expected to take call 2 or 3 times during the month. This can be set up at the student's convenience.

SURG D627 - Emergency Medicine (1-12 Credits)
This course is designed to teach the student the basic components of Emergency Medicine through primary responsibility for patient evaluation and treatment. Opportunities are available for the student to evaluate patients as the first physician contact to develop differential diagnoses and formulate treatment plans. All patients will be presented and discussed with a senior emergency medicine resident or attending and determination of appropriate treatment made. Clinical experiences will encompass the full gamut of illness and injuries presenting to a busy urban Emergency Department. The student will gain experiences in the fundamentals of diagnosis, stabilization, and management of emergency conditions. Five hours of lectures are presented weekly to reinforce important concepts. Other educational opportunities include online lectures, simulation labs, and toxicology workshops.

SURG D630 - General Surgery Precept (1-12 Credits)

SURG D631 - Surgical Oncology (1-12 Credits)

SURG D632 - Office Urology (1-12 Credits)

SURG D634 - Surgical Research (1-12 Credits)

SURG D635 - Clinical Otolaryngology, Head and Neck Surgery (1-12 Credits)
The purpose of this course is to provide the student with an introduction to clinical otolaryngology, head and neck surgery. Anatomy, physiology, and the pathogenesis of disease will be emphasized. The student will become familiar with the use of the otoscope, laryngeal mirrors and the head mirror or head light used for indirect laryngoscopy. He/She will observe and assist with surgical procedures. The student will have the opportunity to see otolaryngologists working in their private practice settings.

SURG D636 - Neurosurgery (1-12 Credits)

SURG D639 - Plastic and Reconstructive Surgery Externship (1-12 Credits)
The elective is designed to integrate the student in the practice of an academic surgeon, provide one-on-one interaction between the student and faculty mentor, involve the student in the pre-operative and post-operative care of the plastic surgery patient, involve the student in a wide variety of plastic and reconstructive surgery procedures, and introduce the student to the plastic surgery literature and help the student to develop a critical analysis of recent publications. Following the rotation, the student will demonstrate the essential skills in the pre-operative evaluation of the plastic surgery patient, function efficiently as a first assistant in surgery, understand the basic principles of wound healing, be able to select appropriate suture material and method of closure for surgical incisions and traumatic wounds, be exposed to the entire scope of plastic and reconstructive surgery including treatment of burns, skin cancers, facial trauma, congenital deformities, breast surgery, microsurgery, and aesthetic surgery, and assist in the design of additional educational objectives of particular interest to the student. The student will work closely with the faculty mentor, functioning as an acting intern in the clinical setting. Additional objectives will be developed with each student based on their special interest or future career orientation. Students will participate in a self-evaluation process of their performance. Evaluation will be based on progress accomplished and completion of the objectives. Cognitive performance, surgical skills and professional behavior will be assessed.

SURG D640 - Honors General Surgery (1-12 Credits)

SURG D643 - Emergency Medicine (LMC) (1-12 Credits)

SURG D644 - Hyperbaric Medicine (4-12 Credits)

SURG D645 - Simulation Medicine (1-12 Credits)

SURG D646 - Wilderness & Environmental Medicine (4-12 Credits)

SURG D647 - Clinical Anesthesia - VA (1-12 Credits)

SURG D649 - Emergency Medicine Ultrasound (1-12 Credits)
The student will be required to complete twenty 8 hour shifts in the ED and perform a minimum of 100 bedside ultrasounds on ED patients. Instruction and supervision will be provided by faculty noted above. Indications for ED ultrasound, the limitations of ultrasound, knobology, and image acquisition will be emphasized. The student will focus on, but is not limited to, imaging of the following: gallbladder and biliary tract, kidneys, heart, aorta, and pelvic organs. In addition, ultrasound will be used during guided procedures, examining for intra-abdominal fluid in traumas, and for foreign body imaging. The student will be required to keep a log of ultrasounds performed with follow up on confirmatory studies obtained. Twenty ultrasounds performed will be digital video and reviewed with the instructor who is present on shift. The student is to be present and participate at ED ultrasound video review sessions and lectures. One online case will be produced during the rotation, with the aide of the course director, to be distributed to the EM residents, fellows, and faculty. Suggested archived video will be reviewed by the student.

SURG D651 - Emergency Med/ Sparbg (1-12 Credits)

SURG D661 - Emergency Care (2-12 Credits)
SURT D662 - Emergency Medicine - Assessment and Observation Unit (1-12 Credits)
The student will get a deep appreciation of emergency medicine that leads to clinical observation, like chest pain and syncpe/TIA amongst other diagnosis, as well as the continuum of psych patients from their initial presentation through their observation to either psych in-patient care or out-patient care. In the rapid assessment we will see plenty of patients and learn the differential to not anchor bias. We will attend to lacerations and abscesses, read on average 8 ECGs as we are responsible for physician in triage ECG patient care.

SURT D670 - General Surgery (1-12 Credits)

SURT D673 - Pediatric Neurosurgery (1-12 Credits)

SURT D674 - Emergency Medicine (1-12 Credits)
This elective is designed to teach the basics of Emergency Medicine through patient evaluation and treatment. Opportunities are available for the student to evaluate patients as the first physician contact to develop differential diagnoses and formulate treatment plans. All patients will be presented and discussed with an emergency attending. Students will work in the adult areas of the Emergency Department. Patients of all types may be seen - pulmonary, cardiac, and trauma. The student will gain experiences in the fundamentals of diagnosis, stabilization, and management of emergency conditions. Time in the simulator center doing airways, wound care and procedures is included.

SURT D675 - Surgical Pediatrics Preceptorship (1-12 Credits)
This elective offers the student an opportunity to work closely with pediatric surgeons in the office and hospital practice using the preceptor method to provide an exemplary approach to the management of problems in surgical pediatrics. The main emphasis of the course is to provide a basis for the comprehensive care of children requiring surgical intervention. The student will be exposed to the basic surgical techniques and be given the opportunity to participate during certain procedures. Patients presenting with complaints ranging from management of para-surgical congenital anomalies will be seen in this setting. The student will work as part of a team of the pediatric surgery service, participating in preoperative, intraoperative, and postoperative care. The patient population will consist of age groups from the premature newborn to the young adolescent. Exposure to a broad spectrum of cases needing surgical intervention, and/or management, will be provided. Hospital rounds, lectures, and conferences will be scheduled for the student to parallel the surgeon.

SURT D676 - Anesthesia (1-12 Credits)
Optimal patient care in the perioperative period requires that all physicians become familiar with preoperative evaluation, options for intraoperative management, and principles of postoperative care. Students will be expected to participate in the care of surgical patients with emphasis on intraoperative management, and will gain expertise in techniques of airway management, endotracheal intubation, and vascular access. Exposure to regional anesthetic techniques, pediatric anesthesia, and cardiac anesthesia is expected. Topics in pharmacology, physiology and critical care will be addressed. Evaluations will reflect the student's daily participation in departmental activities.

SURT D677 - Surgical Critical Care Rotation (1-12 Credits)
This four-week acting internship provides students with additional experience in the concepts and diagnostic procedures used in surgical critical care. Students are assigned to the surgical critical care service at Greenville Memorial hospital, where they provide consultative care for trauma, vascular, neurosurgical, and general surgery patients admitted to the Intensive Care Unit. Students also participate in trauma resuscitations in the Emergency Room and the initial workup of trauma patients. Students care for patients as their primary caregiver under the supervision of the team's residents and faculty. Students take call every four night participating in the care of the patients in the Intensive Care Unit and trauma resuscitations. Students evaluate all assigned patients completing consultation reports including physical diagnosis, diagnostic assessment and plan of care. Students round on their assigned patients daily, presenting their patients and therapeutic plan to the team on morning rounds. Students will also attend Green Surgery (Trauma) morning report each morning to coordinate care with the trauma team on assigned trauma patients. Clinical learning is supplemented with The Society of Critical Care Medicine's Intensive Care course slides available for the students to review online. The student will participate in surgical morning conferences as assigned.

SURT D678 - ENT Head and Neck Surgery (1-12 Credits)
During a rotation with the otolaryngology – head and neck service, students will have the opportunity to experience clinical and surgical patient care. The course content may be adapted to facilitate more time in the clinic if desired, particularly important for those going into primary care fields who will need to be adept at a good head and neck exam. All students will be expected to participate in some operative exposure as well. Students may expect to see a variety of cases including: pediatric ENT, nasal and sinus, head and neck tumors, facial trauma and reconstruction, and otology. They will have the opportunity to learn about basic audiology and allergy as well. Daily participation is expected unless other arrangements are made with the course director.

SURT D679 - Minimal Access Surgery Elective (1-12 Credits)
Minimal access, laparoscopic, or minimally invasive surgical procedures are rapidly gaining in popularity. This subspecialty of general surgery implements a different approach to common surgical maladies. During this rotation the student will be an active participant of the minimal access team and will be exposed to complex foregut (including bariatric), biliary, solid organ, and hernia surgeries. The student will be responsible for rounding and following patients on the inpatient service, and participating as an assistant during surgery.

SURT D680 - Vasclr Intrvntn Rad Elective (4 Credits)
SURT D684 - Surgery Research (1-12 Credits)
SURT D686 - Colon and Rectal Surgery (1-12 Credits)
SURT D689 - Pediatric Surgery (1-12 Credits)
SURT D690 - Clinical Surgery (4-12 Credits)
SURT D691 - Clinical Surgery Externship (1-12 Credits)
SURT D692 - Clinical Surgery Externship II (1-12 Credits)
SURT D695 - Surgery AI Extramural (4 Credits)

Curriculum

Registration for courses offered in the School of Medicine is limited to medical and graduate students enrolled in School of Medicine programs or visiting students from other LCME accredited medical schools who
Program Objectives
A set of coherent and comprehensive objectives has been established for the medical education program in the School of Medicine. The educational program in the School of Medicine shall:

1. ensure the horizontal and vertical integration of basic and clinical sciences;
2. promote students’ mastery of both scientific and clinical knowledge;
3. provide an understanding of the biopsychosocial model of health care;
4. ensure the modeling of cost-effective, evidence-based medicine to students;
5. encourage students’ personal and professional development;
6. foster team-building through student self and peer evaluation;
7. foster students’ acquisition of necessary clinical, communication, and problem-solving skills;
8. utilize a variety of learning formats;
9. provide a variety of clinical settings with diverse patient populations;
10. nurture students’ collaboration with other health care team members;
11. set appropriate and realistic performance standards for students;
12. utilize both formative and summative evaluation methods for students;
13. increase the use of competency-based student assessments;
14. promote students’ interest in scientific exploration;
15. provide a range of elective opportunities for students;
16. educate generalist physicians who are potentially eligible for practice in South Carolina;
17. prepare altruistic, knowledgeable, skillful, and dutiful physicians;
18. graduate physicians who attend equally well to all aspects of health care.

Physician Competencies
1. Patient Care: ability to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health;
2. Medical Knowledge: demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to the patient;
3. Practice Based Learning and Improvement: investigate and evaluate the care of patients, appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self evaluation and life-long learning;
4. Systems Based Practice: demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optional health care;
5. Professionalism: demonstrate a commitment to carry out professional responsibilities and an adherence to ethical principles;
6. Interpersonal Skills and Communication: possess skills that are effective in the exchange of information and collaboration with patients, their families, and health professionals.

Educational Objectives and Competencies for Graduates
A set of educational objectives has been established for students of the School of Medicine. After completion of the four-year medical education program in the School of Medicine, a graduate shall have demonstrated to the satisfaction of the faculty the following knowledge, skills, and attitudes and behaviors.

1. Knowledge:
   a. knowledge of the normal structure and function of the body and its major organ systems; Medical Knowledge, Patient Care
   b. knowledge of the molecular, biochemical, and cellular mechanisms that are important in maintaining the body’s homeostasis; Medical Knowledge, Patient Care
   c. knowledge of the various causes (genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, psychosocial, and traumatic) of maladies and of the pathogenesis of maladies; Medical Knowledge, Patient Care
   d. knowledge of the altered structure and function (pathology and pathophysiology) of the body and its major organ systems seen in various diseases and conditions; Medical Knowledge, Patient Care
   e. knowledge of the frequent clinical, laboratory, roentgenologic, and pathologic manifestations of common maladies; Medical Knowledge, Patient Care
   f. knowledge of the important non-biological determinants of health and of the economic, psychological, social, and cultural factors that contribute to the development and/or continuation of maladies; Medical Knowledge, Patient Care, Systems Based Practice
   g. knowledge of the epidemiology of common maladies within a defined population and systematic approaches to reduce the incidence and prevalence of those maladies; Medical Knowledge, Patient Care, Systems Based Practice
   h. knowledge of various approaches to, and implications of, the organization, financing, and delivery of health care; Patient Care, Systems Based Practice
i. knowledge of the theories and principles that govern ethical decision-making and of the major ethical dilemmas encountered in medical practice, particularly at the beginning and end of life and resulting from the rapid expansion of knowledge in genetics; Medical Knowledge, Patient Care, Professionalism

j. knowledge about relieving pain and ameliorating the suffering of patients; Medical Knowledge, Patient Care

k. knowledge of the threats to medical professionalism posed by the conflicts of interest inherent in various financial and organizational arrangements for medical practice. Patient Care, Professionalism

l. knowledge of the quality improvement methods and the factors associated with increased patient safety; Patient Care, Practice Based Learning and Improvement

2. Skills:

a. the ability to obtain an accurate and complete medical history, with special attention to issues related to age, gender, sexual orientation, and socio-economic status and fully document that information as part of a medical record; Medical Knowledge, Patient Care, Interpersonal Skills and Communication

b. the ability to perform both a complete and organ-specific examination, including a mental status examination and fully document that information as part of a medical record; Medical Knowledge, Patient Care, Interpersonal Skills and Communication

c. the ability to perform routine technical procedures; Medical Knowledge, Patient Care

d. the ability to interpret the results of commonly used diagnostic procedures; Medical Knowledge, Patient Care

e. the ability to communicate effectively, orally and in writing, with patients and their families, colleagues, and others with whom physicians must exchange information in carrying out their responsibilities; Patient Care, Interpersonal Skills and Communication

f. the ability to retrieve, manage, and utilize information for solving problems and making decisions relevant to the care of individuals and populations; Medical Knowledge, Patient Care, Practice Based Learning and Improvement

g. the ability to identify factors placing individuals at risk for disease or injury, select appropriate tests for detecting patients at risk for specific diseases or in the early stage of diseases, and determine appropriate response strategies; Medical Knowledge, Patient Care

h. the ability to construct appropriate management strategies, both diagnostic and therapeutic, for patients with common acute and chronic medical and psychiatric conditions, surgical conditions, and conditions requiring short- and long-term rehabilitation therapy; Medical Knowledge, Patient Care

i. the ability to recognize and institute appropriate initial therapy for patients with immediately life-threatening cardiac, pulmonary, or neurological conditions, regardless of causation; Medical Knowledge, Patient Care

j. the ability to recognize and outline an initial course of management for patients with serious conditions requiring critical care; Medical Knowledge, Patient Care

k. the ability to reason deductively in solving clinical problems; Medical Knowledge, Practice Based Learning and Improvement

l. the ability to access and evaluate critically medical literature; Medical Knowledge, Practice Based Learning and Improvement

m. the ability to understand the power of the scientific method in establishing the causation of disease and efficacy of traditional and non-traditional therapies. Practice Based Learning and Improvement

n. the ability to function as part of an interprofessional health care team and/or serve in a leadership role; Patient Care, Systems Based Practice, Interpersonal Skills and Communication

3. Attitudes and Behaviors:

a. compassionate treatment of patients and respect for their privacy and dignity; Professionalism, Interpersonal Skills and Communication

b. honesty and integrity in all interactions with patients and their families, colleagues, and others with whom physicians must interact in their professional lives; Professionalism

c. commitment to advocate at all times for the interests of patients over personal interests; Systems Based Practice, Professionalism

d. commitment to provide care to patients unable to pay for medical services and to advocate for access to health care for members of traditionally underserved populations; Systems Based Practice, Professionalism

e. commitment to engage in life-long learning in order to stay abreast of relevant scientific advances; Practice Based Learning and Improvement, Professionalism

f. the capacity to recognize and accept limitations in one's knowledge and clinical skills and a commitment to improve that knowledge and ability through self-assessment; Medical Knowledge, Practice Based Learning and Improvement, Professionalism

g. understanding of, and respect for, the roles of other health care professionals and of the need for collaboration with them in caring for patients and promoting the health of defined populations; Systems Based Practice, Interpersonal Skills and Communication

Curriculum (160 Credit Hours)

The School of Medicine is dedicated to the goals of preparing students in the art and science of medicine and providing students with a background for further postgraduate training in a variety of fields of medicine. The curriculum is designed to promote professional growth and a compassionate response to patients' needs, to assist students in understanding the complexity of patient care, and to provide students with a perspective on the role of medicine in society.

The four-year curriculum consists of basic science courses and clerkships in applied clinical medicine. All students are required to complete a specific set of courses during the four years, except as noted under “Course Exemptions.” Elective opportunities are presented throughout the curriculum to assist students in pursuing their individual interests and career goals.

Basic Sciences (Years 1 and 2)

During the first two years of medical school, students study a core curriculum of those basic sciences and clinical disciplines necessary for an understanding of the structure and function of human systems. During the first year, students gain a basic understanding of normal structure and function. During the second year, emphasis is placed on microbiology, pathology, and general therapeutic principles. Throughout the first two years, clinical correlations to basic science material are integral components of the curriculum, as is the four-semester Introduction to Clinical Medicine course continuum. Interdisciplinary material on such subjects as nutrition, substance abuse, ethics and professionalism, ultrasonography, patient safety and quality, and
Electives

Elective opportunities for third and fourth-year students are listed by department in the OASIS scheduling system. Electives are available at the discretion of the department chair. National and international elective programs are also available and encouraged. For more information on third and fourth-year electives, contact the School of Medicine director of enrollment services/registrar.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MCBA D601</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>MCBA D602</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>DMED D601</td>
<td>Introduction to Clinical Medicine I</td>
<td>2</td>
</tr>
<tr>
<td><strong>Credit Hours</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHPH D603</td>
<td>Medical Neuroscience</td>
<td>4</td>
</tr>
<tr>
<td>PHPH D621</td>
<td>Medical Physiology</td>
<td>7</td>
</tr>
<tr>
<td>BMSC D604</td>
<td>Molecular Foundations of Medicine</td>
<td>8</td>
</tr>
<tr>
<td>DMED D602</td>
<td>Introduction to Clinical Medicine I</td>
<td>4</td>
</tr>
<tr>
<td><strong>Credit Hours</strong></td>
<td></td>
<td>23</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAMB D650</td>
<td>Med Microbiology &amp; Imm</td>
<td>7</td>
</tr>
<tr>
<td>PAMB D641</td>
<td>Medical Pathology I</td>
<td>7</td>
</tr>
<tr>
<td>DMED D603</td>
<td>Introduction to Clinical Medicine II</td>
<td>6</td>
</tr>
<tr>
<td><strong>Credit Hours</strong></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHPH D631</td>
<td>Pharmacology</td>
<td>7</td>
</tr>
<tr>
<td>PAMB D642</td>
<td>Medical Pathology II</td>
<td>6</td>
</tr>
<tr>
<td>DMED D604</td>
<td>Introduction to Clinical Medicine II</td>
<td>7</td>
</tr>
<tr>
<td><strong>Credit Hours</strong></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FPMD D605</td>
<td>Family Medicine Clerkship</td>
<td>6</td>
</tr>
</tbody>
</table>

**Clinical Skills Attainment Document**

Medical students must demonstrate mastery of all required clinical skills enumerated in the Clinical Skills Attainment Document (CSAD) prior to graduation from the School of Medicine. Demonstration of mastery of some of these clinical skills is required for a passing grade in the second-year Introduction to Clinical Medicine course (see “Interdisciplinary Courses” section), while demonstration of mastery of other clerkship-specific clinical skills is required for successful completion of each third-year clinical clerkship (see “Clinical Sciences” section). In addition, students must demonstrate mastery of required non-departmental clinical skills during the third and fourth years of medical education.

**Guidelines for Conduct in Teacher/Learner Relationships**

1. **Statement of Philosophy**
   The University of South Carolina School of Medicine is committed to fostering an environment that promotes academic and professional success in learners and teachers at all levels. The achievement of such success is dependent on an environment free of behaviors which can undermine the important mission of our institution. An atmosphere of mutual respect, collegiality, fairness, and trust is essential. Although both teachers and learners bear significant responsibility in creating and maintaining this atmosphere, teachers also bear particular responsibility with respect to their evaluative roles relative to student work and with respect to modeling appropriate professional behaviors. Teachers must be ever mindful of this responsibility in their interactions with their colleagues, their patients, and those whose education has been entrusted to them.

2. **Responsibilities in the Teacher/Learner Relationship**
   a. Responsibilities of Teachers
      i. Treat all learners with respect and fairness;
      ii. Treat all learners equally regardless of age, gender, race, ethnicity, national origin, religion, disability, or sexual orientation;
      iii. Provide current material in an effective format for learning;
      iv. Be on time for didactic, investigational, and clinical encounters;
v. Provide timely feedback with constructive suggestions and opportunities for improvement/remediation when needed.

b. Responsibilities for learners

i. Treat all fellow learners and teachers with respect and fairness;

ii. Treat all fellow learners and teachers equally regardless of age, gender, race, ethnicity, national origin, religion, disability, or sexual orientation;

iii. Commit the time and energy to your studies necessary to achieve the goals and objectives of each course;

iv. Be on time for didactic, investigational, and clinical encounters;

v. Communicate concerns/suggestions about the curriculum, didactic methods, teachers, or the learning environment in a respectful, professional manner.

3. Behaviors Inappropriate to the Teacher-Learner Relationship

These behaviors are those which demonstrate disrespect for others or lack of professionalism in interpersonal conduct. Although there is inevitably a subjective element in the witnessing or experiencing of such behaviors, certain actions are clearly inappropriate and will not be tolerated by the institution. These include, but are not limited to, the following:

- Unwanted physical contact (e.g. hitting, slapping, kicking, pushing) or the threat of the same;
- Sexual harassment (including romantic relationships between teachers and learners in which the teacher has authority over the learner’s academic progress) or harassment based on age, gender, race, ethnicity, national origin, religion, disability, or sexual orientation;
- Loss of personal civility including shouting, personal attacks or insults, displays of temper (such as throwing objects), use of culturally insensitive language;
- Discrimination of any form including in teaching and assessment based upon age, gender, race, ethnicity, national origin, religion, disability, or sexual orientation;
- Requests for another to perform inappropriate personal errands unrelated to the didactic, investigational, or clinical situation at hand;
- Grading/evaluation on factors unrelated to performance, effort, or level of achievement.

4. Avenues for Addressing Inappropriate Behavior in the Teacher/Learner Context

a. Learners’ Concerns

Learners may address situations in which they feel that they have been the object of inappropriate behavior at various levels. At the most basic level, the most effective way to handle a situation may be to address it immediately and non-confrontationally. Oftentimes, a person is simply unaware that his/her behavior has offended someone, or even if aware, will correct the behavior appropriately if given the opportunity to do so in a way that is not threatening. The way to raise such an issue is to describe the behavior factually (“When you said...”), describe how the behavior made you feel (“I felt...”), and state that the behavior needs to stop or not be repeated (“Please, don’t do that again.”).

Sometimes, such a request is not successful, or the person repeats the behavior, or the learner does not feel comfortable speaking directly to the teach about his/her behavior. In those cases, it may be helpful to discuss the behavior with course/clerkship directors, laboratory mentors, program directors, or department chairs. Students may also elect to speak to any one of the assistant deans or the assistant dean for minority affairs, the director of student services, or one of the School of Medicine’s three ombudspersons for informal advice and counsel about these issues. These individuals may offer additional suggestions for resolving the matter informally, such as, for example, speaking to the individual on the learner’s behalf or on behalf of an entire class, raising the general issue in a faculty meeting, assisting the learner with writing to the individual teacher or even direct intervention to get the behavior to stop.

If no satisfactory resolution is reached after these discussions or the learner does not feel comfortable speaking to these individuals, he/she may bring the matter formally to the attention of the School of Medicine administration. The avenues for this more formal reporting vary depending upon the status of the reporting individual. In either case the learner always has the option of submitting a formal complaint to the University’s Student Grievance Committee through the procedure outlined in the Carolina Community.

i. If the person reporting the behavior is a medical student:

   The student should speak with the director of student services, the associate dean for medical education and academic affairs, or one of the school’s ombudspersons.

ii. If the person reporting the behavior is a graduate student or MD/PhD student pursuing their graduate studies:

   The student should speak with the director of student services or the director of graduate studies program.

b. Teachers’ Concerns

If a teacher feels that a learner has engaged in inappropriate behavior, it is likewise most effective to address the situation immediately and non-confrontationally. If the matter is not resolved satisfactorily, the teacher should contact the course/clerkship director, program director, or laboratory mentor to discuss the matter. If the teacher wishes to make a formal allegation of misconduct, they should contact the following members of the administration:

i. If the matter involves a medical student, contact one of the assistant or associate deans in the Office of Medical Education and Academic Affairs.

ii. If the matter involves a graduate student, contact the director of the graduate studies program.

These allegations will be handled on an individual basis by the appropriate School of Medicine official in consultation with the dean and where applicable according to established School of Medicine and University policies.

5. Procedures for Handling Allegations of Inappropriate Behavior in the Teacher/Learner Context

a. Upon being notified of alleged inappropriate behavior, the associate assistant dean or program director will notify the dean and other appropriate senior administration officials in a written report within five business days of the allegation.

If the complaint is lodged against a faculty member, other than those matters referred to the Office of Equal Opportunity Programs, the matter will be handled by the dean in consultation with the appropriate associate dean and department chair and, where established, the appropriate School of Medicine and University policies. The dean may also choose to appoint an ad hoc committee to investigate the complaint.
Academic Fees 2020-2021

For a schedule of University refund allowances, contact the School of Medicine director of enrollment services/registrar. All required books and equipment are available in the University of South Carolina Bookstore. Students are given a list of acceptable models for clinical equipment and are required to purchase such items as stethoscopes and sphygmomanometers, according to individual preference.

### Financial Information/Aid

#### Financial Information

**Fees and Expenses**

All students are required to register and pay tuition and fees each semester. Any financial aid a student might be awarded is disbursed at the time of registration for the fall and spring semesters.

Fees and charges imposed by the University are subject to change by the Board of Trustees without notice.

No degree will be conferred upon any candidate prior to the payment of all tuition, fees, and indebtedness to the University.

A full-time student who withdraws within a specified period of time may be eligible for a prorated refund in accordance with University policy. For a schedule of University refund allowances, contact the School of Medicine director of enrollment services/registrar.

#### Academy Fees 2020-2021

<table>
<thead>
<tr>
<th>Fee</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Carolina Residents (per academic year)</td>
<td>$42,888</td>
</tr>
<tr>
<td>Nonresidents (per academic year)</td>
<td>$87,150</td>
</tr>
<tr>
<td>Supplementary Application Fee (nonrefundable)</td>
<td>$95</td>
</tr>
<tr>
<td>Admissions Deposit (applied toward first year tuition, nonrefundable after May 15)</td>
<td>$250</td>
</tr>
<tr>
<td>Matriculation Fee (first year only)</td>
<td>$80</td>
</tr>
</tbody>
</table>

#### Gross Anatomy Fee

| Gross Anatomy Fee (first year, first semester only) | $1000    |
| Technology Fee                                      | $600     |

Estimated expenditures for books, supplies, equipment, educational travel, insurance, and related educational expenses:

<table>
<thead>
<tr>
<th>Fee</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>$8,098</td>
</tr>
<tr>
<td>Second Year</td>
<td>$2,966</td>
</tr>
<tr>
<td>Third Year</td>
<td>$6,898</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>$4,156</td>
</tr>
</tbody>
</table>

### Books and Equipment

All required books and equipment are available in the University of South Carolina Bookstore. Students are given a list of acceptable models for clinical equipment and are required to purchase such items as stethoscopes and sphygmomanometers, according to individual preference.

### Computers

A laptop computer with designated software is required as part of the technology enhanced curriculum in the School of Medicine. Specifications are available on the School of Medicine web site and are updated as necessary.

### Refund Policy

1. **Policy**

   The University will refund a part of academic fees in certain cases:
   a. Changes in a student’s status, which may require a refund.
      i. Change in a full-time student’s schedule, which results in reclassification to part-time status
      ii. Change in a part-time student’s schedule, which results in fewer credit hours.
   b. Situations, which may require a refund.
      i. Course or courses dropped
      ii. Withdrawal from the University
      iii. Cancellation of a class by the University

2. **Refund Requests**

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

3. **Determining the Refundable Portion Procedure**

   The refund is for the portion of the tuition, fees, room, board, and other charges assessed the student under the control of the University equal to the portion of the period of enrollment for which the student has been charged that remains on the withdrawal date, less any unpaid amount of a schedule cash payment for the period of enrollment for which the student has been charged.

4. **Withdrawal Refund Policies**

   Standard Refund Policy For Withdrawal From The University
   100% refund of the charges if the student’s **Official Withdrawal Calculation** is by the first week of classes of a sixteen-week session TITLE IV Funds
   Refunds Policy For Students Who Have Received TITLE IV Funds And Withdraw From The University
Federal financial aid funds are awarded with the expectation that students will complete the entire period of enrollment. Students “earn” a percentage of the funds that are disbursed with each day of class attendance. When a student has received federal aid funds (Title IV Funds) leaves school before the end of the semester or period of enrollment, federal regulations require the University of South Carolina to calculate the percentage and amount of “unearned” financial aid funds that must be returned. Once a student has completed more than 60% of the enrollment period, they are considered to have earned all funding received. This calculation may have the effect of requiring the student who withdraws before this time frame to repay funds that have already been disbursed to the student or credited towards their current account for tuition, fees, housing and/or meals. Students are encouraged to meet with a counselor in the Office of Student Affairs, or the appropriate office on their campus, prior to making the decision to withdraw from school.

**TITLE IV Refund Distribution**
For fully withdrawn students receiving federal and/or state funds, the refund will be governed by the current Federal Title IV refund policy. The Office of Student Financial Aid and Scholarships determines the amount of the refund that is distributed back to Title IV, HEA Programs or other Financial Aid sources. For students and their parents who have received student loans or other forms of financial aid, refunds will be returned in the order prescribed by federal regulations. The institution must return the refund to the financial aid program other than College Work Study, up to the amount of assistance that the student received from those programs. Refunds are to be distributed to the financial aid programs in the following order:
- Unsubsidized Federal Stafford
- Federal PLUS Loan
- State funds
- Private or institutional scholarship(s) and loan(s)

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

Exit interviews are required before leaving the University of South Carolina for all students who withdraw and have received Stafford, Perkins, or Federal Nursing Loans. Exit interviews can be completed on the Internet at http://www.sc.edu/financialaid/. Click on "Loan Counseling on the Web" and follow the instructions. Or, you may contact the Office of Student Financial Aid and Scholarships at (803)-216-3629 or the Loan Collection Department of the Bursar’s Office at (803)-777-3559 for the Columbia Campus. Telephone numbers and referenced offices are different for each campus.

**5. Summer Sessions and Other Shortened Sessions Refund Procedure for Withdrawal**
Adjusted refund schedules are printed in the Master Schedule of Classes and are available in the Office of Financial Services.

<table>
<thead>
<tr>
<th>Circumstance</th>
<th>100% refund for courses dropped before the end of the late registration period</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90% refund of the charges if the student’s Official Withdrawal Calculation is between the period specified in (A) and on or before the end of the 10% period of enrollment for which the student was charged</td>
</tr>
<tr>
<td></td>
<td>50% refund of the charges if the student’s Official Withdrawal Calculation is between the period specified in (B) and on or before the end of the 25% period of enrollment for which the student was charged</td>
</tr>
<tr>
<td></td>
<td>40% refund of the charges if the student’s Official Withdrawal Calculation is between the period specified in (C) and on or before the end of the 36% period of enrollment for which the student was charged</td>
</tr>
<tr>
<td></td>
<td>25% refund of the charges if the student’s Official Withdrawal Calculation is between the period specified in (D) and on or before the end of the 50% period of enrollment for which the student was charged</td>
</tr>
</tbody>
</table>

**6. Refund Schedules**
Refund schedules are printed in the Schedule of Classes.

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

<table>
<thead>
<tr>
<th>Circumstance</th>
<th>100% refund of the charges if the student’s Official Withdrawal Calculation is between the period specified in (A) and on or before the end of the late registration period</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90% refund of the charges if the student’s Official Withdrawal Calculation is between the period specified in (B) and on or before the end of the 10% period of enrollment for which the student was charged</td>
</tr>
<tr>
<td></td>
<td>50% refund of the charges if the student’s Official Withdrawal Calculation is between the period specified in (C) and on or before the end of the 36% period of enrollment for which the student was charged</td>
</tr>
<tr>
<td></td>
<td>25% refund of the charges if the student’s Official Withdrawal Calculation is between the period specified in (D) and on or before the end of the 50% period of enrollment for which the student was charged</td>
</tr>
</tbody>
</table>

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

**Financial Aid**
Students in the School of Medicine are individually responsible for tuition, fees, and living expenses. It is imperative that all students anticipating the need for financial assistance at any time during their medical educations undertake early long-term planning. Limited aid specifically oriented for medical students is available from the School of Medicine. However, financial aid programs of the University of South Carolina make it possible for many students to attend the University who could not do so if they were entirely dependent on their own resources. Eligibility for all aid, except for some academic scholarships, depends on applicants’ financial circumstances. Students must file a Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA annually to determine the amount of assistance they are eligible to receive. Information and
application forms for the various financial aid programs may be obtained from the School of Medicine Office of Student and Career Services. www.sc.edu/financialaid (http://www.sc.edu/financialaid/)

**Policy for Satisfactory Academic Progress for Financial Aid Eligibility**

Medical students follow the graduate satisfactory academic progress policy set by the Office of Student Financial Aid and Scholarships.

Listed below are some of the financial aid programs available to students. For complete information, contact the School of Medicine Office of Student and Career Services.

**Loans**

**Federal Loan Programs**

Information about federal programs is subject to change based upon changes in federal legislation.

The Federal Direct Unsubsidized Loan Program provides long-term, low interest loans to undergraduate, graduate, and professional students. In August of 2013, Congress passed and the President signed, the Bipartisan Student Loan Certainty Act of 2013. The Act ties federal student loan interest rates to the financial markets. Under the Act, interest rates are determined each spring for new loans being made for the upcoming award year, which runs from July 1 to the following June 30. Each loan has a fixed interest rate of the life of the loan. The interest rate for the 2019-2020 academic year for the unsubsidized Federal Stafford Loans is 6.08%. These rates are subject to change by law.

Medical students have $40,500 per year in unsubsidized eligibility, and a career maximum total of $224,000 including any amounts borrowed as an undergraduate. Interest begins to accrue at the time the lender makes the loan and is not automatically deferred. A student may choose to pay the interest or request that it be deferred. This results in the deferred interest being capitalized and creating a greater expense during repayment.

Medical students are now eligible to borrow under the Federal Direct PLUS Loan Program up to their cost of attendance minus other estimated financial assistance. The terms and conditions applicable to the Parent PLUS loans also apply to Grad PLUS. These requirements include a determination that a student does not have an adverse credit history. Repayment begins on the date of the last disbursement of the loan. The interest rate for Grad PLUS is 7.08% for the 2019-2020 academic year. To apply for this loan students are required to complete the Free Application for Federal Student Aid (FAFSA) and must also have applied for a Federal Direct Subsidized and Unsubsidized Loan.

**Federal Programs with a Service Commitment**

Information about federal programs is subject to change based upon changes in federal legislation.

**National Health Service Corps Scholarships**

Medical students pursue primary care and serve in health professional shortage areas in the United States. Scholarships are paid by their particular branch. In addition, a monthly stipend is paid directly to the student. Recipients are required to serve 45 days of training duty each year. Repayment is on a year-for-year basis. A deferment for postgraduate education is given only if a student is not chosen for a military residency program.

**Other Programs with a Service Commitment**

**The John T. Stevens Foundation Grant**

This grant is for up to four years of medical education expenses and is awarded to worthy medical students enrolled in the School of Medicine who reside in Lancaster or Kershaw county. The grant requires the scholar to practice in Lancaster or Kershaw county for a defined period of time upon completion of training. Call the USC School of Medicine at 803-216-3629 for more information.

**Scholarships**

**Private Sources**

Columbia Medical Society Auxiliary Scholarship. Established by members of the Columbia Medical Society and Auxiliary, several scholarships are awarded annually to deserving medical students.

Fullerton Medical Scholarship. The School of Medicine nominates one candidate from each entering class for consideration for the Fullerton Medical Scholarship. The scholarship nominee is guaranteed a minimum of $1,000 for one year and competes for a four-year, $80,000 Fullerton Medical Scholarship with medical students from other medical schools in North and South Carolina. Must interview by January 16 for consideration for Fall matriculation.

South Carolina Medical Association Foundation in alliance with the South Carolina Medical Association Alliance. These scholarships are awarded annually to several academically worthy students in need of financial assistance.

**Alumni Scholarship**

This scholarship is awarded annually (or as funds are available) to one or more students who demonstrate a strong academic record, excellent professional skills, and a commitment to serving patients’ needs.

American Medical Association Foundation Scholars Award. This scholarship is awarded to a medical student based on financial need and/or academic excellence.

**Anneniversary Scholarship**

Income from this fund is used to award scholarships to students selected by the School of Medicine Scholarship and Loan Committee.

Tom L. Austin Student Scholarship. Income from this endowed fund, established by the Department of Neonatology at Palmetto Health Richland in honor of Dr. Tom L. Austin, is used to award scholarships to students selected by the School of Medicine Scholarship and Loan Committee.

Bruner-Waddell Scholarship in Medicine. This endowed scholarship was established by the Bruner and Waddell families in memory of Robert Rayson Bruner Jr. and Henry Grady Waddell, M.D. It is awarded annually to a medical student who is a resident of South Carolina.

Laura R. and William M. Corbett Trust Scholarship. This funding started as a loan program before the School of Medicine Columbia was founded and is now a scholarship program for new and continuing medical students based on academic merit.

Lilla Bush McNulty and William McNulty Medical Student Scholarship. This scholarship is awarded by the School of Medicine Columbia and is based on financial need. The criteria may be revised to include other
stipulations such as clinical areas of interest, academic merit, geographic and/or other requirements/preferences.

The William Childs Cantey Sr., M.D., Medical Scholarship. Funds generated by the endowment for this scholarship, which honors Dr. Cantey, are allocated toward tuition for its recipient, who must be a resident of South Carolina. The scholarship is renewable each year for four years and the recipient is designated as a Cantey Scholar.

Thomas C. Chow, M.D., D.P.H. and Rosemary Y. Chow, M.D., D.P.H. Scholarship. This endowed scholarship, which honors the parents of Jim C. Chow, M.D., a 1985 School of Medicine graduate, is awarded to a fourth-year medical student who has demonstrated an interest in a career in family or preventive medicine.

The William Q. and Marguerite D. Claytor Medical Scholarship. This endowed scholarship was established by Dr. Hubert Claytor in memory of his parents.

Dr. and Mrs. George W. Dick Scholarship in Medicine. The income from a fund provided by Mrs. Caroline McKissick Dial, in memory of her father and mother, provides an annual scholarship to a medical student based on scholastic achievement and financial need.

William B. Douglas Scholarship. The interest from this permanent endowment is awarded to medical students in good academic standing and with financial need. Preference is given to South Carolina residents, especially those from the Florence area.

Dr. Lawrence H. Erdman Scholarship. This endowed scholarship, in memory of Dr. Erdman, is awarded to an outstanding student selected by the School of Medicine Scholarship and Loan Committee. Consideration is given to student with financial need and scholastic ability.

Louise Mickle Harvey Medical Student Scholarship. This endowed four-year scholarship is awarded to a student from Camden, S.C. (or the nearest geographic area within South Carolina), who has demonstrated financial need, a record of academic achievement, and the potential for becoming a personable and compassionate physician.

Ellington Cody Hawes, M.D., Medical Scholarship. This is a merit-based scholarship for a resident of Georgia, preferably from the central Savannah River area. This scholarship covers up to $30,000 of the student’s educational expenses per year; it may be renewed for up to four years contingent upon the recipient’s maintaining satisfactory progress as determined by the School of Medicine Student Promotions Committee.

Arthur L. Humphries Scholarship. This is an endowed scholarship in memory of the father of J. O’Neal Humphries, M.D., Dean of the School of Medicine, 1983-1994. The recipient may receive the scholarship for up to four years, provided that stated criteria are met.

The Jowers Scholarship Fund. The income from this fund, provided by Dr. Lawrence V. Jowers in memory of his friends, provides an annual award to a student who has earned the highest achievement in the first or second year of medical school.

James Stanley Liverman, M.D., Scholarship. This is an endowed fund in memory of Dr. Liverman, who devoted his professional life to improving the health of the people of South Carolina.

Lillian Ashe Scholarship. The income from a fund provided by Lillian Ashe provides scholarships to medical students based on scholastic achievement and financial need.

A. Hines McWaters Scholarship. This is an endowed scholarship awarded annually to an academically sound and financially needy medical student.

Dr. Frank Capers Owens Scholarship. This endowed scholarship, in memory of Dr. Owens, is awarded annually to a qualified third-year or fourth-year student planning a career in family practice.

School of Medicine Faculty and Staff Scholarship. This scholarship, established by the faculty and staff of the School of Medicine, is awarded annually to a medical student who has achieved academic excellence, provided service to the School of Medicine and the University, and exhibited a professional demeanor.

James R. Stallworth Student Scholarship. This scholarship is awarded to a medical student who has an outstanding academic record and who shows evidence of good clinical acumen, devotion to patient care, and potential for future leadership.

The Todd Medical Foundation Scholarship. The interest from this permanent endowment is awarded to second-, third-, and fourth-year medical students in good academic standing and with financial need.

John A. Warren Scholarship. This endowed scholarship, established in honor of John A. Warren, the former chairman and chief executive officer of the SCANA Corporation, is given to the rising fourth-year student who has expressed and demonstrated an interest in pursuing a medical career in family practice, pediatrics, and/or oncology. The recipient is selected by the School of Medicine Scholarship and Loan Committee.

George Walker Waring Memorial Scholarship. The income from this fund, established by the Waring family to honor the memory of their father and grandfather, provides a scholarship for medical students who have completed the first two years at the School of Medicine.

Dr. Hudnall Gentry Weaver Scholarship. This endowed scholarship was established by the family of Robert S. Paschal Jr. in memory of Dr. Weaver, a former Macon, Ga., surgeon. Dr. Weaver was the father of Mrs. Paschal and the grandfather of Dr. Hudnall Weaver Paschal, a 1985 School of Medicine graduate.

Dr. Hugh H. Wells Scholarship. The interest from this endowed scholarship in memory of Dr. Wells is awarded annually to a medical student from South Carolina who has a demonstrated financial need.

Veterans Benefits
Veterans and children of deceased or disabled veterans who meet regular admission requirements may be eligible to receive educational assistance benefits through the Department of Veterans Affairs. Application for benefits may be made through the campus University Office of Veterans Affairs. Students are urged to apply for benefits at least 45 days prior to the beginning of the semester.

All veterans and other eligible persons are responsible for informing the University veterans records clerk of any change in enrollment status or withdrawal from the University.

Other Sources of Financial Aid
The School of Medicine Office of Student and Career Services has current information on various financial aid opportunities. Additionally, the School of Medicine Library has national directories listing sources of loans, fellowships, and scholarships. A number of city and county medical societies offer loans or scholarships for residents of their localities, as do churches, businesses, fraternities, and sororities.
Policy on Management of Financial Resources from External Entities

It is the policy and practice of the University of South Carolina School of Medicine to assist enrolled students in the identification of financial resources from external entities to aid them in the financial support of their educations. External entities providing such financial resources can be individuals, employers, professional organizations, hospitals, communities, foundations, and others. The School of Medicine is also required to follow federal and state laws and regulations and University of South Carolina policies, procedures, and guidelines in the processes associated with nominating students for, the awarding of, and the handling of financial resources from external entities for which enrolled students qualify.

For these reasons, and because:

1. the School of Medicine usually does not have specific information about the external entities providing financial resources to students;
2. the School of Medicine usually has not been involved in the prior contractual arrangements associated with students' receipt of financial resources from external entities;
3. the School of Medicine cannot provide legal advice about tax consequences, either for the external entity or for the student, of the award of financial resources to students by those external entities; and
4. all final decisions about the nomination of eligible medical students for awarding of financial resources from external entities are made by the School of Medicine Scholarship and Loan Committee, a faculty committee, it is therefore the policy of the School of Medicine:
   a. to refer external entities wishing to provide financial resources to enrolled students to the School of Medicine director of development for information about the creation of accounts in the University of South Carolina Educational Foundation from which scholarship monies can be awarded to students;
   b. to refer external entities to the University of South Carolina Office of Student Financial Aid and Scholarships when those entities wish to underwrite any portion of a student's tuition and/or fees at the School of Medicine;
   c. to refer students to their legal and financial advisors when questions arise about the tax consequences of financial resources provided to them in support of their educations by external entities; and
   d. to refer all requests for nominations of eligible enrolled students for awards of financial resources from external entities to the School of Medicine Scholarship and Loan Committee for final decisions about those nominations.

Employment

Employment must be discussed with the assistant dean for student affairs. When employment appears to interfere with the student's academic and professional development, the assistant dean for student affairs may refer the matter to the Student Promotions Committee for consideration. The academic responsibilities of the first year of medical school preclude outside employment. The Office of Student and Career Services attempts to identify clinical clerkship employment opportunities for rising second-year students for the summer between the first and second years of medical education.

Student and Career Services

Student Services

Office of the Ombudsperson

The educational program in the School of Medicine has been developed to support and encourage the collegiality and professionalism essential to an effective learning environment. Students who believe that they have been punitively assessed or mistreated because of religion, race, ethnicity, gender, sexual orientation, age or other factors have access to the School of Medicine ombudspersons.

The ombudspersons are empowered to receive and investigate reports of mistreatment in a completely confidential manner, to mediate between the parties involved, and, in the event mediation is not successful, to make recommendations directly to the dean of the School of Medicine regarding appropriate resolution of any complaints.

The use of the ombudspersons' services to resolve a complaint represents a form of alternate dispute resolution. For this reason, the services of the ombudspersons will no longer be available to a student once that student engages an attorney to initiate legal action against the School of Medicine, the University of South Carolina, or the employees of those institutions.

Advisors

Faculty members from all School of Medicine departments volunteer to serve as advisors to medical students. Advisors counsel students regarding academics or other areas pertinent to students' satisfactory progress in the medical curriculum. They also assist students with such aspects of their clinical years as fourth-year electives, specialty selection, and residency application.

Faculty advisors and medical students are encouraged to meet at least once per semester. Advisors assist personnel in the School of Medicine Office of Student and Career Services in following the academic progress of their advisees.

Student-student advisory systems are at the discretion of the respective classes of the School of Medicine. Incoming first-year students are assigned student mentors in the summer so that they may meet preceding matriculation.

Student Housing

The majority of students elect to rent/purchase housing in the area adjacent to the School of Medicine campus. Information is posted on the bulletin board in the student mailroom in building 3. Additional information about off-campus housing can be obtained from:

Office of Off-Campus Housing Service
Russell House University Union
University of South Carolina
Columbia, SC 29208

The University provides a limited number of housing units for married couples. They are assigned on the basis of date of application receipt. For information, contact:

University Housing
University of South Carolina
Attn: Family Housing
1215 Blossom Street
Columbia, SC 29208

Student Bookstores
Located on the first floor of Basic Science Building 1 on the School of Medicine campus, the University of South Carolina Health Science Store offers medical textbooks, reference books, instruments, office supplies, laboratory coats, and microscope rentals. The University Bookstore, located in the Russell House University Union on the University campus, stocks textbooks, supplies, general interest books, popular and classical recordings, and a wide range of gift items.

Student Lounge/Canteen
A large well-furnished student lounge and adjoining small kitchen area are located on the first floor of the Basic Science Annex on the School of Medicine campus. The lounge, containing a television, computers, and a telephone, is available to students 24 hours a day.

Arthur L. Humphries Physical Fitness Center
The Arthur L. Humphries Physical Fitness Center is located on the ground floor of the Dorn V.A. Medical Center Auditorium. Equipped with a variety of exercise machines and mats, the center is open to School of Medicine students, faculty, and staff and Dorn V.A. Medical Center physicians, staff, and patients (under medical supervision).

Services for Students with Disabilities
The University of South Carolina does everything reasonably possible in an attempt to accommodate students with disabilities in the attainment of their academic objectives. Its Office of Disability Services is available to help disabled students with any problems in their campus life experience and to facilitate any adjustments that might be required. Medical students are invited to contact:

Office of Disability Services
University of South Carolina
LeConte College
Room 106
Columbia, SC 29208
803-777-6742
(TDD 803-777-6744)
http://www.sa.sc.edu/sds

University Programs
As students of the University of South Carolina, medical students are entitled to use all facilities and programs available to University students. A partial listing follows.

Russell House University Union
Located at the center of the campus, this facility contains numerous meeting rooms, a ballroom, television and conversational lounges, music listening rooms, a browsing lounge, a theater, and office space for student organizations, including the Student Government, campus newspaper, and radio station.

A variety of services is provided throughout the building. Personnel assist students in locating services. University Dining Services operates food service facilities in the Russell House University Union.

Carolina Productions arranges educational, recreational, and social activities for and with the entire University community. For information, contact the Carolina Productions in the Russell House.

Athletics
The University sponsors extensive programs in nine men's and 11 women's intercollegiate sports. Its athletic teams, the Gamecocks and the Lady Gamecocks, compete as members of the Southeastern Conference of NCAA Division 1A.

Among the facilities for athletics at the University are Williams-Brice Stadium, Colonial Center, an all-weather track, a baseball stadium, and tennis courts. The Blatt Physical Education Center and the Strom Thurmond Wellness and Fitness Center provide extensive indoor space for student sports, including Olympic-sized swimming pools.

Intramural Recreational Athletic and Club Sports
The Division of Student and Alumni Services of the University conducts an extensive intramural athletic and recreational sports program for all students, with competition in many areas. Students may participate as individuals and teams in more than 25 intramural sports and in club sports.

Student Health
The School of Medicine is committed to providing all students with appropriate health care and personal counseling in a compassionate, confidential, and professional manner. Student confidentiality is a priority. No physician treating a student will be involved in the education, evaluation or advancement process for the School of Medicine, with the exception of emergency services, wherein USCSOM Columbia faculty and residents may be the clinical staff responsible for the facility to which the student presents, and it is in the best interest of the student to receive immediate care. The student will be transferred to the care of non-faculty physicians as soon as medically appropriate.

Student Health Policies
Contagious Infections and/or Diseases
The School of Medicine has adopted the following policy regarding applicants and students with contagious infections and/or diseases:

The University of South Carolina School of Medicine supports fully the spirit and intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992 in fulfilling its role of providing a medical education to qualified candidates with contagious infections and/or diseases who do not constitute a direct threat to the health and safety of other individuals and who are otherwise able to fulfill the requirements incident to attending medical school.

In fulfilling its obligation to educate future physicians, the School of Medicine is charged with maintaining the integrity of the curriculum; preserving, as part of the curriculum, those elements deemed necessary to the education of physicians; and adhering to procedures consonant with those established with the Centers for Disease Control, among others, to maintain the health and safety of patients.

It is, therefore, the policy of the School of Medicine to fulfill the above-stated obligation, and to provide expert and safe patient care; protect the personal rights of students with contagious infections and/or diseases, including the right to be free from disparate treatment and improper management of confidential information; provide information, education, and support services that promote the professional and personal well-being of students; provide a safe working environment for all students; and provide for the implementation of laws and regulations pertaining to public health and welfare.
Therefore, pursuant to the above-stated policy, in appropriate cases, after obtaining the advice and consultation of the appropriate clinical clerkship director, the School of Medicine will monitor and modify the clinical activities of infected students who pose unwarranted risks to patients. The decision to modify the clinical activities shall be based upon an objective evaluation of the individual student’s experience, technical expertise, functional disabilities, and the extent to which the contagious infection and/or disease can be readily transmitted. The infected student shall be afforded full participation in clinical activities that do not pose unwarranted risks to patients, as determined by the appropriate clinical clerkship director. In all instances where the educational activities of a student are modified, steps shall be taken to ensure that his/her educational experience is equivalent to that of his/her uninfected peers. In such cases, maintaining the integrity of the educational experience afforded such a student shall be of paramount importance.

**Chemical Dependency**

The School of Medicine has adopted the following policy regarding chemical dependency in medical students:

The University of South Carolina School of Medicine recognizes that chemical dependency represents a problem of national proportions and that medical students may be at increased risk.

The School of Medicine is therefore committed to providing an integrated substance abuse curriculum to medical students as a component of their medical education, to promoting student wellness by identifying and assisting students who may be chemically dependent, and to providing access for medical students to confidential chemical dependency treatment programs that will not jeopardize their professional career goals.

**Definitions**

Substance abuse is characterized as insidious, progressive, chronic, malignant, primary, family-centered, and treatable. The medical consequences resulting from impairment from substance abuse range from a mild hangover to death due to bleeding, infection, or trauma. For medical students, impairment is defined as recurring trouble associated with alcohol or drug abuse; the trouble may occur in any of several domains, including interpersonal (family or other relationships), educational, legal, financial, or medical. Examples include the range of behaviors from absences from class, clinical clerkships, and electives; repeated lateness in the initiation or completion of assigned responsibilities; binge drinking to violence while under the influence of chemicals; traffic accidents and arrests for driving under the influence; attempts to reduce chemical use; receipt of criticism about alcohol and/or drug use from fellow students, faculty members, medical residents, and other clinical supervisors; and, most especially, the student’s continued drinking and/or drug use in spite of adverse consequences.

**Sources of Assistance**

Confidential assistance for medical students with suspected chemical dependency impairment may be obtained from any of the following sources:

- Community resources: The South Carolina Medical Association Physicians’ Assistance and Advocacy Committee has formally agreed to provide compassionate assistance to medical students and medical residents with chemical dependency problems. Confidential assistance with assessment, intervention, or treatment questions can be obtained by contacting the Physicians’ Assistance and Advocacy Committee chair at 803-798-6207 or 800-327-1021. South Carolina Medical Association offices are located at:

  - 3210 Fernandina Road
  - Columbia, SC 29211

- University of South Carolina/School of Medicine resources: One component of the School of Medicine Department of Neuropsychiatry and Behavioral Science focuses on education, clinical research, and clinical assessment in the area of alcohol and other substance abuse. Medical students concerned about their use/abuse of chemical substances and/or that of their peers may obtain confidential assistance by contacting the USC Counseling and Human Development Center (803-777-5223). In addition, the Peer Advocacy Committee of the Medical Student Association has confidential advisement from a physician faculty member in the Department of Neuropsychiatry and Behavioral Science. Confidential assistance with intervention and referral may be obtained by contacting the Peer Advocacy Committee through the Medical Student Association. The Psychological Services Center (803-777-4864), and the Thomson Student Health Center (803-777-3957), all on the Columbia campus of the University of South Carolina, and the School of Medicine Department of Neuropsychiatry and Behavioral Science (803-434-4300) provide confidential assessment, referral, and treatment. Assistance is also available from the associate dean for medical education and academic affairs (803-216-3600), the assistant dean for student affairs (803-216-3630), and the GHSUMC assistant dean for medical education (864-455-5494).

- Other resources: A comprehensive listing of statewide educational, counseling, and referral resources for problems related to chemical dependency is available from the Department of Neuropsychiatry and Behavioral Science; see above. An additional list of resources is published annually by the University of South Carolina in the Carolina Community: Student Handbook and Policy Guide provided to each medical student at the beginning of the fall semester. The Carolina Community also contains those University policies and procedures relating to the use of alcohol and other drugs to which all enrolled University students are subject as members of the University community.

**Student Health Services**

Student Health Services provides accessible, convenient, high quality, low cost health care. The health services team is sincerely interested in your health and wants to be your partner in wellness.

Student Health Services provides on-campus medical, mental health, ancillary, and health and wellness services for students. Services include:

1. ambulatory primary care at clinics and ancillary services located at the nationally accredited Thomson Student Health Center;
2. a comprehensive array of counseling, testing, and psychological and psychiatric services available at the nationally accredited Counseling and Human Development Center; and
3. a wide variety of wellness-oriented programs and educational services offered by the Office for Campus Wellness and the Office for Sexual Health and Violence Prevention.

Students are encouraged to visit the various Student Health Services Web sites for additional information on clinics, services, and programs. Links to these sites can be found at www.sa.sc.edu/shs/tshc (http://www.sa.sc.edu/shs/tshc/) and www.sa.sc.edu/shs (http://www.sa.sc.edu/shs/).

**Counseling/Consultation Services**

Students in the School of Medicine have available to them various counseling, consultation, and psychotherapeutic resources. These may
be sought from the Office and Career Services, faculty and
student advisors, and psychologists and psychiatrists with appointments
in the School of Medicine, as well as from the various services and
counseling centers on the University campus. Emergency psychiatric
services and confidential assessment, referral, and treatment services
are available on a 24-hour-a-day basis from the School of Medicine
Department of Neuropsychiatry and Behavioral Science (803-434-4300).

Students enrolled in the School of Medicine program at the Greenville
Hospital System University Medical Center have access to equivalent
counseling and medical services; information about these services is
provided to students at the time of third-year orientation.

Medical Insurance
Students enrolled in the School of Medicine are required to have a current
medical insurance policy in effect at the time of fall registration and
throughout the academic year and to provide the School of Medicine with
verification/proof of insurance or sign a formal declaration waiver form.

A comprehensive health insurance policy is made available by Pearce
& Pearce, Inc. through the University of South Carolina for students and
their spouses and/or children. Brochures and registration materials are
available to all students. The policy is in effect from August 1st to July
31st, with fee payment due at the time of fall and spring registrations.

Immunizations
Students are also required to provide, prior to matriculation, a current
medical history, the results of a physical examination, and immunization
data on forms provided by the School of Medicine. In order to ensure the
health and safety of students and patients in both the classroom and
clinical settings, students must provide documentation of immunizations:
two dates/doses of MMR or immune state (titers) for rubeola, rubella,
mumps, varicella (either a titer or documentation of two doses of
varicella vaccine, history of chickenpox is no longer accepted); polio at
the time of initial matriculation (refusal form available); and evidence of a
tetanus booster. A TB test is required within six months of matriculation.
If the results of TB testing are positive or if the student is known to have
tested positive previously, the student must provide proof of positive
PPD and negative chest x-ray within the last three years. Continuing
students will receive TB testing each year as arranged by the medical
school. Evidence of a hepatitis-B vaccine is required with a blood titer
prior to matriculation, or to be completed by the end of the first semester
(refusal form available). Students accepted in transfer must also provide
documentation of hepatitis B immunization and evidence of immune
status by blood titer by the end of the first year of transfer (refusal form
available). A hepatitis B immunization program is available, at cost,
through the School of Medicine during the first year of medical education.

Drug Screenings
Drug screening may be required by certain clinical facilities in which
School of Medicine students rotate. In cases as such, students must
successfully satisfy the testing requirement of the facility.

Workers Compensation Insurance
All medical students are covered by Workers Compensation insurance
through the State Accident Fund for any injuries sustained by students
during the course of those clinical activities that are part of their
medical educations. The premium for this insurance is paid by the School
of Medicine. Information about Workers Compensation insurance policies
and procedures and the reporting requirements for injuries sustained by

students during their medical educations is provided to students annually
and available in the Office of Student Services.

Disability Insurance
A disability insurance policy is available and required for all medical
students. Annual premium payment is due at the time of fall registration.

Student Organizations
Students enrolled in the School of Medicine may participate in a wide
variety of University organizations, including those of specific interest to
medical students.

Alpha Omega Alpha (AOA)
ADA is the national honor society for medical students. Election to
AOA membership is based upon academic achievement, integrity,
leadership ability, and service to the School of Medicine. Eligibility for
AOA membership is limited to third- and fourth-year medical students.

Medical Student Association (MSA)
The goal of the MSA is to foster the exchange of ideas among health
science students. Toward this end, periodic seminars are held at which
research and health-related topics of both a general and specific nature
are discussed. The MSA also sponsors social, athletic, and community
service activities for students and faculty members.

American Medical Student Association (AMSA)
AMSA is a national student organization that offers supplementary
educational programs, including sections in specialized fields and
summer preceptorships. Membership dues are a one-time fee that
includes organizational membership, publications, an opportunity to
purchase life insurance, and other services. Members are also eligible to
attend the annual national convention.

American Medical Women’s Association (AMWA)
AMWA is a national organization representing women medical students
and physicians. Its goal is to enhance the education and training of
members and to educate them and the public on health issues of women.

Medical Student Section of the American Medical
Association (AMA-MSS)
The AMA-MSS enables students to be represented in the activities of
organized medicine within the state and nation.

Student National Medical Association (SNMA)
The School of Medicine SNMA chapter encourages minority students to
consider careers in the health professions and promotes mutual support
and communication among minority medical students.

Journal Club
The Journal Club keeps students informed on new research and
procedures in medical science; gives students the opportunity to read
and present research to their peers in a comfortable setting (as good
practice for future presentations as upperclassmen or residents); and,
gives students the opportunity to access the appropriate faculty while
preparing their presentations.

Dermatology Interest Group
The Dermatology Interest Group is for medical students who have an
interest in pursuing a career in dermatology. The group participates
in several projects, including the National Melanoma Awareness
with first-year students presenting the anatomy, second-year students discussing surgical cases are moderated by faculty members, and students in all four years present cases. At these meetings, open to students in all four years, case presentations are made by students in psychiatry and behavioral science. Four to six dinner meetings are held throughout the academic year, with presentations by faculty members, practicing family physicians, and family practice residents. In addition, an annual dinner meeting is held at which a prominent family physician is featured as guest speaker.

**Emergency Medicine Interest Group**
The Emergency Medicine Interest Group provides opportunities for students to learn about the specialty of emergency medicine. At quarterly meetings and seminars, students meet emergency medicine physicians, participate in practical, hands-on workshops, and discuss topics of relevance to emergency medicine.

**Family Medicine Interest Group**
The Department of Family and Preventive Medicine and the South Carolina chapter of the American Academy of Family Physicians sponsor a Family Practice Club for students who have an interest in careers in this field. At meetings held throughout the academic year at student-determined intervals, students meet family and preventive medicine faculty members, practicing family physicians, and family practice residents. In addition, an annual dinner meeting is held at which a prominent family physician is featured as guest speaker.

**Internal Medicine Interest Group**
The Internal Medicine Interest Group holds informational and social meetings during the academic year for students interested in general internal medicine and in the various specialties and subspecialties of internal medicine. These meetings include presentations by faculty members in the Department of Medicine, community physicians, and internal medicine residents.

**Obstetrics and Gynecology Interest Group**
The OB/GYN Interest Group provides programs for students interested in OB/GYN and other women's health issues. Meetings include presentations by faculty in the Department of OB/GYN, community physicians and OB/GYN residents. Students are also involved in the Teen Clinic at 1801 Sunset Blvd.

**Oncology Interest Group**

**Ophthalmology Interest Group**

**Pediatric Interest Group**
The Pediatric Interest Group was initiated by the Department of Pediatrics to assist students potentially interested in pediatrics to pursue their interests by means of regular contact with departmental faculty members and residents and with regional and national experts in the field. Meetings and social events are held regularly throughout the academic year.

**Psychiatry Interest Group**
The Psychiatry Interest Group was created to foster students interested in psychiatry and behavioral science. Four to six dinner meetings are held throughout the academic year, with presentations by faculty members involved in behavioral science/psychiatry research.

**Radiology Interest Group**

**Surgery Interest Group**
For students with an interest in surgery, the Surgical Interest Group is a student-administered organization that meets monthly throughout the academic year. At these meetings, open to students in all four years, case discussions about surgical cases are moderated by faculty members, with first-year students presenting the anatomy, second-year students presenting the pathophysiology, and third- and fourth-year students presenting the work-up and diagnosis of the case.

**Wilderness Medicine Interest Group**
The Wilderness Medicine Interest Group provides programs for students with an interest in aspects of wilderness medicine, including emergency response and preventive care.

**Military Medicine Interest Group**
The purpose of the Military Medicine Interest Group is to establish fellowship among future military physicians. The group also works to establish continuity of information between classes in order to ease the transition into military duties and military residencies.

**American Geriatrics Society (AGS)**
The purpose of the student chapter network of AGS is to interest physicians-in-training in the field of geriatrics, to enhance the visibility of geriatric medicine at the medical school level, and to provide educational programs on geriatric medicine. AGS holds events in which speakers in the field of geriatrics educate students on relevant issues in the areas of research as well as standard practices.

**Religious Activities**
Medical students are invited to participate in a wide range of student religious activities on the University campus. There is a University chaplain available for counseling. Several denominations provide religious centers with full-time chaplains offering services to the University community. Columbia churches and denominations also serve University students.

**Christian Medical Association (CMA)**
Medical students may participate in monthly CMA activities on the School of Medicine campus.

**IHI Open School**
The Institute for Healthcare Improvement (IHI), an international organization focused on improving healthcare quality and patient safety around the globe, has established the IHI Open School for health professions. The University chapter connects students from all of the University’s health professions schools, including medicine, nursing, pharmacy, physical therapy, social work, healthcare administration, and others. Open School works to establish an interprofessional educational community that gives students the skills to become change agents in healthcare. The chapter has a primary focus in the areas of patient safety, quality improvement, teamwork and communication, and leadership.

**The School of Medicine - Greenville Administration**
Marjorie Jenkins, MD, Dean
Angela Sharkey, MD, Senior Associate Dean for Academic Affairs
April Buchanan, MD, Associate Dean for Curriculum
Paul Catalana, MD, Associate Dean for Student Affairs and Admissions
Julie Linton, MD, Assistant Dean for Admissions
Brenda Thames, EdD, Associate Dean for Culture and Inclusion
Desmond Kelly, MD, Associate Dean for Research
David Cull, MD, Associate Dean for Graduate Medical Education
The School of Medicine Greenville offers the Doctor of Medicine degree (MD) and is accredited by the Liaison Committee on Medical Education (https://lcme.org/) (LCME).

Doctor of Medicine (MD) Overview

The University of South Carolina School of Medicine Greenville offers a hands-on, real-world experience that isn’t a mere promise for the future, but a way of life. The UofSC School of Medicine Greenville is a place where students learn using the latest clinical, information and simulation technology and where they develop the leadership, clinical and interpersonal skills essential to delivering the next generation of patient-focused health care with confidence and compassion.

Learning Outcomes

PATIENT CARE: Provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health

- PC 1: Demonstrate the ability to perform routine technical procedures.
- PC 2: Gather essential and accurate information about patients and their condition through history-taking, physical examination, and the use of laboratory data, imaging, and other tests
- PC 3: Organize and prioritize responsibilities to provide care that is safe, effective and efficient.
- PC 4: Interpret laboratory data, imaging studies, and other tests required for the area of practice
- PC 5: Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment
- PC 6: Develop and carry out patient management plans
- PC 7: Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making
- PC 8: Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings and following up on patient progress and outcomes
- PC 9: Provide health care services to patients, families, and communities aimed at preventing health problems or maintaining health

KNOWLEDGE FOR PRACTICE: Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care

- KP1: Demonstrate knowledge of the normal structure and function of the body and of each of its major organ systems across the life span.
- KP2: Demonstrate knowledge of the molecular, biochemical, and cellular mechanisms that are important in maintaining the body’s homeostasis.
- KP3: Demonstrate knowledge of the various causes (genetic, developmental, metabolic, toxic, microbiological, autoimmune, neoplastic, degenerative, and traumatic) of maladies and the ways in which they affect the body (pathogenesis).
- KP4: Demonstrate knowledge of the altered structure and function (pathology and pathophysiology) of the body and its major organ systems that are seen in various diseases and conditions.
- KP5: Demonstrate an investigatory and analytic approach to clinical situations
- KP6: Apply established and emerging biophysical scientific principles fundamental to health care for patients and populations
- KP7: Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision making, clinical problem solving, and other aspects of evidence-based health care
- KP8: Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations
- KP9: Apply principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial-cultural influences on health, disease, care-seeking, care-compliance, and barriers to and attitudes toward care

PRACTICE-BASED LEARNING AND IMPROVEMENT: Demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and lifelong learning

- PBLI 1: Identify strengths, deficiencies, and limits in one’s knowledge and expertise
- PBLI 2: Set learning and improvement goals
- PBLI 3: Identify and perform learning activities that address one’s gaps in knowledge, skills, or attitudes
- PBLI 4: Incorporate feedback into daily practice
- PBLI 5: Locate, appraise, and assimilate evidence from scientific studies related to patients’ health problems
- PBLI 6: Use information technology to optimize learning
- PBLI 7: Participate in the education of patients, families, students, trainees, peers, and other health professionals
- PBLI 8: Obtain and utilize information about individual patients, populations of patients, or communities from which patients are drawn to improve care
- PBLI 9: Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes

INTERPERSONAL AND COMMUNICATION SKILLS: Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals

- ICS 1: Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds
- ICS 2: Communicate effectively with colleagues within one’s profession or specialty, other health professionals, and health-related agencies
- ICS 3: Work effectively with others as a member or leader of a health care team or other professional group
- ICS 4: Maintain comprehensive, timely, and legible medical documentation
- ICS 5: Demonstrate sensitivity, honesty, and compassion in difficult conversations (e.g. about issues such as death, end-of-life issues, adverse events, bad news, disclosure of errors, and other sensitive topics)
- ICS 6: Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions
**PROFESSIONALISM:** Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles

- **P 1:** Demonstrate honesty, integrity, compassion and respect in all interactions with others
- **P 2:** Demonstrate responsiveness to patient needs that supersedes self-interest
- **P 3:** Demonstrate respect for patient privacy and autonomy
- **P 4:** Demonstrate accountability to patients, society, and the profession
- **P 5:** Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation
- **P 6:** Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and business practices, including compliance with relevant laws, policies, and regulations

**SYSTEMS-BASED PRACTICE:** Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care

- **SBP 1:** Coordinate patient care within the health care system
- **SBP 2:** Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care
- **SBP 3:** Advocate for quality patient care and optimal patient care systems for all patients
- **SBP 4:** Participate in identifying system errors and implementing potential solutions to promote patient safety and quality outcomes

**INTERPROFESSIONAL COLLABORATION:** Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient and population-centered care

- **IPC 1:** Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity and trust
- **IPC 2:** Use the knowledge of one’s own role and those of other professions to appropriately assess and address the health care needs of the patients and populations served
- **IPC 3:** Communicate with other health professionals in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations
- **IPC 4:** Participate in different team roles to establish, develop, and continuously enhance interprofessional teams to provide patient- and population-centered care that is safe, timely, efficient, effective, and equitable

**PERSONAL AND PROFESSIONAL DEVELOPMENT:** Demonstrate the qualities required to sustain lifelong personal and professional growth

- **PPD 1:** Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors
- **PPD 2:** Demonstrate healthy coping mechanisms to respond to stress
- **PPD 3:** Manage conflict between personal and professional responsibilities
- **PPD 4:** Practice flexibility and maturity in adjusting to change with the capacity to alter behavior
- **PPD 5:** Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients
- **PPD 6:** Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system
- **PPD 7:** Demonstrate self-confidence that puts patients, families, and members of the health care team at ease
- **PPD 8:** Recognize that ambiguity is part of clinical health care and respond by using appropriate resources in dealing with uncertainty

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**Doctor of Medicine (MD)**

**Requirements**

Applicants admitted to the UofSC School of Medicine Greenville are selected by an admissions committee composed of members of the biomedical science and clinical science faculties of the medical school and the offices of diversity, academic services and research at Prisma Health—Upstate.

In making selections from each year's group of applicants, members of the admissions committee recognize that they are selecting future physicians. The admissions procedure is therefore an effort to select applicants who possess the individual characteristics required for both the study and practice of medicine.

Prior to extending an offer to interview, the admissions committee will evaluate previous academic performance to include undergraduate GPA and MCAT scores, letters of recommendation, clinical and research experience, work and volunteer experience, leadership roles, unique accomplishments, ability to overcome adversity, long-term goals and extracurricular activities.

Following an initial review of the AMCAS application, a supplemental application (and a $95.00 processing fee) will be requested from selected applicants. The supplemental application is due in December each year. Students granted an AMCAS fee waiver are granted a waiver for the $95.00 processing fee.

At least three, and no more than five, individual letters of recommendation or a pre-medical committee evaluation packet are required. For 2020-2021 application cycle and during our evaluation of applicants, we will remain cognizant of the fact that clinical and observation experiences may be more difficult to obtain during this application cycle.

The school interviews those applicants judged to be highly qualified who exemplify our high standards. The committee determines competitiveness for admission based on aptitude and suitability for a career in medicine. In its effort to include diversity among its students, the UofSC School of Medicine Greenville is committed to selecting applicants with distinctive personal attributes and lived experiences who bring added value to an inclusive learning community.

The applicant's credentials are considered from the perspective of the UofSC School of Medicine Greenville's guiding principles. The medical school strives for a student class that exhibits diversity commensurate with the population it serves. It seeks to enroll students with diverse backgrounds who have achieved academic excellence and who exhibit exceptional interpersonal and communication skills, integrity, honesty, empathy, a propensity for team work, maturity, emotional stability,
leadership, a strong work ethic, self-direction and passion for becoming a doctor.

The Medical College Admissions Test (MCAT)

All applicants to the UofSC School of Medicine Greenville are required to take the Medical College Admissions Test (MCAT). For any given year, the MCAT must be taken during or no more than two years prior to the year of application. We will accept MCAT scores from 2018, 2019, and 2020. For the 2020-2021 admissions cycle, those who wish to retake the MCAT after an initial score, we will accept MCAT scores through February 2021 (the MCAT must be taken by January 2021) if additional MCAT dates are not offered after September 2020. We suggest reviewing MCAT materials.

Prerequisite courses for Admission

Required courses:

- Two semesters of biology with lab If using AP or IB credit, an additional semester in advanced biology such as cell biology, genetics, physiology, or molecular biology is required
- Two semesters of general inorganic chemistry with lab
- One semester of organic chemistry with lab (a second semester of organic chemistry with lab is only required if a prerequisite for biochemistry)
- One semester of biochemistry, lab is not required
- One semester of physics with lab
- Three semesters of humanities, social and behavioral sciences (including at least one semester of English composition/literature) AP or IB credit acceptable to the applicant's undergraduate college is allowed for a maximum of two semesters

Recommended courses:

- Cell biology
- Genetics

Technical Standards for Admission, Retention and Graduation

The UofSC School of Medicine Greenville has adopted the following technical standards: Technical Standards for Admission, Retention and Graduation. The curriculum of the UofSC School of Medicine Greenville is designed to provide a general professional education leading to the Doctor of Medicine (M.D.) degree and to prepare students to enter graduate medical training in a wide variety of medical specialties and sub-specialties. All candidates for admission to, and all current students at the School of Medicine Greenville (herein after designated as candidates for the M.D. degree) should possess sufficient intellectual capacity, physical ability, emotional and psychological stability, interpersonal sensitivity, and communication skills to acquire the scientific knowledge, interpersonal and technical competencies, professional attitudes, and clinical abilities required to pursue any pathway of graduate medical education and to enter the independent practice of medicine.

All candidates should be aware that the academic and clinical responsibilities of medical students will, at times, require their presence during day, evening and overnight hours, seven days per week. Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. Although these standards outline the necessary physical and mental abilities of all candidates, they are not intended to deter any candidate for whom reasonable accommodation will allow the fulfillment of all curricular requirements. A "qualified person with a disability" is an individual with a disability who meets the academic and technical standards requisite to admission to, retention in and graduation from the educational program at UofSC School of Medicine Greenville, with or without accommodations.

While the UofSC School of Medicine Greenville fully endorses the spirit and intent of Section 504 of the Rehabilitation Act of 1973 and of the Americans with Disabilities Act of 1990, it also acknowledges that certain minimum technical standards must be present in candidates for admission, retention and graduation. Patient safety and well-being play a major role in establishing requirements involving the physical, cognitive, and emotional abilities of candidates for admission, promotion, and graduation. Those individuals who would constitute a direct threat to the health or safety of themselves or others are not considered suitable candidates for admission or retention in medical school. Therefore, the UofSC School of Medicine Greenville has established the following technical standards for admission to, retention in, and graduation from, the M.D. program.

Technical Standards

1. All candidates for admission must fulfill the minimum academic requirements for admission to the UofSC School of Medicine Greenville.
2. All candidates for the M.D. degree must complete all required courses, clerkships, and rotations at UofSC School of Medicine Greenville.
3. All candidates for admission and all candidates for the M.D. degree must possess sufficient physical, intellectual, interpersonal, social, emotional, psychological, and communication abilities to:
   - establish appropriate relationships with a wide range of faculty members, professional colleagues, and patients. Candidates should possess the personal qualities of integrity, empathy, concern for the welfare of others, commitment to life-long learning, and motivation. They must possess the emotional and psychological health required for the full use of their intellectual abilities; the exercise of good judgment; the prompt completion of all responsibilities associated with the diagnosis and care of patients; and the development of mature, sensitive, and effective relationships with patients, patients’ families, and professional colleagues. They must be able to adapt to changing environments, to be flexible, and to function in the face of ambiguities inherent in any clinical situation. Candidates must be able to speak, to hear, to read, to write, and to observe patients in order to elicit information, to describe changes in mood, activity, posture, and behavior, and to perceive nonverbal communications. Candidates must be able to communicate effectively and efficiently in the English language in oral and written form with all members of the health care team. Candidates must be mobile and able to function independently within the clinical environment.
   - obtain a medical history and perform physical and mental examinations with a wide variety of patients. Candidates must be able to observe patients accurately both close at hand and at a distance. Observation requires the functional use of the sense of vision and other sensory modalities and is enhanced by the functional use of the sense of smell. Candidates must have sufficient
exeroceptive sense (touch, pain, and temperature), proprioceptive sense (position, pressure, movement, stereognosis, and vibratory), and motor function to carry out the requirements of the physical examination. Candidates must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic operations. They must be able to use effectively and in a coordinated manner those standard instruments necessary for a physical examination (e.g., stethoscope, otoscope, sphygmomanometer, opthalmoscope, and reflex hammer). Candidates must be able to execute motor movements required to provide general and emergency treatment to patients, including cardiopulmonary resuscitation, administration of intravenous medication, application of pressure to stop bleeding, intubation, suturing of simple wounds, and performance of obstetrical maneuvers; all such actions require coordination of both fine and gross muscular movements, equilibrium, and functional use of the senses of touch and vision.

- conduct tests and perform laboratory work. Candidates must be able to observe demonstrations, collect data, and participate in dissection of cadavers; examination of specimens in anatomy, pathology and neuroanatomy laboratories; and microscopic study of microorganisms and tissues in normal and pathologic states. They must be able to understand and interpret basic laboratory studies, draw arterial and venous blood, and carry out diagnostic procedures (e.g., NG tube placement; lumbar puncture; thoracentesis paracentesis).

- ultimately make logical diagnostic and therapeutic judgments. Candidates must be able to make measurements, calculate, and reason; to analyze, integrate, and synthesize data; and to problem-solve. Candidates must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. Candidates must be able to integrate rapidly, consistently, and accurately all data received by whatever sense(s) employed.

In evaluating candidates for admission and candidates for the M.D. degree, it is essential that the integrity of the curriculum be maintained, that those elements deemed necessary for the education of a physician be preserved, and that the health and safety of patients be maintained. While compensation, modification, and accommodation can be made for some disabilities on the part of candidates, candidates must be able to perform the duties of a student and of a physician in a reasonably independent manner. The use of a trained intermediary would compromise a candidate’s judgment by another person’s powers of selection and observation. Therefore, the use of trained intermediaries to assist students in meeting the technical standards for admission, retention, or graduation is not permitted.

**Accommodations Process**

The UofSC School of Medicine Greenville will consider for admission any candidate who has the ability to perform or to learn to perform the skills and abilities specified in these technical standards. Candidates for the M.D. degree will be assessed at regular intervals not only on the basis of their academic abilities, but also on the basis of their non-academic (physical, interpersonal, communication, psychological, and emotional) abilities to meet the requirements of the curriculum and to graduate as skilled and effective medical practitioners.

Admission and promotion at UofSC School of Medicine Greenville is conditional on the candidate’s willingness and ability to satisfy the technical standards, with or without reasonable accommodation.

Admitted candidates who have a disability and require accommodations should contact the Manager of Student Affairs and the Associate Dean for Student Affairs and Admissions as soon as the offer of admission is accepted. Evaluating and facilitating accommodation requests is a collaborative effort between the candidate, UofSC School of Medicine Greenville, and the UofSC Student Disability Resource Center.

It is the responsibility of a candidate with a disability to provide sufficiently current information documenting the nature and extent of his/her disability, any previous accommodation(s) received, and the functional limitations proposed to be accommodated. UofSC School of Medicine Greenville reserves the right to request new or additional information.

Should an accepted candidate or student develop a condition that would place him/her, patients or others at risk or that may require a need for accommodation, an evaluation with UofSC School of Medicine Greenville and the UofSC Student Disability Resource Center may be necessary. As in initial assessments, a complete and careful reconsideration of all the skills, attitudes, and attributes of each accepted candidate or student will be performed. This includes an assessment of his/her willingness, desire and ability to complete the medical curriculum, and will be informed by the fact that students with varied types of disabilities have the ability to become successful medical professionals.

**Background Check**

A background check will be performed for each applicant upon acceptance to the UofSC School of Medicine Greenville. The background check is performed by an external vendor and is completed automatically when an Acceptance Action is entered into the application system, AMCAS. The background check is reviewed by the Manager of Admissions and Registration. If satisfactory, the background check will be saved to the applicant’s electronic file. If the applicant does not pass one or more components of the background check, the Associate Dean for Student Affairs and Admissions may meet with the applicant to discuss the results. Upon further evaluation of the background check results, the Associate Dean for Student Affairs and Admissions has the authority to rescind the acceptance.

**Academic Requirements for the MD Degree**

Upon recommendation by the UofSC School of Medicine Greenville faculty, the UofSC will confer the degree of Doctor of Medicine upon candidates who have completed the graduation requirements as described in the Graduation Requirements policy.

- attained the School’s educational objectives as evidenced by satisfactory completion of prescribed basic science modules and clinical clerkships and electives and acquisition of all required clinical skills.
- passed Steps 1 and 2-CK (Clinical Knowledge) of the USMLE.
- discharged all financial obligations to the UofSC School of Medicine Greenville and to the University of South Carolina.
Promotion Policy
A medical school ensures that the medical education program has a single set of core standards for the advancement and graduation of all medical students. A medical school ensures that there is a fair and formal process for taking any action that may affect the status of a medical student, including timely notice of the impending action, disclosure of the evidence on which the action would be based, an opportunity for the medical student to respond, and an opportunity to appeal any adverse decision related to advancement, graduation, or dismissal.

This Student Evaluation, Remediation, Requirements for Promotion, and Appeal policy outlines and ensures that there is a fair and formal process for taking any action that may affect the status of a medical student, including timely notice of the impending action, disclosure of the evidence on which the action would be based, an opportunity for the medical student to respond, and an opportunity to appeal any adverse decision related to advancement, graduation, or dismissal.

Honor and Professionalism Policy
The purpose of the Honor and Professionalism System of UofSC School of Medicine Greenville is to promote and maintain the basic ethical and professional principles paramount to the success of a student preparing for the profession of Medicine. The Honor and Professionalism System obligates medical students, as future physicians and representatives of the UofSC School of Medicine Greenville, to conduct themselves with honor and integrity in all aspects of their lives. There are three aspects of the Honor and Professionalism System:

- UofSC Policy STAF 6.26: Student Code of Conduct
- UofSC School of Medicine Greenville STAF 5.01 Expectation of Personal and Professional Conduct, which includes the UofSC School of Medicine Greenville Statement of Professionalism

The Honor and Professionalism System is introduced to new medical classes each year at M1 Orientation, and each student is asked to sign a statement acknowledging that they have been informed of the Policies and Procedures of the Honor and Professionalism System. The acceptance of the Honor Code assures that the integrity of students is unquestioned and accepted by all in the academic, clinical and research communities. The Honor and Professionalism Council (HPC) is a committee of medical students elected from the second, third, and fourth year classes with endorsement by the Dean. It functions to ensure the upholding of the Honor and Professionalism System for all actions that directly bear upon students and their relationships with their colleagues, faculty, patients, the institution and the community. Every student enrolled at UofSC School of Medicine Greenville is expected to abide by the Honor and Professionalism System at all times while on the campuses of UofSC School of Medicine Greenville, partner health system campus, as well as off campus and in the community. The UofSC Policy STAF 6.26: Student Code of Conduct extends to incidents off campus which may adversely affect the UofSC School of Medicine Greenville community or which may affect the school’s pursuit of its mission. Any conduct within the UofSC School of Medicine Greenville community that undermines the spirit of the Honor and Professionalism System is a violation. Specific incidents will be considered with regard to the context in which they occur, the alleged infraction, and the magnitude of the alleged offense. Violations of the Honor Code, Professionalism or Student Code of Conduct standards include, but are not limited to:

- Lying - including any form of dishonesty or misrepresentation, omission, fabrication or falsification of documents or clinical reports
- Cheating - using or attempting to use any unauthorized materials, devices or study aids in or prior to an examination, OSCE or any other academic work. Giving or receiving any unauthorized assistance in the completion of any examination, OSCE or other academic work as well as preventing or attempting to prevent others from using authorized materials
- Plagiarism or copyright violation
- Stealing
- Violations of the Chemical Dependency policy
- Unprofessional behavior, including but not limited to, any breach of patient confidentiality
- Inappropriate conduct on campus, in the community or via social media (includes following UofSC School of Medicine Greenville policy related to COVID-19 related physical distancing and face covering requirements)
- Repeated lack of accountability

The Honor and Professionalism System policy (https://www.sc.edu/uscsmong_staf503.pdf) further describes the reporting process, investigation, and appeal process.

Other Requirements for the MD Degree
Immunizations
The UofSC School of Medicine Greenville requires that all students, upon matriculation and annually thereafter, have certain immunizations as recommended by the Centers for Disease Control and Prevention (CDC), the Association of American Medical Colleges (AAMC) and our partner health system.

Incoming Students
As part of the onboarding process and prior to matriculation, students will be required to upload (to myClinicalExchange) immunization records that have been verified by a licensed health provider. In order to ensure the health and safety of students and patients in both the classroom and clinical settings, students must provide the following immunization records or laboratory serology titers:

- Measles (Rubeola), Mumps, Rubella (MMR): Two doses of MMR vaccine or positive serology documenting immunity to each.
- Polio: Positive titer or at least three doses of IPV and/or OPV.
- Tetanus, Diphtheria, Pertussis (Tdap): One dose of adult Tdap vaccine; if last Tdap is more than 10 years old, date of last Td and Tdap must be provided. •
- Tuberculosis (TB): Students must provide documentation for one of the following:
  - Two-Step PPD test completed within 90 days of start of M1 Orientation OR
  - Interferon Gamma Release Assay (IGRA) test drawn within 90 days of start of M1 Orientation.
- Chest X-ray: Only required when a student has a history of a positive PPD or IGRA. Chest xray must be performed within 90 days prior to orientation. A TB Screening Form must also be completed.
- Note: A student with a history of BCG vaccination must still provide evidence of TB screening.
• Varicella: Two doses of Varicella vaccine or positive serology.
• Hepatitis-B: One of the following:
  • 3-series vaccine and a Quantitative Hep B Surface Antibody (titer) documenting immunity
  • 2-series vaccine (documentation must include the brand of the vaccine – Heplisav) and a Quantitative Hep B Surface Antibody (titer) documenting immunity
• Vaccine non-responder: Evaluation by Health System Partner
• Meningococcal: Students are strongly encouraged to obtain the conjugated meningococcal vaccine (MCV4) prior to matriculation.
• Hepatitis A: Students are strongly encouraged to obtain two doses of Hepatitis A vaccine prior to matriculation.

Continuing Students
• Influenza: Annually, students are required to obtain an influenza vaccination.

The Employee Health & Wellness department at the Health System Partner provides vaccination clinics for all campus employees and medical students. Students may obtain their vaccination from Employee Health & Wellness or another provider and submit documentation to the Office for Student Affairs and Admissions. Information on allergies or other contraindications to any of the above immunizations is available from Employee Health & Wellness department at the Health System Partner. More details are available regarding the Required Immunization policy here (https://www.sc.edu/study/colleges_schools/medicine_greenville/internal/_policydocuments/uscsomg_staf702.pdf).

Required Health and Disability Insurance
All UofSC School of Medicine Greenville students are required to have health insurance and disability throughout the duration of their education. Student health insurance is automatically added to each semester’s tuition bill. Students who have an equivalent/alternate health insurance plan may waive the university student insurance and its associated fee by submitting a fee waiver request and documenting proof of adequate medical insurance. Students must opt out of the student insurance each semester or it will be automatically billed to their tuition. At matriculation, students are automatically enrolled in a third-party disability insurance plan; annual premiums are added as a fee to the fall semester tuition bill. The disability plan pays a monthly benefit if a student becomes disabled due to a qualifying event and includes a provision to pay off the student’s loans (maximum of $200K). More information about the benefits and cost of the health and disability insurance plans, including information about requesting a waiver to the University-sponsored health insurance plan is available on the UofSC Student Health Services website and the Required Health and Disability Insurance policy here.

HIPAA Training
Mandatory HIPAA training is required during medical school orientation and annually thereafter. Compliance with the training schedule is tracked by the Office for Student Affairs and Admissions.

Doctor of Medicine Academic Calendar
The educational program at the University of South Carolina (UofSC) School of Medicine Greenville was built around core clinical competencies needed by health care professionals to transform healthcare and impact the wellness of communities. The UofSC School of Medicine Greenville curriculum emphasizes graduated increase in clinical skills and responsibilities across the four years of the curriculum. The curriculum weaves biomedical sciences, behavioral, social and population health, lifestyle medicine and clinical skills throughout all four years, creating a foundation that prepares students to continue the path of lifelong learning and practice as integral members of the healthcare delivery team. Thus, the educational program at the UofSC School of Medicine Greenville lays the foundation for advancement across the continuum from undergraduate medical education to graduate residency training. For details, refer to the School of Medicine Greenville website.

The University of South Carolina (UofSC) School of Medicine Greenville has pre-clerkship, clerkship, and post-clerkship phases. The pre-clerkship phase encompasses the M1 and M2 years. The M1 year is 40 weeks of instruction; the M2 year is 33 weeks of instruction plus three (3) days of orientation to prep for the M3 year. The clerkship phase encompasses the M3 year which is 50 weeks in duration with a two-week break during late December/early January. The post-clerkship phase is the M4 year which is 28 weeks of required rotations and four (4) weeks after the Match for residency preparation. The Integrated Practice of Medicine (IPM) module is a longitudinal module embedded within all four years of the curriculum.

Sample Academic Calendar for the 4-year Curriculum Leading to the MD Degree

M1 Year

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1 Orientation</td>
<td>07/15/19-01/16/19</td>
</tr>
<tr>
<td>Integrated Practice of Medicine 1a</td>
<td>07/17/19-12/20/19</td>
</tr>
<tr>
<td>EMT Training Module</td>
<td>07/17/19-8/30/19</td>
</tr>
<tr>
<td>Labor Day-No Classes</td>
<td>09/02/19</td>
</tr>
<tr>
<td>Molecular and Cellular Foundations of Medicine</td>
<td>09/03/19-10/04/19</td>
</tr>
<tr>
<td>White Coat Ceremony</td>
<td>09/22/19</td>
</tr>
<tr>
<td>Structure and Function of the Human Body I</td>
<td>10/07/19-12/20/19</td>
</tr>
<tr>
<td>Thanksgiving Recess-No Class</td>
<td>11/28/19-11/29/19</td>
</tr>
<tr>
<td>Winter Break-No Class</td>
<td>12/23/19-01/03/2020</td>
</tr>
<tr>
<td>Integrated Practice of Medicine 1b</td>
<td>01/06/20-5/22/20</td>
</tr>
<tr>
<td>Structure and Function of the Human Body II</td>
<td>01/06/20-03/06/20</td>
</tr>
<tr>
<td>Martin Luther King Day-No Class</td>
<td>01/20/20</td>
</tr>
<tr>
<td>Spring Break- No Class</td>
<td>03/09/20-03/13/20</td>
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<tr>
<td>Neuroscience</td>
<td>03/16/20-04/13/20</td>
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<tr>
<td>Defenses and Responses</td>
<td>04/14/20-05/18/20</td>
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<tr>
<td>Integrated Practice of Medicine 1b OSCE</td>
<td>05/19/20-05/22/20</td>
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M2 Year

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<tr>
<td>M2 Orientation</td>
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<tr>
<td>Integrated Practice of Medicine Ila</td>
<td>07/21/20-12/18/20</td>
</tr>
<tr>
<td>Biomedical Principles of Disease and Therapy</td>
<td>07/21/20-08/14/20</td>
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### Course Descriptions

**Required Course and Clerkship Descriptions**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>GMED G605</td>
<td>Emergency Medical Technician</td>
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</tr>
<tr>
<td>GMED G620</td>
<td>Molecular and Cellular Foundations of Medicine</td>
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<tr>
<td>GMED G630</td>
<td>Structure and Function of the Human Body I</td>
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<td>GMED G640</td>
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<td>Defenses and Responses</td>
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<td>GMED G660</td>
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<td>GMED G661</td>
<td>Integrated Practice of Medicine Ib</td>
<td>6</td>
</tr>
<tr>
<td>GMED G665</td>
<td>Biomedical Principles of Infectious Diseases and Therapy</td>
<td>3</td>
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All Course Descriptions

• Anesthesiology (ANES) (p. 1609)
• Emergency Medicine (EMED) (p. 1609)
• Family & Preventive Med (FPMD) (p. 1612)
• Genetics (GENE) (p. 1613)
• Greenville Medicine (GMED) (p. 1614)
• Medicine Clinical (MEDI) (p. 1621)
• Neurology (NEUR) (p. 1625)
• Neuropsychiatry (NPSY) (p. 1626)
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• Orthopaedic Surgery (ORSU) (p. 1629)
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• Surgery (SURG) (p. 1636)

Anesthesiology (ANES)

ANES G710 - Anesthesiology Elective (2 Credits)
The anesthesia clinical rotation will provide the medical students with hands on experiences at airway management including bag/mask ventilation, laryngoscopy, and intubation. The student will learn basic principles of anesthetic management and the indications for different general and regional anesthetic techniques. He/she will also experience a practical review and refinement of pharmacology and physiology in the clinical setting. Students will also receive an overview of acute and chronic pain management.

ANES G810 - Anesthesiology (2-4 Credits)
The anesthesia clinical rotation will provide the medical students with hands on experiences at airway management including bag/mask ventilation, laryngoscopy, and intubation. The student will learn basic principles of anesthetic management and the indications for different general and regional anesthetic techniques. He/she will also experience a practical review and refinement of pharmacology and physiology in the clinical setting. Students will also receive an overview of acute and chronic pain management.

ANES G899 - Anesthesiology Away Rotation (4 Credits)
The student will complete an intensive study of Anesthesiology at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.

Emergency Medicine (EMED)

EMED G700 - Emergency Medicine Clerkship (2 Credits)
The Emergency Medicine Clerkship introduces students to the principles of acute care medicine while providing in-depth exposure to the specialty of Emergency Medicine. Students will encounter a wide range of patients, presenting complaints, and levels of acuity. Students will have the opportunity to evaluate patients as well as formulate effective testing and treatment strategies. Active participation in patient care and procedural skills are emphasized in a strictly supervised setting. During the course, students will complete daytime, nighttime, and weekend shifts as they rotate through a variety of emergency clinical settings, including the level one trauma center and tertiary care facility of Greenville Memorial Hospital (adult areas and Peds ED), and the outlying community emergency departments of Hillcrest in Simpsonville, Greer Memorial in Greer, North Greenville in Traveler's Rest, and Baptist-Easley Hospital in Easley. Students will also have an eight-hour teaching shift with an EM resident.

EMED G715 - Emergency Medicine Pediatric Focus (2 Credits)
This two week elective is designed for third year medical students who are interested in gaining in depth exposure to Emergency Medicine, with an emphasis on Pediatric Emergency Medicine. Students will work primarily in the Pediatric Emergency Department at Greenville Memorial Hospital. This department is located in a tertiary care facility, and students will have the opportunity to evaluate a variety of common (and very uncommon) complaints. They will also work approximately 2 shifts in a community emergency department in Traveler's Rest, where they will gain better understanding of community pediatric emergency medicine and gain some exposure to common adult emergencies as well. The Emergency Medicine – Pediatric Focus rotation will introduce students to the principles of acute care medicine. Students will have the opportunity to evaluate patients and develop understanding of common and life-threatening illness across a wide range of ages, as well as formulate effective testing and treatment strategies. Active participation in patient care and procedural skills are emphasized in a strictly supervised setting.
EMED G720 - Procedural and Advanced Emergency Medicine (2 Credits)
This is a two-week Emergency Medicine elective designed for students who are interested in learning more about Emergency Medicine and procedures in Emergency Medicine. During this course, students will have the opportunity to practice a variety of advanced emergent procedures, such as airway management and central venous access, in a simulated environment. Students will also be introduced to basic concepts of medical and trauma resuscitation through didactic learning and hands-on practice in the simulation center. In addition, students will work four, eight-hour shifts in the Emergency Department, where they will be immersed in the specialty of Emergency Medicine and the principles of acute care medicine. Students will encounter a wide range of patients, presenting complaints, and levels of acuity. Active management and ownership of patients is emphasized in a strictly supervised setting. These shifts will include one shift in the critical care area at Greenville Memorial Hospital and three additional shifts that may take place at Greenville Memorial and the community hospitals of Greer, Hillcrest, Baptist Easley, Oconee, and Laurens. In general, these shifts will include a weekend shift and one overnight shift. Students will also complete one teaching shift guided by a dedicated senior resident at Greenville Memorial. During this shift, they will receive dedicated teaching in a small group on topics such as procedural skills, resuscitation, documentation, or other topics inspired by patients seen in the Emergency Department. At the conclusion of the rotation, students will complete a final assessment in the simulation center, where they will demonstrate patient management and procedural skills developed on the rotation.

EMED G760 - Emergency Medicine as Microcosm (2 Credits)
As social, economic, and racial disparities continue to grow in our country, the Emergency Department provides one of the last refuges available to all, without any barrier to entry. By critically evaluating the patients, staff, and care provided in the Emergency Department, students will gain insight into the current state of our society and identify areas for positive engagement. The intersection of public health and the individual needs of each patient who presents to the Emergency Department will also be explored. Topics will include social determinants of health, narrative medicine, the impact of health (and non-health) policy, and the role of implicit bias.

EMED G800 - Emergency Medicine Acting Internship (4 Credits)
This is a four week Acting Internship designed for fourth year medical students, especially those who may be interested in pursuing a career in Emergency Medicine. It rotates students through a variety of emergency clinical settings, including the level one trauma center and tertiary care facility of Greenville Memorial Hospital (with shifts in Critical Care, Intermediate Care, and our Children’s Emergency Center), and the outlying community emergency departments of Hillcrest in Simpsonville, Greer Memorial in Greer, and North Greenville in Traveler’s Rest. Shifts will vary from 8 to 12 hours in length and incorporate some weekends, evenings, and nights in an equitable fashion. The A-I in Emergency Medicine will immerse students in the specialty of Emergency Medicine and the principles of acute care medicine. Students will encounter a wide range of patients, presenting complaints, and levels of acuity. Active management and ownership of patients is emphasized in a strictly supervised setting. There will also be an end of rotation final exam and brief patient presentation.

EMED G810 - Emergency Medicine (2 Credits)
This is a two week rotation designed for fourth year medical students who are interested in gaining in depth exposure to the specialty of Emergency Medicine. Students will rotate through a variety of emergency clinical settings, including the level one trauma center and tertiary care facility of Greenville Memorial Hospital (with shifts in Critical Care, Intermediate Care, and our Children’s Emergency Center), and the outlying community emergency departments of Hillcrest in Simpsonville, Greer Memorial in Greer, and North Greenville in Traveler’s Rest. Shifts will vary from 8 to 12 hours in length and incorporate some weekends, evenings, and nights in an equitable fashion. The Emergency Medicine rotation will introduce students to the principles of acute care medicine. Students will encounter a wide range of patients, presenting complaints, and levels of acuity. Students will have the opportunity to evaluate patients as well as formulate effective testing and treatment strategies. Active participation in patient care and procedural skills are emphasized in a strictly supervised setting.

EMED G815 - Pediatric Emergency Medicine (2 Credits)
This is a two week rotation designed for fourth year medical students who are interested in gaining in-depth exposure to the specialty of Pediatric Emergency Medicine. Students will be taught at the tertiary care facility of Greenville Memorial Hospital Children’s Emergency Center. Student shifts will vary from 8 to 12 hours in length, some of which will include weekends, evenings, and nights. The Pediatric Emergency Medicine rotation will introduce students to the principles of acute care Pediatric Emergency Medicine. Students will encounter a wide range of pediatric aged patients, chief complaints, and levels of acuity. Students will have the opportunity to evaluate patients as well as formulate effective testing and treatment strategies. Active participation in patient care and procedures are emphasized in a strictly supervised setting.

EMED G820 - Wilderness Medicine (2 Credits)
This course will serve as an introduction to wilderness medicine for the graduating medical student, utilizing wilderness scenarios and illnesses to review and expand their current medical knowledge. Traditional, simulation-based and outdoor experiential learning will be utilized to engage the learner and optimize retention.

EMED G825 - Prehospital Medicine (4 Credits)
Students will receive didactic lectures that describe EMS systems with regards to design, operations, communications, predictive deployment, fleet, finances, and human resources. Each student will participate in a variety of experiential activities that incorporate all forms of EMS delivery including rotations in the following areas: a. 9-1-1 communications center b. First responders c. EMS ambulance crews d. Interfacility transport services The student will actively participate in any quality improvement activity assigned by faculty and collaborate with EMS administrators and providers as needed to complete tasks. Teaching in any ongoing prehospital education course will be expected. Students will also participate in and discuss strategies involved with any preparedness planning activities and will participate in drills as applicable.
EMED G830 - Emergency Medicine Ultrasound (4 Credits)
The rotation will be comprised of the following components: 1. Self-directed learning (GHS EM Ultrasound Curriculum link under Didactics) 2. Hands-on scanning shifts in the emergency department (with US faculty and EM residents) with completion of QA sheets for scans performed 3. Participation in US educational sessions for EM residents 4. GHS US Division Conferences Each student's schedule will vary slightly month to month based upon US faculty availability for scan shifts in the ED. Didactics During the rotation students are expected to complete the GHS EM US Curriculum. This Curriculum is designed to provide a backbone of foundational knowledge that students will build upon while scanning. The curated resources are available free online or through the GHS Health Sciences Library. Hands-On Scanning Hands-on scanning will take place in the ED. The "GHS Ultrasound QA Sheet" will be used to maintain a record of the scans performed during the ultrasound rotation. Some shifts will be scanning with US faculty where students are in the ED scanning with an US faculty member (who is not working clinically). Other shifts will be assigned with US faculty members while they are working clinically to see the use of US in patient flow. Students will complete at least six 3-hour scanning shifts per week in addition to participating in educational activities as scheduled. Student schedule will mirror the EM resident schedule on US, which varies from week to week.

EMED G835 - Urgent Care (2 Credits)
This two week elective offers an opportunity for each student to evaluate and formulate a plan for treatment of patients in the Urgent Care setting with direct supervision by an attending physician throughout the entirety of each shift. Shifts will range from 8-12 hours and occur approximately 7-9 times throughout the rotation. Students will learn to evaluate patients in a timely but thorough manner. This includes learning to identify patients who may need transfer to a higher level of care, and learning what may be done to stabilize the patient prior to transfer, in addition to treating lower acuity patients. Students will learn basic procedural skills during this rotation and will be expected to attend one Emergency Medicine resident didactic session (generally falling on a Tuesday morning).

EMED G840 - Rural Emergency Medicine (2 Credits)
This is a two week rotation designed for fourth year medical students who are interested in gaining additional exposure to the specialty of Emergency Medicine specifically in rural, community based locations. Students will rotate through two rural community Emergency Departments, North Greenville in Traveler’s Rest and Oconee Memorial Hospital in Seneca, with a roughly equitable split between the two locations. There will be 8 shifts, 8 hours in duration, which will incorporate days, evenings, and one weekend (either a Saturday or Sunday), but no overnights. Students will also be expected to attend Emergency Medicine resident didactics on both Tuesdays. This Rural Emergency Medicine rotation will immerse students in the principles of acute care medicine with an emphasis on the challenges of practicing Emergency Medicine in a rural community setting. Students will have the opportunity to evaluate patients as well as formulate effective testing and treatment strategies. Active participation in patient care and procedural skills are emphasized in a strictly supervised setting.

EMED G845 - Emergency Medicine Interdisciplinary (2 Credits)
This two-week elective is designed for fourth year medical students who are interested in gaining a unique perspective into the Emergency Department (ED). From an all encompassing view, the M4 students will have an opportunity to work with the interdisciplinary staff that serves the ED patient. The schedule is arranged to have students work intimately with members of the ED faculty, Advance Practice Providers, House Resident Staff, Respiratory Care team, Nursing staff, Social Worker team, and ED technicians. It is through this bird’s eye view that the student will learn to work with the care team to achieve appropriate patient care.

EMED G850 - Free Medical Clinic (2 Credits)
This is a longitudinal elective designed for fourth year medical students interested in gaining experience in working with a free medical clinic. Students will work closely with the Greenville Free Medical Clinic and with resident and faculty physician volunteers at the clinic. Students will see adult patients presenting for a medical visit. They will have the opportunity to evaluate patients and develop treatment plans, with a particular focus on resources available, under the supervision of USC-SOMG faculty. Students interested in the course will be required to submit a 1-2 paragraph statement discussing their prior experience with free clinics and why they would like to participate in.

EMED G855 - Medical Toxicology Longitudinal Elective (4 Credits)
This is a longitudinal elective for fourth year medical students interested in learning more about the practice of medical toxicology and the care of the acutely poisoned patient. Students will work closely with Medical Toxicology faculty to evaluate and treat patients across the lifespan presenting to Greenville Memorial Hospital with overdoses, toxic exposures, withdrawal syndromes, and envenomations. There will also be didactic components covering important core topics in Medical Toxicology. The didactic component will also include field trips to the Greenville Zoo to study venomous snakes, the Clemson Botanical Gardens to study toxic plants, and the Palmetto Poison Center in Columbia, SC to participate in poison center calls. Students will be expected to complete at least 15 patient consultations under the supervision of the faculty and residents. Students will also be expected to attend all field trips and participate in 8 human exposure calls during their time at the Palmetto Poison Center. Students will also be expected to cover all 15 core topics on the list below. The options for reviewing core topics will include patient encounters (preferred), field trips, chapter readings followed by in-person discussions with the course director, or simulation followed by debriefing. Finally, students will complete two short (5-10 minute) presentations on a topic of interest to them. Grading is pass/fail. Core topics: 1. Toxicology history, physical exam, and labs 2. Stabilization and decontamination of toxicology patients 3. Toxicidromes 4. Acetaminophen 5. Aspirin 6. Carbon monoxide 7. Cardiac medications (beta-blockers, calcium-channel blockers, and digoxin) 8. Envenomation (snakes, spiders, scorpions, and hymenoptera) 9. Ethanol withdrawal 10. Household chemicals (caustics, hydrocarbons, cleaning products) 11. Opioids 12. Toxic alcohols (methanol, ethylene glycol, and isopropanol) 13. Toxic plants/mushrooms 14. Tricyclic antidepressants 15. Weapons of mass destruction (nerve agents, dirty bombs)
EMED G680 - Emergency Medicine as Microcosm (2 Credits)
As social, economic, and racial disparities continue to grow in our country, the Emergency Department provides one of the last refuges available to all, without any barrier to entry. By critically evaluating the patients, staff, and care provided in the Emergency Department, students will gain insight into the current state of our society and identify areas for positive engagement. The intersection of public health and the individual needs of each patient who presents to the Emergency Department will also be explored. Topics will include social determinants of health, narrative medicine, the impact of health (and non-health) policy, and the role of implicit bias.

EMED G899 - Emergency Medicine Away Rotation (4 Credits)
The student will complete an intensive study of Emergency Medicine at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.

Family & Preventive Med (FPMD)

FPMD G700 - Family Medicine Clerkship (6 Credits)
The Family Medicine Clerkship allows students to gain exposure to the core components of the broad field of Family Medicine. Students will work in a combination of outpatient clinics including both community and academic settings. While working in these settings, students will be expected to expand their medical knowledge in topics of acute and chronic disease management, as well as preventive and wellness care. Students will develop an understanding of the critical role that family medicine serves as an essential component of the primary care delivery infrastructure in the United States healthcare system. Core themes of the practice of family medicine that will be emphasized throughout the rotation include: the importance of continuity of care, lifestyle and preventive medicine, understanding how psychosocial factors affect care delivery, identifying and addressing healthcare disparities, and care of patients within the greater context of their community and the population as a whole. While working with assigned faculty and/or residents, students will have the opportunity to complete initial evaluations on new patients in addition to caring for those with established problems. Students will also have the opportunity to receive guidance in improving interviewing skills as they participate in patient care. The conclusion of the clerkship will include assessments via the Family Medicine NBME subject examination and an Objective Structured Clinical Evaluation (OSCE).

FPMD G701 - Clerkship Completion (0 Credits)
This course allows completion of required M-III Clerkships where normal enrollment for those courses crosses academic years. It is valued at zero credits to reflect enrollment, but all graded material is taken into account in the G700 clerkship grade. Successful completion of required hours results in a passing grade.

FPMD G710 - Primary Care Sports Medicine Elective (2 Credits)
This course is designed to give medical students exposure to full complement of Sports Medicine Care. You will spend time with certified athletic trainers in/at their high school training room/events, physical therapists treating acute and overuse athletic injuries, and physicians and surgeons practicing Sports Medicine.

FPMD G715 - Rural Family Medicine Elective (2 Credits)
This elective is designed to offer the student an intensive rural family/suburban medicine experience. The student will have a "hands on" experience working with patients in the office of a small town family physician. During this time, the student will be precepted by the community physician and learn first-hand of the unique issues these physicians face in the delivery of health care in a rural setting. The student will have the opportunity to learn the benefits of a team approach to health care through interaction with nurse practitioners and other health care professionals. The student will also acquire first-hand information about the lifestyle of primary care physicians in the rural/suburban setting and the impact they have on their patients and their community. Finally, the student will be introduced to practice management issues pertaining to private practice in a rural/suburban setting. The elective offers rotations in several small communities within reasonable driving distances from Greenville. Other sites are available which will allow the student to stay in the community to better experience the lifestyle of a small town physician. It is important that arrangements be made for selecting the practice site as early as possible, preferably with at least 6 weeks lead time.

FPMD G720 - Lifestyle Medicine (2 Credits)
This course is designed to give medical students exposure to Lifestyle Medicine, a hallmark of the USC-Greenville School of Medicine. This is an emerging field of medicine that uses lifestyle interventions in the prevention, treatment and management of chronic disease. The student will learn from different resources within the Greenville community and understand how an interdisciplinary team (e.g. family physician, primary care sports medicine physician, nutritionist, exercise specialist, physical therapist, etc.) can affect healthy changes in patients through physical activity prescriptions, healthy eating, motivational interviewing, and stress reduction. The student will apply these principles to patient care at the Center for Family Medicine.

FPMD G725 - Post-Acute Care Elective (2 Credits)
The effective transfer of a hospitalized patient to the outpatient, rehabilitation or community environment requires effective communication and an understanding of impactful means of meeting patient needs in the outpatient or home care environment. This elective is designed to provide students with an opportunity to interface with the interprofessional team who will facilitate the patient and their family successful navigation of this process with the goal of reducing the chance of the patient being readmitted, ensuring a safe transition of care, and a positive patient experience.

FPMD G730 - General Family Medicine Elective (2 Credits)
This course offers a brief and intensive experience in family medicine, both for students considering a career in Primary Care and those who are entering other specialties but who wish to learn more about the role of the Family Physician. Students will have the opportunity to pick from three separate Family Medicine Teaching clinics. The clinic exposure includes the care of patients of all ages in a variety of clinical settings and can be tailored to the learners needs. CFM- Oconee- A rural based Family Medicine teaching clinic located on the campus of Prisma Health- Upstate’s Oconee Memorial Hospital in Seneca. CFM- Greer- A community based Family Medicine teaching clinic located on the campus of Prisma Health- Upstate’s Greer Memorial Hospital in Greer. CFM- Greenville- An academic/tertiary care Family Medicine teaching clinic located across the street from Prisma Health- Upstate’s Greenville Memorial Hospital.
FPMD G800 - Family Medicine Acting Internship (4 Credits)
This course offers a brief, intensive exposure to a typical family practice, both for students considering a career in this area and those who are entering other specialties but who want to learn more about the role of the family physician. Students will be placed in an inpatient setting for two weeks and an outpatient setting for two weeks. The practice exposure shall include the care of patients of all ages including pediatrics and inpatient hospital experience.

FPMD G810 - Lifestyle Medicine (4 Credits)
This course is designed to give medical students exposure to Lifestyle Medicine, a hallmark of the USC-Greenville School of Medicine. This is an emerging field of medicine that uses lifestyle interventions in the prevention, treatment and management of disease. The student will learn from different resources within the Greenville community and understand how an interdisciplinary team (e.g. family physician, primary care sports medicine physician, nutritionist, exercise physiologist, physical therapist, etc.) can affect healthy changes in patients through physical activity prescriptions, healthy eating, motivational interviewing, and stress reduction. The student will apply these principles to patient care at the Center for Family Medicine. The majority of the clerkship will take place during the rotation block. However, there will be a longitudinal component of a small patient panel, lifestyle medicine project, and community outreach.

FPMD G815 - Rural Family Medicine Elective (2-4 Credits)
This elective is designed to offer the student an intensive rural family/suburban medicine experience. The student will have a "hands on" experience working with patients in the office of a small town family physician. During this time, the student will be precepted by the community physician and learn first-hand of the unique problems these physicians face in the delivery of health care in a rural setting. The student will have the opportunity to learn the benefits of a team approach to health care through interaction with nurse practitioners and other health care professionals. The student will also acquire first-hand information about the lifestyle of primary care physicians in the rural/suburban setting and the impact they have on their patients and their community. Finally, the student will be introduced to practice management issues pertaining to private practice in a rural/suburban setting. The elective offers rotations in several small communities within reasonable driving distances from Greenville. Other sites are available, which will allow the student to stay in the community to better experience the lifestyle of a small town physician. It is important that arrangements be made for selecting the practice site as early as possible, preferably with at least 6 weeks lead time.

FPMD G820 - Primary Care Sports Medicine Elective (2-4 Credits)
This course is designed to give medical students exposure to full complement of Primary Care Sports Medicine Care, which include musculoskeletal injuries, as well as medical problems such as concussion management and the prevention of sudden cardiac death in young athletes. You will spend time with Certified Athletic Trainers in/ at their High School Training Room/Events, Physical Therapist treating acute and overuse athletic injuries, Physicians and Surgeons practicing Sports Medicine.

FPMD G825 - General Family Medicine Elective (2-4 Credits)
This course offers a brief, intensive exposure to a typical family practice, both for students considering a career in this area and those who are entering other specialties but who want to learn more about the role of the family physician. Students may be placed in an inpatient setting, community setting, or CFM outpatient setting. The practice exposure shall include the care of patients of all ages including pediatrics and inpatient hospital experience.

FPMD G830 - Post-Acute Care Elective (2 Credits)
The effective transfer of a hospitalized patient to the outpatient, rehabilitation or community environment requires effective communication and an understanding of impactful means of meeting patient needs in the outpatient or home care environment. This elective is designed to provide students with an opportunity to interface with the interprofessional team who will facilitate the patient and their family successful navigation of this process with the goal of reducing the chance of the patient being readmitted, ensuring a safe transition of care, and a positive patient experience.

FPMD G899 - Family Medicine Away Rotation (4 Credits)
The student will complete an intensive study of Family Practice at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.

Genetics (GENE)

GENE G710 - Clinical Genetics (2 Credits)
This medical student rotation in Clinical Genetics is largely observational and will provide an introduction to this specialty that focuses on the genetic disorders that impact the physical, emotional, and/or developmental well-being of infants, children, adolescents, and adults. The student will observe and participate in the evaluation and management of individuals with known or suspected genetic disorders. The student will have the opportunity to interact with members of the multidisciplinary team that includes physicians, genetic counselors, genetic service coordinators, and genetic clinic coordinators. There will also be an opportunity to learn about the outreach efforts and collaborative projects with community and state agencies that are focused on promoting healthy child development and supporting families with children who have special needs.

GENE G810 - Clinical Genetics (2-4 Credits)
The purpose of this course is to provide the learner with an exposure to the clinical, professional, and lifestyle aspects of Genetics. Students will be exposed to a breadth of medical conditions. Clinical experiences will occur at a GHS Hospital or affiliate under the direct supervision of attending and resident (if applicable) physicians. This medical student rotation in Clinical Genetics is largely observational and will provide an introduction to this specialty that focuses on the genetic disorders that impact the physical, emotional, and/or developmental well-being of infants, children, adolescents, and adults. The student will observe and participate in the evaluation and management of individuals with known or suspected genetic disorders. The student will have the opportunity to interact with members of the multidisciplinary team that includes physicians, genetic counselors, genetic service coordinators, and genetic clinic coordinators. There will also be an opportunity to learn about the outreach efforts and collaborative projects with community and state agencies that are focused on promoting healthy child development and supporting families with children who have special needs.

GENE G899 - Genetics Away Rotation (4 Credits)
The student will complete an intensive study of Genetics at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.
Greenville Medicine (GMED)

GMED G601 - Integrated Practice of Medicine Ia (6 Credits)
The first half of the M1 IPM Course (IPM-1a): The Integrated Practice of Medicine modules are part of a longitudinal multi-year curriculum that prepares students for the multi-faceted aspects of clinical medicine including application of basic science knowledge, clinical proficiency in physical diagnosis, diagnostic testing and fundamental therapeutic procedures, patient interactions, population health, effective communication skills, behavioral and social considerations, team-based health care delivery, ethical issues, professionalism, life-long learning, research and evidence-based practice. In the IPM-1a module, weekly clinical material is presented in a “Case of the Week” format, and provides an introduction to history taking, physical examination skills, clinical reasoning, and patient-centered care. The structure of this module focuses on a team-based approach to clinical problem-solving that includes the application of basic science knowledge and social science concepts to patient care. Weekly, student teams will focus on a clinical case and identify the problem, formulate hypotheses, and develop a comprehensive approach to the case. Students will examine the role of psychological, social, behavioral, economic, and environmental factors in the health of individuals and populations. Through this process, IPM-1a will promote an understanding of patients in their varying contexts: as individuals, in a societal context, within the healthcare delivery system, and as members of a larger population. The premise of the material is that an understanding of the multifactorial aspects of health and the need to understand patients as individuals is necessary for the provision of high quality, patient-centered care. Students will learn to recognize opportunities for personal growth as well as self-identify signs of stress and identify skills of managing stress. Throughout the year, students will learn effective history taking communication skills and to perform physician examinations. Students will begin to develop strategies to formulate differential diagnoses and explain the underlying basic science principles that lead to their hypotheses. Students will begin to develop the foundation for clinical research literacy and practice evidence-based strategies to support their differential diagnoses for each case.

GMED G602 - Integrated Practice of Medicine Ib (6 Credits)
The second half of the M1 IPM Course (IPM-1b): The Integrated Practice of Medicine modules are part of a longitudinal multi-year curriculum that prepares students for the multi-faceted aspects of clinical medicine including application of basic science knowledge, clinical proficiency in physical diagnosis, diagnostic testing and fundamental therapeutic procedures, patient interactions, population health, effective communication skills, behavioral and social considerations, team-based health care delivery, ethical issues, professionalism, life-long learning, research and evidence-based practice. In the IPM-1b module, weekly clinical material is presented in a “Case of the Week” format, and provides an introduction to history taking, physical examination skills, clinical reasoning, and patient-centered care. The structure of this module focuses on a team-based approach to clinical problem-solving that includes the application of basic science knowledge and social science concepts to patient care. Weekly, student teams will focus on a clinical case and identify the problem, formulate hypotheses, and develop a comprehensive approach to the case. Students will examine the role of psychological, social, behavioral, economic, and environmental factors in the health of individuals and populations. Through this process, IPM-1b will promote an understanding of patients in their varying contexts: as individuals, in a societal context, within the healthcare delivery system, and as members of a larger population. The premise of the material is that an understanding of the multifactorial aspects of health and the need to understand patients as individuals is necessary for the provision of high quality, patient-centered care. Students will learn to recognize opportunities for personal growth as well as self-identify signs of stress and identify skills of managing stress. Throughout the year, students will learn effective history taking communication skills and to perform physician examinations. Students will begin to develop strategies to formulate differential diagnoses and explain the underlying basic science principles that lead to their hypotheses. Students will begin to develop the foundation for clinical research literacy and practice evidence-based strategies to support their differential diagnoses for each case.

GMED G605 - Emergency Medical Technician (5 Credits)
The Emergency Medical Technician (EMT) course is a minimum State-required 200-hour program that teaches the practice of emergency healthcare delivery to patients who become unexpectedly ill or injured. The course focuses on examining the role and competencies of the prehospital care provider and exposes the student to the many psychological, social, behavioral, economic, and environmental factors in the health of individuals and populations. The course culminates in a field exercise that serves as a capstone for the didactic and experiential skills learned. Following successful course completion, students will take a National Registry psychomotor skill and written examination and become certified as a South Carolina EMT. This course will be organized according to the following sections: 1) Introduction and Preparation, 2) Patient Assessment, 3) Airway Management, 4) Medical Emergencies, 5) Traumatic Emergencies, 6) EMS Operations. Additionally, principle concepts relevant to non-clinical aspects of medicine including ethics, communication, and professionalism will be integrated into material across content area domains. The premise of the material is that an understanding of the multifactorial aspects of health and the need to understand patients as individuals is necessary for the provision of high quality, patient-centered care.
GMED G610 - Integrated Practice of Medicine Ila (7 Credits)
The first half of the M2 IPM course (IPM-2a): The Integrated Practice of Medicine modules are part of a longitudinal multi-year curriculum that prepares students for the multi-faceted aspects of clinical medicine including application of basic science knowledge, clinical proficiency in physical diagnosis, diagnostic testing and fundamental therapeutic procedures, patient interactions, population health, effective communication skills, behavioral and social considerations, team-based health care delivery, ethical issues, professionalism, life-long learning, research and evidence-based practice. In the IPM-2a module weekly clinical material is presented in a “Case of the Week” format, and provides an introduction to history taking, physical examination skills, clinical reasoning, and patient-centered care including cost effective knowledge of appropriate diagnostic studies and fundamental therapeutic procedures. The structure of this module focuses on a team-based approach to clinical problem-solving that includes the application of basic science knowledge and social science concepts to patient care. Weekly, student teams will focus on a clinical case and identify the problem, formulate hypotheses, and develop a comprehensive approach to the case. Students will examine the role of psychological, social, behavioral, economic, and environmental factors in the health of individuals and populations. Through this process, IPM-2a will promote an understanding of patients in their varying contexts: as individuals, in a societal context, within the healthcare delivery system, and as members of a larger population. The premise of the material is that an understanding of the multifactorial aspects of health and the need to understand patients as individuals is necessary for the provision of high quality, patient-centered care. Students will learn to recognize opportunities for personal growth as well as self-identify signs of stress and identify skills of managing stress. Students will learn the role other professionals play in coordinated patient care. Throughout the year, students will learn to perform physician examinations understand the role of appropriate diagnostic studies and procedures including fundamental therapeutic procedures. Students will begin to develop strategies to formulate differential diagnoses and explain the underlying basic science principles that lead to their hypotheses. Students will build on their foundation for clinical research literacy and practice evidence-based strategies to support their differential diagnoses for each case.

GMED G611 - Integrated Practice of Medicine Ilb (4 Credits)
The second half of the M2 IPM course (IPM-2b): The Integrated Practice of Medicine modules are part of a longitudinal multi-year curriculum that prepares students for the multi-faceted aspects of clinical medicine including application of basic science knowledge, clinical proficiency in physical diagnosis, diagnostic testing and fundamental therapeutic procedures, patient interactions, population health, effective communication skills, behavioral and social considerations, team-based health care delivery, ethical issues, professionalism, life-long learning, research and evidence-based practice. In the IPM-2b module weekly clinical material is presented in a “Case of the Week” format, and provides an introduction to history taking, physical examination skills, clinical reasoning, and patient-centered care including cost effective knowledge of appropriate diagnostic studies and fundamental therapeutic procedures. The structure of this module focuses on a team-based approach to clinical problem-solving that includes the application of basic science knowledge and social science concepts to patient care. Weekly, student teams will focus on a clinical case and identify the problem, formulate hypotheses, and develop a comprehensive approach to the case. Students will examine the role of psychological, social, behavioral, economic, and environmental factors in the health of individuals and populations. Through this process, IPM-2b will promote an understanding of patients in their varying contexts: as individuals, in a societal context, within the healthcare delivery system, and as members of a larger population. The premise of the material is that an understanding of the multifactorial aspects of health and the need to understand patients as individuals is necessary for the provision of high quality, patient-centered care. Students will learn to recognize opportunities for personal growth as well as self-identify signs of stress and identify skills of managing stress. Students will learn the role other professionals play in coordinated patient care. Throughout the year, students will learn to perform physician examinations understand the role of appropriate diagnostic studies and procedures including fundamental therapeutic procedures. Students will begin to develop strategies to formulate differential diagnoses and explain the underlying basic science principles that lead to their hypotheses. Students will build on their foundation for clinical research literacy and practice evidence-based strategies to support their differential diagnoses for each case.

GMED G620 - Molecular and Cellular Foundations of Medicine (3 Credits)
This instructional module integrates the disciplines of molecular biology, genetics, cell biology, and biochemistry as the foundations of understanding the human body at the molecular and cellular level. Students will be introduced to cellular structure and its influence on cellular communication, organization and integration of cellular functions, utilization of biomolecules in metabolic pathways, and processes of cell division and transmission of genetic information. The goal of this module is to gain an understanding of the biology and biological processes of the human body from the molecular to cellular scale, processes and patterns of inheritance, and the role of the human genome and epigenome in medicine.
The Structure & Function module fully integrates the basic disciplines of Biochemistry, Histology, Embryology, Gross Anatomy and Physiology of the human body. Building upon information from the Molecular and Cellular Foundations module, this unit focuses on understanding the interaction and communication of cells to form tissues, the embryological development and differentiation of tissues into organ systems, the anatomical organization and function of tissues and organ systems, and the dynamic relationship between structure and function, from the cellular level to the whole body. Imaging techniques including x-ray, ultrasound, computerized tomography and magnetic resonance will be applied and compared with respect to information they provide in the clinical analysis of structure/function relationships and the consequences of abnormalities in health and disease.

The Structure and Function II module is a continuation of the previous Structure and Function I module. The module continues to integrate gross anatomy, histology, embryology, radiology, physiology, and lifestyle medicine. The purpose of the Structure and Function II module is to provide an integrated and clinically relevant basis of knowledge for understanding the interaction and communication of molecules and cells to form tissues, the differentiation of tissues into organ systems, and the dynamic relationship between physiological functions and structures. This will be accomplished through a student-centered and technology-enhanced instructional approach to achieve the overall module objectives.

The neuroscience module integrates the development, anatomy, biochemistry and physiology of the central and peripheral nervous system with clinical correlates. The principles that underlie the anatomical structures of each system are correlated with their physiology and relevant clinical applications. Students will learn to integrate the normal molecular, cellular, physiological, and anatomical aspects of the nervous system in order to understand the basis of disorders commonly encountered in clinical practice. The Neuroscience module emphasizes integration in four different areas: • Anatomical and functional organization of the nervous system • Morphological and functional correlates of neuronal activity • Vascular supply of the nervous system and its clinical correlates • Integration of motor and sensory systems and their clinical correlates.

The Defenses and Responses module is focused on understanding the immune system and mechanisms by which the body defends against pathological and pathophysiological influences, including infectious organisms and malignant transformations. This module also addresses how abnormalities in the immune system contribute to disease manifestations during infection and autoimmune disorders. Integrated within this module is the basic introduction to pathology, understanding pathogenesis, and the study of the body's response to disruptions including those induced by trauma, infection, genetic mutation and drugs.

The Biomedical Principles of Infectious Diseases and Therapy module will present core concepts underlying causative microbial pathogens of infectious diseases, disease vectors, modes of transmission, mechanisms of pathogenesis and pharmacologic principles of treatment and prevention. This module will lay the foundation for understanding the infectious diseases of the different organ systems and provide a basic epidemiologic approach to prevention and treatment strategies. Clinical evaluation, diagnostic testing and laboratory results used for the identification and classification of microorganisms will also be examined. In addition, students will investigate the characteristics of ill patients and pathogenic organisms that influence therapeutic protocols as well as analyze strategies for the management of antimicrobial resistance and infection control.

The Mind, Brain, and Behavior module is an integrated multidisciplinary overview of the major psychiatric disorders and diseases of the nervous system, including mood and psychotic disorders, visual/auditory disorders, cerebrovascular disease, brain tumors, neurodegenerative disorders, seizure disorders, and brain trauma. This module builds upon knowledge learned in the Structure/Function, Foundations and Neuroscience modules. Gross and histologic images will be reviewed and correlated with clinical findings. Disease etiology, clinical presentation, and evidence-based clinical management will be emphasized. Imaging techniques will be applied and compared with respect to the information they provide in the clinical analysis and treatment of these diseases. This module emphasizes the ongoing development of clinical reasoning skills, an understanding of the clinical-pathologic correlations of the diseases, and skills of critical judgment based on evidence.

The Cardiovascular, Pulmonary and Renal module is an integrated multidisciplinary overview of major diseases of the heart, vasculature, lungs, kidney and lower urinary tract. This module builds upon knowledge learned in Year 1. Descriptions of the pathophysiological and histological processes associated with common cardiovascular, pulmonary and renal disease will be given through active lecture and case studies. Examples of other systems (e.g. endocrine) generating cardiopulmonary and renal disorders will be included. Disease etiology, clinical presentation, and evidence-based clinical management will be emphasized. Diagnostic techniques will be evaluated and compared with respect to the information they provide in the clinical analysis and treatment of these diseases.

The Hematology/Oncology Systems module is an integrated multidisciplinary overview of major diseases and abnormalities of red and white blood cells, lymph nodes, spleen and thymus, bleeding and clotting disorders, and therapeutic agents for neoplastic processes as a whole. This module reviews basic principles and characteristics of neoplasia and builds upon knowledge learned during Year 1. Disease etiology, clinical presentation, and evidence-based clinical management will be emphasized. Gross and microscopic images will be reviewed and correlated with clinical findings. Laboratory studies pertinent to diagnosis, prognosis, and therapy selection will be discussed. Imaging techniques will be applied, as applicable, and compared with respect to the information they provide in the clinical analysis and treatment of these diseases and abnormalities. The educational format will include active lectures, slide review sessions, case-based discussions, laboratory results review sessions, question/quiz-based sessions, and a final review session.
GMED G680 - Musculoskeletal/Dermatology/Rheumatology Systems (2 Credits)
Focuses on the pathology, pathophysiology, signs and symptoms, diagnostic methods, and drugs used for the treatment of disorders related to these organ systems. This module emphasizes the ongoing development of clinical reasoning skills, an understanding of the clinical-pathologic correlations of the diseases, and skills of critical judgment based on evidence. Diagnostic methods and procedures, their indications, contraindications, and complications will be discussed. An understanding of ethical, psychosocial, and cultural factors that affect patient behavior and influence treatment plans will be integrated into the topics presented in this module.

GMED G685 - Gastrointestinal/Hepatic Systems (3 Credits)
The GI and Hepatic Systems Module focuses on the pathology, pathophysiology, signs and symptoms, diagnostic methods, and drugs used for the treatment of disorders related to these systems. This module emphasizes the ongoing development of clinical reasoning skills, an understanding of the clinical-pathologic correlations of the diseases, and skills of critical judgment based on evidence. Diagnostic methods and procedures, their indications, contraindications, and complications will be discussed. An understanding of ethical, psychosocial, and cultural factors that affect patient behavior and influence treatment plans will be integrated into the topics presented in this module.

GMED G695 - Endocrine/Reproductive Systems (3 Credits)
The Endocrine and Reproductive Systems Module presents core concepts underlying the pathology, pathophysiology, signs and symptoms and pharmaceutical principles of treatment related to the endocrine and reproductive systems. This module emphasizes the ongoing development of clinical reasoning skills, an understanding of the clinical-pathologic correlations of diseases and skills of critical judgment based on scientific evidence. Diagnostic methods and procedures, their indications, contraindications, and complications are discussed. Additionally, an understanding of ethical, psychosocial, and cultural factors that impact patient behavior and influence treatment plans are integrated into the module topics.

GMED G697 - Culinary Medicine: Disease Prevention and Treatment (0 Credits)
The Culinary Medicine Elective prepares future physicians to become frontline advocates for healthy lifestyle behaviors in their patients and communities through the effective application of Lifestyle Medicine principles. Students will learn how to effectively use evidence-based Lifestyle Medicine to prevent and treat chronic diseases that include obesity, type 2 diabetes, hypertension, cardiovascular disease, and some forms of cancer. This will be a voluntary, not-for-credit elective which meets 1-2 times per module in M2 year.

GMED G698 - Culinary Medicine: Foundations of Patient Care (0 Credits)
The Culinary Medicine Elective prepares future physicians to become frontline advocates for healthy lifestyle behaviors in their patients and communities through the effective application of Lifestyle Medicine principles. Students will learn how to effectively use evidence-based Lifestyle Medicine to prevent and treat chronic diseases that include obesity, type 2 diabetes, hypertension, cardiovascular disease, and some forms of cancer.

GMED G699 - Research Elective (0 Credits)
The Summer Research Elective provides an opportunity for rising M2 students to engage in clinically relevant research throughout the Health Sciences Center at Prisma Health. Enrollment and subsequent completion of this zero credit course will be recorded on the Fall Semester transcript of the M2 academic year. Enrollment in the Summer Research Elective requires completion of the "Summer Research Elective Approval Form" and subsequent approval by the course director. The form will require student to have identified a research mentor within the Health Sciences Center at Prisma Health, agreed upon a research project and developed a timeline and goals for the project (*if the research mentor is not a member of the Dept. of Biomedical Sciences, the student must identify a secondary advisor within the Dept. of Biomedical Sciences). Students will be required to write a short research proposal outlining their plan and expectations of their summer research experience at the start of the summer. The Summer Research Elective will be offered to rising M2 students between the end of their M1 year and beginning of their M2 year. The time commitment will be a minimum of 120 hours to be completed in approximately 8 weeks over the summer. These hours must be documented and can include time spent completing research efforts (i.e. lab bench, data analysis, chart review, etc.). Students will be divided into 5 groups and assigned an HSC Librarian to meet with at least once during the summer. The student will be expected to present their research findings as an oral/poster presentation at the Annual BMS Summer Research Symposium or approved venue if there is an unavoidable conflict. The student will also be required to complete a research abstract of their efforts upon completion of the elective.

GMED G703 - Integrated Practice of Medicine III (1 Credit)
The Integrated Practice of Medicine modules are part of a longitudinal multi-year curriculum that prepares students for the multi-faceted aspects of clinical medicine including application of basic science knowledge, clinical proficiency in physical diagnosis, diagnostic testing and fundamental therapeutic procedures, patient interactions, population health, effective communication skills, behavioral and social considerations, team-based health care delivery, ethical issues, professionalism, lifelong learning, research and evidence-based practice. In the IPM-3 module, the curriculum is designed to facilitate the students’ transition into the real world of health care delivery as practicing professionals. Building on clinical experiences via third-year clerkships, students discuss the importance and application of topics such as quality and risk management, partnering with other professionals for better patient care such as medical-legal partnerships, advanced diagnostics, lifestyle medicine, and medical practice in the context of societal challenges. Students will further their understanding of identifying and managing stress, work life balance between professional and personal obligations. Students will engage in discussions with patient panels representing underserved and vulnerable populations, learn how to minimize medical errors through effective communication tools and identify opportunities for health care system professional leadership. Students will participate in discussion surrounding current health care policy issues and national health crisis content such as substance use issues. Students will demonstrate proficiency in maintenance of competency in basic and advanced procedural skills and promote professional growth through refining their curriculum vitae preparation for residency applications.
**GMED G705 - Recovery Coaching for Addiction (2 Credits)**
The elective will provide an opportunity for medical students to learn more about addiction and recovery and to apply the principles of motivation interviewing to all patients who are in need of behavior change to improve health. Students will be required to 1) Complete a 40 hours training by the Jones Solution Academy in order to become a Recovery Coach. Students are STRONGLY encouraged to volunteer as a Recovery Coach for FAVOR Greenville upon completion of the elective. 2) Attend meetings at Alcoholics Anonymous, Narcotics Anonymous and Al-Anon and write a reflection on one. 3) Attend group activities at FAVOR Greenville. 4) Observe GHS acupuncturist. 5) Attend sessions at The Pavilion. 6) Take all surveys that are part of the Elective course.

**GMED G740 - Gender and Sexuality in Clinical Settings (2 Credits)**
This elective is designed to provide fourth-year students with the opportunity to develop greater breadth and depth of knowledge to allow them to better address gender and sexuality issues with their patients. Students will receive instruction on the concepts, theories, and psychosocial aspects of gender identity, sexual attraction, sexual functioning, and treatment of sexual dysfunction. Students will examine their own beliefs and assumptions that affect their reactions to gender-identity and sexuality-related issues in patients, and will be guided as to how to take a sexual history and offer psychosocial intervention for patients’ sexuality-related concerns. The course has reading requirements and other assigned work, as well as mandatory class meeting times. Students are expected to be self-motivated and committed to self-examination in their approach to this course.

**GMED G755 - Leadership in Medicine (2 Credits)**
This elective is designed to provide students with the opportunity to develop greater breadth and depth of knowledge in the principles of leadership. Students will receive instruction on the concepts, theories, and applications of leadership in medicine. Students will examine their own strengths and weaknesses, personality styles, and values as each pertains to their effectiveness as leaders. The course has reading requirements and other assigned work, including a project, as well as a small set of mandatory class meeting times. Students are expected to be self-motivated and committed to self-examination in their approach to this course.

**GMED G770 - Novel Coronavirus Elective (2 Credits)**
All students will be required to complete the COVID-19 training modules developed by the American College of Physicians and the World Health Organization. Students will also have articles assigned each week as mandatory reading during the two week rotation. These articles will be discussed between faculty moderators and students in a weekly journal club discussion, conducted as a web conference or a conference call with IPM and BMS faculty.

**GMED G780 - Health Psychology (2 Credits)**
This 2-week course will focus on the psychological and physiological aspects of health, including the systems involved in chronic and acute stress responses and how they relate to chronic illness, different body systems (neurological, reproductive, cardiac, gastrointestinal, immunological), pain, memory, sleep, nutrition, and addictive behaviors, with an emphasis on prevention and methods of changing related behaviors. This course will offer opportunities for students to develop novel ways to integrate theory and research on stress and illness with advances in the science of health and wellness, with the purpose of translating current research to future applications in a clinical environment. In addition, medical student stress, including transitioning from medical school to residency, and the strategies/coping skills that can be used to ease that transition, will be discussed. Students will apply their knowledge through online synchronous and asynchronous discussions, journal article review, development of a public service announcement geared toward the community, and a final project/presentation which applies health psychology concepts to the area of their choice. Active self-assessment of health will be a learning tool for this course, and application of health psychology concepts to development of resiliency and prevention of burnout in physicians will be a focus.

**GMED G801 - Integrated Practice of Medicine IV (4 Credits)**
The Integrated Practice of Medicine modules are part of a longitudinal multi-year curriculum that prepares students for the multi-faceted aspects of clinical medicine including application of basic science knowledge, clinical proficiency in physical diagnosis, diagnostic testing and fundamental therapeutic procedures, patient interactions, population health, effective communication skills, behavioral and social considerations, team-based health care delivery, ethical issues, professionalism, life-long learning, research and evidence-based practice. In the IPM-4 module, the curriculum is designed to facilitate the students’ transition into the first year of residency and the real world of health care delivery. In the second half of the fourth year, students experience a required Intensification Month split into two separate phases: 1) a two week “Core” required by all students; and 2) a two week “Specialty” specific phase which places students into tracts based on their stated clinical specialty. Within these four weeks, students receive applied information that will directly influence their residency experience, including residency specific topics, health care delivery systems and administrative topics. Students will apply skills to function as an effective patient care partner with peers and other professionals, refine clinical skills in interpreting advanced images, studies and challenging communications surrounding patient death. Students will further their foundational skills in identifying and coping with stress, behavior changes, and effectively managing personal and professional expectations.

**GMED G805 - Survey of Culinary Medicine (4 Credits)**
The M4 Culinary Medicine Elective prepares future physicians to effectively work with patients and communities through enhanced Culinary Medicine knowledge and counseling skills, along with cooking techniques, to prevent and treat chronic diseases that include obesity, type 2 diabetes, hypertension, cardiovascular disease, and some forms of cancer. This will be a 4-week, 4 credit hour elective which will meet at least twice per week in person (i.e. classroom and kitchen) and twice per week virtually.
GMED G810 - Academic Medicine - Research (longitudinal) (4 Credits)
A description of project, detailing your study and what you wish to accomplish during this elective must be submitted to the Course Director. This proposal should include background information, a research question, the methods that will be employed, and the expected outcomes and analytic methods that will be used. Specific details of the student role in the proposed project should be outlined. Approved projects will be assigned a faculty mentor.

GMED G815 - Academic Medicine - Teaching (longitudinal) (4 Credits)
This elective is designed to provide fourth-year students with the opportunity to cultivate their teaching skills in order to better prepare them for residency. Students will meet with various faculty during the rotation to receive information on how to refine their teaching skills, with topics such as curriculum development, how to prepare a lecture, bedside teaching, how to give and receive feedback, and how to teach a difficult topic. Students will also develop learning sessions using various teaching methods for junior medical students under the guidance of a faculty mentor. Students may elect to work with biomedical science or clinical faculty. The course has reading requirements. Students are expected to be self-motivated and committed in their approach to this course.

GMED G820 - Global Health (4 Credits)
Student may select from AAMC Global Health Learning Opportunities offering or submit their own proposed experience which would need approval by the Course Director (Dr. Jeremy Byrd) and approval from the University of South Carolina Study Abroad Office.

GMED G825 - Health Policy and Advocacy (longitudinal) (4 Credits)
The purpose of this course is to provide learners with an exposure to the macro level health policy framework, tensions, and influences and to provide students with opportunities to work in the community and to develop and implement advocacy skills. Learners will engage in observational experiences in community health advocacy settings. Based on interests, students can be tracked into pediatric, adult, or combined focus community settings. Students are introduced to the principles of health policy and community advocacy through a series of readings, reflections, selected required conferences and web-based learning. In addition, students participate in service-based learning opportunities with community partners in the Greenville area. Each student must complete a community mapping or other approved advocacy project. Additionally, as part of the elective requirement, students will meet with individual physicians in selected GHS clinical departments to ascertain prevailing policy questions and advocacy interests. Findings from physician feedback will be incorporated into a final project and will inform relevant health policy and advocacy topics for future learners. The goal of this elective is to equip students with the skills to be effective and engaged leaders in community advocacy and influencers in health policy. The majority of the coursework should be done during the assigned block.

GMED G830 - Medical Spanish (longitudinal) (4 Credits)
This is a 4 week elective that can be blocked into a 4 week segment or completed longitudinally. Students will have complete an online Medical Spanish proficiency course. Student will learn how to communicate in Spanish regarding a number of systems: cardiovascular, pulmonary, gastrointestinal, obstetrics and gynecology, psychiatry, musculoskeletal, neurology, prevention, immunizations, and screenings. In addition, students will learn how to take a history, perform physical examinations, ask review of systems, and inform patients of the necessary diagnostic evaluations. Students are required to complete an online medical Spanish course, attend lectures or online learning sessions, participate in formative weekly interviews, submit weekly history and physical examination write-ups, and observe interpreters in various settings. Students will work with a faculty mentor and/or interpreter to develop an OSCE station on a common diagnosis at the conclusion of their rotation. The majority of the coursework should be done during the assigned block.

GMED G835 - Advanced Studies in Clinical Anatomy (4 Credits)
The Advanced Studies in Clinical Anatomy elective is designed to allow 4th year medical students the opportunity to revisit a region of anatomy that will be relevant to their future career plans while expanding their teaching knowledge and skills via participation in the module ‘Structure and Function of the Human Body’. Teaching experience includes delivery of briefing sessions, production of multimedia presentations, interactive small group supervision during laboratory and in-class sessions, preparation and review of prosections, and organization of informal practical and course examination sessions.

GMED G840 - Gender and Sexuality in Clinical Settings (2 Credits)
This elective is designed to provide fourth-year students with the opportunity to develop greater breadth and depth of knowledge to allow them to better address gender and sexuality issues with their patients. Students will receive instruction on the concepts, theories and psychosocial aspects of gender identity, sexual attraction, sexual functioning and treatment of sexual dysfunction. Students will examine their own beliefs and assumptions that affect reactions to gender-identify and sexuality-related issues in patients, and will be guided as to how to take a sexual history and offer psychosocial intervention for patients' sexuality-related concerns. The course has reading requirements and other assigned work, as well as mandatory class meeting times. Students are expected to be self-motivated and committed to self-examination in their approach to this course.
GMED G845 - High Value, Cost Conscious Healthcare and Quality Improvement (4 Credits)
The elective is to provide an opportunity to 4th year medical students to participate in high value healthcare system improvements in order to prepare them to be an effective participant and leader in healthcare transformation as a resident and practicing physician. The elective is structured around the following experiences and activities: 1) Seminars: learning and discussion regarding high value healthcare including healthcare waste, quality, cost, and patient experience. Faculty both within the Greenville Health System and the community will participate. 2) Observational participation in various Greenville Health system initiatives which are dedicated to quality and value improvement (these would include committee meetings). 3) Longitudinal mentorship: The course director will facilitate student discussion regarding observations of healthcare waste or value improvement that occurs during M3 and M4 rotations and during exposure to seminars and quality and value initiatives. 4) Project development: Based on these discussions, each student will identify an improvement opportunity based on their experiences during their clerkships. They will then work with their mentor to develop a novel intervention to improve care and/or reduce costs. It is anticipated that these ideas will form the foundation for QI projects.

GMED G850 - Substance Use Disorder and Recovery (2 Credits)
The elective will provide an opportunity for medical students to learn more about substance use disorder (SUD) and recovery and apply the principles of motivational interviewing to all patients who are in need of behavior change to improve health. Students will complete Recovery Coach Training with FAVOR Greenville. Additional educational components include educational modules delivered by national experts, a book discussion around care redesign for SUD and Recovery and selected educational modules at the course directors discretion.

GMED G855 - Leadership in Medicine (2 Credits)
This elective is designed to provide fourth-year students with the opportunity to develop greater breadth and depth of knowledge in the principles of leadership. Students will receive instruction on the concepts, theories, and applications of leadership in medicine. Students will examine their own strengths and weaknesses, personality styles, and values as each pertains to their effectiveness as leaders. The course has reading requirements and other assigned work, including a project, as well as a small set of mandatory class meeting times. Students are expected to be self-motivated and committed to self-examination in their approach to this course.

GMED G860 - Innovation Translation (4 Credits)
Provide students with exposure to a real world working environment within the designated “innovation engine” of a large healthcare delivery system. Student will enhance critical thinking skills by participating in the evaluation, due diligence, and vetting of new intellectual property and industry engagement opportunities. Student may be exposed to a wide spectrum of executive-level professionals directly tied to new and existing innovation opportunities from new clinical opportunities to economic development projects.

GMED G865 - Medical Legal Partnership (2 Credits)
This 2-week elective is designed for fourth year medical students to give an insight to the medical legal partnership associated with Prisma Health. Students will have the opportunity to be involved with both pediatric and geriatric patients that are involved with the medical legal partnership. Students will learn how legal issues impact a patient’s overall health and how the MP can help patients. Students can learn how to navigate the MLP as future physicians. Student will have the opportunity to go to court and work alongside both doctors and attorneys involved with the MLP. Students will learn how community health can impact the individual patient and learn how to deliver quality care. At the end of the two weeks student will present on a topic/patient.

GMED G870 - Novel Coronavirus Elective (2 Credits)
All students will be required to complete the COVID-19 training modules developed by the American College of Physicians and the World Health Organization. Students will also have articles assigned each week as mandatory reading during the two week rotation. These articles will be discussed between faculty moderators and students in a weekly journal club discussion, conducted as a web conference or a conference call with IPM and BMS faculty.

GMED G875 - Biological Rhythms (2 Credits)
This 2-week module will explore biological rhythms and their influence on human health and disease. An overview of biological rhythms, including the cellular, molecular, and systems basis of cognitive, behavioral, psychological and physiological rhythms will be explored. Emphasis will be placed on the application of knowledge, gained through readings from current literature, journal article reviews, discussion boards, a concept integration assignment, and a final application project to apply biological rhythms research to the area of the student’s choice. Human circadian systems and the influence of our brain’s biological clock on health, mental health, and disease will be considered in depth, with a focus on chronotherapeutics and sleep medicine. Active self-assessment of biological rhythms will be a learning tool for this course, and application of biological rhythm concepts to future patients and the clinical environment will be explored.

GMED G880 - Health Psychology (2 Credits)
This 2-week course will focus on the psychological and physiological aspects of health, including the systems involved in chronic and acute stress responses and how they relate to chronic illness, different body systems (neurological, reproductive, cardiac, gastrointestinal, immunological), pain, memory, sleep, nutrition, and addictive behaviors, with an emphasis on prevention and methods of changing related behaviors. This course will offer opportunities for students to develop novel ways to integrate theory and research on stress and illness with advances in the science of health and wellness, with the purpose of translating current research to future applications in a clinical environment. In addition, medical student stress, including transitioning from medical school to residency, and the strategies/coping skills that can be used to ease that transition, will be discussed. Students will apply their knowledge through online synchronous and asynchronous discussions, journal article review, development of a public service announcement geared toward the community, and a final project/presentation which applies health psychology concepts to the area of their choice. Active self-assessment of health will be a learning tool for this course, and application of health psychology concepts to development of resiliency and prevention of burnout in physicians will be a focus.

GMED G899 - Away Rotation in Research (2-4 Credits)
Research elective at another institution.
**Medicine Clinical (MEDI)**

**MEDI G700 - Internal Medicine Clerkship (8 Credits)**
During the Internal Medicine Clerkship, students will gain exposure to both the inpatient and outpatient practice of Internal Medicine. The rotation is designed to help develop the student's clinical skills and to direct his or her approach to patient care towards a problem-oriented frame. Also, through active participation, the student should observe the diagnostic process as it unfolds and develop his/her own method of evaluating clinical problems. During the inpatient portion of the clerkship, patients admitted to the hospital are assigned to the students for history taking and physical examination. Students then participate in diagnostic and therapeutic decisions concerning their patients and follow them throughout their hospital stay. Students are responsible for daily notes and orders under the supervision of the residents and the attending physician on the service. Students on the Internal Medicine Clerkship will also participate in one week of outpatient/ambulatory care at regional Internal Medicine practices. Formal didactic sessions are offered frequently throughout the IM Clerkship, which include formal lectures and case studies specifically for third-year medical students as well as the Department of Medicine's noon-time conferences and grand rounds presentations. During their time with the inpatient wards team, students will also actively participate in daily morning rounds. Weekend work hours are included during the inpatient portion of the clerkship; other weeks are typically confined to weekdays. The conclusion of the clerkship will include assessments via the Internal Medicine NBME subject examination and an Objective Structured Clinical Evaluation (OSCE).

**MEDI G701 - Clerkship Completion (0 Credits)**
This course allows completion of required M-III Clerkships where normal enrollment for those courses crosses academic years. It is valued at zero credits to reflect enrollment, but all graded material is taken into account in the G700 clerkship grade. Successful completion of required hours results in a passing grade.

**MEDI G710 - Outpatient Cardiology (2 Credits)**
Students are assigned to work one on one with a cardiologist in a private office setting. Depending on comfort level of students and supervising attending cardiologist, the student may be expected to independently perform history and physical exam and then present the patient to the attending cardiologist. Other patients will be observed with the attending cardiologist present. There will be review sessions with an attending to review all interpretations of EKGs. At these sessions, students receive ongoing instruction in electrocardiography, as well as reading assignments. Other graphics, included M Mode echocardiography, 2-D echocardiography, and phonoechocardiography, color Doppler and angiograms are also included to a lesser degree.

**MEDI G715 - Pulmonology Teaching Service Elective (2 Credits)**
This elective is designed to give students exposure to the evaluation and management of patients with pulmonary disease. Emphasis is placed on differential diagnosis of various clinical and radiologic problems in pulmonary disease. The use and interpretation of pulmonary function tests as well as the role of bronchoscopic and other diagnostic procedures will be reviewed. Students will have the opportunity to observe bronchoscopy.

**MEDI G720 - Internal Medicine Critical Care Elective (2 Credits)**
This elective presents students the opportunity to manage critically ill patients in the Intensive Care Unit. Together with their teams, students take in-house overnight call every fifth night, usually admitting 2-3 new patients each call night with maximum census of 6-8 patients for ongoing care. Patient load may be adjusted as needed based on student comfort and patient complexity. Students evaluate all assigned patients, completing and recording the medical interview, physical examination, diagnostic assessment, and management plan. Students reevaluate their impressions on daily rounds and in teaching conferences with the Pulmonary/Critical Care faculty. Students will also have the opportunity to observe bronchoscopy.

**MEDI G725 - Infectious Disease Elective (2 Credits)**
This course is offered as a consultative rotation in clinical Infectious Disease. Students are assigned to work with the attendings and usually one PGYII or III Internal Medicine resident as related to hospitalized and ambulatory patients. The student will be responsible for first patient contact with patients referred to the Infectious Disease consult service. These patients will then be presented to the resident and the faculty. The student will be responsible for recording the history, physical and orders with countersignature by the resident and faculty. There is a biweekly Infectious Disease clinic which the student will also be expected to attend.

**MEDI G730 - Hematology/Oncology Elective (2 Credits)**
Student will be paired with preceptors in a busy consultative hematology/oncology practice involving inpatient and outpatient diagnosis and treatment. Patients with hematological neoplasms, immunohematological problems including blood banking problems, clotting difficulties, various cytoposes and cytopenias, and patients undergoing plasmapheresis for a variety of disorders are evaluated and discussed. The student will also be exposed to and be involved in various aspects related to all stages in the diagnoses and management of malignant disorders. The student can expect to attend daily Internal Medicine conferences. At the conclusion of the rotation, the student should be able to reasonably approach a patient with various cytoposes, clotting disorders and hematological neoplasms as well as solid tumors.

**MEDI G735 - Nephrology Elective (2 Credits)**
The medical student will round daily with the attending physician; all aspects of nephrology and hypertension will be discussed. Acid base electrolytes, water metabolism and other subjects of interest will be discussed daily by the attending. The format of these discussions will be on a one-to-one basis with preassigned topics. The student will be in inpatient and outpatient settings, where under supervision, they will be able to examine urinary sediments. The student will evaluate both inpatients on various specialty services and outpatients on the Nephrology Consultation Service. The student will present and discuss these patients with staff attending nephrologists and be guided to the appropriate reading on topics related to these patients.

**MEDI G740 - Gastroenterology and Hepatology Elective (2 Credits)**
The Gastroenterology and Hepatology medical student elective will involve the student seeing general GI and liver patients in an outpatient setting and also watching endoscopic procedures (EGD colonoscopy, etc) performed by a gastroenterologist. The student may have additional involvement in inpatient consults.
MEDI G745 - Geriatrics Elective (2 Credits)
The Geriatrics and Palliative Medicine elective is designed to help the student expand on prior experiences to advance knowledge of common Geriatrics Syndromes and improve skills in Geriatric patient assessment. The student will have the opportunity to engage in patient care in a variety of settings including acute care, outpatient care and long term care facilities with a focus on frail elderly patients. By the end of the rotation, the student will be required to demonstrate skills in functional, cognitive and social assessment. We encourage opportunities for student research and participation in program development.

MEDI G750 - Rheumatology Elective (2 Credits)
This elective rotation is designed to provide students with an overview into rheumatic diseases such as various arthritides and connective tissue disorders. Diseases include, but are not limited to, rheumatoid arthritis, psoriatic arthritis, gout, osteoarthritis, lupus, scleroderma, vasculitis, inflammatory myositis. The student will observe, in an outpatient clinic setting, the stepwise approach into diagnosis and treatment of rheumatic disease. Emphasis will be placed on learning the basics of a musculoskeletal history and pertinent physical examination findings.

MEDI G755 - Dermatology Elective (2 Credits)
Second year medical students may choose to spend two weeks in a private dermatology office. The student will be assigned to follow a specific dermatologist in the group which may change on various weekdays, but the rotation consists of full days, Monday through Friday. When there is a GHS Dermatology Clinic, the student should be in attendance at that clinic rather than in the private office. Each student will follow their assigned dermatologist as he/she sees patients throughout the day. They will be expected to read about various dermatologic conditions observed during these times. Dermatology text books, journals and other reference materials will be made available. Students may be allowed to assist with minor surgeries and procedures. In addition to following the dermatologist, a core curriculum will be provided to familiarize the students with basic dermatologic terms and common dermatoses.

MEDI G760 - Community Private Practice Elective (2 Credits)
Introduction to community based primary care Internal Medicine including preventative medicine, chronic disease management and acute urgent care in an ambulatory setting.

MEDI G775 - Radiation Oncology Elective (2 Credits)
This elective is designed to acquaint the student with the practice of radiotherapy and fundamental basic science concepts that guide radiation oncologists in their clinical practice of medicine. An emphasis will be placed on clinical examination, review of radiology images and a general understanding of cancer particularly the indications and delivery of radiation therapy. The primary emphasis of the rotation will focus on issues that will be useful to any physician who may provide care for patients with a cancer diagnosis or patients with a personal history of cancer. While students may decide to pursue further training in this specialty after taking this elective, any student who already plans to pursue residency training in Radiation Oncology should contact the course director or another faculty member as early as possible in their medical education to express and further explore their interest given the highly competitive nature of matching in a radiation oncology residency program. Track 1: University-based Elective: This track is only offered in Greenville and is appropriate for all medical students especially for those students who expect to practice medicine in a university based system or intend to train in an oncologic sub-specialty of internal medicine, pediatrics, gynecology or surgery. Students performing this track can expect to attend a larger variety of multi-disciplinary conferences (e.g., Breast Cancer MDC Conference, Thoracic Oncology MDC, GI-Oncology and Melanoma MDC, Neuro-Oncology MDC, etc.) in addition to the weekly Cancer Conference/Tumor Board at GMH. Students in this track will work with a variety of staff physicians during their rotation. Track 2: Community-based Elective: The track is designed for students who wish to experience a broad overview of clinical radiation oncology practiced in the community setting. Elective sites for this track include either the GHS Cancer Institute’s Spartanburg or Seneca office locations depending on the student’s preference. The student will spend the elective working in radiation oncology seeing patients, performing simulation and treatment planning, and attending multidisciplinary conferences and tumor boards. Exposure to patients with many different types of cancer routinely treated in a community setting will be common during this elective. Students who select this track at the Spartanburg office would work primarily with Dr. Howes while those students who perform this rotation in Seneca would expect to work primarily with Dr. O’Connell.

MEDI G780 - Team-Based Primary Care Health (2 Credits)
This course provides opportunities to develop knowledge and skills in the comprehensive care of patients and their families who have traditionally had gaps in medical care and as an introduction to team based primary care. Students will identify challenges in care for adult patients who are in the uninsured, underinsured or Medicare/Medicaid population. Communication skills, shared decision-making, care coordination, family support interventions and management of acute and chronic medical conditions will be emphasized. The course will include time with members of the interdisciplinary team (pharmacy techs, dieticians, behavioral health providers, social workers, diabetic educators, financial counselor/Medicaid worker, as well as primary and subspecialty physicians and nurses). Students will engage in assessment, management recommendations for, and follow-up of patients, as well as a range of activities examining the clinical, ethical and research aspects of comprehensive care with efforts to overcome identified challenges. Requirements: Grand Rounds each Friday morning, and Case Management Component. For Case. Students will be required to pick one patient within the first 3 days of the elective to follow for a chronic illness. Required interaction will include a follow-up visit either in-person or by telephone at some point throughout the 2-week elective. A written summary of the case should be submitted to the Course Director by the last Friday of the Elective outlining how objectives of the course were met. (see canvas for further instructions).
MEDI G785 - Adult Palliative Care Elective (2 Credits)
This course provides opportunities to develop knowledge and skills in the comprehensive care of patients and their families during various stages of life-limiting illness. Students will be partnered with the palliative care team in the inpatient setting. Students will identify periods of transition in illness, as well as appropriate interventions. Communication skills, decision-making, care coordination, family support interventions and management of symptoms will be emphasized. The course will include didactic and clinical time with members of the interdisciplinary team (nursing, social work, chaplaincy, therapies). Students will engage in assessment, management recommendations for, and follow-up of patients, as well as a range of activities examining the clinical, ethical and research aspects of comprehensive palliative and end-of-life care.

MEDI G790 - Inpatient Cardiology Elective (2 Credits)
Students are assigned to work on the inpatient Cardiology Teaching Service at GMH. The Cardiology Teaching Service consists of medical students (M3 and/or M4), IM residents and an attending cardiologist. The student will be expected to complete history and physicals for new consultations and follow-up visits for existing patients. The student will be expected to follow 1-2 patients at the beginning of the elective and up to 5 patients by the end of the elective. They will be presenting patients during teaching rounds to the attending cardiologist. Common conditions that may be presented include, but are not limited to: NSTEMI, STEMI, CHF, arrhythmias (including AF, atrial flutter, VT/VF).

MEDI G800 - Medicine Inpatient (MTS) Acting Internship (4 Credits)
Students are assigned to work on an inpatient general medicine team, composed of one attending physician, one PGY-2 or PGY-3 resident, one to two PGY-1 residents, and at times third-year medical student(s). Acting interns care for patients as their primary caregivers, under the direct supervision of the upper level resident. Together with their teams, acting interns take in-house call every sixth night, admitting patients with all types of medical illnesses. Acting interns usually admit 2 to 3 new patients each night, with a maximum census of 6 to 8 patients for ongoing care. Patient load may be adjusted as needed based on student comfort and patient complexity. Acting interns evaluate all assigned patients, completing and recording the medical interview, physical examination, diagnostic assessment, and management plan. Acting interns re-evaluate their patients daily, reassessing their diagnoses and therapeutic plans. Acting interns present their patients and discuss their impressions on daily rounds with their attending. Acting interns learn to interpret laboratory data, chest x-rays, and electrocardiograms and to perform procedures such as central line placement, lumbar puncture, paracentesis, stress testing, and thoracentesis based on patient need and attending comfort. Clinical learning is supplemented by self-directed reading and required conferences. Acting interns will follow the schedule of their assigned attending Monday – Friday from 7am – 7pm and will be free of patient care duties Saturday and Sunday. This elective is intended to be 2 weeks, combined with the 2 week critical care elective; however, it can also be scheduled as a 4 week elective.

MEDI G801 - Hospitalist Acting Internship (2-4 Credits)
This elective provides an opportunity for fourth year medical students to work in close relationship with a currently practicing internal medicine hospitalist. The students will have the opportunity to care for ICU and floor patients while following the schedule of a hospitalist, and subsequently gain insight on the typical work life for internal medicine hospitalists. Students are assigned to a hospitalist each week. Acting interns care for patients as their primary caregivers, under the direct supervision of the attending. The acting intern will take in-house call and respond to rapid responses and codes per the attending’s schedule; they will admit patients with varying medical illnesses. Acting interns should admit 2-3 new patients per call day/night, with a maximum census of 6-8 patients for ongoing care. This patient load may be adjusted based on student comfort and patient complexity. Acting interns evaluate all assigned patients, completing and documenting the medical interview, physical exam, diagnostic assessment, and management plan. Acting interns re-evaluate their patients daily, reassessing their diagnoses and therapeutic plans. They will present their patients and discuss their impressions on daily rounds with their attending. Acting interns learn to interpret laboratory data, chest x-rays, and electrocardiograms and to perform procedures such as central line placement, lumbar puncture, paracentesis, stress testing, and thoracentesis based on patient need and attending comfort. Clinical learning is supplemented by self-directed reading and required conferences. Acting interns will follow the schedule of their assigned attending Monday – Friday from 7am – 7pm and will be free of patient care duties Saturday and Sunday. This elective is intended to be 2 weeks, combined with the 2 week critical care elective; however, it can also be scheduled as a 4 week elective.

MEDI G810 - Community Private Practice Elective (2-4 Credits)
Students are assigned to a general medicine office, where they act as primary caregivers for their patients under the direct supervision of a faculty physician. Students provide comprehensive care for patients in all stages of illness, including initial diagnosis of disease, chronic management of established medical problems, acute management of decompensated chronic disease, and followup after hospitalization. Students evaluate 8-10 patients everyday, completing and recording the medical interview, physical examination, diagnostic assessment, and management plan. Students present their patients and discuss their impressions in teaching conferences with the attending physician. Conferences include informal discussions, lectures, and grand rounds.
MEDI G815 - Cardiology Elective (2 Credits)
Students are assigned to work with a specific group of cardiologists. Students will be assigned specific patients to examine and follow hospitalized and ambulatory patients. It shall be the student's responsibility to record a history and physical examination on each assigned patient. History and physical findings will be presented to the attendings on rounds. Students will participate in rounds each day. There is an opportunity to observe procedures done on patients in the unit which include pacemaker insertion, cardioversion, hemodynamic monitoring, coronary angiography, and stress testing. The 20 bed Coronary Care Unit and 34 bed post-CCU offer excellent updated physical facilities for this experience. The Cardiac Clinic meets once each week and provides an opportunity to review the history and physical findings on a variety of cardiovascular problems. Considerable emphasis is placed on instruction and interpretation of electrocardiograms. The student is responsible for interpreting an average of 10 records a day. There will be a review session each day with one attending to review all interpretations of EKGs. At these sessions, students receive ongoing instruction in electrocardiography, as well as reading assignments. Other graphics, included M Mode echocardiography, 2-D echocardiography, and phonoechoangiography, color Doppler and angiograms are also included to a lesser degree.

MEDI G820 - Hematology/Oncology Elective (2 Credits)
Student will be paired with preceptors in a busy consultative hematology/oncology practice involving inpatient and outpatient diagnosis and treatment. Patients with hematological neoplasms, immunohematological problems including blood banking problems, clotting difficulties, various cytoses and cytopenias, and patients undergoing plasmapheresis for a variety of disorders are evaluated and discussed. The student will also be exposed to and be involved in various aspects related to all stages in the diagnoses and management of malignant disorders. The student can expect to attend daily Internal Medicine conferences. At the conclusion of the rotation, the student should be able to reasonably approach a patient with various cytopenias, clotting disorders and hematological neoplasms as well as solid tumors.

MEDI G825 - Infectious Disease Elective (2 Credits)
This course is offered as a consultative rotation in clinical Infectious Disease. Students are assigned to work with the attendings and usually one PGYII or III Internal Medicine resident as related to hospitalized and ambulatory patients. The student will be responsible for first patient contact with patients referred to the Infectious Disease consult service. These patients will then be presented to the resident and the faculty. The student will be responsible for recording the history, physical and orders with countersignature by the resident and faculty. There is a biweekly Infectious Disease clinic which the student will also be expected to attend. At the end of this rotation the student should be able to discuss and understand the appropriate use of antibiotic therapy. They should be able to understand the common entities in Infectious Disease such as FUO, hepatitis, STD, septicemia, osteomyelitis, endocarditis, AIDS, postoperative wound infections, etc.

MEDI G830 - Medicine Critical Care (2 Credits)
Manage critically ill patients in the Intensive Care Unit. Together with their teams, students take in-house overnight call every fifth night, usually admitting 2-3 new patients each call night with maximum census of 6-8 patients for ongoing care. Patient load may be adjusted as needed based on student comfort and patient complexity. Students evaluate all assigned patients, completing and recording the medical interview, physical examination, diagnostic assessment, and management plan. Students reevaluate their impressions on daily rounds and in teaching conferences with the Pulmonary/Critical Care faculty. Students learn to interpret sputum samples, chest x-rays, arterial blood gases, and tests of ventilation and gas exchanges. Students learn to perform diagnostic and therapeutic procedures, which include thoracentesis, central line placement, arterial line placement, intubation, ventilator management. Students will also have the opportunity to observe bronchoscopy.

MEDI G835 - Nephrology Elective (2 Credits)
The medical student will round daily with the attending physician; all aspects of nephrology and hypertension will be discussed. Acid base electrolytes, water metabolism and other subjects of interest will be discussed daily by the attending. These would take the format of discussion on a one-to-one basis with preassigned topics. The student will be in inpatient and outpatient settings, where under supervision, they will be able to examine urinary sediments. Reprints on topics discussed will be distributed; adequate time will be provided for the student to prepare the topic.

MEDI G840 - Rheumatology Elective (2 Credits)
This elective rotation is designed to provide students with an overview into rheumatic diseases such as various arthritis and connective tissue disorders. Diseases include, but are not limited to, rheumatoid arthritis, psoriatic arthritis, gout, osteoarthritis, lupus, scleroderma, vasculitis, inflammatory myositis. The student will observe, in an outpatient clinic setting, the stepwise approach into diagnosis and treatment of rheumatic disease. Emphasis will be placed on learning the basics of a musculoskeletal history and pertinent physical examination findings.

MEDI G845 - Pulmonary Teaching Service Elective (2 Credits)
Prescribe respiratory therapy for hospitalized and ambulatory patients; interpret tests of ventilation and gas exchange; examine and interpret stained sputum for bacteriology; examine and interpret unstained sputum for nonmalignant cytology; perform diagnostic procedures including thoracentesis and pleural biopsy; students will also have the opportunity to observe bronchoscopy.

MEDI G850 - Dermatology Elective (2 Credits)
Fourth year medical student may choose to spend two weeks in a private dermatology office. The student will be assigned to follow a specific dermatologist in the group which may change on various week days, but the rotation consists of full days, Monday through Friday. When there is a GHS Dermatology Clinic, the student may attend at that clinic rather than in the private office. Each student will follow their assigned dermatologist as he/she sees patients throughout the day. They will be expected to read about various dermatologic conditions observed during these times. Dermatology text books, journals and other reference materials will be made available. Students may be allowed to assist with minor surgeries and procedures. In addition to following the dermatologist, a core curriculum will be provided to familiarize the students with basic dermatologic terms and common dermatoses.
MEDI G855 - Gastroenterology and Hepatology Elective (2 Credits)
The Gastroenterology and Hepatology medical student elective will involve the student seeing general GI and liver patients in an outpatient setting and also watching endoscopic procedures (EGD, colonoscopy, etc) performed by a gastroenterologist. The student may have additional involvement in inpatient consultations.

MEDI G865 - Endocrinology Elective (2 Credits)
The endocrine elective will expose the student to a comprehensive spectrum of endocrine conditions, including type 1 and type 2 diabetes and their complications, thyroid disorders, conditions affecting both male and female reproduction, obesity, adrenal and pituitary gland disease, neuroendocrine tumors and their associated syndromes, and conditions involving bone and calcium metabolism. The elective will be primarily outpatient with some inpatient consultations.

MEDI G870 - Medicine-Pediatrics Community Practice (2 Credits)
The focus of this elective is for the medical student to gain exposure to the practice of Internal Medicine and Pediatrics in a community setting. Students will perform well child and adolescent care and well as adult preventative medicine. Students participate in initial diagnosis of disease, chronic management of established medical problems, acute management of decompensated chronic disease, and followup after hospitalization. Students evaluate patients every day, completing and recording the medical interview, physical examination, diagnostic assessment, and management plan. Students present their patients and discuss their impressions with the attending physician. The goal of this elective is for the medical student to have not only an overview of combined Internal Medicine and Pediatrics practice but also to have an understanding of the challenges and rewards that come with providing comprehensive medical care for patients.

MEDI G875 - Radiation Oncology Elective (2-4 Credits)

MEDI G885 - Geriatrics Elective (2 Credits)
The Geriatrics elective is designed to help the student expand on prior experiences to advance knowledge of common Geriatrics Syndromes and improve skills in Geriatric patient assessment. The student will have the opportunity to engage in patient care in variety of settings including acute care, outpatient care and long term care facilities with a focus on frail elderly patients. By the end of the rotation, the student will be required to demonstrate skills in functional, cognitive and social assessment.

MEDI G890 - Advanced Physical Exam Series (2 Credits)
The Advanced Physical Exam Skills course is a 2-4 week workshop offered to fourth-year medical students who are interested in developing a deeper understanding of how to use the physical exam to influence medical decision making. The course combines interactive lectures, physical exam rounds, materials for personal study, and a final assessment. The lectures focus on learning the pathophysiology, diagnostic characteristics, and clinical significance of different exam maneuvers. The physical exam rounds allow for immediate skills practice. Special lectures focus on diagnostic error and how to analyze literature about diagnostics. Articles pertinent to the topics are distributed prior to lectures. A pre-and-post assessment will be given to measure improvement in knowledge and mastery of concepts.

MEDI G895 - Adult Palliative Care Elective (2 Credits)
This course provides opportunities to develop knowledge and skills in the comprehensive care of patients and their families during various stages of life-limiting illness. Students will identify periods of transition in illness, as well as appropriate interventions. Communication skills, decision-making, care coordination, family support interventions and management of symptoms will be emphasized. The course will include didactic and clinical time with members of the interdisciplinary team (nursing, social work, chaplaincy, therapies). Students will engage in assessment, management recommendations for, and follow-up of patients, as well as a range of activities examining the clinical, ethical and research aspects of comprehensive palliative and end-of-life care.

MEDI G899 - Internal Medicine Away Rotation (4 Credits)
The student will complete an intensive study of Internal Medicine at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.

Neurology (NEUR)

NEUR G710 - Focus in Neurology Elective (2 Credits)
The M3 2 week elective for neurology is designed to allow students to deepen their exposure to neurology in a specific area of their interest. The elective is appropriate for students who are either considering pursuing neurology as a career or for students who would like to strengthen their skills in the field. The elective will be individualized to the specific needs and interest of the student. Opportunities for the elective include inpatient and outpatient exposures or focused experiences in a specific subspecialty such as stroke etc.

NEUR G810 - Advanced Focus in Neurology (2-4 Credits)
The M4 2 week elective for neurology is designed to allow students to deepen their exposure to neurology in a specific area of their interest. The elective is appropriate for students who are either considering pursuing neurology as a career or for students who would like to strengthen their skills in the field. The elective will be individualized to the specific needs and interest of the student. Opportunities for the elective include inpatient and outpatient exposures or focused experiences in a specific subspecialty such as stroke etc. Upon completion of the elective, students will be expected to perform at the level of a first year neurology resident.

NEUR G815 - Neurological Critical Care (2,4 Credits)
This is a 2 or 4-week course on the Neurocritical Care service. Students will work alongside a Neuro ICU attending, Neuro ICU Advanced Practice providers and other residents on the service. Students will train in the evaluation of patients with acute brain injury and the concepts of managing critically ill patients with neurological disease. Students are evaluated on the 6 core competencies: Patient care, medical knowledge, Interpersonal & Communication skills, Practice—based learning and Improvement, Professionalism and Systems-Based Practice. Students will attend the scheduled weekly vascular neurology conferences, didactic ICU presentations and will have assigned reading, over the course of this rotation. Students should be expected to work one Saturday day shift during the rotation.

NEUR G899 - Neurology Away Rotation (4 Credits)
The student will complete an intensive study of Neurology at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.
Neuropsychiatry (NPSY)

NPSY G700 - Neurology and Psychiatry Clerkship (8 Credits)
The Neurology & Psychiatry Clerkship is designed to teach students the skills that are required for any competent physician regardless of specialty. Half of the clerkship will be within Psychiatry and the other half within Neurology, as described below. Throughout the entire clerkship, the formal didactic curriculum will build from the M1 and M2 knowledge of neurosciences and will include case-based clinical education. At the conclusion of the clerkship, students will be expected to demonstrate ability in conducting an appropriate evaluation/examination, obtaining a history, and developing referral and treatment plans of patients at the level expected of a general medical practitioner, as well as demonstrate ability to localize the lesion and develop a differential diagnosis. The conclusion of the clerkship will include assessments via the Psychiatry and Neurology NBME subject examinations and a combined Objective Structured Clinical Evaluation (OSCE). The Psychiatry portion of the clerkship will incorporate both inpatient and outpatient experiences including exposure to areas integral to the optimal management of psychiatric diseases, both in the inpatient and outpatient settings. In addition to rotational exposure, students will have required experiences at an AA meeting and in electroconvulsive therapy. None of the required Clinical Psychiatry portion of the clerkship will fall on a weekend. The Neurology portion of the clerkship will incorporate both inpatient and outpatient experiences including exposure to areas integral to the optimal management of neurological disease such as rehabilitation, palliative care, and neurosurgery. Students will work with inpatient neurology, including time with both the Neuro ICU and the inpatient consult service, as well as outpatient neurology. Students should note that the inpatient neurology component will conclude with Saturday and Sunday work hours. During the Neurology portion of the clerkship, students will also work one day on either neuro-rehab, neuro pain-management, or neurosurgery.

NPSY G701 - Clerkship Completion (0 Credits)
This course allows completion of required M-III Clerkships where normal enrollment for those courses crosses academic years. It is valued at zero credits to reflect enrollment, but all graded material is taken into account in the G700 clerkship grade. Successful completion of required hours results in a passing grade.

NPSY G710 - Focus in Psychiatry Elective (2 Credits)
Inpatient and outpatient opportunities exist for electives in Psychiatry and subspecialties in child/adolescent and geropsychiatry. The content of this course is designed to provide the student a broader experience in comprehensive psychiatric patient evaluation and treatment. He/she will be assigned to a practicing psychiatrist within a variety of inpatient, outpatient, emergency and consultative fields. The presenting problems of patients include personality disorders, acute psychotic disorders, mood disorders, anxiety disorders, schizophrenia, psychosomatic illness, organic brain syndrome and substance abuse disorders. The student will be responsible for intake assessments, to include a mental status examination. He/she will also participate in the decision-making processes and in continuity of care. Additional assignments will be made to specialized treatment programs including individual and family psychotherapy. The student may see outpatients being treated at the Brownell Center collocated with Marshall I. Pickens Hospital. Additionally, rotations may occur at the Piedmont Mental Health Center located in Simpsonville, near Hillcrest Hospital. Additional inpatient rotations may be at Marshall I. Pickens Hospital or Harris Psychiatric Hospital in Anderson. Consultation and emergency services are located at Greenville Memorial Medical Center. The course is designed to provide the student with maximum patient contact. Reviews of interviewing techniques and the principles of general psychiatry with the introduction of individual and family psychotherapy techniques will complement the student's clinical contact with patients. The student will be evaluated by both his/her preceptors and the Clerkship Director for Psychiatry or his designee. Input will be obtained from the other health professionals with whom the student has worked. Additionally, successful completion of the stated objectives will be required to pass this course.

NPSY G810 - Advanced Focus in Psychiatry (2-4 Credits)
After consultation with the Clerkship Director, the student will be assigned to the area of practice to which he/she needs the most exposure before entering a residency program. Options include inpatient, outpatient, emergency, substance abuse, and consultative fields. The presenting problems of patients may include personality disorders, acute psychotic disorders, mood disorders, anxiety disorders, schizophrenia, psychosomatic illness, organic brain syndrome and substance abuse disorders. The student will be responsible for intake assessments, including a mental status examination. He/she will also participate in the decision-making processes and in continuity of care. Additional assignments will be made to specialized treatment programs including individual psychotherapy.

NPSY G815 - Academic Psychiatry (2 Credits)
Students will review a variety of virtual material that has been made available by the course director to develop teachable resources for the department of psychiatry. Additional material, such as various articles for review and additional online learning modules may also be included for review. Upon the completion of their review, students will submit to the course director a detailed presentation as to how these resources would supplement the NPSY clerkship or the current psychiatry electives and how they might best be used to aid in students’ knowledge and competency in the field of psychiatry. The student would then develop the resource into a delivery module such as an SLM. The majority of the course requirements (modules and readings) will be completed online and can be completed asynchronously. Students will be expected to complete all modules and assignments by the posted deadlines. Each week, discussions will be held via phone or in person. Students must complete all reading prior to these discussions.
OBGY G700 - Obstetrics and Gynecology Clerkship (6 Credits)
The Obstetrics & Gynecology Clerkship is designed to be a comprehensive educational experience that fulfills the learning objectives recommended by the Association of Professors of Gynecology and Obstetrics. The goal of the clerkship is to introduce medical students to the unique aspects of the medical care of women. In the process they are exposed to the specific type of practice encompassing OB/GYN. The curriculum draws upon three sources of learning: Direct Patient Care, Structured Didactics, and Self-Directed Study. Learning obtained through direct patient care is divided into the following clinical venues: Community-based preceptors, Inpatient obstetrics, Gynecologic surgery, and Ambulatory OB/GYN. All clinical experiences involve participation in direct patient care under the supervision of resident staff and faculty. Primary modes of instruction include teaching rounds, lectures, and conferences. The conclusion of the clerkship will include assessments via the Obstetrics and Gynecology NBME subject examination, an Objective Structured Clinical Evaluation (OSCE), an Objective Structured Assessment of Technical Skills (OSAT), and Oral Examination.

OBGY G701 - Clerkship Completion (0 Credits)
This course allows completion of required M-III Clerkships where normal enrollment for those courses crosses academic years. It is valued at zero credits to reflect enrollment, but all graded material is taken into account in the G700 clerkship grade. Successful completion of required hours results in a passing grade.

OBGY G710 - Urogynecology Elective (2 Credits)
Experience will be offered in both an ambulatory office-based setting an inpatient hospital-based setting under the direct supervision of resident and attending physicians. The student will be actively engaged in the evaluation and management of urogynecologic conditions and the intraoperative and perioperative care of patients undergoing urogynecologic surgical procedures.

OBGY G715 - High Risk Obstetrics Elective (2 Credits)
Students will be exposed to a breadth of medical and obstetrical complications and fetal conditions. The student will participate in clinical experiences in the Antepartum Ward and Labor and Delivery. Students might also be assigned to the outpatient OB clinic under the direct supervision of resident and attending MFM physicians for a small minority of their rotation time.

OBGY G720 - Gynecologic Oncology Elective (2 Credits)
This four week elective in Gynecologic Oncology is offered to students who have satisfactorily completed their third year clinical rotations. Experience will be offered in an inpatient hospital-based setting under the direct supervision of resident and attending physicians. The student will be actively engaged in intraoperative and perioperative care of patients undergoing gynecologic oncology surgical procedures.

OBGY G725 - Inpatient Obstetrics (2 Credits)
This course is for students considering/planning to go into Obstetrics and Gynecology. It is reserved for students who have already completed their core clerkship. They will have a focused two week time frame on the inpatient obstetrics units. This will give opportunity to reinforce knowledge gained in the prior clerkship, as well as gain additional medical knowledge and technical skill specific to the care of the obstetric patient. All clinical activities for the Inpatient Obstetrics Teaching Service (OBTS) block are conducted in Greenville Memorial Hospital. The three main venues for clinical activities are: Labor and Delivery Obstetrical Triage Mother-Baby Inpatient Ward Patient Care Responsibilities (Labor & Delivery): Each morning or evening, students will be assigned one or more patients. Students should contribute to the care of their assigned patients by performing intrapartum assessments, writing progress notes in the medical record, writing orders, and participating in the delivery under the direct supervision of residents and faculty. Once an assigned patient has delivered, the student should continue following this patient through the duration of her postpartum course. Patient Care Responsibilities (Obstetrical Triage): Each morning, students may be assigned the responsibility of evaluating patients. Students should contribute to the care of these patients by performing assessments and formulating care plans under the direct supervision of residents and faculty. When possible, once an assigned patient is admitted for intrapartum management, the student should continue following this patient through the duration of her intrapartum and postpartum course. Patient Care Responsibilities (Mother & Baby Inpatient Ward): Students who are assigned to the OBTS day team should attend daily work rounds on postpartum patients with the resident team. The resident will assign patients to each student to follow. Students should contribute to the care of their assigned patients by performing daily rounds, writing progress notes in the medical record, writing orders, and interpreting laboratory and imaging studies as directed by the supervising residents and faculty.

OBGY G730 - Inpatient Obstetrics Interprofessional Elective (2 Credits)
The medical student who is considering or planning to pursue a career in OB/Gyn will participate within each aspect of the obstetric team. This will include aspects that are essential for excellence in patient care as well as patient satisfaction. Specific examples include: Signout/handoffs Discharge planning Team rounds/care plans Skill sets specific to each area (scrubbing, maintenance of sterility, foley insertion, blood draw) Interprofessional communication Midwifery care The student will be exposed to the roles and responsibilities of each respective area. This will lead to an improved awareness and appreciation for each member of the healthcare team. This also includes specific differences and appropriate roles, for example midwifery versus obstetrician differences, and the benefits of each. They will enhance their understanding and improve their practice of medicine by focusing on communication, knowledge, skills, and attitudes within the team. Additionally, they will review literature regarding important aspects of interprofessional education and team based learning. They will provide examples of issues that could be improved to provide better team based, patient centered care. Additionally, they will provide a potential plan to address these issues that they identify.
OBGY G735 - Inpatient Obstetrics Night Float (2 Credits)
This course is for students considering/planning to go into Obstetrics and Gynecology. It is reserved for students who have already completed their core clerkship. They will have a focused two week time frame on the inpatient obstetrics units. This will give opportunity to reinforce knowledge gained in the prior clerkship, as well as gain additional medical knowledge and technical skill specific to the care of the obstetric patient. All clinical activities for the Inpatient Obstetrics Teaching Service (OBTS) block are conducted in Greenville Memorial Hospital. The three main venues for clinical activities are: Labor and Delivery Obstetrical Triage Mother-Baby Inpatient Ward Patient Care Responsibilities (Labor & Delivery). Each evening, students will be assigned one or more patients. Students should contribute to the care of their assigned patients by performing intrapartum assessments, writing progress notes in the medical record, writing orders, and participating in the delivery under the direct supervision of residents and faculty. Once an assigned patient has delivered, the student should continue following this patient through the duration of her postpartum course.

OBGY G740 - Reproductive Endocrinology and Infertility Elective (2 Credits)
This is an outpatient rotation focused on exposing students to disorders of reproductive endocrinology and infertility. There will be opportunities to participate in new patient evaluations (frequent diagnoses include infertility, PCOS, fibroids, endometriosis, and amenorrhea), clinical procedures, and outpatient surgeries. Students will work primarily one-on-one with faculty, though there will be a resident on service at all times. Attendance at and participation in departmental and division conferences is expected. Grading will be on a pass/fail basis.

OBGY G800 - High Risk Obstetrics Acting Internship (4 Credits)
This Acting Internship is offered to students who have satisfactorily completed their third year clinical rotations. The purpose of this course is to provide the learner with an intensive exposure to high-risk obstetrical care in an inpatient setting. Students will be exposed to a breadth of medical and obstetrical complications and fetal conditions. The student will be expected to function at the level of a PGY-1 resident, participating in clinical experiences in the Antepartum Ward and Labor and Delivery, as well as in the outpatient OB clinic under the direct supervision of resident and attending MFM physicians.

OBGY G801 - Gynecologic Oncology Acting Internship (4 Credits)
This four week Acting Internship in Gynecologic Oncology is offered to students who have satisfactorily completed their third year clinical rotations. Experience will be offered in an inpatient hospital-based setting under the direct supervision of resident and attending physicians. The student will perform the preoperative evaluation, attend surgery, and follow the patient postoperatively. Management will be discussed with the faculty at daily beside teaching rounds. The students will present their patients and be expected to provide a discussion of management options. At the end of the four weeks, the student will be expected to present a peer-reviewed publication in journal club format to the department of Obstetrics and Gynecology. The publication is to be chosen in conjunction with the course director.

OBGY G810 - Longitudinal Obstetrical Antenatal Care Elective (4 Credits)
This longitudinal elective is offered to students who have satisfactorily completed their third year core clinical rotations. The elective has a unique longitudinal design that allows students to follow patients throughout the duration of their pregnancy, and ideally manage the labor and perform the delivery. The student will participate in the Centering Pregnancy group prenatal care model. He or she will help facilitate a group of 9-12 low-risk gravidas. The student will participate in a total of ten 2-hour group prenatal sessions. The visits begin at 14-16 weeks, and then occur at 20, 24, 28, 30, 32, 34, 36, 38, and 40 weeks. Along with the preceptor, the student will perform clinical assessments and provide patient education during each 2 hour group visit. Students will also have the opportunity to be “first-call” for each patient’s delivery. The student will manage the patient’s labor, conduct the delivery and provide postpartum care and counseling. Due to the longitudinal nature of this elective, the student must commit to making him or herself available for the fixed schedule of prenatal visits. Students do not have to commit to be available for the delivery, but it is strongly encouraged.

OBGY G815 - Gynecologic Oncology (4 Credits)
This four week elective in Gynecologic Oncology is offered to students who have satisfactorily completed their third year clinical rotations. Experience will be offered in an inpatient hospital-based setting under the direct supervision of resident and attending physicians. The student will be actively engaged in intraoperative and perioperative care of patients undergoing gynecologic oncology surgical procedures.

OBGY G820 - Reproductive Endocrinology and Infertility (4 Credits)
This elective is offered to students who have satisfactorily completed their third year clinical rotations. This elective provides a mentored, in-depth clinical experience in the evaluation and management of hormone related disorders at all stages of life. The rotation is conducted in the Division of Reproductive Endocrinology and Infertility (REI) under the direct supervision of attending physicians. Students will participate in clinical evaluations and procedures in the ambulatory setting. Assist in surgical procedures, observe assisted reproductive technologies, and attend didactic teaching sessions.

OBGY G825 - Urogynecology (4 Credits)
This rotation is primarily an outpatient experience with some exposure to the operating room and postoperative care. The bulk of the student’s time will be spent in clinic seeing patients alongside the Urogyn faculty and residents. Students will see a wide variety of patients with complex pelvic floor disorders. The majority of patients will have prolapse and/or urinary incontinence. On average, students will be in the operating room 1-2 days per week assisting with surgical repairs. Students will follow patients postoperatively until discharge. The student will also participate in the weekly OB/GYN didactic sessions on Wednesday and (occasionally) Friday mornings.
**Orthopaedic Surgery (ORSU)**

**ORSU G710 - Adult and Geriatric General Orthopedics (2 Credits)**
This course is designed to give a broad experience regarding adult and geriatric musculoskeletal problems of upper and lower extremities. The student's education includes multiple aspects of patient care: initial diagnosis in the E.D. or clinic; development and execution of treatment plans; ongoing assessment of treatment and follow-up care. The student will work with the team of orthopedic attending physicians and resident physicians. All student activities will be supervised and appropriately directed.

**ORSU G715 - Orthopedic Surgery Sports Medicine (2 Credits)**
This course is designed to give a focused experience in the fields of orthopedic sports medicine and trauma. Attention will be given to adult and pediatric pathology within these subspecialties of orthopedic care. This includes acute and chronic athletic injuries, fractures, post-fracture deformity and dysfunction. The student's education includes all aspects of patient care: initial diagnosis in the E.D. or clinic; development and execution of treatment plans; ongoing assessment of treatment and follow-up care. The student will work with the team of orthopedic attendings and resident physicians. There are daily rounds and didactic education. All student activities will be supervised and appropriately directed.

**ORSU G720 - Pediatric Orthopedics (2 Credits)**
This course is an outstanding introduction to caring for musculoskeletal pathology in children. It will encompass congenital, acquired, and traumatic conditions. The student will work in conjunction with Pediatric orthopedic specialists and orthopedic resident physicians. All student activities will be supervised and appropriately directed. Daily activities will include didactic sessions, outpatient care, inpatient care, and surgical procedures.

**ORSU G725 - Orthopedic Surgery - Trauma (2 Credits)**
This course is designed to give a focused experience in the fields of orthopedic sports medicine and trauma. Attention will be given to adult and pediatric pathology within these subspecialties of orthopedic care. This includes acute and chronic athletic injuries, fractures, post-fracture deformity and dysfunction. The student's education includes all aspects of patient care: initial diagnosis in the E.D. or clinic; development and execution of treatment plans; ongoing assessment of treatment and follow-up care. The student will work with the team of orthopedic attending and resident physicians. There are daily rounds and didactic education. All student activities will be supervised and appropriately directed.

**ORSU G810 - General Orthopedic Surgery (4 Credits)**
This course is designed to provide the student with a broad exposure to orthopedic surgery. Facilities utilized during the course include the main campus of Greenville Memorial Hospital and the Shriners Hospital for Children, Greenville Hospital. Attention will be given to basic adult and pediatric orthopedic pathology, including general affections of the musculoskeletal system, arthritis, deformity management, trauma, sports medicine, neoplasms, general spine problems, infection, and metabolic disease. The student will be assigned to a team consisting of orthopedic residents and faculty members. Completion of medical history and physician examination on assigned patients as well as formulation of a treatment plan will be the responsibility of the student. Participation in the preoperative evaluation, surgical treatment, and postoperative management will be expected. In addition to daily rounds, the student will participate in regularly scheduled orthopedic conferences and clinics. At the conclusion of the course, the student will prepare a 10-20 minute presentation relating to a specific orthopaedic condition or process. This will be presented at a regularly scheduled morning conference. Evaluation will be performed at the end of the rotation by the attending faculty. Call schedules will be arranged so that the student will be on in-house call approximately every fourth night and one weekend during the month of the rotation.

**ORSU G815 - Night Float Orthopedic Trauma and Acute Care (2 Credits)**
The student will be assigned to a team consisting of orthopaedic residents and faculty members. Completion of medical history and physician examination on assigned patients as well as assisting in the formulation of a treatment plan will be among the responsibilities of the student. Participation in the preoperative evaluation, surgical treatment, and postoperative management will be expected. The two week rotation will be organized to ensure access to a focused experience in orthopedic trauma and the acute care of orthopedic patients that present to the Emergency Department and Trauma Bay. Therefore, the spectrum of pathology will include a broad spectrum of injuries, infections, and lacerations. Students can expect extensive experience in hands on techniques of laceration repair, application of casts and splints, and interpretation of radiographs. The student will be working in the 710-bed Greenville Memorial Hospital, an acute care hospital, and serves as the major tertiary referral center for the Upstate of South Carolina as well as Western North Carolina and Northeastern Georgia. The hospital also serves as the major Level I Trauma Center for this region. The course director will perform the student's evaluation at the end of the rotation. The rotation will be organized as a night shift, working closely with the orthopedic resident In the Emergency Department. All Accreditation Commission Graduate Medical Education (ACGME), duty hour requirements will be adhered to for the students on the rotation just as they are for the residents.
ORSU G820 - Advanced Orthopedic Surgery (4 Credits)
After their introductory, initial course ORSU-G810, the M4 student will transition to this advanced course in the orthopedic fields of trauma, tumor, sports, and arthroplasty. This second rotation will offer them the training ground to really accelerate and enhance their knowledge and skill across the specialty of orthopedic surgery.

ORSU G899 - Orthopedic Surgery Away Rotation (2-4 Credits)
The student will complete an intensive study of Orthopedic Surgery at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.

Pathology (PATH)

PATH G710 - Pathology Elective (2 Credits)
The student will be exposed to anatomic pathology, which can include surgical pathology, autopsy pathology/medical examiner, hematopathology, cytology, and dermatopathology. The student should gain a general understanding of the process involved in arriving at pathologic diagnoses as well as how the general pathology laboratory functions. The student will have opportunities for one-on-one interaction with the pathology staff. The staff is board certified in anatomic and clinical pathology with certification in numerous sub-specialties. The course is flexible and can often be tailored to meet the specific needs or interests of the student.

PATH G810 - Clinical Pathology (2 Credits)
The student will be exposed to anatomic pathology, which can include surgical pathology, autopsy pathology/medical examiner, hematopathology, cytology, and dermatopathology. The student should gain a general understanding of the process involved in arriving at pathologic diagnoses as well as how the general pathology laboratory functions. The student will have opportunities for one-on-one interaction with the pathology staff. The staff is board certified in anatomic and clinical pathology with certification in numerous sub-specialties. The course is flexible and can often be tailored to meet the specific needs or interests of the student.

PATH G899 - Pathology Away Rotation (4 Credits)
The student will complete an intensive study of Pathology at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.

Pediatrics (PEDI)

PEDI G700 - Pediatrics Clerkship (6 Credits)
The Pediatrics Clerkship has been developed to serve as an introduction to general pediatrics. In addition to gaining specific knowledge of common and classic pediatric pathologies, the student will refine skills in obtaining an accurate history from the patient and family, performing a physical exam on pediatric patients, and developing appropriate diagnosis and management plans. Students will have exposure to multiple pediatric conditions, both acute and chronic, newborn care, well child care, adolescent health maintenance, safety and prevention, and exposure to a patient centered medical home. Special attention is paid to the role physical, cognitive, emotional, and developmental stages play in pediatric medicine. The core of this experience takes place on the pediatric inpatient service, at the Center for Pediatric Medicine, and the Newborn Nursery. Students will also be exposed to subspecialty pediatric services, community-based private pediatric practices, NICU, and Pediatric Emergency Medicine. The conclusion of the clerkship will include assessments via the Pediatrics NBME subject examination and an Objective Structured Clinical Evaluation (OSCE).

PEDI G701 - Clerkship Completion (0 Credits)
This course allows completion of required M-III Clerkships where normal enrollment for those courses crosses academic years. It is valued at zero credits to reflect enrollment, but all graded material is taken into account in the G700 clerkship grade. Successful completion of required hours results in a passing grade.

PEDI G710 - Pediatric Hematology/Oncology Elective (2 Credits)
This rotation will allow 3rd year medical students to participate in the care of hematology and oncology patients in the hospital and clinic settings. Under the guidance of an attending hematologist/oncologist, the medical student will shadow and observe direct clinical care of pediatric hematology/oncology patients. By rotation end, they will perform history and physical exams; interpret basic laboratory tests; review peripheral blood and bone marrow aspirate smear; and participate in the planning of comprehensive whole-family care that is the hallmark of the pediatric hematology/oncology team, which consists of physicians, nurse practitioners, nurses, child life, chaplains, social workers and psychologists. Furthermore, the student will be expected to give a brief review of relevant hematology/oncology topics on a weekly basis. Also, bedside teaching occurs during rounds and during clinic visits, so that the student’s exposure to most of the common disorders in hematology/oncology will be complete.

PEDI G715 - Pediatric Neurology Elective (2 Credits)
The Pediatric Neurology elective is designed to expose the 3rd year student to a wide range of common neurologic problems of childhood, including epilepsy, headache, cerebral palsy, developmental delay, and tics. The student will work one-on-one with the pediatric neurologist in the outpatient setting. Students will learn the basics of taking the neurologic history and performing the neurologic examination.

PEDI G720 - NICU Elective (2 Credits)
This elective will present the student with the essential aspects of premature and sick newborn care. Students will have the opportunity to attend high risk deliveries. He/She will be assigned several new patients in the NICU and will be responsible for completing a history, physical, and maturity assessment on each. He/She will observe and participate in special treatment procedures performed on his/her patients, e.g., intravenous and intra-arterial catheter insertions, nasal continuous positive airway pressure, mechanical ventilation procedures, endotracheal intubations and resuscitation. In addition, the student may attend a weekly follow-up clinic for those infants discharged from the NICU. He/She will be responsible for talking with the infant’s parents with guidance from the attending. He/She will make work rounds with the house staff and teaching rounds with the attending physician daily and will participate in all regularly scheduled neonatal and perinatal conferences.

PEDI G725 - PICU Elective (2 Credits)
The purpose of the rotation is to provide students with an introduction to the evaluation and care of critically ill children. The student will function as a member of the pediatric team in the pediatric intensive care unit. Students will be expected to admit and work up patients assigned to them by the senior resident or PICU attending. These patients will be followed on a daily basis by the student. Students should be able to discuss the patient’s diagnosis and management plan under the supervision of a pediatric senior resident and the PICU attending. Educational material is presented via bedside didactic rounds and guided reading of the PICU notebook, a compilation of relevant critical care articles, etc. No night call is required.
The course offers firsthand experience with pediatric lung disease. Students will see new patients as often as possible, either independently or with attending faculty, or work with faculty initially in a shadowing role, striving to become capable of more independent patient interactions. This is the most effective way to broaden differential diagnostic skills, develop a basic understanding of subspecialty evaluation and treatment plans, and gain a familiarity with the variety of patients commonly referred for potential respiratory problems. Students will also be free to round with providers in the inpatient setting, perform interesting and educational new inpatient consultations, and attend flexible bronchoscopy cases as schedules and individual interests may allow.

**PEDI G735 - Pediatric Sleep Medicine Elective (2 Credits)**

Students will receive exposure to common respiratory and nonrespiratory sleep disorders which effect pediatric patients including but not limited to the following: obstructive sleep apnea, restless leg syndrome, narcolepsy, behavioral insomnia of childhood, circadian rhythm disorders, parasomnias, nocturnal enuresis, nocturnal seizures, periodic limb movement disorder. Students are expected to see patients in the clinic, present new patients to the attending, and shadow follow-up patients. Students will be expected to present on a topic of interest toward the end of the rotation. Students will spend at least one evening in the pediatric sleep lab to understand patients experiencing the pediatric sleep, this will be a 2 to three-hour experience. The student will also sit with a sleep medicine specialist while interpreting interpreting 1-2 polysomnograms. Evaluation will be based on enthusiasm, professionalism and how well the student meets the expectations of the rotation.

**PEDI G745 - Pediatric Community/Private Practice Elective (2 Credits)**

The focus of this elective is for the medical student to gain exposure to the practice of general pediatrics in a community setting. Students will see a variety of pediatric patients from birth to age 21 for well child care, continuing care for chronic medical issues, and acute sick visits. The well care includes check-ups, sports and college physicals, developmental screenings, behavioral management, parenting, anticipatory guidance, and immunizations. The student will gain an understanding of a Medical Home for Children by seeing how children with chronic issues such as asthma, obesity, ADHD, depression, and a variety of other issues, are cared for in a comprehensive manner. The acute sick visits include patients with fever, respiratory difficulties, gastrointestinal illnesses, unusual rashes, minor traumas, and a plethora of other issues. The student will also be able to see how a pediatric practice functions by observing how the practice manager, clerical, and nursing staff perform their various duties. The student may also have the opportunity to round with an attending in the nursery at either GMH or Greer. The goal of this elective is for the medical student to have not only an overview of general pediatric practice but also to have an understanding of the challenges and rewards that come with providing comprehensive medical care for pediatric patients.

**PEDI G750 - Pediatric Nephrology (2 Credits)**

Students will participate in care of children with pediatric nephrologic conditions likely to include urinary tract infections, vesicoureteral reflux, chronic kidney disease, nephritic & nephrotic syndromes and hypertension, as well as patients being screened for underlying pathological causes of hematuria, proteinuria and hypertension. While most of the experience will be in the outpatient setting, there may be an opportunity for an inpatient experience depending on consultations received during the 2 week block.
PEDI G785 - Pediatric Rheumatology (2 Credits)
Working in the pediatric rheumatology office allows the best exposure to the typical diseases and pathophysiology encountered by a pediatric rheumatologist. Inpatient consultation may also provide some exposure to these diseases. Students are expected to attend the outpatient pediatric rheumatology visits scheduled at the Patewood campus. Typically, patients are seen from 7:30 am to 5:00 pm on Monday / Tuesday / Thursday, from 7:30 - 12:30 on Wednesday, and from 8:30 - 12:30 on Friday. Students may leave clinic as needed to attend any required lunch lectures. If there are joint injections scheduled during the rotation then students may observe the procedures which take place at the main GMH campus on Wednesday afternoons. If desired, students may accompany faculty to the GMH main campus hospital for any inpatient consults that occur during the elective. Consult patients are also seen in the afternoons. The rotation will be primarily an observational experience. There are no overnight or weekend responsibilities. Because the clinic patient volumes are lower compared to other specialties, the student will be asked to prepare two short overview talks (one per week). One talk should cover JIA, the most common rheumatologic condition in childhood, and the second topic can be chosen based on the student’s interests.

PEDI G800 - Pediatric Wards Acting Internship (4 Credits)
This rotation is a four-week inpatient experience. Students will be assigned to one of the pediatric teaching services and serve as an active team member. Students will act as the primary physician for their assigned patients, under the direct supervision of an upper level pediatric or medicine-pediatric resident. Responsibilities will include admission and initial management of patients, daily rounding and discharge planning for established patients, observation of and participation in procedures on their patients, and transition of care communication for sign out and cross cover. Clinical learning will be supplemented by lectures, small group sessions, and self-directed learning. Students will take in-house call with their team every fourth night.

PEDI G801 - Neonatal Intensive Care Unit Acting Internship (4 Credits)
The content of this course is designed to present to the student the essential aspects of premature and sick newborn care. Students will get the opportunity to attend high risk deliveries. He/She will be assigned several new patients in the NICU and will be responsible for completing a history, physical, and maturity assessment on each. He/She will observe and participate in special treatment procedures performed on his/her patients, e.g., intravenous and intra-articular catheter insertions, nasal continuous positive airway pressure, mechanical ventilation procedures, endotracheal intubations and resuscitation. In addition, the student may attend a weekly follow-up clinic for those infants discharged from the NICU. He/She will be responsible for talking with the infant’s parents with guidance from the attending. He/She will make work rounds with the house staff and teaching rounds with the attending physician daily and will participate in all regularly scheduled neonatal and perinatal conferences.

PEDI G802 - Pediatric Intensive Care Unit Acting Internship (4 Credits)
The purpose of the rotation is to provide students with an introduction to the evaluation and care of critically ill children. The student will function as a member of the pediatric team and the primary / lead physician for their patient in the pediatric intensive care unit. Students will be expected to admit and work up patients assigned to them by the senior resident or PICU attending. These patients will be followed on a daily basis by the student. Students should be able to discuss the patient’s diagnosis and management plan under the supervision of a pediatric senior resident and the PICU attending. Educational material is presented via bedside didactic rounds and guided reading of the PICU notebook, a compilation of relevant critical care articles, etc. Night call will follow resident schedule.

PEDI G810 - Adolescent Medicine (2 Credits)
M-IV Students will have the opportunity to work at the Student Health Center at Furman University evaluating patients with a variety of physical complaints as well as chronic medical and/or emotional conditions. Students can expect to encounter patients with acute infectious disease, sexually transmitted diseases, orthopedic injuries, anxiety disorders, learning disorders, depression and eating disorders. Students will also be expected to complete assigned readings and a series of questions testing their knowledge of common problems encountered in the adolescent population.

PEDI G811 - Interprofessional Elective in Pediatrics (2 Credits)
This elective is designed to provide exposure to interprofessional disciplines in pediatrics including speech therapy, occupational therapy, physical therapy, respiratory therapy, child life and social work. During the two week elective, students will spend 1-2 days with representatives from these interprofessional disciplines. Typical days on the elective will be up to 8-5 and will not involve call or weekend duties. The student will be expected to participate in the evaluation/therapy sessions with patients, in diagnostic procedures performed by these teams and in communication back to the primary medical team. Inpatient services may be provided in the general wards, surgical ward, hematology/oncology or ICU settings. Depending on student interest, there may be an opportunity to work with interprofessionals focusing on subspecialties such as pulmonology/CF, gastroenterology, etc. This experience will improve student understanding of the evaluations and management of patients by these professionals and their role in the interprofessional team. They will also have the opportunity to evaluate communication between the consulted service and the primary medical team.

PEDI G812 - Pediatric Complex Care (2 Credits)
This elective rotation for 4th year medical students will serve as an introduction to the acute and maintenance care of the special needs child. Students will have the opportunity to work at the Ferlauto center where they will work with an attending in a single panel, multidisciplinary clinic with nursing, case management, and a dietician. Students will participate in direct patient care. Students can expect to encounter patients with a variety of chronic medical conditions such as cerebral palsy, seizures, hydrocephalus, chronic lung disease, congenital heart disease, metabolic syndrome, genetic conditions, and extreme prematurity. Students will develop comfort with interviewing and examining patients with needs that include gastrostomy tubes, tracheostomy tubes, central lines, ventilators, prosthesis, and other assistive devices in the outpatient setting.
Students will participate in care of children (and occasionally adults) with a wide range of allergic and other immunologic disease processes in a busy outpatient setting. Students will participate in direct patient care and one-on-one instruction. Students may be given written questions and quizzes to answer during the rotation as well as various high-yield articles of clinically significance in allergy and immunology to review during their self-directed learning.

**PEDI G814 - Pediatric Palliative Care (2 Credits)**

This course provides opportunities to develop knowledge and skills in the comprehensive care of patients and their families during various stages of life-limiting illness. Students will be partnered with the palliative care team in the inpatient setting. Students will identify periods of transition in illness, as well as appropriate interventions. Communication skills, decision-making, care coordination, family support interventions and management of symptoms will be emphasized. The course will include didactic and clinical time with members of the interdisciplinary team (physicians, nursing, psychology, chaplaincy, child-life specialists).

Students will engage in assessment, management recommendations for, and follow-up of patients, as well as a range of activities examining the clinical, ethical and research aspects of comprehensive palliative and end-of-life care. This elective is typically Monday through Friday during the day – night call is not required.

**PEDI G815 - Ambulatory Pediatrics (4 Credits)**

This elective is designed for the student who desires exposure to the ambulatory aspects of pediatric practice. Experience will be gained in well child care, behavioral pediatrics, and acute illnesses. The student will participate in daily morning rounds and teaching conferences. Emphases will be placed on interview techniques, parenting concepts, principles of preventive health care, and the diagnosis, differential diagnosis, treatment principles and follow-up care of common acute pediatric illnesses. Services Provided at CPM are: well child exams & health supervision, childhood immunizations & flu shots, same day appointments for sick children, care of chronic illnesses (i.e. asthma, diabetes), Attention Deficit Hyperactivity Disorder, sports physicals, pre-op dental physicals, developmental delays, behavioral issues, adolescent issues, Teen-mom program, Healthy Lifestyles, nutritional counseling.

**PEDI G817 - Pediatric Inpatient Elective (2 Credits)**

This course is a 2 week inpatient elective experience that does not include call. It is intended for students interested in improving skill and knowledge around admission, evaluation, management and disposition of patients in the inpatient pediatric setting. This rotation builds on the inpatient experience of the clerkship and offers the student additional opportunity to act as the primary physician for their assigned patients under the direct supervision of an upper level resident. Responsibilities will include admission and initial management of patients, daily rounding and discharge planning for established patients, observation of and participation in procedures on their patients, and transition of care communication for sign out and cross cover. Students taking the 4 week acting internship are not eligible to take this elective.

**PEDI G818 - Pediatric Pain Medicine (2 Credits)**

This 2-week rotation elective provides exposure to predominantly chronic and cancer pain patients. Clinical experience and didactics are under the supervision of the Director of Pediatric Pain Medicine. Medical students see pain patients predominantly at Pediatric Pain Clinic, Patwood Memorial Hospital, Patwood Outpatient Surgical Center, Kidnetics/Center for Developmental Services, Children's Hospital of Prisma Health-Upstate.

This 2 or 4-week medical student rotation in Developmental-Behavioral Pediatrics will provide an introduction to this subspecialty that focuses on the development of young children and the biological and environmental factors that can influence behavior and development. The student will observe the evaluation and management of children with developmental and behavioral concerns in an outpatient clinical setting and will have the opportunity to interact with members of the multidisciplinary team that includes physicians, psychologists, nurse practitioners, social workers and nurses. There will also be opportunity to learn about the outreach efforts and collaborative projects with community agencies that are focused on promoting healthy child development.

**PEDI G825 - Forensic Pediatrics (2 Credits)**

This elective rotation for 4th year medical students will serve as an introduction to the many facets of child abuse evaluation to include: inpatient consults, outpatient evaluation for child sexual abuse, multidisciplinary staffing, forensic interviewing, legal responses and the evaluation and care of children in foster care.

**PEDI G830 - Newborn Nursery (4 Credits)**

This rotation provides your best opportunity to learn about comprehensive care of the newborn. Our average daily census on the Pediatric Teaching Service is 23 babies; we care for newborns at or above 35 weeks’ completed gestational age. Each month, common diagnoses in our newborn population typically include heart murmurs, drug exposure, ABO incompatibility, jaundice, minor birth defects, tachypnea, and high-risk social situations. Every couple of months we also see clavicle fractures, Eb's palsy, Down syndrome, developmental hip dysplasia, cleft palate, hypospadias, and other less common newborn physical findings. Students will learn to perform routine circumcision during this rotation and are expected to be proficient by rotation end.

**PEDI G835 - Pediatric Cardiology (4 Credits)**

The medical student is expected to actively observe the evaluation, assessment, and disposition of pediatric cardiology patients. The rotating medical student will, at a minimum, read the chapter on pediatric cardiology in Nelson's Textbook of Pediatrics or Rudolph's Pediatrics (current edition) OR the collection of articles located on the Pediatric Cardiology Wiki Site (available from Dr. Malpass).

**PEDI G840 - Pediatric Endocrinology (4 Credits)**

Students will work with experienced pediatric endocrinologist in evaluation and management of patients with diabetes and variety of pediatric endocrine disorders. They will be expected to observe and participate in history, PE, assessment, laboratory evaluation, and treatment plan. Reading material will be provided on patients seen that session if desired by student. Review articles can be accessed through the Division's Wiki: http://ghspedendo.pbworks.com/w/page/85105726/Welcome%20to%20Pediatric%20Endocrinology.

**PEDI G845 - Pediatric Gastroenterology (4 Credits)**

Student will attend the outpatient pediatric gastroenterology visits scheduled in the Center for Digestive Health at Patwood campus of GHS. Typically, patients are seen from 8 am to 4 pm M-Th. Student will also be invited to attend outpatient GI procedures on any of the three procedure days, performed in the Outpatient GI Lab at the Patwood campus. At their discretion, the student will have the option to spend some of the rotation doing inpatient consultation afternoons with the on-call gastroenterologist. The rotation will be primarily an observational experience, where the student will observe outpatient visits. Time can be arranged to attend outpatient visits with the pediatric dietitian as well.
PEDI G850 - Pediatric Hematology/Oncology (4 Credits)
The course will provide 4th year medical students extensive exposure to the diagnosis and management of hematologic disorders and malignant diseases during childhood. Student can expect to become an integral member of comprehensive care team of children with chronic hematologic and oncology diseases (including the psychosocial aspects of their diseases) in the hospital and clinic settings. The student will perform history and physical exams; interpret basic laboratory tests; review peripheral blood; and participate in the planning of comprehensive whole-family care that is the hallmark of the pediatric hematology/oncology team, which consists of physicians, nurse practitioners, nurses, child life, chaplains, social workers and psychologists. By the end of the rotation, the student is expected to be able to better evaluate the child with anemia, leukopenia, or thrombocytopenia, and learn how common malignant disorders first present to the pediatrician. The student will also learn the complications of therapy and the effects on the immune system of these diseases and their treatments. He or she should be comfortable in evaluating a peripheral blood smear for more common disorders such as iron deficiency, sickle cell disease and mononucleosis. Furthermore, the student will be expected to give a brief review of relevant hematology/oncology topic prior to completion of the rotation. The student will attend pediatric morning report, pediatric grand rounds and tumor board presentations during their rotation.

PEDI G855 - Pediatric Infectious Disease (2-4 Credits)
Students will participate in care of children with a wide range of infectious disease processes in both inpatient and outpatient setting. Students will participate in direct patient care and one-on-one instruction. Students will prepare a short presentation focused on answering a specific clinical question using primary literature sources.

PEDI G860 - Pediatric Centering Elective (longitudinal) (4 Credits)
This elective represents a unique opportunity for students to develop longitudinal pediatric relationships spanning the first year of life. The student will be an active participant in the Pediatric Centering program in which a group of infants and their parents meet together with a facilitator (NP or MD) for their 2wk, 2mo, 4mo, 6mo, 9mo, and 12mo well child visits. During these group visits, the student will assist the facilitator with clinical assessments / exams as well as discussions of developmental milestones and routine infant care. The often lively discussions in these groups offer a spectrum of the common parenting questions encountered by the general pediatrician. Over the course of the year, students will be expected to attend at least 4 visits with each of their 2 assigned groups. Each visit will require ½ day and the student will need to be excused from other clinical duties for that time. Due to the longitudinal nature of the elective, the student must commit to making himself/herself available during their groups’ scheduled visits. The course coordinator can assist with notification of other rotations but the student must provide the dates prior to the start of each block. Additionally, students are expected to read the Pediatric Centering book provided by the clinic and the appropriate age section in Bright Futures prior to the visit. Finally, the student will take on the role of primary provider in the health maintenance for their panel of patients. Under the direction of the facilitator, the student will perform periodic chart review for sick visits, mommy calls, ER visits and hospitalizations, and specialist follow-ups.

PEDI G865 - Pediatric Nephrology (2-4 Credits)
Students will participate in care of children with pediatric nephrologic conditions likely to include urinary tract infections, vesicoureteral reflex, chronic kidney disease, nephritic & nephrotic syndromes and hypertension, as well as patients being screened for underlying pathological causes of hematuria, proteinuria and hypertension. While most of the experience will be in the outpatient setting, there may be an opportunity for an inpatient experience depending on consultations received during the 2 week block.

PEDI G870 - Pediatric Neurology (2-4 Credits)
The student will be exposed to outpatient pediatric neurology, including patients with epilepsy, headaches, developmental delay, tics, cerebral palsy, and other neurologic disorders. They will review neuroanatomy, neuropharmacology, and the neurologic exam in children. They will accompany the neurologist and will be allowed to initially evaluate the patient. They will be exposed to commonly used neurologic diagnostic tests, including EEG, MRI, and Nerve conduction studies.

PEDI G875 - Pediatric Pulmonology (4 Credits)
Welcome to the division of pediatric pulmonary medicine at Greenville Health System and Children's Hospital! We are very happy to welcome medical students on rotations with us, and look forward to the time you spend in clinic and in the hospital. We currently see patients in clinic every day except Friday afternoons typically. Every Tuesday morning we have CF clinic which includes multidisciplinary involvement of our nutritionist, social worker, and child life specialist. Typically several providers will be in clinic each day, including our nurse practitioner (who will see her own patients without residents or students). Our clinic schedule typically begins on a daily basis around 8:30 and it is expected that students will arrive in a timely fashion when free of other obligations such as required conferences, didactic lectures, or other events and meetings.

PEDI G880 - Pediatric Rheumatology (2 Credits)
Working in the pediatric rheumatology office allows the best exposure to the typical diseases and pathophysiology encountered by a pediatric rheumatologist. Inpatient consultation may also provide some exposure to these diseases. Students are expected to attend the outpatient pediatric rheumatology visits scheduled at the Patewood campus of GHS. Typically, patients are seen from 8:30 am to 12:30 pm Monday – Friday but students may leave clinic early to attend any required lunch lectures. If there are joint injections scheduled during the rotation then students may observe the procedures which take place at the main GHS campus in the afternoons. If desired, students may accompany faculty to the GHS main campus hospital for any inpatient consults that occur during the elective. Consult patients are also seen in the afternoons. The rotation will be primarily an observational experience. There are no overnight or weekend responsibilities. Because the clinic patient volumes are lower compared to other specialties, the student will be asked to prepare two short overview talks (one per week). One talk should cover JIA, the most common rheumatologic condition in childhood, and the second topic can be chosen based on the student's interests.
PEDI G885 - Pediatric Sleep Medicine (2 Credits)
Students will receive exposure to common respiratory and nonrespiratory sleep disorders which effect pediatric patients including but not limited to the following: obstructive sleep apnea, restless leg syndrome, narcolepsy, behavioral insomnia of childhood, circadian rhythm disorders, parasomnias, nocturnal enuresis, nocturnal seizures, periodic limb movement disorder. Students are expected to see patients in the clinic, present new patients to the attending, and shadow follow-up patients. Students will be expected to present on a topic of interest toward the end of the rotation. Students will spend at least one evening in the pediatric sleep lab to understand patients experiencing the pediatric sleep, this will be a 2 to three-hour experience. The student will also sit with a sleep medicine specialist while interpreting interpreting 1-2 polysomnograms. Evaluation will be based on enthusiasm, professionalism and how well the student meets the expectations of the rotation.

PEDI G890 - Pediatric Intensive Care Unit Elective (2 Credits)
The purpose of the rotation is to provide students with an introduction to the evaluation and care of critically ill children. The student will function as a member of the pediatric team in the pediatric intensive care unit. Students will be expected to admit and work up patients assigned to them by the senior resident or PICU attending. These patients will be followed on a daily basis by the student. Students should be able to discuss the patient's diagnosis and management plan under the supervision of a pediatric senior resident and the PICU attending. Educational material is presented via bedside didactic rounds and guided reading of the PICU notebook, a compilation of relevant critical care articles, etc. No night call is required.

PEDI G891 - Neonatal Intensive Care Unit Elective (2 Credits)
The content of this course is designed to present to the student the essential aspects of premature and sick newborn care. Students will get the opportunity to attend high risk deliveries. He/She will be assigned several new patients in the NICU and will be responsible for completing a history, physical, and maturity assessment on each. He/She will observe and participate in special treatment procedures performed on his/her patients, e.g., intravenous and intra-arterial catheter insertions, nasal continuous positive airway pressure, mechanical ventilation procedures, endotracheal intubations and resuscitation. In addition, the student may attend a weekly follow-up clinic for those infants discharged from the NICU. He/She will be responsible for talking with the infant’s parents with guidance from the attending. He/She will make work rounds with the house staff and teaching rounds with the attending physician daily and will participate in all regularly scheduled neonatal and perinatal conferences.

PEDI G895 - Pediatric Community Practice (4 Credits)
The focus of this elective is for the medical student to gain exposure to the practice of general pediatrics in a community setting. Students will see a variety of pediatric patients from birth to age 21 for well child care, continuing care for chronic medical issues, and acute sick visits. The well care includes check-ups, sports and college physicals, developmental screenings, behavioral management, parenting, anticipatory guidance, and immunizations. The student will get an understanding of a Medical Home for Children by seeing how children with chronic issues such as asthma, obesity, ADHD, depression, and a variety of other issues, are care for in a comprehensive manner. The acute sick visits include patients with fever, respiratory difficulties, gastrointestinal illnesses, unusual rashes, minor traumas, and a plethora of other issues. The student will also be able to see how a pediatric practice functions by observing how the practice manager, clerical, and nursing staff perform their various duties. The student may also have the opportunity to round with an attending in the nursery at either GMH or Greer. The goal of this elective is for the medical student to have not only an overview of general pediatric practice but also to have an understanding of the challenges and rewards that come with providing comprehensive medical care for pediatric patients.

PEDI G899 - Pediatrics Away Rotation (4 Credits)
The student will complete an intensive study of Pediatrics at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.

Phys Medicine & Rehab (PMDR)

PMDR G710 - Physical Medicine and Rehabilitation Elective (2 Credits)
This two-week clerkship provides students exposure to the scope of services provided by physical medicine and rehabilitation specialists. One week is spent on an inpatient service with exposure to spinal cord injury, brain injury, stroke, etc. and another week is spent in the outpatient clinic with exposure to musculoskeletal/sports, spasticity, and electrodiagnostics. On the inpatient service, students will be exposed to all aspects of rehabilitation, including physical, occupational, speech, and psychological therapies and assistive devices. On the outpatient side, students will work one-on-one with an attending and observe outpatient diagnostics and treatment. There is one 30 minute required case presentation at the end of the rotation.

PMDR G810 - Physical Medicine and Rehabilitation Elective (2-4 Credits)
After consultation with the Clerkship Director and Clerkship Coordinator, the student will be assigned to the area of practice to which he/she needs the most exposure before entering a residency program. Options include: time in a rehabilitation hospital working with patients who have spinal cord injuries, brain injuries, stroke, etc., and/or time in outpatient clinics gaining exposure to patients with chronic and acute musculoskeletal pain, sports medicine, interventional spine procedures and electrodiagnostics. On the inpatient service, students will be exposed to all aspects of rehabilitation, including physical, occupational, speech, and psychological therapies and assistive devices. On the outpatient side, students will work one-on-one with an attending and observe outpatient diagnostics and treatment.

PMDR G899 - Physical Medicine and Rehabilitation Away Rotation (4 Credits)
The student will complete an intensive study of Physical Medicine and Rehabilitation at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.
Radiology (RADI)

RADI G710 - Radiology Elective (2 Credits)
This clerkship is designed to impart a broad basic understanding of the role of radiology in diagnosis and management. Emphasis is placed on terminology, proper workup, the fundamentals of diagnostic image interpretation, and clinical indications for imaging examinations and interventional radiology procedures. Instruction occurs through didactic lectures, problem-based learning exercises, computer tutorials, conferences, self-learning exercises, observation of film interpretation, and observation of special procedures. The indications and contraindications for radiologic examination as well as the benefits and limitations of radiological methods will be presented. In addition, the student has the opportunity of working closely with attending radiologists, observing and participating in all phases of their daily work.

RADI G810 - Radiology Elective (2 Credits)
This clerkship is designed to impart a broad basic understanding of the role of radiology in diagnosis and management. Emphasis is placed on terminology, proper workup, the fundamentals of diagnostic image interpretation, and clinical indications for imaging examinations and interventional radiology procedures. Instruction occurs through didactic lectures, problem-based learning exercises, computer tutorials, conferences, self-learning exercises, observation of film interpretation, and observation of special procedures. The indications and contraindications for radiologic examination as well as the benefits and limitations of radiological methods will be presented. In addition, the student has the opportunity of working closely with attending radiologists, observing and participating in all phases of their daily work.

RADI G815 - Interventional Radiology (2 Credits)
The M4 Interventional Radiology Elective will introduce the medical students to the most common interventional procedures in special procedures. The students will learn the pertinent arterial and venous anatomy. The students will participate in the assessment, diagnosis, management and treatment of patients for interventional services. Students will observe and participate in IR procedures, imaging interpretation and interactions with patients and referring physicians.

RADI G899 - Radiology Away Rotation (4 Credits)
The student will complete an intensive study of Radiology at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.

Surgery (SURG)

SURG G700 - Surgery Clerkship (8 Credits)
The Surgery Clerkship is a required rotation for third-year medical students consisting of primarily inpatient and also outpatient experiences. The overall goal of the clerkship is to provide relevant experiences for the student in the care of the patients with both acute and elective surgical problems. Under the supervision of attending staff physicians and residents, students spend variable amounts of time on general surgery and its subspecialties. Students continue to develop skills in medical history-taking, physical examination, and the use of laboratory data in an organized fashion to understand surgical diseases. During this clerkship, students should develop an understanding of the metabolic and physiologic effects of injury and trauma; correlate disordered physiology with the surgical pathologic process; recognize surgical illness and the place of operative intervention in treatment of diseases; understand the impact of surgery on the patient and family, including the psychological and socioeconomic changes that result from an operation; and acquire surgical techniques and skills basic to all physicians, including wound care, suture technique, and the ability to assist in the operating room. Primary methods of instruction include self-directed study, case-based discussion/presentation, conferences, small-group discussion, and teaching rounds. Student teaching on the wards is provided by direct interaction with all level of the staff, including faculty, senior and junior house staff. Students should expect to scrub on cases. They should meet patients they have operated on daily. They should strive to write orders with resident supervision. Students are also expected to attend the weekly surgery clinic, morbidity and mortality conference, and grand rounds, as appropriate. The conclusion of the clerkship includes the Surgery NBME subject examination and an Oral Board/OSAT.

SURG G701 - Clerkship Completion (0 Credits)
This course allows completion of required M-III Clerkships where normal enrollment for those courses crosses academic years. It is valued at zero credits to reflect enrollment, but all graded material is taken into account in the G700 clerkship grade. Successful completion of required hours results in a passing grade.

SURG G710 - Multidisciplinary Oncology Elective (2 Credits)
This elective is meant to introduce clinical surgical oncology, radiation oncology and medical oncology to medical students. This rotation is ideal for both students interested in pursuing a career in one of these fields and for those simply interested in learning about oncology. The majority of students’ time will be spent on the surgical oncology team with appropriate outreach to radiation oncology and medical oncology. The main focus of the rotation will be to understanding the multidisciplinary center concept of tumor management, including the demanding complexities of integrating multiple specialties in a timely and effective manner to maximize patient management based on nationally based cancer guidelines and clinical trial options. Students will have the opportunity to participate in surgery and medical therapies as well.
SURG G715 - Neurosurgery Elective (2 Credits)
This elective introduces medical students to diseases of the nervous system amenable to surgical treatment. The students will participate in outpatient office evaluations, emergency room consultations, hospital-based patient care activities, didactic conferences, and operating room procedures to achieve the course objectives. Students will present new cases to Attending Neurosurgeons, prepare presentations for academic conferences, participate in clinical research activities, and scrub in the operating room, with assigned activities commensurate with the student’s academic level. Evaluations are based on achievement of the six course objectives. Completion of core surgery and neurology clerkships are strongly encouraged.

SURG G720 - Ophthalmology Elective (2 Credits)
This two week rotation is designed for medical students who wish to become familiar with ophthalmology as a medical and surgical specialty. During the rotation, students are expected to learn the principles of the ophthalmic history and physical examination. Students will become familiar with the most common ophthalmic conditions including cataracts, glaucoma, diabetic retinopathy, and strabismus. They will also have the opportunity to work with subspecialists within the field of ophthalmology. Students will see a wide variety of ophthalmic pathology and become familiar with all that ophthalmology has to offer as a career. The students will be given the opportunity to use specialized ophthalmic instruments including direct and indirect ophthalmoscopes, slit lamps, tonometers, and ultrasounds. They will be exposed to advanced testing performed in the office and observe surgery if interested. For students interested in an ophthalmology residency, this rotation will be a stepping stone on that path. For students not interested in an ophthalmology residency, the rotation will provide invaluable insight into ophthalmology as it relates to primary care as well as other specialties. The focus is integrative care of the patient.

SURG G730 - Otolaryngology Elective (2 Credits)
This elective is appropriate for both students interested in head and neck aspects of primary care (pediatrics, family, internal medicine), as well as students interested in head and neck surgery as a career. Students will have exposure to the operating room, the inpatient service, and the outpatient clinic. Students will spend approximately 50% of their time in the operating room.

SURG G735 - Plastic Surgery Elective (2 Credits)
What is Plastic Surgery? Plastic Surgery is a specialized branch of surgery that is defined by the treatment of deformities of the face and body. Plastic surgery is founded in restoring form and function to all areas of the body. Historically, plastic surgery has been predicated on the tradition of innovation in problem solving. Only plastic surgeons are trained to operate on the human body from head to toe. Plastic surgery, therefore, is equally vested in reconstructive and cosmetic procedures. Whether deformity is caused by trauma, cancer, congenital abnormality, previous surgery, or age, plastic surgeons are uniquely trained to restore the normal. GHS Plastic Surgery & Aesthetics is dedicated to these principles that founded the specialty of plastic surgery. The student should expect to learn the basic principles of Plastic Surgery. The student will participate in a vast range of procedures including facial reconstruction, craniofacial/plastic surgery, microsurgery, breast reconstruction, body contouring, cosmetic surgery, and oculoplastic surgery. The student will spend most of the time in the operating room with some time in clinic. There are no call responsibilities.

SURG G740 - Urology Elective (2 Credits)
Students will gain exposure to the broad, overall concepts of urologic disease and the practice of urology in the hospital and office setting. Students will focus on basic diagnostic procedures and treatment of male and female patients with diseases of the genitourinary system. Students are expected to actively participate in diagnostic and therapeutic endeavors under staff members’ directions. Emphasis is placed on developing case presentation skills and organizing patient data in a concise, presentable fashion. Students will assist at surgery and attend related conferences.

SURG G745 - Pediatric Surgery Elective (2 Credits)
Students will achieve objectives by direct experience in care of pediatric surgical patients by participating as a member of the pediatric surgical team in daily patient care meeting, rounds, operations and clinic sessions.

SURG G750 - Pediatric Urology Elective (2 Credits)
This rotation emphasizes the diagnosis and management of pediatric urology patients. During this elective, students will be exposed to all aspects of pediatric urology. The experience includes outpatient clinical evaluations, in-office procedures, and operative cases. This rotation offers the opportunity for a supervised extensive hands-on experience as well as ability to work one-on-one with a physician and/or nurse practitioner.

SURG G755 - Adult Cardiac Surgery (2 Credits)
This elective introduces third year medical students to pre and post-operative patients with acute/chronic cardiac surgical problems. Students spend 2 weeks working during the day. Residents and faculty will supervise all student activities. The students’ exposure will include patient encounters on the surgical floors, ICU, cath and electrophysiology lab, operating room and office. Students will also work with physician assistants during the rotation. Education material is presented through resident and attending rounds, didactic lectures, surgery conferences, morbidity/mortality conference and simulation training. Students are expected to give one presentation during the two week period.

SURG G760 - General Thoracic (2 Credits)
This third year 2 week rotation provides an in depth comprehensive experience in the diagnosis and surgical treatment of patients benign and malignant thoracic disease. The student will participate in inpatient and outpatient surgery, thoracic surgery office, and thoracic multidisciplinary clinic (MDC).

SURG G765 - Colorectal Surgery (2 Credits)
This rotation emphasizes the diagnosis and management of colorectal patients. During this elective, students will be exposed to all aspects of colorectal health. The experience includes outpatient clinical evaluations, in-office procedures, and operative cases. This rotation offers the opportunity for a supervised extensive hands-on experience as well as ability to work one-on-one with a physician.

SURG G770 - Endocrine Surgery (2 Credits)
This third-year, two-week rotation emphasizes the diagnosis and management of thyroid, parathyroid and adrenal diseases. The experience includes outpatient clinical evaluations, ultrasound-guided thyroid fine needle aspiration biopsy, and operative cases. This rotation offers the opportunity for a supervised extensive hands-on experience as well as ability to work one-on-one with a physician through all aspects of the care of the endocrine surgery patient.
SURG G775 - Vascular Medicine (2 Credits)
The vascular medicine clinical rotation will provide the medical students with an introduction to the diagnostic, therapeutic, and preventative approaches to all peripheral vascular diseases. The field of vascular medicine routinely uses non-invasive vascular testing to quantify disease and then determines if medical management is appropriate; and if not, assists in the application of more invasive therapies. The medical student will be introduced to the clinical characteristics of many vascular diseases, including arterial, venous and lymphatic, as they occur at peripheral, aortic, renal, mesenteric, coronary, cerebral, pulmonary, and other sites. Students will get a glimpse into the extensive knowledge base that is essential in understanding the pathogenesis of vascular diseases including PAD, aneurysms, vasculitis, arteriovenous fistulas, lipid disorders, essential hypertension, renovascular hypertension, arterial and venous thrombosis, pulmonary embolism, varicose veins, venous insufficiency (CVI), lymphedema and vasospastic disorders.

SURG G800 - Acute Care Surgery Acting Internship (4 Credits)
Students on the ACS/Trauma rotation serve as junior surgical house officers to patients with acute surgical problems and trauma. Students spend two weeks working during the day and two weeks at night. Residents and faculty will supervise all student activities. The students’ exposure will include patient encounters on the surgical floors, emergency room, trauma bay, and clinic. M4 students will also be expected to teach M3 medical students rotating through their surgical clerkships. Education material is presented through resident and attending rounds, didactic lectures, surgery conferences, morbidity/mortality conference and simulation training. M4 students are expected to give one presentation during the four week period and take the NBME Advanced Clinical Exam in Surgery.

SURG G801 - Trauma Acting Internship (4 Credits)
Students on the Trauma rotation serve as junior surgical house officers to patients with acute trauma. Students spend two weeks working during the day and two weeks at night. Students will work the Saturday and Sunday in between the day weeks. This means rounding on Saturday and Sunday with the Interns. Residents and faculty will supervise all student activities. The students’ exposure will include patient encounters in the emergency room, trauma bay, and clinic. M4 students will also be expected to teach M3 medical students rotating through their surgical clerkships. Education material is presented through resident and attending rounds, didactic lectures, surgery conferences, morbidity/mortality conference and simulation training. M4 students are expected to give one presentation during the four week period.

SURG G802 - Neurosurgery Acting Internship (4 Credits)
This intensive rotation is intended for qualified students applying for neurosurgical residency training. This 4-week experience provides advanced exposure to transition students toward intern level responsibilities for patient care. The students will participate in outpatient office evaluations, emergency room consultations, hospital-based patient care activities, didactic conferences, and operating room procedures to achieve the course objectives. Students will present new cases to Attending Neurosurgeons, prepare oral presentations for academic conferences, participate in clinical research activities, and scrub in the operating room. Students will participate in overnight neurosurgical call in accordance with ACGME Duty Hours standards. Evaluations are based on achievement of the six course objectives.

SURG G810 - Pediatric Surgery (4 Credits)
This rotation offers the student an opportunity to work closely with pediatric surgeons in the office and hospital practice using the preceptor method to provide an exemplary approach to the management of problems in surgical pediatrics. The main emphasis of the course is to provide a basis for the comprehensive care of children requiring surgical intervention. The student will be exposed to the basic surgical techniques and be given the opportunity to participate during certain procedures. Patients presenting with complaints ranging from management of parasurgical congenital anomalies will be seen in this setting. The student will work as part of a team of the pediatric surgery service, participating in preoperative, intraoperative, and postoperative care. The patient population will consist of age groups from the premature newborn to the young adolescent. Exposure to a broad spectrum of cases needing surgical intervention, and/or management, will be provided. Hospital rounds, lectures, and conferences will be scheduled for the student to parallel the surgeon. Students will spend two weeks working during the day and two weeks working at night.

SURG G811 - Vascular Surgery (2-4 Credits)
This 4th year clerkship will provide students a comprehensive experience in the diagnosis and management of patients with vascular disease, including arterial, venous, and lymphatic disorders. They will participate in all aspects of patient care including the inpatient and outpatient setting. Students will be treated as an intern and participate in both open surgical and endovascular treatment of patients on the vascular service. Under supervision of the attending surgeon and/or vascular surgical resident, the student will also be involved in performing a history and physical, writing notes, instituting care, evaluating problems, planning therapy and seeing consultations. A daily vascular conference takes place after morning report starting at 7 AM.

SURG G812 - Oconee Surgical Elective (2-4 Credits)
Apprenticeship style rotation where medical student will have the opportunity to work directly with a practicing general surgeon in rural practice. This will include shadowing the physician in the office, seeing consult patients in the emergency department, and operating with the surgeon on elective and emergent cases. Oconee does not have residents, which gives M4 medical students the unique opportunity to work directly with an attending physician.

SURG G813 - Colorectal Surgery (2-4 Credits)
This rotation emphasizes the diagnosis and management of colorectal patients. During this elective, students will be exposed to all aspects of colorectal health. The experience includes outpatient clinical evaluations, in-office procedures, and operative cases. This rotation offers the opportunity for a supervised extensive hands-on experience as well as ability to work one-on-one with a physician.

SURG G814 - Multidisciplinary Surgical Oncology (2 Credits)
This elective will introduce medical students to clinical surgical oncology, radiation oncology, and medical oncology. This rotation is ideal for students interested in pursuing a career in one of these fields or for those simply interested in learning about oncology. The majority of the students’ time will be spent on the surgical oncology team with appropriate outreach to radiation and medical oncology. The main focus of the rotation will be to understand the multidisciplinary center concept of tumor management, including the demanding complexities of integrating multiple specialties in a timely and effective manner to maximize patient management based on national cancer guidelines and clinical trial options. Students have the opportunity to participate in surgery and medical therapies as well. There will be no night or weekend duties.
SURG G815 - Surgical Intensive Care Unit (4 Credits)
The surgical critical care rotation will provide M4 students with experience in the clinical concepts and procedures used in surgical critical care. Under the supervision of faculty and residents students provide comprehensive ICU care for complex trauma, vascular, neurosurgical and general surgery patients. Students will also participate in trauma resuscitations in the trauma bay. Students are expected to be an integral part of the ICU team and assist in daily rounds, evaluating new consults, coordinating care with the pulmonary team and performing procedures. Students are expected to present two brief oral reports on assigned topics for critical care teaching rounds. Students will spend two weeks working during the day and two weeks working at night.

SURG G820 - Urology (2 Credits)
Students will gain exposure to the broad, overall concepts of urologic disease and the practice of urology in the hospital and office setting. Students will focus on basic diagnostic procedures and treatment of male and female patients with diseases of the genitourinary system. Students are expected to actively participate in diagnostic and therapeutic endeavors under staff members' directions. Emphasis is placed on developing case presentation skills and organizing patient data in a concise, presentable fashion. Students will assist at surgery and attend related conferences.

SURG G825 - Neurosurgery (2 Credits)
This elective introduces medical students to diseases of the nervous system amenable to surgical treatment. The students will participate in outpatient office evaluations, emergency room consultations, hospital-based patient care activities, didactic conferences, and operating room procedures to achieve the course objectives. Students will present new cases to Attending Neurosurgeons, prepare presentations for academic conferences, participate in clinical research activities, and scrub in the operating room, with assigned activities commensurate with the student’s academic level. Evaluations are based on achievement of the six course objectives. Completion of core surgery and neurology clerkships are strongly encouraged.

SURG G830 - Ophthalmology (4 Credits)
This four week rotation is designed for medical students who wish to become familiar with ophthalmology as a medical and surgical specialty and may be leaning towards this field for residency. During the rotation, students are expected to learn the principles of the ophthalmic history and physical examination. Students will become familiar with the most common ophthalmic conditions including cataracts, glaucoma, diabetic retinopathy, and strabismus. They will also have the opportunity to work with subspecialists within the field of ophthalmology. Students will see a wide variety of ophthalmic pathology and become familiar with all that ophthalmology has to offer as a career. The students will be given the opportunity to use specialized ophthalmic instruments including direct and indirect ophthalmoscopes, slit lamps, tonometers, and ultrasounds. They will be exposed to advanced testing performed in the office and observe surgery if interested. For students interested in an ophthalmology residency, this rotation will be a stepping stone on that path. The students will also be exposed to interesting inpatient consults and emergency room patients. They will also have the option to come in with the ophthalmologist on call on certain nights. For students not interested in an ophthalmology residency, the rotation will provide invaluable insight into ophthalmology as it relates to primary care as well as other specialties. The goal is to have the students become proficient with the direct ophthalmoscope, the slit lamp and comfortable working up ophthalmology patients. The focus is integrative care of the patient. Students will be expected to work up and present patients to the attending physicians by the end of the rotation.

SURG G835 - Otolaryngology Head and Neck Surgery (2 Credits)
This elective is appropriate for both students interested in head and neck aspects of primary care (pediatrics, family, internal medicine), as well as students interested in head and neck surgery as a career. Students will have exposure to the operating room, the inpatient service, and the outpatient clinic. Students will spend approximately 50% of their time in the operating room.

SURG G840 - Pediatric Neurosurgery (2 Credits)
This 2 week rotation will provide an introduction to the preoperative, operative and post-operative care of infants and children. The student will have the opportunity to round with the attending pediatric neurosurgeon, evaluate and present consults, perform history and physicals and scrub in on cases in the operating room. The student will also see patients in the outpatient setting.

SURG G845 - Plastic Surgery (2 Credits)
What is Plastic Surgery? Plastic Surgery is a specialized branch of surgery that is defined by the treatment of deformities of the face and body. Plastic surgery is founded in restoring form and function to all areas of the body. Historically, plastic surgery has been predicated on the tradition of innovation in problem solving. Only plastic surgeons are trained to operate on the human body from head to toe. Plastic surgery, therefore, is equally vested in reconstructive and cosmetic procedures. Whether deformity is caused by trauma, cancer, congenital abnormality, previous surgery, or age, plastic surgeons are uniquely trained to restore the normal. GHS Plastic Surgery & Aesthetics is dedicated to these principles that founded the specialty of plastic surgery. The student should expect to learn the basic principles of Plastic Surgery. The student will participate in a vast range of procedures including facial reconstruction, craniofacial/pediatric plastic surgery, microsurgery, breast reconstruction, body contouring, cosmetic surgery, and ocuoplasty surgery. The student will spend most of the time in the operating room with some time in clinic. There are no call responsibilities.

SURG G850 - Pediatric Urology (2 Credits)
This rotation emphasizes the diagnosis and management of pediatric urology patients. During this elective, students will be exposed to all aspects of pediatric urology. The experience includes outpatient clinical evaluations, in-office procedures, and operative cases. This rotation offers the opportunity for a supervised extensive hands-on experience as well as ability to work one-on-one with a physician and/or nurse practitioner.

SURG G855 - Vascular Medicine (2-4 Credits)
The vascular medicine clinical rotation will provide the medical students with an introduction to the diagnostic, therapeutic, and preventative approaches to all peripheral vascular diseases. The field of vascular medicine routinely uses non-invasive vascular testing to quantify disease and then determines if medical management is appropriate; and if not, assists in the application of more invasive therapies. The medical student will be introduced to the clinical characteristics of many vascular diseases, including arterial, venous and lymphatic, as they occur at peripheral, aortic, renal, mesenteric, coronary, cerebral, pulmonary, and other sites. Students will get a glimpse into the extensive knowledge base that is essential in understanding the pathogenesis of vascular diseases including PAD, aneurysms, vasculitis, arteriovenous fistulas, lipid disorders, essential hypertension, renovascular hypertension, arterial and venous thrombosis, pulmonary embolism, varicose veins, venous insufficiency (CVI), lymphedema and vasospastic disorders.
SURG G860 - Wound Care (2 Credits)
This 2 week rotation is designed to expose medical students to the assessment and management of various chronic wounds in a multidisciplinary setting. Students will spend the majority of their time at the Wound Healing Center of GHS at the Patewood Campus where they will round with the attending physician. Experience evaluating venous ulcerations, diabetic foot wounds, as well as unusual wounds such as vasculitic wounds will be provided. Hands on experience will include basic wound debridement, basic wound dressing, multilayer compression wraps and off-loading techniques. In addition, there will be opportunity to rotate at Greenville Memorial Hospital with the wound care team. The schedule will typically be 8 am to 5pm Monday through Thursday with no call or weekend duties.

SURG G865 - Adult Cardiac Surgery (2-4 Credits)
This elective introduces fourth year medical students to pre and post-operative patients with acute/chronic cardiac surgical problems. Students spend 2-4 weeks working during the day. Residents and faculty will supervise all student activities. The students’ exposure will include patient encounters on the surgical floors, ICU, cath and electrophysiology lab, operating room and office. Students will also work with physician assistants during the rotation. Education material is presented through resident and attending rounds, didactic lectures, surgery conferences, morbidity/mortality conference and simulation training. Students are expected to give one presentation during the four week period.

SURG G870 - Breast Surgery (2 Credits)
This fourth year 2 week rotation provides an in-depth comprehensive experience in the diagnosis and surgical treatment of patients with both benign and malignant breast disease. The student will participate in inpatient and outpatient surgery, breast health center office, and breast multidisciplinary center (MDC). At the MDC, the student will participate in the evaluation of breast cancer patients as part of the team including surgeon, radiation oncologist, medical oncologist, radiologist, pathologist, nurse navigator, lymphedema specialist, and research nurse. Breast tumor board meets on the first Thursday of the month at 7 am in CC2. The student should plan to attend this if the rotation falls during this time.

SURG G875 - Minimally Invasive Surgery (4 Credits)
This rotation will allow students to experience the breadth of surgical practice in three very common conditions: Hernia, reflux and obesity. The rotation will be divided into two blocks. The first two weeks will be spent with the GHS Hernia Center under the guidance of Drs. Cobb, Carbonell and Warren. The following two weeks will be spent with the GHS Bariatric service, under the guidance of Drs. Scott, Eichorn, Rapp and Bour. The course will include experience in the operating room, outpatient setting, and inpatient care.

SURG G880 - Endovascular Neurosurgery/Neurology (2 Credits)
Two week elective for motivated 4th year medical students in Endovascular Neurosurgery/Neurology. Targeted students would include those interested in pursuing Radiology, Neurology, or Neurosurgery as residents seeking additional exposure to particular disease states such as cerebral AVM/AV fistula, cerebral aneurysm, ischemic stroke, subarachnoid hemorrhage, and cerebral angioma. Students will receive exposure to minimally invasive procedures using image guidance and catheter based approaches such as cere-bral angiograms, mechanical thrombectomies, cerebral coiling, and/or embolizations to treat vascular neurologic diseases. Students will be participating primarily on inpatient wards with one of our two endovascular specialists and his/her nurse practitioner, and will also have some experience with outpatient clinic. Opportunities such as placing central venous catheters and arterial lines may be available during inpatient portions of the rotation. It is strongly recommended that students participate in one night of call per week to see additional cases that may not be available during regular hours, most notably mechanical thrombectomies for acute ischemic stroke and coiling/clipping of aneurysms. Students will be expected to attend any conference that faculty regularly attend, such as monthly M&M. Evaluation will be determined by performance during daily rounds with faculty and each student will be required to give a presentation at the end of the 2 week rotation based on a topic given by the faculty member.

SURG G885 - Bariatric Surgery (2 Credits)
This fourth year 2 week rotation provides an in-depth comprehensive experience in the diagnosis and surgical treatment of patients who suffer from the disease of obesity. The student will participate in inpatient and outpatient surgery, observe patients in the bariatric clinic, and work with the dietitians at the bariatric office. In the clinic, the student will participate in the evaluation of the patient with obesity, observe the preoperative discussion that lead to interventions, and prepare patients for surgery. In the operating room, the student will observe cutting edge laparoscopic techniques and become familiar with techniques that keep obese patients safe in the OR. In addition, students will become familiar with the epidemiology of obesity, proper nutrition in post bariatric patients, and preferred surgical methods for treating the disease process.

SURG G890 - Endocrine Surgery (2-4 Credits)
This fourth year rotation emphasizes the diagnosis and management of thyroid, parathyroid and adrenal diseases. The experience includes outpatient clinical evaluations, ultrasound-guided thyroid fine needle aspiration biopsy, and operative cases. This rotation offers the opportunity for a supervised extensive hands-on experience as well as ability to work one-on-one with a physician through all aspects of the care of the endocrine surgery patient.

SURG G895 - General Thoracic Surgery (2-4 Credits)
This fourth year 2 or 4 week rotation provides an in-depth comprehensive experience in the diagnosis and surgical treatment of patients benign and malignant thoracic disease. The student will participate in inpatient and outpatient surgery, thoracic surgery office, and thoracic multidisciplinary clinic (MDC).

SURG G899 - Surgery Away Rotation (2-4 Credits)
The student will complete an intensive study of Surgery at another hospital or practice. This course must be approved through the VSAS application service or office of the M3/M4 Director.
**Fees and Refunds**

**Graduate Fee Schedule**

Complete details about fees, payments, tax credits, loans, late changes, and related information may be found at the bursar's Web site, [www.sc.edu/bursar](http://www.sc.edu/bursar). For the complete graduate fee schedule, visit [www.sc.edu/bursar/studentfees.html](http://www.sc.edu/bursar/studentfees.html). Tuition and fees are approved by the Board of Trustees and subject to change at any time.

For information about non-academic fees, charges, and regulations, visit the Web sites below.

- University Housing: [www.housing.sc.edu](http://www.housing.sc.edu)
- Carolina Dining Services: [www.sc.edu/dining](http://www.sc.edu/dining)
- Thomson Student Health Center: [www.sa.sc.edu/shs/tshc/](http://www.sa.sc.edu/shs/tshc/)
- Vehicle Management and Parking Services: [www.sc.edu/vmps](http://www.sc.edu/vmps/)

**Checks, Money Orders, and Credit Cards**

The University assesses a credit-card convenience fee for all students paying fees by credit card. If you decide to pay with a credit card, this nonrefundable fee will be added to your bill to cover the cost being charged to the University. Since the majority of students find Self-Service Carolina ([https://my.sc.edu/](https://my.sc.edu/)) a convenient way to pay, it will present you with an option to accept this fee or decline the transaction. If you decline, you must select another method of payment. Alternative methods include payment by E-check, UofSC's preferred method of payment, when using Self-Service Carolina or payment by check or money order through the mail.

**Legal Residency Requirements for Fee and Tuition Purposes**

The University of South Carolina is required by state law to determine the residence classification of applicants. The initial determination of one's resident status is made at the time of admission. The determination made at that time, and any determination made thereafter, prevails for each subsequent semester until information becomes available that would impact the existing residency status and the determination is successfully challenged. The burden of proof rests with the students to show evidence as deemed necessary to establish and maintain their residency status.

**Code of Laws Governing Residence**

Rules regarding the establishment of legal residence for tuition and fee purposes for institutions of higher education are governed by Title 59, Chapter 112, of the 1976 South Carolina Code of Laws, as amended.

**Definitions**

- **“Academic Session”** is defined as a term or semester of enrollment.
- **“Continue to be Enrolled”** is defined as continuous enrollment without an interruption that would require the student to pursue a formal process of readmission to that institution. Formal petitions or applications for change of degree level shall be considered readmissions.
- **“Dependent Person”** is defined as one whose predominant source of income or support is from payments from a parent, spouse, or guardian, who claims the dependent person on his/her federal income tax return. In the case of those individuals who are supported by family members who do not earn enough reportable income for taxation purposes, a dependent person can be defined as one who qualifies as a dependent or exemption on the federal income tax return of the parent, spouse, or guardian. A dependent person is also one for whom payments are made, under court order, for child support and the cost of the dependent person's college education. A dependent person's residency is based upon the residency of the person upon whom they are dependent.
- **“Domicile”** is defined as the true, fixed, principal residence and place of habitation. It shall indicate the place where a person intends to remain, or to where one expects to return upon leaving without establishing a new domicile in another state. For purposes of this section, one may have only one legal domicile. One is presumed to abandon automatically an old domicile upon establishing a new one. Housing provided on an academic session basis for student at institutions shall be presumed not to be a place of principal residence, as residency in such housing is by its nature temporary.
- **“Family’s Domicile in this State is Terminated”** is defined as an employer directed transfer of the person upon whom the student is dependent and is not construed to mean a voluntary change in domicile. Also included is a relocation of the person upon whom the student is dependent who is laid off through no fault of their own, e.g., plant closure, downsizing, etc., who accepts employment in another state prior to relocating.
- **“Full time employment”** is defined as employment that consists of at least thirty seven and one half hours a week on a single job in a full time status, with gross earnings of at least minimum wage. However, a person who works less than thirty seven and one half hours a week but receives or is entitled to receive full time employee benefits shall be considered to be employed full time if such status is verified by the employer. A person who meets the eligibility requirements of the Americans with Disabilities Act must present acceptable evidence that they satisfy their prescribed employment specifications in order to qualify as having full time employment.
- **“Guardian”** is defined as one legally responsible for the care and management of the person or property of a minor child based upon the five tests for dependency prescribed by the Internal Revenue Service; provided, however, that where circumstances indicate that such guardianship or custodianship was created primarily for the purpose of conferring South Carolina domicile for tuition and fee purposes on such child or dependent person, it shall not be given such effect.
- **“Immediately Prior”** is defined as the period of time between the offer of admission and the first day of class of the term for which the offer was made, not to exceed one calendar year.
- **“Independent Person”** is defined as one in his/her majority (eighteen years of age or older) or an emancipated minor, whose predominant source of income is his/her own earnings or income from employment, investments, or payments from trusts, grants, scholarships, commercial loans, or payments made in accordance with court order. An independent person must provide more than half of his or her support during the twelve months immediately prior to the date that classes begin for the semester for which resident status is requested. An independent person cannot claim the domicile of another individual as their own for the purposes of establishing intent to become a South Carolina resident. An independent person must have established his/her own domicile for
twelve months prior to receiving instate tuition and fees. An independent person cannot be claimed as a dependent or exemption on the federal tax return of his or her parent, spouse, or guardian for the year in which resident status is requested.

"Minor" is defined as a person who has not attained the age of eighteen years. An "emancipated minor" shall mean a minor whose parents have entirely surrendered the right to the care, custody and earnings of such minor and are no longer under any legal obligation to support or maintain such minor.

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

"Parent" is defined as the father, mother, stepfather, stepmother, foster parent or parent of a legally adopted child.

"Reside" is defined as continuous and permanent physical presence within the State, provided that absences for short periods of time shall not affect the establishment of residence. Excluded are absences associated with requirements to complete a degree, absences for military training service, and like absences, provided South Carolina domicile is maintained.

"Resident" for tuition and fee purposes is defined as an independent person who has abandoned all prior domiciles and has become domiciled in South Carolina continuously for at least twelve months immediately preceding the first day of class of the term for which resident classification is sought and for whom there is an absence of domiciliary evidence in other states or countries, notwithstanding other provisions of the Statute.

"Spouse" is defined as the husband or wife of a married person in accordance with Title 20, Chapter 1 of the 1976 South Carolina Code of Laws, as amended.

"Temporary Absence" is defined as a break in enrollment during a fall or spring semester (or its equivalent) during which a student is not registered for class. (62-606.A)

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

"United States Armed Forces" is defined as the United States Air Force, Army, Marine Corps, Navy, and Coast Guard.

"Trust" is defined as a legal entity created by a grantor for the benefit of designated beneficiaries under the laws of the state and the valid trust instrument. However, that where circumstances indicate that such trust was created primarily for the purpose of conferring South Carolina domicile for tuition and fee purposes on such child or independent person, it shall not be given such effect.

Citizens and Permanent Residents

Independent persons who have physically resided and been domiciled in South Carolina for twelve continuous months immediately preceding the date the classes begin for the semester for which resident status is claimed may qualify to pay in state tuition and fees. The twelve month residency period starts when the independent person establishes the intent to become a South Carolina resident per Section 62-605 entitled "Establishing the Requisite Intent to Become a South Carolina Domiciliary". The twelve month residency period cannot start until the absence of indicia in other states is proven. Absences from the State during the twelve month period may affect the establishment of permanent residence for tuition and fee purposes.

The resident status of a dependent person is based on the resident status of the person who provides more than half of the dependent person's support and claims or, only in the case of those individuals who are supported by family members who do not earn enough reportable income for taxation purposes, qualifies to claim the dependent person as a dependent for federal income tax purposes. Thus, the residence and domicile of a dependent person shall be presumed to be that of their parent, spouse, or guardian.

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

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

Except as otherwise specified in this section or as provided in Section 62-609 (1) & (2), independent non-citizens and non-permanent residents of the United States will be assessed tuition and fees at the non-resident, out of state rate. Independent non-resident aliens, including refugees, asylees, and parolees may be entitled to resident, in state classification once they have been awarded permanent resident status by the U.S. Department of Justice and meet all the statutory residency requirements provided that all other domiciliary requirements are met. Time spent living in South Carolina immediately prior to the awarding of permanent resident status does not count toward the twelve month residency period. Certain non resident aliens present in the United States in specified visa classifications are eligible to receive in state residency status for tuition and fee purposes as prescribed by the Commission on Higher Education. They are not, however, eligible to receive state sponsored tuition assistance/scholarships.

Title 8 of the Code of Federal Regulations (CFR) serves as the primary resource for defining visa categories.

Establishing the Requisite Intent to Become a South Carolina Domiciliary

Resident status may not be acquired by an applicant or student while residing in South Carolina for the sole primary purpose of enrollment in an institution or for access to state supported programs designed to serve South Carolina residents. An applicant or student from another state who comes to South Carolina usually does so for the purpose of attending school. Therefore, an applicant or student who enrolls as a non-resident in an institution is presumed to remain a non-resident throughout his or her attendance and does not qualify under any of the residency provisions.

If a person asserts that his/her domicile has been established in this State, the individual has the burden of proof. Such persons should provide to the designated residency official of the institution to which they are applying any and all evidence the person believes satisfies the burden of proof. The residency official will consider any and all evidence provided concerning such claim of domicile, but will not necessarily
regard any single item of evidence as conclusive evidence that domicile has been established.

For independent persons or the parent, spouse, or guardian of dependent persons, examples of intent to become a South Carolina resident may include, although any single indicator may not be conclusive, the following indicia:

1. Statement of full time employment;
2. Designating South Carolina as state of legal residence on military record;
3. Possession of a valid South Carolina driver’s license, or if a non-driver, a South Carolina identification card. Failure to obtain this within 90 days of the establishment of the intent to become a South Carolina resident will delay the beginning date of residency eligibility until a South Carolina driver’s license is obtained;
4. Possession of a valid South Carolina vehicle registration card. Failure to obtain this within 45 days of the establishment of the intent to become a South Carolina resident will delay the beginning date of residency eligibility until the applicant obtains a South Carolina vehicle registrations card;
5. Maintenance of domicile in South Carolina;
6. Paying South Carolina income taxes as a resident during the past tax year, including income earned outside of South Carolina from the date South Carolina domicile was claimed;
7. Ownership of principal residence in South Carolina; and
8. Licensing for professional practice (if applicable) in South Carolina.

The absence of indicia in other states or countries is required before the student is eligible to pay in state rates.

Maintaining Residence
A person’s temporary absence from the State does not necessarily constitute loss of South Carolina residence unless the person has acted inconsistently with the claim of continued South Carolina residence during the person’s absence from the State. The burden is on the person to show retention of South Carolina residence during the person’s absence from the State. Steps a person should take to retain South Carolina resident status for tuition and fee purposes include:

1. Continuing to use a South Carolina permanent address on all records;
2. Maintaining South Carolina driver’s license;
3. Maintaining South Carolina vehicle registration;
4. Satisfying South Carolina resident income tax obligation. Individuals claiming permanent residence in South Carolina are liable for payment of income taxes on their total income from the date that they established South Carolina residence. This includes income earned in another state or country.

Effect of Change of Residency
Notwithstanding other provisions of this section, any dependent person of a legal resident of this state who has been domiciled with his/her family in South Carolina for a period of not less than three years and whose family’s domicile in this state is terminated immediately prior to his/her enrollment may enroll at the in state rate. Any dependent person of a legal resident of this state who has been domiciled with his/her family in South Carolina for a period of not less than three years and whose family’s domicile in this state is terminated after his/her enrollment may continue to receive in state rates, however, a student must continue to be enrolled and registered for classes (excluding summers) in order to maintain eligibility to pay in state rates in subsequent semesters. Transfers within or between South Carolina colleges and universities of a student seeking a certificate, diploma, associate, baccalaureate, or graduate level degree does not constitute a break in enrollment.

If a dependent or independent person voluntarily leaves the state, and information becomes available that would impact the existing residency status, eligibility for in state rates shall end on the last day of the academic session during which domicile is lost. Application of this provision shall be at the discretion of the institution involved. However, a student must continue to be enrolled and registered for classes (excluding summers) in order to maintain eligibility to pay in state rates in subsequent semesters.

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

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

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

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

Exceptions
Persons in the following categories qualify to pay in state tuition and fees without having to establish a permanent home in the state for twelve months. Persons who qualify under any of these categories must meet the conditions of the specific category on or before the first day of class of the term for which payment of in state tuition and fees is requested. The following categories apply only to in state tuition and do not apply to State supported scholarships and grants. Individuals who qualify for in state tuition and fees under the following exceptions do not automatically qualify for LIFE, SC HOPE or Palmetto Fellows Scholarships.

1. “Military Personnel and their Dependents.” Members of the United States Armed Forces who are permanently assigned in South Carolina on active duty and whose dependents are eligible to pay in state tuition and fees. When such personnel are transferred from the State, their dependents may continue to pay in state tuition and fees as long as they are continuously enrolled. Such persons (and their dependents) may also be eligible to pay in state tuition and fees as long as they are continuously enrolled after their discharge from the military, provided they have demonstrated an intent to establish a permanent home in South Carolina and they have resided in South Carolina for a period of at least twelve months immediately preceding their discharge. Military personnel who are not stationed in South Carolina and/or former military personnel who intend to establish South Carolina residency must fulfill the twelve month “physical presence” requirement for them or their dependents to qualify to pay in state tuition and fees.
2. **“Faculty and Administrative Employees with Full Time Employment and their Dependents”** Full time faculty and administrative employees of South Carolina state supported colleges and universities and their dependents are eligible to pay in state tuition and fees.

3. **“Residents with Full Time Employment and their Dependents”** Persons who reside, are domiciled, and are full time employed in the State and who continue to work full time until they meet the twelve month requirement and their dependents are eligible to pay in state tuition and fees, provided that they have taken steps to establish a permanent home in the State. Steps an independent person must take to establish residency in South Carolina are listed in Section 62-605 entitled (“Establishing the Requisite Intent to Become a South Carolina Domiciliary (p. 354).”)

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

South Carolina residents who wish to participate in the Contract for Services program sponsored by the Southern Regional Education Board must have continuously resided in the State for other than educational purposes for at least two years immediately preceding application for consideration and must meet all other residency requirements during this two year period.

**Application for Change of Resident Status**

Persons applying for a change of resident classification must complete a residency application/petition and provide supporting documentation prior to a reclassification deadline as established by the institution.

The burden of proof rests with those persons applying for a change of resident classification who must show required evidence to document the change in resident status.

**Incorrect Classification**

Persons incorrectly classified as residents are subject to reclassification and to payment of all non-resident tuition and fees not paid. If incorrect classification results from false or concealed facts, such persons may be charged tuition and fees past due and unpaid at the out of state rate. The violator may also be subject to administrative, civil, and financial penalties. Until these charges are paid, such persons will not be allowed to receive transcripts or graduate from a South Carolina institution.

Residents whose resident status changes are responsible for notifying the Residency Official of the institution attended of such changes.

**Inquiries and Appeals**

Inquiries regarding residency requirements and determinations should be directed to:

Legal Residency Office
University Of South Carolina
Columbia, SC 29208
803-777-4060

Any person, following a decision on his or her resident classification, may appeal the decision to the University Committee on Legal Residence. The committee, however, is bound by the same laws and regulations as the residency officials, so its purpose is only to review the facts and details of any case brought before it to evaluate the correctness of the decision by residency officials. Neither the committee nor residency officials may waive the provisions of the law or regulations.

Persons who appeal residency decisions must provide a letter to the Legal Residency Office informing the office that they want to appeal the decision made by the residency official. The letter must also include a summary of the person's situation and a statement which specifies the residency provision under which the person feels he or she qualifies to pay in-state fees. The director of legal residency will then schedule a hearing as soon as possible for the committee to hear the appeal.

The residency requirements are subject to change without notification.

**Academic Fees**

**Application Fees**

Every new graduate student will be charged a nonrefundable application fee of $50. All applications must be accompanied by the application fee. International students pay an enrollment fee of $500.

**Matriculation Fee**

A nonrefundable matriculation fee of $50 is assessed to all current degree-seeking students on a one-time basis. This fee is also assessed to entering (or re-entering) degree-seeking students.

**Free Tuition**

(This includes tuition only—all other academic and mandatory fees are the responsibility of the student.)

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

1. **S.C. Code Ann. § 59-111-110 (Law Co-op. 1976)** No tuition shall be charged for a period of four school years by any state-supported college or university or any state-supported vocational or technical school for children of firemen, both regularly employed and members of volunteer organized units, organized rescue squad members, members of the Civil Air Patrol, law enforcement officers or correction officers, as defined herein, including reserve and auxiliary units of counties or municipalities, who become totally disabled or are killed in line of duty (on or after July 1, 1964).

2. **S.C. Code Ann. § 59-111-320 (Law Co-op Supp. 1984)** Legal residents of South Carolina who have attained the age of sixty (60) and meet admission and other standards deemed appropriate by the University may attend classes for credit or non-credit purposes on a space available basis; provided, however, that neither such persons nor their spouses receive compensation as full-time employees.

**Examination Fees**

**Graduate Record Examination**

1. General Test ($60)
2. Subject Test ($60)

Revalidation examinations intended to revalidate USC courses, obsolete under the statute of limitations. Per hour, $25.
Refund Policy

Policies

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

1. Changes in a student’s status, which may require a refund:
   a. Change in a full-time student’s schedule which results in reclassification to part-time (Less than 12 credit hours).
   b. Change in a part-time student’s schedule which results in fewer credit hours.

2. Situations which may require a refund:
   a. Course or courses dropped.
   b. Drop/Withdrawal from the University.
   c. Cancellation of a class by the University.

Procedures

The refund procedures for the School of Medicine Greenville reflect those of the University as a whole and use the same calculation procedures to determine a percentage of refund for each Part of Term in which a student is enrolled. In cases where a student has not begun a particular Part of Term, the student will receive a full refund for courses within that Part of Term.

1. Refund Requests
   All requests for refunds must be received during the academic year for which the fees were paid. The academic year begins with the fall term and ends with the summer term.

   Refunds may be requested at any time during the academic year in which the applicable term occurs.

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

3. Drop/Withdrawal Refund Policy
   Standard refund procedures for dropping/withdrawal from the School of Medicine Greenville:

   Standard refund procedures for dropping/withdrawal from the university.

   All refunds will be based solely on the percentage of time (in days) between the first day of a part-of-term and the last day of a part-of-term. The percentage (in days) will include all Saturdays, Sundays, and holidays between the start and end dates of each part-of-term. Exceptions to this rule may only be made by the Bursar’s Office. In these instances, any change in the refund percentage would be moved out to the next closest business day. Courses fewer than six days long, first day = 100% refund, remaining days = no refund.
   a. 100 percent if the student’s official drop/withdrawal calculation is within 6% of the enrollment period for which the student is liable.
   b. 70 percent if the student’s official withdrawal calculation is between the period specified in (1) or before the end of the 10 percent period of enrollment for which the student is liable.
   c. 50 percent if the student’s official withdrawal calculation is between the period specified in (2) or before the end of the 16 percent period of enrollment for which the student is liable.
   d. 20 percent if the student’s official withdrawal calculation is between the period specified in (3) or before the end of the 25 percent period of enrollment for which the student is liable.

4. Refund Schedules
   The University Registrar maintains the official refund schedules for all programs at the University. When a medical student seeks to withdraw from the University, s/he must first contact the Sr. Asst. Director of Financial Aid and Student Records to discuss the amount and procedure for a refund. As medical student schedules are very complicated, no refund calculation can be completed until the student decides on a date for withdrawal.

5. Refund Rate
   Owing to the fact that the School of Medicine Greenville has a flat tuition rate, there is no traditional “part-time” rate for enrollment that the USC Banner system can use for the calculation of refunds. For this purpose, a partial tuition rate must be created for sole use in the calculation of refunds. Both medical schools of USC have decided upon the following equation to establish the refund rate:

6. Return of Title IV Funds
   a. Refunds Policy for Students Who Have Received Title IV Funds
      And Withdraw From The University. Federal financial aid funds are awarded with the expectation that students will complete the entire period of enrollment. Students “earn” a percentage of the funds that are disbursed with each day of class attendance. When a student who has received federal aid funds (Title IV Funds) leaves school before the end of the semester or period of enrollment, federal regulations require the University of South Carolina to calculate the percentage and amount of “unearned” financial aid funds that must be returned. Once a student has completed more than 60 percent of the enrollment period, they are considered to have earned all funding received. This calculation may have the effect of requiring the student who withdraws before this time frame to repay funds that have already been disbursed to the student or credited towards their current account for tuition, fees, housing and/or meals. Students are encouraged to meet with a counselor in the Office of Student Affairs, or the appropriate office on their campus, prior to making the decision to withdraw from school.
   b. Title IV Refund Distribution
      i. For fully withdrawn students receiving federal and/or state funds, the refund will be governed by the current Federal Title IV refund policy. The Office of Student Financial Aid and Scholarships determines the amount of the funds that are distributed back to Title IV, HEA Programs or other Financial Aid sources. For students and their parents who have received student loans or other forms of financial aid, funds will be returned in the order prescribed by federal regulations. The institution must return the funds to the financial aid program other than College Work Study, up to the amount of
assistance that the student received from those programs. Funds are to be distributed to the financial aid programs in the following order:
- Unsubsidized Federal Stafford
- Federal PLUS Loan
- Federal Iraq/Afghanistan Service Grant

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

iii. Exit interviews are required before leaving the University of South Carolina for all students who withdraw and have received Stafford, Perkins or Federal Nursing/Health Professions Loans. Exit interviews can be completed at: http://www.sc.edu/financialaid/loan_counseling/default.html.

Questions regarding exit counseling should be referred to the appropriate campus Financial Aid and Scholarships Office.

7. Appeals Process
A process for appeals exists for students who believe circumstances warrant exceptions from published policy. The student must be fully withdrawn from the University in order to apply for an appeal.

The Withdrawal Refund Appeals Committee for each campus reviews and act on all appeals:

Withdrawal Refund Appeals Committee
Office of the Registrar
University of South Carolina
Columbia, SC 29208
803-777-5555

Housing Fees
1. Students in the following categories are eligible for refunds in accordance with the terms shown in their Residence Hall contract:
   a. newly admitted students who do not attend the University of South Carolina
   b. students who graduate from school at the end of the fall semester
   c. students who are suspended for academic reasons
   d. students who get married.

2. Check the contract or call University Housing for deadline dates and other information.

3. Tenants who do not withdraw from the University but desire release from their contracts will be placed on a contract release waiting list with University Housing. Releases will be granted only when all other space is filled and the space can be rented for the balance of the year to another tenant. Students will be notified upon release and appropriate refunds will be made.

Withdrawal Refunds
All full- or part-time students wishing to withdraw from the University or to discontinue enrollment from all courses for the semester should follow the instructions online at my.sc.edu (https://my.sc.edu/) when they request to drop their last course. Staff members of the Office of the University Registrar are available to assist students in completing the withdrawal process. In addition, staff from the Student Ombudsman Office located in the Osborne Administration building can provide counseling. Students requesting withdrawal for extenuating circumstances after the penalty date (last date for W grade) should see their college dean.

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

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

University Withdrawal Refund Appeal Procedures
The University Withdrawals Refund Appeal Committee is authorized to consider appeals and approve extraordinary exceptions to the University's published withdrawal refund schedule due to humanitarian and due-process considerations.

Guidelines for committee consideration of withdrawal appeals are:

1. The appeal must be submitted in writing to the Office of the University Registrar and will be considered only in written form. A standardized appeal form must be submitted.

2. All requests for appeal must be submitted directly by the student through the Office of the University Registrar and must meet one or more of the following criteria to be considered and approved by the appeals committee:
   a. Documentation of an accident, illness, injury, or incident which could not be influenced, predicted, planned for, or prevented by the student or the institution. This provision specifically excludes conditions or chronic illnesses known to the student at the time of enrollment
   b. Demonstration that the application of the published refund policy would result in a specific and substantial personal hardship to the student. This provision specifically excludes circumstances or effects which would simply inconvenience the student or the student’s family.
   c. Documentation of substantiated circumstances where a student has in good faith relied upon the veracity of a University official's advice, or the official's interpretation of the text of a University document or publication, and was consequently misled or mistaken about the terms of the published refund policy.

3. The appeal must be initiated during the semester for which the refund is requested.

4. The appeal must involve a total withdrawal from the University. No partial withdrawals will be considered.

5. Appeals will only address whether or not a refund will be granted. No consideration will be given to grade assignment or other academic issues. Students must address such issues directly with the faculty members and the college. If applicable, requests for Extenuating Circumstances Withdrawals for grade change purposes must be resolved prior to deliberations by this committee.

6. Grounds for consideration of an appeal will be restricted to only those circumstances personally experienced by the enrolled individual with whom the University has a direct relationship. Loss or illness of
a family member, close associate, or employee, and/or difficulty in family-operated businesses, are excluded from consideration.

7. Decisions will be made by a simple majority vote of the committee membership and documented in writing by the chair. The student will be informed of the outcome of the appeal by letter from the Office of the Associate Vice President for Student Life and Development.
At the University of South Carolina College of Pharmacy, our mission is to prepare the next generation of innovative and collaborative pharmacists and health scientists while pioneering clinical, entrepreneurial, and research endeavors to improve health outcomes for residents of South Carolina and beyond. Our faculty and staff are personally invested in your development as a health care leader.

**Academic Information & Curriculum**

**Curricular Philosophy**

The University of South Carolina College of Pharmacy recognizes that individual students learn and develop in a variety of unique ways. We foster an inclusive culture with support from our dedicated faculty, empowering our students to become collaborative, innovative pharmacists who will transform healthcare delivery through practice and groundbreaking research. Our curriculum utilizes educational outcomes to build strong foundations in relevant disciplines, with particular emphasis on biomedical, pharmaceutical, social, administrative and clinical sciences. Faculty serve as facilitators, guiding students to develop problem-solving, critical-thinking and evidence-based practice skills. The college incorporates didactic, interprofessional, laboratory-based, and experiential educational opportunities to create a rich, diverse learning environment. Additionally, students catalyze their own academic and professional growth by participating in a variety of co-curricular and community engagement activities. Upon completion of our Pharm.D. program, graduates are able to practice patient-centered care with proficiency and professionalism, optimize health outcomes, and advance the pharmacy profession.

**Pharm.D. Curriculum for Students Entering Program in Fall 2020 and Beyond**

(Approved by the UofSC faculty January 3, 2020)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td><strong>First Year</strong></td>
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<tr>
<td><strong>Fall</strong></td>
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<td></td>
</tr>
<tr>
<td>PHMY 602</td>
<td>Foundations of Pathophysiology and Pharmacology I</td>
<td>2</td>
</tr>
<tr>
<td>PHMY 607</td>
<td>Dosage Forms and Drug Delivery Systems</td>
<td>4</td>
</tr>
<tr>
<td>PHMY 615</td>
<td>Pharmaceutical Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>PHMY 621</td>
<td>Foundations of Medicinal Chemistry I</td>
<td>3</td>
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<tr>
<td>PHMY 650</td>
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<td>PHMY 656</td>
<td>Pharmacy Calculations</td>
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<td>PHMY 671</td>
<td>Pharmacy Skills Lab I: Compounding and Applied Pharmaceutics</td>
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<tr>
<td>PHMY 680</td>
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<td>15</td>
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<tr>
<td><strong>Spring</strong></td>
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<tr>
<td>PHMY 603</td>
<td>Foundations of Pathophysiology and Pharmacology II</td>
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<tr>
<td>PHMY 618</td>
<td>Genomics, Pharmacogenomics, and Personalized Medicine</td>
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<tr>
<td>PHMY 610</td>
<td>Microbiology/Immunology</td>
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<tr>
<td>PHMY 710</td>
<td>Biopharmaceutics and Pharmacokinetics</td>
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<td>PHMY 722</td>
<td>Pathophysiology and Pharmacology I</td>
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<tr>
<td>PHMY 760</td>
<td>Clinical Applications III</td>
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<tr>
<td>PHMY 772</td>
<td>Pharmacotherapy I</td>
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<tr>
<td>PHMY 790</td>
<td>Pharmacy Skills Lab III: Introduction to Health-Systems Pharmacy</td>
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<tr>
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<td>PHMY 723</td>
<td>Pathophysiology and Pharmacology II</td>
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<td>PHMY 761</td>
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<tr>
<td><strong>Fall</strong></td>
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<tr>
<td>PHMY 771</td>
<td>Pharmacy Skills Lab V: Applied Community Pharmacy</td>
<td>2</td>
</tr>
<tr>
<td>PHMY 822</td>
<td>Pathophysiology and Pharmacology III</td>
<td>3</td>
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<tr>
<td>PHMY 850</td>
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<tr>
<td>PHMY 860</td>
<td>Clinical Applications V</td>
<td>1</td>
</tr>
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<td>PHMY 873</td>
<td>Pharmacotherapy III</td>
<td>4</td>
</tr>
<tr>
<td>PHMY 880</td>
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Elective hours can range 1-3 credits. See bullet point below for details.

### Spring
- PHMY 823 Pathophysiology and Pharmacology IV: 2 credits
- PHMY 861 Clinical Applications VI: 1 credit
- PHMY 874 Pharmacotherapy IV: 5 credits
- PHMY 885 Pharmacy Law and Ethics: 3 credits
- PHMY 895 Clinical Assessment: 3 credits
- Elective: 2 credits

Elective hours can range 1-3 credits. See footnote below for details.

Students must complete 8 hours of electives by the end of the third professional Pharm.D. year. See footnote below.

### Summer
- APPE x 1-4: 12 credits

### Fourth Year

#### Fall
- APPE x 1-4: 12 credits
- PHMY 999 Grand Rounds: 1 credit

#### Spring
- APPE x 1-4: 12 credits

### Educational Outcomes

#### Educational Outcomes for the Doctor of Pharmacy Graduate

**Domain 1 – Foundational Knowledge**
- Learner (Learner) - Develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative, * and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.

**Domain 2 – Essentials for Practice and Care**
- Patient-centered care (Caregiver) - Provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).
- Medication use systems management (Manager) - Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.
- Health and wellness (Promoter) - Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.
- Population-based care (Provider) - Describe how population-based care influences patient-centered care and influences the development of practice guidelines and evidence-based best practices.

**Domain 3 - Approach to Practice and Care**
- Problem Solving (Problem Solver) – Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.
- Educator (Educator) – Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.
- Patient Advocacy (Advocate) - Assure that patients’ best interests are represented.
- Interprofessional collaboration (Collaborator) – Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.
- Cultural sensitivity (Include) - Recognize social determinants of health to diminish disparities and inequities in access to quality care.
- Communication (Communicator) – Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

Typically, electives range from 1 to 3 credit hours. Students must complete 8 hours of electives by the end of the third professional Pharm.D. year.
Domain 4 – Personal and Professional Development

- **Self-awareness (Self-aware)** – Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.
- **Leadership (Leader)** - Demonstrate responsibility for creating and achieving shared goals, regardless of position.
- **Innovation and Entrepreneurship (Innovator)** - Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.
- **Professionalism (Professional)** - Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

*Terms that are bolded and italicized are defined in the glossary of the Center for the Advancement of Pharmacy Education (CAPE) Educational Outcomes 2013 at: https://www.aacp.org/sites/default/files/2017-10/CAPEoutcomes2013%20%281%29.pdf

Interprofessional Education

The College of Pharmacy requires Doctor of Pharmacy students to participate in interprofessional education (IPE) and experiences with UofSC students enrolled in the following colleges: Medicine, Nursing, Social Work, and Public Health to include at least 11 different health professions. This occurs through coursework, professional organizations, pharmacy practice experiences, and other activities.

Mission of UofSC Interprofessional Education for the Health Sciences

The mission of UofSC Interprofessional Education for the Health Sciences is to be leaders in preparing health professionals skilled in effective interprofessional practice through synergistic educational and experiential activities that enhance the interprofessional learning of students in the health sciences at the University of South Carolina to improve the health and quality of care for the diverse populations we serve.

Interprofessional Education Goals

The goals of the UofSC Interprofessional Education for the Health Sciences are to:

Graduate excellent interdisciplinary health practitioners: the UofSC Interprofessional Education committee aims to graduate health professionals capable and competent to enter any health care system and communicate and work with other health professionals to improve the outcomes for patients and/or patient populations.

- Increase health sciences program enrollment
- Become a model of interprofessional innovation in education
- Obtain external funding for interprofessional education and research
- Provide meaningful community engagement and service opportunities

Pharmacy Practice Experiences

Pharmacy Intern Certificate

All accepted students will be required to obtain a Pharmacy Intern Certificate from the South Carolina Board of Pharmacy. This certificate will need to be obtained, at minimum, no later than the last day of classes for the 1st Professional year Spring semester. If a student's Pharmacy Intern Certificate is suspended, revoked, or voluntarily surrendered, the student may be suspended from the College of Pharmacy.

Pharmacy Practice Experience Policies

- Pharmacy students complete a minimum of 11 pharmacy practice experiences (rotations) which represents approximately 1/3 of the total pharmacy curriculum. Students must abide by both the University of South Carolina College of Pharmacy Academic Bulletin and Student Handbook and the respective IPPE or APPE rotation manuals.
- Each student is required to complete two Introductory Pharmacy Practice Experiences (IPPEs), one in Community Pharmacy and the other in a Hospital/Health System which take place during the summer months following the P1 and P2 curriculum years, respectively. During the P4 year of the program, each student completes 9 Advanced Pharmacy Practice Experiences (APPEs) with 5 rotations being in ACPE-required experiential categories and 4 being electives in a variety of settings.
- Rotations are scheduled by a computerized assignment process using an experiential rotation management system. Students may enter preferences for physical location, rotation sites, and preceptors, but preferences are not guaranteed. The Office of Experiential Education makes the final determination on each student’s rotation schedule.
- The Office of Experiential Education will attempt to place students at a site that is approximately one hour driving distance each way from their permanent or temporary residence in South Carolina. Students may be provided the opportunity to coordinate out of state rotations according to the policies provided by the Office of Experiential Education.
- Students are responsible for costs associated with onboarding at rotation sites which may include, but are not limited to, immunization and health screenings, drug screens, and additional background searches.
- Students must be prepared to arrange and pay for their own travel and housing for IPPEs and/or APPEs, due to limited rotation sites.

Student Advisement and Mentorship

Each professional class will be assigned a faculty class advisor. This class advisor will be actively involved in P1 Orientation and should actively promote professionalism within the class; the class advisor should also serve as a problem solver for the class. The advisor may meet with class officers to plan class events such as community outreach activities. The faculty advisor follows the class throughout their academic career in the College of Pharmacy. The class advisors are appointed by the Associate Dean for Student Affairs and Diversity and approved by the Chair of the department of the faculty member.

College of Pharmacy faculty, preceptors and alumni will be encouraged to serve as career mentors. Career mentors serve as a contact person and career advisor to aid students in exploring the various career paths available upon graduation. The Associate Dean for Student Affairs and Diversity will develop and maintain a current list of career mentors available in electronic format to students.

Each year, sessions embedded within courses or conducted independently from courses will be scheduled by Track and Combination
Degree Coordinators to showcase College of Pharmacy Tracks and Combination Degree Options. Elective sessions for each semester may be held by the Senior Associate Dean or Associate Dean for Student Affairs and Diversity via live, recording, or electronic posting methods. Information for Coordinators of College of Pharmacy Tracks, Combination degrees, and electives will be made readily available to students to provide detailed information and answer student questions. Course coordinators, teaching faculty, the faculty class advisor, and Deans of the College will be available to provide support to students if academic advice or additional student support is requested by the student.

P1, P2, and P3 students will attend annually an E-Portfolio review with a small group of students or individually lead by a faculty member. This review is utilized to discuss student progress and assessment of the academic year’s curriculum and experiences as well as future career direction. The faculty member will assist the students with relating their experiences to the ACPE Standards, CAPE Outcomes, and College-specific desired outcomes.

### Administration and Faculty

#### Administration

Stephen J. Cutler, Ph.D., Dean
Jennifer L. Baker, Pharm.D., Director of Experiential Programs
Kim E. Creek, Ph.D., Chair, Department of Drug Discovery and Biomedical Sciences, Associate Dean for Research
Brianne L. Dunn, Pharm.D., Associate Dean for Outcomes Assessment and Accreditation
Amy D. Grant, Pharm.D., M.B.A., Associate Dean for Student Affairs and Diversity
David Lorick, Assistant Dean for Finance
Doug Pittman, Ph.D., Director of Graduate Studies
“Gene” Reeder, Ph.D., Director of Outcomes Research and Special Counsel to the Dean
Julie M. Sease, Pharm.D., Senior Associate Dean
S. Scott Sutton, Pharm.D., Chair, Department of Clinical Pharmacy and Outcomes Sciences

#### Professors

Charles L. Bennett, M.D., Ph.D., University of Pennsylvania, 1981; Pardee RAND Graduate School, 1989
Kim E. Creek, Ph.D., Purdue University, 1980
Stephen J. Cutler, Ph.D., University of Georgia, 1989
Lorne J. Hofseth, Ph.D., Simon Fraser University, 1996
Hippokratiss Kiaris, Ph.D., University of Crete, 1997
Campbell McInnes, Ph.D., University of Edinburgh, 1991
Igor Roninson, Ph.D., Massachusetts Institute of Technology, 1982
Julie M. Sease, Pharm.D., University of South Carolina, 2003
S. Scott Sutton, Pharm.D., University of South Carolina, 1998
Michael D. Wyatt, Ph.D., University College London, 1996
Jun Zhu, M.D., Ph.D., Fujik Medical University, 1998

#### Associate Professors

Betsy W. Blake, Pharm.D., Medical University of South Carolina, 2000
P. Brandon Bookstaver, Pharm.D., University of South Carolina, 2004
Eugenia Broude, Ph.D., Ukrainian Academy of Sciences, 1990
Phillip J. Buckhaults, Ph.D., University of Georgia, 1996
Celeste R. Caulder, Pharm.D., University of North Carolina, 2004
Christina L. Cox, Pharm.D., University of South Carolina, 2006
Brianne L. Dunn, Pharm.D., Medical University of South Carolina, 2008
Patricia H. Fabel, Pharm.D., University of Rhode Island, 2006
Julie Ann Justo, Pharm.D., University of Florida, 2009
Bryan L. Love, Pharm.D., University of South Carolina, 1997
Kevin Lu, Ph.D., University of Maryland, 2011
Whitney Maxwell, Pharm.D., Medical University of South Carolina, 2008
Karen H. McGee, Pharm.D., University of South Carolina, 1989
Jill E. Michels, Pharm.D., Medical University of South Carolina, 1996
C. LeAnn B. Norris, Pharm.D., University of South Carolina, 2004
Cynthia M. Phillips, Pharm.D., University of Tennessee, 1991
Douglas Pittman, Ph.D., University of Iowa, 1996
Ozgur Sahin, Ph.D., University of Heidelberg, 2008
Michael Shuttman, Ph.D., Russian Cancer Research Center, 1996
Peisheng Xu, Ph.D., University of Wyoming, 2007

#### Assistant Professors

Michaela Almgren, Pharm.D., South Carolina College of Pharmacy, 2010
Caroline Asbill, Pharm.D., South Carolina College of Pharmacy, 2016
Jennifer L. Baker, Pharm.D., University of South Carolina, 2002
Reagan K. Barfield, Pharm.D., South Carolina College of Pharmacy, 2019
Chao Cai, M.S., Ph.D., University of Pittsburgh, 2003; University of South Carolina, 2013
Jordan Cooler, Pharm.D., South Carolina College of Pharmacy, 2016
Jing Fang, M.D., Ph.D., Shanghai Second Medical University, 2004
Amy D. Grant, Pharm.D., M.B.A., Medical University of South Carolina, 2004; University of South Carolina, 2013
Alexander V. Gasparian, Ph.D., N.N. Blokkin Cancer Research Center, Moscow, 2007
Tessa Hastings, M.S., Ph.D., University of Toledo, 2015; Auburn University, 2019
John W. Holladay, B.S. Pharm., Ph.D., University of South Carolina, 1992, 1997
Minou Khazan, Pharm.D., Tehran University of Medical Sciences, 1990
Joseph Magagnoli, MS, Texas A & M University, 2014
Yangmei Li, Ph.D., Zhejiang University, 2005
Sajish Mathew, Ph.D., Indian Institute of Technology Kanpur, 2009
Caitlin Mardis, Pharm.D., South Carolina College of Pharmacy, 2011
Kathy Quarles-Moore, B.S. Pharm., University of South Carolina, 1986
Chengwen Teng, Pharm.D., Ph.D., University of Oklahoma, 2017; University of Texas at San Antonio, 2019
Kyle A. Weant, Pharm.D., University of North Carolina, 2003
Hana Winders, Pharm.D., South Carolina College of Pharmacy, 2015
Ismaeel Yunusa, Pharm.D., Alexandria University, 2013; Massachusetts College of Pharmacy and Health Sciences, 2019.

#### Adjunct & Affiliate Faculty

Morgan Adams, Pharm. D., University of Pittsburgh, 2011
Courtney Alexander, Pharm. D., Auburn University Harrison School of Pharmacy, 2013
Majdi Al-Hassan, M.B.B.S., University of Jordan, 2000
Joshua Allen, Pharm. D., Campbell University, 2007
Jennifer Bair, Pharm.D., University of South Carolina, 1999; Prisma Health - Midlands Clinical Assistant Dean
Nicole K. Bookstaver, Pharm.D., University of South Carolina, 2009
Alyson Ghizzoni Burns, Pharm.D., University of Findlay, 2012
Chris Campen, Pharm.D., University of Illinois at Chicago, 2007
Kimberly Clark, Pharm.D., University of North Carolina, 2005
Nicholas Connors, M.D., Weill Medical College of Cornell University, 2008
Jenna L. Cox, Pharm.D., South Carolina College of Pharmacy, 2012
Carrie Curtis, Pharm.D., South Carolina College of Pharmacy, 2013
Robert Daniels, Pharm.D., University of South Carolina, 2005
Jennifer Endres, Pharm.D., The Ohio State University, 2008
Core Descriptions

College of Pharmacy Course Descriptions

Descriptions below provide an overview of the courses taught in the professional Pharm.D. curriculum. More in-depth descriptions will be provided in the course syllabi. The university adheres to the Integrated Postsecondary Education Data System definition of a credit hour as “a unit of measure representing the equivalent of an hour (50 minutes) of instruction per week over the entire term.” Therefore, each single course credit requires a minimum of 700 minutes of continuous and ongoing instructional time. A minimum of one calendar week of instruction with a cumulative total of at least 700 minutes is required for each credit offered. This time excludes breaks and final exams.

Core Courses

Descriptions below provide an overview of the courses taught in the professional Pharm.D. curriculum. More in-depth descriptions will be provided in the course syllabi.

Fall P1

PHMY 602 - Foundations of Pathophysiology and Pharmacology I (2 Credits)

An introduction to the basic principles and concepts of physiology, pathophysiology and pharmacology. 

Prerequisites: First professional year standing.

PHMY 607 - Dosage Forms and Drug Delivery Systems (4 Credits)

A study of the physiochemical principles of the formulation, preparation, properties, and performance of the pharmaceutical dosage forms. Clinical application of the various dosage forms in patient care will be discussed.  

Prerequisites: First professional year standing.

PHMY 615 - Pharmaceutical Biochemistry (3 Credits)

The course covers the molecular and biochemical basis of human biology and physiology. The properties and functions of biological molecules and biochemical pathways are covered. Emphasis is placed on the molecular basis of human physiology, causes of human diseases and how drugs produce biological effects.  

Prerequisites: First professional year standing.

Core Descriptions

Faculty Emeriti

Robert L. Beamer, Ph.D., Medical College of Virginia, 1959  
Sondra H. Berger, Ph.D., Roswell Park, State University of New York at Buffalo, 1982  
Wayne E. Buff, Pharm.D., University of South Carolina, 1997  
James M. Chapman, Ph.D., University of North Carolina, 1981  
Michael Dickson, Ph.D., The Ohio State University, 1972  
Joseph W. Kosh, Ph.D., University of Colorado, 1971  
Brooks C. Metts, Pharm.D., University of Tennessee, 1970  
“Gene” Reeder, Ph.D., University of South Carolina, 1983  
Joseph Roberts, Ph.D., McGill University, 1964  
Richard M. Schulz, Ph.D., University of North Carolina, 1983  
Joseph W. Sowell, Ph.D., University of Georgia, 1972  
John C. Voris, Pharm.D., University of Nebraska, 1979

Dean Emeriti

Julian H. Fincher, Ph.D., University of Connecticut, 1964  
Randall C. Rowen, Pharm.D., Northeastern University, 1983
PHMY 621 - Foundations of Medicinal Chemistry I (3 Credits)
This course includes an introduction to the basic principles and concepts of medicinal chemistry and pharmacogenomics including the relationships of molecular structure to drug absorption, distribution, metabolism and excretion. The chemical rationale for drug therapeutic actions and side effects as well as the pharmacogenomics basis for individualized drug therapy is discussed.
Prerequisites: First professional year standing.

PHMY 656 - Pharmacy Calculations (2 Credits)
This course develops the mathematical skills and knowledge required in various pharmacy practice settings. Problem solving skills will be developed as students become proficient in basic math skills used to solve pharmacy calculations based word problems which are commonly seen in a variety of practice settings, including community, compounding, hospital, and nuclear pharmacy. COP 04/26-2018.
Prerequisites: First professional year standing.

PHMY 671 - Pharmacy Skills Lab I: Compounding and Applied Pharmaceutics (1 Credit)
The art, science and technology of pharmacy compounding.
Prerequisites: First professional year standing.

Spring P1
PHMY 603 - Foundations of Pathophysiology and Pharmacology II (3 Credits)
This is the second course in the series addressing the basic principles and concepts of physiology, pathophysiology and pharmacology.
Prerequisites: PHMY 602; first professional year standing.

PHMY 618 - Genomics, Pharmacogenomics, and Personalized Medicine (3 Credits)
The course focuses on nucleic acids as the core theme and examines the pathways used for transmission and expression of genetic information. Topics also include the cell cycle (mitosis) and gametogenesis (meiosis). Students will learn to apply knowledge of human genetic variation that influences drug therapy decision making. Recombinant DNA technology is covered as applied to the study of human health such as personalized medicine, genetic testing, stem cell therapy, gene therapy, RNA silencing, and production of biopharmaceuticals. Antibodies are discussed from the perspective of their use in diagnostic testing, as well as the utilization of antibodies as therapeutics.
Prerequisites: First professional year standing.

PHMY 624 - Foundations of Medicinal Chemistry II (3 Credits)
In an integrated approach to first year pharmacy education, Foundations in Medicinal Chemistry II will serve as a complementary course to PHMY 618 Genomics, Pharmacogenomics, and Personalized Medicine. We will utilize the principles and concepts learned in general and organic chemistry and PHMY621 to introduce the general molecular properties of pharmaceutical agents. The course will consist of a survey of the medicinal chemistry of the remaining major drug classes not covered in PHMY 621. Pharmacogenomic information will be emphasized where known and applicable to help explain variations in both therapeutic and side effects due to receptor structure, metabolism and/or other pharmacokinetic properties.
Prerequisites: PHMY 621; first professional year standing.

PHMY 657 - Medical Terminology (1 Credit)
A thorough knowledge of medical terminology is an essential building block in pharmacy education. This web-based course will aid the student in learning the language and terminology used in other pharmacy courses and all areas of pharmacy practice.
Prerequisites: First professional year standing.

PHMY 661 - Clinical Applications II (1 Credit)
Case-based discussions that integrate and demonstrate applicability of other course material.
Prerequisites: First professional year standing.

PHMY 670 - Pharmacy Skill Lab II: Introduction to Community Pharmacy (1 Credit)
Interactive laboratory session designed to provide students with a thorough understanding of community pharmacy practice skills, to include the knowledge of prescription and drug order processing necessary to function in community pharmacy practice at a basic level.
Prerequisites: First professional year standing.

PHMY 690 - Transforming Healthcare (1 Credit)
The course goal is to lay the foundations for beginning health professions students to understand the complexities of the health care system and the role of interprofessional collaboration to improve the system. Through an interprofessional context, students will explore the art and science of teamwork and communication skills, cultural competency, ethical issues, healthcare disparities and social determinants of health, as well as develop ways to improve healthcare systems and patient safety. COP: 04/26/2018.
Prerequisites: First professional year standing.

PHMY 750 - Self-Care and Complementary Medicines (4 Credits)
A review of indications, contraindications, and cautions involved with the recommendation and dispensing of nonprescription (OTC) drug items and complementary medicines.
Prerequisites: First professional year standing.

Summer P1
PHMY 699 - Introductory Community Practice Pharmacy Experience (4 Credits)
Introduction to the practice of the pharmacy in the community pharmacy setting. Forty hours of directed experience per week for four weeks.
Prerequisites: First professional year standing.

Fall P2
PHMY 610 - Microbiology/Immunology (4 Credits)
Introduction to the role of immunology in human disease and the properties, resistance patterns, diagnostic tools and clinical pearls of common (and not so common) bacterial, viral, fungal and parasitic infectious agents.
Prerequisites: Second professional year standing.

PHMY 710 - Biopharmaceutics and Pharmacokinetics (3 Credits)
Study of the pharmacokinetics of drug absorption, distribution, and elimination (metabolism and excretion). Introductory application of pharmacokinetics to drug interactions and dosage regimen design and adjustment, selected disease states and special populations.
Prerequisites: PHMY 606; second professional year standing.
PHMY 722 - Pathophysiology and Pharmacology I (3 Credits)
The first course in a series that applies pathophysiology and pharmacology principles introduced in the foundations courses in the first year in an organ-based approach. The course is designed to integrate organ system pathophysiology and pharmacology with pharmacotherapy.
Prerequisites: Second professional year standing.

PHMY 760 - Clinical Applications III (1 Credit)
Case-based discussions that integrate and demonstrate applicability of other course material in patient care.
Prerequisites: Second professional year standing.

PHMY 772 - Pharmacotherapy I (4 Credits)
This course is the first in a 4-semester sequence of courses providing an organ-based approach to pharmaceutical care and disease management. Students will learn about disease prevention and health promotion, as well as the drug and non-drug therapy of acute and chronic diseases seen in both hospitalized and ambulatory patients. Emphasis is placed on preventing, identifying, and solving drug-related problems. This course is coordinated with Pathophysiology and Pharmacology I.
Prerequisites: Second professional year standing.

PHMY 790 - Pharmacy Skills Lab III: Introduction to Health-Systems Pharmacy (1 Credit)
Exposes students to the practice of pharmacy while also illustrating how theoretical concepts from the basic pharmaceutical sciences relate to daily pharmacy practice, especially in institutional settings. This lab focuses on understanding medical chart evaluation with emphasis on drug therapy monitoring and developing skills in different aspects of hospital pharmacy (sterile product preparation, unit dose, prepackaging and compounding, order entry and cart-fill).
Prerequisites: Second professional year standing.

Spring P2
PHMY 723 - Pathophysiology and Pharmacology II (2 Credits)
The second course in a series that applies pathophysiology and pharmacology concepts introduced in the foundations courses in the first year in an organ-based approach. The course is designed to integrate organ system pathophysiology and pharmacology with pharmacotherapy.
Prerequisites: PHMY 722; second professional year standing.

PHMY 761 - Clinical Applications IV (1 Credit)
Case-based discussions that integrate and demonstrate applicability of other course material in patient care.
Prerequisites: Second professional year standing.

PHMY 773 - Pharmacotherapy II (5 Credits)
This course is the second in a 4-semester sequence of courses providing a systems-based approach to pharmaceutical care and disease management. Students will learn about disease prevention and health promotion, as well as the drug and non-drug therapy of acute and chronic diseases seen in both hospitalized and ambulatory patients. Emphasis is placed on preventing, identifying, and solving drug-related problems. This course is coordinated with Pathophysiology and Pharmacology II.
Prerequisites: PHMY 772; second professional year standing.

PHMY 791 - Pharmacy Skills Lab IV: Applied Health-Systems Pharmacy (1 Credit)
Exposes students to the practice of pharmacy while also illustrating how theoretical concepts from the basic pharmaceutical sciences relate to daily pharmacy practice, especially in the institutional setting. Students must successfully complete media fill IV preparation.
Prerequisites: PHMY 790; second professional year standing.

PHMY 890 - Clinical Pharmacokinetics (3 Credits)
Clinical application of basic pharmacokinetic principles to safe and effective patient management with emphasis on design of dosage regimens, therapeutic monitoring, and adjustment of therapy. Application illustrated and practiced through discussions and case examples.
Prerequisites: PHMY 710; second professional year standing.

Summer P2
PHMY 798 - Introductory Institutional Practice Pharmacy Experience (4 Credits)
Introduction to the practice of the pharmacy in the institutional setting. Forty hours of directed experience per week for four weeks.
Prerequisites: Second professional year standing.

Fall P3
PHMY 771 - Pharmacy Skills Lab V: Applied Community Pharmacy (2 Credits)
Provide students with an advanced knowledge of prescription and drug order processing, and assist them in the development of appropriate skills necessary for provision of pharmaceutical care to patients in the community setting, through the use of medication profiles, patient counseling, personal interviews, and appropriate prescription and non-prescription drug information.
Prerequisites: PHMY 670; third professional year standing.

PHMY 822 - Pathophysiology and Pharmacology III (3 Credits)
This is the third in a 4-semester sequence of courses aimed at integrating the discussion of specific disease states and the mechanism of action of the pharmacologic agents used to treat those disease states. This knowledge will be integrated, utilized and applied in a parallel sequence of courses in Pharmacotherapy using an organ-system based approach emphasizing pharmaceutical care and disease management.
Prerequisites: PHMY 722, PHMY 723; third year professional standing.

PHMY 860 - Clinical Applications V (1 Credit)
Case-based discussions that integrate and demonstrate applicability of other course material in patient care.
Prerequisites: Third professional year standing.

PHMY 873 - Pharmacotherapy III (4 Credits)
This course is the third in a 4-semester sequence of courses providing a systems-based approach to pharmaceutical care and disease management. Students will learn about disease prevention and health promotion, as well as the drug and non-drug therapy of acute and chronic diseases seen in both hospitalized and ambulatory patients. Emphasis is placed on preventing, identifying, and solving drug-related problems. This course is coordinated with PHMY 822, Pathophysiology and Pharmacology III.
Prerequisites: PHMY 772, PHMY 773; third professional year standing.

Spring P3
PHMY 823 - Pathophysiology and Pharmacology IV (2 Credits)
This is the fourth in a 4-semester sequence of courses aimed at integrating the discussion of specific disease states and the mechanism of action of the pharmacologic agents used to treat those disease states. This knowledge will be integrated, utilized an applied in a parallel sequence of courses in Pharmacotherapy using an organ-system based approach emphasizing pharmaceutical care and disease management.
Prerequisites: PHMY 822; third year professional standing.
PHMY 861 - Clinical Applications VI (1 Credit)
A capstone course, where case studies of complex patients and additional application exercises will bring together concepts learned throughout the previous semesters in the professional program.
Prerequisites: Third professional year standing.

PHMY 874 - Pharmacotherapy IV (5 Credits)
This course is the fourth in a 4-semester sequence of courses providing a systems-based approach to pharmaceutical care and disease management. Students will learn about disease prevention and health promotion, as well as the drug and non-drug therapy of acute and chronic diseases seen in both hospitalized and ambulatory patients. Emphasis is placed on preventing, identifying, and solving drug-related problems. This course is coordinated with PHMY 823, Pathophysiology and Pharmacology IV.
Prerequisites: PHMY 873; third professional year standing.

PHMY 885 - Pharmacy Law and Ethics (3 Credits)
Federal and state laws and regulations governing the practice of pharmacy and introduction to the professional and ethical issues relevant to the practice of pharmacy.
Prerequisites: Third professional year standing.

PHMY 895 - Clinical Assessment (3 Credits)
Development of clinical assessment skills necessary in the provision of pharmaceutical care to patients with a variety of disease states.
Prerequisites: Third professional year standing.

Advanced Pharmacy Practice Experiences

Descriptions below provide an overview of the APPEs available in the professional Pharm.D. curriculum. Individual course syllabi should be referred to for site-specific expectations.

P4 APPEs

PHMY 963 - Acute/General Medicine Pharmacy Practice Experience I (4 Credits)
This required advanced pharmacy practice experience (APPE) provides clinical pharmacy activity on a variety of adult and pediatric medicine inpatient services including cardiology, critical care, emergency medicine, geriatrics, gastrointestinal, infectious disease, nephrology, OB-GYN, oncology, psychiatry, pulmonary and transplant. The APPE provides an exposure to a variety of disease states that allows the student to gain experience monitoring drug therapy and to participate in the therapeutic decision making process. Additional competencies to be achieved during this APPE include: (1) how to develop a problem list, (2) how to present a patient, (3) how to develop and implement a monitoring plan, (4) how to take a medication history, (5) how to respond to a drug information request, and (6) review the policies and procedures at the institution.
Prerequisites: Fourth professional year standing.

PHMY 964 - Acute/General Medicine Pharmacy Practice Experience II (4 Credits)
This required advanced pharmacy practice experience (APPE) provides clinical pharmacy activity on a variety of adult and pediatric medicine inpatient services including cardiology, critical care, emergency medicine, geriatrics, gastrointestinal, infectious disease, nephrology, OB-GYN, oncology, psychiatry, pulmonary and transplant. The APPE provides an exposure to a variety of disease states that allows the student to gain experience monitoring drug therapy and to participate in the therapeutic decision making process. Additional competencies to be achieved during this APPE include: (1) how to develop a problem list, (2) how to present a patient, (3) how to develop and implement a monitoring plan, (4) how to take a medication history, (5) how to respond to a drug information request, and (6) review the policies and procedures at the institution.
Prerequisites: Fourth professional year standing.

PHMY 965 - Acute/General Medicine Pharmacy Practice Experience III (4 Credits)
This required advanced pharmacy practice experience (APPE) provides clinical pharmacy activity on a variety of adult and pediatric medicine inpatient services including cardiology, critical care, emergency medicine, geriatrics, gastrointestinal, infectious disease, nephrology, OB-GYN, oncology, psychiatry, pulmonary and transplant. The APPE provides an exposure to a variety of disease states that allows the student to gain experience monitoring drug therapy and to participate in the therapeutic decision making process. Additional competencies to be achieved during this APPE include: (1) how to develop a problem list, (2) how to present a patient, (3) how to develop and implement a monitoring plan, (4) how to take a medication history, (5) how to respond to a drug information request, and (6) review the policies and procedures at the institution.
Prerequisites: Fourth professional year standing.

PHMY 966 - Acute/General Medicine Pharmacy Practice Experience IV (4 Credits)
This advanced pharmacy practice experience (APPE) provides additional clinical pharmacy activity on a variety of adult and pediatric medicine inpatient services including cardiology, critical care, emergency medicine, geriatrics, gastrointestinal, infectious disease, nephrology, OB-GYN, oncology, psychiatry, pulmonary and transplant. The APPE provides an exposure to a variety of disease states that allows the student to gain experience monitoring drug therapy and to participate in the therapeutic decision making process. Additional competencies to be achieved during this APPE include: (1) how to develop a problem list, (2) how to present a patient, (3) how to develop and implement a monitoring plan, (4) how to take a medication history, (5) how to respond to a drug information request, and (6) review the policies and procedures at the institution.
Prerequisites: Fourth professional year standing.
PHMY 967 - Acute/General Medicine Pharmacy Practice Experience V (4 Credits)
This advanced pharmacy practice experience (APPE) provides additional clinical pharmacy activity on a variety of adult and pediatric medicine inpatient services including cardiology, critical care, emergency medicine, geriatrics, gastrointestinal, infectious disease, nephrology, OB-GYN, oncology, psychiatry, pulmonary and transplant. The APPE provides an exposure to a variety of disease states that allows the student to gain experience monitoring drug therapy and to participate in the therapeutic decision making process. Additional competencies to be achieved during this APPE include: (1) how to develop a problem list, (2) how to present a patient, (3) how to develop and implement a monitoring plan, (4) how to take a medication history, (5) how to respond to a drug information request, and (6) review the policies and procedures at the institution.
Prerequisites: fourth professional year standing.

PHMY 968 - Acute/General Medicine Pharmacy Practice Experience VI (4 Credits)
This advanced pharmacy practice experience (APPE) provides additional clinical pharmacy activity on a variety of adult and pediatric medicine inpatient services including cardiology, critical care, emergency medicine, geriatrics, gastrointestinal, infectious disease, nephrology, OB-GYN, oncology, psychiatry, pulmonary and transplant. The APPE provides an exposure to a variety of disease states that allows the student to gain experience monitoring drug therapy and to participate in the therapeutic decision making process. Additional competencies to be achieved during this APPE include: (1) how to develop a problem list, (2) how to present a patient, (3) how to develop and implement a monitoring plan, (4) how to take a medication history, (5) how to respond to a drug information request, and (6) review the policies and procedures at the institution.
Prerequisites: fourth professional year standing.

PHMY 969 - Acute/General Medicine Pharmacy Practice Experience VII (4 Credits)
This advanced pharmacy practice experience (APPE) provides additional clinical pharmacy activity on a variety of adult and pediatric medicine inpatient services including cardiology, critical care, emergency medicine, geriatrics, gastrointestinal, infectious disease, nephrology, OB-GYN, oncology, psychiatry, pulmonary and transplant. The APPE provides an exposure to a variety of disease states that allows the student to gain experience monitoring drug therapy and to participate in the therapeutic decision making process. Additional competencies to be achieved during this APPE include: (1) how to develop a problem list, (2) how to present a patient, (3) how to develop and implement a monitoring plan, (4) how to take a medication history, (5) how to respond to a drug information request, and (6) review the policies and procedures at the institution.
Prerequisites: fourth professional year standing.

PHMY 970 - Ambulatory Care Pharmacy Practice Experience I (4 Credits)
This required advanced pharmacy practice experience (APPE) involves the student in the daily provision of clinical pharmacy services in the ambulatory care setting including anticoagulation, geriatrics, HIV, Indian Health Services, oncology, pain management, and primary care. Responsibilities include providing drug therapy for disease states commonly encountered in the outpatient setting, providing drug regimen reviews, physical assessment and interviewing patients to elicit drug histories, health status, and adherence to therapy. A significant aspect of this rotation pertains to the long-term management of chronically ill patients.
Prerequisites: fourth professional year standing.

PHMY 971 - Ambulatory Care Pharmacy Practice Experience II (4 Credits)
This advanced pharmacy practice experience (APPE) involves the student in the daily provision of clinical pharmacy services in the ambulatory care setting including anticoagulation, geriatrics, HIV, Indian Health Services, oncology, pain management, and primary care. Responsibilities include providing drug therapy for disease states commonly encountered in the outpatient setting, providing drug regimen reviews, physical assessment and interviewing patients to elicit drug histories, health status, and adherence to therapy. A significant aspect of this rotation pertains to the long-term management of chronically ill patients.
Prerequisites: fourth professional year standing.

PHMY 972 - Ambulatory Care Pharmacy Practice Experience III (4 Credits)
This advanced pharmacy practice experience (APPE) involves the student in the daily provision of clinical pharmacy services in the ambulatory care setting including anticoagulation, geriatrics, HIV, Indian Health Services, oncology, pain management, and primary care. Responsibilities include providing drug therapy for disease states commonly encountered in the outpatient setting, providing drug regimen reviews, physical assessment and interviewing patients to elicit drug histories, health status, and adherence to therapy. A significant aspect of this rotation pertains to the long-term management of chronically ill patients.
Prerequisites: fourth professional year standing.

PHMY 973 - Ambulatory Care Pharmacy Practice Experience IV (4 Credits)
This advanced pharmacy practice experience (APPE) involves the student in the daily provision of clinical pharmacy services in the ambulatory care setting including anticoagulation, geriatrics, HIV, Indian Health Services, oncology, pain management, and primary care. Responsibilities include providing drug therapy for disease states commonly encountered in the outpatient setting, providing drug regimen reviews, physical assessment and interviewing patients to elicit drug histories, health status, and adherence to therapy. A significant aspect of this rotation pertains to the long-term management of chronically ill patients.
Prerequisites: fourth professional year standing.

PHMY 974 - Ambulatory Care Pharmacy Practice Experience V (4 Credits)
This advanced pharmacy practice experience (APPE) involves the student in the daily provision of clinical pharmacy services in the ambulatory care setting including anticoagulation, geriatrics, HIV, Indian Health Services, oncology, pain management, and primary care. Responsibilities include providing drug therapy for disease states commonly encountered in the outpatient setting, providing drug regimen reviews, physical assessment and interviewing patients to elicit drug histories, health status, and adherence to therapy. A significant aspect of this rotation pertains to the long-term management of chronically ill patients.
Prerequisites: fourth professional year standing.
PHMY 975 - Ambulatory Care Pharmacy Practice Experience VI (4 Credits)
This advanced pharmacy practice experience (APPE) involves the student in the daily provision of clinical pharmacy services in the ambulatory care setting including anticoagulation, geriatrics, HIV, Indian Health Services, oncology, pain management, and primary care. Responsibilities include providing drug therapy for disease states commonly encountered in the outpatient setting, providing drug regimen reviews, physical assessment and interviewing patients to elicit drug histories, health status, and adherence to therapy. A significant aspect of this rotation pertains to the long-term management of chronically ill patients.
Prerequisites: fourth professional year standing.

PHMY 976 - Community Pharmacy Practice I (4 Credits)
This advanced pharmacy practice experience (APPE) builds upon the introductory pharmacy practice experience in community pharmacy. This APPE provides pharmacy experience in a variety of community settings including chain, clinic, compounding and independent. The emphasis is placed on patient counseling, immunizations, medication therapy management, and/or compounding.
Prerequisites: fourth professional year standing.

PHMY 977 - Community Pharmacy Practice II (4 Credits)
This advanced pharmacy practice experience (APPE) builds upon the introductory pharmacy practice experience in community pharmacy. This APPE provides additional pharmacy experience in a variety of community settings including chain, clinic, compounding and independent. The emphasis is placed on patient counseling, immunizations, medication therapy management, and/or compounding.
Prerequisites: fourth professional year standing.

PHMY 978 - Community Pharmacy Practice III (4 Credits)
This advanced pharmacy practice experience (APPE) builds upon the introductory pharmacy practice experience in community pharmacy. This APPE provides additional pharmacy experience in a variety of community settings including chain, clinic, compounding and independent. The emphasis is placed on patient counseling, immunizations, medication therapy management, and/or compounding.
Prerequisites: fourth professional year standing.

PHMY 979 - Community Pharmacy Practice IV (4 Credits)
This advanced pharmacy practice experience (APPE) builds upon the introductory pharmacy practice experience in community pharmacy. This APPE provides additional pharmacy experience in a variety of community settings including chain, clinic, compounding and independent. The emphasis is placed on patient counseling, immunizations, medication therapy management, and/or compounding.
Prerequisites: fourth professional year standing.

PHMY 980 - Hospital/Health System Pharmacy Practice Experience I (4 Credits)
This required advanced pharmacy practice experience (APPE) builds upon the introductory pharmacy practice experience in a hospital/health system setting. This APPE provides pharmacy experience in a variety of hospital/health system practice areas including regulatory compliance, human resources, patient care, informatics, and drug distribution process.
Prerequisites: fourth professional year standing.

PHMY 981 - Hospital/Health System Pharmacy Practice Experience II (4 Credits)
This advanced pharmacy practice experience (APPE) builds upon the introductory pharmacy practice experience in a hospital/health system setting. This additional APPE provides pharmacy experience in a variety of hospital/health system practice areas including regulatory compliance, human resources, patient care, informatics, and drug distribution process.
Prerequisites: fourth professional year standing.

PHMY 982 - Hospital/Health System Pharmacy Practice Experience III (4 Credits)
This advanced pharmacy practice experience (APPE) builds upon the introductory pharmacy practice experience in a hospital/health system setting. This APPE provides pharmacy experience in a variety of hospital/health system practice areas including regulatory compliance, human resources, patient care, informatics, and drug distribution process.
Prerequisites: fourth professional year standing.

PHMY 983 - Elective Pharmacy Practice Experience I (4 Credits)
Elective pharmacy practice experiences provide students with the opportunity to explore a variety of pharmacy practice settings outside of the four core curricular categories (acute/general medicine, ambulatory care, community, and hospital/health system). These elective experiences are typically in non-traditional pharmacy settings and include, but are not limited to, academia, administration, drug information, industry, informatics, international, investigational drug services, long term care, mail order, managed care, nuclear, poison center, research and veterinary medicine.
Prerequisites: fourth professional year standing.

PHMY 984 - Elective Pharmacy Practice Experience II (4 Credits)
Elective pharmacy practice experiences provide students with the opportunity to explore a variety of pharmacy practice settings outside of the four core curricular categories (acute/general medicine, ambulatory care, community, and hospital/health system). These elective experiences are typically in non-traditional pharmacy settings and include, but are not limited to, academia, administration, drug information, industry, informatics, international, investigational drug services, long term care, mail order, managed care, nuclear, poison center, research and veterinary medicine.
Prerequisites: fourth professional year standing.

PHMY 985 - Elective Pharmacy Practice Experience III (4 Credits)
Elective pharmacy practice experiences provide students with the opportunity to explore a variety of pharmacy practice settings outside of the four core curricular categories (acute/general medicine, ambulatory care, community, and hospital/health system). These elective experiences are typically in non-traditional pharmacy settings and include, but are not limited to, academia, administration, drug information, industry, informatics, international, investigational drug services, long term care, mail order, managed care, nuclear, poison center, research and veterinary medicine.
Prerequisites: fourth professional year standing.
Elective Courses

Elective courses are offered based on faculty availability, space availability, and sufficient enrollment.

P2
PHMY 786 - Pediatric Pharmacotherapy (2 Credits)
This challenging course is designed to provide the student with increased exposure to disease states, medication issues, and clinical decision-making skills specific to the pediatric population. Pediatrics is an integral component to most pharmacy careers, and gaining a greater understanding of the patient population’s challenges and nuances is necessary to become a confident and well-rounded practitioner. This elective also seeds to provide exposure to the pediatric pharmacy community, including experts in the subspecialty areas and organizations.
Prerequisites: second professional year standing.

PHMY 792 - Advanced Pharmacy Compounding I (1 Credit)
This course will build upon the knowledge acquired in the first professional year courses Dosage Forms/Drug Delivery Systems and Compounding/Applied Pharmaceutics lab. The course will provide emphasis on practical application in the evaluation of unique dosage forms, pharmacotherapy, and special pharmaceutical needs of various patient populations. This course is self-paced and delivered in an online format utilizing prerecorded lectures.
Prerequisites: second professional year standing.

PHMY 793 - Advanced Topics in Pharmacy Compounding II (1 Credit)
This course is an elective course that provides additional insight and understanding into a variety of pharmacy compounding topics, which include nutrient depletion, drug-induced nutrient depletion, metabolic demands of athletes, men’s health, and family medicine. This course is self-paced and delivered in an online format utilizing prerecorded lectures.
Prerequisites: second professional year standing.

PHMY 794 - Pharmacist Entrepreneurship (3 Credits)
This course provides an entrepreneurship overview, including, but not limited to 1) the characteristics, behaviors, and attitudes of successful entrepreneurs, 2) current topics in entrepreneurship, e.g., the lean startup methodology, 3) examination of how to create an entrepreneurial mindset, 4) entrepreneurship as it applies to pharmacy ownership and innovative patient care initiatives, 5) application of relevant business skills, e.g., accounting, marketing, and finance, 6) business planning and creation of a business proposition.
Prerequisites: second professional year standing; recommended that student has completed an accounting course.

P3
PHMY 776 - Developing a Medication Therapy Management Service (2 Credits)
This course will prepare students to develop and implement a pharmaceutical a pharmaceutical care service into a community pharmacy setting. The focus will be on designing a Medication Therapy Management service; however other clinical pharmacy services will be discussed. Students will apply basic principles of small business administration and development to the creation of a pharmacy service. Students will participate in interactive lectures, written assignments, and formal presentations.
Prerequisites: third professional year standing.

PHMY 851 - Acute Care Therapeutics (2 Credits)
A disease-oriented and organ-integrated approach to the care of patients with acute illnesses managed in the in-patient hospital setting. Students will learn common disease processes that affect the acutely ill hospitalized patient and the appropriate pharmacotherapy to treat these patients. This course focuses on developing critical thinking and problem solving skills, and integrating material from this course and previous courses in a case-based format.
Prerequisites: third professional year standing.

PHMY 857 - Community Pharmacy Practice and Operations (2 Credits)
This course is intended to provide a practical look at independent community pharmacy. The goal of the course is to expose students to the many aspects involved in starting, owning and running a business. Each session will focus on a unique aspect of independent pharmacy ownership or pharmacist driven business, along with management skills required to effectively operate the business. Students will learn to critically appraise and discuss independent store ownership/management or pharmacy related business through lectures, readings, discussions and projects.
Prerequisites: third professional year standing.

PHMY 858 - Drug Interactions (2 Credits)
This course is designed to prepare students to appropriately recognize, predict, assess, and manage drug interactions that are encountered in pharmacy practice.
Prerequisites: third professional year standing.
PHMY 859 - Design and Conduct of Clinical Research Studies (2 Credits)
This course is designed to provide students with exposure to clinical research. The demand for pharmacist researchers in a variety of settings continues to increase, and clinical pharmacists are often called upon to engage in some research activities. Residency training provides practical application of research; however, most residents lack an in-depth exposure to the varied aspects of research prior to graduation. This class will provide students with information related to various types of research, discuss the ethical considerations related to clinical research, and provide students with the opportunity to develop and present a clinical research protocol. This course will help prepare students for postgraduate (residency, fellowship, or PhD) research endeavors.
Prerequisites: third professional year standing.

PHMY 863 - Medication Safety Management (2 Credits)
This course is designed to teach students proper medication safety practices. As medications are prescribed, prepared, dispensed and administered safely and appropriately, patients’ lives are ultimately improved. However, health care providers are human and thereby fallible by nature. Knowledge of ways in which medication errors commonly occur and the modalities in place to prevent such errors is important to the practice of pharmacy. This course will allow students to learn the history of medication safety, institutional policies, and technological advances in medication safety.
Prerequisites: third professional year standing.

PHMY 879 - Patient-Centered Approach to Medication Therapy Management (2 Credits)
This elective prepares students to care for patients participating in medication therapy management. The focus will be on communicating with a patient during a MTM session to identify the patient's current medication therapy problems and prevent future medication therapy problems. Students will apply therapeutic principles learned in the curriculum to improve the patient’s overall care, as related to the patient's medication therapies.
Prerequisites: third professional year standing.

PHMY 881 - Senior Care Pharmacy Practice (2 Credits)
This course will introduce students to various topics related to the care of older patients in any setting. Course content will complement the PHMY curriculum in regard to geriatric pathophysiology, pharmacology, socioeconomic issues, regulations, and pharmacotherapeutics. In addition, it will expand upon the various practices of senior care pharmacy. Practicing consultants and other topic experts will serve as lecturers. In addition to class discussions and lectures, students will participate in a consultant pharmacist shadowing experience and will conduct an interview with a senior patient.
Prerequisites: third professional year standing.

PHMY 884 - Delivering MTM Services (2 Credits)
This course will utilize the “Delivering MTM Services in the Community” certificate training program developed by APhA and ASCP to provide students the essential skills necessary to become a successful MTM practitioner. Students will learn how to evaluate complicated medication regimens, identify medication-related problems, and make recommendations. Aspects of business development and management will also be discussed. Students will participate in interactive lectures, reading and writing assignments, critical thinking exercises, and patient counseling sessions.
Prerequisites: third professional year standing.

PHMY 886 - Pharmacotherapy Cases (2 Credits)
This challenging course is designed to provide the student with the opportunity to gather, analyze, and synthesize medical information from complex patient cases into complete pharmacotherapeutic treatment plans designed to improve patient outcomes. This process will enhance the student's ability to be an independent and active learner, foster the student's individual and group problem solving abilities, promote the critical examination of medical problems, and develop student's clinical skills and decision-making abilities.
Prerequisites: third professional year standing.

PHMY 898 - Telemental Health (3 Credits)
The objective of this course is to introduce nursing, pharmacy and social work students to direct telemental health practice in health settings – the use of telecommunications technology to provide behavioral health sciences. This course provides health professions students with a detailed examination of the use of telehealth processes to transform the provision of healthcare. Through an interprofessional context, students will learn the history and status of telemental health activities; engage with stimulated and live telemental health learning experiences; understand the use of telemental health to improve healthcare access and population health; and embrace the changing models of care resulting from advancing telemental health technologies.
Prerequisites: third professional year standing.

P2 or P3
PHMY 716 - Special Project, Dept. of Pharmaceutical & Biomedical Sciences (1-4 Credits)
An individualized program of study or research arranged by consultation between student and faculty member. Credit is variable and the course may be repeated for credit.
Prerequisites: second or third professional year standing or in fulfillment of graduate program requirement or honors thesis.

PHMY 717 - Cancer: Causes, Treatment, and Prevention (2 Credits)
An overview of basic concepts in cancer epidemiology, genetics, and biology, and the therapeutic approaches utilized in the prevention and treatment of cancer.
Prerequisites: second or third professional year standing.

PHMY 756 - Clinical Immunology and Transplant (2 Credits)
This course will introduce students to the principles of solid organ transplantation (SOT) and the role of a pharmacist in the continuum of care for transplant recipients through case-based learning and exposure to primary literature. Students will learn indications, common disease processes, and complications associated with kidney, pancreas, liver, lung, and heart transplantation in addition to the management of population-specific immunosuppression pharmacotherapy regimens.
Prerequisites: second or third professional year standing.

PHMY 757 - Special Project, Dept of Pharmacy and Outcome Sciences (1-4 Credits)
An individualized program of study or research arranged by consultation between student and faculty member. Credit is variable and the course may be repeated for credit.
Prerequisites: second or third professional year standing or in fulfillment of graduate program requirement or honors thesis.

PHMY 762 - Creating Pharmacy Leaders (2 Credits)
This course is designed to teach students the leadership skills needed to influence people and organizations in an effort to create positive change within the practice of pharmacy.
Prerequisites: second or third professional year standing.
PHMY 763 - Introduction to Pharmacy Pathways and Careers (3 Credits)
The course will emphasize aspects of pharmacy career development, to include understanding of the role of a professional, strategies in dealing with various types of patients, development of professional presentations, and familiarity with career pathways in pharmacy.
Prerequisites: second or third professional year standing.

PHMY 764 - Personal Finance (3 Credits)
This course is designed to provide the health care practitioner with the knowledge and skills to manage their personal finances in an effective manner. After successfully completing this course, the student will be able to understand the process for making personal financial decisions; establish personal financial goals; evaluate the factors that influence personal financial planning; and apply strategies for attaining personal financial goals.
Prerequisites: second or third professional year standing.

PHMY 766 - Alternative Medicine (2 Credits)
This course is designed to expose the student to a wide variety of herbal medicines and dietary supplements. Discussions will also include regulation of herbal supplements, evaluation of the alternative medicine literature, and disease-directed discussions with case studies.
Prerequisites: second or third professional year standing.

PHMY 784 - Post-graduate and Research Training (2 Credits)
This course is designed to prepare students for and promote post-graduate training, with an emphasis on residency training, but also including PhD and fellowship training. All elements of preparation for post-graduate training will be covered; the class will provide information related to various types of research, discuss the ethical considerations related to research and provide the opportunity to develop and present a research protocol.
Prerequisites: second or third professional year standing.

PHMY 788 - Interprofessional Prevention of Childhood Obesity (2 Credits)
This course introduces health professions students to concepts in community and public health focusing on childhood obesity. The course is in collaboration with the Junior Doctors of Health (JDOH) program. JDOH is an interprofessional service-learning program that works with children in low-income schools with the aim of long term prevention of childhood obesity. During the course, students will lead education and interactive sessions that are part of the JDOH curriculum to promote healthy diet and physical activity behaviors. Students from public health, social work, and pharmacy will participate in didactic class sessions together then will provide education regarding the prevention of childhood obesity as interprofessional teams to elementary students in local schools. Teams will then develop presentations regarding their experiences to present during the final class session.
Prerequisites: second or third professional year standing.

PHMY 855 - The What, Why, and How of Health Sciences Research (1 Credit)
Students will be exposed to the process of designing a research experiment from idea conception through manuscript submission, including protocol development, IRB approval, abstract submission, grant funding, and peer review. Students will also familiarize themselves with technology commonly used in data collection, analysis, and manuscript writing. Weekly opportunities to engage with accomplished health science researchers will allow the student to be exposed to numerous research designs. The overall goal of this course is to make the student prepared to step in and work in a faculty mentored research study.
Prerequisites: second or third professional year standing.

PHMY 856 - Evidence Based Medicine (2 Credits)
This course is designed to instruct students on the proper approach to critical evaluation of the medical literature. An evidence based approach to patient care hinges on the medical team’s ability to utilize the most current literature available. Students will learn the keys to critiquing the medical literature, including basic statistical and analytical concepts, in an open forum style, with application of literature information to clinical scenarios.
Prerequisites: second or third professional year standing.

PHMY 882 - Integrated Pharmacy: Infectious Diseases Pharmacotherapy in Patient Care (2 Credits)
This course is an integrated approach to infectious diseases pharmacotherapy that builds upon required PHMY courses. At the conclusion of the course, the student will have a working knowledge of infectious diseases pharmacotherapy and be able to develop a complete patient care plan given an infectious diagnosis. Additionally, the course will stress important drug interactions with antimicrobials, adverse events associated with antimicrobials, and the prominent role of pharmacists in a HIV clinic, antimicrobial stewardship program, and/or medical crisis.
Prerequisites: second or third professional year standing.

PHMY 891 - Clinical Pharmacogenomics and Advanced Personalized Medicine (3 Credits)
This course will incorporate didactic teaching from both the basic sciences and pharmacotherapy realms to prepare students to effectively engage with commonly encountered questions and pharmacy practice dilemmas related to pharmacogenomics. The course will also provide active learning through longitudinal projects involving pharmacogenomic literature analysis, and solving pharmacogenetics-related pharmacotherapy selection problems.
Prerequisites: second or third professional year standing.

Degrees Offered

Bachelor of Science in Pharmaceutical Sciences

Beginning with the Class of 2019, students admitted to the University of South Carolina (UofSC) College of Pharmacy (COP) who completed pharmacy prerequisites but have not yet received a Bachelor’s degree in any discipline prior to entering the professional Doctor of Pharmacy (Pharm.D.) program may be eligible for the Bachelor’s degree in Pharmaceutical Sciences. A total of 128 hours (66 hours of undergraduate and 62 hours of professional program courses) are required for completion of the Bachelor’s degree in Pharmaceutical Sciences; a combination of undergraduate courses, Carolina Core course requirements, and first- and second-year professional COP Pharm.D. courses comprise this degree.
Doctor of Pharmacy
The Doctor of Pharmacy degree is offered as a full-time degree program requiring four professional level academic years, which includes introductory pharmacy practice experiences and some advanced pharmacy practice experiences that must be completed during the summer semesters. A total of 215 hours (66 hours of pharmacy prerequisites and 149 hours of professional program courses) are required for completion of the Doctor of Pharmacy degree.

The maximum length of time that will be allowed for a student to complete the four-year College of Pharmacy Doctor of Pharmacy professional degree program will be six consecutive academic years from the date of their original entry into the professional program. Any student who wishes to extend the time allowed for completion of the program beyond the six-year limitation will be required to submit a petition request to the College of Pharmacy Scholastic Standing and Petitions Committee; the petition will be reviewed and a decision for a time extension will be based on the individual student circumstances.

Important Information About Doctor of Pharmacy Degree Program and Licensure
Each state has its own pharmacy licensing board with its own state specific licensing requirements. The University of South Carolina College of Pharmacy Doctor of Pharmacy professional degree program is fully accredited by the Accreditation Council for Pharmacy Education (ACPE), making its graduates eligible to sit for pharmacist licensure exams (e.g., NAPLEX and MPJE). Some states may have specific requirements that applicants for licensure must meet in addition to graduating from an ACPE-accredited program. The following link provides National Association of Boards of Pharmacy (NABP) information regarding individual state boards of pharmacy and licensure specific to individual states throughout the U.S. where a student may wish to become licensed following graduation: https://nabp.pharmacy/boards-of-pharmacy/. Additional information may be found at the Academic Programs Professional Licensure website: https://www.sc.edu/about/offices_and_divisions/provost/planning/academicprograms/state-authorization/professional-licensure-info.php

Combination Degree Programs
The College of Pharmacy offers a variety of combination degree programs with the Doctor of Pharmacy degree. Options include:

- Pharm.D./Master of Business Administration (MBA)
- Pharm.D./Master of Health Administration (MHA)
- Pharm.D./Master of Health Information Technology (MHIT)
- Pharm.D./Master of Public Health (MPH)
- Pharm.D./Doctor of Philosophy in Pharmaceutical Sciences (PhD)

For more information on these programs, please visit the UofSC College of Pharmacy website. Annual information sessions are provided to expose interested students to the various options.

Optional Academic Track Programs
The College of Pharmacy offers three optional academic track programs within the Doctor of Pharmacy curriculum. These programs include the:

- Business and Entrepreneurship Track
- Pre-Residency Track
- Walker Leadership Scholars Program

The tracks allow students to focus on co-curricular concepts outside of required professional courses to assist with skills and employment in particular pharmacy settings. The tracks provide activities that students can participate in outside the classroom (student organization activities, seminar programs, research projects, etc.) that will further develop professional skills applicable in these practice settings. If a student begins the Business and Entrepreneurship or Pre-Residency track programs, they are not obligated to complete the track and may discontinue their participation at any time. The Walker Leadership Scholars Program requires students to apply, interview, be selected and continue in the track for their second – fourth professional years.

Mission Statements

University of South Carolina Mission Statements

UofSC System Mission Statement
Approved by the Board of Trustees – October 11, 2019

Approved by the South Carolina Commission on Higher Education – December 5, 2019

The primary mission of the University of South Carolina System is the education of the state’s diverse citizens through teaching, research, creative activity, and community engagement. This public university system serves students from its flagship Columbia campus, three comprehensive universities (Aiken, Beaufort, and Upstate), and four regional Palmetto College campuses (Lancaster, Salkehatchie, Sumter, and Union).

The University of South Carolina System offers degree programs at the associate’s, bachelor’s, master’s, and doctoral levels. Through classroom and laboratory instruction delivered in a variety of face-to-face and distance learning formats and modalities, degree programs are offered in the following areas: arts and sciences; business; education; engineering and computing; hospitality, retail, and sport management; information and communications; law; medicine; music; nursing; pharmacy; public health; and social work.

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

UofSC Columbia Mission Statement
Approved by the Board of Trustees – October 11, 2019

Approved by the South Carolina Commission on Higher Education – December 5, 2019
The primary mission of the University of South Carolina Columbia is the education of the state's citizens through teaching, research, creative activity, and community engagement. Among America's oldest and most comprehensive public universities, the University of South Carolina Columbia is the major research institution of the university system and its largest campus. At the heart of its mission lies the university's responsibility to state and society to promote the dissemination of knowledge, cultural enrichment, and an enhanced quality of life.

The University of South Carolina Columbia serves a diverse population of students with widely varying backgrounds, career goals, and levels of aspiration. The university offers over 320 degrees at the bachelor’s, master’s, doctoral, and professional program levels, affording students the most comprehensive array of educational programs in the state. Opportunities for personal and career development are provided to the citizens of South Carolina through outreach and continuing education activities. The university provides additional opportunities for associate degrees through Fort Jackson and through the oversight of regional Palmetto College campuses (Lancaster, Salkehatchie, Sumter, and Union).

Through classroom and laboratory instruction delivered in a variety of face-to-face and distance learning formats and modalities, degree programs are offered in the following areas: arts and sciences; business; education; engineering and computing; hospitality, retail, and sport management; information and communications; law; medicine; music; nursing; pharmacy; public health; and social work. The depth and breadth of its graduate programs distinguishes the University of South Carolina Columbia from all other institutions of higher learning in South Carolina.

Recognized by the Carnegie Foundation as a top research and community engaged institution, nationally ranked in start-up businesses, and conferring over 30% of all bachelor’s and graduate degrees awarded at public institutions in South Carolina, the university has a profound relevance, reach, and impact on the people of the state. As the flagship institution of the university system, the University of South Carolina Columbia leads the way in providing all students with the highest-quality education, including the knowledge, skills, and values necessary for success and responsible citizenship in a complex and changing world through engagement in nationally and internationally ranked research, scholarship, community outreach, and artistic creation.

College of Pharmacy Purpose Statements

Vision
Our vision is to be the destination to empower pharmacy students, researchers, educators, and practitioners to transform healthcare, globally through:

• Rigorous education of students and practitioners
• Professional placement of students
• Diversity of professionals
• Successes in research and scholarly output
• National and international recognition of faculty and students
• Partnerships with outside entities
• International collaborations and strategic alliances
• Number of international students
• Entrepreneurship
• Success, growth and engagement of our alumni

Mission
Our mission is to prepare the next generation of innovative and collaborative pharmacists and health scientists while pioneering clinical, entrepreneurial, and research endeavors to improve health outcomes for residents of South Carolina and beyond.

We will accomplish this by:

• Continually building a culture of compassion, inclusiveness and collegiality
• Providing comprehensive pharmacy education
• Conducting and disseminating state of the art research
• Establishing optimal student experiences
• Engaging in community outreach
• Expanding pharmacy practice, post-graduate training, and business opportunities
• Growing alumni and partner relationships
• Fostering faculty and staff development

Policies and Regulations

Academic Policies

Grading Procedures

• The letter grades of A, B+, B, C+, and C represent passing grades in order from highest to lowest. The letter grades D+ and D allow progression to the next sequenced courses during the same academic year, but are not considered passing grades.
• Courses in which students earn grades of D+, D, F, or U must be repeated. A course may only be repeated one time; a second deficiency will result in dismissal from the Pharm.D. program.
• Per UofSC policy, S and U indicate, respectively, satisfactory (passing) and unsatisfactory (failing) performance in courses carried under the Pass-Fail option. The Pass-Fail option is only used for introductory pharmacy practice experiences and elective courses which are specified as PassFail.
• Per UofSC policy, W is assigned for student withdrawal from a course after the late registration period but before the drop date. A WF, which counts as an F in GPA calculation, is assigned for student withdrawal from a course after the drop date prescribed in the UofSC Academic Calendar. Students who must withdraw from all courses due to compelling circumstances may petition the Scholastic Standing and Petitions Committee to receive grades of W rather than WF in those cases where a WF is assigned. An “I” (Incomplete) is assigned at the discretion of the course coordinator when, in the course coordinator’s judgment, a student does not complete some portion of the assigned work in a course. Per UofSC policy, students must fulfill remaining course requirements within 12 months in order to replace the incomplete grade with a final grade. Failure to complete the remaining coursework within 12 months will result in a final grade of F for the course. A grade of Incomplete cannot be carried into the fourth professional year; requirements to remove the Incomplete and receive a final course grade must be fulfilled prior to the start of the pharmacy practice experiences in the fourth professional year.
• Some courses in the professional curriculum appear in a sequence (similar course names and sequential course numbers) when course material is similar, related and/or sequentially builds knowledge/skill in a given area. In some instances, mastery of material in one or more courses in such sequences are considered prerequisites to further courses in that sequence. A student receiving a grade of F in a prerequisite course cannot take the next course in that sequence when the first course has been designated as a prerequisite
to the affected course. The student must retake the failed course and receive a grade of C or better before taking the next sequenced course(s), which may delay a student’s progression.

- Students must have no course deficiencies and must meet all progression guidelines as defined under the College of Pharmacy Scholastic Standing Guidelines in order to begin their advanced pharmacy practice experiences at the end of the third professional year.

- The following grading scale will be utilized:
  - A 90–100.00
  - B+ 85–89.99
  - B 80–84.99
  - C+ 75–79.99
  - C 70–74.99
  - D+ 65–69.99
  - D 60–64.99
  - F < 59.99

- Course coordinators and course faculty will identify the specific course requirements, which will be utilized to determine student performance (i.e., tests, reports, class participation, group projects), and this should be provided to students in the syllabus at the beginning of the course.

- In cases where a student must repeat a course, both grades will remain in the student academic record and will be factored into the overall GPA.

**Academic Accommodations**

The UofSC Student Disability Resource Center grants reasonable student academic accommodations. Students requesting academic accommodations at UofSC should contact the Student Disability Resource Center (https://www.sc.edu/about/offices_and_divisions/student_disability_resource_center/) directly. Students on the Greenville campus must also utilize the UofSC Student Disability Resource Center in order to be granted accommodations.

Students who believe they may require accommodations are strongly suggested to meet with the Senior Associate Dean or Associate Dean for Student Affairs & Diversity prior to their meeting/communication with the UofSC Student Disability Resource Center. The purpose for this meeting is to equip the student with information regarding courses, including IPPes and APPes, that may be necessary to discuss with the UofSC Student Disability Resource Center as accommodations are being determined.

Once Faculty are notified by the UofSC Student Disability Resource Center of a student’s accommodations, they are required by the Americans with Disabilities Act to provide the approved accommodations for the student.

After accommodations are approved by the UofSC Student Disability Resource Center, the student is responsible for setting an appointment with EACH course coordinator of courses which the accommodations may be utilized in order to verify the receipt of documentation regarding the accommodations so that appropriate planning can be completed for the semester. This should occur prior to the first exam in which the student wishes to use the accommodation(s), but after the accommodation(s) has/have been electronically communicated to the course coordinators.

Students with accommodations will communicate directly with individual course coordinators to discuss use of accommodations within each specific course’s structure.

- Due to unique, hands-on, or experiential structure of many courses within the curriculum, situations may arise in which application of issued accommodations is challenging. If a course coordinator is unable to determine a method to honor accommodations within their course, the affected student must arrange a meeting with the Senior Associate Dean. The Senior Associate Dean will work with the student, faculty member, and UofSC Student Disability Resource Center to formulate a solution that assists the student, as well as meets the expectations and requirements for the course.

Students with accommodations involving exams must communicate directly with the course coordinator at least 5 business days prior to the exam in order to ensure that the faculty member knows that an accommodation will be utilized for the exam and the location at which the student will test (i.e., pharmacy classroom, virtually proctored testing environment [when applicable], or proctor room). It is the student’s responsibility to schedule exams requiring the use of the proctor room per the guidelines and scheduling processes of the UofSC Student Disability Resource Center. Failure to notify the course coordinator as described above or to schedule exams requiring use of the proctor room per the guidelines of the UofSC Student Disability Resource Center will result in inability to utilize accommodations for that exam.

- Students choosing NOT to utilize issued accommodations for an exam must notify the affected course coordinator at least 5 business days prior to the exam for planning purposes and exam security reasons. If the student has previously scheduled to take an exam at the university proctor room, they must also utilize UofSC Student Disability Resource Center policies regarding cancellation. A student who has previously scheduled to utilize the proctor room and has failed to notify the course coordinator within at least 5 business days advance notice must utilize the university proctor room for that particular exam.

Examinations will be taken during the regularly scheduled class time when possible. If a conflict exists, then:

- The examination will begin the class period prior (if possible) to the regularly scheduled time, or the examination will be taken the same day, at the first available time slot of the course coordinator or proctor room.
- The UofSC Student Disability Resource Center proctoring room may be utilized for students requiring accommodations. Due to capacity limits, the course coordinator may schedule separate times to test enrolled students with accommodations at the UofSC Student Disability Resource Center proctoring room, if necessary, after discussing with the center.

Accommodated students may elect to miss classes to begin an exam early or finish an exam late in the confines of their approved accommodations. Accommodated students may not miss a class with required attendance.

If accommodated students opt to take an exam at another time due to class schedule conflict, they are required to be present in the classes that conflict. If the student is found to not attend the classes that conflict, they will be referred to the UofSC Office of Student Conduct and/or
Student Policy & Professionalism Committee (College of Pharmacy) for sanctions.

Faculty are encouraged to have the accommodated student(s) attempt the exam in the same format as the entire class (computer or paper). The only exception is if the accommodation relates to the exam format administration (paper or computer).

Faculty should ensure that accommodated students who receive extra time on an exam are able to remain in one location for the entire time allotted per the accommodation if possible.

**Scholastic Standing Policies**

**Progression**

In order to be eligible for promotion and graduation, students must obtain at least a 2.0 (grade of C or better) in each professional course and maintain an overall GPA of at least 2.0 in all professional courses. Course grades of D+, D, I, F and U are considered deficiencies.

Students must remove any deficiencies by the beginning of each fall semester in order to be promoted to the next year. This may be accomplished by taking summer courses, if available. Any course in the Pharm.D. curriculum requiring remediation outside of the originally scheduled time period results in additional tuition charges, including pharmacy practice experiences. Requests to take classes outside of the College of Pharmacy and to receive credit for these classes will require the approval of the course coordinator, Senior Associate Dean, and Curriculum Committee.

It is not standard practice of the College of Pharmacy to offer summer school courses. Summer course offerings are not determined until the end of the academic year as the College as several factors must be evaluated to determine whether it is in the best interest of the student(s), faculty members, and College to do so.

Course withdrawals and leaves of absence require the approval of the Dean's Office. “Compelling circumstances” must be evident. Students who withdraw prior to the established UofSC drop date will receive a grade of W; students who withdraw from a course after the established UofSC drop date will receive a grade of WF, which calculates as a zero for purposes of computing a student’s GPA.

Students are required to register for and successfully complete all required and elective coursework in a specific professional year in order to register for courses and progress to the next professional year in the curriculum.

If a student fails to achieve a grade of C or better in an elective course, the student is encouraged, but not required, to re-take the elective course. However, the student must successfully complete a minimum of eight hours of electives by the end of the third professional year.

Students will not be allowed to attempt a course in a sequenced group of courses if they receive a grade of F or U in the previous course that has been designated a prerequisite to the latter course(s); a grade of D+ or D in the previous course will allow a student to attempt other courses in a sequenced group of courses, but the course deficiency must be removed prior to beginning the next professional year in the curriculum.

Sequenced courses in the College of Pharmacy curriculum in which one course in the sequence is considered a prerequisite for one or more of the other courses in the sequence are listed below; it should be noted that some sequenced courses are scheduled over multiple professional years:

- Foundations of Pathophysiology & Pharmacology I and II
- Foundations of Medicinal Chemistry I and II
- Introduction to Drug Information and Advanced Drug Information
- Pathophysiology & Pharmacology I, II, III, and IV
- Intro Community Pharmacy Laboratory and Applied Community Pharmacy Laboratory
- Intro Health Systems Laboratory and Applied Health Systems Laboratory
- Clinical Applications II, III, IV, V, and VI
- Pharmacotherapy I, II, III and IV
- Biopharmaceutics & Pharmacokinetics and Clinical Pharmacokinetics

For integrated/linked courses that are also delivered in sequence (such as Pharmacotherapy I-IV and Pathophysiology/Pharmacology I-IV), students will not be allowed to complete either of the two next courses in the sequence if they receive a grade of F in either of the two previous integrated courses. A grade of D+ or D in either course will allow a student to complete the next course in the sequence, but the course deficiency must be removed prior to beginning the next professional year in the curriculum.

Students will not be allowed to complete the Introductory Pharmacy Practice Experience (IPPE) Community Rotation (PHMY 699) if a student has a deficiency (obtains a D+, D, F, or U) in PHMY 670 and/or PHMY 671 (Pharmacy Skills Lab I – II) or in PHMY 750 Self-Care and Complementary Medicine. Students will not be allowed to complete IPPE Hospital/Health System Rotation (PHMY 798) if a student has a deficiency (obtains a D+, D, F, or U) in PHMY 790 and/or PHMY 791 (Pharmacy Skills Lab III – IV).

If a student has deficiencies (obtains a D+, D, F, or U) in more than four courses during any given academic year, he/she will be dismissed from the pharmacy program.

If a student has deficiencies (obtains a D+, D, F, or U) in more than two courses in any given academic year, he/she will be allowed to make any of those courses up during summer sessions and must repeat those courses during the next academic year. If the student is on probation, he/she will be suspended for one calendar year at the beginning of the next fall semester.

No student will be allowed to take more than two courses per summer session. A student may choose to self-suspend for an academic year instead of attempting two courses (if offered) during a summer session.

No student will be allowed to take a required course (except IPPE and APPEs) for the first attempt in a summer session.

Any IPPE and/or Advanced Pharmacy Practice Experience (APPE) experiential course deficiency must be remediated. Students with a deficiency in a required or elective introductory or advanced pharmacy practice experience must remediate the rotation at a site determined by the Experiential office. Students who elect to complete ten APPEs must complete an eleventh rotation in the event of a rotation deficiency.

Students with a deficiency (obtaining a D+, D, or F) in more than one APPE rotation will be dismissed from the program.
Students who earn a course deficiency in a Fall semester course will not be allowed to hold office in any professional organization or class at the College of Pharmacy or university level for the following Spring semester. Students who earn a course deficiency in a Spring semester course will not be allowed to hold office in any professional organization or class at the College of Pharmacy or university level for the following Fall semester. If you are a current or incoming student leader who falls under one of the above situations, you will be required to resign from your leadership position(s).

**Suspension**

Suspension means that a student will be prohibited from advancing in the curriculum for one academic year. Students will be suspended if they fail to remove any deficiencies by the beginning of the fall semester.

A suspended student may repeat required course(s) once in order to remove deficiencies and strengthen areas of weakness. (Additionally, the student may have up to 8 hours of electives to improve the overall GPA and strengthen areas of weakness during their academic matriculation.)

A suspended student who meets the requirements for promotion will be removed from suspension, placed on academic probation for one year (see definition within this document) and allowed to progress in the curriculum.

Suspended students will not be allowed to seek or hold office in any professional organization or class at the College of Pharmacy or university level.

Failure to remove all deficiencies and to attain a cumulative GPA of 2.0 or higher by the conclusion of a period of suspension will result in dismissal (see definition below) from the College of Pharmacy.

**Academic Probation**

Academic probation means the time period following return of a student to the professional program after suspension is complete.

Students on probation must demonstrate their ability to consistently and satisfactorily progress in the curriculum, by maintaining a minimum GPA of 2.0 and meeting promotion requirements for one academic year.

To enter the fourth professional year, all professional students must have successfully completed all professional course requirements, including elective courses, by the end of the spring semester of the third professional year.

Probationary students will not be allowed to seek or hold office in any professional organization or class at the College of Pharmacy or university level.

Failure to satisfy the terms of probation will result in dismissal.

**Dismissal**

Dismissal is the mandatory withdrawal of a student.

After dismissal, the college will not accept any course work from the student to complete the Doctor of Pharmacy program or final two years of the Bachelor of Science in Pharmaceutical Sciences degree.

Students will be dismissed if they fail to remove all deficiencies, fail to attain a cumulative GPA of 2.0 or higher by the conclusion of a period of suspension, or if they fail to satisfy the terms of academic or professional probation.

A student may repeat a course in the professional curriculum only once. Failure to remove the course deficiency after the second attempt will result in the student's dismissal.

If a student has deficiencies in more than four courses during any given academic year, he/she will automatically be dismissed from the program.

Students with a deficiency in more than one APPE rotation will be dismissed from the program.

Students may be dismissed for lack of professionalism and/or professional misconduct.

Students may be dismissed by the College of Pharmacy and/or the University of South Carolina dependent upon individual student situation.

**Petitions**

Any student seeking an exception to the academic standards may petition the College of Pharmacy Scholastic Standing and Petitions Committee. Students have 10 calendar days from the date they receive written notification of their deficiency, suspension, or dismissal to submit a petition to the Associate Dean for Student Affairs and Diversity, who will serve as liaison and provide all documents to the Chair of the committee. A petition may be approved or denied based on the merits of the individual situation. The petition process will be handled through the College of Pharmacy Scholastic Standing and Petitions Committee.

The College of Pharmacy Scholastic Standing and Petitions Committee does not have the authority to change grades assigned by faculty or preceptors.

The Senior Associate Dean will review and approve petition decisions as submitted by the College of Pharmacy Scholastic Standing and Petitions Committee. The Senior Associate Dean will issue final communication regarding the petition decision to the student.

Students whose petition was denied may petition a final time directly to the Dean in cases where new, substantial information has arisen following their hearing with the College of Pharmacy Scholastic Standing and Petitions Committee.

Students who separated from the College of Pharmacy while not in good academic and/or professional standing, whose absence has been more than 2 years but less than 10 years, may petition to return to the professional program by submitting a formal, written statement including the cause for their separation, reasons for their desire to return, and actions they have taken to ensure their readiness for return. Students whose separation from the College of Pharmacy has been greater than 10 years are ineligible to petition to return.

A petition for readmission must be submitted to the Associate Dean for Student Affairs and Diversity. The petition will be reviewed by the College of Pharmacy Scholastic Standing and Petitions Committee.

UofSC undergraduate pre-pharmacy students may petition the UofSC College of Pharmacy Scholastic Standing and Petitions Committee concerning suspension, dismissal, or readmission from/to the University of South Carolina.
Course Policies

Student Expectations & Attendance

Students are obligated to complete all assigned work promptly, to attend class regularly, and to participate in class discussions/group exercises.

Students must be physically present in class in order to receive credit for attendance, in-class quizzes, participation assignments, etc. In the case of synchronous web-based courses, students must be logged in prior to the start of class and remain present throughout the entirety of the class in order to receive credit for attendance, in-class quizzes, participation assignments, etc. Students who utilize methods to receive credit for in-class assignments while being physically located outside the classroom or not logged into the web-based course will be referred to the UofSC Office of Academic Integrity and provided grade sanctions as per individual course syllabi.

Attendance is expected for all classes. The course coordinator may choose to establish a specific attendance policy in an individual course and this policy, along with consequences of violation of this attendance policy, should be presented to students enrolled in the class at the beginning of the semester, as part of the course syllabus. The course coordinator may choose to exact a grade penalty for excessive absences as defined in the course specific attendance policy.

Students are required to attend 100 percent of laboratory course meetings.

The Associate Dean for Student Affairs and Diversity or Senior Associate Dean may excuse students for significant absences (usually related to health issues or family deaths). A medical excuse or other appropriate documentation is required to be submitted if the absence occurs on an exam day unless preapproved through the Dean's Office. All other class absences must be approved by the course coordinator.

The College of Pharmacy follows the University of South Carolina policy on observance of religious holy days.

Students may request approval from individual Faculty to be absent from class to attend a professional meeting or event. A student must provide at least 4 weeks’ advance notice to the Faculty member, who may or may not approve the request.

Severe Weather Policy

In the event of a weather emergency which might affect class schedules, the College of Pharmacy will follow the guidelines as provided by the University of South Carolina.

Students should access the UofSC website at www.sc.edu to determine if there has been an official announcement that classes have been cancelled or delayed. College of Pharmacy students may receive severe weather alerts from the university and should follow the guidelines of the university regarding cancellation or delay of classes.

The Dean will determine the specifics of how the College of Pharmacy will follow university guidelines and will inform the Director of Communications/IT Staff. The Director of Communications/IT Staff will be responsible for posting a notice on the front page of the College of Pharmacy Web site and via other electronic avenues of communication such as Facebook and Twitter. Students will receive an email notifying them of the effect on the College of Pharmacy.

The Greenville Campus Clinical Associate Dean or designee will notify students on the Greenville campus about any changes in class schedules due to inclement weather. Students should check the College of Pharmacy website for additional information.

In the event that the weather emergency affects only one campus, then classes/labs will occur at the unaffected campus, if lectures/labs were scheduled from the unaffected campus on that day. Lectures will either be recorded, provided via synchronous web-based instruction, or alternate arrangements made available to all College of Pharmacy students whose campus was affected.

The affected campus coordinator will determine lab make-up date(s) and time(s). If an exam was scheduled for the day, then the exam will be delayed on both campuses until another regular class meeting time or, when possible, delivered as scheduled using virtually proctored examination technology.

UofSC procedures in the event of severe weather do not apply during IPPEs and APPEs. Students are required to contact their preceptor to determine whether travel to rotation is safe and/or the rotation site is open. If inclement weather is predicted, the student should develop a plan with their preceptor in advance. Under no circumstances should the student ASSUME that they are not to report to rotation.

Temporary Student Attendance at an Alternate Campus

Students may request to temporarily transfer to an alternate campus for a limited time period (less than 1 semester). Reasons for the request may be self/family health issues or personal issues. The student must meet with the Associate Dean for Student Affairs and Diversity to discuss the circumstances. If the 24 Return to Table of Contents Associate Dean for Student Affairs and Diversity deems the request valid, the alternate campus will be contacted to determine if any space or other applicable issues prevent the student from completing this temporary transfer. Upon approval, the student must submit in writing a request for the transfer as well as the time period involved to the Associate Dean for Student Affairs and Diversity.

Greenville campus students may attend classes on the Columbia campus for an individual day at a time as needs may arise of which the student will be present on the Columbia campus for an extracurricular or co-curricular event that day. Individual day attendance in these situations does not require a written or pre-approval from the Associate Dean for Student Affairs and Diversity. However, the affected student is responsible for communicating with the course coordinators on both campuses for the day in advance to determine any complications of this temporary attendance (i.e. in cases of exams or group presentations).

Distance Education Policy

The College of Pharmacy may utilize distance education technology in the teaching of didactic courses during the professional program in regards to the third professional year offered at the Greenville Campus and any course-specific instances requiring such technology. Use of distance education is not a substitute for in-class attendance as the UofSC College of Pharmacy is not an online Pharm.D. program. The UofSC College of Pharmacy may utilize synchronous web-based instruction to deliver course content when live course meetings cannot be held due to weather, public health, or other emergencies.
**Student Honor Code Policy**

Policies regarding honor code and academic integrity for students enrolled in the College of Pharmacy are defined in the UofSC Honor Code, Carolinean Creed, and UofSC Office of Student Conduct and Academic Integrity website.

Any reports of potential Student Honor Code violation by faculty, staff, or students may be sent to the UofSC Office of Academic Integrity. The UofSC Office of Student Conduct and Academic Integrity website will provide the guidelines for dealing with these situations.

Students who receive a “Responsible” finding from an incident that was dealt with by the UofSC Office of Student Conduct and Academic Integrity are also subject to sanctions at the College of Pharmacy level, which are described in the Professionalism Policy housed in this document.

**Copyright Policy**

The College of Pharmacy seeks to aid enrolled students by offering limited (i.e. not offered for every course) electronic presentations and recordings of lectures as a study tool and to better meet individual learning needs. With the growing use of technology, students and faculty have the responsibility to understand and observe copyright law including educational fair use guidelines, obtain written permission, and to follow UofSC policy.

As supplemental tools, all material found in lectures is owned by the College of Pharmacy and is protected by United States Copyright laws. Lecture material is only available to students enrolled in the course where the content is available, and use is not permitted outside the scope of the course. Recorded lectures will only be posted to Blackboard and may not be distributed by students through any avenue (i.e., text, social media).

Material found in the lectures may not be photocopied, screen-shot, duplicated or distributed by any student without the express, written permission from the faculty member who created the material. Video, audio, or photographic recordings of course material are strictly prohibited. Recordings, course material, and lecture notes may not be reproduced verbatim nor uploaded to publicly accessible websites. Recordings and course material may not be exchanged nor distributed to a third party for compensation.

Recordings and course material may not be used for any purpose other than personal study and may not violate any policies herein. An individual may individually print copies of lecture material solely for personal use under the scope of the course. Duplication or dissemination of lecture materials without authorized use may violate federal or state law and UofSC University policies.

Failure to adhere to these policies is a violation of the College of Pharmacy Professionalism Policy and may result in disciplinary action under University guidelines. For any further assistance with copyright matters, faculty and students may seek guidance from the Library Staff or the Dean’s Office.

**Audience Response System**

Policy Students are required to purchase a multi-year (3 years) access of the Top Hat Audience Response System prior to P1 Orientation. This system will be utilized throughout courses in the didactic curriculum.

**Testing Policies**

**Test Scheduling**

A test is defined as a major examination of material in a course (usually administered no more frequently than every two weeks, except in summer sessions). A day is defined as the day of the week, not a 24-hour period. The Test Scheduling Policies do not apply to written report dates, scheduled oral presentations, or weekly quizzes.

No more than two tests in core courses will be given on the same day to the same class (e.g. P1, P2, etc.) Consequently, under this policy, two tests could be administered on Monday afternoon and two tests could be administered on Tuesday morning. No tests will be given during the week prior to final exams, except in the case of lab courses or when the last day of class is utilized to administer the final exam in a course.

A test schedule will be distributed to all students via posting to the College intranet and learning management system by the first day of class each semester at which time this test schedule is considered final. Students attending professional meetings may be excused from tests. In these cases, the course policy for excused test absences, as defined in the College of Pharmacy Course Policies, will be applied. Students who will miss class due to attendance at an event, which has been designated as a College of Pharmacy-sanctioned event, will be granted an excused absence. The course coordinator MUST be notified in writing (e-mail is fine) of the scheduled absence at least four (4) weeks in advance or on day one of the semester; professors may or may not approve the request. Students should follow the reporting process to the Associate Dean for Student Affairs and Diversity for professional meeting absences to obtain a Deans Office issued excused absence in addition to course level approval.

P1 and transfer students are required to attend an e-testing orientation and to confirm that the appropriate software is loaded onto their laptop. They are required to participate in an e-testing practice session prior to the first exam. Students are responsible for any lost time in completion of an exam due to inexperience with the process for running the security software and/or accessing the exam.

Final examinations will be scheduled in accordance with the College of Pharmacy final exam schedule.

This test policy may be suspended or altered due to severe weather or natural disaster to facilitate rescheduling of missed classes and tests.

For room scheduling purposes only, a 3-hour block of time will be allotted for final exams. Course coordinators will determine a reasonable length of time for completion of the final course exams. The course coordinators are not required to provide 3 hours for final exams if it is unreasonable given the exam structure.

If a scheduled test must be missed due to unforeseen circumstances, the student must notify the course coordinator by letter, phone, or e-mail, prior to the test, if possible, and the student must obtain an excuse from the Associate Dean for Student Affairs and Diversity or Senior Associate Dean.

If an absence is excused, the student will either be given a makeup exam or the other test grades will be increased proportionately to compensate for the missing grade. This decision will be at the discretion of the course coordinator.
After each major examination, students earning grades of D+, D, or F are strongly encouraged to contact and meet with respective course coordinators regarding their performance on the exam and mechanisms for improvement. At the midpoint of the semester, the professor of record for each required didactic and laboratory course will be asked to provide the names of students at risk for receiving grades of D+, D, or F within their course to the Dean's Office. This will allow the Dean's Office to identify students with academic problems in multiple courses. The Dean's Office will schedule academic progress conferences with students who have grade difficulties in multiple courses.

**Minimum Required Examination Procedures**

No examination materials (including scratch paper) are to be left in the room under any circumstances during the actual examination period or during an examination review. In the case of virtually proctored electronic examinations, no content from any examination may be copied, photographed, or replicated in any way during the actual examination period or during an examination review. Scratch paper must be destroyed immediately following the examination.

If print exams are administered, scantrons will be standardized. The following elements will be used: full name (first, middle initial, last), date, social security/identification number, version A or 1, version B or 2, version C or 3, or version D or 4, depending on the scantron used.

In the case of in-class examinations, book bags are to be placed at the front or sides of the classroom away from all students for the duration of the examination. The only items allowed at the student’s desk are: pencils, calculators, exams, scantron sheets, and scratch paper. If electronic exams are administered, only pencils, scratch paper, and laptops are allowed. Failure to bring a laptop to a scheduled exam is considered an unexcused absence. The policy of the College is to assign a grade of zero for the electronic exam of which a student fails to bring their personal laptop, unless the student has contacted the course coordinator regarding extenuating circumstances or the course coordinator or course syllabus has indicated an alternate policy.

If a student is late to an exam for an extenuating circumstance, proof must be provided to the Dean’s Office to prevent sanctions. If a student fails to bring their personal laptop, unless the student has contacted the course coordinator or course coordinator or course syllabus has indicated an alternate policy. In the case of virtually proctored electronic examinations, any student experiencing technical difficulties at the time of an exam is expected to contact the Dean’s Office via email at copit@cop.sc.edu and the course coordinator upon realizing that a problem exists.

Questions relating to exam content are strictly prohibited during the examination. Questions regarding suspected typing errors on the test (e.g., omissions, misnumbering, defective exam pages, etc.) are permitted, though may be addressed post-test in order to remain fair to students completing exams in alternate locations or on alternate dates.

Food or beverages are not allowed during examinations. All food containers and beverages should be placed at the front or sides of the classroom along with book bags or otherwise stored in a separate location from the test-taker.

Unauthorized use of any of the following during an examination will be considered a violation of the University of South Carolina Honor Code: cell phones, PDAs, iPods, computers, iPads, smart watches or any time-keeping devices, headphones, earbuds, or any similar electronic devices. These devices are to be turned off and stored separately from the student during examinations. During in-class examinations, these devices must be stored in book bags during the examinations as well as during exam review sessions and until exiting the room.

Calendars (when authorized to be used by course coordinator) must not be capable of storing equations, graphs, charts, etc. Only non-programmable calculators are allowed - no cell phones, PDAs, or similar devices are to be used as calculators during exams. No additional notes or written materials may be engraved, adhered, or otherwise attached to a calculator being used during an exam or to the student’s body. Students are to be seated with at least one empty chair between individuals when facilities and space allow during in-class examinations.

Hats are not to be worn during examinations. Exception: visors and baseball caps (or similarly brimmed caps) may be worn with the brim turned around backward.

Clocks will be maintained in each of the classrooms.

Students will be assigned a password to access electronic exams. It is highly recommended that students use a hardware connection to the internet for accessing electronic exams. If a student forgets his/her cable or simply wants to use Wi-Fi, he/she assumes responsibility for a lost wireless connection. For in-class examinations, a student who has technical problems in accessing or completing an electronic exam, a penalty may be given for providing him/her with a print copy. The penalty, if any, is specified in the course syllabus. In the case of virtually proctored electronic examinations, any student experiencing technical difficulties at the time of an exam is expected to contact the Dean’s Office via email at copit@cop.sc.edu and the course coordinator upon realizing that a problem exists.

Students are expected to arrive on time for scheduled exams. Students are expected to begin virtually proctored examinations at the respective course's start time or as instructed by the course coordinator. Arriving late to an exam or starting a virtually proctored examination late when not due to technical difficulties reported to the course coordinator and IT staff are unprofessional and considered in violation of the professionalism policy. Grade sanctions for students arriving late to an exam are specified in each course syllabus.

Students who are repeatedly late for exams will be referred to the Professionalism Committee. If a student is late to an exam for an extenuating circumstance, proof must be provided to the Associate Dean for Student Affairs and Diversity or Senior Associate Dean in order to prevent sanctions.

Food or beverages are not allowed during examinations. All food containers and beverages should be placed at the front or sides of the classroom along with book bags or otherwise stored in a separate location from the test-taker.

Restroom breaks are discouraged during in-class examinations and prohibited during virtually proctored examinations. If restroom breaks are needed during an in-class examination, only one student at a time will be allowed to leave the exam room and a same sex faculty member may accompany the student. Students must leave all belongings in the classroom along with book bags or otherwise stored in a separate location from the test-taker.
classroom in this situation to avoid perceived or real academic integrity incidences.

Cheating in any form is not allowed and will be considered an honor code violation and immediately referred to the UofSC Office of Student Conduct and Academic Integrity. Course coordinators may enact grade sanctions for the course dependent on the UofSC Office of Student Conduct and Academic Integrity resolutions.

Students should take all personal items and exit the exam room upon completion of in-class exams. Students are not permitted to reenter the exam room until all students have completed the exam.

Accreditation Policies and Student Rights

Southern Association of Colleges and Schools Commission on Colleges (SACS COC) Disclosure Statement

The University of South Carolina Columbia is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master’s, and doctoral degrees. The regional Palmetto College campuses (Lancaster, Salkehatchie, Sumter, and Union) are branch campuses of the University of South Carolina Columbia; the branch campuses’ accreditation is dependent on the continued accreditation of the University of South Carolina Columbia. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the University of South Carolina Columbia.

Accreditation Council for Pharmacy Education (ACPE) Disclosure Statement

The University of South Carolina College of Pharmacy’s Doctor of Pharmacy program has been granted accredited status by the Accreditation Council for Pharmacy Education, 135 S. LaSalle Street, Suite 4100, Chicago, IL 60603-4810, (312)664-3575; FAX (866)228-2631, web site www.acpe-accredit.org. In addition to the ACPE accreditation, the college has received accreditations from the American Society of Health-Systems Pharmacists (ASHP) and the American Association of Poison Control Centers (AAPCC). The South Carolina Commission on Higher Education has also approved the Pharm.D. program.

Accreditation Issue Procedures

Issues, questions, comments or complaints pertaining to accreditation should be directed to the Associate Dean for Outcomes Assessment and Accreditation. The College will keep a file of all communications related to accreditation. If issues or complaints have not been satisfactorily resolved at the College the Accreditation Council for Pharmacy Education’s (ACPE) may be contacted via email: csinfo@acpeaccredit.org. The Accreditation Council for Pharmacy Education has offices at 135 South LaSalle Street, Suite 4100, Chicago, IL. 60603-4810. They may be contacted by phone at (312)664-3575, by fax at (866) 228-2631, or via their Web site: www.acpe-accredit.org (https://academicbulletins.sc.edu/pharmacy/accreditation/www.acpe-accredit.org).

Notification of Student Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These include the following:

1. The right to inspect and review their education records within 45 days of the day the University receives a request for access.
   a. Students should submit written requests that identify the record(s) they wish to inspect to the registrar, dean, academic department head, or other appropriate official.
   b. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected.
   c. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request amendment of student education records that the student believes are inaccurate or misleading.
   a. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.
   b. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student with notification of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. The University of South Carolina will disclose information from a student’s education records only with the written consent of the student, except:
   a. to school officials with legitimate educational interests (A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the University has contracted [such as an attorney, auditor, or collection agent]; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting other school officials in performing their tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill a professional responsibility.)
   b. to officials of other institutions in which the student seeks or intends to enroll provided that the student has previously requested a release of the record
   c. to authorized representatives of the U.S. Department of Education, the comptroller general of the United States, state educational authorities, organizations conducting studies for or on behalf of the University, and accrediting organizations
   d. in connection with a student’s application for, and receipt of, financial aid
   e. to comply with a judicial order or lawfully issued subpoena
f. to parents of dependent students as defined by the Internal Revenue Code, Section 152

g. to appropriate parties in a health or safety emergency

h. to the alleged victim of any crime of violence of the results of any disciplinary proceedings conducted by the University.

The University of South Carolina has designated the following items as directory information: a student’s name; electronic mail address; local and permanent mailing addresses and telephone numbers; semesters of attendance; enrollment status (full- or part-time); date of admission; date of graduation; school; major and minor fields of study; whether or not currently enrolled; classification (freshman, etc.); type of degree being pursued; degrees; honors; and awards received (including scholarships and fellowships); weight and height of members of athletic teams; and whether the student has participated in officially recognized activities and sports sponsored by the University.

The University may disclose any of these items without prior written consent, unless the student has submitted a written request to the Office of the University Registrar not to release directory information. Requests will be processed within 24 hours after receipt. Telephone directories are published during the summer; students eligible to enroll for the upcoming fall term will be listed in the printed directory unless the Office of the University Registrar is notified by May 31. The electronic directory is updated each weekend; requests for nondisclosure will be honored with the next update after the request is processed by the staff of the office of the University Registrar.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of South Carolina to comply with the requirements of FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

Questions concerning this law and the University’s procedures for release of academic information may be directed to the Office of the University Registrar at 803-777-5555.

Admissions

Technical Standards Policy

One of the primary missions of the College of Pharmacy is to prepare outstanding pharmacists and pharmaceutical scientists to meet the health care needs of the state and society and to enhance the delivery of essential pharmacy services for all citizens. The faculty of the College of Pharmacy strive to deliver an education that will, through the graduates of the Doctor of Pharmacy Program, attain the highest levels of this goal. The professional program leading to the Doctor of Pharmacy degree and eligibility for pharmacist licensure requires a certain level of cognitive, behavioral, and technical skill and ability inherent in a professional education. These principles and standards hold for admission, progression, retention and completion of the program. The primary role of the pharmacist is to provide safe and effective health care to the patients served. Patient safety must be considered in the selection and education of student pharmacists. In order to foster patient safety, the College of Pharmacy requires all student pharmacists to demonstrate the ability to meet the minimum standards set forth herein. Standards are developed as criteria to achieve the Doctor of Pharmacy degree in preparation for licensure as a practicing pharmacist and for postgraduate professional training and education in any of the varied fields of pharmacy. Student pharmacists must reasonably contribute to a safe environment through their personal physical and mental health and social behavior. Students must complete the academic program in a reasonable length of time, must be able to acquire a pharmacist intern license by their first semester in the College and maintain the pharmacist intern license during their educational program, and must be eligible for a pharmacist license after they complete the Doctor of Pharmacy program. All students are expected to successfully fulfill the same core educational requirements. Reasonable education-related accommodations will be provided, where possible and within the guidelines of the College of Pharmacy. The five standards listed below describe the essential functions students must demonstrate in order to fulfill the requirements of a general pharmacy education, and thus are prerequisites for entrance to, continuation in, and graduation from the College of Pharmacy. A student must meet or exceed the required aptitude, abilities, and skills outlined below. Certain chronic or recurrent illnesses and problems may interfere with didactic studies, delivering or providing patient care, or compromising patient safety and may be incompatible with pharmacy training or practice.

Technical Standards

Observation: Observation necessitates the functional use of visual, auditory and somatic senses. Students must have the ability to observe and evaluate, in classrooms and patient care areas, demonstrations, experiments and patients, including performing physical assessments. Observation of the technical quality of pre-manufactured as well as compounded medications is essential.

Communication Skills: As appropriate for each stage of their education, student pharmacists must be able to communicate effectively and efficiently in oral and written English, to hear, and to listen to patients in order to elicit information; describe changes in mood, activity, and posture, and perceive verbal as well as non-verbal communications. Students must also communicate effectively and efficiently in oral and written English, to hear, and to listen to faculty, staff, other health care professionals, and preceptors. Communication includes not only speech, but also reading, writing, hearing, and computer literacy. They must be capable of completing professional communication activities in a timely manner.

Motor: Student pharmacists must have the coordination of muscular movement with accommodation if necessary, to undertake the preparation of all routine forms of medication orders, the use of diagnostic equipment for patient assessment, and the direct delivery of patient therapies. Such actions require coordination of both gross and fine muscular movement, equilibrium, and functional use of the senses of touch and vision.

Intellectual, Conceptual, Integrative and Quantitative Abilities: As appropriate for each stage of their education, student pharmacists must demonstrate a fundamental and continuing ability to use analytical reasoning to independently and in collaboration with a health care team synthesize knowledge, solve problems and explain health care situations. Information must be obtained, retrieved, evaluated and delivered in an efficient and timely manner. Students must be able to demonstrate good judgment in patient care and assessment and have the ability to incorporate new and changing information obtained from the practice environment.

Behavioral and Social Attributes: Student pharmacists must demonstrate professional and ethical demeanor appropriate to their educational level.
Students must be able to function within the regulatory and institutional limits of the educational environment and modify behaviors based on criticism. Students must demonstrate compassion and integrity and a concern for others. This requires responsibility for personal action and emotional stability under the stressful conditions that may come from their professional education. Individuals with questions or concerns about their ability to meet these standards are encouraged to contact the Associate Dean for Student Affairs and Diversity.

Pharm.D. Program Prerequisite Course Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirements</th>
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<tbody>
<tr>
<td>General Chemistry I &amp; II (2 labs included)</td>
<td>8 Semester Hours/12 Quarter Hours</td>
</tr>
<tr>
<td>Organic Chemistry I &amp; II (2 labs included)</td>
<td>8 Semester Hours/12 Quarter Hours</td>
</tr>
<tr>
<td>General Biology I &amp; II (2 labs included)</td>
<td>8 Semester Hours/12 Quarter Hours</td>
</tr>
<tr>
<td>Human Anatomy/Physiology I &amp; II</td>
<td>6 Semester Hours/9 Quarter Hours</td>
</tr>
<tr>
<td>Physics</td>
<td>3 Semester Hours/4.5 Quarter Hours</td>
</tr>
<tr>
<td>Microbiology</td>
<td>3 Semester Hours/4.5 Quarter Hours</td>
</tr>
<tr>
<td>Calculus</td>
<td>3 Semester Hours/4.5 Quarter Hours</td>
</tr>
<tr>
<td>Statistics</td>
<td>3 Semester Hours/4.5 Quarter Hours</td>
</tr>
<tr>
<td>English Composition</td>
<td>3 Semester Hours/4.5 Quarter Hours</td>
</tr>
<tr>
<td>English Literature/Composition</td>
<td>3 Semester Hours/4.5 Quarter Hours</td>
</tr>
<tr>
<td>Public Speaking/Speech</td>
<td>3 Semester Hours/4.5 Quarter Hours</td>
</tr>
<tr>
<td>Economics</td>
<td>3 Semester Hours/4.5 Quarter Hours</td>
</tr>
<tr>
<td>Psychology</td>
<td>3 Semester Hours/4.5 Quarter Hours</td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
<td>9 Semester Hours/13.5 Quarter Hours</td>
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</tbody>
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* A combination of separate Human Anatomy (3 hours) and Human Physiology (3 hours) courses will fulfill this requirement.

Note: All prerequisite courses must be successfully completed with a "C" or better by the start of P1 Orientation, which occurs directly prior to the Fall semester of professional year one.

Entrance Requirements

Traditional Admissions Pathway

Traditional admission to the College of Pharmacy Pharm.D. program is competitive and based on the applicant’s completion of Pharmacy prerequisite courses. GPA, academic record, letters of recommendation, interview evaluations, PCAT scores, honors/awards, extracurricular activities, pharmacy exposure, student personal statement concerning their goals for a career in pharmacy, (optional) diversity statement, and application(s). Applicants must complete the PCAT and have official scores reported to PharmCAS prior to the end of the application period, on or before the application deadline published on the UofSC College of Pharmacy website in the year of anticipated admission. Applicants will apply via the national PharmCAS system and UofSC College of Pharmacy Supplemental Application.

Applicants must provide an official copy of all college transcripts to PharmCAS at the time of application submission. A second transcript is required to be submitted to PharmCAS upon receipt of final fall semester grades. Subsequent transcripts are required to be submitted directly to the College of Pharmacy as indicated in the supplemental application upon receipt of final spring and summer grades. As a state-supported institution, preference will be given to in-state applicants. In-state students are defined as S.C. residents and any non-S.C. resident attending a S.C. college or university. In-state status as defined here only applies to the admission process. Residency for the purpose of tuition will be determined by the University of South Carolina Legal Residency Office. All accepted students will be required to submit to a criminal background review and drug screen prior to matriculation into the program.

Early Assurance Program Admissions Pathway

Admission to the Gamecock Pharmacy Assurance (GPA) program is competitive and based on the applicant’s admittance into the B.S. in Pharmaceutical Sciences (Pre-Pharmacy) major at the Columbia campus of the University of South Carolina, ACT/SAT scores, high school weighted core grade point average, letters of recommendation, interview evaluations, honors/awards, extracurricular activities, pharmacy exposure, student personal statement concerning their goals for a career in pharmacy, (optional) diversity statement, and application(s).

Candidates admitted into this program that successfully complete the maintenance requirements are expected to complete progression applications and matriculate into the UofSC College of Pharmacy Pharm.D. program at the beginning of their third collegiate year. All accepted students will be required to submit to a criminal background review and drug screen prior to matriculation into the Pharm.D. program.

International Admissions to the Pharm.D. Program Policy

The College of Pharmacy is welcoming to international students within the policy described below. Individual Doctor of Pharmacy program applicants who meet these requirements may apply. The College of Pharmacy also considers a limited number of international applicants to the doctor of pharmacy program who have completed at least a 5-year bachelor of science in pharmacy degree and when there is a prior written agreement between the College of Pharmacy and an international sponsoring university, government, or agency (International Partnership Program).

Individual International Applicant Requirements

- At least 42 hours of Pharm.D. program prerequisite courses must have been completed at a college or university accredited in the United States excluding courses delivered via electronic media, including English language prerequisites.
- An international student admitted to the College must be proficient in English with a score of at least 550 on the Test of English as a Foreign Language (TOEFL) paper-based exam, 77 on the internet-based TOEFL, or 210 on the computer-based TOEFL.
- Applicants must be eligible to receive a Pharmacy Intern Certificate based on the South Carolina Board of
Pharmacy requirements. The Pharmacy Intern Certificate is a requirement for students to complete Introductory and Advanced Pharmacy Practice Experiences portions of the Pharm.D. curriculum.

- Applicants who have attended post-secondary educational institutions, colleges or universities outside of the United States are required to submit a professional credential evaluation of all work completed. This is generally referred to as a course-by-course transcript evaluation. A course-by-course transcript evaluation should be sent directly to the College of Pharmacy Admissions Office from the evaluation service, which must be a member of the National Association of Credential Evaluation Services (NACES). The web address is www.naces.org. A fee from the applicant is required for the evaluation of credentials. The payment and all contact regarding this process is done directly with the evaluation service of your choice.

- Applicants currently enrolled in a term or semester should contact the evaluation service for a partial evaluation. A final evaluation will be required prior to enrollment. A fee from the applicant is required for the evaluation of credentials. The payment and all contact regarding this process is done directly with the evaluation service of your choice. Below is the contact information of two companies that frequently provide us with evaluations:

Josef Silny & Associates, Inc.
International Educational Consultants
7101 SW 102 Avenue Miami, FL 33173
Web: www.jsilny.com
Phone: 305-273-1616 305-273-1616

World Education Services, Inc.
P.O. Box 5087
Bowling Green Station New York, NY 10274-5087 Web: www.wes.org
Phone: 212-966-6311 212-966-6311

- Official documents (photocopies are acceptable) certifying that the student will have sufficient funding to attend the College of Pharmacy for one academic year are required. This evidence will be used to issue the student an immigration document (I-20 or DS-2019) which will be required to obtain the F-1 or J-1 student visa at a US embassy or consulate. Applicants who are permanent residents do not need to provide this information. International students may not be eligible for student loans through the FAFSA process. All international students will be considered out-of-state during the admissions processes and for tuition purposes.

- The applicant is responsible for obtaining a proper visa, if accepted.

- Applicants admitted to the Doctor of Pharmacy program must comply with all student policies and requirements as detailed in the College of Pharmacy Academic Bulletin & Student Handbook and all admission procedure requirements, including a background check and health/immunization policies and University requirements.

International Partnership Program Applicant Requirements

International Partnership Applicants to the College of Pharmacy Doctor of Pharmacy program may apply only after a written agreement between the UofSC and the international sponsoring university, government, or agency has been completed. The number of international partnership applicants admitted each year will be determined by the College of Pharmacy, and a signed partnership agreement does not guarantee admission of individual applicants. For admission of international BS degree pharmacists, applicants must meet admission criteria shown below. The College of Pharmacy may grant advanced status, depending on the individual’s academic record or practice experience. International applicants must have graduated within 10 years of the date of application.

- An international partnership program student admitted to the College must be proficient in English with a score of at least 550 on the Test of English as a Foreign Language (TOEFL) paper-based exam, 77 on the internet-based TOEFL, or 210 on the computer-based TOEFL.

- Applicants must be eligible to receive a Pharmacy Intern Certificate based on the South Carolina Board of Pharmacy requirements. The Pharmacy Intern Certificate is a requirement for students to complete Introductory and Advanced Pharmacy Practice Experiences portions of the Pharm.D. curriculum.

- Applicants who have attended post-secondary educational institutions, colleges or universities outside of the United States are required to submit a professional credential evaluation of all work completed. This is generally referred to as a course-by-course transcript evaluation. A course-by-course transcript evaluation should be sent directly to the College of Pharmacy Admissions Office from the evaluation service, which must be a member of the National Association of Credential Evaluation Services (NACES). The web address is www.naces.org. A fee from the applicant is required for the evaluation of credentials. The payment and all contact regarding this process is done directly with the evaluation service of your choice.

- Official documents (photocopies are acceptable) which certify that the applicant will have sufficient funding to attend the College of Pharmacy for one academic year are required. This evidence will be used to issue the student an immigration document (I-20 or DS-2019) which will be required to obtain the F-1 or J-1 student visa at a US embassy or consulate. Applicants who are permanent residents do not need to provide this information. International students may not be eligible for student loans through the FAFSA process. All international students will be considered out-of-state during the admissions processes and for tuition purposes.

- The applicant is responsible for obtaining a proper visa, if accepted.

- Applicants admitted to the Doctor of Pharmacy program must comply with all student policies and requirements as detailed in the College of Pharmacy Academic Bulletin & Student Handbook and all admission procedure requirements, including a background check and health/immunization policies and University requirements.
Transfer Policies

Admission to the Doctor of Pharmacy Program from another College of Pharmacy

Applications for transfer students from an accredited professional pharmacy program into the UofSC College of Pharmacy professional Pharm.D. program will be evaluated on an individual basis. The student applying for transfer must be in good standing in their current Pharm.D. program, the student must complete at least two years of study at the UofSC College of Pharmacy and space must be available in the Pharm.D. program for any application to be considered.

Process to Request Transfer:

Step 1: The following information is required to be submitted to the UofSC College of Pharmacy Director of Admission to begin the transfer evaluation process:

- Letter outlining the reason for the transfer request and desired entrance level into the program (i.e., 2nd year, 3rd year, etc.)
- Unofficial college transcripts from all institutions attended for all college coursework completed including Pharm.D. program prerequisite courses and Pharm.D. courses Official PCAT scores (must include writing score)
- Resume/CV
- Three letters of recommendation
- UofSC College of Pharmacy Supplemental Application
- Interview with the Director of Admissions to discuss transfer intent

The Admissions Committee may require a face-to-face interview as part of the transfer student application.

Step 2: Upon approval by the Admissions Committee to move forward with the transfer request after receipt of initial documentation, the following information is required to be submitted to the UofSC College of Pharmacy Director of Admission to determine potential professional year placement:

- Current program’s Pharm.D. curriculum
- Course descriptions and syllabi for all completed Pharm.D. courses

Step 3: If the student chooses to continue with a transfer request after notification of professional year placement that would result from a transfer acceptance, the following information must be submitted to the UofSC College of Pharmacy Director of Admissions:

- Letter from current pharmacy school Dean’s Office stating the student is in good academic and professional standing
- Seat Fee
- Submission of a criminal background review and drug screen

Step 4: The Admissions Committee will evaluate all submitted documentation to determine whether a transfer acceptance will be extended.

Transfer to Greenville (Prisma Health - Upstate) Campus

A campus located in Greenville, South Carolina is available for student transfer for the third and fourth professional years. Beginning with Fall 2017 entering students, Greenville campus transfer approval is designated upon acceptance to the Pharm.D. program. This transfer is binding and documented in a second acceptance letter from the UofSC College of Pharmacy. Students transferring to the Greenville campus are still considered UofSC students for the purposes of tuition, curriculum, and other academic and professional policies. Extracurricular and co-curricular opportunities are available on the Greenville campus, but may differ from those available on the Columbia campus. Not all opportunities on the respective campuses are available to students residing on the distant campus. Students electing to transfer to the Greenville campus should seek guidance from the Associate Dean of Student Affairs and Diversity regarding these opportunities prior to committing to a Columbia campus-based academic, co-curricular, or extracurricular opportunity. A required campus-specific orientation will occur prior to each Fall semester.

Professionalism Policies and Procedures

Professionalism Policies & Procedures

The faculty of our College has approved curricular outcome competencies that each student is expected to master. One of the most important is the demonstration of personal values and ethical principles in all professional and social contexts. Most students come into our program with a well-developed value system that is further refined as they grow through their college experience in general and their professional education. As a result, there is little emphasis on disciplinary procedures. However, to minimize ambiguity with regard to unprofessional and unacceptable behaviors, professionalism policies are presented here in some detail.

Professional Standards

The foremost privilege and responsibility of the profession of pharmacy is to selflessly serve humanity, follow state and federal rules and regulations with regards to the pharmacy profession, and to promote the public health and welfare. Given such important privilege and responsibility, pharmacy students are expected to present and conduct themselves in a manner commensurate with a health care professional.

Expected professional behavior includes but is not limited to the following:

Student attendance for rotations, lectures, laboratory sessions, and meetings is expected and students must adhere to attendance policies enacted by the course syllabus and this document. Students are expected to be punctual and to remain present until the conclusion of the activity. For courses or meetings in which attendance is mandatory, no student may sign in for another student for class attendance purposes.

Signing in for another student or using a method to portray you are present in class or the meeting when you are not is considered a Honor Code violation and will be referred to the UofSC Office of Student Conduct and Academic Integrity.

In all in-person and virtual academic and professional settings, students are expected to be alert and prepared to handle all assigned tasks and duties. When students are assigned to work with others, it is expected that the student will participate and complete their responsibilities with regard to the project.

In all in-person and virtual academic, professional, and social settings, it is expected that students will be courteous, respectful, non-disruptive, and display positive demeanor.
The expression of criticism or issues, either in person, in writing (letter or email), or telephone will be done in a non-threatening, non-abusive, and positive manner. Students should follow the College of Pharmacy Student Grievance Policy in regards to individual or class issues.

In in-person and virtual professional settings, students will always dress in accordance with the College of Pharmacy Dress Code.

In all in-person and virtual academic, professional, and public settings, it is expected that students will display the highest level of honesty and ethics. If a student suspects that another student has committed a form of academic dishonesty, there is an obligation on the student to report the violation in accordance with the UofSC Honor Code.

As healthcare professionals in training, students are expected conduct themselves so that the health of their colleagues, faculty, and patients is not at risk due to their behaviors. Students are expected to self-report diagnosis of any highly communicable disease to the College of Pharmacy upon discovery per the appropriate method. Students will not be penalized for missing classroom, laboratory or experiential activities due to a documented medical illness because of which they cannot be around others.

A pharmacy student is required to uphold the dignity and honor of the profession, and to accept its ethical principles. Students shall not engage in any activity that will discredit the profession. Students are expected to follow and uphold all local, state and federal laws at all times.

**Criminal Background Check & Student Arrest Policy**

The College of Pharmacy will conduct Criminal Background Checks for all students accepted to the professional program. In addition, the College of Pharmacy will conduct Criminal Background Checks prior to pharmacy practice experiential rotations. The College of Pharmacy may provide the results of these Criminal Background Checks to the UofSC Office of Student Conduct and Academic Integrity, the South Carolina Board of Pharmacy, and/or the pharmacy practice sites participating in experiential rotations. Students are responsible for clearing any issues reported in background checks. In the event an incident is not expunged from a background report, the College of Pharmacy will make a reasonable effort to place a student at a practice site for practice experiences, but placement is not guaranteed.

Any student who is arrested or convicted for violation of federal, state, or local laws is subject to appropriate disciplinary action by the University of South Carolina, and/or the South Carolina Board of Pharmacy. The College of Pharmacy Dean's office may immediately suspend a student from participating in experiential rotations until their case can be reviewed by UofSC Office of Student Conduct and Academic Integrity, and/or South Carolina Board of Pharmacy. Each of these entities may review the student’s case and may impose appropriate disciplinary action.

In addition, the College of Pharmacy Dean's office may immediately suspend a student from participating in experiential rotations if the Dean's office feels a student may pose a risk to public safety due to criminal background check results, arrests, or convictions. If the student believes that the background check results are in error and can provide proof, the student will be given the opportunity to produce this proof.

All students will be required to sign a consent form which allows the College of Pharmacy to provide all background check reports to the South Carolina Board of Pharmacy and Experiential Rotation Preceptor(s)/site.

All arrests or convictions must be reported to the Associate Dean for Student Affairs and Diversity within 2 university business days of the event. The arrest or conviction may be reported to the South Carolina Board of Pharmacy by the College of Pharmacy. Additionally, students must notify the UofSC Office of Student Conduct and Academic Integrity within 72 hours of the event. Any student with an arrest or conviction may be placed on professional conduct probation by the Dean's office. Depending on the severity of the charges, the Dean may suspend the arrested or convicted student immediately until the charges have been resolved. The student case will be reviewed by the College of Pharmacy Student Policy & Professionalism Committee and a recommendation for resolution will be provided to the Dean.

If an arrested student fails to report the arrest or conviction within 2 university business days, then he/she may be subject to immediate suspension or dismissal from the College of Pharmacy.

Any official documentation related to arrests or convictions must be reported to the College of Pharmacy within 2 university business days of receipt. The Deans Office will maintain documentation of Background Check reports and any documentation provided by the student. This documentation will be maintained in a file separate from the student’s academic file.

Any student arrested or convicted for drug or alcohol related offenses may be required to seek counseling and/or educational services at the Recovering Professionals Program (RPP) and/or UofSC Student Health Services Counseling and Psychiatry Office. The student may be required to sign a release statement authorizing the College of Pharmacy Associate Dean for Student Affairs and Diversity to verify that the student has been compliant with attendance and therapy requirements developed by the case manager. If a student is required to perform random drug screening(s), then the student must report a copy of the results to the College of Pharmacy within 72 hours of receipt. Any expense incurred for the drug screenings will be the responsibility of the student.

If a student’s pharmacy intern certificate is suspended, revoked, or voluntarily surrendered, the student may be suspended from the College of Pharmacy immediately.

Further requirements that may be imposed upon the student can be found in the Chemical Impairment Policy.

**Chemical Impairment Policy**

The specific policies for alcohol and other drug abuse prevention and intervention for students enrolled in the College of Pharmacy are defined in the University of South Carolina Academic Bulletin and Student Handbook. The UofSC Office of Student Conduct and Academic Integrity website provides additional guidelines, including notification of student rights under FERPA and other mandated notifications.

Chemical dependency is defined as psychological or physiological dependence on a psychoactive substance. Potential substances include alcohol, prescription and OTC drugs (obtained legally or illegally), and street drugs.

The purpose of this policy is to facilitate the identification of a student who may be chemically impaired, to promote appropriate treatment and recovery of these individuals, and to prevent patient harm from occurring.
Procedures:

College of Pharmacy students who suspect that they may be chemically impaired are encouraged to voluntarily report themselves to the Associate Dean for Student Affairs and Diversity.

The Dean’s Office may conduct random drug screenings of students throughout their time in the program. Any expense incurred for the drug screen(s) will be the responsibility of the student.

It is the professional responsibility of all College of Pharmacy faculty, staff, and students to report or intervene in cases when they suspect a student to be chemically impaired. The Associate Dean for Student Affairs and Diversity should be notified in those cases where student impairment is suspected. Conduct that may suggest chemical impairment includes but is not limited to:

- a decline in academic performance
- changes in behavior
- failure to carry out professional responsibilities
- repeated tardiness or absenteeism
- psychomotor deficiencies
- observed intoxication

The Dean’s Office will refer students suspected of chemical impairment for an immediate drug screen to occur within 24 hours of notification. Any expense incurred for the drug screen(s) will be the responsibility of the student. The student will also be referred to one or more of the following as appropriate: the Recovering Professional Program (RPP) and/or UofSC Student Health Services Counseling and Psychiatry Office.

The College of Pharmacy Dean’s office may immediately suspend a chemically impaired student from participating in experiential rotations due to the risk posed to public safety.

Referred students will be required to sign a statement allowing the College of Pharmacy to contact the recovery or counseling program in order to verify that the student has sought the service. In addition, the statement will allow the recovery or counseling program to discuss with the College of Pharmacy Deans appropriate recommendations for potential re-entry into the College of Pharmacy program by the student (if student is suspended).

A file separate from the student file in the Dean’s Office will be kept on the chemically impaired student. The Associate Dean for Student Affairs and Diversity will maintain this separate file.

Some of these counseling and educational services are offered at no cost to the student. If there is a cost associated with any of the services, it is the responsibility of the student.

The chemical impairment counselor will monitor the student’s ongoing recovery and will notify the College of Pharmacy Associate Dean for Student Affairs and Diversity immediately should a student fail to comply with any aspect of his/her recovery and monitoring program. Ongoing monitoring will continue until such time as the student graduates or otherwise leaves the College of Pharmacy. If a student does not comply with the monitoring requirements or tests positive for the substance(s) for which he/she is being monitored (including alcohol, illegal drugs or prescription drug), the College of Pharmacy will take appropriate action based on discussions between the program counselor and the Associate Dean for Student Affairs and Diversity. This action may include suspension or dismissal from the College of Pharmacy.

Participation in a recovery program does not make the chemically impaired pharmacy student immune to legal proceedings for criminal acts involving drug misuse, or illegal use.

The academic standing of a chemically impaired pharmacy student will not change while the student is on a leave of absence for therapy. If the student is academically ineligible to continue in the pharmacy curriculum, participation in the rehabilitation program will not preclude administrative action for dismissal from the College of Pharmacy for academic reasons.

If a student’s pharmacy intern certificate is suspended, revoked, or voluntarily surrendered, the student may be suspended from the College of Pharmacy.

Student Sexual Harassment Policy

The College of Pharmacy will follow the policies of the University of South Carolina regarding sexual harassment for students. The UofSC website provides additional guidelines, including notification of student rights under FERPA and other mandated notifications.

Student Dress Code Policy

The College of Pharmacy student dress code is mandatory for all practice laboratories, all introductory and advanced pharmacy practice experiences, grand rounds/seminars, and professional events held in any location where students are representing the College of Pharmacy.

Students must adhere to individual course/pharmacy rotation site policies regarding site-specific ID badges.

All students are expected to be clean, neatly groomed and dressed in a professional (conservative) manner for experiential rotations and laboratory experiences. Students not wearing clothing deemed appropriate by a laboratory instructor will be warned at the first offense. A second offense may result in dismissal from lab, grade reduction, or grade of zero issued for that lab session (please see specific laboratory syllabi for penalties related to inappropriate dress). In the experiential setting, students may be dismissed immediately if dressed inappropriately and asked to return in appropriate dress. Students will be required to make up this time away from rotation (refer to the attendance policies in the experiential manuals).

All students must adhere to any temporary or permanent clothing or garbing items needed to mitigate public health concerns and/or maintain the aseptic nature of laboratory, classroom and experiential rotation settings. These requirements may be issued by the university or college and may include, but are not limited to, face coverings, masks, gloves, gowns, etc. Students are expected to remain up-to-date on these requirements as they may change throughout the academic year and may vary between learning areas.

The following guidelines are appropriate for dress during laboratory and experiential rotations: students are required to wear a white, long sleeved jacket-length lab coat and UofSC College of Pharmacy ID badge attached at the collar or chest pocket of the lab coat. Non-UofSC College of Pharmacy/commercial logos and badges are not permitted on lab coats. Men are required to wear a dress shirt with tie, dress slacks, or a dress and close-toed dress shoes. Women are required to wear a dress blouse or sweater with skirt or dress slacks, or a dress and close-toed dress shoes. Skirts and dresses are required to be of a length no more than 2 inches above the knee. In order to portray a professional appearance, hair color should be subdued and not be bold or bright colored (i.e., purple, blue, green). Piercings must be small and tasteful. Piercings worn in laboratory and experiential settings are limited to the ears (students
requiring piercings in other visible body parts should seek the advice of the faculty member for accommodations. No attire (e.g., short skirts or dresses, tight fitting clothing, low-cut blouses), accessories (e.g., large jewelry, sunglasses) or behaviors (e.g., chewing gum, wearing excessive cologne or perfume) that may be deemed unsafe or distracting to other students, instructors, preceptors, health care team members or patients will be permitted.

Please note that individual practice sites may have a more rigorous dress code requirement. Students must adhere to specific preceptor/site requirements.

Appropriate dress is also expected in the classroom. Attire that may be deemed distracting to students, faculty or others (e.g., short shorts, skirts or dresses, tight fitting clothing, low-cut blouses, halter tops, midriffs) should not be worn in the classroom. Students wearing inappropriate attire may be dismissed from class and/or reported to the Dean's Office for a professionalism violation.

Students attending national, state, or regional conferences or events where they represent the UofSC College of Pharmacy and the pharmacy profession are expected to abide by this policy. Students not adhering to this policy in these settings may be reported to the Dean's Office for a professionalism violation and may lose travel reimbursement from the College of Pharmacy and/or be referred to the Student Policy and Professionalism Committee.

Social Media Policy

The College of Pharmacy recognizes that social networking websites are popular means of communication. Students who use these websites must be aware that posting certain information is illegal. Violations of existing statutes and administrative regulations may expose the offender to criminal and civil liability, and the punishment for violations may include fines and imprisonment. Offenders also may be subject to adverse academic actions up to and including dismissal. Please be advised that the following actions are forbidden (i.e., are considered violations of the College of Pharmacy Student Professionalism Policy):

- You may not discuss the personal health information of other individuals. Removal of an individual's name does not alone constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, or type of treatment or the use of a highly specific medical photograph (such as a before/after photograph of a patient having surgery or a photograph of a patient from a medical outreach trip) may still allow the reader to recognize the identity of a specific individual.
- You may not report private (protected) academic information of another student or trainee.
- You may not present yourself as an official representative or spokesperson for the institution.
- You may not access another person's online accounts without his/her permission.
- You may not represent yourself as another person, real or fictitious, or otherwise attempt to obscure your identity as a means to circumvent any prohibitions listed in the Student Professionalism Policy.

In addition to these actions, the College of Pharmacy Student Professionalism Policy includes the following violations relevant to the use of social media:

- knowingly distributing false information, statements, or accusations against another student, preceptor, or faculty/staff member
- using electronic channels of communication to disseminate inappropriate or unprofessional comments regarding peers, preceptors, faculty, staff, patients, or participants in College of Pharmacy projects
- verbal, written or electronic insults to College of Pharmacy administration, faculty, preceptors, staff, students, patients, or participants in College of Pharmacy projects
- threats or acts of physical violence to College of Pharmacy administration, faculty, preceptors, staff, students, patients, or participants in College of Pharmacy projects
- harassment, in any form, of College of Pharmacy administration, faculty, staff, preceptors, students, patients, or participants in College of Pharmacy projects
- violating the confidentiality of a college committee by an appointed student representative serving on that committee
- sharing of passwords for protected sites

Due to the prevalence of and types of information that can be displayed through social media (Facebook™, Twitter™, Instagram™, blogs, etc.) in today's society, the College offers the following social media use guidelines for students.

Avoid any activity on social media sites that could portray you, the College, the faculty and/or preceptors, the University or the pharmacy profession negatively. Some of the strongly discouraged actions include, but are not limited to:

- the unprofessional display of vulgarity through written comments, photos, and/or affiliations
- the unprofessional display of language or photos that indicate discriminatory bias against any individual or group because of age, race, gender, ethnicity, national origin, or sexual orientation
- the unprofessional display of photos or language that condone the irresponsible use of alcohol, substance abuse, or sexual promiscuity
- posting of inflammatory or unprofessional material on another individual's website
- display of any language that degrades or disrespects patients

Those actions may be interpreted as violations of the College of Pharmacy Student Professionalism Policy. Furthermore, per HIPAA regulations, patient privacy must be maintained at all times regardless of the communication medium. This policy should not be construed to impair any constitutionally protected activity, including speech, protest or assembly.

Procedures for Professionalism Policy Violations

Any student, faculty, staff member, or individual associated with the College's academic programs may report a student for lack of professional behavior to the Associate Dean for Student Affairs and Diversity. Under usual circumstances, the incident should have been brought to the student's attention and resolution attempted before reporting the incident to the Associate Dean. Upon receiving a report regarding unprofessional behavior, the Associate Dean for Student Affairs and Diversity will determine the legitimacy of the report in accordance with his/her understanding of professional standards for behavior, the severity of the incident, and the urgency by which it needs to be addressed. Depending on the nature of the behavior, the Associate Dean for Student Affairs and Diversity may act on a single behavioral report or wait to act until he/she receives multiple reports of unprofessional behavior. In cases where the Associate Dean for Student Affairs and Diversity makes the decision to forgo disciplinary action(s), he/she will
inform the student of the complaint of unprofessional behavior and that future complaints may result in disciplinary action. He/she will document each complaint, such that the information remains confidential. If the Associate Dean for Student Affairs and Diversity determines that disciplinary action is warranted, each case will be addressed in the following manner:

The Associate Dean for Student Affairs and Diversity will meet with the student to counsel him/her on the importance of professionalism and strategies to correct the unprofessional behavior. These strategies may include referral to the university student counseling services and adherence to any treatment plan that is recommended. The Associate Dean for Student Affairs and Diversity will also discuss the potential consequences for unprofessional behavior with the student. If a written warning is indicated, the student and Associate Dean for Student Affairs and Diversity will sign and date a Notification of Professionalism Policy Violation acknowledging the student’s behavior and his/her awareness of the potential consequences for similar behavior in the future. This document will be placed in the student’s file.

If the Associate Dean for Student Affairs and Diversity determines that the behavior may warrant a more stringent penalty, he/she will refer the student to the College of Pharmacy Student Policy & Professionalism Committee, where the incident will be discussed further. The Committee will provide disciplinary recommendation(s) to the Senior Associate Dean. These recommended penalties may include but are not limited to a written warning, placement on professional conduct probation, and suspension from the College of Pharmacy for up to one year, or dismissal from the College of Pharmacy. The Senior Associate Dean will then enforce the final penalty.

Professional conduct probation is defined as a designated time during which a student is under an official warning that subsequent violations of the professionalism policy or University rules, regulations, or policies are likely to result in a more severe sanction which may include suspension or dismissal from the program. While on professional conduct probation, a student may be considered to be “not in good standing” and may face specific limitations, which may include but are not limited to:

- ineligibility for College of Pharmacy scholarships
- ineligibility to hold leadership positions in student organizations, class officer positions in the College of Pharmacy, or any university-wide leadership positions
- ineligibility to receive financial support from the College of Pharmacy
- to attend professional organization meetings
- ineligibility for assignment to practice sites considered Specialty Rotations by the Experiential Education Office. Students who are put on professional conduct probation after receiving a specialty rotation assignment may be removed from the rotation.

If the Student Policy and Professionalism Committee recommends suspension, the student may be suspended from the College of Pharmacy for up to one year. The same penalties for professional conduct probation apply to a student who is suspended for academic reasons. In addition, further issues with unprofessional behavior may result in dismissal from the College of Pharmacy. If the committee recommends dismissal, the student may be dismissed immediately from the College of Pharmacy.

Students may appeal the decision of the Student Policy and Professionalism Committee to suspend or dismiss the student to the Senior Associate Dean. A final appeal can be made to the Dean of the College of Pharmacy. The Dean’s decision is final. Appeals must be received in writing within 30 days of the notification of the sanction. In some instances, policies of the university may override or carry more stringent penalties based on the violation than the policies stated in this document. University policies will be enforced in these cases.

**Eligibility for Federal Financial Aid & Scholarships**

Students found in violation of the Arrest and/or Chemical Impairment policy may jeopardize their ability to receive federal financial aid for which they might otherwise be eligible. In addition, students found in violation of any College of Pharmacy policies may be prohibited from receiving a scholarship from the College of Pharmacy.

**Student Grievance Policies**

**Individual Problems**

1. When a student is experiencing a problem with any member of the college’s faculty or administration, the following process should be carried out. Prior to each step in the process, the student should seek advice from his or her class faculty advisor.

2. Make an appointment with the individual with whom the problem exists, explain the problem, and try to resolve it.

3. If the problem cannot be resolved directly, the student should then contact the individual’s supervisor.

4. If the problem is still unresolved, the student should make an appointment to meet with the Senior Associate Dean. The Senior Associate Dean will review the complaint and intervene if college or university policies have been violated. The Senior Associate Dean will maintain a file of all such reported grievances and their outcomes.

5. Situations that have not been resolved by the Senior Associate Dean will be referred to the College of Pharmacy Grievance Committee for final review and action.

**Class Problems**

When a class feels that there is a problem affecting the class as a whole, the following process should be carried out. Prior to each step in the process, the class president should seek advice from the class faculty advisor.

1. The president should announce and hold a class meeting. Identify the problem(s), clearly reduce them to writing, and ensure that the class is in agreement by simple majority vote. If so, the class president should forward this written statement to the individual(s) involved and request a meeting. If the class president is unsure of whom to contact, he/she should consult the Associate Dean for Student Affairs and Diversity.

2. If a satisfactory understanding or solution is not obtained at this level, the class president should then contact the individual’s supervisor.

3. If the problem is still unresolved, the class president should make an appointment to meet with the Senior Associate Dean. The Senior Associate Dean will review the complaint and intervene if college or university policies have been violated. The Senior Associate Dean will maintain a file of all such reported grievances and their outcomes.

4. Situations that have not been resolved by the Senior Associate Dean will be referred to the College of Pharmacy Grievance Committee for final review and action.
Student Services

Student Services Communication

Incoming P1 Student Onboarding Process
Incoming P1 students will receive a series of detailed modules, emails, and other communications from the UofSC COP Student Affairs/Admissions Offices regarding University of South Carolina processes, SC Board of Pharmacy documents, College of Pharmacy computer requirement, College of Pharmacy immunization requirements and communication methods going forward, including the College website, that students need to be aware of prior to P1 Orientation. Failure to complete these items in entirety may result in referral to the Student Policy & Professionalism Committee and/or rescinding of acceptance into the Pharm.D. program.

P1 Orientation
All incoming P1 students will attend a required orientation that will provide students with University of South Carolina resources/offices, College of Pharmacy student processes and longitudinal co-curricular requirements, engagement with faculty and current pharmacy students, technology resources, the College of Pharmacy curriculum, and optional academic tracks/combination degrees/Kennedy Pharmacy Innovation Center opportunities. Failure to attend all sessions of P1 Orientation in their entirety and may result in referral to the Student Policy & Professionalism Committee and/or rescinding of acceptance into the Pharm.D. program.

Annual College Updates Presentation for Returning Students
Returning students are required to attend an annual College Updates presentation that addresses any new, revised, or reemphasized policies and procedures for College of Pharmacy students, reminders of cocurricular requirements, important dates for the academic year, and any additional information from Administrators or Faculty.

Bi-Annual Registration Instruction Email
Prior to the registration period, students will receive an extensive email with step-by-step instructions to register for classes, including tuition information, financial aid information, and elective offerings and details. This information is then housed on the internal College intranet.

Course Registration
Registration for College of Pharmacy students occurs through the University of South Carolina Self Service Carolina system. All students will have access to this system once appropriate documents are submitted to the University, including but not limited to: Citizenship Form, Proof of Legal Residency Form, and Immunization Documentation. For more information, refer to http://www.my.sc.edu.

Tuition and Payments
The College of Pharmacy utilizes the University of South Carolina Bursar’s Office for the assessment and collection of tuition and fees. For more information, contact (803) 777-4233.

Financial Aid
The College of Pharmacy utilizes the University of South Carolina Office of Student Financial Aid & Scholarships for all processes relating to scholarship awards and loans. Pharmacy students are considered “professional” students for the purpose of all loan applications. For more information, contact (803) 777-8134.

Health Insurance
Students at UofSC-Columbia are required to show proof of health insurance as a condition of enrollment. Students must either enroll in the student Health Insurance Plan or waive the plan by showing proof of their own health insurance.

Questions about the Student Health Insurance Plan benefits, the waiver process or waiver status are addressed on the “Required Health Insurance” section of the Student Health Services website (https://sc.edu/about/offices_and_divisions/student_health_services/).

Student Health Services
The College of Pharmacy utilizes the University of South Carolina Student Health Services to provide services such as Allergy & Immunization Clinic, Physical Therapy, Nutritionist, Psychiatric Services, and General Medicine. The College of Pharmacy does not mandate the provider of health services. For more information on general Student Health Services contact (803) 777-3175, Counseling Services contact (803) 777-5223, and Psychiatric Services contact (803) 777-1833.

Student Disability Resource Center
The College of Pharmacy utilizes the University of South Carolina Student Disability Resource Center to assess and provide necessary accommodations for learning, physical, and psychiatric disabilities. For more information, contact (803) 777-6142.

Division of Law Enforcement and Safety
The College of Pharmacy utilizes the University of South Carolina Division of Law Enforcement and Safety to provide crime prevention and safety resources regarding theft, dating violence, behavioral intervention, self-defense workshops, etc. For more information, contact (803) 777-4215.

Library Services
The College of Pharmacy utilizes the University of South Carolina Thomas Cooper Library and online resources to provide services such as retrieving hardcopy and electronic literature and tertiary resources, borrowing electronic devices, reserving study rooms and lockers, providing research consultations, and allowing for an extensive study space for students. For more information, contact (803) 777-3142.

Student Success Center
The College of Pharmacy utilizes the Student Success Center as a supplement for academic support services, including study skills and financial awareness. For more information, contact (803) 777-1000. College of Pharmacy students are encouraged to communicate/meet with individual Faculty members, Course Coordinators, Administrators, and attend College tutoring services as needed for Pharm.D. course assistance.

Parking
Parking on campus is available in specified University of South Carolina areas to all students whose vehicle displays a valid parking permit. Permits and information regarding parking locations are available through Parking Services. For more information, contact (803) 777-5160.

Housing
The College of Pharmacy does not specify the location that students must reside. The University of South Carolina University Housing and
Residential Services provides limited on campus apartments and married student housing. Several public/private and apartment options are located in close proximity to the College of Pharmacy. For more information, contact (803) 777-4283.

**Carolina Card**

Students attending the College of Pharmacy are required to obtain a Carolina Card through the University of South Carolina that allows for access to College of Pharmacy study areas after hours, checking out library materials, using fitness facilities, obtaining athletic event tickets, purchasing meal plans, and receiving discounts at various local on and off campus retail and restaurant locations. There is no cost to obtain an initial Carolina Card. For more information, contact (803) 777-1708.
UOFSC LANCASTER

Welcome to the UofSC Lancaster Academic Bulletin

The UofSC Lancaster Academic Bulletin is the official document of record concerning academic programs and regulations.

This bulletin is for information purposes only and does not constitute any contractual agreement between a student and the University of South Carolina. The University reserves the right to make changes in curricula, degree requirements, course offerings, or academic regulations at any time when, in the judgment of the faculty, the president, or the Board of Trustees, such changes are in the best interest of the students and the University.

Bulletin Updates and Corrections

Noncurricular information (i.e., faculty listings, contact information, college or departmental descriptive text) can be updated by contacting the Office of the University Registrar (bulletin@sc.edu) on the Columbia Campus. Any material pertaining to course descriptions or curriculum changes must have the approval of the Faculty Senate, Graduate Council, Board of Trustees, and/or S.C. Commission on Higher Education before it can be published in the bulletin.

Printing Portions of the Online Bulletins

The academic bulletins are available online only. However, you may produce hard copy of any portion or all of an online bulletin using your local printer.

Additional Information

Registration at the University of South Carolina assumes the students' acceptance of all published regulations, including both those which appear in this document and all others as applicable in any official announcement.

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

The University of South Carolina provides equal opportunity in education and employment for all qualified persons regardless of race, color, religion, sex, national origin, age, disability, or veteran status. The University of South Carolina has designated as the ADA Title II, Section 504 and Title IX coordinator the Executive Assistant to the President for Equal Opportunity Programs. The Office of the Executive Assistant to the President for Equal Opportunity Programs is located in:

Suite 805
1600 Hampton St.
Columbia, South Carolina
telephone 803-777-3854

The University

UofSC System Mission Statement

Approved by the Board of Trustees- October 11, 2019

Next Board of Trustees Scheduled Review- January 2023

The primary mission of the University of South Carolina System is the education of the state's diverse citizens through teaching, research, creative activity, and community engagement. This public university system serves students from its flagship Columbia campus, three comprehensive universities (Aiken, Beaufort, and Upstate), and four regional Palmetto College campuses (Lancaster, Salkehatchie, Sumter, and Union).

The University of South Carolina System offers degree programs at the associate's, bachelor's, master's, and doctoral levels. Through classroom and laboratory instruction delivered in a variety of face-to-face and distance learning formats and modalities, degree programs are offered in the following areas: arts and sciences; business; education; engineering and computing; hospitality, retail, and sport management; information and communications; law; medicine; music; nursing; pharmacy; public health; and social work.

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

UofSC Lancaster Mission Statement

Approved by the Board of Trustees- October 11, 2019

Next Board of Trustees Scheduled Review- January 2023

The Lancaster regional Palmetto College campus is a branch campus of the University of South Carolina Columbia. Lancaster has as its mission to provide higher education and intellectual leadership to its service area. At the heart of this mission is a teaching faculty of high quality dedicated to excellence in instruction, scholarship, public and professional service, and creative endeavor which enrich the classroom experience. The Lancaster regional Palmetto College campus offers a varied curriculum grounded in the liberal arts and focused on preparing students to continue their education in the University of South Carolina System and throughout life.

The Lancaster regional Palmetto College campus recruits students prepared to succeed in completing a baccalaureate-level education. While the institution does not offer remedial instruction, it is nonetheless able to admit most students who apply due to the close working relationship between students and faculty. The Lancaster regional Palmetto College campus was established to encourage higher education in the counties of Chester, Chesterfield, Fairfield, Kershaw, Lancaster, and York. The original design of the institution incorporated a flexibility that has allowed
changes in institutional capability with increasing educational demands of constituents.

Through classroom and laboratory instruction delivered in a variety of face-to-face and distance learning formats and modalities, the institution awards the Associate in Arts and Associate in Science degrees and provides for the completion of selected bachelor’s degrees on campus through cooperative agreements and delivery structures with other University of South Carolina System institutions. The Lancaster regional Palmetto College campus also provides general education and upper division coursework applicable to baccalaureate degree programs offered through colleges and universities nationwide. In addition to academic coursework, the mission of the campus includes noncredit courses, seminars, and workshops made available to the community for cultural enrichment and professional development.

The traditions of cultural diversity and freedom of thought are valued at the Lancaster regional Palmetto College campus. In a learning environment that develops respect for racial, geographical, intellectual, and economic diversity and an awareness of individual, societal, and global responsibilities, Lancaster promotes courses, activities, and attitudes which influence the life of the mind in men and women and instills in them a thirst to continue learning throughout life.

The Lancaster regional Palmetto College campus emphasizes the development of the whole person and especially seeks to foster in students the disciplines essential to an educated citizenry. Core competencies, including the ability to communicate through effective writing and articulate speech; computational and quantitative mastery; creative and critical thinking; and the duties of citizenship are strategically integrated within the curriculum. Classroom experiences, student activities, and physical education programs also provide opportunities for cultural enrichment, leadership development, intellectual growth and interpersonal relationships, all contributing to a sense of self-reliance and a joy of learning.

**Accreditation**

The University of South Carolina Columbia is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master’s, and doctoral degrees. The regional Palmetto College campuses (Lancaster, Salkehatchie, Sumter, and Union) are branch campuses of the University of South Carolina Columbia; the branch campuses’ accreditation is dependent on the continued accreditation of the University of South Carolina Columbia. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the University of South Carolina Columbia.

**UofSC System Officers**

Robert L. “Bob” Caslen Jr., President
William F. “Bill” Tate IV, Executive Vice President for Academic Affairs and Provost
Ed Walton, Senior Vice President for Administration
Mark Bieger, Chief of Staff
Caroline Agardy, Vice President for Human Resources
Doug Foster, Vice President for Information Technology and Chief Information Officer
Prakash Nagarkatti, Vice President for Research
Dennis Pruitt, Vice President for Student Affairs and Vice Provost for Academic Support
Larry Thomas, Vice President for Communications
Will Elliott, Interim Chief Development Officer

Ray Tanner, Director of Athletics
Julian R. Williams, Vice President for Diversity, Equity and Inclusion
Bill Kirkland, Executive Director of the Office of Innovation, Partnership, and Economic Engagement
Walter “Terry” Parham, General Counsel and Executive Director of Compliance Programs

**Lancaster County Commission for Higher Education**

Charles A. Bundy, Chair
Thomas T. Barnes Sr.
Lisa T. Bridges
Bruce A. Brumfield
Stanley D. Johnson
R. Gene Moore, Superintendent, Lancaster County Schools, ex officio
John Catalano, Dean, UofSC Lancaster, ex officio

**UofSC Lancaster Administration**

John Catalano, Ph.D., Dean
M. Ron Cox Jr., Ph.D., Associate Dean for Academic and Student Affairs
Walter P. Collins, III, Ph.D., Acting Assistant Dean of Students
Thelathia Barnes-Bailey, M.P.A., Director of TRIO Programs
Kenneth Cole, B.A., Director of Financial Aid
Shana Dry, M.B.A., Director of Public Information
Shari L. Eliades, M.L., Head Librarian
Blake Faulkenberry, B.S., Director of Information Resource Management
Karen Faile, M.Ed., Director of Enrollment Management
Laura Humphrey, M.S., Director of Student Life
Sarah Hunt, Ph.D., Director of Gregory Health and Wellness Center
W. Ralph Garris, M.A., Director of Development and Criminal Justice
Lorene B. Harris, M.L., Associate Librarian
Paul Johnson, B.B.A., C.P.A., Business Manager
Butch Lucas, Director of Custodial Services
Tracey Mobley, M.A., Human Resources Specialist
William F. Riner Jr., Ph.D., Director of Health Services
John Rutledge, Ph.D., Director of Law Enforcement and Security

**UofSC Lancaster Academic Support Staff**

Jimmy Abbott, M.A., Physical Therapist, Dr. W.L. McDow Physical Therapy Clinic
Cosonja Allen, B.A., Administrative Assistant, Opportunity Scholars Program
Mark Ammons, BAIS, Business Manager for TRIO Programs
Lynn V. Baker, R.N., Health Fitness Clinic Nurse
Max Bonek, B.S., Academic Specialist, Opportunity Scholars Program
Ross Bryson, B.S., Information Resource Coordinator, Information Technology
Terri Camp, BAIS, Clerical Specialist for TRIO Programs
Avis Clyburn, A.S., Administrative Assistant, Human Resources Office
Tracey Craig, M.A., Disabilities Coordinator
Kent Deese, M.P.H., Fitness Program Coordinator, Gregory Health and Wellness Center
Margaret Dixon, B.A., Administrative Assistant, Counseling Center
Tammy Dove, Administrative Specialist, Business Office
Rose-Ellen Eckberg, M.L.A., Office Manager, Medford Library
Pam Ellis, A.S., Administrative Specialist, Academic and Student Affairs
Amanda English, M.Ed., Records Officer, Records Office
Dianne Evans, M.S., S.S.P., School Psychologist
Karen Greer, A.S., Administrative Assistant, Development Office
Antonio Mackey, B.A., Career/Cultural Specialist, Upward Bound Program
Trina McFadden, A.S., Administrative Coordinator, Dean’s Office
Cathy McGriff, A.S., Administrative Assistant, Upward Bound Program
Thomas Monroe, B.S., Academic Specialist, Upward Bound Program
Caleb Morrison, B.S., Assistant Business Manager, Business Office
Lori Moseley, MSN, Nurse Practitioner, Diabetes Education Clinic
Dia Robinson, B.A., Coordinator, GEAR-UP Program
Theron Robinson, B.S., Fiscal Technician, Business Office
Kevin Russell, B.S., Fiscal Technician, Business Office
Alexis Sanders, ABD, Staff Therapist
Anne Small, B.S., Aquatics Director, Gregory Health and Wellness Center
Renee Steele, A.S., Accounting Technician, Business Office
Kelly Steen, B.S., Program Assistant, Gregory Health and Wellness Center
Megan Stevenson, M.Ed., Student Services Program Coordinator, Admissions
Rosalind Stevenson, B.S., Financial Aid Counselor, Financial Aid
Sharon Stratford, Fiscal Technician, Carole Ray Dowling Health Services Center
Brandi Thompson, B.A., Financial Aid Counselor, Financial Aid
Amanda Truesdale, B.S., Office Manager, Gregory Health and Wellness Center
Susan Vinson, B.A., Student Services Program Coordinator, Admissions
Matherline Williamson, BAIS, Career/Cultural Specialist, Opportunity Scholars Program

UofSC Lancaster Faculty
Shemsi Alhaddad, Assistant Professor, Mathematics, Ph.D., University of North Texas
John R. Arnold, Dean Emeritus and Professor, History, M.A., Marshall University
Lynn Baker, Lecturer, Physical Education, University 101, BSN, University of Maryland
Thelathia Barnes-Bailey, Lecturer, Political Science, M.P.A., Texas Southern University
Peter N. Barry, Distinguished Professor Emeritus, History, Ph.D., Wayne State University
David Blackwell, Lecturer, Business Law, B.A., Wofford College, J.D., University of South Carolina
Richard R. Blaskowitz, Lecturer, Psychology, M.Ed., Winthrop University
Michael Bohonak, Lecturer, University 101, Physical Education, M.S., University of Tennessee, Martin
Noni Bohonak, Associate Professor, Computer Science, Ph.D., Nova Southeastern University
Max Bonek, Lecturer, University 101, M.S., University of Wisconsin
James Bradley, Lecturer, Business Administration, C. Phil., University of North Carolina
Dwayne C. Brown, Instructor, Mathematics, Ph.D., University of South Carolina
Christopher Bundrick, Assistant Professor, English, Ph.D., University of Mississippi
Robert Bundy, Instructor, Biology and Chemistry, Lab Manager, B.S., University of South Carolina, M.Ed., Southern Wesleyan University
W. Brent Burgin, Instructor/Archivist, M.L.I.S., University of South Carolina
Fernanda Burke, Assistant Professor, Biology and Chemistry, Ph.D., University of Michigan
Steven Campbell, Assistant Professor, Political Science, Ph.D., University of South Carolina
John Catalano, Dean, Professor, Philosophy, Ph.D., University of South Carolina
Courtney Catledge, Instructor, Nursing, Doctor of Nursing Practice, University of South Carolina
Brian Clark, Lecturer, Physical Education, M.S., University of Memphis
Mark Coe, Assistant Professor, Clinical Psychology, Ph.D., DePaul University
Robert H. Collins, Instructor, Economics, M.A., University of South Carolina
Walter P. Collins, III, Associate Professor, French and English, Ph.D., University of South Carolina
Kimberly K. Covington, Instructor, English, M.A., Winthrop University, M.Ed., Bob Jones University
M. Ron Cox Jr., Associate Professor, History, Ph.D., University of South Carolina
Tracey Craig, Lecturer, Clinical Psychology, M.A., Western Carolina University
Stephen Criswell, Assistant Professor, English, Ph.D., University of Louisiana
Arthur J. Currence, Distinguished Professor Emeritus, Mathematics, Ph.D., University of South Carolina
Nathalie Davaut, Instructor, Foreign Languages, Ph.D., University of Missouri-Columbia
Kent Deese, Lecturer, Physical Education, M.P.H., University of South Carolina
David Donegan, Jr., Lecturer, Electrical Engineering, M.S., M.B.A., Clarkson University
Brenda Dry, Lecturer, Business, M.A., University of South Carolina
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William Dysard, Lecturer, Religious Studies, S.T.M., Yale University
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Danny Faulkner, Professor, Astronomy/Physics, Ph.D., Indiana University
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Mark Grier, Lecturer, Business Law, J.D., University of South Carolina
Nancy Hazam, Professor Emerita, Anthropology, Ph.D., Southern Methodist University
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Timothy Holland-Davis, Lecturer, Math, M.M., University of South Carolina
Stacy Holloway, Assistant Professor, Theatre and Speech, M.F.A., Rhode Island College
Lisa Hammond, Professor, English, Ph.D., University of Alabama
Lorene B. Harris, Librarian, M.L., University of South Carolina
Darris Hassell, Instructor, Spanish, M.A., University of South Carolina
Claudia Heinemann-Priest, Instructor, English, M.A., University of South Carolina, M.L.A., Winthrop University
Gerald Hensley, Lecturer, Physical Education, Ph.D., Florida State University
Jason Holt, Assistant Professor, Mathematics, Ph.D., University of North Carolina Charlotte
Lauren Humphrey, Lecturer, University 101, M.S., University of Tennessee
Sarah Hunt, Assistant Professor, Exercise Science, Ph.D., University of Pittsburgh
Catherine Jackson, Instructor, Mathematics, M.M., University of South Carolina
Bettie Johnson, Assistant Professor, Chemistry, Ph.D., Georgia Institute of Technology
Denise Jordan, Lecturer, Business Education, M.A.T., Winthrop University
Randy Jordan, Lecturer, Physical Education, B.S. Coastal Carolina
Christopher Judge, Instructor, Anthropology/Public Service Archeology, M.A., University of South Carolina
Erin Moon-Kelly, Lecturer, Music, M.M., Converse College
Howard Kingkade, Associate Professor, Theater, M.F.A., English, Ph.D., University of South Carolina
David Knight, Lecturer, Journalism, M.A.T., University of South Carolina
Judy Langston, Lecturer, Spanish, M.A., Winthrop University
Keli Lathan, Lecturer, Physical Education, B.S., University of South Carolina
Nicholas Lawrence, Assistant Professor, English, Ph.D., Texas A & M University
V. Pernell Lewis, Instructor, Zoology, Ph.D., North Carolina State University
Dianne Mahaffee, Lecturer, Art, M.A.E., Winthrop University
Lynnette Martek, Instructor, Geology, M.S., Emporia State University
Daniel Merle, Lecturer, Business Administration, M.B.A., Ashland University
Tracey A. Mobley, Lecturer, University 101, M.A., Webster University
Govan Myers, III, Lecturer, Business Law, B.A., Wofford College, J.D., St. Thomas Law School
Bruce G. Nims, Professor, English, Ph.D., University of Florida
Thomas Noonan, Lecturer, Physics, Ph.D., California Institute of Technology
Teresa Ormand, Lecturer, Social Work, M.S.W., University of South Carolina
Phillip T. Parker, Instructor, Business Administration/Finance, CPA, Master of Accountancy, University of South Carolina
Suzanne Penuel, Assistant Professor, English, Ph.D., University of Texas at Austin
Theresa Polenski, Instructor, Educational/Developmental Psychology, Ph.D., University of Pittsburgh
Babette Protz, Lecturer, Criminal Justice, M.S., University of North Carolina Charlotte
Melissa Reen, Lecturer, English, M.A., University of South Carolina
Kim Richardson, Assistant Professor, History, Ph.D., Texas Tech University
William F. Riner Jr., Distinguished Professor Emeritus, Exercise Science, Ph.D., University of Illinois
Darlene Roberts, Professor Emerita, Business Education, M.A.T., Winthrop University
David Roberts, Assistant Professor, Philosophy, Ph.D., Southern Illinois University at Carbondale
Freddie Robinson, Lecturer, Physical Education
Bertha Maxwell Rodkey, Lecturer, African American Studies, Ph.D., Union Graduate School, Cincinnati
John E. Rutledge, Instructor, Criminal Justice, Ph.D., Capella University
Alexis Sanders, Instructor, Psychology, ABD, University of Cincinnati
Todd Scarlatt, Associate Professor, Zoology, Ph.D., Washington State University
Ann Scott, Instructor, Nursing, M.S.N., University of Virginia
Mike Sherrill, Lecturer, Finance, M.B.A., University of South Carolina
Anne H. Small, Lecturer, Physical Education, B.S., University of South Carolina
Janie Smith, Lecturer, Equestrian
Kelly Steen, Lecturer, Physical Education, B.S., College of Charleston
Keta Stogner, Lecturer, Business Education, M.A.T., Winthrop University
Brittany Taylor, Instructor, Art, MFA, Union Institute and University
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Richard Van Hall, Professor, History, Ph.D., University of South Carolina
L. Brooks Walker, Lecturer, Music, Ph.D., Erskine Theological Seminary
Rick Walters, Lecturer, Physical Education, B.S., Coastal Carolina
Suzanne Williams, Instructor, Nursing, M.S.N., University of Phoenix, M.Ed., University of South Carolina
Tania Wolochwianski, Instructor, Foreign Languages, M.A., University of North Carolina Charlotte
Karen Worthy, Instructor, Nursing, M.S.N., University of South Carolina, M.P.H., University of South Carolina
Andy Yingst, Assistant Professor, Mathematics, Ph.D., University of North Texas

Programs and Services

To accomplish its mission, UofSC Lancaster provides the following programs and services and will develop additional programs to serve the growing need for university education in the region:

- at least the first two years of most University of South Carolina baccalaureate programs
- Opportunity Scholars Program for first-generation college students
- the Associate of Arts and Associate of Science degrees and career-oriented associate's degree programs in the fields of business, criminal justice, and nursing
- Bachelor of Arts in Liberal Studies and Bachelor of Arts in Organizational Leadership offered through the Palmetto Programs and Bachelor of Science in Nursing offered through the College of Nursing, UofSC Columbia
- live and televised graduate courses in a number of areas, including business administration, education, and other selected programs of study
- academic advisement, career and personal counseling, an academic success center, and extracurricular activities
- a library collection including a government documents division and services to support academic offerings and to serve the community
- extensive health-fitness programs and recreational offerings at USC Lancaster's Gregory Health and Wellness Center
- continuing education and public service through health-related activities, lectures, cultural events, conferences, workshops, short courses, televised instruction, and faculty assistance
- cross-registration opportunities at member institutions of the Charlotte Area Educational Consortium
- Upward Bound opportunities for area high-school students.

In serving the region, UofSC Lancaster is also committed to providing a number of special opportunities for students and members of the community.

- For academically gifted and talented students the campus provides academic scholarships, a college honors program, and college-credit courses at selected area high schools.
- For underprepared students who wish to pursue university study, tutoring through the Academic Success Center is provided.

The University of South Carolina Lancaster is dedicated to providing a student-centered university education that will contribute to the enlightenment and productivity of citizens in our region.

Physical Facilities

UofSC Lancaster currently consists of seven modern buildings that house classrooms, faculty and administrative offices, laboratories, auditoriums, an academic success center, computer labs, extensive athletic facilities,
a campus bookstore, a library with online database research capabilities and a government documents collection.

**Hubbard Hall**
Opened in 1965, Hubbard Hall originally housed the entire campus operation. It is now the home of several administrative offices, a gallery, the computer labs, nursing labs, an art lab, the public relations office, and faculty offices.

**Starr Hall**
The second building constructed, Starr Hall, contains a student center, the Office of Admissions and Records, the Office of Financial Aid and the Business Office, the Human Resources Office, the Office of Disability Services, a bookstore and campus shop, and faculty offices.

**Medford Library**
Medford Library houses the print and audiovisual collections of UofSC Lancaster and has provided space for classrooms, the Academic Success Center, multimedia lab, TRIO Programs, and academic offices.

**Gregory Health and Wellness Center**
The Gregory Health and Wellness Center provides students access to a state-of-the-art fitness facility. The center contains a gymnasium that can accommodate basketball and volleyball, an indoor walking/jogging track, a 25-meter pool, racquetball/handball courts, and a free-weight room. Also within the center is the Khoury Health Fitness Area, containing Nautilus equipment for resistance training as well as recumbent and upright bikes, elliptical trainers, step trainers, and treadmills for cardiovascular training. The cardiovascular area is equipped with CARDIOTHEATER audio/video service. Exercise physiologists are available to help students establish exercise programs.

Adjacent to the center is the J.P. Richards Recreation Complex, providing tennis courts.

**James Bradley Arts and Sciences Building**
The James Bradley Arts and Sciences Building, includes a 400-seat auditorium, a banquet/conference area, classrooms, and science and art labs. Several multimedia classrooms are also available in the facility.

**Carole Ray Dowling Health Services Center**
The newest addition to the campus, the Carole Ray Dowling Health Services Center, is located across the street from the Gregory Health and Wellness Center. Health Services consists of the Cardiac Rehabilitation, Diabetes Education, and Physical Therapy/Speech Therapy Clinics. The Community Room in the Carole Ray Dowling Center seats 100 people at maximum capacity. The Center also houses the office of the director of Health Services and an area used by students for seminars and research.

**Institutional Services**
Various campus offices and centers provide a full range of academic, personal, and recreational opportunities designed to meet the needs of both current and future students.

**Medford Library**
The University of South Carolina Lancaster has recently completed the renovation and expansion of the Medford Library (http://usclancaster.sc.edu/library/), which has served the campus since 1974. The renovation/expansion project has more than doubled the facility's size and maximized the use of technology to enhance library research. Some features of the new library include additional square footage for collections, technology, and seating; a new computer lab that also houses library instruction and academic support services; a quiet reading area; increased points of Internet access; and laptop ports.

Medford Library serves the students and faculty of UofSC Lancaster and is also open to the public (high-school age and above). The online USCAN Web library catalog serves as an index to the entire UofSC libraries’ collections, including books, government publications, and periodical holdings. In addition, the Medford Library provides access to many Web-based databases, including InfoTrac (Expanded Academic Index, Custom Newspapers [New York Times, Greenville News, Charleston Post & Courier], General Reference Center, Health Reference Center, Health & Wellness Resource Center, Business and Company Databases, Legaltrack, Onefile), FirstSearch (Worldcat, ArticleFirst, MLA, WilsonSelectPlus, Electronic Collections Online, ERIC, GPO), MEDLINE, PapersFirst, Proceedings, Union Lists, World Almanac, online encyclopedias, Biography Resource Center, SIRS (Social Issues Resources), Global Books in Print, JSTOR, Science Direct, Oxford English Dictionary, Web of Science, and Literature Resource Center and America: History and Life, Historical Abstracts. Some of these databases are provided through DISCUS state library funding (Digital Information for South Carolina Users). Many of these databases can be accessed from home or office using a valid library charge ID (bar code) number or the appropriate user name and password (available at the library). Most library materials circulate for a loan period of three weeks; fines of 25 cents per day per book apply to overdue materials. Reference materials, periodicals, and audiovisual media may be used only in the library. A coin-operated photocopier is available. Any patron needing a book, government publication, or article for scholarly purposes that Medford Library does not own may request it through the library's online Interlibrary Loan service, known as ILL Express!

**Student Center**
Located in Starr Hall, the student lounge provides a comfortable setting for relaxation between classes. Vending machine products are available. Pool tables, cable television, and table tennis provide diversion and friendly competition.

**The Student Government Office**
Located in Starr Hall, the Student Government Association’s (SGA) elected and appointed members meet on a regular basis to discuss student issues. SGA members also serve on a number of University committees.

**Bookstore and Campus Shop**
In addition to offering new and used textbooks, the UofSC Campus Shop provides many other services. Gamecock and UofSC Lancaster shirts, jerseys, jackets, decals, school supplies, and many other items are available. Dissecting kits, laboratory aprons, and other academic items are offered along with a wide array of gift items in all price ranges.

**Counseling Services**
Counselors at UofSC Lancaster provide academic, career, and personal counseling. A variety of services are offered:

- assessment of and response to freshman needs
- evaluation and selection of academic program(s)
- evaluation and selection of career(s)
- evaluation of and response to academic and personal concerns
- computerized assessment of interests, personality, values.
- computerized career information
• confidential and individualized appointments.
• assessment of and response to academic needs of students with disabilities

Disability Services
The Office of Disability Services (ODS) operates under the provisions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). Any student who prefers to be registered as a student with a disability must be registered with the Office of Disability Services. Disability status is not retroactive; therefore the University does not recognize an individual as someone with a disability during a time period in which he/she was not registered with the Office of Disability Services. Because disability status is not retroactive, it is important for any disabled student who prefers to register as a student with a disability to register for these services prior to his/her first semester of attendance. Required documentation is necessary for registration and accommodations, and the timeliness of registration is dependent upon the speed at which Disability Services is provided with the required documentation. Students can only register with disability services after they are admitted to the University.

The Office of Disability Services will make every effort to provide reasonable accommodations for qualified students with disabilities; however, registration as a student with a disability does not automatically guarantee accommodations. Accommodations are approved with appropriate documentation on a case by case basis.

In order to register as a student with a disability and apply for accommodations, students must first complete the "UofSC Lancaster Disability Services Office Request for Services" form. Students must also provide documentation of their disability to the Office of Disability Services. Documentation requirements are specific to the disability, but in general documentation must be from a physician, licensed psychologist, or other person(s) licensed to make the appropriate diagnosis. Guidelines for documentation are provided by the ODS. These guidelines are used to determine whether a student is eligible to register as a student with a disability and also to determine what accommodations, if any, will be made based on the disability and its impact on the student's major life functions. Documentation requirements, as well as the Online Disability Services Request for Services form, can be accessed at the Disability Services page on UofSC Lancaster's website. In order to ensure that you obtain the specific documentation required, the Office of Disability Services recommends that you print the online guidelines and present them to the qualified professional providing your documentation. Students who have accessibility concerns with the online registration links should contact the Office of Disability Services at 313-7448 or visit Starr Hall 125a for assistance. Students may also e-mail the office at lancods@mailbox.sc.edu.

For a complete list of policies regarding disability services at UofSC Lancaster, you may refer to the Disability Services website (http://usclancaster.sc.edu/academics/Disability.pdf).

Laboratories
Science and engineering majors will find the latest equipment at the Lancaster campus. The campus has well-equipped astronomy, biology, chemistry, and physics labs. Equipment includes a double beam recording U.V.-visible spectrophotometer, dual column gas chromatograph, Column chromatography apparatus with fraction collector, double-beam infrared spectro photometer, preparative polyacrylamide gel electrophoresis, analytical polyacrylamide gel electrophoresis, cellulose acetate strip electrophoresis, high-pressure liquid chromatography apparatus, fluorimeter, Warburg respirometer, polarimeter, refrigerated superspeed centrifuge polarimeter, refractometer, freeze drying apparatus, sonic dismembrator, Orion ion meter, Wild M-20 research microscope (equipped for bright field, dark field, phase contrast, immuno fluorescence, and photomicrography), helium-neon gas laser, 10-inch Newtonian reflecting telescope, Millikan oil droplet apparatus, and E/M apparatus. General chemistry labs are taught using the Vernier Lab Pro and TI 83-plus calculators.

Academic Centers
The Success Center offers special tutoring and self-study services in a number of disciplines for all students who wish to improve their academic performance. Computer facilities are available for UofSC Lancaster students outside of regular class meetings. Writing assistants in the Writing Center are available to help students with their papers.

Special Opportunities
Honors Program
The UofSC Lancaster honors program was created to provide an enrichment opportunity for students who have potential for superior academic performance and who seek added challenge and scope in their studies. The honors program emerges out of our commitment to academic excellence and a belief that quality education must center on helping students achieve their full potential. The honors program presents an opportunity for outstanding students to obtain challenging and stimulating interdisciplinary course work in a supportive academic environment.

Aside from the obvious privileges of a unique educational experience, certain other advantages are offered. The director of the honors program cooperates with the director of financial aid to assist in obtaining a wide variety of scholarships and financial aid for incoming honors students. Honors students may serve on the Honors Council, the administrative body of the program. Additionally, honors program participants will be recognized by special regalia at commencement.

Eligibility: SAT of at least 1000 and high-school GPA of 3.00 or top 10 percent. Students who do not meet these criteria, but believe that they may have the motivation and self-discipline to succeed, are invited to apply, and the honors director will decide on a case-by-case basis. Honors participants must take at least two honors courses each semester, for a total of four semesters, and have a cumulative GPA of 3.00 to receive special recognition at commencement.

Academic Support and Student Services Program
This program offers a comprehensive approach designed to meet the needs of traditional and nontraditional students. The UofSC Lancaster program provides instruction in the Academic Success Center in such areas as English, mathematics, reading, and study skills. This instruction is combined with academic, career, and personal counseling. Students who have completed the program have experienced significant improvement in many aspects of academic and personal growth. Our success in this area compares most favorably with postsecondary institutions throughout the United States.

Evening Program
For the benefit of those whose schedules make morning attendance impossible or impractical, UofSC Lancaster offers numerous courses in the late afternoon and evening. Some 16-week courses are offered in those academic areas where skill development requires substantial time and practice. All other courses are offered as part of the two eight-week
sessions offered every semester. Most eight-week classes run from 5:30 to 8 p.m. or from 8:15 to 10:45 p.m. two evenings a week. Sixteen-week evening classes follow the same format as day sections.

**Off-Campus Classes**

USC Lancaster High School Dual Enrollment Program offers two dual-credit programs taught on-site in high schools. The first is a cooperative effort between UofSC Lancaster professors and high school teachers to offer courses which are customized for each school with rigorous emphasis on quality control. In the second program, faculty members travel from the Lancaster campus or may come from the communities where the courses are taught to deliver the course. These programs are based on instructor availability and are conducted in strict compliance with UofSC guidelines.

**Charlotte Area Educational Consortium (CAEC)**

UofSC Lancaster participates in the Charlotte Area Educational Consortium, which includes 24 colleges and universities in the Charlotte area. Under this consortium, a full-time undergraduate student at UofSC Lancaster may be allowed to enroll in an additional course on a space-available basis at a member school at no additional academic fee charge.

Participating institutions are Belmont Abbey College, Cabarrus College of Health Services, Carolinas College of Health Sciences, Catawba College, Catawba Valley Community College, Central Piedmont Community College, Cleveland Community College, Davidson College, Gardner-Webb University, Gaston College, Gordon-Conwell Theological Seminary-Charlotte, Johnson C. Smith University, Lenoir-Rhyne College, Livingstone College, Mitchell Community College, Pfeiffer University, Queens University of Charlotte, South Piedmont Community College, Stanly Community College, University of North Carolina at Charlotte, University of South Carolina Lancaster, Wingate University, Winthrop University, and York Technical College. Qualified students may also participate in the following program through CAEC:

**Air Force ROTC Program**

To prepare themselves to serve as commissioned officers in the Air Force, students may participate in the Air Force Reserve Officer Training Corps (ROTC) offered by UNC Charlotte Department of Aerospace Studies.

Special permission is granted to qualified students to participate in the consortium program with the advance approval of the academic advisor, academic dean, and registrar. Additional information and forms are available in the Office of Admissions and Records, Starr Hall.

**Independent Learning by Correspondence**

Independent learning courses are designed for students who are unable to attend classes on campus. Teachers and persons in business fields often find these courses useful for professional development, and many take courses for self-improvement.

**Admission**

Independent learning courses may begin at any time. Formal admission to the University is not required. However, degree-seeking students are responsible for determining that courses are applicable for their purposes. An application must be completed for enrollment. Textbooks are available online through the University Bookstore from MBS Direct.

**Academic Regulations**

The courses offered through independent learning meet the same University standards of prerequisites, sequence, etc., that are required in residence work. The maximum time for completion of a course is 12 months from the date of enrollment. The minimum time limit for completion for a college-level course is two months from the date of enrollment.

University of South Carolina students who wish to enroll in independent learning courses must secure the approval of the dean of the school or college in which they are registered. Completion of the AS-30 form (available at the Office of Admissions and Records) will initiate the approval process for permission to enroll in a correspondence course. Students planning to transfer independent learning credits to another institution should secure the approval of that institution prior to enrollment. A maximum of 30 semester hours earned through independent learning may be applied toward a degree. Students who wish to take independent learning courses during the last 15 semester hours of degree credits must petition for permission through the dean.

**Examinations**

Examinations must, when possible, be taken at the University. Otherwise, the examination must be supervised by an official approved by the Office of Distance Education. In order to receive credit for an independent learning course, a student must make a passing grade on the final examination. Students are expected to maintain a passing average on all written assignments, but the assignment grades will not be counted toward the final grade unless the student passes the final examination.

**Teacher Certification**

Independent learning credits may be applicable for educator certificate renewal. Specific questions concerning South Carolina certification or renewal of teaching credentials should be directed to:

Division of Teacher Quality
Office of Teacher Certification
South Carolina Department of Education
3700 Forest Drive
Suite 500
Columbia, SC 29204

Call them at 803-734-8466, or visit them at www.scteachers.com (http://www.scteachers.com). Teachers in other states should contact their respective Departments of Education. For further information, contact:

Office of Distance Education
915 Gregg Street
803-777-7210

toll free: 800-922-2577

**Technology-Assisted Learning**

The Office of Distance Education coordinates for various academic units courses offered with the assistance of technology. Courses are offered each fall, spring, and summer semester. Students interested in courses offered through distance education must be admitted through undergraduate admissions or The Graduate School of the University. All courses meet the same University standards of prerequisites, sequence, etc., that are required in residence work and are subject to the same academic regulations. For further information, contact:

Office of Distance Education
915 Gregg Street
803-777-7210

toll-free: 800-922-2577
University 101
University 101 is a three-hour seminar course, open for credit only to freshmen and to other undergraduate students in their first semester at UofSC Columbia (i.e., transfer students). This course provides an introduction to the nature and importance of university education and a general orientation to the functions and resources of the University.

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

Organized in small groups of 20-25 students, University 101 is taught by faculty members and administrative personnel who have a special interest in working with new students. The course may be taken as part of a student's regular load or as an overload. Course credit is awarded on a letter-grade basis. Credit is applicable as elective credit toward almost all baccalaureate degrees offered by the University.

Baccalaureate Degree Course Work
The Lancaster campus of the University of South Carolina offers courses that may be applied toward baccalaureate degrees offered by other institutions. Students may choose from a number of major fields of study. For a complete list of academic programs offered at UofSC Lancaster, see “Academic Program”. Students can also complete the Bachelor of Arts in Liberal Studies, Bachelor of Arts in Organizational Leadership (through Palmetto Programs, UofSC Columbia) and the Bachelor of Science in Nursing (through a partnership with the College of Nursing, UofSC Columbia).

The University of South Carolina provides equal opportunity in education and employment for all qualified persons regardless of race, color, religion, sex, national origin, age, disability, or veteran status. The University of South Carolina has designated as the ADA Title II, Section 504 and Title IX coordinator the Executive Assistant to the President for Equal Opportunity Programs. The Office of the Executive Assistant to the President for Equal Opportunity Programs is located in:

Suite 805
1600 Hampton Street
Columbia, South Carolina
telephone 803-777-3854

Admissions
General Information
The University of South Carolina Lancaster strives to provide an opportunity to any student who shows promise of successfully completing a college education. The University encourages all qualified persons to apply. Equal educational opportunities are offered to students regardless of race, sex, religion, color, or national origin.

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

Applications must be accompanied by a nonrefundable application fee specified on the application for admission. Applications may be obtained from the Office of Admissions and Records located in Starr Hall 123, or online (http://usclancaster.sc.edu/admissions/apply.htm).

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

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

Proof of immunity to measles, mumps and rubella (MMR) is required before a student will be allowed to enroll in classes at the University of South Carolina Lancaster. The meningitis vaccine is recommended for all first-year students (entering freshmen 24 years of age and younger). If you decline the meningitis vaccine, your signature and date are required on a meningitis vaccine waiver form. A parent's signature is required for students less than 18 years of age.

Campus visits may be arranged online (http://usclancaster.sc.edu/admissions/campusTour/tour.php) or by contacting the Office of Admissions and Records at (803) 313-7073 or uscladms@mailbox.sc.edu.

Freshman Admission
A freshman applicant is a person who has not attended a regionally accredited college or university after high school graduation. Applicants who attended a postsecondary institution while still in high school are classified as freshmen, but must submit official transcripts of their college work (regardless of whether credit was or will be received).

Requirements
Freshman applicants must have either a high school diploma from a recognized regionally accredited association or its equivalent (GED) prior to enrolling. Accepted applicants must submit senior grades and a verification of graduation as soon as they are available. Applicants who did not graduate from high school must submit a copy of a GED certificate or satisfactory GED test scores.

Freshman applicants must submit:

- Completed admissions application
- Specified nonrefundable application fee
- Official high school transcript complete up to the time of application
- Official entrance examination scores (either SAT or ACT - scores will only be considered official if they are sent directly from the testing service)

College Preparatory Course Prerequisite Requirements
Prospective students must have adequate preparation for the curriculum in which they plan to enroll. At a minimum, applicants for admission are required to complete a college preparatory program with units distributed among the following academic subjects:
English (4 units): At least two units must have strong grammar and composition components, at least one must be in English literature, and at least one must be in American literature. Completion of College Preparatory English I, II, III, and IV will meet this requirement.

Mathematics (4 units): The four units of mathematics must include Algebra I (for which Applied Mathematics I and II may count together as a substitute, if a student successfully completes Algebra II), Algebra II, and Geometry. A fourth higher-level mathematics course should be selected from among Algebra III/trigonometry, pre-calculus, calculus, statistics, discrete mathematics, or a capstone course and should be taken during the senior year.

Laboratory Science (3 units): Two units must be taken in two different fields and selected from among biology, chemistry, or physics. The third unit may be from the same field as one of the first two units (biology, chemistry, or physics) or from any laboratory science for which biology and/or chemistry is a prerequisite. Courses in earth science, general physical science, or introductory or general environmental science for which biology and/or chemistry is not a prerequisite will not meet this requirement. It is strongly recommended that students take physical science (taught as a laboratory science) as a prerequisite to the three required units of laboratory science outlined in this section. It is also strongly recommended that students desiring to pursue careers in science, mathematics, engineering or technology take one course in all three fields.

Foreign Language (2 units): The two units of foreign language must be in the same language.

Social Studies (3 units): One unit of U.S. History is required; a half unit of economics and a half unit in government are strongly recommended.

Fine Arts (1 unit): One unit in appreciation of, history of, or performance in one of the fine arts.

Academic Elective (1 unit): A college preparatory course in computer science (i.e., one involving significant programming content, not simply keyboarding) is strongly recommended for this elective. Other acceptable electives include college preparatory courses in English; fine arts; foreign languages; social science; humanities; laboratory science (excluding those for which biology and/or chemistry is not a prerequisite); or mathematics above the level of Algebra.

Physical Education: One unit of physical education or ROTC is required.

Total Units: 19

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

Freshman applicants are encouraged to apply in the fall prior to the fall for which they seek admission. Applicants must apply for and take the required entrance examinations well in advance of the term for which they seek admission, and they are responsible for having the results of these examinations sent to the University directly from the testing service. Applicants over the age of 21 may not be required to submit entrance examination results; however, they must submit other credentials which give evidence of reasonable academic potential. Entrance examination scores may be required in the absence of satisfactory credentials or evidence of potential. Some programs may require entrance test scores for all students, regardless of age.

Other Admissions Opportunities

CAP Students
The Conditional Admission Program (CAP) is a special admissions program open to students who do not meet the regular requirements for pre-baccalaureate admission as described above. Depending on their high school curriculum and/or entrance examination scores (ACT or SAT), students may still be eligible for admission through CAP. For complete details about eligibility and requirements, students should contact the Office of Admissions and Records at (803) 313-7073 or uscladms@mailbox.sc.edu. Most students in this program must complete 30 semester hours at UofSC Lancaster with a 2.00 GPA or higher to attend one of the UofSC four-year campuses.

Admission as a Nondegree Seeking Candidate
Applicants who wish to attend the University for one semester or on some limited basis may be approved to do so upon submitting an application. The admissions office reserves the right to determine the proper category of admission and to determine what credentials may be required.

Special Students
This category is for part-time applicants who are not interested in earning a degree at UofSC. A maximum of 30 semester hours may be earned in this category. Applicants who have been officially denied admission as degree-seeking students are not eligible for admission as non-degree students. Courses completed by special students carry full University credit; however, none of the hours are applicable toward a degree until the student applies and qualifies for admission to a degree program. Usually no credentials are required if the applicant has no plan to seek a degree. Visiting or transient students are required to submit a transient permission form from their home institution that includes verification of good academic standing.

Senior Citizens
A senior citizen (age 60 or above) may be eligible to enroll in courses at UofSC Lancaster tuition-free, on a space available basis. In order to be eligible, a person must be admitted to the University of South Carolina Lancaster and have been a resident of South Carolina for at least 12 months. A special form documenting eligibility must be obtained from the Office of Admissions and Records.

Please note that senior citizens are responsible for all charges which are not tuition. This includes, but is not limited to, the application fee and any applicable course fees.

Concurrent
High school juniors and seniors who have excelled in their studies may enroll in appropriate courses at the University upon recommendation of their school counselor or principal, and with approval of the academic department in which courses are to be taken. Interested students must submit a high school transcript verifying their eligibility and demonstrating exceptional ability to undertake college-level coursework. Admission exceptions may be granted for freshman or sophomore students at the request of the high school principal, his or her designee, or the designee of the governing school association. Concurrent students must have a cumulative high school GPA of 3.0 or higher.
Auditor
An auditor may apply as a special student (see above). Classes that are audited at UofSC may not be retaken for credit towards a degree later.

Military Special
Certification of active duty military status is required.

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

Readmission of Former Students
An application for readmission must be submitted by any former student who wishes to return to the University after missing a major (fall or spring) semester. Summer sessions do not count as a major semester in this instance. Applications for readmission are available online (http://uscslancaster.sc.edu/admissions/apply.htm) or may be obtained from the Office of Admissions and Records. Readmission to the University and to the program in which the student was previously enrolled is not automatic.

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

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

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

- An application for readmission and a petition for reinstatement if a major semester has been missed; or
- A petition for reinstatement if the attempt is being made after notification of suspension but prior to missing a major semester. The petition for reinstatement is made to the Admissions, Petitions, and Grade Change Committee.

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

Applications should be submitted before these deadlines:

- Fall term: August 1
- Spring term: December 1
- Summer terms: Two weeks prior to registration for the term.

Note: These deadlines are subject to change at any time.

Summer School Admission
New students entering the University for the first time in a summer term who expect to continue studying toward a degree submit only one application. They must meet all requirements for admission as degree-seeking students before the beginning of the summer term. These students should not submit a separate application for the summer term.

Summer Attendance Only
Students who wish to attend the University for the summer only should refer to the "Admission as a Non-degree Seeking Candidate" paragraph included in this section. Students enrolled in degree programs at another college or university who wish to take summer courses at UofSC as transients should seek written approval to take specific courses from a dean or department chair at their home institution.

Transfer Admission
An applicant who, having graduated from high school, has attended another regionally accredited postsecondary institution and attempted one or more courses is a transfer student, regardless of credit earned. If fewer than 30 semester hours (45 quarter hours) of college-level work have been attempted, the applicant must meet both transfer and freshman entrance requirements.

Transfer applicants for admission must submit:

- Completed admissions application
- Specified nonrefundable application fee
- Complete official transcripts from postsecondary institutions through the time of application; these must be supplemented by final transcripts that reflect complete academic work prior to beginning classes at the University.
- Complete high school records including entrance exam results if less than 30 semester hours (45 quarter hours) of college-level work have been attempted at a regionally accredited college or university.

Applications should be submitted before these deadlines:

- Fall term: August 1
- Spring term: December 1
- Summer terms: Two weeks prior to the start of each term.

Note: These deadlines are subject to change at any time.

All applicants for transfer admission must be eligible to return to the last institution attended as a degree-seeking student.

The applicant must submit official transcripts of all previous college courses attempted whether or not credit was earned and regardless of whether the applicant wishes to transfer any credit. An official transcript must be sent directly to the admissions office from every institution attended. Failure to report all attempted college courses may constitute sufficient cause for later dismissal from the University.

In addition to the general requirements for admission outlined in this section, some departments within the University set additional requirements that may be higher than the University's minimum
For the purpose of admission, a transfer grade point average is calculated using all credits attempted and all grades earned on college-level courses (e.g. non-developmental, non-remedial) at other institutions. These credits and grades also will be included in calculating honors for graduation from the University. Colleges within the University have the right to consider all attempted college-level work in determining admission to particular programs and/or advancement into upper-division or professional-level courses. Transfer students should consult the section of this bulletin for the program in which the student plans to study for further information about the use of credits and grades from previous college work. For regulations on graduation with honors, see "Academic Regulations."

Regardless of the point in an academic career at which students enter the University, all must complete the final year (the last 30 semester hours before graduation) enrolled in classes approved by the appropriate dean of the college, school, or campus from which the degree will be granted.

Students who expect to receive an associate’s degree from UofSC Lancaster must complete the final 15 hours enrolled in classes at the Lancaster campus.

Evaluation of Transfer Credits

Transfer credits to UofSC must be from regionally accredited institutions for academic courses completed with grades of C- or better. Applicability of credits toward a particular degree is determined by the degree program in which the student enrolls. The number of credits acceptable to the University and the number which may apply toward a particular degree may differ.

Original records are required for courses exempted at a previous college. Exemption credit or acceptance of transfer credit by another college has no bearing on the evaluation of transfer credit at the University of South Carolina.

Students transferring to the University from another college or university must, before enrolling in class at the University, have their transcripts evaluated by the University. It is only in the light of such evaluation that students will know definitively the transferability and equivalency of each transfer course.

Transferability refers to the conditions under which the University accepts credit for inclusion in the student’s record. Transfer courses must have been taken at a regionally accredited post-secondary institution, or, if taken at a foreign post-secondary institution, have been recommended by a NACES - member external evaluation service. Coursework classified as remedial by the University will appear on the student’s record, but will not be used to determine admission eligibility or a transfer GPA. Exceptions to this rule may be made by the Office of the Registrar when state scholarship eligibility rules require inclusion.

Equivalency entails equating transfer credit, both in hours and content, to University of South Carolina coursework. The Registrar’s Office works with UofSC colleges and schools to coordinate the process of transfer evaluation to equate transfer courses directly to courses in the UofSC course catalog; to subject codes which represent subjects not offered at UofSC; or to subject codes that identify courses as remedial/technical/non-accredited coursework.

Applicability of credit toward a degree refers to the prerogative of academic divisions to count specific credit toward the fulfillment of a student's degree requirements. The student’s college, school or campus of enrollment is responsible for determining applicability.

However, a transfer course is generally not applicable towards any University of South Carolina academic program or degree if:

- The transfer course was occupational or technical in nature (examples: welding, paralegal, radiography courses).
- The transfer course was essentially remedial in nature (example: Developmental English).
- A grade lower than 2.0 on a 4 point scale, or equivalent, was earned in the transfer course.
- The transfer course was taken by a degree-seeking University of South Carolina student without prior approval as described in the Earning Credit in Transient Status section of this bulletin.
- The transfer course was taken while a student was on an academic suspension from a University of South Carolina campus.
- The student received any grade other than W in an equivalent course at this university, unless the student was enrolled full-time at least one year at the transfer institution.

Exceptions to this rule may be made only by the designated academic official(s) on the campus where the student is majoring and only in specific cases where such courses are judged to be uniquely relevant to the student's degree program.

A maximum of 76 semester hours may be transferred for degree credit from a junior college or two-year institution which is accredited by a regional association such as the Southern Association of Colleges and Schools.

A maximum of 30 semester hours of credit by correspondence and credit awarded for educational experiences in the military may be applied toward meeting the requirements for a baccalaureate degree. The 30 semester hours of credit which may be awarded for educational experiences in the military should be in accordance with recommendations published by the American Council on Education and be consistent with University policy on the transfer of credit but will only be applied to a degree program upon the approval of the dean of the college or campus from which the degree is to be awarded.

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

(Information regarding educational benefits to veterans and the children of deceased or disabled veterans may be found in the section on financial aid. Additional information for veterans is available from the Office of Financial Aid, University of South Carolina Lancaster.)
A maximum of 30 semester hours of credit earned while classified as a non-degree special student at the University may be applied toward meeting the requirements for a baccalaureate degree.

A student planning to pursue work at other institutions or through correspondence must complete this work before attaining senior classification (90 semester hours).

Courses completed at any institution while the student is suspended by the University will not be accepted toward a degree at USC, but may be used to evaluate a student’s eligibility for readmission.

**Transfer: State Policy and Procedures**

**Background**

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

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

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

Act 137 directed the commission to adopt the following procedures for the transfer of courses from all two-year public to all four-year public institutions of higher education in South Carolina.

**Statewide Articulation of 86 Courses**

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

### Admissions Criteria, Course Grades, GPAs, Validations

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

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

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

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

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

   e. Lists of all courses accepted from each technical college (including the 72 courses in the Statewide Articulation Agreement) and the course equivalencies (including “free elective” category) found on the home institution for the courses accepted.

   f. Lists of all articulation agreements with any public South Carolina two-year or other institution of higher education, together with information about how interested parties can access these agreements.

   g. Lists of the institution’s Transfer Officer(s) personnel together with telephone and fax numbers and office address.

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

   i. “Residency requirements” for the minimum number of hours required to be earned at the institution for the degree.

3. Course work (individual courses, transfer blocks, statewide agreements) covered within these procedures shall be transferable if the student has completed the course work with a “C” grade (2.00 on a 4.00 scale) or above, but transfer of grades does not relieve the student of the obligation to meet any GPA requirements or other admissions requirements of the institution or program to which application has been made.

   a. Any four-year institution which has institutional or programmatic admissions requirements for transfer students with cumulative grade point averages (GPAs) higher than 2.00 on a 4.00 scale shall apply such entrance requirements equally to transfer students from regionally accredited South Carolina public institutions regardless of whether students are transferring from a four-year or two-year institution.

   b. Any multi-campus institution or system shall certify by letter to the commission that all course work at all of its campuses applicable to a particular degree program of study is fully acceptable in transfer to meet degree requirements in the same degree program at any other of its campuses.
4. Any course work (individual courses, transfer blocks, statewide agreements) covered within these procedures shall be transferable to any public institution without any additional fee and without any further encumbrance such as a "validation examination," "placement examination/instrument," "verification instrument," or any other stricture, notwithstanding any institutional or system policy, procedure, or regulation to the contrary.

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

5. The following Transfer Blocks/Statewide Agreements taken at any two-year public institution in South Carolina shall be accepted in their totality toward meeting baccalaureate degree requirements at all four-year public institutions in relevant four-year degree programs, as follows:
   • Arts, Humanities, and Social Sciences: Established curriculum block of 46-48 semester hours
   • Business Administration: Established curriculum block of 46-51 semester hours
   • Engineering: Established curriculum block of 33 semester hours
   • Arts and Sciences, curriculum II: Established curriculum block of 48-51 semester hours
   • Teacher Education: Established curriculum block of 38-39 semester hours for early childhood, elementary, and special education students only. Secondary education majors and students seeking certification who are not majoring in teacher education should consult the Arts, Humanities, and Social Sciences or the Math and Science transfer blocks, as relevant, to assure transferability of course work
   • Nursing: By statewide agreement, at least 60 semester hours shall be accepted by any public four-year institution toward the baccalaureate completion program (BSN) from graduates of any associate degree program in nursing (ADN), provided that the program is accredited by the National League of Nursing and that the graduate has successfully passed the National Licensure Examination (NCLEX) and is a currently licensed registered nurse

6. Any "unique" academic program not specifically or by extension covered by one of the statewide transfer blocks/agreements listed in #4 above shall either create its own transfer block of 35 or more credit hours with the approval of CHE staff or shall adopt either the Arts/Social Science/Humanities or the Science/Mathematics block by September 1996. The institution at which such program is located shall inform the staff of the CHE and every institutional president and vice president for academic affairs about this decision.

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

Related Reports and Statewide Documents

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

9. The policy paper entitled State Policy on Transfer and Articulation, as amended to reflect changes in the numbers of transfer blocks and other Commission action since July 6, 1995, is hereby adopted as the statewide policy for institutional good practice in the sending and receiving of all course credits to be transferred.

Assurance of Quality

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

Statewide Publication and Distribution of Information on Transfer

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

12. By September 1 of each year, all public four-year institutions shall on their own Home Page on the Internet under the title "Transfer Policies":
   a. Print a copy of this entire document (without appendices).
   b. Print a copy of their entire transfer guide.
   c. Provide to the staff of the commission in satisfactory format a copy of their entire transfer guide for placing on the commission's Home Page on the Internet.

13. By September 1 of each year, the staff of the State Board for Technical and Comprehensive Education shall on its Home Page on the Internet under the title "Transfer Policies":
   a. Print a copy of this document (without appendices).
   b. Provide to the commission staff in format suitable for placing on the commission's Home Page of the Internet a list of all articulation agreements that each of the sixteen technical colleges has with public and other four-year institutions of higher education, together with information about how interested parties can access those agreements.

14. Each two-year and four-year public institutional catalog shall contain a section entitled "Transfer: State Policies and Procedures." Such section at a minimum shall:
   a. Publish these procedures in their entirety (except Appendices)
   b. Designate a chief Transfer Officer at the institution who shall
      • Provide information and other appropriate support for students considering transfer and recent transfers
      • Serve as a clearinghouse for information on issues of transfer in the State of South Carolina
      • Provide definitive institutional rulings on transfer questions for the institution's students under these procedures
      • Work closely with feeder institutions to assure ease in transfer for their students.
   c. Designate other programmatic Transfer Officer(s) as the size of the institution and the variety
   d. Refer interested parties to the institutional Transfer Guide of the state's four-year institutions
e. Refer interested parties to the institution's and the Commission on Higher Education's Home Pages on the Internet for further information regarding transfer.

Admission of International Students

The University welcomes the applications of qualified international students. At least six months before the beginning of the semester they wish to enter, and in the case of freshman applicants, at least nine months beforehand, students must send a complete application, including standardized test scores, school records, and financial statements, to the Office of Admissions and Records. Students who have attended colleges and universities outside of the United States are required to submit a professional credential evaluation of all work completed.

International applicants must be proficient in the English language. A score of 550 or above on the paper version of the TOEFL (Test of English as a Foreign Language) is required (a score of 210 on the computerized version is required, and a score of 77 on the Internet version is required). TOEFL scores are not required for international students from countries where the primary language of instruction is English nor from graduates of high schools in the United States.

An English proficiency test will be administered to international students, except those from English-speaking countries, upon arrival at the University. All international students must demonstrate sufficient proficiency in written and oral English to progress at the University level. Students who are not proficient in English will be required to take noncredit, concentrated English language training until proficiency is demonstrated.

In addition, freshman applicants must have completed a level of education equivalent to that of students entering from accredited secondary schools in the United States and have superior grades on their school work. Applicants who seek to enter from another college or university in the United States must meet transfer admission requirements.

International applicants will not be allowed to enroll in classes until they establish their ability to pay education expenses. The policies of certain countries have created financial difficulties for their citizens studying at the University. Applicants from these countries will be so notified and required to make an advance deposit of expenses. Applicants from other nations must submit certification of financial support to satisfy this requirement. International students should not expect to obtain any financial assistance from the University.

Advanced Placement by Examination

Baccalaureate degree candidates may qualify for degree credit and/or advanced placement through successful completion of the following exams:

- The College Entrance Examination Board Advanced Placement Examinations are offered in American government and politics, American history, art history, art studio (drawing 2D and 3D), biology, chemistry, comparative government and politics, computer science (A and AB), economics (macro and micro), English language and composition, English composition and literature, environmental science, European history, foreign languages (French, German, Latin, and Spanish), human geography, mathematics-calculus (AB and BC), music (theory and listening and literature), physics (B, C part 1, C part 2), psychology, and statistics. Questions concerning credit awards should be referred to the Office of Admissions and Records in Room 126, Starr Hall.
- International Baccalaureate (IB) Higher Level Examinations in biology, business and organization, chemistry, computer science, economics, English, French, geography, German, history, Latin, mathematics, music, physics, psychology, social anthropology, Spanish, theatre arts, and visual arts. Questions concerning credit awards should be referred to the Office of Admissions and Records.
- Tests in foreign languages and mathematics are required for all new freshmen. Transfer students may be required to take the same tests. Information regarding these placement examinations may be obtained by contacting the Office of Student Life at (803) 313-7066.

Candidates who do not pass a particular test are not permitted to repeat that test. The required credits must be obtained instead by enrollment and satisfactory completion of the course(s) involved. Specific information about test content and policies may be obtained from the appropriate department.

Proof of Citizenship

UofSC Lancaster students must present proof of citizenship or lawful presence in the U.S. prior to enrolling. This policy has been adopted by the University in order to comply with section 59-101-430 of the South Carolina Code of Laws, as amended, which requires that lawful presence in the United States is verified before enrollment at any public institution of higher education. Verification of immigration status for non-citizens will be conducted by international student officials. For other students, a proof of citizenship verification process has been adopted to deter and prevent false claims of citizenship by unlawful aliens attempting to evade the eligibility requirements of section 59-101-430. All students must present proof of citizenship in the form of one of the following acceptable documents:

- Copy of the South Carolina driver's license if the student first became a licensed driver in the state after January 1, 2002;
- A Certified Birth Certificate indicating that you were born in the United States or a territory of the United States
- Current U.S. Passport or U.S. Passport that has not been expired more than 10 years
- Certificate of Naturalization - USCIS Form (N-550 or N-570)
- U.S. government issued Consular Report of Birth Abroad
- Certificate of Citizenship (N-560 or N-561)
- Unexpired U.S. Active Duty/Retiree/Reservist Military ID Card (DOD DD-2)
The University can accept photocopies of birth certificates and other citizenship documents, but reserves the right to request production of the certified original in the event that there are questions about whether the copy is true and accurate, or if any of the information on the provided copy is illegible.

For more information:
http://www.sc.edu/about/offices_and_divisions/registrar/residency_and_citizenship/index.php

**Academic Regulations**

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

The University reserves the right to make changes in curricula, degree requirements, course offerings, and all academic regulations whenever, in the judgment of the faculty, the president, or the Board of Trustees, such changes are in the best interest of the students and the University.

Registration at the University of South Carolina assumes the students' acceptance of all published regulations, including both those which appear in this document and all others as applicable in any official announcement such as the Medical School Bulletin, Law School Bulletin, Graduate Studies Bulletin, the University Master Schedule of Classes, or the Carolina Community. Official policies of the University listed below are published in the Carolina Community, which is available online as well as through the Student Government Office or the Office of the Vice President for Student Affairs.

1. Student Rights and Freedoms within the Academic Community
2. Rule of Academic Responsibility and Academic Disciplinary Procedures
3. Grievance Policy and Procedures for Non-Academic Areas
4. University Policy on Use of Alcohol
5. University Policy on Campus Solicitation
6. University Policy on Student Patent and Copyright Matters
7. Student Right to Know

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

The University reserves the right to withdraw any course because of inadequate enrollment. Additional courses may be offered upon application of a sufficient number of students; a minimum of 10 applicants is the usual requirement. Registration in any course may be closed when the maximum enrollment for efficient work has been reached.

**Bulletin Rights and Exclusions**

**Bulletin Rights**

An undergraduate student may choose to obtain a degree in accordance with the curricular requirements in force for the particular degree at the time the student first enrolls as a degree-seeking student at any University campus, or under subsequent requirements published while the student is enrolled.

**Bulletin Exclusions**

The student's choice is restricted to a specific bulletin and the curricular requirements described therein. Undergraduate students have a period of eight years, inclusive and continuous, in which to claim the rights of a specific bulletin.

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

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

**Academic Calendar Policies**

**Academic Calendar**

The University follows an early Semester Calendar, with Fall semester beginning the Thursday of the third full week in August and ending in December before the winter break. Spring classes begin the second Monday of January, provided neither Monday is a holiday (New Years or MLK). For Fall and Spring semesters, there are 70 class days with a minimum of 2100 minutes of instruction for a standard 3 hour class-28 Tuesday and Thursday classes of 75 minutes per class meeting and 42 Monday, Wednesday, Friday classes of 50 minutes per class meeting. All nonstandard one or two day per week classes must meet the minutes of instruction requirements as part of the calendar.

**Summer Term**

The summer term consists of multiple course sessions between the spring and fall terms.

Students regularly enrolled in the University may take work applicable to their degree during the summer term. Regulations governing the regular academic year also pertain to the summer term.

A complete listing of all courses offered in the summer term will be available by April 1 on the registrar's Web site under “Master Schedule.” Course sessions and times may vary.
Please refer to the registration calendars on the registrar's Web site for more detailed information.

Advisement Policies

Academic Advising

When students are accepted into the University, they are assigned an academic advisor. Students are expected to arrange to meet with their advisor at least once a semester to plan their course of study for the following semester. Students who do not know their assigned advisor should obtain this information from the appropriate departmental or academic dean's office.

Information, advice, and interpretations of University policies offered by advisors do not supersede the official statement of policies and academic regulations described in the University Undergraduate Studies Bulletin. Exceptions to University regulations cannot be made by academic advisors. Any exceptions to the policies and regulations set forth in the University Undergraduate Studies Bulletin must be made by the appropriate College Scholastic Standards and Petitions Committee or by the dean of the college.

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

Classification of Students

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

Undeclared Freshmen

For various reasons it may be impossible or inappropriate for a student to declare a major. Nevertheless, all students will receive advisement in the college most closely related to their interests and abilities. Transient students are subject to the rules of their home institution and may take course work at the University of South Carolina without a declared major. University courses are open to those seeking career advancement or life enrichment and who meet stated course prerequisites. Freshmen who have been accepted by the University, but who are unsure of academic or career goals, may need a period in which to establish their major interest. To accommodate students in these categories, courses which are usually open to students with 30 or fewer hours (freshmen) are open to all students who meet prerequisites published in the University's Undergraduate Studies Bulletin. Students who have earned 30 semester hours and wish to continue their studies at the University of South Carolina must declare a major in a program in which they meet entrance or progression requirements.

Course of Studies

Students are expected to follow the programs outlined by their school or college as closely as possible, particularly in the first two years when satisfying basic degree requirements and prerequisites for advanced work. Students must pursue required courses in the prescribed sequence. Failure to do so may lead to future schedule difficulties, and students may find that the subjects for which they wish to enroll are either not available or are closed to students with advanced standing. Students who fail to complete successfully all freshman requirements may not enroll in courses in their major field beyond the sophomore level. Students ineligible to continue courses in their major field may take electives until the deficiency is removed. Students who enroll in classes for which prerequisites or other defined requirements have not been met may be removed from these classes. Learning-disabled students who wish to take advantage of University-approved program accommodations must have an academic advisory plan on file with the Office of Student Disability Services and the dean of the college. This plan will be formulated by the student's academic advisor with the assistance of the Office of Student Disability Services and will contain recommended accommodations which specifically relate to and are consistent with the student's diagnosed disability. A copy of the student's academic advisory plan must be provided to the course instructor for the student to be eligible for a particular accommodation. Any substitutions for degree requirements recommended in the student's academic advisory plan must be referred to the Scholastic Standards and Petitions Committee of the student's college for action.

Changes in Curriculum

Undergraduate students interested in changing majors should contact the college or school offering the new curriculum the student intends to follow. Once all necessary permissions are obtained, the college or school that offers the new curriculum will notify the Office of the University Registrar to update the student's record. Curriculum changes can affect loan deferment, scholarship eligibility, athletic participation eligibility, tuition and fee assessment, and international student VISA regulations. For this reason, all curriculum changes must be completed before the end of the free drop/add period in Fall and Spring Terms (in Part of Term 30), and prior to June 1 during the Summer Term. Curriculum change requests that arrive at the Office of the University Registrar after these deadlines will be processed for the following term. Exceptions to this rule may be made in the event that a change request is being made in the semester that student is graduating from the University.

Course Substitutions

Only under unavoidable and exceptional circumstances will the faculty permit substitution for or exemption from the prescribed curricula. When it becomes necessary to request a deviation from the prescribed course of study, students should consult the dean of their college or the head of the department in which they are majoring before preparing a petition listing the substitutions or exemptions sought and the reasons for the request. Petitions are submitted on forms obtainable from the Scholastic Standards and Petitions Committee of the particular college, and must be returned to the dean of the college in which the student is enrolled. Deviations from degree requirements published in the bulletin must be approved by the student's dean and the head of the student's major department. The Scholastic Standards and Petitions Committee of each college functions as an appeal board in cases where agreement between the dean, department head, and the student cannot be reached.

Course and Academic Credit Policies

Course Numbering

Courses numbered from 101 to 699 are available at different levels for undergraduate credit. Courses numbered from 700 to 899 may be taken for graduate credit only and are described in the Graduate Studies Bulletin. All courses numbered from 101 to 499 are for four-year baccalaureate degree candidates. Courses numbered from 500 to 699 may be taken by advanced undergraduate and graduate students for undergraduate or graduate credit, respectively. A 500- to 600-level course taken for undergraduate credit cannot later be awarded graduate credit.
Course Credit

The credit value of each course is usually determined by the amount of formal instructional time per week for one semester. At least 700 minutes of instruction (and at least twice that for laboratory time) can be expected per credit hour. The semester hour credit for each course is included in each course description.

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

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

Credit by Examination

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

Transfer Credit

Students transferring to the University from another college or university must, before enrolling in class at the University, have their transcripts evaluated by the University. It is only in the light of such evaluation that students will know definitively the transferability and equivalency of each transfer course. Degree applicability will be determined by the college or school in which the student is enrolled.

Transferability refers to the conditions under which the University accepts credit for inclusion in the student’s record. Transfer courses must have been taken at a regionally accredited post-secondary institution, or, if taken at a foreign post-secondary institution, have been recommended by a NACES member external evaluation service. Coursework classified as remedial by the University will appear on the student’s record, but will not be used to determine admission eligibility or a transfer GPA. Exceptions to this rule may be made by the Office of the Registrar when state scholarship eligibility rules require inclusion.

Equivalency entails equating transfer credit, both in hours and content, to University of South Carolina coursework. The Registrar’s Office works with UofSC colleges and schools to coordinate the process of transfer evaluation to equate transfer courses directly to courses in the USC course catalog; to subject codes which represent subjects not offered at UofSC; or, to subject codes that identify courses as remedial/technical/non-accredited coursework. A list of transfer equivalencies for the Columbia catalog of courses can be found on the Office of the University Registrar’s website (http://www.sc.edu/about/offices_and_divisions/registrar/transfer_credits/course_equivalency.php).

Applicability of credit toward a degree refers to the prerogative of academic divisions to count specific credit toward the fulfillment of a student’s degree requirements. The student’s college or school of enrollment is responsible for determining applicability.

However, a transfer course is not applicable towards any University of South Carolina academic program or degree if:

1. The transfer course was essentially remedial in nature (example: Developmental English).
2. The transfer course was occupational or technical in nature (examples: welding, paralegal, or radiography courses).
3. A grade lower than 2.0 on a 4 point scale, or equivalent, was earned in the transfer course.
4. The transfer course was taken by a degree-seeking University of South Carolina student without prior approval as described in the Earning Credit in Transient Status section of this bulletin.
5. The transfer course was taken while a student was on an academic suspension from the university.
6. The student received any grade other than W in an equivalent course at this university, unless the student was enrolled full time at least one year at the transfer institution.

Exceptions to the rules of applicability may be made only by petition to the dean for undergraduate studies of the College or School in which the student is majoring.

Effective Summer 2017 for all newly admitted and readmitted students, transfer grade points and GPAs will no longer appear on the UofSC record. Transfer course equivalencies, grades, attempted hours, and earned hours will appear on students’ advising transcript in Self Service Carolina, while only transfer earned hours will appear on the official transcript.

Earning Credit in Transient Status

Since the University is accountable for the integrity of its degrees, it is essential that degree programs be closely monitored by University faculty. Therefore, students entering the University to seek a degree should expect to complete the majority of their academic work at the University of South Carolina. Normally students who wish to earn more than a semester of credit at another institution should meet all requirements and transfer to that institution. In some programs, and with the permission of the academic dean, students may take up to 18 semester hours of courses in transient status provided they have a 2.00 UofSC grade point average; the courses are approved in advance by the academic advisor and dean; and the other institution is fully accredited and the course work meets University specifications for transfer credits.

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

Course Load

Maximum credit limits, published in the Master Schedule of Classes, also vary according to college policy. Students will not be permitted to register for a semester load in excess of that prescribed for their program of study unless they earned an average of B or better on all courses for which they were enrolled (minimum 12 semester hours) for the preceding semester. New students are eligible for an extra course if they submit to the academic dean satisfactory evidence of equivalent academic achievement. Students eligible for an additional course on this basis
must obtain prior approval for each course addition from the dean of their college. No course may be added after the last date to change course schedule or drop without a grade of W being recorded, as published in the academic and refund calendars on the registrar’s Web site. (Note: This regulation does not apply to aerospace studies, Army or naval science courses, which may be added to a course program during the regular registration period without special approval.)

Undergraduate students who are enrolled in 12 semester hours or more for the fall, spring, or summer semester are considered full-time for academic purposes. Students who have been verified as learning disabled by the Office of Student Disability Services must be enrolled in 9 semester hours or more for the fall, spring or summer semesters to be considered full-time students with regard to access to University residence halls and eligibility for financial aid, provided this is consistent with their academic advisory plan.

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

Full-time fees for undergraduate students are calculated on 12 to 16 semester hours. Full-time status for graduate students with assistantships is determined by the dean of Graduate Studies.

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

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

Auditing a course consists of attending classes and listening without responsibility for any assignments or examinations. An auditor is not responsible for any assignments or examinations. No record of audit shall appear on a transcript unless a student attends 75 percent of the classes.

No credit may be earned in an audited course by examination or otherwise. No audited course may be repeated for credit at a later date except by those students who have been verified as learning disabled by the Office of Student Disability Services and whose academic advisory plan recommends auditing a specific course before it is taken for credit.

The applicant must complete the prescribed procedure for enrollment through the Office of the University Registrar before class attendance will be permitted.

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

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

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

A grade point average of 2.50 or greater is required to enroll in independent study courses. The amount of credit for independent study per semester is limited to 6 hours. Independent study credits applied toward any undergraduate degree may account for no more than 10 percent of the total required credit hours for that degree.

Repetition of Course Work
When a course is repeated, both grades will be entered on the student’s permanent academic record and included in the grade point average, unless the grade forgiveness policy is applied. Course credit toward graduation will be given only once, unless otherwise stipulated in the course description. Many academic programs restrict the number of times a course may be repeated. Consult the college and department section of the bulletin for such restrictions.

International Courses (INTL) / Study Abroad
- 501 — Study Abroad—UofSC Exchange. (1-16) This course keeps a UofSC student active while on a pre-approved UofSC exchange program.
- 502 — Study Abroad—Non-UofSC Program. (1-16) This course keeps a UofSC student active while on a pre-approved non-UofSC study abroad program.
- 503 — Study Abroad—Through Another U.S. Institution. (1-16) This course keeps a UofSC student active while on a pre-approved non-UofSC study abroad program through another U.S. institution of higher education.

Senior Privilege - Enrollment in Graduate Courses
A special provision to earn graduate credit is available for UofSC undergraduate seniors in their final semester who need less than a normal course load to complete baccalaureate requirements. Overload enrollment that includes one or more courses under senior privilege is not allowed. Courses for graduate credit under senior privilege cannot be used toward undergraduate degree requirements. For senior privilege consideration, undergraduate seniors with a 3.00 GPA should submit to The Graduate School, for the graduate dean's approval, form GS19 endorsed by the student's advisor, the chair of the department offering the course, and the academic dean for that department. This action should be taken before registration.

Accelerated Degree Programs
Certain academic units offer accelerated programs whereby an undergraduate student with a GPA of 3.40 and 90 or more hours toward the baccalaureate degree may apply graduate credits to a baccalaureate program. Admission can be requested by students in consultation with their academic advisor, their undergraduate dean, and the graduate director of the proposed master’s program. An application form and associated guidelines may be obtained from The Graduate School.
Several of the University’s colleges and schools are involved with a variety of accelerated degree programs. For more information, contact:

Office of Undergraduate Admissions
University of South Carolina
Columbia, SC 29208
phone 803-777-7700

Registration Policies

Registration
To be officially enrolled in the University students must be academically eligible, complete the registration process with the Office of the University Registrar, and possess a receipt issued by the Office of Financial Services for payment of current academic fees.

Students are expected to complete registration (including the payment of all required fees) by the dates prescribed in the registration calendars on the registrar’s Web site to avoid cancellation of classes and payment of a late registration fee of $3 per day ($350 maximum).

Changes in Enrollment
Adding a course, changing from credit to audit or audit to credit, changing from one section to another, and changing the number of credits in any variable credit course must be completed by the last day to change course schedule or drop without a grade of W being recorded, as published in the academic and refund calendars on the registrar’s Web site. Electing or revoking the Pass-Fail option must be completed no later than the last day for dropping a course with a grade of W, as published in the academic and refund calendars on the registrar’s Web site.

Dropping Courses and Withdrawal
Free Drop/Add Period
During the Free Drop/Add period, undergraduate students have the ability to add and remove courses from their schedule through Self Service Carolina. For each course, the Free Drop/Add period begins during the official first day of the course and extends to a minimum of 6% of the Part of Term in which the course is scheduled. Courses removed during the Free Drop/Add period will not be recorded on a student’s transcript. Details regarding Free Drop/Add dates can be found on the Self Service Carolina log-in page under the “Academics” sections.

Students are prevented from dropping or adding courses during the Free Drop/Add Period if they have an active registration hold on their record.

Free Drop/Add dates (https://my.sc.edu/codes/) can be found on the Self Service Carolina log-in page under the “Academics” sections.

Course Withdrawal Fail Period
During the Withdrawal Fail Period, undergraduate students have the ability to withdraw from a course with a penalty grade through Self Service Carolina. For each course, the Withdrawal Fail Period begins after the Withdrawal Period and extends up to 100% of the Part of Term in which the course is scheduled. Courses from which a student withdraws with a grade of WF during this period are treated as an F in the evaluation of academic standing, computation of grade point average, and graded hours. Details regarding course Withdrawal Fail dates can be found on the Self Service Carolina log-in page under the “Academics” sections.

Students are prevented from withdrawing from courses during the Withdrawal Fail Period if they have an active registration hold on their record.

Course Withdrawal Fail Period
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Students are prevented from withdrawing from courses during the Withdrawal Fail Period if they have an active registration hold on their record.

Part of Term: Each course is associated with a specific part of the term for the semester or a specific date range in which the course is held. For example, Part of Term can refer to Full Term courses that run the full major semester (fall or spring) or Half Term courses that run only half of a major semester. Each Part of Term has specific drop/add, withdrawal, and withdrawal fail dates. Details regarding Part of Term dates can be found on the Self Service Carolina log-in page under the “Academics” sections.

Hardship Withdrawal
During and after the Withdrawal Fail Period, it may be necessary for a student to withdraw from all courses for the semester due to a significant personal hardship (e.g., medical or family emergency, prolonged illness, other medical or traumatic event). In these situations, students are able to petition for a Hardship Withdrawal from courses through the Office of the Dean of Students or the Hardship Withdrawal Committee. Each Palmetto College Campus has an equivalent hardship withdrawal process for managing petitions from students enrolled on their campus.

Hardship Withdrawal petitions, including verified documentation of hardship, submitted during the Withdrawal Fail Period until the last day of courses for the semester will be reviewed by the Office of the Dean of Students. Approved petitions will be submitted to the Office of the Registrar for grade assignments of W for all courses that semester on the student’s transcript.

The Office of the Dean of Students will notify the student’s instructors and their home college of the withdrawal.
Hardship Withdrawal petitions, including verified documentation of hardship, submitted after the last day of courses for the semester will be reviewed by the Hardship Withdrawal Committee that must include faculty and college/school representation. Approved petitions will be submitted to the Office of the Registrar for grade assignments of W for all courses that semester on the student's transcript.

Prior to a Hardship Withdrawal decision being made, all documentation is subject to verification by the Office of the Dean of Students and/or the Hardship Withdrawal Committee, including but not limited to class attendance, class participation, or supporting documentation. If false documentation or misrepresented information is submitted, students will be referred for alleged violation of the UofSC Honor Code and the Hardship Withdrawal request will be denied.

A Hardship Withdrawal to selectively withdraw from some courses, while remaining enrolled in other courses, will be permitted only under exceptional circumstances and must be approved by the Office of the Dean of Students in consultation with appropriate colleges/schools. The Office of the Dean of Students will submit a report of selective withdrawal decisions for verification to the Hardship Withdrawal Committee at the end of each semester.

Information regarding the University's Withdrawal Refund Appeals procedures can be found in the Fees and Refunds section of the bulletin.

**Title IX Obligations**
Information contained in Hardship Withdrawal petitions is private and not shared with instructors, departments, or colleges/schools outside of the Hardship Withdrawal Committee. However, in accordance with the provisions of Title IX of the Education Amendments Act of 1972 and University policy, if sexual misconduct information is included in a student’s petition, the Office of the Dean of Students and/or the Hardship Withdrawal Committee is obligated to report the matter to UofSC’s Title IX coordinator.

**Withdrawing via Self-Service Carolina**
Students can withdraw for the semester by withdrawing from all courses on Self Service Carolina. Students are encouraged to consider the Hardship Withdrawal Process if they are withdrawing during the Withdrawal Fail Period.

**Active Duty Military Withdrawal**
Students in the National Guard or armed forces reserves who are placed on active duty by order of the president of the United States or the governor of their state should pursue withdrawal from courses according to the provisions of the University’s policy titled “Withdrawal of Students Called to Active Military Service” (ACAF 3.05 (http://www.sc.edu/policies/ppm/acaf305.pdf)). Active duty military personnel who are reassigned during an academic term may also invoke the provisions of this policy.

### Course Drop and Withdrawal Chart

<table>
<thead>
<tr>
<th>Name</th>
<th>Minimum Percentage of Class Time</th>
<th>Grade</th>
<th>Considerations</th>
</tr>
</thead>
</table>
| Free Drop/Add Period  | 0-6% of classes                  | No Grade | • Financial Aid  
|                       |                                  |       | • Enrollment status  
|                       |                                  |       | • Housing                                                   |

| Withdrawal Period     | 73-100% of classes              | W grade will be recorded on transcript. W grade is not calculated in GPA. | • Financial Aid  
|                       |                                  |       | • Progression towards degree  
|                       |                                  |       | • Satisfactory Academic Progress |

| Withdrawal Fail Period| 73-100% of classes              | WF grade will be recorded on transcript. WF grade is calculated as an F in GPA. | • Financial Aid  
|                       |                                  |       | • Progression towards degree  
|                       |                                  |       | • Academic Standing             |

| Hardship Withdrawal Period | 73-100% of classes              | W grades will be recorded for all courses for approved petitions. Petitions are subject to review by the Office of the Dean of Students. | • Financial Aid  
|                           |                                  |       | • Refund Appeals Process         |

| Hardship Withdrawal Period | After 100% of classes           | W grades will be recorded for all courses for approved petitions. Petitions are subject to review by the Hardship Withdrawal Committee. | • Financial Aid  
|                           |                                  |       | • Refund Appeals Process         |

1 Specific dates for each Part of Term may be found on the Office of the Registrar website.

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

**Attendance Policy**

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

Absence from more than 10 percent of the scheduled class sessions, whether excused or unexcused, is excessive and the instructor may choose to exact a grade penalty for such absences. It is of particular importance that a student who anticipates absences in excess of 10 percent of the scheduled class sessions receives prior approval from the instructor before the last day to change schedule as published in
the academic and refund calendars on the registrar's website (http://registrar.sc.edu/).

It must be emphasized that the "10 percent rule" stated above applies to both excused and unexcused absences. Faculty members should notify classes, specifically in the course syllabi, of the attendance policy which they intend to follow in each class, but it cannot be more restrictive than the "10 percent rule". It is also recommended that the faculty include a policy statement in their syllabi requesting students to meet with the instructor early in the semester to discuss the consequences of potential excessive absences due to participation in University-sponsored events.

Faculty should consider the following events or circumstances as potentially excusable absences:

- participation in an authorized University activity (such as musical performances, academic competitions, or varsity athletic events in which the student plays a formal role in a University sanctioned event)
- required participation in military duties
- mandatory admission interviews for professional or graduate school which cannot be rescheduled
- participation in legal proceedings or administrative duties that require a student's presence
- death or major illness in a student's immediate family
- illness of a dependent family member
- religious holy day if listed on www.interfaithcalendar.org (http://www.interfaithcalendar.org)
- illness that is too severe or contagious for the student to attend class
- weather-related emergencies

The Student Ombudsperson in the Division of Student Affairs is available to assist faculty members with obtaining or verifying documentation when necessary. The faculty member has complete discretion regarding the specific nature of any accommodation offered in the event of an excused absence. Students should notify faculty members at least two weeks prior to the absence when possible. In all cases, students must contact the faculty member to request an accommodation upon return to class.

**Examination Policies**

**Final Examinations**

Final examinations for spring and fall semesters are held during a seven-day period at the close of each semester. Summer examinations are held during a two-day period at the close of each session. Semester examination schedules are published on the registrar's Web site under the "Calendar" link. The results of these examinations, combined with the grades for class performance, determine the reports given at the end of the semester. No final examination may be held outside of the stated time without the special permission of the dean of the college concerned. Reading Day is specified in the University calendar and no exams, quizzes or required class attendance may be scheduled for that day.

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

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

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

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

**Graduating Seniors**

No early examinations are given for graduating seniors. Students who have submitted a degree application may attend the graduation ceremony. Diplomas are mailed after final examinations and after a student's dean has verified that all degree requirements have been met.

**Deferred Examinations**

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

**Grading Policies**

**Grading System**

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

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

Class standing is determined by the quality of a student's work and the regularity of attendance in lectures and laboratory sessions or other exercises of the course. Grading systems in graduate and professional schools are described in the appropriate bulletins.

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

S and U indicate, respectively, satisfactory (passing) and unsatisfactory (failing) performance in courses carried under the Pass-Fail option. The S/U designation is used also for some research courses, workshops, and seminars in which the regular academic grades are not used. The use of the Pass-Fail grading option in such courses is indicated in their bulletin descriptions. No course carried under the Pass-Fail option will affect a student's grade point average or the evaluation of suspension conditions.
FN (Failure-Non Attendance) and UN (Unsatisfactory-Non Attendance) grades are assigned to students who never attended or have stopped attending class but have not officially dropped or withdrawn. Faculty are required to provide a last date of attendance when assigning this grade. The grade and the last date of attendance are used in determining the recalculation of awarded funds for financial aid recipients. Reporting the last date of attendance is critical to avoid potential financial liability for the institution.

FN and UN grades are displayed and calculated as F and U grades on the official transcript.

WF is assigned for student withdrawal from a course after the penalty deadline prescribed in the academic and refund calendars on the registrar's Web site. (See section on "Dropping A Course.") The grade of WF is treated as an F in the evaluation of suspension conditions and grade point average computation.

W is assigned for student withdrawal from a course after the late registration period but before the penalty date. Courses dropped during the late registration period (as published in the academic and refund calendars on the registrar's Web site) will not be recorded on a student's permanent record. In exceptional cases, the grade W will be used after the first seven weeks of a semester, primarily in cases of withdrawal from the University or from a course for medical reasons. (See section on "Dropping A Course.") A grade of W will not enter into the evaluation of suspension conditions or in grade point average computation but will be recorded on a student's permanent record.

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

T, a Graduate School symbol, is assigned to indicate enrollment in Thesis Preparation (799) and Dissertation Preparation (899). Courses with this symbol will be counted as hours attempted and hours earned only. Grade points will not be awarded. For unsatisfactory work the grade of U should be assigned. The grade of I cannot be assigned in courses numbered 799 and 899.

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

NR, No Record, is assigned in the event that the grade is not available at the time final grades are submitted. It is a temporary mark on the transcript and must be replaced by a grade. If replacement does not occur before the last week of the spring or fall semester following the term for which the grade was recorded, a grade of F will be assigned. The NR is ignored in computing the GPA.

Academic Honor Code Violation
A transcript notation on the graded course in which the violation occurred denotes “Honor Code Violation.”

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

Specific provisions of the Pass-Fail program are as follows:
1. The Pass-Fail grading system is in effect for an indefinite period of time, subject to periodic review.
2. The Pass-Fail option is not available to undergraduate students whose semester or cumulative GPA is less than 2.00.
3. Students are permitted to exercise the Pass-Fail option only on free elective courses.
4. Students are permitted to take no more than eight courses on a Pass-Fail basis during their undergraduate career.
5. A student wishing to exercise the option must have the permission of the dean of the college and the student's academic advisor. The Pass-Fail Option form (AS-20) is used for this purpose.
6. The option may be elected or revoked by the student no later than the last date for withdrawing from the course without a penalty.
7. Normal prerequisites may be waived for students taking a course on a Pass-Fail basis.
8. Courses taken under this option will be excluded from the calculation of the grade point average.
9. A grade of S will be entered by the Office of the University Registrar for a regularly assigned passing grade; a failing grade will be registered as U.
10. No course carried on a Pass-Fail basis will be counted toward the hours required for either the President's or the Dean's Honor List.
11. A verified learning-disabled student may take on a Pass-Fail basis an elective or required course which is not in the major if the academic advisory plan so recommends the Pass-Fail option for that course. A student who desires use of this option must apply to the dean of the college at the beginning of the semester. With the approval of the academic dean, learning-disabled students may meet specific degree requirements with a satisfactory grade.

Spring 2020 Undergraduate Pass-Fail Grading
Approved by the UofSC Faculty Senate on April 1, 2020

To address complications presented by the COVID-19 pandemic, the Faculty Senate Steering Committee approved the following grading accommodations for undergraduate students enrolled in Spring 2020.

• All courses will be graded as originally planned according to grading criteria in course syllabi. After grades are submitted at the end of the semester, undergraduates can choose, on a course-by-course basis, to request a pass/fail grade for the Spring 2020 semester with the exception of Graduate or professional school courses, which can be taken as pass/fail only when deemed appropriate by the program or school Dean.
The following pass/fail scale will be used: Earned grades of A, B+, B, C+, and C will be replaced with S+, earned grades of D+ and D will be replaced with S, and an earned grade of F will be replaced with U.

If students select the S+/S/U grading scale for a course, points will not be factored into the GPA. Courses with S+ and S will count towards earned semester hours.

Courses graded with the S+/S/U scale, under this exception for Spring 2020, will count towards applicable curricular major, continuation, and graduation requirements. For example, if a course requires a C or better in a prerequisite, students selecting this alternative grading scale would need an S+ in the prerequisite course.

Faculty members will not be aware of students who select the pass/fail grading option when entering final grades. Grades will be entered in the format for which the course was approved.

Students who previously decided to take a course on a pass/fail basis will continue on a pass/fail basis using the University’s established S/U system (e.g., S is earned if the grade is D or above and U is earned for grades below D).

For the Spring 2020 semester, undergraduate students who choose to replace a course letter grade with the S+/S/U option must do so no later than July 1, 2020.

This process will occur through the Office of the University Registrar. A form will be available on the University Registrar website for the student to request that a letter grade be replaced with the S+/S/U scale.

UofSC will include a transcript note on all academic records, regardless of grading basis, indicating the extraordinary circumstances of the global public health emergency during Spring 2020.

Because some graduate and professional programs require letter grades to be reflected on transcripts, when necessary, students will be able to request an official letter attesting to the letter grade earned in any classes that were converted to S+/S/U. This letter would attest only to grades, not to GPA. We will ensure that those who need evidence of your academic achievements this spring will be able to get it. A form will be available on the University’s website for students to request these letters.

Students will be allowed to retake undergraduate courses in which they earned an S+, S, or U during Spring 2020. Any undergraduate courses retaken under this provision will not count towards the number of courses currently allowed by the current course grade forgiveness policy. In addition, students who were retaking a class for grade forgiveness in Spring 2020 can retake the class another semester, without penalty.

**Course Grade Forgiveness**

It is the policy of the University of South Carolina that every currently enrolled, fully admitted, degree-seeking undergraduate earning a D+, D, F, or WF in a University course may take up to two undergraduate courses for a second time for the purpose of grade forgiveness. Both the first and second grades shall appear on the University permanent record, but only the second grade will be used in computing the University of South Carolina cumulative grade point average. An explanatory notice will appear on the record. Once grade forgiveness is applied to a repeated course, the action may not be revoked.

An eligible student wishing to apply the course grade forgiveness policy to a course enrollment may do so at any time during his/her undergraduate enrollment, but no applications will be honored after the degree is awarded. Grade forgiveness can only be applied once per course for a maximum of two courses (not to exceed 8 credits) on a student’s undergraduate academic record, without regard to the number of degrees sought. Under the grade forgiveness policy, the forgiven and repeated class must be taken at the University of South Carolina-Columbia campus or a Regional campus. Courses transferred from other institutions are excluded from this policy.

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

Established requirements for repeating classes, admission to, or progression in, specific academic programs of the University take precedence over the grade forgiveness policy. Program or progression grade point averages are not affected by this policy. Refer to the guidelines for each program for specific requirements. Courses intended to be repeated for additional credit, such as research or applied music, are not eligible for grade forgiveness. Semester honors (dean’s or president’s honor list), or academic standing (scholastic deficiency, probation, suspension), or previous grade point totals will not change retroactively as a result of applying this policy.

Students who have been granted academic forgiveness to reset the grade point average after readmission are not eligible for course grade forgiveness. Please refer to the bulletin entry titled Academic Forgiveness for Former UofSC Students with Less Than a 2.00 Cumulative GPA.

An eligible student wishing to apply the grade forgiveness policy (http://www.sc.edu/about/offices_and_divisions/registrar/transcripts_and_records/grade_forgiveness/) may begin the process by reading the criteria which must be met and completing the necessary documentation in order to apply grade forgiveness.

Note that Academic Forgiveness is not the same as Grade Forgiveness. Please refer to the bulletin entry titled Academic Forgiveness for Former UofSC Students with Less Than a 2.00 Cumulative GPA.

**Grade Reports**

Students’ grades are reported on Self Service Carolina. Students can also access grade reports in person at the Office of the University Registrar.

**Grade Change Policy**

Grade changes based on transcription or computation errors shall be reported directly to the Office of the University Registrar on the appropriate grade change form signed by the instructor and the head
of the student’s academic unit. Any request for a grade change must be submitted by the instructor no later than one calendar year from the date on which the grade was reported. Beyond this period, grade changes will be considered only in exceptional circumstances and must be handled through the petition procedure of the student’s college. Any other grade change request resulting from enrollment discrepancies, medical withdrawals, or perceived administrative errors (changes to W, WF, audit, credit, S/U, or I) must be submitted on the appropriate forms with signatures and documentation to the dean of the student’s college for review through the petition procedure. This does not apply to the routine makeup and extension of an I (incomplete) and posting of a permanent grade to replace the recorded NR mark. An I turns into a grade of F after one year; an NR turns into a grade of F after one semester. Special makeup work or examinations to change grades already recorded are not permitted.

Academic Standards Policies

Academic Standards
The following standards for continuing at the Columbia and regional campuses of the University of South Carolina apply to all undergraduate students who first enroll at the Columbia and regional campuses of the University in the fall 2008 semester or thereafter, are admitted to the Columbia and regional campuses of the University in an undergraduate degree program in the fall 2008 or thereafter, or are enrolled in the fall 2010 semester or thereafter, regardless of when first enrolled at the University. Administration of these regulations is the responsibility of the academic deans, who are not empowered to waive any of the provisions.

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

Academic Standing
A student’s academic standing is based on his/her “Total Institutional GPA” and “Total Institutional GPA Hours” which can be viewed in Self Service Carolina at the end of a student’s “Unofficial Academic Transcript” under the heading, “Transcript Totals (Undergraduate).”

Academic Probation
When a student’s Total Institutional GPA at the end of any semester is less than a 2.00, he or she is placed on academic probation.

First-year Freshmen Academic Recovery Program
First-year freshmen who have less than a 2.00 Total Institutional GPA at the end of their first semester of collegiate enrollment are considered at risk. During the first six weeks of their second semester, these students must participate in an academic coaching session before being eligible to register for courses for the third semester. These sessions will provide students with assistance in academic planning, general advisement, major exploration, degree audit, self-assessments, and success strategies. This requirement is in addition to any made by the student’s college, school, or academic program.

Removal from Academic Probation
When a student’s Total Institutional GPA at the end of any semester is a 2.00 or above, he or she is not on academic probation.

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

<table>
<thead>
<tr>
<th>Total Institutional GPA Hours</th>
<th>Placed on Probation</th>
<th>Continue on Probation (avoid suspension)</th>
<th>Removed from Probation</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-35</td>
<td>below 2.00 Total Institutional GPA</td>
<td>1.500 or higher Total Institutional GPA</td>
<td>2.00 or higher Total Institutional GPA</td>
</tr>
<tr>
<td>36-71</td>
<td>below 2.00 Total Institutional GPA</td>
<td>1.800 or higher Total Institutional GPA</td>
<td>2.00 or higher Total Institutional GPA</td>
</tr>
<tr>
<td>72+</td>
<td>below 2.00 Total Institutional GPA</td>
<td>only with semester reprieve (see below) or by college petition</td>
<td>2.00 or higher Total Institutional GPA</td>
</tr>
</tbody>
</table>

Semester Reprieve: Regardless of the Total Institutional GPA, a student may continue on probation and avoid suspension if the Current Term grade point average is 2.50 or greater.

First Suspension
Students unable to meet the standards shown above are suspended from the University of South Carolina for one fall or spring semester and the contiguous summer (approximately eight months). Students have the right to appeal their suspension to the petitions committee of the college or school in which they were enrolled when suspended.

Returning After First Suspension
After the suspension has been served, a student will be considered for readmission by the college or school to which the student is seeking admission. A student readmitted following suspension continues on probation and is reviewed for suspension at the end of each fall and spring semester. A Current Term grade point average of 2.50 or higher must be achieved each semester until the Total Institutional GPA reaches the level above which suspension would occur (see chart).

During the first six weeks after returning from a first suspension, students must participate in an academic coaching session before being eligible to register for courses for the following semester. These sessions will provide students with the resources they need to meet their academic goals.

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

Earning Academic Credit While on Suspension
A student on suspension is given an opportunity to reorder priorities and reassess his or her situation before returning. While serving suspension, a
student may not be admitted to, or continue in, any academic program of the University. Credit earned at any other institution while a student is on suspension from the University may not be applied toward a degree from UofSC, unless approved by the Standards and Petitions Committee of the college to which the student is readmitted. Prior approvals for transient study will be revoked for suspended students.

Retention in Degree Programs

Students are reminded that the above regulations are for all undergraduate students in the University. Many colleges and schools offer degree programs that have more stringent requirements for retention in those programs. Failure to meet the academic requirements of those degree programs may result in the student being asked to leave that program. Students should consult the colleges and schools section of the Academic Bulletin to review the specific degree retention requirements.

Academic Progression and Program Dismissal

Students dismissed from a program for failing to meet academic progression requirements will be reassigned to Undergraduate Studies and will be advised by the University Advising Center. Students assigned to Undergraduate Studies will have a maximum of two semesters before declaring a new program of study. At the conclusion of two semesters enrolled at full-time status, students who have not declared a major/program within a degree-granting college will have a registration hold placed and will be unable to enroll in coursework.

Petition Procedures

In addition to previously specified provisions by which a student may petition to waive the application of this suspension policy, a student suspended by this policy has the right to petition to the appropriate college scholastic standards and petitions committee to waive the application of the suspension rule at any time. Students placed on first suspension who wish to petition for a waiver of the suspension rule may petition only the committee of the college in which they were enrolled at the time of suspension.

Academic Forgiveness Policy

Academic Forgiveness for Former UofSC Students with Less than a 2.00 Cumulative GPA

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

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

A student who has met these conditions and desires academic forgiveness must submit a written request for academic forgiveness to the dean of the college in which the student is enrolled. After verification of the student’s eligibility, the dean shall inform the registrar that academic forgiveness has been granted to the student.

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

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

Academic Honors Policies

Honor Lists

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

President’s Honor List: a grade point average of 3.50 or higher earned on a minimum of 12 credited semester hours.

Dean’s Honor List: a grade point average of 3.00 or higher earned on a minimum of 12 credited semester hours.

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

Graduation with Honors

Graduation with honors will be based on a student’s Total Institutional GPA. Honors designators are determined at the time of graduation and may not be applied retroactively.

To graduate with such honors, a student must have earned at least 60 credit hours applicable toward the degree in residence at the University, 30 credit hours for an associate degree. The following designations indicate a consistently high level of academic achievement at UofSC.

Baccalaureate Degree Designations
• Summa Cum Laude: a cumulative GPA of 3.95-4.00
• Magna Cum Laude: a cumulative GPA of 3.75-3.949
• Cum Laude: a cumulative GPA of 3.50-3.749

Associate Degree Designations

• Highest Honors: a cumulative GPA of 3.95-4.00
• High Honors: a cumulative GPA of 3.75-3.949
• Honors: a cumulative GPA of 3.50-3.749

With Honors from South Carolina Honors College: Any student who completes the requirements of the Honors College, regardless of the major or undergraduate degree, is awarded that degree “With Honors from South Carolina Honors College.”

With Distinction: Any student who earns an undergraduate degree and completes the appropriate requirements will be awarded graduation “With Distinction in [that major].” For details, refer to the degree requirements of specific majors

With Leadership Distinction: Any undergraduate student who completes Leadership Distinction requirements in community service, diversity and social advocacy, global learning, professional and civic engagement, and/or research as specified by the Provost’s Office, regardless of the major or undergraduate degree, is awarded that degree “With Leadership Distinction in [that track].” For further details, contact the Office of USC Connect.

Degree Conferral and Graduation Policies

In-residence Requirement

The last 25% of a student’s degree must be completed in residence at the University, and at least half of the hours in the student’s major courses and in the student’s minor courses (if applicable) must be taken at the University.

The chart below shows the minimum number of hours required to be completed in residence based on to the total number of hours required for a degree.

<table>
<thead>
<tr>
<th>Total Number of Hours Required for Degree</th>
<th>Minimum Number of In-residence Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 Hours (Associates Degree)</td>
<td>15 Hours</td>
</tr>
<tr>
<td>70 Hours (Associates Degree)</td>
<td>18 Hours</td>
</tr>
<tr>
<td>120 Hours</td>
<td>30 Hours</td>
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<tr>
<td>121-124 Hours</td>
<td>31 Hours</td>
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<tr>
<td>125-128 Hours</td>
<td>32 Hours</td>
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<tr>
<td>129-132 Hours</td>
<td>33 Hours</td>
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<tr>
<td>133-136 Hours</td>
<td>34 Hours</td>
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<tr>
<td>137-140 Hours</td>
<td>35 Hours</td>
</tr>
<tr>
<td>141-144 Hours</td>
<td>36 Hours</td>
</tr>
</tbody>
</table>

Some programs impose greater student residence and/or major requirements.

Regardless of when students enter the University, they must complete the last 25% of the degree before graduation enrolled in classes approved by the appropriate dean of the college, school, or campus from which the degree will be granted. In addition, all degree applicants are urged to confer with the deans of their respective colleges about their programs and degree requirements prior to the beginning of their last semester of residence at the University.

“In residence” means that the student was regularly enrolled at UofSC; completed courses offered by Columbia or one of the other campuses of the University; was a member of a class which was supervised by a regular faculty member of UofSC; attended classes on a regular, pre-established schedule; and in other ways conformed to the requirements which are normally connoted by the term “in residence.” In-residence requirements may not be met by courses for which credit is earned by exemption or exam, courses taken by correspondence, or courses for which transfer credit was awarded. Courses taken under the Pass-Fail option meet in-residence requirements. If the student has not established credit for the prescribed number of hours in residence, then the student is not eligible either for graduation with honors or for graduation on the basis of having completed 25% of the degree during the final semesters at the University.

Application Process

All candidates for degrees and certificates must file formal applications during the last academic term before graduation with the deans of their respective colleges on forms obtained at the Office of the University Registrar or the appropriate dean’s office. Applications must be filed by the third week of the fall or spring semester in which the degree is to be awarded or within the first 10 days of the first summer session. If the student is not enrolled during the first summer session, the application must be filed within the first week of the second summer session for the student to graduate at the summer commencement.

Graduation Requirements

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

Second Baccalaureate Degree

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

The following specifications for a second baccalaureate degree apply:

1. The student must meet admission and progression requirements for the second degree, and must have received formal approval to pursue the second degree from both deans.
2. All requirements for the second degree must be fulfilled.
3. The additional requirements for the second degree must include a minimum of 24 semester hours beyond those required for the first degree.
4. No course that satisfies a general education, major, minor, cognate, or requirement other than a free elective for the first degree may be applied to the major field of the second degree.
5. The student must file a separate degree application for the second degree with the appropriate college or school.

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

Students who submit two degree applications for the same degree in the same college for a double major will receive one diploma.
Second Major
In some degree programs, a student may elect a second major. Normally, second majors are possible only in degree programs with similar general education requirements. The second major option is not available in all colleges.

1. The student must meet admission and progression requirements for the second major.
2. The student must have received approval from both deans for a second major.
3. All requirements for the second major must be fulfilled.
4. All general education and special departmental requirements normally associated with the second major must be fulfilled.
5. In cases where the first major and the second major lead to different degrees, the student must designate one as the official degree of record. A second major eliminates the cognate requirement; however, special departmental requirements normally completed as part of the cognate are not waived.

Fulfillment of the requirements for a second major are indicated on the student’s official transcript upon graduation. No notation for a second major is placed on the official transcript for course work completed after graduation.

Students who submit two degree applications for the same degree in the same college for a double major will receive one diploma.

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

Records, Transcript, and Enrollment Certification Policies
Change of Name or Address
It is the obligation of every student to notify the Office of the University Registrar of any change in name or address (including electronic address). Failure to do so can cause serious delay in the handling of student records and in notification of emergencies. Change of name may only be accomplished by presenting proper legal documentation.

Transcripts
A transcript of a student’s record carries the following information: current status; a detailed statement of the scholastic record showing courses pursued with semester hours carried, semester hours earned, grades, grade points, grade point average, and system of grading; a permanent record of all failures, incomplete grades, and penalties (such as suspension); cumulative UofSC grade totals; and references to other college or universities attended, dates attended, and the total transfer credits accepted by the University of South Carolina.

Any student who needs a transcript or a certified copy of the end-of-semester grade report may complete a Transcript Request form or send a signed and dated letter containing all pertinent identifying information to the Office of the University Registrar. Official transcripts may also be requested online through Self Service Carolina (http://my.sc.edu). Without the exception of copies made for internal use, no copy of a student’s permanent record (transcript) will be released to anyone without the student’s written consent. In addition to the written consent, each transcript request should include full name or names used, student number, current mailing address, dates of attendance, location of attendance, and date of birth to assure proper identification of the record requested.

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

No partial transcript will be issued.

The nonrefundable transcript processing fee is $12.

Enrollment Certification
Certification of enrollment is based upon the total number of credit hours for which a student is registered at the time of the certification request. Beginning and ending dates reported in enrollment certification conform to the official USC academic calendar dates for the term requested.

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

Notification of Student Rights under FERPA
The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access.

A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the University discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent. The University may disclose Directory Information without prior written consent, unless the student has submitted a written request to the Office of the University Registrar not to release
The University discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, service provider or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

- A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.
- To officials of other institutions in which the student seeks or intends to enroll provided that the student had previously requested a release of his/her record;
- To authorized representatives of the U.S. Department of Education, U.S. Department of Defense (Solomon Amendment), U.S. Attorney General, the Comptroller General of the United States, state education authorities, organizations conducting studies for or on behalf of the University, and accrediting organizations; to the Department of Homeland Security (DHS) and its Immigration and Customs Enforcement Bureau (ICE) in order to comply with the requirements of SEVIS.
- In connection with a student’s application for, and receipt of, financial aid;
- To comply with a judicial order or lawfully issued subpoena;
- To parents of dependent students as defined by the Internal Revenue Code, Section 152;
- To appropriate parties in a health or safety emergency; or
- To the alleged victim of any crime of violence of the results of any disciplinary proceedings conducted by the University.
- The University may disclose the result of a disciplinary proceeding to a parent or guardian so long as the student is under the age of 21 at the time of the incident and the proceeding has resulted in a violation of University drug or alcohol policies, or any federal, state, or local law.
- To students currently registered in a particular class, the names and email addresses of others on the roster may be disclosed in order to participate in class discussion.

**Release of Directory Information**

In accordance with section 99.7 of the Family Educational Rights and Privacy Act (FERPA), the University of South Carolina provides students annual notification of their FERPA rights. The University of South Carolina has designated certain items as Directory Information. At the University of South Carolina, these items are as follows:

- Name
- Dates of Attendance
- Campus
- College or School
- Classification
- Primary Program of Study
- Full-time or Part-time Status
- Degree(s) Awarded Including Dates
- Honors and Award Including Dean’s and President’s List
- University Email Address
- City, State, and Zip Code Associated with a Student’s Permanent Address

The University may disclose Directory Information without prior written consent, unless the student has submitted a written request to the Office of the University Registrar not to release Directory Information pertaining to him or her. Students are notified annually, both in the academic bulletins and via email, of their rights under FERPA and are provided with instructions on how to request a “Confidentiality Indicator” on their academic record which prevents the disclosure of Directory Information.

A Confidentiality Indicator will be placed on the release of Directory Information filed with the University Registrar, which will remain in effect until the student files a written request to remove it. A request not to disclose Directory Information applies to the entire category of such information and cannot be selective with regard to specific items defined as Directory Information. Similarly, a request not to disclose Directory Information applies to all individuals and cannot be selective with regard to specific individuals or organizations.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of South Carolina to comply with the requirements of FERPA.

**Academic Assessment Policy**

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

The University of South Carolina is committed to offering programs and activities that encourage students to develop both academically and socially. In order to evaluate the effectiveness of our efforts, faculty, administrators, and staff conduct ongoing assessments. The Office of Institutional Planning and Assessment assists the faculty, administration, and other staff in gathering and analyzing assessment data. Assessment, therefore, is the ongoing process of self-improvement through analyzing and evaluating all of our functions and activities.
Students, faculty, and staff play critical roles in the assessment process. Consequently, participation in assessment activities is a University priority and responsibility. The information gleaned from assessment activities is used for planning and program improvement. Many of the University’s assessment activities are mandated by external agencies. Therefore, all students wishing to receive a degree from the University of South Carolina must complete procedures required for the assessment of general education and those required by their major and/or area of concentration. If a student fails to participate in a required assessment activity, a hold may be placed on the student’s records.

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

Primary responsibility for coordinating the assessment of general education is with the Office of Institutional Assessment and Compliance (http://www.ipr.sc.edu/). The faculty is actively involved in planning assessment and using the results of assessment to evaluate the effectiveness of general education. The assessment of general education is administered through the use of exams, interviews, surveys, questionnaires, or other instruments as developed by the faculty and Office of Institutional Assessment and Compliance.

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

For more information contact the Office of Institutional Assessment and Compliance (http://www.ipr.sc.edu/).

Student Life
Overview
An important aspect of university life, sometimes overlooked by students, is the rich opportunity to participate in and contribute to the extracurricular life of the campus. UofSC Lancaster encourages and fosters the growth and development of student organizations, clubs, publications, and student activities in general. Our campus provides the opportunity for every student to make important and noticeable contributions. Your ideas, contributions, hard work, and participation in student activities on this campus will be visible and deeply appreciated.

The following is a brief description of current or recently active organizations, clubs, and publications.

Student Activities and Organizations
Arts and Letters Society
The purpose of the society is to provide cultural activities on campus and sponsor trips to off-campus cultural events.

Baptist Collegiate Ministry
The purpose of the Baptist Collegiate Ministry (BCM) is to encourage students in their Christian faith through Bible study, prayer, and fellowship. Students are also encouraged to live out this faith through witness and service to others through missions. The BCM meets weekly and is open to students of any denomination.

Black Awareness Group
The Black Awareness Group provides an opportunity for any UofSC Lancaster student to plan and to participate in functions and activities directed toward promoting and creating a better understanding of African-American culture and its great heritage.

Campus Crusade for Christ
Campus Crusade for Christ exists to provide regular opportunities to study and discuss the Bible, worship, and pray in a group setting. This gives members chances for fellowship, encouragement, and spiritual development. Campus Crusade has an open-door policy. Everyone in the UofSC Lancaster community is welcome, and there are no "members" in the sense of meeting certain requirements or being accepted into membership.

Campus News
Campus News is a weekly newsletter containing information about campus events. The newsletter prints official communications and commentaries prepared by USCL students, faculty, or staff members. Student participation in this publication is strongly encouraged.

Gamma Beta Phi
The UofSC Lancaster chapter of the Gamma Beta Phi Society was chartered on November 22, 2002. Gamma Beta Phi is an honor and service organization for students in colleges and universities across the United States. It is nonsecret, nonprofit, and coeducational, and membership therein does not exclude a student from membership in any other organization. Only students meeting the minimum GPA requirement set by UofSC Lancaster are invited into the Gamma Beta Phi Society. Inductions are held in fall and spring. Gamma Beta Phi sponsors at least three educational service projects per year in order to fulfill the Gamma Beta Phi motto of progressus per eruditioneum (progress through education).

Honors Program
The UofSC Lancaster Honors Program was created to provide an enrichment opportunity for students who have potential for superior academic performance and who seek added challenge and scope in their studies. This program emerges out of our commitment to academic excellence and a belief that quality education must center on helping individual students to achieve their full potential. The honors program presents an opportunity for outstanding students to obtain challenging and stimulating interdisciplinary course work in a supportive environment.

Intramurals/Informal Recreation
Intramural and club sports activities at UofSC Lancaster afford all students the opportunity to enjoy athletic competition. The intramural program provides frequent events for teams and individuals. Clubs and organizations on campus are encouraged to enter representatives in these activities. Volleyball and basketball have been popular in the past. The Gregory Health and Wellness Center provides students, faculty, and staff with a variety of informal recreational activities, including: swimming, racquetball, volleyball, jogging, weight training, indoor soccer, and basketball. Students, faculty, and staff may use the center at no additional cost.

Peer Advisor at Lancaster
Peer Advisor at Lancaster (PAL) is the organization involved with new student orientation. PALs acquaint new students with campus services and activities. They work with the orientation director, faculty members,
staff, and administration during various projects and events. PALs receive a stipend each semester that pays a portion of their tuition. PAL applications are available in January. Selection of PALs is completed by February 28. The appointment is for one year.

Rotaract
Rotaract clubs are part of a global effort to bring peace and understanding to the world on the community level. Rotaract clubs organize a variety of projects and activities, depending on the interests of club members. Members gain professional business and leadership experience. Rotaract meets the first and third Wednesdays of every month.

Student Government Association
The Student Government Association (SGA) is composed of all registered students of the University of South Carolina Lancaster. Membership upon payment of semester fees (full- or part-time) is automatic. Members of the SGA are elected by the student body in two separate elections held in the fall and spring. Officers and representatives of SGA work closely with the administration and faculty to represent student interests and viewpoints. The SGA provides various programs and functions throughout the year, as well as chartering clubs and organizations and preparing, submitting, and administering the budget for student clubs, organizations, publications, and athletics. SGA meetings are held on a regular basis and all students are welcome to attend.

Social and Cultural Events
The Student Government Association funds a wide range of student activities each year.

Activities include picnics, dances, movies, ping-pong, and pool tournaments. SGA also sponsors several community service projects, including blood drives, recycling days, and Christmas and Easter parties for the UofSCL Child Development Center.

UofSC Lancaster also sponsors the annual Performance Series along with the Lancaster County Council of the Arts. Special guest lecturers, authors, and performers are often invited to appear for book signings and special engagements. Hubbard Hall Gallery exhibits the work of artists from the surrounding areas and other states. Exhibits change every four to six weeks. Black History month, sponsored by various campus and community organizations, is celebrated with a lineup of activities lasting throughout February.

Services

Academic Success Center
The Academic Success Center (ASC) is located on the second floor of Medford Library. The ASC’s hours are Monday-Thursday, 8 a.m.-9 p.m., Friday, 8 a.m.-4:30 p.m., and Saturday 2-6 p.m.

Students who use the ASC will have access to its tutors and a state-of-the-art computer lab featuring 24 Pentium 4 processor computers, which are available to students for course-specific or independent work.

Designed to help UofSC Lancaster students attain academic success, the ASC provides students with a variety of resources to support their academic pursuits, including one-on-one tutoring, computer-assisted instruction, instructional videotapes, supplementary handbooks and texts, and workbooks. The ASC works closely with faculty members to provide assistance that is linked to particular courses and offers discipline- and course-specific tutoring in math, foreign languages, and English. Peer writing consultants are available to work with students on writing assignments for any UofSC course, at any stage of the writing process. Students can also use the resources of the ASC to improve study and time-management skills.

Available free of charge to all UofSCL students, the services of the ASC are designed to help students make the most of their educational opportunities.

Bookstore and Campus Shop
In addition to offering new and used textbooks, the UofSC Lancaster Campus Shop provides many other services. Gamecock and UofSC Lancaster shirts, jerseys, jackets, decals, and many other items are available. Dissecting kits, laboratory aprons, and other academic items are offered along with a wide array of gift items in all price ranges.

Counseling Services
All currently enrolled students are eligible for counseling services. The goal of Counseling Services is to assist students in clarifying and resolving issues of personal, educational, and career concerns. All counseling is conducted in a confidential and supportive setting, providing students the opportunity to explore and evaluate information central to the helping process. Students may schedule an appointment by calling Counseling Services at 803-313-7112.

Office of Disability Services (ODS)
The Office of Disability Services operates under the provisions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). Any student who prefers to be registered as a student with a disability must be registered with the Office of Disability Services.

Disability status is not retroactive; therefore the University does not recognize an individual as someone with a disability during a time period in which he/she was not registered with the Office of Disability Services. Because disability status is not retroactive, it is important for any disabled student who prefers to register as a student with a disability to register for these services prior to his/her first semester of attendance. Required documentation is necessary for registration and accommodations, and the timeliness of registration is dependent upon the speed at which Disability Services is provided with the required documentation. Students can only register with disability services after they are admitted to the University.

The Office of Disability Services will make every effort to provide reasonable accommodations for qualified students with disabilities; however, registration as a student with a disability does not automatically guarantee accommodations. Accommodations are approved with appropriate documentation on a case by case basis.

In order to register as a student with a disability and apply for accommodations, students must first complete the “UofSCL Lancaster Disability Services Office Request for Services” form. Students must also provide documentation of their disability to the Office of Disability Services. Documentation requirements are specific to the disability, but in general documentation must be from a physician, licensed psychologist, or other person(s) licensed to make the appropriate diagnosis. Guidelines for documentation are provided by the ODS. These guidelines are used to determine whether a student is eligible to register as a student with a disability and also to determine what accommodations, if any, will be made based on the disability and its impact on the student’s major life functions. Documentation requirements, as well as the Online Disability Services Request for Services form, can be accessed at the Disability
Services page on UofSC Lancaster's website. In order to ensure that you obtain the specific documentation required, the Office of Disability Services recommends that you print the online guidelines and present them to the qualified professional providing your documentation. Students who have accessibility concerns with the online registration links should contact the Office of Disability Services at 313-7448 or visit Starr Hall 125a for assistance. Students may also e-mail the office at lancods@mailbox.sc.edu.

For a complete list of services regarding disability services at UofSC Lancaster, you may refer to the Disability Services website (http://uscblancaster.sc.edu/academics/Disability.pdf).

Campus Health Services

Campus Health Services (CHS) is housed in the J.M. White Clinic in the Carole Ray Dowling Health Services Center. Services are available to students, faculty, and staff and stress education and the development of decision-making skills relative to preventive medicine and wellness. Other services will be made available as needs are determined and funds are available.

Details regarding any of the services may be obtained from the health services office in the J.M. White Clinic.

Services currently available (fees apply to some services)

- blood pressure screening and follow-up
- cholesterol screening and follow-up
- diabetes screening
- total lipid profile (when indicated)
- nutritional counseling and weight control
- cardiopulmonary evaluation
- exercise program development
- coronary risk factor management

Gregory Health and Wellness Center

The Gregory Health and Wellness Center, located through the wooded area beside Hubbard Hall, offers free membership to all UofSC Lancaster students. In order to take advantage of this membership, students must bring proof of payment for the current semester to the Membership Services Office and complete a release forms. After all paperwork is completed, students will receive a membership card to access the facility. Students must show this membership card each time they enter the Gregory Health and Wellness Center. Special summer memberships are also available.

Student membership gives you access to a basketball court, indoor track, four racquetball courts, a 25-meter pool, free-weight room, aerobic equipment, and the Khoury Health Fitness Area. Exercise programs are available by appointment with one of our exercise specialists. Located outside the facility are six tennis courts. Exercise consultations are available by appointment by contacting the center office.

Basketballs and racquetball racquets are available for checkout at the entry desk. Racquetball courts are available by reservation.

Participants must supply their own towel and lock. Lockers are available on a daily basis or leased by the semester.

The center offers employment opportunities in the following areas: office, entry control, and pool.

Student Conduct Statement

Recognizing that freedom of individuals is never absolute but is subject to reasonable restrictions, this statement is intended to set forth general principles of student conduct. A student is any person who is admitted, enrolled, or registered for study at the University of South Carolina for any academic period. Persons who are not officially enrolled for a particular term but who have a continuing student relationship with the University of South Carolina are considered students.

All members of the University community share a common and often heavy responsibility to maintain a climate suitable to a community of scholars and to refrain from conduct which obstructs the work of the University, interferes with the lawful exercise of rights by other persons, endangers the safety or security of other persons or their property, prevents the proper use of the facilities of the University, or impairs the maintenance of an environment that is essential to the operation of an institution of higher learning.

Those individuals who refuse to conduct themselves in a manner consistent with the above statement may be subject to criminal and/or civil proceedings, as well as the following University sanctions.

Permanent Suspension: Dismissal from the University without leave to apply for readmittance.

Suspension for a Period of Time: Denial of enrollment, attendance, and other privileges at the University for a given period; leave to reapply for admission at termination of the period may be granted with or without qualifications.

Interim Suspension: Interim suspension is an action requiring that a student immediately leave the campus and University property. It may be imposed by the dean when there is reasonable cause to believe, based on available facts, that the student is an immediate threat to the safety of self, other members of the University community, or University property. Any student who is suspended on an interim basis and returns to the campus or University property during the suspension shall be subject to further University action and may be treated as a trespasser. When a student is suspended on an interim basis, the student is given notice containing the reasons for the suspension, the duration and any special conditions that apply, and a copy of the interim suspension policy.

Policy Statements

Academic Disturbance Policy

Disturbances during classes, labs, field trips, lectures, presentations, and other academic activities may result in one or more of the following sanctions: verbal reprimand, written warning, permanent dismissal from class, suspension from the University for a period of time, or permanent suspension from the University. If a student is dismissed from a class after the last day to withdraw from classes, the student will receive a grade of F in the class. A student may appeal verbal reprimand, written warning, or permanent dismissal from the class to the associate dean for academic affairs. The student may appeal suspension from the University for a period of time or permanent suspension from the University to the vice provost for regional campuses.

Alcohol Policy

The facilities, grounds, and parking lots at UofSC Lancaster are patrolled as public areas where open containers, sale, consumption, or underage possession of alcohol is illegal unless otherwise designated by permit. Persons not in compliance with the law are subject to arrest, prosecution, and loss of use of University facilities. Students are also subject to
University sanctions for noncompliance. In order to comply with South Carolina alcohol legislation, the UofSC Lancaster Student Government Association does not permit or otherwise provide alcohol at student activities.

Crime Statistics Policy
The crime statistics policy is available in the UofSC Lancaster Student Handbook. The policy details accident, incident, and security procedures.

Drug Policy
Use, possession, sale, or purchase of drugs on or adjacent to University property may result in criminal prosecution and University sanctions, including, but not limited to, permanent expulsion from the University. University and community services to assist individuals with alcohol and drug dependency problems are available: USC Lancaster Counseling Services, 803-313-7112, or Counseling Services of Lancaster 114 S. Main Street 285-6911

Physical Disabilities Statement
Mobility impaired persons whose disabilities substantially interfere with their ability to attend University-sponsored, public, ticketed events should provide a request for special accommodations as soon as possible but no later than two days before the scheduled date of the event. Such persons may be required to provide medical documentation if the disability is not obvious. Requests for special accommodations should be provided to: Tracey Craig (803-313-7448) for events at UofSC Lancaster, and the University of South Carolina Equal Opportunity Office (803-777-3854) for other facilities of the University of South Carolina. Every effort will be made to honor requests for special accommodations; however, if tickets to an event are unavailable to the general public, the University may not be able to honor the request.

Smoking Policy
Under the Clean Indoor Air and Promotion of Public Health Act it is unlawful for anyone to possess or smoke lighted smoking material in any form in schools, state government buildings, and other public areas. In accordance with this act, and with University of South Carolina policy, smoking and use of all tobacco products is prohibited in all UofSC-owned or leased buildings, buildings on university-owned land, all university vehicles and within 25 feet of a building or an air intake unit/opening. Violation of this policy and law may result in criminal prosecution and University sanctions.

Student Publication Policy
All student organizations, including student publications, must be recognized by the UofSC Lancaster Student Government Association, recommended by the acting Assistant Dean of Students, and approved by the Dean of UofSC Lancaster. Decisions regarding the content of student publications are the joint responsibility of the student editor and faculty/staff advisor and should adhere to South Carolina libel laws and community standards regarding published materials. In addition, all student publications must be approved by the Office of Public Information.

Parking Regulations
These regulations pertain to students, faculty, and staff of UofSC Lancaster.

Packing permits or decals must be displayed on vehicles of all students, faculty, and staff. Permits are issued during registration in the Business Office in Starr Hall.

Campus speed limit is 10 mph unless otherwise posted.

Fines will be imposed for the following violations:
- Parking improperly, $20.00
- Parking permit or decal not displayed, $10.00
- Parking in “No Parking” area, $20.00
- Parking in loading or service zone, $20.00
- Blocking sidewalk or driveway, $20.00
- Failure to register vehicle, $20.00
- Parking in or blocking “Handicap” space, (1st- $25.00, 2nd-$50.00, 3rd-$100.00, 4th-boot on vehicle)
- Boot removal fee, $50.00

Fines should be paid in the Business Office or mailed to the same within four school days of the violation. After four days, the fine will be increased by $1 and an additional $1 for each week thereafter.

Students with unpaid fines will not be allowed to register at any UofSC campus until the fines are paid. Student records will not be transmitted from the Registrar’s Office until fines are paid.

Initial questions regarding fines should be directed to the Business Office. Fines may be appealed, but the appeal must be made within four school days of the violation by notifying the Associate Dean for Student Services. The payment of fines is to be suspended until the appeal decision is rendered. During the time of an appeal, fines will not be subject to the $1 increase.

The income from the collection of fines will be deposited into the general University account to provide safety and security services.

Additional information can be found in UofSC Lancaster’s Student Handbook (http://usclancaster.sc.edu/studentlife/2010-2011StudentHandbook.pdf).

Carolina Creed
The community of scholars at the University of South Carolina is dedicated to personal and academic excellence.
Choosing to join the community obligates each member to a code of civilized behavior.

As a Carolinian...
I will practice personal and academic integrity;
I will respect the dignity of all persons;
I will respect the rights and property of others;
I will discourage bigotry, while striving to learn from differences in people, ideas and opinions;
I will demonstrate concern for others, their feelings, and their need for conditions which support their work and development.

Allegiance to these ideals requires each Carolinian to refrain from and discourage behaviors which threaten the freedom and respect every individual deserves.
**Expenses**

**Overview**

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

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

**Legal Residency**

**Free Tuition**

Certain exemptions from tuition fees have been established under South Carolina Law. Relevant sections of the code are reproduced below. Please note that these laws include free tuition only. Other academic fees and mandatory fees are still the responsibility of the student.

   a. A child of a wartime veteran, upon application to and approval by the South Carolina Department of Veterans Affairs, may be admitted to any state-supported college, university, or post high school technical education institution free of tuition so long as his work and conduct are satisfactory to the governing body of the institution, if the veteran was a resident of this state at the time of entry into service and during service or has been a resident of this state for at least one year and still resides in this state or, if the veteran is deceased, resided in this state for one year before his death, and provided the veteran served honorably in a branch of the military service of the United States during a war period, as those periods are defined by Section 101 of Title 38 of the United States Code and:
      i. was killed in action
      ii. died from other causes while in the service
      iii. died of disease or disability resulting from service
      iv. was a prisoner of war as defined by Congress or Presidential proclamation during such war period
      v. is permanently and totally disabled, as determined by the Veterans Administration from any cause
      vi. has been awarded the Congressional Medal of Honor
      vii. is missing in action, or
      viii. the applicant is the child of a deceased veteran who qualified under item (4) and (5).
   b. The provisions of this section apply to a child of a veteran who meets the residency requirements of Chapter 112 of this title, is 26 years of age or younger, and is pursuing any type of undergraduate degree.

2. **S.C. Code Ann. § 59-111-110 (Law Co-op. 1976)** No tuition shall be charged for a period of four school years by any state-supported college or university or any state-supported vocational or technical school for children of firemen, both regularly employed and members of volunteer organized units, organized rescue squad members, members of the Civil Air Patrol, law enforcement officers or correction officers, including reserve and auxiliary units of counties or municipalities, who become totally disabled or are killed in line of duty on or after July 1, 1964.

3. **S.C. Code Ann. § 59-111-10 (Law Co-op. 1976)** The first-place winner of the essay contest sponsored by the Governor’s Committee on the Employment of the Physically Handicapped, provided that he is qualified and in financial need, may receive a four-year scholarship. This scholarship may be cancelled if the recipient fails to maintain general scholastic and conduct standards established by the University.

4. **S.C. Code Ann. § 59-111-320 (Law Co-op Supp. 1984)** Legal residents of South Carolina who have attained the age of sixty (60) and meet admission and other standards deemed appropriate by the University may attend classes for credit or noncredit purposes on a space available basis without the required payment of tuition if these persons do not receive compensation as full-time employees.

**Academic Fees**

These fees reflect the actual costs for the 2010-2011 academic year. For current fee information please contact the UofSC Lancaster Business Office. The University reserves the right to alter any of the following charges without notice.

**Fall and Spring Semester Academic Fees**

**Twelve or More Semester Hours**

1. South Carolina residents, per semester ($2,748 for students who have earned less than 75 hours); ($4,067 for students who have earned 75 or more hours)
2. Nonresident, per semester ($6,876 for students who have earned less than 75 hours); ($8,151 for students who have earned 75 or more hours)

**Fewer than 12 Semester Hours**

1. South Carolina resident, per semester hour ($229 for students who have earned less than 75 hours); ($353 for students who have earned 75 or more hours)
2. Nonresident, per semester hour ($573 for students who have earned less than 75 hours); ($706 for students who have earned 75 or more hours)

**Summer Session Academic Fees**

The following fees are payable in full at the beginning of each summer term and should not be sent in advance. Students bringing checks from home should have separate checks in the exact amount to cover the expenses.

1. South Carolina resident, per semester hour ($229 for students who have earned less than 75 hours); ($353 for students who have earned 75 or more hours)
2. Nonresident, per semester hour ($573 for students who have earned less than 75 hours); ($706 for students who have earned 75 or more hours)

**Course Auditing**

Residents and nonresidents pay the same rate as they would pay for courses taken for credit.

**Correspondence Course Fees**

1. Course fee (college level, without video component), per semester hour ($125)
2. Courses including videocassette work will be assessed an additional charge.

**Application Fee**

Every new student will normally be charged a nonrefundable application fee of $40; exceptions to, or relief from, this charge may be made for certain special categories of admission. All applications must be accompanied by the application fee. This fee is for admission application only. The fee for readmission applications is $10. The fee for non-degree seeking application is $10.

Fee waiver forms are accepted only by those who are eligible as follows:

- If you are a South Carolina resident who is currently enrolled in high school and you receive a fee waiver for the SAT or ACT. A fee waiver form, obtainable from your high-school guidance counselor, must be submitted with the admission application.
- If you are a high school senior who is a dependent of a full-time USC Lancaster faculty or staff member.

**Matriculation Fee**

A nonrefundable matriculation fee of $50 is assessed to all current degree-seeking students on a one-time basis. This fee is also assessed to entering (or re-entering) degree-seeking students.

**Technology Fee**

Full time, $196; part time, $15 per hour.

**Challenge Examinations**

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

**Cross-Campus Enrolled Students**

Courses originating from other UofSC campuses are made available to students enrolled at UofSC Lancaster. Students who enroll in courses originating from more than one campus pay fees based upon the originating campus’s fee schedule. Please refer to the Business Office website (http://usclancaster.sc.edu/busoffic/) to determine fees or log on to http://www.my.sc.edu to view your fees.

**Refund Policy**

1. **Policy**

   The University will refund a part of academic fees in certain cases:
   a. Changes in a student’s status, which may require a refund.
      i. Change in a full-time student’s schedule, which results in reclassification to part-time status
      ii. Change in a part-time student’s schedule, which results in fewer credit hours.
   b. Situations, which may require a refund.
      i. Course or courses dropped
      ii. Drop/Withdrawal from the University
      iii. Cancellation of a class by the University

2. **Procedure**

   a. **Refund Requests**

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

   b. **Determining the Refundable Portion Procedure**

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

   c. **Drop/Withdrawal Refund Policies**

      **Standard Refund Policy For Dropping/Withdrawal From The University**

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

      i. 100 percent if the student’s official drop/withdrawal calculation is within 6% of the enrollment period for which the student is liable.
      ii. 70 percent if the student’s official withdrawal calculation is between the period specified in (1) or before the end of the 10 percent period of enrollment for which the student is liable.
      iii. 50 percent if the student’s official withdrawal calculation is between the period specified in (2) or before the end of the 16 percent period of enrollment for which the student is liable.
      iv. 20 percent if the student’s official withdrawal calculation is between the period specified in (3) or before the end of the 25 percent period of enrollment for which the student is liable.

   d. **Refund Schedules**

      Refund schedules are relocated under the important deadlines on the Registrar’s website (http://usclancaster.sc.edu/busoffic/).

   e. **Return of Title IV Funds**

      Refunds Policy For Students Who Have Received Title IV Funds And Withdraw From The University

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

ii. Title IV Refund Distribution

1. For fully withdrawn students receiving federal and/or state funds, the refund will be governed by the current Federal Title IV refund policy. The Office of Student Financial Aid and Scholarships determines the amount of the refund that is distributed back to Title IV, HEA Programs or other Financial Aid sources. For students and their parents who have received student loans or other forms of financial aid, funds will be returned in the order prescribed by federal regulations. The institution must return the funds to the financial aid program other than College Work Study, up to the amount of assistance that the student received from those programs. Funds are to be distributed to the financial aid programs in the following order:
   - Unsubsidized Federal Stafford
   - Subsidized Federal Stafford
   - Federal Perkins
   - Federal PLUS Loan
   - Federal Pell Grant
   - Federal Supplemental Education Opportunity Grant
   - Federal TEACH Grant
   - Federal Iraq/Afghanistan Service Grant
2. Any remaining balance will first be used to repay any outstanding university charges and any subsequent balances will be refunded to the student/parent.
3. Exit interviews (http://www.sc.edu/financialaid/loan_counseling/default.html) are required before leaving the University of South Carolina for all students who withdraw and have received Stafford, Perkins or Federal Nursing/Health Professions Loans. Questions regarding exit counseling should be referred to the appropriate campus Financial Aid and Scholarships Office.

f. Appeals Process

A process for appeals exists for students or parents who believe circumstances warrant exceptions from published policy. The student must be fully withdrawn from the University in order to apply for an appeal.

The Withdrawal Refund Appeals Committee reviews and acts on all appeals. Address appeals to:

Withdrawal Refund Appeals Committee
(Columbia Campus Only)
Office of the Registrar
University of South Carolina
Columbia, SC 29208
803-777-5555

Withdrawal Refunds

All full- or part-time students wishing to withdraw from the University or to discontinue enrollment from all courses for the semester should follow the instructions online at my.sc.edu (https://my.sc.edu/) when they request to drop their last course. Staff members in the Office of Admissions and Records are available to assist students in completing the withdrawal process. In addition, staff from the Office of Financial Aid can provide financial counseling concerning withdrawing from classes.

Students requesting withdrawal for extenuating circumstances after the penalty date (last date for W grade) should consult with staff in the Admissions and Records Office.

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

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

It is the responsibility of the Business Office to administer the withdrawals process on a daily basis and to apply the published refund schedule to routine withdrawals. On those rare occasions when it can be documented that unanticipated and extenuating circumstances directly related to a student’s withdrawal warrant exceptional consideration, and the amount of the refund due is contested, the Business Office will inform the student of the appeal process and advise the student of the necessary procedures.

University Withdrawal Refund Appeal Procedures

The University Withdrawals Refund Appeal Committee is authorized to consider appeals and approve extraordinary exceptions to the University's published withdrawal refund schedule due to humanitarian and due-process considerations.

Guidelines for committee consideration of withdrawal appeals are:

1. The appeal must be submitted in writing to the Business Office and will be considered only in written form. A standardized appeal form must be submitted.
2. All requests for appeal must be submitted directly by the student through the Business Office and must meet one or more of the following criteria to be considered and approved by the appeals committee:
   a. Documentation of an accident, illness, injury, or incident which could not be influenced, predicted, planned for, or prevented by the student or the institution. This provision specifically excludes conditions or chronic illnesses known to the student at the time of enrollment.
   b. Demonstration that the application of the published refund policy would result in a specific and substantial personal hardship to the student. This provision specifically excludes circumstances or effects which would simply inconvenience the student or the student’s family.
   c. Documentation of substantiated circumstances where a student has in good faith relied upon the veracity of a University official’s advice, or the official’s interpretation of the text of a University document or publication, and was consequently misled or mistaken about the terms of the published refund policy.
3. The appeal must be initiated during the semester for which the refund is requested.
4. The appeal must involve a total withdrawal from the University. No partial withdrawals will be considered.
5. Appeals will only address whether or not a refund will be granted. No consideration will be given to grade assignment or other academic issues. Students must address such issues directly with the faculty members and the college. If applicable, requests for Extenuating Circumstances Withdrawals for grade change purposes must be resolved prior to deliberations by this committee.

6. Grounds for consideration of an appeal will be restricted to only those circumstances personally experienced by the enrolled individual with whom the University has a direct relationship. Loss or illness of a family member, close associate, or employee, and/or difficulty in family-operated businesses are excluded from consideration.

7. Decisions will be made by a simple majority vote of the committee membership and documented in writing by the chairperson. The student will be informed of the outcome of the appeal by letter from the Business Office.

Financial Aid and Scholarships

The financial aid programs of the University of South Carolina Lancaster make it possible for many students to attend the University who could not do so if left entirely to their own resources. Scholarships, grants, loans, and part-time employment are available to qualified undergraduate students.

Eligibility for most types of aid except academic scholarships depends on the applicant's financial circumstances. The University uses the Free Application for Federal Student Aid (FAFSA) to determine the amount of assistance each applicant is eligible to receive. We recommend that you complete the FAFSA via the Web at www.fafsa.ed.gov (http://www.fafsa.ed.gov); however, paper applications may still be obtained from most high-school guidance offices or any financial aid office.

General Guidelines for Financial Aid

1. The student should have applied and been accepted for admission to UofSC Lancaster as a regular student working toward a degree.
2. The student must have a high-school diploma or a General Education Development (GED) certificate.
3. Each applicant should complete the Free Application for Federal Student Aid (FAFSA) indicating the University of South Carolina Lancaster as the school of attendance.
4. A Student Aid Report (SAR) will be sent from the U.S. Department of Education to the student.
5. If corrections are necessary, the corrections should be made on the Web at www.fafsa.ed.gov. (http://www.fafsa.ed.gov.)
6. Information concerning the other federal financial aid programs, Federal Work-Study, Federal Pell Grant, Federal Perkins Loans, Federal Stafford Direct Loans, and Federal Direct PLUS Loans may be obtained from the UofSC Lancaster financial aid office.
7. The student must be making satisfactory academic progress toward completing a degree or certificate program.
8. The student must sign a statement of educational purpose/certification statement on refunds and default.
9. Awards of financial assistance are made in the summer prior to the beginning of the fall semester. An award notification will be sent to the student once the file is complete.
10. In order to be considered for some types of federal financial assistance, a student must be enrolled at least half-time (6 semester hours); the Pell Grant program is an exception to this requirement.

Financial Aid and the Extended Graduate Campus Program

Financial aid for graduate students who are admitted and registered through The Graduate School on the University's Columbia campus will have their financial aid administered by the Columbia campus financial aid office regardless of the student's campus location. As such, graduate students in this category should list the University of South Carolina Columbia as their school of choice on the Free Application for Federal Student Aid form. All financial aid related correspondence should be directed to the Columbia campus financial aid office.

Satisfactory Academic Progress

All students receiving federal financial aid must adhere to the University's policy on satisfactory progress. The intent of this policy is to ensure that students who are receiving federal and/or state financial aid for their education are making measurable progress toward completion of a degree in a reasonable period of time.

Undergraduate students are considered to be making satisfactory progress if they:

1. are admitted and enrolled as degree-seeking students;
2. meet the University standards for continued enrollment;
3. complete requirements for a degree within a reasonable length of time as specified below:
   a. The total number of semesters of full-time enrollment (12 or more semester hours attempted) at any post-secondary institution does not exceed 180 hours for a four-year degree or 90 hours for a two-year degree.
   b. The total number of semesters of part-time enrollment (less than 12 semester hours attempted) does not exceed the equivalent of 180 hours for a four-year degree or 90 hours for a two-year degree.
4. earn no fewer than 67% of all coursework if enrolled as a full time student. The academic year for Satisfactory Academic Progress is comprised of the fall, spring, and summer terms.
5. maintain a cumulative grade point average (GPA) of 2.00 on all coursework.

Explanation

Under these standards, students will be ineligible to receive federal financial aid funds if any of the following occurs:

1. The total number of semesters of enrollment as a full-time student (12 or more semester hours attempted) exceeds 180 hours for a four-year degree or 90 hours for a two-year degree. These limits include all work done at any post-secondary institution, whether or not financial aid was received.

2. The total number of earned hours falls below the prescribed number based upon enrollment in undergraduate or graduate study.

3. Complete requirements for a degree or certificate within a reasonable length of time as specified below:
   a. The total number of semesters of full-time enrollment (12 or more semester hours attempted) at any postsecondary institution does
not exceed 180 hours for a four-year degree or 90 hours for a two-year degree or certificate.

b. The total number of semesters of part-time enrollment (less than 12 semester hours attempted) does not exceed 180 hours for a four-year degree or 90 hours for a two-year degree or certificate.

4. The cumulative GPA falls below 2.00.

In other words, students who accumulate a yearly or cumulative GPD that subjects them to suspension, who have been enrolled for more than the equivalent of 10 full-time semesters for a four-year degree program, who do not maintain a cumulative GPA of 2.00 after attempting 48 credit hours, or who do not earn the minimum number of semester hours required will become ineligible to receive federal financial aid funds. This determination applies without regard to any financial aid award letter that may have been sent or received prior to the time the determination is made.

Financial Aid Programs Covered by These Standards
• Federal Pell Grant
• Federal Work-Study
• Federal Supplemental Educational Opportunity Grants
• Federal Perkins Loan
• William D. Ford Federal Direct Loan Program:
  • Direct Subsidized Loan
  • Direct Unsubsidized Loan
• Federal PLUS
• South Carolina LIFE Scholarship
• South Carolina Lottery Tuition Assistance Program
• South Carolina Need-Based Grant
• Other federal or state programs as required
• Some select private loans (as determined by the lender)

Appeals
Students who are ruled ineligible for financial aid may appeal this determination under specifically prescribed conditions. Deadlines for receipt of appeals are 20 days prior to the end of the semester for which aid is requested. Information concerning the appeal process is available in the financial aid office.

Reinstatement
Students shall be reinstated for financial aid eligibility at such time as they successfully complete sufficient hours and have a sufficient grade point average to meet the minimum requirements for eligibility as set forth in this policy.

Academic Forgiveness
The Satisfactory Academic Progress policy standards will not automatically apply to any hours forgiven under the University of South Carolina Academic Forgiveness Program. However, if you have been granted academic forgiveness under this policy you must contact the Financial Aid Office for further assessment.

Grants
Federal Pell Grant
The Federal Pell Grant is the largest federally funded student financial aid grant program. It serves as the foundation upon which all other undergraduate aid is awarded. Typically, it is available only to undergraduate students who have not earned a baccalaureate degree.

Federal Pell Grant eligibility is determined according to federal law and is based on the financial information you and your family provided on your FAFSA.

You are notified of your possible eligibility to receive a Federal Pell Grant via the Student Aid Report (SAR). The financial aid office will receive this information directly from the processor and determine the amount of your Federal Pell Grant. You should carefully review the information on your SAR and, if it is correct, keep it for your records. If you discover mistakes, follow the instructions and submit corrections as soon as possible.

If you or your family experiences a major change in your financial situation after your Pell Grant eligibility has been determined, you should notify the financial aid office immediately. A counselor will be able to determine if you qualify for an adjustment of your Pell Grant award and/or other financial aid.

Federal Supplemental Educational Opportunity Grant (FSEOG)
The FSEOG is a grant that does not need to be repaid. The financial aid office awards UoSC’s limited allocation of FSEOG funds. Recipients must be undergraduates who have not already earned a baccalaureate degree and who demonstrate exceptional financial need. FSEOG recipients must be eligible to receive a Pell Grant and have the lowest EFC’s from among those students being considered for an award.

South Carolina Educational Resources
State Need-Based Grant Program (SNBG)
The South Carolina Need-Based Grant is a state-funded grant for undergraduates attending public and independent colleges and universities within South Carolina. Recipients may not have already earned a baccalaureate degree. To be considered, you must be a South Carolina resident, be admitted or currently enrolled with a minimum GPA of 2.00, complete the FAFSA, demonstrate financial need, be of good moral character, and have no felony and/or alcohol or drug convictions for a period of one year. Additionally, to renew a state grant award, you must maintain an annual 2.00 GPA and complete 24 semester hours during the fall and spring semesters if enrolled full time or an equivalent number of hours based on enrollment if less than full time. Awards are made for the entire academic year (fall and spring semesters) only. The State Need-Based Grant does not need to be repaid.

South Carolina Legislative Incentives for Future Excellence Scholarship
The South Carolina Legislative Incentives for Future Excellence Scholarship (LIFE) was established by the General Assembly during the 1998 legislative session. To be eligible for a LIFE Scholarship, you must have graduated from a high school located in South Carolina on or after May 1995 and be a full-time, undergraduate, degree-seeking student. You must be a South Carolina resident for in-state tuition purposes at the time of enrollment and have no felony, alcohol, or drug convictions. If, however, you have been judged delinquent or have been convicted or pled guilty or nolo contendere to an alcohol or drug misdemeanor, you are ineligible for one calendar year from the date of the conviction. You must also be a U.S. citizen or a permanent resident under state laws. You may not be in default or owe a refund on any federal or state financial aid program.
If you are a first-time entering freshman, you must have graduated from high school with a minimum 3.00 cumulative grade point average (GPA) on a 4.00 scale.

For initial LIFE Scholarship eligibility, if a currently enrolled student, you must have earned a cumulative 3.00 UofSC GPA at the end of the academic year. You must also have earned a minimum of 30 credit hours, or the annual equivalent at all institutions attended, for the previous academic year if completing your first year; 60 credit hours must have been earned if completing your second year; and, 90 credit hours must have been earned if completing your third year. Students at UofSC Regional Campuses are only eligible to receive the LIFE Scholarship for four consecutive semesters.

You may receive the LIFE scholarship for not more than eight semesters for a four-year degree or 10 semesters for a five-year degree. Funds from this program may not be used for remedial courses or continuing education classes. If you are receiving South Carolina’s Palmetto Fellows Scholarship, you are not eligible for a LIFE Scholarship.

To retain the LIFE Scholarship you must earn an average of 30 credit hours for each academic year and earn a 3.00 cumulative UofSC GPA by the end of the academic year. The financial aid office, using data from the admissions and records offices, is responsible for awarding LIFE Scholarships.

Please note that the LIFE Scholarship statutes and regulations are subject to change by the South Carolina Legislature.

**South Carolina Lottery Tuition Assistance Program**

During the 2002 legislative session, the South Carolina General Assembly established the Lottery Tuition Assistance Program. Its purpose is to provide resources that supplement, not supplant, existing resources for educational purposes to South Carolina’s students. The program assists students who wish to attend two-year public or independent college in the state. In calculating the amount awarded, any and all federal grants and need-based grants must first be awarded before determining the amount a student is eligible to receive. A student may receive up to the cost of tuition minus Pell, SEOG, and SNBG. The college at which the student is enrolled will notify each student of the exact award amount.

In order to qualify for lottery tuition assistance, a student must meet the following requirements:

- file the Free Application for Federal Student Aid (FAFSA) and complete the process to determine eligibility for federal student aid each academic year
- be a legal resident of South Carolina as defined in applicable state statues governing the determination of residency for tuition and fee purposes
- be enrolled at the time of the grant disbursement in a minimum of 6 credit hours for the term and be making satisfactory academic progress toward an associate’s degree
- verify that the student does not owe a refund or repayment on a state grant, Federal Pell Grant, or Federal Supplemental Educational Opportunity Grant (FSEOG) and is not in default on a loan under the Federal Perkins Loan or Federal Stafford Loan programs
- must not be eligible for or a recipient of the LIFE scholarship.

To retain program funds, a student must have a 2.00 GPA by the end of the academic year.

In addition, students shall not be eligible to receive lottery tuition assistance for more than one certificate, diploma, or degree earned within any five-year period.

The financial aid office administers the South Carolina Lottery Tuition Assistance Program, and the exact award amount is dependent upon the number of eligible recipients and the amount of funding each academic year. Please note that program statutes and regulations are subject to change by the S.C. Legislature.

**Loans**

**The Federal Direct Stafford Loan Program (Subsidized and Unsubsidized)**

The Federal Direct Stafford Loan Program provides low-interest, long-term loans to eligible students through the U.S. Department of Education.

Subsidized Stafford Loans are awarded based on financial need. The federal government pays the interest on these loans while the student is enrolled in school at least half-time (6 semester hours), during the grace period and during deferment periods.

Unsubsidized Stafford Loans are not based on financial need. Interest begins accruing after the first disbursement. Students have the option of paying the interest monthly or quarterly while in school and during the grace period, or can have the interest capitalized and added to the principal amount of the loan upon entering repayment.

**Maximum Loan Amounts**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Loan Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>$5500 for dependent students (maximum $3500 subsidized)</td>
</tr>
<tr>
<td>Sophomore</td>
<td>$6500 for dependent students (maximum $4500 unsubsidized)</td>
</tr>
<tr>
<td>Junior and Beyond</td>
<td>$7500 for dependent students (maximum $5500 subsidized)</td>
</tr>
<tr>
<td>Graduate</td>
<td>$138,500 (maximum $65,500 subsidized)</td>
</tr>
</tbody>
</table>

**Aggregate Loan Limits**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Loan Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>$31,000 for dependent students (maximum $23,000 subsidized)</td>
</tr>
<tr>
<td>Graduate</td>
<td>$138,500 (maximum $65,500 subsidized)</td>
</tr>
</tbody>
</table>

The graduate limit includes Stafford Loans received for undergraduate study.

**Federal Direct Parent Loan for Undergraduate Students (PLUS)**

Federal Direct Parent Loan for Undergraduate Students (PLUS) provides long-term loans to parents for their dependents through the U.S. Department of Education. Loan amounts under this program are limited to the student’s cost of education minus other financial aid awards.
Parents may be denied a PLUS loan due to adverse credit history. If the PLUS Loan is denied, the student is eligible for an additional Unsubsidized Loan.

The repayment period for each Direct PLUS Loan begins on the date the final loan disbursement is made. There is no grace period for Direct PLUS Loans. Parents have the option of postponing payments until six months after the student ceases to be enrolled at least half time. Parents must contact the Direct Loan Servicing Center to request a postponement of payments. Interest will accrue during the postponement period. The loans have a fixed rate of 7.9%. PLUS Loan funds will be disbursed in two equal payments, one at the beginning of each semester (Fall - August, Spring - January). One semester loans are disbursed at the beginning of the semester for the full loan amount.

South Carolina Teacher Loan Program
This program is available only to residents of South Carolina who are attending college for the purpose of becoming certified teachers employed in the state's school system in areas of critical need as defined by the State Board of Education. For loan recipients who become certified and teach in an area of critical need, the loan shall be cancelled at the rate of 20 percent for each full year of teaching, up to 100 percent. Loan recipients who do not become certified and/or do not teach in an area of critical need shall be responsible for repaying the entire amount of loan funds borrowed plus interest. Contact the Office of Student Financial Aid and Scholarships for application information and deadlines.

Federal Perkins Loan
The Perkins Loan Program is a low-interest (5 percent), long-term educational loan program available to both undergraduate and graduate students demonstrating exceptional financial need. This is a loan and must be repaid. Undergraduates may borrow up to $4,000 for each year of study and up to $20,000 to complete an undergraduate degree. Interest is not charged and repayment does not begin until nine months after your enrollment drops below half-time status. If you receive your first Perkins Loan on or after October 1, 1992, your minimum payment will be $40 per month. In all cases, repayment may extend up to 10 years depending upon the total amount borrowed. If you have outstanding National Direct Student Loan (NDSL) balances and you are receiving a Federal Perkins Loan now, you must review your NDSL Promissory Note to determine the terms and conditions that apply to your loan. Under certain conditions of reenrollment, employment, or extenuating circumstances, payments may be deferred or cancelled. Further information concerning repayment is available in the Office of Financial Services, 516-518 South Main Street.

Work Opportunities
Federal Work-Study Program
The Federal Work-Study Program provides part-time employment for needy students to meet their educational expenses. To be eligible for employment under this federal program, a student must be enrolled in the University or fully accepted for admission and demonstrate financial need.

Students who are enrolled at least half-time work an average of 12 to 20 hours per week. During vacation periods it is sometimes possible to work up to 40 hours per week. Pay rates vary with the job assignment.

Refunds and Financial Aid
The official University policy and procedure concerning refunding of University tuition and fees which result from withdrawal or reduction in hours is contained in the "Fees and Refunds (p. 1723)" section of this bulletin. Students who withdraw or reduce hours may be eligible to receive a refund as provided by the official University policy; however, recipients of financial aid generally do not receive the refund.

When students who are recipients of federal financial aid withdraw from all classes, they are only entitled to retain a percentage of the federal financial aid received that is proportional to the time they remained enrolled. If, for example, a student withdraws after completing 30 percent of the semester or summer term, they can only retain 30 percent of the federal financial aid they received. The balance, 70 percent, must be returned to the financial aid programs. The Office of the Bursar performs this calculation and students are notified by mail of the outcome.

When funds are applied back to the federal financial aid programs, loan funds are always returned first, thereby reducing the student's repayment obligation. If funds remain after repaying federal loans, they are then repaid to the Federal Pell Grant and the Federal Supplemental Educational Opportunity Grant (FSEOG) programs. After all federal funds are repaid, state-sponsored grant programs then receive any remaining payments.

Veterans Benefits
The following policies and procedures are of primary concern to veterans, servicepersons, members of guard and selected reserves, and other eligible persons who receive VA educational benefits while enrolled at the University.

Please note: Academic standards of progress and attendance are covered under school standards of progress as specified by the South Carolina Commission on Higher Education, License Division, and are required by the U.S. Department of Veterans Affairs (VA).

Enrollment Certification
Certification by the University VA certifying official in the Office of Financial Aid, Scholarships, and Veterans Affairs is required for eligible students who wish to receive VA educational benefit checks. Students must initiate their own requests for enrollment certification. The certifying official will complete certifications and forward other forms to the VA only for those students who have made such requests and have completed the necessary paperwork.

Normally, the VA requires that eligible students must have completed full University admissions requirements and matriculation into degree-seeking status before they may receive VA educational benefits. However, those students admitted as “Provisional,” “Military Special,” or “Transient,” or students enrolling for prerequisite courses required for admission into a professional degree program or school may request VA certification if they provide appropriate documentation. Any VA students in these categories should contact the VA certifying official for details. In these and all other admissions categories, only the federal VA has the final authority to award or to deny military educational benefits.

Undergraduate veterans or servicepersons should contact the Office of Admissions for consideration of receiving college credit for military schools.

Students can best ensure receipt of benefits by informing the school VA office of their intent to register for classes and by supplying the number of credit hours for which they will enroll each session. Eligible VA students may request certification on a semester basis and should recertify for each new semester at least 45 days prior to the first day of class of their next semester.
Normally, VA payments are authorized only for those courses which are required by the academic department for the student’s current degree program. All students receiving educational benefit checks from the VA are responsible for notifying the VA certifying official of any changes in their degree programs and/or course loads during a semester, to include drop/add, withdrawal, changing from credit to audit status, invoking the Pass-Fail option in a course, or enrolling in any distance education course, independent study, internship, or practicum.

Appropriate forms and benefits-related information are available at the Office of Financial Aid, Scholarships, and Veterans Affairs. Each student request will be handled individually according to their VA benefit program and enrollment status at the University.

**Academic Scholarships**

**Who Should Apply**
Scholarship recipients are selected by the Student Scholarships and Special Awards Committee of the University of South Carolina Lancaster. Completed applications must be submitted no later than February 1. Scholarships are awarded on the basis of high-school records, SAT scores, and other qualifications as established by the selection committee. Admissions acceptance is required before consideration may be given to a scholarship applicant. These scholarships range in value from $200 to more than $9,000 and are awarded to students who show outstanding academic achievement and talent and/or demonstrate significant leadership ability. Students must maintain the required standards in order to retain their scholarship. This includes but is not limited to participation in the honors program.

**How To Apply**
Submit an application for undergraduate admission to UofSC Lancaster and a UofSC Lancaster Academic Scholarship Application.

**When To Apply**
Completed applications must be submitted no later than February 1 for the fall semester and December 1 for the spring semester.

**Where To Apply**
Applications should be mailed to:
Office of Admissions and Records
UofSC Lancaster
P.O. Box 889
Lancaster, SC 29721

or hand delivered to the Office of Admissions and Records, Starr Hall, at UofSC Lancaster.

**University of South Carolina Lancaster Academic Scholarships**
The following scholarships are available to students at UofSC Lancaster.

**Abitibi Bowater Inc. Scholarship.** Established in 1997. Awarded to a residents of Lancaster, Chester, York, Kershaw, or Chesterfield County with financial need who shows promise and interest in the paper products field. Preference is given to Catawba Operations employees or dependents.

**Eugenia Adams Memorial Scholarship.** Awarded to a Lancaster County resident. The scholarship was endowed in 1984 in memory of Eugenia Adams.

**Mr. And Mrs. William F. Adams Scholarship.** The scholarship was established in 2000 by Mr. And Mrs. William F. Adams.

**James Preston Allison and Edward C. Allison Memorial Scholarship.** The scholarship was endowed in 1993 in memory of James P. Allison and Edward C. Allison.

**Robert Barnwell Allison and Lois Marion Allison Memorial Scholarship.** Two scholarships awarded to students of the region. The scholarships were endowed in 1978 in memory of Robert Barnwell Allison and Lois Marion Allison.

**Robert Erasmus Allison and Mary Chambers Allison Memorial Scholarship.** The scholarship was endowed in 1993 in memory of Robert E. Allison and Mary C. Allison.


**John M. Barnes Scholarship.** Endowed by Mrs. John M. Barnes in 2006 in memory of her husband. The scholarship is to be awarded to a student with financial need.

**Theodore Roosevelt Barnes and Emma McMullen Barnes Scholarship.** Established in 1998. Recipient must be a Lancaster County resident. Recipient must be African American and show promise/interest in majoring in and pursuing a career in education.

**The Barry Family Scholarship.** The scholarship was established in 2004 and endowed in 2007.

**The Peter and Mary Barry Academic Scholarship.** The scholarship was established in 2009.

**Colonel Andrew Frank and Claire Brooks Bauer Scholarship.** Established in June 2008. Awarded to a full-time UofSC Lancaster student who plays on either the men’s or women’s tennis team. The recipient must maintain a cumulative GPA of at least 2.5.

**The Oscar Hyatt Bell and Ella Roddey Bell Trust Fund.** Endowed in 2009 by the Dr. E. Cooper Bell Estate in memory of her parents, Oscar Hyatt Bell and Ella Roddey Bell. Awarded to a deserving student of Lancaster County.

**William T. Biggerstaff Scholarship.** Established and endowed in 2006 in memory of Bill Biggerstaff by his family and friends. Recipient must be a non-traditional student from Lancaster County with financial need. Preference is given to a nursing student.

**Mr. and Mrs. K.C. Billings Memorial Scholarship.** Endowed in memory of K.C. and Claude Shell Billings.

**Mildred Billings Memorial Scholarship.** The scholarship was endowed in 1986 in memory of Mildred Billings.

**R. Hacker Billings Memorial Scholarship.** The scholarship was endowed in 1986 in memory of R. Hacker Billings.

**Richard Blackmon Scholarship.** Awarded to a Lancaster County student with financial need. Recipient must be majoring in nursing, computer
science, business, criminal justice, or a profession that will directly serve one's fellow man.

**Clough Blalock Memorial Scholarship.** Awarded to a deserving student from Lancaster County. The scholarship was established in 2004 by Linda C. Blalock in honor of her family.

**The Elsie Boyce Scholarship.** Awarded to a student of the region. The scholarship was endowed in 1992 and is based on need and sincerity.

**Theodore Williams Boyce Memorial Scholarship.** Awarded to a student of the region. The scholarship was endowed in 1977 in memory of Theodore Williams Boyce. Recipient is to be of good character, determination, ambition, effort, and personality.

**Jim and Jane Bradley Memorial Scholarship.** Established and endowed in 2009 by friends and family of the Bradleys. To qualify for these scholarships, recipient must be from Lancaster, Chester, or York Counties with financial need pursuing a B.A. or B.S. degree with an earned or predicted GPA of 2.5 or higher.

**Thomas B. and Frances T. Bradley Academic Scholarship.** Awarded to an incoming freshman majoring in business. The scholarship was endowed in 1984 in honor of Thomas Boyd and Frances Bradley.

**Angela M. Brasington Scholarship.** This scholarship was established in 2003. Preference is given to working mothers.

**The Brumfield Family Scholarship.** Awarded to deserving students from Lancaster County who are pursuing careers in the field of Health Sciences.

**Arthur M. Burch Scholarship.** Established in 2001. Awarded to Humana employee or dependent. Recipient must be pursuing a business education with interest in the field of life and health insurance.

**Asa C. Burnette Memorial Scholarship.** Established in 2009 in celebration of the life of Asa C. Burnette. Restricted to a non-traditional student from Lancaster County. Student must be pursuing a business education with interest in the field of life and health insurance.

**Sue M. Burnette Memorial Scholarship.** Established in 2009 in celebration of the life of Sue M. Burnette. Restricted to a non-traditional student from Lancaster County. Student must be pursuing a business education with interest in the field of life and health insurance.

**Legare H. Calhoun Memorial Scholarship.** Awarded to a student of the region. The scholarship was endowed in 1987 in memory of Legare H. Calhoun.

**Katherine J. Carnes Academic Scholarship.** The scholarship was endowed in 1981.

**Dr. Edward William and Mary Sue Catalano Scholarship.** Established in November 2005 and endowed in 2007. To be awarded to a student attending UofSC Lancaster whose record demonstrates a love of reading and a willingness to perform community service. The student must show promise of work toward a university degree and maintain at least a minimum GPA required for graduation in the student’s major field of study.

**Welton H. and Mary Frances Catoe Scholarship.** Endowed in 1999. Recipient must be from Kershaw, South Carolina (must have a Kershaw, SC home address). Recipient must have financial need.

**Chester Healthcare Foundation Scholarships.** Awarded to full-time students at UofSC Lancaster in the fields of health, including pre-nursing, pre-med, pre-pharmacy, pre-dentistry, and pre-physical therapy. Restricted to a resident of Chester County.

**The Wade Chittam Science Scholarship.** Established and endowed in 2011 in honor of Professor Wade Chittam’s service to UofSCL. Awarded to an established student at USC Lancaster, second year or later, who is a declared major in one of the sciences. Student should have a B (3.0) or higher GPA.

**William Porter Clyburn and Ruby Clyburn Memorial Scholarship.** Endowed in 2001 in memory of William Porter Clyburn and Ruby Clyburn.

**Mr. and Mrs. Robert H. Collins Sr. Scholarship.** Endowed in 1997. To be awarded to a worthy student.

**Commencement Speaker Scholarship.** Awarded annually in honor of the commencement speaker.

**Mr. and Mrs. Charles K. Connelly, Jr. Academic Scholarship.** Awarded to a student of the region. The scholarship was established in 1975 and endowed in 1993.

**Dr. R.L. Crawford Endowment for Excellence.** Established in 2000 in honor of Dr. and Mrs. R.L. Crawford.

**Dr. R.L. Crawford and Mrs. Tennessee “Tennie” Calhoun Crawford Memorial Scholarship.** Endowed in 1981. Awarded to a Lancaster County resident majoring in premedical or medical research to include chemistry, physics, or biology related majors.

**Stanley Crew Scholarship.** Awarded to a student of the region. The scholarship was endowed in 1979 in memory of Mr. and Mrs. J.C.W. Crew.

**Crockett Family of Lancaster County Scholarship.** Awarded to assist a student with financial need. The scholarship was endowed in 1989 in memory and honor of the Crockett family of Lancaster County.

**Dr. Donald L. Crolley Scholarship.** Established in 2000 by friends and family as a tribute to Dr. Donald L. Crolley.

**Dr. Deborah Cureton Academic Scholarship.** The scholarship was established in 1985 by the UofSC Lancaster Black Awareness Group.

**The Davis Family Scholarship.** Endowed in 2005 in honor of the Ken Davis family.

**The Reverend and Mrs. Billy Deason Scholarship.** Established in 2004 by the friends of The Reverend and Mrs. Billy Deason.

**The Derrick Academic Scholarship.** Awarded to a student of the region. The scholarship was endowed in 1985.

**Don and Marie Dixon Scholarship.** Established in 1979 and endowed in 2005 in memory and in honor of Don and Marie Dixon.

**James Edward Dodds and Mary Morse Dodds Scholarship.** Established in 2004 in memory of James Edward Dodds and Mary Morse Dodds.

Dr. and Mrs. William W. Duke Academic Scholarship. Restricted to a qualified full-time student who is affiliated with or whose parents are affiliated with JAARS.

Educational Foundation of the University of South Carolina Lancaster Scholarship. The number of these scholarships varies from year to year depending upon need and available funds. Recipient must be a graduate of Lancaster County schools.

Dr. and Mrs. Malcolm Edwards Scholarship. Established by Dr. and Mrs. Malcolm Edwards in honor of JAARS. Restricted to a qualified full-time student who is affiliated with or whose parents are affiliated with JAARS.

Ken and Mary Esther Faile Scholarship. Established in 2001. Awarded to a Lancaster County resident and a graduate of the Lancaster County schools and must maintain at least a “C” average. The scholarship is based on need, sincerity, and commitment to education.

Peggy and Williford Faile Criminal Justice Scholarship. Endowed in 1997. Recipient is to will be from Lancaster County majoring in a criminal justice field.

The Faile Fund. Endowed in 2006 by Francis (Frankie) and Michelle Faile in honor of their family. Preference is given to special needs.

Blake Faulkenberry Scholarship. Established in 2006. Awarded to a non-traditional, continuing student, 25 years or older. Student must have a GPA of 3.0 or better.

First Citizens Bank and Trust Scholarship. Awarded with preference given to company employees or their dependents, provided they meet the criteria; if not, then to an academically talented student majoring in business or banking. The scholarship was established in 1990.

Fort Mill Rotary Club Foundation Scholarship. Awarded to a resident of Fort Mill who holds a GED or is a graduate from Fort Mill High School or Nation Ford High School. Preference given to GED, Interact and First Generation College students (in that order) with expressed financial need.

Margaret K. Foster Memorial Scholarship. The scholarship, in memory of Marnie Foster, a former professor at UoFSCL was established in 1984. Recipient must be majoring in the humanities.

Friends of Medford Library Literary Scholarship. Awarded annually for fiction, poetry, and essay by the Friends of the Medford Library.

Dr. J. Reece Funderburk, Jr. Memorial Scholarship. Awarded to a student from Lancaster County whose interest is in civic and governmental science. The scholarship was endowed in 1989 in memory of Dr. J. Reece Funderburk, Jr.

Jessie Morrison White Gibson Scholarship. A full-tuition annual scholarship for two years with preference given to an employee or a dependent of an employee of Morrison Textile Machinery Company. The scholarship was established in 1992 by Morrison Textile Machinery Company.


A.W. Hagins Memorial Scholarship. Awarded to a Lancaster County resident. The scholarship was established in 1975 by Porter-Belk Lumber Company, Inc., in memory of A.W. Hagins.

Johnnie E. Hagins, Jr. and Addie A. Hagins Academic Scholarships. To be used as academic scholarships only. Established in 2008 from the estate of Addie Hagins.

Clara P. Hammond Scholarship Award. Established in 1964 in memory of Clara P. Hammond.

The Elyse Rebecca Hardin Scholarship. Established and endowed in 2010 in memory of Elyse Rebecca Hardin. Preference given to marketing/public relations area. Lancaster High School graduate with GPA of 3.0 or better. Genuine financial need and sincere will to succeed. Can be used for tuition and/or books.

Dr. J.C. Harris and Jessie Roberts Harris Memorial Scholarship. A scholarship endowed in 2004 in memory of Dr. J.C. Harris and Jessie Roberts Harris.

The Barbara Ann Howze Memorial Scholarship for Handicapped Students. Established in 2006 in memory of Barbara Ann Howze by her family and friends. This scholarship is to be granted to deserving students who are wheelchair bound or to those who have impaired mobility of a permanent nature.

Adele A. Hubbard Nursing Scholarship. Awarded to a Lancaster County resident with a nursing major. The scholarship was established in 1985.

Humana America Scholarship. Awarded to a student of the region. This scholarship was established in 1976 by Kanawha Insurance Company and is supported by Humana.

D.H. and Tommie Jernigan Scholarship. Endowed in 1998 by their daughter, Sara Eddins, in her parents’ honor. Awarded to a student from Lancaster High School who has successfully completed the mathematics program through calculus.

The Katergaris Family Scholarship in Honor of Mr. Jim Bradley. Established in 2010 in honor of Jim Bradley.

Lancaster Alumnae Chapter of Delta Sigma Theta Sorority Inc. Scholarship. Endowed in 2008 by the Lancaster Alumnae Chapter of Delta Sigma Theta Sorority Inc. Awarded to an African American female from Lancaster County. Recipient must show promise of work toward a university degree and maintain a minimum of 2.50 grade point average in the student’s major field of study.

Lancaster County Retired Educators Academic Scholarship. Awarded to a continuing student seeking a degree in education. The scholarship was established in 1986. Recipient must be a graduate from Lancaster County schools with a 3.0 GPA or higher.

The Lancaster County Soil and Water Conservation District, UoFSCL Scholarship. Established in 2009. The scholarship is based on need, ability, qualities of the applicant. It is awarded to a full-time student at UoFSCL. Recipient must be a resident of Lancaster County who is majoring in a field related to natural resources conservation. These include biology, environmental science or fields related to natural resource conversation. Along with the scholarship application, letters of reference from a school administrator or guidance counselor and former teacher and an essay outlining the applicant’s personal view about the
importance of air, soil, water, plant and animal resource must be included. A 3.0 GPA must be maintained.

**Lancaster Breakfast Rotary Club Scholarship.** Awarded to a Lancaster County resident. The scholarship was established in 2000 by the Lancaster Breakfast Rotary Club.

**Lancaster SERTOMA Club Scholarship.** Awarded to an incoming or current UofSC Lancaster student with some form of either a speech or hearing impairment. The student should be from Lancaster or adjacent South Carolina counties (Chester, York, Kershaw, Chesterfield or Fairfield) with preference given to a Lancaster County resident. The student should have at least a B average in high school or at UofSC Lancaster.

**Lancaster Thursday Rotary Club Scholarship.** Awarded to a Lancaster County resident. The scholarship was established in 1975 by the Lancaster Thursday Rotary Club.

**James B. Lasley Engineering Scholarship.** Endowed in 1998 by his wife, Myrtle Edna Bailey Lasley, in her husband's honor. Awarded to a graduate of Lancaster County schools with a preferred major in the field of mathematics or science.

**Lehigh-Lancaster Inc. Scholarship.** Awarded with preference given to employees or dependents of employees of the company provided they meet other criteria; if not, then to a Lancaster County resident. The scholarship was established in 1976.

**Lemforder Corporation Scholarship.** Lemforder has established one male student scholarship and one female student scholarship to be awarded annually. Recipients must be graduates of Lancaster County schools and must have an interest in and show a commitment to community service and family values.

**Lewisville Community Scholarship.** Established in 1981 by the Lewisville Community Scholarship Fund. Awarded to a Lewisville High School graduate.

**Mark B. Logan Scholarship.** Established in 2006 by Mark B. Logan to help students at UofSC Lancaster meet their educational goals.

**Tom Gibson Mangum Academic Scholarships.** Eight scholarships are underwritten by the Tom Gibson Mangum Endowment established in 1986. Two scholarships will be awarded per year, each for a maximum four-year period. The recipients shall be expected to remain at UofSC Lancaster for a minimum of two academic years or as long as the recipients can complete a full semester in their major. Recipients must be residents of Lancaster County who graduated from a Lancaster County public high school.

**Ernest K. Mathis, Jr. and Brenda B. Mathis Scholarship.** Endowed in 1993. The recipient must be a graduate from one of the public high schools of Lancaster County who is pursuing a career in education or nursing. The scholarships are awarded annually to one sophomore and one freshman student.

**The Marge McCullough Scholarship.** Established in March 2006 by her daughter, Noni Bohonak, in memory of her mother.

**J. William Medford Library Fund.** Established in memory of J. William Medford and Mrs. Amelia B. Medford.

**Linda W. Melton Memorial Scholarship.** Awarded to a pre-medical, nursing, or medical research student. This scholarship was endowed in 1977 by Melvin B. Melton.

**Michael R. Melton Endowed Memorial Scholarship.** Endowed by Lynches River Electric Cooperative in memory of Michael R. (Mike) Melton as an undergraduate scholarship. Preference given to families who are also members/consumers of Lynches River Electric Co-op. If no members/consumers meet the criteria, nonmembers would then be eligible. Recipients must live in Chesterfield, Kershaw, or Lancaster County.

**Elizabeth B. and Robert L. Mobley Sr. Scholarship.** The scholarship was established in 2006 and endowed in 2007 in honor of Mr. and Mrs. Mobley.

**Albertine Moore Scholarships.** Awarded for two years at UofSC Lancaster and two years at UofSC Columbia to Kershaw and Lancaster County residents with preference given to Heath Springs residents.

**Debra Byars Morgan Memorial Nursing Scholarship.** Established on Mother's Day 2010. Preference to a non-traditional student residing in York, Chester, or Lancaster County who is accepted into the nursing program. A cumulative 2.0 GPA or better on all courses which count toward graduation in the program is required.

**James L. Morrison Memorial Scholarship.** A full tuition annual scholarship for four years with preference given to employees or dependents of employees of the company provided they meet other criteria; if not, then to a resident of Lancaster County. This scholarship was established in 1975 and endowed in 1977 by Morrison Textile Machinery Company in memory of the founder, James L. Morrison.

**G.T. Myers Sr. Scholarship.** Established in 2002 by G.T. Myers Jr. in honor of his father, G.T. Myers Sr.

**Nebraska Bookstore #242 Scholarship at USC Lancaster.** Established in 2006 by the Nebraska Bookstore Company for UofSC Lancaster.

**Eliza Parks Nunnery Nursing Scholarship.** Established in 1997 and endowed in 1999. The scholarship will be given annually to a nursing student Preference is given to financial need, academic promise/potential, and interest in geriatrics.

**Richard L. Patterson Scholarship.** Established in 2009. Preference to a struggling student in financial need working at least 30 hours a week... paying his/her own way.

**James M. and Patricia B. Price Scholarship.** Awarded to a rising sophomore for books. Student must be a Buford High School graduate. Student must have at least a 2.0 GPA and must be worthy of financial assistance.

**Claude Davis Robertson and Mary Hope Brasington Robertson Memorial Scholarship.** The scholarship was established in 1986. Awarded to a student whose emphasis is within the educational field. Student must be from Lancaster County.

**D.L. Robinson Memorial Scholarship.** These scholarships were endowed in 1984 in memory of D.L. Robinson.

**Mrs. D.L. Robinson Memorial Scholarship.** The scholarship was endowed in 1986 in memory of Mrs. D.L. Robinson.

**Helen L. Robinson Scholarship.** Endowed in 1994 in memory of Helen L. Robinson.

**Frank L. Roddey Memorial Scholarship.** Two scholarships awarded to students of the region. The scholarships were established in 1979.
The Don S. and Betsy McConnell Rushing Scholarship. Endowed in May of 1998. Awarded to a graduate of Lancaster High School. It is based on financial need and is not based on academic achievement since it is the opinion of the Rushings that there are a lot of average students who are passed over for many scholarships and their need is just as great.


Sara Jane Scholarship. The scholarship was endowed in 1991 in honor of Sara and Jane. Recipient must be need based.

Donald B. and Carolyn W. Scott Academic Scholarship. Endowed in May 1998. The Donald B. and Carolyn W. Scott Academic Scholarship is to be awarded to a UofSC Lancaster student who is majoring in business or music. Preference should be given to a student who is physically disabled/handicapped

D.L. Scurry Scholarships. Awarded to students of the region. The scholarships were established in 1976 by the D.L. Scurry Foundation of Columbia, South Carolina.

Dr. W.E. Sims Jr. Health Science Scholarship. Awarded to a student majoring in public health (exercise science, physical therapy, etc.), nursing (bachelor's degree only), pre-medicine, or prepharmacy. The scholarship was established in 1986 in memory of Dr. W.E. Sims Jr.

The Ruth Wimmer Smith Scholarship. Awarded to graduates of Fort Mill high schools based on academic merit and financial need.

Mary Elizabeth (Betsy) Stevens Memorial Scholarship. Awarded to a graduate of Buford High School. The scholarship was established in 1989 in memory of Betsy Stevens. 2.5 GPA or better is required for retention. Awarded to a well-rounded student with good moral character. Recipient is required to have a good academic record, but SAT scores and class standing are not to be given highest priority in the awarding decision.

The Hazel Calhoun Strange Memorial Scholarship. Awarded to a student of the region. The scholarship was endowed in 1986 in memory of Hazel Calhoun Strange.

The Art Swain Scholarship. The scholarship is a book scholarship established in 2010 in memory of Art Swain. Restricted to an average, continuing student from Lancaster, Lexington, or Chesterfield Counties. Student must have financial need.

Blake E. and Ann S. Taylor Scholarship. Endowed in 1999. Recipient must be a resident of Heath Springs, South Carolina. (must have a Heath Spring, South Carolina mailing address). Based on financial need.

The Fred Thomas Scholarship. Established and endowed in 2009 by Fred Thomas to help Lancaster County male students at UofSC.

The W. Carlton Thompson Memorial Scholarship. Established in 2006 in memory of Carlton Thompson by his family and friends.

Thompson & Davis Scholarship. Awarded to a deserving, well-rounded Lancaster County or Great Falls high-school graduate with first preference to an employee or dependent of an employee of Thompson & Davis. Preference is also given to a student enrolled in a four year program. The scholarship was established in 1993 by W. Carlton Thompson and James K. Davis.

UofSC Lancaster Faculty and Staff Scholarship. Awarded to a deserving student of the region. The scholarship was established by UofSC Lancaster faculty and staff in 1975 and is underwritten annually by their contributions.

UofSC Lancaster Gamecock Big Thursday Scholarship. Created in 2000 by supporters of UofSC Lancaster. Financial need is a critical factor in the selection of the scholarship recipient. Award Restricted to a Lancaster County resident.

UofSCL Valedictorian/Salutatorian Award. Awarded to entering freshmen who are graduates of South Carolina public and or private high schools and who ranked first or second in their class.

Richard Edwin Walters Memorial Scholarship. Established in May 2006 by Allen and Nancy Walters in honor of their son, the late U.S. Army Lt. Richard Edwin “Ricky” Walters. Ricky was a UofSC student from 1965 to 1967. He was killed in action on November 19, 1969 in Vietnam. Recipient must be a graduate of Lancaster County schools. Financial need is required.


D. Glenn Yarborough Scholarship. Awarded to a freshman of the region. The scholarship was endowed in 1979 by friends of D. Glenn Yarborough.

Fees and Refunds

Checks, Money Orders, and Credit Cards

The University assesses a credit-card convenience fee for all students paying fees by credit card. If you decide to pay with a credit card, this nonrefundable fee will be added to your bill to cover the cost being charged to the University. Since the majority of students find Self-Service Carolina (https://my.sc.edu/) a convenient way to pay, it will present you with an option to accept this fee or decline the transaction. If you decline, you must select another method of payment. Alternative methods include payment by E-check, USC’s preferred method of payment, when using Self-Service Carolina or payment by check or money order through the mail.

Legal Residency

The University of South Carolina is required by state law to determine the residence classification of applicants. The initial determination of one's resident status is made at the time of admission. The determination made at that time, and any determination made thereafter, prevails for each subsequent semester until information becomes available that would impact the existing residency status and the determination is successfully challenged. The burden of proof rests with the students to show evidence as deemed necessary to establish and maintain their residency status.

Legal Residency Requirements for Fee and Tuition Purposes

Code of Laws Governing Residence

Rules regarding the establishment of legal residence for tuition and fee purposes for institutions of higher education are governed by Title 59, Chapter 112, of the 1976 South Carolina Code of Laws, as amended.

Definitions

"Academic Session" is defined as a term or semester of enrollment.
“Continue to be Enrolled” is defined as continuous enrollment without an interruption that would require the student to pursue a formal process of readmission to that institution. Formal petitions or applications for change of degree level shall be considered readmissions.

“Dependent Person” is defined as one whose predominant source of income or support is from payments from a parent, spouse, or guardian, who claims the dependent person on his/her federal income tax return. In the case of those individuals who are supported by family members who do not earn enough reportable income for taxation purposes, a dependent person can be defined as one who qualifies as a dependent or exemption on the federal income tax return of the parent, spouse, or guardian. A dependent person is also one for whom payments are made, under court order, for child support and the cost of the dependent person’s college education. A dependent person’s residency is based upon the residency of the person upon whom they are dependent.

“Domicile” is defined as the true, fixed, principal residence and place of habitation. It shall indicate the place where a person intends to remain, or to where one expects to return upon leaving without establishing a new domicile in another state. For purposes of this section, one may have only one legal domicile. One is presumed to abandon automatically an old domicile upon establishing a new one. Housing provided on an academic session basis for student at institutions shall be presumed not to be a place of principal residence, as residency in such housing is by its nature temporary.

“Family’s Domicile in this State is Terminated” is defined as an employer directed transfer of the person upon whom the student is dependent and is not construed to mean a voluntary change in domicile. Also included is a relocation of the person upon whom the student is dependent who is laid off through no fault of their own, e.g., plant closure, downsizing, etc., who accepts employment in another state prior to relocating.

“Full time employment” is defined as employment that consists of at least thirty seven and one half hours a week in a full time status, with gross earnings of at least minimum wage. However, a person who works less than thirty seven and one half hours a week but receives or is entitled to receive full time employee benefits shall be considered to be employed full time if such status is verified by the employer. A person who meets the eligibility requirements of the Americans with Disabilities Act must present acceptable evidence that they satisfy their prescribed employment specifications in order to qualify as having full time employment.

“Guardian” is defined as one legally responsible for the care and management of the person or property of a minor child based upon the five tests for dependency prescribed by the Internal Revenue Service; provided, however, that where circumstances indicate that such guardianship or custodianship was created primarily for the purpose of conferring South Carolina domicile for tuition and fee purposes on such child or dependent person, it shall not be given such effect.

“Immediately Prior” is defined as the period of time between the offer of admission and the first day of class of the term for which the offer was made, not to exceed one calendar year.

“Independent Person” is defined as one in his/her majority (eighteen years of age or older) or an emancipated minor, whose predominant source of income is his/her own earnings or income from employment, investments, or payments from trusts, grants, scholarships, commercial loans, or payments made in accordance with court order. An independent person must provide more than half of his or her support during the twelve months immediately prior to the date that classes begin for the semester for which resident status is requested. An independent person cannot claim the domicile of another individual as their own for the purposes of establishing intent to become a South Carolina resident. An independent person must have established his/her own domicile for twelve months prior to receiving instate tuition and fees. An independent person cannot be claimed as a dependent or exemption on the federal tax return of his or her parent, spouse, or guardian for the year in which resident status is requested.

“Minor” is defined as a person who has not attained the age of eighteen years. An “emancipated minor” shall mean a minor whose parents have entirely surrendered the right to the care, custody and earnings of such minor and are no longer under any legal obligation to support or maintain such minor.

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

“Parent” is defined as the father, mother, stepfather, stepmother, foster parent or parent of a legally adopted child.

“Reside” is defined as continuous and permanent physical presence within the State, provided that absences for short periods of time shall not affect the establishment of residence. Excluded are absences associated with requirements to complete a degree, absences for military training service, and like absences, provided South Carolina domicile is maintained.

“Resident” for tuition and fee purposes is defined as an independent person who has abandoned all prior domiciles and has been domiciled in South Carolina continuously for at least twelve months immediately preceding the first day of class of the term for which resident classification is sought and for whom there is an absence of domiciliary evidence in other states or countries, not withstanding other provisions of the Statute.

“Spouse” is defined as the husband or wife of a married person in accordance with Title 20, Chapter 1 of the 1976 South Carolina Code of Laws, as amended.

“Temporary Absence” is defined as a break in enrollment during a fall or spring semester (or its equivalent) during which a student is not registered for class. (62-606.A)

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

“United States Armed Forces” is defined as the United States Air Force, Army, Marine Corps, Navy, and Coast Guard.

“Trust” is defined as a legal entity created by a grantor for the benefit of designated beneficiaries under the laws of the state and the valid trust instrument. However, that where circumstances indicate that such trust was created primarily for the purpose of conferring South Carolina domicile for tuition and fee purposes on such child or independent person, it shall not be given such effect.

Citizens and Permanent Residents
Independent persons who have physically resided and been domiciled in South Carolina for twelve continuous months immediately preceding the date the classes begin for the semester for which resident status is claimed may qualify to pay in state tuition and fees. The twelve month
residency period starts when the independent person establishes the intent to become a South Carolina resident per Section 62-605 entitled "Establishing the Requisite Intent to Become a South Carolina Domiciliary." The twelve month residency period cannot start until the absence of indicia in other states is proven. Absences from the State during the twelve month period may affect the establishment of permanent residence for tuition and fee purposes.

The resident status of a dependent person is based on the resident status of the person who provides more than half of the dependent person's support and claims or, only in the case of those individuals who are supported by family members who do not earn enough reportable income for taxation purposes, qualifies to claim the dependent person as a dependent for federal income tax purposes. Thus, the residence and domicile of a dependent person shall be presumed to be that of their parent, spouse, or guardian.

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

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

Except as otherwise specified in this section or as provided in Section 62-609 (1) & (2), independent non-citizens and non-permanent residents of the United States will be assessed tuition and fees at the non-resident, out of state rate. Independent non-resident aliens, including refugees, asylees, and parolees may be entitled to resident, in state classification once they have been awarded permanent resident status by the U.S. Department of Justice and meet all the statutory residency requirements provided that all other domiciliary requirements are met. Time spent living in South Carolina immediately prior to the awarding of permanent resident status does not count toward the twelve month residency period. Certain non resident aliens present in the United States in specified visa classifications are eligible to receive in state residency status for tuition and fee purposes as prescribed by the Commission on Higher Education. They are not, however, eligible to receive state sponsored tuition assistance/scholarships.

Title 8 of the Code of Federal Regulations (CFR) serves as the primary resource for defining visa categories.

Establishing the Requisite Intent to Become a South Carolina Domiciliary

Resident status may not be acquired by an applicant or student while residing in South Carolina for the sole primary purpose of enrollment in an institution or for access to state supported programs designed to serve South Carolina residents. An applicant or student from another state who comes to South Carolina usually does so for the purpose of attending school. Therefore, an applicant or student who enrolls as a non-resident in an institution is presumed to remain a non-resident throughout his or her attendance and does not qualify under any of the residency provisions.

If a person asserts that his/her domicile has been established in this State, the individual has the burden of proof. Such persons should provide to the designated residency official of the institution to which they are applying any and all evidence the person believes satisfies the burden of proof. The residency official will consider any and all evidence provided concerning such claim of domicile, but will not necessarily regard any single item of evidence as conclusive evidence that domicile has been established.

For independent persons or the parent, spouse, or guardian of dependent persons, examples of intent to become a South Carolina resident may include, although any single indicator may not be conclusive, the following indicia:

1. Statement of full time employment;
2. Designating South Carolina as state of legal residence on military record;
3. Possession of a valid South Carolina driver's license, or if a non-driver, a South Carolina identification card. Failure to obtain this within 90 days of the establishment of the intent to become a South Carolina resident will delay the beginning date of residency eligibility until a South Carolina driver's license is obtained;
4. Possession of a valid South Carolina vehicle registration card. Failure to obtain this within 45 days of the establishment of the intent to become a South Carolina resident will delay the beginning date of residency eligibility until the applicant obtains a South Carolina vehicle registrations card;
5. Maintenance of domicile in South Carolina;
6. Paying South Carolina income taxes as a resident during the past tax year, including income earned outside of South Carolina from the date South Carolina domicile was claimed;
7. Ownership of principal residence in South Carolina;
8. Licensing for professional practice (if applicable) in South Carolina.

The absence of indicia in other states or countries is required before the student is eligible to pay in state rates.

Maintaining Residence

A person's temporary absence from the State does not necessarily constitute loss of South Carolina residence unless the person has acted inconsistently with the claim of continued South Carolina residence during the person's absence from the State. The burden is on the person to show retention of South Carolina residence during the person's absence from the State. Steps a person should take to retain South Carolina resident status for tuition and fee purposes include:

1. Continuing to use a South Carolina permanent address on all records;
2. Maintaining South Carolina driver's license;
3. Maintaining South Carolina vehicle registration;
4. Satisfying South Carolina resident income tax obligation. Individuals claiming permanent residence in South Carolina are liable for payment of income taxes on their total income from the date that they established South Carolina residence. This includes income earned in another state or country.

Effect of Change of Residency

Notwithstanding other provisions of this section, any dependent person of a legal resident of this state who has been domiciled with his/her family in South Carolina for a period of not less than three years and whose family's domicile in this state is terminated immediately prior to his/her enrollment may enroll at the in state rate. Any dependent person of a legal resident of this state who has been domiciled with his/her family in South Carolina for a period of not less than three years and whose family's domicile in this state is terminated after his/her enrollment may continue to receive in state rates, however, a student must continue to be enrolled and registered for classes (excluding summers) in order to maintain eligibility to pay in state rates in subsequent semesters. Transfers within or between South Carolina
The burden of proof rests with those persons applying for a change of resident classification who must show required evidence to document the change in resident status.

Incorrect Classification

Persons incorrectly classified as residents are subject to reclassification and to payment of all non-resident tuition and fees not paid. If incorrect classification results from false or concealed facts, such persons may be charged tuition and fees past due and unpaid at the out of state rate. The violator may also be subject to administrative, civil, and financial penalties. Until these charges are paid, such persons will not be allowed to receive transcripts or graduate from a South Carolina institution.

Residents whose resident status changes are responsible for notifying the Residency Official of the institution attended of such changes.

Inquiries and Appeals

Inquiries regarding residency requirements and determinations should be directed to:

Legal Residency Office
University Of South Carolina
Columbia, SC 29208
803-777-4060

Any person, following a decision on his or her resident classification, may appeal the decision to the University Committee on Legal Residence. The committee, however, is bound by the same laws and regulations as the
residency officials, so its purpose is only to review the facts and details of any case brought before it to evaluate the correctness of the decision may by residency officials. Neither the committee nor residency officials may waive the provisions of the law or regulations.

Persons who appeal residency decisions must provide a letter to the Legal Residency Office informing the office that they want to appeal the decision made by the residency official. The letter must also include a summary of the person’s situation and a statement which specifies the residency provision under which the person feels he or she qualifies to pay in-state fees. The director of legal residency will then schedule a hearing as soon as possible for the committee to hear the appeal.

The residency requirements are subject to change without notification.

**Academic Fees**

**Application Fees**

Every new student will normally be charged a nonrefundable application fee of $40; exceptions to, or relief from, this charge may be made for certain special categories of admission. All applications must be accompanied by the application fee. This fee is for admission application only. A separate application fee is charged for space in University residence halls.

**Matriculation Fee**

A nonrefundable matriculation fee of $50 is assessed to all current degree-seeking students on a one-time basis. This fee is also assessed to entering (or re-entering) degree-seeking students. International students pay a $500 matriculation fee.

**Free Tuition**

(This includes tuition only—all other academic and mandatory fees are the responsibility of the student.)

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

1. S.C. Code Ann. § 59-111-110 (Law Co-op. 1976) No tuition shall be charged for a period of four school years by any state-supported college or university or any state-supported vocational or technical school for children of firemen, both regularly employed and members of volunteer organized units, organized rescue squad members, members of the Civil Air Patrol, law enforcement officers or correction officers, as defined herein, including reserve and auxiliary units of counties or municipalities, who become totally disabled or are killed in line of duty (on or after July 1, 1964).

2. S.C. Code Ann. § 59-111-320 (Law Co-op Supp. 1984) Legal residents of South Carolina who have attained the age of sixty (60) and meet admission and other standards deemed appropriate by the University may attend classes for credit or non-credit purposes on a space available basis; provided, however, that neither such persons nor their spouses receive compensation as full-time employees.

**Examination Fees**

**Graduate Record Examination**

1. General Test ($60)
2. Subject Test ($60)

Revalidation examinations intended to revalidate UofSC courses, obsolete under the statute of limitations. Per hour, $25.

Note: Revalidation examinations require permission of the dean of The Graduate School. The fee must be paid in advance, and is nonrefundable, once the student is presented to the instructor for the examination.

**Refund Policy**

1. **Policy**

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

a. Changes in a student’s status, which may require a refund
   i. Change in a full-time student’s schedule, which results in reclassification to part-time status
   ii. Change in a part-time student’s schedule, which results in fewer credit hours.

b. Situations, which may require a refund.
   i. Course or courses dropped
   ii. Drop/Withdrawal from the University
   iii. Cancellation of a class by the University

2. **Procedure**

   a. **Refund Requests**

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

   b. **Determining the Refundable Portion Procedure**

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

   c. **Drop/Withdrawal Refund Policies**

      Standard Refund Policy For Dropping/Withdrawal From The University.

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

      i. 100 percent if the student's official drop/withdrawal calculation is within 6% of the enrollment period for which the student is liable.
      ii. 70 percent if the student's official withdrawal calculation is between the period specified in (1) or before the end of the 10 percent period of enrollment for which the student is liable.
      iii. 50 percent if the student's official withdrawal calculation is between the period specified in (2) or before the end of the 16 percent period of enrollment for which the student is liable.
Refund Schedules

Refund schedules are relocated under the important deadlines on the Registrar's website (http://registrar.sc.edu/).

Return of Title IV Funds

Refunds Policy For Students Who Have Received Title IV Funds And Withdraw From The University

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

ii. Title IV Refund Distribution

1. For fully withdrawn students receiving federal and/or state funds, the refund will be governed by the current Federal Title IV refund policy. The Office of Student Financial Aid and Scholarships determines the amount of the refund that is distributed back to Title IV, HEA Programs or other Financial Aid sources. For students and their parents who have received student loans or other forms of financial aid, funds will be returned in the order prescribed by federal regulations. The institution must return the funds to the financial aid program other than College Work Study, up to the amount of assistance that the student received from those programs. Funds are to be distributed to the financial aid programs in the following order:
   • Unsubsidized Federal Stafford
   • Subsidized Federal Stafford
   • Federal Perkins
   • Federal PLUS Loan
   • Federal Pell Grant
   • Federal Supplemental Education Opportunity Grant
   • Federal TEACH Grant
   • Federal Iraq/Afghanistan Service Grant

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

3. Exit interviews (http://www.sc.edu/financialaid/loan_counseling/default.html) are required before leaving the University of South Carolina for all students who withdraw and have received Stafford, Perkins or Federal Nursing/Health Professions Loans. Questions regarding exit counseling should be referred to the appropriate campus Financial Aid and Scholarships Office.

Appeals Process

A process for appeals exists for students or parents who believe circumstances warrant exceptions from published policy. The student must be fully withdrawn from the University in order to apply for an appeal. The Withdrawal Refund Appeals Committee reviews and act on all appeals. Address appeals to:

Withdrawal Refund Appeals Committee
(Columbia Campus Only)
Office of the Registrar
University of South Carolina
Columbia, SC 29208
803-777-5555

Withdrawal Refunds

All full- or part-time students wishing to withdraw from the University or to discontinue enrollment from all courses for the semester should follow the instructions online at my.sc.edu (https://my.sc.edu/) when they request to drop their last course. Staff members in the Office of Admissions and Records are available to assist students in completing the withdrawal process. In addition, staff from the Office of Financial Aid can provide financial counseling concerning withdrawing from classes. Students requesting withdrawal for extenuating circumstances after the penalty date (last date for W grade) should consult with staff in the Admissions and Records Office.

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

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

It is the responsibility of the Business Office to administer the withdrawals process on a daily basis and to apply the published refund schedule to routine withdrawals. On those rare occasions when it can be documented that unanticipated and extenuating circumstances directly related to a student’s withdrawal warrant exceptional consideration, and the amount of the refund due is contested, the Business Office will inform the student of the appeal process and advise the student of the necessary procedures.

University Withdrawal Refund Appeal Procedures

The University Withdrawals Refund Appeal Committee is authorized to consider appeals and approve extraordinary exceptions to the University’s published withdrawal refund schedule due to humanitarian and due-process considerations.

Guidelines for committee consideration of withdrawal appeals are:
1. The appeal must be submitted in writing to the Business Office and will be considered only in written form. A standardized appeal form must be submitted.

2. All requests for appeal must be submitted directly by the student through the Business Office and must meet one or more of the following criteria to be considered and approved by the appeals committee:
   a. Documentation of an accident, illness, injury, or incident which could not be influenced, predicted, planned for, or prevented by the student or the institution. This provision specifically excludes conditions or chronic illnesses known to the student at the time of enrollment.
   b. Demonstration that the application of the published refund policy would result in a specific and substantial personal hardship to the student. This provision specifically excludes circumstances or effects which would simply inconvenience the student or the student’s family.
   c. Documentation of substantiated circumstances where a student has in good faith relied upon the veracity of a University official’s advice, or the official’s interpretation of the text of a University document or publication, and was consequently misled or mistaken about the terms of the published refund policy.

3. The appeal must be initiated during the semester for which the refund is requested.

4. The appeal must involve a total withdrawal from the University. No partial withdrawals will be considered.

5. Appeals will only address whether or not a refund will be granted. No consideration will be given to grade assignment or other academic issues. Students must address such issues directly with the faculty members and the college. If applicable, requests for Extenuating Circumstances Withdrawals for grade change purposes must be resolved prior to deliberations by this committee.

6. Grounds for consideration of an appeal will be restricted to only those circumstances personally experienced by the enrolled individual with whom the University has a direct relationship. Loss or illness of a family member, close associate, or employee, and/or difficulty in family-operated businesses are excluded from consideration.

7. Decisions will be made by a simple majority vote of the committee membership and documented in writing by the chairperson. The student will be informed of the outcome of the appeal by letter from the Business Office.

Learning Outcomes for Associate’s Degree Programs

Graduates will be able to:

- Identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes through writing.
- Apply the methods of mathematical, statistical, or analytical reasoning to critically evaluate data, solve problems, and effectively communicate findings verbally and graphically.
- Apply the principles and language of the natural sciences and associated technologies to historical and contemporary issues.
- Communicate in more than one language.
- Use the principles of historical thinking to understand past human societies.
- Use the principles of the social sciences to explore diverse cultural identities and to analyze political and environmental issues.
- Create or interpret literary, visual or performing arts.

and be able to demonstrate at least one of the following:

- Identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes through speaking.
- Collect, manage and evaluate information using technology, and communicate findings.
- Examine different kinds of social and personal values, analyzing the ways in which these are manifested in communities as well as individual lives.

Carolina Core - 15 Hours

These serve as general education requirements common to all associate degrees.

- CMW: Effective, Engaged and Persuasive Communication: Writing (6 Hours) Must be passed with a grade of C or higher
- SCI: Scientific Literacy (3 Hours)
- GHS: Global Citizenship and Multicultural Understanding: Historical Thinking (3 Hours)
- GSS: Global Citizenship and Multicultural Understanding: Social Sciences (3 Hours)

Associate of Arts Degree Curriculum - 60 Hours

1. Basic Requirements (including 15 hours of Carolina Core stated above) (37-38 Hours)

All course selections are from the approved Carolina Core Learning Outcomes list unless otherwise specified.

- CMW: Effective, Engaged and Persuasive Communication: Writing (6 Hours) Must be passed with a grade of C or higher
- ARP: Analytical Reasoning and Problem-Solving (3 Hours) Choose from MATH, CSCE, PHIL, STAT including MATH 111 Basic College Mathematics or MATH 115 Precalculus Mathematics
- SCI: Scientific Literacy (7-8 Hours) Must include at least 1 laboratory science course
- GFL: Global Citizenship and Multicultural Understanding: Foreign Language (0-3 Hours) One 3-hour language course at any level or score of “2” on placement exam

Academic Programs

Associate’s Degree Programs

The University of South Carolina offers the Associate in Arts degree and the Associate in Science degree at the Lancaster campus to those students who have earned 60 hours of credit and completed the following requirements:

- Learning Outcomes
- Carolina Core - All Associates
- Associate of Arts Degree Curriculum
- Associate of Science Degree Curriculum
- Other Requirements
- Second Associate’s Degree
• GHS: Global Citizenship and Multicultural Understanding: Historical Thinking (3 Hours)
• GSS: Global Citizenship and Multicultural Understanding: Social Sciences (6 Hours)
• AIU: Aesthetic and Interpretive Understanding (6 Hours)
• Choose one of the following three options (3 Hours minimum):
  • CMS: Effective, Engaged and Persuasive Communication: Speech (3 Hours)
  • INF: Information Literacy (3 Hours)
  • VSR: Values, Ethics and Social Responsibility (3 Hours)

2. Electives for A.A. Degrees (22-23 Hours)
   Electives may be any additional courses not used to fulfill the previously stated requirements. Students who intend to apply these credits toward a baccalaureate degree awarded by another campus or institution are advised to work closely with an academic advisor to choose electives that will meet preliminary requirements of the four-year major they wish to pursue. Of particular importance is completion of general education requirements. USC Columbia requires a minimum of 31 general education credit hours and a student planning to pursue a USC Columbia baccalaureate degree must complete these hours. These hours can be incorporated within the 60 hours required for an AA or AS degree when electives are carefully selected. Applying for an associate's degree does not in any manner affect eligibility to apply for a baccalaureate degree, and vice versa.

Associate of Science Degree Curriculum - 60 Hours
1. Basic Requirements (including 15 hours of Carolina Core stated above) (38-42 Hours)
   All course selections are from the approved Carolina Core Learning Outcomes list unless otherwise specified.
   • CMW: Effective, Engaged and Persuasive Communication: Writing (6 Hours)
     Must be passed with a grade of C or higher
   • ARP: Analytical Reasoning and Problem-Solving (6 Hours)
     Choose from MATH, CSCE, PHIL, STAT including MATH 111 Basic College Mathematics or MATH 115 Precalculus Mathematics
   • SCI: Scientific Literacy (8-12 Hours)
     Must include at least 2 laboratory science courses
   • GFL: Global Citizenship and Multicultural Understanding: Foreign Language (0-3 Hours)
     One 3-hour language course at any level or score of “2” on placement exam
   • GHS: Global Citizenship and Multicultural Understanding: Historical Thinking (3 Hours)
   • GSS: Global Citizenship and Multicultural Understanding: Social Sciences (6 Hours)
   • AIU: Aesthetic and Interpretive Understanding (6 Hours)
   • Choose one of the following three options (3 Hours minimum):
     • CMS: Effective, Engaged and Persuasive Communication: Speech (3 Hours)
     • INF: Information Literacy (3 Hours)
     • VSR: Values, Ethics and Social Responsibility (3 Hours)

2. Electives for A.A. Degrees (18-22 Hours)
   Electives may be any additional courses not used to fulfill the previously stated requirements. Students who intend to apply these credits toward a baccalaureate degree awarded by another campus or institution are advised to work closely with an academic advisor to choose electives that will meet preliminary requirements of the four-year major they wish to pursue. Of particular importance is completion of general education requirements. USC Columbia requires a minimum of 31 general education credit hours and a student planning to pursue a USC Columbia baccalaureate degree must complete these hours. These hours can be incorporated within the 60 hours required for an AA or AS degree when electives are carefully selected. Applying for an associate's degree does not in any manner affect eligibility to apply for a baccalaureate degree, and vice versa.

Other Requirements
In addition to the requirements for the A.A. and A.S. degrees stated above, the following stipulations also apply:
• Students must have an institutional GPA of 2.00 or better (does not include course grades earned by challenge examinations).
• The final 15 semester hours must be earned at USC Lancaster.
• No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees.
• Pass-Fail option on elective courses is allowed.
• No more than 15 hours of nontraditional credits, which include DANTES, CLEP, and military experience.
• No more than 3 1-hour PEDU activity courses may count toward meeting Associate's degree requirements (any track).

Second Associate’s Degree
At times the University of South Carolina Lancaster confers a second associate's degree upon candidates who have completed all requirements for the second degree, provided that the additional requirements for the second degree include a minimum of 12 semester hours beyond those required for the first degree earned at USC Lancaster and a minimum of 72 semester hours total. Under this policy a student may apply for two degrees at one time or separately. In either case the student would receive two diplomas.

Baccalaureate Degree Programs
Palmetto College
Palmetto College combines the resources of the University of South Carolina system with the flexibility of course delivery formats including on-campus, traditional classes, two-way video classes, and online classes.

Faculties from Lancaster, Salkehatchie, Sumter, and Union, as well as Extended University in Columbia, use two-way interactive video to teach students at multiple sites simultaneously as well as fully online, asynchronous instruction. These delivery mechanisms give students access to many more course options than are available face-to-face on their campuses.

• Liberal Studies, B.A.
• Organizational Leadership, B.A.

Other Associate’s Degrees
In addition to the Associate in Arts and the Associate in Science degrees, USC Lancaster offers associate degrees in the following fields: business, technical nursing, and criminal justice. Students must also meet the following criteria:
1. 2.00 GPA or better (does not include course grades earned by challenge examinations);
2. final 15 semester hours must be earned at USC Lancaster;
3. grade of C or above in ENGL 101 Critical Reading and Composition and ENGL 102 Rhetoric and Composition.

**Associate in Science in Business**

The Associate in Science in Business degree seeks to provide educational opportunities that will prepare students for careers in business and industry as well as meet many of the preliminary requirements for a Bachelor of Arts in Organizational Leadership (BOL) through Palmetto College, or for the Integrated Information Technology Program (ITT) offered at the University of South Carolina Columbia, or for a baccalaureate program in business.

**Learning Outcomes**

- Accounting and Financial Skills: Students completing the Associate of Science in Business degree program at USC Lancaster will be able to perform the basic functions of business financial operations, such as interpreting basic financial statements and reconciling accounts.
- Knowledge of Basic Legal Concepts: Students completing the Associate of Science in Business degree program at USC Lancaster will be able to describe basic legal concepts and the judicial system, with emphasis on business law.
- Management Skills: Students completing the Associate of Science in Business degree program at USC Lancaster will be able to describe basic legal concepts and the judicial system, with emphasis on business law.
- Effective Communication: Students completing the Associate of Science in Business degree program at USC Lancaster will be able to communicate effectively for a business environment.
- Economics and economic theory: Students completing the Associate of Science in Business degree program at USC Lancaster will understand and be able to apply basic macro and micro economic principles and theories in a business environment.

The associate degree business program is accredited by the Accreditation Council for Business Schools and Programs.

**Required Courses**

**I. Communication/Written Component (CMW) - 6 Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>Critical Reading and Composition (must earn a grade of C or higher)</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>Rhetoric and Composition (must earn a grade of C or higher)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 6

**II. Analytical/Problem Solving Skills (ARP) - 3 Hours**

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 122</td>
<td>Calculus for Business Administration and Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>MATH 141</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>MATH 170</td>
<td>Finite Mathematics</td>
<td></td>
</tr>
<tr>
<td>CSCE 101</td>
<td>Introduction to Computer Concepts</td>
<td></td>
</tr>
<tr>
<td>CSCE 102</td>
<td>General Applications Programming</td>
<td></td>
</tr>
<tr>
<td>PHIL 114</td>
<td>Introduction to Formal Logic I</td>
<td></td>
</tr>
<tr>
<td>STAT 110</td>
<td>Introduction to Statistical Reasoning</td>
<td></td>
</tr>
<tr>
<td>STAT 112</td>
<td>Statistics and the Media</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours** 3

**III. Scientific Literacy (SCI) - 4 Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One SCI-approved course. Must include lab.</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours** 4

**IV. Global Citizenship/Multicultural Understanding: Foreign Language (GFL) - 0-6 Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign language courses (SPAN recommended)</td>
<td>0-6</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours** 0-6

**V. Effective, Engaged and Persuasive Communication: Spoken Component (CMS) - 3 Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPCH 140</td>
<td>Public Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 3

**VI. Global Citizenship/Multicultural Understanding: Social Science (GSS) - 3 Hours**

Requirements must be met by taking one Carolina Core-approved course in PSYC or SOCY

**Total Credit Hours** 3

**VII. Aesthetic & Interpretive Understanding (AIU) - 3 Hours**

or

Global Citizenship/Multicultural Understanding: Historical Thinking (GHS) - 3 Hours

or

Global Citizenship/Multicultural Understanding: Social Science (GSS) - 3 Hours

or

Values, Ethics & Social Responsibility (VSR) - 3 Hours

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One approved GHS course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>One approved AIU course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POLI 201</td>
<td>American National Government (GSS &amp; VSR)</td>
<td></td>
</tr>
<tr>
<td>POLI 341</td>
<td>Contemporary United States Foreign Policy</td>
<td></td>
</tr>
<tr>
<td>POLI 370</td>
<td>Introduction to Public Administration</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours** 3

**VIII. Professional Area Courses - 15 Hours - Grade of "C" or better**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 225</td>
<td>Introduction to Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>SPTE 240</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>or ACCT 324</td>
<td>Survey of Commercial Law</td>
<td></td>
</tr>
<tr>
<td>MGMT 371</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>FINA 369</td>
<td>Personal Finance</td>
<td></td>
</tr>
<tr>
<td>FINA 341</td>
<td>Management of Risk and Insurance</td>
<td></td>
</tr>
<tr>
<td>FINA 363</td>
<td>Introduction to Finance</td>
<td></td>
</tr>
<tr>
<td>PHIL 320</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>PHIL 324</td>
<td>Business Ethics</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours** 15
Select one of the following:  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 221</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 222</td>
<td>Introduction to Economics</td>
<td>3</td>
</tr>
<tr>
<td>FINA 301</td>
<td>Money and Banking</td>
<td></td>
</tr>
<tr>
<td>FINA 364</td>
<td>Financial Institutions</td>
<td></td>
</tr>
</tbody>
</table>

^ Credit cannot be received for both ECON 224 Introduction to Economics and either ECON 221 Principles of Microeconomics or ECON 222 Principles of Macroeconomics.

IX. Business Major Courses - 15 Hours - Grade of “C” or Better 

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEC 143</td>
<td>Advanced Business Document Preparation</td>
<td>3</td>
</tr>
<tr>
<td>or ACCT 226</td>
<td>Introduction to Managerial Accounting</td>
<td></td>
</tr>
</tbody>
</table>
| Select one of the following:  
| ITEC 270 | Records Control                           | 3       |
| ECON 222 | Principles of Macroeconomics               |         |
| ECON 224 | Introduction to Economics                  |         |
| RETL 242 | HRSM Professional Communications           | 3       |
| or ENGL 463 | Business Writing                          |         |
| MGSC 290 | Computer Information Systems in Business   | 3       |
| or ITEC 264 | Computer Applications in Business I        |         |

Select one of the following:  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 350</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 374</td>
<td>Strategic Human Resource Management</td>
<td></td>
</tr>
<tr>
<td>MGMT 376</td>
<td>Employee Engagement</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 15

^ Credit cannot be received for both ECON 224 Introduction to Economics and either ECON 221 Principles of Microeconomics or ECON 222 Principles of Macroeconomics.

Electives
Sufficient credit to have earned 60 hours total. No more than three (3) hours PEDU credit may count.

Other Requirements
1. 2.00 GPA (minimum) required on all work attempted at USC.
2. Final 15 semester hours must be earned at USC Lancaster

Total: 60

In addition to the requirements stated above, students must also meet the following criteria for an Associate in Science in Business degree:

1. 2.00 GPA or better (does not include course grades earned by challenge examinations);
2. final 15 semester hours earned at USC Lancaster.

Associate Degree Nursing Program
The Associate Degree Nursing Program is a cooperative program between York Technical College and the University of South Carolina Lancaster and is approved by:

Board of Nursing for South Carolina
Synergy Business Park
Kingstree Drive
Suite 202
Columbia, South Carolina 29210

phone: (803) 896-4550
fax: (803) 896-4525

and accredited by:
National League for Nursing Accrediting Commission (NLNAC)
3343 Peachtree Road, NE
Suite 500
Atlanta, Georgia 30326
phone: (404) 975-5000
fax: (404) 975-5020

The Associate Degree Nursing Program prepares men and women for the practice of registered nursing to provide direct client care across the life span. The practice of the associate degree nurse is primarily directed toward clients who have health needs and require assistance to maintain or restore their optimum state of health or support to die with dignity. The associate degree nurse is prepared to address acute and chronic health care needs and common well-defined health care problems in hospitals, long-term care facilities, and certain community health agencies.

The graduate of an associate degree nursing program functions in three basic roles within the health care delivery system: provider of care, manager of care, and member within the discipline of nursing. Graduates of the program are eligible to take the Computer Adaptive Testing of the National Council Licensing Examination for Registered Nurses. Graduates who successfully pass the National Council Licensing Examination for Registered Nurses are eligible to apply for licensure to practice as a registered nurse in any of the 50 states or U.S. territories.

There are legal limitations for state licensure in South Carolina for graduates with prior convictions and/or disciplinary action. The policy from the Board of Nursing for South Carolina will be distributed to all applicants by Student Services/Office of Admissions. The policy is also in the Nursing Student Manual, which is distributed the first day of class. Clinical facilities may require drug screens and/or background checks before allowing students to participate in clinical rotations. Students participating in clinicals may be required to have a drug screen at any time during their rotation. Students will be required to attend multiple clinical facilities throughout the curriculum. Students accepted to the program must be eligible to attend clinical at all facilities.

Learning Outcomes

• Client Assessment: Each student will demonstrate setting appropriate client care priorities based on initial and focused client assessment.
• Medication Administration: Each student will demonstrate safe medication administration related to the rights (patient, route, time, dose, medication, reason, and documentation).
• Professional Writing: Each student will demonstrate professional writing skills.
• Critical Thinking: Each student will demonstrate critical thinking strategies appropriate to the class level.
• Nursing Literacy: New graduate will be able to demonstrate foundational understanding of nursing practices and skills sufficient for passing the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

Admissions Criteria
Applicants for admission to the Associate Degree Nursing Program must meet the entrance requirements of the parent institution. Admission to the Associate Degree Nursing Program requires the student to be a high-school graduate or equivalent. Students must complete one course of
high-school, college-preparatory general chemistry with a minimum grade of C or complete one college chemistry course with a minimum grade of C prior to acceptance into the nursing program.

And one of the following:

1. SAT scores of 480 critical reading and 540 math or ACT scores of 21 reading and 23 math. Students must have a minimum GPA of 2.0 or higher. SAT/ACT scores must be no more than 5 years old at the time a student seeks admission to the ADN program.

or

2. Completion of all approved courses (below) with a GPA of 2.50 or higher.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 243</td>
<td>Human Anatomy and Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 243L</td>
<td>Human Anatomy and Physiology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 244</td>
<td>Human Anatomy and Physiology II</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 244L</td>
<td>Human Anatomy and Physiology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 250</td>
<td>Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 250L</td>
<td>Microbiology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>MATH 111</td>
<td>Basic College Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Critical Reading and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>Rhetoric and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Minimum</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>of 3 approved electives (one elective must be chosen from humanities)</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours: 33

Note: Students must achieve a grade of "C" or better on the 1st or 2nd attempt of Anatomy and Physiology I, Anatomy and Physiology I Lab, Anatomy and Physiology II, Anatomy and Physiology II Lab, Microbiology and Microbiology Lab (or the equivalent courses from other institutions) to meet the admission and curriculum requirement for the ADN program. Grades of "W", "D", "F", or "WF" are considered unsuccessful attempts.

Required science courses that are more than seven years old must be repeated or the student has the option to exempt the courses through testing on content.

1 Students are expected to graduate from the school where the initial nursing course is taken.

To enhance potential for success in the program, the faculty recommends completion of a Certified Nursing Assistant (CNA) Program and work experience as a CNA.

Admission by Transfer
Transfer credit may be granted for courses taken in another associate or baccalaureate degree nursing program to a student meeting the following criteria:

1. The student must meet present admission criteria to the Associate Degree Nursing Program.
2. The student must submit a letter from the previous school attended stating that he/she left in good standing and is eligible for readmission.
3. The student must be required to provide the nursing department manager chair with a detailed course syllabus showing course and unit objectives and a clinical evaluation tool indicating criteria met in the clinical component of the courses. Courses for which transfer credit is given must meet the objectives of the comparable York Technical College/University of South Carolina Lancaster courses.
4. The student must demonstrate competencies in the course to be transferred either by exam, by previous grade and documentation, or both.
5. The Nursing Evaluation Committee will review requests for transfer credit and will make a recommendation for official action to the Registrar/Admissions Officer.
6. The York Technical College/University of South Carolina Lancaster Cooperative Nursing Program is considered by the State Board of Nursing for South Carolina to be one nursing program administered jointly by York Technical College and the University of South Carolina Lancaster. Transfers will only be considered from nursing students who are currently in good standing in the nursing program at the college in which they were previously enrolled.
7. Admission by transfer is on a space-available basis.

Note: Students must achieve a grade of "C" or better on the 1st or 2nd attempt of Anatomy and Physiology I, Anatomy and Physiology I Lab, Anatomy and Physiology II, Anatomy and Physiology II Lab, Microbiology and Microbiology Lab (or the equivalent courses from other institutions) to meet the admission and curriculum requirement for the ADN program. Grades of "W", "D", "F", or "WF" are considered unsuccessful attempts.

LPN Advanced Placement
Students will be admitted based on the South Carolina Statewide Articulation Model.

Direct Transfer
A minimum of 15 semester hours of nursing credit will be awarded without educational mobility testing or validation if the applicant meets the following criteria:

1. graduate from an NLNAC-accredited school of nursing
2. has a current, active LPN license
3. meets admission and progression requirements of York Technical College and the University of South Carolina Lancaster.

Individual Validation
Individual validation of credit awarded will be determined by the receiving institution through exemption testing if the applicant meets the following criteria:

1. graduate from a non-NLNAC-accredited program
2. graduate from a non-credit bearing program.

A minimum of 15 semester hours of nursing credit will be awarded upon completion of validation if the applicant meets the following criteria:

1. has a current, active license
2. meets admission requirements of York Technical College and the University of South Carolina Lancaster.

Other Requirements
1. Must have completed health form.
3. Proof of health insurance.
5. Criminal background check required for clinical rotation.
6. LPN’s admitted to the ADN program are required to enroll in LANU L299 and complete the course with a grade of “C” or better.
Candidates may take LANU L299 before the first nursing course or simultaneously with the first nursing courses taken.

Program of Study
In order to receive an Associate in Science degree in technical nursing, students must complete 70 semester hours of study.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Critical Reading and Composition</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 243</td>
<td>Human Anatomy and Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 243L</td>
<td>Human Anatomy and Physiology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>LANU 104</td>
<td>Nursing Care Management I</td>
<td>4</td>
</tr>
<tr>
<td>LANU 106</td>
<td>Pharmacologic Basics</td>
<td>2</td>
</tr>
<tr>
<td>LANU 206</td>
<td>Clinical Skills Application</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Credit Hours</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 102</td>
<td>Rhetoric and Composition</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 244</td>
<td>Human Anatomy and Physiology II</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 244L</td>
<td>Human Anatomy and Physiology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>LANU 159</td>
<td>Nurse Care Management II</td>
<td>6</td>
</tr>
<tr>
<td>LANU 211</td>
<td>Care of the Childbearing Family</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Credit Hours</strong></td>
<td><strong>20</strong></td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LANU 209</td>
<td>Nursing Management III</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Credit Hours</strong></td>
<td><strong>5</strong></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LANU 229</td>
<td>Nursing Care Management IV</td>
<td>6</td>
</tr>
<tr>
<td>BIOL 250</td>
<td>Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 250L</td>
<td>Microbiology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>MATH 111</td>
<td>Basic College Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Elective (one elective must be chosen from humanities)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credit Hours</strong></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LANU 214</td>
<td>Mental Health Nursing</td>
<td>4</td>
</tr>
<tr>
<td>LANU 219</td>
<td>Nursing Management and Leadership</td>
<td>4</td>
</tr>
<tr>
<td>Elective (one elective must be chosen from humanities)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credit Hours</strong></td>
<td><strong>14</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>70</strong></td>
</tr>
</tbody>
</table>

1 Courses that require a minimum grade of “C”.

Nursing classes include campus and clinical laboratory hours. Students are required to drive to a variety of clinical agencies to complete the clinical component of the nursing courses. Students are expected to drive to either campus for classes according to the class schedule.

A student must have a “C” or better in each nursing course to progress in the program. Required science courses that are more than seven years old must be repeated or the student has the option to exempt the courses through testing on the content. Required nursing courses more than three years old must be repeated.

Students may be assigned to a morning, afternoon, or evening clinical anywhere in the tri-county area. Clinical experience may range from four to twelve hours per clinical day.

Students must have a completed health form and criminal background check. Current CPR certification for children, infants and adults is required. Students must have proof of health insurance. Liability insurance is also required (through York Technical College).

Practical Nurse (PN) Exit option—Students successfully completing the first three semesters are eligible to apply for the National Council Licensure Examination (NCLEX-PN) and for licensure as a PN.

ADN Progression—Students may apply for NCLEX-PN after three semesters and continue on in the program to complete the last two semesters. Students successfully completing all semesters are eligible to apply for licensure as a registered nurse (RN) and for NCLEX-RN.

Retention and Promotion Policy
For retention and promotion in the nursing program, the student must, in the judgment of the faculty, satisfy the requirements of health, conduct, and scholastic achievement. In addition to meeting the established criteria of the parent institutions, the student:

1. Upon admission to the nursing program students must complete courses in the sequence as outlined in the Program of Study in the University of South Carolina Lancaster Academic Bulletin;
2. Must achieve a cumulative 2.00 grade point average on all courses that count toward graduation in the program;
3. Must make a grade of “C” or better in theory in each nursing course attempted and receive a clinical evaluation of “Satisfactory”;
4. A student who receives a “D”, “F”, “W” or “WF” in any required nursing course may repeat that course one time only. A maximum of one nursing course may be repeated. In order to repeat a nursing course, the student must follow the readmission policy for the nursing program, found in the current Nursing Student Manual. Readmission will depend on space available in the course to be repeated.
5. Must achieve a grade of “C” or better in ENGL 101 Critical Reading and Composition, ENGL 102 Rhetoric and Composition, MATH 111 Basic College Mathematics, and all science courses.
6. Students will be eligible for academic forgiveness five years after the last nursing course attempted and may apply for readmission to the first nursing course. Required science courses that are more than seven years old must be repeated.

Associate in Science in Criminal Justice
The criminal justice curriculum is designed to prepare students for careers in law enforcement, investigation, corrections, law enforcement management, probation and parole, the court system, jail administration, juvenile rehabilitation, insurance investigations, and community service.

Learning Outcomes
Knowledge of Justice Systems: Students will be able to identify the core components of the criminal justice system, including local, state, and federal agencies related to delinquency, law enforcement, the criminal courts system, and/or corrections.

Effective Communication: Students will be able to effectively communicate criminal justice concepts and issues.
Utilization of Technology: Students will be able to utilize technology to locate relevant information on criminal justice issues and problems.

In order to receive an Associate in Science in Criminal Justice, students must complete 60 semester hours of required courses as outlined in the criminal justice curriculum.

### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts, Business</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Critical Reading and Composition</td>
<td>1</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>Rhetoric and Composition</td>
<td>1</td>
</tr>
<tr>
<td>Spech 140</td>
<td>Public Communication</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Acct 324</td>
<td>Survey of Commercial Law</td>
<td></td>
</tr>
<tr>
<td>Mgmt 371</td>
<td>Principles of Management</td>
<td></td>
</tr>
</tbody>
</table>

**Natural Science**

One lab science course from ASTR, BIOL, CHEM, ENV, GEOG 201, GEOG 202, GEOL, MSCI, or PHYS.

**History and Political Science**

Two courses from HIST or POLI.

**Numerical and Analytical Reasoning**

Select one of the following options: 6-8

**Option 1 - Mathematics**

Select one of the following options:

Option A:

- MATH 111 Basic College Mathematics
- And next higher MATH

Option B:

- MATH 115 Precalculus Mathematics (and next higher MATH)

Option C:

- MATH 122 Calculus for Business Administration and Social Sciences
- or MATH 141 Calculus I
- And next higher MATH

Option D:

- MATH 122 Calculus for Business Administration and Social Sciences
- or MATH 141 Calculus I

Select one of the following:

PHIL 114 Introduction to Formal Logic I

STAT 110 Introduction to Statistical Reasoning

STAT 201 Elementary Statistics

MATH 141 Calculus I

**Option 2 - Computer Science, Logic, Statistics**

Select one of the following:

Two CSCE courses

- PHIL 114 Introduction to Formal Logic I
- PHIL 111 Introduction to Logic II
- STAT 110 Introduction to Statistical Reasoning
- STAT 201 Elementary Statistics

**Social and Behavioral Sciences**

Two courses from AFRO, ANTH, ECON, GEOG, POLI, PSYC, SOCY, or WGST

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJU 211</td>
<td>Criminal Justice Administration</td>
<td>3</td>
</tr>
<tr>
<td>CRJU 221</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CRJU 231</td>
<td>Investigative Techniques</td>
<td>3</td>
</tr>
<tr>
<td>CRJU 241</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CRJU 251</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CRJU 261</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CRJU 271</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CRJU 281</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CRJU 291</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CRJU 311</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CRJU 321</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CRJU 331</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CRJU 341</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CRJU 351</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CRJU 361</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CRJU 371</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CRJU 381</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CRJU 391</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

Courses sufficient to have earned a total of 60 hours. No more than 3 hours of PEDU will be considered for degree credit.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJU 301</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CRJU 311</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CRJU 321</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CRJU 331</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CRJU 341</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CRJU 351</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CRJU 361</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CRJU 371</td>
<td>Criminal Procedure</td>
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</tr>
<tr>
<td>CRJU 381</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CRJU 391</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 60

In addition to the requirements stated above, students must also meet the following criteria for an Associate in Science in Criminal Justice degree:

1. 2.00 GPA or better (does not include course grades earned by challenge examinations);
2. final 15 semester hours earned at USC Lancaster.

### Baccalaureate Degree Programs

Many students who enter the Associate in Arts or the Associate in Science degree programs intend to apply these credits toward a baccalaureate degree awarded by another institution. These students are advised to work closely with their advisor to outline a program of study for the first two years that will meet preliminary requirements of the four-year major they wish to pursue.

These students are also strongly advised to obtain and use the bulletin for the Columbia campus when determining specific degree requirements. Preliminary course work toward the following USC baccalaureate degree programs may be completed at USC Lancaster:

### Arts and Sciences

- African American Studies
- Anthropology
- Art Education
- Art History
- Art Studio
- Biological Sciences
- Cardiovascular Technology
- Chemistry
- Classics
• Comparative Literature
• Criminology and Criminal Justice
• Dance
• Economics
• English
• European Studies
• Environmental Sciences
• Film and Media Studies
• Foreign Languages
• French
• German
• Italian
• Russian
• Spanish
• Geology
• Geophysics
• History
• International Studies
• Latin American Studies
• Marine Science
• Mathematics
• Media Arts
• Philosophy
• Physics
• Political Science
• Psychology
• Religious Studies
• Sociology
• Theatre
• Statistics
• Women’s and Gender Studies

Business Administration
• Accounting
• Business Economics
• Finance
• Insurance and Risk Management
• Management
• Management Science
• Marketing
• Pre-International Business (Subject to separate admission after the freshman year.)
• Real Estate

Education
• Early Childhood Education
• Elementary Education
• Middle Level Education
• Physical Education (Athletic Training)
• Physical Education (Teacher Preparation)
• (Students interested in secondary education (grades 9-12) should earn a major in the specific subject area they wish to teach and a cognate/component in education. Upon earning an undergraduate BA or BS degree, students pursue a Master of Teaching (MT) degree through which teacher certification requirements are met. Students wishing to earn secondary certification should select a subject area major under one of the colleges or schools. Students interested in K-12 programs in art education (College of Arts and Sciences), music education (School of Music), or physical education (College of Education) can earn a bachelor’s degree in one of these areas and meet teacher certification requirements.)

Engineering and Computing
• Biomedical Engineering
• Chemical Engineering
• Civil Engineering
• Computer Engineering
• Computer Information Systems
• Computer Science
• Electrical Engineering
• Engineering Science
• Mechanical Engineering

Hospitality, Retail, and Sport Management
• Business and Technology Education
• Hospitality Management
• Interdisciplinary Studies
• Retailing
• Sport and Entertainment Management
• Technology Support and Training Management
• Tourism Management

Journalism and Mass Communications
• Advertising
• Broadcast Journalism
• Information Science
• Journalism Print
• Public Relations
• Visual Communications

Music
• Composition
• Jazz Studies
• Education (Band, Strings, or Vocal)
• Performance (Brass, Guitar, Organ, Percussion, Piano, Strings, Voice, or Woodwinds)
• Theory

Nursing
• Nursing

Pharmacy
• Pre-Pharmacy
• (This college is the result of a merger of existing programs at the University of South Carolina and the Medical University of South Carolina. Pre-pharmacy is offered as an academic track designed to prepare students to apply for admission into the pharmacy professional program. Acceptance into the pre-pharmacy program does not guarantee later admission into the pharmacy professional program.)
Public Health
• Exercise Science
• Public Health

Social Work
• Social Work

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• African Amer Studies (AFAM) (p. 1737)
• Anthropology (ANTH) (p. 1738)
• Art Education (ARTE) (p. 1738)
• Art History (ARTH) (p. 1738)
• Art Studio (ARTS) (p. 1738)
• Biology (BIOI) (p. 1739)
• Chemistry (CHEM) (p. 1740)
• Comp Sci & Comp Engr (CSCE) (p. 1741)
• Criminal Justice (CRJU) (p. 1742)
• Early Childhood Educ (EDEC) (p. 1742)
• Economics (ECON) (p. 1742)
• Educ Foundations & Inq (EDFI) (p. 1743)
• Educational Psychology (EDPY) (p. 1743)
• English (ENGL) (p. 1743)
• Engr and Computing (ENCP) (p. 1744)
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• French (FREN) (p. 1745)
• Geology (GEOL) (p. 1745)
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• Hlth Promo Educ & Beh (HPEB) (p. 1746)
• Hotel Rest Tourism Mgmt (HRTM) (p. 1747)
• Integrated Info Tech (ITEC) (p. 1747)
• Journalism (JOUR) (p. 1747)
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  • Spanish (SPAN) (p. 1754)
  • Speech (SPCH) (p. 1754)
  • Sport & Entertnmnt Mgmt (SPTE) (p. 1755)
  • Statistics (STAT) (p. 1755)
  • Theatre (THEA) (p. 1755)
  • University Experience (UNIV) (p. 1755)

Accounting (ACCT)

ACCT 225 - Introduction to Financial Accounting (3 Credits)
User-oriented approach to the study of financial accounting and reporting topics related to business decisions.

ACCT 226 - Introduction to Managerial Accounting (3 Credits)
User-oriented approach to the study of managerial accounting topics related to business decisions.

Prerequisites: ACCT 225.

ACCT 324 - Survey of Commercial Law (3 Credits)
Basic legal concepts and the judicial system, with emphasis on business law.

ACCT 335 - Survey of Federal Taxation (3 Credits)
Federal tax law and preparation of individual income tax returns. Not allowed as an upper-division elective by accounting majors and not open for students who received credit for ACCT 403.

African Amer Studies (AFAM)

AFAM 201 - Introduction to African American Studies: Social and Historical Foundations (3 Credits)
Introduction to the key debates, figures, and concepts that are fundamental to the interdisciplinary study of the historical, political, and social development of black life in America.

Carolina Core: GSS

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 202 - Introduction to African-American Studies (3 Credits)
Introduction to the analysis and discussion of creative works and traditions by and about African Americans through folklore, music, art, dance, and literature.

Carolina Core: AIU

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

AFAM 335 - The American Civil Rights Movement (3 Credits)
Examination of the origins of Jim Crow and the multi-faceted struggle against it, and other forms of racial inequality, in the American South and the rest of the US since the early 20th century.

Cross-listed course: HIST 455

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences
Anthropology (ANTH)

ANTH 101 - Primates, People, and Prehistory (3 Credits)
An exploration of human origins, human evolution, human prehistory, and cultural existence from its less complex forms to early civilizations. An introduction to the concepts, methods, and data of physical, biological, and archaeological anthropology.
Carolina Core: AIU

ANTH 102 - Understanding Other Cultures (3 Credits)
An exploration and comparison of selected contemporary cultures, including their languages. An introduction to the concepts, methods, and data of socio-cultural anthropology and anthropological linguistics.
Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

ANTH 206 - Anthropology of Magic and Religion (3 Credits)
A comparative examination of such topics as ritual, cosmology, revitalization movements, magic, witchcraft, myth, and possession.
Cross-listed course: RELG 260

ANTH 207 - Gender and Culture (3 Credits)
Anthropological study of gender, with emphasis on cross-cultural investigation of the interaction of biological, cultural, and environmental factors including intersections of race, social class, and sexuality as influences gender behavior. 03 07/05/2019.
Cross-listed course: WGST 207
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ANTH 209 - Introduction to Folklore (3 Credits)
Folk expression as shaped by various cultures; fieldwork methodology and anthropological theory.

ANTH 236 - Cultures of Africa (3 Credits)
A comparative study of ethnicographic data on African cultures with emphasis upon its significance for broader anthropological theory.

ANTH 319 - Principles of Archaeology (3 Credits)
Introduction to principles, methods, and theory of archaeology, including prehistoric and historic case studies.

ANTH 320 - Archaeology Theory (3 Credits)
This course charts the history of ideas in archaeology, over the past century, as a means of understanding current directions in archaeological thinking and current applications in archaeological practice.
Prerequisites: ANTH 319.

ANTH 321 - South Carolina Archaeology (3 Credits)
Prehistoric and historic archaeology of South Carolina.

ANTH 353 - Anthropology of Law and Conflict (3 Credits)
Understanding human behavior through the examination of cultural norms, mechanisms of social control, and social conflict.
Graduation with Leadership Distinction: GLD: Global Learning

Art Education (ARTE)

ARTE 101 - Introduction to Art (3 Credits)
Introduction to art appreciation. Elements and principles of the visual arts, with examples from the history of art.
Carolina Core: AIU

ARTE 260 - Interdisciplinary Relationships in the Arts (3 Credits)
The study of relationships among visual arts, music, theatre, and dance.
Carolina Core: AIU

Art History (ARTH)

ARTH 105 - History of Western Art (3 Credits)
The visual arts from Paleolithic times to the Renaissance.
Carolina Core: AIU
Graduation with Leadership Distinction: GLD: Global Learning

ARTH 106 - History of Western Art (3 Credits)
The visual arts from the Renaissance to the present.
Carolina Core: AIU
Graduation with Leadership Distinction: GLD: Global Learning

ARTH 340 - History of American Art I (3 Credits)
A survey of the history of art in America from colonial times to 1860.

ARTH 341 - History of American Art II (3 Credits)
A survey of art in America from 1860 to the present.

ARTH 342 - Contemporary American Art (3 Credits)
Recent trends in painting and sculpture.

Art Studio (ARTS)

ARTS 102 - Introduction to Visual Arts Computing (3 Credits)
A foundations level course in the use of personal computers and discipline-related software as aids in visual design.

ARTS 103 - Fundamentals of Art (3 Credits)
Introduction to visual thinking and principles of two-dimensional design.
Carolina Core: AIU

ARTS 104 - 3-Dimensional Design I (3 Credits)
Introduction to visual thinking and principles of three-dimensional design.
Carolina Core: AIU
Graduation with Leadership Distinction: GLD: Research

ARTS 107 - Color and Composition (3 Credits)
Color, color theory, and compositional systems.
Prerequisites: ARTS 103.

ARTS 111 - Basic Drawing I (3 Credits)
Introduction to the materials and basic techniques of drawing.

ARTS 210 - Introduction to Painting (4 Credits)
An introductory course in the materials and techniques of painting.
Carolina Core: AIU

ARTS 220 - Beginning Ceramics (4 Credits)
An introduction to the materials and techniques of ceramics through hand-building and throwing on the wheel.

ARTS 235 - Introduction to Fiber Arts (4 Credits)
An introductory course in the materials and processes of fiber arts.

ARTS 241 - Color for Design (4 Credits)
Color theory, systems, and applications in visual communications.
Graduation with Leadership Distinction: GLD: Research

ARTS 245 - Graphic Design I (4 Credits)
The basics of visual communication, including formal issues, fundamental communication principles, image development, and relevant digital applications.
Prerequisites: C or better in ARTS 102.

ARTS 246 - Graphic Design II (4 Credits)
Typography, word/image relationships, relevant digital applications.
Prerequisites: C or better in ARTS 102.
ARTS 260 - Photography for Non-Majors (3 Credits)
Photographic history, theory, and practice with emphasis on developing a personal vision through the use of digital still cameras.

ARTS 330 - Intermediate Drawing I (4 Credits)
Enhancing graphic richness in drawings with intellectual and visual perception as content.
Prerequisites: C or better in ARTS 230.

ARTS 331 - Intermediate Drawing II (4 Credits)
Contemporary cultural stimuli as the content for drawing projects. Emphasis on intellectual and emotive approaches.
Prerequisites: C or better in ARTS 230.

ARTS 512 - Introduction to Watercolor (3 Credits)
Introduction to traditional and experimental transparent watercolor technique. Encompasses field work at off campus locations.

ARTS 520 - Ceramics I (6 Credits)
Further development of a personal approach to the ceramic process, supported by an investigation of ceramic history.
Prerequisites: ARTS 421.

Biology (BIOL)
BIOL 101 - Biological Principles I (3 Credits)
Introductory survey of macromolecules, cell structure and function, genetics, and molecular biology.
Carolina Core: SCI

BIOL 101A - Biological Principles I (3 Credits)
Introductory survey of macromolecules, cell structure and function, genetics, and molecular biology. Three lecture hours per week. Restricted to students who have credit for BIOL 101L but lack the lecture.
Prerequisites: BIOL 101L.

BIOL 101L - Biological Principles I Laboratory (1 Credit)
(Recommended concurrent with BIOL 101). Experimental examination of basic principles of cell biology, genetics and metabolism. Three hours per week.
Carolina Core: SCI

BIOL 102 - Biological Principles II (3 Credits)
Introductory survey of plant and animal development, physiology, ecology, and evolution. Three lecture hours per week.
Prerequisites: C or better in BIOL 101.
Corequisite: BIOL 102L.
Carolina Core: SCI

BIOL 102L - Biological Principles II Laboratory (1 Credit)
Experimental examination of structure and function of plant and animal systems, biodiversity, ecology. BIOL 101, 102, 101L and 102L must be completed prior to enrolling in 300-level or above Biology courses.
Prerequisites: C or better in BIOL 101 and BIOL 101L; recommended concurrent with BIOL 102.
Carolina Core: SCI

BIOL 110 - General Biology (4 Credits)
Basic biological concepts and issues for non-biology majors. Credit may not be given for both this course and BIOL 120. Three lecture, two laboratory hours per week.
Carolina Core: SCI

BIOL 120 - Human Biology (3 Credits)
Fundamental principles of human biology. Credit may not be given for both BIOL 110 and BIOL 120. Three lecture hours per week. Not for major credit.
Carolina Core: SCI

BIOL 120L - Laboratory in Human Biology (1 Credit)
Exercises dealing with basic concepts of human biology. Not for major credit.
Prerequisite or Corequisite: BIOL 120.
Carolina Core: SCI

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

BIOL 200L - Plant Science Laboratory (1 Credit)
Laboratory exercises, demonstrations, and audio-visual supplements to BIOL 200. Not for major credit. Two hours per week.
Prerequisite or Corequisite: BIOL 200.

BIOL 206 - Genetics and Society (3 Credits)
(Designed for non-major students.) Genetic principles, emphasizing human heredity. Relevance of recent advances in genetics. Three lecture hours per week.
Carolina Core: SCI

BIOL 243 - Human Anatomy and Physiology I (3 Credits)
Functional anatomy and physiology of the human body, including the integumentary, skeletal, muscular, and nervous systems. Not available for biology major credit. Three lecture hours per week.
Carolina Core: SCI

BIOL 243L - Human Anatomy and Physiology Laboratory I (1 Credit)
The principles of anatomy and physiology as demonstrated by microscopic studies, animal dissection, and physiological experiments. One three-hour laboratory per week.
Prerequisite or Corequisite: BIOL 243.
Carolina Core: SCI

BIOL 244 - Human Anatomy and Physiology II (3 Credits)
Functional anatomy and physiology of the human body, including the cardiovascular, endocrine, excretory, reproductive, digestive, and respiratory systems. Not available for biology major credit. Three lecture hours per week.
Prerequisites: BIOL 243.
Carolina Core: SCI

BIOL 244L - Human Anatomy and Physiology Laboratory II (1 Credit)
A continuation of BIOL 243L. One three-hour laboratory per week.
Corequisite: BIOL 244
Carolina Core: SCI
BIOL 250 - Microbiology (3 Credits)
An introduction to bacteria and viruses, emphasizing structure, metabolism, and pathogenesis. Discussion of infectious diseases, antigen-antibody relationships, and anti-microbial agents in chemotherapy. Not available for biology major credit. Three lecture hours per week.
Prerequisites: College-level Biology and Chemistry.
Corequisite: BIOL 250L.

BIOL 250L - Microbiology Laboratory (1 Credit)
Not available for biology major credit. Three hours per week.
Prerequisite or Corequisite: BIOL 250.

BIOL 260 - Physiology (3 Credits)
Physiology of human systems especially susceptible to disturbance: immunobiology, circulation, excretion, metabolism, endocrinology, and muscle physiology. Not for biology major credit. Intended for pharmacy students.
Prerequisites: BIOL 102.

BIOL 270 - Introduction to Environmental Biology (3 Credits)
Basic ecological principles and the impacts of human population growth and technology. Not for major credit.
Carolina Core: SCI

BIOL 270L - Introduction to Environmental Biology Laboratory (1 Credit)
Demonstrations, data analyses, discussions, and films relating to human ecology, resource use, and environmental impact. Not for major credit. Two hours per week.
Prerequisite or Corequisite: BIOL 270.

Carolina Core: SCI

BIOL 301 - Ecology and Evolution (3 Credits)
Concepts of evolution, populations, and population interactions; communities and ecosystems. Three lecture hours per week.
Prerequisites: BIOL 102 or MSCI 311.

Graduation with Leadership Distinction: GLD: Research

BIOL 301L - Ecology and Evolution Laboratory (1 Credit)
Experiments, exercises, and demonstrations. Three hours per week.
Prerequisite or Corequisite: BIOL 301.

BIOL 302 - Cell and Molecular Biology (3 Credits)
Principles of eukaryotic cell structure, molecular organization, and physiology. Genome organization and expression. Cell growth, division, and cell-cell interactions. Three lecture hours per week.
Prerequisites: BIOL 102 or MSCI 311.
Prerequisite or Corequisite: CHEM 333.

Graduation with Leadership Distinction: GLD: Research

BIOL 302L - Cell and Molecular Biology Laboratory (1 Credit)
Experiments, exercises, and demonstrations. Three hours per week.
Prerequisite or Corequisite: BIOL 302.

BIOL 303 - Fundamental Genetics (3 Credits)
Basic principles of transmission and molecular genetics; quantitative inheritance; recombination; biochemical aspects of gene function and regulation; developmental genetics and population genetics. Three lecture hours per week.
Prerequisites: BIOL 102 or MSCI 311.

BIOL 398 - Laboratory Teaching Experience (1 Credit)
Participation in preparation and teaching of undergraduate biological sciences laboratories.
Experiential Learning: Experiential Learning Opportunity

Chemistry (CHEM)

CHEM 102 - Fundamental Chemistry II (4 Credits)
An introductory survey of organic and biochemistry. Three lecture, one recitation, and two laboratory hours per week.
Prerequisites: 1 year high-school chemistry, CHEM 101, CHEM 111, or equivalent.

Carolina Core: SCI

CHEM 105 - Chemistry and Modern Society I (4 Credits)
A conceptual and qualitative approach to chemistry, its evolution, achievements, and goals and its impact on technology, the environment, and modern life and thought. (Specifically designed for non-science majors.) Three lecture and three laboratory hours per week.
Carolina Core: SCI

CHEM 106 - Chemistry and Modern Society II (3 Credits)
A continuation of Chemistry 105. Three lecture hours per week.
Prerequisites: C or higher in CHEM 105.

CHEM 106L - Chemistry and Modern Society II Laboratory (1 Credit)
Laboratory associated with CHEM 106. Three hours of laboratory per week.
Prerequisites: CHEM 105.

Corequisite: CHEM 106.

CHEM 107 - Forensic Chemistry (4 Credits)
Surveys chemical aspects of criminal investigation and adjudication including drug, arson, DNA, paint, and fiber identification. Three lecture and three laboratory hours per week.

Carolina Core: SCI

CHEM 111 - General Chemistry I (3 Credits)
Survey of the principles that underlie all chemistry with applications illustrating these principles. Three lecture and one recitation hours per week.
Prerequisites: C or higher in MATH 111, MATH 115, MATH 122, MATH 141 or higher math (or by placement score into MATH 122, MATH 141 or higher math).

Corequisite: CHEM 111L (unless grade of C or higher in CHEM 111L earned previously).

Carolina Core: SCI

CHEM 112 - General Chemistry II (3 Credits)
Continuation of CHEM 111. Special emphasis on chemical equilibrium. Three lecture and one recitation hours per week.
Prerequisites: C or higher in CHEM 111 and C or higher in MATH 111, MATH 115, MATH 122, MATH 141 or higher math.

Corequisite: CHEM 112L.

CHEM 118 - Computational Chemistry I (1 Credit)
Introduction to the use of computers in solving chemical problems. One discussion and two laboratory hours per week.
Corequisite: CHEM 112 and CHEM 112L or CHEM 142 (unless a grade of C or higher earned previously).
CHEM 321 - Quantitative Analysis (3 Credits)
Gravimetric, volumetric, and introductory instrumental analysis. Three lecture and one recitation hours per week.
Prerequisites: C or higher in CHEM 112 and CHEM 112L or in CHEM 142.
Corequisite: CHEM 321L.

CHEM 321L - Quantitative Analysis Laboratory (1 Credit)
Three laboratory hours per week. Credit cannot be received for both CHEM 321L and CHEM 322L.
Corequisite: CHEM 321.

CHEM 331L - Essentials of Organic Chemistry Laboratory I (1 Credit)
Laboratory safety, syntheses, separation, and purification of carbon compounds. For non-majors.
Corequisite: CHEM 333 (unless grade of C or higher in CHEM 333 earned previously).

CHEM 332L - Essentials of Organic Chemistry Laboratory II (1 Credit)
Continuation of CHEM 331L. Spectroscopic identification of carbon compounds. For non-majors. Three lab hours per week.
Prerequisites: C or higher in CHEM 331L.

CHEM 333 - Organic Chemistry I (3 Credits)
Contemporary theories, nomenclature, reactions, mechanisms, and syntheses of carbon compounds. Three lecture and one recitation hours per week.
Prerequisites: C or higher in CHEM 112 or in CHEM 142.

CHEM 333L - Comprehensive Organic Chemistry Laboratory I (2 Credits)
Laboratory safety, synthesis, separation, and purification of carbon compounds. Required for chemistry majors. Six laboratory hours per week.
Corequisite: CHEM 333 (unless grade of C or higher in CHEM 333 earned previously).

CHEM 334 - Organic Chemistry II (3 Credits)
Continuation of CHEM 333. Three lecture and one recitation hours per week.
Prerequisites: C or higher in CHEM 333.

CHEM 334L - Comprehensive Organic Chemistry Laboratory II (2 Credits)
Continuation of CHEM 333L. Spectroscopic identification of carbon compounds. Required for chemistry majors. Six laboratory hours per week.
Prerequisites: C or higher in CHEM 333L.
Corequisite: CHEM 334 (unless grade of C or higher in CHEM 334 earned previously).

Comp Sci & Comp Engr (CSCE)

CSCE 101 - Introduction to Computer Concepts (3 Credits)
History, application, and social impact of computers; problem-solving, algorithm development, applications software, and programming in a procedural language.
Carolina Core: ARP

CSCE 102 - General Applications Programming (3 Credits)
Introduction to systematic computer problem-solving and programming for a variety of applications.
Carolina Core: ARP

CSCE 145 - Algorithmic Design I (4 Credits)
Problem-solving, algorithmic design, and programming. Three lectures and two laboratory hours per week.
Prerequisite or Corequisite: MATH 111 or MATH 115.
Carolina Core: ARP

CSCE 146 - Algorithmic Design II (4 Credits)
Continuation of CSCE 145. Rigorous development of algorithms and computer programs; elementary data structures. Three lecture hours and two laboratory hours per week.
Prerequisites: C or better in CSCE 145.
Prerequisite or Corequisite: MATH 122 or MATH 141.

CSCE 190 - Computing in the Modern World (1 Credit)
An introduction to the field of computing: trends in computing technology, the profession, and careers; subdisciplines in computing; the nature of research and development.
Corequisite: CSCE 145, CSCE 204, CSCE 205, CSCE 206 or equivalent.

CSCE 201 - Introduction to Computer Security (3 Credits)
Introduction to the theory and practice of computer security, including security policies, authentication, digital certificates, firewalls, malicious code, legal and ethical issues, and incident handling.
Prerequisite or Corequisite: CSCE 101 or CSCE 102 or CSCE 145.

CSCE 204 - Program Design and Development (3 Credits)
Fundamental algorithms and processes used in business information systems. Development and representation of programming logic. Introduction to implementation using a high-level programming language.
Prerequisites: CSCE 101 or MGSC 290 or ITEC 264.

Cross-listed course: ITEC 204, MGSC 298

CSCE 205 - Business Applications Programming (3 Credits)
Introduction to computer applications in business. Programming exercises in COBOL.
Prerequisites: MGSC 290 or CSCE 101 or above.

CSCE 206 - Scientific Applications Programming (3 Credits)
Introduction to computer applications in science and engineering. Programming exercises in a high-level language.
Prerequisites: MATH 122 or MATH 141.

CSCE 207 - UNIX System Administration (3 Credits)
The Unix programming environment: I/O programming, Unix processes, fork, exec, pipes and signals, and tools.
Prerequisites: CSCE 145 or CSCE 206.

CSCE 209 - Special Topics in Computer Programming (1-4 Credits)
Programming and application development using selected programming languages. Course content varies and will be announced in the schedule of classes by title.

CSCE 210 - Computer Hardware Foundations (3 Credits)
Number representation, data formats, CPU and memory organization, assembly language, I/O and peripherals, computer networks.
Prerequisites: CSCE 145, CSCE 204, CSCE 205, CSCE 206, or CSCE 207.
Advocacy

Graduation with Leadership Distinction:

Cross-listed course:

CRJU 341 - Sociology of Crime (3 Credits)
Social factors in the development, identification, and treatment of criminals.
Cross-listed course: SOCY 353
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

CRJU 351 - Juvenile Delinquency (3 Credits)
Social factors in the development, identification, and treatment of delinquents.
Prerequisites: CRJU 101 OR SOCY 101.
Cross-listed course: SOCY 350
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

CRJU 399 - Independent Study (1-6 Credits)
Contract approved by instructor, advisor, and Office of Academic Programs is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

CRJU 421 - Victimization (3 Credits)
Causes and consequences of criminal victimization and public policy responses to victimization issues.

CRJU 423 - Street Gangs: Structure, Activity, and Response (3 Credits)
Course covers the theoretical and empirical work on gangs, gang members, and gang activity along with insight on these issues from a practitioner perspective. It then examines the variety of policy responses from government and community organizations.

CRJU 426 - Criminal Justice and Mental Health (3 Credits)
Interface between the mental health sciences and the criminal justice system.

CRJU 491 - Special Topics (3 Credits)
Topics in criminology and criminal justice. Individual topics to be announced by title. May be repeated once with consent of advisor.

Early Childhood Educ (EDEC)

EDEC 250 - Play and Early Learning (3 Credits)
Theory and practice related to children's play and early learning in family, community, and educational settings.

Economics (ECON)

ECON 123 - The American Economy (3 Credits)
Basic concepts, institutional foundations, structure of the private and public sector, labor markets; major economic problems.

ECON 221 - Principles of Microeconomics (3 Credits)
The study of supply and demand, pricing and cost concepts, firm and consumer decision-making, market structure, and government policies.

ECON 222 - Principles of Macroeconomics (3 Credits)
The study of gross domestic product, business cycles, economic growth, inflation, unemployment, and monetary and fiscal policy.

ECON 224 - Introduction to Economics (3 Credits)
The study of supply and demand, markets, household and firm decision-making, gross domestic product, inflation, unemployment, and government policies. Open to all students except business administration and economics majors.

ECON 301 - Money and Banking (3 Credits)
The role of money in the market economy. Commercial banks, the Federal Reserve System, and monetary policy. Cannot be used to satisfy major requirements. 03: 07/05/2019.
Prerequisites: ECON 221 and ECON 222, or ECON 224.
Carolina Core:
- and expository essays. Designed for English majors.

Prerequisites: ENGL 221 and ENGL 222, or ENGL 224.

ECON 329 - American Economic History (3 Credits)
Growth and development of the American economy; applications of economic theory to economic history.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 364 - Financial Institutions (3 Credits)
A study of the functions and operations of financial institutions and their relationships to the commercial banking system and the general economy. Attention is devoted to savings institutions, insurance companies, rural and urban real estate credit, consumer credit, and associated topics. 03: 07/05/2019.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

Edu Foundations & Inq (EDFI)
EDFI 300 - Schools in Communities (3 Credits)
Social, political, and historical aspects of diverse educational institutions in American culture with an emphasis on families, schools, and communities. Sophomore standing.
Graduation with Leadership Distinction: GLD: Community Service

Educational Psychology (EDPY)
EDPY 333 - Introduction to Child Growth and Development (3 Credits)
Basic course designed to familiarize the prospective teacher with the patterns of social, emotional, physical, and intellectual growth of the individual. Development of these growth patterns from the prenatal stage to the onset of adolescence.
EDPY 334 - Introduction to Adolescent Growth and Development (3 Credits)
Basic course designed to familiarize the prospective junior and senior high school teacher with the pattern of social, emotional, physical, and intellectual growth of the individual during his adolescent years. Recommendation of the advisor(s) required.
EDPY 335 - Introduction to Educational Psychology (3 Credits)
Applications of the psychology of learning and development. Special attention to basic statistics and the behavior of the school child.
EDPY 401 - Learners and the Diversity of Learning (3 Credits)
Overview of psychological theories and research as it applies to education, including theories of learning, child and adolescent development, cognitive processes, classroom practices, individual differences/student diversity, and motivation.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

English (ENGL)
ENGL 101 - Critical Reading and Composition (3 Credits)
Instruction in strategies for critically reading and analyzing literature and non-literary texts; structured, sustained practice in composing expository and analytical essays.
Carolina Core: CMW

ENGL 102 - Rhetoric and Composition (3 Credits)
Instruction and intensive practice in researching, analyzing, and composing written arguments about academic and public issues.
Prerequisites: C or better in ENGL 101 or equivalent credit.
Carolina Core: CMW, INF

ENGL 270 - World Literature (3 Credits)
Selected masterpieces of world literature from antiquity to present.
Prerequisites: ENGL 101 and ENGL 102 or equivalent.
Cross-listed course: CPLT 270
Carolina Core: AIU
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

ENGL 282 - Special Topics in Fiction (3 Credits)
Special topics in fiction from several countries and historical periods, illustrating the nature of the genre. May be repeated for credit. Content varies by title and semester.
Prerequisites: ENGL 101 and ENGL 102 or equivalent.
Carolina Core: AIU

ENGL 283 - Special Topics in British Literature (3 Credits)
Special topics in British literature exemplifying persistent themes of British culture. May be repeated for credit. Content varies by title and semester.
Prerequisites: ENGL 101 and 102 or equivalent.
Carolina Core: AIU

ENGL 284 - Drama (3 Credits)
Drama from several countries and historical periods, illustrating the nature of the genre.
Prerequisites: ENGL 101 and 102 or equivalent.
Carolina Core: AIU

ENGL 285 - Special Topics in American Literature (3 Credits)
Special topics in American literature exemplifying persistent themes of American culture. May be repeated for credit. Content varies by title and semester.
Prerequisites: ENGL 101 and 102 or equivalent.
Carolina Core: AIU

ENGL 286 - Poetry (3 Credits)
Poetry from several countries and historical periods, illustrating the nature of the genre.
Prerequisites: ENGL 101 and 102 or equivalent.
Carolina Core: AIU

ENGL 287 - American Literature (3 Credits)
An introduction to American literary history, emphasizing the analysis of literary texts, the development of literary traditions over time, the emergence of new genres and forms, and the writing of successful essays about literature. Designed for English majors.
Prerequisites: ENGL 101 and ENGL 102 or equivalent.
Carolina Core: AIU
ENGL 288 - English Literature (3 Credits)
An introduction to English literary history, emphasizing the analysis of literary texts, the development of literary traditions over time, the emergence of new genres and forms, and the writing of successful essays about literature. Designed for English majors.  
Prerequisites: ENGL 101 and ENGL 102 or equivalent.

Carolina Core: AIU

ENGL 381 - The Renaissance (3 Credits)
Literature of the Renaissance, in its cultural contexts, explored through representative works.  
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: CPLT 381

ENGL 382 - The Enlightenment (3 Credits)
Literature of the Enlightenment in its cultural contexts, explored through representative works.  
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: CPLT 382

ENGL 384 - Realism (3 Credits)
Literature of Realism in its cultural contexts, explored through representative works.  
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: CPLT 384

ENGL 387 - Introduction to Rhetoric (3 Credits)
Theories of human communication useful for understanding and informing the everyday work of writers. Emphasis on intensive analysis and writing.  
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: SPCH 387

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ENGL 427 - Southern Literature (3 Credits)
Representative works of Southern writers.  
Prerequisites: ENGL 101 and ENGL 102.

ENGL 429 - Topics in American Literature (3 Credits)
Intensive study of selected topics. May be repeated for credit under a different title.  
Prerequisites: ENGL 101 and ENGL 102.

ENGL 435 - The Short Story (3 Credits)
The characteristics of the short story and its historical development in America and Europe.  
Prerequisites: ENGL 101 and ENGL 102.

ENGL 437 - Women Writers (3 Credits)
Representative works written by women.  
Prerequisites: C or higher in both ENGL 101 and ENGL 102.

Cross-listed course: WGST 437

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ENGL 438A - South Carolina Writers (3 Credits)
Authors and literary forms representative of South Carolina.  
Prerequisites: ENGL 101 and ENGL 102.

ENGL 460 - Advanced Writing (3 Credits)
Extensive practice in different types of nonfiction writing.  
Prerequisites: ENGL 101 and ENGL 102.

ENGL 463 - Business Writing (3 Credits)
Extensive practice in different types of business writing, from brief letters to formal articles and reports.  
Prerequisites: ENGL 101 and ENGL 102.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences, GLD: Research

ENGL 465 - Fiction Workshop (3 Credits)
Workshop in writing fiction.  
Prerequisites: C or higher in both ENGL 101 and ENGL 102.

Engr and Computing (ENCP)

ENGL 101 - Introduction to Engineering I (3 Credits)
Engineering problem solving using computers and other engineering tools.

ENCP 101 - Introduction to Engineering I (3 Credits)
Prerequisites:
- ENGL 101 and ENGL 102.

ENCP 102 - Introduction to Engineering II (3 Credits)
Principles and practice of visualization and graphical representation using modern computer-aided design tools.

ENCP 200 - Statics (3 Credits)
Introduction to the principles of mechanics. Equilibrium of particles and rigid bodies. Distributed forces, centroids, and centers of gravity. Moments of inertia of areas. Analysis of simple structures and machines. A study of various types of friction.

Prerequisites: MATH 141.

ENCP 210 - Dynamics (3 Credits)
Kinematics of particles and rigid bodies. Kinetics of particles with emphasis on Newton's second law; energy and momentum methods for the solution of problems. Applications of plane motion of rigid bodies.

Prerequisites: ENCP 200 or ECIV 200 or EMCH 200.

Environment (ENVR)

ENVR 101 - Introduction to the Environment (3 Credits)
Analysis of environmental issues and the role of science in their identification and resolution.

Carolina Core: SCI

ENVR 101L - Introduction to the Environment Lab (1 Credit)
Demonstrations, field trips, data analyses, and discussion relating to environmental issues, such as sustainability, resource management, and pollution control.

Prerequisite or Corequisite: ENVR 101.

Carolina Core: SCI

ENVR 202 - Environmental Science and Policy II (4 Credits)
Continuing interdisciplinary and multidisciplinary exploration of relations between environment and society for majors in the Environment and Sustainability Program. Case studies raise issues, challenges, and strategies to achieving sustainability. Sophomore standing.

Prerequisites: ENVR 201.

Exercise Science (EXSC)

EXSC 191 - Physical Activity and Health (3 Credits)
Conceps of exercise, nutrition, behavior changes, and skills to promote lifelong physical activity and health.
EXSC 223 - Anatomy and Physiology I (3 Credits)
The structure and functions of the human body; tissues, integument, skeletal, muscular, respiratory, and reproductive systems, and regulation of eating and metabolism.
Prerequisites: ENGL 102; BIOL 102; CHEM 111; MATH 122 or MATH 141.

EXSC 224 - Anatomy and Physiology II (3 Credits)
The structure and functions of the human body: nervous, cardiovascular, digestive, immune, urinary, and endocrine systems.
Prerequisites: C or better in EXSC 223 and EXSC 223L.

EXSC 343 - Practicum in Exercise Science (1-3 Credits)
Supervised practicum in a research or clinical setting for scientific-foundations track. Departmental special permission required.
Prerequisites: EXSC 223, EXSC 224.

EXSC 395 - Research Seminar in Exercise Science (3 Credits)
The research process in exercise science; participation in, presentation and discussion of current research.
Prerequisites: EXSC 223, EXSC 224.

Graduation with Leadership Distinction: GLD: Research

EXSC 499 - Independent Study (1-3 Credits)
Enrollment and topic to be approved in advance by advisor and instructor.
Prerequisites: EXSC 223, EXSC 224.

Graduation with Leadership Distinction: GLD: Research

Film and Media Studies (FAMS)

FAMS 240 - Film and Media Analysis (3 Credits)
Introduction to the critical study of film and media. Students will closely analyze moving images and develop written arguments about film and media.
Carolina Core: AIU

Finance (FINA)

FINA 301 - Money and Banking (3 Credits)
The role of money in the market economy. Commercial banks, the Federal Reserve System, and monetary policy. 03: 07/05/2019.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

FINA 341 - Management of Risk and Insurance (3 Credits)
Introduction to decision making under uncertainty and overview of how various markets allow individuals and organizations to diversify risk. Includes measurement of risk, behavioral bias in decision making under uncertainty; diversification of risk, the role of capital in ensuring performance, moral hazard, adverse selection, insurance pricing, and applications to public policy issues such as health care, catastrophe risk, and safety regulation.
Prerequisite or Corequisite: FINA 363.

FINA 363 - Introduction to Finance (3 Credits)
Basic concepts of finance related to decision making.
Prerequisites: ECON 221, ACCT 225, and STAT 206.

FINA 364 - Financial Institutions (3 Credits)
A study of the functions and operations of financial institutions and their relationships to the commercial banking system and the general economy. Attention is devoted to savings institutions, insurance companies, rural and urban real estate credit, consumer credit, and associated topics. 03: 07/05/2019.

FINA 366 - Introduction to Real Estate and Urban Development (3 Credits)
Real estate analysis and administration; basic principles, concepts, terminology, and institutional factors related to real estate decisions in the urban environment. This course fulfills a pre-examination requirement of the South Carolina Real Estate licensing law (30-hour approved course).
Prerequisites: FINA 363.

FINA 369 - Personal Finance (3 Credits)
Life insurance, health insurance, wills, trusts, Social Security, stocks, bonds, real estate, mutual funds, and other uses of funds.

FINA 467 - Real Estate Finance (3 Credits)
The nature and importance of credit in real estate development and operations; legal framework, sources of mortgage funds, role of public and private financial institutions.
Prerequisites: FINA 366 or FINA 469.

French (FREN)

FREN 109 - Beginning French I (3 Credits)
Introduction to grammar and practical vocabulary necessary for fundamental communication skills. Admission to FREN 109 is restricted to those who have never studied French, who have not studied French in the previous five years, or who have a score of F-1 on the placement test.
Carolina Core: GFL

FREN 110 - Beginning French II (3 Credits)
Introduction to grammar and practical vocabulary necessary for fundamental communication skills. Admission to 110 is restricted to those who have completed FREN 109. Credit may be received only for one of the following: FREN 109/FREN 110 or FREN 121.
Prerequisites: FREN 109.
Carolina Core: GFL

FREN 121 - Elementary French (3 Credits)
Grammar and vocabulary necessary for fundamental communication skills. Assumes prior experience in French. Admission to FREN 121 is restricted to those who have a score of F-2 on the placement test. Credit may be received for only one of the following: FREN 109/FREN 110 or FREN 121.

Carolina Core: GFL

FREN 122 - Basic Proficiency in French (3 Credits)
Practice and further development of essential listening, reading, speaking, and writing skills.
Prerequisites: FREN 110, FREN 121 or placement score of F-3.
Carolina Core: GFL

Geology (GEOL)

GEOL 101 - Introduction to the Earth (4 Credits)
Origin and nature of the earth with emphasis on internal processes and phenomena such as earthquakes, volcanoes, and mountain building; surface processes, including landform evolution. Three lectures and three laboratory hours each week.
Carolina Core: SCI

GEOL 102 - Fossils and the Evolution of Life on Earth (4 Credits)
Basic overview of fossils, including dinosaurs, and their importance for understanding earth history and the evolution of life. Three lectures and three laboratory hours each week.
GEOL 103 - Environment of the Earth (4 Credits)
Analysis of basic energy cycles of the earth. Interaction of human activity with earth processes to affect the environment. Three lectures and three laboratory hours each week. Field trips required.
Carolina Core: SCI

GEOL 110 - Cultural Geology (3 Credits)
The growth of geological concepts, scientific and non-scientific. The impact of geological factors on human affairs. The role of time and evolution (biological and physical). Restricted to non-science majors.
Carolina Core: SCI

History (HIST)

HIST 101 - European Civilization from Ancient Times to the Mid-17th Century (3 Credits)
The rise and development of European civilization from its Mediterranean origins through the Renaissance and Reformation.
Carolina Core: GHS

HIST 102 - European Civilization from the Mid-17th Century to the Present (3 Credits)
European development and expansion from the mid-17th century to the present.
Carolina Core: GHS
Graduation with Leadership Distinction: GLD: Global Learning

HIST 109 - Introduction to Latin American Civilization (3 Credits)
A discussion of the political, cultural, and economic forces which have conditioned the development of institutions and ideas in Spanish and Portuguese America.
Carolina Core: GHS
Graduation with Leadership Distinction: GLD: Global Learning

HIST 111 - United States History to 1865 (3 Credits)
A general survey of the United States from the era of discovery to 1865, emphasizing major political, economic, social, and intellectual developments.
Carolina Core: GHS

HIST 112 - United States History since 1865 (3 Credits)
A general survey of the United States from 1865 to the present, emphasizing major political, economic, social, and intellectual developments. Honors sections are available for students in the honors program.
Carolina Core: GHS

HIST 312 - French Revolution and Napoleon (3 Credits)
The changes in France and Europe during the revolutionary decade, the rise of Napoleon, and the establishment of French hegemony over the Continent.

HIST 316 - Nineteenth-Century Europe (3 Credits)
Political, social, economic, and intellectual developments from 1815-1900, which brought European culture to its zenith and contributed to Europe's global domination.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 317 - Contemporary Europe from World War I to World War II (3 Credits)
The Great War, revolution, and reconstruction; the rise of authoritarian and totalitarian regimes and the coming of World War II.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 318 - Europe from World War II to the Present (3 Credits)
The Second World War and its origins; the Cold War; European recovery; a divided continent and Europe in the Global Era.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 104 - Civil War and Reconstruction, 1860-1877 (3 Credits)
The political, military, and social history of the War and the reorganization which followed.

HIST 405 - The Rise of Industrial America, 1877-1917 (3 Credits)
A survey of recent United States history with emphasis on the economic, social, and literary developments from 1877 to 1917.

HIST 406 - The United States and a World at War, 1917-1945 (3 Credits)
The United States and a World at War, 1917-1945.

HIST 407 - United States History Since 1945 (3 Credits)
A survey of the political, economic, social, and cultural developments in the period after World War II.

HIST 410 - History of South Carolina Since 1865 (3 Credits)
A survey of recent South Carolina history with emphasis on social and institutional development.

HIST 413 - History of Canada (3 Credits)
A survey of Canadian development from colony to modern nation.

HIST 442 - The Old South (3 Credits)
Development of Southern society and of the forces that made the South a distinctive section of the United States.

HIST 443 - The New South (3 Credits)
Reconstruction, the Bourbon era, agrarian revolt, industrial revolution, racial problems, and the changes resulting from the impact of two world wars and the New Deal (1865-1946).
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

HIST 449 - American Popular Culture Since 1890 (3 Credits)
A history of the contributions of the popular aspects of American culture and their interactions with American institutions.

Hlth Promo Educ & Beh (HPEB)

HPEB 321 - Personal and Community Health (3 Credits)
Psychosocial health, stress management, leading infectious and noninfectious diseases, nutrition, physical fitness, sexuality, consumer health and health care access, environmental health, aging, and death.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

HPEB 331 - Health Education for the Elementary School (3 Credits)
Methods and materials for elementary schools. Integration and correlation of materials with school subjects. Sample content developed for primary, intermediate, and upper grades.
Hotel Rest Tourism Mgmt (HRTM)
HRTM 344 - Personnel Organization and Supervision (3 Credits)
Recruitment, selection, utilization, and development of human resources; role of supervisors in management and personnel administration.
Cross-listed course: RETL 344

Integrated Info Tech (ITEC)
ITEC 143 - Advanced Business Document Preparation (3 Credits)
Emphasis on production and versatility in preparing business documents. Not for TSTM majors. For business teacher certification.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences
ITEC 233 - Introduction to Computer Hardware and Software (3 Credits)
Understanding of current computer hardware and software through computer building, repairing, and troubleshooting.
ITEC 243 - Word Processing Concepts and Technology (3 Credits)
Introduction to word processing concepts and applications.
Prerequisites: keyboarding.
ITEC 245 - Introduction to Networking (3 Credits)
Understanding the essential concepts of computer networks, including standards, topologies, security, media, switching, routing, and more.
Prerequisites: C or better in ITEC 233.
ITEC 264 - Computer Applications in Business I (3 Credits)
Survey of core skills and techniques for spreadsheet design and analysis of business problems.
ITEC 270 - Records Control (3 Credits)
Analysis and control of office records including creation, processing, maintenance, protection, and disposition.
Prerequisites: ITEC 264.

Journalism (JOUR)
JOUR 101 - Media and Society (3 Credits)
Principles, history, philosophies, theories of the mass media and allied professions and their societal role and impact.

Management (MGMT)
MGMT 371 - Principles of Management (3 Credits)
A comprehensive survey of the basic principles of management applicable to all forms of business. The course provides the student with a basis for thinking about complex business situations in the framework of analysis of the management process.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences
MGMT 374 - Strategic Human Resource Management (3 Credits)
A survey of the major approaches used in managing human resources. Covers selection, compensation, legal compliance, discipline, organizational restructuring, TQM, motivation, labor relations, and performance management.
Prerequisites: MGMT 371.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

Management Science (MGSC)
MGMT 376 - Employee Engagement (3 Credits)
Introduction to human behavior in organizations. Emphasis on factors that contribute to the effectiveness of individuals and groups in organizations.
Prerequisites: MGMT 371.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences
MGMT 472 - Entrepreneurship and Small Business (3 Credits)
This course is an introduction to the ownership and management of small firms, emphasizing their role in the U.S. economy, their particular demands on owners, and the effects of newness and smallness on their managers' decisions.
Prerequisites: MGMT 371.
MGMT 478 - Strategic Management (3 Credits)
A study of the formulation and application of functionally integrated business policy by top management. Emphasis is on decision making in the face of changing conditions.
Prerequisites: MKTG 350, FINA 363, MGMT 371.

Marine Science (MSCI)
MSCI 101 - The Ocean Environment (4 Credits)
Origin and evolution of the oceans, plate tectonics, ocean circulation, waves and tides, seawater and sediment composition, and influences on biology. Three lecture and three laboratory hours per week. Scheduled field trips required.
Carolina Core: SCI
MSCI 102 - The Living Ocean (4 Credits)
Origin, evolution, and diversity of marine life, biological production, trophic dynamics, nutrient cycles, marine resources, and environmental concerns. Three lecture and three laboratory hours per week. Scheduled field trips required.
Carolina Core: SCI
MSCI 210 - Oceans and Society (3 Credits)
A nontechnical introduction to human interactions with the marine environment: marine organisms, marine systems, and the physical and chemical characteristics of oceans and estuaries. Not available for marine science major credit.
Carolina Core: SCI
MSCI 210L - Oceans and Society Laboratory (1 Credit)
Experiments and exercises which illustrate how specific components of
marine environments are structured, function, and can be measured. Two
laboratory hours per week. Not available for marine science major credit.
Attendance on designated field trips may be required.
Prerequisite or Corequisite: MSCI 210.

Carolina Core: SCI

MSCI 215 - Coastal Environments of the Southeastern U.S. (3 Credits)
Coastal zones of South Carolina and neighboring states, including
geologic history, geomorphology, stratigraphy, hydrogeology, shoreline
processes, environmental issues, and effect of man. Three lecture hours
each week plus optional field trips. Not available for marine science major
credit.
Prerequisite or Corequisite: MSCI 215.

Cross-listed course: GEOL 215L
Carolina Core: SCI

Marketing (MKTG)

MKTG 350 - Principles of Marketing (3 Credits)
Principles and concepts underlying marketing functions, including the
conception, pricing, promotion, and distribution of products and services
and the role of marketing in society. A. major sections; ECON 224,
ACCT 222 for non-B.A. major sections.
Prerequisites: ECON 221/ECON 222, ACCT 225/ACCT 226 for B.

MKTG 351 - Consumer Behavior (3 Credits)
The consumer decision process, with emphasis on consumer decision
making, satisfaction/dissatisfaction factors, perception, learning, group
influences, and marketing strategy implications.
Prerequisites: MKTG 350.

MKTG 457 - Personal Selling and Sales Management (3 Credits)
Examines fundamentals of personal selling and sales management and
the development of communication and selling skills that yield desired
sales results.
Prerequisites: MKTG 350.

Mathematics (MATH)

MATH 111 - Basic College Mathematics (3 Credits)
Basic college algebra; linear and quadratic equations, inequalities,
functions and graphs of functions, exponential and logarithmic functions,
systems of equations.
Prerequisites: placement through Algebra version of the Mathematics
Placement Test.

MATH 111I - Intensive Basic College Mathematics (4 Credits)
An intensive treatment of the topics covered in MATH 111.
Prerequisites: placement through Algebra version of the Mathematics
Placement Test.

MATH 112 - Trigonometry (2 Credits)
Topics in trigonometry specifically needed for MATH 141, MATH 142,
MATH 241. Circular functions, analytic trigonometry, applications
of trigonometry. Credit may not be received for both MATH 112 and
MATH 115.
Prerequisites: C or better in MATH 111 or MATH 111I, or placement
through Algebra version of the Mathematics Placement Test.

MATH 115 - Precalculus Mathematics (4 Credits)
Topics in algebra and trigonometry specifically needed for MATH 141,
MATH 142, MATH 241. Subsets of the real line, absolute value;
polynomial, rational, inverse, logarithmic, exponential functions; circular
functions; analytic trigonometry.
Prerequisites: C or better in MATH 111 or MATH 111I, or placement
through Precalculus version of the Mathematics Placement Test.

MATH 122 - Calculus for Business Administration and Social
Sciences (3 Credits)
Derivatives and integrals of elementary algebraic, exponential, and
logarithmic functions. Maxima, minima, rate of change, motion, work,
area under a curve, and volume.
Prerequisites: C or better in MATH 111, MATH 111I or MATH 115 or
placement through Algebra version of the Mathematics Placement Test.

Carolina Core: ARP

MATH 141 - Calculus I (4 Credits)
Functions, limits, derivatives, introduction to integrals, the Fundamental
Theorem of Calculus, applications of derivatives and integrals. Four
classroom hours and one laboratory hour per week.
Prerequisites: C or better in Math 112, MATH 115, or MATH 116, or
placement through Precalculus version of the Mathematics Placement
Test.

Carolina Core: ARP

MATH 142 - Calculus II (4 Credits)
Methods of integration, sequences and series, approximations. Four
classroom hours and one laboratory hour per week.
Prerequisites: C or better in MATH 141.

Carolina Core: ARP

MATH 151 - Calculus Workshop I (2 Credits)
Small study group practice in applications of calculus. For elective credit
only.
Corequisite: MATH 141.

MATH 152 - Calculus Workshop II (2 Credits)
Small study group practice in applications of calculus. For elective credit
only.
Corequisite: MATH 142.

MATH 170 - Finite Mathematics (3 Credits)
Elementary matrix theory; systems of linear equations; permutations and
combinations; probability and Markov chains; linear programming and
game theory.
Prerequisites: C or better in MATH 111 or MATH 111I or MATH 122, or
placement through Algebra version of the Mathematics Placement Test.

Carolina Core: ARP
MATH 172 - Mathematical Modeling for the Life Sciences (3 Credits)
Biological modeling with differential and difference equations; techniques of model modifications; analytic, numerical, and graphical solution methods; equilibria, stability, and long-term system behavior; geometric series; vectors, matrices, eigenvalues, and eigenvectors. Applications principally to population dynamics and compartment models.
Prerequisites: C or better in MATH 122 or MATH 141.

Carolina Core: ARP

MATH 174 - Discrete Mathematics for Computer Science (3 Credits)
Logic, number theory, sequences, series, recursion, mathematical induction, set theory, enumeration, functions, relations, graphs and trees. Connections to computers and to programming are emphasized when possible.
Prerequisites: C or better in MATH 115, MATH 116, MATH 122, or MATH 141, or placement through the pre-calculus version of the Mathematics Placement Test.

Carolina Core: ARP

MATH 198 - Introduction to Careers and Research in the Mathematical Sciences (1 Credit)
An overview of different areas of mathematical research and career opportunities for mathematics majors. Pass/fail only.
Prerequisites: C or better in MATH 141.

Graduation with Leadership Distinction: GLD: Research

MATH 221 - Basic Concepts of Elementary Mathematics I (3 Credits)
The meaning of number, fundamental operations of arithmetic, the structure of the real number system and its subsystems, elementary number theory. Open only to students in elementary or early childhood teacher certification.
Prerequisites: C or better in MATH 111 or MATH 111I or placement through Algebra version of the Mathematics Placement Test.

MATH 222 - Basic Concepts of Elementary Mathematics II (3 Credits)
Informal geometry and basic concepts of algebra. Open only to students in elementary or early childhood teacher certification.
Prerequisites: C or better in MATH 221.

MATH 241 - Vector Calculus (3 Credits)
Vector algebra, geometry of three-dimensional space; lines, planes, and curves in space; polar, cylindrical, and spherical coordinate systems; partial differentiation, max-min theory; multiple and iterated integration, line integrals, and Green's theorem in the plane.
Prerequisites: C or better in MATH 142.

MATH 242 - Elementary Differential Equations (3 Credits)
Ordinary differential equations of first order, higher order linear equations, Laplace transform methods, series methods; numerical solution of differential equations. Applications to physical sciences and engineering.
Prerequisites: C or better in MATH 142.

MATH 374 - Discrete Structures (3 Credits)
Propositional and predicate logic; proof techniques; recursion and recurrence relations; sets, combinatorics, and probability; functions, relations, and matrices; algebraic structures.
Prerequisites: C or better in both MATH 142 and CSCE 146.

MATH 399 - Independent Study (3-9 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.

Graduation with Leadership Distinction: GLD: Research

Music (MUSC)

MUSC 110 - Introduction to Music (3 Credits)
Perceptive listening and appreciation of musical elements, forms and style periods, including composers' lives, individual styles and representative works. Emphasis on classical music; jazz and American popular music included.
Carolina Core: AIU

MUSC 114 - Introduction to Music Theory (3 Credits)
Carolina Core: AIU

MUSC 140 - Jazz and American Popular Music (3 Credits)
Development of jazz and American popular music through the study of important soloists, ensembles, arrangers, and composers.
Carolina Core: AIU

Nursing (LANU)

LANU 104 - Nursing Care Management I (4 Credits)
This course focuses on the knowledge, skills, and abilities that are fundamental to nursing practice with application in acute or extended care settings.
Prerequisites: Admission to the nursing program

Corequisite: BIOL 243, BIOL 243L; ENGL 101; LANU 206, LANU 106

LANU 106 - Pharmacologic Basics (2 Credits)
This introductory course outlines the basic concepts of pharmaceutics, pharmacokinetics, pharmacodynamics, and pharmacotherapeutics. The process of clinical calculations is introduced, as well as the major drug classifications.
Prerequisites: Admission to the nursing program; LANU 159, LANU 211

Corequisite: BIOL 243, BIOL 243L; ENGL 101, ENGL 102; LANU 104, LANU 206

LANU 159 - Nurse Care Management II (6 Credits)
Focuses on the delivery of nursing care to an increasing number of individuals experiencing health problems emphasizing selected physiological systems.
Prerequisites: LANU 104, LANU 106, LANU 206

Corequisite: BIOL 244, BIOL 244L; PSYC 101; LANU 211

LANU 206 - Clinical Skills Application (2 Credits)
Involves the application of knowledge, skills, and abilities in a clinical setting.
Prerequisites: Admission to the nursing program

Corequisite: BIOL 243, BIOL 243L; ENGL 101; LANU 104, LANU 106

LANU 209 - Nursing Management III (5 Credits)
Focuses on the delivery of nursing care to an increasing number of individuals experiencing health problems emphasizing selected physiological systems.
Prerequisites: LANU 159, LANU 211

Corequisite: ENGL 102
LANU 211 - Care of the Childbearing Family (4 Credits)
This course facilitates the application of the nursing process to assist in meeting the needs of the childbearing and child-rearing family. Focus is on both normal and abnormal aspects.
**Prerequisites:** LANU 104, LANU 106, LANU 206
**Corequisite:** LANU 159; PSYC 101; BIOL 244, BIOL 244L

LANU 214 - Mental Health Nursing (4 Credits)
This course facilitates the utilization of the nursing process to assist in meeting the needs of patients with common mental health problems. Focus is on the dynamics of human behavior, ranging from normal to extreme.
**Prerequisites:** LANU 229
**Corequisite:** LANU 219, humanities/fine arts elective, elective

LANU 219 - Nursing Management and Leadership (4 Credits)
This course prepares the student for the professional nursing role through the introduction of management skills required to care for small groups of individuals and to function as a leader of a nursing team.
**Prerequisites:** LANU 214

LANU 229 - Nursing Care Management IV (6 Credits)
This course focuses on the delivery of nursing care to clients throughout the lifespan who are experiencing complex, multi-system health problems.
**Prerequisites:** LANU 209
**Corequisite:** BIOL 330, BIOL 330L; MATH 111

**Nursing (NURS)**

NURS 212 - Evolution of Nursing Science (2 Credits)
Historical imperatives for nursing are explored to aid in understanding the scientific base of nursing. Internal and external factors influencing the evolution of nursing as a profession, science, art, and practice discipline are discussed. Sophomore nursing students.

NURS 216 - Biophysical Pathology (3 Credits)
Pathology associated with biophysical alterations.
**Prerequisites:** CHEM 102; BIOL 243 and BIOL 244 or EXSC 224 and accompanying labs.

NURS 220 - Clinical Nutrition (3 Credits)
Principles of normal and therapeutic nutrition, and the role of the nurse in nutritional care.
**Prerequisites:** NURS 216.

**Palmetto College (PCAM)**

PCAM 104 - Foundations of Composition (3 Credits)
A course in writing skills with practice in composing essays, including intensive review of grammar, punctuation, and mechanics.

PCAM 105 - Contemporary College Mathematics (3 Credits)
Linear and quadratic equations and models, functions, exponential models, logarithms, systems of equations, fundamentals of probability and statistics.

PCAM 106 - Foundations of College Algebra (3 Credits)
Operations on real numbers, linear equations and inequalities, quadratic equations, factoring, absolute value equations, exponential and radical expressions, graphs, and functions. Additional topics may include math study skills, logarithms, exponential functions, probability, statistics, systems of equations, polynomial division, and mathematical modeling.
**Prerequisites:** C or better in PCAM 106 students must pass the math placement test (MPT) with a minimum score of MB1 or MA2.

PCAM 141 - Introduction to Computer Keyboarding (3 Credits)
Keyboarding using the touch method, inputting, editing, and printing. Designed for students without keyboarding skills. Elective credit only. This course might not apply toward associate’s degrees or Columbia baccalaureate degrees.

PCAM 151 - Computer Literacy and Applications (3 Credits)

PCAM 201 - Introduction to Internet Research (3 Credits)
Developing the means by which students may learn to access the Internet through mainframe and PC connections to accomplish specific research needs. This course might not apply toward associate's degrees or Columbia baccalaureate degrees.
**Prerequisites:** CSCE 101.

PCAM 205 - Foundations of Leadership (3 Credits)
This course combines leadership theory with practical application, equipping students with the knowledge and skills needed to work more effectively with people, become better leaders, and reach their professional goals.
**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Leadership Experiences

PCAM 299 - Independent Study (1-6 Credits)
Contract approved by instructor, advisor, and academic dean is required for undergraduate studies. May be taken for elective credit only. May be repeated for up to 6 credits hours.

**Palmetto Programs (PALM)**

PALM 493 - South Carolina Studies (3 Credits)
Reading and writing about South Carolina from the perspective of multiple disciplines, incorporating elements of the student's major and cognate.

PALM 494 - Internship (3 Credits)
Supervised immersion and exploration in a field related to the major, with a career, cultural, or community focus.
**Prerequisites:** C or better in PALM 493.

**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Internships

PALM 495 - Service-Learning (3 Credits)
An exploration of theories of service-learning with application of practical solutions to meet community needs.
**Prerequisites:** C or better in PALM 493.

**Experiential Learning:** Experiential Learning Opportunity

**Philosophy (PHIL)**

PHIL 101 - Special Topics in Philosophy (3 Credits)
Topics selected by the instructor for specialized study. Course content varies and will be announced in the schedule of classes by title.
PHIL 102 - Introduction to Philosophy (3 Credits)
An introduction to the main problems of philosophy and its methods of inquiry, analysis, and criticism. Works of important philosophers will be read. Honors section offered.

PHIL 111 - Introduction to Logic II (3 Credits)
Philosophical foundations of inductive inference, including probability, statistics, and decision theory; application of the methods and results of inductive inference to philosophical problems such as the problem of rationality, epistemology, theory confirmation, social and political philosophy.
Prerequisites: At least one of the following: PSYC 227; SOCY 220; STAT 110, STAT 112, STAT 201, STAT 205, or STAT 206; MGSC 291.

Carolina Core: ARP

PHIL 114 - Introduction to Formal Logic I (3 Credits)
Formal logic, including foundational logical concepts, syntax and semantics of first-order logic; derivations; applications.
Carolina Core: ARP

PHIL 210 - Philosophical Themes in Literature (3 Credits)
Selected philosophical problems as they are presented in imaginative and theoretical literature. Works of fiction and philosophical treatments of issues involved in them will be read and discussed.

PHIL 211 - Contemporary Moral Issues (3 Credits)
Moral issues confronting men and women in contemporary society. Topics will vary but may include discussion of problems related to abortion, drugs, euthanasia, war, social engineering, and punishment of criminals.
Carolina Core: VSR
Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

PHIL 301 - Ancient Philosophy (3 Credits)
An introduction to the work of ancient philosophers, with special emphasis on Plato and Aristotle.
Cross-listed course: CLAS 301

PHIL 302 - Greek and Roman Philosophy after Aristotle (3 Credits)
Problems such as hedonism, providence, belief and evidence, and mysticism, as they appear in the writings of Epicureans, Stoics, Sceptics, and Plotinus.
Cross-listed course: CLAS 302

PHIL 303 - History of Medieval Philosophy (3 Credits)
Major philosophical traditions in the Middle Ages.

PHIL 304 - Seventeenth and Eighteenth-Century Philosophy (3 Credits)
An introduction to Continental and British philosophy running roughly from Descartes through Kant.

PHIL 305 - Nineteenth and Twentieth-Century Philosophy (3 Credits)
An introduction to Continental and British philosophy since Kant through study of the works of representative philosophers. Particular emphasis is placed on the development of Idealism, Marxism, Existentialism and Phenomenology, and analytic philosophy.

PHIL 310 - American Philosophy (3 Credits)
The principal movements of philosophical thought from Colonial times to the present, with special emphasis on the 19th and 20th centuries.

PHIL 311 - Existentialism (3 Credits)
An introduction to existentialist themes in contemporary philosophy, literature, psychology, and religion. The writings of existentialists such as Kierkegaard, Nietzsche, Camus, Sartre, Buber, May, and Binswanger will be read and discussed.

PHIL 320 - Ethics (3 Credits)
A study of the moral principles of conduct and the basic concepts underlying these principles, such as good, evil, right, wrong, justice, value, duty, and obligation. The ethical works of influential philosophers are analyzed in terms of these concepts.
Carolina Core: VSR
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

PHIL 324 - Business Ethics (3 Credits)
Ethical problems in business; application to business situations of philosophical theories of individual, corporate, and governmental rights and responsibilities.
Carolina Core: VSR
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

PHIL 330 - Social and Political Philosophy (3 Credits)
An overview of major themes in political philosophy such as the nature of politics, obligation, community, representation, freedom, equality, and justice.
Cross-listed course: POLI 300
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

PHIL 341 - Philosophy and Film (3 Credits)
Selected philosophical problems as they are presented in feature and documentary films.

Physical Education (PEDU)

PEDU 104 - Personal Fitness and Weight Control (1 Credit)
Advanced techniques for controlling weight and improving fitness through exercise, lectures, and self-evaluation.

PEDU 105 - Weight Training (1 Credit)
Fundamentals of progressive resistance exercise training.

PEDU 106 - Advanced Weight Training (1 Credit)
Advanced techniques.
Prerequisites: PEDU 105.

PEDU 107 - Group Exercise (1 Credit)
Cardio-respiratory fitness, flexibility, muscular strength and endurance, and agility through various group exercise formats while utilizing a variety of equipment.

PEDU 108 - Fitness Swimming (1 Credit)
Individualized physical conditioning through lap swimming and aquatic calisthenics, games, and activities.
Prerequisites: PEDU 140.

PEDU 110 - Orientation to Physical Education (1 Credit)
Experiences in a variety of physical-activity areas.

PEDU 112 - Basketball (1 Credit)
Fundamental skills of game performance. Strategy, rules, and basic offenses and defenses.

PEDU 113 - Bowling (1 Credit)
Fundamental skills and techniques of bowling.

PEDU 114 - Golf (1 Credit)
Basic strokes, rules, and strategy of golf.

PEDU 116 - Handball (1 Credit)
Fundamentals, strategy, and rules of handball.
PEDU 117 - Karate (1 Credit)
Fundamentals.

PEDU 119 - Soccer (1 Credit)
Fundamental skills for game performance; history, rules, and game strategy.

PEDU 120 - Softball (1 Credit)
Fundamental skills for game performance; history, rules, and game strategy.

PEDU 121 - Beginning Tennis (1 Credit)
Basic strokes, history, rules, and strategy of the game.

PEDU 122 - Volleyball (1 Credit)
Recreational and competitive volleyball skills.

PEDU 129 - Racquetball (1 Credit)
Fundamental skills, rules, and terminology.

PEDU 132 - Intermediate Tennis (1 Credit)
Intermediate skills and strategies.
Prerequisites: PEDU 121.

PEDU 136 - Yoga (1 Credit)
Fundamental skills and terminology.

PEDU 140 - Beginning Swimming (1 Credit)
Skills for safety and recreation.

PEDU 141 - Intermediate Swimming (1 Credit)
Prerequisite: PEDU 140.

PEDU 142 - Lifeguard Training (1 Credit)
Skills of lifesaving.
Prerequisites: swim 500 yards, tread water for one minute, and swim 20 feet underwater.

PEDU 143 - Water Safety Instructor Certification (1 Credit)
Skills, methods, and techniques to teach Red Cross Swimming and Life Saving.
Prerequisites: 17 years of age; sound physical condition; possession of the Red Cross Advanced Lifesaving Certificate, a Red Cross Swimmer Certificate, or the ability to perform the Swimmer Course.

PEDU 148 - Team Water Sports (1 Credit)
Fundamental skills, rules, and strategies for participation in team water sports.
Prerequisites: intermediate swimming skills.

PEDU 149 - Survival Swimming (1 Credit)
Skills and techniques for survival under adverse conditions.
Prerequisites: swim 100 yards, tread water for one minute, and swim 20 feet underwater.

PEDU 170 - Beginning Latin Dance (1 Credit)
Introductory course to multiple styles of social Latin dancing including Salsa, Merengue and Bachatta. Designed to develop the skills and techniques necessary for social level Latin dancing. Emphasis will be placed on basic social elements of dance, patterns, music, and leading and following.

PEDU 181 - Equestrian (1 Credit)
English hunter-style riding for intermediate students.

PEDU 182 - Backpacking (1 Credit)
Living in the out-of-doors; gear selection, map and compass reading, backpacking, hiking, and camping.

PEDU 183 - Canoeing (1 Credit)
Fundamentals of lake, river, and whitewater canoeing.

PEDU 184 - Snow Skiing (1 Credit)
Fundamental skills and techniques.

Physics (PHYS)

PHYS 201 - General Physics I (3 Credits)
First part of an introductory course sequence. Topics include mechanics, and selections from wave motion, sound, fluids, and heat. No previous background in physics is assumed.
Prerequisites: C or better in MATH 111, MATH 111L, MATH 112, MATH 115, MATH 116, MATH 122, MATH 141, or by placement score into MATH 122, MATH 141, or higher.

Carolina Core: SCI

PHYS 201L - General Physics Laboratory I (1 Credit)
Prerequisite or Corequisite: PHYS 201.

Carolina Core: SCI

PHYS 202 - General Physics II (3 Credits)
Continuation of PHYS 201; includes electromagnetism, relativity, quantum physics, atomic and nuclear physics.
Prerequisites: C or better in PHYS 201.

Carolina Core: SCI

PHYS 202L - General Physics Laboratory II (1 Credit)
Prerequisite or Corequisite: PHYS 202.

Carolina Core: SCI

PHYS 211 - Essentials of Physics I (3 Credits)
Classical mechanics and wave motion. Calculus-level course for students of science and engineering.
Prerequisites: C or better in MATH 141.
Corequisite: PHYS 211L.

Carolina Core: SCI

PHYS 211L - Essentials of Physics I Lab (1 Credit)
Prerequisite or Corequisite: PHYS 206 or PHYS 211.

Carolina Core: SCI

PHYS 212 - Essentials of Physics II (3 Credits)
Classical electromagnetism and optics.
Prerequisites: C or better in PHYS 211 and MATH 142.
Corequisite: PHYS 212L.

Carolina Core: SCI

PHYS 212L - Essentials of Physics II Lab (1 Credit)
Prerequisite or Corequisite: PHYS 207 or PHYS 212.

Carolina Core: SCI
Political Science (POLI)

**POLI 101 - Introduction to Global Politics (3 Credits)**
Introduction to theories about global politics. Issues and controversies central to global politics.

Carolina Core: GSS

**Graduation with Leadership Distinction:** GLD: Global Learning

**POLI 105 - Introduction to Politics (3 Credits)**
Concepts and problems involved in human relationship with governments, the nation-state, and political change.

**POLI 201 - American National Government (3 Credits)**
The formation and development of the national government, its organization and powers. Overlay Course.

Carolina Core: GSS, VSR

**POLI 341 - Contemporary United States Foreign Policy (3 Credits)**
A critical analysis of selected problems of United States foreign policy.

**Graduation with Leadership Distinction:** GLD: Global Learning

**POLI 357 - Film, Politics, and Social Change (3 Credits)**
Critical analysis of film as expression and agent of political cultural, ideology, and change.

**Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy

**POLI 362 - Politics and the Mass Media (3 Credits)**
Survey of the role in American politics of mass communications media, including the press and electronic news reporting; influence of mass media on the conduct of political campaigns, political leadership style, and public opinion.

**POLI 365 - State Government (3 Credits)**
A study of state-federal relations, relations among states, state constitutions, and the structure and functions of the three branches of government. Emphasis is given to South Carolina.

**POLI 368 - Interest Groups and Social Movements (3 Credits)**
The mobilization, organization, tactics, and results of group-based politics, including latent interests and the suppression of interests.

**Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

**POLI 370 - Introduction to Public Administration (3 Credits)**
A study of the basic principles and theory of administrative structure, responsibility, and control in relation to policy making in the modern state.

**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Leadership Experiences

**POLI 406 - The State of American Politics (3 Credits)**
Major factors that affect the state of contemporary American politics, including the Constitution, the Congress, the courts, the presidency, the states, federalism, political parties, special-interest groups, and the electoral process.

**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Leadership Experiences

**PSYC 226 - Research Methods in Psychology (3 Credits)**
Basic principles and methodology.

**Prerequisites:** PSYC 101 or SCHC 130.

**Graduation with Leadership Distinction:** GLD: Research

**PSYC 227 - Psychological Statistics (3 Credits)**
Introduction to statistical methods essential for psychological research.

**Prerequisites:** PSYC 226 and MATH 111 or placement out of MATH 111.

**PSYC 228 - Laboratory in Psychology (2 Credits)**
Laboratory in psychology in which research methods and statistical methods are integrated. One lecture and one two-hour laboratory per week.

**Prerequisites:** PSYC 226 and PSYC 227.

**PSYC 301 - Psychology of Marriage (3 Credits)**
The psychological, physiological, and social characteristics of marriage.

**Cross-listed course:** WGST 301

**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Leadership Experiences

**PSYC 400 - Survey of Learning and Memory (3 Credits)**
Research and applications concerning the acquisition of new behavior and knowledge, including accounts based on classical and instrumental conditioning and on information-processing models.

**Prerequisites:** PSYC 101 or SCHC 130.

**PSYC 405 - Cognitive Psychology (3 Credits)**
Research and theories on sensory memory, attention, short-term and working memory, human learning and forgetting, imagery, long-term memory, speech perception, reading, language, thinking and problem solving, and decision making.

**PSYC 410 - Behavioral and Mental Disorders (3 Credits)**
Covers the classification, diagnosis, etiological theories, and treatments of the major mental and emotional disorders.

**Prerequisites:** PSYC 101 or SCHC 130.

**PSYC 420 - Survey of Developmental Psychology (3 Credits)**
Psychological development from conception to late adulthood. Topics include physical, cognitive, and social processes associated with development at each stage of the life cycle.

**Prerequisites:** PSYC 101 or EDPY 335 or SCHC 130.

Religious Studies (RELG)

**RELG 101 - Exploring Religion (3 Credits)**
Beliefs and practices of the world’s religions and the methods scholars use to study them.

Carolina Core: GSS

**RELG 120 - Comparative Religion (3 Credits)**
Issues, theories, and debates that shape global religious traditions, cultures, and communities; examination of historical contexts and development, applying social scientific inquiry and methods to analyze relevant current circumstances and concerns.

**RELG 201 - Religion and Culture (3 Credits)**
Exploration of the dynamic relationships between selected religions and cultures.

**Graduation with Leadership Distinction:** GLD: Professional and Civic Engagement Leadership Experiences
RELG 240 - Introduction to Christianity (3 Credits)
Introduction to the Christian religion, with emphasis on the history of the major traditions and movements that have shaped the multicultural practices and social impact of modern global Christianity.

RELG 301 - Hebrew Bible (Old Testament) (3 Credits)
Modern study of the Hebrew Bible from historical, literary, and archeological points of view. Reading and analysis of texts in translation. Cross-listed course: JSTU 301

RELG 302 - New Testament (3 Credits)
Historical and critical study of the New Testament writings, with emphasis on origins, production, and transmission.

RELG 311 - Gospel Literature and the Formation of Christianity (3 Credits)
Gospels about Jesus from the 1st and 2nd centuries CE; analysis with attention to canonical texts as well as those not contained in today's major canonical collections; assessment of gospel literature in competing configurations of Christianity during its formative years.

RELG 312 - The Life and Letters of Paul (3 Credits)
A critical study in the life and thought of Paul, his letters to the early Christian churches, his role in the expansion of the Christian movement, and his continuing influence today.

RELG 412 - Faith, Doubt, and God (3 Credits)
Judeo-Christian views of God; modern criticism and contemporary responses.

Retailing (RETL)

RETL 261 - Principles of Accounting I (3 Credits)
A study of the accounting cycle with emphasis on preparation and analysis of financial statements.

RETL 262 - Principles of Accounting II (3 Credits)
A study of the preparation and interpretation of corporate financial statements with an emphasis on analysis and decision making techniques. Prerequisites: RETL 261.

RETL 351 - Retail Entrepreneurship (3 Credits)
Essentials of creating and operating a new retail venture in physical and virtual environments.

Social Work (SOWK)

SOWK 303 - Social Welfare Services for Children and Youth (3 Credits)
Social welfare services available to children and youth and the referral processes involved. Prerequisites: PSYC 101, or SOCY 101, or SOWK 201.

SOWK 304 - Social Welfare Services to Older Adults and Their Families (3 Credits)
Social welfare services available to families, ranging from counseling services to specialized services for aged citizens. Prerequisites: PSYC 101 or SOCY 101 or SOWK 201.

SOWK 305 - Social Welfare Services for Women and Minorities (3 Credits)
Social welfare services available to women and minorities and the forces that shape these services. Prerequisites: C or better in PSYC 101, or SOCY 101, or SOWK 201.

Cross-listed course: WGST 306
Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

Sociology (SOCY)

SOCY 101 - Introductory Sociology (3 Credits)
An introduction to sociological facts and principles: an analysis of group-making processes and products. Carolina Core: GSS

Spanish (SPAN)

SPAN 109 - Beginning Spanish I (3 Credits)
Introduction to grammar and practical vocabulary necessary for fundamental communication skills. Restricted to those who have never studied Spanish or placed by examination into SPAN 109. Credit may be received only for one of the following: SPAN 109, SPAN 110, SPAN 111, or SPAN 121. Carolina Core: GFL

SPAN 110 - Beginning Spanish II (3 Credits)
Introduction to grammar and practical vocabulary necessary for fundamental communication skills. Restricted to those who have completed SPAN 109. Credit may be received only for one of the following: SPAN 109, SPAN 110, SPAN 111, or SPAN 121. Carolina Core: GFL

SPAN 121 - Elementary Spanish (3 Credits)
Grammar and vocabulary necessary for fundamental communication skills. Assumes prior experience in Spanish. Admission only by proficiency examination. Credit may be received only for one of the following: SPAN 109, SPAN 110, SPAN 111, or SPAN 121. Carolina Core: GFL

SPAN 122 - Basic Proficiency in Spanish (3 Credits)
Practice and further development of essential listening, reading, speaking, and writing skills. Prerequisites: SPAN 109, SPAN 110, SPAN 111, or SPAN 121 or by placement examination. Carolina Core: GFL

Speech (SPCH)

SPCH 140 - Public Communication (3 Credits)
Introduction to theory and practice of oral communication in public, social, and institutional contexts. Includes foundational and cumulative training in the invention, performance, and critical analysis of oral communication, with emphasis on argumentation, persuasion, audience analysis, delivery, and ethical forms of engagement. Carolina Core: CMS
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences
**Sport & Entertnmnt Mgmt (SPTE)**

**SPTE 240 - Business Law (3 Credits)**
Formation of contracts and their operation as they apply to business; promissory notes and checks; agency and employment.

**Statistics (STAT)**

**STAT 110 - Introduction to Statistical Reasoning (3 Credits)**
A course in statistical literacy. Topics include data sources and sampling, concepts of experimental design, graphical and numerical data description, measuring association for continuous and categorical variables, introduction to probability and statistical inference, and use of appropriate software. Credit given only for STAT 110 or STAT 112.
*Carolina Core: ARP*

**STAT 112 - Statistics and the Media (3 Credits)**
Statistics and the Media. (3) Statistical and information literacy. Experimental and survey design; descriptive statistics; basic probability; simple confidence intervals and hypothesis tests; statistical software; collection, management, and evaluation of information; and presentation of statistics in the media. Credit given for only STAT 110 or STAT 112.
*Carolina Core: ARP, INF*

**STAT 201 - Elementary Statistics (3 Credits)**
Introduction to the fundamentals of modern statistical methods, including descriptive statistics, probability, random sampling, simple linear regression, correlation, tests of hypotheses, and estimation.
*Prerequisites: MATH 111 or MATH 115 or STAT 110.*

*Carolina Core: ARP*

**STAT 205 - Elementary Statistics for the Biological and Life Sciences (3 Credits)**
Introduction to fundamental statistical methods with applications in the biological and life sciences. Includes descriptive statistics; probability; one and two-sample models for population means; contingency tables (including relative risk, odds ratios, case-control studies, and estimation of sensitivity and specificity); linear regression; logistic regression; aspects of survival analysis, and ANOVA.
*Prerequisites: MATH 111 or higher.*

**Theatre (THEA)**

**THEA 120 - Laboratory Theatre Production (1 Credit)**
Procedures for implementation of processes involved in the Laboratory Theatre Production Program. Supervised preparation of all performance and production elements involved in the collaborative process of theatre production. Course content varies according to season production program. Permission of Instructor or by audition. May be repeated for credit.

**THEA 121 - Theatre Running Crew Laboratory. (1 Credit)**
Procedures and processes of running crews for the Mainstage Theatre Production Program. Collaborative teamwork through supervised participation in various theatre production running crews (management, scenic, lighting, sound, costumes and makeup). Course content varies according to season production program. May be repeated for credit.

**THEA 122 - Theatre Performance Laboratory (1 Credit)**
Preparation and procedures of the rehearsal and performance processes for the Mainstage Theatre Production Program. Collaborative teamwork through supervised participation in an acting company. Course content varies according to season production program. By audition only. May be repeated for credit.
*Prerequisites: THEA 120.*

**THEA 123 - Theatre Production Studio (1 Credit)**
Procedures and processes for the Mainstage Theatre Production Program. Collaborative teamwork through supervised participation in various theatre production student crews (scenic, lighting, sound, costume, makeup, and promotions). Course content varies according to season production program.
*Prerequisites: THEA 121.*

**THEA 170 - Fundamentals of Acting (3 Credits)**
Introduction to the art and craft of acting. Practical exploration through improvisation and scripted scene work. Includes a brief history of the development of modern acting techniques.
*Carolina Core: AIU*

**THEA 200 - Understanding and Appreciation of Theatre (3 Credits)**
An introduction to the understanding and appreciation of theatrical experience. Attendance at theatrical performances required.
*Carolina Core: AIU*

**THEA 201 - Introduction to Theatre Studies (3 Credits)**
Introduction to methods of analyzing and interpreting drama, with emphasis on play structure, genre, and style. Designed for the theatre major in preparation for theatre scholarship, performance, production, and design.
*Graduation with Leadership Distinction: GLD: Research*

**THEA 240 - Beginning Voice and Speech (3 Credits)**
Study and practical application of voice and speech fundamentals in performance. Emphasis on speaking with ease, power and clarity to impact an audience.
*Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences*

**THEA 270 - Beginning Acting (3 Credits)**
An exploration of the acting process through scene study. Focus will be on developing the actor's personal technique, emphasizing emotional truthfulness and authenticity.
*Prerequisites: THEA 170 or declaration of major.*

**THEA 340 - Literature and Performance (3 Credits)**
Introduction to the study of literature through performance; reading, analysis, and performance of prose, poetry, nonfiction, and drama.
*Cross-listed course: SPCH 340*

**THEA 370 - Intermediate Acting (3 Credits)**
Development of acting skills through study of acting techniques emphasizing emotional truthfulness and authenticity. Application to scene study, monologues and auditions. Intensive script analysis for character development.
*Prerequisites: THEA 170 or THEA 270.*

**University Experience (UNIV)**

**UNIV 101 - The Student in the University (3 Credits)**
The purposes of higher education and potential roles of the student within the university. Open to freshmen. Also open to other undergraduate students in their first semester of enrollment.
UOFSC SALKEHATCHIE

Welcome to the UofSC Salkehatchie Bulletin
The USC Salkehatchie Academic Bulletin is the official document of record concerning academic programs and regulations.

This bulletin is for information purposes only and does not constitute any contractual agreement between a student and the University of South Carolina. The University reserves the right to make changes in curricula, degree requirements, course offerings, or academic regulations at any time when, in the judgment of the faculty, the president, or the Board of Trustees, such changes are in the best interest of the students and the University.

Bulletin Updates and Corrections
Noncurricular information (i.e., faculty listings, contact information, college or departmental descriptive text) can be updated by contacting the Office of the Registrar (bulletin@sc.edu) on the Columbia Campus. Any material pertaining to course descriptions or curriculum changes must have the approval of the Faculty Senate, Graduate Council, Board of Trustees, and/or S.C. Commission on Higher Education before it can be published in the bulletins.

Printing Portions of the Online Bulletins
The academic bulletins are available online only. However, you may produce hard copy of any portion or all of an online bulletin using your local printer.

Additional Information
Registration at the University of South Carolina assumes the students’ acceptance of all published regulations, including both those which appear in this document and all others as applicable in any official announcement.

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

The University of South Carolina provides equal opportunity in education and employment for all qualified persons regardless of race, color, religion, sex, national origin, age, disability, or veteran status. The University of South Carolina has designated as the ADA Title II, Section 504 and Title IX coordinator the Executive Assistant to the President for Equal Opportunity Programs. The Office of the Executive Assistant to the President for Equal Opportunity Programs is located in:

Suite 805
1600 Hampton St.
Columbia, South Carolina
telephone 803-777-3854

The University
UofSC System Mission Statement
Approved by the Board of Trustees- October 11, 2019

Next Board of Trustees Scheduled Review- January 2023
The primary mission of the University of South Carolina System is the education of the state's diverse citizens through teaching, research, creative activity, and community engagement. This public university system serves students from its flagship Columbia campus, three comprehensive universities (Aiken, Beaufort, and Upstate), and four regional Palmetto College campuses (Lancaster, Salkehatchie, Sumter, and Union).

The University of South Carolina System offers degree programs at the associate's, bachelor's, master's, and doctoral levels. Through classroom and laboratory instruction delivered in a variety of face-to-face and distance learning formats and modalities, degree programs are offered in the following areas: arts and sciences; business; education; engineering and computing; hospitality, retail, and sport management; information and communications; law; medicine; music; nursing; pharmacy; public health; and social work.

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

UofSC Salkehatchie Mission Statement
Approved by the Board of Trustees- October 11, 2019

Next Board of Trustees Scheduled Review- January 2023
The Salkehatchie regional Palmetto College campus is a branch campus of the University of South Carolina Columbia. Salkehatchie has as its mission to provide higher education and intellectual leadership for its service area. At the heart of this mission is a teaching faculty of high quality dedicated to excellence in instruction, scholarship, public and professional service and creative endeavor which enrich the classroom experience. The Salkehatchie regional Palmetto College campus offers a varied curriculum grounded in the liberal arts and focused on preparing students to continue their education in the University of South Carolina System and throughout life.

The Salkehatchie regional Palmetto College campus recruits students prepared to succeed in completing a baccalaureate-level education. While the institution does not offer remedial instruction, it nonetheless able to admit most students who apply due to the close working relationship between students and faculty. The Salkehatchie regional Palmetto College campus was established to encourage higher education in the counties of Allendale, Bamberg, Barnwell, Colleton and Hampton. The original design of the institution incorporated a flexibility that has allowed...
changes in institutional capability with increasing educational demands of constituents.

Through classroom and laboratory instruction delivered in a variety of face-to-face and distance learning formats and modalities, the institution awards the Associate in Arts and Associate in Science degrees and provides for the completion of selected bachelor's degrees on campus through cooperative agreements and delivery structures with other University of South Carolina System institutions. The Salkehatchie regional Palmetto College campus also provides general education and upper division coursework applicable to baccalaureate degree programs offered through colleges and universities nationwide. In addition to academic coursework, the mission of the campus includes non-credit courses, seminars, and workshops made available to the community for cultural enrichment and professional development.

The traditions of cultural diversity and freedom of thought are valued at the Salkehatchie regional Palmetto College campus. In a learning environment that develops respect for racial, geographical, intellectual, and economic diversity and an awareness of individual, societal, and global responsibilities, Salkehatchie promotes courses, activities, and attitudes which influence the life of the mind in men and women and instill in them a thirst to continue learning throughout life.

The Salkehatchie regional Palmetto College campus emphasizes the development of the whole person and especially seeks to foster in students the disciplines essential to an educated citizenry. Core competencies, including the ability to communicate through effective writing and articulate speech; computational and quantitative mastery; creative and critical thinking; and the duties of citizenship are strategically integrated within the curriculum. Classroom experiences, student activities, and physical education programs also provide opportunities for cultural enrichment, leadership development, intellectual growth and interpersonal relationships, all contributing to a sense of self-reliance and a joy of learning.

Accreditation

The University of South Carolina Columbia is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master's, and doctoral degrees. The regional Palmetto College campuses (Lancaster, Salkehatchie, Sumter, and Union) are branch campuses of the University of South Carolina Columbia; the branch campuses' accreditation is dependent on the continued accreditation of the University of South Carolina Columbia. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the University of South Carolina Columbia.

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UofSC Salkehatchie Community Outreach

Greg Fennessy, Director of USC Salkehatchie Leadership Institute

UofSC Salkehatchie Academic Support Staff

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Kenneth R. Bellamy, Head Softball Coach
Jane T. Brewer, M.Ed., Associate Dean of Student Services, Director
Walterboro Campus, Athletic Director
Carmen Brown, Director of Admissions and Records
Margaret T. Carter, Administrative Assistant to the Dean
April R. Cone, Academic Program Manager, Nursing
Kevin E. Crosby, Academic Advisor, Opportunity Scholars Program
Marylee, IT Help Desk Manager
Lomattie Hutchinson, Library Assistant
Jeremy Joye, Head Baseball Coach
William Glass, Head Women’s and Men’s Soccer Coach
Suzanne Goodson, Bookstore/Grants Manager, Business Office
Jessica L. Goodwin, Library Manager, Walterboro
Julie Hadwin, Director of Financial Aid
Lamar Hewett, Jr., Bookstore Manager, Walterboro
James Herndon, Trades Specialist II, Walterboro
Brenda Hightower, Environmental Health and Safety
Brooke Williams & Simeon Hammonds, Recruiters
Vacant, Regional Admissions Representative, Palmetto College
Dan Johnson, Head Librarian
Greg Fennessy, Director, Leadership Institute
Trent Kinard, Sports Information Director
Bryce King, Supervisor, Wellness Center
Glen Mayo, Head Women’s Basketball Coach
Anastasia Montjoy, Counselor Financial Aid
Patricia M. Nesmith, Administrative Assistant, Opportunity Scholars Program
Kenneth T. Padgett, Maintenance Supervisor, Walterboro
Raymond D. Potts, Information Resource Consultant, Walterboro
Dawn Rizer, Athletic Website
Latoya E. Robinson, Director, Opportunity Scholars Program
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Dwight Shabazz, Building/Grounds Specialist III, Allendale
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Robby Thomas, Assistant Director, Student Services
Melissa Tomlinson Hooks, Returning Student Enrollment Manager
Sabrina Walker-Padgett, Recruiter, Walterboro
Gayle S. Walsh, IT Consultant
April C. Williams, Administrative Assistant, Nursing
Joseph Wayne Williams, Head Men’s Basketball Coach
Vacant, Volleyball Coach
Haley Rowe, Administrative Assistant, Admissions
Tony Jackson, Executive Director of Enrollment Management
DeAngelus Anderson, Director of Recruiting

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Chester Palmer, Adjunct Professor, Political Science, University of Northern Colorado
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Emeriti Faculty
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John D. Spooner, Distinguished Professor Emeritus, Biology, Ph.D., University of Florida
Lawrence D. Strong, Distinguished Professor Emeritus, Mathematics, Ph.D., University of Mississippi
Hussein Zeidan, *Distinguished Professor Emeritus*, Chemistry, Ph.D.,
University of Mississippi

**History**

UofSC Salkehatchie was established in 1965 as a regional center of the University of South Carolina. Its origins lay in the prior year’s passionate, well-organized appeal for greater access to higher education from a group of residents in Allendale, Bamberg, and Hampton counties. In response, the General Assembly of South Carolina created the Western Carolina Higher Education Commission, composed of two representatives from each of the participating counties. (Over time the commission was expanded beyond the original three counties: Barnwell County joined the compact in 1967, followed by Colleton County in 1984.) The commission contracted with the University of South Carolina's Board of Trustees to provide the facilities for a regional center for the University, while the University provided administrative and academic support.

The center was eventually named UofSC Salkehatchie after the river that runs through all five counties that support the campus, but initially it was named after its first location, Allendale. A former elementary school in Allendale provided the first building for the new campus and the institution’s academic program was launched in the fall of 1965 with eight part-time faculty and 76 students. From these beginnings the campus quickly grew. The following year student enrollment nearly doubled, and soon community leaders persuaded the legislature to provide additional support. The University appointed a regional provost and took several additional measures to strengthen all of its regional campuses. Campus directors were given power to formulate budgets, and the state legislature began to provide a per-student contribution. At UofSC Salkehatchie, residents’ needs and dedicated recruiting efforts led to a steady increase in student numbers. Now over 1,100 students enroll yearly at the campus.

The first non-University review of the campus came in the fall of 1968, when a team from the Southern Association of Colleges and Schools traveled to Salkehatchie for an accreditation visit. The committee expressed a positive view of the efforts being made to develop both the programs and the facilities at the new institution.

Expansion of facilities began in June 1972 when the Allendale Hut Complex, two historic log-cabin structures erected during the Works Progress Administration movement, was deeded to the campus by Allendale County. UofSC Salkehatchie also took ownership of facilities adjacent to its original building; these facilities now house faculty and administration offices. To provide for future expansion, the campus commission purchased 65 acres of adjoining land in February 1975. A master plan for expansion of the campus was developed. The Science/Administration Building was built in 1981, and the campus added the Salkehatchie Civic Arts Center in 1983. Next a 29,500 square-foot Library/Computer Science Building was built near the Science/Administration Building in 1991. That same year the Sarah T. Winthrop Foundation donated an additional 94 acres adjacent to the original location.

Beginning in 1978, UofSC Salkehatchie reached out to Walterboro by offering six courses there for the convenience of Colleton County residents. In the fall of 1982, the former Walterboro High School building and support facilities became vacant, allowing Salkehatchie to establish a permanent second location to its campus holdings. In 1991 the campus commission purchased additional acreage, providing a permanent site for UofSC in the historic district of downtown Walterboro. In 1994, the campus opened the Peden McLeod Library. This library, located near the main building, is named after strong UofSC supporter, Walterboro resident, and former state Senator Peden McLeod. In 2004, Colleton County donated two additional buildings to the campus that are now the Walterboro Science Building and the Walterboro Research Center Building. With expansion, UofSC Salkehatchie’s total holdings surpassed 200 acres. Today, nearly 100 courses are offered in Walterboro each semester, enabling residents of that area to work toward a variety of college degrees.

Beyond the addition of a second location, UofSC Salkehatchie consistently has expanded its educational reach. In September 1976 an evening program of courses began at Salkehatchie with a total of ten classes offered. Community response resulted in the rapid expansion of evening class offerings. Additionally, Salkehatchie began a highly impactful outreach program that offers courses in local high schools for academically-talented seniors.

Moreover, two four-year degrees serving the needs of the region have been offered at UofSC Salkehatchie though partnerships with other campuses. The Bachelor of Arts in Elementary Education program is conducted in partnership with UofSC Aiken. The core requirements are completed as UofSC Salkehatchie courses. Upper-level courses, administered through UofSC Aiken and taught by its faculty, can also be completed at the UofSC Salkehatchie campus. The Bachelor of Science in Nursing is conducted in partnership with the College of Nursing at UofSC Columbia. General education and lower-level courses (the first two years of the degree program) are completed as UofSC Salkehatchie courses. Upper-level nursing courses are offered on the UofSC Salkehatchie campus through UofSC Columbia with most clinical practice in local hospitals and clinics.

Yet another enhancement in academic opportunities came with the development of a University program called Palmetto Programs, which expanded course offerings across the regional campuses via technologically-advanced “smart classrooms” and provided opportunities for students to work toward select multidisciplinary four-year degrees on the Salkehatchie campus. Then, in 2012 the University and legislature enthusiastically moved forward with the creation of Palmetto College, an online-degree-completion program. Palmetto College was envisioned as a way for students whose college work had been interrupted by various life circumstances to complete their UofSC degrees without having to be near a brick-and-mortar campus, but it also created numerous new avenues for students at or near UofSC’s two-year campuses to earn four-year degrees without relocating. Soon an administration, headed by a Palmetto College Chancellor, was set up to oversee this innovative effort.

By design, UofSC’s two-year regional campuses were brought under the umbrella of Palmetto College, with the new administration blended with the regional campuses’ existing administration, governing body, and committees. With this change, UofSC Salkehatchie officially became a Palmetto College campus with expanded course offerings and degree opportunities.

One key way UofSC Salkehatchie fulfills its mission is through its library system. Students and faculty use the Salkehatchie libraries in Allendale and Walterboro tens of thousands of times each year. Additionally, community residents are permitted to check out books from the print collection. To meet the needs of all of its patrons, the library provides a wide variety of services. In addition to being able to check out many of the more than 61,000 books, patrons have online access to more than 325,000 electronic books. Moreover, Salkehatchie library users may access music, movies, and other multimedia and educational materials. For example, the library holds a large collection of classical music CDs, and it holds a good collection of classic movies, screen versions of plays, documentaries, and educational materials on DVD. Patrons have access...
to numerous print and online journals and magazines, as well as local, state, and national newspapers. Patrons also have access to various research aids, including online full-text databases and general Internet access for research and investigation.

Beyond the classroom, UofSC Salkehatchie has thriving intercollegiate sports teams that compete at the National Junior College Athletic Association (NJCAA) level. Organized athletics at UofSC Salkehatchie began in 1972 with club-sport basketball. By 1976 a basketball team entered NJCAA competition. Today USC Salkehatchie fields six teams that compete at the NJCAA level: baseball, men’s basketball, men’s soccer, softball, women’s soccer, and women’s volleyball. These programs contribute to the diversity of the student body, and home games are events to which many local residents enthusiastically rally.

UofSC Salkehatchie is deeply committed to the economic growth and development of its five-county service area. To this end, the UofSC Salkehatchie Leadership Institute opened in 1998 as a result of the cooperative efforts of the University of South Carolina, the Allendale County Chamber of Commerce, BellSouth, South Carolina State University, Clemson University, United States Rural Development, the South Carolina Commission on Minority Affairs, the South Carolina Department of Commerce, the South Carolina Downtown Development Association, and Leadership South Carolina. The mission of the institute is to provide programs for leadership development and to serve as a catalyst for community and economic development in the region. The Leadership Institute has been instrumental in generating grant funding for county programs and providing leadership training for county officials and citizens of the area. Additionally, the institute’s workforce development activities strive to ready workers for tomorrow’s opportunities. Through a grant funded by the United States Department of Energy, the Leadership Institute conducts programs geared toward UofSC Salkehatchie students as well as K-12 students preparing for higher education. One focus is retaining local talent for STEM (Science, Technology, Engineering, and Math) jobs forecasted to be available over the next 20 years.

UofSC Salkehatchie is proud of its contributions to the communities that support it. Since 1965 it has provided opportunities in higher education to thousands of students who might otherwise have missed the chance for a college education. As the campus has grown, so has its educational, cultural, and economic impact. Today the campus boasts an intellectually and culturally diverse faculty dedicated to providing quality educational experiences to students. The campus also sponsors lecture series, workshops, seminars, and other programs of community interest. Through a broad range of activities, Salkehatchie has demonstrated an unwavering commitment to supporting and improving the communities in its footprint.

**Academic Organization**

The highest academic officer on the Salkehatchie campus is the associate dean for academic affairs ("academic dean"). The faculty is organized in four divisions: Social Sciences, Arts and Languages, Mathematics and Science, and Professional Studies.

The division of Social Sciences includes the disciplines of geography, government, history, philosophy, political science, psychology, religion, and sociology. Arts and Languages includes the disciplines of art, English, foreign languages, music, speech, and theater. Mathematics and Science includes biology, chemistry, geology, mathematics, and statistics. And Professional Studies includes accounting, business administration, computer science, economics, education, nursing, office administration, and physical education.

Current officers are:

- Academic Dean: C. Bryan Love, Ph.D
- Chair of Social Sciences: Rodney Steward, Ph.D
- Chair of Arts and Languages: Thomas Bragg, Ph.D
- Chair of Mathematics and Science: Eran Kilpatrick, Ph.D
- Chair of Professional Studies: John Peek, M.S.

**General Education Goals**

Upon completing core curriculum requirements, UofSC Salkehatchie degree-seeking students will possess the following skills and demonstrate knowledge in the following content areas.

**Skills**

1. Oral and Written Communication
   - orally communicate clearly and effectively
   - write compositions that are sufficiently coherent, unified, and developed
   - write prose that is clear, understandable, and free from such errors in grammar and mechanics as would obstruct reader comprehension
   - have knowledge of library research methods and mechanics
   - read with understanding

2. Computational and Numerical
   - make good consumer decisions
   - read and interpret mathematical information contained in newspapers and magazines
   - demonstrate calculator competency
   - solve problems using the basic properties and operations of mathematics
   - demonstrate computer competency

3. Critical Thinking
   - use inductive and deductive reasoning to draw conclusions
   - recognize bias in reasoning
   - recognize inconsistencies in reasoning

**Content Areas**

1. Humanities
   - understand the basic elements of fiction, poetry, and drama
   - analyze works of literature in the three major genres of fiction, poetry, and drama

2. Natural Sciences
   - understand the scientific method
   - understand the application of scientific principles to daily life

3. Social and Behavioral Sciences
   - understand and critically analyze the behavior of individuals, groups, and institutions in society
   - understand the cultural, political, economic, or social contexts and developments that shape people’s lives

Students who attend UofSC Salkehatchie with the intent of transferring to a baccalaureate degree granting institution without earning an associate’s degree will possess the knowledge and skills to do upper-level work at those institutions.
Service Goals for UofSC Salkehatchie

- to increase the availability of a variety of cultural and recreational experiences to students and the community
- to provide increased opportunities to community members for enrollment in credit and noncredit continuing education offerings
- to increase links between UofSC Salkehatchie and the area business community
- to encourage increased usage of library services by members of the community

Special Programs and Opportunities

Nondegree Seeking Students

Students who wish to take courses for personal interest and who are not interested in pursuing a degree may apply to UofSC Salkehatchie as nondegree seeking students and be admitted for no more than 30 credit hours through a simplified admissions process.

Palmetto College

Palmetto College is part of the UofSC system, offering convenient campus locations and online bachelor's degree completion programs for all South Carolina students.

Students will begin on one of our four Palmetto College campuses, where they will receive their first two years of college credit. UofSC Lancaster and UofSC Union in the northern part of the state, UofSC Salkehatchie in the low country and UofSC Sumter in between are all options to complete the first 45 credit hours.

Finish Online

Once the student has 45 credit hours from any accredited college, he or she can complete his or her bachelor's degree online. And because Palmetto College is part of the UofSC system, a Palmetto college diploma will carry the same credibility and weight as any other four-year degree from the University of South Carolina.

This is the complete list of the 14 Palmetto College Majors:

- Business Administration with an Accounting Concentration
- Business Administration with a Management Concentration
- Criminal Justice
- Elementary Education
- Engineering Technology Management
- Health Informatics
- Public Health
- Hospitality Management
- Human Services
- Information Management and Systems
- Liberal Studies
- Organizational Leadership
- RN-BSN Nursing
- Special Education

Opportunity Scholars

The Opportunity Scholars Program at UofSC Salkehatchie is a Student Support Services program funded by a federal TRIO grant. The program provides eligible students with services such as tutoring, academic advisement, and financial-aid advisement. The ultimate goal of all these services is to help students earn their baccalaureate degree.

For more information, contact the office at 803-584-3446, extension 251, or stop by the Opportunity Scholars Program office on either campus.

University 101

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

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

Organized in small groups of 20-25 students, University 101 is taught by faculty members and administrative personnel who have a special interest in working with new students. The course may be taken as part of a student’s regular load or as an overload. Course credit is awarded on a letter-grade basis. Credit is applicable as elective credit toward almost all baccalaureate degrees offered by the University.

Baccalaureate Degree Course Work

The Salkehatchie campus of the University of South Carolina offers courses that may be applied toward a baccalaureate degree awarded by other institutions. Students may choose from a number of major fields of study. For a complete list of academic programs offered at Salkehatchie, see Academic Programs.

Community Outreach

Salkehatchie Leadership Institute

The UofSC Salkehatchie Leadership Institute was created in 1998 by a collaborative of local, state, and federal entities. The primary mission is to stimulate economic development in the rural counties of Allendale, Bamberg, Barnwell, Colleton, and Hampton in South Carolina. The Institute has continued to build partnerships and coalitions locally, regionally, and on a statewide basis to facilitate leadership development, community development, and economic development. Since its inception, the Institute has served over 2000 youth and adults through leadership training and workshops and has been instrumental in generating over $14 million in grant funding for county, community, and economic development programs. The Center also serves as an ambassador for rural counties, with representatives serving on numerous local and regional boards as a voice for the needs of rural communities. Since 1998, the legislature has provided recurring below the line funding that partially funds personnel for the Institute. This investment has been extremely beneficial for the area served. Other major funding has been provided by USDA Rural Development.

Goals

- Serve as a catalyst for economic development in the five-county region.
- Provide leadership training for high school students, adults, and local officials.
- Provide small business development training and technical assistance through a referral relationship with the Small Business Administration.
- Provide technical assistance to local governments and non-profit organizations, to assist with sustainability and project development.
• Support economic development through job creation.
• Collaborate with community organizations and UofSC team leaders to make this a successful model project for other rural communities.

Program Description
The Institute operates through three Centers to carry out its mission.

1. Center for Business Development
   Goal - Serve as a catalyst for economic development for the region. Successful small businesses are the basis for a stable and vigorous economy. The Center coordinates small business training and technical assistance to current and prospective business owners. Services include small business classes, hands-on business counseling, and assistance with applications.

2. Center for Leadership Development
   Goal - Strengthen Leadership and Building Human Capacity
   Dynamic Leadership is essential for the creation and sustainability of economic development. The Center now provides 9 leadership programs that serve more than 100 people annually. These programs serve both youth and adults ranging from basic leadership training for emerging leaders to advanced training for existing leaders. Basic to these programs is the emphasis on community involvement and connectivity.

3. Center for Community Development
   Goal - Serve as a resource center for community development
   Coalitions and collaborations are essential for the best use of scarce resources. • The center serves as a resource center and a central point of reference for groups and organizations to facilitate community development in the five-county region. The center builds and maintains partnerships and collaborations to work on solutions for community problems and to strengthen fund-seeking efforts.

Speaker’s Bureau
Salkehatchie faculty and administration have formed a speaker’s bureau, with all members of faculty and administration available to speak on their individual disciplines or special interests. Listings of speakers are available to schools, civic groups, and the general public through the academic dean’s office.

Admissions
Providing access to a quality university education is of paramount importance to the University of South Carolina Salkehatchie. Part of that commitment is making sure that all prospective students know how to apply for admission, how their admissions application will be evaluated, and what is expected of them once they matriculate at the campus. The admissions policies align with those of the larger university, while adhering to the expectation that regional Palmetto College campuses provide alternate points of entry into the UofSC system.

Consistent with its mission “to provide higher education and intellectual leadership for its service areas,” UofSC Salkehatchie establishes the following policies:

• The Executive Director of Enrollment Management plans, develops, and implements processes, along with his staff, to effectively recruit and enroll quality students, by utilizing technological resources and strategies to maximize student engagement. During the year UofSC Salkehatchie participates in various recruiting events, including SCCANGO Application Month and Carolina Association of Collegiate Registrars and Admissions Officers (CACRAO) events throughout the state of South Carolina. While recruitment staff travel extensively to area high schools, the Executive Director maintains partnerships with local businesses, community leaders, and seeks to cultivate new partnerships. The Executive Director and Director of Recruiting is responsible for training admissions and recruitment staff. Student Ambassadors, Student Retention, Advisors, and orientations are a collaborative effort between various departments facilitated by the Executive Director of Enrollment Management.

• UofSC Salkehatchie is committed to the financial literacy of our students. The office of Financial Aid conducts financial literacy sessions at high schools in the institution’s service area. With continued focus on providing affordable course offerings, UofSC Salkehatchie offers application fee waivers throughout the year to prospective students, as needed.

• Marketing and advertising are strategically targeted to maximize the UofSC Salkehatchie brand awareness. Various marketing channels are used to include, web-based marketing, print media, social media, local radio and newspapers, and finally in-house creative content.

General Information
The University of South Carolina Salkehatchie strives to provide an opportunity to any student who is capable of benefiting from a college education and shows promise of successfully completing that education. The University encourages all qualified persons to apply. Equal educational opportunities are offered to students regardless of race, sex, religion, color, or national origin.

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

First-time applications must be accompanied by a nonrefundable application fee specified on the application form. Application forms may be obtained from the Office of Admissions.

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

Selected applicants who present evidence of special talents for University programs requiring such special talents may be evaluated on the basis of these talents as well as high-school grades and entrance examination scores. The University reserves the right to place conditions on the admission of any student. In the event such action is taken, the conditions will be clearly explained in the letter of acceptance.

Additionally, the campus follows state Commission on Higher Education (CHE) guidelines for dual enrollment students (Section II).

In its recruitment efforts, the University of South Carolina Salkehatchie ensures that all materials accurately represent the campus and its programs. These materials are reviewed on a regular basis by the Office
of Enrollment Services and changes are made as soon as program, personnel, and other changes go into effect. Changes to any academic programs trigger locally-made revisions to the UofSC Salkehatchie website. Changes to the UofSC Salkehatchie Academic Bulletin are processed by the University’s Registrar’s Office upon request. The bulletin is reviewed periodically by the UofSC Salkehatchie Executive Council.

Categories of Admission

The categories of admission are outlined below. Applicants for admission must meet the requirements of one of these categories.

Freshman Admission

A freshman applicant is a person who has not attended a regionally accredited college or university after high-school graduation.

Requirements

Freshman applicants must have either a high-school diploma or its equivalent (GED) prior to enrolling. Accepted applicants must have senior grades and a verification of graduation sent as soon as they are available. Applicants who did not graduate from high school must send transcripts of all available work and a copy of a GED certificate or satisfactory GED test scores.

Freshman applicants must submit:

1. completed application
2. specified nonrefundable application fee
3. official high-school record complete up to the time of application
4. official entrance examination scores (either SAT or ACT).

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

College Preparatory Course Prerequisite Requirements

Four Units of English: At least two units must have strong grammar and composition components, at least one must be in English literature, and at least one must be in American literature. Completion of College Preparatory English I, II, III, and IV will meet this criterion.

Four Units of Mathematics: These include Algebra I (for which Applied Mathematics I and II may count together as a substitute, if a student successfully completes Algebra II), Algebra II, and Geometry. A fourth higher-level mathematics course should be selected from among Algebra III/trigonometry, precalculus, calculus, statistics, discrete mathematics, or a capstone mathematics course and should be taken during the senior year.

Three Units of Laboratory Science: Two units must be taken in two different fields of the physical or life sciences and selected from among biology, chemistry, or physics. The third unit may be from the same field as one of the first two units (biology, chemistry, or physics) or from any laboratory science for which biology and/or chemistry is a prerequisite. Courses in earth science, general physical science, or introductory or general environmental science for which biology and/or chemistry is not a prerequisite will not meet this requirement. It is strongly recommended that students take physical science (taught as a laboratory science) as a prerequisite to the three required units of laboratory science outlined in this section. It is also strongly recommended that students desiring to pursue careers in science, mathematics, engineering or technology take one course in all three fields.

Two Units of the Same Foreign Language

Three Units of Social Science: One unit of U.S. History is required; a half unit of Economics and a half unit in Government are strongly recommended.

One Unit of Fine Arts: One unit in Appreciation of, History of, or Performance in one of the fine arts.

Elective: One unit must be taken as an elective. A college preparatory course in Computer Science (i.e., one involving significant programming content, not simply keyboarding) is strongly recommended for this elective. Other acceptable electives include college preparatory courses in English; fine arts; foreign languages; social science; humanities; laboratory science (excluding earth science, general physical science, general environmental science, or other introductory science courses for which biology and/or chemistry is not a prerequisite); or mathematics above the level of Algebra II.

One Unit of Physical Education or ROTC

Total Units: 19

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

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

Freshman applicants are encouraged to apply in the fall prior to the fall for which they seek admission. Applications will be considered after January 1 only if places are available in the incoming class.

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

Proof of immunization, residency, and citizenship are required before enrolling at UofSC Salkehatchie. Instructions will be provided after admission takes place.

Proof of Citizenship

UofSC students must present proof of citizenship or lawful presence in the U.S. before enrolling. This policy has been adopted by the University in order to comply with section 59-101-430 of the South Carolina Code of Laws, as amended, which requires that lawful presence in the United States is verified before enrollment at any public institution of higher education. Verification of immigration status for non-citizens will be conducted by International student officials. For other students, a proof of citizenship verification process has been adopted to deter and prevent false claims of citizenship by unlawful aliens attempting to evade the eligibility requirements of section 59-101-430. Students who are not verified as citizens during the Federal financial aid application (FAFSA) process must present proof of citizenship in the form of one of the following acceptable documents:
• Copy of the South Carolina driver’s license if the student first became a licensed driver in the state after January 1, 2002;
• A Certified Birth Certificate indicating that you were born in the United States or a territory of the United States.
• Current U.S. Passport or U.S. Passport that has not been expired more than 10 years;
• Certificate of Naturalization USCIS Form (N-550 or N-570);
• U.S. government issued Consular Report of Birth Abroad;
• Certificate of Citizenship (N-560 or N-561);
• Unexpired U.S. Active Duty/Retiree/Reservist Military ID Card (DOD DD-2).

The University can accept photocopies of birth certificates and other citizenship documents so long as we reserve the right to demand production of the certified original in the event we have any questions about whether the copy is true and accurate, or in the event any of the information on the copy is unreadable. For more information: http://registrar.sc.edu/html/citizenshipverification.stm.

Assessment of Academic Records
Freshman applicants who satisfy the course requirements listed above will be evaluated on the basis of high-school grades, class rank, and entrance examination scores. These factors will be used to determine the applicant’s probability of completing the requirements for the desired degree. Applicants who have earned a cumulative average of C+ on the defined preparatory courses listed above and who score 1200 on the SAT or 27 on the ACT normally will be admitted to USC. Higher grades may offset lower entrance examination scores and higher examination scores may offset lower grades. Exception to admission requirements will be considered for applicants who present extenuating circumstances.

Other Admissions Opportunities

High School Certificate and Non-High-School Graduates
Admission in this category is based upon satisfactory CEEB-SAT (or ACT) scores.

Candidates who are 25 years or older may be considered for admission without SAT scores. They must, however, submit all other credentials and show reasonable potential for academic success.

Non-high-school graduates must have a South Carolina or other state high-school equivalency certificate. Students who have attended any portion of high school should have a transcript submitted from that school.

Admission as a Nondegree Candidate
Applicants who wish to attend the University for one semester or on some limited basis may be approved to do so upon submitting a nondegree seeking application. The admissions office reserves the right to determine the proper category of admission and to determine what credentials may be required.

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

Senior Citizens
A senior citizen (age 60 or above) may enroll in courses at UofSC Salkehatchie tuition-free on a space available basis. They must pay the application fee and technology fee and purchase textbooks. A special form documenting their eligibility must be obtained from the Registrar’s Office.

Concurrent
High-school juniors and seniors who have excelled in their studies may enroll in appropriate courses at the University upon recommendation of their counselors or principal and with approval of the UofSC department in which courses are to be taken. Interested students must submit high-school records that show exceptional performance.

Auditor
An auditor may apply as a special student (see above).

Military Special
Certification of active duty military status is required.

Persons attending the University in any of these categories will be nondegree candidates. Credit earned while attending as a nondegree candidate may be used toward a degree only after the student has applied for and been accepted into a degree program. An applicant denied admission to any degree category is not eligible for admission as a special student. The period of enrollment in these categories is limited by either time or number of allowable credits. The official acceptance letter explains all enrollment restrictions for the category in question. Nondegree students are not eligible for financial aid, veterans benefits, or on-campus housing during the fall or spring terms. Rooms on the campus may be available to students in the summer whether or not they are working for degrees.

Readmission of Former Students
An application for readmission must be submitted by any former student who wishes to return to the University after missing a major (fall or spring) semester. Summer sessions do not count as a major semester in this instance. Students applying for readmission with a GPA below 2.0 must file an appeal with the Faculty Petitions Committee to be considered for acceptance. Applications for readmission are obtained from the Office of Undergraduate Admissions and when completed should be returned to the admissions office at the campus where the student expects to enroll. Readmission to the University and to the program in which the student was previously enrolled is not automatic. An interview may be requested and some basis for a favorable decision may be required.

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

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

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

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

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

Applications should be submitted before these deadlines:

- fall term: August 1
- spring term: December 1
- summer terms: two weeks prior to registration for the term.

**Transfer Admission**

An applicant who, having graduated from high school, has attended another regionally accredited postsecondary institution and attempted one or more courses is a transfer student, regardless of credit earned. If fewer than 30 semester hours (45 quarter hours) of college-level work have been attempted, the applicant must meet both transfer and freshman entrance requirements.

Transfer applicants for admission must submit:

1. completed application forms
2. specified nonrefundable application fee
3. complete official transcripts from postsecondary institutions through the time of application; these must be supplemented by final transcripts that reflect complete academic work prior to beginning classes in the University
4. complete high-school records including entrance exam results if less than 30 semester hours (45 quarter hours) of college-level work have been attempted in a regionally accredited college or university

Applications should be submitted before these deadlines:

- Fall term: August 1
- Spring term: December 1
- Summer terms: two weeks prior to registration for the term.

All applicants for transfer admission must be eligible to return to the last institution attended as a degree-seeking student.

The applicant must submit official transcripts of all previous college courses attempted whether or not credit was earned and regardless of whether the applicant wishes to transfer any credit. An official transcript must be sent directly to the admissions office from each institution attended. Failure to report all attempted college courses may constitute sufficient cause for later dismissal from the University.

Transfer applicants from regionally accredited colleges and universities are required to have a minimum grade point average of 2.25 (on a 4.00 scale) on all college-level courses attempted.

**Branch Transfer Students**

This is a special admissions program open to students at the regional campuses of UofSC. Students who do not meet the regular transfer admissions requirements for prebaccalaureate admission as described above may still be eligible for admission in the Branch Program. For complete details about eligibility and requirements, students should contact the Office of Admissions at Salkehatchie. Students in this program must normally complete 30 semester hours at the Salkehatchie campus with a 2.00 GPA as well as meet the GPA requirements of the particular college in order to move to the Columbia campus.

In addition to the general requirements for admission outlined in this section, some departments and colleges within the University set additional requirements that may be higher than the University's minimum standards. For more specific information concerning entrance requirements for individual colleges and departments, refer to the program section of this bulletin.

For the purpose of admission, a transfer grade point average is calculated using all credits attempted and all grades earned on college-level courses at other institutions. These credits and grades also will be included in calculating honors for graduation from the University. Colleges within the University have the right to consider all attempted college-level work in determining admission to particular programs and/or advancement into upper-division or professional-level courses. Transfer students should consult the section of this bulletin for the college in which the student plans to study for further information about the use of credits and grades from previous college work. For regulations on graduation with honors, see “Academic Regulations.”

Regardless of the point in an academic career at which students enter the University, all must complete the final year (the last 30 semester hours before graduation) enrolled in classes approved by the appropriate dean of the college, school, or campus from which the degree will be granted. Some UofSC colleges require half of all degree credits to be earned while enrolled at this University.

**Evaluation of Transfer Credits**

Transfer credits to UofSC must be from regionally accredited institutions for academic courses completed with grades of C- or better. Applicability of credits toward a particular degree is determined by the college or major in which the student enrolls. The number of credits acceptable to the University and the number which may apply toward a particular degree may differ.

Students transferring from nonaccredited colleges may be allowed to validate credit after admission to the University. Details of the validation procedure vary and may be obtained from the dean's office of the college in which the student is enrolled.

Original records are required for courses exempted at a previous college. Exemption credit or acceptance of transfer credit by another college has no bearing on the evaluation of transfer credit at the University of South Carolina.
Generally, credits earned in courses that fall into one or more of the following categories are not acceptable in transfer to the University.

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

Exceptions to this rule may be made only by the designated academic official(s) on the campus where the student is majoring and only in specific cases where such courses are judged to be uniquely relevant to the student's degree program.

A maximum of 76 semester hours may be transferred for degree credit from a junior college or two-year institution which is accredited by a regional association such as the Southern Association of Colleges and Schools.

A maximum of 30 semester hours of credit by correspondence and credit awarded for educational experiences in the military may be applied toward meeting the requirements for a baccalaureate degree. The 30 semester hours of credit which may be awarded for educational experiences in the military should be in accordance with recommendations published by the American Council on Education and be consistent with University policy on the transfer of credit but will only be applied to a degree program upon the approval of the dean of the college from which the degree is to be awarded.

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

(Information regarding educational benefits to veterans and the children of deceased or disabled veterans may be found in the section on financial aid. Additional information for veterans is available from the Office of Veteran Student Services, University of South Carolina Columbia.)

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

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

Transfer: State Policy and Procedures

Background

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

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

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

Act 137 directed the commission to adopt the following procedures for the transfer of courses from all two-year public to all four-year public institutions of higher education in South Carolina.

Statewide Articulation of 86 Courses

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

Admissions Criteria, Course Grades, GPAs, Validations

2. All four-year public institutions shall issue annually in August a transfer guide covering at least the following items:
   a. The definition of a transfer student and requirements for admission both to the institution and, if more selective, requirements for admission to particular programs.
   b. Limitations placed by the institution or its programs for acceptance of standardized examinations (e.g., SAT, ACT) taken more than a given time ago, for academic course work taken elsewhere, for course work repeated due to failure, for course work taken at another institution while the student is academically suspended at his/her home institution, and so forth.
   c. Institutional and, if more selective, programmatic maximums of course credits allowable in transfer.
   d. Institutional procedures used to calculate student applicants’ GPAs for transfer admission. Such procedures shall describe how
nonstandard grades (withdrawal, withdrawal failing, repeated course, etc.) are evaluated; and they shall also describe whether all course work taken prior to transfer or just course work deemed appropriate to the student's intended four-year program of study is calculated for purposes of admission to the institution and/or programmatic major.

e. Lists of all courses accepted from each technical college (including the 72 courses in the Statewide Articulation Agreement) and the course equivalencies (including “free elective” category) found on the home institution for the courses accepted.

f. Lists of all articulation agreements with any public South Carolina two-year or other institution of higher education, together with information about how interested parties can access these agreements.

g. Lists of the institution's Transfer Officer(s) personnel together with telephone and fax numbers and office address.

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

i. “Residency requirements” for the minimum number of hours required to be earned at the institution for the degree.

3. Course work (individual courses, transfer blocks, statewide agreements) covered within these procedures shall be transferable if the student has completed the course work with a “C” grade (2.00 on a 4.00 scale) or above, but transfer of grades does not relieve the student of the obligation to meet any GPA requirements or other admissions requirements of the institution or program to which application has been made.

a. Any four-year institution which has institutional or programmatic admissions requirements for transfer students with cumulative grade point averages (GPAs) higher than 2.00 on a 4.00 scale shall apply such entrance requirements equally to transfer students from regionally accredited South Carolina public institutions regardless of whether students are transferring from a four-year or two-year institution.

b. Any multi-campus institution or system shall certify by letter to the commission that all course work at all of its campuses applicable to a particular degree program of study is fully acceptable in transfer to meet degree requirements in the same degree program at any other of its campuses.

4. Any course work (individual courses, transfer blocks, statewide agreements) covered within these procedures shall be transferable to any public institution without any additional fee and without any further encumbrance such as a “validation examination,” “placement examination/instrument,” “verification instrument,” or any other stricture, notwithstanding any institutional or system policy, procedure, or regulation to the contrary.

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

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

- Arts, Humanities, and Social Sciences: Established curriculum block of 46-48 semester hours
- Business Administration: Established curriculum block of 46-51 semester hours
- Engineering: Established curriculum block of 33 semester hours
- Arts and Sciences, curriculum II: Established curriculum block of 48-51 semester hours
- Teacher Education: Established curriculum block of 38-39 semester hours for early childhood, elementary, and special education students only. Secondary education majors and students seeking certification who are not majoring in teacher education should consult the Arts, Humanities, and Social Sciences or the Math and Science transfer blocks, as relevant, to assure transferability of course work
- Nursing: By statewide agreement, at least 60 semester hours shall be accepted by any public four-year institution toward the baccalaureate completion program (BSN) from graduates of any associate degree program in nursing (ADN), provided that the program is accredited by the National League of Nursing and that the graduate has successfully passed the National Licensure Examination (NCLEX) and is a currently licensed registered nurse.

6. Any “unique” academic program not specifically or by extension covered by one of the statewide transfer blocks/agreements listed in #4 above shall either create its own transfer block of 35 or more credit hours with the approval of CHE staff or shall adopt either the Arts/Social Sciences/Humanities or the Science/Mathematics block by September 1996. The institution at which such program is located shall inform the staff of the CHE and every institutional president and vice-president for academic affairs about this decision.

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

Related Reports and Statewide Documents

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

9. The policy paper entitled State Policy on Transfer and Articulation, as amended to reflect changes in the numbers of transfer blocks and other Commission action since July 6, 1995, is hereby adopted as the statewide policy for institutional good practice in the sending and receiving of all course credits to be transferred.

Assurance of Quality

10. All claims from any public two- or four-year institution challenging the effective preparation of any other public institution's course work for transfer purposes shall be evaluated and appropriate measures shall be taken to reassure that the quality of the course work has been reviewed and approved on a timely basis by sending and receiving institutions alike. This process of formal review shall occur every
Admissions

Statewide Publication and Distribution of Information on Transfer

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

12. By September 1 of each year, all public four-year institutions shall on their own Home Page on the Internet under the title "Transfer Policies":
   a. Print a copy of this entire document (without appendices).
   b. Print a copy of their entire transfer guide.
   c. Provide to the staff of the commission in satisfactory format a copy of their entire transfer guide for placing on the commission's Home Page on the Internet.

13. By September 1 of each year, the staff of the State Board for Technical and Comprehensive Education shall on its Home Page on the Internet under the title "Transfer Policies":
   a. Print a copy of this document (without appendices).
   b. Provide to the commission staff in format suitable for placing on the commission's Home Page of the Internet a list of all articulation agreements that each of the sixteen technical colleges has with public and other four-year institutions of higher education, together with information about how interested parties can access those agreements.

   a. Publish these procedures in their entirety (except Appendices)
   b. Designate a chief Transfer Officer at the institution who shall
      • provide information and other appropriate support for students considering transfer and recent transfers
      • serve as a clearinghouse for information on issues of transfer in the State of South Carolina
      • provide definitive institutional rulings on transfer questions for the institution's students under these procedures
      • work closely with feeder institutions to assure ease in transfer for their students.
   c. Designate other programmatic Transfer Officer(s) as the size of the institution and the variety
   d. Refer interested parties to the institutional Transfer Guide of the state's four-year institutions
   e. Refer interested parties to the institution's and the Commission on Higher Education's Home Pages on the Internet for further information regarding transfer.

Summer School Admission

New undergraduate students entering the University for the first time in a summer term who expect to continue studying toward a degree submit only one application. They must meet all requirements for admission as degree-seeking students before the beginning of the summer term. These students should not submit a separate application for the summer term.

Special Opportunities

Veterans

Veteran students may apply to receive credit toward graduation for training received under any of the armed forces college training programs. University credit may also be given for specialized and technical training done under the auspices of the armed forces and for courses taken through the United States Armed Forces Institute. This training may be accepted by the University for credit only if it is at the collegiate level, if it is approved by the University, and if it is appropriate to the particular University course of study in which the student enrolls.

Admission of International Students

The University of South Carolina welcomes the applications of qualified international students. At least 90 days before the beginning of the semester they wish to enter, students must send a complete application, including standardized test scores, school records, and financial statements, to the Office of Undergraduate Admissions.

International applicants must be proficient in the English language. International students will be carefully advised for their initial semester at UofSC Salkehatchie. At the end of their first semester, a grade point average of 2.0 or higher will be considered demonstration of proficiency in English and the students will then be allowed and encouraged to register for any classes at UofSC Salkehatchie they choose.

In addition, freshman applicants must have completed a level of education equivalent to that of students entering from accredited secondary schools in the United States and have superior grades on their school work. Applicants who seek to enter from another college or university in the United States must meet transfer admission requirements.

International applicants will not be allowed to enroll in classes until they establish their ability to pay education expenses (approximately $22,750 for each year of study). The policies of certain countries have created financial difficulties for their citizens studying at the University. Applicants from these countries will be so notified and required to make an advance deposit of expenses. Applicants from other nations must submit certification of financial support to satisfy this requirement. International students should not expect to obtain any financial assistance from the University.

1 Applicants who are not citizens or permanent residents of the United States.
Please note: Academic standards of progress and attendance are covered under school standards of progress as specified by the South Carolina Commission on Higher Education, License Division, and are required by the U.S. Department of Veterans Affairs (VA).

**Enrollment Certification**
Certification by the University VA certifying official in the Office of Veterans Services is required for eligible students who wish to receive VA educational benefit checks. Students must initiate their own requests for enrollment certification. The certifying official will transmit certifications and other forms to the VA only for those students who have made such requests and have completed the necessary paperwork.

Normally, the VA requires that eligible students have completed full University admissions requirements and matriculation into degree-seeking status before they may receive VA educational benefits. However, those students admitted as “Provisional,” “Military Special,” or “Transient,” or students enrolling for prerequisite courses required for admission into a professional degree program or school may request VA certification if they provide appropriate documentation. Any VA students in these categories should contact the University Office of Veterans Services for details. In these and all other admissions categories, only the federal VA has the final authority to award or to deny military educational benefits.

Students can best ensure receipt of benefits by informing the school VA office of their intent to register for classes and by supplying the number of credit hours for which they will enroll each semester. Eligible VA students may request certification on an annual basis and should recertify for each new academic year at least 45 days prior to the first day of class of their next semester. However, pursuant to federal law, servicepersons, and VA students who are enrolled for less than one-half time must request certification on a semester-by-semester basis.

Normally, VA payments are authorized only for those courses which are required by the academic department for the student’s current degree program. All students receiving educational benefit checks from the VA are responsible for notifying the Office of Veterans Services of any changes in their degree programs and/or course loads during a semester, to include drop/add, withdrawal, changing from credit to audit status, invoking the Pass-Fail option in a course, or enrolling in any distance education course, independent study, internship, or practicum.

Undergraduate veterans or servicepersons should contact the associate dean for student services for information about forms, benefits, consideration of receiving college credit for military schools, or any other VA-related topics.

**Advanced Placement by Examination**
Baccalaureate degree candidates may qualify for degree credit and/or advanced placement through successful completion of the following exams:

1. The College Entrance Examination Board Advanced Placement Examinations are offered in American government and politics, American history, art history, art studio (drawing and general), biology, chemistry, comparative government and politics, computer science (A and AB), economics (macro and micro), English language and composition, English composition and literature, environmental science, European history, foreign languages (French, German, Latin, and Spanish), human geography, mathematics-calculus (AB and BC), music (theory and listening and literature), physics (B, C part 1, C part 2), psychology, and statistics.

2. The College Level Examination Program (CLEP) subject examinations are offered in accounting (introductory), American government, American history, American literature, general biology, business law (introductory), calculus with elementary functions, chemistry (general), college algebra, college algebra-trigonometry, educational psychology, English literature, freshman college composition, information systems and computer applications, literature (analysis and interpretation), management (principles), marketing (principles), psychology (general), trigonometry, and Western civilization. CLEP examinations cannot be repeated. No credit is given for CLEP general or foreign language examinations.

3. Departmental examinations for chemistry and music, among others, are offered to new students prior to fall and spring registration. Contact the appropriate department for test schedule and information.

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

The University reserves the right to make changes in curricula, degree requirements, course offerings, and all academic regulations whenever, in the judgment of the faculty, the president, or the Board of Trustees, such changes are in the best interest of the students and the University.

Registration at the University of South Carolina assumes the students’ acceptance of all published regulations, including both those which appear in this document and all others as applicable in any official announcement such as the Medical School Bulletin, Law School Bulletin, Graduate Studies Bulletin, the University Master Schedule of Classes, or the Carolina Community. Official policies of the University listed below are published in the Carolina Community, which is available online as well as through the Student Government Office or the Office of the Vice President for Student Affairs.

1. Student Rights and Freedoms within the Academic Community
2. Rule of Academic Responsibility and Academic Disciplinary Procedures
3. Grievance Policy and Procedures for Non-Academic Areas
4. University Policy on Use of Alcohol
5. University Policy on Campus Solicitation
6. University Policy on Student Patent and Copyright Matters
7. Student Right to Know

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

The University reserves the right to withdraw any course because of inadequate enrollment. Additional courses may be offered upon application of a sufficient number of students; a minimum of 10
Bulletin Rights and Exclusions

Bulletin Rights
An undergraduate student may choose to obtain a degree in accordance with the curricular requirements in force for the particular degree at the time the student first enrolls as a degree-seeking student at any University campus, or under subsequent requirements published while the student is enrolled.

Bulletin Exclusions
The student's choice is restricted to a specific bulletin and the curricular requirements described therein. Undergraduate students have a period of eight years, inclusive and continuous, in which to claim the rights of a specific bulletin.

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

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

Academic Calendar Policies

Academic Calendar
The University follows an early Semester Calendar, with Fall semester beginning the Thursday of the third full week in August and ending in December before the winter break. Spring classes begin the second Monday of January, provided neither Monday is a holiday (New Years or MLK). For Fall and Spring semesters, there are 70 class days with a minimum of 2100 minutes of instruction for a standard 3 hour class-28 Tuesday and Thursday classes of 75 minutes per class meeting and 42 Monday, Wednesday, Friday classes of 50 minutes per class meeting. All nonstandard one or two day per week classes must meet the minutes of instruction requirements as part of the calendar.

Summer Term
The summer term consists of multiple course sessions between the spring and fall terms.

Students regularly enrolled in the University may take work applicable to their degree during the summer term. Regulations governing the regular academic year also pertain to the summer term.

A complete listing of all courses offered in the summer term will be available by April 1 on the registrar's Web site under "Master Schedule." Course sessions and times may vary.

Please refer to the registration calendars on the registrar's Web site for more detailed information.

Advisement Policies

Academic Advising
When students are accepted into the University, they are assigned an academic advisor. Students are expected to arrange to meet with their advisor at least once a semester to plan their course of study for the following semester. Students who do not know their assigned advisor should obtain this information from the appropriate departmental or academic dean's office.

Information, advice, and interpretations of University policies offered by advisors do not supersede the official statement of policies and academic regulations described in the University Undergraduate Studies Bulletin. Exceptions to University regulations cannot be made by academic advisors. Any exceptions to the policies and regulations set forth in the University Undergraduate Studies Bulletin must be made by the appropriate College Scholastic Standards and Petitions Committee or by the dean of the college.

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

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

Undeclared Freshmen
For various reasons it may be impossible or inappropriate for a student to declare a major. Nevertheless, all students will receive advisement in the college most closely related to their interests and abilities. Transient students are subject to the rules of their home institution and may take course work at the University of South Carolina without a declared major. University courses are open to those seeking career advancement or life enrichment and who meet stated course prerequisites. Freshmen who have been accepted by the University, but who are unsure of academic or career goals, may need a period in which to establish their major interest. To accommodate students in these categories, courses which are usually open to students with 30 or fewer hours (freshmen) are open to all students who meet prerequisites published in the University's Undergraduate Studies Bulletin. Students who have earned 30 semester hours and wish to continue their studies at the University of South Carolina must declare a major in a program in which they meet entrance or progression requirements.

Course of Studies
Students are expected to follow the programs outlined by their school or college as closely as possible, particularly in the first two years when satisfying basic degree requirements and prerequisites for advanced work. Students must pursue required courses in the prescribed sequence. Failure to do so may lead to future schedule difficulties, and students may find that the subjects for which they wish to enroll are either not
available or are closed to students with advanced standing. Students who fail to complete successfully all freshman requirements may not enroll in courses in their major field beyond the sophomore level. Students ineligible to continue courses in their major field may take electives until the deficiency is removed. Students who enroll in classes for which prerequisites or other defined requirements have not been met may be removed from these classes. Learning-disabled students who wish to take advantage of University-approved program accommodations must have an academic advisory plan on file with the Office of Student Disability Services and the dean of the college. This plan will be formulated by the student’s academic advisor with the assistance of the Office of Student Disability Services and will contain recommended accommodations which specifically relate to and are consistent with the student's diagnosed disability. A copy of the student’s academic advisory plan must be provided to the course instructor for the student to be eligible for a particular accommodation. Any substitutions for degree requirements recommended in the student’s academic advisory plan must be referred to the Scholastic Standards and Petitions Committee of the student’s college for action.

Changes in Curriculum

Undergraduate students interested in changing majors should contact the college or school offering the new curriculum the student intends to follow. Once all necessary permissions are obtained, the college or school that offers the new curriculum will notify the Office of the University Registrar to update the student’s record. Curriculum changes can affect loan deferment, scholarship eligibility, athletic participation eligibility, tuition and fee assessment, and international student VISA regulations. For this reason, all curriculum changes must be completed before the end of the free drop/add period in Fall and Spring Terms (in Part of Term 30), and prior to June 1 during the Summer Term. Curriculum change requests that arrive at the Office of the University Registrar after these deadlines will be processed for the following term. Exceptions to this rule may be made in the event that a change request is being made in the semester that student is graduating from the University.

Course Substitutions

Only under unavoidable and exceptional circumstances will the faculty permit substitution for or exemption from the prescribed curricula. When it becomes necessary to request a deviation from the prescribed course of study, students should consult the dean of their college or the head of the department in which they are majoring before preparing a petition listing the substitutions or exemptions sought and the reasons for the request. Petitions are submitted on forms obtainable from the Scholastic Standards and Petitions Committee of the particular college, and must be returned to the dean of the college in which the student is enrolled. Deviations from degree requirements published in the bulletin must be approved by the student’s dean and the head of the student’s major department. The Scholastic Standards and Petitions Committee of each college functions as an appeal board in cases where agreement between the dean, department head, and the student cannot be reached.

Course and Academic Credit Policies

Course Numbering

Courses numbered from 101 to 699 are available at different levels for undergraduate credit. Courses numbered from 700 to 899 may be taken for graduate credit only and are described in the Graduate Studies Bulletin. All courses numbered from 101 to 499 are for four-year baccalaureate degree candidates. Courses numbered from 500 to 699 may be taken by advanced undergraduate and graduate students for undergraduate or graduate credit, respectively. A 500- to 600-level course taken for undergraduate credit cannot later be awarded graduate credit.

Course Credit

The credit value of each course is usually determined by the amount of formal instructional time per week for one semester. At least 700 minutes of instruction (and at least twice that for laboratory time) can be expected per credit hour. The semester hour credit for each course is included in each course description.

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

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

Credit by Examination

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

Transfer Credit

Students transferring to the University from another college or university must, before enrolling in class at the University, have their transcripts evaluated by the University. It is only in the light of such evaluation that students will know definitively the transferability and equivalency of each transfer course. Degree applicability will be determined by the college or school in which the student is enrolled.

Transferability refers to the conditions under which the University accepts credit for inclusion in the student’s record. Transfer courses must have been taken at a regionally accredited post - secondary institution, or, if taken at a foreign post-secondary institution, have been recommended by a NACES - member external evaluation service. Coursework classified as remedial by the University will appear on the student’s record, but will not be used to determine admission eligibility or a transfer GPA. Exceptions to this rule may be made by the Office of the Registrar when state scholarship eligibility rules require inclusion.

Equivalency entails equating transfer credit, both in hours and content, to University of South Carolina coursework. The Registrar’s Office works with UofSC colleges and schools to coordinate the process of transfer evaluation to equate transfer courses directly to courses in the UofSC course catalog; subject codes which represent subjects not offered at UofSC or to subject codes that identify courses as remedial/technical/non-accredited coursework. A list of transfer equivalencies for the Columbia catalog of courses can be found at: http://www.sc.edu/about/offices_and_divisions/registrar/transfer_credits/course_equivalency.php
Applicability of credit toward a degree refers to the prerogative of academic divisions to count specific credit toward the fulfillment of a student's degree requirements. The student's college or school of enrollment is responsible for determining applicability.

However, a transfer course is not applicable towards any University of South Carolina academic program or degree if:

1. The transfer course was essentially remedial in nature (example: Developmental English).
2. The transfer course was occupational or technical in nature (examples: welding, paralegal, or radiography courses).
3. A grade lower than 2.0 on a 4 point scale, or equivalent, was earned in the transfer course.
4. The transfer course was taken by a degree-seeking University of South Carolina student without prior approval as described in the Earning Credit in Transient Status section of this bulletin.
5. The transfer course was taken while a student was on an academic suspension from the university.
6. The student received any grade other than W in an equivalent course at this university, unless the student was enrolled full time at least one year at the transfer institution.

Exceptions to the rules of applicability may be made only by petition to the dean for undergraduate studies of the College or School in which the student is majoring.

Effective Summer 2017 for all newly admitted and readmitted students, transfer grade points and GPAs will no longer appear on the UofSC record. Transfer course equivalencies, grades, attempted hours, and earned hours will appear on students' advising transcript in Self Service Carolina, while only transfer earned hours will appear on the official transcript.

Earning Credit in Transient Status

Since the University is accountable for the integrity of its degrees, it is essential that degree programs be closely monitored by University faculty. Therefore, students entering the University to seek a degree should expect to complete the majority of their academic work at the University of South Carolina. Normally students who wish to earn more than a semester of credit at another institution should meet all requirements and transfer to that institution. In some programs, and with the permission of the academic dean, students may take up to 18 semester hours of courses in transient status provided they have a 2.00 UofSC grade point average; the courses are approved in advance by the academic advisor and dean; and the other institution is fully accredited and the course work meets University specifications for transfer credits.

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

Course Load

Maximum credit limits, published in the Master Schedule of Classes, also vary according to college policy. Students will not be permitted to register for a semester load in excess of that prescribed for their program of study unless they earned an average of B or better on all courses for which they were enrolled (minimum 12 semester hours) for the preceding semester. New students are eligible for an extra course if they submit to the academic dean satisfactory evidence of equivalent academic achievement. Students eligible for an additional course on this basis must obtain prior approval for each course addition from the dean of their college. No course may be added after the last date to change course schedule or drop without a grade of W being recorded, as published in the academic and refund calendars on the registrar's Web site. (Note: This regulation does not apply to aerospace studies, Army or naval science courses, which may be added to a course program during the regular registration period without special approval.)

Undergraduate students who are enrolled in 12 semester hours or more for the fall, spring, or summer semester are considered full-time for academic purposes. Students who have been verified as learning disabled by the Office of Student Disability Services must be enrolled in 9 semester hours or more for the fall, spring or summer semesters to be considered full-time students with regard to access to University residence halls and eligibility for financial aid, provided this is consistent with their academic advisory plan.

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

Full-time fees for undergraduate students are calculated on 12 to 16 semester hours. Full-time status for graduate students with assistantships is determined by the dean of Graduate Studies.

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

Auditing

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

Auditing a course consists of attending classes and listening without responsibility for any assignments or examinations. An auditor is not responsible for any assignments or examinations. No record of audit shall appear on a transcript unless a student attends 75 percent of the classes.

No credit may be earned in an audited course by examination or otherwise. No audited course may be repeated for credit at a later date except by those students who have been verified as learning disabled by the Office of Student Disability Services and whose academic advisory plan recommends auditing a specific course before it is taken for credit.

The applicant must complete the prescribed procedure for enrollment through the Office of the University Registrar before class attendance will be permitted.

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

Independent Study

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

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

A grade point average of 2.50 or greater is required to enroll in independent study courses. The amount of credit for independent study per semester is limited to 6 hours. Independent study credits applied toward any undergraduate degree may account for no more than 10 percent of the total required credit hours for that degree.

**Repetition of Course Work**

When a course is repeated, both grades will be entered on the student’s permanent academic record and included in the grade point average, unless the grade forgiveness policy is applied. Course credit toward graduation will be given only once, unless otherwise stipulated in the course description. Many academic programs restrict the number of times a course may be repeated. Consult the college and department section of the bulletin for such restrictions.

**International Courses (INTL) / Study Abroad**

- 501 — Study Abroad—UofSC Exchange. (1-16) This course keeps a UofSC student active while on a pre-approved UofSC exchange program.
- 502 — Study Abroad—Non-UofSC Program. (1-16) This course keeps a UofSC student active while on a pre-approved non-UofSC study abroad program.
- 503 — Study Abroad—Through Another U.S. Institution. (1-16) This course keeps a UofSC student active while on a pre-approved non-UofSC study abroad program through another U.S. institution of higher education.

**Senior Privilege - Enrollment in Graduate Courses**

A special provision to earn graduate credit is available for UofSC undergraduate seniors in their final semester who need less than a normal course load to complete baccalaureate requirements. Overload enrollment that includes one or more courses under senior privilege is not allowed. Courses for graduate credit under senior privilege cannot be used toward undergraduate degree requirements. For senior privilege consideration, undergraduate seniors with a 3.00 GPA should submit to The Graduate School, for the graduate dean’s approval, form GS19 endorsed by the student’s advisor, the chair of the department offering the course, and the academic dean for that department. This action should be taken before registration.

**Accelerated Degree Programs**

Certain academic units offer accelerated programs whereby an undergraduate student with a GPA of 3.40 and 90 or more hours toward the baccalaureate degree may apply graduate credits to a baccalaureate program. Admission can be requested by students in consultation with their academic advisor, their undergraduate dean, and the graduate director of the proposed master’s program. An application form and associated guidelines may be obtained from The Graduate School.

Several of the University’s colleges and schools are involved with a variety of accelerated degree programs. For more information, contact:

Office of Undergraduate Admissions
University of South Carolina
Columbia, SC 29208
phone 803-777-7700

**Registration Policies**

**Registration**

To be officially enrolled in the University students must be academically eligible, complete the registration process with the Office of the University Registrar, and possess a receipt issued by the Office of Financial Services for payment of current academic fees.

Students are expected to complete registration (including the payment of all required fees) by the dates prescribed in the registration calendars on the registrar’s Web site to avoid cancellation of classes and payment of a late registration fee of $5 per day ($350 maximum).

**Changes in Enrollment**

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

**Dropping Courses and Withdrawal**

**Free Drop/Add Period**

During the Free Drop/Add period, undergraduate students have the ability to add and remove courses from their schedule through Self Service Carolina. For each course, the Free Drop/Add period begins during the official first day of the course and extends to a minimum of 6% of the Part of Term in which the course is scheduled. Courses removed during the Free Drop/Add period will not be recorded on a student’s transcript. Details regarding Free Drop/Add dates (https://my.sc.edu/codes/) can be found on the Self Service Carolina log-in page under the “Academics” sections.

Students are prevented from dropping or adding courses during the Free Drop/Add Period if they have an active registration hold on their record.

**Course Withdrawal Period**

During the Withdrawal Period, undergraduate students have the ability to withdraw from a course with no grade penalty through Self Service Carolina. For each course, the Withdrawal Period begins after the Free Drop/Add Period and extends to a minimum of 72% of the Part of
Term\(^1\) in which the course is scheduled. Courses from which a student withdraws during this period are recorded on a student's transcript as a W; however, the semester hours will not be calculated in the computation of grade point average, count towards earned hours, or count towards graded hours. Courses that have a recorded grade of W will count towards attempted hours. Details regarding course Withdrawal dates (https://my.sc.edu/codes/) can be found on the Self Service Carolina log-in page under the “Academics” sections.

Students are prevented from withdrawing from courses during the Withdrawal Period if they have an active registration hold on their record.

1 Part of Term: Each course is associated with a specific part of the term for the semester or a specific date range in which the course is held. For example, Part of Term can refer to Full Term courses that run the full major semester (fall or spring) or Half Term courses that run only half of a major semester. Each Part of Term has specific drop/add, withdrawal, and withdrawal fail dates. Details regarding Part of Term dates can be found on the Self Service Carolina log-in page under the “Academics” sections.

Course Withdrawal Fail Period
During the Withdrawal Fail Period, undergraduate students have the ability to withdraw from a course with a penalty grade through Self Service Carolina. For each course, the Withdrawal Fail Period begins after the Withdrawal Period and extends up to 100% of the Part of Term\(^1\) in which the course is scheduled. Courses from which a student withdraws with a grade of WF during this period are treated as an F in the evaluation of academic standing, computation of grade point average, and graded hours. Details regarding course Withdrawal Fail dates (https://my.sc.edu/codes/) can be found on the Self Service Carolina log-in page under the “Academics” sections.

Students are prevented from withdrawing from courses during the Withdrawal Fail Period if they have an active registration hold on their record.

1 Part of Term: Each course is associated with a specific part of the term for the semester or a specific date range in which the course is held. For example, Part of Term can refer to Full Term courses that run the full major semester (fall or spring) or Half Term courses that run only half of a major semester. Each Part of Term has specific drop/add, withdrawal, and withdrawal fail dates. Details regarding Part of Term dates can be found on the Self Service Carolina log-in page under the “Academics” sections.

Hardship Withdrawal
During and after the Withdrawal Fail Period, it may be necessary for a student to withdraw from all courses for the semester due to a significant personal hardship (e.g., medical or family emergency, prolonged illness, other medical or traumatic event). In these situations, students are able to petition for a Hardship Withdrawal from courses through the Office of the Dean of Students or the Hardship Withdrawal Committee. Each Palmetto College Campus has an equivalent hardship withdrawal process for managing petitions from students enrolled on their campus.

Hardship Withdrawal petitions, including verified documentation of hardship, submitted during the Withdrawal Fail Period until the last day of courses for the semester will be reviewed by the Office of the Dean of Students. Approved petitions will be submitted to the Office of the Registrar for grade assignments of W for all courses that semester on the student's transcript.

The Office of the Dean of Students will notify the student's instructors and their home college of the withdrawal.

Hardship Withdrawal petitions, including verified documentation of hardship, submitted after the last day of courses for the semester will be reviewed by the Hardship Withdrawal Committee that must include faculty and college/school representation. Approved petitions will be submitted to the Office of the Registrar for grade assignments of W for all courses that semester on the student's transcript.

Prior to a Hardship Withdrawal decision being made, all documentation is subject to verification by the Office of the Dean of Students and/or the Hardship Withdrawal Committee, including but not limited to class attendance, class participation, or supporting documentation. If false documentation or misrepresented information is submitted, students will be referred for alleged violation of the USC Honor Code and the Hardship Withdrawal request will be denied.

A Hardship Withdrawal to selectively withdraw from some courses, while remaining enrolled in other courses, will be permitted only under exceptional circumstances and must be approved by the Office of the Dean of Students in consultation with appropriate colleges/schools. The Office of the Dean of Students will submit a report of selective withdrawal decisions for verification to the Hardship Withdrawal Committee at the end of each semester.

Information regarding the University’s Withdrawal Refund Appeals procedures can be found in the Fees and Refunds section of the bulletin.

Title IX Obligations
Information contained in Hardship Withdrawal petitions is private and not shared with instructors, departments, or colleges/schools outside of the Hardship Withdrawal Committee. However, in accordance with the provisions of Title IX of the Education Amendments Act of 1972 and University policy, if sexual misconduct information is included in a student’s petition, the Office of the Dean of Students and/or the Hardship Withdrawal Committee is obligated to report the matter to USC’s Title IX coordinator.

Withdrawing via Self-Service Carolina
Students can withdraw for the semester by withdrawing from all courses on Self Service Carolina. Students are encouraged to consider the Hardship Withdrawal Process if they are withdrawing during the Withdrawal Fail Period.

Active Duty Military Withdrawal
Students in the National Guard or armed forces reserves who are placed on active duty by order of the president of the United States or the governor of their state should pursue withdrawal from courses according to the provisions of the University’s policy titled “Withdrawal of Students Called to Active Military Service” (ACAFAQ 3.05 (http://www.sc.edu/policies/ppm/acaFAQ05.pdf)). Active duty military personnel who are reassigned during an academic term may also invoke the provisions of this policy.

Course Drop and Withdrawal Chart

<table>
<thead>
<tr>
<th>Name</th>
<th>Minimum Percentage of Class Time(^1)</th>
<th>Grade</th>
<th>Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Drop/Add Period</td>
<td>0-6% of classes</td>
<td>No Grade</td>
<td>• Financial Aid</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Enrollment status</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Housing</td>
</tr>
</tbody>
</table>
Withdrawal Period | 7-72% of classes | W grade will be recorded on transcript. W grade is not calculated in GPA. | • Financial Aid • Progression towards degree • Satisfactory Academic Progress

Withdrawal Fail Period | 73-100% of classes | WF grade will be recorded on transcript. WF grade is calculated as an F in GPA. | • Financial Aid • Progression towards degree • Academic Standing

Hardship Withdrawal Period | 73-100% of classes | W grades will be recorded for all courses for approved petitions. Petitions are subject to review by the Office of the Dean of Students | • Financial Aid • Refund Appeals Process

Hardship Withdrawal Period | After 100% of classes | W grades will be recorded for all courses for approved petitions. Petitions are subject to review by the Hardship Withdrawal Committee | • Financial Aid • Refund Appeals Process

1 Specific dates for each Part of Term may be found on the Office of the Registrar website

Indebtedness

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

Attendance Policy

Class Attendance

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

Absence from more than 10 percent of the scheduled class sessions, whether excused or unexcused, is excessive and the instructor may choose to exact a grade penalty for such absences. It is of particular importance that a student who anticipates absences in excess of 10 percent of the scheduled class sessions receives prior approval from the instructor before the last day to change schedule as published in the academic and refund calendars on the registrar’s website (http://registrar.sc.edu/).

It must be emphasized that the “10 percent rule” stated above applies to both excused and unexcused absences. Faculty members should notify classes, specifically in the course syllabi, of the attendance policy which they intend to follow in each class, but it cannot be more restrictive than the “10 percent rule”. It is also recommended that the faculty include a policy statement in their syllabi requesting students to meet with the instructor early in the semester to discuss the consequences of potential excessive absences due to participation in University-sponsored events.

Faculty should consider the following events or circumstances as potentially excusable absences:

- participation in an authorized University activity (such as musical performances, academic competitions, or varsity athletic events in which the student plays a formal role in a University sanctioned event)
- required participation in military duties
- mandatory admission interviews for professional or graduate school which cannot be rescheduled
- participation in legal proceedings or administrative duties that require a student’s presence
- death or major illness in a student’s immediate family
- illness of a dependent family member
- religious holy day if listed on www.interfaithcalendar.org (http://www.interfaithcalendar.org)
- illness that is too severe or contagious for the student to attend class
- weather-related emergencies

The Student Ombudsperson in the Division of Student Affairs is available to assist faculty members with obtaining or verifying documentation when necessary. The faculty member has complete discretion regarding the specific nature of any accommodation offered in the event of an excused absence. Students should notify faculty members at least two weeks prior to the absence when possible. In all cases, students must contact the faculty member to request an accommodation upon return to class.

Examination Policies

Final Examinations

Final examinations for spring and fall semesters are held during a seven-day period at the close of each semester. Summer examinations are held during a two-day period at the close of each session. Semester examination schedules are published on the registrar’s Web site under the “Calendar” link. The results of these examinations, combined with the grades for class performance, determine the reports given at the end of the semester. No final examination may be held outside of the stated time without the special permission of the dean of the college concerned. Reading Day is specified in the University calendar and no exams, quizzes or required class attendance may be scheduled for that day.

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

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

Students who are absent from any final examination will be given the grade of F on the course if they have not offered an excuse acceptable to the instructor. If excused, they will be assigned a grade of I (see “I” entry under “Grading System”), and may complete the course under the conditions specified by the instructor in the “Assignment of Incomplete Grade” form.

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

Graduating Seniors
No early examinations are given for graduating seniors. Students who have submitted a degree application may attend the graduation ceremony. Diplomas are mailed after final examinations and after a student’s dean has verified that all degree requirements have been met.

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

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

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

Class standing is determined by the quality of a student’s work and the regularity of attendance in lectures and laboratory sessions or other exercises of the course. Grading systems in graduate and professional schools are described in the appropriate bulletins.

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

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

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

FN and UN grades are displayed and calculated as F and U grades on the official transcript.

WF is assigned for student withdrawal from a course after the penalty deadline prescribed in the academic and refund calendars on the registrar's Web site. (See section on “Dropping A Course.”) The grade of WF is treated as an F in the evaluation of suspension conditions and grade point average computation.

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

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

T, a Graduate School symbol, is assigned to indicate enrollment in Thesis Preparation (799) and Dissertation Preparation (899). Courses with this symbol will be counted as hours attempted and hours earned only. Grade points will not be awarded. For unsatisfactory work the grade of U should be assigned. The grade of I cannot be assigned in courses numbered 799 and 899.

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

NR, No Record, is assigned in the event that the grade is not available at the time final grades are submitted. It is a temporary mark on the transcript and must be replaced by a grade. If replacement does not occur before the last week of the spring or fall semester following the term for which the grade was recorded, a grade of F will be assigned. The NR is ignored in computing the GPA.
Academic Honor Code Violation
A transcript notation on the graded course in which the violation occurred denotes “Honor Code Violation.”

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

Specific provisions of the Pass-Fail program are as follows:
1. The Pass-Fail grading system is in effect for an indefinite period of time, subject to periodic review.
2. The Pass-Fail option is not available to undergraduate students whose semester or cumulative GPA is less than 2.00.
3. Students are permitted to exercise the Pass-Fail option only on free elective courses.
4. Students are permitted to take no more than eight courses on a Pass-Fail basis during their undergraduate career.
5. A student wishing to exercise the option must have the permission of the dean of the college and the student’s academic advisor. The Pass-Fail Option form (AS-20) is used for this purpose.
6. The option may be elected or revoked by the student no later than the last date for withdrawing from the course without a penalty.
7. Normal prerequisites may be waived for students taking a course on a Pass-Fail basis.
8. Courses taken under this option will be excluded from the calculation of the grade point average.
9. A grade of S will be entered by the Office of the University Registrar if the student earned an S+, S, or U during Spring 2020. Any undergraduate student who earned an S+, S, or U during Spring 2020 will count towards earned semester hours.
10. No course carried on a Pass-Fail basis will be counted toward the hours required for either the President’s or the Dean’s Honor List.
11. A verified learning-disabled student may take on a Pass-Fail basis an elective or required course which is not in the major if the academic advisory plan so recommends the Pass-Fail option for that course. A student who desires use of this option must apply to the dean of the college at the beginning of the semester. With the approval of the academic dean, learning-disabled students may meet specific degree requirements with a satisfactory grade.

Spring 2020 Undergraduate Pass-Fail Grading
Approved by the UofSC Faculty Senate on April 1, 2020

To address complications presented by the COVID-19 pandemic, the Faculty Senate Steering Committee approved the following grading accommodations for undergraduate students enrolled in Spring 2020.

• All courses will be graded as originally planned according to grading criteria in course syllabi. After grades are submitted at the end of the semester, undergraduates can choose, on a course-by-course basis, to request a pass/fail grade for the Spring 2020 semester with the exception of Graduate or professional school courses, which can be taken as pass/fail only when deemed appropriate by the program or school Dean.

• The following pass/fail scale will be used: Earned grades of A, B+, B, C+, and C will be replaced with S+, earned grades of D+ and D will be replaced with S, and an earned grade of F will be replaced with U.

• If students select the S+/S/U grading scale for a course, points will not be factored into the GPA. Courses with S+ and S will count towards earned semester hours.

• Courses graded with the S+/S/U scale, under this exception for Spring 2020, will count towards applicable curricular, major, continuation, and graduation requirements. For example, if a course requires a C or better in a prerequisite, students selecting this alternative grading scale would need an S+ in the prerequisite course.

• Faculty members will not be aware of students who select the pass/fail grading option when entering final grades. Grades will be entered in the format for which the course was approved.

• Students who previously decided to take a course on a pass/fail basis will continue on a pass/fail basis using the University’s established S/U system (e.g., S is earned if the grade is D or above and U is earned for grades below D).

• For the Spring 2020 semester, undergraduate students who choose to replace a course letter grade with the S+/S/U option must do so no later than July 1, 2020.

• This process will occur through the Office of the University Registrar. A form will be available on the University Registrar website for the student to request that a letter grade be replaced with the S+/S/U scale.

• UofSC will include a transcript note on all academic records, regardless of grading basis, indicating the extraordinary circumstances of the global public health emergency during Spring 2020.

• Because some graduate and professional programs require letter grades, students will be able to request an official letter attesting to the letter grade earned in any classes that were converted to S+/S/U. This letter would attest only to grades, not to GPA. We will ensure that those who need evidence of your academic achievements this spring will be able to get it. A form will be available on the University’s website for students to request these letters.

• Students will be allowed to retake undergraduate courses in which they earned an S+, S, or U during Spring 2020. Any undergraduate courses retaken under this provision will not count towards the number of courses currently allowed by the current course grade forgiveness policy. In addition, students who were retaking a class for grade forgiveness in Spring 2020 can retake the class another semester, without penalty.

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

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

It is the policy of the University of South Carolina that every currently enrolled, fully admitted, degree-seeking undergraduate earning a D+, D, F, or WF in a University course may take up to two undergraduate courses for a second time for the purpose of grade forgiveness. Both the first and second grades shall appear on the University permanent record, but only the second grade will be used in computing the University of South Carolina cumulative grade point average. An explanatory notice will appear on the record. Once grade forgiveness is applied to a repeated course, the action may not be revoked.

An eligible student wishing to apply the course grade forgiveness policy to a course enrollment may do so at any time during his/her undergraduate enrollment, but no applications will be honored after the degree is awarded. Grade forgiveness can only be applied once per course for a maximum of two courses (not to exceed 8 credits) on a student’s undergraduate academic record, without regard to the number of degrees sought. Under the grade forgiveness policy, the forgiven and repeated class must be taken at the University of South Carolina-Columbia campus or a Regional campus. Courses transferred from other institutions are excluded from this policy.

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

Established requirements for repeating classes, admission to, or progression in, specific academic programs of the University take precedence over the grade forgiveness policy. Program or progression grade point averages are not affected by this policy. Refer to the guidelines for each program for specific requirements. Courses intended to be repeated for additional credit, such as research or applied music, are not eligible for grade forgiveness. Semester honors (dean’s or president’s honor list), or academic standing (scholastic deficiency, probation, suspension), or previous grade point totals will not change retroactively as a result of applying this policy.

Students who have been granted academic forgiveness to reset the grade point average after readmission are not eligible for course grade forgiveness. Please refer to the bulletin entry titled Academic Forgiveness for Former UofSC Students with Less Than a 2.00 Cumulative GPA.

An eligible student wishing to apply the grade forgiveness policy (http://www.sc.edu/about/offices_and_divisions/registrar/transcripts_and_records/grade_forgiveness/) may begin the process by reading the criteria which must be met and completing the necessary documentation in order to apply grade forgiveness.

Note that Academic Forgiveness is not the same as Grade Forgiveness. Please refer to the bulletin entry titled Academic Forgiveness for Former USC Students with Less Than a 2.00 Cumulative GPA.

Grade Reports

Students’ grades are reported on Self Service Carolina. Students can also access grade reports in person at the Office of the University Registrar.

Grade Change Policy

Grade changes based on transcription or computation errors shall be reported directly to the Office of the University Registrar on the appropriate grade change form signed by the instructor and the head of the student’s academic unit. Any request for a grade change must be submitted by the instructor no later than one calendar year from the date on which the grade was reported. Beyond this period, grade changes will be considered only in exceptional circumstances and must be handled through the petition procedure of the student’s college. Any other grade change request resulting from enrollment discrepancies, medical withdrawals, or perceived administrative errors (changes to W, WF, audit, credit, S/U, or to I) must be submitted on the appropriate forms with signatures and documentation to the dean of the student’s college for review through the petition procedure. This does not apply to the routine makeup and extension of an I (incomplete) and posting of a permanent grade to replace the recorded NR mark. An I turns into a grade of F after one year; an NR turns into a grade of F after one semester. Special makeup work or examinations to change grades already recorded are not permitted.

Academic Standards Policies

Academic Standards

The following standards for continuing at the Columbia and regional campuses of the University of South Carolina apply to all undergraduate students who first enroll at the Columbia and regional campuses of the University in the fall 2008 semester or thereafter, are admitted to the Columbia and regional campuses of the University in an undergraduate degree program in the fall 2008 or thereafter, or are enrolled in the fall 2010 semester or thereafter, regardless of when first enrolled at the University. Administration of these regulations is the responsibility of the academic deans, who are not empowered to waive any of the provisions.

Academic Review

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

Academic Standing

A student’s academic standing is based on his/her “Total Institutional GPA” and “Total Institutional GPA Hours” which can be viewed in Self Service Carolina at the end of a student’s “Unofficial Academic Transcript” under the heading, “Transcript Totals (Undergraduate).”

Academic Probation

When a student’s Total Institutional GPA at the end of any semester is less than a 2.00, he or she is placed on academic probation.

First-year Freshmen Academic Recovery Program

First-year freshmen who have less than a 2.00 Total Institutional GPA at the end of their first semester of collegiate enrollment are considered at risk. During the first six weeks of their second semester, these students must participate in an academic coaching session before being eligible to register for courses for the third semester. These sessions will provide students with assistance in academic planning, general advisement, major exploration, degree audit, self-assessments, and success strategies. This requirement is in addition to any made by the student’s college, school, or academic program.

Removal from Academic Probation

When a student’s Total Institutional GPA at the end of any semester is a 2.00 or above, he or she is not on academic probation.
Continuing on Academic Probation

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

<table>
<thead>
<tr>
<th>Total Institutional GPA Hours</th>
<th>Placed on Probation</th>
<th>Continue on Probation (avoid suspension)</th>
<th>Removed from Probation</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.35</td>
<td>below 2.00 Total Institutional GPA</td>
<td>1.500 or higher Total Institutional GPA</td>
<td>2.00 or higher Total Institutional GPA</td>
</tr>
<tr>
<td>36-71</td>
<td>below 2.00 Total Institutional GPA</td>
<td>1.800 or higher Total Institutional GPA</td>
<td>2.00 or higher Total Institutional GPA</td>
</tr>
<tr>
<td>72+</td>
<td>below 2.00 Total Institutional GPA</td>
<td>only with semester reprieve Total Institutional GPA (see below) or by college petition</td>
<td>2.00 or higher Total Institutional GPA</td>
</tr>
</tbody>
</table>

Semester Reprieve: Regardless of the Total Institutional GPA, a student may continue on probation and avoid suspension if the Current Term grade point average is 2.50 or greater.

First Suspension

Students unable to meet the standards shown above are suspended from the University of South Carolina for one fall or spring semester and the contiguous summer (approximately eight months). Students have the right to appeal their suspension to the petitions committee of the college or school in which they were enrolled when suspended.

Returning After First Suspension

After the suspension has been served, a student will be considered for readmission by the college or school to which the student is seeking admission. A student readmitted following suspension continues on probation and is reviewed for suspension at the end of each fall and spring semester. A Current Term grade point average of 2.50 or higher must be achieved each semester until the Total Institutional GPA reaches the level above which suspension would occur (see chart).

During the first six weeks after returning from a first suspension, students must participate in an academic coaching session before being eligible to register for courses for the following semester. These sessions will provide students with the resources they need to meet their academic goals.

Returning after Subsequent Suspension

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

Earning Academic Credit While on Suspension

A student on suspension is given an opportunity to reorder priorities and reassess his or her situation before returning. While serving suspension, a student may not be admitted to, or continue in, any academic program of the University. Credit earned at any other institution while a student is on suspension from the University may not be applied toward a degree from UofSC, unless approved by the Standards and Petitions Committee of the college to which the student is readmitted. Prior approvals for transient study will be revoked for suspended students.

Retention in Degree Programs

Students are reminded that the above regulations are for all undergraduate students in the University. Many colleges and schools offer degree programs that have more stringent requirements for retention in those programs. Failure to meet the academic requirements of those degree programs may result in the student being asked to leave that program. Students should consult the colleges and schools section of the Academic Bulletin to review the specific degree retention requirements.

Academic Progression and Program Dismissal

Students dismissed from a program for failing to meet academic progression requirements will be reassigned to Undergraduate Studies and will be advised by the University Advising Center. Students assigned to Undergraduate Studies will have a maximum of two semesters before declaring a new program of study. At the conclusion of two semesters enrolled at full-time status, students who have not declared a major/program within a degree-granting college will have a registration hold placed and will be unable to enroll in coursework.

Petition Procedures

In addition to previously specified provisions by which a student may petition to waive the application of this suspension policy, a student suspended by this policy has the right to petition to the appropriate college scholastic standards and petitions committee to waive the application of the suspension rule at any time. Students placed on first suspension who wish to petition for a waiver of the suspension rule may petition only the committee of the college in which they were enrolled at the time of suspension.

Academic Forgiveness Policy

Academic Forgiveness for Former UofSC Students with Less than a 2.00 Cumulative GPA

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

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

A student who has met these conditions and desires academic forgiveness must submit a written request for academic forgiveness to
the dean of the college in which the student is enrolled. After verification of the student's eligibility, the dean shall inform the registrar that academic forgiveness has been granted to the student.

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

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

**Academic Honors Policies**

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

- **President's Honor List**: a grade point average of 4.00 earned on a minimum of 12 credited semester hours.
- **Dean's Honor List**: a grade point average of 3.50 or higher earned on a minimum of 12 credited semester hours.

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

**Graduation with Honors**
Graduation with honors will be based on a student's Total Institutional GPA. Honors designators are determined at the time of graduation and may not be applied retroactively.

To graduate with such honors, a student must have earned at least 60 credit hours applicable toward the degree in residence at the University, 30 credit hours for an associate degree.

The following designations indicate a consistently high level of academic achievement at UofSC:

- **Baccalaureate Degree Designations**
  - Summa Cum Laude: a cumulative GPA of 3.95-4.00
  - Magna Cum Laude: a cumulative GPA of 3.75-3.949
  - Cum Laude: a cumulative GPA of 3.50-3.749

- **Associate Degree Designations**
  - Highest Honors: a cumulative GPA of 3.95-4.00
  - High Honors: a cumulative GPA of 3.75-3.949
  - Honors: a cumulative GPA of 3.50-3.749

**With Honors from South Carolina Honors College**: Any student who completes the requirements of the Honors College, regardless of the major or undergraduate degree, is awarded that degree "With Honors from South Carolina Honors College."

**With Distinction**: Any student who earns an undergraduate degree and completes the appropriate requirements will be awarded graduation "With Distinction in [that major]." For details, refer to the degree requirements of specific majors.

**With Leadership Distinction**: Any undergraduate student who completes Leadership Distinction requirements in community service, diversity and social advocacy, global learning, professional and civic engagement, and/or research as specified by the Provost's Office, regardless of the major or undergraduate degree, is awarded that degree "With Leadership Distinction in [that track]." For further details, contact the Office of UofSC Connect.

**Degree Conferral and Graduation Policies**

**In-residence Requirement**
The last 25% of a student's degree must be completed in residence at the University, and at least half of the hours in the student's major courses and in the student's minor courses (if applicable) must be taken at the University.

The chart below shows the minimum number of hours required to be completed in residence based on the total number of hours required for a degree.

<table>
<thead>
<tr>
<th>Total Number of Hours Required for Degree</th>
<th>Minimum Number of In-residence Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 Hours (Associates Degree)</td>
<td>15 Hours</td>
</tr>
<tr>
<td>70 Hours (Associates Degree)</td>
<td>18 Hours</td>
</tr>
<tr>
<td>120 Hours</td>
<td>30 Hours</td>
</tr>
<tr>
<td>121-124 Hours</td>
<td>31 Hours</td>
</tr>
<tr>
<td>125-128 Hours</td>
<td>32 Hours</td>
</tr>
<tr>
<td>129-132 Hours</td>
<td>33 Hours</td>
</tr>
<tr>
<td>133-136 Hours</td>
<td>34 Hours</td>
</tr>
<tr>
<td>137-140 Hours</td>
<td>35 Hours</td>
</tr>
<tr>
<td>141-144 Hours</td>
<td>36 Hours</td>
</tr>
</tbody>
</table>

Some programs impose greater student residence and/or major requirements.

Regardless of when students enter the University, they must complete the last 25% of the degree before graduation enrolled in classes approved by the appropriate dean of the college, school, or campus from which the degree will be granted. In addition, all degree applicants are urged to confer with the deans of their respective colleges about their programs and degree requirements prior to the beginning of their last semester of residence at the University.

"In residence" means that the student was regularly enrolled at UofSC; completed courses offered by Columbia or one of the other campuses
of the University; was a member of a class which was supervised by a regular faculty member of UofSC; attended classes on a regular, pre-established schedule; and in other ways conformed to the requirements which are normally connotated by the term "in residence." In-residence requirements may not be met by courses for which credit is earned by exemption or exam, courses taken by correspondence, or courses for which transfer credit was awarded. Courses taken under the Pass-Fail option meet in-residence requirements. If the student has not established credit for the prescribed number of hours in residence, then the student is not eligible either for graduation with honors or for graduation on the basis of having completed 25% of the degree during the final semesters at the University.

Application Process
All candidates for degrees and certificates must file formal applications during the last academic term before graduation with the deans of their respective colleges on forms obtained at the Office of the University Registrar or the appropriate dean’s office. Applications must be filed by the third week of the fall or spring semester in which the degree is to be awarded or within the first 10 days of the first summer session. If the student is not enrolled during the first summer session, the application must be filed within the first week of the second summer session for the student to graduate at the summer commencement.

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

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

The following specifications for a second baccalaureate degree apply:

1. The student must meet admission and progression requirements for the second degree, and must have received formal approval to pursue the second degree from both deans.
2. All requirements for the second degree must be fulfilled.
3. The additional requirements for the second degree must include a minimum of 24 semester hours beyond those required for the first degree.
4. No course that satisfies a general education, major, minor, cognate, or requirement other than a free elective for the first degree may be applied to the major field of the second degree.
5. The student must file a separate degree application for the second degree with the appropriate college or school.

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

Students who submit two degree applications for the same degree in the same college for a double major will receive one diploma.

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

1. The student must meet admission and progression requirements for the second major.
2. The student must have received approval from both deans for a second major.
3. All requirements for the second major must be fulfilled.
4. All general education and special departmental requirements normally associated with the second major must be fulfilled.
5. In cases where the first major and the second major lead to different degrees, the student must designate one as the official degree of record. A second major eliminates the cognate requirement; however, special departmental requirements normally completed as part of the cognate are not waived.

Fulfillment of the requirements for a second major are indicated on the student’s official transcript upon graduation. No notation for a second major is placed on the official transcript for course work completed after graduation.

Students who submit two degree applications for the same degree in the same college for a double major will receive one diploma.

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

Records, Transcript, and Enrollment Certification Policies
Change of Name or Address
It is the obligation of every student to notify the Office of the University Registrar of any change in name or address (including electronic address). Failure to do so can cause serious delay in the handling of student records and in notification of emergencies. Change of name may only be accomplished by presenting proper legal documentation.

Transcripts
A transcript of a student’s record carries the following information: current status; a detailed statement of the scholastic record showing courses pursued with semester hours carried, semester hours earned, grades, grade points, grade point average, and system of grading; a permanent record of all failures, Incomplete grades, and penalties (such as suspension); cumulative USC grade totals; and references to other college or universities attended, dates attended, and the total transfer credits accepted by the University of South Carolina.

Any student who needs a transcript or a certified copy of the end-of-semester grade report may complete a Transcript Request form or send a signed and dated letter containing all pertinent identifying information to the Office of the University Registrar. Official transcripts may also be requested online through Self Service Carolina (http://my.sc.edu). With the exception of copies made for internal use, no copy of a student’s permanent record (transcript) will be released to anyone without the student’s written consent. In addition to the written consent, each transcript request should include full name or names used, student number, current mailing address, dates of attendance, location of
attendance, and date of birth to assure proper identification of the record requested.

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

No partial transcript will be issued.

The nonrefundable transcript processing fee is $12.

**Enrollment Certification**

Certification of enrollment is based upon the total number of credit hours for which a student is registered at the time of the certification request. Beginning and ending dates reported in enrollment certification conform to the official USC academic calendar dates for the term requested.

**Indebtedness**

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

**Notification of Student Rights under FERPA**

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

1. The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access.

   A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

   If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

2. The right to request the amendment of the student’s education records that the student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

   A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

   If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the University discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent. The University may disclose Directory Information without consent, unless the student has submitted a written request to the Office of the University Registrar not to release Directory Information pertaining to him or her. Students are notified annually, both in the academic bulletins and via email, of their rights under FERPA and are provided with instructions on how to request a “Confidentiality Indicator” on their academic record which prevents the disclosure of Directory Information. A Confidentiality Indicator will be placed on the release of Directory Information filed with the University Registrar, which will remain in effect until the student files a written request to remove it. A request not to disclose Directory Information applies to the entire category of such information and cannot be selective with regard to specific items defined as Directory Information. Similarly, a request not to disclose Directory Information applies to all individuals and cannot be selective with regard to specific individuals or organizations.

   • The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, service provider or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

   • A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.

   • To officials of other institutions in which the student seeks or intends to enroll provided that the student had previously requested a release of his/her record;

   • To authorized representatives of the U.S. Department of Education, U.S. Department of Defense (Solomon Amendment), U.S. Attorney General, the Comptroller General of the United States, state education authorities, organizations conducting studies for or on behalf of the University, and accrediting organizations; to the Department of Homeland Security (DHS) and its Immigration and Customs Enforcement Bureau (ICE) in order to comply with the requirements of SEVIS.

   • In connection with a student’s application for, and receipt of, financial aid;

   • To comply with a judicial order or lawfully issued subpoena;

   • To parents of dependent students as defined by the Internal Revenue Code, Section 152;

   • To appropriate parties in a health or safety emergency; or

   • To the alleged victim of any crime of violence of the results of any disciplinary proceedings conducted by the University.

   • The University may disclose the result of a disciplinary proceeding to a parent or guardian so long as the student is under the age of 21 at the time of the incident and the proceeding has resulted in a violation of University drug or alcohol policies, or any federal, state, or local law.

   • To students currently registered in a particular class, the names and email addresses of others on the roster may be disclosed in order to participate in class discussion.

**Release of Directory Information**

In accordance with section 99.7 of the Family Educational Rights and Privacy Act (FERPA), the University of South Carolina provides students annual notification of their FERPA rights. The University of South Carolina has designated certain items as Directory Information. At the University of South Carolina, these items are as follows:

- To students currently registered in a particular class, the names and email addresses of others on the roster may be disclosed in order to participate in class discussion.
activities is used for planning and program improvement. Many of the 

Students, faculty, and staff play critical roles in the assessment process. 

and evaluating all of our functions and activities. 

therefore, is the ongoing process of self-improvement through analyzing 

and other staff in gathering and analyzing assessment data. Assessment, 

Institutional Planning and Assessment assists the faculty, administration, 

administrators, and staff conduct ongoing assessments. The Office of 

students to the administration of the University. In addition, they serve as 

statewide events. Another responsibility is the planning and execution of 

students to the administration of the University. In addition, they serve as 

dances to cookouts, there is an activity for everyone!

In addition, there are six intercollegiate athletic teams on campus: men's 

baseball, women's softball, men's and women's soccer, men's basketball, 

and women's volleyball. With their varying seasons throughout the school 

year, there is always an athletic event to attend.

Student Government Association

Students are encouraged to become involved in the Student Government 

Association. There are two houses of Student Government: an Allendale 

house and a Walterboro house. A president is elected each spring for 

the following year to preside over both houses jointly. Each spring, each 

house elects a vice president, secretary, treasurer, and parliamentarian 

to serve for the following year. At the beginning of each fall, senators are 

elected for that year for both houses. Students are encouraged to run for 

of the offices or senate seats.

The Student Government Association represents the interests of the 

students to the administration of the University. In addition, they serve as 

student ambassadors for the UofSC Salkehatchie campus at local and 

statewide events. Another responsibility is the planning and execution of 

student activities for both Allendale and Walterboro. Student government 

decides the type of student activities and schedules and conducts 

them. As another responsibility, the Student Government Association
participates in community service activities in the Salkehatchie area such as the March of Dimes, Relay for Life, and other community events.

**Education Majors Club**

The Education Majors Club was founded in fall 2003, and membership is open to any student seeking a degree in education. The purpose of the club is to provide education majors with opportunities for growth and enhancement in the field of education and community service as well as to keep members informed of changes that may occur in program requirements and testing deadlines. The advisor is Buddy Phillips.

**Nursing Club**

A nursing club was organized in the 2008 academic year, and membership is open to any student seeking a degree in nursing. The purpose of the club will be to provide nursing majors with information and community service in the field of nursing as well as to keep members informed of changes that may occur in program requirements and deadlines. The advisor is Cindy McClure.

**History Club**

The History Club is a student run organization. Activities have included discussion, presentations, movies, and trivia as determined and planned by the students. History Club meets about once a month. The advisor is Dr. Sarah Miller.

**Student Centers**

The student centers provide recreational services as well as lounge and study areas where students may eat lunch, study or chat. The West Campus student center is in the Student Center building on Highway 301. The East Campus student center is in the Student Center building adjacent to the Walterboro Main Building.

**Fitness Centers**

Both the West and East Campuses have fitness centers open to faculty, staff and students. The West Campus fitness center is located in the fitness center building between the baseball and softball fields. The East Campus fitness center is located in the Student Center building adjacent to the Walterboro Main Building.

**International Student Organization**

An international student organization was founded to provide support and social activities for international students on the USC Salkehatchie Campus. Besides international students, anyone with an international background or who is interested in international culture is welcome to join. The advisor is Dr. Wei-Kai Lai.

**Fellowship of Christian Athletes**

Fellowship of Christian Athletes has been challenging coaches and athletes on college campuses to use the powerful medium of athletics to impact the world for Jesus Christ. FCA focuses on serving local communities by equipping, empowering and encouraging people to make a difference for Christ. The Campus Ministry is a certified ministry that is comprised by student-athletes, sponsored by coaches, supported by staff, established on our college campuses and meets on a regular basis. The advisor is Jake Williams.

**Intercollegiate Athletics**

The UofSC Salkehatchie campus is a member of the National Junior College Athletic Association and competes in Region X, which includes the states of North Carolina, Virginia, South Carolina, and West Virginia. The Indians field teams in men's baseball, women's softball, men's and women's soccer, men's basketball, and women's volleyball. The advisor is Dr. Wei-Kai Lai. The advisor is Jake Williams.

**Student Housing**

UofSC Salkehatchie does not own any student housing. However, The Reserve at Salkehatchie is a privately owned student housing complex located adjacent to the West Campus in Allendale. Living at The Reserve provides a great opportunity to strengthen your bonds with the Salkehatchie community. It’s also incredibly convenient for accessing campus resources and events. For more information about The Reserve visit their website at reserveatSalk.com (http://reserveatSalk.com).

**Student Academic Responsibility**

Infractions of academic discipline in the undergraduate schools and colleges will be dealt with in accordance with this code of student academic responsibility.

Definitions-Infractions of academic discipline include, but are not limited to:

1. **Cheating**-This refers to conduct during quizzes and examinations which shall include utilizing written information not specifically permitted by the instructor. It shall also include receiving written or oral information from any person other than the instructor. It shall further include stealing, buying, selling, or using any copy of an examination before it has been administered.
2. **Plagiarism**-This refers to submitting, as a student's own work, material obtained from another source without indicating the source from which it was obtained. It further includes letting another person compose or rewrite a student's written assignment.
3. **Illegal Use of Old Laboratory Reports**-This comprises the copying of an old report belonging to another person and submitting the work as one's own.

A student who assists in a form of dishonesty mentioned above shall be considered equally as guilty as the student who accepted such assistance.

A student who possesses evidence that one of the offenses listed above has been committed and who does not report the offense to the appropriate authority shall be considered guilty of an infraction of academic discipline.

Enforcement of Student Academic Responsibility-Students who have committed infractions of the student academic responsibility principle will be heard before the Academic Affairs Committee.

Reporting Procedures-Infractions of academic discipline may be reported in writing to the chair or any member of the committee by the student.
committing the infraction, any student observing the infraction, or the faculty member observing the infraction.

It shall be the duty of any member to whom report of an infraction has been made to submit the same in writing to the chair of the committee as soon as possible.

Hearing Procedures:

1. Committee-
   a. The Academic Affairs Committee shall conduct hearings when circumstances warrant such action and determine appropriate penalties.
   b. The chair shall be responsible for conducting the hearing, insuring that proper records are kept, informing the accused of the decision, and reporting the decision to the dean and to the associate dean whose responsibility it shall be to insure that proper record notations are made.
   c. The student charged with infractions will be sent written notice, by the chair, of the charges against at least seven days before the time scheduled for the hearing. This notice will include the specific charges; the time and place of the hearing; notice of rights to bring witnesses, question witnesses, and have representation, if desired; notice of the right to appeal to the dean, the president of the University and then the Board of Trustees in that order.

2. Hearing-
   a. The accused will be present for all testimony, be permitted to bring witnesses, to question the witnesses against, and to make any statement desired bearing on the matter being discussed.
   b. The decision as to guilt (unless admitted) and the penalty will be made in closed session and then the accused will be informed by the committee in open session of its decision.
   c. All hearing proceedings will be kept confidential.

3. Post-Hearing-
   a. The chair will inform the dean and the associate dean of the penalty imposed whenever a student has been found guilty.
   b. The associate dean will be responsible for notifying the student in writing of the decision of the committee, informing the appropriate administrative officials, and for making the proper record entries and taking the appropriate action on the penalty.

Penalties-The following action may be taken against a student who is found guilty of an infraction of academic discipline for the first time:

1. Warning-not entered on permanent academic record
2. Probation-entered on permanent academic record
3. Recommendation to professor that F be awarded in course.

In serious cases even a first offender may be suspended. A student guilty of an infraction of academic responsibility for a second time, shall, except in extraordinary cases, be suspended from the University.

Note: A student who has violated or who has been charged with the violation of any regulation of the University may not be permitted to withdraw from the University without the permission of the chair of the committee. A notation of the circumstances under which the accused student was permitted to withdraw shall be entered in the minutes of the committee. The withdrawal of a student with or without such approval shall not deprive the committee of the power to hear charges, and in the event the student be found guilty, the committee may restrict readmission on such terms or under such circumstances as it may prescribe.

Student Responsibility-

1. Each student is responsible for abiding by the Code of Student Academic Responsibility at all times. In the classroom, it applies in all academic activities, whether a faculty member is involved or not.
2. Any student who observes or learns of another student's violation of the Code of Student Academic Responsibility may request the student to report to the instructor of the course, and if this is not done, shall report the matter to the instructor of the course or the chair of the Academic Affairs Committee.

Faculty Responsibility-Each faculty member also has responsibilities with respect to this code. These responsibilities include, but are not limited to:

1. The promotion of conduct conducive to the effective functioning of the code. Primarily, the faculty member should conduct classes and examinations in such manner as to minimize opportunities and temptations for cheating.
2. A clear exposition to students of the values as well as the obligation of the code.
3. A demonstration of interest in the proper functioning of the code.
4. The use of uniform procedures in handling violations of the code, including the submission of all violations to the Committee on Student Responsibility.

Additional Rules-The committee shall make such additional rules as are necessary, so long as they do not contravene any of the provisions of this code, to carry out its function, with the approval of the University-wide committee.

Student Rights and Freedoms

The statement of student rights and responsibilities has been approved by the Board of Trustees of the University.

General Understanding

1. The statement in no way intends to abrogate the legal powers invested in the Board of Trustees under American corporate law and the laws of the State of South Carolina.
2. The statement is recognized as a statement of principles only and that the interpretation of these statements, principles, and procedures is a continuing joint process.
3. The statement is clearly understood as not giving complete autonomy to any sector of the academic community but promotes a community approach to those problems which are of proper concern to the University as a whole.

Preamble

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Institutional procedures for achieving these purposes may vary from campus to campus, but the minimal standards of academic freedom of students outlined below are essential to any community of scholars.

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate
opportunities and conditions in the classroom, on the campus and in the larger community. Students should exercise their freedom with responsibility.

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

Section I: Freedom of Access to Higher Education

The admission policies of the University are a matter of institutional choice provided that the University makes clear the characteristics and expectations of the students which it considers relevant to success in the institutional program. Under no circumstances should a student be barred from admission on the basis of race, creed, or national origin. Thus, within the limits of its facilities, the University should be open to all students who are qualified according to its admission standards.

Section II: In the Classroom

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

1. Protection of freedom of expression-Students should be free to take reasoned exceptions to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
2. Protection against improper disclosure-Information about student views, beliefs, and political associations which professors acquire in the course of their work as instructors, advisors, and counselors should be considered confidential. Protection against improper disclosure is a serious professional obligation. Judgments of ability and character may be provided under appropriate circumstances, normally with the knowledge and consent of the student.

Section III: Student Records

The University should have a carefully considered policy as to the information which should be part of a student’s permanent record and as to the conditions of its disclosure. To minimize the risk of improper disclosure, academic and disciplinary records should be separate, and the conditions of access to each should be set forth in an explicit policy statement. Final transcripts or academic records should contain only information about academic status. Information from disciplinary files should not be available to unauthorized persons on campus, or to any person off campus without the express consent of the student involved except under legal compulsion or for security clearance. No permanent records should be kept which reflect the political activities or beliefs of students. Administrative staff and faculty members should respect as confidential such information which they acquire in the course of their work. Counseling files should not be available to any person without the consent of the student except under legal compulsion. Authorized counselors should not, without the consent of the student, disclose any information obtained while counseling any student unless failure to disclose the information may result in physical or emotional harm to the student or others.

Section IV: Student Affairs

In student affairs certain standards must be maintained if the academic freedom of students is to be preserved.

1. Student organizations-Students bring to the campus a variety of interests previously acquired and develop many new interests as members of the academic community. They should be free to organize and join associations to promote their common interests.
   a. Affiliation with an extramural organization should not disqualify recognition of a student organization.
   b. Each organization should be free to choose its own campus advisor. Members of the faculty serve the college community when they accept the responsibility to advise and consult with student organizations; they should not have the authority to control the policy of such organizations.
   c. Student organizations may be required to submit a statement of purpose, criteria for membership, rules of procedures, and a current list of officers. They should not be required to submit a membership list as a condition of institutional recognition other than an initial list of members on formation of an organization.
   d. Campus organizations, including those affiliated with an extramural organization, should be open to all students without respect to race, creed, or national origin.
   e. The membership, policies and actions of a student organization usually will be determined by vote of only those persons who hold bona fide status in the University community.

2. Freedom of inquiry and expression
   a. Students and student organizations should be free to examine and to discuss all questions of interest to them and to express opinions publicly and privately. They should be free to support causes by lawful and orderly means which do not disrupt the regular and essential operation of the institution and which do not interfere with the rights of others. At the same time, it should be made clear to the academic and larger community that sponsorship of guest speakers does not necessarily imply approval or endorsement of the views expressed, either by the sponsoring group or the institution.
   b. Students should be allowed to invite and to hear any person of their own choosing subject to those routine procedures provided for off-campus speakers. These procedures should be designed only to insure that there is orderly scheduling of facilities and adequate preparation for the event, that the occasion is conducted in a manner appropriate to an academic community, and that the safety of individuals, the University, and the community are not endangered. While the University is properly concerned with the prevention of unlawful conduct, the institutional control of campus facilities should not be used as a device of censorship of ideas. It should be made clear to the academic and large community that sponsorship of guest speakers does not necessarily imply approval or endorsement of the views expressed, either by the sponsoring group or the institution.

3. Student participation in institutional government-As constituents of the academic community, students should be free, individually and collectively, to express their views on issues of general interest to the student body. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs. The role of the student government and both its general and specific responsibilities should be made explicit, and the student government within the areas of its jurisdiction should be reviewed only through orderly and
prescribed procedures. The University should provide sufficient governing freedom and sufficient financial autonomy for the student government to maintain its integrity of purpose as elected representatives of the student body.

4. Student publications-Student publications and the student press are a valuable aid in establishing and maintaining an atmosphere of free and responsible discussion and of intellectual exploration on the campus. They are means of bringing student concerns to the attention of the faculty and the institutional authorities and of formulating student opinions on various issues on the campus and in the world at large.

In the delegation of editorial responsibility to students the University must provide sufficient editorial freedom and sufficient financial autonomy for the student publications to maintain their integrity of purpose as vehicles for free inquiry and free expression in an academic community.

Institutional authorities, in consultation with students and faculty, have a responsibility to provide written clarification of the role of the student publications, the standards to be used in their evaluation, and the limitations on external control of their operation. At the same time, the editorial freedom of student editors and managers entails corollary responsibilities to be governed by the canons of responsible journalism, such as the avoidance of libel, indecency, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo. As safeguards for the editorial freedom of student publications, the following provisions are necessary:

1. The student press should be free of censorship and advance approval of copy, and its editors and managers should be free to develop their own editorial policies and news coverage.

2. Editors and managers of student publications should be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content. Only for proper and stated causes should editors and managers be subject to removal and then by orderly and prescribed procedures. The agency responsible for appointment of editors and managers should be the agency responsible for their removal.

3. All University published and financed student publications should explicitly state on the editorial page that the opinions there expressed are not necessarily those of the University or the student body.

Section V: Off-Campus Freedom of Students

1. University students are both citizens and members of the academic community. As citizens, students should enjoy the same freedom of speech, peaceful assembly, and right of petition that other citizens enjoy, and, as members of the academic community, they are subject to the obligations which accrue to them by virtue of this membership. Faculty members and administrative officials should insure that institutional powers are not employed to inhibit such intellectual and personal development of students as is often promoted by their exercise of the rights of citizenship both on and off campus.

2. Activities of students may upon occasion result in violation of law. Students who violate the law may incur penalties prescribed by civil authorities, but institutional authority should never be used merely to duplicate the function of general laws. Only when the institution's interests as an academic community are distinct and clearly involved should the special authority of the institution be asserted. The student who incidentally violates institutional regulations in the course of off-campus activity, such as those relating to class attendance, should be subject to no great penalty than would normally be imposed. Institutional action should be independent of community pressure.

Section VI: Procedural Standards in Disciplinary Proceedings

Educational institutions have a duty and the corollary disciplinary powers to protect their educational purpose through the setting of standards of scholarship and conduct for the students who attend them and through the regulation of the use of institutional facilities. In developing responsible student conduct, disciplinary proceedings play a role substantially secondary to counseling, guidance and admonition. In the exceptional circumstances when these preferred means fail to resolve problems of student conduct, proper procedural safeguards should be observed the protect the student from unfair imposition of serious penalties. The following are set forth as proper safeguards in such proceedings:

1. Standards of conduct expected of students-The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission and its community life. These general behavioral expectations and the resultant specific regulations should represent a reasonable regulation of student conduct, but the student should be as free as possible from imposed limitations that have no direct relevance to their education. Offenses should be as clearly defined as possible and interpreted in a manner consistent with the aforementioned principles of relevancy and reasonableness. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available body of institutional regulations.

a. Except under circumstances where delay may create a risk of harm to property or students, premises occupied by students and the personal possessions of students should not be searched unless appropriate authorization has been obtained. For premises such as residence halls controlled by the institution, an appropriate and responsible official should be designated to whom application should be made before a search other than a routine inspection is to be conducted. During routine inspections only items in plain sight can be seized and used as evidence. Any application to search should specify the reasons for the search and the object or information sought. The official should keep an accurate record including the time, date and reason for the search. The student should be present, if possible, during the search. For premises not controlled by the institution, the ordinary requirements for lawful search should be followed.

b. Students detected or arrested for allegedly committing serious violations of institutional regulations, or infractions of ordinary law, should be informed of their rights. While interrogation may be conducted, no form of harassment should be used by institutional representatives to coerce admission of guilt or information about conduct of other suspected persons.

c. Pending action on the charges, the status of a student should not be altered, or the right to be present on the campus and to attend classes suspended except where the administration determines such action is necessary for the student's physical or emotional safety and well-being, or for the safety of students, faculty, or University property.

2. The formality of the procedure to which a student is entitled in disciplinary cases should be proportionate to the gravity of the offense and the sanctions which may be imposed. Matters involving
minor infractions of the University regulations where suspension is not contemplated may be handled by the administration in an informal manner. Where misconduct may result in suspension, the student should have the right to a hearing before the Student Discipline Committee.

3. The Student Discipline Committee-
   a. The committee should include faculty members and student members. No member of the committee who is otherwise interested in the case should sit in judgment during the proceedings.
   b. The student should be informed, in writing, of the reasons for the proposed disciplinary action with sufficient particularity and in sufficient time, to ensure opportunity to prepare for the hearing.
   c. The student appearing before the committee should have the right to be assisted in defense by an advisor of choice.
   d. The burden of proof should rest upon the officials bringing the charge.
   e. The student should be given the opportunity to testify and to present evidence and witnesses. The student should have an opportunity to hear and question adverse witnesses. In no case should the committee consider statements against the student unless the student has been advised of their content and of the names of those who made them, and unless the student has been given an opportunity to refute unfavorable inferences which might otherwise be drawn.
   f. All matters upon which the decision may be based must be introduced into evidence at the proceeding before the committee. The decision should be based solely upon such matters. Improperly acquired evidence should not be admitted.
   g. There should be, where possible, a verbatim record, such as a tape recording, of the hearing.
   h. In the event that the student is disciplined other than by the regularly constituted Student Discipline Committee, the student shall have the right to a complete hearing before the committee. The decision of the committee shall be final, subject to the student’s right of appeal to the president of the University and to the Board of Trustees of the University.

Code of Student Conduct

Introduction
This chapter extends and applies the general principles of the Statement of Student Rights and Freedoms to specific actions and responsibilities of students at the University of South Carolina Salkehatchie. It accepts the proposition that “academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society,” and that “free inquiry and free expression are indispensable to the attainment of these goals.” This chapter establishes rules, regulations, policies and disciplinary guidelines under the duty and corollary powers inherent in educational institutions to protect their educational purposes through the setting of standards of student conduct and scholarship and through the regulation of the use of University facilities.

Students have a right to expect enforcement of these rules and regulations. The University also has a right to expect students to abide by them as befits the responsibilities lodged in students as members of the University community. Knowledge of these rules and regulations can prove most beneficial to students in utilizing and protecting their guarded rights. It is important to add, however, that unfamiliarity with institutional regulations or rules is no grounds for excusing infractions.

Application of Laws
1. Students should be aware that educational institutions are not sanctuaries from the reach of the civil and criminal laws of the communities and states wherein such institutions exist. While the rules and regulations of the University of South Carolina Salkehatchie are not meant to duplicate general laws, there are some respects in which the lawful interests of the institution as an academic community coincide with the broader public interests treated in general laws. Students who commit offenses against the laws of municipalities, states, or the United States, are subject to prosecution by those authorities as well as liable for disciplinary action under University rules when their conduct violates institutional standards.

2. Students, no less than other citizens, are entitled to be secure in their persons, lodging, papers and effects against unreasonable searches and seizures. This does not prohibit normal inspections of University housing or other facilities for maintenance, health, or safety purposes. Nor does it preclude searches and seizures properly authorized by administrators in emergency situations where the welfare and safety of persons or property is involved. Approval for such procedures will be granted in strict accord with required legal standards. Searches and seizures by outside law enforcement personnel incident to investigations or arrests are conducted only under proper warrant and are not the responsibility of the University.

3. Students enjoy the same freedoms of speech and peaceable assembly that accrue to other citizens, but students are under certain legal obligations in the exercise of these freedoms by virtue of their membership in the University community. Expression may be subjected to reasonable regulations of time, place, number of persons, and form under established regulations. Expression in the form of action which materially interferes with the normal activities of the rights of free speech and assembly and will invoke appropriate legal and disciplinary sanctions when necessary in pursuit of this goal.

4. Students who are apprehended and charged by law enforcement agencies with criminal conduct on or off campus may not continue as students without approval by the Academic Affairs Committee or in certain cases, approval by the dean. Students under such charges are required to keep the University informed of their trial status.

General Conduct Regulations
1. Introduction
Responsibility for good conduct rests with students as individuals. All members of the academic community are expected to use reasonable judgment in their daily campus life and to show due concern for the welfare and rights of others. When breaches of good conduct occur, they are considered jointly by students, faculty, and administrators on the Student Discipline Committee. Responsibility for maintaining discipline is vested in the dean; under him, administration of the system for handling misconduct is the duty of the associate dean for student services.

2. Conduct Rules
The following statements constitute the official record of all general conduct rules and regulations at the University of South Carolina Salkehatchie. Students are expected to abide by these rules and administrators are required to enforce them. (Note: Additional rules and regulations may be promulgated during the year; when this happens, announcements will be made upon adoption of the changes or additions.)
a. Damage to Property
Acts of vandalism such as damage to or destruction of property owned or controlled by the University or its members is prohibited.

b. Firearms and Other Deadly Weapons
The unauthorized possession or use, in any way, of firearms or weapons of any kind, such as dirks, slingshots, metal knuckles, razors, or any other deadly weapons, is prohibited.

c. Flammable Materials and Fireworks
The possession, ignition or detonation of any object or article which could cause damage by fire or other means to person or property, or possession of any substance which could be considered fireworks, is prohibited on any property owned or operated by the University.

d. Arson
No person shall start a fire or be in any way responsible for starting a fire on University property without authorization.

e. False Fire Alarms and Misuse of Fire Equipment
No person shall make, or cause to be made, a false fire alarm. No person shall tamper with fire safety equipment.

f. Theft or Misappropriation
Theft of any kind, including seizing, receiving or concealing property with knowledge that it has been stolen, is forbidden. Sale or possession of any property, including USC Salkehatchie property, without owner's permission is also prohibited.

g. Disorderly Conduct
Individual or group behavior which unnecessarily disturbs individuals or groups is prohibited. Such conduct includes (but is not necessarily limited to) physical assault or threat of assault, hazing, and boisterous conduct which is unreasonable for the area in which it occurs.

h. Sale of Textbooks
The sale by any student of a textbook that does not belong to them is prohibited unless they have prior written authorization from the owner of the book. (Books which are found should be turned in to the Lost and Found department in the Dean's Office.)

i. Forgery
Forgery and the alteration or misuse of University documents or records are forbidden.

j. Keys
No one may use or have in their possession any University key without proper authorization. No student is allowed under any conditions to have a University key duplicated.

k. Misuse of Telephone
No student shall abuse telephone privileges.

l. Disruption of Normal Activity
No one may interfere with or disrupt the normal activity and operations of students, faculty, administrations or staff of this institution or its buildings or facilities. Any form of expression which materially interferes with such activities and operations or invades the rights of persons may be proscribed or prohibited.

Note: To remain in the vicinity of activity which threatens to disrupt or is disrupting normal University functions may have serious legal and disciplinary implications. Bystanders as well as more active participants may be charged with jointly engaging in an enterprise which is prohibited by law. Students should accordingly avoid the scene of any disruption or potential disruption. In any case, failure to leave when asked to disperse by University or law enforcement officials will result in disciplinary and/or legal action.

Note: In any case where students or employees of the University of South Carolina Salkehatchie are involved in action which is disruptive of the normal activities of the institution or its personnel, or which exceeds the bounds of normal internal discipline in its impact, the Board of Trustees may exercise its right to name a special hearing board, committee, or officer to investigate the questioned action and to initiate appropriate disciplinary or other measures.

m. Drugs
Possession, except on a physician's or dentist's prescription, of stimulant, depressant, narcotic, or hallucinogenic drugs and other agents having potential for abuse violates University rules and is prohibited. The selling, bartering, exchanging, and giving away of such drugs to any person not intended to possess them is also prohibited.

Note: The University always stands ready to do everything within its power to help any students who want help in breaking an involvement with drugs. See also the University policy below.

n. Alcohol Policy
i. It is the policy of this campus of the University of South Carolina that alcohol (beer, wine, distilled spirits) will not be included in any student activity, i.e., club events, student government activities, or athletics and field events, whether on or off the immediate campus.

ii. Beer or wine or distilled spirits may not be carried in a state vehicle.

iii. Special events that relate to the greater community such as luncheons, support gatherings, theater events, shall be exempt from the above listed policies upon the approval of the dean of the campus. However, monitoring of those attending who drink must be assured to make sure all South Carolina state laws are followed. No one under the age of 21 shall be served alcohol at any event.

iv. For special events, those beverages included may not be sold; however, a "contribution" may be taken at the point of delivery.

Carolinian Creed
The community of scholars at the University of South Carolina is dedicated to personal and academic excellence.

Choosing to join the community obligates each member to a code of civilized behavior.

As a Carolinian...

I will practice personal and academic integrity;
I will respect the dignity of all persons;
I will respect the rights and property of others;
I will discourage bigotry, while striving to learn from differences in people, ideas and opinions;
I will demonstrate concern for others, their feelings, and their need for conditions which support their work and development.

Allegiance to these ideals requires each Carolinian to refrain from and discourage behaviors which threaten the freedom and respect every individual deserves.
University Smoking Policy

The University of South Carolina is deeply committed to the well-being of our students, faculty, staff and visitors. To provide a safe, healthy environment in which our community can flourish, and in accordance with the university's commitment to public health and sustainability, the University of South Carolina Salkehatchie will be a completely tobacco-free campus. This policy expands the tobacco-free policy to cover all university property. The intent of this policy is to create an environment that is conducive to quitting tobacco, promoting the prevention of tobacco use and preventing the risks associated with exposure to secondhand smoke. This will be a cultural change within the university campus and will be supported by ongoing communications and cessation programs for those who desire to quit or abstain from tobacco. Enforcement for the policy is the responsibility of each member of the Salkehatchie community. Faculty, staff and students are expected to enforce the policy for their facilities and/or sponsored activities.

1. Covered Individuals
   The provisions of this policy apply 24 hours a day, seven days a week to all students, faculty, staff, visitors, volunteers, contractors and vendors.

2. Definitions
   a. “Tobacco and smoking products” include all tobacco-derived or containing products, including but not limited to cigarettes (i.e. clove, bidis, kreteks), electronic cigarettes, cigars and cigarillos, pipes, water pipes, smokeless tobacco products or substitutions (spit and spit less, chew, pouches, snuff) or any other device intended to simulate smoked tobacco. This does not apply to nicotine replacement therapy, which is designed to assist tobacco users to quit tobacco.
   b. “University property” includes all buildings, facilities, grounds and spaces leased, owned or controlled by the University of South Carolina Salkehatchie Campus, whether or not signs are posted. This includes, but is not limited to, buildings on university-owned land, offices, classrooms, laboratories, elevators, stairwells, walkways, decks, restrooms, sidewalks, parking areas/lots, meeting rooms, hallways, outdoor passageways and entrances, lobbies, common areas and athletic venues.

3. Use of Tobacco Products
   a. The use of tobacco products is prohibited on university property. No ashtrays, receptacles or smoking shelters will be permitted.
   b. The use of tobacco products is prohibited in university-owned, operated or leased vehicles.
   c. The university discourages the use of tobacco products by all covered individuals on properties adjacent to the campus.

4. Support of Tobacco Products
   a. All tobacco industry promotions and marketing activities are prohibited on university property.
   b. The sale of tobacco products and tobacco-related merchandise (including logo items) is prohibited on all university property and at university-sponsored events, regardless of the operating vendor.
   c. The distribution or sampling of tobacco and associated products is prohibited on all university property and at university-sponsored events, regardless of the venue.
   d. Tobacco industry and related company sponsorship of athletic events is prohibited.

5. Communication of Policy

This policy will be communicated to the campus community as follows:

a. News and information will be posted on the Tobacco-Free UoSC website (http://uscsalkehatchie.sc.edu/).

b. References to this policy will be added to student handbooks, orientation communications and other publications as appropriate.

c. Communication tips for community members to use in helping to enforce the policy will be available at the Tobacco-Free UoSC website (http://uscsalkehatchie.sc.edu/).

d. “Tobacco-Free” signs will be posted throughout the university. Each building will display a “Tobacco-Free” decal and additional signs as appropriate.

6. Tobacco Cessation Resources

The university will offer resources and support to assist those tobacco users who desire to quit or abstain from using tobacco. Tobacco cessation resources and programs will be promoted or offered for university students, faculty and staff. Many of these programs are offered at little or no cost. Referrals may be made to the Quit4Life program through the state health plan at 1-866-QUIT.4.LIFE (866-784-8454) and Deer Oaks Employee Assistance Program at 1-866-327-2400 for faculty/staff. Students may be directed to the state quit line - 1-800-QUIT-NOW (784-8669). Additional resources are outlined on the Tobacco-Free UoSC website (http://uscsalkehatchie.sc.edu/).

7. Enforcement and Compliance

a. The university will provide Tobacco-Free Campus Policy information cards to facilitate education about and enforcement of the policy.

b. Enforcement for the policy is the responsibility of each member of the Salkehatchie community. Faculty, staff and volunteers are expected to enforce the policy for their facilities and/or sponsored activities. Each individual should assume leadership roles by adhering to the policy provisions and by reminding others who aren’t in compliance of the policy provisions.

c. In the event a community member does not respond to a reminder, UoSC faculty, staff, students and volunteers will assist in the enforcement of this policy by reporting repeated violations to the appropriate body, as described in the provisions below.

i. Students - Complaints regarding students will be directed to and handled by the Dean of Students.

ii. Faculty - Complaints regarding faculty will be directed to the appropriate department head.

iii. Staff - Complaints regarding staff will be directed to and handled by the immediate supervisor in accordance with Human Resources practices HR 1.39

iv. Volunteers, Visitors and Affiliates - Complaints about volunteers and visitors may be addressed by any university official. Repeated violations may be handled by Campus Security. Complaints about affiliates will be directed to and addressed by their sponsoring departments in accordance with appropriate policies and practices.

v. Contractors and Vendors - Complaints regarding contractors and vendors will be addressed by Campus Security. Failure by contractors/vendors or their employees to comply with the
provisions of this policy could result in the termination of the contract.

University Drug Policy

The relationship of a university to its students is one which has as one of its basic purposes the creation of an environment conducive to the pursuit and dissemination of knowledge. A portion of this relationship involves the interaction between the student’s personal welfare and academic achievement. Since there are numerous means by which the use and abuse of drugs may adversely affect this relationship, it is incumbent upon the University to issue to all members of its community a clear statement of its policy concerning drugs.

The University’s primary obligation in dealing with the drug problem is to educate the academic community. A full and comprehensive educational program should be offered including formal and informal courses, lectures and discussions which cover drugs and drug problems. It is considered most important that students also receive up-to-date and accurate information about drug laws and medical findings. The University should also conduct research and offer its expertise as a public service in drug matters.

Another responsibility is to promote an atmosphere where students who have a problem with drug abuse can feel free to seek help. Students must feel that they can obtain help without fear of legal reprisal and in order to accomplish this, the University will consider situations where a student initiates the contact as completely confidential. In accordance with state law, students may now receive counseling and advice, legally sanctioned as confidential, from the Counseling Office.

The University must maintain its primary function as a center of learning. At the same time, it must be clear that local, state, and federal laws apply equally on campus as well as off campus.

Grievance Policy

Preface

The University of South Carolina is committed to a policy of treating all members of the University community fairly in regard to their personal and professional concerns. In order to ensure that students know what to do when they need to resolve a problem, this procedure is provided.

Purpose

The primary objective of the student grievance procedure is to ensure that concerns are promptly dealt with and resolutions reached in a fair and just manner. It is essential that each student be given an adequate opportunity to bring complaints and problems to the attention of the University administration with the assurance that each will be given fair treatment.

Definition

A grievance is defined as dissatisfaction occurring when a student feels that any condition affecting him or her is unjust, inequitable, or creates unnecessary hardship. Such grievances include, but are not limited to the following: mistreatment by any University employee; wrongful assessment of processing of fees, records, and registration errors; racial discrimination in student employment.

Procedure

Initiating a Grievance-
on the federal income tax return of the parent, spouse, or guardian. A dependent person is also one for whom payments are made, under court order, for child support and the cost of the dependent person's college education. A dependent person's residency is based upon the residency of the person upon whom they are dependent.

"Domicile" is defined as the true, fixed, principal residence and place of habitation. It shall indicate the place where a person intends to remain, or to where one expects to return upon leaving without establishing a new domicile in another state. For purposes of this section, one may have only one legal domicile. One is presumed to abandon automatically an old domicile upon establishing a new one. Housing provided on an academic session basis for student at institutions shall be presumed not to be a place of principal residence, as residency in such housing is by its nature temporary.

"Family's Domicile in this State is Terminated" is defined as an employer directed transfer of the person upon whom the student is dependent and is not construed to mean a voluntary change in domicile. Also included is a relocation of the person upon whom the student is dependent who is laid off through no fault of their own, e.g., plant closure, downsizing, etc., who accepts employment in another state prior to relocating.

"Full time employment" is defined as employment that consists of at least thirty seven and one half hours a week on a single job in a full time status, with gross earnings of at least minimum wage. However, a person who works less than thirty seven and one half hours a week but receives or is entitled to receive full time employee benefits shall be considered to be employed full time if such status is verified by the employer. A person who meets the eligibility requirements of the Americans with Disabilities Act must present acceptable evidence that they satisfy their prescribed employment specifications in order to qualify as having full time employment.

"Guardian" is defined as one legally responsible for the care and management of the person or property of a minor child based upon the five tests for dependency prescribed by the Internal Revenue Service; provided, however, that where circumstances indicate that such guardianship or custodianship was created primarily for the purpose of conferring South Carolina domicile for tuition and fee purposes on such child or dependent person, it shall not be given such effect.

"Immediately Prior" is defined as the period of time between the offer of admission and the first day of class of the term for which the offer was made, not to exceed one calendar year.

"Independent Person" is defined as one in his/her majority (eighteen years of age or older) or an emancipated minor, whose predominant source of income is his/her own earnings or income from employment, investments, or payments from trusts, grants, scholarships, commercial loans, or payments made in accordance with court order. An independent person must provide more than half of his or her support during the twelve months immediately prior to the date that classes begin for the semester for which resident status is requested. An independent person cannot claim the domicile of another individual as their own for the purposes of establishing intent to become a South Carolina resident. An independent person must have established his/her own domicile for twelve months prior to receiving instate tuition and fees. An independent person cannot be claimed as a dependent or exemption on the federal tax return of his or her parent, spouse, or guardian for the year in which resident status is requested.

"Minor" is defined as a person who has not attained the age of eighteen years. An "emancipated minor" shall mean a minor whose parents have entirely surrendered the right to the care, custody and earnings of such minor and are no longer under any legal obligation to support or maintain such minor.

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

"Parent" is defined as the father, mother, stepfather, stepmother, foster parent or parent of a legally adopted child.

"Reside" is defined as continuous and permanent physical presence within the State, provided that absences for short periods of time shall not affect the establishment of residence. Excluded are absences associated with requirements to complete a degree, absences for military training service, and like absences, provided South Carolina domicile is maintained.

"Resident" for tuition and fee purposes is defined as an independent person who has abandoned all prior domiciles and has been domiciled in South Carolina continuously for at least twelve months immediately preceding the first day of class of the term for which resident classification is sought and for whom there is an absence of domiciliary evidence in other states or countries, not withstanding other provisions of the Statute.

"Spouse" is defined as the husband or wife of a married person in accordance with Title 20, Chapter 1 of the 1976 South Carolina Code of Laws, as amended.

"Temporary Absence" is defined as a break in enrollment during a fall or spring semester (or its equivalent) during which a student is not registered for class. (62-606.A)

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

"United States Armed Forces" is defined as the United States Air Force, Army, Marine Corps, Navy, and Coast Guard.

"Trust" is defined as a legal entity created by a grantor for the benefit of designated beneficiaries under the laws of the state and the valid trust instrument. However, that where circumstances indicate that such trust was created primarily for the purpose of conferring South Carolina domicile for tuition and fee purposes on such child or independent person, it shall not be given such effect.

Citizens and Permanent Residents

Independent persons who have physically resided and been domiciled in South Carolina for twelve continuous months immediately preceding the date the classes begin for the semester for which resident status is claimed may qualify to pay in state tuition and fees. The twelve month residency period starts when the independent person establishes the intent to become a South Carolina resident per Section 62-605 entitled "Establishing the Requisite Intent to Become a South Carolina Domiciliary." The twelve month residency period cannot start until the absence of indicia in other states is proven. Absences from the State during the twelve month period may affect the establishment of permanent residence for tuition and fee purposes.

The resident status of a dependent person is based on the resident status of the person who provides more than half of the dependent person's support and claims or, only in the case of those individuals who...
are supported by family members who do not earn enough reportable income for taxation purposes, qualifies to claim the dependent person as a dependent for federal income tax purposes. Thus, the residence and domicile of a dependent person shall be presumed to be that of their parent, spouse, or guardian.

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

**Non-Resident Aliens, Non-Citizens, and Non-Permanent Residents**

Except as otherwise specified in this section or as provided in Section 62-609 (1) & (2), independent non-citizens and non-permanent residents of the United States will be assessed tuition and fees at the non-resident, out of state rate. Independent non-resident aliens, including refugees, asylees, and parolees may be entitled to resident, in state classification once they have been awarded permanent resident status by the U.S. Department of Justice and meet all the statutory residency requirements provided that all other domiciliary requirements are met. Time spent living in South Carolina immediately prior to the awarding of permanent resident status does not count toward the twelve month residency period. Certain non resident aliens present in the United States in specified visa classifications are eligible to receive in state residency status for tuition and fee purposes as prescribed by the Commission on Higher Education. They are not, however, eligible to receive state sponsored tuition assistance/scholarships.

Title 8 of the Code of Federal Regulations (CFR) serves as the primary resource for defining visa categories.

**Establishing the Requisite Intent to Become a South Carolina Domiciliary**

Resident status may not be acquired by an applicant or student while residing in South Carolina for the sole primary purpose of enrollment in an institution or for access to state supported programs designed to serve South Carolina residents. An applicant or student from another state who comes to South Carolina usually does so for the purpose of attending school. Therefore, an applicant or student who enrolls as a non-resident in an institution is presumed to remain a non-resident throughout his or her attendance and does not qualify under any of the residency provisions.

If a person asserts that his/her domicile has been established in this State, the individual has the burden of proof. Such persons should provide to the designated residency official of the institution to which they are applying any and all evidence the person believes satisfies the burden of proof. The residency official will consider any and all evidence provided concerning such claim of domicile, but will not necessarily regard any single item of evidence as conclusive evidence that domicile has been established.

For independent persons or the parent, spouse, or guardian of dependent persons, examples of intent to become a South Carolina resident may include, although any single indicator may not be conclusive, the following indicia:

1. Statement of full time employment;
2. Designating South Carolina as state of legal residence on military record;
3. Possession of a valid South Carolina driver's license, or if a non-driver, a South Carolina identification card. Failure to obtain this within 90 days of the establishment of the intent to become a South Carolina resident will delay the beginning date of residency eligibility until a South Carolina driver's license is obtained;
4. Possession of a valid South Carolina vehicle registration card. Failure to obtain this within 45 days of the establishment of the intent to become a South Carolina resident will delay the beginning date of residency eligibility until the applicant obtains a South Carolina vehicle registrations card;
5. Maintenance of domicile in South Carolina;
6. Paying South Carolina income taxes as a resident during the past tax year, including income earned outside of South Carolina from the date South Carolina domicile was claimed;
7. Ownership of principal residence in South Carolina; and
8. Licensing for professional practice (if applicable) in South Carolina.

The absence of indicia in other states or countries is required before the student is eligible to pay in state rates.

**Maintaining Residence**

A person's temporary absence from the State does not necessarily constitute loss of South Carolina residence unless the person has acted inconsistently with the claim of continued South Carolina residence during the person's absence from the State. The burden is on the person to show retention of South Carolina residence during the person's absence from the State. Steps a person should take to retain South Carolina resident status for tuition and fee purposes include:

1. Continuing to use a South Carolina permanent address on all records;
2. Maintaining South Carolina driver's license;
3. Maintaining South Carolina vehicle registration;
4. Satisfying South Carolina resident income tax obligation. Individuals claiming permanent residence in South Carolina are liable for payment of income taxes on their total income from the date that they established South Carolina residence. This includes income earned in another state or country.

**Effect of Change of Residency**

Notwithstanding other provisions of this section, any dependent person of a legal resident of this state who has been domiciled with his/her family in South Carolina for a period of not less than three years and whose family's domicile in this state is terminated immediately prior to his/her enrollment may enroll at the in state rate. Any dependent person of a legal resident of this state who has been domiciled with his/her family in South Carolina for a period of not less than three years and whose family's domicile in this state is terminated after his/her enrollment may continue to receive in state rates, however, a student must continue to be enrolled and registered for classes (excluding summers) in order to maintain eligibility to pay in state rates in subsequent semesters. Transfers within or between South Carolina colleges and universities of a student seeking a certificate, diploma, associate, baccalaureate, or graduate level degree does not constitute a break in enrollment.

If a dependent or independent person voluntarily leaves the state, and information becomes available that would impact the existing residency status, eligibility for in state rates shall end on the last day of the academic session during which domicile is lost. Application of this provision shall be at the discretion of the institution involved. However, a student must continue to be enrolled and registered for
classes (excluding summers) in order to maintain eligibility to pay in state rates in subsequent semesters.

**Effect of Marriage**

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

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

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

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

**Exceptions**

Persons in the following categories qualify to pay in state tuition and fees without having to establish a permanent home in the state for twelve months. Persons who qualify under any of these categories must meet the conditions of the specific category on or before the first day of class for which payment of in state tuition and fees is requested.

The following categories apply only to in state tuition and do not apply to State supported scholarships and grants. Individuals who qualify for in state tuition and fees under the following exceptions do not automatically qualify for LIFE, SC HOPE or Palmetto Fellows Scholarships.

1. "Military Personnel and their Dependents": Members of the United States Armed Forces who are permanently assigned in South Carolina on active duty and their dependents are eligible to pay in state tuition and fees. When such personnel are transferred from the State, their dependents may continue to pay in state tuition and fees as long as they are continuously enrolled. Such persons (and their dependents) may also be eligible to pay in state tuition and fees as long as they are continuously enrolled after their discharge from the military, provided they have demonstrated an intent to establish a permanent home in South Carolina and they have resided in South Carolina for a period of at least twelve months immediately preceding their discharge. Military personnel who are not stationed in South Carolina and/or former military personnel who intend to establish South Carolina residency must fulfill the twelve month "physical presence" requirement for them or their dependents to qualify to pay in state tuition and fees.

2. "Facultly and Administrative Employees with Full Time Employment and their Dependents": Full time faculty and administrative employees of South Carolina state supported colleges and universities and their dependents are eligible to pay in state tuition and fees.

3. "Residents with Full Time Employment and their Dependents": Persons who reside, are domiciled, and are full time employed in the State and who continue to work full time until they meet the twelve month requirement and their dependents are eligible to pay in state tuition and fees, provided that they have taken steps to establish a permanent home in the State. Steps an independent person must take to establish residency in South Carolina are listed in Section 62-605 entitled ("Establishing the Requisite Intent to Become a South Carolina Domiciliary").

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

South Carolina residents who wish to participate in the Contract for Services program sponsored by the Southern Regional Education Board must have continuously resided in the State for other than educational purposes for at least two years immediately preceding application for consideration and must meet all other residency requirements during this two year period.

**Application for Change of Resident Status**

Persons applying for a change of resident classification must complete a residency application/petition and provide supporting documentation prior to a reclassification deadline as established by the institution.

The burden of proof rests with those persons applying for a change of resident classification who must show required evidence to document the change in resident status.

**Incorrect Classification**

Persons incorrectly classified as residents are subject to reclassification and to payment of all non-resident tuition and fees not paid. If incorrect classification results from false or concealed facts, such persons may be charged tuition and fees past due and unpaid at the out of state rate. The violator may also be subject to administrative, civil, and financial penalties. Until these charges are paid, such persons will not be allowed to receive transcripts or graduate from a South Carolina institution.

Residents whose resident status changes are responsible for notifying the Residency Official of the institution attended of such changes.

**Inquiries and Appeals**

Inquiries regarding residency requirements and determinations should be directed to:

Legal Residency Office
University Of South Carolina
Columbia, SC 29208
803-777-4060

Any person, following a decision on his or her resident classification, may appeal the decision to the University Committee on Legal Residence. The committee, however, is bound by the same laws and regulations as the residency officials, so its purpose is only to review the facts and details of any case brought before it to evaluate the correctness of the decision may by residency officials. Neither the committee nor residency officials may waive the provisions of the law or regulations.

Persons who appeal residency decisions must provide a letter to the Legal Residency Office informing the office that they want to appeal the decision made by the residency official. The letter must also include a summary of the person's situation and a statement which specifies the residency provision under which the person feels he or she qualifies to
pay in-state fees. The director of legal residency will then schedule a hearing as soon as possible for the committee to hear the appeal.

The residency requirements are subject to change without notification.

**Academic Fees**

**Application Fees**

Every new student will normally be charged a nonrefundable application fee of $40; exceptions to, or relief from, this charge may be made for certain special categories of admission. All applications must be accompanied by the application fee. This fee is for admission application only. A separate application fee is charged for space in University residence halls.

**Matriculation Fee**

A nonrefundable matriculation fee of $50 is assessed to all current degree-seeking students on a one-time basis. This fee is also assessed to entering (or re-entering) degree-seeking students. International students pay a $500 matriculation fee.

**Technology Fee**

All students enrolled on campus are charged a technology fee per semester of $196 for full-time students and $15 per credit hour for part-time students.

**Laboratory Fee**

A lab fee for all courses with laboratories is charged in the amount of $40 per lab for science laboratories and $60 per lab for MATH 141 Calculus I and MATH 142 Calculus II.

**Examination Fees**

$30 Achievement Test. (ACT) May be taken once only.

$15 Challenge Examination. This test is used to establish undergraduate college credit without class attendance or to validate credits from a nonregionally accredited college. Per semester hour.

**Fall and Spring Semester Academic Fees**

Current Academic Fees may be found at uscsalkehatchie.sc.edu (http://uscsalkehatchie.sc.edu).

**Cross-Campus Enrolled Students**

Courses originating from other UofSC campuses are made available to students enrolled at UofSC Salkehatchie. Students who enroll in courses originating from more than one campus pay fees based upon the originating campus’s fee schedule. Refer to the originating campus’s Master Schedule of Classes to determine fees.

**Free Tuition**

Certain exemptions from tuition fees have been established under South Carolina Law. Relevant sections of the code are reproduced below. Please note that these laws include free tuition only. Other academic fees and mandatory fees are still the responsibility of the student.

   a. A child of a wartime veteran, upon application to and approval by the South Carolina Department of Veterans Affairs, may be admitted to any state-supported college, university, or post high school technical education institution free of tuition so long as his work and conduct are satisfactory to the governing body of the institution, if the veteran was a resident of this state at the time of entry into service and during service or has been a resident of this state for at least one year and still resides in this state or, if the veteran is deceased, resided in this state for one year before his death, and provided the veteran served honorably in a branch of the military service of the United States during a war period, as those periods are defined by Section 101 of Title 38 of the United States Code and:
      i. was killed in action
      ii. died from other causes while in the service
      iii. died of disease or disability resulting from service
      iv. was a prisoner of war as defined by Congress or Presidential proclamation during such war period
      v. is permanently and totally disabled, as determined by the Veterans Administration from any cause
      vi. has been awarded the Congressional Medal of Honor
      vii. is missing in action, or
      viii. the applicant is the child of a deceased veteran who qualified under item (4) and (5).

b. The provisions of this section apply to a child of a veteran who meets the residency requirements of Chapter 112 of this title, is 26 years of age or younger, and is pursuing any type of undergraduate degree.

2. **S.C. Code Ann. § 59-111-110 (Law Co-op. 1976)** No tuition shall be charged for a period of four school years by any state-supported college or university or any state-supported vocational or technical school for children of firemen, both regularly employed and members of volunteer organized units, organized rescue squad members, members of the Civil Air Patrol, law enforcement officers or correction officers, including reserve and auxiliary units of counties or municipalities, who become totally disabled or are killed in line of duty on or after July 1, 1964.

3. **S.C. Code Ann. § 59-111-10 (Law Co-op. 1976)** The first-place winner of the essay contest sponsored by the Governor’s Committee on the Employment of the Physically Handicapped, provided that he is qualified and in financial need, may receive a four-year scholarship. This scholarship may be cancelled if the recipient fails to maintain general scholastic and conduct standards established by the University.

4. **S.C. Code Ann. § 59-111-320 (Law Co-op Supp. 1984)** Legal residents of South Carolina who have attained the age of sixty (60) and meet admission and other standards deemed appropriate by the University may attend classes for credit or noncredit purposes on a space available basis without the required payment of tuition if these persons do not receive compensation as full-time employees.

**Refund Policy**

1. **Policy**
   The University will refund a part of academic fees in certain cases:
   a. Changes in a student’s status, which may require a refund.
      i. Change in a full-time student’s schedule, which results in reclassification to part-time status
      ii. Change in a part-time student’s schedule, which results in fewer credit hours.
   b. Situations, which may require a refund.
      i. Course or courses dropped
      ii. Drop/Withdrawal from the University
      iii. Cancellation of a class by the University

2. **Procedure**
Refund Schedules

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

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

c. Drop/Withdrawal Refund Policies
Standard Refund Policy For Dropping/Withdrawal From The University:
All refunds will be based solely on the percentage of time (in days) between the first day of a part-of-term and the last day of a part-of-term. The percentage (in days) will include all Saturdays, Sundays, and holidays between the start and end dates of each part-of-term. Exceptions to this rule may only be made by the Bursar's Office. In these instances, any change in the refund percentage would be moved out to the next closest business day. Courses fewer than six days long, first day = 100% refund, remaining days = no refund
i. 100 percent if the student's official drop/withdrawal calculation is within 6% of the enrollment period for which the student is liable.
ii. 70 percent if the student's official withdrawal calculation is between the period specified in (1) or before the end of the 10 percent period of enrollment for which the student is liable.
iii. 50 percent if the student's official withdrawal calculation is between the period specified in (2) or before the end of the 16 percent period of enrollment for which the student is liable.
iv. 20 percent if the student's official withdrawal calculation is between the period specified in (3) or before the end of the 25 percent period of enrollment for which the student is liable.

d. Refund Schedules
Refund schedules are relocated under the important deadlines on the Registrar's website (http://registrar.sc.edu/).

e. Return of Title IV Funds
Refunds Policy For Students Who Have Received Title IV Funds And Withdraw From The University
i. Federal financial aid funds are awarded with the expectation that students will complete the entire period of enrollment. Students “earn” a percentage of the funds that are disbursed with each day of class attendance. When a student who has received federal aid funds (Title IV Funds) leaves school before the end of the semester or period of enrollment, federal regulations require the University of South Carolina to calculate the percentage and amount of “unearned” financial aid funds that must be returned. Once a student has completed more than 60 percent of the enrollment period, they are considered to have earned all funding received. This calculation may have the effect of requiring the student who withdraws before this time frame to repay funds that have already been disbursed to the student or credited towards their current account for tuition, fees, housing and/or meals. Students are encouraged to meet with a counselor in the Office of Student Affairs, or the appropriate office on their campus, prior to making the decision to withdraw from.

ii. Title IV Refund Distribution
1. For fully withdrawn students receiving federal and/or state funds, the refund will be governed by the current Federal Title IV refund policy. The Office of Student Financial Aid and Scholarships determines the amount of the refund that is distributed back to Title IV, HEA Programs or other Financial Aid sources. For students and their parents who have received student loans or other forms of financial aid, funds will be returned in the order prescribed by federal regulations. The institution must return the funds to the financial aid program other than College Work Study, up to the amount of assistance that the student received from those programs. Funds are to be distributed to the financial aid programs in the following order:
   • Unsubsidized Federal Stafford
   • Subsidized Federal Stafford
   • Federal Perkins
   • Federal PLUS Loan
   • Federal Pell Grant
   • Federal Supplemental Education Opportunity Grant
   • Federal TEACH Grant
   • Federal Iraq/Afghanistan Service Grant
2. Any remaining balance will first be used to repay any outstanding university charges and any subsequent balances will be refunded to the student/parent.
3. Exit interviews (http://www.sc.edu/financialaid/loan_counseling/default.html) are required before leaving the University of South Carolina for all students who withdraw and have received Stafford, Perkins or Federal Nursing/Health Professions Loans. Questions regarding exit counseling should be referred to the appropriate campus Financial Aid and Scholarships Office.

f. Appeals Process
A process for appeals exists for students or parents who believe circumstances warrant exceptions from published policy. The student must be fully withdrawn from the University in order to apply for an appeal.
The Withdrawal Refund Appeals Committee reviews and act on all appeals. Address appeals to:
Withdrawal Refund Appeals Committee
(Columbia Campus Only)
Office of the Registrar
University of South Carolina
Columbia, SC 29208
803-777-5555

Withdrawal Refunds

All full- or part-time students wishing to withdraw from the University or to discontinue enrollment from all courses for the semester should
follow the instructions online at my.sc.edu (https://my.sc.edu/) when they request to drop their last course. Staff members in the Office of Admissions and Records are available to assist students in completing the withdrawal process. In addition, staff from the Office of Financial Aid can provide financial counseling concerning withdrawing from classes. Students requesting withdrawal for extenuating circumstances after the penalty date (last date for W grade) should consult with staff in the Admissions and Records Office.

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

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

It is the responsibility of the Business Office to administer the withdrawals process on a daily basis and to apply the published refund schedule to routine withdrawals. On those rare occasions when it can be documented that unanticipated and extenuating circumstances directly related to a student's withdrawal warrant exceptional consideration, and the amount of the refund due is contested, the Business Office will inform the student of the appeal process and advise the student of the necessary procedures.

**University Withdrawal Refund Appeal Procedures**

The University Withdrawals Refund Appeal Committee is authorized to consider appeals and approve extraordinary exceptions to the University’s published withdrawal refund schedule due to humanitarian and due-process considerations.

Guidelines for committee consideration of withdrawal appeals are:

1. The appeal must be submitted in writing to the Business Office and will be considered only in written form. A standardized appeal form must be submitted.
2. All requests for appeal must be submitted directly by the student through the Business Office and must meet one or more of the following criteria to be considered and approved by the appeals committee:
   a. Documentation of an accident, illness, injury, or incident which could not be influenced, predicted, planned for, or prevented by the student or the institution. This provision specifically excludes conditions or chronic illnesses known to the student at the time of enrollment.
   b. Demonstration that the application of the published refund policy would result in a specific and substantial personal hardship to the student. This provision specifically excludes circumstances or effects which would simply inconvenience the student or the student’s family.
   c. Documentation of substantiated circumstances where a student has in good faith relied upon the veracity of a University official’s advice, or the official’s interpretation of the text of a University document or publication, and was consequently misled or mistaken about the terms of the published refund policy.
3. The appeal must be initiated during the semester for which the refund is requested.
4. The appeal must involve a total withdrawal from the University. No partial withdrawals will be considered.
5. Appeals will only address whether or not a refund will be granted. No consideration will be given to grade assignment or other academic issues. Students must address such issues directly with the faculty members and the college. If applicable, requests for Extenuating Circumstances Withdrawals for grade change purposes must be resolved prior to deliberations by this committee.
6. Grounds for consideration of an appeal will be restricted to only those circumstances personally experienced by the enrolled individual with whom the University has a direct relationship. Loss or illness of a family member, close associate, or employee, and/or difficulty in family-operated businesses are excluded from consideration.
7. Decisions will be made by a simple majority vote of the committee membership and documented in writing by the chairperson. The student will be informed of the outcome of the appeal by letter from the Business Office.

**Financial Aid and Scholarships**

The financial aid programs of the University of South Carolina Salkehatchie make it possible for many students to attend the University who could not do so if left entirely to their own resources. Scholarships, grants, loans, and part-time employment are available to qualified undergraduate students.

Eligibility for most types of aid except academic scholarships depends on the applicant's financial circumstances. The University uses the Free Application for Federal Student Aid (FAFSA) to determine the amount of assistance each applicant is eligible to receive. We recommend that you complete the FAFSA via the Web at www.fafsa.ed.gov (http://www.fafsa.ed.gov); however, paper applications may still be obtained from most high-school guidance offices or any financial aid office.

**General Guidelines for Financial Aid**

1. The student should have applied and been accepted for admission to UofSC Salkehatchie as a regular student working toward a degree.
2. The student must have a high-school diploma or a General Education Development (GED) certificate.
3. Each applicant should complete the Free Application for Federal Student Aid (FAFSA) indicating the University of South Carolina Salkehatchie as the school of attendance (Title IV code: 003426).
4. A Student Aid Report (SAR) will be sent from the U.S. Department of Education to the student.
5. If corrections are necessary, the corrections should be made on the Web at www.fafsa.ed.gov (http://www.fafsa.ed.gov).
6. Information concerning federal financial aid programs, such as Federal Work-Study (FWS), Federal Perkins Loans, Federal Direct Loans (DL), and Federal Direct Plus Loans, may be obtained from the financial aid office.
7. The student must be making satisfactory academic progress toward completing a degree or certificate program.
8. The student must sign an educational purpose/certification statement on refunds and defaults as part of the FAFSA.
9. Awards of financial assistance are made in the spring prior to the beginning of the fall semester. An award notification will be sent by email to the student once the file is complete.

10. In order to be considered for most types of federal financial assistance, a student must be enrolled at least half time (6 semester hours); the Federal Pell Grant program is an exception to this requirement.

11. Awards will be based only on a student’s enrollment status during the official registration period.

12. The financial aid office staff is available for counseling with students and parents concerning any financial aid program.

**Satisfactory Academic Progress**

All students receiving federal financial aid must adhere to the University’s policy on satisfactory progress. The intent of this policy is to ensure that students who are receiving federal and/or state financial aid for their education are making measurable progress toward completion of a degree in a reasonable period of time.

Undergraduate students are considered to be making satisfactory progress if they:

1. are admitted and enrolled as degree-seeking students;
2. meet the University standards for continued enrollment;
3. complete requirements for a degree within a reasonable length of time as specified below:
   a. The total number of semesters of full-time enrollment (12 or more semester hours attempted) at any post-secondary institution does not exceed 180 hours for a four-year degree or 90 hours for a two-year degree.
   b. The total number of semesters of part-time enrollment (less than 12 semester hours attempted) does not exceed the equivalent of 180 hours for a four-year degree or 90 hours for a two-year degree.
4. earn no fewer than 67% of all coursework if enrolled as a full-time student. The academic year for Satisfactory Academic Progress is comprised of the fall, spring, and summer terms.
5. maintain a cumulative grade point average (GPA) of 2.00 on all coursework.

**Explanation**

Under these standards, students will be ineligible to receive federal financial aid funds if any of the following occurs:

1. The total number of semesters of enrollment as a full-time student (12 or more semester hours attempted) exceeds 180 hours for a four-year degree or 90 hours for a two-year degree. These limits include all work done at any post-secondary institution, whether or not financial aid was received.
2. The total number of earned hours falls below the prescribed number based upon enrollment in undergraduate or graduate study.
3. Complete requirements for a degree or certificate within a reasonable length of time as specified below:
   a. The total number of semesters of full-time enrollment (12 or more semester hours attempted) at any post-secondary institution does not exceed 180 hours for a four-year degree or 90 hours for a two-year degree or certificate.
   b. The total number of semesters of part-time enrollment (less than 12 semester hours attempted) does not exceed 180 hours for a four-year degree or 90 hours for a two-year degree or certificate.
4. The cumulative GPA falls below 2.00.

In other words, students who accumulate a yearly or cumulative GPD that subjects them to suspension, who have been enrolled for more than the equivalent of 10 full-time semesters for a four-year degree program, who do not maintain a cumulative GPA of 2.00 after attempting 48 credit hours, or who do not earn the minimum number of semester hours required will become ineligible to receive federal financial aid funds. This determination applies without regard to any financial aid award letter that may have been sent or received prior to the time the determination is made.

**Financial Aid Programs Covered by These Standards**

- Federal Pell Grant
- Federal Work-Study
- Federal Supplemental Educational Opportunity Grants
- Federal Perkins Loan
- William D. Ford Federal Direct Loan Program:
  - Direct Subsidized Loan
  - Direct Unsubsidized Loan
  - Federal PLUS
- South Carolina LIFE Scholarship
- South Carolina Lottery Tuition Assistance Program
- South Carolina Need-Based Grant
- Other federal or state programs as required
- Some select private loans (as determined by the lender)

**Appeals**

Students who are ruled ineligible for financial aid may appeal this determination under specifically prescribed conditions. Deadlines for receipt of appeals are 20 days prior to the end of the semester for which aid is requested. Information concerning the appeal process is available in the financial aid office.

**Reinstatement**

Students shall be reinstated for financial aid eligibility at such time as they successfully complete sufficient hours and have a sufficient grade point average to meet the minimum requirements for eligibility as set forth in this policy.

**Academic Forgiveness**

The Satisfactory Academic Progress policy standards will not automatically apply to any hours forgiven under the University of South Carolina Academic Forgiveness Program. However, if you have been granted academic forgiveness under this policy you must contact the Financial Aid Office for further assessment.

**Grants**

**Federal Pell Grant**

The Federal Pell Grant is the largest federally funded student financial aid grant program. It serves as the foundation upon which all other undergraduate aid is awarded. Typically, it is available only to undergraduate students who have not earned a baccalaureate degree. Federal Pell Grant eligibility is determined according to federal law and is
based on the financial information you and your family provided on your FAFSA.

You are notified of your possible eligibility to receive a Federal Pell Grant via the Student Aid Report (SAR). The financial aid office will receive this information directly from the federal processor and determine the amount of your Federal Pell Grant. You should carefully review the information on your SAR and, if it is correct, keep it for your records. If you discover mistakes, follow the instructions and submit corrections as soon as possible.

If you or your family experiences a major change in your financial situation after your Pell Grant eligibility has been determined, you should notify the financial aid office immediately. A counselor will be able to determine if you qualify for an adjustment of your Pell Grant award and/or other financial aid.

**Federal Supplemental Educational Opportunity Grant (FSEOG)**

The FSEOG is a grant that does not need to be repaid. The financial aid office awards UofSC’s limited allocation of FSEOG funds. Recipients must be undergraduates who have not already earned a baccalaureate degree and who demonstrate exceptional financial need. FSEOG recipients must be eligible to receive a Pell Grant and have the lowest EFC’s from among those students being considered for an award.

**South Carolina Educational Resources**

**State Need-Based Grant Program (SNBG)**

The South Carolina Need-Based Grant is a state-funded grant for undergraduates attending public and independent colleges and universities within South Carolina. Recipients may not have already earned a baccalaureate degree. To be considered, you must be a South Carolina resident, be admitted or currently enrolled with a minimum GPA of 2.00, complete the FAFSA, demonstrate financial need, be of good moral character, and have no felony and/or alcohol or drug convictions for a period of one year. Additionally, to renew a state grant award, you must maintain an annual 2.00 GPA and complete 24 semester hours during the fall and spring semesters if enrolled full time or an equivalent number of hours based on enrollment if less than full time. Awards are made for the entire academic year (fall and spring semesters) only. The State Need-Based Grant does not need to be repaid.

**South Carolina Legislative Incentives for Future Excellence Scholarship**

The South Carolina Legislative Incentives for Future Excellence Scholarship (LIFE) was established by the General Assembly during the 1998 legislative session. To be eligible for a LIFE Scholarship, you must have graduated from a high school located in South Carolina on or after May 1995 and be a full-time, undergraduate, degree-seeking student. You must be a South Carolina resident for in-state tuition purposes at the time of enrollment and have no felony, alcohol, or drug convictions. If, however, you have been judged delinquent or have been convicted or pled guilty or nolo contendere to an alcohol or drug misdemeanor, you are ineligible for one calendar year from the date of the conviction. You must also be a U.S. citizen or a permanent resident under state laws. You may not be in default or owe a refund on any federal or state financial aid program.

If you are a first-time entering freshman, you must have graduated from high school with a minimum 3.00 cumulative grade point average (GPA) on a 4.00 scale.

For initial LIFE Scholarship eligibility, if a currently enrolled student, you must have earned a cumulative 3.00 USC GPA at the end of the academic year. You must also have earned a minimum of 30 credit hours, or the annual equivalent at all institutions attended, for the previous academic year if completing your first year; 60 credit hours must have been earned if completing your second year; and, 90 credit hours must have been earned if completing your third year. Students at UofSC Regional Campuses are only eligible to receive the LIFE Scholarship for four consecutive semesters.

You may receive the LIFE scholarship for not more than eight semesters for a four-year degree or 10 semesters for a five-year degree. Funds from this program may not be used for remedial courses or continuing education classes. If you are receiving South Carolina’s Palmetto Fellows Scholarship, you are not eligible for a LIFE Scholarship.

To retain the LIFE Scholarship you must earn an average of 30 credit hours for each academic year and earn a 3.00 cumulative UofSC GPA by the end of the academic year. The financial aid office, using data from the admissions and records offices, is responsible for awarding LIFE Scholarships.

Please note that the LIFE Scholarship statutes and regulations are subject to change by the South Carolina Legislature.

**South Carolina Lottery Tuition Assistance Program**

During the 2002 legislative session, the South Carolina General Assembly established the Lottery Tuition Assistance Program. Its purpose is to provide resources that supplement, not supplant, existing resources for educational purposes to South Carolina’s students. The program assists students who wish to attend two-year public or independent college in the state. In calculating the amount awarded, any and all federal grants and need-based grants must first be awarded before determining the amount a student is eligible to receive. A student may receive up to the cost of tuition minus Pell, SEOG, and SNBG. The college at which the student is enrolled will notify each student of the exact award amount.

In order to qualify for lottery tuition assistance, a student must meet the following requirements:

- file the Free Application for Federal Student Aid (FAFSA) and complete the process to determine eligibility for federal student aid each academic year
- be a legal resident of South Carolina as defined in applicable state statutes governing the determination of residency for tuition and fee purposes
- be enrolled at the time of the grant disbursement in a minimum of 6 credit hours for the term and be making satisfactory academic progress toward an associate’s degree
- verify that the student does not owe a refund or repayment on a state grant, Federal Pell Grant, or Federal Supplemental Educational Opportunity Grant (FSEOG) and is not in default on a loan under the Federal Perkins Loan or Federal Direct Loan programs
- must not be eligible for or a recipient of the LIFE scholarship.

To retain program funds, a student must have a 2.00 GPA by the end of the academic year.

In addition, students shall not be eligible to receive lottery tuition assistance for more than one certificate, diploma, or degree earned within any five-year period.
The financial aid office administers the South Carolina Lottery Tuition Assistance Program, and the exact award amount is dependent upon the number of eligible recipients and the amount of funding each academic year. Please note that program statutes and regulations are subject to change by the S.C. Legislature.

**Loans**

**The Federal Direct Stafford Loan Program (subsidized and unsubsidized)**

The Federal Direct Stafford Loan Program provides low-interest, long-term loans to eligible students through the U.S. Department of Education.

Subsidized Stafford Loans are awarded based on financial need. The federal government pays the interest on these loans while the student is enrolled in school at least half-time (6 semester hours), during the grace period and during deferment periods.

Unsubsidized Stafford Loans are not based on financial need. Interest begins accruing after the first disbursement. Students have the option of paying the interest monthly or quarterly while in school and during the grace period, or can have the interest capitalized and added to the principal amount of the loan upon entering repayment.

**Maximum Loan Amounts**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Loan Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>$5500 for dependent students (maximum $3500 subsidized)</td>
</tr>
<tr>
<td></td>
<td>$9500 for independent students (maximum $3500 subsidized)</td>
</tr>
<tr>
<td>Sophomore</td>
<td>$6500 for dependent students (maximum $4500 subsidized)</td>
</tr>
<tr>
<td></td>
<td>$10,500 for independent students (maximum $4500 subsidized)</td>
</tr>
<tr>
<td>Junior and Beyond</td>
<td>$7500 for dependent students (maximum $5500 subsidized)</td>
</tr>
<tr>
<td></td>
<td>$12,500 for independent students (maximum $5500 subsidized)</td>
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</table>

**Aggregate Loan Limits**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Loan Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>$31,000 for dependent students (maximum $23,000 subsidized)</td>
</tr>
<tr>
<td></td>
<td>$57,500 for independent students (maximum $23,000 subsidized)</td>
</tr>
<tr>
<td>Graduate</td>
<td>$138,500 (maximum $65,500 subsidized)</td>
</tr>
</tbody>
</table>

The graduate limit includes Stafford Loans received for undergraduate study.

**Federal Direct Parent Loan for Undergraduate Students (PLUS)**

Federal Direct Parent Loan for Undergraduate Students (PLUS) provides long-term loans to parents for their dependents through the U.S. Department of Education. Loan amounts under this program are limited to the student’s cost of education minus other financial aid awards. Parents may be denied a PLUS loan due to adverse credit history. If the PLUS Loan is denied, the student is eligible for an additional Unsubsidized Loan.

The repayment period for each Direct PLUS Loan begins on the date the final loan disbursement is made. There is no grace period for Direct PLUS Loans. Parents have the option of postponing payments until six months after the student ceases to be enrolled at least half time. Parents must contact the Direct Loan Servicing Center to request a postponement of payments. Interest will accrue during the postponement period. The loans have a fixed rate of 7.9%. PLUS Loan funds will be disbursed in two equal payments, one at the beginning of each semester (Fall — August, Spring — January). One semester loans are disbursed at the beginning of the semester for the full loan amount.

**South Carolina Teacher Loan Program**

This program is available only to residents of South Carolina who are attending college for the purpose of becoming certified teachers employed in the state's school system in areas of critical need as defined by the State Board of Education. For loan recipients who become certified and teach in an area of critical need, the loan shall be cancelled at the rate of 20 percent for each full year of teaching, up to 100 percent. Loan recipients who do not become certified and/or do not teach in an area of critical need shall be responsible for repaying the entire amount of loan funds borrowed plus interest. Contact the Office of Student Financial Aid and Scholarships for application information and deadlines.

**Federal Perkins Loan**

The Perkins Loan Program is a low-interest (5 percent), long-term educational loan program available to both undergraduate and graduate students demonstrating exceptional financial need. This is a loan and must be repaid. Undergraduates may borrow up to $4,000 for each year of study and up to $20,000 to complete an undergraduate degree. Interest is not charged and repayment does not begin until nine months after your enrollment drops below half-time status. If you receive your first Perkins Loan on or after October 1, 1992, your minimum payment will be $40 per month. In all cases, repayment may extend up to 10 years depending upon the total amount borrowed. If you have outstanding National Direct Student Loan (NDSL) balances and you are receiving a Federal Perkins Loan now, you must review your NDSL Promissory Note to determine the terms and conditions that apply to your loan. Under certain conditions of reenrollment, employment, or extenuating circumstances, payments may be deferred or cancelled. Further information concerning repayment is available in the Office of Financial Services, 516-518 South Main Street.

**Work Opportunities**

**Federal Work-Study Program**

The Federal Work-Study Program provides part-time employment for needy students to meet their educational expenses. To be eligible for employment under this federal program, a student must be enrolled in the University or fully accepted for admission and demonstrate financial need.

Students who are enrolled at least half-time work an average of 12 to 20 hours per week. During vacation periods it is sometimes possible to work up to 40 hours per week. Pay rates vary with the job assignment.

**Refunds and Financial Aid**

The official University policy and procedure concerning refunding of University tuition and fees which result from withdrawal or reduction in hours is contained in the “Fees and Refunds (p. 1804)” section of this bulletin. Students who withdraw or reduce hours may be eligible to receive a refund as provided by the official University policy; however, recipients of financial aid generally do not receive the refund.
When students who are recipients of federal financial aid withdraw from all classes, they are only entitled to retain a percentage of the federal financial aid received that is proportional to the time they remained enrolled. If, for example, a student withdraws after completing 30 percent of the semester or summer term, they can only retain 30 percent of the federal financial aid they received. The balance, 70 percent, must be returned to the financial aid programs. The Office of the Bursar performs this calculation and students are notified by mail of the outcome.

When funds are applied back to the federal financial aid programs, loan funds are always returned first, thereby reducing the student’s repayment obligation. If funds remain after repaying federal loans, they are then repaid to the Federal Pell Grant and the Federal Supplemental Educational Opportunity Grant (FSEOG) programs. After all federal funds are repaid, state-sponsored grant programs then receive any remaining payments.

Veterans Benefits

The following policies and procedures are of primary concern to veterans, servicepersons, members of guard and selected reserves, and other eligible persons who receive VA educational benefits while enrolled at the University.

Please note: Academic standards of progress and attendance are covered under school standards of progress as specified by the South Carolina Commission on Higher Education, License Division, and are required by the U.S. Department of Veterans Affairs (VA).

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veteran Affairs (VA) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent the student’s enrollment;
- Assess a late penalty fee to;
- Require student secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Provide Chapter 33 Certificate of Eligibility (or its equivalent) or for Chapter 31, VA VR&E’s contract with the school on VA Form 28-1905 by the first day of class.

Note: Chapter 33 students can register at the VA Regional Office to use E-Benefits to get the equivalent of a Chapter 33 Certificate of Eligibility. Chapter 31 student cannot get a completed VA Form 28-1905 (or any equivalent) before the VA VR&E case-manager issues it to the school.

- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

Disapproval of courses

(a)(1) Except as provided by paragraph (2), any course approved for the purposes of this chapter which fails to meet any of the requirements of this chapter shall be immediately disapproved by the Secretary or the appropriate State approving agency. An educational institution which has its courses disapproved by the Secretary or a State approving agency will be notified of such disapproval by a certified or registered letter of notification and a return receipt secured.

(2) In the case of a course of education that would be subject to disapproval under paragraph (1) solely for the reason that the Secretary of Education withdraws the recognition of the accrediting agency that accredited the course, the Secretary of Veterans Affairs, in consultation with the Secretary of Education, and notwithstanding the withdrawal, may continue to treat the course as an approved course of education under this chapter for a period not to exceed 18 months from the date of the withdrawal of recognition of the accrediting agency, unless the Secretary of Veterans Affairs or the appropriate State approving agency determines that there is evidence to support the disapproval of the course under this chapter. The Secretary shall provide to any veteran enrolled in such a course of education notice of the status of the course of education.

(b) Each State approving agency shall notify the Secretary of each course which it has disapproved under this section. The Secretary shall notify the State approving agency of the Secretary’s disapproval of any educational institution under chapter 31 of this title.

(c)(1) Notwithstanding any other provision of this chapter and subject to paragraphs (3) through (6), the Secretary shall disapprove a course of education provided by a public institution of higher learning if the institution charges tuition and fees for that course for covered individuals who are pursuing the course with educational assistance under chapter 30, 31, or 33 of this title while living in the State in which the institution is located at a rate that is lower than the rate the institution charges for tuition and fees for that course for residents of the State in which the institution is located, regardless of the covered individual’s State of residence.

(2) For purposes of this subsection, a covered individual is any individual as follows:

(A) A veteran who was discharged or released from a period of not fewer than 90 days of service in the active military, naval, or air service less than three years before the date of enrollment in the course concerned.

(B) An individual who is entitled to assistance under

(i) section 3311(b)(9) of this title; or

(ii) section 3319 of this title by virtue of the individual’s relationship to

(I) a veteran described in subparagraph (A); or

(II) a member of the uniformed services described in section 3319(b) of this title who is serving on active duty.

(C) An individual who is entitled to rehabilitation under section 3102(a) of this title.

(3) If after enrollment in a course of education that is subject to disapproval under paragraph (1) by reason of paragraph (2)(A), (2)(B), or (2)(C) a covered individual pursues one or more courses of education at the same public institution of higher learning while remaining continuously enrolled (other than during regularly scheduled breaks between courses, semesters or terms) at that institution of higher learning, any course so pursued by the covered individual at that institution of higher learning while so continuously enrolled shall also be subject to disapproval under paragraph (1).
(4) It shall not be grounds to disapprove a course of education under paragraph (1) if a public institution of higher learning requires a covered individual pursuing a course of education at the institution to demonstrate an intent, by means other than satisfying a physical presence requirement, to establish residency in the State in which the institution is located, or to satisfy other requirements not relating to the establishment of residency, in order to be charged tuition and fees for that course at a rate that is equal to or less than the rate the institution charges for tuition and fees for that course for residents of the State.

(5) The Secretary may waive such requirements of paragraph (1) as the Secretary considers appropriate.

(6) Disapproval under paragraph (1) shall apply only with respect to educational assistance under chapters 30, 31, and 33 of this title.

(d) Notwithstanding any other provision of this chapter, the Secretary or the applicable State approving agency shall disapprove a course of education described in paragraph (14) or (15) of section 3676(c) of this title unless the educational institution providing the course of education-

(1) publicly discloses any conditions or additional requirements, including training, experience, or examinations, required to obtain the license, certification, or approval for which the course of education is designed to provide preparation; and

(2) makes each disclosure required by paragraph (1) in a manner that the Secretary considers prominent (as specified by the Secretary in regulations prescribed for purposes of this subsection).

(e)(1) Notwithstanding any other provision of this chapter, beginning on August 1, 2019, a State approving agency, or the Secretary when acting in the role of the State approving agency, shall disapprove a course of education provided by an educational institution that has in effect a policy that is inconsistent with any of the following:

(A) A policy that permits any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 of this title and ending on the earlier of the following dates:

(i) The date on which the Secretary provides payment for such course of education to such institution.

(ii) The date that is 90 days after the date on which the educational institution certifies for tuition and fees following receipt from the student such certificate of eligibility.

(B) A policy that ensures that the educational institution will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual’s inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment to be provided by the Secretary under chapter 31 or 33 of this title.

(2) For purposes of this subsection, a covered individual is any individual who is entitled to educational assistance under chapter 31 or 33 of this title.

(3) The Secretary may waive such requirements of paragraph (1) as the Secretary considers appropriate.

(4) It shall not be inconsistent with a policy described in paragraph (1) for an educational institution to require a covered individual to take the following additional actions:

(A) Submit a certificate of eligibility for entitlement to educational assistance not later than the first day of a course of education for which the individual has indicated the individual wishes to use the individual's entitlement to educational assistance.

(B) Submit a written request to use such entitlement

(C) Provide additional information necessary to the proper certification of enrollment by the educational institution

Rule of Construction

Pub. L. 115-407, title I, §103(c), Dec. 31, 2018, 132 Stat. 5370, provided that: “In a case in which an individual is unable to meet a financial obligation to an educational institution due to the delayed disbursement of a payment to be provided by the Secretary under chapter 31 or 33 of such title [title 38] and the amount of such disbursement is less than anticipated, nothing in section 3679(e) of such title, as added by subsection (a), shall be construed to prohibit an educational institution from requiring additional payment or imposing a fee for the amount that is the difference between the amount of the financial obligation and the amount of the disbursement.”

Enrollment Certification

Certification by the University VA certifying official in the Office of Financial Aid, Scholarships, and Veterans Affairs is required for eligible students who wish to receive VA educational benefit checks. Students must initiate their own requests for enrollment certification. The certifying official will complete certifications and forward other forms to the VA only for those students who have made such requests and have completed the necessary paperwork.

Normally, the VA requires that eligible students must have completed full University admissions requirements and matriculation into degree-seeking status before they may receive VA educational benefits. However, those students admitted as “Provisional,” “Military Special,” or “Transient,” or students enrolling for prerequisite courses required for admission into a professional degree program or school may request VA certification if they provide appropriate documentation. Any VA students in these categories should contact the VA certifying official for details. In these and all other admissions categories, only the federal VA has the final authority to award or to deny military educational benefits.

Undergraduate veterans or servicepersons should contact the Office of Admissions for consideration of receiving college credit for military schools.

Students can best ensure receipt of benefits by informing the school VA office of their intent to register for classes and by supplying the number of credit hours for which they will enroll each session. Eligible VA students may request certification on a semester basis and should recertify for each new semester at least 45 days prior to the first day of class of their next semester.

Normally, VA payments are authorized only for those courses which are required by the academic department for the student's current degree program. All students receiving educational benefit checks from the VA are responsible for notifying the VA certifying official of any changes in their degree programs and/or course loads during a semester, to include drop/add, withdrawal, changing from credit to audit status, invoking
the Pass-Fail option in a course, or enrolling in any distance education course, independent study, internship, or practicum.

Appropriate forms and benefits-related information are available at the Office of Financial Aid, Scholarships, and Veterans Affairs. Each student request will be handled individually according to their VA benefit program and enrollment status at the University.

Academic Scholarships
The following scholarships are available to students at UofSC Salkehatchie:

Achroma STEM Scholarship. A scholarship awarded to a student majoring in a STEM field.

The Doctors Riddick Ackerman Scholarship. A scholarship awarded to a student who is a resident of Colleton County and is a nursing major.

Allendale Academy Scholarship. A scholarship awarded to a former Allendale Academy student or his or her heirs with a second priority to a resident of Allendale County. Awarded on the basis of academic achievement.

David and Brenda Barnes Endowed Scholarship. Awarded to a student with financial need. Awarded to a student who is a resident of one of the five counties in Salkehatchie’s service area with preference to Allendale County or Hampton County.

Murray Bishop Memorial Scholarship. A scholarship awarded to a student who is a resident of Colleton County. Sponsored by the Walterboro Civitan Club.

Reid and Louise Boylston Endowed Scholarship. A scholarship awarded to a student from one of the five counties in Salkehatchie service area.

Clarence and Virginia Brabham Memorial Endowed Scholarship. A scholarship awarded to a Bamberg County resident who has financial need and academic promise.

Representative James B. and Mrs. Barbara T. Brandt Scholarship. A scholarship awarded based on academic achievement and financial need.

David and Maggie Cannon Scholarship. A scholarship awarded for academic achievement to a student from Barnwell County.

Barbara B. and Carl A. Clayton Scholarship. A scholarship awarded to a student from the five-county Salkehatchie service area.

William and Mary Clayton Endowed Scholarship. A scholarship awarded to a student attending UofSC Salkehatchie.

Colleton County Rice Festival Scholarship. A scholarship awarded to a student who is a resident of Colleton County.

J. Paul Detrick Scholarship. A scholarship awarded for academic achievement and financial need to a resident of Hampton or Allendale counties.

Vivia Peeples Eden Scholarship. A scholarship awarded on the basis of academic achievement to a student from one of the five counties served by UofSC Salkehatchie.

Harry Lee Foy Sr. Memorial Scholarship. A scholarship awarded to a student at UofSC Salkehatchie with preference to a resident of Barnwell, Hampton or Bamberg counties followed by a resident of Allendale or Colleton counties.

James D. Gruber Nursing Scholarship. A scholarship awarded to an Upper Division Nursing student who is a resident of Colleton County.

Dr. William O. Lamprecht Jr. Memorial Scholarship. A scholarship awarded to a student who is a science major.

Arthur H. and Marie J. Mitchell Endowed Scholarship. A scholarship awarded to a student in the five county service area.

Dick and Rose Ann Mixson Endowed Scholarship. A scholarship awarded to a resident of the five county service area but with a preference for Brunson first and then Hampton County.

The Killion-Waller Scholarship. A scholarship awarded to a Colleton County resident who will attend the UofSC Salkehatchie regional campus at Walterboro based on academic achievement.

“Luke” Laffitte Endowed Scholarship. A scholarship awarded to a resident of Allendale or Hampton County and resident must attend the Allendale campus.

Leadership Colleton Class of 2008 Scholarship. A scholarship awarded to a student who is a resident of Colleton County.

The Margaret W. Lewis Endowed Scholarship. Awarded to a resident of Fairfax, Sycamore or Ulmer, SC who is majoring in education or is a student worker in the west campus library.

Miles and Ann Loadholt Endowed Scholarship. Two or more scholarships awarded based on academic achievement with preference given to a student of Allendale, Bamberg, Barnwell, Colleton, or Hampton counties.

Manuel's Grocery and Barber Shop Scholarship. A scholarship awarded on the basis of academic merit and financial need to a resident of Allendale County.

Bob and Ginger McCully Endowed Scholarship. A scholarship awarded to a student who has financial need and who has demonstrated academic promise, with preference given to a Bamberg County resident.

The Cynthia and Ross McMillan Endowed Scholarship. A scholarship awarded to a resident of Allendale County.

Zita Mellon Scholarship. A scholarship awarded on the basis of academic achievement to an Allendale County resident with preference to an art or history major.

Randolph “Buster” Murdaugh Scholarship. A scholarship awarded to a resident of the South Carolina 14th Judicial District who is a worthy full-time student in need of financial assistance and has demonstrated academic excellence. Recipient must be a freshman. Student may receive the scholarship for the second year provided he or she maintains a 2.50 GPA. Scholarship will rotate between the USC regional campuses at Beaufort and Salkehatchie.

John and Julia Myers Scholarship. A scholarship awarded to a resident of Allendale County majoring in education.

John and Gale Peek Scholarship. A scholarship with no geographic restrictions but preference is given to a criminal justice major or a student considering a law enforcement field.
Fees and Refunds

Checks, Money Orders, and Credit Cards

The University assesses a credit-card convenience fee for all students paying fees by credit card. If you decide to pay with a credit card, this nonrefundable fee will be added to your bill to cover the cost being charged to the University. Since the majority of students find Self-Service Carolina (https://my.sc.edu/) a convenient way to pay, it will present you with an option to accept this fee or decline the transaction. If you decline, you must select another method of payment. Alternative methods include payment by E-check, UofSC’s preferred method of payment, when using Self-Service Carolina or payment by check or money order through the mail.

Legal Residency

The University of South Carolina is required by state law to determine the residence classification of applicants. The initial determination of one’s resident status is made at the time of admission. The determination made at that time, and any determination made thereafter, prevails for each subsequent semester until information becomes available that would impact the existing residency status and the determination is successfully challenged. The burden of proof rests with the students to show evidence as deemed necessary to establish and maintain their residency status.

Legal Residency Requirements for Fee and Tuition Purposes

Code of Laws Governing Residence

Rules regarding the establishment of legal residence for tuition and fee purposes for institutions of higher education are governed by Title 59, Chapter 112, of the 1976 South Carolina Code of Laws, as amended.

Definitions

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

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

“Dependent Person” is defined as one whose predominant source of income or support is from payments from a parent, spouse, or guardian, who claims the dependent person on his/her federal income tax return. In the case of those individuals who are supported by family members who do not earn enough reportable income for taxation purposes, a dependent person can be defined as one who qualifies as a dependent or exemption on the federal income tax return of the parent, spouse, or guardian. A dependent person is also one for whom payments are made, under court order, for child support and the cost of the dependent person’s college education. A dependent person’s residency is based upon the residency of the person upon whom they are dependent.

“Domicile” is defined as the true, fixed, principal residence and place of habitation. It shall indicate the place where a person intends to remain, or to where one expects to return upon leaving without establishing a new domicile in another state. For purposes of this section, one may have only one legal domicile. One is presumed to abandon automatically an old domicile upon establishing a new one. Housing provided on an academic session basis for student at institutions shall be presumed not to be a

Martha and Holbrook Platts Scholarship. A scholarship awarded to a resident of Hampton County.

Butch Phillips Memorial Scholarship. A scholarship awarded for academic achievement to a graduate of Allendale-Fairfax High School.

President’s Commencement Scholarship. A $5000 scholarship awarded annually in honor of the commencement speaker.

Audrey F. Thomas and Peggy A. Morris Endowed Scholarship. A scholarship awarded to a student majoring in Nursing.

Billy Wade Memorial Scholarship. A scholarship awarded to a resident of the five county service area with preference given to resident of Allendale and Barnwell Counties.

Witsell R. Robertson and Josephine L. Robertson Endowed Scholarship. A scholarship awarded to a resident of Colleton County.

Salkehatchie Faculty-Staff Scholarship. One or more scholarships awarded on the basis of academic achievement.

Neil Sanders Scholarship. A scholarship to be awarded on the basis of academic achievement.

Joe Siren Endowed Scholarship. A scholarship awarded to a student in the five county service area with a preference for students who attended Allendale Fairfax High School or Barnwell High School.

D.L. Scurry Foundation Scholarship. Two or more scholarships awarded at the request of the foundation based on academic achievement and financial need.

Tharin Endowment Fund Scholarship. A scholarship awarded to a Salkehatchie student with a preference given to non-traditional students.

UofSC Salkehatchie International Student Scholarship. Two scholarships awarded to an international student attending UofSC Salkehatchie.

Walterboro Civitan Club Scholarship. A scholarship awarded on the basis of academic achievement to a resident of Colleton County.

Walterboro Rotary Club Scholarship. A scholarship awarded to a resident of Colleton County.

Baker T. Warren Scholarship. A scholarship awarded to a resident of Allendale County. Sponsored by the Adult Sunday School Class of Allendale Presbyterian Church.

Western Carolina Higher Education Commission Scholarship. Awarded to a student with financial need.

Alvin P. Weissenstein Memorial Scholarship. A scholarship for a disabled student from Colleton County. Sponsored by the Walterboro Civitan Club.

Henry A. White Education Scholarship. A scholarship awarded to a student majoring in education and residing in one of the five counties served by UofSC Salkehatchie with first preference given to Allendale County.

John Winthrop Archaeological Research Endowment Fund. A scholarship awarded by the History Committee.
place of principal residence, as residency in such housing is by its nature temporary.

“Family’s Domicile in this State is Terminated” is defined as an employer directed transfer of the person upon whom the student is dependent and is not construed to mean a voluntary change in domicile. Also included is a relocation of the person upon whom the student is dependent who is laid off through no fault of their own, e.g., plant closure, downsizing, etc., who accepts employment in another state prior to relocating.

“All full time employment” is defined as employment that consists of at least thirty seven and one half hours a week on a single job in a full time status, with gross earnings of at least minimum wage. However, a person who works less than thirty seven and one half hours a week but receives or is entitled to receive full time employee benefits shall be considered to be employed full time if such status is verified by the employer. A person who meets the eligibility requirements of the Americans with Disabilities Act must present acceptable evidence that they satisfy their prescribed employment specifications in order to qualify as having full time employment.

“Guardian” is defined as one legally responsible for the care and management of the person or property of a minor child based upon the five tests for dependency prescribed by the Internal Revenue Service; provided, however, that where circumstances indicate that such guardianship or custodianship was created primarily for the purpose of conferring South Carolina domicile for tuition and fee purposes on such child or dependent person, it shall not be given such effect.

“Immediately Prior” is defined as the period of time between the offer of admission and the first day of class of the term for which the offer was made, not to exceed one calendar year.

“Independent Person” is defined as one in his/her majority (eighteen years of age or older) or an emancipated minor, whose predominant source of income is his/her own earnings or income from employment, investments, or payments from trusts, grants, scholarships, commercial loans, or payments made in accordance with court order. An independent person must provide more than half of his or her support during the twelve months immediately prior to the date that classes begin for the semester for which resident status is requested. An independent person cannot claim the domicile of another individual as their own for the purposes of establishing intent to become a South Carolina resident. An independent person must have established his/her own domicile for twelve months prior to receiving instate tuition and fees. An independent person cannot be claimed as a dependent or exemption on the federal tax return of his or her parent, spouse, or guardian for the year in which resident status is requested.

“Minor” is defined as a person who has not attained the age of eighteen years. An “emancipated minor” shall mean a minor whose parents have entirely surrendered the right to the care, custody and earnings of such minor and are no longer under any legal obligation to support or maintain such minor.

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

“Parent” is defined as the father, mother, stepfather, stepmother, foster parent or parent of a legally adopted child.

“Resident” is defined as continuous and permanent physical presence within the State, provided that absences for short periods of time shall not affect the establishment of residence. Excluded are absences associated with requirements to complete a degree, absences for military training service, and like absences, provided South Carolina domicile is maintained.

“Resident” for tuition and fee purposes is defined as an independent person who has abandoned all prior domiciles and has been domiciled in South Carolina continuously for at least twelve months immediately preceding the first day of class of the term for which resident classification is sought and for whom there is an absence of domiciliary evidence in other states or countries, not withstanding other provisions of the Statute.

“Spouse” is defined as the husband or wife of a married person in accordance with Title 20, Chapter 1 of the 1976 South Carolina Code of Laws, as amended.

“Temporary Absence” is defined as a break in enrollment during a fall or spring semester (or its equivalent) during which a student is not registered for class. (62-606.A)

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

“United States Armed Forces” is defined as the United States Air Force, Army, Marine Corps, Navy, and Coast Guard.

“Trust” is defined as a legal entity created by a grantor for the benefit of designated beneficiaries under the laws of the state and the valid trust instrument. However, where circumstances indicate that such trust was created primarily for the purpose of conferring South Carolina domicile for tuition and fee purposes on such child or independent person, it shall not be given such effect.

Citizens and Permanent Residents

Independent persons who have physically resided and been domiciled in South Carolina for twelve continuous months immediately preceding the date the classes begin for the semester for which resident status is claimed may qualify to pay in state tuition and fees. The twelve month residency period starts when the independent person establishes the intent to become a South Carolina resident per Section 62-605 entitled “Establishing the Requisite Intent to Become a South Carolina Domiciliary.” The twelve month residency period cannot start until the absence of indicia in other states is proven. Absences from the State during the twelve month period may affect the establishment of permanent residence for tuition and fee purposes.

The resident status of a dependent person is based on the resident status of the person who provides more than half of the dependent person's support and claims or, only in the case of those individuals who are supported by family members who do not earn enough reportable income for taxation purposes, qualifies to claim the dependent person as a dependent for federal income tax purposes. Thus, the residence and domicile of a dependent person shall be presumed to be that of their parent, spouse, or guardian.

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

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

Except as otherwise specified in this section or as provided in Section 62-609 (1) & (2), independent non-citizens and non-permanent residents of the United States will be assessed tuition and fees at the non-resident, out of state rate. Independent non-resident aliens, including refugees, asylees, and parolees may be entitled to resident, in state classification once they have been awarded permanent resident status by the U.S. Department of Justice and meet all the statutory residency requirements provided that all other domiciliary requirements are met. Time spent living in South Carolina immediately prior to the awarding of permanent resident status does not count toward the twelve month residency period. Certain non resident aliens present in the United States in specified visa classifications are eligible to receive in state residency status for tuition and fee purposes as prescribed by the Commission on Higher Education. They are not, however, eligible to receive state sponsored tuition assistance/scholarships.

Title 8 of the Code of Federal Regulations (CFR) serves as the primary resource for defining visa categories.

Establishing the Requisite Intent to Become a South Carolina Domiciliary

Resident status may not be acquired by an applicant or student while residing in South Carolina for the sole primary purpose of enrollment in an institution or for access to state supported programs designed to serve South Carolina residents. An applicant or student from another state who comes to South Carolina usually does so for the purpose of attending school. Therefore, an applicant or student who enrolls as a non-resident in an institution is presumed to remain a non-resident throughout his or her attendance and does not qualify under any of the residency provisions.

If a person asserts that his/her domicile has been established in this State, the individual has the burden of proof. Such persons should provide to the designated residency official of the institution to which they are applying any and all evidence the person believes satisfies the burden of proof. The residency official will consider any and all evidence provided concerning such claim of domicile, but will not necessarily regard any single item of evidence as conclusive evidence that domicile has been established.

For independent persons or the parent, spouse, or guardian of dependent persons, examples of intent to become a South Carolina resident may include, although any single indicator may not be conclusive, the following indicia:

1. Statement of full time employment;
2. Designating South Carolina as state of legal residence on military record;
3. Possession of a valid South Carolina driver’s license, or if a non-driver, a South Carolina identification card. Failure to obtain this within 90 days of the establishment of the intent to become a South Carolina resident will delay the beginning date of residency eligibility until a South Carolina driver’s license is obtained;
4. Possession of a valid South Carolina vehicle registration card. Failure to obtain this within 45 days of the establishment of the intent to become a South Carolina resident will delay the beginning date of residency eligibility until the applicant obtains a South Carolina vehicle registrations card;
5. Maintenance of domicile in South Carolina;
6. Paying South Carolina income taxes as a resident during the past tax year, including income earned outside of South Carolina from the date South Carolina domicile was claimed;
7. Ownership of principal residence in South Carolina; and
8. Licensing for professional practice (if applicable) in South Carolina.

The absence of indicia in other states or countries is required before the student is eligible to pay in state rates.

Maintaining Residence

A person’s temporary absence from the State does not necessarily constitute loss of South Carolina residence unless the person has acted inconsistently with the claim of continued South Carolina residence during the person’s absence from the State. The burden is on the person to show retention of South Carolina residence during the person’s absence from the State. Steps a person should take to retain South Carolina resident status for tuition and fee purposes include:

1. Continuing to use a South Carolina permanent address on all records;
2. Maintaining South Carolina driver’s license;
3. Maintaining South Carolina vehicle registration;
4. Satisfying South Carolina resident income tax obligation. Individuals claiming permanent residence in South Carolina are liable for payment of income taxes on their total income from the date that they established South Carolina residence. This includes income earned in another state or country.

Effect of Change of Residency

Notwithstanding other provisions of this section, any dependent person of a legal resident of this state who has been domiciled with his/her family in South Carolina for a period of not less than three years and whose family’s domicile in this state is terminated immediately prior to his/her enrollment may enroll at the in state rate. Any dependent person of a legal resident of this state who has been domiciled with his/hers family in South Carolina for a period of not less than three years and whose family’s domicile in this state is terminated after his/her enrollment may continue to receive in state rates, however, a student must continue to be enrolled and registered for classes (excluding summers) in order to maintain eligibility to pay in state rates in subsequent semesters. Transfers within or between South Carolina colleges and universities of a student seeking a certificate, diploma, associate, baccalaureate, or graduate level degree does not constitute a break in enrollment.

If a dependent or independent person voluntarily leaves the state, and information becomes available that would impact the existing residency status, eligibility for in state rates shall end on the last day of the academic session during which domicile is lost. Application of this provision shall be at the discretion of the institution involved. However, a student must continue to be enrolled and registered for classes (excluding summers) in order to maintain eligibility to pay in state rates in subsequent semesters.

Effect of Marriage

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

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

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

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

Exceptions
Persons in the following categories qualify to pay in state tuition and fees without having to establish a permanent home in the state for twelve months. Persons who qualify under any of these categories must meet the conditions of the specific category on or before the first day of class of the term for which payment of in state tuition and fees is requested. The following categories apply only to in state tuition and do not apply to State supported scholarships and grants. Individuals who qualify for in state tuition and fees under the following exceptions do not automatically qualify for LIFE, SC HOPE or Palmetto Fellows Scholarships.

1. “Military Personnel and their Dependents”: Members of the United States Armed Forces who are permanently assigned in South Carolina on active duty and their dependents are eligible to pay in state tuition and fees. When such personnel are transferred from the State, their dependents may continue to pay in state tuition and fees as long as they are continuously enrolled. Such persons (and their dependents) may also be eligible to pay in state tuition and fees as long as they are continuously enrolled after their discharge from the military, provided they have demonstrated an intent to establish a permanent home in South Carolina and they have resided in South Carolina for a period of at least twelve months immediately preceding their discharge. Military personnel who are not stationed in South Carolina and/or former military personnel who intend to establish South Carolina residency must fulfill the twelve month “physical presence” requirement for them or their dependents to qualify to pay in state tuition and fees.

2. “Faculty and Administrative Employees with Full Time Employment and their Dependents”: Full time faculty and administrative employees of South Carolina state supported colleges and universities and their dependents are eligible to pay in state tuition and fees.

3. “Residents with Full Time Employment and their Dependents”: Persons who reside, are domiciled, and are full time employed in the State and who continue to work full time until they meet the twelve month requirement and their dependents are eligible to pay in state tuition and fees, provided that they have taken steps to establish a permanent home in the State. Steps an independent person must take to establish residency in South Carolina are listed in Section 62-605 entitled (“Establishing the Requisite Intent to Become a South Carolina Domiciliary”).

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

South Carolina residents who wish to participate in the Contract for Services program sponsored by the Southern Regional Education Board must have continuously resided in the State for other than educational purposes for at least two years immediately preceding application for consideration and must meet all other residency requirements during this two year period.

Application for Change of Resident Status
Persons applying for a change of resident classification must complete a residency application/petition and provide supporting documentation prior to a reclassification deadline as established by the institution.

The burden of proof rests with those persons applying for a change of resident classification who must show required evidence to document the change in resident status.

Incorrect Classification
Persons incorrectly classified as residents are subject to reclassification and to payment of all non-resident tuition and fees not paid. If incorrect classification results from false or concealed facts, such persons may be charged tuition and fees past due and unpaid at the out of state rate. The violator may also be subject to administrative, civil, and financial penalties. Until these charges are paid, such persons will not be allowed to receive transcripts or graduate from a South Carolina institution.

Residents whose resident status changes are responsible for notifying the Residency Official of the institution attended of such changes.

Inquiries and Appeals
Inquiries regarding residency requirements and determinations should be directed to:

Legal Residency Office
University Of South Carolina
Columbia, SC 29208
803-777-4060

Any person, following a decision on his or her resident classification, may appeal the decision to the University Committee on Legal Residence. The committee, however, is bound by the same laws and regulations as the residency officials, so its purpose is only to review the facts and details of any case brought before it to evaluate the correctness of the decision may by residency officials. Neither the committee nor residency officials may waive the provisions of the law or regulations.

Persons who appeal residency decisions must provide a letter to the Legal Residency Office informing the office that they want to appeal the decision made by the residency official. The letter must also include a summary of the person’s situation and a statement which specifies the residency provision under which the person feels he or she qualifies to pay in-state fees. The director of legal residency will then schedule a hearing as soon as possible for the committee to hear the appeal.

The residency requirements are subject to change without notification.

Academic Fees

Application Fees

Every new student will normally be charged a nonrefundable application fee of $40; exceptions to, or relief from, this charge may be made for certain special categories of admission. All applications must be
accompanied by the application fee. This fee is for admission application only. A separate application fee is charged for space in University residence halls.

**Matriculation Fee**
A nonrefundable matriculation fee of $50 is assessed to all current degree-seeking students on a one-time basis. This fee is also assessed to entering (or re-entering) degree-seeking students. International students pay a $500 matriculation fee.

**Free Tuition**
(This includes tuition only—all other academic and mandatory fees are the responsibility of the student.)

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

1. S.C. Code Ann. § 59-111-110 (Law Co-op. 1976) No tuition shall be charged for a period of four school years by any state-supported college or university or any state-supported vocational or technical school for children of firemen, both regularly employed and members of volunteer organized units, organized rescue squad members, members of the Civil Air Patrol, law enforcement officers or correction officers, as defined herein, including reserve and auxiliary units of counties or municipalities, who become totally disabled or are killed in line of duty (on or after July 1, 1964).

2. S.C. Code Ann. § 59-111-320 (Law Co-op Supp. 1984) Legal residents of South Carolina who have attained the age of sixty (60) and meet admission and other standards deemed appropriate by the University may attend classes for credit or non-credit purposes on a space available basis; provided, however, that neither such persons nor their spouses receive compensation as full-time employees.

**Examination Fees**

**Graduate Record Examination**
1. General Test ($60)
2. Subject Test ($60)

Revalidation examinations intended to revalidate UofSC courses, obsolete under the statute of limitations. Per hour, $25.

*Note: Revalidation examinations require permission of the dean of The Graduate School. The fee must be paid in advance, and is nonrefundable, once the student is presented to the instructor for the examination.*

**Refund Policy**

**1. Policy**
The University will refund a part of academic fees in certain cases:

a. Changes in a student's status, which may require a refund.
   i. Change in a full-time student's schedule, which results in reclassification to part-time status
   ii. Change in a part-time student's schedule, which results in fewer credit hours.

b. Situations, which may require a refund.
   i. Course or courses dropped
   ii. Drop/Withdrawal from the University
   iii. Cancellation of a class by the University

**2. Procedure**

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

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

c. **Drop/Withdrawal Refund Policies**
   Standard Refund Policy For Dropping/Withdrawal From The University.
   All refunds will be based solely on the percentage of time (in days) between the first day of a part-of-term and the last day of a part-of-term. The percentage (in days) will include all Saturdays, Sundays, and holidays between the start and end dates of each part-of-term. Exceptions to this rule may only be made by the Bursar's Office. In these instances, any change in the refund percentage would be moved out to the next closest business day. Courses fewer than six days long, first day = 100% refund, remaining days = no refund
   i. 100 percent if the student's official drop/withdrawal calculation is within 6% of the enrollment period for which the student is liable.
   ii. 70 percent if the student's official withdrawal calculation is between the period specified in (1) or before the end of the 10 percent period of enrollment for which the student is liable.
   iii. 50 percent if the student's official withdrawal calculation is between the period specified in (2) or before the end of the 16 percent period of enrollment for which the student is liable.
   iv. 20 percent if the student's official withdrawal calculation is between the period specified in (3) or before the end of the 25 percent period of enrollment for which the student is liable.

d. **Refund Schedules**
   Refund schedules are relocated under the important deadlines on the Registrar's website (http://registrar.sc.edu/).

e. **Return of Title IV Funds**
   Refunds Policy For Students Who Have Received Title IV Funds
   And Withdraw From The University
   i. Federal financial aid funds are awarded with the expectation that students will complete the entire period of enrollment. Students “earn” a percentage of the funds that are disbursed with each day of class attendance. When a student who has received federal aid funds (Title IV Funds) leaves school before the end of the semester or period of enrollment, federal regulations require the University of South Carolina to calculate the percentage and amount of “unearned” financial aid funds that must be returned. Once a student has
completed more than 60 percent of the enrollment period, they are considered to have earned all funding received. This calculation may have the effect of requiring the student who withdraws before this time frame to repay funds that have already been disbursed to the student or credited towards their current account for tuition, fees, housing and/or meals. Students are encouraged to meet with a counselor in the Office of Student Affairs, or the appropriate office on their campus, prior to making the decision to withdraw from.

ii. Title IV Refund Distribution
   1. For fully withdrawn students receiving federal and/or state funds, the refund will be governed by the current Federal Title IV refund policy. The Office of Student Financial Aid and Scholarships determines the amount of the refund that is distributed back to Title IV, HEA Programs or other Financial Aid sources. For students and their parents who have received student loans or other forms of financial aid, funds will be returned in the order prescribed by federal regulations. The institution must return the funds to the financial aid program other than College Work Study, up to the amount of assistance that the student received from those programs. Funds are to be distributed to the financial aid programs in the following order:
      - Unsubsidized Federal Stafford
      - Subsidized Federal Stafford
      - Federal Perkins
      - Federal PLUS Loan
      - Federal Pell Grant
      - Federal Supplemental Education Opportunity Grant
      - Federal TEACH Grant
      - Federal Iraq/Afghanistan Service Grant
   2. Any remaining balance will first be used to repay any outstanding university charges and any subsequent balances will be refunded to the student/parent.
   3. Exit interviews ([http://www.sc.edu/financialaid/loan_counseling/default.html](http://www.sc.edu/financialaid/loan_counseling/default.html)) are required before leaving the University of South Carolina for all students who withdraw and have received Stafford, Perkins or Federal Nursing/Health Professions Loans. Questions regarding exit counseling should be referred to the appropriate campus Financial Aid and Scholarships Office.

f. Appeals Process
   A process for appeals exists for students or parents who believe circumstances warrant exceptions from published policy. The student must be fully withdrawn from the University in order to apply for an appeal. The Withdrawal Refund Appeals Committee reviews and acts on all appeals. Address appeals to: Withdrawal Refund Appeals Committee (Columbia Campus Only) Office of the Registrar University of South Carolina Columbia, SC 29208 803-777-5555

**Withdrawal Refunds**

All full- or part-time students wishing to withdraw from the University or to discontinue enrollment from all courses for the semester should follow the instructions online at my.sc.edu ([https://my.sc.edu/](https://my.sc.edu/)) when they request to drop their last course. Staff members in the Office of Admissions and Records are available to assist students in completing the withdrawal process. In addition, staff from the Office of Financial Aid can provide financial counseling concerning withdrawing from classes. Students requesting withdrawal for extenuating circumstances after the penalty date (last date for W grade) should consult with staff in the Admissions and Records Office.

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

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

It is the responsibility of the Business Office to administer the withdrawals process on a daily basis and to apply the published refund schedule to routine withdrawals. On those rare occasions when it can be documented that unanticipated and extenuating circumstances directly related to a student’s withdrawal warrant exceptional consideration, and the amount of the refund due is contested, the Business Office will inform the student of the appeal process and advise the student of the necessary procedures.

**University Withdrawal Refund Appeal Procedures**

The University Withdrawals Refund Appeal Committee is authorized to consider appeals and approve extraordinary exceptions to the University’s published withdrawal refund schedule due to humanitarian and due-process considerations.

Guidelines for committee consideration of withdrawal appeals are:

1. The appeal must be submitted in writing to the Business Office and will be considered only in written form. A standardized appeal form must be submitted.
2. All requests for appeal must be submitted directly by the student through the Business Office and must meet one or more of the following criteria to be considered and approved by the appeals committee:
   a. Documentation of an accident, illness, injury, or incident which could not be influenced, predicted, planned for, or prevented by the student or the institution. This provision specifically excludes conditions or chronic illnesses known to the student at the time of enrollment.
   b. Demonstration that the application of the published refund policy would result in a specific and substantial personal hardship to the student. This provision specifically excludes circumstances or effects which would simply inconvenience the student or the student’s family.
   c. Documentation of substantiated circumstances where a student has in good faith relied upon the veracity of a University official’s advice, or the official’s interpretation of the text of a University document or publication, and was consequently misled or mistaken about the terms of the published refund policy.
3. The appeal must be initiated during the semester for which the refund is requested.
4. The appeal must involve a total withdrawal from the University. No partial withdrawals will be considered.
5. Appeals will only address whether or not a refund will be granted. No consideration will be given to grade assignment or other academic issues. Students must address such issues directly with the faculty members and the college. If applicable, requests for Extenuating Circumstances Withdrawals for grade change purposes must be resolved prior to deliberations by this committee.
6. Grounds for consideration of an appeal will be restricted to only those circumstances personally experienced by the enrolled individual with whom the University has a direct relationship. Loss or illness of a family member, close associate, or employee, and/or difficulty in family-operated businesses are excluded from consideration.
7. Decisions will be made by a simple majority vote of the committee membership and documented in writing by the chairperson. The student will be informed of the outcome of the appeal by letter from the Business Office.

**Academic Calendar**

The University of South Carolina’s academic year includes a fall semester beginning in August, a spring semester beginning in January and multiple summer sessions beginning in May. Access the full current academic calendar as well as future academic calendars to find key dates and information including holidays, registration dates, payment deadlines, drop or add dates, exams and commencement for each term.

University of South Carolina System Academic Calendar (http://www.sc.edu/about/offices_and_divisions/registrar/academic_calendars/)

**Academic Programs**

**Learning Outcomes for Associate’s Degree Programs**

Graduates will be able to:

- Identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes through writing.
- Apply the methods of mathematical, statistical, or analytical reasoning to critically evaluate data, solve problems, and effectively communicate findings verbally and graphically.
- Apply the principles and language of the natural sciences and associated technologies to historical and contemporary issues.
- Communicate in more than one language.
- Use the principles of historical thinking to understand past human societies.
- Use the principles of the social sciences to explore diverse cultural identities and to analyze political and environmental issues.
- Create or interpret literary, visual or performing arts.

and be able to demonstrate at least one of the following:

- Collect, manage and evaluate information using technology, and communicate findings.
- Examine different kinds of social and personal values, analyzing the ways in which these are manifested in communities as well as individual lives.

**Carolina Core - 15 Hours**

These serve as general education requirements common to all associate degrees.

- CMW: Effective, Engaged and Persuasive Communication: Writing (6 Hours)
  Must be passed with a grade of C or higher
- SCI: Scientific Literacy (3 Hours)
- GHS: Global Citizenship and Multicultural Understanding: Historical Thinking (3 Hours)
- GSS: Global Citizenship and Multicultural Understanding: Social Sciences (3 Hours)

**Associate of Arts Degree Curriculum - 60 Hours**

1. Basic Requirements (including 15 hours of Carolina Core stated above) (37-38 Hours)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CMW: Effective, Engaged and Persuasive Communication: Writing (6 Hours)</td>
<td>6</td>
</tr>
<tr>
<td>SCI: Scientific Literacy (3 Hours)</td>
<td>3</td>
</tr>
<tr>
<td>GHS: Global Citizenship and Multicultural Understanding: Historical Thinking (3 Hours)</td>
<td>3</td>
</tr>
<tr>
<td>GSS: Global Citizenship and Multicultural Understanding: Social Sciences (3 Hours)</td>
<td>3</td>
</tr>
</tbody>
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   All course selections are from the approved Carolina Core Learning Outcomes list unless otherwise specified.

   - CMW: Effective, Engaged and Persuasive Communication: Writing (6 Hours)
     Must be passed with a grade of C or higher
   - ARP: Analytical Reasoning and Problem-Solving (3 Hours)
     Choose from MATH, CSCE, PHIL, STAT including MATH 111 Basic College Mathematics or MATH 115 Pre-calculus Mathematics
   - SCI: Scientific Literacy (7-8 Hours)
     Must include at least 1 laboratory science course
   - GFL: Global Citizenship and Multicultural Understanding: Foreign Language (0-3 Hours)
     One 3-hour language course at any level or score of “2” on placement exam
   - GHS: Global Citizenship and Multicultural Understanding: Historical Thinking (3 Hours)
   - GSS: Global Citizenship and Multicultural Understanding: Social Sciences (6 Hours)
   - AIU: Aesthetic and Interpretive Understanding (6 Hours)
   - Choose one of the following three options (3 Hours minimum):  
     - CMW: Effective, Engaged and Persuasive Communication: Speech (3 Hours)
     - INF: Information Literacy (3 Hours)
     - VSR: Values, Ethics and Social Responsibility (3 Hours)

2. Electives for A.A. Degrees (22-23 Hours)

   Electives may be any additional courses not used to fulfill the previously stated requirements. Students who intend to apply these credits toward a baccalaureate degree awarded by another campus or institution are advised to work closely with an academic advisor to choose electives that will meet preliminary requirements of the four-year major they wish to pursue. Of particular importance is completion of general education requirements. USC Columbia requires a minimum of 31 general education credit hours and a student planning to pursue a USC Columbia baccalaureate degree must complete these hours. These hours can be incorporated within
the 60 hours required for an AA or AS degree when electives are carefully selected. Applying for an associate’s degree does not in any manner affect eligibility to apply for a baccalaureate degree, and vice versa.

 Associate of Science Degree Curriculum - 60 Hours
1. Basic Requirements (including 15 hours of Carolina Core stated above) (38-42 Hours)
All course selections are from the approved Carolina Core Learning Outcomes list unless otherwise specified.
• CMW: Effective, Engaged and Persuasive Communication: Writing (6 Hours)
  Must be passed with a grade of C or higher
• ARP: Analytical Reasoning and Problem-Solving (6 Hours)
  Choose from MATH, CSCE, PHIL, STAT including MATH 111 Basic College Mathematics or MATH 115 Precalculus Mathematics
• SCI: Scientific Literacy (8-12 Hours)
  Must include at least 2 laboratory science courses
• GFL: Global Citizenship and Multicultural Understanding: Foreign Language (0-3 Hours)
• One 3-hour language course at any level or score of “2” on placement exam
• GHS: Global Citizenship and Multicultural Understanding: Historical Thinking (3 Hours)
• GSS: Global Citizenship and Multicultural Understanding: Social Sciences (6 Hours)
• AIU: Aesthetic and Interpretive Understanding (6 Hours)
• Choose one of the following three options (3 Hours minimum):
  • CMS: Effective, Engaged and Persuasive Communication: Speech (3 Hours)
  • INF: Information Literacy (3 Hours)
  • VSR: Values, Ethics and Social Responsibility (3 Hours)
2. Electives for A.A. Degrees (18-22 Hours)
Electives may be any additional courses not used to fulfill the previously stated requirements. Students who intend to apply these credits toward a baccalaureate degree awarded by another campus or institution are advised to work closely with an academic advisor to choose electives that will meet preliminary requirements of the four-year major they wish to pursue. Of particular importance is completion of general education requirements. USC Columbia requires a minimum of 31 general education credit hours and a student planning to pursue a USC Columbia baccalaureate degree must complete these hours. These hours can be incorporated within the 60 hours required for an AA or AS degree when electives are carefully selected. Applying for an associate’s degree does not in any manner affect eligibility to apply for a baccalaureate degree, and vice versa.

Other Requirements
In addition to the requirements for the A.A. and A.S. degrees stated above, the following stipulations also apply:
• Students must have an institutional GPA of 2.00 or better (does not include course grades earned by challenge examinations).
• The final 15 semester hours must be earned at USC Salkehatchie.
• No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees.
• Pass-Fail option on elective courses is allowed.
• No more than 15 hours of nontraditional credits, which include DANTES, CLEP, and military experience.
• No more than 3 1-hour PEDU activity courses may count toward meeting Associate’s degree requirements (any track).

Second Associate’s Degree
At times the University of South Carolina Salkehatchie confers a second associate’s degree upon candidates who have completed all requirements for the second degree, provided that the additional requirements for the second degree include a minimum of 12 semester hours beyond those required for the first degree earned at USC Salkehatchie and a minimum of 72 semester hours total. Under this policy a student may apply for two degrees at one time or separately. In either case the student would receive two diplomas.

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Accounting (ACCT)
ACCT 225 - Introduction to Financial Accounting (3 Credits)
User-oriented approach to the study of financial accounting and reporting topics related to business decisions.
Art History (ARTH)

ARTH 105 - History of Western Art (3 Credits)
The visual arts from Paleolithic times to the Renaissance.
Carolina Core: SCI
Graduation with Leadership Distinction: GLD: Global Learning

ARTH 106 - History of Western Art (3 Credits)
The visual arts from the Renaissance to the present.
Carolina Core: SCI
Graduation with Leadership Distinction: GLD: Global Learning

ARTH 399 - Independent Study (3-9 Credits)
Graduation with Leadership Distinction: GLD: Research

Biology (BIOL)

BIOL 101 - Biological Principles I (3 Credits)
Introductory survey of macromolecules, cell structure and function, genetics, and molecular biology.
Carolina Core: SCI

BIOL 102 - Biological Principles II (3 Credits)
Introductory survey of plant and animal development, physiology, ecology, and evolution. Three lecture hours per week.
Prerequisites: C or better in BIOL 101.
Corequisite: BIOL 102L.
Carolina Core: SCI

BIOL 102L - Biological Principles II Laboratory (1 Credit)
Experimental examination of structure and function of plant and animal systems, biodiversity, ecology. BIOL 101, 102, 101L and 102L must be completed prior to enrolling in 300-level or above Biology courses.
Prerequisites: C or better in BIOL 101 and BIOL 101L; recommended concurrent with BIOL 102.
Carolina Core: SCI

BIOL 110 - General Biology (4 Credits)
Basic biological concepts and issues for non-biology majors. Credit may not be given for both this course and BIOL 120. Three lecture, two laboratory hours per week.
Carolina Core: SCI

BIOL 110A - General Biology (Audio-Tutorial) (1 Credit)
Addendum to BIOL 110.

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

BIOL 200L - Plant Science Laboratory (1 Credit)
Laboratory exercises, demonstrations, and audio-visual supplements to BIOL 200. Not for major credit. Two hours per week.
Prerequisite or Corequisite: BIOL 200.

BIOL 205 - Genetics and Society (3 Credits)
(Designed for non-major students.) Genetic principles, emphasizing human heredity. Relevance of recent advances in genetics. Three lecture hours per week.
Carolina Core: SCI

BIOL 243 - Human Anatomy and Physiology I (3 Credits)
Functional anatomy and physiology of the human body, including the integumentary, skeletal, muscular, and nervous systems. Not available for biology major credit. Three lecture hours per week.
Carolina Core: SCI

BIOL 243L - Human Anatomy and Physiology Laboratory (1 Credit)
The principles of anatomy and physiology as demonstrated by microscopic studies, animal dissection, and physiological experiments. One three-hour laboratory per week.
Prerequisite or Corequisite: BIOL 243.
Carolina Core: SCI

BIOL 244 - Human Anatomy and Physiology II (3 Credits)
Functional anatomy and physiology of the human body, including the cardiovascular, endocrine, excretory, reproductive, digestive, and respiratory systems. Not available for biology major credit. Three lecture hours per week.
Prerequisites: BIOL 243.
Carolina Core: SCI

BIOL 244L - Human Anatomy and Physiology Laboratory (1 Credit)
A continuation of BIOL 243L. One three-hour laboratory per week.
Corequisite: BIOL 244.
Carolina Core: SCI

BIOL 250 - Microbiology (3 Credits)
An introduction to bacteria and viruses, emphasizing structure, metabolism, and pathogenesis. Discussion of infectious diseases, antigen-antibody relationships, and anti-microbial agents in chemotherapy. Not available for biology major credit. Three lecture hours per week.
Prerequisites: College-level Biology and Chemistry.
Corequisite: BIOL 250L.

BIOL 250L - Microbiology Laboratory (1 Credit)
Not available for biology major credit. Three hours per week.
Prerequisite or Corequisite: BIOL 250.

BIOL 270 - Introduction to Environmental Biology (3 Credits)
Basic ecological principles and the impacts of human population growth and technology. Not for major credit.
Carolina Core: SCI

BIOL 270L - Introduction to Environmental Biology Laboratory (1 Credit)
Demonstrations, data analyses, discussions, and films relating to human ecology, resource use, and environmental impact. Not for major credit. Two hours per week.
Prerequisite or Corequisite: BIOL 270.
Carolina Core: SCI

BIOL 399 - Independent Study (1-6 Credits)
Contract approved by instructor, advisor, and department head is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research
Chemistry (CHEM)

CHEM 101 - Fundamental Chemistry I (4 Credits)
A science elective surveying inorganic and solution chemistry. First of a terminal two-semester sequence. Three lecture, one recitation, and two laboratory hours per week.
Carolina Core: SCI

CHEM 102 - Fundamental Chemistry II (4 Credits)
An introductory survey of organic and biochemistry. Three lecture, one recitation, and two laboratory hours per week.
Prerequisites: 1 year high-school chemistry, CHEM 101, CHEM 111, or equivalent.
Carolina Core: SCI

CHEM 111 - General Chemistry I (3 Credits)
Survey of the principles that underlie all chemistry with applications illustrating these principles. Three lecture and one recitation hours per week.
Prerequisites: C or higher in MATH 111, MATH 115, MATH 122, MATH 141 or higher math (or by placement score into MATH 122, MATH 141 or higher math).
Corequisite: CHEM 111L (unless grade of C or higher in CHEM 111L earned previously).
Carolina Core: SCI

CHEM 112 - General Chemistry II (3 Credits)
Continuation of CHEM 111. Special emphasis on chemical equilibrium. Three lecture and one recitation hours per week.
Prerequisites: C or higher in CHEM 111 and C or higher in MATH 111, MATH 115, MATH 122, MATH 141 or higher math.
Corequisite: CHEM 112L.

CHEM 333 - Organic Chemistry I (3 Credits)
Contemporary theories, nomenclature, reactions, mechanisms, and syntheses of carbon compounds. Three lecture and one recitation hours per week.
Prerequisites: C or higher in CHEM 112 or in CHEM 142.

CHEM 333L - Comprehensive Organic Chemistry Laboratory I (2 Credits)
Laboratory safety, synthesis, separation, and purification of carbon compounds. Required for chemistry majors. Six laboratory hours per week.
Corequisite: CHEM 333 (unless grade of C or higher in CHEM 333 earned previously).

CHEM 334 - Organic Chemistry II (3 Credits)
Continuation of CHEM 333. Three lecture and one recitation hours per week.
Prerequisites: C or higher in CHEM 333.

CHEM 334L - Comprehensive Organic Chemistry Laboratory II (2 Credits)
Continuation of CHEM 333L. Spectroscopic identification of carbon compounds. Required for chemistry majors. Six laboratory hours per week.
Prerequisites: C or higher in CHEM 333L.
Corequisite: CHEM 334 (unless grade of C or higher in CHEM 334 earned previously).

CHEM 399 - Independent Study (1-3 Credits)
Contract Required.
Graduation with Leadership Distinction: GLD: Research

Comp Sci & Comp Engr (CSCE)

CSCE 101 - Introduction to Computer Concepts (3 Credits)
History, application, and social impact of computers; problem-solving, algorithm development, applications software, and programming in a procedural language.
Carolina Core: ARP

CSCE 102 - General Applications Programming (3 Credits)
Introduction to systematic computer problem-solving and programming for a variety of applications.
Carolina Core: ARP

Economics (ECON)

ECON 123 - The American Economy (3 Credits)
Basic concepts, institutional foundations, structure of the private and public sector, labor markets; major economic problems.

ECON 221 - Principles of Microeconomics (3 Credits)
The study of supply and demand, pricing and cost concepts, firm and consumer decision-making, market structure, and government policies.

ECON 222 - Principles of Macroeconomics (3 Credits)
The study of gross domestic product, business cycles, economic growth, inflation, unemployment, and monetary and fiscal policy.

ECON 301 - Money and Banking (3 Credits)
The role of money in the market economy. Commercial banks, the Federal Reserve System, and monetary policy. Cannot be used to satisfy major requirements. 03: 07/05/2019.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

ECON 363 - Business Finance (3 Credits)
The procurement and management of wealth by privately owned profit-seeking enterprises. 03: 07/05/2019.
Prerequisites: ECON 221, ACCT 225, and 3 hours of statistics at the 200-level.

ECON 379 - Government Policy Toward Business (3 Credits)
An analysis of public policy toward business in the United States. Emphasis is on the desirability of various policies in light of their consequences for the general welfare.
Prerequisites: ECON 221 and ECON 222, or ECON 224.

English (ENGL)

ENGL 101 - Critical Reading and Composition (3 Credits)
Instruction in strategies for critically reading and analyzing literature and non-literary texts; structured, sustained practice in composing expository and analytical essays.
Carolina Core: CMW

ENGL 102 - Rhetoric and Composition (3 Credits)
Instruction and intensive practice in researching, analyzing, and composing written arguments about academic and public issues.
Prerequisites: C or better in ENGL 101 or equivalent credit.
Carolina Core: CMW, INF
ENGL 282 - Special Topics in Fiction (3 Credits)
Special topics in fiction from several countries and historical periods, illustrating the nature of the genre. May be repeated for credit. Content varies by title and semester.
Prerequisites: ENGL 101 and ENGL 102 or equivalent.

Carolina Core: AIU

ENGL 284 - Drama (3 Credits)
Drama from several countries and historical periods, illustrating the nature of the genre.
Prerequisites: ENGL 101 and 102 or equivalent.

Carolina Core: AIU

ENGL 285 - Special Topics in American Literature (3 Credits)
Special topics in American literature exemplifying persistent themes of American culture. May be repeated for credit. Content varies by title and semester.
Prerequisites: ENGL 101 and 102 or equivalent.

Carolina Core: AIU

ENGL 286 - Poetry (3 Credits)
Poetry from several countries and historical periods, illustrating the nature of the genre.
Prerequisites: ENGL 101 and 102 or equivalent.

Carolina Core: AIU

ENGL 287 - American Literature (3 Credits)
An introduction to American literary history, emphasizing the analysis of literary texts, the development of literary traditions over time, the emergence of new genres and forms, and the writing of successful essays about literature. Designed for English majors.
Prerequisites: ENGL 101 and ENGL 102 or equivalent.

Carolina Core: AIU

ENGL 288 - English Literature (3 Credits)
An introduction to English literary history, emphasizing the analysis of literary texts, the development of literary traditions over time, the emergence of new genres and forms, and the writing of successful essays about literature. Designed for English majors.
Prerequisites: ENGL 101 and ENGL 102 or equivalent.

Carolina Core: AIU

ENGL 290 - Great Books of the Western World I (3 Credits)
European masterpieces from antiquity to the beginning of the Renaissance.
Prerequisites: ENGL 101, ENGL 102, and one course between ENGL 270-ENGL 292.
Cross-listed course: CPLT 301
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

ENGL 291 - Great Books of the Western World II (3 Credits)
European masterpieces from the Renaissance to the present.
Prerequisites: ENGL 101, ENGL 102, and one course between ENGL 270-ENGL 292.
Cross-listed course: CPLT 302
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

ENGL 292 - Professional and Civic Engagement Leadership Experiences
Graduation with Leadership Distinction: Cross-listed course:
Prerequisites: European masterpieces from the Renaissance to the present.

Carolina Core: AIU

ENGL 390 - Great Books of the Western World I (3 Credits)
European masterpieces from antiquity to the beginning of the Renaissance.
Prerequisites: ENGL 101, ENGL 102, and one course between ENGL 270-ENGL 292.
Cross-listed course: CPLT 301
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

ENGL 391 - Great Books of the Western World II (3 Credits)
European masterpieces from the Renaissance to the present.
Prerequisites: ENGL 101, ENGL 102, and one course between ENGL 270-ENGL 292.
Cross-listed course: CPLT 302
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

ENGL 399 - Independent Study (3-9 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Prerequisites: ENGL 101 and ENGL 102.

Graduation with Leadership Distinction: GLD: Research

ENGL 405 - Shakespeare's Tragedies (3 Credits)
Prerequisite: ENGL 101, ENGL 102, and one course between ENGL 270-ENGL 292.

ENGL 406 - Shakespeare's Comedies and Histories (3 Credits)
Note: All Literature Courses 300 and above require ENGL 101, ENGL 102, and one course between ENGL 270-ENGL 292.

Finance (FINA)

FINA 363 - Introduction to Finance (3 Credits)
Basic concepts of finance related to decision making.
Prerequisites: ECON 221, ACCT 225, and STAT 206.

History (HIST)

HIST 101 - European Civilization from Ancient Times to the Mid-17th Century (3 Credits)
The rise and development of European civilization from its Mediterranean origins through the Renaissance and Reformation.
Carolina Core: GHS

HIST 102 - European Civilization from the Mid-17th Century to the Present (3 Credits)
European development and expansion from the mid-17th century to the present.
Carolina Core: GHS
Graduation with Leadership Distinction: GLD: Global Learning

HIST 109 - Introduction to Latin American Civilization (3 Credits)
A discussion of the political, cultural, and economic forces which have conditioned the development of institutions and ideas in Spanish and Portuguese America.
Carolina Core: GHS
Graduation with Leadership Distinction: GLD: Global Learning

HIST 111 - United States History to 1865 (3 Credits)
A general survey of the United States from the era of discovery to 1865, emphasizing major political, economic, social, and intellectual developments.
Carolina Core: GHS

HIST 112 - United States History since 1865 (3 Credits)
A general survey of the United States from 1865 to the present, emphasizing major political, economic, social, and intellectual developments. Honors sections are available for students in the honors program.
Carolina Core: GHS

HIST 311 - The Age of Absolutism, 1648-1789 (3 Credits)
A survey of European political, economic, and intellectual development from the age of Louis XIV to the eve of the French Revolution.

HIST 312 - French Revolution and Napoleon (3 Credits)
The changes in France and Europe during the revolutionary decade, the rise of Napoleon, and the establishment of French hegemony over the Continent.
**Management Science (MGSC)**

MGSC 290 - Computer Information Systems in Business (3 Credits)
An introduction to the effective use of information systems tools in day-to-day business communications, analysis, and decision making.

MGSC 291 - Applied Statistics for Business (3 Credits)
Descriptive statistics, topics in probability, statistical inference and modeling. Emphasis on the collection, summarization, analysis, and reporting of numerical findings relevant to business decisions and economic analysis.

**Prerequisites:** STAT 206.

**Marketing (MKTG)**

MKTG 350 - Principles of Marketing (3 Credits)
Principles and concepts underlying marketing functions, including the conception, pricing, promotion, and distribution of products and services and the role of marketing in society. A. major sections; ECON 224, ACCT 222 for non-B.A. major sections.

**Prerequisites:** ECON 221/ECON 222, ACCT 225/ACCT 226 for B.

**Mathematics (MATH)**

MATH 111 - Basic College Mathematics (3 Credits)
Basic college algebra; linear and quadratic equations, inequalities, functions and graphs of functions, exponential and logarithm functions, systems of equations.

**Prerequisites:** placement through Algebra version of the Mathematics Placement Test.

MATH 112 - Trigonometry (2 Credits)
Topics in trigonometry specifically needed for MATH 141, MATH 142, MATH 241. Circular functions, analytic trigonometry, applications of trigonometry. Credit may not be received for both MATH 112 and MATH 115.

**Prerequisites:** C or better in MATH 111 or MATH 111I, or placement through Algebra version of the Mathematics Placement Test.

MATH 115 - Precalculus Mathematics (4 Credits)
Topics in algebra and trigonometry specifically needed for MATH 141, MATH 142, MATH 241. Subsets of the real line, absolute value, polynomial, rational, inverse, logarithmic, exponential functions; circular functions; analytic trigonometry.

**Prerequisites:** C or better in MATH 111 or MATH 111I, or placement through Precalculus version of the Mathematics Placement Test.

MATH 122 - Calculus for Business Administration and Social Sciences (3 Credits)
Derivatives and integrals of elementary algebraic, exponential, and logarithmic functions. Maxima, minima, rate of change, motion, work, area under a curve, and volume.

**Prerequisites:** C or better in MATH 111, MATH 111I or MATH 115 or placement through Algebra version of the Mathematics Placement Test.

**Carolina Core:** ARP
MATH 141 - Calculus I (4 Credits)
Functions, limits, derivatives, introduction to integrals, the Fundamental Theorem of Calculus, applications of derivatives and integrals. Four classroom hours and one laboratory hour per week.
Prerequisites: C or better in Math 112, MATH 115, or MATH 116, or placement through Precalculus version of the Mathematics Placement Test.

Carolina Core: ARP

MATH 142 - Calculus II (4 Credits)
Methods of integration, sequences and series, approximations. Four classroom hours and one laboratory hour per week.
Prerequisites: C or better in MATH 141.

Carolina Core: ARP

MATH 170 - Finite Mathematics (3 Credits)
Elementary matrix theory; systems of linear equations; permutations and combinations; probability and Markov chains; linear programming and game theory.
Prerequisites: C or better in MATH 111 or MATH 111I or MATH 122, or placement through Algebra version of the Mathematics Placement Test.

Carolina Core: ARP

MATH 174 - Discrete Mathematics for Computer Science (3 Credits)
Logic, number theory, sequences, series, recursion, mathematical induction, set theory, enumeration, functions, relations, graphs and trees. Connections to computers and to programming are emphasized when possible.
Prerequisites: C or better in MATH 115, MATH 116, MATH 122, or MATH 141, or placement through the pre-calculus version of the Mathematics Placement Test.

Carolina Core: ARP

MATH 221 - Basic Concepts of Elementary Mathematics I (3 Credits)
The meaning of number, fundamental operations of arithmetic, the structure of the real number system and its subsystems, elementary number theory. Open only to students in elementary or early childhood teacher certification.
Prerequisites: C or better in MATH 111 or MATH 111I or placement through Algebra version of the Mathematics Placement Test.

MATH 222 - Basic Concepts of Elementary Mathematics II (3 Credits)
Informal geometry and basic concepts of algebra. Open only to students in elementary or early childhood teacher certification.
Prerequisites: C or better in MATH 221.

MATH 241 - Vector Calculus (3 Credits)
Vector algebra, geometry of three-dimensional space; lines, planes, and curves in space; polar, cylindrical, and spherical coordinate systems; partial differentiation, max-min theory; multiple and iterated integration, line integrals, and Green's theorem in the plane.
Prerequisites: C or better in MATH 142.

MATH 242 - Elementary Differential Equations (3 Credits)
Ordinary differential equations of first order, higher order linear equations, Laplace transform methods, series methods; numerical solution of differential equations. Applications to physical sciences and engineering.
Prerequisites: C or better in MATH 142.

Music (MUSC)

MUSC 101A - Secondary Applied Music/ Flute/ Piccolo (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 101B - Secondary Applied Music/ Oboe/ English Horn (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 101C - Secondary Applied Music/ Clarinet (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 101D - Secondary Applied Music/ Bassoon (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 101E - Secondary Applied Music/ Saxophone (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 101F - Secondary Applied Music/ French Horn (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 101G - Secondary Applied Music/ Trumpet (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 101H - Secondary Applied Music/ Trombone (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 101I - Secondary Applied Music/ Euphonium (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 101J - Secondary Applied Music/ Tuba (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 101K - Secondary Applied Music/ Percussion (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 101L - Secondary Applied Music/ Harpsichord (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 101N - Secondary Applied Music/ Classical Guitar (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 101O - Secondary Applied Music/ Organ (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 101P - Secondary Applied Music/ Piano (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 101Q - Secondary Applied Music/ Harp (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 101R - Secondary Applied Music/ Violin (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.
MUSC 101S - Secondary Applied Music/ Viola (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 101T - Secondary Applied Music/ Violoncello (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 101U - Secondary Applied Music/ Double Bass (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 101V - Secondary Applied Music/ Voice (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 101W - Secondary Applied Music/ Service Playing (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 101Z - Secondary Applied Music/ Jazz (1-2 Credits)
Course consists of individual instruction including individualized assignments and regular private instruction and review. Not Auditable.

MUSC 110 - Introduction to Music (3 Credits)
Perceptive listening and appreciation of musical elements, forms and style periods, including composers’ lives, individual styles and representative works. Emphasis on classical music; jazz and American popular music included.

Carolina Core: AIU

MUSC 310 - Selected Topics (3 Credits)
Course content varies by title. Intended for nonmajors unless otherwise indicated.

Carolina Core: AIU

Palmetto College (PCAM)

PCAM 104 - Foundations of Composition (3 Credits)
A course in writing skills with practice in composing essays, including intensive review of grammar, punctuation, and mechanics.

PCAM 105 - Contemporary College Mathematics (3 Credits)
Linear and quadratic equations and models, functions, exponential models, logarithms, systems of equations, fundamentals of probability and statistics.

PCAM 106 - Foundations of College Algebra (3 Credits)
Operations on real numbers, linear equations and inequalities, quadratic equations, factoring, absolute value equations, exponential and radical expressions, graphs, and functions. Additional topics may include math study skills, logarithms, exponential functions, probability, statistics, systems of equations, polynomial division, and mathematical modeling.

Prerequisites: C or better in PCAM 106 students must pass the math placement test (MPT) with a minimum score of MB1 or MA2.

PCAM 141 - Introduction to Computer Keyboarding (3 Credits)
Keyboarding using the touch method, inputting, editing, and printing. Designed for students without keyboarding skills. Elective credit only. This course might not apply toward associate's degrees or Columbia baccalaureate degrees.

PCAM 151 - Computer Literacy and Applications (3 Credits)

PCAM 201 - Introduction to Internet Research (3 Credits)
Developing the means by which students may learn to access the Internet through mainframe and PC connections to accomplish specific research needs. This course might not apply toward associate degrees or Columbia baccalaureate degrees.

Prerequisites: CSCE 101.

PCAM 205 - Foundations of Leadership (3 Credits)
This course combines leadership theory with practical application, equipping students with the knowledge and skills needed to work more effectively with people, become better leaders, and reach their professional goals.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

PCAM 299 - Independent Study (1-6 Credits)
Contract approved by instructor, advisor, and academic dean is required for undergraduate studies. May be taken for elective credit only. May be repeated for up to 6 credits hours.

Palmetto Programs (PALM)

PALM 493 - South Carolina Studies (3 Credits)
Reading and writing about South Carolina from the perspective of multiple disciplines, incorporating elements of the student’s major and cognate.

PALM 494 - Internship (3 Credits)
Supervised immersion and exploration in a field related to the major, with a career, cultural, or community focus.

Prerequisites: C or better in PALM 493.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

PALM 495 - Service-Learning (3 Credits)
An exploration of theories of service-learning with application of practical solutions to meet community needs.

Prerequisites: C or better in PALM 493.

Experiential Learning: Experiential Learning Opportunity

Physical Education (PEDU)

PEDU 103 - Jogging (1 Credit)
Exercise, lectures, and self-evaluation for weight control and fitness improvement.

PEDU 104 - Personal Fitness and Weight Control (1 Credit)
Advanced techniques for controlling weight and improving fitness through exercise, lectures, and self-evaluation.

PEDU 105 - Weight Training (1 Credit)
Fundamentals of progressive resistance exercise training.

PEDU 106 - Advanced Weight Training (1 Credit)
Advanced techniques.

Prerequisites: PEDU 105.

PEDU 107 - Group Exercise (1 Credit)
Cardio-respiratory fitness, flexibility, muscular strength and endurance, and agility through various group exercise formats while utilizing a variety of equipment.

PEDU 110 - Orientation to Physical Education (1 Credit)
Experiences in a variety of physical-activity areas.

PEDU 105 - Foundations of Leadership (3 Credits)
Supervised immersion and exploration in a field related to the major, with a career, cultural, or community focus.

Prerequisites: C or better in PALM 493.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Internships

PALM 495 - Service-Learning (3 Credits)
An exploration of theories of service-learning with application of practical solutions to meet community needs.

Prerequisites: C or better in PALM 493.

Experiential Learning: Experiential Learning Opportunity

Physical Education (PEDU)

PEDU 103 - Jogging (1 Credit)
Exercise, lectures, and self-evaluation for weight control and fitness improvement.

PEDU 104 - Personal Fitness and Weight Control (1 Credit)
Advanced techniques for controlling weight and improving fitness through exercise, lectures, and self-evaluation.

PEDU 105 - Weight Training (1 Credit)
Fundamentals of progressive resistance exercise training.

PEDU 106 - Advanced Weight Training (1 Credit)
Advanced techniques.

Prerequisites: PEDU 105.

PEDU 107 - Group Exercise (1 Credit)
Cardio-respiratory fitness, flexibility, muscular strength and endurance, and agility through various group exercise formats while utilizing a variety of equipment.

PEDU 110 - Orientation to Physical Education (1 Credit)
Experiences in a variety of physical-activity areas.
Physics (PHYS)

PHYS 201 - General Physics I (3 Credits)
First part of an introductory course sequence. Topics include mechanics, and selections from wave motion, sound, fluids, and heat. No previous background in physics is assumed. 
Prerequisites: C or better in MATH 111, MATH 111I, MATH 112, MATH 115, MATH 116, MATH 122, MATH 141, or by placement score into MATH 122, MATH 141, or higher.

Carolina Core: SCI

PHYS 201L - General Physics Laboratory I (1 Credit)
Prerequisite or Corequisite: PHYS 201.

Carolina Core: SCI

PHYS 202 - General Physics II (3 Credits)
Continuation of PHYS 201; includes electromagnetism, relativity, quantum physics, atomic and nuclear physics. 
Prerequisites: C or better in PHYS 201.

Carolina Core: SCI

PHYS 202L - General Physics Laboratory II (1 Credit)
Prerequisite or Corequisite: PHYS 202.

Carolina Core: SCI

Psychology (PSYC)

PSYC 101 - Introduction to Psychology (3 Credits)
An introduction to and survey of the basic concepts and findings within the field of psychology. 
Carolina Core: GSS

PSYC 103 - Psychology of Adjustment (3 Credits)
Introduction to theories and processes underlying and facilitating human adjustment in the community, family, and workplace.

PSYC 226 - Research Methods in Psychology (3 Credits)
Basic principles and methodology. 
Prerequisites: PSYC 101 or SCHC 130.

Graduation with Leadership Distinction: GLD: Research

PSYC 227 - Psychological Statistics (3 Credits)
Introduction to statistical methods essential for psychological research. 
Prerequisites: PSYC 226 and MATH 111 or placement out of MATH 111.

PSYC 300 - Human Sexual Behavior (3 Credits)
Psychological, physiological, and sociological factors of human sexual behavior and attitudes.

PSYC 399 - Independent Study (1-6 Credits)
Closely supervised project or research experience in psychology. Approved contract required. May be repeated for up to six credits. Not for psychology major credit. 
Prerequisites: PSYC 101.

Graduation with Leadership Distinction: GLD: Research

PSYC 410 - Behavioral and Mental Disorders (3 Credits)
Covers the classification, diagnosis, etiological theories, and treatments of the major mental and emotional disorders. 
Prerequisites: PSYC 101 or SCHC 130.

PSYC 420 - Survey of Developmental Psychology (3 Credits)
Psychological development from conception to late adulthood. Topics include physical, cognitive, and social processes associated with development at each stage of the life cycle.
Prerequisites: PSYC 101 or EDPY 335 or SCHC 130.

PSYC 430 - Survey of Social Psychology (3 Credits)
Introduction to theory and research in social psychology from a psychological viewpoint. Topics include social perception, social cognition, attitudes, interpersonal relationships, aggression, prosocial behavior, and group processes. 
Prerequisites: PSYC 101 or SCHC 130.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences
PSYC 465 - Health Psychology (3 Credits)
Application of psychological theories and assessment and treatment methodologies for health maintenance and the diagnosis and treatment of illness.
Prerequisites: PSYC 101 or SCHC 130

Religious Studies (RELG)

RELG 101 - Exploring Religion (3 Credits)
Beliefs and practices of the world's religions and the methods scholars use to study them.
Carolina Core: GSS

RELG 120 - Comparative Religion (3 Credits)
Issues, theories, and debates that shape global religious traditions, cultures, and communities; examination of historical contexts and development, applying social scientific inquiry and methods to analyze relevant current circumstances and concerns.

RELG 202 - Introduction to Reason and Faith (3 Credits)
Critical study of the intellectual strands leading to Western disconnections between reason and faith; the search for balance between belief and reason with emphasis on contemporary developments.

RELG 240 - Introduction to Christianity (3 Credits)
Introduction to the Christian religion, with emphasis on the history of the major traditions and movements that have shaped the multicultural practices and social impact of modern global Christianity.

RELG 301 - Hebrew Bible (Old Testament) (3 Credits)
Modern study of the Hebrew Bible from historical, literary, and archeological points of view. Reading and analysis of texts in translation. Cross-listed course: JSTU 301

RELG 302 - New Testament (3 Credits)
Historical and critical study of the New Testament writings, with emphasis on origins, production, and transmission.

Sociology (SOCY)

SOCY 101 - Introductory Sociology (3 Credits)
An introduction to sociological facts and principles: an analysis of group-making processes and products.
Carolina Core: GSS

SOCY 305 - Sociology of Families (3 Credits)
Sociological perspectives related to various aspects of family behaviors, roles, and values.
Prerequisites: SOCY 101.

Cross-listed course: WGST 305
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

SOCY 307 - Sociology of Religion (3 Credits)
Sociological perspectives related to selected aspects of religious behavior. Includes references to non-Western religions.
Cross-listed course: RELG 338
Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

SOCY 308 - Community Organization (3 Credits)
An analysis of formal and informal organization, the interrelationships among public and private agencies, and means through which community action programs are initiated, coordinated, and maintained.
Graduation with Leadership Distinction: GLD: Community Service, GLD: Professional and Civic Engagement Leadership Experiences

SOCY 353 - Sociology of Crime (3 Credits)
Social factors in the development, identification, and treatment of criminals.
Prerequisites: SOCY 101.

Cross-listed course: CRJU 341
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

SOCY 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

Spanish (SPAN)

SPAN 109 - Beginning Spanish I (3 Credits)
Introduction to grammar and practical vocabulary necessary for fundamental communication skills. Restricted to those who have never studied Spanish or placed by examination into SPAN 109. Credit may be received only for one of the following: SPAN 109, SPAN 110; SPAN 111; or SPAN 121.
Carolina Core: GFL

SPAN 110 - Beginning Spanish II (3 Credits)
Introduction to grammar and practical vocabulary necessary for fundamental communication skills. Restricted to those who have completed SPAN 109. Credit may be received only for one of the following: SPAN 109, SPAN 110; SPAN 111; or SPAN 121.
Carolina Core: GFL

SPAN 121 - Elementary Spanish (3 Credits)
Grammar and vocabulary necessary for fundamental communication skills. Assumes prior experience in Spanish. Admission only by proficiency examination. Credit may be received for only one of the following: SPAN 109, SPAN 110, SPAN 111, or SPAN 121.
Carolina Core: GFL

SPAN 122 - Basic Proficiency in Spanish (3 Credits)
Practice and further development of essential listening, reading, speaking, and writing skills.
Prerequisites: SPAN 109, SPAN 110, SPAN 111, or SPAN 121 or by placement examination.
Carolina Core: GFL

SPAN 398 - Special Topics in Hispanic Studies (3 Credits)
Intensive study of selected topics of the Hispanic world. Course content varies and will be announced in the schedule of classes by title. May be repeated as content varies by title. Taught in English.

SPAN 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students. Department permission required for transfer students.
Prerequisites: B or better in SPAN 210 or SPAN 211; Placement at 300 level on Phase II placement exam.
Graduation with Leadership Distinction: GLD: Research
Speech (SPCH)

SPCH 140 - Public Communication (3 Credits)
Introduction to theory and practice of oral communication in public, social, and institutional contexts. Includes foundational and cumulative training in the invention, performance, and critical analysis of oral communication, with emphasis on argumentation, persuasion, audience analysis, delivery, and ethical forms of engagement.

Carolina Core: CMS
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

Theatre (THEA)

THEA 170 - Fundamentals of Acting (3 Credits)
Introduction to the art and craft of acting. Practical exploration through improvisation and scripted scene work. Includes a brief history of the development of modern acting techniques.

Carolina Core: AIU

University Experience (UNIV)

UNIV 101 - The Student in the University (3 Credits)
The purposes of higher education and potential roles of the student within the university. Open to freshmen. Also open to other undergraduate students in their first semester of enrollment.

Women & Gender Studies (WGST)

WGST 112 - Introduction to Women's and Gender Studies (3 Credits)
A social science perspective of women in psychological, sociological, historical, anthropological, economic, and political contexts; the changing roles, images, and institutions.

Carolina Core: GSS, VSR
Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy

WGST 113 - Women's Health (3 Credits)
Basic functioning of the female body; effects of society on processes of health and disease. Not for natural sciences credit.

Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences
**Welcome to the UofSC Sumter Bulletin**

The UofSC Sumter Academic Bulletin is the official document of record concerning academic programs and regulations.

This bulletin is for information purposes only and does not constitute any contractual agreement between a student and the University of South Carolina. The University reserves the right to make changes in curricula, degree requirements, course offerings, or academic regulations at any time when, in the judgment of the faculty, the president, or the Board of Trustees, such changes are in the best interest of the students and the University.

**Bulletin Updates and Corrections**

Noncurricular information (i.e., faculty listings, contact information, college or departmental descriptive text) can be updated by contacting the Office of the University Registrar (bulletin@sc.edu) on the Columbia Campus. Any material pertaining to course descriptions or curriculum changes must have the approval of the Faculty Senate, Graduate Council, Board of Trustees, and/or S.C. Commission on Higher Education before it can be published in the bulletins.

**Printing Portions of the Online Bulletins**

The academic bulletins are available online only. However, you may produce hard copy of any portion or all of an online bulletin using your local printer.

**Additional Information**

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

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

The University of South Carolina provides equal opportunity in education and employment for all qualified persons regardless of race, color, religion, sex, national origin, age, disability, or veteran status. The University of South Carolina has designated as the ADA Title II, Section 504 and Title IX coordinator the Executive Assistant to the President for Equal Opportunity Programs. The Office of the Executive Assistant to the President for Equal Opportunity Programs is located in:

Suite 805
1600 Hampton St.
Columbia, South Carolina
telephone 803-777-3854

**UofSC Sumter Mission Statement**

Approved by the Board of Trustees- October 11, 2019

The primary mission of the University of South Carolina System is the education of the state's diverse citizens through teaching, research, creative activity, and community engagement. This public university system serves students from its flagship Columbia campus, three comprehensive universities (Aiken, Beaufort, and Upstate), and four regional Palmetto College campuses (Lancaster, Salkehatchie, Sumter, and Union).

The University of South Carolina System offers degree programs at the associate's, bachelor's, master's, and doctoral levels. Through classroom and laboratory instruction delivered in a variety of face-to-face and distance learning formats and modalities, degree programs are offered in the following areas: arts and sciences; business; education; engineering and computing; hospitality, retail, and sport management; information and communications; law; medicine; music; nursing; pharmacy; public health; and social work.

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

**UofSC Sumter Mission Statement**

Approved by the Board of Trustees- October 11, 2019

Next Board of Trustees Scheduled Review- January 2023

The Sumter regional Palmetto College campus is a branch campus of the University of South Carolina Columbia. Sumter has as its mission to provide higher education and intellectual leadership for its service area. At the heart of this mission is a teaching faculty of high quality dedicated to excellence in instruction, scholarship, public and professional service, and creative endeavor which enrich the classroom experience. The Sumter regional Palmetto College campus offers a varied curriculum grounded in the liberal arts and focused on preparing students to continue their education in the University of South Carolina System and throughout life.

The Sumter regional Palmetto College campus recruits students prepared to succeed in completing a baccalaureate-level education. While the institution does not offer remedial instruction, it is nonetheless able to admit most students who apply due to the close working relationship between students and faculty. The Sumter regional Palmetto College campus was established to encourage higher education in the counties of Clarendon, Lee, Kershaw, Sumter, and Williamsburg. The original design of the institution incorporated a flexibility that has allowed changes in institutional capability with increasing educational demands of constituents.

Through classroom and laboratory instruction delivered in a variety of face-to-face and distance learning formats and modalities, the institution awards the Associate in Arts and Associate in Science degrees and provides for the completion of selected bachelor’s degrees on campus through cooperative agreements and delivery structures with other
University of South Carolina System institutions. The Sumter regional Palmetto College campus also provides general education and upper division coursework applicable to baccalaureate degree programs offered through colleges and universities nationwide. In addition to academic coursework, the mission of the campus includes non-credit courses, seminars, and workshops made available to the community for cultural enrichment and professional development.

The traditions of cultural diversity and freedom of thought are valued at the Sumter regional Palmetto College campus. In a learning environment that develops respect for racial, geographical, intellectual, and economic diversity and an awareness of individual, societal, and global responsibilities, Sumter promotes courses, activities, and attitudes which influence the life of the mind in men and women and instill in them a thirst to continue learning throughout life.

The Sumter regional Palmetto College campus emphasizes the development of the whole person and especially seeks to foster in students the disciplines essential to an educated citizenry. Core competencies, including the ability to communicate through effective writing and articulate speech; computational and quantitative mastery; creative and critical thinking; and the duties of citizenship are strategically integrated within the curriculum. Classroom experiences, student activities, and physical education programs also provide opportunities for cultural enrichment, leadership development, intellectual growth and interpersonal relationships, all contributing to a sense of self-reliance and a joy of learning.

Accreditation

The University of South Carolina Columbia is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master’s, and doctoral degrees. The regional Palmetto College campuses (Lancaster, Salkehatchie, Sumter, and Union) are branch campuses of the University of South Carolina Columbia; the branch campuses’ accreditation is dependent on the continued accreditation of the University of South Carolina Columbia. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the University of South Carolina Columbia.

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William F. “Bill” Tate IV, Executive Vice President for Academic Affairs and Provost
Ed Walton, Senior Vice President for Administration
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Mid-Carolina Commission for Higher Education

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Michael E. Sonntag, Ph.D., Palmetto College Campus Dean, UofSC Sumter, and Director of Sumter Partnership of the UofSC Educational Foundation, ex officio
Vicki M. Singleton, Secretary/Assistant Treasurer, ex officio

UofSC Sumter Administration

Office of the Dean

Michael E. Sonntag, Ph.D. Palmetto College Campus Dean
Paula Epperson, Executive Assistant to the Dean

Academic Advisement

Hayes D. Hampton, Ph.D. Coordinator of Advisement

Academic Affairs

Eric M. Reisenauer, Ph.D., Executive Associate Dean for Academic and Student Affairs
Carol J. Reynolds, Administrative Assistant

Administrative and Financial Services

Hendrikus van Bulck, Ph.D., Interim Assistant Dean for Business and Administrative Management
Admissions Services
Keith E. Britton, Director
Darren Witt, Counselor/Recruiter
Carolyn June, Admissions Processor
Renee Cocklin, Admissions Processor

Educational Partnerships/Continuing Education
Lara Richardson, Director of Educational Partnerships and Continuing Education

Athletic Department
Adrienne N. Cataldo, Director of Athletics, Head Softball Coach
Hope Giordano, Head Women's Golf Coach
Timothy D. Medlin, Assistant Director of Athletics, Head Baseball Coach
Alex Poda, Head Tennis Coach
Christie Stutz, Donor Development and Fundraising Coordinator
Kendall Winge, Assistant Softball Coach
Skottowe Fox, Head Men's Soccer Coach

Bookstore
Julie N. McCoy, Manager
Heather Smith, Bookstore Assistant

Business Office
Wendell D. Prescott, Manager/Bookkeeper
Laura L. Curtis, Cashier

Computer Services
Bryan Smith, Director of Information Technology
Robert Thompson, IT Specialist
Bradley Rogers, IT Specialist

Division of Arts and Letters
Andrew J. Kunka, Ph.D., Division Chair, Professor, English
Carolina Cruz, Instructor
Patricia Arias-Smith, Instructor, Spanish
Mary Ellen Bellanca, Ph.D., Professor, English
Park S. Bucker, Ph.D., Professor, English
D. Ray McManus, Ph.D., Associate Professor, English
Michele N. Reese, Ph.D., Professor, English
Wanda Fenimore, Ph.D., Assistant Professor, Speech Communications
Jane Luther Smith, Instructor, Music
Nadia Nunez Magula, Instructor of Speech Communications
Margaret Hughes, Instructor of Art
Lenord Lawson, Instructor of English
Rachel Webb, Administrative Specialist

Division of Business Administration and Economics
Sheryl S. Grosso, Instructor, Economics
Santosh Nandi, Instructor, Business Administration
Hendrikus van Bulck, Professor, Business Administration, Ph.D.

Division of Humanities, Social Sciences, and Education
Blane DaSilva, Ph.D., Assistant Professor, Sociology
David F. Decker, Ph.D., Associate Professor, History
Salvador Macias III, Ph.D., Professor, Psychology
Bianca Rowlett, Ph.D., Assistant Professor of History
Damien Picariello, Ph.D., Assistant Professor of Political Science
Erin Baribeau, Ph.D., Instructor of Political Science
Kristina Grob, Ph.D., Assistant Professor of Philosophy

Division of Science, Mathematics, and Engineering
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Hui-Ying Chang, Ph.D., Assistant Professor, Physics
Elizabeth Costello, Instructor, Mathematics
Robert C. Costello, Ph.D., Professor, Chemistry
Pearl Fernandes, Ph.D., Professor, Biology
Kajal Ghoshroy, Ph.D., Professor, Biology
Matthew Hawkins, Instructor, Computer Sciences
Rebecca A. Hillman, Ph.D., Professor, Mathematics
Matthew Holley, Instructor, Mathematics
R. Austin Jenkins, Jr., Ph.D., Instructor, Biology
Daniel A. Kiernan, Ph.D., Instructor, Biology
Mark Roberts, Ph.D., Instructor Biology
Anthony Vasaturo, Ph.D., Assistant Professor, Mathematics
Kim L. High, Lab Specialist

Financial Aid, Scholarships, and Veteran Affairs
Lisa Jeffords, Director of Financial Aid
Jacquelyn Lynn, Financial Aid Counselor
Nada Morant-Wilson, Veterans Affairs Counselor

Fire Ant Café
Windy Brown, Manager

Human Resources
Marchetta L. Williams, Human Resources Officer

Institutional Research
Charles W. Wright, Institutional Research Analyst

Library
Sharon H. Chapman, Head Librarian
Connie M. Pender, Library Manager

Maintenance Services
William Rickard, Facilities Supervisor
Lucille C. Green, Building/Grounds Specialist
Kent Oliver, Groundskeeper
Cynthia White, Building/Grounds Specialist

Opportunity Scholars Program
Lisa Rosdail, Director
Wanda Baker, Director
Anne Marie Howell, Counselor
Harry Friday, Advisor
Suzette Britton, Administrative Assistant
Mary Hankins, Administrative Assistant
Erica Canty, Administrative Assistant

Upward Bound Program
Lisa Rosdail, Director
Jodi Robbins, Administrative Assistant

Palmetto College
Christopher Knezevich, Regional Admissions Representative

Enrollment Management
Joe Mews, Ph.D., Director of Enrollment Management
Records and Registration
Anna Oswald-Hensley, Registrar
Savannah Williams, Coordinator of Disability Services

Shaw Air Force Base Office
Ricky L. Boyd, Director, Shaw AFB Program

Student Life
Kristopher E. Weissmann, Director of Student Life

University Advancement
Erin Duffie, Marketing and Public Relations Assistant

Development and Alumni Services
Vicki Singleton, Executive Director of Development and Alumni Services

Carolinian Creed
The community of scholars at the University of South Carolina is dedicated to personal and academic excellence.

Choosing to join the community obligates each member to a code of civilized behavior.

As a Carolinian...

- I will practice personal and academic integrity;
- I will respect the dignity of all persons;
- I will respect the rights and property of others;
- I will discourage bigotry, while striving to learn from differences in people, ideas and opinions;
- I will demonstrate concern for others, their feelings, and their need for conditions which support their work and development.

Allegiance to these ideals requires each Carolinian to refrain from and discourage behaviors which threaten the freedom and respect every individual deserves.

History and Facilities

History
The citizens of Sumter and adjacent counties saw a need to provide higher-education opportunities at an affordable price. In 1965, by an act of the state legislature, the Sumter County Commission for Higher Education was created and granted authority to establish in Sumter County facilities to offer standard freshman and sophomore courses and such other courses as were deemed desirable. To fulfill this purpose and objective, the commission entered into a long-term contract with Clemson University for the purpose of operating the new educational facilities.

A local bond issue was passed, and with federal assistance a physical plant, with capacity for 550 to 600 students, was erected on an attractive 35-acre tract of land located in the Palmetto Park area, made available jointly by the city and county of Sumter.

In August 1966 Clemson University at Sumter opened its doors to its first class, and in December 1968 the campus was officially accredited by the Southern Association of Colleges and Schools. The campus has retained its accreditation since that time.

On July 23, 1973, after negotiations between the Sumter County Commission for Higher Education and officials of Clemson University and the University of South Carolina, operations of the Sumter campus were transferred to the University of South Carolina. This change was recognized by the South Carolina Commission on Higher Education, and after evaluating a self-study and visiting the campus in 1975, the Southern Association of Colleges and Schools officially accepted the change. In 1996 the Sumter County Commission for Higher Education was restructured as the Mid-Carolina Commission for Higher Education.

In the fall of 1978, USC Sumter developed a new evening program of courses designed to meet the needs of adult students. This evening program consists of two eight-week sessions per semester and one eight-week summer session, thus enabling students to carry a full-time load solely with evening hours. An identical program is also offered primarily for military personnel at Shaw Air Force Base, but with an emphasis on upper-level courses not regularly taught at USC Sumter.

Facilities
The University of South Carolina Sumter is situated on 50 acres of beautifully landscaped grounds, with eight modern and attractive administrative and academic buildings.

The Administration Building houses the offices of the dean; associate dean for academic affairs; assistant dean for University advancement; assistant dean for administrative and financial services; assistant dean for student affairs; director of marketing and public relations; director of admissions, services, and recruitment; admissions; financial aid; records; business; advisement/counseling center; and others. It also has conference rooms and a faculty lounge.

The Business Administration Building contains classrooms and a computer instructional lab. It also houses the Opportunity Scholars Program.

The Science Building has three lecture rooms and fully equipped laboratory facilities for astronomy, chemistry, physics, botany, and zoology. Also in the Science Building are offices for the science faculty and a lobby with tables for group study.

The Anderson Library of the Sumter campus provides a pleasant setting for faculty and students to read and study. The 90,000-volume collection is especially selected to assist students in their undergraduate studies. Recreational reading is also provided. The library houses resources in many formats, including books, periodicals on microfilm, cassette lectures, microfilm readers, and a microfiche viewer. Services offered by the library include photocopying, microfilm copying, online indexes, databases, full-text journals, the online catalog, and bibliographic instruction for groups or individuals.

The Anderson Library also contains computer labs and two computer instructional labs. The Computer Services Division is also located in the library. Art displays can be seen in the University Gallery located off the main lobby. The Anderson Library also has private study rooms for students, a conference room, and a lounge area. The rear of the building contains six large classrooms and lobby space for studying.

The Student Union Building features the campus bookstore, a food court, and an open commons area with an adjacent outdoor terrace, as well as meeting rooms for student organizations. The commons area and terrace offer students a place where they may gather to eat, talk, or study. This commons area can also be used for dances and other recreational programs. The building also contains a lounge area for relaxation, reading, and viewing television.

The Schwartz Building houses the Division of Humanities, Social Sciences, and Education. It contains an enhanced classroom with two-
way compressed video and audio capabilities, as well as classrooms, faculty offices, and two conference rooms.

The Nettles Building contains the campus recreation and physical education department facilities, which include a wellness center, three racquetball/handball courts, a multiprogram gym, a first-aid facility, and a 500-seat auditorium.

The Arts and Letters building is the home of the Division of Arts and Letters. The building also contains a lecture hall/conference center with small break-out rooms, a banquet hall, and faculty offices, classrooms, and art labs.

Dormitory facilities are not available at the Sumter campus. Students whose homes are not in the Sumter area may find rooms in private homes or apartments.

A limited number of classrooms are also provided by the United States Air Force for USC Sumter’s use on Shaw AFB, as well as office facilities for the Shaw coordinator.

Admissions

General Information

The University of South Carolina Sumter strives to provide an opportunity to any student who is capable of benefiting from a college education and shows promise of successfully completing that education. The University encourages all qualified persons to apply. Equal educational opportunities are offered to students regardless of race, sex, religion, color, age, or national origin.

All admissions policies and procedures are subject to continuous review by the Faculty Admissions Committee and the admissions services office; and, although an effort will be made to publicize changes, these policies and procedures may be changed without notice.

Prospective students may obtain application forms from the admissions services office, located in the Administration Building. Application forms are also available at the Shaw office of UofSC Sumter. You may also apply for admission via the website (http://www.uscsumter.edu).

All interested persons should apply well in advance of the beginning of the term of entry. Dates for guaranteed processing of applications have been set and are published in the UofSC Sumter Master Schedule of Classes.

Applications should be submitted before these dates:

- Fall term: July 15
- Fall II term: September 15
- Spring term: November 15
- Spring II term: February 15
- Summer terms: three weeks prior to registration for the term.

Final determination of whether a student is accepted depends on final receipt and evaluation of all official credentials.

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

Categories of Admission

Exemptions on the following policies may be made by the University on an individual basis. Contact the UofSC Sumter Admissions Services Office for details.

A student is any person who is admitted, enrolled, or registered for study at the University of South Carolina for any academic period. Persons who are not officially enrolled for a particular term but who have a continuing student relationship with the University of South Carolina are considered students.

Freshman Admission

A freshman applicant is a person who has not attended a regionally accredited college or university after high-school graduation.

Requirements

Freshman applicants must have either a high-school diploma or its equivalent (GED) prior to enrolling. Accepted applicants must have senior grades and a verification of graduation sent as soon as they are available.

Applicants who did not graduate from high school must send transcripts of all available work and a copy of a GED certificate or satisfactory GED test scores.

Freshman applicants must submit:

1. completed application
2. specified nonrefundable application fee
3. official high-school record complete up to the time of application
4. official entrance examination scores (either SAT or ACT).

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

College Preparatory Course Prerequisite Requirements

Four Units of English: At least two units must have strong grammar and composition components, at least one must be in English literature, and at least one must be in American literature. Completion of College Preparatory English I, II, III, and IV will meet this criterion.

Four Units of Mathematics: These include Algebra I (for which Applied Mathematics I and II may count together as a substitute, if a student successfully completes Algebra II), Algebra II, and Geometry. A fourth higher-level mathematics course should be selected from among Algebra III/trigonometry, precalculus, calculus, statistics, discrete mathematics, or a capstone mathematics course and should be taken during the senior year.

Three Units of Laboratory Science: Two units must be taken in two different fields of the physical or life sciences and selected from among biology, chemistry, or physics. The third unit may be from the same field as one of the first two units (biology, chemistry, or physics) or from any laboratory science for which biology and/or chemistry is a prerequisite.

Courses in earth science, general physical science, or introductory or general environmental science for which biology and/or chemistry is not a prerequisite will not meet this requirement. It is strongly recommended that students take physical science (taught as a laboratory science) as a prerequisite to the three required units of laboratory science outlined in this section. It is also strongly recommended that students desiring to
pursue careers in science, mathematics, engineering or technology take one course in all three fields.

**Two Units of the Same Foreign Language**

**Three Units of Social Science:** One unit of U.S. History is required; a half unit of Economics and a half unit in Government are strongly recommended.

**One Unit of Fine Arts:** One unit in Appreciation of, History of, or Performance in one of the fine arts.

**Electic:** One unit must be taken as an elective. A college preparatory course in Computer Science (i.e., one involving significant programming content, not simply keyboarding) is strongly recommended for this elective. Other acceptable electives include college preparatory courses in English; fine arts; foreign languages; social science; humanities; laboratory science (excluding earth science, general physical science, general environmental science, or other introductory science courses for which biology and/or chemistry is not a prerequisite); or mathematics above the level of Algebra II.

**One Unit of Physical Education or ROTC**

Total Units: 19

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

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

Applicants must apply for and take the required entrance examinations well in advance of the term for which they seek admission, and they are responsible for having the results of these examinations sent to the University. Applicants over the age of 23 may not be required to submit entrance examination results; however, they must submit other credentials which give evidence of reasonable academic potential. Entrance examination scores may be required in the absence of satisfactory credentials or evidence of potential. Some programs require entrance test scores for all students, regardless of age.

**Other Admissions Opportunities**

**GED**

Students who did not complete high school but who took the GED equivalency test must provide their GED certificate and high-school transcript through grade completed. An ACT/SAT score may be requested from applicants under the age of 23.

**Mature Students**

Candidates over the age of 23 may be considered for admission without ACT/SAT scores. They must, however, submit proof of high-school graduation or its state equivalency.

**Admission as a Nondegree Candidate**

Applicants who wish to attend the University for one semester or on some limited basis may be approved to do so upon submitting a nondegree seeking application. The admissions office reserves the right to determine the proper category of admission and to determine what credentials may be required.

**Basic Nondegree Students**

This category is for applicants who are not interested in earning a degree at UofSC. A maximum of 30 semester hours may be earned in this category. Applicants who have been officially denied admission as degree-seeking students are not eligible for admission as special students. Courses completed as special students carry full University credit; however, none of the hours is applicable to a degree until the student applies and qualifies for admission to a degree program.

**Senior Citizens**

A senior citizen (age 60 or above) may enroll in courses at UofSC Sumter tuition-free on a space available basis. They must pay the application fee, technology fee, other applicable fees, and purchase textbooks.

**Dual Enrollment**

High-school juniors and seniors who have excelled in their studies may enroll in appropriate courses at the University upon recommendation of their counselors or principal. Interested students must submit high-school records that show exceptional performance. Concurrent students must have a minimum SAT score of 900 (Evidenced Based Reading and Math Combined) (90 or better on the PSAT if SAT scores are not available) or a minimum ACT composite score of 19. In addition, students must have a cumulative high-school GPA of 3.00 or higher.

**Auditor**

An auditor may apply as a basic nondegree student (see above).

**Military Special**

Certification of active duty military status is required.

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

**Readmission of Former Students**

An application for readmission must be submitted by any former student who wishes to return to the University after missing a major (fall or spring) semester. Summer sessions do not count as a major semester in this instance. Applications for readmission are obtained from the Admissions Services Office or readmit students may apply online. Readmission to the University and to the program in which the student was previously enrolled is not automatic. An interview may be requested and some basis for a favorable decision may be required. The appropriate application fee must be paid.

Students who attend the University as special students (including probationary or nondegree candidates) are not considered for "readmission" because these students were not fully admitted to the University originally. If special students wish to return to the University as degree-seeking candidates, they must apply for regular admission as freshmen or transfer students, furnishing all official transcripts and any entrance test scores which may be required.
Students who leave the University in good standing, miss one or more major semesters, and attend another institution while away must submit the application for readmission and official transcripts of all college-level work attempted during their absence from the University. Such applicants must meet the same requirements as transfer students.

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

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

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

### Transfer Admission

An applicant who, having graduated from high school, has attended another regionally accredited postsecondary institution and attempted one or more courses is a transfer student, regardless of credit earned. If fewer than 30 semester hours (45 quarter hours) of college-level work have been attempted, the applicant must meet both transfer and freshman entrance requirements if they graduated from high school within the last five years.

Transfer applicants for admission must submit:

1. completed application forms
2. specified nonrefundable application fee
3. complete official transcripts from postsecondary institutions through the time of application; these must be supplemented by final transcripts that reflect complete academic work prior to beginning classes in the University
4. complete high-school records including entrance exam results if less than 30 semester hours (45 quarter hours) of college-level work have been attempted in a regionally accredited college or university if they graduated from high school within the last five years.

Applications should be submitted before these deadlines:

- Fall term: July 15
- Spring term: November 15
- Summer terms: three weeks prior to registration for the term.

The applicant must submit official transcripts of all previous college courses attempted whether or not credit was earned and regardless of whether the applicant wishes to transfer any credit. An official transcript must be sent directly to the admissions office from each institution attended. Failure to report all attempted college courses may constitute sufficient cause for later dismissal from the University.

Transfer applicants from regionally accredited colleges and universities are required to have a minimum grade point average of 2.25 (on a 4.00 scale) on all college-level courses attempted.

In addition to the general requirements for admission outlined in this section, some departments and colleges within the University set additional requirements that may be higher than the University’s minimum standards. For more specific information concerning entrance requirements for individual colleges and departments, refer to the program section of this bulletin.

For the purpose of admission, a transfer grade point average is calculated using all credits attempted and all grades earned on college-level courses at other institutions. These credits and grades also will be included in calculating honors for graduation from the University. Colleges within the University have the right to consider all attempted college-level work in determining admission to particular programs and/or advancement into upper-division or professional-level courses. Transfer students should consult the section of this bulletin for the college in which the student plans to study for further information about the use of credits and grades from previous college work. For regulations on graduation with honors, see “Academic Regulations (p. 1830).”

Regardless of the point in an academic career at which students enter the University, all must complete the final year (the last 30 semester hours before graduation) enrolled in classes approved by the appropriate dean of the college, school, or campus from which the degree will be granted. Some UofSC colleges require half of all degree credits to be earned while enrolled at this University.

Evaluation of transfer credits. Transfer credits to UofSC must be from regionally accredited institutions for academic courses completed with grades of C- or better. Applicability of credits toward a particular degree is determined by the college or major in which the student enrolls. The number of credits acceptable to the University and the number which may apply toward a particular degree may differ.

Students transferring from nonaccredited colleges may be allowed to validate credit after admission to the University. Details of the validation procedure vary and may be obtained from the dean's office of the college in which the student is enrolled.

Original records are required for courses exempted at a previous college. Exemption credit or acceptance of transfer credit by another college has no bearing on the evaluation of transfer credit at the University of South Carolina.

Generally, credits earned in courses that fall into one or more of the following categories are not acceptable in transfer to the University:

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

Exceptions to this rule may be made only by the designated academic official(s) on the campus where the student is majoring and only in specific cases where such courses are judged to be uniquely relevant to the student’s degree program.

A maximum of 76 semester hours may be transferred for degree credit from a junior college or two-year institution which is accredited by a
A maximum of 30 semester hours of credit by correspondence and award for educational experiences in the military may be applied toward meeting the requirements for a baccalaureate degree. The 30 semester hours of credit which may be awarded for educational experiences in the military should be in accordance with recommendations published by the American Council on Education and be consistent with University policy on the transfer of credit but will only be applied to a degree program upon the approval of the dean of the college from which the degree is to be awarded.

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

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

A maximum of 30 semester hours of credit earned while classified as a nondegree special student in the University will not be accepted toward a degree at UofSC.

Transfer: State Policy and Procedures

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

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

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

Act 137 directed the commission to adopt the following procedures for the transfer of courses from all two-year public to all four-year public institutions of higher education in South Carolina.

Statewide Articulation of 86 Courses

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

Admissions Criteria, Course Grades, GPAs, Validations

2. All four-year public institutions shall issue annually in August a transfer guide covering at least the following items:
   a. The definition of a transfer student and requirements for admission both to the institution and, if more selective, requirements for admission to particular programs.
   b. Limitations placed by the institution or its programs for acceptance of standardized examinations (e.g., SAT, ACT) taken more than a given time ago, for academic course work taken elsewhere, for course work repeated due to failure, for course work taken at another institution while the student is academically suspended at his/her home institution, and so forth.
   c. Institutional and, if more selective, programmatic maximums of course credits allowable in transfer.
   d. Institutional procedures used to calculate student applicants’ GPAs for transfer admission. Such procedures shall describe how nonstandard grades (withdrawal, withdrawal failing, repeated course, etc.) are evaluated; and they shall also describe whether all course work taken prior to transfer or just course work deemed appropriate to the student’s intended four-year program of study is calculated for purposes of admission to the institution and/or programmatic major.
   e. Lists of all courses accepted from each technical college (including the 72 courses in the Statewide Articulation Agreement) and the course equivalencies (including “free elective” category) found on the home institution for the courses accepted.
   f. Lists of all articulation agreements with any public South Carolina two-year or other institution of higher education, together with information about how interested parties can access these agreements.
   g. Lists of the institution’s Transfer Officer(s) personnel together with telephone and fax numbers and office address.
h. Institutional policies related to “academic bankruptcy” (i.e., removing an entire transcript or parts thereof from a failed or underachieving record after a period of years has passed) so that re-entry into the four-year institution with course credit earned in the interim elsewhere is done without regard to the student’s earlier record.

i. “Residency requirements” for the minimum number of hours required to be earned at the institution for the degree.

3. Course work (individual courses, transfer blocks, statewide agreements) covered within these procedures shall be transferable if the student has completed the course work with a “C” grade (2.00 on a 4.00 scale) or above, but transfer of grades does not relieve the student of the obligation to meet any GPA requirements or other admissions requirements of the institution or program to which application has been made.

a. Any four-year institution which has institutional or programmatic admissions requirements for transfer students with cumulative grade point averages (GPAs) higher than 2.00 on a 4.00 scale shall apply such entrance requirements equally to transfer students from regionally accredited South Carolina public institutions regardless of whether students are transferring from a four-year or two-year institution.

b. Any multi-campus institution or system shall certify by letter to the commission that all course work at all of its campuses applicable to a particular degree program of study is fully acceptable in transfer to meet degree requirements in the same degree program at any other of its campuses.

4. Any course work (individual courses, transfer blocks, statewide agreements) covered within these procedures shall be transferable to any public institution without any additional fee and without any further encumbrance such as a “validation examination,” “placement examination/instrument,” “verification instrument,” or any other stricture, notwithstanding any institutional or system policy, procedure, or regulation to the contrary.

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

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

- Arts, Humanities, and Social Sciences: Established curriculum block of 46-48 semester hours
- Business Administration: Established curriculum block of 46-51 semester hours
- Engineering: Established curriculum block of 33 semester hours
- Arts and Sciences, curriculum II: Established curriculum block of 48-51 semester hours
- Teacher Education: Established curriculum block of 38-39 semester hours for early childhood, elementary, and special education students only. Secondary education majors and students seeking certification who are not majoring in teacher education should consult the Arts, Humanities, and Social Sciences or the Math and Science transfer blocks, as relevant, to assure transferability of course work
- Nursing: By statewide agreement, at least 60 semester hours shall be accepted by any public four-year institution toward the baccalaureate completion program (BSN) from graduates of any associate degree program in nursing (ADN), provided that the program is accredited by the National League of Nursing and that the graduate has successfully passed the National Licensure Examination (NCLEX) and is a currently licensed registered nurse.

6. Any “unique” academic program not specifically or by extension covered by one of the statewide transfer blocks/agreements listed in #4 above shall either create its own transfer block of 35 or more credit hours with the approval of CHE staff or shall adopt either the Arts/Social Science/Humanities or the Science/Mathematics block by September 1996. The institution at which such program is located shall inform the staff of the CHE and every institutional president and vice president for academic affairs about this decision.

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

Related Reports and Statewide Documents

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

9. The policy paper entitled State Policy on Transfer and Articulation, as amended to reflect changes in the numbers of transfer blocks and other Commission action since July 6, 1995, is hereby adopted as the statewide policy for institutional good practice in the sending and receiving of all course credits to be transferred.

Assurance of Quality

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

Statewide Publication and Distribution of Information on Transfer

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

12. By September 1 of each year, all public four-year institutions shall on their own Home Page on the Internet under the title “Transfer Policies”:

a. Print a copy of this entire document (without appendices).

b. Print a copy of their entire transfer guide.

c. Provide to the staff of the commission in satisfactory format a copy of their entire transfer guide for placing on the commission’s Home Page on the Internet.
13. By September 1 of each year, the staff of the State Board for Technical and Comprehensive Education shall on its Home Page on the Internet under the title “Transfer Policies”:
   a. Print a copy of this document (without appendices).
   b. Provide to the commission staff in format suitable for placing on the commission’s Home Page of the Internet a list of all articulation agreements that each of the sixteen technical colleges has with public and other four-year institutions of higher education, together with information about how interested parties can access those agreements.

   a. Publish these procedures in their entirety (except Appendices)
   b. Designate a chief Transfer Officer at the institution who shall
      • provide information and other appropriate support for students considering transfer and recent transfers
      • serve as a clearinghouse for information on issues of transfer in the State of South Carolina
      • provide definitive institutional rulings on transfer questions for the institution’s students under these procedures
      • work closely with feeder institutions to assure ease in transfer for their students.
   c. Designate other programmatic Transfer Officer(s) as the size of the institution and the variety
   d. Refer interested parties to the institutional Transfer Guide of the state’s four-year institutions
   e. Refer interested parties to the institution’s and the Commission on Higher Education’s Home Pages on the Internet for further information regarding transfer.

Summer School Admission

New undergraduate students entering the University for the first time in a summer term who expect to continue studying toward a degree submit only one application. They must meet all requirements for admission as degree-seeking students before the beginning of the summer term. These students should not submit a separate application for the summer term.

Summer Attendance Only. Students who wish to attend the University for the summer only should apply as special students under the “Admission as a Nondegree Candidate (p. 1826)” paragraph included in this section. Students enrolled in degree programs in another college who wish to take summer courses at UofSC Sumter as transients should seek written approval to take specific UofSC courses from a dean or department chair in their home college.

Admission of International Students

International applicants are required to submit proof that they have sufficient funds to support them while attending UofSC Sumter.

Applicants currently in the United States must submit evidence of reasonable proficiency in English. This may be done by taking the Test of English as a Foreign Language (TOEFL) and achieving a satisfactory score (550 written, 213 computer). UofSC Sumter reserves the right to administer a writing proficiency test and have it evaluated by UofSC Sumter English department faculty before acceptance may be granted.

Applicants currently in the United States must also present a valid passport, copy of the I-94 form, copy of a valid visa, and a copy of a current I-20 form. Individuals who do not have a student visa or an immigrant visa must contact the UofSC Sumter Admissions Services Office.

Applicants residing in their home country must submit a TOEFL printed test score of at least 550 or at least 213 on the computer version. Applicants from English-speaking nations do not need to take the test.

Applicants under the age of 23 from English-speaking countries should take the American College Test (ACT) or the Scholastic Assessment Test (SAT) if they have less than 30 credit hours of University-level work. An institutional SAT may be arranged for such students.

Note: All international students must enroll on a full-time basis and must complete at least 30 semester hours with at least a C average on the UofSC Sumter campus before applying for transfer to another campus.

1. Applicants who are not citizens or permanent residents of the United States.

Veterans Program

Veteran students may apply to receive credit toward graduation for training received under any of the armed forces college training programs. University credit may also be given for specialized and technical training done under the auspices of the armed forces and for courses taken through the United States Armed Forces Institute. This training may only be accepted by the University for credit if it is at the collegiate level, if it is approved by the University, and if it is appropriate to the particular University course of study in which the student enrolls. Armed forces training will not be evaluated until the applicant has been accepted for admission as a degree candidate. No credit is given for high-school level GED tests.

Information regarding educational benefits to veterans and the children of deceased or disabled veterans may be obtained from the UofSC Sumter Office of Veterans Affairs.

Academic Regulations

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

The University reserves the right to make changes in curricula, degree requirements, course offerings, and all academic regulations whenever, in the judgment of the faculty, the president, or the Board of Trustees, such changes are in the best interest of the students and the University.

Registration at the University of South Carolina assumes the students’ acceptance of all published regulations, including both those which appear in this document and all others as applicable in any official
announcement such as the Medical School Bulletin, Law School Bulletin, Graduate Studies Bulletin, the University Master Schedule of Classes, or the Carolina Community. Official policies of the University listed below are published in the Carolina Community, which is available online as well as through the Student Government Office or the Office of the Vice President for Student Affairs.

1. Student Rights and Freedoms within the Academic Community
2. Rule of Academic Responsibility and Academic Disciplinary Procedures
3. Grievance Policy and Procedures for Non-Academic Areas
4. University Policy on Use of Alcohol
5. University Policy on Campus Solicitation
6. University Policy on Student Patent and Copyright Matters
7. Student Right to Know

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

The University reserves the right to withdraw any course because of inadequate enrollment. Additional courses may be offered upon application of a sufficient number of students; a minimum of 10 applicants is the usual requirement. Registration in any course may be closed when the maximum enrollment for efficient work has been reached.

**Bulletin Rights and Exclusions**

**Bulletin Rights**

An undergraduate student may choose to obtain a degree in accordance with the curricular requirements in force for the particular degree at the time the student first enrolls as a degree-seeking student at any University campus, or under subsequent requirements published while the student is enrolled.

**Bulletin Exclusions**

The student’s choice is restricted to a specific bulletin and the curricular requirements described therein. Undergraduate students have a period of eight years, inclusive and continuous, in which to claim the rights of a specific bulletin.

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

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

**Academic Calendar Policies**

**Academic Calendar**

The University follows an early Semester Calendar, with Fall semester beginning the Thursday of the third full week in August and ending in December before the winter break. Spring classes begin the second Monday of January, provided neither Monday is a holiday (New Years or MLK). For Fall and Spring semesters, there are 70 class days with a minimum of 2100 minutes of instruction for a standard 3 hour class-28 Tuesday and Thursday classes of 75 minutes per class meeting and 42 Monday, Wednesday, Friday classes of 50 minutes per class meeting. All nonstandard one or two day per week classes must meet the minutes of instruction requirements as part of the calendar.

**Summer Term**

The summer term consists of multiple course sessions between the spring and fall terms.

Students regularly enrolled in the University may take work applicable to their degree during the summer term. Regulations governing the regular academic year also pertain to the summer term.

A complete listing of all courses offered in the summer term will be available by April 1 on the registrar’s Web site under "Master Schedule." Course sessions and times may vary.

Please refer to the registration calendars on the registrar’s Web site for more detailed information.

**Advisement Policies**

**Academic Advising**

When students are accepted into the University, they are assigned an academic advisor. Students are expected to arrange to meet with their advisor at least once a semester to plan their course of study for the following semester. Students who do not know their assigned advisor should obtain this information from the appropriate departmental or academic dean’s office.

Information, advice, and interpretations of University policies offered by advisors do not supersede the official statement of policies and academic regulations described in the University Undergraduate Studies Bulletin. Exceptions to University regulations cannot be made by academic advisors. Any exceptions to the policies and regulations set forth in the University Undergraduate Studies Bulletin must be made by the appropriate College Scholastic Standards and Petitions Committee or by the dean of the college.

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

**Classification of Students**

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

For various reasons it may be impossible or inappropriate for a student to declare a major. Nevertheless, all students will receive advisement in the college most closely related to their interests and abilities. Transient students are subject to the rules of their home institution and may take course work at the University of South Carolina without a declared major. University courses are open to those seeking career advancement or life enrichment and who meet stated course prerequisites. Freshmen who have been accepted by the University, but who are unsure of academic or career goals, may need a period in which to establish their major interest. To accommodate students in these categories, courses which are usually open to students with 30 or fewer hours (freshmen) are open to all students who meet prerequisites published in the University’s Undergraduate Studies Bulletin. Students who have earned 30 semester hours and wish to continue their studies at the University of South Carolina must declare a major in a program in which they meet entrance or progression requirements.

Course of Studies

Students are expected to follow the programs outlined by their school or college as closely as possible, particularly in the first two years when satisfying basic degree requirements and prerequisites for advanced work. Students must pursue required courses in the prescribed sequence. Failure to do so may lead to future schedule difficulties, and students may find that the subjects for which they wish to enroll are either not available or are closed to students with advanced standing. Students who fail to complete successfully all freshman requirements may not enroll in courses in their major field beyond the sophomore level. Students ineligible to continue courses in their major field may take electives until the deficiency is removed. Students who enroll in classes for which prerequisites or other defined requirements have not been met may be removed from these classes. Learning-disabled students who wish to take advantage of University-approved program accommodations must have an academic advisory plan on file with the Office of Student Disability Services and the dean of the college. This plan will be formulated by the student’s academic advisor with the assistance of the Office of Student Disability Services and will contain recommended accommodations which specifically relate to and are consistent with the student’s diagnosed disability. A copy of the student’s academic advisory plan must be provided to the course instructor for the student to be eligible for a particular accommodation. Any substitutions for degree requirements recommended in the student’s academic advisory plan must be referred to the Scholastic Standards and Petitions Committee of the student’s college for action.

Changes in Curriculum

Undergraduate students interested in changing majors should contact the college or school offering the new curriculum the student intends to follow. Once all necessary permissions are obtained, the college or school that offers the new curriculum will notify the Office of the University Registrar to update the student’s record. Curriculum changes can affect loan deferment, scholarship eligibility, athletic participation eligibility, tuition and fee assessment, and international student VISA regulations. For this reason, all curriculum changes must be completed before the end of the free drop/add period in Fall and Spring Terms (in Part of Term 30), and prior to June 1 during the Summer Term. Curriculum change requests that arrive at the Office of the University Registrar after these deadlines will be processed for the following term. Exceptions to this rule may be made in the event that a change request is being made in the semester that student is graduating from the University.

Course Substitutions

Only under unavoidable and exceptional circumstances will the faculty permit substitution for or exemption from the prescribed curricula. When it becomes necessary to request a deviation from the prescribed course of study, students should consult the dean of their college or the head of the department in which they are majoring before preparing a petition listing the substitutions or exemptions sought and the reasons for the request. Petitions are submitted on forms obtainable from the Scholastic Standards and Petitions Committee of the particular college, and must be returned to the dean of the college in which the student is enrolled. Deviations from degree requirements published in the bulletin must be approved by the student’s dean and the head of the student’s major department. The Scholastic Standards and Petitions Committee of each college functions as an appeal board in cases where agreement between the dean, department head, and the student cannot be reached.

Course and Academic Credit Policies

Course Numbering

Courses numbered from 101 to 699 are available at different levels for undergraduate credit. Courses numbered from 700 to 899 may be taken for graduate credit only and are described in the Graduate Studies Bulletin. All courses numbered from 101 to 499 are for four-year baccalaureate degree candidates. Courses numbered from 500 to 699 may be taken by advanced undergraduate and graduate students for undergraduate or graduate credit, respectively. A 500- to 600-level course taken for undergraduate credit cannot later be awarded graduate credit.

Course Credit

The credit value of each course is usually determined by the amount of formal instructional time per week for one semester. At least 700 minutes of instruction (and at least twice that for laboratory time) can be expected per credit hour. The semester hour credit for each course is included in each course description.

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

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

Credit by Examination

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

Transfer Credit

Students transferring to the University from another college or university must, before enrolling in class at the University, have their transcripts
evaluated by the University. It is only in the light of such evaluation that students will know definitively the transferability and equivalency of each transfer course. Degree applicability will be determined by the college or school in which the student is enrolled.

Transferability refers to the conditions under which the University accepts credit for inclusion in the student's record. Transfer courses must have been taken at a regionally accredited post-secondary institution, or, if taken at a foreign post-secondary institution, have been recommended by a NACES-member external evaluation service. Coursework classified as remedial by the University will appear on the student's record, but will not be used to determine admission eligibility or a transfer GPA. Exceptions to this rule may be made by the Office of the Registrar when state scholarship eligibility rules require inclusion.

Equivalency entails equating transfer credit, both in hours and content, to University of South Carolina coursework. The Registrar's Office works with UofSC colleges and schools to coordinate the process of transfer evaluation to equate transfer courses directly to courses in the UofSC course catalog; to subject codes which represent subjects not offered at UofSC; or to subject codes that identify courses as remedial/technical/non-accredited coursework. A list of transfer equivalencies for the Columbia catalog of courses can be found at: http://www.sc.edu/about/offices_and_divisions/registrar/transfer_credits/course_equivalency.php

Applicability of credit toward a degree refers to the prerogative of academic divisions to count specific credit toward the fulfillment of a student's degree requirements. The student's college or school of enrollment is responsible for determining applicability.

However, a transfer course is not applicable towards any University of South Carolina academic program or degree if:

1. The transfer course was essentially remedial in nature (example: Developmental English).
2. The transfer course was occupational or technical in nature (examples: welding, paralegal, or radiography courses).
3. A grade lower than 2.0 on a 4 point scale, or equivalent, was earned in the transfer course.
4. The transfer course was taken by a degree-seeking University of South Carolina student without prior approval as described in the Earning Credit in Transient Status section of this bulletin.
5. The transfer course was taken while a student was on an academic suspension from the university.
6. The student received any grade other than W in an equivalent course at this university, unless the student was enrolled full time at least one year at the transfer institution.

Exceptions to the rules of applicability may be made only by petition to the dean for undergraduate studies of the College or School in which the student is majoring.

Effective Summer 2017 for all newly admitted and readmitted students, transfer grade points and GPAs will no longer appear on the UofSC record. Transfer course equivalencies, grades, attempted hours, and earned hours will appear on students' advising transcript in Self Service Carolina, while only transfer earned hours will appear on the official transcript.

Earning Credit in Transient Status

Since the University is accountable for the integrity of its degrees, it is essential that degree programs be closely monitored by University faculty. Therefore, students entering the University to seek a degree should expect to complete the majority of their academic work at the University of South Carolina. Normally students who wish to earn more than a semester of credit at another institution should meet all requirements and transfer to that institution. In some programs, and with the permission of the academic dean, students may take up to 18 semester hours of courses in transient status provided they have a 2.00 UofSC grade point average; the courses are approved in advance by the academic advisor and dean; and the other institution is fully accredited and the course work meets University specifications for transfer credits.

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

Course Load

Maximum credit limits, published in the Master Schedule of Classes, also vary according to college policy. Students will not be permitted to register for a semester load in excess of that prescribed for their program of study unless they earned an average of B or better on all courses for which they were enrolled (minimum 12 semester hours) for the preceding semester. New students are eligible for an extra course if they submit to the academic dean satisfactory evidence of equivalent academic achievement. Students eligible for an additional course on this basis must obtain prior approval for each course addition from the dean of their college. No course may be added after the last date to change course schedule or drop without a grade of W being recorded, as published in the academic and refund calendars on the registrar's Web site. (Note: This regulation does not apply to aerospace studies, Army or naval science courses, which may be added to a course program during the regular registration period without special approval.)

Undergraduate students who are enrolled in 12 semester hours or more for the fall, spring, or summer semester are considered full-time for academic purposes. Students who have been verified as learning disabled by the Office of Student Disability Services must be enrolled in 9 semester hours or more for the fall, spring or summer semesters to be considered full-time students with regard to access to University residence halls and eligibility for financial aid, provided this is consistent with their academic advisory plan.

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

Full-time fees for undergraduate students are calculated on 12 to 16 semester hours. Full-time status for graduate students with assistantships is determined by the dean of Graduate Studies.

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

Auditing

A student must be admitted to the University and go through the regular registration process to be eligible for auditing any course. All auditors must be admitted to the University and go through the regular registration process. Those who are not full-time students will be charged the same fees as for courses taken for academic credit.
Auditing a course consists of attending classes and listening without responsibility for any assignments or examinations. An auditor is not responsible for any assignments or examinations. No record of audit shall appear on a transcript unless a student attends 75 percent of the classes.

No credit may be earned in an audited course by examination or otherwise. No audited course may be repeated for credit at a later date except by those students who have been verified as learning disabled by the Office of Student Disability Services and whose academic advisory plan recommends auditing a specific course before it is taken for credit.

The applicant must complete the prescribed procedure for enrollment through the Office of the University Registrar before class attendance will be permitted.

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

**Independent Study**

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

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

A grade point average of 2.50 or greater is required to enroll in independent study courses. The amount of credit for independent study per semester is limited to 6 hours. Independent study credits applied toward any undergraduate degree may account for no more than 10 percent of the total required credit hours for that degree.

**Repetition of Course Work**

When a course is repeated, both grades will be entered on the student’s permanent academic record and included in the grade point average, unless the grade forgiveness policy is applied. Course credit toward graduation will be given only once, unless otherwise stipulated in the course description. Many academic programs restrict the number of times a course may be repeated. Consult the college and department section of the bulletin for such restrictions.

**International Courses (INTL) / Study Abroad**

- **501 — Study Abroad—UofSC Exchange.** (1-16) This course keeps a UofSC student active while on a pre-approved UofSC exchange program.
- **502 — Study Abroad—Non-UofSC Program.** (1-16) This course keeps a UofSC student active while on a pre-approved non-UofSC study abroad program.
- **503 — Study Abroad—Through Another U.S. Institution.** (1-16) This course keeps a UofSC student active while on a pre-approved non-UofSC study abroad program through another U.S. institution of higher education.

**Senior Privilege - Enrollment in Graduate Courses**

A special provision to earn graduate credit is available for UofSC undergraduate seniors in their final semester who need less than a normal course load to complete baccalaureate requirements. Overload enrollment that includes one or more courses under senior privilege is not allowed. Courses for graduate credit under senior privilege cannot be used toward undergraduate degree requirements. For senior privilege consideration, undergraduate seniors with a 3.00 GPA should submit to The Graduate School, for the graduate dean’s approval, form GS19 endorsed by the student’s advisor, the chair of the department offering the course, and the academic dean for that department. This action should be taken before registration.

**Accelerated Degree Programs**

Certain academic units offer accelerated programs whereby an undergraduate student with a GPA of 3.40 and 90 or more hours toward the baccalaureate degree may apply graduate credits to a baccalaureate program. Admission can be requested by students in consultation with their academic advisor, their undergraduate dean, and the graduate director of the proposed master’s program. An application form and associated guidelines may be obtained from The Graduate School.

Several of the University’s colleges and schools are involved with a variety of accelerated degree programs. For more information, contact: Office of Undergraduate Admissions University of South Carolina Columbia, SC 29208 phone 803-777-7700

**Registration Policies**

**Registration**

To be officially enrolled in the University students must be academically eligible, complete the registration process with the Office of the University Registrar, and possess a receipt issued by the Office of Financial Services for payment of current academic fees.

Students are expected to complete registration (including the payment of all required fees) by the dates prescribed in the registration calendars on the registrar’s Web site to avoid cancellation of classes and payment of a late registration fee of $5 per day ($350 maximum).

**Changes in Enrollment**

Adding a course, changing from credit to audit or audit to credit, changing from one section to another, and changing the number of credits in any variable credit course must be completed by the last day to change course schedule or drop without a grade of W being recorded, as published in the academic and refund calendars on the registrar’s Web site. Electing or revoking the Pass-Fail option must be completed no later than the last day for dropping a course with a grade of W, as published in the academic and refund calendars on the registrar’s Web site.
Dropping Courses and Withdrawal

Free Drop/Add Period
During the Free Drop/Add period, undergraduate students have the ability to add and remove courses from their schedule through Self Service Carolina. For each course, the Free Drop/Add period begins during the official first day of the course and extends to a minimum of 6% of the Part of Term in which the course is scheduled. Courses removed during the Free Drop/Add period will not be recorded on a student's transcript. Details regarding Free Drop/Add dates can be found on the Self Service Carolina log-in page under the “Academics” sections.

Students are prevented from dropping or adding courses during the Free Drop/Add Period if they have an active registration hold on their record.

Part of Term: Each course is associated with a specific part of the term for the semester or a specific date range in which the course is held. For example, Part of Term can refer to Full Term courses that run the full major semester (fall or spring) or Half Term courses that run only half of a major semester. Each Part of Term has specific drop/add, withdrawal, and withdrawal fail dates. Details regarding Part of Term dates can be found on the Self Service Carolina log-in page under the “Academics” sections.

Course Withdrawal Period
During the Withdrawal Period, undergraduate students have the ability to withdraw from a course with no grade penalty through Self Service Carolina. For each course, the Withdrawal Period begins after the Free Drop/Add Period extends to a minimum of 72% of the Part of Term in which the course is scheduled. Courses removed during this period are recorded on a student’s transcript as a ‘W’, however, the semester hours will not be calculated in the computation of grade point average, count towards earned hours, or count towards graded hours. Courses that have a recorded grade of ‘W’ will count towards attempted hours. Details regarding course Withdrawal dates can be found on the Self Service Carolina log-in page under the “Academics” sections.

Students are prevented from withdrawing from courses during the Withdrawal Period if they have an active registration hold on their record.

Part of Term: Each course is associated with a specific part of the term for the semester or a specific date range in which the course is held. For example, Part of Term can refer to Full Term courses that run the full major semester (fall or spring) or Half Term courses that run only half of a major semester. Each Part of Term has specific drop/add, withdrawal, and withdrawal fail dates. Details regarding Part of Term dates can be found on the Self Service Carolina log-in page under the “Academics” sections.

Course Withdrawal Fail Period
During the Withdrawal Fail Period, undergraduate students have the ability to withdraw from a course with a penalty grade through Self Service Carolina. For each course, the Withdrawal Fail Period begins after the Withdrawal Period and extends up to 100% of the Part of Term in which the course is scheduled. Courses removed during this period are treated as an ‘F’ in the evaluation of academic standing, computation of grade point average, and graded hours. Details regarding course Withdrawal Fail dates can be found on the Self Service Carolina log-in page under the “Academics” sections.

Students are prevented from withdrawing from courses during the Withdrawal Fail Period if they have an active registration hold on their record.

Part of Term: Each course is associated with a specific part of the term for the semester or a specific date range in which the course is held. For example, Part of Term can refer to Full Term courses that run the full major semester (fall or spring) or Half Term courses that run only half of a major semester. Each Part of Term has specific drop/add, withdrawal, and withdrawal fail dates. Details regarding Part of Term dates can be found on the Self Service Carolina log-in page under the “Academics” sections.

Hardship Withdrawal
During and after the Withdrawal Fail Period, it may be necessary for a student to withdraw from all courses for the semester due to a significant personal hardship (e.g., medical or family emergency, prolonged illness, other medical or traumatic event). In these situations, students are able to petition for a Hardship Withdrawal through the Office of the Dean of Students or the Hardship Withdrawal Committee. Each Palmetto College Campus has an equivalent hardship withdrawal process for managing petitions from students enrolled on their campus.

Hardship Withdrawal petitions, including verified documentation of hardship, submitted during the Withdrawal Fail Period until the last day of courses for the semester will be reviewed by the Office of the Dean of Students. Approved petitions will be submitted to the Office of the Registrar for grade assignments of ‘W’ for all courses that semester on the student’s transcript.

The Office of the Dean of Students will notify the student’s instructors and their home college of the withdrawal.

Hardship Withdrawal petitions, including verified documentation of hardship, submitted after the last day of courses for the semester will be reviewed by the Hardship Withdrawal Committee that must include faculty and college/school representation. Approved petitions will be submitted to the Office of the Registrar for grade assignments of ‘W’ for all courses that semester on the student’s transcript.

Prior to a Hardship Withdrawal decision being made, all documentation is subject to verification by the Office of the Dean of Students and/or the Hardship Withdrawal Committee, including but not limited to class attendance, class participation, or supporting documentation. If false documentation or misrepresented information is submitted, students will be referred for alleged violation of the UofSC Honor Code and the Hardship Withdrawal request will be denied.

A Hardship Withdrawal to selectively withdraw from some courses, while remaining enrolled in other courses, will be permitted only under exceptional circumstances and must be approved by the Office of the Dean of Students in consultation with appropriate colleges/schools. The Office of the Dean of Students will submit a report of selective withdrawal decisions for verification to the Hardship Withdrawal Committee at the end of each semester.

Information regarding the University’s Withdrawal Refund Appeals procedures can be found in the Fees and Refunds section of the bulletin.

Title IX Obligations
Information contained in Hardship Withdrawal petitions is private and not shared with instructors, departments, or colleges/schools outside of the Hardship Withdrawal Committee. However, in accordance with the provisions of Title IX of the Education Amendments Act of 1972.
and University policy, if sexual misconduct information is included in a student’s petition, the Office of the Dean of Students and/or the Hardship Withdrawal Committee is obligated to report the matter to UofSC’s Title IX coordinator.

**Withdrawing via Self-Service Carolina**
Students can withdraw for the semester by withdrawing from all courses on Self Service Carolina. Students are encouraged to consider the Hardship Withdrawal Process if they are withdrawing during the Withdrawal Fail Period.

**Active Duty Military Withdrawal**
Students in the National Guard or armed forces reserves who are placed on active duty by order of the president of the United States or the governor of their state should pursue withdrawal from courses according to the provisions of the University’s policy titled "Withdrawal of Students Called to Active Military Service" (ACAF 3.05 [http://www.sc.edu/policies/ppm/acaf305.pdf]). Active duty military personnel who are reassigned during an academic term may also invoke the provisions of this policy.

**Course Drop and Withdrawal Chart**

<table>
<thead>
<tr>
<th>Name</th>
<th>Minimum Percentage of Class Time</th>
<th>Grade</th>
<th>Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Drop/Add Period</td>
<td>0-6% of classes</td>
<td>No Grade</td>
<td>• Financial Aid&lt;br&gt;• Enrollment status&lt;br&gt;• Housing</td>
</tr>
<tr>
<td>Withdrawal Period</td>
<td>7-72% of classes</td>
<td>W grade will be recorded on transcript. W grade is not calculated in GPA.</td>
<td>• Financial Aid&lt;br&gt;• Progression towards degree&lt;br&gt;• Satisfactory Academic Progress</td>
</tr>
<tr>
<td>Withdrawal Fail Period</td>
<td>73-100% of classes</td>
<td>WF grade will be recorded on transcript. WF grade is calculated as an F in GPA.</td>
<td>• Financial Aid&lt;br&gt;• Progression towards degree&lt;br&gt;• Academic Standing</td>
</tr>
<tr>
<td>Hardship Withdrawal Period</td>
<td>73-100% of classes</td>
<td>W grades will be recorded for all courses for approved petitions. Petitions are subject to review by the Office of the Dean of Students</td>
<td>• Financial Aid&lt;br&gt;• Refund Appeals Process</td>
</tr>
</tbody>
</table>

1 Specific dates for each Part of Term may be found on the Office of the Registrar website

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

**Attendance Policy**

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

Absence from more than 10 percent of the scheduled class sessions, whether excused or unexcused, is excessive and the instructor may choose to exact a grade penalty for such absences. It is of particular importance that a student who anticipates absences in excess of 10 percent of the scheduled class sessions receives prior approval from the instructor before the last day to change schedule as published in the academic and refund calendars on the Registrar’s website (http://registrar.sc.edu/).

It must be emphasized that the “10 percent rule” stated above applies to both excused and unexcused absences. Faculty members should notify classes, specifically in the course syllabi, of the attendance policy which they intend to follow in each class, but it cannot be more restrictive than the “10 percent rule”. It is also recommended that the faculty include a policy statement in their syllabi requesting students to meet with the instructor early in the semester to discuss the consequences of potential excessive absences due to participation in University-sponsored events.

Faculty should consider the following events or circumstances as potentially excusable absences:
- participation in an authorized University activity (such as musical performances, academic competitions, or varsity athletic events in which the student plays a formal role in a University sanctioned event)
- required participation in military duties
- mandatory admission interviews for professional or graduate school which cannot be rescheduled
- participation in legal proceedings or administrative duties that require a student’s presence
- death or major illness in a student’s immediate family
- illness of a dependent family member
• religious holy day if listed on www.interfaithcalendar.org (http://www.interfaithcalendar.org)
• illness that is too severe or contagious for the student to attend class
• weather-related emergencies

The Student Ombudsperson in the Division of Student Affairs is available to assist faculty members with obtaining or verifying documentation when necessary. The faculty member has complete discretion regarding the specific nature of any accommodation offered in the event of an excused absence. Students should notify faculty members at least two weeks prior to the absence when possible. In all cases, students must contact the faculty member to request an accommodation upon return to class.

Examination Policies

Final Examinations

Final examinations for spring and fall semesters are held during a seven-day period at the close of each semester. Summer examinations are held during a two-day period at the close of each session. Semester examination schedules are published on the registrar’s Web site under the “Calendar” link. The results of these examinations, combined with the grades for class performance, determine the reports given at the end of the semester. No final examination may be held outside of the stated time without the special permission of the dean of the college concerned. Reading Day is specified in the University calendar and no exams, quizzes or required class attendance may be scheduled for that day.

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

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

Students who are absent from any final examination will be given the grade of F on the course if they have not offered an excuse acceptable to the instructor. If excused, they will be assigned a grade of I (see “I” entry under “Grading System”), and may complete the course under the conditions specified by the instructor in the “Assignment of Incomplete Grade” form.

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

Graduating Seniors

No early examinations are given for graduating seniors. Students who have submitted a degree application may attend the graduation ceremony. Diplomas are mailed after final examinations and after a student’s dean has verified that all degree requirements have been met.

Deferred Examinations

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

Grading Policies

Grading System

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

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

Class standing is determined by the quality of a student’s work and the regularity of attendance in lectures and laboratory sessions or other exercises of the course. Grading systems in graduate and professional schools are described in the appropriate bulletins.

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

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

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

FN and UN grades are displayed and calculated as F and U grades on the official transcript.

WF is assigned for student withdrawal from a course after the penalty deadline prescribed in the academic and refund calendars on the registrar’s Web site. (See section on “Dropping A Course.”) The grade of WF is treated as an F in the evaluation of suspension conditions and grade point average computation.

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

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

T, a Graduate School symbol, is assigned to indicate enrollment in Thesis Preparation (799) and Dissertation Preparation (899). Courses with this symbol will be counted as hours attempted and hours earned only. Grade points will not be awarded. For unsatisfactory work the grade of T should be assigned. The grade of T cannot be assigned in courses numbered 799 and 899.

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

NR, No Record, is assigned in the event that the grade is not available at the time final grades are submitted. It is a temporary mark on the transcript and must be replaced by a grade. If replacement does not occur before the last week of the spring or fall semester following the term for which the grade was recorded, a grade of F will be assigned. The NR is ignored in computing the GPA.

Academic Honor Code Violation

A transcript notation on the graded course in which the violation occurred denotes “Honor Code Violation.”

Pass-Fail Grading

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

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

1. The Pass-Fail grading system is in effect for an indefinite period of time, subject to periodic review.
2. The Pass-Fail option is not available to undergraduate students whose semester or cumulative GPA is less than 2.00.
3. Students are permitted to exercise the Pass-Fail option only on free elective courses.
4. Students are permitted to take no more than eight courses on a Pass-Fail basis during their undergraduate career.
5. A student wishing to exercise the option must have the permission of the dean of the college and the student’s academic advisor. The Pass-Fail Option form (AS-20) is used for this purpose.
6. The option may be elected or revoked by the student no later than the last date for withdrawing from the course without a penalty.
7. Normal prerequisites may be waived for students taking a course on a Pass-Fail basis.
8. Courses taken under this option will be excluded from the calculation of the grade point average.
9. A grade of S will be entered by the Office of the University Registrar for a regularly assigned passing grade; a failing grade will be registered as U.
10. No course carried on a Pass-Fail basis will be counted toward the hours required for either the President’s or the Dean’s Honor List.
11. A verified learning-disabled student may take on a Pass-Fail basis an elective or required course which is not in the major if the academic advisory plan so recommends the Pass-Fail option for that course. A student who desires use of this option must apply to the dean of the college at the beginning of the semester. With the approval of the academic dean, learning-disabled students may meet specific degree requirements with a satisfactory grade.

Spring 2020 Undergraduate Pass-Fail Grading

Approved by the UofSC Faculty Senate on April 1, 2020

To address complications presented by the COVID19 pandemic, the Faculty Senate Steering Committee approved the following grading accommodations for undergraduate students enrolled in Spring 2020.

• All courses will be graded as originally planned according to grading criteria in course syllabi. After grades are submitted at the end of the semester, undergraduates can choose, on a course-by-course basis, to request a pass/fail grade for the Spring 2020 semester with the exception of Graduate or professional school courses, which can be taken as pass/fail only when deemed appropriate by the program or school Dean.

• The following pass/fail scale will be used: Earned grades of A, B+, B, C+, and C will be replaced with S+, earned grades of D+ and D will be replaced with S, and an earned grade of F will be replaced with U.

• If students select the S+/S/U grading scale for a course, points will not be factored into the GPA. Courses with S+ and S will count towards earned semester hours.

• Courses graded with the S+/S/U scale, under this exception for Spring 2020, will count towards applicable curricular, major, continuation, and graduation requirements. For example, if a course requires a C or better in a prerequisite, students selecting this alternative grading scale would need an S+ in the prerequisite course.

• Faculty members will not be aware of students who select the pass/fail grading option when entering final grades. Grades will be entered in the format for which the course was approved.

• Students who previously decided to take a course on a pass/fail basis will continue on a pass/fail basis using the University’s established S/U system (e.g., S is earned if the grade is D or above and U is earned for grades below D).

• For the Spring 2020 semester, undergraduate students who choose to replace a course letter grade with the S+/S/U option must do so no later than July 1, 2020.

• This process will occur through the Office of the University Registrar. A form will be available on the University Registrar website for the
student to request that a letter grade be replaced with the S+/S/U scale.
• UofSC will include a transcript note on all academic records, regardless of grading basis, indicating the extraordinary circumstances of the global public health emergency during Spring 2020.
• Because some graduate and professional programs require letter grades to be reflected on transcripts, when necessary, students will be able to request an official letter attesting to the letter grade earned in any courses that were converted to S+/S/U. This letter would attest only to grades, not to GPA. We will ensure that those who need evidence of your academic achievements this spring will be able to get it. A form will be available on the University’s website for students to request these letters.
• Students will be allowed to retake undergraduate courses in which they earned an S+, S, or U during Spring 2020. Any undergraduate courses retaken under this provision will not count towards the number of courses currently allowed by the current course grade forgiveness policy. In addition, students who were retaking a class for grade forgiveness in Spring 2020 can retake the class another semester, without penalty.

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

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

Course Grade Forgiveness
It is the policy of the University of South Carolina that every currently enrolled, fully admitted, degree-seeking undergraduate earning a D+, D, F, or WF in a University course may take up to two undergraduate courses for a second time for the purpose of grade forgiveness. Both the first and second grades shall appear on the University permanent record, but only the second grade will be used in computing the University of South Carolina cumulative grade point average. An explanatory notice will appear on the record. Once grade forgiveness is applied to a repeated course, the action may not be revoked.

An eligible student wishing to apply the course grade forgiveness policy to a course enrollment may do so at any time during his/her undergraduate enrollment, but no applications will be honored after the degree is awarded. Grade forgiveness can only be applied once per course for a maximum of two courses (not to exceed 8 credits) on a student’s undergraduate academic record, without regard to the number of degrees sought. Under the grade forgiveness policy, the forgiven and repeated class must be taken at the University of South Carolina-Columbia campus or a Regional campus. Courses transferred from other institutions are excluded from this policy.

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

Established requirements for repeating classes, admission to, or progression in, specific academic programs of the University take precedence over the grade forgiveness policy. Program or progression grade point averages are not affected by this policy. Refer to the guidelines for each program for specific requirements. Courses intended to be repeated for additional credit, such as research or applied music, are not eligible for grade forgiveness. Semester honors (dean’s or president’s honor list), or academic standing (scholastic deficiency, probation, suspension), or previous grade point totals will not change retroactively as a result of applying this policy.

Students who have been granted academic forgiveness to reset the grade point average after readmission are not eligible for course grade forgiveness. Please refer to the bulletin entry titled Academic Forgiveness for Former UofSC Students with Less Than a 2.00 Cumulative GPA.

An eligible student wishing to apply the grade forgiveness policy (http://www.sc.edu/about/offices_and_divisions/registrar/transcripts_and_records/grade_forgiveness/) may begin the process by reading the criteria which must be met and completing the necessary documentation in order to apply grade forgiveness.

Note that Academic Forgiveness is not the same as Grade Forgiveness. Please refer to the bulletin entry titled Academic Forgiveness for Former UofSC Students with Less Than a 2.00 Cumulative GPA.

Grade Reports
Students’ grades are reported on Self Service Carolina. Students can also access grade reports in person at the Office of the University Registrar.

Grade Change Policy
Grade changes based on transcription or computation errors shall be reported directly to the Office of the University Registrar on the appropriate grade change form signed by the instructor and the head of the student’s academic unit. Any request for a grade change must be submitted by the instructor no later than one calendar year from the date on which the grade was reported. Beyond this period, grade changes will be considered only in exceptional circumstances and must be handled through the petition procedure of the student’s college. Any other grade change request resulting from enrollment discrepancies, medical withdrawals, or perceived administrative errors (changes to W, WF, audit, credit, S/U, or to I) must be submitted on the appropriate forms with signatures and documentation to the dean of the student’s college for review through the petition procedure. This does not apply to the routine makeup and extension of an I (incomplete) and posting of a permanent grade to replace the recorded NR mark. An I turns into a grade of F after one year; an NR turns into a grade of F after one semester. Special makeup work or examinations to change grades already recorded are not permitted.

Academic Standards Policies
Academic Standards
The following standards for continuing at the Columbia and regional campuses of the University of South Carolina apply to all undergraduate students who first enroll at the Columbia and regional campuses of the University in the fall 2008 semester or thereafter, are admitted to the Columbia and regional campuses of the University in an undergraduate
degree program in the fall 2008 or thereafter, or are enrolled in the fall 2010 semester or thereafter, regardless of when first enrolled at the University. Administration of these regulations is the responsibility of the academic deans, who are not empowered to waive any of the provisions.

**Academic Review**

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

**Academic Standing**

A student’s academic standing is based on his/her “Total Institutional GPA” and “Total Institutional GPA Hours” which can be viewed in Self Service Carolina at the end of a student’s “Unofficial Academic Transcript” under the heading, “Transcript Totals (Undergraduate).”

**Academic Probation**

When a student’s Total Institutional GPA at the end of any semester is less than a 2.00, he or she is placed on academic probation.

**First-year Freshmen Academic Recovery Program**

First-year freshmen who have less than a 2.00 Total Institutional GPA at the end of their first semester of collegiate enrollment are considered at risk. During the first six weeks of their second semester, these students must participate in an academic coaching session before being eligible to register for courses for the third semester. These sessions will provide students with assistance in academic planning, general advisement, major exploration, degree audit, self-assessments, and success strategies. This requirement is in addition to any made by the student’s college, school, or academic program.

**Removal from Academic Probation**

When a student’s Total Institutional GPA at the end of any semester is a 2.00 or above, he or she is not on academic probation.

**Continuing on Academic Probation**

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

**Probation Chart**

<table>
<thead>
<tr>
<th>Total Institutional GPA Hours</th>
<th>Placed on Probation</th>
<th>Continue on Probation (avoid suspension)</th>
<th>Removed from Probation</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-35</td>
<td>below 2.00 Total Institutional GPA</td>
<td>1.500 or higher Total Institutional GPA</td>
<td>2.00 or higher Total Institutional GPA</td>
</tr>
<tr>
<td>36-71</td>
<td>below 2.00 Total Institutional GPA</td>
<td>1.800 or higher Total Institutional GPA</td>
<td>2.00 or higher Total Institutional GPA</td>
</tr>
</tbody>
</table>

**Semester Reprieve:** Regardless of the Total Institutional GPA, a student may continue on probation and avoid suspension if the Current Term grade point average is 2.50 or greater.

**First Suspension**

Students unable to meet the standards shown above are suspended from the University of South Carolina for one fall or spring semester and the contiguous summer (approximately eight months). Students have the right to appeal their suspension to the petitions committee of the college or school in which they were enrolled when suspended.

**Returning After First Suspension**

After the suspension has been served, a student will be considered for readmission by the college or school to which the student is seeking admission. A student readmitted following suspension continues on probation and is reviewed for suspension at the end of each fall and spring semester. A Current Term grade point average of 2.50 or higher must be achieved each semester until the Total Institutional GPA reaches the level above which suspension would occur (see chart).

During the first six weeks after returning from a first suspension, students must participate in an academic coaching session before being eligible to register for courses for the following semester. These sessions will provide students with the resources they need to meet their academic goals.

**Returning after Subsequent Suspension**

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

**Earning Academic Credit While on Suspension**

A student on suspension is given an opportunity to reorder priorities and reassess his or her situation before returning. While serving suspension, a student may not be admitted to, or continue in, any academic program of the University. Credit earned at any other institution while a student is on suspension from the University may not be applied toward a degree from USC, unless approved by the Standards and Petitions Committee of the college to which the student is readmitted. Prior approvals for transient study will be revoked for suspended students.

**Retention in Degree Programs**

Students are reminded that the above regulations are for all undergraduate students in the University. Many colleges and schools offer degree programs that have more stringent requirements for retention in those programs. Failure to meet the academic requirements of those degree programs may result in the student being asked to leave that program. Students should consult the colleges and schools section of the Academic Bulletin to review the specific degree retention requirements.

**Academic Progression and Program Dismissal**

Students dismissed from a program for failing to meet academic progression requirements will be reassigned to Undergraduate Studies and will be advised by the University Advising Center. Students assigned
to Undergraduate Studies will have a maximum of two semesters before declaring a new program of study. At the conclusion of two semesters enrolled at full-time status, students who have not declared a major/program within a degree-granting college will have a registration hold placed and will be unable to enroll in coursework.

**Petition Procedures**

In addition to previously specified provisions by which a student may petition to waive the application of this suspension policy, a student suspended by this policy has the right to petition to the appropriate college scholastic standards and petitions committee to waive the application of the suspension rule at any time. Students placed on first suspension who wish to petition for a waiver of the suspension rule may petition only the committee of the college in which they were enrolled at the time of suspension.

**Academic Forgiveness Policy**

**Academic Forgiveness for Former UofSC Students with Less than a 2.00 Cumulative GPA**

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

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

A student who has met these conditions and desires academic forgiveness must submit a written request for academic forgiveness to the dean of the college in which the student is enrolled. After verification of the student's eligibility, the dean shall inform the registrar that the student has been granted the ability to apply for academic forgiveness.

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

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

**Academic Honors Policies**

**Honor Lists**

Each semester academic achievement is recognized by entering the student's name on the President's Honor List or the Dean's Honor List. For details, refer to the degree requirements of the degree.

- **President's Honor List**: a grade point average of 4.00 earned on a minimum of 12 credited semester hours.
- **Dean's Honor List**: a grade point average of 3.50 or higher earned on a minimum of 12 credited semester hours.

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

**Graduation with Honors**

Graduation with honors will be based on a student’s Total Institutional GPA. Honors designators are determined at the time of graduation and may not be retroactively applied.

- To graduate with such honors, a student must have earned at least 60 credit hours applicable toward the degree in residence at the University. 30 credit hours for an associate degree.
- The following designations indicate a consistently high level of academic achievement at UofSC:

**Baccalaureate Degree Designations**

- **Cum Laude**: a cumulative GPA of 3.50-3.749
- **Magna Cum Laude**: a cumulative GPA of 3.75-3.949
- **Summa Cum Laude**: a cumulative GPA of 3.95-4.00

**Associate Degree Designations**

- **Highest Honors**: a cumulative GPA of 3.95-4.00
- **High Honors**: a cumulative GPA of 3.75-3.949
- **Honors**: a cumulative GPA of 3.50-3.749

With Honors from South Carolina Honors College: Any student who completes the requirements of the Honors College, regardless of the major or undergraduate degree, is awarded that degree "With Honors from South Carolina Honors College."

With Distinction: Any student who earns an undergraduate degree and completes the appropriate requirements will be awarded graduation "With Distinction in [that major]." For details, refer to the degree requirements of specific majors.

With Leadership Distinction: Any undergraduate student who completes Leadership Distinction requirements in community service, diversity and social advocacy, global learning, professional and civic engagement, and/or research as specified by the Provost's Office, regardless of the major or undergraduate degree, is awarded that degree "With Leadership..."
Distinction in [that track]." For further details, contact the Office of UofSC Connect.

Degree Conferral and Graduation Policies

In-residence Requirement
The last 25% of a student’s degree must be completed in residence at the University, and at least half of the hours in the student’s major courses and in the student’s minor courses (if applicable) must be taken at the University.

The chart below shows the minimum number of hours required to be completed in residence based on to the total number of hours required for a degree.

In-residence Chart

<table>
<thead>
<tr>
<th>Total Number of Hours Required for Degree</th>
<th>Minimum Number of In-residence Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 Hours (Associates Degree)</td>
<td>15 Hours</td>
</tr>
<tr>
<td>70 Hours (Associates Degree)</td>
<td>18 Hours</td>
</tr>
<tr>
<td>120 Hours</td>
<td>30 Hours</td>
</tr>
<tr>
<td>121-124 Hours</td>
<td>31 Hours</td>
</tr>
<tr>
<td>125-128 Hours</td>
<td>32 Hours</td>
</tr>
<tr>
<td>129-132 Hours</td>
<td>33 Hours</td>
</tr>
<tr>
<td>133-136 Hours</td>
<td>34 Hours</td>
</tr>
<tr>
<td>137-140 Hours</td>
<td>35 Hours</td>
</tr>
<tr>
<td>141-144 Hours</td>
<td>36 Hours</td>
</tr>
</tbody>
</table>

Some programs impose greater student residence and/or major requirements.

Regardless of when students enter the University, they must complete the last 25% of the degree before graduation enrolled in classes approved by the appropriate dean of the college, school, or campus from which the degree will be granted. In addition, all degree applicants are urged to confer with the deans of their respective colleges about their programs and degree requirements prior to the beginning of their last semester of residence at the University.

"In residence" means that the student was regularly enrolled at UofSC; completed courses offered by Columbia or one of the other campuses of the University; was a member of a class which was supervised by a regular faculty member of UofSC; attended classes on a regular, pre-established schedule; and in other ways conformed to the requirements which are normally connoted by the term "in residence." In-residence requirements may not be met by courses for which credit is earned by exemption or exam, courses taken by correspondence, or courses for which transfer credit was awarded. Courses taken under the Pass-Fail option meet in-residence requirements. If the student has not established credit for the prescribed number of hours in residence, then the student is not eligible either for graduation with honors or for graduation on the basis of having completed 25% or 15 hours of the degree during the final semesters at the University.

Application Process
All candidates for degrees and certificates must file formal applications during the last academic term before graduation with the deans of their respective colleges on forms obtained at the Office of the University Registrar or the appropriate dean’s office. Applications must be filed by the third week of the fall or spring semester in which the degree is to be awarded or within the first 10 days of the first summer session. If the student is not enrolled during the first summer session, the application must be filed within the first week of the second summer session for the student to graduate at the summer commencement. Students whom are no longer enrolled at the University and wish to apply for their degree, please contact the Campus Registrar.

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

Second Baccalaureate Degree
At times the University confers a second baccalaureate degree upon candidates who have completed requirements for the second degree. The following specifications for a second baccalaureate degree apply:

1. The student must meet admission and progression requirements for the second degree, and must have received formal approval to pursue the second degree from both deans.
2. All requirements for the second degree must be fulfilled.
3. The additional requirements for the second degree must include a minimum of 24 semester hours beyond those required for the first degree.
4. No course that satisfies a general education, major, minor, cognate, or requirement other than a free elective for the first degree may be applied to the major field of the second degree.
5. The student must file a separate degree application for the second degree with the appropriate college or school.

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

Students who submit two degree applications for the same degree in the same college for a double major will receive one diploma.

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

1. The student must meet admission and progression requirements for the second major.
2. The student must have received approval from both deans for a second major.
3. All requirements for the second major must be fulfilled.
4. All general education and special departmental requirements normally associated with the second major must be fulfilled.
5. In cases where the first major and the second major lead to different degrees, the student must designate one as the official degree of record. A second major eliminates the cognate requirement; however, special departmental requirements normally completed as part of the cognate are not waived.

Fulfillment of the requirements for a second major are indicated on the student’s official transcript upon graduation. No notation for a second
major is placed on the official transcript for course work completed after graduation.

Students who submit two degree applications for the same degree in the same college for a double major will receive one diploma.

**Indebtedness**

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

**Records, Transcript, and Enrollment Certification Policies**

**Change of Name or Address**

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

**Transcripts**

A transcript of a student's record carries the following information: current status; a detailed statement of the scholastic record showing courses pursued with semester hours carried, semester hours earned, grades, grade points, grade point average, and system of grading; a permanent record of all failures, Incomplete grades, and penalties (such as suspension); cumulative USC grade totals; and references to other college or universities attended, dates attended, and the total transfer credits accepted by the University of South Carolina.

Any student who needs a transcript or a certified copy of the end-of-semester grade report may complete a Transcript Request form or send a signed and dated letter containing all pertinent identifying information to the Office of the University Registrar. Official transcripts may also be requested online through Self Service Carolina (http://my.sc.edu). With the exception of copies made for internal use, no copy of a student's permanent record (transcript) will be released to anyone without the student's written consent. In addition to the written consent, each transcript request should include full name or names used, student number, current mailing address, dates of attendance, location of attendance, and date of birth to assure proper identification of the record requested.

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

No partial transcript will be issued.

The nonrefundable transcript processing fee is $12.

**Enrollment Certification**

Certification of enrollment is based upon the total number of credit hours for which a student is registered at the time of the certification request. Beginning and ending dates reported in enrollment certification conform to the official USC academic calendar dates for the term requested.

**Indebtedness**

It is expected that students will discharge any indebtedness to the University as quickly as possible. No diploma, certificate, enrollment verification, or transcript will be issued to or for students who have not

**Notification of Student Rights under FERPA**

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

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

   A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

   If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   The University may disclose Directory Information without prior written consent, unless the student has submitted a written request to the Office of the University Registrar not to release Directory Information pertaining to him or her. Students are notified annually, both in the academic bulletins and via email, of their rights under FERPA and are provided with instructions on how to request a "Confidentiality Indicator" on their academic record which prevents the disclosure of Directory Information. A Confidentiality Indicator will be placed on the release of Directory Information filed with the University Registrar, which will remain in effect until the student files a written request to remove it. A request not to disclose Directory Information applies to the entire category of such information and cannot be selective with regard to specific items defined as Directory Information. Similarly, a request not to disclose Directory Information applies to all individuals and cannot be selective with regard to specific individuals or organizations.

   - The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, service provider or collection agent); a
person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

- A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.
- To officials of other institutions in which the student seeks or intends to enroll provided that the student had previously requested a release of his/her record;
- To authorized representatives of the U.S. Department of Education, U.S. Department of Defense (Solomon Amendment), U.S. Attorney General, the Comptroller General of the United States, state education authorities, organizations conducting studies for or on behalf of the University, and accrediting organizations; to the Department of Homeland Security (DHS) and its Immigration and Customs Enforcement Bureau (ICE) in order to comply with the requirements of SEVIS.
- In connection with a student’s application for, and receipt of, financial aid;
- To comply with a judicial order or lawfully issued subpoena;
- To parents of dependent students as defined by the Internal Revenue Code, Section 152;
- To appropriate parties in a health or safety emergency; or
- To the alleged victim of any crime of violence of the results of any disciplinary proceedings conducted by the University.
- The University may disclose the result of a disciplinary proceeding to a parent or guardian so long as the student is under the age of 21 at the time of the incident and the proceeding has resulted in a violation of University drug or alcohol policies, or any federal, state, or local law.
- To students currently registered in a particular class, the names and email addresses of others on the roster may be disclosed in order to participate in class discussion.

Release of Directory Information

In accordance with section 99.7 of the Family Educational Rights and Privacy Act (FERPA), the University of South Carolina provides students annual notification of their FERPA rights. The University of South Carolina has designated certain items as Directory Information. At the University of South Carolina, these items are as follows:

- Name
- Dates of Attendance
- Campus
- College or School
- Classification
- Primary Program of Study
- Full-time or Part-time Status
- Degree(s) Awarded Including Dates
- Honors and Award Including Dean’s and President’s List
- University Email Address
- City, State, and Zip Code Associated with a Student’s Permanent Address

The University may disclose Directory Information without prior written consent, unless the student has submitted a written request to the Office of the University Registrar not to release Directory Information pertaining to him or her. Students are notified annually, both in the academic bulletins and via email, of their rights under FERPA and are provided with instructions on how to request a "Confidentiality Indicator" on their academic record which prevents the disclosure of Directory Information. A Confidentiality Indicator will be placed on the release of Directory Information filed with the University Registrar, which will remain in effect until the student files a written request to remove it. A request not to disclose Directory Information applies to the entire category of such information and cannot be selective with regard to specific items defined as Directory Information. Similarly, a request not to disclose Directory Information applies to all individuals and cannot be selective with regard to specific individuals or organizations.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of South Carolina to comply with the requirements of FERPA.

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Academic Assessment Policy

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

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

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

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

Primary responsibility for coordinating the assessment of general education is with the Office of Institutional Assessment and Compliance (http://www.ipr.sc.edu/). The faculty is actively involved in planning assessment and using the results of assessment to evaluate the effectiveness of general education. The assessment of general education is administered through the use of exams, interviews, surveys,
questionnaires, or other instruments as developed by the faculty and Office of Institutional Assessment and Compliance.

The results of any activities used for program or general education assessment may not be used for promotion and/or tenure files or for annual performance evaluations or for the evaluation of any student’s progress in a course or progress toward a degree. Assessment activities, however, are integral to the processes of teaching and learning.

For more information contact the Office of Institutional Assessment and Compliance (http://www.ipr.sc.edu/).

Expenses
Overview
The University reserves the right to alter any of the following charges without notice. All charges are due and payable on the date that they are incurred or the due date indicated on the ticket, invoice, or statement. Checks or credit cards for the exact amount of the total charges should be made payable to the University of South Carolina.

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

Checks, Money Orders, and Credit Cards
The University assesses a credit-card convenience fee for all students paying fees by credit card. If you decide to pay with a credit card, this nonrefundable fee will be added to your bill to cover the cost being charged to the University. Since the majority of students find Self-Service Carolina (https://my.sc.edu/) a convenient way to pay, it will present you with an option to accept this fee or decline the transaction. If you decline, you must select another method of payment. Alternative methods include electronic checks and payment by check or money order through the mail.

Legal Residency
The University of South Carolina is required by state law to determine the residency classification of applicants. The initial determination of one's resident status is made at the time of admission. The determination made at that time, and any determination made thereafter, prevails for each subsequent semester until information becomes available that would impact the existing residency status and the determination is successfully challenged. The burden of proof rests with the students to show evidence as deemed necessary to establish and maintain their residency status.

Legal Residency Requirements for Fee and Tuition Purposes
Code of Laws Governing Residence
Rules regarding the establishment of legal residence for tuition and fee purposes for institutions of higher education are governed by Title 59, Chapter 112, of the 1976 South Carolina Code of Laws, as amended.

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

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

“Dependent Person” is defined as one whose predominant source of income or support is from payments from a parent, spouse, or guardian, who claims the dependent person on his/her federal income tax return. In the case of those individuals who are supported by family members who do not earn enough reportable income for taxation purposes, a dependent person can be defined as one who qualifies as a dependent or exemption on the federal income tax return of the parent, spouse, or guardian. A dependent person is also one for whom payments are made, under court order, for child support and the cost of the dependent person’s college education. A dependent person’s residency is based upon the residency of the person upon whom they are dependent.

“Domicile” is defined as the true, fixed, principal residence and place of habitation. It shall indicate the place where a person intends to remain, or to where one expects to return upon leaving without establishing a new domicile in another state. For purposes of this section, one may have only one legal domicile. One is presumed to abandon automatically an old domicile upon establishing a new one. Housing provided on an academic session basis for student at institutions shall be presumed not to be a place of principal residence, as residency in such housing is by its nature temporary.

“Family’s Domicile in this State is Terminated” is defined as an employer directed transfer of the person upon whom the student is dependent and is not construed to mean a voluntary change in domicile. Also included is a relocation of the person upon whom the student is dependent who is laid off through no fault of their own, e.g., plant closure, downsizing, etc., who accepts employment in another state prior to relocating.

“Full time employment” is defined as employment that consists of at least thirty seven and one half hours a week on a single job in a full time status, with gross earnings of at least minimum wage. However, a person who works less than thirty seven and one half hours a week but receives or is entitled to receive full time employee benefits shall be considered to be employed full time if such status is verified by the employer. A person who meets the eligibility requirements of the Americans with Disabilities Act must present acceptable evidence that they satisfy their prescribed employment specifications in order to qualify as having full time employment.

“Guardian” is defined as one legally responsible for the care and management of the person or property of a minor child based upon the five tests for dependency prescribed by the Internal Revenue Service; provided, however, that where circumstances indicate that such guardianship or custodianship was created primarily for the purpose of conferring South Carolina domicile for tuition and fee purposes on such child or dependent person, it shall not be given such effect.

“Immediately Prior” is defined as the period of time between the offer of admission and the first day of class of the term for which the offer was made, not to exceed one calendar year.

“Independent Person” is defined as one in his/her majority (eighteen years of age or older) or an emancipated minor, whose predominant source of income is his/her own earnings or income from employment, investments, or payments from trusts, grants, scholarships, commercial loans, or payments made in accordance with court order. An independent person must provide more than half of his or her support during the twelve months immediately prior to the date that classes begin for the
semester for which resident status is requested. An independent person cannot claim the domicile of another individual as their own for the purposes of establishing intent to become a South Carolina resident. An independent person must have established his/her own domicile for twelve months prior to receiving instate tuition and fees. An independent person cannot be claimed as a dependent or exemption on the federal tax return of his or her parent, spouse, or guardian for the year in which resident status is requested.

“Minor” is defined as a person who has not attained the age of eighteen years. An “emancipated minor” shall mean a minor whose parents have entirely surrendered the right to the care, custody and earnings of such minor and are no longer under any legal obligation to support or maintain such minor.

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

“Parent” is defined as the father, mother, stepfather, stepmother, foster parent or parent of a legally adopted child.

“Reside” is defined as continuous and permanent physical presence within the State, provided that absences for short periods of time shall not affect the establishment of residence. Excluded are absences associated with requirements to complete a degree, absences for military training service, and like absences, provided South Carolina domicile is maintained.

“Resident” for tuition and fee purposes is defined as an independent person who has abandoned all prior domiciles and has been domiciled in South Carolina continuously for at least twelve months immediately preceding the first day of class of the term for which resident classification is sought and for whom there is an absence of domiciliary evidence in other states or countries, not withstanding other provisions of the Statute.

“Spouse” is defined as the husband or wife of a married person in accordance with Title 20, Chapter 1 of the 1976 South Carolina Code of Laws, as amended.

“Temporary Absence” is defined as a break in enrollment during a fall or spring semester (or its equivalent) during which a student is not registered for class. (62-606.A)

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

“United States Armed Forces” is defined as the United States Air Force, Army, Marine Corps, Navy, and Coast Guard.

“Trust” is defined as a legal entity created by a grantor for the benefit of designated beneficiaries under the laws of the state and the valid trust instrument. However, that where circumstances indicate that such trust was created primarily for the purpose of conferring South Carolina domicile for tuition and fee purposes on such child or independent person, it shall not be given such effect.

Citizens and Permanent Residents
Independent persons who have physically resided and been domiciled in South Carolina for twelve continuous months immediately preceding the date the classes begin for the semester for which resident status is claimed may qualify to pay in state tuition and fees. The twelve month residency period starts when the independent person establishes the intent to become a South Carolina resident per Section 62-605 entitled “Establishing the Requisite Intent to Become a South Carolina Domiciliary.” The twelve month residency period cannot start until the absence of indicia in other states is proven. Absences from the State during the twelve month period may affect the establishment of permanent residence for tuition and fee purposes.

The resident status of a dependent person is based on the resident status of the person who provides more than half of the dependent person’s support and claims or, only in the case of those individuals who are supported by family members who do not earn enough reportable income for taxation purposes, qualifies to claim the dependent person as a dependent for federal income tax purposes. Thus, the residence and domicile of a dependent person shall be presumed to be that of their parent, spouse, or guardian.

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

Non-Resident Aliens, Non-Citizens, and Non-Permanent Residents
Except as otherwise specified in this section or as provided in Section 62-609 (1) & (2), independent non-citizens and non-permanent residents of the United States will be assessed tuition and fees at the non-resident, out of state rate. Independent non-resident aliens, including refugees, asylees, and parolees may be entitled to resident, in state classification once they have been awarded permanent resident status by the U.S. Department of Justice and meet all the statutory residency requirements provided that all other domiciliary requirements are met. Time spent living in South Carolina immediately prior to the awarding of permanent resident status does not count toward the twelve month residency period. Certain non resident aliens present in the United States in specified visa classifications are eligible to receive in state residency status for tuition and fee purposes as prescribed by the Commission on Higher Education. They are not, however, eligible to receive state sponsored tuition assistance/scholarships.

Title 8 of the Code of Federal Regulations (CFR) serves as the primary resource for defining visa categories.

Establishing the Requisite Intent to Become a South Carolina Domiciliary
Resident status may not be acquired by an applicant or student while residing in South Carolina for the sole primary purpose of enrollment in an institution or for access to state supported programs designed to serve South Carolina residents. An applicant or student from another state who comes to South Carolina usually does so for the purpose of attending school. Therefore, an applicant or student who enrolls as a non-resident in an institution is presumed to remain a non-resident throughout his or her attendance and does not qualify under any of the residency provisions.

If a person asserts that his/her domicile has been established in this State, the individual has the burden of proof. Such persons should provide to the designated residency official of the institution to which they are applying any and all evidence the person believes satisfies the burden of proof. The residency official will consider any and all evidence provided concerning such claim of domicile, but will not necessarily
regard any single item of evidence as conclusive evidence that domicile has been established.

For independent persons or the parent, spouse, or guardian of dependent persons, examples of intent to become a South Carolina resident may include, although any single indicator may not be conclusive, the following indicia:

1. Statement of full time employment;
2. Designating South Carolina as state of legal residence on military record;
3. Possession of a valid South Carolina driver’s license, or if a non-driver, a South Carolina identification card. Failure to obtain this within 90 days of the establishment of the intent to become a South Carolina resident will delay the beginning date of residency eligibility until a South Carolina driver’s license is obtained;
4. Possession of a valid South Carolina vehicle registration card. Failure to obtain this within 45 days of the establishment of the intent to become a South Carolina resident will delay the beginning date of residency eligibility until the applicant obtains a South Carolina vehicle registrations card;
5. Maintenance of domicile in South Carolina;
6. Paying South Carolina income taxes as a resident during the past tax year, including income earned outside of South Carolina from the date South Carolina domicile was claimed;
7. Ownership of principal residence in South Carolina; and
8. Licensing for professional practice (if applicable) in South Carolina.

The absence of indicia in other states or countries is required before the student is eligible to pay in state rates.

Maintaining Residence
A person’s temporary absence from the State does not necessarily constitute loss of South Carolina residence unless the person has acted inconsistently with the claim of continued South Carolina residence during the person’s absence from the State. The burden is on the person to show retention of South Carolina residence during the person’s absence from the State. Steps a person should take to retain South Carolina resident status for tuition and fee purposes include:

1. Continuing to use a South Carolina permanent address on all records;
2. Maintaining South Carolina driver’s license;
3. Maintaining South Carolina vehicle registration;
4. Satisfying South Carolina resident income tax obligation. Individuals claiming permanent residence in South Carolina are liable for payment of income taxes on their total income from the date that they established South Carolina residence. This includes income earned in another state or country.

Effect of Change of Residency
Notwithstanding other provisions of this section, any dependent person of a legal resident of this state who has been domiciled with his/her family in South Carolina for a period of not less than three years and whose family’s domicile in this state is terminated immediately prior to his/her enrollment may enroll at the in state rate. Any dependent person of a legal resident of this state who has been domiciled with his/her family in South Carolina for a period of not less than three years and whose family’s domicile in this state is terminated after his/her enrollment may continue to receive in state rates, however, a student must continue to be enrolled and registered for classes (excluding summers) in order to maintain eligibility to pay in state rates in subsequent semesters. Transfers within or between South Carolina colleges and universities of a student seeking a certificate, diploma, associate, baccalaureate, or graduate level degree does not constitute a break in enrollment.

If a dependent or independent person voluntarily leaves the state, and information becomes available that would impact the existing residency status, eligibility for in state rates shall end on the last day of the academic session during which domicile is lost. Application of this provision shall be at the discretion of the institution involved. However, a student must continue to be enrolled and registered for classes (excluding summers) in order to maintain eligibility to pay in state rates in subsequent semesters.

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

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

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

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

Exceptions
Persons in the following categories qualify to pay in state tuition and fees without having to establish a permanent home in the state for twelve months. Persons who qualify under any of these categories must meet the conditions of the specific category on or before the first day of class of the term for which payment of in state tuition and fees is requested. The following categories apply only to in state tuition and do not apply to State supported scholarships and grants. Individuals who qualify for in state tuition and fees under the following exceptions do not automatically qualify for LIFE, SC HOPE or Palmetto Fellows Scholarships.

1. “Military Personnel and their Dependents”: Members of the United States Armed Forces who are permanently assigned in South Carolina on active duty and their dependents are eligible to pay in state tuition and fees. When such personnel are transferred from the State, their dependents may continue to pay in state tuition and fees as long as they are continuously enrolled. Such persons (and their dependents) may also be eligible to pay in state tuition and fees as long as they are continuously enrolled after their discharge from the military, provided they have demonstrated an intent to establish a permanent home in South Carolina and they have resided in South Carolina for a period of at least twelve months immediately preceding their discharge. Military personnel who are not stationed in South Carolina and/or former military personnel who intend to establish South Carolina residency must fulfill the twelve month “physical presence” requirement for them or their dependents to qualify to pay in state tuition and fees.
2. “Faculty and Administrative Employees with Full Time Employment and their Dependents”: Full time faculty and administrative
employees of South Carolina state supported colleges and universities and their dependents are eligible to pay in state tuition and fees.

3. “Residents with Full Time Employment and their Dependents.” Persons who reside, are domiciled, and are full time employed in the State and who continue to work full time until they meet the twelve month requirement and their dependents are eligible to pay in state tuition and fees, provided that they have taken steps to establish a permanent home in the State. Steps an independent person must take to establish residency in South Carolina are listed in Section 62-605 entitled (“Establishing the Requisite Intent to Become a South Carolina Domiciliary”).

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

South Carolina residents who wish to participate in the Contract for Services program sponsored by the Southern Regional Education Board must have continuously resided in the State for other than educational purposes for at least two years immediately preceding application for consideration and must meet all other residency requirements during this two year period.

Application for Change of Resident Status
Persons applying for a change of resident classification must complete a residency application/petition and provide supporting documentation prior to a reclassification deadline as established by the institution.

The burden of proof rests with those persons applying for a change of resident classification who must show required evidence to document the change in resident status.

Incorrect Classification
Persons incorrectly classified as residents are subject to reclassification and to payment of all non-resident tuition and fees not paid. If incorrect classification results from false or concealed facts, such persons may be charged tuition and fees past due and unpaid at the out of state rate. The violator may also be subject to administrative, civil, and financial penalties. Until these charges are paid, such persons will not be allowed to receive transcripts or graduate from a South Carolina institution.

Residents whose resident status changes are responsible for notifying the Residency Official of the institution attended of such changes.

Inquiries and Appeals
Inquiries regarding residency requirements and determinations should be directed to:

Legal Residency Office
University Of South Carolina
Columbia, SC 29208
803-777-4060

Any person, following a decision on his or her resident classification, may appeal the decision to the University Committee on Legal Residence. The committee, however, is bound by the same laws and regulations as the residency officials, so its purpose is only to review the facts and details of any case brought before it to evaluate the correctness of the decision may by residency officials. Neither the committee nor residency officials may waive the provisions of the law or regulations.

Persons who appeal residency decisions must provide a letter to the Legal Residency Office informing the office that they want to appeal the decision made by the residency official. The letter must also include a summary of the person’s situation and a statement which specifies the residency provision under which the person feels he or she qualifies to pay in-state fees. The director of legal residency will then schedule a hearing as soon as possible for the committee to hear the appeal.

The residency requirements are subject to change without notification.

Note: Sumter Campus Students Please Refer to the Text in Bold Below

Inquiries regarding residency requirements and determinations should be directed to:

UofSC Sumter Admissions Services Office
200 Miller Road
Sumter, SC 29150
803-938-3717

Any person, following a decision on his or her resident classification, may appeal the decision to the Legal Residency Appeals Committee. The committee, however, is bound by the same laws and regulations as the residency officials, so its purpose is only to review the facts and details of any case brought before it to evaluate the correctness of the decision may by residency officials. Neither the committee nor residency officials may waive the provisions of the law or regulations.

Persons who appeal residency decisions must provide a letter to the Legal Residency Officer informing the office that they want to appeal the decision made by the residency official. The letter must also include a summary of the person’s situation and a statement which specifies the residency provision under which the person feels he or she qualifies to pay in-state fees. The Legal Residency Officer will then schedule a hearing as soon as possible for the committee to hear the appeal.

The residency requirements are subject to change without notification.

Academic Fees

These fees reflect the actual costs for the 2010-2011 academic year. For current fee information, contact the UofSC Sumter admissions office.

Cross-Campus Enrolled Students

Courses originating from other USC campuses are made available to students enrolled at UofSC Sumter. Students who enroll in courses originating from more than one campus pay fees based upon the originating campus’s fee schedule. Refer to the originating campus’s Master Schedule of Classes to determine fees.

Fall and Spring Semester Academic Fees (Less than 75 Hours; 75 Hours or More)

Twelve or More Semester Hours
1. South Carolina residents, per semester ($3,474; $5,082)
2. Nonresident, per semester ($8,664; $10,182)
**Fewer than Twelve Semester Hours**
1. South Carolina resident, per semester hour ($289.50; $423.50)
2. Nonresident, per semester hour ($722; $848.50)

**Summer Session Academic Fees**
The following fees are payable in full at the beginning of each summer term and should not be sent in advance. Students bringing checks from home should have separate checks in the exact amount to cover the expenses.
1. South Carolina resident, per semester hour ($289.50; $423.50)
2. Nonresident, per semester hour ($722; $848.50)

**Course Auditing (Resident and Nonresident)**
Students pay the same rate as they would for classes taken for credit.

**Graduate Credit Fees**
Consult The Graduate School at USC Columbia for current charges.

**Correspondence Course Fees**
Consult USC Columbia's Office of the Bursar for current charges.

**Application Fees**
Every new student will normally be charged a nonrefundable application fee of $40; exceptions to, or relief from, this charge may be made for certain special categories of admission. All applications must be accompanied by the application fee. This fee is for admission application only.

**Readmit Fee**
Students who were enrolled in a previous semester but who have not been enrolled in any major semester must apply for readmission through the Admissions office. Students will be charged a readmit fee of $10.

**Matriculation Fee**
A nonrefundable matriculation fee of $50 is assessed to all current degree-seeking students on a one-time basis. This fee is also assessed to entering (or re-entering) degree-seeking students. International students pay a $500 matriculation fee.

**Technology Fee**
A technology fee of $200 per semester for full-time students ($15 per credit hour for part-time students) is assessed to all students of the University of South Carolina at every campus. This fee is used to provide and support instructional technology for student laboratories and classrooms.

**Laboratory Fee**
A lab fee of $40 per course is assessed to all students taking a science course with a lab. This fee is used to supply the lab with the necessary materials for lab work. A lab fee of $60 is assessed to all students taking MATH 141 Calculus I/MATH 142 Calculus II labs. A lab fee of $20 per course is assessed to all students taking a course in foreign language. A fee of $10 is assessed to all students enrolled in a PEDU activity course.

**Examination Fees**
$40 Scholastic Assessment Test. (SAT) May be taken only once.

$15 Challenge examinations. This test is used to establish undergraduate college credit without class attendance or to validate credits from a nonregionally accredited college. Per semester hour.

A foreign language lab fee of $20 applies to foreign language courses.

**Free Tuition**
Certain exemptions from tuition fees have been established under South Carolina Law. Relevant sections of the code are reproduced below. Please note that these laws include free tuition only. Other academic fees and mandatory fees are still the responsibility of the student.

   a. A child of a wartime veteran, upon application to and approval by the South Carolina Department of Veterans Affairs, may be admitted to any state-supported college, university, or post high school technical education institution free of tuition so long as his work and conduct are satisfactory to the governing body of the institution, if the veteran was a resident of this state at the time of entry into service and during service or has been a resident of this state for at least one year and still resides in this state or, if the veteran is deceased, resided in this state for one year before his death, and provided the veteran served honorably in a branch of the military service of the United States during a war period, as those periods are defined by Section 101 of Title 38 of the United States Code and:
      i. was killed in action
      ii. died from other causes while in the service
      iii. died of disease or disability resulting from service
      iv. was a prisoner of war as defined by Congress or Presidential proclamation during such war period
      v. is permanently and totally disabled, as determined by the Veterans Administration from any cause
      vi. has been awarded the Congressional Medal of Honor
      vii. is missing in action, or
      viii. the applicant is the child of a deceased veteran who qualified under item (4) and (5).
   b. The provisions of this section apply to a child of a veteran who meets the residency requirements of Chapter 112 of this title, is 26 years of age or younger, and is pursuing any type of undergraduate degree.

   No tuition shall be charged for a period of four school years by any state-supported college or university or any state-supported vocational or technical school for children of firemen, both regularly employed and members of volunteer organized units, organized rescue squad members, members of the Civil Air Patrol, law enforcement officers or correction officers, including reserve and auxiliary units of counties or municipalities, who become totally disabled or are killed in line of duty on or after July 1, 1964.

   The first-place winner of the essay contest sponsored by the Governor's Committee on the Employment of the Physically Handicapped, provided that he is qualified and in financial need, may receive a four-year scholarship. This scholarship may be cancelled if the recipient fails to maintain general scholastic and conduct standards established by the University.

   Legal residents of South Carolina who have attained the age of sixty (60) and meet admission and other standards deemed appropriate by the
University may attend classes for credit or noncredit purposes on a space available basis without the required payment of tuition if these persons do not receive compensation as full-time employees.

Parking Fees
Every student (including evening students) at UofSC Sumter must have a current parking permit hanging on the rearview mirror of his/her vehicle while parking on the UofSC Sumter campus. Fees for parking permits will be included on the bill each semester at the following rates: $45 for fall, $45 for spring, $20 for summer I, and $20 for summer II. Vehicles improperly parked or parked without a permit will be subject to a parking ticket and fine. (See “Fines (p. 1850)) A copy of UofSC Sumter’s parking regulations is available in the UofSC Sumter Business Office.

Fines

Registration
1. Late enrollment or payment of fees (after prescribed registration day), $5 per day (Maximum $350)
2. Enrollment with check or credit card returned by the bank for any reason, $30, plus late fee above (Maximum $375)

Bad Checks
Check or credit card (other than one used for enrollment) returned by bank for any reason, $30.

Library
Twenty-five cents per day for regular late returns; $1 per day for the late return of a book on reserve; $1 per day for the late return of a book on interlibrary loan; and the replacement cost for each lost book from the regular collection plus a $10 service charge and all applicable fines.

Parking
In a disabled space without a permit, $30; all other fines are $15. Parking fines not paid within three days will increase incrementally.

Other fines may be imposed if warranted by circumstances.

Refund Policy

1. Policy
The University will refund a part of academic fees in certain cases:
   a. Changes in a student’s status, which may require a refund.
      i. Change in a full-time student’s schedule, which results in reclassification to part-time status
      ii. Change in a part-time student’s schedule, which results in fewer credit hours.
   b. Situations, which may require a refund.
      i. Course or courses dropped
      ii. Drop/Withdrawal from the University
      iii. Cancellation of a class by the University

2. Procedure
   a. Refund Requests
      All requests for refunds must be received during the academic year for which the fees were paid. The academic year begins with the fall term and ends with the summer term. Refunds may be requested at any time during the academic year in which the applicable term occurs. Refund requests must be submitted in writing to the Registrar’s office with all necessary documentation.
   b. Determining the Refundable Portion Procedure

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

c. Drop/Withdrawal Refund Policies
   Standard Refund Policy For Dropping/Withdrawal From The University:
   All refunds will be based solely on the percentage of time (in days) between the first day of a part-of-term and the last day of a part-of-term. The percentage (in days) will include all Saturdays, Sundays, and holidays between the start and end dates of each part-of-term. Exceptions to this rule may only be made by the Bursar’s Office. In these instances, any change in the refund percentage would be moved out to the next closest business day. Courses fewer than six days long, first day = 100% refund, remaining days = no refund
   i. 100 percent if the student’s official drop/withdrawal calculation is within 6% of the enrollment period for which the student is liable.
   ii. 70 percent if the student’s official withdrawal calculation is between the period specified in (1) or before the end of the 10 percent period of enrollment for which the student is liable.
   iii. 50 percent if the student’s official withdrawal calculation is between the period specified in (2) or before the end of the 16 percent period of enrollment for which the student is liable.
   iv. 20 percent if the student’s official withdrawal calculation is between the period specified in (3) or before the end of the 25 percent period of enrollment for which the student is liable.

d. Refund Schedules
   Refund schedules are relocated under the important deadlines on the Registrar’s website (http://registrar.sc.edu/).

e. Return of Title IV Funds
   Refunds Policy For Students Who Have Received Title IV Funds And Withdraw From The University
   i. Federal financial aid funds are awarded with the expectation that students will complete the entire period of enrollment. Students “earn” a percentage of the funds that are disbursed with each day of class attendance. When a student who has received federal aid funds (Title IV Funds) leaves school before the end of the semester or period of enrollment, federal regulations require the University of South Carolina to calculate the percentage and amount of “unearned” financial aid funds that must be returned. Once a student has completed more than 60 percent of the enrollment period, they are considered to have earned all funding received. This calculation may have the effect of requiring the student who withdraws before this time frame to repay funds that have already been disbursed to the student or credited towards their current account for tuition, fees, housing and/or meals. Students are encouraged to meet with a counselor in the
Office of Student Affairs, or the appropriate office on their campus, prior to making the decision to withdraw from.

ii. Title IV Refund Distribution

1. For fully withdrawn students receiving federal and/or state funds, the refund will be governed by the current federal Title IV refund policy. The Office of Student Financial Aid and Scholarships determines the amount of the refund that is distributed back to Title IV, HEA Programs or other Financial Aid sources. For students and their parents who have received student loans or other forms of financial aid, funds will be returned in the order prescribed by federal regulations. The institution must return the funds to the financial aid program other than College Work Study, up to the amount of assistance that the student received from those programs. Funds are to be distributed to the financial aid programs in the following order:
   - Unsubsidized Federal Stafford
   - Subsidized Federal Stafford
   - Federal PLUS Loan
   - Federal Pell Grant
   - Federal Supplemental Education Opportunity Grant
   - Federal TEACH Grant
   - Federal Iraq/Afghanistan Service Grant

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

3. Exit interviews (http://www.sc.edu/financialaid/loan_counseling/default.html) are required before leaving the University of South Carolina for all students who withdraw and have received Stafford or Federal Nursing/Health Professions Loans. Questions regarding exit counseling should be referred to the appropriate campus Financial Aid and Scholarships Office.

f. Appeals Process

A process for appeals exists for students or parents who believe circumstances warrant exceptions from published policy. The student must be fully withdrawn from the University in order to apply for an appeal. The Withdrawal Refund Appeals Committee reviews and act on all appeals. Address appeals to:

Withdrawal Refund Appeals Committee
(Sumter Campus Only)
Office of the Registrar
University of South Carolina, Sumter
200 Miller Road
Sumter, SC 29150

Withdrawal Refunds

All full- or part-time students wishing to withdraw from the University or to discontinue enrollment from all courses for the semester should follow the instructions online at my.sc.edu (https://my.sc.edu/) when they request to drop their last course. Staff members in the Office of Admissions and Records are available to assist students in completing the withdrawal process. In addition, staff from the Office of Financial Aid can provide financial counseling concerning withdrawing from classes. Students requesting withdrawal for extenuating circumstances after the penalty date (last date for W grade) should consult with staff in the Admissions and Records Office.

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

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

It is the responsibility of the Business Office to administer the withdrawals process on a daily basis and to apply the published refund schedule to routine withdrawals. On those rare occasions when it can be documented that unanticipated and extenuating circumstances directly related to a student's withdrawal warrant exceptional consideration, and the amount of the refund due is contested, the Business Office will inform the student of the appeal process and advise the student of the necessary procedures.

University Withdrawal Refund Appeal Procedures

The University Withdrawals Refund Appeal Committee is authorized to consider appeals and approve extraordinary exceptions to the University's published withdrawal refund schedule due to humanitarian and due-process considerations.

Guidelines for committee consideration of withdrawal appeals are:

1. The appeal must be submitted in writing to the Records Office and will be considered only in written form.

2. All requests for appeal must be submitted directly by the student through the Records Office and must meet one or more of the following criteria to be considered and approved by the appeals committee:
   a. Documentation of an accident, illness, injury, or incident which could not be influenced, predicted, planned for, or prevented by the student or the institution. This provision specifically excludes chronic illnesses known to the student at the time of enrollment.
   b. Demonstration that the application of the published refund policy would result in a specific and substantial personal hardship to the student. This provision specifically excludes circumstances or effects which would simply inconvenience the student or the student's family.
   c. Documentation of substantiated circumstances where a student has in good faith relied upon the veracity of a University official's advice, or the official's interpretation of the text of a University document or publication, and was consequently misled or mistaken about the terms of the published refund policy.

3. The appeal must be initiated during the semester for which the refund is requested.

4. The appeal must involve a total withdrawal from the University. No partial withdrawals will be considered.

5. Appeals will only address whether or not a refund will be granted. No consideration will be given to grade assignment or other academic
issues. Students must address such issues directly with the faculty members and the college. If applicable, requests for Extenuating Circumstances Withdrawals for grade change purposes must be resolved prior to deliberations by this committee.

6. Grounds for consideration of an appeal will be restricted to only those circumstances personally experienced by the enrolled individual with whom the University has a direct relationship. Loss or illness of a family member, close associate, or employee, and/or difficulty in family-operated businesses are excluded from consideration.

7. Decisions will be made by a simple majority vote of the committee membership and documented in writing by the chairperson. The student will be informed of the outcome of the appeal by letter from the Records Office.

Financial Aid and Scholarships

The financial aid programs of the University of South Carolina Sumter make it possible for many students to attend the University who could not do so if left entirely to their own resources. Scholarships, grants, loans, and part-time employment are available to qualified undergraduate students.

Eligibility for most types of aid except academic scholarships depends on the applicant's financial circumstances. The University uses the Free Application for Federal Student Aid (FAFSA) to determine the amount of assistance each applicant is eligible to receive. We recommend that you complete the FAFSA via the Web at www.fafsa.ed.gov; however, paper applications may still be obtained from most high-school guidance offices or any financial aid office.

General Guidelines for Financial Aid

1. The student should have applied and been accepted for admission to UofSC Sumter as a regular student working toward a degree.
2. The student must have a high-school diploma or a General Education Development (GED) certificate.
3. Each applicant should complete the Free Application for Federal Student Aid (FAFSA) indicating the University of South Carolina Sumter as the school of attendance (Title IV code: 003426).
4. A Student Aid Report (SAR) will be sent from the U.S. Department of Education to the student.
5. If corrections are necessary, the corrections should be made on the Web at www.fafsa.ed.gov (http://www.fafsa.ed.gov).
6. Information concerning federal financial aid programs, such as Federal Work-Study (FWS), Federal Perkins Loans, Federal William D. Ford Direct Loans (DL), and Federal Grants, may be obtained from the financial aid office.
7. The student must be making satisfactory academic progress toward completing a degree or certificate program.
8. The student must sign an educational purpose/certification statement on refunds and defaults as part of the FAFSA.
9. Awards of financial assistance are made in the spring prior to the beginning of the fall semester. An award notification will be sent by email to the student once the file is complete.
10. In order to be considered for most types of federal financial assistance, a student must be enrolled at least half time (6 semester hours); the Federal Pell Grant program is an exception to this requirement.
11. Awards will be based only on a student’s enrollment status during the official registration period.
12. The financial aid office staff is available for counseling with students and parents concerning any financial aid program.

Financial Aid and the Extended Graduate Campus Program

Financial aid for graduate students who are admitted and registered through The Graduate School on the University's Columbia campus will have their financial aid administered by the Columbia campus financial aid office regardless of the student's campus location. As such, graduate students in this category should list the University of South Carolina Columbia as their school of choice on the Free Application for Federal Student Aid form. All financial aid related correspondence should be directed to the Columbia campus financial aid office.

Satisfactory Academic Progress

All students receiving federal financial aid must adhere to the University's policy on satisfactory progress. The intent of this policy is to ensure that students who are receiving federal and/or state financial aid for their education are making measurable progress toward completion of a degree in a reasonable period of time.

Undergraduate students are considered to be making satisfactory progress if they:
1. are admitted and enrolled as degree-seeking students;
2. meet the University standards for continued enrollment;
3. complete requirements for a degree within a reasonable length of time as specified below:
   a. The total number of semesters of full-time enrollment (12 or more semester hours attempted) at any post-secondary institution does not exceed 180 hours for a four-year degree or 90 hours for a two-year degree.
   b. The total number of semesters of part-time enrollment (less than 12 semester hours attempted) does not exceed the equivalent of 180 hours for a four-year degree or 90 hours for a two-year degree.
4. earn no fewer than 67% of all coursework if enrolled as a full-time student. The academic year for Satisfactory Academic Progress is comprised of the fall, spring, and summer terms.
5. maintain a cumulative grade point average (GPA) of 2.00 on all coursework.

Explanation

Under these standards, students will be ineligible to receive federal financial aid funds if any of the following occurs:
1. The total number of semesters of enrollment as a full-time student (12 or more semester hours attempted) exceeds 180 hours for a four-year degree or 90 hours for a two-year degree. These limits include all work done at any post-secondary institution, whether or not financial aid was received.
2. The total number of earned hours falls below the prescribed number based upon enrollment in undergraduate or graduate study.
3. Complete requirements for a degree or certificate within a reasonable length of time as specified below:
   a. The total number of semesters of full-time enrollment (12 or more semester hours attempted) at any postsecondary institution does not exceed 180 hours for a four-year degree or 90 hours for a two-year degree or certificate.
b. The total number of semesters of part-time enrollment (less than 12 semester hours attempted) does not exceed 180 hours for a four-year degree or 90 hours for a two-year degree or certificate.

4. The cumulative GPA falls below 2.00.

In other words, students who accumulate a yearly or cumulative GPD that subjects them to suspension, who have been enrolled for more than the equivalent of 10 full-time semesters for a four-year degree program, who do not maintain a cumulative GPA of 2.00 after attempting 48 credit hours, or who do not earn the minimum number of semester hours required will become ineligible to receive federal financial aid funds. This determination applies without regard to any financial aid award letter that may have been sent or received prior to the time the determination is made.

Financial Aid Programs Covered by These Standards

- Federal Pell Grant
- Federal Work-Study
- Federal Supplemental Educational Opportunity Grants
- William D. Ford Federal Direct Loan Program:
  - Direct Subsidized Loan
  - Direct Unsubsidized Loan
- Federal PLUS
- South Carolina Lottery Tuition Assistance Program
- South Carolina Need-Based Grant
- Other federal or state programs as required
- Some select private loans (as determined by the lender)

Appeals

Students who are ruled ineligible for financial aid may appeal this determination under specifically prescribed conditions. Deadlines for receipt of appeals are 20 days prior to the end of the semester for which aid is requested. Information concerning the appeal process is available in the financial aid office.

Reinstatement

Students shall be reinstated for financial aid eligibility at such time as they successfully complete sufficient hours and have a sufficient grade point average to meet the minimum requirements for eligibility as set forth in this policy.

Academic Forgiveness

The Satisfactory Academic Progress policy standards will not automatically apply to any hours forgiven under the University of South Carolina Academic Forgiveness Program. However, if you have been granted academic forgiveness under this policy you must contact the Financial Aid Office for further assessment.

Grants

Federal Pell Grant

The Federal Pell Grant is the largest federally funded student financial aid grant program. It serves as the foundation upon which all other undergraduate aid is awarded. Typically, it is available only to undergraduate students who have not earned a baccalaureate degree. Federal Pell Grant eligibility is determined according to federal law and is based on the financial information you and your family provided on your FAFSA.

You are notified of your possible eligibility to receive a Federal Pell Grant via the Student Aid Report (SAR). The financial aid office will receive this information directly from the federal processor and determine the amount of your Federal Pell Grant. You should carefully review the information on your SAR and, if it is correct, keep it for your records. If you discover mistakes, follow the instructions and submit corrections as soon as possible.

If you or your family experiences a major change in your financial situation after your Pell Grant eligibility has been determined, you should notify the financial aid office immediately. A counselor will be able to determine if you qualify for an adjustment of your Pell Grant award and/or other financial aid.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG is a grant that does not need to be repaid. The financial aid office awards UofSC’s limited allocation of FSEOG funds. Recipients must be undergraduates who have not already earned a baccalaureate degree and who demonstrate exceptional financial need. FSEOG recipients must be eligible to receive a Pell Grant and have the lowest EFC’s from among those students being considered for an award.

South Carolina Educational Resources

State Need-Based Grant Program (SNBG)

The South Carolina Need-Based Grant is a state-funded grant for undergraduates attending public and independent colleges and universities within South Carolina. Recipients may not have already earned a baccalaureate degree. To be considered, you must be a South Carolina resident, be admitted or currently enrolled with a minimum GPA of 2.00, complete the FAFSA, demonstrate financial need, be of good moral character, and have no felony and/or alcohol or drug convictions for a period of one year. Additionally, to renew a state grant award, you must maintain an annual 2.00 GPA and complete 24 semester hours during the fall and spring semesters if enrolled full time or an equivalent number of hours based on enrollment if less than full time. Awards are made for the entire academic year (fall and spring semesters) only. The State Need-Based Grant does not need to be repaid.

South Carolina Legislative Incentives for Future Excellence Scholarship

The South Carolina Legislative Incentives for Future Excellence Scholarship (LIFE) was established by the General Assembly during the 1998 legislative session. To be eligible for a LIFE Scholarship, you must have graduated from a high school located in South Carolina on or after May 1995 and be a full-time, undergraduate, degree-seeking student. You must be a South Carolina resident for in-state tuition purposes at the time of enrollment and have no felony, alcohol, or drug convictions. If, however, you have been judged delinquent or have been convicted or pled guilty or nolo contendere to an alcohol or drug misdemeanor, you are ineligible for one calendar year from the date of the conviction. You must also be a U.S. citizen or a permanent resident under state laws. You may not be in default or owe a refund on any federal or state financial aid program.

If you are a first-time entering freshman, you must have graduated from high school with a minimum 3.00 cumulative grade point average (GPA) on a 4.00 scale.

For initial LIFE Scholarship eligibility, if a currently enrolled student, you must have earned a cumulative 3.00 UofSC GPA at the end of the academic year. You must also have earned a minimum of 30 credit hours, or who do not earn the minimum number of semester hours required will become ineligible to receive federal financial aid funds. This determination applies without regard to any financial aid award letter that may have been sent or received prior to the time the determination is made.

Financial Aid Programs Covered by These Standards

- Federal Pell Grant
- Federal Work-Study
- Federal Supplemental Educational Opportunity Grants
- William D. Ford Federal Direct Loan Program:
  - Direct Subsidized Loan
  - Direct Unsubsidized Loan
- Federal PLUS
- South Carolina Lottery Tuition Assistance Program
- South Carolina Need-Based Grant
- Other federal or state programs as required
- Some select private loans (as determined by the lender)

Appeals

Students who are ruled ineligible for financial aid may appeal this determination under specifically prescribed conditions. Deadlines for receipt of appeals are 20 days prior to the end of the semester for which aid is requested. Information concerning the appeal process is available in the financial aid office.

Reinstatement

Students shall be reinstated for financial aid eligibility at such time as they successfully complete sufficient hours and have a sufficient grade point average to meet the minimum requirements for eligibility as set forth in this policy.

Academic Forgiveness

The Satisfactory Academic Progress policy standards will not automatically apply to any hours forgiven under the University of South Carolina Academic Forgiveness Program. However, if you have been granted academic forgiveness under this policy you must contact the Financial Aid Office for further assessment.

Grants

Federal Pell Grant

The Federal Pell Grant is the largest federally funded student financial aid grant program. It serves as the foundation upon which all other undergraduate aid is awarded. Typically, it is available only to undergraduate students who have not earned a baccalaureate degree. Federal Pell Grant eligibility is determined according to federal law and is based on the financial information you and your family provided on your FAFSA.
hours, or the annual equivalent at all institutions attended, for the previous academic year if completing your first year; 60 credit hours must have been earned if completing your second year; and, 90 credit hours must have been earned if completing your third year. Students at UoS C Regional Campuses are only eligible to receive the LIFE Scholarship for four consecutive semesters.

You may receive the LIFE scholarship for not more than eight semesters for a four-year degree or 10 semesters for a five-year degree. Funds from this program may not be used for remedial courses or continuing education classes. If you are receiving South Carolina’s Palmetto Fellows Scholarship, you are not eligible for a LIFE Scholarship.

To retain the LIFE Scholarship you must earn an average of 30 credit hours for each academic year and earn a 3.00 cumulative UoS C GPA by the end of the academic year. The financial aid office, using data from the admissions and records offices, is responsible for awarding LIFE Scholarships.

Please note that the LIFE Scholarship statutes and regulations are subject to change by the South Carolina Legislature.

**South Carolina Lottery Tuition Assistance Program**

During the 2002 legislative session, the South Carolina General Assembly established the Lottery Tuition Assistance Program. Its purpose is to provide resources that supplement, not supplant, existing resources for educational purposes to South Carolina’s students. The program assists students who wish to attend two-year public or independent college in the state. In calculating the amount awarded, any and all federal grants and need-based grants must first be awarded before determining the amount a student is eligible to receive. A student may receive up to the cost of tuition minus Pell, SEOG, and SNBG. The college at which the student is enrolled will notify each student of the exact award amount.

In order to qualify for lottery tuition assistance, a student must meet the following requirements:

- file the Free Application for Federal Student Aid (FAFSA) and complete the process to determine eligibility for federal student aid each academic year
- be a legal resident of South Carolina as defined in applicable state statutes governing the determination of residency for tuition and fee purposes
- be enrolled at the time of the grant disbursement in a minimum of 6 credit hours for the term and be making satisfactory academic progress toward an associate’s degree
- verify that the student does not owe a refund or repayment on a state grant, Federal Pell Grant, or Federal Supplemental Educational Opportunity Grant (FSEOG) and is not in default on a loan under the Federal Perkins Loan or Federal Stafford Loan programs
- must not be eligible for or a recipient of the LIFE scholarship.

To retain program funds, a student must have a 2.00 GPA by the end of the academic year.

In addition, students shall not be eligible to receive lottery tuition assistance for more than one certificate, diploma, or degree earned within any five-year period.

The financial aid office administers the South Carolina Lottery Tuition Assistance Program, and the exact award amount is dependent upon the number of eligible recipients and the amount of funding each academic year. Please note that program statutes and regulations are subject to change by the S.C. Legislature.

**Loans**

The Federal Direct Stafford Loan Program (Subsidized and Unsubsidized)

The Federal Direct Stafford Loan Program provides low-interest, long-term loans to eligible students through the U.S. Department of Education.

Subsidized Stafford Loans are awarded based on financial need. The federal government pays the interest on these loans while the student is enrolled in school at least half-time (6 semester hours), during the grace period and during deferment periods.

Unsubsidized Stafford Loans are not based on financial need. Interest begins accruing after the first disbursement. Students have the option of paying the interest monthly or quarterly while in school and during the grace period, or can have the interest capitalized and added to the principal amount of the loan upon entering repayment.

**Maximum Loan Amounts**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Loan Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>$5500 for dependent students (maximum $3500 subsidized)</td>
</tr>
<tr>
<td></td>
<td>$9500 for independent students (maximum $3500 subsidized)</td>
</tr>
<tr>
<td>Sophomore</td>
<td>$6500 for dependent students (maximum $4500 subsidized)</td>
</tr>
<tr>
<td></td>
<td>$10,500 for independent students (maximum $4500 subsidized)</td>
</tr>
<tr>
<td>Junior and Beyond</td>
<td>$7500 for dependent students (maximum $5500 subsidized)</td>
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<td></td>
<td>$12,500 for independent students (maximum $5500 subsidized)</td>
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**Aggregate Loan Limits**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Loan Amount</th>
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</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>$31,000 for dependent students (maximum $23,000 subsidized)</td>
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<tr>
<td></td>
<td>$57,500 for independent students (maximum $23,000 subsidized)</td>
</tr>
<tr>
<td>Graduate</td>
<td>$138,500 (maximum $65,500 subsidized)</td>
</tr>
</tbody>
</table>

The graduate limit includes Stafford Loans received for undergraduate study.

**Federal Direct Parent Loan for Undergraduate Students (PLUS)**

Federal Direct Parent Loan for Undergraduate Students (PLUS) provides long-term loans to parents for their dependents through the U.S. Department of Education. Loan amounts under this program are limited to the student’s cost of education minus other financial aid awards. Parents may be denied a PLUS loan due to adverse credit history. If the PLUS Loan is denied, the student is eligible for an additional Unsubsidized Loan.

The repayment period for each Direct PLUS Loan begins on the date the final loan disbursement is made. There is no grace period for Direct PLUS Loans. Parents have the option of postponing payments until six months.
after the student ceases to be enrolled at least half time. Parents must contact the Direct Loan Servicing Center to request a postponement of payments. Interest will accrue during the postponement period. The loans have a fixed rate of 7.9%. PLUS Loan funds will be disbursed in two equal payments, one at the beginning of each semester (Fall — August, Spring — January). One semester loans are disbursed at the beginning of the semester for the full loan amount.

**South Carolina Teacher Loan Program**

This program is available only to residents of South Carolina who are attending college for the purpose of becoming certified teachers employed in the state’s school system in areas of critical need as defined by the State Board of Education. For loan recipients who become certified and teach in an area of critical need, the loan shall be cancelled at the rate of 20 percent for each full year of teaching, up to 100 percent. Loan recipients who do not become certified and/or do not teach in a critical need shall be responsible for repaying the entire amount of loan funds borrowed plus interest. Contact the Office of Student Financial Aid and Scholarships for application information and deadlines.

**Work Opportunities**

**Federal Work-Study Program**

The Federal Work-Study Program provides part-time employment for needy students to meet their educational expenses. To be eligible for employment under this federal program, a student must be enrolled in the University or fully accepted for admission and demonstrate financial need.

Students who are enrolled at least half-time work an average of 12 to 20 hours per week. During vacation periods it is sometimes possible to work up to 40 hours per week. Pay rates vary with the job assignment.

**Refunds and Financial Aid**

The official University policy and procedure concerning refunding of University tuition and fees which result from withdrawal or reduction in hours is contained in the “Fees and Refunds (p. 1858)” section of this bulletin. Students who withdraw or reduce hours may be eligible to receive a refund as provided by the official University policy; however, recipients of financial aid generally do not receive the refund.

When students who are recipients of federal financial aid withdraw from all classes, they are only entitled to retain a percentage of the federal financial aid received that is proportional to the time they remained enrolled. If, for example, a student withdraws after completing 30 percent of the semester or summer term, they can only retain 30 percent of the federal financial aid they received. The balance, 70 percent, must be returned to the financial aid programs. The Office of the Bursar performs this calculation and students are notified by mail of the outcome.

When funds are applied back to the federal financial aid programs, loan funds are always returned first, thereby reducing the student’s repayment obligation. If funds remain after repaying federal loans, they are then repaid to the Federal Pell Grant and the Federal Supplemental Educational Opportunity Grant (FSEOG) programs. After all federal funds are repaid, state-sponsored grant programs then receive any remaining payments.

**Veterans Benefits**

The following policies and procedures are of primary concern to veterans, servicepersons, members of guard and selected reserves, and other eligible persons who receive VA educational benefits while enrolled at the University.

*Please note: Academic standards of progress and attendance are covered under school standards of progress as specified by the South Carolina Commission on Higher Education, License Division, and are required by the U.S. Department of Veterans Affairs (VA).*

**Enrollment Certification**

Certification by the University VA certifying official in the Office of Financial Aid, Scholarships, and Veterans Affairs is required for eligible students who wish to receive VA educational benefit checks. Students must initiate their own requests for enrollment certification. The certifying official will complete certifications and forward other forms to the VA only for those students who have made such requests and have completed the necessary paperwork.

Normally, the VA requires that eligible students must have completed full University admissions requirements and matriculation into degree-seeking status before they may receive VA educational benefits. However, those students admitted as “Provisional,” “Military Special,” or “Transient,” or students enrolling for prerequisite courses required for admission into a professional degree program or school may request VA certification if they provide appropriate documentation. Any VA students in these categories should contact the VA certifying official for details. In these and all other admissions categories, only the federal VA has the final authority to award or to deny military educational benefits.

Undergraduate veterans or servicepersons should contact the Office of Admissions for consideration of receiving college credit for military schools.

Students can best ensure receipt of benefits by informing the school VA office of their intent to register for classes and by supplying the number of credit hours for which they will enroll each session. Eligible VA students may request certification on a semester basis and should recertify for each new semester at least 45 days prior to the first day of class of their next semester.

Normally, VA payments are authorized only for those courses which are required by the academic department for the student’s current degree program. All students receiving educational benefit checks from the VA are responsible for notifying the VA certifying official of any changes in their degree programs and/or course loads during a semester, to include drop/add, withdrawal, changing from credit to audit status, invoking the Pass-Fail option in a course, or enrolling in any distance education course, independent study, internship, or practicum.

Appropriate forms and benefits-related information are available at the Office of Financial Aid, Scholarships, and Veterans Affairs. Each student request will be handled individually according to their VA benefit program and enrollment status at the University.

**Academic Scholarships**

The University of South Carolina Sumter offers scholarships to academically qualified students in numerous fields of study. Scholarships are available to full-time and part-time students. These scholarships are provided by individuals, organizations, clubs, and businesses in Sumter and surrounding areas. Interested students should complete the UofSC Sumter scholarship application, which is available in the Office of Financial Aid, Scholarships, and Veterans Affairs and online (http://www.uscsumter.edu/students/financial_aid/scholarships.shtml).
following scholarships are offered on an annual basis. Several are for a specific area of study or category of student.

**Access & Equity Scholarship.** Grant determines restrictions. Please contact the Office of Financial Aid, Scholarships, and Veterans Affairs for more information.

**Porter H. Adams Jr. Scholarship.** Must be awarded to a student in any discipline who is a U.S. citizen, with preference given to S.C. residents.

**Swamp Fox Chapter, Air Force Association/Boeing Aerospace Scholarship.** Must be awarded to an active-duty member or veteran of the U.S. Air Force or to a legal dependent of such a person.

**Alpha Kappa Alpha Sorority Inc. Scholarship.** Must be awarded to an African-American student majoring in education with a GPA of 2.50 or higher, preferably female; if no eligible applicant, then awarded to any African-American applicant.

**Father William Atkinson Scholarship.** Must be awarded to a student majoring in social work, psychology, physical/occupational therapy, art therapy, or education.

**BD Scholarship.** Must be awarded to a student enrolled in the 2+2 Engineering Program.

**Henry D. Barnett Memorial Scholarship.** Must be awarded to a Sumter County resident who has dyslexia or a sight or learning disability; if no eligible applicant, then awarded to a Sumter County resident.

**Dr. Michael S. Becker Memorial Endowed Scholarship.** Must be awarded to a student majoring in Business Administration with preference to a first-generation college student.

**Jane McKenzie Beebe Scholarship.** The scholarship will be awarded to a student majoring in education or pre-education who exhibits academic merit. If no such student meets these criteria, the award may be presented to any worthy student.

**Bishop Scholarship.** First preference to a student who intends to major in either Biology or Nursing.

**Louise L. and John M. Brabham Sr. Scholarship.** The scholarship will be awarded to any student who is a Sumter County resident and who exhibits academic merit attending the University of South Carolina Sumter.

**Ethel Burnett Memorial Scholarship.** Must be awarded to a student who is majoring in education and is a resident of Sumter County.

**Ethel Burnett Memorial Scholarship, Pilot Club of Sumter.** Must be awarded to a student who is majoring in education or an allied health field, is a resident of Sumter County, maintains a GPA of at least 2.50, and demonstrates financial need.

**Frank and Eleida Nexsen Burrows Scholarship.** Must be awarded to a student majoring in nursing.

**Carolina Coca-Cola Bottling Company Scholarship.** Must be awarded to a student majoring in education.

**Brian K. Costello Scholarship.** Must be awarded to a student who conveys a career interest in either medicine or physical therapy and intends to pursue a related preparatory education path. The student must maintain a 3.75 GPA. If no such student can be identified, then awarded to a student of high academic achievement pursuing a Science, Technology, Engineering or Math (STEM) education path.

**Robert C. Costello and Elizabeth D. Costello Scholarship.** Must be awarded to a student whose intended major is chemistry, biochemistry or mathematics and who either has recently demonstrated academic excellence or who is a non-traditional student who shows a strong promise of academic excellence.

**E. Lee Craig Education Scholarship.** Must be awarded to a student majoring in English Education or a student majoring in education or pre-education who exhibits academic merit. If no such student meets these criteria, the award may be presented to any worthy student.

**Alivia Burrows Davids Scholarship.** Must be awarded to a nontraditional student majoring in secondary education in mathematics; if no eligible applicant, then awarded to a secondary education major, or a mathematics or physical education major.

**William and Martha Dubose Scholarship.** First preference is given to a student majoring in English or journalism.

**David L. Evans and S. Anne Walker Scholarship.** Must be awarded to a student majoring in education. If no eligible student meets the criteria, the award may be presented to any eligible student.

**Farmers Telephone Cooperative (FTC) Scholarship.** Must be awarded to a student living in the FTC service area of Clarendon, lower Florence, Lee, Sumter, and Williamsburg counties whose parents or guardians are members of the Farmers Telephone Cooperative.

**Edward H. and Eola G. Fienning Memorial Scholarship.** Must be awarded to a Sumter County resident who has submitted an application for financial assistance.

**Christopher Laird Floyd Scholarship.** Must be awarded to one or more eligible underrepresented students to support education diversity consistent with its mission and admissions policy. If no such student meets the criteria, the award may be presented to any eligible student.

**Laurens W. Floyd Jr. and Charlene D. Floyd Clemson at Sumter Scholarship.** First preference to a student who indicates that he/she plans to transfer to Clemson University.

**Helen O. Freeman Scholarship.** Must be awarded to a Business Administration Major who is a first-generation college student. If no applicant is available, then award to a student majoring in Business Administration.

**Anne Bailey Geddings Scholarship.** Must be awarded to a first generation college student.

**Dr. Lea B. Givens Memorial Scholarship.** Must be awarded to a graduate of Sumter High School, Sumter, SC who is majoring in biology. If no such student meets the criteria, the award may be presented to any eligible student.

**Clifton C. Goodwin Jr. Memorial Scholarship.** Must be awarded to a Sumter County resident who has submitted an application for financial assistance.

**Mr. and Mrs. Robert E. Graham Scholarship.** Must be awarded to a student majoring in nursing, preferably to a student pursuing a bachelor’s degree.
Dr. Jean-Luc E. Grosso Memorial Scholarship. Must be awarded to a student who has declared Business as their major.

Janette Barnes Guiler Memorial Scholarship. Must be awarded to a student majoring in nursing.

Karen Sonya Harris-Sweetman and Mark D. Sweetman Scholarship. Must be awarded to a student majoring in education.

Ervin H. “Bud” Hickman, Jr. Memorial Scholarship. Must be awarded to a student who demonstrated financial need with preference to a resident of Sumter County.

J.B. and Elizabeth Hilton Scholarship. Must be awarded to a student from Thomas Sumter Academy in Dalzell, SC. If no such student meets this criteria, the award may be presented to any deserving student.

Joyce Holloman Hodge and Family Scholarship. Must be awarded to one or more students who are first generation students.

Laura W. and Oliver F. Hutchens Memorial Scholarship. Awarded to students attending USC Sumter who have demonstrated both academic proficiency and a need for financial assistance.

Fred A. “Larry” Lawrence Memorial Scholarship. First preference is given to a part-time student.

Ralph G. MacDonald Chemistry Scholarship. The scholarship will be awarded to a student majoring in chemistry. If there is no eligible student applicant, then the award will go to any student enrolled in chemistry classes.

Dr. Dинфord G. Maness Memorial Scholarship. Must be awarded to a student majoring in a program under the Division of Arts and Letters. If none available, then to any eligible student.

Coach Melvin L. McCormick and Janice B. McCormick Scholarship. Must be awarded to a student from Thomas Sumter Academy in Dalzell, SC. If no such student meets this criteria, the award may be presented to any worthy student.

Ross S. McKenzie Scholarship. Must be awarded to a student who desires a liberal arts education balanced with courses in science and business.

Ezra Pierson McLeod Scholarship. Must be awarded to a Sumter County, SC resident. If there is no eligible applicant, then award to any deserving student.

Mental Health Association of Sumter County Scholarship. Must be awarded to a Sumter County resident who is planning to pursue a career in a mental health field (through psychology, social work, counseling, nursing, or another related field) and who is planning to return to work in Sumter County for at least one year following graduation.

Mid-Carolina Chapter of Phi Delta Kappa International Scholarship. Must be awarded to a graduate from a public high school in Clarendon, Kershaw, Lee, Sumter or Williamsburg County who plans to major in education.

I. Harby Moses Scholarship. The scholarship will be awarded to a graduate of Wilson High School. If there is no eligible applicant, it may be awarded to any student attending the University of South Carolina Sumter.

Andrew W. Muller Scholarship. Must be awarded to a graduate of Sumter School District Two.

E. Whilden Nettles Jr. Memorial Scholarship. Must be awarded to a student who is the first in his/her family to attend college or is a non-traditional student and demonstrates significant financial need. Other factors include volunteer work, contributions made by the candidate to the Sumter community and other attributes (e.g., motivation, perseverance, resilience, work ethic). If no such student can be found, then award to any deserving student.

Ditty Poston Alumni Scholarship. Must be awarded to a student who is a Sumter County resident.

Joe Singleton Company, Inc., Scholarship. Must be awarded to a freshman who is a Sumter County resident.

Sonntag Family Scholarship. Must be awarded to a student who is the first in his/her family to attend college or is a non-traditional student (age 25+); must demonstrate significant financial need; and does not qualify for merit-based aid but demonstrates attributes (e.g., motivation, perseverance, resilience, work ethic) that will allow him/her to be successful at UofSC Sumter. If no such student can be found, it may be awarded to any deserving student.

A.T. and Jessie T. Sublette Memorial Scholarship. Must be awarded to a student majoring in nursing, premedicine, or other health-related fields.

Joseph Shepard and Janet Brunson Sublette Scholarship. Awarded to a student who intends to transfer to Clemson University. If no student meets this criteria, the award may be presented to any worthy student.
Sumter County Unit of the South Carolina Education Association Retired Scholarship. Must be awarded to a rising senior whose career goal is to teach.

Sumter County Fair Association Scholarship. Must be awarded to a Sumter County resident and dependent of a member of the American Legion or a veteran of the U.S. Armed Forces.

Sumter Lions Club Scholarship. Must be awarded to a student who is sight or hearing impaired or to a student majoring in special education for the sight or hearing impaired; if no eligible applicant, then awarded to any student.

Sumter Utilities and USC Sumter Shaw AFB Scholarship. Awarded to students at Shaw AFB who are enrolled at UofSC Sumter and Palmetto College. It covers active military, reservists, veterans, national guard and their families.

C. Talmadge Tobias, Jr. and Linda H. Tobias Scholarship. Must be awarded to a student majoring in Business Administration with preference to a first-generation college student.

UofSC Sumter Commencement Speaker Scholarship. Must be awarded to a UofSC Sumter student; if recipient changes campuses after receipt, they become ineligible; amount is in-state, full-time tuition at UofSC Sumter.

UofSC Sumter Division of Business Administration and Economics Scholarship. Must be awarded to a student majoring in business who exhibits academic merit.

UofSC Sumter Emerging Scholars Scholarship. Must be awarded to a student demonstrating sufficient academic qualifications and pursuing a major in any area offered at UofSC Sumter with the exception of Business.

UofSC Sumter Partnership Part-Time Scholarship. Must be awarded to students enrolled in at least six credit hours and no more than 11 credit hours.

Hendrikus E.M.J.L. van Bulck Endowed Scholarship. Must be awarded to a Business Administration Major who is a first-generation college student. If no such student is available, then award to a student majoring in Business Administration.

Verizon Foundation Scholarship. Must be awarded to a minority student.

Naomi Warner Business Scholarship. Must be awarded to an eligible student who is majoring in business.

Williams-Brice-Edwards Scholarship. Must be awarded to a Sumter County resident.

The following scholarships do not specify area of study or category of student:

American Legion Post 15 Memorial Scholarship
Jack C. Anderson, Jr. Dean's Endowed Scholarship
Arthur S. Bahnmueller Scholarship
Julie Abney Bailey Endowed Scholarship
Bank of America NA Scholarship
BB&T Scholarship
John M. Brabham Sr. Memorial/Black River Electric Cooperative Scholarship
G. Werber Bryan Scholarship
Roger Dale Bullard Memorial Scholarship

Albert L. and Nina O. Carpenter Scholarship
C. Leslie Carpenter Dean’s Scholarship
Mr. and Mrs. W.E. Covington Scholarship
Judith L. Croskey Scholarship
Dr. John J. Duffy Memorial Scholarship
Duke Energy Progress Scholarship
Mr. and Mrs. Curt Edens, Jr. Scholarship
ESE Marketing Scholarship
Danny R. Geddings Memorial Scholarship
Mr. and Mrs. Charles Gupton Scholarship
Carol Hallgren Scholarship
O.D. Harvin Scholarship
Mr. and Mrs. A.J. Hatfield Memorial Scholarship
Kiwanis Club of Sumter Scholarship
Linda Ann Epperhartz Lawrence Memorial Scholarship
Dan and Dotty Lyles Scholarship
Sara Davis McLendon Memorial Scholarship
NBSC-Lucille McKiever Memorial Scholarship
Major General Thomas R. Olsen, Ret USAF Memorial Scholarship
Rotary Club of Sumter Palmetto Scholarship
SAFE Federal Credit Union Bicentennial Scholarship
Rosa W. Schwartz Scholarship
D.L. Scarry Foundation Scholarship
Mr. and Mrs. R. Glenn Sharp Scholarship
Sumter Industrial Association Scholarship
Sumter Optimist Don Stein Memorial Friend of Youth Scholarship
UofSC Sumter Alumni Association "Big Wednesday" Scholarship
UofSC Sumter Alumni Association Scholarship
UofSC Sumter SGA Teacher of the Year Scholarship
Wells Fargo/UofSC Sumter Scholarship
Samuel M. Willis Founding Director's Scholarship
Wilson MacEwen and Co. Scholarship
Dr. Robert C. and Harriette Heath Wimberly Scholarship

Fees and Refunds
Checks, Money Orders, and Credit Cards
The University assesses a credit-card convenience fee for all students paying fees by credit card. If you decide to pay with a credit card, this nonrefundable fee will be added to your bill to cover the cost being charged to the University. Since the majority of students find Self-Service Carolina (https://my.sc.edu/) a convenient way to pay, it will present you with an option to accept this fee or decline the transaction. If you decline, you must select another method of payment. Alternative methods include payment by E-check, UofSC’s preferred method of payment, when using Self-Service Carolina or payment by check or money order through the mail.

Legal Residency
The University of South Carolina is required by state law to determine the residence classification of applicants. The initial determination of one’s resident status is made at the time of admission. The determination made at that time, and any determination made thereafter, prevails for each subsequent semester until information becomes available that would impact the existing residency status and the determination is successfully challenged. The burden of proof rests with the students to show evidence as deemed necessary to establish and maintain their residency status.
Legal Residency Requirements for Fee and Tuition Purposes

Code of Laws Governing Residence
Rules regarding the establishment of legal residence for tuition and fee purposes for institutions of higher education are governed by Title 59, Chapter 112, of the 1976 South Carolina Code of Laws, as amended.

Definitions

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

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

“Dependent Person” is defined as one whose predominant source of income or support is from payments from a parent, spouse, or guardian, who claims the dependent person on his/her federal income tax return. In the case of those individuals who are supported by family members who do not earn enough reportable income for taxation purposes, a dependent person can be defined as one who qualifies as a dependent or exemption on the federal income tax return of the parent, spouse, or guardian. A dependent person is also one for whom payments are made, under court order, for child support and the cost of the dependent person's college education. A dependent person's residency is based upon the residency of the person upon whom they are dependent.

“Domicile” is defined as the true, fixed, principal residence and place of habitation. It shall indicate the place where a person intends to remain, or to where one expects to return upon leaving without establishing a new domicile in another state. For purposes of this section, one may have only one legal domicile. One is presumed to abandon automatically an old domicile upon establishing a new one. Housing provided on an academic session basis for student at institutions shall be presumed not to be a place of principal residence, as residency in such housing is by its nature temporary.

“Family’s Domicile in this State is Terminated” is defined as an employer directed transfer of the person upon whom the student is dependent and is not construed to mean a voluntary change in domicile. Also included is a relocation of the person upon whom the student is dependent who is laid off through no fault of their own, e.g., plant closure, downsizing, etc., who accepts employment in another state prior to relocating.

“Full time employment” is defined as employment that consists of at least thirty seven and one half hours a week on a single job in a full time status, with gross earnings of at least minimum wage. However, a person who works less than thirty seven and one half hours a week but receives or is entitled to receive full time employee benefits shall be considered to be employed full time if such status is verified by the employer. A person who meets the eligibility requirements of the Americans with Disabilities Act must present acceptable evidence that they satisfy their prescribed employment specifications in order to qualify as having full time employment.

“Guardian” is defined as one legally responsible for the care and management of the person or property of a minor child based upon the five tests for dependency prescribed by the Internal Revenue Service; provided, however, that where circumstances indicate that such guardianship or custodianship was created primarily for the purpose of conferring South Carolina domicile for tuition and fee purposes on such child or dependent person, it shall not be given such effect.

“Immediatly Prior” is defined as the period of time between the offer of admission and the first day of class of the term for which the offer was made, not to exceed one calendar year.

“Independent Person” is defined as one in his/her majority (eighteen years of age or older) or an emancipated minor, whose predominant source of income is his/her own earnings or income from employment, investments, or payments from trusts, grants, scholarships, commercial loans, or payments made in accordance with court order. An independent person must provide more than half of his or her support during the twelve months immediately prior to the date that classes begin for the semester for which resident status is requested. An independent person cannot claim the domicile of another individual as their own for the purposes of establishing intent to become a South Carolina resident. An independent person must have established his/her own domicile for twelve months prior to receiving in-state tuition and fees. An independent person cannot be claimed as a dependent or exemption on the federal tax return of his or her parent, spouse, or guardian for the year in which resident status is requested.

“Minor” is defined as a person who has not attained the age of eighteen years. An “emancipated minor” shall mean a minor whose parents have entirely surrendered the right to the care, custody and earnings of such minor and are no longer under any legal obligation to support or maintain such minor.

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

“Parent” is defined as the father, mother, stepfather, stepmother, foster parent or parent of a legally adopted child.

“Reside” is defined as continuous and permanent physical presence within the State, provided that absences for short periods of time shall not affect the establishment of residence. Excluded are absences associated with requirements to complete a degree, absences for military training service, and like absences, provided South Carolina domicile is maintained.

“Resident” for tuition and fee purposes is defined as an independent person who has abandoned all prior domiciles and has been domiciled in South Carolina continuously for at least twelve months immediately preceding the first day of class of the term for which resident classification is sought and for whom there is an absence of domiciliary evidence in other states or countries, not withstanding other provisions of the Statute.

“Spouse” is defined as the husband or wife of a married person in accordance with Title 20, Chapter 1 of the 1976 South Carolina Code of Laws, as amended.

“Temporary Absence” is defined as a break in enrollment during a fall or spring semester (or its equivalent) during which a student is not registered for class. (62-606.A)

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

“United States Armed Forces” is defined as the United States Air Force, Army, Marine Corps, Navy, and Coast Guard.
“Trust” is defined as a legal entity created by a grantor for the benefit of designated beneficiaries under the laws of the state and the valid trust instrument. However, that where circumstances indicate that such trust was created primarily for the purpose of conferring South Carolina domicile for tuition and fee purposes on such child or independent person, it shall not be given such effect.

Citizens and Permanent Residents
Independent persons who have physically resided and been domiciled in South Carolina for twelve continuous months immediately preceding the date the classes begin for the semester for which resident status is claimed may qualify to pay in state tuition and fees. The twelve month residency period starts when the independent person establishes the intent to become a South Carolina resident per Section 62-605 entitled “Establishing the Requisite Intent to Become a South Carolina Domiciliary.” The twelve month residency period cannot start until the absence of indicia in other states is proven. Absences from the State during the twelve month period may affect the establishment of permanent residence for tuition and fee purposes.

The resident status of a dependent person is based on the resident status of the person who provides more than half of the dependent person’s support and claims or, only in the case of those individuals who are supported by family members who do not earn enough reportable income for taxation purposes, qualifies to claim the dependent person as a dependent for federal income tax purposes. Thus, the residence and domicile of a dependent person shall be presumed to be that of their parent, spouse, or guardian.

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

Non-Resident Aliens, Non-Citizens, and Non-Permanent Residents
Except as otherwise specified in this section or as provided in Section 62-609 (1) & (2), independent non-citizens and non-permanent residents of the United States will be assessed tuition and fees at the non-resident, out of state rate. Independent non-resident aliens, including refugees, asylees, and parolees may be entitled to resident, in state classification once they have been awarded permanent resident status by the U.S. Department of Justice and meet all the statutory domiciliary requirements provided that all other domiciliary requirements are met. Time spent living in South Carolina immediately prior to the awarding of permanent resident status does not count toward the twelve month residency period. Certain non resident aliens present in the United States in specified visa classifications are eligible to receive in state residency status for tuition and fee purposes as prescribed by the Commission on Higher Education. They are not, however, eligible to receive state sponsored tuition assistance/scholarships.

Title 8 of the Code of Federal Regulations (CFR) serves as the primary resource for defining visa categories.

Establishing the Requisite Intent to Become a South Carolina Domiciliary
Resident status may not be acquired by an applicant or student while residing in South Carolina for the sole primary purpose of enrollment in an institution or for access to state supported programs designed to serve South Carolina residents. An applicant or student from another state who comes to South Carolina usually does so for the purpose of attending school. Therefore, an applicant or student who enrolls as a non-resident in an institution is presumed to remain a non-resident throughout his or her attendance and does not qualify under any of the residency provisions.

If a person asserts that his/her domicile has been established in this State, the individual has the burden of proof. Such persons should provide to the designated residency official of the institution to which they are applying any and all evidence the person believes satisfies the burden of proof. The residency official will consider any and all evidence provided concerning such claim of domicile, but will not necessarily regard any single item of evidence as conclusive evidence that domicile has been established.

For independent persons or the parent, spouse, or guardian of dependent persons, examples of intent to become a South Carolina resident may include, although any single indicator may not be conclusive, the following indicia:

1. Statement of full time employment;
2. Designating South Carolina as state of legal residence on military record;
3. Possession of a valid South Carolina driver’s license, or if a non-driver, a South Carolina identification card. Failure to obtain this within 90 days of the establishment of the intent to become a South Carolina resident will delay the beginning date of residency eligibility until a South Carolina driver’s license is obtained;
4. Possession of a valid South Carolina vehicle registration card. Failure to obtain this within 45 days of the establishment of the intent to become a South Carolina resident will delay the beginning date of residency eligibility until the applicant obtains a South Carolina vehicle registrations card;
5. Maintenance of domicile in South Carolina;
6. Paying South Carolina income taxes as a resident during the past tax year, including income earned outside of South Carolina from the date South Carolina domicile was claimed;
7. Ownership of principal residence in South Carolina; and
8. Licensing for professional practice (if applicable) in South Carolina.

The absence of indicia in other states or countries is required before the student is eligible to pay in state rates.

Maintaining Residence
A person’s temporary absence from the State does not necessarily constitute loss of South Carolina residence unless the person has acted inconsistently with the claim of continued South Carolina residence during the person’s absence from the State. The burden is on the person to show retention of South Carolina residence during the person’s absence from the State. Steps a person should take to retain South Carolina resident status for tuition and fee purposes include:

1. Continuing to use a South Carolina permanent address on all records;
2. Maintaining South Carolina vehicle registration;
3. Maintaining South Carolina driver’s license;
4. Satisfying South Carolina resident income tax obligation. Individuals claiming permanent residence in South Carolina are liable for payment of income taxes on their total income from the date that they established South Carolina residence. This includes income earned in another state or country.
Effect of Change of Residency
Notwithstanding other provisions of this section, any dependent person of a legal resident of this state who has been domiciled with his/her family in South Carolina for a period of not less than three years and whose family’s domicile in this state is terminated immediately prior to his/her enrollment may enroll at the in state rate. Any dependent person of a legal resident of this state who has been domiciled with his/her family in South Carolina for a period of not less than three years and whose family’s domicile in this state is terminated after his/her enrollment may continue to receive in state rates, however, a student must continue to be enrolled and registered for classes (excluding summers) in order to maintain eligibility to pay in state rates in subsequent semesters. Transfers within or between South Carolina colleges and universities of a student seeking a certificate, diploma, associate, baccalaureate, or graduate level degree does not constitute a break in enrollment.

If a dependent or independent person voluntarily leaves the state, and information becomes available that would impact the existing residency status, eligibility for in state rates shall end on the last day of the academic session during which domicile is lost. Application of this provision shall be at the discretion of the institution involved. However, a student must continue to be enrolled and registered for classes (excluding summers) in order to maintain eligibility to pay in state rates in subsequent semesters.

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

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

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

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

Exceptions
Persons in the following categories qualify to pay in state tuition and fees without having to establish a permanent home in the state for twelve months. Persons who qualify under any of these categories must meet the conditions of the specific category on or before the first day of class of the term for which payment of in state tuition and fees is requested. The following categories apply only to in state tuition and do not apply to State supported scholarships and grants. Individuals who qualify for in state tuition and fees under the following exceptions do not automatically qualify for LIFE, SC HOPE or Palmetto Fellows Scholarships.

1. "Military Personnel and their Dependents": Members of the United States Armed Forces who are permanently assigned in South Carolina on active duty and their dependents are eligible to pay in state tuition and fees. When such personnel are transferred from the State, their dependents may continue to pay in state tuition and fees as long as they are continuously enrolled. Such persons (and their dependents) may also be eligible to pay in state tuition and fees as long as they are continuously enrolled after their discharge from the military, provided they have demonstrated an intent to establish a permanent home in South Carolina and they have resided in South Carolina for a period of at least twelve months immediately preceding their discharge. Military personnel who are not stationed in South Carolina and/or former military personnel who intend to establish South Carolina residency must fulfill the twelve month “physical presence” requirement for them or their dependents to qualify to pay in state tuition and fees.

2. “Faculty and Administrative Employees with Full Time Employment and their Dependents”: Full time faculty and administrative employees of South Carolina state supported colleges and universities and their dependents are eligible to pay in state tuition and fees.

3. “Residents with Full Time Employment and their Dependents” Persons who reside, are domiciled, and are full time employed in the State and who continue to work full time until they meet the twelve month requirement and their dependents are eligible to pay in state tuition and fees, provided that they have taken steps to establish a permanent home in the State. Steps an independent person must take to establish residency in South Carolina are listed in Section 62-605 entitled (“Establishing the Requisite Intent to Become a South Carolina Domiciliary”).

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

South Carolina residents who wish to participate in the Contract for Services program sponsored by the Southern Regional Education Board must have continuously resided in the State for other than educational purposes for at least two years immediately preceding application for consideration and must meet all other residency requirements during this two year period.

Application for Change of Resident Status
Persons applying for a change of resident classification must complete a residency application/petition and provide supporting documentation prior to a reclassification deadline as established by the institution.

The burden of proof rests with those persons applying for a change of resident classification who must show required evidence to document the change in resident status.

Incorrect Classification
Persons incorrectly classified as residents are subject to reclassification and to payment of all non-resident tuition and fees not paid. If incorrect classification results from false or concealed facts, such persons may be charged tuition and fees past due and unpaid at the out of state rate. The violator may also be subject to administrative, civil, and financial penalties. Until these charges are paid, such persons will not be allowed to receive transcripts or graduate from a South Carolina institution.
Residents whose resident status changes are responsible for notifying the Residency Official of the institution attended of such changes.

Inquiries and Appeals
Inquiries regarding residency requirements and determinations should be directed to:

Legal Residency Office
University Of South Carolina
Columbia, SC 29208
803-777-5555

Any person, following a decision on his or her resident classification, may appeal the decision to the University Committee on Legal Residence. The committee, however, is bound by the same laws and regulations as the residency officials, so its purpose is only to review the facts and details of any case brought before it to evaluate the correctness of the decision may by residency officials. Neither the committee nor residency officials may waive the provisions of the law or regulations.

Persons who appeal residency decisions must provide a letter to the Legal Residency Office informing the office that they want to appeal the decision made by the residency official. The letter must also include a summary of the person’s situation and a statement which specifies the residency provision under which the person feels he or she qualifies to pay in-state fees. The director of legal residency will then schedule a hearing as soon as possible for the committee to hear the appeal.

The residency requirements are subject to change without notification.

Academic Fees
Application Fees
Every new student will normally be charged a nonrefundable application fee of $40; exceptions to, or relief from, this charge may be made for certain special categories of admission. All applications must be accompanied by the application fee. This fee is for admission application only. A separate application fee is charged for space in University residence halls.

Matriculation Fee
A nonrefundable matriculation fee of $50 is assessed to all current degree-seeking students on a one-time basis. This fee is also assessed to entering (or re-entering) degree-seeking students. International students pay a $500 matriculation fee.

Free Tuition
(This includes tuition only—all other academic and mandatory fees are the responsibility of the student.)

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

1. S.C. Code Ann. § 59-111-110 (Law Co-op. 1976) No tuition shall be charged for a period of four school years by any state-supported college or university or any state-supported vocational or technical school for children of firemen, both regularly employed and members of volunteer organized units, organized rescue squad members, members of the Civil Air Patrol, law enforcement officers or correction officers, as defined herein, including reserve and auxiliary units of counties or municipalities, who become totally disabled or are killed in line of duty (on or after July 1, 1964).

2. S.C. Code Ann. § 59-111-320 (Law Co-op Supp. 1984) Legal residents of South Carolina who have attained the age of sixty (60) and meet admission and other standards deemed appropriate by the University may attend classes for credit or non-credit purposes on a space available basis; provided, however, that neither such persons nor their spouses receive compensation as full-time employees.

Refund Policy

1. Policy
The University will refund a part of academic fees in certain cases:
   a. Changes in a student’s status, which may require a refund.
      i. Change in a full-time student’s schedule, which results in reclassification to part-time status
      ii. Change in a part-time student’s schedule, which results in fewer credit hours.
   b. Situations, which may require a refund.
      i. Course or courses dropped
      ii. Drop/Withdrawal from the University
      iii. Cancellation of a class by the University

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

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

   c. Drop/Withdrawal Refund Policies
      Standard Refund Policy For Dropping/Withdrawal From The University.
      All refunds will be based solely on the percentage of time (in days) between the first day of a part-of-term and the last day of a part-of-term. The percentage (in days) will include all Saturdays,

Examination Fees

Graduate Record Fees
1. General Test ($60)
2. Subject Test ($60)

Revalidation examinations intended to revalidate UofSC courses, obselete under the statute of limitations. Per hour, $25.

Note: Revalidation examinations require permission of the dean of The Graduate School. The fee must be paid in advance, and is nonrefundable, once the student is presented to the instructor for the examination.

Revalidation Examinations Procedure

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

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

   c. Drop/Withdrawal Refund Policies
      Standard Refund Policy For Dropping/Withdrawal From The University.
      All refunds will be based solely on the percentage of time (in days) between the first day of a part-of-term and the last day of a part-of-term. The percentage (in days) will include all Saturdays,
**Refund Schedules**

Sundays, and holidays between the start and end dates of each part-of-term. Exceptions to this rule may only be made by the Bursar's Office. In these instances, any change in the refund percentage would be moved out to the next closest business day. Courses fewer than six days long, first day = 100% refund, remaining days = no refund

i. 100 percent if the student’s official drop/withdraw calculation is within 6% of the enrollment period for which the student is liable.

ii. 70 percent if the student’s official withdrawal calculation is between the period specified in (1) or before the end of the 10 percent period of enrollment for which the student is liable.

iii. 50 percent if the student’s official withdrawal calculation is between the period specified in (2) or before the end of the 16 percent period of enrollment for which the student is liable.

iv. 20 percent if the student’s official withdrawal calculation is between the period specified in (3) or before the end of the 25 percent period of enrollment for which the student is liable.

**Refund Schedules**

Refund schedules are relocated under the important deadlines on the Registrar’s website (http://registrar.sc.edu/).

**Return of Title IV Funds**

Refunds Policy For Students Who Have Received Title IV Funds And Withdraw From The University

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

ii. Title IV Refund Distribution

1. For fully withdrawn students receiving federal and/or state funds, the refund will be governed by the current Federal Title IV refund policy. The Office of Student Financial Aid and Scholarships determines the amount of the refund that is distributed back to Title IV, HEA Programs or other Financial Aid sources. For students and their parents who have received student loans or other forms of financial aid, funds will be returned in the order prescribed by federal regulations. The institution must return the funds to the financial aid program other than College Work Study, up to the amount of assistance that the student received from those programs. Funds are to be distributed to the financial aid programs in the following order:
   - Unsubsidized Federal Stafford
   - Subsidized Federal Stafford
   - Federal Perkins

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

3. Exit interviews (http://www.sc.edu/financialaid/loan_counseling/default.html) are required before leaving the University of South Carolina for all students who withdraw and have received Stafford, Perkins or Federal Nursing/Health Professions Loans. Questions regarding exit counseling should be referred to the appropriate campus Financial Aid and Scholarships Office.

**f. Appeals Process**

A process for appeals exists for students or parents who believe circumstances warrant exceptions from published policy. The student must be fully withdrawn from the University in order to apply for an appeal. The Withdrawal Refund Appeals Committee reviews and act on all appeals. Address appeals to:

Withdrawal Refund Appeals Committee
(Sumter Campus Only)
Records Office
University of South Carolina Sumter
200 Miller Road
Sumter, SC 29150

**Withdrawal Refunds**

All full- or part-time students wishing to withdraw from the University or to discontinue enrollment from all courses for the semester should follow the instructions online at my.sc.edu (https://my.sc.edu/) when they request to drop their last course. Staff members in the Office of Admissions and Records are available to assist students in completing the withdrawal process. In addition, staff from the Office of Financial Aid can provide financial counseling concerning withdrawing from classes. Students requesting withdrawal for extenuating circumstances after the penalty date (last day for W grade) should consult with staff in the Admissions and Records Office.

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

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

It is the responsibility of the Business Office to administer the withdrawals process on a daily basis and to apply the published refund schedule to routine withdrawals. On those rare occasions when it can be documented that unanticipated and extenuating circumstances directly
related to a student’s withdrawal warrant exceptional consideration, and the amount of the refund due is contested, the Business Office will inform the student of the appeal process and advise the student of the necessary procedures.

University Withdrawal Refund Appeal Procedures
The University Withdrawals Refund Appeal Committee is authorized to consider appeals and approve extraordinary exceptions to the University’s published withdrawal refund schedule due to humanitarian and due-process considerations.

Guidelines for committee consideration of withdrawal appeals are:

1. The appeal must be submitted in writing to the Records Office and will be considered only in written form.
2. All requests for appeal must be submitted directly by the student through the Records Office and must meet one or more of the following criteria to be considered and approved by the appeals committee:
   a. Documentation of an accident, illness, injury, or incident which could not be influenced, predicted, planned for, or prevented by the student or the institution. This provision specifically excludes conditions or chronic illnesses known to the student at the time of enrollment.
   b. Demonstration that the application of the published refund policy would result in a specific and substantial personal hardship to the student. This provision specifically excludes circumstances or effects which would simply inconvenience the student or the student’s family.
   c. Documentation of substantiated circumstances where a student has in good faith relied upon the veracity of a University official's advice, or the official's interpretation of the text of a University document or publication, and was consequently misled or mistaken about the terms of the published refund policy.
3. The appeal must be initiated during the semester for which the refund is requested.
4. The appeal must involve a total withdrawal from the University. No partial withdrawals will be considered.
5. Appeals will only address whether or not a refund will be granted. No consideration will be given to grade assignment or other academic issues. Students must address such issues directly with the faculty members and the college. If applicable, requests for Extenuating Circumstances Withdrawals for grade change purposes must be resolved prior to deliberations by this committee.
6. Grounds for consideration of an appeal will be restricted to only those circumstances personally experienced by the enrolled individual with whom the University has a direct relationship. Loss or illness of a family member, close associate, or employee, and/or difficulty in family-operated businesses are excluded from consideration.
7. Decisions will be made by a simple majority vote of the committee membership and documented in writing by the chairperson. The student will be informed of the outcome of the appeal by letter from the Records Office.

Learning Outcomes for Associate’s Degree Programs
Graduates will be able to:

- Identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes through writing.
- Apply the methods of mathematical, statistical, or analytical reasoning to critically evaluate data, solve problems, and effectively communicate findings verbally and graphically.
- Apply the principles and language of the natural sciences and associated technologies to historical and contemporary issues.
- Communicate in more than one language.
- Use the principles of historical thinking to understand past human societies.
- Use the principles of the social sciences to explore diverse cultural identities and to analyze political and environmental issues.
- Create or interpret literary, visual or performing arts.

and be able to demonstrate at least one of the following:

- Identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes through speaking.
- Collect, manage and evaluate information using technology, and communicate findings.
- Examine different kinds of social and personal values, analyzing the ways in which these are manifested in communities as well as individual lives.

Carolina Core - 15 Hours
These serve as general education requirements common to all associate degrees.

- CMW: Effective, Engaged and Persuasive Communication: Writing (6 Hours) Must be passed with a grade of C or higher
- SCI: Scientific Literacy (3 Hours)
- GHS: Global Citizenship and Multicultural Understanding: Historical Thinking (3 Hours)
- GSS: Global Citizenship and Multicultural Understanding: Social Sciences (3 Hours)

Associate of Arts Degree Curriculum - 60 Hours
1. Basic Requirements (including 15 hours of Carolina Core stated above) (37-38 Hours)
All course selections are from the approved Carolina Core Learning Outcomes list unless otherwise specified.

- CMW: Effective, Engaged and Persuasive Communication: Writing (6 Hours)
  Must be passed with a grade of C or higher

Academic Programs
Associate’s Degree Programs
The University of South Carolina offers the Associate in Arts degree and the Associate in Science degree at the Sumter campus to those students who have earned 60 hours of credit and completed the following requirements:

- Learning Outcomes
- Carolina Core - All Associates
- Associate of Arts Degree Curriculum
- Associate of Science Degree Curriculum
- Other Requirements
- Second Associate’s Degree
• ARP: Analytical Reasoning and Problem-Solving (3 Hours)
  Choose from MATH, CSCE, PHIL, STAT including MATH 111 Basic College Mathematics or MATH 115 Precalculus Mathematics
• SCI: Scientific Literacy (7-8 Hours)
  Must include at least 1 laboratory science course
• GFL: Global Citizenship and Multicultural Understanding: Foreign Language (0-3 Hours)
  One 3-hour language course at any level or score of “2” on placement exam
• GHS: Global Citizenship and Multicultural Understanding: Historical Thinking (3 Hours)
• GSS: Global Citizenship and Multicultural Understanding: Social Sciences (6 Hours)
• AIU: Aesthetic and Interpretive Understanding (6 Hours)
• Choose one of the following three options (3 Hours minimum):
  • CMS: Effective, Engaged and Persuasive Communication: Speech (3 Hours)
  • INP: Information Literacy (3 Hours)
  • VSR: Values, Ethics and Social Responsibility (3 Hours)

2. Electives for A.A. Degrees (22-23 Hours)
Electives may be any additional courses not used to fulfill the previously stated requirements. Students who intend to apply these credits toward a baccalaureate degree awarded by another campus or institution are advised to work closely with an academic advisor to choose electives that will meet preliminary requirements of the four-year major they wish to pursue. Of particular importance is completion of general education requirements. UofSC Columbia requires a minimum of 31 general education credit hours and a student planning to pursue a UofSC Columbia baccalaureate degree must complete these hours. These hours can be incorporated within the 60 hours required for an AA or AS degree when electives are carefully selected. Applying for an associate’s degree does not in any manner affect eligibility to apply for a baccalaureate degree, and vice versa.

Associate of Science Degree Curriculum - 60 Hours
1. Basic Requirements (including 15 hours of Carolina Core stated above) (38-42 Hours)

All course selections are from the approved Carolina Core Learning Outcomes list unless otherwise specified.
• CMW: Effective, Engaged and Persuasive Communication: Writing (6 Hours)
  Must be passed with a grade of C or higher
• ARP: Analytical Reasoning and Problem-Solving (6 Hours)
  Choose from MATH, CSCE, PHIL, STAT including MATH 111 Basic College Mathematics or MATH 115 Precalculus Mathematics
• SCI: Scientific Literacy (8-12 Hours)
  Must include at least 2 laboratory science courses
• GFL: Global Citizenship and Multicultural Understanding: Foreign Language (0-3 Hours)
  One 3-hour language course at any level or score of “2” on placement exam
• GHS: Global Citizenship and Multicultural Understanding: Historical Thinking (3 Hours)
• GSS: Global Citizenship and Multicultural Understanding: Social Sciences (6 Hours)
• AIU: Aesthetic and Interpretive Understanding (6 Hours)
• Choose one of the following three options (3 Hours minimum):
  • CMS: Effective, Engaged and Persuasive Communication: Speech (3 Hours)
  • INP: Information Literacy (3 Hours)
  • VSR: Values, Ethics and Social Responsibility (3 Hours)

2. Electives for A.A. Degrees (18-22 Hours)
Electives may be any additional courses not used to fulfill the previously stated requirements. Students who intend to apply these credits toward a baccalaureate degree awarded by another campus or institution are advised to work closely with an academic advisor to choose electives that will meet preliminary requirements of the four-year major they wish to pursue. Of particular importance is completion of general education requirements. UofSC Columbia requires a minimum of 31 general education credit hours and a student planning to pursue a UofSC Columbia baccalaureate degree must complete these hours. These hours can be incorporated within the 60 hours required for an AA or AS degree when electives are carefully selected. Applying for an associate’s degree does not in any manner affect eligibility to apply for a baccalaureate degree, and vice versa.

Other Requirements
In addition to the requirements for the A.A. and A.S. degrees stated above, the following stipulations also apply:
• Students must have an institutional GPA of 2.00 or better (does not include course grades earned by challenge examinations).
• At least 15 hours earned at UofSC Sumter.
• No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees.
• Pass-Fail option on elective courses is allowed.
• No more than 15 hours of nontraditional credits, which include DANTES, CLEP, and military experience.
• No more than 3 1-hour PEDU activity courses may count toward meeting Associate’s degree requirements (any track).

Second Associate’s Degree
At times the University of South Carolina Sumter confers a second associate’s degree upon candidates who have completed all requirements for the second degree, provided that the additional requirements for the second degree include a minimum of 12 semester hours beyond those required for the first degree earned at UofSC Sumter and a minimum of 72 semester hours total. Under this policy a student may apply for two degrees at one time or separately. In either case the student would receive two diplomas.

Baccalaureate Degree Programs
Palmetto College
Palmetto College combines the resources of the University of South Carolina system with the flexibility of course delivery formats including on-campus, traditional classes, two-way video classes, and online classes.

Faculties from Lancaster, Salkehatchie, Sumter, and Union, as well as Extended University in Columbia, use two-way interactive video to teach students at multiple sites simultaneously as well as fully online, asynchronous instruction. These delivery mechanisms give students access to many more course options than are available face-to-face on their campuses.
UofSC Aiken Bachelor of Science Degree in Business Administration

Students must comply with the requirements of the UofSC Aiken bulletin for the B.S. in Business Administration. UofSC Aiken program requirements are reflected in the UofSC Sumter bulletin so far as publishing deadlines allow.

The mission of the School of Business at UofSC Aiken focuses on creating a caring learning environment in its accredited undergraduate program at multiple locations. The program prepares students to successfully meet the dynamic global, technological, and ethical challenges of business and society. The UofSC Aiken School of Business Administration is accredited by AACSB International, The Association to Advance Collegiate Schools of Business.

Curriculum

The School of Business Administration offers the Bachelor of Science in Business Administration degree. The area of concentration is management. To qualify for graduation, a student must meet general education requirements, business core requirements, and area of concentration requirements, as stated below. Students are encouraged to choose courses that will contribute to their educational development in the liberal arts as well as their development and preparation for particular careers. Students should become very familiar with the degree requirements under which they are to be graduated and seek proper advisement.

Admission Standards for the Professional Business Administration Program

The baccalaureate curriculum of the School of Business Administration is divided into two years of general education and two years of upper-level business course work, which constitute the School of Business Administration Professional Program. Students who fulfill the admission requirements of UofSC Sumter may enroll in any general education courses and any business courses at the 100 and 200 level provided they meet individual course prerequisites. They may also enroll in upper-level business courses provided they meet individual course prerequisites and have not been declined admission into the School of Business Administration Professional Program. At the end of each semester, the academic records of business students are audited to identify those students who meet the following criteria:

1. the student has declared a business administration major;
2. the student has earned at least 60 hours of credit toward the business administration degree.

Students who meet these criteria are admitted into the professional program if they have a cumulative collegiate GPA of 2.50 or higher and have passed MGSC 290 Computer Information Systems in Business or the Computer Applications Proficiency Exam with a grade of C or better. The assessment of academic records of students who enter UofSC Sumter with 60 or more credit hours toward a UofSC Aiken business administration degree is made at the end of the semester of entry.

Students denied admission into the professional program will not be permitted to register for upper-level business courses (300 and above). This enrollment restriction will remain in force until the student has a cumulative GPA of 2.50 or higher and has been admitted into the professional program. Students denied admission into the professional program may appeal the decision to the Professional Program Committee.

Students assessed and found to have an insufficient GPA for acceptance into the professional program will be notified of their status.

Requirements for the Bachelor of Science Degree in Business Administration

1. General Education Requirements (60 hours)
   - Skills and Competencies (15 hours)
     - ENGL 101 Critical Reading and Composition and ENGL 102 Rhetoric and Composition (6 hours)
     - MATH 170 Finite Mathematics and MATH 122 Calculus for Business Administration and Social Sciences (6 hours)
     - SPCH 140 Public Communication (3 hours)
     - Methods and History of Disciplines (35 hours)
   - Humanities: ENGL 101 European Civilization from Ancient Times to the Mid-17th Century or HIST 102 European Civilization from the Mid-17th Century (3 hours)
     - HIST 111 United States History to 1865 or HIST 112 United States History since 1865 or GINT 201 (3 hours)
     - English Literature 200 or above (3 hours)
   - Microeconomics
   - Social/Behavioral Sciences: ECON 221 Principles of Microeconomics and ECON 222 Principles of Macroeconomics (6 hours)
   - Psychology, sociology, anthropology, geography, or political science (6 hours)
   - Humanities: HIST 101 European Civilization from Ancient Times to the Mid-17th Century or HIST 102 European Civilization from the Mid-17th Century (3 hours)
   - HIST 111 United States History to 1865 or HIST 112 United States History since 1865 or GINT 201 (3 hours)
   - English Literature 200 or above (3 hours)
   - Microeconomics
   - Social/Behavioral Sciences: ECON 221 Principles of Microeconomics and ECON 222 Principles of Macroeconomics (6 hours)
   - Psychology, sociology, anthropology, geography, or political science (6 hours)

2. Business Core Requirement (36 hours)

3. Management Concentration Requirements (24 hours)
   - AMGT 374, AMGT 376, AMGT 473, AMFT 477 (12 hours)
   - Two courses from AMGT 378, AMGT 442, ABUS 380, ABUS 429 (6 hours)
   - Business electives: business or economics courses (300 or above) (6 hours)

Total hours required: 120 hours

1
At least three credit hours must be in non-Western world studies. A non-Western world studies course is any course which focuses substantially on the culture of regions of the world other than Europe or those areas in which the dominant culture is European, such as the United States, Canada, Australia, and New Zealand. Study of the cultures of the indigenous peoples of these countries may be acceptable, but this would not include the study of contemporary African Americans, Japanese Americans, and other assimilated ethnic categories.

All business administration majors are required to earn a C or higher in each course (business electives excepted) satisfying the area of concentration requirements. Each student in the School of Business must also earn at least a 2.00 average overall on business core and concentration area courses for graduation. At least 50 percent of the business administration credit hours required for the business administration degree must be earned through UofSC Aiken. Students must also complete assessment procedures as required by the school. The Inter-Curricular Enrichment requirement as detailed in the UofSC Aiken bulletin must also be met.

**Computer Application Proficiency Exam**

Students must demonstrate proficiency in computer applications either by passing MGSC 290 Computer Information Systems in Business or by earning a passing score on the Computer Application Proficiency Exam.

To take the proficiency exam, students must follow these steps:

1. Obtain a Proficiency Exam Form from the proficiency exam coordinator.
2. Complete the form and return it to the coordinator.
3. Pay the finance office (at either UofSC Aiken or UofSC Sumter) an examination fee of $30 and obtain a receipt for this amount.
4. Arrange with the coordinator a time for the exam.

Students who fail the exam must take MGSC 290 Computer Information Systems in Business.

**Proficiency Portfolio in Writing**

The Rising Junior Proficiency Portfolio in Writing serves two purposes:

1. to certify each student’s writing proficiency within the context of general education assessment;
2. to make all students aware of the necessity for developing and transferring their writing skills beyond the composition sequence.

To these ends, each student must submit a writing proficiency portfolio as soon as possible after the completion of 60 credit hours. Transfer students who have reached the 60-hour level through the accumulation of course credit at other institutions are given up to 30 hours in residency at UofSC Sumter to build their portfolios. The portfolio requirement must be satisfied before graduation. Failure to submit a portfolio will result in the placement of a hold on the student’s records.

Questions concerning this process should be addressed to the student’s advisor. The director of writing assessment or the director of the writing room (both at UofSC Aiken) may also be contacted for this purpose.

For this year’s schedule of submission deadlines, please consult the UofSC Aiken Undergraduate Calendar, obtainable from the student’s advisor.

Students are encouraged to complete the Rising Junior Proficiency Portfolio in Writing requirement prior to the semesters in which they expect to be graduated. Those students who do not pass the requirement prior to the semester in which they expect to be graduated may find themselves unable to complete the requirement in time and their graduation dates delayed for that reason. Students are encouraged to work with their advisors to complete this requirement on time. Advisors are encouraged to provide warning notices regarding the proper timing of the submission of the portfolio.

The Rising Junior Proficiency Portfolio in Writing is designed to allow students seeking a baccalaureate degree from USCA an opportunity to demonstrate their ability to apply the skills and competencies they began to develop in the composition sequence to University writing contexts beyond that level. It will consist of three course-related papers selected by students as examples of their best writing and one reflective essay annotating the various reasons for the selections.

The three course-related papers must include researched writing. Essays, extended essay exam answers, journals assigned for class, or other appropriate written assignments may be used. No more than one of these may come from the composition sequence. Since the portfolio is designed to show the range of a student’s writing, the student is encouraged to select work from a variety of courses. Papers produced through group work are discouraged in this portfolio review.

Each selection must be identified by course title, semester taken, and instructor’s name. All three papers may be rewritten to demonstrate the student’s current writing proficiency, for a paper deemed satisfactory at the freshman level may not adequately demonstrate proficiency at the rising-junior level. When a paper is rewritten, it must be accompanied by a copy of the original class paper and the course information listed above. The reflective essay will serve as a cover essay for the portfolio and should discuss the reasons the student selected each paper.

While papers from UofSC Aiken/UofSC Sumter classwork are preferred, transfer students may submit papers from other academic settings if the student is within the final 30 hours of course work for a degree.

Those students who have demonstrated competency in university-level writing will be certified as having satisfied UofSC Aiken’s expectations concerning writing proficiency within the context of general education requirements. Those students whose portfolios do not meet expectations will be advised to appeal or to enroll in and pass AEGL 201 Writing in the University.

**Academic Discipline or Grievances**

Students enrolled in the UofSC Aiken Business School Professional Program may continue judicial process initiated on the UofSC Sumter campus for either student academic discipline or student academic grievances by appeal to the vice chancellor for academic affairs at UofSC Aiken.

**Special Note**

Reinstatements, grade changes, and withdrawals due to extenuating circumstances must be submitted through the UofSC Aiken process once students seek UofSC Aiken baccalaureate degrees.

**Special Programs and Opportunities**

**University 101**

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

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

Organized in small groups of 20-25 students, University 101 is taught by faculty members and administrative personnel who have a special interest in working with new students. The course may be taken as part of a student's regular load or as an overload. Course credit is awarded on a letter-grade basis. Credit is applicable as elective credit toward almost all baccalaureate degrees offered by the University.

Opportunity Scholars Program
The University of South Carolina Sumter offers the Opportunity Scholars Program (OSP), an academic support service for students. The purpose of OSP is to help students complete a baccalaureate degree. Students chosen to participate are those who have backgrounds that may make adjustment to college life more difficult than for their fellow students. Many of the OSP students come for specific help but find that OSP is a well-rounded program that offers free tutoring; an up-to-date computer lab; cultural enrichment activities; career search and counseling; staff mentors; workshops on resumes, writing, study skills, and time management; supplemental classes; and transfer help and advisement.

The success rate at OSP is very high, and we welcome qualified students when there is an opening. Our program has a maximum enrollment of 150, and everything is free to participants.

UofSC Columbia Baccalaureate Degree Programs
Many students who enter UofSC Sumter intend to apply their credits toward a baccalaureate degree. These students are advised to work closely with their advisor to outline a program of study for the first two years that will meet preliminary requirements of the four-year major they wish to pursue.

These students are also strongly advised to obtain and use a copy of the undergraduate bulletin (p. 17) for the Columbia campus when determining specific degree requirements.

Course Descriptions

A
• Accounting (ACCT) (p. 1869)
• Anthropology (ANTH) (p. 1869)
• Art Education (ARTE) (p. 1869)
• Art History (ARTH) (p. 1869)
• Art Studio (ARTS) (p. 1869)

B
• Biology (BIOL) (p. 1869)

C
• Chemistry (CHEM) (p. 1870)
• Comp Sci & Comp Engr (CSCE) (p. 1871)
• Criminal Justice (CRJU) (p. 1871)

E
• Economics (ECON) (p. 1871)
• Electrical Engineering (ELCT) (p. 1871)
• English (ENGL) (p. 1871)
• Engr and Computing (ENCP) (p. 1872)

F
• Film and Media Studies (FAMS) (p. 1873)

G
• Geography (GEOG) (p. 1873)

H
• History (HIST) (p. 1873)
• Hlth Promo Educ & Beh (HPEB) (p. 1874)

J
• Journalism (JOUR) (p. 1874)

M
• Management Science (MGSC) (p. 1874)
• Marine Science (MSCI) (p. 1874)
• Mathematics (MATH) (p. 1874)
• Music (MUSC) (p. 1875)

N
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**Accounting (ACCT)**

**ACCT 225 - Introduction to Financial Accounting (3 Credits)**
User-oriented approach to the study of financial accounting and reporting topics related to business decisions.

**ACCT 226 - Introduction to Managerial Accounting (3 Credits)**
User-oriented approach to the study of managerial accounting topics related to business decisions.

**Prerequisites:** ACCT 225.

**Anthropology (ANTH)**

**ANTH 101 - Primates, People, and Prehistory (3 Credits)**
An exploration of human origins, human evolution, human prehistory, and cultural existence from its less complex forms to early civilizations. An introduction to the concepts, methods, and data of physical, biological, and archaeological anthropology.

**Carolina Core:** GSS

**ANTH 102 - Understanding Other Cultures (3 Credits)**
An exploration and comparison of selected contemporary cultures, including their languages. An introduction to the concepts, methods, and data of socio-cultural anthropology and anthropological linguistics.

**Carolina Core:** GSS

**Graduation with Leadership Distinction:** GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

**Art Education (ARTE)**

**ARTE 101 - Introduction to Art (3 Credits)**
Introduction to art appreciation. Elements and principles of the visual arts, with examples from the history of art.

**Carolina Core:** AIU

**Art History (ARTH)**

**ARTH 103 - Fundamentals of Art (3 Credits)**
Introduction to visual thinking and principles of two-dimensional design.

**Carolina Core:** AIU

**ARTH 105 - History of Western Art (3 Credits)**
The visual arts from the Renaissance to the present.

**Carolina Core:** AIU

**Graduation with Leadership Distinction:** GLD: Global Learning

**ARTH 106 - History of Western Art (3 Credits)**
The visual arts from Paleolithic times to the Renaissance.

**Carolina Core:** AIU

**Graduation with Leadership Distinction:** GLD: Global Learning

**ARTH 399 - Independent Study (3-9 Credits)**

**Graduation with Leadership Distinction:** GLD: Research

**Art Studio (ARTS)**

**ARTS 103 - Fundamentals of Art (3 Credits)**
Introduction to visual thinking and principles of two-dimensional design.

**Carolina Core:** AIU

**ARTS 104 - 3-Dimensional Design I (3 Credits)**
Introduction to visual thinking and principles of three-dimensional design.

**Carolina Core:** AIU

**Graduation with Leadership Distinction:** GLD: Research

**ARTS 107 - Color and Composition (3 Credits)**
Color, color theory, and compositional systems.

**Prerequisites:** ARTS 103.

**ARTS 111 - Basic Drawing I (3 Credits)**
Introduction to the materials and basic techniques of drawing.

**ARTS 210 - Introduction to Painting (4 Credits)**
An introductory course in the materials and techniques of painting.

**Carolina Core:** AIU

**ARTS 215 - Introduction to Printmaking (4 Credits)**
An introductory course in printmaking with emphasis on monotype, relief, and intaglio processes.

**ARTS 225 - Introduction to Three-Dimensional Studies (4 Credits)**
An introductory course in the concepts, materials, and techniques of three-dimensional media.

**Prerequisites:** C or better in ARTS 104.

**ARTS 235 - Introduction to Fiber Arts (4 Credits)**
An introductory course in the materials and processes of fiber arts.

**ARTS 310 - Intermediate Painting I (4 Credits)**
An exploration of painting as a means of multi-sensory expression through visual experience.

**ARTS 315 - Intermediate Printmaking I: Relief (4 Credits)**
Linoleum, woodblock printing, and other relief techniques including the execution of original works in these media.

**ARTS 399 - Independent Study (3-9 Credits)**

**Graduation with Leadership Distinction:** GLD: Research

**Biology (BIOL)**

**BIOL 101 - Biological Principles I (3 Credits)**
Introductory survey of macromolecules, cell structure and function, genetics, and molecular biology.

**Carolina Core:** SCI

**BIOL 101L - Biological Principles I Laboratory (1 Credit)**
(Recommended concurrent with BIOL 101). Experimental examination of basic principles of cell biology, genetics and metabolism. Three hours per week.

**Carolina Core:** SCI

**BIOL 102 - Biological Principles II (3 Credits)**
Introductory survey of plant and animal development, physiology, ecology, and evolution. Three lecture hours per week.

**Prerequisites:** C or better in BIOL 101.

**Corequisite:** BIOL 102L.

**Carolina Core:** SCI

**BIOL 102L - Biological Principles II Laboratory (1 Credit)**
Experimental examination of structure and function of plant and animal systems, biodiversity, ecology. BIOL 101, 102, 101L and 102L must be completed prior to enrolling in 300-level or above Biology courses.

**Prerequisites:** C or better in BIOL 101 and BIOL 101L; recommended concurrent with BIOL 102.

**Carolina Core:** SCI
BIOL 110 - General Biology (4 Credits)
Basic biological concepts and issues for non-biology majors. Credit may not be given for both this course and BIOL 120. Three lecture, two laboratory hours per week.
Carolina Core: SCI

BIOL 110A - General Biology (Audio-Tutorial) (1 Credit)
Addendum to BIOL 110.

BIOL 120 - Human Biology (3 Credits)
Fundamental principles of human biology. Credit may not be given for both BIOL 110 and BIOL 120. Three lecture hours per week. Not for major credit.
Carolina Core: SCI

BIOL 120L - Laboratory in Human Biology (1 Credit)
Exercises dealing with basic concepts of human biology. Not for major credit.
Prerequisite or Corequisite: BIOL 120.

Carolina Core: SCI

BIOL 243 - Human Anatomy and Physiology I (3 Credits)
Functional anatomy and physiology of the human body, including the integumentary, skeletal, muscular, and nervous systems. Not available for biology major credit. Three lecture hours per week.
Carolina Core: SCI

BIOL 243L - Human Anatomy and Physiology Laboratory (1 Credit)
The principles of anatomy and physiology as demonstrated by microscopic studies, animal dissection, and physiological experiments. One three-hour laboratory per week.
Prerequisite or Corequisite: BIOL 243.

Carolina Core: SCI

BIOL 244 - Human Anatomy and Physiology II (3 Credits)
Functional anatomy and physiology of the human body, including the cardiovascular, endocrine, excretory, reproductive, digestive, and respiratory systems. Not available for biology major credit. Three lecture hours per week.
Prerequisites: BIOL 243.

Carolina Core: SCI

BIOL 244L - Human Anatomy and Physiology Laboratory (1 Credit)
A continuation of BIOL 243L. One three-hour laboratory per week.
Corequisite: BIOL 244

Carolina Core: SCI

BIOL 250 - Microbiology (3 Credits)
An introduction to bacteria and viruses, emphasizing structure, metabolism, and pathogenesis. Discussion of infectious diseases, antigen-antibody relationships, and anti-microbial agents in chemotherapy. Not available for biology major credit. Three lecture hours per week.
Prerequisites: College-level Biology and Chemistry.
Corequisite: BIOL 250L.

BIOL 250L - Microbiology Laboratory (1 Credit)
Not available for biology major credit. Three hours per week.
Prerequisite or Corequisite: BIOL 250.

BIOL 250 - Introduction to Environmental Biology (3 Credits)
Basic ecological principles and the impacts of human population growth and technology. Not for major credit.
Carolina Core: SCI

BIOL 270L - Introduction to Environmental Biology Laboratory (1 Credit)
Demonstrations, data analyses, discussions, and films relating to human ecology, resource use, and environmental impact. Not for major credit. Two hours per week.
Prerequisite or Corequisite: BIOL 270.

Carolina Core: SCI

Chemistry (CHEM)

CHEM 101 - Fundamental Chemistry I (4 Credits)
A science elective surveying inorganic and solution chemistry. First of a terminal two-semester sequence. Three lecture, one recitation, and two laboratory hours per week.
Carolina Core: SCI

CHEM 102 - Fundamental Chemistry II (4 Credits)
An introductory survey of organic and biochemistry. Three lecture, one recitation, and two laboratory hours per week.
Prerequisites: 1 year high-school chemistry, CHEM 101, CHEM 111, or equivalent.
Carolina Core: SCI

CHEM 105 - Chemistry and Modern Society I (4 Credits)
A conceptual and qualitative approach to chemistry, its evolution, achievements, and goals and its impact on technology, the environment, and modern life and thought. (Specifically designed for non-science majors.) Three lecture and three laboratory hours per week.
Carolina Core: SCI

CHEM 111 - General Chemistry I (3 Credits)
Survey of the principles that underlie all chemistry with applications illustrating these principles. Three lecture and one recitation hours per week.
Prerequisites: C or higher in MATH 111, MATH 115, MATH 122, MATH 141 or higher math (or by placement score into MATH 122, MATH 141 or higher math).
Corequisite: CHEM 111L (unless grade of C or higher in CHEM 111L earned previously).
Carolina Core: SCI

CHEM 112 - General Chemistry II (3 Credits)
Continuation of CHEM 111. Special emphasis on chemical equilibrium. Three lecture and one recitation hours per week.
Prerequisites: C or higher in CHEM 111 and C or higher in MATH 111, MATH 115, MATH 122, MATH 141 or higher math.
Corequisite: CHEM 112L.

CHEM 331L - Essentials of Organic Chemistry Laboratory I (1 Credit)
Laboratory safety, syntheses, separation, and purification of carbon compounds. For non-majors.
Corequisite: CHEM 333 (unless grade of C or higher in CHEM 333 earned previously).
CHEM 332L - Essentials of Organic Chemistry Laboratory II (1 Credit)
Continuation of CHEM 331L. Spectroscopic identification of carbon compounds. For non-majors. Three lab hours per week.
Prerequisites: C or higher in CHEM 331L.
Corequisite: CHEM 334 (unless grade of C or higher in CHEM 334 earned previously).

CHEM 333 - Organic Chemistry I (3 Credits)
Contemporary theories, nomenclature, reactions, mechanisms, and syntheses of carbon compounds. Three lecture and one recitation hours per week.
Prerequisites: C or higher in CHEM 112 or in CHEM 142.

CHEM 333L - Comprehensive Organic Chemistry Laboratory I (2 Credits)
Laboratory safety, synthesis, separation, and purification of carbon compounds. Required for chemistry majors. Six laboratory hours per week.
Corequisite: CHEM 333 (unless grade of C or higher in CHEM 333 earned previously).

CHEM 334 - Organic Chemistry II (3 Credits)
Continuation of CHEM 333. Three lecture and one recitation hours per week.
Prerequisites: C or higher in CHEM 333.

Comp Sci & Comp Engr (CSCE)

CSCE 101 - Introduction to Computer Concepts (3 Credits)
History, application, and social impact of computers; problem-solving, algorithm development, applications software, and programming in a procedural language.
Carolina Core: ARP

CSCE 102 - General Applications Programming (3 Credits)
Introduction to systematic computer problem-solving and programming for a variety of applications.
Carolina Core: ARP

CSCE 145 - Algorithmic Design I (4 Credits)
Problem-solving, algorithmic design, and programming. Three lectures and two laboratory hours per week.
Prerequisite or Corequisite: MATH 111 or MATH 115.

Carolina Core: ARP

CSCE 146 - Algorithmic Design II (4 Credits)
Continuation of CSCE 145. Rigorous development of algorithms and computer programs; elementary data structures. Three lecture hours and two laboratory hours per week.
Prerequisites: C or better in CSCE 145.

Prerequisite or Corequisite: MATH 122 or MATH 141.

Criminal Justice (CRJU)

CRJU 101 - The American Criminal Justice System (3 Credits)
Survey of crime and societal responses to crime, including law enforcement, courts, corrections, and the juvenile justice system.
Carolina Core: GSS

CRJU 311 - Policing (3 Credits)
Current and historical perspectives on American policing.

CRJU 312 - Corrections (3 Credits)
Current and historical perspectives on incarceration and its alternatives.

CRJU 313 - Criminal Courts (3 Credits)
Structure and organization of the federal and state criminal court systems and personnel.

CRJU 314 - Criminal Law (3 Credits)
Origin and development of criminal law in America. Basic elements of crimes and defenses.

CRJU 341 - Sociology of Crime (3 Credits)
Social factors in the development, identification, and treatment of criminals.

Cross-listed course: SOCY 353

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

CRJU 351 - Juvenile Delinquency (3 Credits)
Social factors in the development, identification, and treatment of delinquents.

Prerequisites: CRJU 101 OR SOCY 101.

Cross-listed course: SOCY 350

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

CRJU 440 - Homeland Security and Terrorism (3 Credits)
The nature of terrorism; its history; its methodology; and its application to criminological theory.

Economics (ECON)

ECON 221 - Principles of Microeconomics (3 Credits)
The study of supply and demand, pricing and cost concepts, firm and consumer decision-making, market structure, and government policies.

ECON 222 - Principles of Macroeconomics (3 Credits)
The study of gross domestic product, business cycles, economic growth, inflation, unemployment, and monetary and fiscal policy.

ECON 224 - Introduction to Economics (3 Credits)
The study of supply and demand, markets, household and firm decision-making, gross domestic product, inflation, unemployment, and government policies. Open to all students except business administration and economics majors.

Electrical Engineering (ELCT)

ELCT 221 - Circuits (3 Credits)
Analysis of linear ac circuits using complex variables. Nodal and mesh analysis, Thévenin and Norton transformations, linearity, superposition, use of math solvers, circuit simulators, and computer-interfaced instrumentation.

Prerequisites: C or better in MATH 142; C or better in ELCT 102; or C or better in AESP 265; or D or better in ELCT 220.

English (ENGL)

ENGL 101 - Critical Reading and Composition (3 Credits)
Instruction in strategies for critically reading and analyzing literature and non-literary texts; structured, sustained practice in composing expository and analytical essays.
Carolina Core: CMW
ENGL 101 - Rhetoric and Composition (3 Credits)
Instruction and intensive practice in researching, analyzing, and composing written arguments about academic and public issues.
Prerequisites: C or better in ENGL 101 or equivalent credit.
Carolina Core: CMW, INF

ENGL 270 - World Literature (3 Credits)
Selected masterpieces of world literature from antiquity to present.
Prerequisites: ENGL 101 and ENGL 102 or equivalent.
Cross-listed course: CPLT 270
Carolina Core: AIU
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engage Leadership Experiences

ENGL 282 - Special Topics in Fiction (3 Credits)
Special topics in fiction from several countries and historical periods, illustrating the nature of the genre. May be repeated for credit. Content varies by title and semester.
Prerequisites: ENGL 101 and ENGL 102 or equivalent.
Carolina Core: AIU

ENGL 283 - Special Topics in British Literature (3 Credits)
Special topics in British literature exemplifying persistent themes of British culture. May be repeated for credit. Content varies by title and semester.
Prerequisites: ENGL 101 and ENGL 102 or equivalent.
Carolina Core: AIU
Graduation with Leadership Distinction: GLD: Global Learning

ENGL 284 - Drama (3 Credits)
Drama from several countries and historical periods, illustrating the nature of the genre.
Prerequisites: ENGL 101 and ENGL 102 or equivalent.
Carolina Core: AIU

ENGL 285 - Special Topics in American Literature (3 Credits)
Special topics in American literature exemplifying persistent themes of American culture. May be repeated for credit. Content varies by title and semester.
Prerequisites: ENGL 101 and ENGL 102 or equivalent.
Carolina Core: AIU

ENGL 286 - Poetry (3 Credits)
Poetry from several countries and historical periods, illustrating the nature of the genre.
Prerequisites: ENGL 101 and ENGL 102 or equivalent.
Carolina Core: AIU

ENGL 287 - American Literature (3 Credits)
An introduction to American literary history, emphasizing the analysis of literary texts, the development of literary traditions over time, the emergence of new genres and forms, and the writing of successful essays about literature. Designed for English majors.
Prerequisites: ENGL 101 and ENGL 102 or equivalent.
Carolina Core: AIU

ENGL 288 - English Literature (3 Credits)
An introduction to English literary history, emphasizing the analysis of literary texts, the development of literary traditions over time, the emergence of new genres and forms, and the writing of successful essays about literature. Designed for English majors.
Prerequisites: ENGL 101 and ENGL 102 or equivalent.
Carolina Core: AIU

ENGL 309 - Teaching Writing in One-to-One Sessions (3 Credits)
The study of theories and pedagogy of individualized writing instruction with intensive writing practice including hands-on one-on-one sessions. Recommended for prospective writing teachers.
Prerequisites: ENGL 101 and ENGL 102 or equivalent.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ENGL 350 - Introduction to Comics Studies (3 Credits)
Scholarly study of the formal and aesthetic evolutions of graphic novels, comic books, and other related forms.
Prerequisites: ENGL 101 and ENGL 102.
Cross-listed course: FAMS 350

ENGL 360 - Creative Writing (3 Credits)
Workshop course on writing original fiction, poetry, drama, and creative nonfiction.
Prerequisites: ENGL 101 and ENGL 102.
Graduation with Leadership Distinction: GLD: Research

ENGL 427 - Southern Literature (3 Credits)
Representative works of Southern writers.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 437 - Women Writers (3 Credits)
Representative works written by women.
Prerequisites: C or higher in both ENGL 101 and ENGL 102.
Cross-listed course: WGST 437
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ENGL 460 - Advanced Writing (3 Credits)
Extensive practice in different types of nonfiction writing.
Prerequisites: ENGL 101 and ENGL 102.

Engr and Computing (ENCP)

ENCP 101 - Introduction to Engineering I (3 Credits)
Engineering problem solving using computers and other engineering tools.

ENCP 102 - Introduction to Engineering II (3 Credits)
Principles and practice of visualization and graphical representation using modern computer-aided design tools.
ENCP 200 - Statics (3 Credits)
Introduction to the principles of mechanics. Equilibrium of particles and rigid bodies. Distributed forces, centroids, and centers of gravity. Moments of inertia of areas. Analysis of simple structures and machines. A study of various types of friction.
Prerequisites: MATH 141.

ENCP 210 - Dynamics (3 Credits)
Kinematics of particles and rigid bodies. Kinetics of particles with emphasis on Newton's second law; energy and momentum methods for the solution of problems. Applications of plane motion of rigid bodies.
Prerequisites: ENCP 200 or ECIV 200 or EMCH 200.

**Film and Media Studies (FAMS)**

FAMS 180 - Film Culture (3 Credits)
How the film industry developed and the impact the movies have had on global popular culture. Does not count toward the film studies major.
Carolina Core: AIU

FAMS 240 - Film and Media Analysis (3 Credits)
Introduction to the critical study of film and media. Students will closely analyze moving images and develop written arguments about film and media.
Carolina Core: AIU

FAMS 350 - Introduction to Comics Studies (3 Credits)
Scholarly study of the formal and aesthetic evolutions of graphic novels, comic books, and other related forms.
Cross-listed course: ENGL 350

**Geography (GEOG)**

GEOG 103 - Introduction to Geography (3 Credits)
Carolina Core: GSS

GEOG 121 - Globalization and World Regions (3 Credits)
Introduction to political, economic, social, and environmental processes of global integration and regional differentiation.
Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

GEOG 201 - Landform Geography (4 Credits)
Hydrology, soil science, and interpretation of physical features formed by water, wind, and ice, with emphasis on environmental change. Three hours of lecture and one two-hour laboratory per week.
Carolina Core: SCI

GEOG 202 - Weather and Climate (4 Credits)
Processes that influence weather and climate patterns on the earth. Three lectures and one two-hour laboratory per week.
Carolina Core: SCI

GEOG 224 - Geography of North America (3 Credits)
Physical and human geography of North America with emphasis on the United States.
Carolina Core: GSS

**History (HIST)**

HIST 101 - European Civilization from Ancient Times to the Mid-17th Century (3 Credits)
The rise and development of European civilization from its Mediterranean origins through the Renaissance and Reformation.
Carolina Core: GHS

HIST 102 - European Civilization from the Mid-17th Century (3 Credits)
European development and expansion from the mid-17th century to the present.
Carolina Core: GHS
Graduation with Leadership Distinction: GLD: Global Learning

HIST 104 - Introduction to the Civilization of the Islamic Middle East (3 Credits)
An analysis which treats the major cultural elements of traditional Islamic civilization and then concentrates upon the reactions of the Arabs, Turks, and Iranians to the problems of adjusting to the modern world.
Carolina Core: GHS
Graduation with Leadership Distinction: GLD: Global Learning

HIST 105 - Introduction to East Asian Civilization (3 Credits)
The evolution of social, political, and cultural patterns in East Asia, with emphasis on the development of philosophical, religious, and political institutions and their relationship to literary and artistic forms in China and Japan.
Carolina Core: GHS
Graduation with Leadership Distinction: GLD: Global Learning

HIST 106 - Introduction to African History (3 Credits)
An examination of several traditional sub-Saharan African societies and of their political and economic transformation in the modern, colonial, and post-independence periods.
Carolina Core: GHS
Graduation with Leadership Distinction: GLD: Global Learning

HIST 109 - Introduction to Latin American Civilization (3 Credits)
A discussion of the political, cultural, and economic forces which have conditioned the development of institutions and ideas in Spanish and Portuguese America.
Carolina Core: GHS
Graduation with Leadership Distinction: GLD: Global Learning

HIST 111 - United States History to 1865 (3 Credits)
A general survey of the United States from the era of discovery to 1865, emphasizing major political, economic, social, and intellectual developments.
Carolina Core: GHS

HIST 112 - United States History since 1865 (3 Credits)
A general survey of the United States from 1865 to the present, emphasizing major political, economic, social, and intellectual developments. Honors sections are available for students in the honors program.
Carolina Core: GHS

HIST 334 - The History of Russia from the Earliest Times to the Mid-19th Century (3 Credits)
The earliest life on the steppe, the Kievan State, the foundations of Moscow, and the Russian empire to the reign of Nicholas I.

HIST 335 - The History of Modern Russia and the Soviet Union (3 Credits)
The decline of Imperial Russia, the Revolution of 1917, Lenin, Stalin, and the Soviet Union since Stalin.
HIST 347 - The Middle East in Modern Times (3 Credits)
The impact of modern civilization upon the Middle East, including the
history of the Arab, Turkish, Iranian, and Israeli segments of the Middle
East during the 19th and 20th centuries.
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

HIST 351 - Africa to 1800 (3 Credits)
Social, cultural, economic, and political developments, focusing on internally and externally generated changes.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 352 - Africa since 1800 (3 Credits)
Commercial and religious revolutions of the 19th century, imposition and ending of formal colonial rule, and post-colonial issues.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 399 - Independent Study (1-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

Journalism (JOUR)

JOUR 101 - Media and Society (3 Credits)
Principles, history, philosophies, theories of the mass media and allied professions and their societal role and impact.

JOUR 201 - Principles of Public Relations (3 Credits)
Methods used by business, government, consumer groups, minorities, environmentalists, and others to influence public attitudes toward their activities.

JOUR 203 - Principles of Visual Communications (3 Credits)
Theory and history of visual communication in the mass media emphasizing informational and persuasive messages created by graphic, photographic, and multimedia processes.

Marine Science (MSCI)

MSCI 210 - Oceans and Society (3 Credits)
A nontechnical introduction to human interactions with the marine environment: marine organisms, marine systems, and the physical and chemical characteristics of oceans and estuaries. Not available for marine science major credit.
Carolina Core: SCI

MSCI 210L - Oceans and Society Laboratory (1 Credit)
Experiments and exercises which illustrate how specific components of marine environments are structured, function, and can be measured. Two laboratory hours per week. Not available for marine science major credit. Attendance on designated field trips may be required.
Prerequisite or Corequisite: MSCI 210.
Carolina Core: SCI

Mathematics (MATH)

MATH 111 - Basic College Mathematics (3 Credits)
Basic college algebra; linear and quadratic equations, inequalities, functions and graphs of functions, exponential and logarithm functions, systems of equations.
Prerequisites: placement through Algebra version of the Mathematics Placement Test.

MATH 111I - Intensive Basic College Mathematics (4 Credits)
An intensive treatment of the topics covered in MATH 111.
Prerequisites: placement through Algebra version of the Mathematics Placement Test.

MATH 115 - Precalculus Mathematics (4 Credits)
Topics in algebra and trigonometry specifically needed for MATH 141, MATH 142, MATH 241. Subsets of the real line, absolute value; polynomial, rational, inverse, logarithmic, exponential functions; circular functions; analytic trigonometry.
Prerequisites: C or better in MATH 111 or MATH 111I, or placement through Precalculus version of the Mathematics Placement Test.

MATH 122 - Calculus for Business Administration and Social Sciences (3 Credits)
Derivatives and integrals of elementary algebraic, exponential, and logarithmic functions. Maxima, minima, rate of change, motion, work, area under a curve, and volume.
Prerequisites: C or better in MATH 111, MATH 111I or MATH 115 or placement through Algebra version of the Mathematics Placement Test.
Carolina Core: ARP

MATH 141 - Calculus I (4 Credits)
Functions, limits, derivatives, introduction to integrals, the Fundamental Theorem of Calculus, applications of derivatives and integrals. Four classroom hours and one laboratory hour per week.
Prerequisites: C or better in Math 112, MATH 115, or MATH 116, or placement through Precalculus version of the Mathematics Placement Test.
Carolina Core: ARP

Management Science (MGSC)

MGSC 290 - Computer Information Systems in Business (3 Credits)
An introduction to the effective use of information systems tools in day-to-day business communications, analysis, and decision making.

MGSC 291 - Applied Statistics for Business (3 Credits)
Descriptive statistics, topics in probability, statistical inference and modeling. Emphasis on the collection, summarization, analysis, and reporting of numerical findings relevant to business decisions and economic analysis.
Prerequisites: STAT 206.
MATH 142 - Calculus II (4 Credits)
Methods of integration, sequences and series, approximations. Four classroom hours and one laboratory hour per week.
Prerequisites: C or better in MATH 141.

Carolina Core: ARP

MATH 170 - Finite Mathematics (3 Credits)
Elementary matrix theory; systems of linear equations; permutations and combinations; probability and Markov chains; linear programming and game theory.
Prerequisites: C or better in MATH 111 or MATH 111I or MATH 122, or placement through Algebra version of the Mathematics Placement Test.

Carolina Core: ARP

MATH 221 - Basic Concepts of Elementary Mathematics I (3 Credits)
The meaning of number, fundamental operations of arithmetic, the structure of the real number system and its subsystems, elementary number theory. Open only to students in elementary or early childhood teacher certification.
Prerequisites: C or better in MATH 111 or MATH 111I or placement through Algebra version of the Mathematics Placement Test.

MATH 222 - Basic Concepts of Elementary Mathematics II (3 Credits)
Informal geometry and basic concepts of algebra. Open only to students in elementary or early childhood teacher certification.
Prerequisites: C or better in MATH 221.

MATH 241 - Vector Calculus (3 Credits)
Vector algebra, geometry of three-dimensional space; lines, planes, and curves in space; polar, cylindrical, and spherical coordinate systems; partial differentiation, max-min theory; multiple and iterated integration, line integrals, and Green's theorem in the plane.
Prerequisites: C or better in MATH 142.

MATH 242 - Elementary Differential Equations (3 Credits)
Ordinary differential equations of first order, higher order linear equations, Laplace transform methods, series methods; numerical solution of differential equations. Applications to physical sciences and engineering.
Prerequisites: C or better in MATH 142.

MATH 399 - Independent Study (3-9 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

Music (MUSC)

MUSC 110 - Introduction to Music (3 Credits)
Perceptive listening and appreciation of musical elements, forms and style periods, including composers' lives, individual styles and representative works. Emphasis on classical music; jazz and American popular music included.
Carolina Core: AIU

MUSC 140 - Jazz and American Popular Music (3 Credits)
Development of jazz and American popular music through the study of important soloists, ensembles, arrangers, and composers.
Carolina Core: AIU

Nursing (NURS)

NURS 212 - Evolution of Nursing Science (2 Credits)
Historical imperatives for nursing are explored to aid in understanding the scientific base of nursing. Internal and external factors influencing the evolution of nursing as a profession, science, art, and practice discipline are discussed. Sophomore nursing students.

Palmetto College (PCAM)

PCAM 104 - Foundations of Composition (3 Credits)
A course in writing skills with practice in composing essays, including intensive review of grammar, punctuation, and mechanics.

PCAM 105 - Contemporary College Mathematics (3 Credits)
Linear and quadratic equations and models, functions, exponential models, logarithms, systems of equations, fundamentals of probability and statistics.

PCAM 106 - Foundations of College Algebra (3 Credits)
Operations on real numbers, linear equations and inequalities, quadratic equations, factoring, absolute value equations, exponential and radical expressions, graphs, and functions. Additional topics may include math study skills, logarithms, exponential functions, probability, statistics, systems of equations, polynomial division, and mathematical modeling.
Prerequisites: C or better in PCAM 106 students must pass the math placement test (MPT) with a minimum score of MB1 or MA2.

PCAM 141 - Introduction to Computer Keyboarding (3 Credits)
Keyboarding using the touch method, inputting, editing, and printing. Designed for students without keyboarding skills. Elective credit only. This course might not apply toward associate's degrees or Columbia baccalaureate degrees.

PCAM 151 - Computer Literacy and Applications (3 Credits)

PCAM 201 - Introduction to Internet Research (3 Credits)
Developing the means by which students may learn to access the Internet through mainframe and PC connections to accomplish specific research needs. This course might not apply toward associate degrees or Columbia baccalaureate degrees.

PCAM 205 - Foundations of Leadership (3 Credits)
This course combines leadership theory with practical application, equipping students with the knowledge and skills needed to work more effectively with people, become better leaders, and reach their professional goals.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

PCAM 299 - Independent Study (1-6 Credits)
Contract approved by instructor, advisor, and academic dean is required for undergraduate studies. May be taken for elective credit only. May be repeated for up to 6 credits hours.

Palmetto Programs (PALM)

PALM 493 - South Carolina Studies (3 Credits)
Reading and writing about South Carolina from the perspective of multiple disciplines, incorporating elements of the student's major and cognate.
Graduation with Leadership Distinction:

for undergraduate students.

Contract approved by instructor, advisor, and department chair is required.

PHIL 399 - Experiences

Advocacy, GLD: Professional and Civic Engagement Leadership

Graduation with Leadership Distinction:

Carolina Core:

analyzed in terms of these concepts.

A study of the moral principles of conduct and the basic concepts underlying these principles, such as good, evil, right, wrong, justice, value, duty, and obligation. The ethical works of influential philosophers are analyzed in terms of these concepts.

Carolina Core: ARP

Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

PHIL 320 - Ethics (3 Credits)

A study of the moral principles of conduct and the basic concepts underlying these principles, such as good, evil, right, wrong, justice, value, duty, and obligation. The ethical works of influential philosophers are analyzed in terms of these concepts.

Carolina Core: VSR

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

PHIL 399 - Independent Study (3-9 Credits)

Contract approved by instructor, advisor, and department chair is required for undergraduate students.

Graduation with Leadership Distinction: GLD: Research

Physical Education (PEDU)

PEDU 104 - Personal Fitness and Weight Control (1 Credit)
Advanced techniques for controlling weight and improving fitness through exercise, lectures, and self-evaluation.

PEDU 105 - Weight Training (1 Credit)
Fundamentals of progressive resistance exercise training.

PEDU 106 - Advanced Weight Training (1 Credit)
Advanced techniques.

Prerequisites: PEDU 105.

PEDU 107 - Group Exercise (1 Credit)
Cardio-respiratory fitness, flexibility, muscular strength and endurance, and agility through various group exercise formats while utilizing a variety of equipment.

PEDU 113 - Bowling (1 Credit)
Fundamental skills and techniques of bowling.

PEDU 129 - Racquetball (1 Credit)
Fundamental skills, rules, and terminology.

PEDU 174 - Social Dance (1 Credit)
Fundamental skills and terminology.

PEDU 182 - Backpacking (1 Credit)
Living in the out-of-doors; gear selection, map and compass reading, backpacking, hiking, and camping.

PEDU 187 - Rock Climbing (1 Credit)
Fundamentals of rock and mountain climbing including gear selection and use, knots and rope management, anchoring systems, belaying, rappelling, climbing techniques, and safety considerations.

PEDU 275 - Functional Musculoskeletal Anatomy (3 Credits)
Knowledge and skill of orthopedic anatomy relative to muscle, ligament, and tendon origin, insertion, innervation, and action.

Physics (PHYS)

PHYS 101 - The Physics of How Things Work I (3 Credits)
A practical introduction to physics and science in everyday life—from concrete examples to basic physical principles.

Carolina Core: SCI

PHYS 101L - The Physics of How Things Work I Lab (1 Credit)
Experiments, exercises, and demonstrations to accompany PHYS 101.

Prerequisite or Corequisite: PHYS 101.

Carolina Core: SCI

PHYS 201 - General Physics I (3 Credits)
First part of an introductory course sequence. Topics include mechanics, and selections from wave motion, sound, fluids, and heat. No previous background in physics is assumed.

Prerequisites: C or better in MATH 111, MATH 111L, MATH 112, MATH 115, MATH 116, MATH 122, MATH 141, or by placement score into MATH 122, MATH 141, or higher.

Carolina Core: SCI

PHYS 201L - General Physics Laboratory I (1 Credit)
Prerequisite or
Corequisite: PHYS 201.

Carolina Core: SCI
PHYS 202 - General Physics II (3 Credits)
Continuation of PHYS 201; includes electromagnetism, relativity, quantum physics, atomic and nuclear physics.
Prerequisites: C or better in PHYS 201.
Carolina Core: SCI

PHYS 202L - General Physics Laboratory II (1 Credit)
Prerequisite or Corequisite: PHYS 202.
Carolina Core: SCI

PHYS 211 - Essentials of Physics I (3 Credits)
Classical mechanics and wave motion. Calculus-level course for students of science and engineering.
Prerequisites: C or better in MATH 141.
Corequisite: PHYS 211L.
Carolina Core: SCI

PHYS 211L - Essentials of Physics I Lab (1 Credit)
Prerequisite or Corequisite: PHYS 206 or PHYS 211.
Carolina Core: SCI

PHYS 212 - Essentials of Physics II (3 Credits)
Classical electromagnetism and optics.
Prerequisites: C or better in PHYS 211 and MATH 142.
Corequisite: PHYS 212L.
Carolina Core: SCI

PHYS 212L - Essentials of Physics II Lab (1 Credit)
Prerequisite or Corequisite: PHYS 207 or PHYS 212.
Carolina Core: SCI

PHYS 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

Political Science (POLI)

POLI 111 - Controversies in American Politics (3 Credits)
An introduction to the analysis of key issues in contemporary American politics focusing on the arguments, the groups involved, and the political factors that influence the outcome of the debate.

POLI 201 - American National Government (3 Credits)
The formation and development of the national government, its organization and powers. Overlay Course.
Carolina Core: GSS, VSR

POLI 357 - Film, Politics, and Social Change (3 Credits)
Critical analysis of film as expression and agent of political cultural, ideology, and change.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

POLI 399A - Independent Study in Political Science (1-6 Credits)
Prior approval of and individualized contract by the director of undergraduate studies in political science and the instructor who will supervise the project required.
Graduation with Leadership Distinction: GLD: Research

POLI 399B - Independent Study in International Studies (1-6 Credits)
Prior approval of an individualized contract by the director of undergraduate studies in international studies and the instructor who will supervise the project required.
Graduation with Leadership Distinction: GLD: Research

Psychology (PSYC)

PSYC 101 - Introduction to Psychology (3 Credits)
An introduction to and survey of the basic concepts and findings within the field of psychology.
Carolina Core: GSS

PSYC 226 - Research Methods in Psychology (3 Credits)
Basic principles and methodology.
Prerequisites: PSYC 101 or SCHC 130.
Graduation with Leadership Distinction: GLD: Research

PSYC 300 - Human Sexual Behavior (3 Credits)
Psychological, physiological, and sociological factors of human sexual behavior and attitudes.

PSYC 310 - Psychology of Women (3 Credits)
Women's experiences: childhood and adolescence, work, family, cultural images, adjustment, and social change.
Cross-listed course: WGST 310
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

PSYC 370 - Psychology of Consciousness (3 Credits)
Theories, controversies, and research findings on the nature of various states of consciousness; topics such as sleep/dreams, hypnosis, drug-induced states, and psychic phenomena.

PSYC 399 - Independent Study (1-6 Credits)
Closely supervised project or research experience in psychology. Approved contract required. May be repeated for up to six credits. Not for psychology major credit.
Prerequisites: PSYC 101.
Graduation with Leadership Distinction: GLD: Research

PSYC 400 - Survey of Learning and Memory (3 Credits)
Research and applications concerning the acquisition of new behavior and knowledge, including accounts based on classical and instrumental conditioning and on information-processing models.
Prerequisites: PSYC 101 or SCHC 130.

PSYC 410 - Behavioral and Mental Disorders (3 Credits)
Covers the classification, diagnosis, etiological theories, and treatments of the major mental and emotional disorders.
Prerequisites: PSYC 101 or SCHC 130.

PSYC 420 - Survey of Developmental Psychology (3 Credits)
Psychological development from conception to late adulthood. Topics include physical, cognitive, and social processes associated with development at each stage of the life cycle.
Prerequisites: PSYC 101 or EDPY 335 or SCHC 130.
**Religious Studies (RELG)**

**RELG 120 - Comparative Religion (3 Credits)**
Issues, theories, and debates that shape global religious traditions, cultures, and communities; examination of historical contexts and development, applying social scientific inquiry and methods to analyze relevant current circumstances and concerns.

**Religious Studies (RELG)**

**RELG 120 - Comparative Religion (3 Credits)**
Issues, theories, and debates that shape global religious traditions, cultures, and communities; examination of historical contexts and development, applying social scientific inquiry and methods to analyze relevant current circumstances and concerns.

**Soc Advoc & Ethicl Life (SAEL)**

**SAEL 200 - Social Advocacy and Ethical Life (3 Credits)**
Introduction to nature and relationship of ethics and oral forms of advocacy. Includes foundational training in ethical theory and its relevance to socio-political expression and training in the principles and performance of ethical oral communication, with emphasis on argumentation and audience engagement.

**Carolina Core:** CMS, VSR

**Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

**Sociology (SOCY)**

**SOCY 101 - Introductory Sociology (3 Credits)**
An introduction to sociological facts and principles: an analysis of group-making processes and products.

**Carolina Core:** GSS

**SOCY 305 - Sociology of Families (3 Credits)**
Sociological perspectives related to various aspects of family behaviors, roles, and values.

**Prerequisites:** SOCY 101.

**Cross-listed course:** WGST 305

**Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

**SOCY 320 - Individual and Society (3 Credits)**
Selected theoretical orientations, methodological procedures, and illustrative substantive data pertaining to the relations between the individual and society.

**SOCY 323 - Sociology of Deviant Behavior (3 Credits)**
Theories, methodology, and substantive issues in the study of social deviance.

**SOCY 340 - Introduction to Social Problems (3 Credits)**
Contemporary social issues such as poverty, health, the criminal justice system, globalization and the environment, their causes and possible solutions.

**Carolina Core:** GSS

**Graduation with Leadership Distinction:** GLD: Community Service, GLD: Diversity and Social Advocacy

**SOCY 350 - Juvenile Delinquency (3 Credits)**
Social factors in the development, identification, and treatment of delinquents.

**Prerequisites:** SOCY 101.

**Cross-listed course:** CRJU 351

**Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy

**SOCY 353 - Sociology of Crime (3 Credits)**
Social factors in the development, identification, and treatment of criminals.

**Prerequisites:** SOCY 101.

**Cross-listed course:** CRJU 341

**Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy

**SOCY 355 - Race and Ethnic Relations (3 Credits)**
Theoretical and empirical approaches related to race/ethnicity and the current state of race relations in America, with some attention to global issues.

**Cross-listed course:** AFAM 355

**Carolina Core:** GSS

**Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

**SOCY 357 - Sociology of Education (3 Credits)**
Analysis of educational institutions, organizations, processes, and their effects in contemporary society.

**Cross-listed course:** EDFI 357

**Graduation with Leadership Distinction:** GLD: Diversity and Social Advocacy

**Spanish (SPAN)**

**SPAN 109 - Beginning Spanish I (3 Credits)**
Introduction to grammar and practical vocabulary necessary for fundamental communication skills. Restricted to those who have never studied Spanish or placed by examination into SPAN 109. Credit may be received only for one of the following: SPAN 109, SPAN 110; SPAN 111; or SPAN 121.

**Carolina Core:** GFL

**SPAN 110 - Beginning Spanish II (3 Credits)**
Introduction to grammar and practical vocabulary necessary for fundamental communication skills. Restricted to those who have completed SPAN 109. Credit may be received only for one of the following: SPAN 109, SPAN 110; SPAN 111; or SPAN 121.

**Carolina Core:** GFL
SPAN 121 - Elementary Spanish (3 Credits)
Grammar and vocabulary necessary for fundamental communication skills. Assumes prior experience in Spanish. Admission only by proficiency examination. Credit may be received for only one of the following: SPAN 109, SPAN 110, SPAN 111, or SPAN 121.
Carolina Core: GFL

SPAN 122 - Basic Proficiency in Spanish (3 Credits)
Practice and further development of essential listening, reading, speaking, and writing skills.
Prerequisites: SPAN 108, SPAN 110, SPAN 111, or SPAN 121 or by placement examination.

Carolina Core: GFL

SPAN 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students. Department permission required for transfer students.
Prerequisites: B or better in SPAN 210 or SPAN 211; Placement at 300 level on Phase II placement exam.

Graduation with Leadership Distinction: GLD: Research

Speech (SPCH)

SPCH 140 - Public Communication (3 Credits)
Introduction to theory and practice of oral communication in public, social, and institutional contexts. Includes foundational and cumulative training in the invention, performance, and critical analysis of oral communication, with emphasis on argumentation, persuasion, audience analysis, delivery, and ethical forms of engagement.
Carolina Core: CMS
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

SPCH 145 - Online Public Communication (3 Credits)
Introduction to theory and practice of live and recorded online spoken communication in public, social, and institutional contexts. Training in invention, performance, and critical analysis of online spoken communication, including audience analysis, persuasion, delivery, and ethical engagement. Includes significant practice in preparing and presenting live online public communication.
Carolina Core: CMS, INF

SPCH 331 - Organizational Communication (3 Credits)
Examines communication behavior and networks within organizations through the study of major theories of organizational communication, identifies and defines primary concepts, and applies them to organizational scenarios and case studies.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

Statistics (STAT)

STAT 110 - Introduction to Statistical Reasoning (3 Credits)
A course in statistical literacy. Topics include data sources and sampling, concepts of experimental design, graphical and numerical data description, measuring association for continuous and categorical variables, introduction to probability and statistical inference, and use of appropriate software. Credit given only for STAT 110 or STAT 112.
Carolina Core: ARP

STAT 201 - Elementary Statistics (3 Credits)
Introduction to the fundamentals of modern statistical methods, including descriptive statistics, probability, random sampling, simple linear regression, correlation, tests of hypotheses, and estimation.
Prerequisites: MATH 111 or MATH 115 or STAT 110.
Carolina Core: ARP

University Experience (UNIV)

UNIV 101 - The Student in the University (3 Credits)
The purposes of higher education and potential roles of the student within the university. Open to freshmen. Also open to other undergraduate students in their first semester of enrollment.

UNIV 401 - Senior Capstone Experience (1-3 Credits)
Integration of major program of study and general education; issues of transition into graduate school and/or employment; group project, intensive writing/speaking.

Women & Gender Studies (WGST)

WGST 112 - Introduction to Women's and Gender Studies (3 Credits)
A social science perspective of women in psychological, sociological, historical, anthropological, economic, and political contexts; the changing roles, images, and institutions.
Carolina Core: GSS, VSR
Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy

WGST 113 - Women's Health (3 Credits)
Basic functioning of the female body; effects of society on processes of health and disease. Not for natural sciences credit.
Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences
Welcome to the UofSC Union Bulletin
The UofSC Union Academic Bulletin is the official document of record concerning academic programs and regulations.

This bulletin is for information purposes only and does not constitute any contractual agreement between a student and the University of South Carolina. The University reserves the right to make changes in curricula, degree requirements, course offerings, or academic regulations at any time when, in the judgment of the faculty, the president, or the Board of Trustees, such changes are in the best interest of the students and the University.

Bulletin Updates and Corrections
Noncurricular information (i.e., faculty listings, contact information, college or departmental descriptive text) can be updated by contacting the Office of the University Registrar (bulletin@sc.edu) on the Columbia Campus. Any material pertaining to course descriptions or curriculum changes must have the approval of the Faculty Senate, Graduate Council, Board of Trustees, and/or S.C. Commission on Higher Education before it can be published in the bulletins.

Printing Portions of the Online Bulletins
The academic bulletins are available online only. However, you may produce hard copy of any portion or all of an online bulletin using your local printer.

Additional Information
Registration at the University of South Carolina assumes the students' acceptance of all published regulations, including both those which appear in this document and all others as applicable in any official announcement.

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

The University of South Carolina provides equal opportunity in education and employment for all qualified persons regardless of race, color, religion, sex, national origin, age, disability, or veteran status. The University of South Carolina has designated as the ADA Title II, Section 504 and Title IX coordinator the Executive Assistant to the President for Equal Opportunity Programs. The Office of the Executive Assistant to the President for Equal Opportunity Programs is located in:

Suite 805
1600 Hampton St.
Columbia, South Carolina
telephone 803-777-3854

The University
UofSC Union Bulletin Review
August 12, 2020

UofSC System Mission Statement
Approved by the Board of Trustees – October 11, 2019

Next Board of Trustees Scheduled Review – January 2023

The primary mission of the University of South Carolina System is the education of the state's diverse citizens through teaching, research, creative activity, and community engagement. This public university system serves students from its flagship Columbia campus, three comprehensive universities (Aiken, Beaufort, and Upstate), and four regional Palmetto College campuses (Lancaster, Salkehatchie, Sumter, and Union).

The University of South Carolina System offers degree programs at the associate's, bachelor's, master's, and doctoral levels. Through classroom and laboratory instruction delivered in a variety of face-to-face and distance learning formats and modalities, degree programs are offered in the following areas: arts and sciences; business; education; engineering and computing; hospitality, retail, and sport management; information and communications; law; medicine; music; nursing; pharmacy; public health; and social work.

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

UofSC Union Mission Statement
Approved by the Board of Trustees – October 11, 2019

Next Board of Trustees Scheduled Review – January 2023

https://www.sc.edu/about/offices_and_divisions/institutional_research_assessment_and_analytics/about_us/mission_statements/usc_campus_mission_statements.php

The University regional Palmetto College campus, is a branch campus of the University of South Carolina Columbia. Union has as its mission to provide higher education and intellectual leadership for its service area. At the heart of this mission is a teaching faculty of high quality dedicated to excellence in instruction, scholarship, public and professional service, and creative endeavor which enrich the classroom experience. UofSC Union offers a varied curriculum grounded in the liberal arts and focused on preparing students to continue their education in the University and throughout life.

The University regional Palmetto College campus recruits students prepared to succeed in completing a baccalaureate level education. While the institution does not offer remedial instruction, it is nonetheless able to admit most students who apply due to the close working relationship between students and faculty. The Union Regional Palmetto College campus was established to encourage higher education in the counties of Chester, Cherokee, Fairfield, Laurens, Union, and York. The original design of the institution incorporated a flexibility that has allowed changes in institutional capability with increasing educational demands of constituents.
Through classroom and laboratory instruction delivered in a variety of face-to-face and distance learning formats and modalities, the institution awards the Associate in Arts and Associate in Science degrees and provides for the completion of selected bachelor's degrees on campus through cooperative agreements and delivery structures with other University of South Carolina System institutions. The Union regional Palmetto College campus also provides general education and upper division coursework applicable to baccalaureate degree programs offered through colleges and universities nationwide. In addition to academic coursework, the mission of the campus includes noncredit courses, seminars, and workshops made available to the community for cultural enrichment and professional development.

The traditions of cultural diversity and freedom of thought are valued at the Union regional Palmetto College campus. In a learning environment that develops respect for racial, geographical, intellectual, and economic diversity and an awareness of individual, societal, and global responsibilities, Union promotes courses, activities, and attitudes which influence the life of the mind in men and women and instill in them a thirst to continue learning throughout life.

The Union regional Palmetto College campus emphasizes the development of the whole person and especially seeks to foster in students the disciplines essential to an educated citizenry. Core competencies, including the ability to communicate through effective writing and articulate speech; computational and quantitative mastery; creative and critical thinking; and the duties of citizenship are strategically integrated within the curriculum. Classroom experiences, student activities, and physical education programs also provide opportunities for cultural enrichment, leadership development, intellectual growth and interpersonal relationships, all contributing to a sense of self-reliance and a joy of learning.

Accreditation
The University of South Carolina Columbia is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master’s, and doctoral degrees. The regional Palmetto College campuses (Lancaster, Salkehatchie, Sumter, and Union) are branch campuses of the University of South Carolina Columbia; the branch campuses’ accreditation is dependent on the continued accreditation of the University of South Carolina Columbia. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the University of South Carolina Columbia.

UofSC System Leadership and Administration
Find updated listing at: https://southcarolina.edu/our_leadership/index.php

Union/Laurens Commission for Higher Education
Find updated listing at: https://www.sc.edu/about/system_and_campuses/union/about/leadership_and_administration/index.php

UofSC Union Leadership and Administration
Find updated listing at: https://www.sc.edu/about/system_and_campuses/union/about/leadership_and_administration/index.php

UofSC Union Faculty and Staff
Find updated listing at: https://www.sc.edu/about/system_and_campuses/union/faculty-staff/index.php

Student Objectives
The University is dedicated to providing all undergraduate students with a common core of knowledge, skill, and academic experience. This general education curriculum provides the foundation for subsequent specialized study in the student’s major discipline area. The University of South Carolina is in the process of updating this curriculum, ensuring that it remains current and prepares students for productive and meaningful engagement as world citizens equipped for life-long learning. The shared common academic foundation of all University of South Carolina students, the Carolina Core, has 10 core components, each with learning outcomes and credit hour requirements. A description of these components can be found at: https://www.sc.edu/our_leadership/offices_and_divisions/provost/academicpriorities/undergradstudies/carolinacore/requirements/

History
Similar to the other UofSC regional campuses, the Union campus was established as a result of local initiative. The Union County Commission for Higher Education was created by an act of the state legislature in the spring of 1965, and a contract was immediately signed by that commission with the University of South Carolina, an arrangement which guaranteed University-quality education at a low cost for area students within commuting distance of the campus. A former public secondary-school building was secured by the commission, and local funds were made available to renovate the structure. Scheduled classes began in September 1965 for the original freshman class of 51 students. In September 1967, 160 students registered at the campus, and enrollment has continued to climb.

Centrally located near the downtown business district, UofSC Union occupies a seven-acre tract fronting the east side of Main Street. Established to meet the educational needs of Union, Laurens, Cherokee, York, Chester, Fairfield, and Newberry counties, the campus has grown to its present enrollment of approximately 1100 and a physical plant consisting of eight buildings, which house administrative offices, classrooms, laboratories, a library, a campus shop, and a gymnasium. The Union campus has traditionally focused on offering the first two years of courses for most University curricula, and the campus continues that tradition today. As a consequence of its expanding role as a unit of UofSC, upper-level courses are increasingly available, including both junior- and senior-level courses, as well as graduate courses.

Union-area residents realize the beneficial aspects of a local regional campus and have been enthusiastic supporters of both the campus and its programs. Both the city and county governments have generously increased their support of the campus and have provided much-needed funds for both physical-plant and equipment needs. Several local organizations provide scholarships for UofSC Union students, and the campus has been the recipient of numerous gifts of goods and services. The campus and the surrounding area have continually maintained this mutually supporting relationship, the result of which has been a high-quality, comprehensive program of higher education for area citizens.

Facilities
The physical plant consists of eight buildings.
Main Building. The Main Building was a secondary public school originally constructed in 1909, renovated in 1965, and completely restored in 1991. It currently houses classrooms; an auditorium; administrative and faculty offices; biology, chemistry, and computer science laboratories; a student lounge; disability services; and the Student Academic Success Center.

Whitener Building. Listed on the National Register of Historic Places, the Central Building was built in 1891 as the first modern public-school building in Union County. After several additions and incursions as a high school, middle school, and elementary school, it was secured for UofSC Union by the Union County Commission for Higher Education in 1975. Renovations were completed on the Whitener Building in the fall of 1988 and it now houses administrative and faculty offices, classrooms, telecommunications instruction classrooms, and a community room for meetings and receptions. UofSC Union library services are provided by the Union County Carnegie Library.

Bookstore. The University of South Carolina Union Bookstore is located at 311 East Main Street. The bookstore sells a variety of Carolina-themed products which include clothing for adults and children, tailgating products, jewelry, miscellaneous items, snacks and non-alcoholic beverages. Students can purchase or rent their textbooks, or obtain their Carolina cards. Textbook buy back is held at the end of each semester. UofSC Bantam clothing, memorabilia, and UofSC-Union clothing are also available for purchase. Store hours are Mondays-Thursdays from 8 a.m. to 5 p.m. and Fridays from 8 a.m. to 2 p.m.

Student Center. The Student Center, which is located at the rear of the Bookstore, is a fun area for students to gather before or after class. Students can enjoy television, pool tables, air hockey, video games, ping pong, and vending machines.

The Bobby and Barbara Rippy Courtyard. Located behind the Student Center, the courtyard is a pleasant outdoor area for reading and relaxation. Power stations are located near the seating areas where students can charge their phones or tablets.

Truluck Activity Center. Completed in 1969, the activity center provides space for athletic and social activities. The center contains a basketball court, office space, and physical-fitness equipment. The center has a seating capacity of 500.

Founders House. The former Child Development Center, renamed Founders House to honor local leaders who have had a special relationship with UofSC Union, has recently undergone a complete renovation. Much of the Athletic Department is housed there. The house has private and shared office space.

Fine Arts Building. A newly-purchased building on Main Street will house additional university facilities in the near future, including a dedicated Fine Arts area with faculty offices, classrooms, and art studio space, as well as some storage space and maintenance offices.

Science and Nursing Building. The new Science and Nursing Building on Main Street, across the street from the Bookstore, will house a new state-of-the-art virtual reality science lab/classroom, as well as faculty offices, and meeting space.

Student Services Building. The new Student Services Building located on Main Street next to the bookstore will house the admissions, financial aid, and student life offices.

Special Events Extracurricular Activities

From its beginning, UofSC Union has recognized the importance of developing all facets of the individual. In keeping with this goal, the campus has offered a wide array of extracurricular activities, including the Student Government Association, the African American Alliance, numerous other clubs, a competitive athletics (NJCAA and club) program, service organizations, and frequent social functions.

Admissions

General Information

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

2. First-time applications must be accompanied by a nonrefundable application fee specified on the application form. Application forms may be obtained from the Admissions Office or completed online through the UofSC Union website.

3. Selected applicants who present evidence of special talents for University programs requiring such special talents may be evaluated on the basis of these talents as well as high-school grades and entrance examination scores. The University reserves the right to place conditions on the admission of any student. In the event such action is taken, the conditions will be clearly explained in the letter of acceptance.

Proof of immunization as well as proof of U.S. citizenship or qualification as an international student is required before enrolling at UofSC Union.

Campus visits can be arranged through the Admissions Office. The Admissions Office is usually open year-round except for Independence Day, Labor Day, Thanksgiving day and the following Friday, and 10 days at Christmas.

Categories of Admission

In keeping with its mission to provide accessible higher education to students in a seven-county service area (Cherokee, Chester, Fairfield, Laurens, Newberry, Union, and York counties), UofSC Union is committed to an admissions policy which ensures access while only admitting students who have a reasonable chance of academic success. As a means to this end, we have developed specific policies to govern admission to the various admissions categories.

Freshman Admissions

Freshman applicants must have either a high-school diploma or its equivalent (GED) prior to enrolling. Accepted applicants must have senior grades and a verification of graduation sent as soon as they are available. Applicants who did not graduate from high school must send transcripts of all available work and a copy of a GED certificate or satisfactory GED test scores.

Freshman applicants must submit:
1. completed application
2. specified nonrefundable application fee
3. official high-school record complete up to the time of application
4. official entrance examination scores (either SAT or ACT).

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

Transfer Admissions
An applicant who, having graduated from high school, has attended another regionally accredited postsecondary institution and attempted one or more courses is a transfer student, regardless of credit earned. If fewer than 30 semester hours (45 quarter hours) of college-level work have been attempted, the applicant must meet both transfer and freshman entrance requirements.

Transfer applicants for admission must submit:
1. completed application forms
2. specified nonrefundable application fee
3. complete official transcripts from postsecondary institutions through the time of application; these must be supplemented by final transcripts that reflect complete academic work prior to beginning classes in the University
4. complete high-school records including entrance exam results if less than 30 semester hours (45 quarter hours) of college-level work have been attempted in a regionally accredited college or university.

Applications should be submitted before these deadlines:
- Fall term: August 1
- Spring term: December 1
- Summer terms: two weeks prior to registration for the term.

All applicants for transfer admission must be eligible to return to the last institution attended as a degree-seeking student.

The applicant must submit official transcripts of all previous college courses attempted whether or not credit was earned and regardless of whether the applicant wishes to transfer any credit. An official transcript must be sent directly to the admissions office from each institution attended. Failure to report all attempted college courses may constitute sufficient cause for later dismissal from the University.

Students transferring from nonaccredited colleges may be allowed to validate credit after admission to the University. Details of the validation procedure may be obtained from the admissions office.

Original records are required for courses exempted at a previous college. Exemption credit or acceptance of transfer credit by another college has no bearing on the evaluation of transfer credit at the University of South Carolina.

Generally, credits earned in courses that fall into one or more of the following categories are not acceptable in transfer to the University:
1. courses that are occupational or technical in nature
2. courses that are essentially remedial in nature
3. courses from a two-year institution which are considered upper division or upper level at the University

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

Exceptions to this rule may be made only by the designated academic official(s) on the campus where the student is majoring and only in specific cases where such courses are judged to be uniquely relevant to the student’s degree program.

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

Other Admissions Opportunities
A variety of admissions opportunities are available for those students who do not meet regular freshman or transfer requirements stated above. Please see the Admissions Office for complete details (https://www.sc.edu/about/system_and_campuses/union/apply/index.php (https://www.sc.edu/about/system_and_campuses/union/apply/)).

Admission as a Nondegree Candidate
Applicants who wish to attend the University for one semester or on some limited basis may be approved to do so upon submitting an application accompanied by an explanation of their educational goals. The admissions office reserves the right to determine the proper category of admission and to determine what credentials may be required.

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

Senior Citizens. A senior citizen (age 60 or above) may enroll in courses at UofSC Union tuition-free on a space available basis. They must pay the application fee and technology fee and purchase textbooks. A special form documenting their eligibility must be obtained from the Registrar’s Office.

Concurrent. High-school juniors and seniors who have excelled in their studies may enroll in appropriate courses at the University upon recommendation of their counselors or principal and with approval of the UofSC department in which courses are to be taken. Interested students must submit high-school records that show exceptional performance. Concurrent students must have a minimum high-school GPA of 3.0.

Auditor. An auditor may apply as a special student (see above).

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

Persons attending the University in any of these categories will be nondegree candidates. Credit earned while attending as a nondegree candidate may be used toward a degree only after the student has applied for and been accepted into a degree program. An applicant
denied admission to any degree category is not eligible for admission as a special student. The period of enrollment in these categories is limited by either time or number of allowable credits. The official acceptance letter explains all enrollment restrictions for the category in question. Nondegree students are not eligible for financial aid, veterans’ benefits, or on-campus housing during the fall or spring terms. Rooms on the campus may be available to students in the summer whether or not they are working for degrees.

**Readmission of Former Students**

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

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

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

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

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

A petition for reinstatement is made to the University college from which the student was suspended.

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

**Admission of International Students**

The University of South Carolina welcomes the applications of qualified international students. At least 90 days before the beginning of the semester they wish to enter, students must send a complete application, including standardized test scores, school records, and financial statements, to the Office of Undergraduate Admissions.

International applicants must be proficient in the English language. A score of 550 or above on the paper version of the TOEFL (Test of English as a Foreign Language) is required (a score of 210 on the computerized version is required). TOEFL scores are not required for international students from countries where the primary language of instruction is English nor from graduates of high schools in the United States.

An English proficiency test will be administered to international students, except those from English-speaking countries, upon arrival at the University. All international students must demonstrate sufficient proficiency in written and oral English to progress at the University level. Students who are not proficient in English will be required to take noncredit, concentrated English language training until proficiency is demonstrated.

In some of our University programs, minimum Scholastic Assessment Test (SAT) scores are required for admission. It is therefore recommended that international students take the SAT before applying to the University.

In addition, freshman applicants must have completed a level of education equivalent to that of students entering from accredited secondary schools in the United States and have superior grades on their school work. Applicants who seek to enter from another college or university in the United States must meet transfer admission requirements.

International applicants will not be allowed to enroll in classes until they establish their ability to pay education expenses (approximately $22,750 for each year of study). The policies of certain countries have created financial difficulties for their citizens studying at the University. Applicants from these countries will be so notified and required to make an advance deposit of expenses. Applicants from other nations must submit certification of financial support to satisfy this requirement. International students should not expect to obtain any financial assistance from the University.

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1 Applicants who are not citizens or permanent residents of the United States.

**Academic Regulations**

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

The University reserves the right to make changes in curricula, degree requirements, course offerings, and all academic regulations whenever, in the judgment of the faculty, the president, or the Board of Trustees, such changes are in the best interest of the students and the University.

Registration at the University of South Carolina assumes the students’ acceptance of all published regulations, including both those which appear in this document and all others as applicable in any official announcement such as the Medical School Bulletin, Law School Bulletin, Graduate Studies Bulletin, the University Master Schedule of Classes, or the Carolina Community. Official policies of the University listed below are published in the Carolina Community, which is available online as well as through the Student Government Office or the Office of the Vice President for Student Affairs.
1. Student Rights and Freedoms within the Academic Community
2. Rule of Academic Responsibility and Academic Disciplinary Procedures
3. Grievance Policy and Procedures for Non-Academic Areas
4. University Policy on Use of Alcohol
5. University Policy on Campus Solicitation
6. University Policy on Student Patent and Copyright Matters
7. Student Right to Know

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

The University reserves the right to withdraw any course because of inadequate enrollment. Additional courses may be offered upon application of a sufficient number of students; a minimum of 10 applicants is the usual requirement. Registration in any course may be closed when the maximum enrollment for efficient work has been reached.

Bulletin Rights and Exclusions

Bulletin Rights
An undergraduate student may choose to obtain a degree in accordance with the curricular requirements in force for the particular degree at the time the student first enrolls as a degree-seeking student at any University campus, or under subsequent requirements published while the student is enrolled.

Bulletin Exclusions
The student’s choice is restricted to a specific bulletin and the curricular requirements described therein. Undergraduate students have a period of eight years, inclusive and continuous, in which to claim the rights of a specific bulletin.

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

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

Academic Calendar Policies

Academic Calendar
The University follows an early Semester Calendar, with Fall semester beginning the Thursday of the third full week in August and ending in December before the winter break. Spring classes begin the second Monday of January, provided neither Monday is a holiday (New Years or MLK). For Fall and Spring semesters, there are 70 class days with a minimum of 2100 minutes of instruction for a standard 3 hour class-28 Tuesday and Thursday classes of 75 minutes per class meeting and 42 Monday, Wednesday, Friday classes of 50 minutes per class meeting. All nonstandard one or two day per week classes must meet the minutes of instruction requirements as part of the calendar.

Summer Term
The summer term consists of multiple course sessions between the spring and fall terms.

Students regularly enrolled in the University may take work applicable to their degree during the summer term. Regulations governing the regular academic year also pertain to the summer term.

A complete listing of all courses offered in the summer term will be available by April 1 on the registrar’s Web site under “Master Schedule.” Course sessions and times may vary.

Please refer to the registration calendars on the registrar’s Web site for more detailed information.

Advisement Policies

Academic Advising
When students are accepted into the University, they are assigned an academic advisor. Students are expected to arrange to meet with their advisor at least once a semester to plan their course of study for the following semester. Students who do not know their assigned advisor should obtain this information from the appropriate departmental or academic dean’s office.

Information, advice, and interpretations of University policies offered by advisors do not supersede the official statement of policies and academic regulations described in the University Undergraduate Studies Bulletin. Exceptions to University regulations cannot be made by academic advisors. Any exceptions to the policies and regulations set forth in the University Undergraduate Studies Bulletin must be made by the appropriate College Scholastic Standards and Petitions Committee or by the dean of the college.

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

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

Undeclared Freshmen
For various reasons it may be impossible or inappropriate for a student to declare a major. Nevertheless, all students will receive advisement in the college most closely related to their interests and abilities. Transient
students are subject to the rules of their home institution and may take course work at the University of South Carolina without a declared major. University courses are open to those seeking career advancement or life enrichment and who meet stated course prerequisites. Freshmen who have been accepted by the University, but who are unsure of academic or career goals, may need a period in which to establish their major interest. To accommodate students in these categories, courses which are usually open to students with 30 or fewer hours (freshmen) are open to all students who meet prerequisites published in the University's Undergraduate Studies Bulletin. Students who have earned 30 semester hours and wish to continue their studies at the University of South Carolina must declare a major in a program in which they meet entrance or progression requirements.

Course of Studies
Students are expected to follow the programs outlined by their school or college as closely as possible, particularly in the first two years when satisfying basic degree requirements and prerequisites for advanced work. Students must pursue required courses in the prescribed sequence. Failure to do so may lead to future schedule difficulties, and students may find that the subjects for which they wish to enroll are either not available or are closed to students with advanced standing. Students who fail to complete successfully all freshman requirements may not enroll in courses in their major field until the deficiency is removed. Students who enroll in classes for which prerequisites or other defined requirements have not been met may be removed from these classes. Learning-disabled students who wish to take advantage of University-approved program accommodations must have an academic advisory plan on file with the Office of Student Disability Services and the dean of the college. This plan will be formulated by the student's academic advisor with the assistance of the Office of Student Disability Services and will contain recommended accommodations which specifically relate to and are consistent with the student's diagnosed disability. A copy of the student's academic advisory plan must be provided to the course instructor for the student to be eligible for a particular accommodation. Any substitutions for degree requirements recommended in the student's academic advisory plan must be referred to the Scholastic Standards and Petitions Committee of the student's college for action.

Changes in Curriculum
Undergraduate students interested in changing majors should contact the college or school offering the new curriculum the student intends to follow. Once all necessary permissions are obtained, the college or school that offers the new curriculum will notify the Office of the University Registrar to update the student's record. Curriculum changes can affect loan deferment, scholarship eligibility, athletic participation eligibility, tuition and fee assessment, and international student VISA regulations. For this reason, all curriculum changes must be completed before the end of the free drop/add period in Fall and Spring Terms (in Part of Term 30), and prior to June 1 during the Summer Term. Curriculum change requests that arrive at the Office of the University Registrar after these deadlines will be processed for the following term. Exceptions to this rule may be made in the event that a change request is being made in the semester that student is graduating from the University.

Course Substitutions
Only under unavoidable and exceptional circumstances will the faculty permit substitution for or exemption from the prescribed curricula. When it becomes necessary to request a deviation from the prescribed course of study, students should consult the dean of their college or the head of the department in which they are majoring before preparing a petition listing the substitutions or exemptions sought and the reasons for the request. Petitions are submitted on forms obtainable from the Scholastic Standards and Petitions Committee of the particular college, and must be submitted to the dean's office and the head of the student's major department. The Scholastic Standards and Petitions Committee of each college functions as an appeal board in cases where agreement between the dean, department head, and the student cannot be reached.

Course and Academic Credit Policies

Course Numbering
Courses numbered from 101 to 699 are available at different levels for undergraduate credit. Courses numbered from 700 to 899 may be taken for graduate credit only and are described in the Graduate Studies Bulletin. All courses numbered from 101 to 499 are for four-year baccalaureate degree candidates. Courses numbered from 500 to 699 may be taken by advanced undergraduate and graduate students for undergraduate or graduate credit, respectively. A 500- to 600-level course taken for undergraduate credit cannot later be awarded graduate credit.

Course Credit
The credit value of each course is usually determined by the amount of formal instructional time per week for one semester. At least 700 minutes of instruction (and at least twice that for laboratory time) can be expected per credit hour. The semester hour credit for each course is included in each course description.

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

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

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

Transfer Credit
Students transferring to the University from another college or university must, before enrolling in class at the University, have their transcripts evaluated by the University. It is only in the light of such evaluation that students will know definitively the transferability and equivalency of each
transfer course. Degree applicability will be determined by the college or school in which the student is enrolled.

**Transferability** refers to the conditions under which the University accepts credit for inclusion in the student’s record. Transfer courses must have been taken at a regionally accredited post-secondary institution, or, if taken at a foreign post-secondary institution, have been recommended by a NACES-member external evaluation service. Coursework classified as remedial by the University will appear on the student’s record, but will not be used to determine admission eligibility or a transfer GPA. Exceptions to this rule may be made by the Office of the Registrar when state scholarship eligibility rules require inclusion.

**Equivalency** entails equating transfer credit, both in hours and content, to University of South Carolina coursework. The Registrar’s Office works with UofSC colleges and schools to coordinate the process of transfer evaluation to equate transfer courses directly to courses in the UofSC course catalog; to subject codes which represent subjects not offered at UofSC; or to subject codes that identify courses as remedial/technical/non-accredited coursework. A list of transfer equivalencies for the Columbia catalog of courses can be found at: [http://www.sc.edu/about/offices_and_divisions/registrar/transfer_credits/course_equivalency.php](http://www.sc.edu/about/offices_and_divisions/registrar/transfer_credits/course_equivalency.php)

**Applicability** of credit toward a degree refers to the prerogative of academic divisions to count specific credit toward the fulfillment of a student’s degree requirements. The student’s college or school of enrollment is responsible for determining applicability.

However, a transfer course is not applicable towards any University of South Carolina academic program or degree if:

1. The transfer course was essentially remedial in nature (example: Developmental English).
2. The transfer course was occupational or technical in nature (examples: welding, paralegal, or radiography courses).
3. A grade lower than 2.0 on a 4 point scale, or equivalent, was earned in the transfer course.
4. The transfer course was taken by a degree-seeking University of South Carolina student without prior approval as described in the Earning Credit in Transient Status section of this bulletin.
5. The transfer course was taken while a student was on an academic suspension from the university.
6. The student received any grade other than W in an equivalent course at this university, unless the student was enrolled full time at least one year at the transfer institution.

Exceptions to the rules of applicability may be made only by petition to the dean for undergraduate studies of the College or School in which the student is majoring.

Effective Summer 2017 for all newly admitted and readmitted students, transfer grade points and GPAs will no longer appear on the UofSC record. Transfer course equivalencies, grades, attempted hours, and earned hours will appear on students’ advising transcript in Self Service Carolina, while only transfer earned hours will appear on the official transcript.

**Earning Credit in Transient Status**

Since the University is accountable for the integrity of its degrees, it is essential that degree programs be closely monitored by University faculty. Therefore, students entering the University to seek a degree should expect to complete the majority of their academic work at the University of South Carolina. Normally students who wish to earn more than a semester of credit at another institution should meet all requirements and transfer to that institution. In some programs, and with the permission of the academic dean, students may take up to 18 semester hours of courses in transient status provided they have a 2.00 UofSC grade point average; the courses are approved in advance by the academic advisor and dean; and the other institution is fully accredited and the course work meets University specifications for transfer credits.

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

**Course Load**

Maximum credit limits, published in the Master Schedule of Classes, also vary according to college policy. Students will not be permitted to register for a semester load in excess of that prescribed for their program of study unless they earned an average of B or better on all courses for which they were enrolled (minimum 12 semester hours) for the preceding semester. New students are eligible for an extra course if they submit to the academic dean satisfactory evidence of equivalent academic achievement. Students eligible for an additional course on this basis must obtain prior approval for each course addition from the dean of their college. No course may be added after the last date to change course schedule or drop without a grade of W being recorded, as published in the academic and refund calendars on the registrar’s Web site. (Note: This regulation does not apply to aerospace studies, Army or naval science courses, which may be added to a course program during the regular registration period without special approval.)

Undergraduate students who are enrolled in 12 semester hours or more for the fall, spring, or summer semester are considered full-time for academic purposes. Students who have been verified as learning disabled by the Office of Student Disability Services must be enrolled in 9 semester hours or more for the fall, spring or summer semesters to be considered full-time students with regard to access to University residence halls and eligibility for financial aid, provided this is consistent with their academic advisory plan.

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

Full-time fees for undergraduate students are calculated on 12 to 16 semester hours. Full-time status for graduate students with assistantships is determined by the dean of Graduate Studies.

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

**Auditing**

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

Auditing a course consists of attending classes and listening without responsibility for any assignments or examinations. An auditor is not responsible for any assignments or examinations. No record of audit
shall appear on a transcript unless a student attends 75 percent of the classes.

No credit may be earned in an audited course by examination or otherwise. No audited course may be repeated for credit at a later date except by those students who have been verified as learning disabled by the Office of Student Disability Services and whose academic advisory plan recommends auditing a specific course before it is taken for credit.

The applicant must complete the prescribed procedure for enrollment through the Office of the University Registrar before class attendance will be permitted.

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

Independent Study

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

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

A grade point average of 2.50 or greater is required to enroll in independent study courses. The amount of credit for independent study per semester is limited to 6 hours. Independent study credits applied toward any undergraduate degree may account for no more than 10 percent of the total required credit hours for that degree.

Repetition of Course Work

When a course is repeated, both grades will be entered on the student’s permanent academic record and included in the grade point average, unless the grade forgiveness policy is applied. Course credit toward graduation will be given only once, unless otherwise stipulated in the course description. Many academic programs restrict the number of times a course may be repeated. Consult the college and department section of the bulletin for such restrictions.

International Courses (INTL) / Study Abroad

- 501 — Study Abroad—UofSC Exchange. (1-16) This course keeps a UofSC student active while on a pre-approved UofSC exchange program.
- 502 — Study Abroad—Non-UofSC Program. (1-16) This course keeps a UofSC student active while on a pre-approved non-UofSC study abroad program.
- 503 — Study Abroad—Through Another U.S. Institution. (1-16) This course keeps a UofSC student active while on a pre-approved non-UofSC study abroad program through another U.S. institution of higher education.

Senior Privilege - Enrollment in Graduate Courses

A special provision to earn graduate credit is available for UofSC undergraduate seniors in their final semester who need less than a normal course load to complete baccalaureate requirements. Overload enrollment that includes one or more courses under senior privilege is not allowed. Courses for graduate credit under senior privilege cannot be used toward undergraduate degree requirements. For senior privilege consideration, undergraduate seniors with a 3.00 GPA should submit to The Graduate School, for the graduate dean’s approval, form GS19 endorsed by the student’s advisor, the chair of the department offering the course, and the academic dean for that department. This action should be taken before registration.

Accelerated Degree Programs

Certain academic units offer accelerated programs whereby an undergraduate student with a GPA of 3.40 and 90 or more hours toward the baccalaureate degree may apply graduate credits to a baccalaureate program. Admission can be requested by students in consultation with their academic advisor, their undergraduate dean, and the graduate director of the proposed master’s program. An application form and associated guidelines may be obtained from The Graduate School.

Several of the University’s colleges and schools are involved with a variety of accelerated degree programs. For more information, contact:

Office of Undergraduate Admissions
University of South Carolina
Columbia, SC 29208
phone 803-777-7700

Registration Policies

Registration

To be officially enrolled in the University students must be academically eligible, complete the registration process with the Office of the University Registrar, and possess a receipt issued by the Office of Financial Services for payment of current academic fees.

Students are expected to complete registration (including the payment of all required fees) by the dates prescribed in the registration calendars on the registrar's Web site to avoid cancellation of classes and payment of a late registration fee of $5 per day ($350 maximum).

Changes in Enrollment

Adding a course, changing from credit to audit or audit to credit, changing from one section to another, and changing the number of credits in any variable credit course must be completed by the last day to change course schedule or drop without a grade of W being recorded, as published in the academic and refund calendars on the registrar’s Web site. Electing or revoking the Pass-Fail option must be completed no later than the last day for dropping a course with a grade of W, as published in the academic and refund calendars on the registrar's Web site.

Dropping Courses and Withdrawal

Free Drop/Add Period

During the Free Drop/Add period, undergraduate students have the ability to add and remove courses from their schedule through Self Service
Carolina. For each course, the Free Drop/Add period begins during the official first day of the course and extends to a minimum of 6% of the Part of Term\(^1\) in which the course is scheduled. Courses removed during the Free Drop/Add period will not be recorded on a student's transcript.

Details regarding Free Drop/Add dates (https://my.sc.edu/codes/) can be found on the Self Service Carolina log-in page under the “Academics” sections.

Students are prevented from dropping or adding courses during the Free Drop/Add Period if they have an active registration hold on their record.

\(^1\) Part of Term: Each course is associated with a specific part of the term for the semester or a specific date range in which the course is held. For example, Part of Term can refer to Full Term courses that run the full major semester (fall or spring) or Half Term courses that run only half of a major semester. Each Part of Term has specific drop/add, withdrawal, and withdrawal fail dates. Details regarding Part of Term dates can be found on the Self Service Carolina log-in page under the “Academics” sections.

Course Withdrawal Period

During the Withdrawal Period, undergraduate students have the ability to withdraw from a course with no grade penalty through Self Service Carolina. For each course, the Withdrawal Period begins after the Free Drop/Add Period and extends to a minimum of 72% of the Part of Term\(^1\) in which the course is scheduled. Courses from which a student withdraws during this period are recorded on a student's transcript as a W; however, the semester hours will not be calculated in the computation of grade point average, count towards earned hours, or count towards graded hours. Courses that have a recorded grade of W will count towards attempted hours. Details regarding course Withdrawal dates (https://my.sc.edu/codes/) can be found on the Self Service Carolina log-in page under the “Academics” sections.

Students are prevented from withdrawing from courses during the Withdrawal Period if they have an active registration hold on their record.

\(^1\) Part of Term: Each course is associated with a specific part of the term for the semester or a specific date range in which the course is held. For example, Part of Term can refer to Full Term courses that run the full major semester (fall or spring) or Half Term courses that run only half of a major semester. Each Part of Term has specific drop/add, withdrawal, and withdrawal fail dates. Details regarding Part of Term dates can be found on the Self Service Carolina log-in page under the “Academics” sections.

Course Withdrawal Fail Period

During the Withdrawal Fail Period, undergraduate students have the ability to withdraw from a course with a penalty grade through Self Service Carolina. For each course, the Withdrawal Fail Period begins after the Withdrawal Period and extends up to 100% of the Part of Term\(^1\) in which the course is scheduled. Courses from which a student withdraws with a grade of WF during this period are treated as an F in the evaluation of academic standing, computation of grade point average, and graded hours. Details regarding course Withdrawal Fail dates (https://my.sc.edu/codes/) can be found on the Self Service Carolina log-in page under the “Academics” sections.

Students are prevented from withdrawing from courses during the Withdrawal Fail Period if they have an active registration hold on their record.

\(^1\) Part of Term: Each course is associated with a specific part of the term for the semester or a specific date range in which the course is held. For example, Part of Term can refer to Full Term courses that run the full major semester (fall or spring) or Half Term courses that run only half of a major semester. Each Part of Term has specific drop/add, withdrawal, and withdrawal fail dates. Details regarding Part of Term dates can be found on the Self Service Carolina log-in page under the “Academics” sections.

Hardship Withdrawal

During and after the Withdrawal Fail Period, it may be necessary for a student to withdraw from all courses for the semester due to a significant personal hardship (e.g., medical or family emergency, prolonged illness, other medical or traumatic event). In these situations, students are able to petition for a Hardship Withdrawal from courses through the Office of the Dean of Students or the Hardship Withdrawal Committee. Each Palmetto College Campus has an equivalent hardship withdrawal process for managing petitions from students enrolled on their campus.

Hardship Withdrawal petitions, including verified documentation of hardship, submitted during the Withdrawal Fail Period until the last day of courses for the semester will be reviewed by the Office of the Dean of Students. Approved petitions will be submitted to the Office of the Registrar for grade assignments of W for all courses that semester on the student’s transcript.

The Office of the Dean of Students will notify the student’s instructors and their home college of the withdrawal.

Hardship Withdrawal petitions, including verified documentation of hardship, submitted after the last day of courses for the semester will be reviewed by the Hardship Withdrawal Committee that must include faculty and college/school representation. Approved petitions will be submitted to the Office of the Registrar for grade assignments of W for all courses that semester on the student’s transcript.

Prior to a Hardship Withdrawal decision being made, all documentation is subject to verification by the Office of the Dean of Students and/or the Hardship Withdrawal Committee, including but not limited to class attendance, class participation, or supporting documentation. If false documentation or misrepresented information is submitted, students will be referred for alleged violation of the UofSC Honor Code and the Hardship Withdrawal request will be denied.

A Hardship Withdrawal to selectively withdraw from some courses, while remaining enrolled in other courses, will be permitted only under exceptional circumstances and must be approved by the Office of the Dean of Students in consultation with appropriate colleges/schools. The Office of the Dean of Students will submit a report of selective withdrawal decisions for verification to the Hardship Withdrawal Committee at the end of each semester.

Information regarding the University’s Withdrawal Refund Appeals procedures can be found in the Fees and Refunds section of the bulletin.

Title IX Obligations

Information contained in Hardship Withdrawal petitions is private and not shared with instructors, departments, or colleges/schools outside of the Hardship Withdrawal Committee. However, in accordance with the provisions of Title IX of the Education Amendments Act of 1972 and University policy, if sexual misconduct information is included in a student’s petition, the Office of the Dean of Students and/or the Hardship
Withdrawal Committee is obligated to report the matter to UofSC's Title IX coordinator.

**Withdraw via Self-Service Carolina**

Students can withdraw for the semester by withdrawing from all courses on Self Service Carolina. Students are encouraged to consider the Hardship Withdrawal Process if they are withdrawing during the Withdrawal Fail Period.

**Active Duty Military Withdrawal**

Students in the National Guard or armed forces reserves who are placed on active duty by order of the president of the United States or the governor of their state should pursue withdrawal from courses according to the provisions of the University's policy titled "Withdrawal of Students Called to Active Military Service" (ACAF 3.05 [http://www.sc.edu/policies/ppm/acaf305.pdf]). Active duty military personnel who are reassigned during an academic term may also invoke the provisions of this policy.

**Course Drop and Withdrawal Chart**

<table>
<thead>
<tr>
<th>Name</th>
<th>Minimum Percentage of Class Time</th>
<th>Grade</th>
<th>Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Drop/Add Period</td>
<td>0-6% of classes</td>
<td>No Grade</td>
<td>• Financial Aid</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Enrollment status</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Housing</td>
</tr>
<tr>
<td>Withdrawal Period</td>
<td>7-72% of classes</td>
<td>W grade will be recorded on transcript. W grade is not calculated in GPA.</td>
<td>• Financial Aid</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Progression towards degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Satisfactory Academic Progress</td>
</tr>
<tr>
<td>Withdrawal Fail Period</td>
<td>73-100% of classes</td>
<td>WF grade will be recorded on transcript. WF grade is calculated as an F in GPA.</td>
<td>• Financial Aid</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Progression towards degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Academic Standing</td>
</tr>
<tr>
<td>Hardship Withdrawal Period</td>
<td>73-100% of classes</td>
<td>W grades will be recorded for all courses for approved petitions Petitions are subject to review by the Office of the Dean of Students</td>
<td>• Financial Aid</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Refund Appeals Process</td>
</tr>
</tbody>
</table>

1 Specific dates for each Part of Term may be found on the Office of the Registrar website

**Indebtedness**

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

**Attendance Policy**

**Class Attendance**

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

Absence from more than 10 percent of the scheduled class sessions, whether excused or unexcused, is excessive and the instructor may choose to exact a grade penalty for such absences. It is of particular importance that a student who anticipates absences in excess of 10 percent of the scheduled class sessions receives prior approval from the instructor before the last day to change schedule as published in the academic and refund calendars on the Registrar’s website [http://registrar.sc.edu/](http://registrar.sc.edu/).

It must be emphasized that the “10 percent rule” stated above applies to both excused and unexcused absences. Faculty members should notify classes, specifically in the course syllabi, of the attendance policy which they intend to follow in each class, but it cannot be more restrictive than the “10 percent rule”. It is also recommended that the faculty include a policy statement in their syllabi requesting students to meet with the instructor early in the semester to discuss the consequences of potential excessive absences due to participation in University-sponsored events.

Faculty should consider the following events or circumstances as potentially excusable absences:

- participation in an authorized University activity (such as musical performances, academic competitions, or varsity athletic events in which the student plays a formal role in a University sanctioned event)
- required participation in military duties
- mandatory admission interviews for professional or graduate school which cannot be rescheduled
- participation in legal proceedings or administrative duties that require a student’s presence
- death or major illness in a student’s immediate family
- illness of a dependent family member
• religious holy day if listed on www.interfaithcalendar.org (http://www.interfaithcalendar.org)
• illness that is too severe or contagious for the student to attend class
• weather-related emergencies

The Student Ombudsperson in the Division of Student Affairs is available to assist faculty members with obtaining or verifying documentation when necessary. The faculty member has complete discretion regarding the specific nature of any accommodation offered in the event of an excused absence. Students should notify faculty members at least two weeks prior to the absence when possible. In all cases, students must contact the faculty member to request an accommodation upon return to class.

Examination Policies

Final Examinations

Final examinations for spring and fall semesters are held during a seven-day period at the close of each semester. Summer examinations are held during a two-day period at the close of each session. Semester examination schedules are published on the registrar’s Web site under the “Calendar” link. The results of these examinations, combined with the grades for class performance, determine the reports given at the end of the semester. No final examination may be held outside of the stated time without the special permission of the dean of the college concerned. Reading Day is specified in the University calendar and no exams, quizzes or required class attendance may be scheduled for that day.

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

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

Students who are absent from any final examination will be given the grade of F on the course if they have not offered an excuse acceptable to the instructor. If excused, they will be assigned a grade of I (see “I” entry under “Grading System”), and may complete the course under the conditions specified by the instructor in the “Assignment of Incomplete Grade” form.

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

Graduating Seniors

No early examinations are given for graduating seniors. Students who have submitted a degree application may attend the graduation ceremony. Diplomas are mailed after final examinations and after a student’s dean has verified that all degree requirements have been met.

Deferred Examinations

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

Grading Policies

Grading System

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

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

Class standing is determined by the quality of a student’s work and the regularity of attendance in lectures and laboratory sessions or other exercises of the course. Grading systems in graduate and professional schools are described in the appropriate bulletins.

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

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

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

FN and UN grades are displayed and calculated as F and U grades on the official transcript.

WF is assigned for student withdrawal from a course after the penalty deadline prescribed in the academic and refund calendars on the registrar’s Web site. (See section on “Dropping A Course.”) The grade of WF is treated as an F in the evaluation of suspension conditions and grade point average computation.

W is assigned for student withdrawal from a course after the late registration period but before the penalty date. Courses dropped during the late registration period (as published in the academic and refund calendars on the registrar’s Web site) will not be recorded on a student’s permanent record. In exceptional cases, the grade W will be used after the first seven weeks of a semester, primarily in cases of withdrawal from the University or from a course for medical reasons. (See section on “Dropping A Course.”) A grade of W will not enter into the evaluation of
Specific provisions of the Pass-Fail program are as follows:

1. The Pass-Fail grading system is in effect for an indefinite period of time, subject to periodic review.
2. The Pass-Fail option is not available to undergraduate students whose semester or cumulative GPA is less than 2.00.
3. Students are permitted to exercise the Pass-Fail option only on free elective courses.
4. Students are permitted to take no more than eight courses on a Pass-Fail basis during their undergraduate career.
5. A student wishing to exercise the option must have the permission of the dean of the college and the student’s academic advisor. The Pass-Fail Option form (AS-20) is used for this purpose.
6. The option may be elected or revoked by the student no later than the last date for withdrawing from the course without a penalty.
7. Normal prerequisites may be waived for students taking a course on a Pass-Fail basis.
8. Courses taken under this option will be excluded from the calculation of the grade point average.
9. A grade of S will be entered by the Office of the University Registrar for a regularly assigned passing grade, a failing grade will be registered as U.
10. No course carried on a Pass-Fail basis will be counted toward the hours required for either the President's or the Dean's Honor List.
11. A verified learning-disabled student may take on a Pass-Fail basis an elective or required course which is not in the major if the academic advisory plan so recommends the Pass-Fail option for that course. A student who desires use of this option must apply to the dean of the college at the beginning of the semester. With the approval of the academic dean, learning-disabled students may meet specific degree requirements with a satisfactory grade.

Spring 2020 Undergraduate Pass-Fail Grading
Approved by the UofSC Faculty Senate on April 1, 2020

- To address complications presented by the COVID-19 pandemic, the Faculty Senate Steering Committee approved the following grading accommodations for undergraduate students enrolled in Spring 2020.
- All courses will be graded as originally planned according to grading criteria in course syllabi. After grades are submitted at the end of the semester, undergraduates can choose, on a course-by-course basis, to request a pass/fail grade for the Spring 2020 semester with the exception of Graduate or professional school courses, which can be taken as pass/fail only when deemed appropriate by the program or school dean.
- The following pass/fail scale will be used: Earned grades of A, B+, B, C+, and C will be replaced with S+, earned grades of D+ and D will be replaced with S, and an earned grade of F will be replaced with U.
- If students select the S+/S/U grading scale for a course, points will not be factored into the GPA. Courses with S+ and S will count towards earned semester hours.
- Courses graded with the S+/S/U scale, under this exception for Spring 2020, will count towards applicable curricular, major, continuation, and graduation requirements. For example, if a course requires a C or better in a prerequisite, students selecting this alternative grading scale would need an S+ in the prerequisite course.
- Faculty members will not be aware of students who select the pass/fail grading option when entering final grades. Grades will be entered in the format for which the course was approved.
- Students who previously decided to take a course on a pass/fail basis will continue on a pass/fail basis using the University’s established S/U system (e.g., S is earned if the grade is D or above and U is earned for grades below D).
- For the Spring 2020 semester, undergraduate students who choose to replace a course letter grade with the S+/S/U option must do so no later than July 1, 2020.
- This process will occur through the Office of the University Registrar. A form will be available on the University Registrar website for the
UofSC will include a transcript note on all academic records, regardless of grading basis, indicating the extraordinary circumstances of the global public health emergency during Spring 2020.

- Because some graduate and professional programs require letter grades to be reflected on transcripts, when necessary, students will be able to request an official letter attesting to the letter grade earned in any courses that were converted to S+/S/U. This letter would attest only to grades, not to GPA. We will ensure that those who need evidence of your academic achievements this spring will be able to get it. A form will be available on the University's website for students to request these letters.

- Students will be allowed to retake undergraduate courses in which they earned an S+, S, or U during Spring 2020. Any undergraduate courses retaken under this provision will not count towards the number of courses currently allowed by the current course grade forgiveness policy. In addition, students who were retaking a class for grade forgiveness in Spring 2020 can retake the class another semester, without penalty.

**Grade Point Average**

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

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

**Course Grade Forgiveness**

It is the policy of the University of South Carolina that every currently enrolled, fully admitted, degree-seeking undergraduate earning a D+, D, F, or WF in a University course may take up to two undergraduate courses for a second time for the purpose of grade forgiveness. Both the first and second grades shall appear on the University permanent record, but only the second grade will be used in computing the University of South Carolina cumulative grade point average. An explanatory notice will appear on the record. Once grade forgiveness is applied to a repeated course, the action may not be revoked.

An eligible student wishing to apply the course grade forgiveness policy to a course enrollment may do so at any time during his/her undergraduate enrollment, but no applications will be honored after the degree is awarded. Grade forgiveness can only be applied once per course for a maximum of two courses (not to exceed 8 credits) on a student’s undergraduate academic record, without regard to the number of degrees sought. Under the grade forgiveness policy, the forgiven and repeated class must be taken at the University of South Carolina-Columbia campus or a Regional campus. Courses transferred from other institutions are excluded from this policy.

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

Established requirements for repeating classes, admission to, or progression in, specific academic programs of the University take precedence over the grade forgiveness policy. Program or progression grade point averages are not affected by this policy. Refer to the guidelines for each program for specific requirements. Courses intended to be repeated for additional credit, such as research or applied music, are not eligible for grade forgiveness. Semester honors (Dean’s or president’s honor list), or academic standing (scholastic deficiency, probation, suspension), or previous grade point totals will not change retroactively as a result of applying this policy.

Students who have been granted academic forgiveness to reset the grade point average after readmission are not eligible for course grade forgiveness. Please refer to the bulletin entry titled Academic Forgiveness for Former UofSC Students with Less Than a 2.00 Cumulative GPA.

An eligible student wishing to apply the grade forgiveness policy (http://www.sc.edu/about/offices_and_divisions/registrar/transcripts_and_records/grade_forgiveness/) may begin the process by reading the criteria which must be met and completing the necessary documentation in order to apply grade forgiveness.

Note that Academic Forgiveness is not the same as Grade Forgiveness. Please refer to the bulletin entry titled Academic Forgiveness for Former UofSC Students with Less Than a 2.00 Cumulative GPA.

**Grade Reports**

Students’ grades are reported on Self Service Carolina. Students can also access grade reports in person at the Office of the University Registrar.

**Grade Change Policy**

Grade changes based on transcription or computation errors shall be reported directly to the Office of the University Registrar on the appropriate grade change form signed by the instructor and the head of the student’s academic unit. Any request for a grade change must be submitted by the instructor no later than one calendar year from the date on which the grade was reported. Beyond this period, grade changes will be considered only in exceptional circumstances and must be handled through the petition procedure of the student’s college. Any other grade change request resulting from enrollment discrepancies, medical withdrawals, or perceived administrative errors (changes to W, WF, audit, credit, S/U, or to I) must be submitted on the appropriate forms with signatures and documentation to the dean of the student’s college for review through the petition procedure. This does not apply to the routine makeup and extension of an I (incomplete) and posting of a permanent grade to replace the recorded NR mark. An I turns into a grade of F after one year; an NR turns into a grade of F after one semester. Special makeup work or examinations to change grades already recorded are not permitted.

**Academic Standards Policies**

**Academic Standards**

The following standards for continuing at the Columbia and regional campuses of the University of South Carolina apply to all undergraduate students who first enroll at the Columbia and regional campuses of the University in the fall 2008 semester or thereafter, are admitted to the Columbia and regional campuses of the University in an undergraduate...
degree program in the fall 2008 or thereafter, or are enrolled in the fall 2010 semester or thereafter, regardless of when first enrolled at the University. Administration of these regulations is the responsibility of the academic deans, who are not empowered to waive any of the provisions.

**Academic Review**

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

**Academic Standing**

A student’s academic standing is based on his/her “Total Institutional GPA” and “Total Institutional GPA Hours” which can be viewed in Self Service Carolina at the end of a student’s “Unofficial Academic Transcript” under the heading, “Transcript Totals (Undergraduate).”

**Academic Probation**

When a student’s Total Institutional GPA at the end of any semester is less than a 2.00, he or she is placed on academic probation.

**First-year Freshmen Academic Recovery Program**

First-year freshmen who have less than a 2.00 Total Institutional GPA at the end of their first semester of collegiate enrollment are considered at risk. During the first six weeks of their second semester, these students must participate in an academic coaching session before being eligible to register for courses for the third semester. These sessions will provide students with assistance in academic planning, general advisement, major exploration, degree audit, self-assessments, and success strategies. This requirement is in addition to any made by the student’s college, school, or academic program.

**Removal from Academic Probation**

When a student’s Total Institutional GPA at the end of any semester is a 2.00 or above, he or she is not on academic probation.

**Continuing on Academic Probation**

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

**Prohibition Chart**

<table>
<thead>
<tr>
<th>Total Institutional GPA Hours</th>
<th>Placed on Probation</th>
<th>Continue on Probation (avoid suspension)</th>
<th>Removed from Probation</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-35</td>
<td>below 2.00 Total Institutional GPA</td>
<td>1.500 or higher Total Institutional GPA</td>
<td>2.00 or higher Total Institutional GPA</td>
</tr>
<tr>
<td>36-71</td>
<td>below 2.00 Total Institutional GPA</td>
<td>1.800 or higher Total Institutional GPA</td>
<td>2.00 or higher Total Institutional GPA</td>
</tr>
</tbody>
</table>

**Semester Reprieve**: Regardless of the Total Institutional GPA, a student may continue on probation and avoid suspension if the Current Term grade point average is 2.50 or greater.

**First Suspension**

Students unable to meet the standards shown above are suspended from the University of South Carolina for one fall or spring semester and the contiguous summer (approximately eight months). Students have the right to appeal their suspension to the petitions committee of the college or school in which they were enrolled when suspended.

**Returning After First Suspension**

After the suspension has been served, a student will be considered for readmission by the college or school to which the student is seeking admission. A student readmitted following suspension continues on probation and is reviewed for suspension at the end of each fall and spring semester. A Current Term grade point average of 2.50 or higher must be achieved each semester until the Total Institutional GPA reaches the level above which suspension would occur (see chart).

During the first six weeks after returning from a first suspension, students must participate in an academic coaching session before being eligible to register for courses for the following semester. These sessions will provide students with the resources they need to meet their academic goals.

**Returning after Subsequent Suspension**

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

**Earning Academic Credit While on Suspension**

A student on suspension is given an opportunity to reorder priorities and reassess his or her situation before returning. While serving suspension, a student may not be admitted to, or continue in, any academic program of the University. Credit earned at any other institution while a student is on suspension from the University may not be applied toward a degree from UofSC, unless approved by the Standards and Petitions Committee of the college to which the student is readmitted. Prior approvals for transient study will be revoked for suspended students.

**Retention in Degree Programs**

Students are reminded that the above regulations are for all undergraduate students in the University. Many colleges and schools offer degree programs that have more stringent requirements for retention in those programs. Failure to meet the academic requirements of those degree programs may result in the student being asked to leave that program. Students should consult the colleges and schools section of the Academic Bulletin to review the specific degree retention requirements.

**Academic Progression and Program Dismissal**

Students dismissed from a program for failing to meet academic progression requirements will be reassigned to Undergraduate Studies and will be advised by the University Advising Center. Students assigned
to Undergraduate Studies will have a maximum of two semesters before declaring a new program of study. At the conclusion of two semesters enrolled at full-time status, students who have not declared a major/program within a degree-granting college will have a registration hold placed and will be unable to enroll in coursework.

Petition Procedures
In addition to previously specified provisions by which a student may petition to waive the application of this suspension policy, a student suspended by this policy has the right to petition to the appropriate college scholastic standards and petitions committee to waive the application of the suspension rule at any time. Students placed on first suspension who wish to petition for a waiver of the suspension rule may petition only the committee of the college in which they were enrolled at the time of suspension.

Academic Forgiveness Policy

Academic Forgiveness for Former UofSC Students with Less than a 2.00 Cumulative GPA
Under certain conditions undergraduate students may apply for academic forgiveness. Academic forgiveness allows for a recalculation of the GPA to permit a student to graduate or pursue a specific academic program. In order to apply for academic forgiveness all of the following conditions must be met:

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

A student who has met these conditions and desires academic forgiveness must submit a written request for academic forgiveness to the dean of the college in which the student is enrolled. After verification of the student’s eligibility, the dean shall inform the registrar that the student was granted academic forgiveness under the University of South Carolina Academic Forgiveness Program.

The GPA has been recalculated under the criteria of this program to allow for eligibility for graduation.

6. The permanent academic record will remain an unmodified record of all work attempted at the University of South Carolina.

Academic Honors Policies

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

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

Dean’s Honor List: a grade point average of 3.50 or higher earned on a minimum of 12 credited semester hours.

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

Graduation with Honors
Graduation with honors will be based on a student’s Total Institutional GPA. Honors designators are determined at the time of graduation and may not be applied retroactively.

To graduate with such honors, a student must have earned at least 60 credit hours applicable toward the degree in residence at the University, 30 credit hours for an associate degree.

The following designations indicate a consistently high level of academic achievement at UofSC:

Baccalaureate Degree Designations

- Summa Cum Laude: a cumulative GPA of 3.95-4.00
- Magna Cum Laude: a cumulative GPA of 3.75-3.949
- Cum Laude: a cumulative GPA of 3.50-3.749

Associate Degree Designations

- Highest Honors: a cumulative GPA of 3.95-4.00
- High Honors: a cumulative GPA of 3.75-3.949
- Honors: a cumulative GPA of 3.50-3.749

With Honors from South Carolina Honors College: Any student who completes the requirements of the Honors College, regardless of the major or undergraduate degree, is awarded that degree “With Honors from South Carolina Honors College.”

With Distinction: Any student who earns an undergraduate degree and completes the appropriate requirements will be awarded graduation “With Distinction in [that major].” For details, refer to the degree requirements of specific majors

With Leadership Distinction: Any undergraduate student who completes Leadership Distinction requirements in community service, diversity and social advocacy, global learning, professional and civic engagement, and/or research as specified by the Provost’s Office, regardless of the major or undergraduate degree, is awarded that degree “With Leadership Distinction.”
Distinction in [that track]. For further details, contact the Office of USC Connect.

Degree Conferral and Graduation Policies

In-residence Requirement

The last 25% of a student’s degree must be completed in residence at the University, and at least half of the hours in the student’s major courses and in the student’s minor courses (if applicable) must be taken at the University.

The chart below shows the minimum number of hours required to be completed in residence based on to the total number of hours required for a degree.

In-residence Chart

<table>
<thead>
<tr>
<th>Total Number of Hours Required for Degree</th>
<th>Minimum Number of In-residence Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 Hours (Associates Degree)</td>
<td>15 Hours</td>
</tr>
<tr>
<td>70 Hours (Associates Degree)</td>
<td>18 Hours</td>
</tr>
<tr>
<td>120 Hours</td>
<td>30 Hours</td>
</tr>
<tr>
<td>121-124 Hours</td>
<td>31 Hours</td>
</tr>
<tr>
<td>125-128 Hours</td>
<td>32 Hours</td>
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<tr>
<td>129-132 Hours</td>
<td>33 Hours</td>
</tr>
<tr>
<td>133-136 Hours</td>
<td>34 Hours</td>
</tr>
<tr>
<td>137-140 Hours</td>
<td>35 Hours</td>
</tr>
<tr>
<td>141-144 Hours</td>
<td>36 Hours</td>
</tr>
</tbody>
</table>

Some programs impose greater student residence and/or major requirements.

Regardless of when students enter the University, they must complete the last 25% of the degree before graduation enrolled in classes approved by the appropriate dean of the college, school, or campus from which the degree will be granted. In addition, all degree applicants are urged to confer with the deans of their respective colleges about their programs and degree requirements prior to the beginning of their last semester of residence at the University.

“In residence” means that the student was regularly enrolled at UofSC; completed courses offered by Columbia or one of the other campuses of the University; was a member of a class which was supervised by a regular faculty member of USC; attended classes on a regular, pre-established schedule; and in other ways conformed to the requirements which are normally connoted by the term “in residence.” In-residence requirements may not be met by courses for which credit is earned by exemption or exam, courses taken by correspondence, or courses for which transfer credit was awarded. Courses taken under the Pass-Fail option meet in-residence requirements. If the student has not established credit for the prescribed number of hours in residence, then the student is not eligible either for graduation with honors or for graduation on the basis of having completed 25% of the degree during the final semesters at the University.

Application Process

All candidates for degrees and certificates must file formal applications during the last academic term before graduation with the deans of their respective colleges on forms obtained at the Office of the University Registrar or the appropriate dean’s office. Applications must be filed by the third week of the fall or spring semester in which the degree is to be awarded or within the first 10 days of the first summer session. If the student is not enrolled during the first summer session, the application must be filed within the first week of the second summer session for the student to graduate at the summer commencement.

Graduation Requirements

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

Second Baccalaureate Degree

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

The following specifications for a second baccalaureate degree apply:

1. The student must meet admission and progression requirements for the second degree, and must have received formal approval to pursue the second degree from both deans.
2. All requirements for the second degree must be fulfilled.
3. The additional requirements for the second degree must include a minimum of 24 semester hours beyond those required for the first degree.
4. No course that satisfies a general education, major, minor, cognate, or requirement other than a free elective for the first degree may be applied to the major field of the second degree.
5. The student must file a separate degree application for the second degree with the appropriate college or school.

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

Students who submit two degree applications for the same degree in the same college for a double major will receive one diploma.

Second Major

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

1. The student must meet admission and progression requirements for the second major.
2. The student must have received approval from both deans for a second major.
3. All requirements for the second major must be fulfilled.
4. All general education and special departmental requirements normally associated with the second major must be fulfilled.
5. In cases where the first major and the second major lead to different degrees, the student must designate one as the official degree of record. A second major eliminates the cognate requirement; however, special departmental requirements normally completed as part of the cognate are not waived.

Fulfillment of the requirements for a second major are indicated on the student’s official transcript upon graduation. No notation for a second major is placed on the official transcript for course work completed after graduation.
Students who submit two degree applications for the same degree in the same college for a double major will receive one diploma.

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

Records, Transcript, and Enrollment Certification Policies

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

Transcripts
A transcript of a student’s record carries the following information: current status; a detailed statement of the scholastic record showing courses pursued with semester hours carried, semester hours earned, grades, grade points, grade point average, and system of grading; a permanent record of all failures, incomplete grades, and penalties (such as suspension); cumulative USC grade totals; and references to other college or universities attended, dates attended, and the total transfer credits accepted by the University of South Carolina.

Any student who needs a transcript or a certified copy of the end-of-semester grade report may complete a Transcript Request form or send a signed and dated letter containing all pertinent identifying information to the Office of the University Registrar. Official transcripts may also be requested online through Self Service Carolina (http://my.sc.edu). With the exception of copies made for internal use, no copy of a student’s permanent record (transcript) will be released to anyone without the student’s written consent. In addition to the written consent, each transcript request should include full name or names used, student number, current mailing address, dates of attendance, location of attendance, and date of birth to assure proper identification of the record requested.

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

No partial transcript will be issued.

The nonrefundable transcript processing fee is $12.

Enrollment Certification
Certification of enrollment is based upon the total number of credit hours for which a student is registered at the time of the certification request. Beginning and ending dates reported in enrollment certification conform to the official USC academic calendar dates for the term requested.

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

Notification of Student Rights under FERPA
The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access.

A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the University discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent. The University may disclose Directory Information without prior written consent, unless the student has submitted a written request to the Office of the University Registrar not to release Directory Information pertaining to him or her. Students are notified annually, both in the academic bulletins and via email, of their rights under FERPA and are provided with instructions on how to request a “Confidentiality Indicator” on their academic record which prevents the disclosure of Directory Information. A Confidentiality Indicator will be placed on the release of Directory Information filed with the University Registrar, which will remain in effect until the student files a written request to remove it. A request not to disclose Directory Information applies to the entire category of such information and cannot be selective with regard to specific items defined as Directory Information. Similarly, a request not to disclose Directory Information applies to all individuals and cannot be selective with regard to specific individuals or organizations.

- The University discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, service provider or collection agent); a person serving on the Board of Trustees; or a student serving on an
official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

- A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.
- To officials of other institutions in which the student seeks or intends to enroll provided that the student had previously requested a release of his/her record;
- To authorized representatives of the U.S. Department of Education, U.S. Department of Defense (Solomon Amendment), U.S. Attorney General, the Comptroller General of the United States, state education authorities, organizations conducting studies for or on behalf of the University, and accrediting organizations; to the Department of Homeland Security (DHS) and its Immigration and Customs Enforcement Bureau (ICE) in order to comply with the requirements of SEVIS.
- In connection with a student’s application for, and receipt of, financial aid;
- To comply with a judicial order or lawfully issued subpoena;
- To parents of dependent students as defined by the Internal Revenue Code, Section 152;
- To appropriate parties in a health or safety emergency; or
- To the alleged victim of any crime of violence of the results of any disciplinary proceedings conducted by the University.
- The University may disclose the result of a disciplinary proceeding to a parent or guardian so long as the student is under the age of 21 at the time of the incident and the proceeding has resulted in a violation of University drug or alcohol policies, or any federal, state, or local law.
- To students currently registered in a particular class, the names and email addresses of others on the roster may be disclosed in order to participate in class discussion.

Release of Directory Information

In accordance with section 99.7 of the Family Educational Rights and Privacy Act (FERPA), the University of South Carolina provides students annual notification of their FERPA rights. The University of South Carolina has designated certain items as Directory Information. At the University of South Carolina, these items are as follows:

- Name
- Dates of Attendance
- Campus
- College or School
- Classification
- Primary Program of Study
- Full-time or Part-time Status
- Degree(s) Awarded Including Dates
- Honors and Award Including Dean’s and President’s List
- University Email Address
- City, State, and Zip Code Associated with a Student’s Permanent Address

The University may disclose Directory Information without prior written consent, unless the student has submitted a written request to the Office of the University Registrar not to release Directory Information pertaining to him or her. Students are notified annually, both in the academic bulletins and via email, of their rights under FERPA and are provided with instructions on how to request a “Confidentiality Indicator” on their academic record which prevents the disclosure of Directory Information. A Confidentiality Indicator will be placed on the release of Directory Information filed with the University Registrar, which will remain in effect until the student files a written request to remove it. A request not to disclose Directory Information applies to the entire category of such information and cannot be selective with regard to specific items defined as Directory Information. Similarly, a request not to disclose Directory Information applies to all individuals and cannot be selective with regard to specific individuals or organizations.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of South Carolina to comply with the requirements of FERPA.

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Academic Assessment Policy

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

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

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

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

Primary responsibility for coordinating the assessment of general education is with the Office of Institutional Assessment and Compliance (http://www.ipr.sc.edu/). The faculty is actively involved in planning assessment and using the results of assessment to evaluate the effectiveness of general education. The assessment of general education is administered through the use of exams, interviews, surveys,
questionnaires, or other instruments as developed by the faculty and Office of Institutional Assessment and Compliance.

The results of any activities used for program or general education assessment may not be used for promotion and/or tenure files or for annual performance evaluations or for the evaluation of any student’s progress in a course or progress toward a degree. Assessment activities, however, are integral to the processes of teaching and learning.

For more information contact the Office of Institutional Assessment and Compliance (http://www.ipr.sc.edu/).

Student Life
Overview
The purpose of the student services program at UofSC Union is to contribute to the total development of the student as an individual. This is accomplished through services and activities designed to supplement students’ academic programs, as well as to assist in their physical, emotional, and social growth.

A student is any person who is admitted, enrolled, or registered for study at the University of South Carolina for any academic period. Persons who are not officially enrolled for a particular term but who have a continuing student relationship with the University of South Carolina are considered students.

An orientation and preregistration program is conducted by the Student Affairs Office each summer for new freshmen and for transfer students. In addition, extended orientation is provided to new students throughout their first year through UNIV 101.

Academic advisement and placement testing are coordinated by the associate dean, with assistance from the Admissions Office. Each student is assigned an academic advisor upon enrolling. Advisors are faculty members and administrators; they help students select courses which satisfy the requirements of their degree programs and empathetically assist students to resolve problems they experience during the course of their academic programs.

The University provides a balanced student-life program, which contributes significantly to students’ educational experiences. Students are encouraged to participate in a variety of extracurricular activities, which are designed to enhance their sense of community responsibility and their capacity for leadership.

Services for Students with Disabilities
Students with disabilities are assisted through the Disability Services Office, with the help of the Columbia Office of Educational Support Services. The professionally trained staff works toward accessibility for all University programs, services, and activities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Some of the services offered include orientation, priority registration, library access, test proctoring, classroom adaptations, and academic, personal, and vocational counseling.

Student Lounge/Bookstore
A comfortable lounge area is available for students to study, socialize, or eat. The facility includes snack and drink machines, dining tables, cable television, magazines, and sofas and chairs.

Adjacent to the lounge is the campus bookstore. Students may purchase course textbooks, some school supplies, and Carolina clothing and memorabilia. If the bookstore does not have an item, the staff will try to obtain it from another bookstore. Book buy-back is normally held at the end of each semester.

Student Identification Cards
UofSC Union students receive picture ID cards. The cards are made during registration periods and must be used for voting, admission to campus events, access to the library, and other programs. Students who lose their ID cards may lose some student privileges until a replacement is obtained. A fee is charged for replacement cards. Cards are revalidated each semester.

Student Organizations
Since it recognizes that extracurricular activities form an important part of the overall educational experience of students at the University, UofSC Union promotes and regulates the activities of student organizations. The institution provides the use of its name and physical facilities, contributes faculty time for advice and counsel, and encourages development of student government and organization.

A student organization is defined as any group or organization that admits UofSC Union students to its membership, whose program or activities affect student welfare, and that uses campus facilities in the operation of its program.

Student Government Association
The Student Government Association (SGA) is composed of all registered undergraduate students of the University of South Carolina Union. Upon payment of semester fees, students are automatically considered members of this organization. Student Government Association senators are elected by the student body and the president and vice-president are elected by the senators. The officers and senators comprise the governing council of the SGA.

The purpose of the SGA is to represent the student body both academically and socially. The SGA schedules and directs a wide variety of activities.

Clubs and Extracurricular Activities
Contact the Student Affairs Office to join or start a new club. Your active participation in the clubs and other organizations at UofSC Union will greatly

Campus Security
UofSC Union is committed to providing a safe environment in which students and faculty can interact and learn. The director of Health/Safety and Security, answering directly to the dean, is responsible for maintaining safety and security. Any emergency, crime, accident, or other disturbance should be reported directly to the Office of the Dean or to any other available campus official. After regular office hours, this report can be made to the library or to appropriate officials using the emergency telephone numbers posted on all major entrances to campus buildings. The dean or other designated official will then evaluate the situation and notify the city police or other emergency personnel as appropriate.

The maintenance and custodial personnel work on rotating shifts, providing security for the campus from 7 a.m. to 10 p.m. daily and are on call and make routine checks on the weekends. Local law enforcement officers are used during special events for further security when necessary. The security team also has an employee on campus until closing and all events that occur on the UofSC Union campus.
UofSC Union requires that all faculty, staff, and students have photo IDs when on campus. These IDs are checked when necessary by campus personnel or by city police to be sure that authorized personnel are using campus facilities. Faculty, staff, and students are also required to have vehicles registered and parking decals in place when on campus. Parking lots are regularly monitored for security purposes.

UofSC Union does not authorize off-campus activities by student organizations. All campus activities are supervised and monitored by campus officials, and local law enforcement is used for certain campus activities.

UofSC Union has established specific procedures to prevent sex offenses and to follow-up when any sex offense has occurred. The campus provides information on rape, date rape, and other sex offenses through the use of special programs, University 101 classes, and literature that is available to all students. In the event of a sexual assault on campus, those involved should inform the dean or security office. The victim will be assisted in reporting the incident to local law enforcement officials, will be required to preserve all evidence as proof of a criminal assault, and will be aided in further handling the situation in accordance with the disciplinary procedures published elsewhere in this bulletin. The victim will also be informed of opportunities for counseling and other services, both on campus and elsewhere in the community, and will be further informed of available options for changing academic and living situations after an alleged sexual assault if requested.

**Student Rights and Freedoms**

**Preamble**

Academic institutions exist for the transmission of knowledge, and the pursuit of truth, the development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search of truth.

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus and in the larger community. Students should exercise their freedom with responsibility.

This responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the academic community. The University has a duty to develop policies, and procedures should be developed within the framework of general standards with the broadest possible participation of the members of the academic community. The purpose of this statement is to enumerate the essential provisions for student freedom to learn.

**Section I-Freedom of Access to Higher Education**

Under no circumstances should a student be barred from admission on the basis of race, creed, or natural origin. Thus, within the limits of its facilities, the University should be open to all students who are qualified according to its admission standards.

**Section II-In the Classroom**

The professor in the classroom and in conference should encourage free discussion, inquiry, and expression. Student performance should be evaluated solely on an academic basis.

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

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

Information about views, beliefs, and political associations which professors acquire in the course of their work as instructors, advisors, and counselors should be considered confidential.

**Section III-Student Records**

To minimize the risk of improper disclosure, academic and disciplinary records should be separate. Final transcripts or academic records should contain only information about academic status. Information from disciplinary files should not be available to any unauthorized persons. No permanent records should be kept which reflect the political activities or beliefs of students. Authorized counselors should not, without the consent of the student, disclose any information obtained while counseling any student unless failure to disclose the information may result in physical or emotional harm to the student or others.

**Section IV-Student Affairs**

In student affairs certain standards must be maintained if the academic freedom of students is to be preserved.

Students bring to the campus a variety of interests previously acquired and develop many new interests as members of the academic community. They should be free to organize and join associations to promote their common interests. Campus organizations, including those affiliated with an extramural organization, should be open to all students without respect to race, creed, or national origin.

Students and student organizations should be free to examine and to discuss all questions of interest to them and to express opinions publicly and privately. At the same time, it should be made clear that in their public expressions or demonstrations, students or organizations speak only for themselves. Students should be allowed to invite and to hear any person of their own choosing, subject to those routine procedures provided for off-campus speakers.

As constituents of the academic community, students should be free, individually and collectively, to express their views on issues of general interest to the student body. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs.

Student publications and the student press are a valuable aid in establishing and maintaining an atmosphere of free and responsible discussion and of intellectual exploration on the campus. Institutional authorities have a responsibility to provide written clarification of the role of the student publications, of the standards to be used in their evaluation, and the limitations on external control of their operation. At the same time, the editorial freedom of student editors entails corollary responsibilities to be governed by the canons of responsible journalism.

**Section V-Off-Campus Freedom of Students**

University students are both citizens and members of the academic community. As citizens, students should enjoy the same freedom of speech, peaceful assembly, and right of petition that other citizens enjoy.
and, as members of the academic community, they are subject to the obligations which accrue to them by virtue of this membership. Faculty members and administrative officials should ensure that institutional powers are not employed to inhibit such intellectual and personal development of students as is often promoted by their exercise of the rights of citizenship both on and off campus.

Code of Student Conduct

Students should be aware that educational institutions are not sanctuaries from the reach of the civil and criminal laws of the communities and states wherein such institutions exist. Students who commit offenses against the laws of municipalities, states, or the United States are subject to prosecution by those authorities as well as liable for disciplinary action under University rules when their conduct violates institutional standards.

The University has an obligation to clarify those standards of behavior which it considers essential to its educational mission and its community life. These general behavioral expectations and the resultant specific regulations should represent a reasonable guide for student conduct, but the student should be free as possible from imposed limitations that have no direct relevance to his or her education.

Students are expected to abide by the following conduct regulations, and administration and faculty are required to enforce them.

General Conduct Regulations

Damage to Property
Acts of vandalism, such as damage to or destruction of property owned by the University or its members, are prohibited.

Firearms and Other Deadly Weapons
The unauthorized possession or use, in any way, of firearms or weapons of any kind, such as dirks, slingshots, metal knuckles, razors, or any other deadly weapon, is prohibited.

Flammable Materials and Fireworks
The possession, ignition, or detonation of any object or article which could cause damage by fire or other means to person or property is prohibited.

Arson
No person shall start a fire or be in any way responsible for starting a fire on University property.

False Fire Alarms and Misuse of Fire Equipment
No person shall make, or cause to be made, a false alarm. No person shall tamper with fire safety equipment.

Theft or Misappropriation
Theft of any kind, including seizing, receiving, or concealing property with the knowledge that it has been stolen, is forbidden.

Disorderly Conduct
Individual or group behavior which unnecessarily disturbs individuals or groups is prohibited. Such conduct includes physical assault or threat of assault and boisterous conduct which is unreasonable for the area in which it occurs.

Sale of Textbooks
The sale by any student of a textbook that does not belong to that student is prohibited.

Forgery
Forgery and the alteration or misuse of university documents or records is forbidden.

Keys
No one may use or have in possession any University key without proper authorization.

Misuse of Telephone
No student shall make or assist in making annoying telephone calls.

Cell Phones
Cell phones are to be turned off and out of sight in the classroom.

Disruption of Normal Activity
No one may interfere with or disrupt the normal activity and operations of students, faculty, administration, or staff of this institution or its buildings or facilities.

Drugs
Possession, except on a physician’s or dentist's prescription, of stimulant, depressant, narcotic, or hallucinogenic drugs and other agents having potential for abuse violates University rules and is prohibited.

Alcoholic Beverages
Consumption of alcoholic beverages on campus is prohibited.

Attendance and Tardiness
Regardless of the UofSC or classroom attendance policies, when a student is to arrive on time and stay for the duration of the class.

Academic Conduct Regulations

Infractions of academic discipline include, but are not limited to:

Cheating
This refers to conduct during quizzes and examinations, which shall include using electronic, oral, or written information not specifically permitted by the instructor. It shall also include receiving or using electronic, oral, or written information from any person other than the instructor. It shall further include stealing, buying, selling, or using any copy of an examination before it has been administered.

Plagiarism
This refers to submitting, as a student's own work, material obtained from another source without indicating the source from which it was obtained. It further includes letting another person compose or rewrite a student's assignment.

A student who assists in the forms of dishonesty mentioned above shall be considered equally as guilty as the student who cheated or plagiarized.

Student Responsibility

Each student is responsible for abiding by the Code of Student Conduct at all times. The Code of Student Conduct applies inside and outside the classroom whether a faculty member is present or not.

Faculty Responsibility

Each faculty member also has responsibilities with respect to the Code of Student Conduct. These responsibilities include, but are not limited to, the promotion of conduct conducive to the effective functioning of the Code, a clear exposition to students of the values as well as the obligations of the Code, a demonstration of the faculty member's own
interest in the proper functioning of the Code, and the use of uniform procedures in handling violations of the Code.

Carolinian Creed
The community of scholars at the University of South Carolina is dedicated to personal and academic excellence.

Choosing to join the community obligates each member to a code of civilized behavior.

As a Carolinian...
I will practice personal and academic integrity;
I will respect the dignity of all persons;
I will respect the rights and property of others;
I will discourage bigotry, while striving to learn from differences in people, ideas and opinions;
I will demonstrate concern for others, their feelings, and their need for conditions which support their work and development.

Allegiance to these ideals requires each Carolinian to refrain from and discourage behaviors which threaten the freedom and respect every individual deserves.

Penalties
Students should be aware of the range of penalties which may be assessed for infraction of rules and regulations. All penalties may be imposed either singly or in combination.

Permanent Suspension
Dismissal from the University without leave to reapply for admittance.

Suspension for a Period of Time
Denial of enrollment, attendance, and other privileges at the University for a given period; leave to reapply for admission at termination of the period may be granted with or without qualifications.

Suspension Held in Abeyance
A probationary sentence in which a student is allowed to continue to be enrolled for a period; continuance as a student is conditional on good citizenship for the period, and any serious violation of rules, regulations, or laws results in suspension for a period of time.

Probation
A period during which a student is under an official warning that his or her conduct is in violation of University rules, regulations, or policies.

Restriction
Limitations upon a student's privileges for a period of time.

Reprimand
An official rebuke making misconduct a matter of record in University files for a period of time which may extend throughout a student's enrollment for a degree.

Procedural Standards in Disciplinary Proceedings
It is UofSC-Union policy that disruptive behavior will not be tolerated in the classroom or other Campus areas. Such behavior may result in removal from the classroom or the premises by Security or other Staff or by the Police, depending on the severity of the incident. If a student is asked to leave or forcibly removed from class or campus, the student will not be allowed to return without permission from the Dean or the Dean's Designee.

The formality of the procedure to which a student is entitled in disciplinary cases should be proportionate to the gravity of the offense and the sanctions which may be imposed. Matters involving minor infractions of the Code of Student Conduct where suspension is not contemplated may be handled by the administration in an informal manner. Where misconduct may result in suspension, the student has the right to a hearing before an appropriate disciplinary panel. Pending action on the charges, the status of the student should not be altered, or his or her right to be present on the campus and to attend classes suspended except where the administration determines such action is necessary.

Students detected or arrested for allegedly committing violations of the Code of Student Conduct, or infractions of statutory law, should be informed of their University rights. No form of harassment should be used by University representatives to coerce the admission of guilt.

Where a breach of the General Conduct Regulations may result in suspension, the student has the right to a hearing before a Judicial Board comprised of the Associate/Academic Dean, and two members of the Faculty Organization. The respective Dean will serve as chair. The Associate/Academic Dean will designate a chair in the event of his or her absence. The faculty members are elected each year by the Faculty Organization.

Where a breach of the Academic Conduct Regulations may result in suspension, the student has the right to a hearing before the Student Affairs Committee comprised of both faculty members and student members. The faculty members are elected each year by the Faculty Organization.

In either case, the hearing is to be regulated by the following procedures.

1. the student should be informed, in writing, of the reasons for the proposed disciplinary action with sufficient particularity and in sufficient time to ensure opportunity to prepare for the hearing. Also, he or she should be informed of the time and place of the hearing;
2. the student appearing before the committee should have the right to be assisted in his or her defense by an advisor of his or her choice, subject to the proposed advisor's consent. The advisor must be a fellow student, or member of the staff or faculty.
3. the burden of proof should rest upon the officials bringing the charge;
4. the student should be given the opportunity to testify and to present evidence and witnesses. The student should have an opportunity to hear and question adverse witnesses. In no case should the committee consider statements against the student unless he or she has been given an opportunity to refute unfavorable conclusions which might otherwise be drawn;
5. all matter upon which the decision may be based must be introduced into evidence at the proceeding before the committee. The decision should be based solely upon such matter. Improperly acquired evidence should not be admitted;
6. there should be, where possible, a verbatim record, such as a tape recording, of the hearing. All proceedings will be confidential.

Appeals
Decisions finding a student responsible for violation of the Code of Student Conduct are final, subject to the student's right to appeal. Appeals must be submitted in writing to the appropriate disciplinary
panel. It can be noted that appealing any such decision is distinct from filing a grievance against University personnel.

A formal appeal of decisions made in an informal manner by the administration regarding minor infractions may be made to the appropriate disciplinary panel.

Decisions by the Judicial Board may be appealed to the Dean of the University. The Dean of the University may either:

1. affirm the original findings of the Judicial Board;
2. remand the case to the Judicial Board for further proceedings-for example, to attend to procedural errors or new evidence.

In extraordinary circumstances, the Dean of the University may direct a new hearing with a new disciplinary panel. The Academic Affairs Committee shall serve as the new hearing committee. If a student wishes to appeal the decision of the Judicial Board after re-visititation, an appeal once again can be made to the Dean of the University at which time he / she either affirms, amends, or vacates the decision of the disciplinary panels.

Decisions by the Student Affairs Committee may be appealed to the Associate/Academic Dean. Upon appeal, the Associate/Academic Dean may either:

1. affirm the original findings of the Student Affairs Committee;
2. remand the case to the Student Affairs Committee for further proceedings-for example, to attend to procedural errors or new evidence.

In extraordinary circumstances, the Associate/Academic Dean may direct a new hearing with a new disciplinary panel. The Academic Affairs Committee shall serve as the new hearing committee. If a student wishes to appeal the decision of the Student Affairs Committee and affirmed by the Associate/Academic Dean, or to appeal the decision of the Student Affairs Committee after re-visititation, an appeal can be made to the Dean of the University at which time he / she either affirms, amends, or vacates the decision of the disciplinary panels.

In all appellate cases, the decision of the Dean of the University is final, with no further appeal available at the local campus level. Any further appeal must be made to the Vice Provost and Executive Dean for Extended University in Columbia.

Grievance Policy

Preface

The University of South Carolina Union is committed to a policy of treating all members of the University community fairly in regard to their personal and professional concerns. In order to ensure that students know what to do when they need to resolve a problem, this procedure is provided.

Purpose

The primary objective of the grievance procedure is to ensure that concerns are promptly dealt with and resolutions reached in a fair and just manner. It is essential that each student be given an adequate opportunity to bring complaints and problems to the University administration with assurance that each will be given fair treatment.

Definition

A grievance is defined as dissatisfaction occurring when a student thinks that any condition affecting him or her is unjust, inequitable, or creates unnecessary hardship. Such grievances include, but are not limited to, the following problems: mistreatment by any UofSC Union employee, wrongful assessment and processing of fees, records and registration errors, racial discrimination, sex discrimination, and handicapped discrimination, as they relate to nonacademic areas in the University.

One exception to this definition of grievance is that the procedures herein shall not extend to matters of grading student work where the substance of a complaint is simply the student’s disagreement with the mark or grade placed on the work. Such matters shall be discussed by the student and the teacher; final authority shall remain with the teacher.

Procedure

Initiating a grievance. The initial phase of the student grievance procedure requires an oral discussion between the student and the person(s) alleged to have caused the grievance. This discussion must take place within 10 working days of the incident which constituted the grievance.

First appeal. If the student wishes to file a formal grievance, a written appeal must be prepared that includes the name, address, and phone number of the grievant; the name of the person against whom the grievance is being filed; the nature of the grievance; a description of the desired solution; a description of the actions taken by the grievant to date; and all pertinent written documentation. This file must be completed and presented to the immediate supervisor of the person alleged to have caused the grievance within five working days of the initial discussion referred to in the above paragraph.

The supervisor shall immediately acknowledge receipt of the grievance and shall begin an investigation of the incident at once. The supervisor shall respond in writing of the decision to the student (with a copy to the dean) within three working days of the conclusion of the investigation.

If the student feels the grievance has been resolved, the process is complete. If not, an appeal may be brought before the Student Affairs Committee.

Appeal to the Student Affairs Committee

If the grievance is unresolved, the student may bring the grievance before the Student Affairs Committee by presenting a written statement within five working days of the date of the supervisor’s decision. This statement shall be forwarded to the dean in a sealed envelope and shall

1. state the grievance,
2. state why the response is unacceptable, and
3. request a hearing before a grievance panel.

Any related materials (including a copy of the grievance file and the written response from the supervisor) must accompany the letter. The dean shall immediately notify the chair of the Student Affairs Committee of the appeal.

Upon receipt of the appeal, the chair shall send a copy of the appeal to the members of the committee and the major parties involved. The major parties include the person(s) against whom the grievance was initiated, the supervisor of that individual(s), and the appropriate administrator. The chair of the committee shall ask the major parties to respond in writing to the appeal within five working days.
At the end of the five working day period, the chair shall meet with the Student Affairs Committee to examine the request for an appellate hearing and the replies. A hearing shall be granted if a majority of the quorum finds that grounds for the appeal have been substantiated. A tie vote shall result in a hearing being granted. The chair shall notify all involved parties of the decision of the committee to either hear or not hear the grievance.

The hearing shall be conducted no sooner than five working days after the decision to grant the request for the hearing and no later than 15 working days after the decision to grant the request for the hearing.

A postponement may be granted by the chair upon written request of either party. The request shall state why the postponement should be granted.

**Conduct of the Hearing**

The chair of the Student Affairs Committee shall open the hearing by reading the request for an appeal and informing the parties involved of the jurisdiction of the committee and its procedures. The chair shall ascertain that all the parties involved are aware of their rights, answer any questions they have in regard to these matters, and conduct the meeting.

All hearings shall be closed to the public, unless all parties agree that the hearing be opened to members of the UofSC Union community.

A tape recording shall be made of the proceedings.

All parties involved in a hearing shall maintain in the strictest confidence the identity of the individuals appearing before the committee, as well as the information presented to the committee.

Hearings shall be conducted in an informal manner. The taking of statements from the parties to the grievance (and from witnesses, if any) may be done by discussion format, though each individual appearing before the committee may be subject to cross-examination. Witnesses shall be present only during the time they are testifying. The major parties involved in the grievance shall be required to attend all hearings of the committee.

At the conclusion of the hearing, each party shall submit a proposed solution of the grievance to the committee.

After receiving the proposed solutions to the grievance, the chair shall dismiss all individuals who are not members of the Student Affairs Committee. The committee shall reach its decision based on the information presented during the hearing and according to the statement of student rights and responsibilities.

The committee shall decide by a majority vote the solution of the grievance. In the case of a tie, the chair shall vote and thus break the tie. The chair (or designee) shall forward a copy of the committee's decision to the major parties involved and to the dean within five working days of the conclusion of the hearing.

Decisions of the committee shall be final, subject to the student's right to appeal directly to the dean and to the vice provost for regional campuses.

The decision of the committee shall be kept on file in the dean's office.

**The Grievance Committee**

At UofSC Union, the Student Affairs Committee acts as the Grievance Committee and shall be composed of seven members as appointed by the faculty organization.

Expenses

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

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

**Checks, Money Orders, and Credit Cards**

The University assesses a credit-card convenience fee for all students paying fees by credit card. If you decide to pay with a credit card, this nonrefundable fee will be added to your bill to cover the cost being charged to the University. Since the majority of students find Self-Service Carolina at (http://my.sc.edu) a convenient way to pay, it will present you with an option to accept this fee or decline the transaction. If you decline, you must select another method of payment. Alternative methods include electronic checks and payment by check or money order through the mail.

**Legal Residency**

The University of South Carolina is required by state law to determine the residence classification of applicants. The initial determination of one's resident status is made at the time of admission. The determination made at that time, and any determination made thereafter, prevails for each subsequent semester until information becomes available that would impact the existing residency status and the determination is successfully challenged. The burden of proof rests with the students to show evidence as deemed necessary to establish and maintain their residency status.

**Legal Residency Requirements for Fee and Tuition Purposes**

**Code of Laws Governing Residence**

Rules regarding the establishment of legal residence for tuition and fee purposes for institutions of higher education are governed by Title 59, Chapter 112, of the 1976 South Carolina Code of Laws, as amended.

**Definitions**

"Academic Session" is defined as a term or semester of enrollment.
“Continue to be Enrolled” is defined as continuous enrollment without an interruption that would require the student to pursue a formal process of readmission to that institution. Formal petitions or applications for change of degree level shall be considered readmissions.

“Dependent Person” is defined as one whose predominant source of income or support is from payments from a parent, spouse, or guardian, who claims the dependent person on his/her federal income tax return. In the case of those individuals who are supported by family members who do not earn enough reportable income for taxation purposes, a dependent person can be defined as one who qualifies as a dependent or exemption on the federal income tax return of the parent, spouse, or guardian. A dependent person is also one for whom payments are made, under court order, for child support and the cost of the dependent person’s college education. A dependent person’s residency is based upon the residency of the person upon whom they are dependent.

“Domicile” is defined as the true, fixed, principal residence and place of habitation. It shall indicate the place where a person intends to remain, or to where one expects to return upon leaving without establishing a new domicile in another state. For purposes of this section, one may have only one legal domicile. One is presumed to abandon automatically an old domicile upon establishing a new one. Housing provided on an academic session basis for student at institutions shall be presumed not to be a place of principal residence, as residency in such housing is by its nature temporary.

“Family’s Domicile in this State is Terminated” is defined as an employer directed transfer of the person upon whom the student is dependent and is not construed to mean a voluntary change in domicile. Also included is a relocation of the person upon whom the student is dependent who is laid off through no fault of their own, e.g., plant closure, downsizing, etc., who accepts employment in another state prior to relocating.

“Full time employment” is defined as employment that consists of at least thirty seven and one half hours a week on a single job in a full time status, with gross earnings of at least minimum wage. However, a person who works less than thirty seven and one half hours a week but receives or is entitled to receive full time employee benefits shall be considered to be employed full time if such status is verified by the employer. A person who meets the eligibility requirements of the Americans with Disabilities Act must present acceptable evidence that they satisfy their prescribed employment specifications in order to qualify as having full time employment.

“Guardian” is defined as one legally responsible for the care and management of the person or property of a minor child based upon the five tests for dependency prescribed by the Internal Revenue Service; provided, however, that where circumstances indicate that such guardianship or custodianship was created primarily for the purpose of conferring South Carolina domicile for tuition and fee purposes on such child or dependent person, it shall not be given such effect.

“Immediately Prior” is defined as the period of time between the offer of admission and the first day of class of the term for which the offer was made, not to exceed one calendar year.

“Independent Person” is defined as one in his/her majority (eighteen years of age or older) or an emancipated minor, whose predominant source of income is his/her own earnings or income from employment, investments, or payments from trusts, grants, scholarships, commercial loans, or payments made in accordance with court order. An independent person must provide more than half of his or her support during the twelve months immediately prior to the date that classes begin for the semester for which resident status is requested. An independent person cannot claim the domicile of another individual as their own for the purposes of establishing intent to become a South Carolina resident. An independent person must have established his/her own domicile for twelve months prior to receiving instate tuition and fees. An independent person cannot be claimed as a dependent or exemption on the federal tax return of his or her parent, spouse, or guardian for the year in which resident status is requested.

“Minor” is defined as a person who has not attained the age of eighteen years. An “emancipated minor” shall mean a minor whose parents have entirely surrendered the right to the care, custody and earnings of such minor and are no longer under any legal obligation to support or maintain such minor.

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

“Parent” is defined as the father, mother, stepfather, stepmother, foster parent or parent of a legally adopted child.

“Reside” is defined as continuous and permanent physical presence within the State, provided that absences for short periods of time shall not affect the establishment of residence. Excluded are absences associated with requirements to complete a degree, absences for military training service, and like absences, provided South Carolina domicile is maintained.

“Resident” for tuition and fee purposes is defined as an independent person who has abandoned all prior domiciles and has been domiciled in South Carolina continuously for at least twelve months immediately preceding the first day of class of the term for which resident classification is sought and for whom there is an absence of domiciliary evidence in other states or countries, not withstanding other provisions of the Statute.

“Spouse” is defined as the husband or wife of a married person in accordance with Title 20, Chapter 1 of the 1976 South Carolina Code of Laws, as amended.

“Temporary Absence” is defined as a break in enrollment during a fall or spring semester (or its equivalent) during which a student is not registered for class. (62-606.A)

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

“United States Armed Forces” is defined as the United States Air Force, Army, Marine Corps, Navy, and Coast Guard.

“Trust” is defined as a legal entity created by a grantor for the benefit of designated beneficiaries under the laws of the state and the valid trust instrument. However, that where circumstances indicate that such trust was created primarily for the purpose of conferring South Carolina domicile for tuition and fee purposes on such child or independent person, it shall not be given such effect.

Citizens and Permanent Residents

Independent persons who have physically resided and been domiciled in South Carolina for twelve continuous months immediately preceding the date the classes begin for the semester for which resident status is claimed may qualify to pay in state tuition and fees. The twelve month
residency period starts when the independent person establishes the intent to become a South Carolina resident per Section 62-605 entitled "Establishing the Requisite Intent to Become a South Carolina Domiciliary." The twelve month residency period cannot start until the absence of indicia in other states is proven. Absences from the State during the twelve month period may affect the establishment of permanent residence for tuition and fee purposes.

The resident status of a dependent person is based on the resident status of the person who provides more than half of the dependent person's support and claims or, only in the case of those individuals who are supported by family members who do not earn enough reportable income for taxation purposes, qualifies to claim the dependent person as a dependent for federal income tax purposes. Thus, the residence and domicile of a dependent person shall be presumed to be that of their parent, spouse, or guardian.

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

**Non-Resident Aliens, Non-Citizens, and Non-Permanent Residents**

Except as otherwise specified in this section or as provided in Section 62-609 (1) & (2), independent non-citizens and non-permanent residents of the United States will be assessed tuition and fees at the non-resident, out of state rate. Independent non-resident aliens, including refugees, asylees, and parolees may be entitled to resident, in state classification once they have been awarded permanent resident status by the U.S. Department of Justice and meet all the statutory residency requirements provided that all other domiciliary requirements are met. Time spent living in South Carolina immediately prior to the awarding of permanent resident status does not count toward the twelve month residency period. Certain non resident aliens present in the United States in specified visa classifications are eligible to receive in state residency status for tuition and fee purposes as prescribed by the Commission on Higher Education. They are not, however, eligible to receive state sponsored tuition assistance/scholarships.

Title 8 of the Code of Federal Regulations (CFR) serves as the primary resource for defining visa categories.

**Establishing the Requisite Intent to Become a South Carolina Domiciliary**

Resident status may not be acquired by an applicant or student while residing in South Carolina for the sole primary purpose of enrollment in an institution or for access to state supported programs designed to serve South Carolina residents. An applicant or student from another state who comes to South Carolina usually does so for the purpose of attending school. Therefore, an applicant or student who enrolls as a non-resident in an institution is presumed to remain a non-resident throughout his or her attendance and does not qualify under any of the residency provisions.

If a person asserts that his/her domicile has been established in this State, the individual has the burden of proof. Such persons should provide to the designated residency official of the institution to which they are applying any and all evidence the person believes satisfies the burden of proof. The residency official will consider any and all evidence provided concerning such claim of domicile, but will not necessarily regard any single item of evidence as conclusive evidence that domicile has been established.

For independent persons or the parent, spouse, or guardian of dependent persons, examples of intent to become a South Carolina resident may include, although any single indicator may not be conclusive, the following indicia:

1. Statement of full time employment;
2. Designating South Carolina as state of legal residence on military record;
3. Possession of a valid South Carolina driver’s license, or if a non-driver, a South Carolina identification card. Failure to obtain this within 90 days of the establishment of the intent to become a South Carolina resident will delay the beginning date of residency eligibility until a South Carolina driver’s license is obtained;
4. Possession of a valid South Carolina vehicle registration card. Failure to obtain this within 45 days of the establishment of the intent to become a South Carolina resident will delay the beginning date of residency eligibility until the applicant obtains a South Carolina vehicle registrations card;
5. Maintenance of domicile in South Carolina;
6. Paying South Carolina income taxes as a resident during the past tax year, including income earned outside of South Carolina from the date South Carolina domicile was claimed;
7. Ownership of principal residence in South Carolina; and
8. Licensing for professional practice (if applicable) in South Carolina.

The absence of indicia in other states or countries is required before the student is eligible to pay in state rates.

**Maintaining Residence**

A person’s temporary absence from the State does not necessarily constitute loss of South Carolina residence unless the person has acted inconsistently with the claim of continued South Carolina residence during the person’s absence from the State. The burden is on the person to show retention of South Carolina residence during the person’s absence from the State. Steps a person should take to retain South Carolina resident status for tuition and fee purposes include:

1. Continuing to use a South Carolina permanent address on all records;
2. Maintaining South Carolina driver’s license;
3. Maintaining South Carolina vehicle registration;
4. Satisfying South Carolina resident income tax obligation. Individuals claiming permanent residence in South Carolina are liable for payment of income taxes on their total income from the date that they established South Carolina residence. This includes income earned in another state or country.

**Effect of Change of Residency**

Notwithstanding other provisions of this section, any dependent person of a legal resident of this state who has been domiciled with his/her family in South Carolina for a period of not less than three years and whose family’s domicile in this state is terminated immediately prior to his/her enrollment may enroll at the in state rate. Any dependent person of a legal resident of this state who has been domiciled with his/her family in South Carolina for a period of not less than three years and whose family’s domicile in this state is terminated after his/her enrollment may continue to receive in state rates, however, a student must continue to be enrolled and registered for classes (excluding summers) in order to maintain eligibility to pay in state rates in subsequent semesters. Transfers within or between South Carolina
colleges and universities of a student seeking a certificate, diploma, associate, baccalaureate, or graduate level degree does not constitute a break in enrollment.

If a dependent or independent person voluntarily leaves the state, and information becomes available that would impact the existing residency status, eligibility for in state rates shall end on the last day of the academic session during which domicile is lost. Application of this provision shall be at the discretion of the institution involved. However, a student must continue to be enrolled and registered for classes (excluding summers) in order to maintain eligibility to pay in state rates in subsequent semesters.

**Effect of Marriage**

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

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

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

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

**Exceptions**

Persons in the following categories qualify to pay in state tuition and fees without having to establish a permanent home in the state for twelve months. Persons who qualify under any of these categories must meet the conditions of the specific category on or before the first day of class of the term for which payment of in state tuition and fees is requested. The following categories apply only to in state tuition and do not apply to State supported scholarships and grants. Individuals who qualify for in state tuition and fees under the following exceptions do not automatically qualify for LIFE, SC HOPE or Palmetto Fellows Scholarships.

1. “Military Personnel and their Dependents”: Members of the United States Armed Forces who are permanently assigned in South Carolina on active duty and their dependents are eligible to pay in state tuition and fees. When such personnel are transferred from the State, their dependents may continue to pay in state tuition and fees as long as they are continuously enrolled. Such persons (and their dependents) may also be eligible to pay in state tuition and fees as long as they are continuously enrolled after their discharge from the military, provided they have demonstrated an intent to establish a permanent home in South Carolina and they have resided in South Carolina for a period of at least twelve months immediately preceding their discharge. Military personnel who are not stationed in South Carolina and/or former military personnel who intend to establish South Carolina residency must fulfill the twelve month “physical presence” requirement for them or their dependents to qualify to pay in state tuition and fees.

2. “Faculty and Administrative Employees with Full Time Employment and their Dependents”: Full time faculty and administrative employees of South Carolina state supported colleges and universities and their dependents are eligible to pay in state tuition and fees.

3. “Residents with Full Time Employment and their Dependents”:

   Persons who reside, are domiciled, and are full time employed in the State and who continue to work full time until they meet the twelve month requirement and their dependents are eligible to pay in state tuition and fees, provided that they have taken steps to establish a permanent home in the State. Steps an independent person must take to establish residency in South Carolina are listed in Section 62-605 entitled (“Establishing the Requisite Intent to Become a South Carolina Domiciliary”).

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

South Carolina residents who wish to participate in the Contract for Services program sponsored by the Southern Regional Education Board must have continuously resided in the State for other than educational purposes for at least two years immediately preceding application for consideration and must meet all other residency requirements during this two year period.

**Application for Change of Resident Status**

Persons applying for a change of resident classification must complete a residency application/petition and provide supporting documentation prior to a reclassification deadline as established by the institution.

The burden of proof rests with those persons applying for a change of resident classification who must show required evidence to document the change in resident status.

**Incorrect Classification**

Persons incorrectly classified as residents are subject to reclassification and to payment of all non-resident tuition and fees not paid. If incorrect classification results from false or concealed facts, such persons may be charged tuition and fees past due and unpaid at the out of state rate. The violator may also be subject to administrative, civil, and financial penalties. Until these charges are paid, such persons will not be allowed to receive transcripts or graduate from a South Carolina institution.

Residents whose resident status changes are responsible for notifying the Residency Official of the institution attended of such changes.

**Inquiries and Appeals**

Inquiries regarding residency requirements and determinations should be directed to:

Legal Residency Office
University Of South Carolina
Columbia, SC 29208
803-777-5555

Any person, following a decision on his or her resident classification, may appeal the decision to the University Committee on Legal Residence. The committee, however, is bound by the same laws and regulations as the
residency officials, so its purpose is only to review the facts and details of any case brought before it to evaluate the correctness of the decision may by residency officials. Neither the committee nor residency officials may waive the provisions of the law or regulations.

Persons who appeal residency decisions must provide a letter to the Legal Residency Office informing the office that they want to appeal the decision made by the residency official. The letter must also include a summary of the person's situation and a statement which specifies the residency provision under which the person feels he or she qualifies to pay in-state fees. The director of legal residency will then schedule a hearing as soon as possible for the committee to hear the appeal.

The residency requirements are subject to change without notification.

**Academic Fees**

Academic fees at the University of South Carolina Union are established by the University of South Carolina Board of Trustees and are subject to change. These fees reflect the actual costs for the 2007-2008 academic year. Because the Board of Trustees sets fee schedules during its summer meeting, costs for the 2008-2009 and 2009-2010 academic years were not available at the time of publication. For current fee information, please contact the UofSC Union Records Office.

The following fees are payable in full at the beginning of each term. Students bringing checks from home should have separate checks in the exact amount to cover the expenses.

**Application Fees**

Every new student will normally be charged a nonrefundable application fee of $40; exceptions to, or relief from, this charge may be made for certain special categories of admission. All applications must be accompanied by the application fee. This fee is for admission application only. A separate application fee is charged for space in University residence halls.

**Matriculation Fee**

A nonrefundable matriculation fee of $50 is assessed to all current degree-seeking students on a one-time basis. This fee is also assessed to entering (or re-entering) degree-seeking students. International students pay a $375 matriculation fee.

**Free Tuition**

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

   a. A child of a wartime veteran, upon application to and approval by the South Carolina Department of Veterans Affairs, may be admitted to any state-supported college, university, or post high school technical education institution free of tuition so long as his or her parent was a resident of this state at the time of entry into service and during service or has been a resident of this state for at least one year and still resides in this state or, if the veteran is deceased, resided in this state for one year before his death, and provided the veteran served honorably in a branch of the military service of the United States during a war period, as those periods are defined by Section 101 of Title 38 of the United States Code and:
      i. was killed in action
      ii. died from other causes while in the service
   b. A nonrefundable matriculation fee of $50 is assessed to all current residence halls.

2. S.C. Code Ann. § 59-111-110 (Law Co-op. 1976) No tuition shall be charged for a period of four school years by any state-supported college or university or any state-supported vocational or technical school for children of firemen, both regularly employed and members of volunteer organized units, organized rescue squad members, members of the Civil Air Patrol, law enforcement officers or correction officers, including reserve and auxiliary units of counties or municipalities, who become totally disabled or are killed in line of duty on or after July 1, 1964.

3. S.C. Code Ann. § 59-111-10 (Law Co-op. 1976) The first-place winner of the essay contest sponsored by the Governor’s Committee on the Employment of the Physically Handicapped, provided that he is qualified and in financial need, may receive a four-year scholarship. This scholarship may be cancelled if the recipient fails to maintain general scholastic and conduct standards established by the University.

4. S.C. Code Ann. § 59-111-320 (Law Co-op. Supp. 1984) Legal residents of South Carolina who have attained the age of sixty (60) and meet admission and other standards deemed appropriate by the University may attend classes for credit or noncredit purposes on a space available basis without the required payment of tuition if these persons do not receive compensation as full-time employees.

**Fees**

http://www.sc.edu/bursar/schedule_regional.shtml (http://www.sc.edu/bursar/schedule_regional.shtml/)

**Twelve to 19 Semester Hours**

1. South Carolina resident per semester with less than 75 credit hours ($2,568)
2. Nonresident per semester with less than 75 credit hours ($6,456)
3. South Carolina resident per semester with more than 75 credit hours ($3,850)
4. Nonresident per semester with more than 75 credit hours ($7,716)
5. Additional academic fees for all hours over 19 semester hours (not applicable/no additional fees are charged-approval required from dean to allow student overload)
6. Technology fee ($196)
7. Lab Fee ($40; $60 for mathematics)

**Fewer than 12 Semester Hours**

1. South Carolina resident per semester hour with less than 75 hours ($214)
2. Nonresident per semester hour with less than 75 hours ($538)
3. South Carolina resident per semester hour with more than 75 hours ($334)
4. Nonresident per semester hour with more than 75 hours ($663)
5. Technology fee per semester hour ($15)

Summer Fees
1. South Carolina resident per semester hour with less than 75 hours ($214)
2. Nonresident per semester hour with less than 75 hours ($538)
3. South Carolina resident per semester hour with more than 75 hours ($334)
4. Nonresident per semester hour with more than 75 hours ($663)
5. Technology fee per semester hour ($15)

Course Auditing (resident and nonresident) same rate as courses taken for credit.
6. Technology fee per semester hour ($15)

Graduate Credit Fees
http://www.sc.edu/bursar/schedule_allcampuses.shtml (http://www.sc.edu/bursar/schedule_allcampuses.shtml/)

Course Fee
1. South Carolina resident per semester hour ($484)
2. Certified teacher per semester hour ($320)
3. Parking fee per year ($15)-Union

Cross-Campus Enrolled Students
Courses originating from other UofSC campuses are made available to students enrolled at UofSC Union. Students who enroll in courses originating from more than one campus pay fees based upon the originating campus’s fee schedule. Refer to the originating campus’s Master Schedule of Classes to determine fees.

Fines

Registration
1. Late enrollment or payment of fees (after prescribed registration day); $5 per day (Maximum $350)
2. Enrollment with check or credit card returned by the bank for any reason, $30, plus late fee above (Maximum $380)

Bad checks. Check or credit card (other than one used for enrollment) returned by bank for any reason, $30.

Refund Policy

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

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

c. Drop/Withdrawal Refund Policies
Standard Refund Policy For Dropping/Withdrawal From The University:
All refunds will be based solely on the percentage of time (in days) between the first day of a part-of-term and the last day of a part-of-term. The percentage (in days) will include all Saturdays, Sundays, and holidays between the start and end dates of each part-of-term. Exceptions to this rule may only be made by the Bursar’s Office. In these instances, any change in the refund percentage would be moved out to the next closest business day. Courses fewer than six days long, first day = 100% refund, remaining days = no refund
i. 100 percent if the student’s official drop/withdrawal calculation is within 6% of the enrollment period for which the student is liable.
ii. 70 percent if the student’s official withdrawal calculation is between the period specified in (1) or before the end of the 10 percent period of enrollment for which the student is liable.
iii. 50 percent if the student’s official withdrawal calculation is between the period specified in (2) or before the end of the 16 percent period of enrollment for which the student is liable.
iv. 20 percent if the student’s official withdrawal calculation is between the period specified in (3) or before the end of the 25 percent period of enrollment for which the student is liable.

d. Refund Schedules
Refund schedules are relocated under the important deadlines on the Registrar’s website (http://registrar.sc.edu/).

e. Return of Title IV Funds
Refunds Policy For Students Who Have Received Title IV Funds
And Withdraw From The University
i. Federal financial aid funds are awarded with the expectation that students will complete the entire period of enrollment. Students “earn” a percentage of the funds that are disbursed with each day of class attendance. When a student who has received federal aid funds (Title IV Funds) leaves school before the end of the semester or period of enrollment, federal regulations require the University of South Carolina to calculate the percentage and amount of “unearned” financial aid funds that must be returned. Once a student has
completed more than 60 percent of the enrollment period, they are considered to have earned all funding received. This calculation may have the effect of requiring the student who withdraws before this time frame to repay funds that have already been disbursed to the student or credited towards their current account for tuition, fees, housing and/or meals. Students are encouraged to meet with a counselor in the Office of Student Affairs, or the appropriate office on their campus, prior to making the decision to withdraw from school.

ii. Title IV Refund Distribution
1. For fully withdrawn students receiving federal and/or state funds, the refund will be governed by the current Federal Title IV refund policy. The Office of Student Financial Aid and Scholarships determines the amount of the refund that is distributed back to Title IV, HEA Programs or other Financial Aid sources. For students and their parents who have received student loans or other forms of financial aid, funds will be returned in the order prescribed by federal regulations. The institution must return the funds to the financial aid program other than College Work Study, up to the amount of assistance that the student received from those programs. Funds are to be distributed to the financial aid programs in the following order:
   - Unsubsidized Federal Stafford
   - Subsidized Federal Stafford
   - Federal Perkins
   - Federal PLUS Loan
   - Federal Pell Grant
   - Federal Supplemental Education Opportunity Grant
   - Federal TEACH Grant
   - Federal Iraq/Afghanistan Service Grant
2. Any remaining balance will first be used to repay any outstanding university charges and any subsequent balances will be refunded to the student/parent.
3. Exit interviews are required before leaving the University of South Carolina for all students who withdraw and have received Stafford, Perkins or Federal Nursing/Health Professions Loans. Exit interviews can be completed at http://www.sc.edu/financialaid/loan_counseling/default.html (https://academicbulletins.sc.edu/union/expenses/re required before leaving the University of South Carolina for all students who withdraw and have received Stafford, Perkins or Federal Nursing/Health Professions Loans. Exit interviews can be completed at http://www.sc.edu/financialaid/loan_counseling/default.html. Questions regarding exit counseling should be referred to the appropriate campus Financial Aid and Scholarships Office.html). Questions regarding exit counseling should be referred to the appropriate campus Financial Aid and Scholarships Office.

3. Appeals Process
A process for appeals exists for students or parents who believe circumstances warrant exceptions from published policy. The student must be fully withdrawn from the University in order to apply for an appeal. The Withdrawal Refund Appeals Committee reviews and act on all appeals. Address appeals to:
Withdrawal Refund Appeals Committee (Columbia Campus Only)
Office of the Registrar
University of South Carolina
Columbia, SC 29208
803-777-5555

Withdrawal Refunds
Students seeking to fully withdraw from the University (drop all classes) during an academic semester must complete a withdrawal form at the Admissions Office.

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

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

It is the responsibility of the Student Development Office to administer the withdrawals process on a daily basis and to apply the published refund schedule to routine withdrawals. On those rare occasions when it can be documented that unanticipated and extenuating circumstances directly related to a student’s withdrawal warrant exceptional consideration, and the amount of the refund due is contested, the Student Development Office will inform the student of the appeal process and advise the student of the necessary procedures.

University Withdrawal Refund Appeal Procedures
The University Withdrawals Refund Appeal Committee is authorized to consider appeals and approve extraordinary exceptions to the University’s published withdrawal refund schedule due to humanitarian and due-process considerations.

Guidelines for committee consideration of withdrawal appeals are:
1. The appeal must be submitted in writing to the Student Development Office and will be considered only in written form. A standardized appeal form must be submitted.
2. All requests for appeal must be submitted directly by the student through the Student Development Office and must meet one or more of the following criteria to be considered and approved by the appeals committee:
   a. Documentation of an accident, illness, injury, or incident which could not be influenced, predicted, planned for, or prevented by the student or the institution. This provision specifically excludes conditions or chronic illnesses known to the student at the time of enrollment.
   b. Demonstration that the application of the published refund policy would result in a specific and substantial personal hardship to the student. This provision specifically excludes circumstances or effects which would simply inconvenience the student or the student’s family.
   c. Documentation of substantiated circumstances where a student has in good faith relied upon the veracity of a University official’s advice, or the official’s interpretation of the text of a University
Financial Aid and Scholarships

The financial aid programs of the University of South Carolina Union make it possible for many students to attend the University who could not do so if left entirely to their own resources. Scholarships, grants, loans, and part-time employment are available to qualified undergraduate students.

Eligibility for most types of aid except academic scholarships depends on the applicant's financial circumstances. The University uses the Free Application for Federal Student Aid (FAFSA) to determine the amount of assistance each applicant is eligible to receive. We recommend that you complete the FAFSA via the Web at www.fafsa.ed.gov; however, paper applications may still be obtained from most high-school guidance offices or the Financial Aid Office. Your application must be received by the application processor by June 30.

General Guidelines for Financial Aid

1. The student should have applied and been accepted for admission to UofSC Union as a regular student working toward a degree.
2. The student must have a high-school diploma or a General Education Development (GED) certificate.
3. Each applicant should complete the Free Application for Federal Student Aid indicating the University of South Carolina Union as the school of attendance.
4. A Student Aid Report (SAR) will be sent from the U.S. Department of Education to the student.
5. If corrections are necessary, they should be made in the Financial Aid Office. Corrections are electronically transmitted. An ISAR (Institutional Student Aid Report) with the updated information will be sent to the student.
6. Information concerning federal financial aid programs, such as Federal Work-Study (FWS), Federal Perkins Loans, Federal William D. Ford Direct Loans (DL), and Federal Grants, may be obtained from the financial aid office.
7. The student must be making satisfactory academic progress toward completing a degree or certificate program.
8. The student must sign a statement of purpose/certification statement on refunds and default.
9. Awards of financial assistance are made in the summer prior to the beginning of the fall semester. An award notification will be sent to the student once the file is complete.
10. In order to be considered for some type of federal financial assistance, a student must be enrolled at least half time (6 semester hours); the Pell Grant program is an exception to this requirement.
11. Awards will be based only on a student's enrollment status during the official registration period.
12. The Financial Aid Office staff is available for counseling with students and parents concerning any financial aid program.

Financial Aid and the Extended Graduate Campus Program

Financial aid for graduate students who are admitted and registered through The Graduate School on the University's Columbia campus will have their financial aid administered by the Columbia campus financial aid office regardless of the student's campus location. As such, graduate students in this category should list the University of South Carolina Columbia as their school of choice on the Free Application for Federal Student Aid form. All financial aid related correspondence should be directed to the Columbia campus financial aid office.

Satisfactory Academic Progress

All students receiving federal financial aid must adhere to the University's policy on satisfactory progress. The intent of this policy is to ensure that students who are receiving federal and/or state financial aid for their education are making measurable progress toward completion of a degree in a reasonable period of time.

Undergraduate students are considered to be making satisfactory progress if they:
1. are admitted and enrolled as degree-seeking students;
2. meet the University standards for continued enrollment;
3. complete requirements for a degree within a reasonable length of time as specified below:
   a. The total number of semesters of full-time enrollment (12 or more semester hours attempted) at any post-secondary institution does not exceed 180 hours for a four-year degree or 90 hours for a two-year degree.
   b. The total number of semesters of part-time enrollment (less than 12 semester hours attempted) does not exceed the equivalent of 180 hours for a four-year degree or 90 hours for a two-year degree.
4. earn no fewer than 67% of all coursework if enrolled as a full time student. The academic year for Satisfactory Academic Progress is comprised of the fall, spring, and summer terms.
5. maintain a cumulative grade point average (GPA) of 2.00 on all coursework.

Explanation

Under these standards, students will be ineligible to receive federal financial aid funds if any of the following occurs:
1. The total number of semesters of enrollment as a full-time student (12 or more semester hours attempted) exceeds 180 hours for a four-year degree or 90 hours for a two-year degree. These limits include all...
work done at any post-secondary institution, whether or not financial aid was received.

2. The total number of earned hours falls below the prescribed number based upon enrollment in undergraduate or graduate study.

3. Complete requirements for a degree or certificate within a reasonable length of time as specified below:
   a. The total number of semesters of full-time enrollment (12 or more semester hours attempted) at any postsecondary institution does not exceed 180 hours for a four-year degree or 90 hours for a two-year degree or certificate.
   b. The total number of semesters of part-time enrollment (less than 12 semester hours attempted) does not exceed 180 hours for a four-year degree or 90 hours for a two-year degree or certificate.

4. The cumulative GPA falls below 2.00.

In other words, students who accumulate a yearly or cumulative GPA that subjects them to suspension, who have been enrolled for more than the equivalent of 10 full-time semesters for a four-year degree program, who do not maintain a cumulative GPA of 2.00 after attempting 48 credit hours, or who do not earn the minimum number of semester hours required will become ineligible to receive federal financial aid funds. This determination applies without regard to any financial aid award letter that may have been sent or received prior to the time the determination is made.

Financial Aid Programs Covered by These Standards

- Federal Pell Grant
- Federal Work-Study
- Federal Supplemental Educational Opportunity Grants
- Federal Perkins Loan
- William D. Ford Federal Direct Loan Program:
  - Direct Subsidized Loan
  - Direct Unsubsidized Loan
- Federal PLUS
- South Carolina LIFE Scholarship
- South Carolina Lottery Tuition Assistance Program
- South Carolina Need-Based Grant
- Other federal or state programs as required
- Some select private loans (as determined by the lender)

Appeals

Students who are ruled ineligible for financial aid may appeal this determination under specifically prescribed conditions. Deadlines for receipt of appeals are 20 days prior to the end of the semester for which aid is requested. Information concerning the appeal process is available in the financial aid office.

Reinstatement

Students shall be reinstated for financial aid eligibility at such time as they successfully complete sufficient hours and have a sufficient grade point average to meet the minimum requirements for eligibility as set forth in this policy.

Academic Forgiveness

The Satisfactory Academic Progress policy standards will not automatically apply to any hours forgiven under the University of South Carolina Academic Forgiveness Program. However, if you have been granted academic forgiveness under this policy you must contact the Financial Aid Office for further assessment.

Grants

Federal Pell Grant

The Federal Pell Grant is the largest federally funded student financial aid grant program. It serves as the foundation upon which all other undergraduate aid is awarded. Typically, it is available only to undergraduate students who have not earned a baccalaureate degree. Federal Pell Grant eligibility is determined according to federal law and is based on the financial information you and your family provided on your FAFSA.

You are notified of your possible eligibility to receive a Federal Pell Grant via the Student Aid Report (SAR). The financial aid office will receive this information directly from the federal processor and determine the amount of your Federal Pell Grant. You should carefully review the information on your SAR and, if it is correct, keep it for your records. If you discover mistakes, follow the instructions and submit corrections as soon as possible.

If you or your family experiences a major change in your financial situation after your Pell Grant eligibility has been determined, you should notify the financial aid office immediately. A counselor will be able to determine if you qualify for an adjustment of your Pell Grant award and/or other financial aid.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG is a grant that does not need to be repaid. The financial aid office awards UofSC’s limited allocation of FSEOG funds. Recipients must be undergraduates who have not already earned a baccalaureate degree and who demonstrate exceptional financial need. FSEOG recipients must be eligible to receive a Pell Grant and have the lowest EFC’s from among those students being considered for an award.

South Carolina Educational Resources

State Need-Based Grant Program (SNBG)

The South Carolina Need-Based Grant is a state-funded grant for undergraduates attending public and independent colleges and universities within South Carolina. Recipients may not have already earned a baccalaureate degree. To be considered, you must be a South Carolina resident, be admitted or currently enrolled with a minimum GPA of 2.00, complete the FAFSA, demonstrate financial need, be of good moral character, and have no felony and/or alcohol or drug convictions for a period of one year. Additionally, to renew a state grant award, you must maintain an annual 2.00 GPA and complete 24 semester hours during the fall and spring semesters if enrolled full time or an equivalent number of hours based on enrollment if less than full time. Awards are made for the entire academic year (fall and spring semesters) only. The State Need-Based Grant does not need to be repaid.

South Carolina Legislative Incentives for Future Excellence Scholarship

The South Carolina Legislative Incentives for Future Excellence Scholarship (LIFE) was established by the General Assembly during the 1998 legislative session. To be eligible for a LIFE Scholarship, you must have graduated from a high school located in South Carolina on or after May 1995 and be a full-time, undergraduate, degree-seeking student. You must be a South Carolina resident for in-state tuition purposes at the time...
of enrollment and have no felony, alcohol, or drug convictions. If, however, you have been judged delinquent or have been convicted or pled guilty or nolo contendere to an alcohol or drug misdemeanor, you are ineligible for one calendar year from the date of the conviction. You must also be a U.S. citizen or a permanent resident under state laws. You may not be in default or owe a refund on any federal or state financial aid program.

If you are a first-time entering freshman, you must have graduated from high school with a minimum 3.00 cumulative grade point average (GPA) on a 4.00 scale.

For initial LIFE Scholarship eligibility, if a currently enrolled student, you must have earned a cumulative 3.00 UofSC GPA at the end of the academic year. You must also have earned a minimum of 30 credit hours, or the annual equivalent at all institutions attended, for the previous academic year if completing your first year; 60 credit hours must have been earned if completing your second year; and, 90 credit hours must have been earned if completing your third year. Students at UofSC Regional Campuses are only eligible to receive the LIFE Scholarship for four consecutive semesters.

You may receive the LIFE scholarship for not more than eight semesters for a four-year degree or 10 semesters for a five-year degree. Funds from this program may not be used for remedial courses or continuing education classes. If you are receiving South Carolina’s Palmetto Fellows Scholarship, you are not eligible for a LIFE Scholarship.

To retain the LIFE Scholarship you must earn an average of 30 credit hours for each academic year and earn a 3.00 cumulative UofSC GPA by the end of the academic year. The financial aid office, using data from the admissions and records offices, is responsible for awarding LIFE Scholarships.

Please note that the LIFE Scholarship statutes and regulations are subject to change by the South Carolina Legislature.

South Carolina Lottery Tuition Assistance Program

During the 2002 legislative session, the South Carolina General Assembly established the Lottery Tuition Assistance Program. Its purpose is to provide resources that supplement, not supplant, existing resources for educational purposes to South Carolina’s students. The program assists students who wish to attend two-year public or independent college in the state. In calculating the amount awarded, any and all federal grants and need-based grants must first be awarded before determining the amount a student is eligible to receive. A student may receive up to the cost of tuition minus Pell, SEOG, and SNBG. The college at which the student is enrolled will notify each student of the exact award amount.

In order to qualify for lottery tuition assistance, a student must meet the following requirements:

- file the Free Application for Federal Student Aid (FAFSA) and complete the process to determine eligibility for federal student aid each academic year
- be a legal resident of South Carolina as defined in applicable state statues governing the determination of residency for tuition and fee purposes
- be enrolled at the time of the grant disbursement in a minimum of 6 credit hours for the term and be making satisfactory academic progress toward an associate’s degree
- verify that the student does not owe a refund or repayment on a state grant, Federal Pell Grant, or Federal Supplemental Educational Opportunity Grant (FSEOG) and is not in default on a loan under the Federal Perkins Loan or Federal Stafford Loan programs

- must not be eligible for or a recipient of the LIFE scholarship

To retain program funds, a student must have a 2.00 GPA by the end of the academic year.

In addition, students shall not be eligible to receive lottery tuition assistance for more than one certificate, diploma, or degree earned within any five-year period.

The financial aid office administers the South Carolina Lottery Tuition Assistance Program, and the exact award amount is dependent upon the number of eligible recipients and the amount of funding each academic year. Please note that program statutes and regulations are subject to change by the S.C. Legislature.

Loans

The Federal Direct Stafford Loan Program (Subsidized and Unsubsidized)

The Federal Direct Stafford Loan Program provides low-interest, long-term loans to eligible students through the U.S. Department of Education.

Subsidized Stafford Loans are awarded based on financial need. The federal government pays the interest on these loans while the student is enrolled in school at least half-time (6 semester hours), during the grace period and during deferment periods.

Unsubsidized Stafford Loans are not based on financial need. Interest begins accruing after the first disbursement. Students have the option of paying the interest monthly or quarterly while in school and during the grace period, or can have the interest capitalized and added to the principal amount of the loan upon entering repayment.

Maximum Loan Amounts

<table>
<thead>
<tr>
<th>Classification</th>
<th>Loan Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>$5500 for dependent students</td>
</tr>
<tr>
<td></td>
<td>(maximum $3500 subsidized)</td>
</tr>
<tr>
<td>Sophomore</td>
<td>$5500 for independent students</td>
</tr>
<tr>
<td></td>
<td>(maximum $4500 subsidized)</td>
</tr>
<tr>
<td>Junior and Beyond</td>
<td>$3000 for dependent students</td>
</tr>
<tr>
<td></td>
<td>(maximum $3000 subsidized)</td>
</tr>
<tr>
<td></td>
<td>$5000 for independent students</td>
</tr>
<tr>
<td></td>
<td>(maximum $5000 subsidized)</td>
</tr>
<tr>
<td>$7500 for independent students (maximum $5500 subsidized)</td>
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Aggregate Loan Limits

<table>
<thead>
<tr>
<th>Classification</th>
<th>Loan Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>$31,000 for dependent students</td>
</tr>
<tr>
<td></td>
<td>(maximum $23,000 subsidized)</td>
</tr>
<tr>
<td>Graduate</td>
<td>$138,500 (maximum $65,500 subsidized)</td>
</tr>
</tbody>
</table>

The graduate limit includes Stafford Loans received for undergraduate study.
Federal Direct Parent Loan for Undergraduate Students (PLUS)

Federal Direct Parent Loan for Undergraduate Students (PLUS) provides long-term loans to parents for their dependents through the U.S. Department of Education. Loan amounts under this program are limited to the student’s cost of education minus other financial aid awards. Parents may be denied a PLUS loan due to adverse credit history. If the PLUS Loan is denied, the student is eligible for an additional Unsubsidized Loan.

The repayment period for each Direct PLUS Loan begins on the date the final loan disbursement is made. There is no grace period for Direct PLUS Loans. Parents have the option of postponing payments until six months after the student ceases to be enrolled at least half time. Parents must contact the Direct Loan Servicing Center to request a postponement of payments. Interest will accrue during the postponement period. The loans have a fixed rate of 7.9%. PLUS Loan funds will be disbursed in two equal payments, one at the beginning of each semester (Fall - August, Spring - January). One semester loans are disbursed at the beginning of the semester for the full loan amount.

South Carolina Teacher Loan Program

This program is available only to residents of South Carolina who are attending college for the purpose of becoming certified teachers employed in the state’s school system in areas of critical need as defined by the State Board of Education. For loan recipients who become certified and teach in an area of critical need, the loan shall be cancelled at the rate of 20 percent for each full year of teaching, up to 100 percent. Loan recipients who do not become certified and/or do not teach in an area of critical need shall be responsible for repaying the entire amount of loan funds borrowed plus interest. Contact the Office of Student Financial Aid and Scholarships for application information and deadlines.

Federal Perkins Loan

The Perkins Loan Program is a low-interest (5 percent), long-term educational loan program available to both undergraduate and graduate students demonstrating exceptional financial need. This is a loan and must be repaid. Undergraduates may borrow up to $4,000 for each year of study and up to $20,000 to complete an undergraduate degree. Interest is not charged and repayment does not begin until nine months after your enrollment drops below half-time status. If you receive your first Perkins Loan on or after October 1, 1992, your minimum payment will be $40 per month. In all cases, repayment may extend up to 10 years depending upon the total amount borrowed. If you have outstanding National Direct Student Loan (NDSL) balances and you are receiving a Federal Perkins Loan now, you must review your NDSL Promissory Note to determine the terms and conditions that apply to your loan. Under certain conditions of reenrollment, employment, or extenuating circumstances, payments may be deferred or cancelled. Further information concerning repayment is available in the Office of Financial Services, 516-518 South Main Street.

Work Opportunities

Federal Work-Study Program

The Federal Work-Study Program provides part-time employment for needy students to meet their educational expenses. To be eligible for employment under this federal program, a student must be enrolled in the University or fully accepted for admission and demonstrate financial need.

Students who are enrolled at least half-time work an average of 12 to 20 hours per week. During vacation periods it is sometimes possible to work up to 40 hours per week. Pay rates vary with the job assignment.

Refunds and Financial Aid

The official University policy and procedure concerning refunding of University tuition and fees which result from withdrawal or reduction in hours is contained in the “Fees and Refunds” section of this bulletin. Students who withdraw or reduce hours may be eligible to receive a refund as provided by the official University policy; however, recipients of financial aid generally do not receive the refund.

When students who are recipients of federal financial aid withdraw from all classes, they are only entitled to retain a percentage of the federal financial aid received that is proportional to the time they remained enrolled. If, for example, a student withdraws after completing 30 percent of the semester or summer term, they can only retain 30 percent of the federal financial aid they received. The balance, 70 percent, must be returned to the financial aid programs. The Office of the Bursar performs this calculation and students are notified by mail of the outcome.

When funds are applied back to the federal financial aid programs, loan funds are always returned first, thereby reducing the student’s repayment obligation. If funds remain after repaying federal loans, they are then repaid to the Federal Pell Grant and the Federal Supplemental Educational Opportunity Grant (FSEOG) programs. After all federal funds are repaid, state-sponsored grant programs then receive any remaining payments.

Veterans Benefits

The following policies and procedures are of primary concern to veterans, servicepersons, members of guard and selected reserves, and other eligible persons who receive VA educational benefits while enrolled at the University.

Please note: Academic standards of progress and attendance are covered under school standards of progress as specified by the South Carolina Commission on Higher Education, License Division, and are required by the U.S. Department of Veterans Affairs (VA).

Enrollment Certification

Certification by the University VA certifying official in the Office of Financial Aid, Scholarships, and Veterans Affairs is required for eligible persons who receive VA educational benefits while enrolled at the University.

Normally, the VA requires that eligible students must have completed full University admissions requirements and matriculation into degree-seeking status before they may receive VA educational benefits. However, those students admitted as “Provisional,” “Military Special,” or “Transient,” or students enrolling for prerequisite courses required for admission into a professional degree program or school may request VA certification if they provide appropriate documentation. Any VA students in these categories should contact the VA certifying official for details. In these and all other admissions categories, only the federal VA has the final authority to award or to deny military educational benefits.
Undergraduate veterans or servicepersons should contact the Office of Admissions for consideration of receiving college credit for military schools.

Students can best ensure receipt of benefits by informing the school VA office of their intent to register for classes and by supplying the number of credit hours for which they will enroll each session. Eligible VA students may request certification on a semester basis and should recertify for each new semester at least 45 days prior to the first day of class of their next semester.

Normally, VA payments are authorized only for those courses which are required by the academic department for the student’s current degree program. All students receiving educational benefit checks from the VA are responsible for notifying the VA certifying official of any changes in their degree programs and/or course loads during a semester, to include drop/add, withdrawal, changing from credit to audit status, invoking the Pass-Fail option in a course, or enrolling in any distance education course, independent study, internship, or practicum.

Appropriate forms and benefits-related information are available at the Office of Financial Aid, Scholarships, and Veterans Affairs. Each student request will be handled individually according to their VA benefit program and enrollment status at the University.

UofSC Union Scholarships
For detailed information and an updated listing of scholarships, go to: https://www.sc.edu/about/system_and_campuses/union/apply/scholarships/index.php (https://academicbulletins.sc.edu/union/financial-aid-scholarships/For detailed information and an updated listing of scholarships, go to: https://www.sc.edu/about/system_and_campuses/union/apply/scholarships/)

Fees and Refunds
Checks, Money Orders, and Credit Cards
The University assesses a credit-card convenience fee for all students paying fees by credit card. If you decide to pay with a credit card, this nonrefundable fee will be added to your bill to cover the cost being charged to the University. Since the majority of students find Self-Service Carolina (https://my.sc.edu/) a convenient way to pay, it will present you with an option to accept this fee or decline the transaction. If you decline, you must select another method of payment. Alternative methods include payment by E-check, UofSC’s preferred method of payment, when using Self-Service Carolina or payment by check or money order through the mail.

Legal Residency
The University of South Carolina is required by state law to determine the residence classification of applicants. The initial determination of one’s resident status is made at the time of admission. The determination made at that time, and any determination made thereafter, prevails for each subsequent semester until information becomes available that would impact the existing residency status and the determination is successfully challenged. The burden of proof rests with the students to show evidence as deemed necessary to establish and maintain their residency status.

Legal Residency Requirements for Fee and Tuition Purposes
Code of Laws Governing Residence
Rules regarding the establishment of legal residence for tuition and fee purposes for institutions of higher education are governed by Title 59, Chapter 112, of the 1976 South Carolina Code of Laws, as amended.

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

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

“Dependent Person” is defined as one whose predominant source of income or support is from payments a parent, spouse, or guardian, who claims the dependent person on his/her federal income tax return. In the case of those individuals who are supported by family members who do not earn enough reportable income for taxation purposes, a dependent person can be defined as one who qualifies as a dependent or exemption on the federal income tax return of the parent, spouse, or guardian. A dependent person is also one for whom payments are made, under court order, for child support and the cost of the dependent person’s college education. A dependent person’s residency is based upon the residency of the person upon whom they are dependent.

“Domicile” is defined as the true, fixed, principal residence and place of habitation. It shall indicate the place where a person intends to remain, or to where one expects to return upon leaving without establishing a new domicile in another state. For purposes of this section, one may have only one legal domicile. One is presumed to abandon automatically an old domicile upon establishing a new one. Housing provided on an academic session basis for student at institutions shall be presumed not to be a place of principal residence, as residency in such housing is by its nature temporary.

“Family’s Domicile in this State is Terminated” is defined as an employer directed transfer of the person upon whom the student is dependent and is not construed to mean a voluntary change in domicile. Also included is a relocation of the person upon whom the student is dependent who is laid off through no fault of their own, e.g., plant closure, downsizing, etc., who accepts employment in another state prior to relocating.

“Full time employment” is defined as employment that consists of at least thirty seven and one hour half weeks a week on a single job in a full time status, with gross earnings of at least minimum wage. However, a person who works less than thirty seven and one half hours a week but receives or is entitled to receive full time employee benefits shall be considered to be employed full time if such status is verified by the employer. A person who meets the eligibility requirements of the Americans with Disabilities Act must present acceptable evidence that they satisfy their prescribed employment specifications in order to qualify as having full time employment.

“Guardian” is defined as one legally responsible for the care and management of the person or property of a minor child based upon the five tests for dependency prescribed by the Internal Revenue Service; provided, however, that where circumstances indicate that such guardianship or custodianship was created primarily for the purpose of conferring South Carolina domicile for tuition and fee purposes on such child or dependent person, it shall not be given such effect.
“Immediately Prior” is defined as the period of time between the offer of admission and the first day of class of the term for which the offer was made, not to exceed one calendar year.

“Independent Person” is defined as one in his/her majority (eighteen years of age or older) or an emancipated minor, whose predominant source of income is his/her own earnings or income from employment, investments, or payments from trusts, grants, scholarships, commercial loans, or payments made in accordance with court order. An independent person must provide more than half of his or her support during the twelve months immediately prior to the date that classes begin for the semester for which resident status is requested. An independent person cannot claim the domicile of another individual as their own for the purposes of establishing intent to become a South Carolina resident. An independent person must have established his/her own domicile for twelve months prior to receiving in-state tuition and fees. An independent person cannot be claimed as a dependent or exemption on the federal tax return of his or her parent, spouse, or guardian for the year in which resident status is requested.

“Minor” is defined as a person who has not attained the age of eighteen years. An “emancipated minor” shall mean a minor whose parents have entirely surrendered the right to the care, custody and earnings of such minor and are no longer under any legal obligation to support or maintain such minor.

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

“Parent” is defined as the father, mother, stepfather, stepmother, foster parent or parent of a legally adopted child.

“Reside” is defined as continuous and permanent physical presence within the State, provided that absences for short periods of time shall not affect the establishment of residence. Excluded are absences associated with requirements to complete a degree, absences for military training service, and like absences, provided South Carolina domicile is maintained.

“Resident” for tuition and fee purposes is defined as an independent person who has abandoned all prior domiciles and has been domiciled in South Carolina continuously for at least twelve months immediately preceding the first day of class of the term for which resident classification is sought and for whom there is an absence of domiciliary evidence in other states or countries, not withstanding other provisions of the Statute.

“Spouse” is defined as the husband or wife of a married person in accordance with Title 20, Chapter 1 of the 1976 South Carolina Code of Laws, as amended.

“Temporary Absence” is defined as a break in enrollment during a fall or spring semester (or its equivalent) during which a student is not registered for class. (62-606.A)

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

“United States Armed Forces” is defined as the United States Air Force, Army, Marine Corps, Navy, and Coast Guard.

“Trust” is defined as a legal entity created by a grantor for the benefit of designated beneficiaries under the laws of the state and the valid trust instrument. However, that where circumstances indicate that such trust was created primarily for the purpose of conferring South Carolina domicile for tuition and fee purposes on such child or independent person, it shall not be given such effect.

Citizens and Permanent Residents
Independent persons who have physically resided and been domiciled in South Carolina for twelve continuous months immediately preceding the date the classes begin for the semester for which resident status is claimed may qualify to pay in state tuition and fees. The twelve month residency period starts when the independent person establishes the intent to become a South Carolina resident per Section 62-605 entitled “Establishing the Requisite Intent to Become a South Carolina Domiciliary.” The twelve month residency period cannot start until the absence of indicia in other states is proven. Absences from the State during the twelve month period may affect the establishment of permanent residence for tuition and fee purposes.

The resident status of a dependent person is based on the resident status of the person who provides more than half of the dependent person’s support and claims or, only in the case of those individuals who are supported by family members who do not earn enough reportable income for taxation purposes, qualifies to claim the dependent person as a dependent for federal income tax purposes. Thus, the residence and domicile of a dependent person shall be presumed to be that of their parent, spouse, or guardian.

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

Non-Resident Aliens, Non-Citizens, and Non-Permanent Residents
Except as otherwise specified in this section or as provided in Section 62-609 (1) & (2), independent non-citizens and non-permanent residents of the United States will be assessed tuition and fees at the non-resident, out of state rate. Independent non-resident aliens, including refugees, asylees, and parolees may be entitled to resident, in state classification once they have been awarded permanent resident status by the U.S. Department of Justice and meet all the statutory residency requirements provided that all other domiciliary requirements are met. Time spent living in South Carolina immediately prior to the awarding of permanent resident status does not count toward the twelve month residency period. Certain non resident aliens present in the United States in specified visa classifications are eligible to receive in state residency status for tuition and fee purposes as prescribed by the Commission on Higher Education. They are not, however, eligible to receive state sponsored tuition assistance/scholarships.

Title 8 of the Code of Federal Regulations (CFR) serves as the primary resource for defining visa categories.

Establishing the Requisite Intent to Become a South Carolina Domiciliary
Resident status may not be acquired by an applicant or student while residing in South Carolina for the sole primary purpose of enrollment in an institution or for access to state supported programs designed to serve South Carolina residents. An applicant or student from another
state who comes to South Carolina usually does so for the purpose of attending school. Therefore, an applicant or student who enrolls as a non-resident in an institution is presumed to remain a non-resident throughout his or her attendance and does not qualify under any of the residency provisions.

If a person asserts that his/her domicile has been established in this State, the individual has the burden of proof. Such persons should provide to the designated residency official of the institution to which they are applying any and all evidence the person believes satisfies the burden of proof. The residency official will consider any and all evidence provided concerning such claim of domicile, but will not necessarily regard any single item of evidence as conclusive evidence that domicile has been established.

For independent persons or the parent, spouse, or guardian of dependent persons, examples of intent to become a South Carolina resident may include, although any single indicator may not be conclusive, the following indicia:

1. Statement of full time employment;
2. Designating South Carolina as state of legal residence on military record;
3. Possession of a valid South Carolina driver’s license, or if a non-driver, a South Carolina identification card. Failure to obtain this within 90 days of the establishment of the intent to become a South Carolina resident will delay the beginning date of residency eligibility until a South Carolina driver’s license is obtained;
4. Possession of a valid South Carolina vehicle registration card. Failure to obtain this within 45 days of the establishment of the intent to become a South Carolina resident will delay the beginning date of residency eligibility until the applicant obtains a South Carolina vehicle registrations card;
5. Maintenance of domicile in South Carolina;
6. Paying South Carolina income taxes as a resident during the past tax year, including income earned outside of South Carolina from the date South Carolina domicile was claimed;
7. Ownership of principal residence in South Carolina; and
8. Licensing for professional practice (if applicable) in South Carolina.

The absence of indicia in other states or countries is required before the student is eligible to pay in state rates.

Maintaining Residence
A person’s temporary absence from the State does not necessarily constitute loss of South Carolina residence unless the person has acted inconsistently with the claim of continued South Carolina residence during the person’s absence from the State. The burden is on the person to show retention of South Carolina residence during the person’s absence from the State. Steps a person should take to retain South Carolina resident status for tuition and fee purposes include:

1. Continuing to use a South Carolina permanent address on all records;
2. Maintaining South Carolina driver’s license;
3. Maintaining South Carolina vehicle registration;
4. Satisfying South Carolina resident income tax obligation. Individuals claiming permanent residence in South Carolina are liable for payment of income taxes on their total income from the date that they established South Carolina residence. This includes income earned in another state or country.

Effect of Change of Residency
Notwithstanding other provisions of this section, any dependent person of a legal resident of this state who has been domiciled with his/her family in South Carolina for a period of not less than three years and whose family’s domicile in this state is terminated immediately prior to his/her enrollment may enroll at the in state rate. Any dependent person of a legal resident of this state who has been domiciled with his/her family in South Carolina for a period of not less than three years and whose family’s domicile in this state is terminated after his/her enrollment may continue to receive in state rates, however, a student must continue to be enrolled and registered for classes (excluding summers) in order to maintain eligibility to pay in state rates in subsequent semesters. Transfers within or between South Carolina colleges and universities of a student seeking a certificate, diploma, associate, baccalaureate, or graduate level degree does not constitute a break in enrollment.

If a dependent or independent person voluntarily leaves the state, and information becomes available that would impact the existing residency status, eligibility for in state rates shall end on the last day of the academic session during which domicile is lost. Application of this provision shall be at the discretion of the institution involved. However, a student must continue to be enrolled and registered for classes (excluding summers) in order to maintain eligibility to pay in state rates in subsequent semesters.

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

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

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

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

Exceptions
Persons in the following categories qualify to pay in state tuition and fees without having to establish a permanent home in the state for twelve months. Persons who qualify under any of these categories must meet the conditions of the specific category or before the first day of class of the term for which payment of in state tuition and fees is requested. The following categories apply only to in state tuition and do not apply to State supported scholarships and grants. Individuals who qualify for in state tuition and fees under the following exceptions do not automatically qualify for LIFE, SC HOPE or Palmetto Fellows Scholarships.

1. “Military Personnel and their Dependents”: Members of the United States Armed Forces who are permanently assigned in South Carolina on active duty and their dependents are eligible to pay in state tuition and fees. When such personnel are transferred from the State, their dependents may continue to pay in state tuition and fees as long as they are continuously enrolled. Such persons (and their
Residents whose resident status changes are responsible for notifying the Residency Official of the institution attended of such changes.

Inquiries and Appeals
Inquiries regarding residency requirements and determinations should be directed to:

Legal Residency Office
University Of South Carolina
Columbia, SC 29208
803-777-5555

Any person, following a decision on his or her resident classification, may appeal the decision to the University Committee on Legal Residence. The committee, however, is bound by the same laws and regulations as the residency officials, so its purpose is only to review the facts and details of any case brought before it to evaluate the correctness of the decision may by residency officials. Neither the committee nor residency officials may waive the provisions of the law or regulations.

Persons who appeal residency decisions must provide a letter to the Legal Residency Office informing the office that they want to appeal the decision made by the residency official. The letter must also include a summary of the person's situation and a statement which specifies the residency provision under which the person feels he or she qualifies to pay in-state fees. The director of legal residency will then schedule a hearing as soon as possible for the committee to hear the appeal.

The residency requirements are subject to change without notification.

Academic Fees

Application Fees
Every new student will normally be charged a nonrefundable application fee of $40; exceptions to, or relief from, this charge may be made for certain special categories of admission. All applications must be accompanied by the application fee. This fee is for admission application only. A separate application fee is charged for space in University residence halls.

Matriculation Fee
A nonrefundable matriculation fee of $50 is assessed to all current degree-seeking students on a one-time basis. This fee is also assessed to entering (or re-entering) degree-seeking students. International students pay a $500 matriculation fee.

Free Tuition
(This includes tuition only—all other academic and mandatory fees are the responsibility of the student.)

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

1. S.C. Code Ann. §§ 59-111-110 (Law Co-op. 1976) No tuition shall be charged for a period of four school years by any state-supported college or university or any state-supported vocational or technical school for children of firemen, both regularly employed and members of volunteer organized units, organized rescue squad members, members of the Civil Air Patrol, law enforcement officers or correction officers, as defined herein, including reserve and auxiliary units of counties or municipalities, who become totally disabled or are killed in line of duty (on or after July 1, 1964).
2. S.C. Code Ann. § 59-111-320 (Law Co-op Supp. 1984) Legal residents of South Carolina who have attained the age of sixty (60) and meet admission and other standards deemed appropriate by the University may attend classes for credit or non-credit purposes on a space available basis; provided, however, that neither such persons nor their spouses receive compensation as full-time employees.

Examination Fees
Graduate Record Examination
1. General Test ($60)
2. Subject Test ($60)

Revalidation examinations intended to revalidate UofSC courses, obsolete under the statute of limitations. Per hour, $25.

Note: Revalidation examinations require permission of the dean of The Graduate School. The fee must be paid in advance, and is nonrefundable, once the student is presented to the instructor for the examination.

Refund Policy
1. Policy
The University will refund a part of academic fees in certain cases:
   a. Changes in a student's status, which may require a refund.
      i. Change in a full-time student's schedule, which results in reclassification to part-time status
      ii. Change in a part-time student's schedule, which results in fewer credit hours.
   b. Situations, which may require a refund.
      i. Course or courses dropped
      ii. Drop/Withdrawal from the University
      iii. Cancellation of a class by the University

2. Procedure
   a. Refund Requests
      All requests for refunds must be received during the academic year for which the fees were paid. The academic year begins with the fall term and ends with the summer term. Refunds may be requested at any time during the academic year in which the applicable term occurs.
   b. Determining the Refundable Portion Procedure
      Student refunds for tuition are calculated based on the student's liable hours after the drop/withdrawal. Liable hours are calculated as the total hours a student is still registered plus the liable portion of the dropped/withdrawn course(s). The liable portion is computed by taking the number of dropped hours times the liability rate (which is 100 percent minus refund percentage). The refund amount is determined to be the difference of the original assessment and the assessment based on the new liable hours. For students whose liable hours are 12 or above, no refunds are processed. Other academic fees are non-refundable after the 100 percent refund percentage. For students activated for full-time military service during an academic term, the University follows state law in Section 59-101-395. Any refund calculated will be moved out to the next closest business day. Courses fewer than six days long, first day = 100% refund, remaining days = no refund
      i. 100 percent if the student's official drop/withdrawal calculation is within 6% of the enrollment period for which the student is liable.
      ii. 70 percent if the student's official withdrawal calculation is between the period specified in (1) or before the end of the 10 percent period of enrollment for which the student is liable.
      iii. 50 percent if the student's official withdrawal calculation is between the period specified in (2) or before the end of the 16 percent period of enrollment for which the student is liable.
      iv. 20 percent if the student's official withdrawal calculation is between the period specified in (3) or before the end of the 25 percent period of enrollment for which the student is liable.

   d. Refund Schedules
      Refund schedules are relocated under the important deadlines on the Registrar's website (http://registrar.sc.edu/).

   e. Return of Title IV Funds
      Refund Policy For Students Who Have Received Title IV Funds And Withdraw From The University
      i. Federal financial aid funds are awarded with the expectation that students will complete the entire period of enrollment. Students "earn" a percentage of the funds that are disbursed with each day of class attendance. When a student who has received federal aid funds (Title IV Funds) leaves school before the end of the semester or period of enrollment, federal regulations require the University of South Carolina to calculate the percentage and amount of "unearned" financial aid funds that must be returned. Once a student has completed more than 60 percent of the enrollment period, they are considered to have earned all funding received. This calculation may have the effect of requiring the student who withdraws before this time frame to repay funds that have already been disbursed to the student or credited towards their current account for tuition, fees, housing and/or meals. Students are encouraged to meet with a counselor in the Office of Student Affairs, or the appropriate office on their campus, prior to making the decision to withdraw from.
  
      ii. Title IV Refund Distribution
      1. For fully withdrawn students receiving federal and/or state funds, the refund will be governed by the current federal Title IV refund policy. The Office of Student Financial Aid and Scholarships determines the amount of the refund that is distributed back to Title IV, HEA Programs or other Financial Aid sources. For students and their parents who have received student loans or other forms of financial aid, funds will be returned in the order prescribed by federal regulations. The institution must return the funds to the financial aid program other than College Work Study, up to the amount of assistance that the student received from those programs. Funds are to be distributed to the financial aid programs in the following order:
         • Unsubsidized Federal Stafford
         • Subsidized Federal Stafford
         • Federal Perkins

Sundays, and holidays between the start and end dates of each part-of-term. Exceptions to this rule may only be made by the Bursar's Office. In these instances, any change in the refund percentage would be moved out to the next closest business day. Courses fewer than six days long, first day = 100% refund, remaining days = no refund
Withdrawal Refunds

All full- or part-time students wishing to withdraw from the University or to discontinue enrollment from all courses for the semester should follow the instructions online at my.sc.edu (https://my.sc.edu/) when they request to drop their last course. Staff members in the Office of Admissions and Records are available to assist students in completing the withdrawal process. In addition, staff from the Office of Financial Aid can provide financial counseling concerning withdrawing from classes. Students requesting withdrawal for extenuating circumstances after the penalty date (last date for W grade) should consult with staff in the Admissions and Records Office.

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

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

It is the responsibility of the Business Office to administer the withdrawals process on a daily basis and to apply the published refund schedule to routine withdrawals. On those rare occasions when it can be documented that unanticipated and extenuating circumstances directly related to a student’s withdrawal warrant exceptional consideration, and the amount of the refund due is contested, the Business Office will inform the student of the appeal process and advise the student of the necessary procedures.

University Withdrawal Refund Appeal Procedures

The University Withdrawals Refund Appeal Committee is authorized to consider appeals and approve extraordinary exceptions to the University's published withdrawal refund schedule due to humanitarian and due-process considerations.

Guidelines for committee consideration of withdrawal appeals are:

1. The appeal must be submitted in writing to the Business Office and will be considered only in written form. A standardized appeal form must be submitted.

2. All requests for appeal must be submitted directly by the student through the Business Office and must meet one or more of the following criteria to be considered and approved by the appeals committee:
   a. Documentation of an accident, illness, injury, or incident which could not be influenced, predicted, planned for, or prevented by the student or the institution. This provision specifically excludes conditions or chronic illnesses known to the student at the time of enrollment.
   b. Demonstration that the application of the published refund policy would result in a specific and substantial personal hardship to the student. This provision specifically excludes circumstances or effects which would simply inconvenience the student or the student’s family.
   c. Documentation of substantiated circumstances where a student has in good faith relied upon the veracity of a University official's advice, or the official's interpretation of the text of a University document or publication, and was consequently misled or mistaken about the terms of the published refund policy.

3. The appeal must be initiated during the semester for which the refund is requested.

4. The appeal must involve a total withdrawal from the University. No partial withdrawals will be considered.

5. Appeals will only address whether or not a refund will be granted. No consideration will be given to grade assignment or other academic issues. Students must address such issues directly with the faculty members and the college. If applicable, requests for Extenuating Circumstances Withdrawals for grade change purposes must be resolved prior to deliberations by this committee.

6. Grounds for consideration of an appeal will be restricted to only those circumstances personally experienced by the enrolled individual with whom the University has a direct relationship. Loss or illness of a family member, close associate, or employee, and/or difficulty in family-operated businesses are excluded from consideration.

7. Decisions will be made by a simple majority vote of the committee membership and documented in writing by the chairperson. The student will be informed of the outcome of the appeal by letter from the Business Office.

Academic Programs

Associate’s Degree Programs

The University of South Carolina offers the Associate in Arts degree and the Associate in Science degree at the Union campus to those...
students who have earned 60 hours of credit and completed the following requirements:

- Learning Outcomes
- Carolina Core - All Associates
- Associate of Arts Degree Curriculum
- Associate of Science Degree Curriculum
- Other Requirements
- Second Associate's Degree

Learning Outcomes for Associate's Degree Programs

Graduates will be able to:

- Identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes through writing.
- Apply the methods of mathematical, statistical, or analytical reasoning to critically evaluate data, solve problems, and effectively communicate findings verbally and graphically.
- Apply the principles and language of the natural sciences and associated technologies to historical and contemporary issues.
- Communicate in more than one language.
- Use the principles of historical thinking to understand past human societies.
- Use the principles of the social sciences to explore diverse cultural identities and to analyze political and environmental issues.
- Create or interpret literary, visual or performing arts.

and be able to demonstrate at least one of the following:

- Identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes through speaking.
- Collect, manage and evaluate information using technology, and communicate findings.
- Examine different kinds of social and personal values, analyzing the ways in which these are manifested in communities as well as individual lives.

Carolina Core - 15 Hours

These serve as general education requirements common to all associate degrees.

CMW: Effective, Engaged and Persuasive Communication: Writing (6 Hours) Must be passed with a grade of C or higher

SCI: Scientific Literacy (3 Hours)

GHS: Global Citizenship and Multicultural Understanding: Historical Thinking (3 Hours)

GSS: Global Citizenship and Multicultural Understanding: Social Sciences (3 Hours)

Associate of Arts Degree Curriculum - 60 Hours

1. Basic Requirements (including 15 hours of Carolina Core stated above) (37-38 Hours)

All course selections are from the approved Carolina Core Learning Outcomes list unless otherwise specified.

- CMW: Effective, Engaged and Persuasive Communication: Writing (6 Hours)

Must be passed with a grade of C or higher

- ARP: Analytical Reasoning and Problem-Solving (3 Hours)
  Choose from MATH, CSCE, PHIL, STAT including MATH 111 Basic College Mathematics or MATH 115 Precalculus Mathematics

- SCI: Scientific Literacy (7-8 Hours)
  Must include at least 1 laboratory science course

- GFL: Global Citizenship and Multicultural Understanding: Foreign Language (0-3 Hours)
  One 3-hour language course at any level or score of “2” on placement exam

- GHS: Global Citizenship and Multicultural Understanding: Historical Thinking (3 Hours)

- GSS: Global Citizenship and Multicultural Understanding: Social Sciences (6 Hours)

- AIU: Aesthetic and Interpretive Understanding (6 Hours)

- Choose one of the following three options (3 Hours minimum):
  - CMS: Effective, Engaged and Persuasive Communication: Speech (3 Hours)
  - INF: Information Literacy (3 Hours)
  - VSR: Values, Ethics and Social Responsibility (3 Hours)

2. Electives for A.A. Degrees (22-23 Hours)

Electives may be any additional courses not used to fulfill the previously stated requirements. Students who intend to apply these credits toward a baccalaureate degree awarded by another campus or institution are advised to work closely with an academic advisor to choose electives that will meet preliminary requirements of the four-year major they wish to pursue. Of particular importance is completion of general education requirements. UofSC Columbia requires a minimum of 31 general education credit hours and a student planning to pursue a UofSC Columbia baccalaureate degree must complete these hours. These hours can be incorporated within the 60 hours required for an AA or AS degree when electives are carefully selected. Applying for an associate's degree does not in any manner affect eligibility to apply for a baccalaureate degree, and vice versa.

Associate of Science Degree Curriculum - 60 Hours

1. Basic Requirements (including 15 hours of Carolina Core stated above) (38-42 Hours)

All course selections are from the approved Carolina Core Learning Outcomes list unless otherwise specified.

- CMW: Effective, Engaged and Persuasive Communication: Writing (6 Hours)
  Must be passed with a grade of C or higher

- ARP: Analytical Reasoning and Problem-Solving (6 Hours)
  Choose from MATH, CSCE, PHIL, STAT including MATH 111 Basic College Mathematics or MATH 115 Precalculus Mathematics

- SCI: Scientific Literacy (8-12 Hours)
  Must include at least 2 laboratory science courses

- GFL: Global Citizenship and Multicultural Understanding: Foreign Language (0-3 Hours)
  One 3-hour language course at any level or score of “2” on placement exam

- GHS: Global Citizenship and Multicultural Understanding: Historical Thinking (3 Hours)

- GSS: Global Citizenship and Multicultural Understanding: Social Sciences (6 Hours)

- AIU: Aesthetic and Interpretive Understanding (3 Hours)
• Choose one of the following three options (3 Hours minimum):
  • CMS: Effective, Engaged and Persuasive Communication: Speech (3 Hours)
  • INF: Information Literacy (3 Hours)
  • VSR: Values, Ethics and Social Responsibility (3 Hours)

2. Electives for A.A. Degrees (18-22 Hours)

Electives may be any additional courses not used to fulfill the previously stated requirements. Students who intend to apply these credits toward a baccalaureate degree awarded by another campus or institution are advised to work closely with an academic advisor to choose electives that will meet preliminary requirements of the four-year major they wish to pursue. Of particular importance is completion of general education requirements. UofSC Columbia requires a minimum of 31 general education credit hours and a student planning to pursue a UofSC Columbia baccalaureate degree must complete these hours. These hours can be incorporated within the 60 hours required for an AA or AS degree when electives are carefully selected. Applying for an associate’s degree does not in any manner affect eligibility to apply for a baccalaureate degree, and vice versa.

Other Requirements

In addition to the requirements for the A.A. and A.S. degrees stated above, the following stipulations also apply:

• Students must have an institutional GPA of 2.00 or better (does not include course grades earned by challenge examinations).
• A minimum of 15 semester hours must be earned at UofSC Union.
• No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees.
• Pass-Fail option on elective courses is allowed.
• No more than 15 hours of nontraditional credits, which include DANTES, CLEP, and military experience.
• No more than 3 1-hour PEDU activity courses may count toward meeting Associate’s degree requirements (any track).

Second Associate’s Degree

At times the University of South Carolina Union confers a second associate’s degree upon candidates who have completed all requirements for the second degree, provided that the additional requirements for the second degree include a minimum of 12 semester hours beyond those required for the first degree earned at UofSC Union and a minimum of 72 semester hours total. Under this policy a student may apply for two degrees at one time or separately. In either case the student would receive two diplomas.

Baccalaureate Degree Programs

Palmetto College

Palmetto College combines the resources of the University of South Carolina system with the flexibility of course delivery formats including on-campus, traditional classes, two-way video classes, and online classes.

Faculties from Lancaster, Salkehatchie, Sumter, and Union, as well as Extended University in Columbia, use two-way interactive video to teach students at multiple sites simultaneously as well as fully online, asynchronous instruction. These delivery mechanisms give students access to many more course options than are available face-to-face on their campuses.

• Liberal Studies, B.A.
• Organizational Leadership, B.A.

University 101

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

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

Organized in small groups of 20-25 students, University 101 is taught by faculty members and administrative personnel who have a special interest in working with new students. The course may be taken as part of a student’s regular load or as an overload. Course credit is awarded on a letter-grade basis. Credit is applicable as elective credit toward almost all baccalaureate degrees offered by the University.

Evening Classes

For the benefit of those whose personal or work schedules make day attendance impossible or impractical, UofSC Union offers numerous courses after 5 p.m., in two different formats: one hour and 15 minute classes meet twice per week in the early evening, and 2 hour and 45 minute classes meet once per week in the later evening.

Off-Campus/Laurens Classes

UofSC Union offers a variety of courses in Laurens at the Laurens location. This program offers area citizens the opportunity to begin their postsecondary education career near home. Students may expect to complete their freshman year before having to commute to Union or other area institutions to complete their degree. The local phone number is 864-983-1517.

Distributed Learning Courses

UofSC offers a variety of beginning and upper-division courses through the Office of Distributed learning. Courses are taught via live streaming video, DVD and hybrid formats.

Independent Study

These courses, numbered 399, are available for advanced students who wish to engage in additional study and research in specific areas of interest. Students work under the supervision of a UofSC Union professor, and a contract approved by the instructor, advisor, and academic dean is required.

Continuing Education

The University of South Carolina Union provides, based on need-available resources, a program of continuing education for the people of the region. The continuing education program consists of short courses, workshops, seminars, and activities covering a variety of topics. The purpose of continuing education is to allow people to increase their general knowledge, learn a skill, or satisfy a long-held curiosity. Participants in this program do not receive traditional grades but may be awarded
continuing education units (CEUs) in recognition of satisfactorily completing a UofSC nondegree program.

**Baccalaureate Degree Programs**

Many students who enter the Associate in Arts or the Associate in Science degree programs intend to apply these credits toward a baccalaureate degree awarded by another institution. These students are advised to work closely with their advisor to outline a program of study for the first two years that will meet preliminary requirements of the four-year major they wish to pursue.

These students are also strongly advised to obtain and use the bulletin for the Columbia campus when determining specific degree requirements. Preliminary general education course work toward the following UofSC degree programs may be taken at UofSC Union.

**Course Descriptions**

**A**
- Accounting (ACCT) (p. 1923)
- African Amer Studies (AFAM) (p. 1924)
- Anthropology (ANTH) (p. 1924)
- Art Education (ARTE) (p. 1924)
- Art History (ARTH) (p. 1924)
- Art Studio (ARTS) (p. 1924)

**B**
- Biology (BIOL) (p. 1925)

**C**
- Chemistry (CHEM) (p. 1925)
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**E**
- Economics (ECON) (p. 1927)
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**H**
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**I**
- Instr and Teacher Educ (EDTE) (p. 1930)
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**J**
- Journalism (JOUR) (p. 1930)

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- Library & Info Science (SLIS) (p. 1930)

**M**
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- Religious Studies (RELG) (p. 1935)

**S**
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- Sport & Entertnmnt Mgmt (SPTE) (p. 1937)
- Statistics (STAT) (p. 1937)

**T**
- Theatre (THEA) (p. 1937)

**U**
- University Experience (UNIV) (p. 1937)

**W**
- Women & Gender Studies (WGST) (p. 1938)

**Accounting (ACCT)**

ACCT 225 - Introduction to Financial Accounting (3 Credits)

User-oriented approach to the study of financial accounting and reporting topics related to business decisions.
ACCT 226 - Introduction to Managerial Accounting (3 Credits)
User-oriented approach to the study of managerial accounting topics related to business decisions.
Prerequisites: ACCT 225.

ACCT 324 - Survey of Commercial Law (3 Credits)
Basic legal concepts and the judicial system, with emphasis on business law.

African Amer Studies (AFAM)
AFAM 201 - Introduction to African American Studies: Social and Historical Foundations (3 Credits)
Introduction to the key debates, figures, and concepts that are fundamental to the interdisciplinary study of the historical, political, and social development of black life in America.
Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

Anthropology (ANTH)
ANTH 101 - Primates, People, and Prehistory (3 Credits)
An exploration of human origins, human evolution, human prehistory, and cultural existence from its less complex forms to early civilizations. An introduction to the concepts, methods, and data of physical, biological, and archaeological anthropology.
Carolina Core: GSS

ANTH 102 - Understanding Other Cultures (3 Credits)
An exploration and comparison of selected contemporary cultures, including their languages. An introduction to the concepts, methods, and data of socio-cultural anthropology and anthropological linguistics.
Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

ANTH 206 - Anthropology of Magic and Religion (3 Credits)
A comparative examination of such topics as ritual, cosmology, revitalization movements, magic, witchcraft, myth, and possession.
Cross-listed course: RELG 260

Art Education (ARTE)
ARTE 101 - Introduction to Art (3 Credits)
Introduction to art appreciation. Elements and principles of the visual arts, with examples from the history of art.
Carolina Core: AIU

Art History (ARTH)
ARTH 105 - History of Western Art (3 Credits)
The visual arts from Paleolithic times to the Renaissance.
Carolina Core: AIU
Graduation with Leadership Distinction: GLD: Global Learning

ARTH 106 - History of Western Art (3 Credits)
The visual arts from the Renaissance to the present.
Carolina Core: AIU
Graduation with Leadership Distinction: GLD: Global Learning

ARTH 346 - African Art (3 Credits)
Sculpture, painting, architecture of Sub-Saharan Africa.

ARTH 399 - Independent Study (3-9 Credits)
Graduation with Leadership Distinction: GLD: Research

Art Studio (ARTS)
ARTS 103 - Fundamentals of Art (3 Credits)
Introduction to visual thinking and principles of two-dimensional design.
Carolina Core: AIU

ARTS 104 - 3-Dimensional Design I (3 Credits)
Introduction to visual thinking and principles of three-dimensional design.
Carolina Core: AIU
Graduation with Leadership Distinction: GLD: Research

ARTS 107 - Color and Composition (3 Credits)
Color, color theory, and compositional systems.
Prerequisites: ARTS 103.

ARTS 111 - Basic Drawing I (3 Credits)
Introduction to the materials and basic techniques of drawing.

ARTS 210 - Introduction to Painting (4 Credits)
An introductory course in the materials and techniques of painting.
Carolina Core: AIU

ARTS 215 - Introduction to Printmaking (4 Credits)
An introductory course in printmaking with emphasis on monotype, relief, and intaglio processes.

ARTS 225 - Introduction to Three-Dimensional Studies (4 Credits)
An introductory course in the concepts, materials, and techniques of three-dimensional media.
Prerequisites: C or better in ARTS 104.

ARTS 235 - Introduction to Fiber Arts (4 Credits)
An introductory course in the materials and processes of fiber arts.

ARTS 310 - Intermediate Painting I (4 Credits)
An exploration of painting as a means of multi-sensory expression through visual experience.

ARTS 311 - Intermediate Painting II (4 Credits)
An exploration of the depiction of space and form in painting with a continued emphasis on materials and techniques combined with individual creative expression.

ARTS 315 - Intermediate Printmaking I: Relief (4 Credits)
Linoleum, woodblock printing, and other relief techniques including the execution of original works in these media.

ARTS 399 - Independent Study (3-9 Credits)
Graduation with Leadership Distinction: GLD: Research

ARTS 410 - Advanced Painting I (4 Credits)
Advanced development of individual direction in painting the human figure from a live model. Special emphasis on material selection and formal principles of painting as applied toward individual goals.
Prerequisites: C or better in ARTS 310 or ARTS 311.

ARTS 411 - Advanced Painting II (4-6 Credits)
Advanced development of individual direction in painting and skills in the representation of the human figure working observationally from the live model. Special emphasis on material selection and formal principles of painting as applied toward individual goals.
Prerequisites: C or better in ARTS 310 or ARTS 311.
Biology (BIOL)

BIOL 101 - Biological Principles I (3 Credits)
Introductory survey of macromolecules, cell structure and function, genetics, and molecular biology.
Carolina Core: SCI

BIOL 101L - Biological Principles I Laboratory (1 Credit)
(Recommended concurrent with BIOL 101). Experimental examination of basic principles of cell biology, genetics and metabolism. Three hours per week.
Carolina Core: SCI

BIOL 102 - Biological Principles II (3 Credits)
Introductory survey of plant and animal development, physiology, ecology, and evolution. Three lecture hours per week.
Prerequisites: C or better in BIOL 101.
Corequisite: BIOL 102L.
Carolina Core: SCI

BIOL 110 - General Biology (4 Credits)
Basic biological concepts and issues for non-biology majors. Credit may not be given for both this course and BIOL 120. Three lecture, two laboratory hours per week.
Carolina Core: SCI

BIOL 110A - General Biology (Audio-Tutorial) (1 Credit)
Addendum to BIOL 110.

BIOL 120 - Human Biology (3 Credits)
Fundamental principles of human biology. Credit may not be given for both BIOL 110 and BIOL 120. Three lecture hours per week. Not for major credit.
Carolina Core: SCI

BIOL 120L - Laboratory in Human Biology (1 Credit)
Exercises dealing with basic concepts of human biology. Not for major credit.
Prerequisite or Corequisite: BIOL 120.
Carolina Core: SCI

BIOL 206 - Genetics and Society (3 Credits)
(Designed for non-major students.) Genetic principles, emphasizing human heredity. Relevance of recent advances in genetics. Three lecture hours per week.
Carolina Core: SCI

BIOL 208 - Our Hungry World from Malthus to McDonalds (3 Credits)
Scientific and social issues concerning the interrelationship of culture and agricultural biotic diversity and technology, climate change, resources management, food security, and human health.
Carolina Core: SCI, VSR

BIOL 243 - Human Anatomy and Physiology I (3 Credits)
Functional anatomy and physiology of the human body, including the integumentary, skeletal, muscular, and nervous systems. Not available for biology major credit. Three lecture hours per week.
Carolina Core: SCI

BIOL 243L - Human Anatomy and Physiology Laboratory (1 Credit)
The principles of anatomy and physiology as demonstrated by microscopic studies, animal dissection, and physiological experiments. One three-hour laboratory per week.
Prerequisite or Corequisite: BIOL 243.
Carolina Core: SCI

BIOL 244 - Human Anatomy and Physiology II (3 Credits)
Functional anatomy and physiology of the human body, including the cardiovascular, endocrine, excretory, reproductive, digestive, and respiratory systems. Not available for biology major credit. Three lecture hours per week.
Prerequisites: BIOL 243.

Carolina Core: SCI

BIOL 244L - Human Anatomy and Physiology Laboratory (1 Credit)
A continuation of BIOL 243L. One three-hour laboratory per week.
Corequisite: BIOL 244
Carolina Core: SCI

BIOL 250 - Microbiology (3 Credits)
An introduction to bacteria and viruses, emphasizing structure, metabolism, and pathogenesis. Discussion of infectious diseases, antigen-antibody relationships, and anti-microbial agents in chemotherapy. Not available for biology major credit. Three lecture hours per week.
Prerequisites: College-level Biology and Chemistry.
Corequisite: BIOL 250L.

BIOL 250L - Microbiology Laboratory (1 Credit)
Not available for biology major credit. Three hours per week.
Prerequisite or Corequisite: BIOL 250.

BIOL 270 - Introduction to Environmental Biology (3 Credits)
Basic ecological principles and the impacts of human population growth and technology. Not for major credit.
Carolina Core: SCI

BIOL 270L - Introduction to Environmental Biology Laboratory (1 Credit)
Demonstrations, data analyses, discussions, and films relating to human ecology, resource use, and environmental impact. Not for major credit. Two hours per week.
Prerequisite or Corequisite: BIOL 270.
Carolina Core: SCI

Chemistry (CHEM)

CHEM 101 - Fundamental Chemistry I (4 Credits)
A science elective surveying inorganic and solution chemistry. First of a terminal two-semester sequence. Three lecture, one recitation, and two laboratory hours per week.
Carolina Core: SCI
CHEM 102 - Fundamental Chemistry II (4 Credits)
An introductory survey of organic and biochemistry. Three lecture, one recitation, and two laboratory hours per week.
Prerequisites: 1 year high-school chemistry, CHEM 101, CHEM 111, or equivalent.

Carolina Core: SCI

CHEM 105 - Chemistry and Modern Society I (4 Credits)
A conceptual and qualitative approach to chemistry, its evolution, achievements, and goals and its impact on technology, the environment, and modern life and thought. (Specifically designed for non-science majors.) Three lecture and three laboratory hours per week.
Carolina Core: SCI

CHEM 107 - Forensic Chemistry (4 Credits)
Surveys chemical aspects of criminal investigation and adjudication including drug, arson, DNA, paint, and fiber identification. Three lecture and three laboratory hours per week.
Carolina Core: SCI

CHEM 111 - General Chemistry I (3 Credits)
Survey of the principles that underlie all chemistry with applications illustrating these principles. Three lecture and one recitation hours per week.
Prerequisites: C or higher in MATH 111, MATH 115, MATH 122, MATH 141 or higher math (or by placement score into MATH 122, MATH 141 or higher math).

Corequisite: CHEM 111L (unless grade of C or higher in CHEM 111L earned previously).

Carolina Core: SCI

CHEM 111L - General Chemistry I Lab (1 Credit)
Introduction to the principles and techniques of experimental chemistry with emphasis on formula investigations, equations, elementary statistics, and chemical reactivity.
Prerequisites: MATH 111 or MATH 115 or higher.
Prerequisite or Corequisite: CHEM 111.

Carolina Core: SCI

CHEM 112 - General Chemistry II (3 Credits)
Continuation of CHEM 111. Special emphasis on chemical equilibrium. Three lecture and one recitation hours per week.
Prerequisites: C or higher in CHEM 111 and C or higher in MATH 111, MATH 115, MATH 122, MATH 141 or higher math.

Corequisite: CHEM 112L.

CHEM 112L - General Chemistry II Lab (1 Credit)
Continuation of CHEM 111L with emphasis on solution properties, kinetics, equilibrium, acids and bases, and qualitative analysis.
Prerequisites: C or higher in CHEM 111 and CHEM 111L or CHEM 141.
Prerequisite or Corequisite: CHEM 112.

CHEM 331L - Essentials of Organic Chemistry Laboratory I (1 Credit)
Laboratory safety, syntheses, separation, and purification of carbon compounds. For non-majors.
Corequisite: CHEM 333 (unless grade of C or higher in CHEM 333 earned previously).

CHEM 332L - Essentials of Organic Chemistry Laboratory II (1 Credit)
Continuation of CHEM 331L. Spectroscopic identification of carbon compounds. For non-majors. Three lab hours per week.
Prerequisites: C or higher in CHEM 331L.

Corequisite: CHEM 334 (unless grade of C or higher in CHEM 334 earned previously).

CHEM 333 - Organic Chemistry I (3 Credits)
Contemporary theories, nomenclature, reactions, mechanisms, and syntheses of carbon compounds. Three lecture and one recitation hours per week.
Prerequisites: C or higher in CHEM 112 or in CHEM 142.

CHEM 333L - Comprehensive Organic Chemistry Laboratory I (2 Credits)
Laboratory safety, synthesis, separation, and purification of carbon compounds. Required for chemistry majors. Six laboratory hours per week.
Corequisite: CHEM 333 (unless grade of C or higher in CHEM 333 earned previously).

CHEM 334 - Organic Chemistry II (3 Credits)
Continuation of CHEM 333. Three lecture and one recitation hours per week.
Prerequisites: C or higher in CHEM 333.

Comp Sci & Comp Engr (CSCE)

CSCE 101 - Introduction to Computer Concepts (3 Credits)
History, application, and social impact of computers; problem-solving, algorithm development, applications software, and programming in a procedural language.

Carolina Core: ARP

CSCE 102 - General Applications Programming (3 Credits)
Introduction to systematic computer problem-solving and programming for a variety of applications.

Carolina Core: ARP

CSCE 145 - Algorithmic Design I (4 Credits)
Problem-solving, algorithmic design, and programming. Three lectures and two laboratory hours per week.
Prerequisite or Corequisite: MATH 111 or MATH 115.

Carolina Core: ARP

CSCE 146 - Algorithmic Design II (4 Credits)
Continuation of CSCE 145. Rigorous development of algorithms and computer programs; elementary data structures. Three lecture hours and two laboratory hours per week.
Prerequisites: C or better in CSCE 145.

Prerequisite or Corequisite: MATH 122 or MATH 141.

Criminal Justice (CRJU)

CRJU 101 - The American Criminal Justice System (3 Credits)
Survey of crime and societal responses to crime, including law enforcement, courts, corrections, and the juvenile justice system.
Carolina Core: GSS

CRJU 311 - Policing (3 Credits)
Current and historical perspectives on American policing.
CRJU 312 - Corrections (3 Credits)
Current and historical perspectives on incarceration and its alternatives.

CRJU 313 - Criminal Courts (3 Credits)
Structure and organization of the federal and state criminal court systems and personnel.

CRJU 314 - Criminal Law (3 Credits)
Origin and development of criminal law in America. Basic elements of crimes and defenses.

CRJU 322 - Drugs and Crime (3 Credits)
Overview of criminal justice system responses to illegal substances. Relationship between substance abuse and crime.

CRJU 323 - Violence in America (3 Credits)
Historical overview of violence in American society, including theoretical perspectives on the causes and prevention of violence.

CRJU 341 - Sociology of Crime (3 Credits)
Social factors in the development, identification, and treatment of criminals.
Cross-listed course: SOCY 353
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

CRJU 351 - Juvenile Delinquency (3 Credits)
Social factors in the development, identification, and treatment of delinquents.
Prerequisites: CRJU 101 OR SOCY 101.
Cross-listed course: SOCY 350
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

CRJU 421 - Victimization (3 Credits)
Causes and consequences of criminal victimization and public policy responses to victimization issues.

CRJU 422 - Alternatives to Incarceration (3 Credits)
Correctional alternatives to imprisonment including probation, parole, and various community correctional programs.

CRJU 426 - Criminal Justice and Mental Health (3 Credits)
Interface between the mental health sciences and the criminal justice system.

CRJU 440 - Homeland Security and Terrorism (3 Credits)
The nature of terrorism; its history; its methodology; and its application to criminological theory.

CRJU 491 - Special Topics (3 Credits)
Topics in criminology and criminal justice. Individual topics to be announced by title. May be repeated once with consent of advisor.

Economics (ECON)

ECON 221 - Principles of Microeconomics (3 Credits)
The study of supply and demand, pricing and cost concepts, firm and consumer decision-making, market structure, and government policies.

ECON 222 - Principles of Macroeconomics (3 Credits)
The study of gross domestic product, business cycles, economic growth, inflation, unemployment, and monetary and fiscal policy.

ECON 224 - Introduction to Economics (3 Credits)
The study of supply and demand, markets, household and firm decision-making, gross domestic product, inflation, unemployment, and government policies. Open to all students except business administration and economics majors.

Education (EDUC)

Educational Psychology (EDPY)

EDPY 401 - Learners and the Diversity of Learning (3 Credits)
Overview of psychological theories and research as it applies to education, including theories of learning, child and adolescent development, cognitive processes, classroom practices, individual differences/student diversity, and motivation.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

English (ENGL)

ENGL 101 - Critical Reading and Composition (3 Credits)
Instruction in strategies for critically reading and analyzing literature and non-literary texts; structured, sustained practice in composing expository and analytical essays.
Carolina Core: CMW

ENGL 102 - Rhetoric and Composition (3 Credits)
Instruction and intensive practice in researching, analyzing, and composing written arguments about academic and public issues.
Prerequisites: C or better in ENGL 101 or equivalent credit.
Carolina Core: CMW, INF

ENGL 200 - Creative Writing, Voice, and Community (3 Credits)
Workshop course on creative writing with a focus on values, ethics, and social responsibility.
Prerequisites: ENGL 101 and ENGL 102.
Carolina Core: AIU, VSR

ENGL 270 - World Literature (3 Credits)
Selected masterpieces of world literature from antiquity to present.
Prerequisites: ENGL 101 and ENGL 102 or equivalent.
Cross-listed course: CPLT 270
Carolina Core: AIU
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

ENGL 282 - Special Topics in Fiction (3 Credits)
Special topics in fiction from several countries and historical periods, illustrating the nature of the genre. May be repeated for credit. Content varies by title and semester.
Prerequisites: ENGL 101 and ENGL 102 or equivalent.
Carolina Core: AIU

ENGL 283 - Special Topics in British Literature (3 Credits)
Special topics in British literature exemplifying persistent themes of British culture. May be repeated for credit. Content varies by title and semester.
Prerequisites: ENGL 101 and 102 or equivalent.
Carolina Core: AIU
Graduation with Leadership Distinction: GLD: Global Learning

ENGL 284 - Drama (3 Credits)
Drama from several countries and historical periods, illustrating the nature of the genre.
Prerequisites: ENGL 101 and 102 or equivalent.
Carolina Core: AIU
ENGL 285 - Special Topics in American Literature (3 Credits)
Special topics in American literature exemplifying persistent themes of American culture. May be repeated for credit. Content varies by title and semester.
Prerequisites: ENGL 101 and ENGL 102 or equivalent.

Carolina Core: AIU

ENGL 286 - Poetry (3 Credits)
Poetry from several countries and historical periods, illustrating the nature of the genre.
Prerequisites: ENGL 101 and ENGL 102 or equivalent.

Carolina Core: AIU

ENGL 287 - American Literature (3 Credits)
An introduction to American literary history, emphasizing the analysis of literary texts, the development of literary traditions over time, the emergence of new genres and forms, and the writing of successful essays about literature. Designed for English majors.
Prerequisites: ENGL 101 and ENGL 102 or equivalent.

Carolina Core: AIU

ENGL 288 - English Literature (3 Credits)
An introduction to English literary history, emphasizing the analysis of literary texts, the development of literary traditions over time, the emergence of new genres and forms, and the writing of successful essays about literature. Designed for English majors.
Prerequisites: ENGL 101 and ENGL 102 or equivalent.

Carolina Core: AIU

ENGL 289 - Teaching Writing in One-to-One Sessions (3 Credits)
The study of theories and pedagogy of individualized writing instruction with intensive writing practice including hands-on one-on-one sessions. Recommended for prospective writing teachers.
Prerequisites: ENGL 101 and ENGL 102 or equivalent.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ENGL 350 - Introduction to Comics Studies (3 Credits)
Scholarly study of the formal and aesthetic evolutions of graphic novels, comic books, and other related forms.
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: FAMS 350

ENGL 360 - Creative Writing (3 Credits)
Workshop course on writing original fiction, poetry, drama, and creative nonfiction.
Prerequisites: ENGL 101 and ENGL 102.

Graduation with Leadership Distinction: GLD: Community Service

ENGL 399 - Independent Study (3-9 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Prerequisites: ENGL 101 and ENGL 102.

Graduation with Leadership Distinction: GLD: Research

ENGL 411 - British Romantic Literature (3 Credits)
Poetry and prose of the English Romantic period.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 420 - American Literature to 1830 (3 Credits)
Colonial, Revolutionary, and early Romantic poetry and prose.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 425A - The American Novel to 1914 (3 Credits)
Representative novels from the 18th century to World War I.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 425B - The American Novel Since 1914 (3 Credits)
Representative novels from 1914 to the present.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 427 - Southern Literature (3 Credits)
Representative works of Southern writers.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 428A - African-American Literature I: to 1903 (3 Credits)
Representative of African-American writers to 1903.
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: AFAM 428A
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

ENGL 428B - African-American Literature II: 1903 – Present (3 Credits)
Representative works of African-American writers from 1903 to the present.
Prerequisites: ENGL 101 and ENGL 102.

Cross-listed course: AFAM 428B
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

ENGL 429 - Topics in American Literature (3 Credits)
Intensive study of selected topics. May be repeated for credit under a different title.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 436 - Science Fiction Literature (3 Credits)
Representative masterworks of science fiction from the beginnings of the genre to the present.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 437 - Women Writers (3 Credits)
Representative works written by women.
Prerequisites: C or higher in both ENGL 101 and ENGL 102.

Cross-listed course: WGST 437
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ENGL 460 - Advanced Writing (3 Credits)
Extensive practice in different types of nonfiction writing.
Prerequisites: ENGL 101 and ENGL 102.

ENGL 463 - Business Writing (3 Credits)
Extensive practice in different types of business writing, from brief letters to formal articles and reports.
Prerequisites: ENGL 101 and ENGL 102.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences, GLD: Research
Exercise Science (EXSC)

EXSC 191 - Physical Activity and Health (3 Credits)
Concepts of exercise, nutrition, behavior changes, and skills to promote lifelong physical activity and health.

Film and Media Studies (FAMS)

FAMS 180 - Film Culture (3 Credits)
How the film industry developed and the impact the movies have had on global popular culture. Does not count toward the film studies major.
Carolina Core: AIU

FAMS 240 - Film and Media Analysis (3 Credits)
Introduction to the critical study of film and media. Students will closely analyze moving images and develop written arguments about film and media.
Carolina Core: AIU

FAMS 350 - Introduction to Comics Studies (3 Credits)
Scholarly study of the formal and aesthetic evolutions of graphic novels, comic books, and other related forms.
Cross-listed course: ENGL 350

French (FREN)

FREN 290 - French Literature in Translation (3 Credits)
Readings and discussion in English, with consideration of the cultural context.
Carolina Core: AIU

Geology (GEOL)

GEOL 101 - Introduction to the Earth (4 Credits)
Origin and nature of the earth with emphasis on internal processes and phenomena such as earthquakes, volcanoes, and mountain building; surface processes, including landform evolution. Three lectures and three laboratory hours each week.
Carolina Core: SCI

History (HIST)

HIST 101 - European Civilization from Ancient Times to the Mid-17th Century (3 Credits)
The rise and development of European civilization from its Mediterranean origins through the Renaissance and Reformation.
Carolina Core: GHS

HIST 102 - European Civilization from the Mid-17th Century to the Present (3 Credits)
European development and expansion from the mid-17th century to the present.
Carolina Core: GHS
Graduation with Leadership Distinction: GLD: Global Learning

HIST 104 - Introduction to the Civilization of the Islamic Middle East (3 Credits)
An analysis which treats the major cultural elements of traditional Islamic civilization and then concentrates upon the reactions of the Arabs, Turks, and Iranians to the problems of adjusting to the modern world.
Carolina Core: GHS
Graduation with Leadership Distinction: GLD: Global Learning

HIST 105 - Introduction to East Asian Civilization (3 Credits)
The evolution of social, political, and cultural patterns in East Asia, with emphasis on the development of philosophical, religious, and political institutions and their relationship to literary and artistic forms in China and Japan.
Carolina Core: GHS
Graduation with Leadership Distinction: GLD: Global Learning

HIST 106 - Introduction to African History (3 Credits)
An examination of several traditional sub-Saharan African societies and of their political and economic transformation in the modern, colonial, and post-independence periods.
Carolina Core: GHS
Graduation with Leadership Distinction: GLD: Global Learning

HIST 109 - Introduction to Latin American Civilization (3 Credits)
A discussion of the political, cultural, and economic forces which have conditioned the development of institutions and ideas in Spanish and Portuguese America.
Carolina Core: GHS
Graduation with Leadership Distinction: GLD: Global Learning

HIST 111 - United States History to 1865 (3 Credits)
A general survey of the United States from the era of discovery to 1865, emphasizing major political, economic, social, and intellectual developments.
Carolina Core: GHS

HIST 112 - United States History since 1865 (3 Credits)
A general survey of the United States from 1865 to the present, emphasizing major political, economic, social, and intellectual developments. Honors sections are available for students in the honors program.
Carolina Core: GHS

HIST 334 - The History of Russia from the Earliest Times to the Mid-19th Century (3 Credits)
The earliest life on the steppe, the Kievan State, the foundations of Moscow, and the Russian empire to the reign of Nicholas I.

HIST 335 - The History of Modern Russia and the Soviet Union (3 Credits)
The decline of Imperial Russia, the Revolution of 1917, Lenin, Stalin, and the Soviet Union since Stalin.

HIST 347 - The Middle East in Modern Times (3 Credits)
The impact of modern civilization upon the Middle East, including the history of the Arab, Turkish, Iranian, and Israeli segments of the Middle East during the 19th and 20th centuries.
Graduation with Leadership Distinction: GLD: Global Learning, GLD: Professional and Civic Engagement Leadership Experiences

HIST 351 - Africa to 1800 (3 Credits)
Social, cultural, economic, and political developments, focusing on internally and externally generated changes.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 352 - Africa since 1800 (3 Credits)
Commercial and religious revolutions of the 19th century, imposition and ending of formal colonial rule, and post-colonial issues.
Graduation with Leadership Distinction: GLD: Global Learning
HIST 385 - The Expansion of Christianity (3 Credits)
Critical epochs in the spread of Christianity. Consideration of the great crises that shaped the structure and form of Christianity during the last 20 centuries: the Hellenistic world; the medieval syntheses; the breakup of Western Christian unity; the transition to worldwide mission activity in the industrial age.
Graduation with Leadership Distinction: GLD: Global Learning

HIST 399 - Independent Study (1-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

HIST 423 - History of Mexico (3 Credits)
Mexico from the pre-conquest period to the present, with an emphasis on modern Mexico.
Cross-listed course: LASP 442

HIST 442 - The Old South (3 Credits)
Development of Southern society and of the forces that made the South a distinctive section of the United States.

HIST 443 - The New South (3 Credits)
Reconstruction, the Bourbon era, agrarian revolt, industrial revolution, racial problems, and the changes resulting from the impact of two world wars and the New Deal (1865-1946).
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

HIST 451 - The History of American Medicine (3 Credits)
The development of the art and science of medicine as practiced in the United States from colonial times to Medicare. Emphasis on the social history of American medicine.

HIST 452 - The History of Science in America (3 Credits)
The development of science in America from colonial times to the present. Special attention will be given to defining those factors, scientific, economic, and social, which have raised American science to its commanding position in the 20th century.

Hlth Promo Educ & Beh (HPEB)

HPEB 321 - Personal and Community Health (3 Credits)
Psychosocial health, stress management, leading infectious and noninfectious diseases, nutrition, physical fitness, sexuality, consumer health and health care access, environmental health, aging, and death.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

HPEB 502 - Applied Aspects of Human Nutrition (3 Credits)
Application of nutrition principles including functions of food and nutrients in health and disease prevention throughout the life cycle. Applied topics include weight management, food safety, and other contemporary issues.
Graduation with Leadership Distinction: GLD: Community Service

Hlth Serv Policy Mgmt (HSPM)

HSPM 412 - Health Economics (3 Credits)
Designed to serve as an introduction to economic principles and applications used in the health sector. The role economics plays in various aspects of health care, demand-side and supply-side factors and issues, how various health care systems are impacted.

Instr and Teacher Educ (EDTE)

EDTE 201 - Issues and Trends in Teaching and Learning (3 Credits)
Introduces and examines current issues and trends in teaching and learning.

Integrated Info Tech (ITEC)

ITEC 242 - Business Communications (3 Credits)
Theory and processes in written business communications; composing effective business letters and reports.
Prerequisites: C or better in both ENGL 101 and ENGL 102.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

ITEC 264 - Computer Applications in Business I (3 Credits)
Survey of core skills and techniques for spreadsheet design and analysis of business problems.

Journalism (JOUR)

JOUR 101 - Media and Society (3 Credits)
Principles, history, philosophies, theories of the mass media and allied professions and their societal role and impact.

JOUR 201 - Principles of Public Relations (3 Credits)
Methods used by business, government, consumer groups, minorities, environmentalists, and others to influence public attitudes toward their activities.

JOUR 203 - Principles of Visual Communications (3 Credits)
Theory and history of visual communication in the mass media emphasizing informational and persuasive messages created by graphic, photographic, and multimedia processes.

Library & Info Science (SLIS)

SLIS 201 - Introduction to Information Science (3 Credits)
Major concepts, principles, theories, issues, and trends in the development of Information Science.

SLIS 202 - Introduction to Information Literacy and Technology (3 Credits)
An introduction to the basic information technologies used in all types of information organizations and the essential concepts and skills needed for information literacy.
Carolina Core: INF

Management (MGMT)

MGMT 371 - Principles of Management (3 Credits)
A comprehensive survey of the basic principles of management applicable to all forms of business. The course provides the student with a basis for thinking about complex business situations in the framework of analysis of the management process.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences
MGMT 374 - Strategic Human Resource Management (3 Credits)
A survey of the major approaches used in managing human resources. Covers selection, compensation, legal compliance, discipline, organizational restructuring, TQM, motivation, labor relations, and performance management.
Prerequisites: MGMT 371.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

MGMT 376 - Employee Engagement (3 Credits)
Introduction to human behavior in organizations. Emphasis on factors that contribute to the effectiveness of individuals and groups in organizations.
Prerequisites: MGMT 371.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

MGMT 401 - Negotiation and Conflict in the Workplace (3 Credits)
This course is designed to improve students' knowledge and skills in the areas of workplace conflict resolution and negotiations.
Prerequisites: MGMT 371.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

MGMT 406 - International Human Resource Management (3 Credits)
This course examines how human resources are managed within a global context. It examines how human resources are managed within global firms as well as across different cultural settings.
Prerequisites: MGMT 374.

Cross-listed course: IBUS 406
Graduation with Leadership Distinction: GLD: Global Learning

Management Science (MGSC)

MGSC 290 - Computer Information Systems in Business (3 Credits)
An introduction to the effective use of information systems tools in day-to-day business communications, analysis, and decision making.

MGSC 291 - Applied Statistics for Business (3 Credits)
Descriptive statistics, topics in probability, statistical inference and modeling. Emphasis on the collection, summarization, analysis, and reporting of numerical findings relevant to business decisions and economic analysis.
Prerequisites: STAT 206.

Marine Science (MSCI)

MSCI 210 - Oceans and Society (3 Credits)
A nontechnical introduction to human interactions with the marine environment: marine organisms, marine systems, and the physical and chemical characteristics of oceans and estuaries. Not available for marine science major credit.
Carolina Core: SCI

MSCI 210L - Oceans and Society Laboratory (1 Credit)
Experiments and exercises which illustrate how specific components of marine environments are structured, function, and can be measured. Two laboratory hours per week. Not available for marine science major credit. Attendance on designated field trips may be required.
Prerequisite or Corequisite: MSCI 210.
Carolina Core: SCI

Marketing (MKTG)

MKTG 350 - Principles of Marketing (3 Credits)
Principles and concepts underlying marketing functions, including the conception, pricing, promotion, and distribution of products and services and the role of marketing in society. A. major sections; ECON 224, ACCT 222 for non-B.A. major sections.
Prerequisites: ECON 221/ECON 222, ACCT 225/ACCT 226 for B.

Mathematics (MATH)

MATH 111 - Basic College Mathematics (3 Credits)
Basic college algebra; linear and quadratic equations, inequalities, functions and graphs of functions, exponential and logarithm functions, systems of equations.
Prerequisites: placement through Algebra version of the Mathematics Placement Test.

MATH 1111 - Intensive Basic College Mathematics (4 Credits)
An intensive treatment of the topics covered in MATH 111.
Prerequisites: placement through Algebra version of the Mathematics Placement Test.

MATH 115 - Precalculus Mathematics (4 Credits)
Topics in algebra and trigonometry specifically needed for MATH 141, MATH 142, MATH 241. Subsets of the real line, absolute value; polynomial, rational, inverse, logarithm, exponential functions; circular functions; analytic trigonometry.
Prerequisites: C or better in MATH 111 or MATH 111I or placement through Precalculus version of the Mathematics Placement Test.

MATH 122 - Calculus for Business Administration and Social Sciences (3 Credits)
Derivatives and integrals of elementary algebraic, exponential, and logarithmic functions. Maxima, minima, rate of change, motion, work, area under a curve, and volume.
Prerequisites: C or better in MATH 111, MATH 111I or MATH 115 or placement through Algebra version of the Mathematics Placement Test.

Carolina Core: ARP

MATH 141 - Calculus I (4 Credits)
Functions, limits, derivatives, introduction to integrals, the Fundamental Theorem of Calculus, applications of derivatives and integrals. Four classroom hours and one laboratory hour per week.
Prerequisites: C or better in Math 112, MATH 115, or MATH 116, or placement through Precalculus version of the Mathematics Placement Test.
Carolina Core: ARP

MATH 142 - Calculus II (4 Credits)
Methods of integration, sequences and series, approximations. Four classroom hours and one laboratory hour per week.
Prerequisites: C or better in MATH 141.
Carolina Core: ARP
MATH 170 - Finite Mathematics (3 Credits)
Elementary matrix theory; systems of linear equations; permutations and combinations; probability and Markov chains; linear programming and game theory.
Prerequisites: C or better in MATH 111 or MATH 111I or MATH 122, or placement through Algebra version of the Mathematics Placement Test.

Carolina Core: ARP

MATH 221 - Basic Concepts of Elementary Mathematics I (3 Credits)
The meaning of number, fundamental operations of arithmetic, the structure of the real number system and its subsystems, elementary number theory. Open only to students in elementary or early childhood teacher certification.
Prerequisites: C or better in MATH 111 or MATH 111I or placement through Algebra version of the Mathematics Placement Test.

MATH 222 - Basic Concepts of Elementary Mathematics II (3 Credits)
Informal geometry and basic concepts of algebra. Open only to students in elementary or early childhood teacher certification.
Prerequisites: C or better in MATH 221.

MATH 241 - Vector Calculus (3 Credits)
Vector algebra, geometry of three-dimensional space; lines, planes, and curves in space; polar, cylindrical, and spherical coordinate systems; partial differentiation, max-min theory; multiple and iterated integration, line integrals, and Green's theorem in the plane.
Prerequisites: C or better in MATH 142.

MATH 242 - Elementary Differential Equations (3 Credits)
Ordinary differential equations of first order, higher order linear equations, Laplace transform methods, series methods; numerical solution of differential equations. Applications to physical sciences and engineering.
Prerequisites: C or better in MATH 142.

MATH 399 - Independent Study (3-9 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.
Graduation with Leadership Distinction: GLD: Research

Music (MUSC)

MUSC 110 - Introduction to Music (3 Credits)
Perceptive listening and appreciation of musical elements, forms and style periods, including composers' lives, individual styles and representative works. Emphasis on classical music; jazz and American popular music included.
Carolina Core: AIU

MUSC 114 - Introduction to Music Theory (3 Credits)
Carolina Core: AIU

MUSC 140 - Jazz and American Popular Music (3 Credits)
Development of jazz and American popular music through the study of important soloists, ensembles, arrangers, and composers.
Carolina Core: AIU

Palmetto College (PCAM)

PCAM 104 - Foundations of Composition (3 Credits)
A course in writing skills with practice in composing essays, including intensive review of grammar, punctuation, and mechanics.

PCAM 105 - Contemporary College Mathematics (3 Credits)
Linear and quadratic equations and models, functions, exponential models, logarithms, systems of equations, fundamentals of probability and statistics.

PCAM 106 - Foundations of College Algebra (3 Credits)
Operations on real numbers, linear equations and inequalities, quadratic equations, factoring, absolute value equations, exponential and radical expressions, graphs, and functions. Additional topics may include math study skills, logarithms, exponential functions, probability, statistics, systems of equations, polynomial division, and mathematical modeling.
Prerequisites: C or better in PCAM 106 students must pass the math placement test (MPT) with a minimum score of MB1 or MA2.

PCAM 141 - Introduction to Computer Keyboarding (3 Credits)
Keyboarding using the touch method, inputting, editing, and printing. Designed for students without keyboarding skills. Elective credit only. This course might not apply toward associate's degrees or Columbia baccalaureate degrees.

PCAM 151 - Computer Literacy and Applications (3 Credits)

PCAM 201 - Introduction to Internet Research (3 Credits)
Developing the means by which students may learn to access the Internet through mainframe and PC connections to accomplish specific research needs. This course might not apply toward associate’s degrees or Columbia baccalaureate degrees.
Prerequisites: CSCE 101.

PCAM 205 - Foundations of Leadership (3 Credits)
This course combines leadership theory with practical application, equipping students with the knowledge and skills needed to work more effectively with people, become better leaders, and reach their professional goals.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

PCAM 299 - Independent Study (1-6 Credits)
Contract approved by instructor, advisor, and academic dean is required for undergraduate studies. May be taken for elective credit only. May be repeated for up to 6 credits hours.

Palmetto Programs (PALM)

PALM 401 - Palmetto Senior Capstone Experience (3 Credits)
Integration of interdisciplinary program of study and general education; intensive writing and research project.
Prerequisites: PALM 493 and PALM 494 or PALM 495.

PALM 493 - South Carolina Studies (3 Credits)
Reading and writing about South Carolina from the perspective of multiple disciplines, incorporating elements of the student's major and cognate.
**Philosophy (PHIL)**

**PHIL 102 - Introduction to Philosophy** (3 Credits)
An introduction to the main problems of philosophy and its methods of inquiry, analysis, and criticism. Works of important philosophers will be read. Honors section offered.

**PHIL 111 - Introduction to Logic II** (3 Credits)
Philosophical foundations of inductive inference, including probability, statistics, and decision theory; application of the methods and results of inductive inference to philosophical problems such as the problem of rationality, epistemology, theory confirmation, social and political philosophy.

Prerequisites: At least one of the following: PSYC 227; SOCY 220; STAT 110, STAT 112, STAT 201, STAT 205, or STAT 206; MGSC 291.

**Carolina Core:** ARP

**PHIL 114 - Introduction to Formal Logic I** (3 Credits)
Formal logic, including foundational logical concepts, syntax and semantics of first-order logic; derivations; applications.

**Carolina Core:** ARP

**PHIL 211 - Contemporary Moral Issues** (3 Credits)
Moral issues confronting men and women in contemporary society. Topics will vary but may include discussion of problems related to abortion, drugs, euthanasia, war, social engineering, and punishment of criminals.

**Carolina Core:** VSR

Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

**PHIL 302 - Greek and Roman Philosophy after Aristotle** (3 Credits)
Problems such as hedonism, providence, belief and evidence, and mysticism, as they appear in the writings of Epicureans, Stoics, Sceptics, and Plotinus.

Cross-listed course: CLAS 302

**PHIL 310 - American Philosophy** (3 Credits)
The principal movements of philosophical thought from Colonial times to the present, with special emphasis on the 19th and 20th centuries.

**PHIL 320 - Ethics** (3 Credits)
A study of the moral principles of conduct and the basic concepts underlying these principles, such as good, evil, right, wrong, justice, value, duty, and obligation. The ethical works of influential philosophers are analyzed in terms of these concepts.

**Carolina Core:** VSR

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

**PHIL 324 - Business Ethics** (3 Credits)
Ethical problems in business; application to business situations of philosophical theories of individual, corporate, and governmental rights and responsibilities.

**Carolina Core:** VSR

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

**PHIL 399 - Independent Study** (3-9 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students.

Graduation with Leadership Distinction: GLD: Research

**Physical Education (PEDU)**

**PEDU 104 - Personal Fitness and Weight Control** (1 Credit)
Advanced techniques for controlling weight and improving fitness through exercise, lectures, and self-evaluation.

**PEDU 105 - Weight Training** (1 Credit)
Fundamentals of progressive resistance exercise training.

**PEDU 106 - Advanced Weight Training** (1 Credit)
Advanced techniques.

*Prerequisites: PEDU 105.*

**PEDU 107 - Group Exercise** (1 Credit)
Cardio-respiratory fitness, flexibility, muscular strength and endurance, and agility through various group exercise formats while utilizing a variety of equipment.

**PEDU 113 - Bowling** (1 Credit)
Fundamental skills and techniques of bowling.

**PEDU 129 - Racquetball** (1 Credit)
Fundamental skills, rules, and terminology.

**PEDU 153 - Cardiopulmonary Resuscitation** (1 Credit)
Knowledge and skills in providing artificial respiration, first aid for foreign body obstruction, one and two rescuer CPR for adults, infants, and children.

**PEDU 174 - Social Dance** (1 Credit)
Fundamental skills and terminology.

**PEDU 182 - Backpacking** (1 Credit)
Living in the out-of-doors; gear selection, map and compass reading, backpacking, hiking, and camping.

**PEDU 187 - Rock Climbing** (1 Credit)
Fundamentals of rock and mountain climbing including gear selection and use, knots and rope management, anchoring systems, belaying, rappelling, climbing techniques, and safety considerations.

**PEDU 190 - Introduction to the Description and Analysis of Human Movement** (2 Credits)
Analysis and performance of fundamental motor skills.

**PEDU 275 - Functional Musculoskeletal Anatomy** (3 Credits)
Knowledge and skill of orthopedic anatomy relative to muscle, ligament, and tendon origin, insertion, innervation, and action.

**Political Science (POLI)**

**POLI 111 - Controversies in American Politics** (3 Credits)
An introduction to the analysis of key issues in contemporary American politics focusing on the arguments, the groups involved, and the political factors that influence the outcome of the debate.
POLI 201 - American National Government (3 Credits)
The formation and development of the national government, its organization and powers. Overlay Course.
Carolina Core: GSS, VSR

POLI 357 - Film, Politics, and Social Change (3 Credits)
Critical analysis of film as expression and agent of political cultural, ideology, and change.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

POLI 365 - State Government (3 Credits)
A study of state-federal relations, relations among states, state constitutions, and the structure and functions of the three branches of government. Emphasis is given to South Carolina.

POLI 368 - Interest Groups and Social Movements (3 Credits)
The mobilization, organization, tactics, and results of group-based politics, including latent interests and the suppression of interests.
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

POLI 370 - Introduction to Public Administration (3 Credits)
A study of the basic principles and theory of administrative structure, responsibility, and control in relation to policy making in the modern state.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

POLI 374 - Public Policy (3 Credits)
Process of and major approaches to making public policy particularly, in the United States. Case study materials will focus on such major policies as welfare, health care, national security, and resource management.

POLI 399A - Independent Study in Political Science (1-6 Credits)
Prior approval of and individualized contract by the director of undergraduate studies in political science and the instructor who will supervise the project required.
Graduation with Leadership Distinction: GLD: Research

POLI 399B - Independent Study in International Studies (1-6 Credits)
Prior approval of an individualized contract by the director of undergraduate studies in international studies and the instructor who will supervise the project required.
Graduation with Leadership Distinction: GLD: Research

POLI 463 - The American Chief Executive (3 Credits)
Constitutional, statutory and political powers and roles of the American chief executive.

POLI 465 - Psychology and Politics (3 Credits)
The role of psychology in political attitudes and behavior. Examination of individual psycho-political relationships and aggregate typologies. Particular emphasis on the psychological roots of the need for or the rejection of political authority.
Prerequisites: PSYC 101.

POLI 570 - South Carolina Government and Politics (3 Credits)
South Carolina state and local government in the context of South Carolina history and U.S. state and local government.

Portuguese (PORT)

PORT 121 - Elementary Portuguese (3 Credits)
Grammar and practical vocabulary necessary for fundamental communication skills. Assumes no prior experience in the language.
Carolina Core: GFL

PORT 122 - Basic Proficiency in Portuguese (3 Credits)
Practice and further development of essential listening, reading, speaking, and writing skills.
Prerequisites: PORT 121.
Carolina Core: GFL

Psychology (PSYC)

PSYC 101 - Introduction to Psychology (3 Credits)
An introduction to and survey of the basic concepts and findings within the field of psychology.
Carolina Core: GSS

PSYC 226 - Research Methods in Psychology (3 Credits)
Basic principles and methodology.
Prerequisites: PSYC 101 or SCHC 130.

Graduation with Leadership Distinction: GLD: Research

PSYC 300 - Human Sexual Behavior (3 Credits)
Psychological, physiological, and sociological factors of human sexual behavior and attitudes.

PSYC 301 - Psychology of Marriage (3 Credits)
The psychological, physiological, and social characteristics of marriage.
Cross-listed course: WGST 301
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

PSYC 310 - Psychology of Women (3 Credits)
Women's experiences: childhood and adolescence, work, family, cultural images, adjustment, and social change.
Cross-listed course: WGST 310
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

PSYC 330 - Psychology and the African-American Experience (3 Credits)
Psychological theory and research as it applies to African Americans. Explores Africentric and other perspectives and roles of culture, racism, and historical phenomena.
Cross-listed course: AFAM 330
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

PSYC 350 - Industrial Psychology (3 Credits)
Psychological techniques applied to various industrial problem areas, such as management and supervision, morale, efficiency, training, personnel selection and placement, and relations among personnel.

PSYC 360 - Applied Psychology (3 Credits)
Uses of psychological knowledge and techniques in practical contexts; clinical, school, industrial, consumer, and environmental psychology.

PSYC 370 - Psychology of Consciousness (3 Credits)
Theories, controversies, and research findings on the nature of various states of consciousness; topics such as sleep/dreams, hypnosis, drug-induced states, and psychic phenomena.
PSYC 380 - Sport Psychology (3 Credits)
The role of sports in socialization, personality development and competence, including: spectator-performer interactions, motivation, competition effects; and the application of psychological techniques to performance enhancement.

PSYC 399 - Independent Study (1-6 Credits)
Closely supervised project or research experience in psychology. Approved contract required. May be repeated for up to six credits. Not for psychology major credit.
Prerequisites: PSYC 101.

Graduation with Leadership Distinction: GLD: Research

PSYC 400 - Survey of Learning and Memory (3 Credits)
Research and applications concerning the acquisition of new behavior and knowledge, including accounts based on classical and instrumental conditioning and on information-processing models.
Prerequisites: PSYC 101 or SCHC 130.

PSYC 405 - Cognitive Psychology (3 Credits)
Research and theories on sensory memory, attention, short-term and working memory, human learning and forgetting, imagery, long-term memory, speech perception, reading, language, thinking and problem solving, and decision making.

PSYC 410 - Behavioral and Mental Disorders (3 Credits)
Covers the classification, diagnosis, etiological theories, and treatments of the major mental and emotional disorders.
Prerequisites: PSYC 101 or SCHC 130.

PSYC 420 - Survey of Developmental Psychology (3 Credits)
Psychological development from conception to late adulthood. Topics include physical, cognitive, and social processes associated with development at each stage of the life cycle.
Prerequisites: PSYC 101 or EDPY 335 or SCHC 130.

PSYC 430 - Survey of Social Psychology (3 Credits)
Introduction to theory and research in social psychology from a psychological viewpoint. Topics include social perception, social cognition, attitudes, interpersonal relationships, aggression, prosocial behavior, and group processes.
Prerequisites: PSYC 101 or SCHC 130.

Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

PSYC 440 - Survey of Personality (3 Credits)
Covers the major theories and research on personality and the dynamics of human motivation.
Prerequisites: PSYC 101 or SCHC 130.

Graduation with Leadership Distinction: GLD: Research

PSYC 455 - Introduction to Neuroscience (3 Credits)
Function of the brain including basic neuroanatomy, neurophysiology and neurochemistry, neural systems, and psychopharmacology as it relates to behavior.

PSYC 460 - Brain and Behavior (3 Credits)
How the brain mediates simple and complex behavior and how we can apply basic research about the brain to real world problems.
Prerequisites: PSYC 101 or SCHC 130.

PSYC 501 - Human Factors Psychology (3 Credits)
Application of research in experimental psychology to ergonomics, the design of human-environment systems, with emphasis on work settings.
Prerequisites: PSYC 101 and 9 hours of upper-level courses all in psychology, business, engineering, or nursing.

PSYC 520 - Psychology of Child Development (3 Credits)
Examination of development from conception through older childhood. Specific cognitive and social processes will be given in-depth study.
Prerequisites: PSYC 420.

Religious Studies (RELG)

RELG 120 - Comparative Religion (3 Credits)
Issues, theories, and debates that shape global religious traditions, cultures, and communities; examination of historical contexts and development, applying social scientific inquiry and methods to analyze relevant current circumstances and concerns.

RELG 201 - Religion and Culture (3 Credits)
Exploration of the dynamic relationships between selected religions and cultures.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

RELG 270 - Religion and the Arts (3 Credits)
Literary, visual, and/or performance art associated with religious discourse and practice.
Carolina Core: AIU

RELG 301 - Hebrew Bible (Old Testament) (3 Credits)
Modern study of the Hebrew Bible from historical, literary, and archeological points of view. Reading and analysis of texts in translation.
Cross-listed course: JSTU 301

RELG 361 - Psychology of Religion (3 Credits)
The development of the religious consciousness and its various expressions, the psychological dynamics of growth and conversion, response to crisis, and the relation of spiritual practice to health and wholeness.
Cross-listed course: PSYC 320

RELG 372 - Religion and Existentialism (3 Credits)
Existentialist thought as adapted by theologians to interpret religious experience and the biblical message. The movement from philosophical protest against essentialism into imaginative description of existence revealed under stress.

RELG 412 - Faith, Doubt, and God (3 Credits)
Judeo-Christian views of God; modern criticism and contemporary responses.

Sociology (SOCY)

SOCY 101 - Introductory Sociology (3 Credits)
An introduction to sociological facts and principles: an analysis of group-making processes and products.
Carolina Core: GSS

SOCY 220 - Elementary Statistics for Sociologists (3 Credits)
An introduction to concepts and application of quantitative methods, including descriptive and inferential statistics. Emphasis on analysis of empirical sociological data.
SOCY 304 - Race, Class, Gender, and Sexuality (3 Credits)
Historical and contemporary power relationships in race, social class, gender, and sexual orientation.
Prerequisites: SOCY 101.

Cross-listed course: POLI 305, WGST 304

Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

SOCY 305 - Sociology of Families (3 Credits)
Sociological perspectives related to various aspects of family behaviors, roles, and values.
Prerequisites: SOCY 101.

Cross-listed course: WGST 305

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

SOCY 311 - Ecology of Human Social Systems (3 Credits)
Relationships among and changes in populations, social organization, technology, and the environment.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

SOCY 320 - Individual and Society (3 Credits)
Selected theoretical orientations, methodological procedures, and illustrative substantive data pertaining to the relations between the individual and society.

SOCY 322 - Sociology of Deviant Behavior (3 Credits)
Theories, methodology, and substantive issues in the study of social deviance.

SOCY 340 - Introduction to Social Problems (3 Credits)
Contemporary social issues such as poverty, health, the criminal justice system, globalization and the environment, their causes and possible solutions.
Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy

SOCY 350 - Juvenile Delinquency (3 Credits)
Social factors in the development, identification, and treatment of delinquents.
Prerequisites: SOCY 101.

Cross-listed course: CRJU 351

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

SOCY 353 - Sociology of Crime (3 Credits)
Social factors in the development, identification, and treatment of criminals.
Prerequisites: SOCY 101.

Cross-listed course: CRJU 341

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

SOCY 354 - Collective Behavior (3 Credits)
An analysis of crowds, publics, social movements, and the mass society in terms of their institutional and social psychological consequences.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

SOCY 355 - Race and Ethnic Relations (3 Credits)
Theoretical and empirical approaches related to race/ethnicity and the current state of race relations in America, with some attention to global issues.

Cross-listed course: AFAM 355

Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences

SOCY 357 - Sociology of Education (3 Credits)
Analysis of educational institutions, organizations, processes, and their effects in contemporary society.

Cross-listed course: EDFI 357

Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy

Spanish (SPAN)

SPAN 109 - Beginning Spanish I (3 Credits)
Introduction to grammar and practical vocabulary necessary for fundamental communication skills. Restricted to those who have never studied Spanish or placed by examination into SPAN 109. Credit may be received only for one of the following: SPAN 109, SPAN 110, SPAN 111, or SPAN 121.
Carolina Core: GFL

SPAN 110 - Beginning Spanish II (3 Credits)
Introduction to grammar and practical vocabulary necessary for fundamental communication skills. Restricted to those who have completed SPAN 109. Credit may be received only for one of the following: SPAN 109, SPAN 110, SPAN 111, or SPAN 121.
Carolina Core: GFL

SPAN 121 - Elementary Spanish (3 Credits)
Grammar and vocabulary necessary for fundamental communication skills. Assumes prior experience in Spanish. Admission only by proficiency examination. Credit may be received for only one of the following: SPAN 109, SPAN 110, SPAN 111, or SPAN 121.
Carolina Core: GFL

SPAN 122 - Basic Proficiency in Spanish (3 Credits)
Practice and further development of essential listening, reading, speaking, and writing skills.
Prerequisites: SPAN 109, SPAN 110, SPAN 111, or SPAN 121 or by placement examination.
Carolina Core: GFL

SPAN 399 - Independent Study (3-6 Credits)
Contract approved by instructor, advisor, and department chair is required for undergraduate students. Department permission required for transfer students.
Prerequisites: B or better in SPAN 210 or SPAN 211; Placement at 300 level on Phase II placement exam.
Graduation with Leadership Distinction: GLD: Research
Speech (SPCH)

SPCH 140 - Public Communication (3 Credits)
Introduction to theory and practice of oral communication in public, social, and institutional contexts. Includes foundational and cumulative training in the invention, performance, and critical analysis of oral communication, with emphasis on argumentation, persuasion, audience analysis, delivery, and ethical forms of engagement.
Carolina Core: ARP
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

SPCH 145 - Online Public Communication (3 Credits)
Introduction to theory and practice of live and recorded online spoken communication in public, social, and institutional contexts. Training in invention, performance, and critical analysis of online spoken communication, including audience analysis, persuasion, delivery, and ethical engagement. Includes significant practice in preparing and presenting live online public communication.
Carolina Core: CMS, INF

SPCH 331 - Organizational Communication (3 Credits)
Examines communication behavior and networks within organizations through the study of major theories of organizational communication, identifies and defines primary concepts, and applies them to organizational scenarios and case studies.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

Sport & Entertnmnt Mgmt (SPTE)

Statistics (STAT)

STAT 110 - Introduction to Statistical Reasoning (3 Credits)
A course in statistical literacy. Topics include data sources and sampling, concepts of experimental design, graphical and numerical data description, measuring association for continuous and categorical variables, introduction to probability and statistical inference, and use of appropriate software. Credit given only for STAT 110 or STAT 112.
Carolina Core: ARP

STAT 201 - Elementary Statistics (3 Credits)
Introduction to the fundamentals of modern statistical methods, including descriptive statistics, probability, random sampling, simple linear regression, correlation, tests of hypotheses, and estimation.
Prerequisites: MATH 111 or MATH 115 or STAT 110.
Carolina Core: ARP

Theatre (THEA)

THEA 120 - Laboratory Theatre Production (1 Credit)
Procedures for implementation of processes involved in the Laboratory Theatre Production Program. Supervised preparation of all performance and production elements involved in the collaborative process of theatre production. Course content varies according to season production program. Permission of Instructor or by audition. May be repeated for credit.

THEA 170 - Fundamentals of Acting (3 Credits)
Introduction to the art and craft of acting. Practical exploration through improvisation and scripted scene work. Includes a brief history of the development of modern acting techniques.
Carolina Core: AIU

THEA 172 - Basic Stage Makeup (1 Credit)
The study and application of the principles of the art of makeup for the theatre.

THEA 181 - Shakespeare in Performance (3 Credits)
Introduction to Shakespeare's works on page, stage, and screen. Emphasis placed on performances of scripts. History of Shakespeare's works/productions, stage/screen technique. Viewings of film adaptations required.
Carolina Core: AIU

THEA 200 - Understanding and Appreciation of Theatre (3 Credits)
An introduction to the understanding and appreciation of theatrical experience. Attendance at theatrical performances required.
Carolina Core: AIU

THEA 201 - Introduction to Theatre Studies (3 Credits)
Introduction to methods of analyzing and interpreting drama, with emphasis on play structure, genre, and style. Designed for the theatre major in preparation for theatre scholarship, performance, production, and design.
Graduation with Leadership Distinction: GLD: Research

THEA 230 - Make-up Design for Theatre and Film (3 Credits)
Theory and practice of make-up design for theatre and film. The application of analytical and research skills in the visual development of the character.

THEA 240 - Beginning Voice and Speech (3 Credits)
Study and practical application of voice and speech fundamentals in performance. Emphasis on speaking with ease, power and clarity to impact an audience.
Graduation with Leadership Distinction: GLD: Professional and Civic Engagement Leadership Experiences

THEA 270 - Beginning Acting (3 Credits)
An exploration of the acting process through scene study. Focus will be on developing the actor's personal technique, emphasizing emotional truthfulness and authenticity.
Prerequisites: THEA 170 or declaration of major.

THEA 280 - Elements of Design for Theatre Production (3 Credits)
Foundational application of design principles and vocabulary as applied to the creative process in production design for theatre. Play analysis, creative and visual thinking, and graphic representation.

THEA 340 - Literature and Performance (3 Credits)
Introduction to the study of literature through performance; reading, analysis, and performance of prose, poetry, nonfiction, and drama.
Cross-listed course: SPCH 340

University Experience (UNIV)

UNIV 101 - The Student in the University (3 Credits)
The purposes of higher education and potential roles of the student within the university. Open to freshmen. Also open to other undergraduate students in their first semester of enrollment.

UNIV 401 - Senior Capstone Experience (1-3 Credits)
Integration of major program of study and general education; issues of transition into graduate school and/or employment; group project, intensive writing/speaking.
Women & Gender Studies (WGST)

WGST 112 - Introduction to Women's and Gender Studies (3 Credits)
A social science perspective of women in psychological, sociological, historical, anthropological, economic, and political contexts; the changing roles, images, and institutions.

Carolina Core: GSS, VSR
Graduation with Leadership Distinction: GLD: Community Service, GLD: Diversity and Social Advocacy

WGST 113 - Women's Health (3 Credits)
Basic functioning of the female body; effects of society on processes of health and disease. Not for natural sciences credit.

Carolina Core: GSS
Graduation with Leadership Distinction: GLD: Diversity and Social Advocacy, GLD: Professional and Civic Engagement Leadership Experiences
SEARCH COURSES

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Please visit the following links to access the archived versions of the Undergraduate Bulletins.

- Archived Undergraduate Studies Bulletins 2001-2009 (http://www.sc.edu/bulletin/archives/)
- 2009-2010 Undergraduate Studies Bulletin (http://sc_original.catalog.acalog.com/?catoid=15)
- 2010-2011 Undergraduate Studies Bulletin (http://sc_original.catalog.acalog.com/?catoid=10)
- 2011-2012 Undergraduate Studies Bulletin (http://sc_original.catalog.acalog.com/?catoid=45)
- 2012-2013 Undergraduate Studies Bulletin (http://sc_original.catalog.acalog.com/?catoid=36)
- 2013-2014 Undergraduate Studies Bulletin (http://sc_original.catalog.acalog.com/?catoid=63)
- 2015-2016 Undergraduate Studies Bulletin (http://sc_original.catalog.acalog.com/?catoid=91)
- 2016-2017 Undergraduate Studies Bulletin (http://bulletin.sc.edu/?catoid=37)
- 2017-2018 Undergraduate Studies Bulletin (http://bulletin.sc.edu/?catoid=56)
- 2018-2019 Undergraduate Studies Bulletin (http://bulletin.sc.edu/?catoid=70)
- 2019-2020 Undergraduate Studies Bulletin (http://bulletin.sc.edu/)

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- Archived Graduate Studies Bulletins 2001-2009 (http://www.sc.edu/bulletin/archives/)
- 2009-2010 Graduate Studies Bulletin (http://sc_original.catalog.acalog.com/?catoid=16)
- 2010-2011 Graduate Studies Bulletin (http://sc_original.catalog.acalog.com/?catoid=9)
- 2011-2012 Graduate Studies Bulletin (http://sc_original.catalog.acalog.com/?catoid=44)
- 2012-2013 Graduate Studies Bulletin (http://sc_original.catalog.acalog.com/?catoid=35)
- 2015-2016 Graduate Studies Bulletin (http://sc_original.catalog.acalog.com/?catoid=90)
- 2016-2017 Graduate Studies Bulletin (http://bulletin.sc.edu/?catoid=8)
- 2017-2018 Graduate Studies Bulletin (http://bulletin.sc.edu/?catoid=68)
- 2018-2019 Graduate Studies Bulletin (http://bulletin.sc.edu/?catoid=76)
- 2019-2020 Graduate Studies Bulletin (http://bulletin.sc.edu/?catoid=94)

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Please visit the following links to access the archived versions of the Law School Bulletins.

- 2010-2011 School of Law Bulletin (http://law.sc_original.catalog.acalog.com/?catoid=21)
- 2011-2012 School of Law Bulletin (http://law.sc_original.catalog.acalog.com/?catoid=48)
- 2012-2013 School of Law Bulletin (http://law.sc_original.catalog.acalog.com/?catoid=39)
- 2013-2014 School of Law Bulletin (http://law.sc_original.catalog.acalog.com/?catoid=66)
- 2014-2015 School of Law Bulletin (http://law.sc_original.catalog.acalog.com/?catoid=76)
- 2015-2016 School of Law Bulletin (http://bulletin.law.sc.edu/?catoid=9)
- 2016-2017 School of Law Bulletin (http://bulletin.law.sc.edu/?catoid=54)
- 2017-2018 School of Law Bulletin (http://bulletin.law.sc.edu/?catoid=63)
- 2018-2019 School of Law Bulletin (http://bulletin.law.sc.edu/?catoid=80)
- 2019-2020 School of Law Bulletin (http://bulletin.law.sc.edu/)

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Please visit the following links to access the archived versions of the School of Medicine Bulletins.

- 2005-2006 Bulletin of Record
- 2015-2016 School of Medicine Bulletin (http://bulletin.med.sc.edu/?catoid=10)
- 2016-2017 School of Medicine Bulletin (http://bulletin.med.sc.edu/?catoid=53)
- 2017-2018 School of Medicine Bulletin (http://bulletin.med.sc.edu/?catoid=64)
- 2019-2020 School of Medicine Bulletin (http://bulletin.med.sc.edu/)
College of Pharmacy Archives

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South Carolina College of Pharmacy:

- 2012-2013 South Carolina College of Pharmacy Bulletin (https://academicbulletins.sc.edu/archives/sccp-bulletin-2012-2013.pdf)

UofSC Lancaster Archives

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- 2010-2011 UofSC Lancaster Bulletin (http://bulletin.usclancaster.sc.edu/?catoid=19)
- 2012-2013 UofSC Lancaster Bulletin (http://bulletin.usclancaster.sc.edu/?catoid=37)
- 2013-2014 UofSC Lancaster Bulletin (http://bulletin.usclancaster.sc.edu/?catoid=64)
- 2016-2017 UofSC Lancaster Bulletin (http://bulletin.usclancaster.sc.edu/?catoid=38)
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- 2010-2011 USC Salkehatchie Bulletin (http://bulletin.uscsalkehatchie.sc.edu/?catoid=20)
- 2011-2012 UofSC Salkehatchie Bulletin (http://bulletin.uscsalkehatchie.sc.edu/?catoid=47)
- 2012-2013 UofSC Salkehatchie Bulletin (http://bulletin.uscsalkehatchie.sc.edu/?catoid=38)
- 2016-2017 UofSC Salkehatchie Bulletin (http://bulletin.uscsalkehatchie.sc.edu/?catoid=41)

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- 2012-2013 UofSC Sumter Bulletin (http://uscsalkehatchie.sc_original.catalog.acalog.com/?catoid=41)
• 2019-2020 UofSC Sumter Bulletin (http://bulletin.uscsumter.edu/)

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• 2011-2012 UofSC Union Bulletin (http://uscunion.sc_original.catalog.acalog.com/?catoid=51)
• 2012-2013 UofSC Union Bulletin (http://uscunion.sc_original.catalog.acalog.com/?catoid=42)
• 2013-2014 UofSC Union Bulletin (http://uscunion.sc_original.catalog.acalog.com/?catoid=69)
• 2015-2016 UofSC Union Bulletin (http://bulletin.uscunion.sc.edu/?catoid=13)
• 2016-2017 UofSC Union Bulletin (http://bulletin.uscunion.sc.edu/?catoid=40)
• 2017-2018 UofSC Union Bulletin (http://bulletin.uscunion.sc.edu/?catoid=59)
• 2018-2019 UofSC Union Bulletin (http://bulletin.uscunion.sc.edu/?catoid=73)
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